

To: Councillor Sean Fitzsimons (Chairman)
Councillors Eddy Arram, Graham Bass, Richard Chatterjee, Justin Cromie, Jason Cummings, Clare George-Hilley, Donna Gray, Steve Hollands, Bernadette Khan, Terry Lenton, Michael Neal and Manju Shahul-Hameed

Reserve members:

Councillors Carole Bonner, Jan Buttinger, Sherwan Chowdhury, Pat Clouder, David Fitze, Maria Gatland, Adam Kellett, David Osland, Tony Pearson, Donald Speakman, Sue Winborn and Chris Wright

Co-opted members:

Parent Governor Representatives: Mr James Collins
Mrs Vinoo John

Diocesan Representative: Mrs Elaine Jones

Non-voting teacher representative: Mr Mike Dawson

A meeting of the **CHILDREN AND YOUNG PEOPLE SCRUTINY SUB-COMMITTEE** which you are summoned to attend will be held on **TUESDAY 11 FEBRUARY 2014** at **6.30pm** in the **COUNCIL CHAMBER** at the Town Hall, Katharine Street, Croydon, CR0 1NX.

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31 January 2014

Members of the public are welcome to attend this meeting.
If you require any assistance, please contact the Scrutiny Team as detailed above.

PRE MEETING FOR COMMITTEE MEMBERS ONLY: Room F5 at 6.00 p.m.
Committee Members are expected to attend.

If on the day you are delayed or unable to attend please contact Extension 62683

AGENDA – PART A

1. Minutes

The minutes of the meetings held on 15 October and 17 December 2013 are **circulated.**

2. Apologies for Absence

3. Disclosure of Interest

In accordance with the Council's Code of Conduct and the statutory provisions of the Localism Act, Members and co-opted Members of the Council are reminded that it is a requirement to register disclosable pecuniary interests (DPIs) and gifts and hospitality in excess of £50. In addition, Members and co-opted Members are reminded that unless their disclosable pecuniary interest is registered on the register of interests or is the subject of a pending notification to the Monitoring Officer, they are required to disclose those disclosable pecuniary interests at the meeting. This should be done by completing the Disclosure of Interest form and handing it to the Business Manager at the start of the meeting. The Chairman will then invite Members to make their disclosure orally at the commencement of agenda item 3. Completed disclosure forms will be provided to the Monitoring Officer for inclusion on the Register of Members' Interests.

4. Urgent Business (If any)

To receive notice of any business not on the Agenda, that should, in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency

5. Exempt Items

To confirm the allocation of business between Part A and Part B of the Agenda

6. Education quality and standards (report circulated)

7. Children and Young People: Council Social Care Services (report circulated)

8. Work programme review and planning (report circulated)

9. Camera Resolution (if necessary)

To resolve that, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following item of business on the grounds that it involves the likely disclosure of exempt information falling within those paragraphs indicated in Part 1 of Schedule 12A of the Local Government Act 1972, as amended.

AGENDA – PART B

None

CHILDREN AND YOUNG PEOPLE SCRUTINY SUB-COMMITTEE

Minutes of the meeting held on Tuesday 15 October 2013 at 6.30pm

WRITTEN MINUTES – PART A

Present: Councillor Sean Fitzsimons (Chairman)
Councillors Eddy Arram, Graham Bass, Jan Buttinger, Richard Chatterjee,
Justin Cromie, Jason Cummings, Steve Hollands, Bernadette Khan, Michael
Neal and Manju Shahul-Hameed

Co-opted members:

Parent Governor Representatives: Mr James Collins
Mrs Vinoo John

Diocesan Representative: Mrs Elaine Jones

A21/13 MINUTES OF 9 JULY MEETING (Agenda item 1)

RESOLVED: that the minutes of the meetings held on 9 July 2012
be signed as a correct record.

A22/13 APOLOGIES FOR ABSENCE (Agenda item 2)

Apologies were received from Councillors Terry Lenton (reserve: Cllr
Jan Buttinger), Clare George-Hilley and Donna Gray, and Mike Dawson
(teacher representative).

A23/13 DISCLOSURES OF INTEREST (Agenda item 3)

Cllr Jason Cummings disclosed that he was Chair of Governors at
Woodlands CC and that his wife was employed by Jubilee Parenting
who deliver courses commissioned by the Council.

A24/13 URGENT BUSINESS (Agenda item 4)

There was none.

A25/13 EXEMPT ITEMS (Agenda item 5)

There were none.

The Chair explained that agenda items 6 and 7 would be taken together.

The following officers and stakeholders were in attendance and gave a brief introduction to their work:

- Sylvia McNamara, Director of Learning and Inclusion
- Kate Ambrosi, Improvement Advisor 14-19
- Julie Ralphs, Improvement Adviser Commissioning Standards and Quality Assurance
- Lisa McCance, Head of Economic Development
- Alan Wood, Skills and Employment officer
- Karen Ruby, Croydon Employer Engagement and Partnership Manager, JobCentre Plus
- David Byford, Apprenticeship and Employer Engagement Manager, John Ruskin College
- Maria Denton, Apprenticeship Hub, Croydon College
- Michael Manning Prior (Business and Education London South, which supports disadvantaged 14 to 24 year-olds and prepares them for adult and working life).

Members expressed their disappointment at the fact that no local businesses were represented at the meeting.

Two members of Croydon's Youth Council, Javell, a student at Lambeth College, and Lisa, a student at Croydon College, gave an overview of their experiences of seeking work.

Javell and Lisa were asked to describe their experience of exploring career options and looking for a job. Members heard that their greatest challenges were the struggle to find a job that fitted their interests and the complexity of the processes involved in applying for jobs. Concerns were also expressed about the quality of guidance provided by careers advisors. Young people felt strongly that processes needed to be simplified and early intervention provided to support young people.

Members asked what currently constituted an apprenticeship. They were advised that these were employer and industry-led and included the following elements:

- working side by side with an experienced member of staff and learning on the job
- following a training programme
- acquiring a qualification in English and numeracy if not already obtained
- developing their interpersonal skills

Members heard that level 2 "intermediate" apprenticeships lasted a minimum of 12 months and an average of 18 months and level 3 "advanced" apprenticeships took 18 months to 2 years to complete. The government is also introducing foundation degree level apprenticeships, mainly in scientific fields.

Members were advised that there had been 1758 completions or “achievements” in 2012-2013:

- 1000 at intermediate level
- 743 at advanced level
- 14 at higher level

However, the total participation levels are much higher: a total of 3919 young people are currently undergoing an apprenticeship in the borough. Members were advised that approximately $\frac{3}{4}$ of apprenticeships end in a successful completion or “achievement”.

Members stated that many young people did not enjoy studying functional skills and failed this element of their apprenticeship. They asked what schools were doing to prepare young people to succeed in a level 2 apprenticeship. Officers stated that businesses taking on apprentices were being encouraged to become part of the solution. It was also emphasised that young people who took on work which they found interesting were less likely to drop out. However, perhaps the most significant development was the growing emphasis on pre-employment training to ensure that young people had adopted the skills and approach needed to succeed in their first job. Members were advised that pre-employment training was particularly critical to the success of individuals who were “NEET” (not in employment, education or training). However, while there was no shortage of pre-employment training provision, it was observed that not all relevant stakeholders knew of its existence.

Members enquired how parents of pupils were kept involved in the careers advice process. The importance of their involvement was acknowledged, not just in terms of providing guidance but also in terms of helping them to become work-ready (e.g. getting to work on time). Young people in attendance explained that the role of their parents was important, but that not all young people could count on such support. For instance, some parents worked long hours and were not able to support or monitor their children as well as they wished. In such cases, the young people felt that the role of schools became particularly important. However, the young people felt that schools were not always aware of the support needs of their pupils and occasionally failed to provide the necessary advice and guidance.

Young people commented that they were not always ready to use the training and work opportunities open to them, regardless of the encouragement of their parents. In addition, they observed that any breakdown in communications between children and their parents might make it difficult to appreciate and accept the advice and guidance offered.

Officers were asked how the education system helped young people to become work-ready at the end of their school studies. They stated that the National Curriculum was more knowledge-based than focused on soft skills such as work-readiness. They added that pupils who achieved good or excellent grades usually made a smooth transition to the work environment but that a lot of pupils at the other end of the spectrum were not work-ready. Members asserted that schools had to do more than simply help young people achieve good grades, and that they had to start early to develop young people’s “soft skills”. They agreed that schools needed to take careers advice and employability seriously, and that they needed to guide young people to

subjects that would help young people to get a job and to realistic career choices. "Going in the right direction?", the report of the Ofsted survey on the provision of independent and impartial careers guidance published in September 2013, stated that the provision of careers guidance by secondary schools was currently of insufficient quality.

Members noted that governors of Croydon schools felt that they had no role in developing careers guidance in their establishments. Officers informed members that future Ofsted inspections would include discussions with governors on the quality of careers advice at their schools.

Members heard that John Ruskin College had organised CV writing and interview practice to its pupils. Critical feedback on CVs and interview practice had been provided by local employers. Following the success of this initiative, the programme was being extended to more young people.

The representative of John Ruskin College stated that some of the key requirements of local employers were for young people to turn up on time to work, wear appropriate clothing and contribute appropriately to the work of the team they were in.

Members heard that there was more and more joint work between colleges on employability and careers advice, in order to make the best possible use of limited resources and officer time. They asked whether there existed a traded service to improve young people's employability, and were advised that the Council did not offer any, although such services were offered by a wide range of companies such as CFBT.

Members discussed the careers advice given to young people by secondary schools. Officers explained that school exam results were the driver for schools, and that these establishments tended to advise pupils to stay on to take further qualifications and gain good grades. It was emphasised that this was not necessarily the most appropriate choice for all pupils. Members felt that academic attainment was only a first step on the road to a career and that pupils needed to understand what happened next, what the opportunities were and how to engage with them. They added that one could start "at the shop floor" and work one's way up through one's own efforts.

Members discussed work experience and acknowledged its role in giving a young people the opportunity to experience a working environment and the discipline required of staff. Officers highlighted work experience opportunities in retail, particularly during seasonal highs.

Members asked the representative of JobCentre Plus whether it advertised weekend jobs for young people and were advised that much fewer such opportunities were advertised these days. Officers providing support to the Youth Council stated that many of its young members gained work experience through such work as regular paper rounds and working in MacDonald's.

Officers also highlighted the usefulness of volunteering work in helping young people gain work experience. However, it was stressed that involving young people in volunteering work could carry safeguarding risks, and that their duties and working conditions had to be carefully managed and monitored.

Officers were questioned regarding statistics on disabled NEET pupils as members felt that agencies were losing track of them. Officers explained that from the age of 16, it was national policy for young people to have to "self-declare" any disabilities and that any statistics relating to disabled young people may therefore be very unreliable. Members felt that it was somewhat demanding to require a young disabled person, with perhaps unclear special needs, to self-declare to various agencies. However, Members were informed that disabled young people were very likely to receive targeted guidance through a number of relevant service providers and networks to which they had previously been known.

Members expressed concerns about young people who started a college course but were unaccustomed to the freedom and need for self-discipline in this adult environment. Many dropped out of their courses and ended up "NEET". The representative of John Ruskin College stated that colleges needed to take responsibility for such students and needed to improve their support to them. Members were advised by officers that partnership working between schools and colleges in this respect was improving all the time.

Members asked what could be done to improve young people's enthusiasm for a career. The reply from young people and the JobCentre Plus representative was that employers needed to work with schools to give young people an opportunity to get a flavour of the various careers available to them. Council officers added that young people needed to become more aware of career pathways and progression routes. For instance, starting as a sales assistant might be the very first step in a successful career in retail, which will involve a wide range of knowledge and skills.

Officers highlighted the employment opportunities coming to Croydon with the Westfield Hammerson development. It was emphasised that preparations for schools and colleges to equip local pupils with the appropriate qualifications and training packages needed to be made in good time, well ahead of the start of works in the centre of Croydon and relevant job recruitment.

Employment opportunities with local small and medium enterprises (SME) were discussed. It was observed that many young people failed to obtain work with such firms because they did not understand or access their communication networks. Members asked whether there was a model for helping SMEs to take on young people. However, it was pointed out that while major companies were embracing apprenticeships, this was not the case with SMEs which were concerned with the high risk of employing a young person who might not have the right work ethic and might not pull his/her weight.

Members enquired whether colleges should take responsibility for directing young people to lucrative fields of work rather than allow them to select a career path with very limited vacancies and chances of prosperity. Officers observed that colleges were under significant pressure to maintain a high student retention rate and might put themselves at risk if they sought to divert students from their chosen course of study. However, there were signs that Ofsted was beginning to value efforts to direct young people to training that was likely to secure a job and a good income. It was also noted that the range of 6th form courses was currently driven by student numbers, and that there

was a disconnect between the interests of schools and those of local businesses and Ofsted.

Members stated that they felt schools did not understand the nature of various career paths in the borough. However, the representative of John Ruskin College stated that his establishment offered apprenticeships in a number of fields relevant to the building industry, facilities management and other areas related to the needs of the Westfield and Hammerson development.

Officers were questioned regarding the tracking of students' destinations after the end of their school studies, which is a statutory local authority responsibility. They explained that the reduction in funding allocated to Youth Support and School Improvement would impact substantially on the Council's ability to collect the data effectively. However, officers were working to get a better inflow of data from organisations which were known to have it.

Officers and stakeholders were thanked for attending the meeting.

This agenda item ended with the following observations:

- Members acknowledged the good practice demonstrated by officers, and particularly the excellent training and support provided at John Ruskin College. They hoped that other schools might adopt their good practice through the partnership of which the college was a member
- Both parents and schools need to be involved in providing good support to young people to help them choose a career path that will bring them prosperity
- Schools have to raise the aspirations of young people in Croydon and improve their understanding of the various work-streams available to them
- Schools and businesses need to work closer together to ensure that students choose and obtain appropriate and useful qualifications and gain a better understanding of the various career paths available to them
- Head teachers need to acquire a greater awareness of the career opportunities and pathways available in areas such as retail
- The forthcoming Westfield and Hammerson development present a range of employment opportunities, and colleges need to offer the appropriate courses and apprenticeships to young people in Croydon to enable them to obtain employment in this major project
- Governor services need to improve the knowledge and understanding of local governors with regard to good practice in providing good quality, independent and impartial careers advice
- The council, as an employer, procurer and partner in capital projects, needs to be involved in securing employment for young people in the borough
- The 14+ Schools and Colleges Partnership and the Skills and Employment Strategy Group need to work closely together to maximise effective joint work and information sharing between schools, vocational training establishments and local businesses (including SMEs), to ensure that all parties maintain a good awareness of the needs of the economy as well as the training and employment opportunities available to school and college leavers

Members agreed to add a follow-up agenda item on youth employability to the list of suggestions for the 2014-2015 Scrutiny work programme, with an emphasis on the needs of local employers. They asked for managers from Veolia, Interserve and the health services to be invited to the relevant meeting.

They also asked for an update on job recruitment as part of big local development projects to be included in this item.

Members also requested that the following information be sent to them:

- data on the destinations of school leavers *residing in Croydon*
- a breakdown on apprenticeship statistics by apprenticeship *level*

RESOLVED THAT:

- 1) A follow-up agenda item on youth employability be added to the list of suggestions for the 2014-2015 Scrutiny work programme, with an emphasis on the needs of local employers and that managers from Veolia, Interserve and the health services be invited to the relevant meeting
- 2) An update on job recruitment as part of big local development projects be included in the above item
- 3) Information on the destinations of school leavers residing in Croydon and a breakdown of apprenticeship statistics by apprenticeship level be provided to members of the sub-committee

A27/13 SUB-COMMITTEE WORK PROGRAMME 2013-2014 (Agenda item 8)

The work programme for the following meeting was agreed.

A request was also made for the 2012-2013 school exam results to be provided to the 11 February meeting of the sub-committee. The Chair undertook to consider this request.

PART B

None

The meeting ended at 9.20 pm

SCRUTINY & STRATEGIC OVERVIEW COMMITTEE
and
CHILDREN & YOUNG PEOPLE SCRUTINY SUB-COMMITTEE

Minutes of the meeting held on Tuesday 17th December 2013 at 6.30pm in the Town Hall, Croydon

MINUTES – PART A

Present:

SSOC: Councillor Steve Hollands (Chairman);
Councillors Jason Cummings (Deputy Chairman), Sean Fitzsimons (Vice Chairman), Karen Jewitt, Michael Neal and Ian Parker.

CYPSSC: Councillor Sean Fitzsimons (Chairman)
Councillors Eddy Arram, Jeet Bains, Graham Bass, Richard Chatterjee, Pat Clouder, Jason Cummings, Donna Gray, Steve Hollands, Michael Neal and Ian Parker.

Plus co-opted members: Mr James Collins (Parent Governor Representative) and non-voting teacher representative, Mr Mike Dawson.

Councillor Steve O'Connell was also in attendance.

A68/13 APOLOGIES FOR ABSENCE

Apologies for absence for the SSOC meeting were received from Councillor Terry Lenton (Councillor Ian Parker attended as her substitute).

Apologies for absence for the CYPSSC meeting were received from Councillors Bernadette Khan (Councillor Pat Clouder attended as her substitute), Justin Cromie (Councillor Jeet Bains attended as his substitute), Terry Lenton (Councillor Ian Parker attended as her substitute) and co-opted members Mrs Vinoo John and Mrs Elaine Jones.

A69/13 DISCLOSURES OF INTEREST

Councillor Jewitt declared a pecuniary interest as she is the manager of an older persons care centre.

A70/13 URGENT BUSINESS

There were no items of urgent business.

A71/13 EXEMPT ITEMS

RESOLVED: that the allocation of business on Part A of the Agenda be confirmed.

A72/3

COUNCIL BUDGET 2013/14 WITH THE LEADER OF THE COUNCIL

Councillor Mike Fisher (Leader of the Council), Nathan Elvery (Chief Executive), Richard Simpson (Director of Finance and Assets) and Lisa Taylor (Head of Departmental Finance Children Families and Learning) were in attendance for this item.

The Leader invited the Director of Finance to outline to the Committees the budget-setting process, present the context for the 2014-15 budget and the challenges faced for 2015-16 and beyond.

The Director of Finance stated that the purpose of the report was to assist in the process of scrutinising the 2014/15 Budget and that it preceded consideration by Cabinet and Council. He said that the Council's budget setting focus would result in £18.4m savings in year and referred to some issues which would affect the 2014/18 Budget planning process and the impact of the Autumn Statement made by the Chancellor of the Exchequer on 5th December 2013, including:

- The potential impact of demographic changes in the Borough;
- The impact of the introduction of the Social Care Bill;
- The transfer of New Homes Bonus funding to Croydon's LEPs;
- The introduction of the Community Infrastructure Levy;
- The reduction to the Dedicated Schools Grant (DSG) as a result of recoupmnt for academy funding.

The Director of Finance also confirmed that the final details of the 2014/15 Budget could not be made until the Local Government Finance Settlement had been published and that this was expected on 18th December 2013. The Director of Finance added that notwithstanding this lack of information, he believed that 95% of the data presented contained in the report would be seen in the final Budget presented to Full Council in February 2014.

Councillor Hollands thanked the Director of Finance for his introduction. He referred to an email from Mr Sean Creighton which had been sent to all members of the Committees earlier in the day. Mr Creighton had expressed concern at proposed cuts to the budget for Schools Music over the next two years and sought the answers to a number of detailed questions on this topic. Members acknowledged receipt of the email and agreed that it should be responded to outside the meeting.

The Chairman invited questions from members and co-opted members.

The following aspects of the Budget 2014/15 were scrutinised by the Committees:

- Efficacy of the 2014/15 Budget proposals – the Leader confirmed that although the Local Government Finance Settlement and Council Tax had not been set, the Autumn Statement had confirmed that there were no plans to change Local Authority Grant arrangements and that he was therefore confident that the budget proposals were sound. He added that the proposal presented a worst case scenario.
- Whole-place Community Budget pilot – the Director of Finance said that although Croydon was not a pilot area, the Chancellor in the Autumn Statement confirmed that local authorities had been given an opportunity to deliver further savings through efficiencies to back-office functions and services delivery. The Chief Executive added that a multi-agency approach to the identification of joint priorities had led to the formation of the Integrated Commissioning Unit with the Croydon CCG (Clinical Commissioning Group) and that this allowed resources to be pooled.
- Proposal for a new trading company to deliver delegable school services – The Leader stated that Cabinet had considered a paper on this proposal in September 2013 and that the development of the trading company would allow schools to purchase the services they need and the Council to generate financial savings. He also confirmed that it was intended to provide these services to other Boroughs. The Chief Executive added that it was expected to take a report to Cabinet in June/July 2014 for decisions on this initiative.
- Public sector pay – the Chief Executive stated that the Council did not control this as union negotiations were undertaken at national level. He added that union members who were part of the process had received a 1% increase in pay last year and that those who were not part of the scheme had been subject to a pay freeze since 2008.
- Capital funding for schools (Partnership for Schools) – the Leader stated that there had been considerable pressure on pupil places caused by demographic changes over the past few years and that this had caught many Local Authorities out. He added that Croydon has a robust system of people place planning and that it had been able to evidence its funding applications to the Department of Education (DfE) and had, as a result, received the highest funding allocation in the country. He added that this did not however cover all the costs and there would be continued financial pressures in this area but that it was a good result. The Chief Executive added that the Council was lobbying ministers about the need for longer term planning to give parents the certainty and choice they need about pupil places. The Director of Finance confirmed that the funding received was for future developments rather than compensation for past expenditure.
- Pupil premium and free school meals – the Director of Finance confirmed that the pupil premium (which is additional to main school funding and aims to address underlying inequalities between children eligible for free school meals and their peers) is not included in the Budget. The Leader expressed some concern about

the level of future funding for free school meals from central government.

- The impact of Free Schools – the Chief Executive stated that the establishment of new free schools has little to do with the Local Authority as the Department of Education receives the applications and makes the decisions. He added that a better way of managing the process would be welcomed to help ensure that the Local Authority is in a position to provide the correct level of pupil places in the locations where they are needed.
- Schools Resource Centre – the Leader accepted that this was a valuable service to schools and undertook to reconsider the current level of savings proposed.
- Asylum-seeking children - the Leader said that the numbers had gone down recently but it was expected that the number of children seeking asylum would increase again in the future. He added that in the past Croydon, as it is a Gateway Borough, had received up to 700 children and that it receives some funding in recognition of this but that it does not cover the full cost. Many other Boroughs around the country receive a handful of children each year. He explained that adult asylum-seekers were dispersed around the country but children tended to stay in the Borough with the attendant costs that this brings. The Chief Executive confirmed that the reduction in costs related to 1 management post and that frontline social workers would not be affected. He also added that the Leader has written to a number of ministers about issues related to childhood asylum-seekers.
- Early Intervention and Support Service – the Director of Finance referring to the projected saving of £760,000, said that these related to proposals which were considered by Cabinet on 21 June following a public consultation exercise. He confirmed that all the children's centres would remain open and would also be providing care for 3-year olds.
- Reductions to the direct cost of adults social care packages – the Leader stated that the financial pressures on the Council would continue for several more years and that the authority was negotiating with care providers to ensure the maximum value for money for tax payers.
- Adult Safeguarding– the Leader confirmed that there would be no cuts to the budget for safeguarding vulnerable adults.
- Older people and long term conditions – the Leader stated that everyone was concerned about the care of older people and confirmed that it was in the interests of individuals and the Council for people to stay in their own homes for as long as possible. He added that enablement was the cornerstone of many policies and that the administration was very careful not to make cuts which would impact on individuals or have a knock-on effect of needing funding elsewhere. He added that budgets had been protected for a number of years, that the administration's commitment to older people was evidenced by the lack of cuts in the area in past years but that everything was being looked at now to find the level of

savings needed. The Chief Executive added that the projected cut of £125,000 would be mitigated by a contribution of £65,000 from the Director of Public Health and that the Department of Adult Social Care, Health and Housing was hoping to make further efficiencies to help protect these services.

- Lunch clubs – the Leader confirmed that it was not expected that services would be affected as the contribution they made to the wellbeing of the people who used them was recognised. He added that the savings would come from negotiations with providers to ensure that they were providing the right service for the right price.
- Gillett Road and Tonbridge House Sheltered Housing Schemes – the Leader confirmed that using these schemes to provide mixed housing would generate a saving of £300,000 each (ie £600,000) and that families would be taken out of bed & breakfast accommodation which was also desirable.
- Arts Council funding – the Leader stated that he continued to be frustrated at the lack of Arts Council funding for the Borough. He added that Croydon has the largest population among the London Boroughs but received the lowest funding allocation per person.
- Twinning arrangements/ Arnhem - the Leader stated that the removal of this budget will have no impact on the twinning relationship with Arnhem as community groups now take the lead on twinning activities and the Council pulls together the Arnhem and Croydon groups when required. The budget has been used for providing occasional grants for twinning activities but the take up had been less than £2,000 in the current financial year.
- Crystal Palace Football Club – the Leader confirmed that the Council would be seeking a contribution from the Club to cover the cost of cleaning up after home matches.
- Capital programme – the Leader stated that there were challenging times ahead and that the administration wanted to provide quality services in the face of these challenges. He added that whilst the financial challenges facing the Borough were significant, he believed the Council was well-placed to address them and that there was a need to build confidence in the Borough. The capital schemes described in Appendix 2 and initiatives such as the Westfield Hammerson development were important contributors to this.
- Savings made as a result of capital expenditure – the Director of Finance stated that it could be useful to present information relating to the revenue savings made as a result of capital investment in future budget papers. The Chief Executive confirmed that in making preparations for the Budget, a considerable amount of detailed analysis was done to ensure that savings could be delivered as a result of investments. He added that although some capital investments show a clear and immediate revenue saving, this is not always the case especially in the short term. The Chief Executive also stated that the Council had the lowest borrowing cost among London Boroughs.
- Projected reserve – the Leader confirmed that the projected reserve

was £11.7m, that the district auditor restricted reserve levels to 5% of total capital expenditure and that Croydon's reserve level was 3.7% currently.

- Local authority borrowing – the Leader stated that there had been a lack of investment in infrastructure in the Borough over the past 40-50 years and that while interest charges are low it was a good time to borrow to make improvements. He added that the Council was still lowly geared, meaning that the reserves are greater than the debt. The Director of Finance added that the Council can only borrow for long term investment and that it needs to set aside the funds needed to repay loans. He also confirmed that the projected level of borrowing was £1.2m and that detailed information about this could be found in a report (Treasury Strategy Statement, Minimum Revenue Provision Policy Statement & Annual Investment Strategy 2013/14) which was considered by the Corporate Services Committee on 11 December 2013.
- Housing Revenue Account (HRA) – the Leader confirmed that where services are used mainly by tenants then these will be paid for from the HRA rather than the general account and that some reimbursement between funds was needed.
- Re-banding Penalty Charge Notices (PCNs) – The Leader explained that there are two PCN Bands - Band A (£130 or £80 if paid within 14 days) or Band B (£110 or £60 if paid within 14 days). In the past Croydon has used Band B for parking and traffic contraventions but is now moving to Band A in line with most other London Boroughs.
- 'Your Croydon' – the Leader confirmed that it would cease publishing the magazine at the start of the new budgetary year (April 2014).

The meeting then moved to a more general discussion about the scrutiny of this and future budgets. The Chief Executive stated that future budgets could connect strategies in order that the rationalisation for decisions was clear. There was general agreement that the term 'efficiencies' should mean the delivery of the same level of service for less cost. There was a suggestion that a series of budget options should be presented to members in late Summer/ early Autumn in order that these could be debated. The Leader responded stating that all options were analysed and considered very carefully before being included in the budget and that this would cause additional uncertainty and confusion among members of the public.

The Chairman thanked the Leader, Councillor O'Connell and senior officers for attending the meeting and wished all those present a very Merry Christmas and a Happy New Year. No recommendations to Cabinet or Council were made.

The meeting closed at 8.20pm.

For General Release

REPORT TO:	Children and Young People Scrutiny Sub-Committee 11 February 2014
AGENDA ITEM:	6
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communication) and Cabinet Member for Children, Families and Learning
WARDS:	All

ORIGIN OF ITEM:	This report forms part of the 2013-2014 work programme.
BRIEF FOR THE COMMITTEE:	To examine headline statistics on examination results and key performance issues in the borough

1. EXECUTIVE SUMMARY

The report to Cabinet attached as **Appendix 1** summarises the performance of children, young people and learners in Croydon for 2013.

The following appendices provide additional information requested by Scrutiny chairs:

Appendix 2: 2013 KS2 & KS4 cohort size, Ofsted Inspections since 01/09/2013 (p. 57)

Appendix 3: The results of Ofsted school inspections since September 2012 (p. 59)

Appendix 4: Number of fixed penalty notices re non-attendance and court cases in 2012-13 (p. 61)

Appendix 5: Numbers of children educated at home by their parents (p. 63)

Appendix 6: Council question CQ091-14 to Cllr Tim Pollard regarding school funding (p. 65)

CONTACT OFFICER: Ilona Kytomaa - Extension 62683

BACKGROUND DOCUMENTS: None

For General Release

REPORT TO:	CABINET 20 January 2014
AGENDA ITEM:	8
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communication) and Cabinet Member for Children, Families and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT: Corporate Plan 2011-13: PS16 - In Croydon schools continue to increase: <ul style="list-style-type: none">• levels of attainment	

FINANCIAL IMPACT There are no financial considerations with this report.
FORWARD PLAN KEY DECISION REFERENCE NO.: This is not a key executive decision.

<p>The Leader of the Council has delegated to the Cabinet the power to make the decisions set out in the recommendations below</p> <p>1. RECOMMENDATIONS</p> <p>1.1 The Cabinet is recommended to note this report, and note that this paper will form the subject of Children and Young People's Scrutiny Committee on 11 February 2014.</p>
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2. EXECUTIVE SUMMARY

This report summarises the performance of children, young people and learners in Croydon for 2013. The report covers attainment in assessments, tests and examinations for 2013 in the Early Years Foundation Stage, Key Stages 1, 2, and 4 and Post-16. The report is provided at this point of the year so that we can compare with the national average, London average and with similar areas (Statistical Neighbours). The report also provides up-to-date information on school attendance and exclusions.

The report sets out standards achieved in the 2012-2013 education year, which can be summarised as follows:

- At Key Stage 4, GCSE results were notably better than statistical neighbour and national averages and, based on unvalidated data, similar to London averages.
- At age 19 Croydon learners performed above the national average on Average Point Score.
- Croydon performance at the end of Key Stage 1 (age 7) was better than statistical neighbours and national in reading, writing and maths, better than the London average in mathematics and equal to the London average in reading and writing.
- At Key Stage 2 (age 11) Croydon results were above statistical neighbour and national averages in reading at Level 4 (expected attainment) and mathematics at Level 5 (more than expected attainment), in line in reading at Level 5 and below in writing and mathematics at Level 4. When compared with the London average, Croydon was better in reading at Level 4 but below in reading at Level 5, writing and mathematics.
- A new methodology was introduced to measure performance in the Early Years Foundation Stage, which resulted in a change to previous trends, with Croydon's performance being below statistical neighbours, London and national averages.
- Attendance at primary schools was better than the national average.
- Attendance at secondary schools has improved, in contrast to the national trend and continues to be better than the national average. Croydon outperforms statistical neighbours in terms of attendance and levels of persistent absence.
- There were no permanent exclusions from primary schools; a very slight increase in permanent exclusions in secondary schools is now being successfully addressed through the fair access process, and in the current education year the trend has markedly improved.

In section 6 the report gives a summary of the quality of the quality of provision in schools, as judged by OFSTED. At the time of writing the percentage of schools judged good or better has risen to 78%.

3. PRIMARY AND SECONDARY SCHOOL RESULTS

3.1 Early Years Foundation Stage

The Early Years Foundation Stage Profile (EYFSP) is a teacher assessment of children's development at the end of the EYFS (the end of the academic year in which the child turns five).

Following an independent review of the EYFS by Dame Clare Tickell, a new Profile was published for implementation for the 2012/13 school year. The new Profile and revised EYFS have a stronger emphasis on the three prime areas which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development. The new Profile made changes to the way in which children are assessed at the end of the EYFS and requires practitioners to make a best-fit assessment of whether children are emerging, expected or exceeding against each of the new 17 early learning goals.

The new Profile was introduced in September 2012 and the first assessments took place in summer 2013. The new Profile's 'emerging', 'expected' and 'exceeding' scale are very different to the previous Profile's 117 point scale and the number of early learning goals has been reduced. The results were not comparable between 2012 and 2013.

Children who are assessed at "expected" or above in all the aspects of the Prime Areas AND all the aspects of literacy and maths (12 aspects in total) are deemed to have a Good Level of Development (GLD). The aspects within the areas of Understanding the World and Expressive Arts, Designing and Making are NOT included in the GLD.

Table 1 shows that the percentage of children who achieved a GLD, when assessed at the end of the reception year 2013.

	Communication, and Language	Physical Development	Personal, Social & Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts, designing & making	Good Level of Development
National	72	83	76	61	66	75	78	52
London	72	83	77	62	68	75	79	53

Birmingham	69	81	73	59	62	71	74	50
Luton	65	80	72	58	60	68	71	47
Croydon	65	75	70	56	61	70	72	46
Ealing	75	85	79	67	73	78	83	56
Enfield	69	79	75	58	64	70	76	49
Greenwich	82	89	85	74	78	83	87	69
Hillingdon	64	77	71	58	55	67	72	41
Merton	73	81	72	53	61	68	74	46
Redbridge	77	88	84	67	73	80	85	60
Waltham Forest	72	84	79	63	70	74	81	56
Reading	73	85	78	61	68	72	77	51

Stat. Neigh. Ave	71	82	76	61	66	73	77	52
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This shows Croydon to be lower than the National figure of 52%, below the CYP 20140211 AR06 APPENDIX 1 CABINET REPORT

London average (53%) and below the average of statistical neighbors (52%).

Table 2 shows the Achievement Gap between the average of the total cohort and the average of the bottom 20% of the cohort. Under the previous methodology the 'gap' in Croydon was better than the national average. Under the new methodology this is no longer the case: Croydon's 'gap' is now wider than the national average and that of statistical neighbours.

	Achievement Gap
National	36.6

Birmingham	40.6
Luton	38.9
Croydon	39.1
Ealing	33.4
Enfield	39.8
Greenwich	29.3
Hillingdon	36.6
Merton	38.9
Redbridge	32.0
Waltham Forest	36.3
Reading	33.3

Stat. Neigh. Ave	36.2
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3.2 What are we doing to address areas for development in the EYFS?

- Initial discussions with schools indicate that practitioners may have been over cautious in making their judgements. The moderation programme this academic year will support every school which was not part of last year's programme. This means that, by the end of the year 2013/14, every school in the borough will have received support visits and a moderation visit. This will support practitioners in making accurate judgements. Agreement trailing and "best-fit" training are offered through EYFS co-ordinator events, Learning Community events and individual school visits.
- All settings are required to track children's progress against EYFS development bands. The Early Learning and Primary Prevention team will be moderating the judgements of practitioners in settings, in order to ensure that children who are below national expectations are quickly identified and supported to make good progress in all the areas of learning.
- Learning Communities are developing strengthened for practitioners to ensure that all children are "ready for school". The analysis of data and discussions with practitioners will identify local trends and issues will be addressed with schools and settings working together.

3.3 Key Stage 1

Key Stage 1 results, both nationally and locally, have shown improvement in 2013, the second year in a row there has been such a rise, having been largely static for the previous five years (as shown in table and graph form below). Particularly pleasing in Croydon is the improvement at Level 2+ (expected level of attainment) in reading, writing and mathematics. Croydon's results have improved and are better than statistical neighbours and national averages in reading, writing and maths. For the first time Croydon's results at Level 2+ exceed the national.

Results at Level 3+ (above expected attainment) have improved in reading, writing and mathematics in Croydon. They remain below the national average at this level, however the gap between Croydon and national in writing and mathematics has narrowed to 2% in writing and 1% in mathematics.

Comparisons with statistical neighbours show that Croydon's KS1 results in 2013 are above the statistical neighbour averages at Level 2+ and are equal to or better than London averages in all subjects.

Girls outperformed boys in reading, writing and mathematics at all levels except mathematics at Level 3. This mirrors the national picture.

Pupils eligible for Free School Meals (FSM) have outperformed the same group nationally at expected levels in reading, writing and mathematics. At better than expected levels Croydon's FSM children attain in line with their peers nationally. The FSM achievement gap for pupils achieving expected levels continues to be narrower in Croydon (9% reading, 13% writing, 6% mathematics) than nationally (12% reading, 15% writing, 9% mathematics). There has been a particular reduction in the gap in 2013 in mathematics.

In 2013 there were two schools below the key performance indicator in reading (70% of pupils at Level 2+). This represents a slight increase on 2012 but follows sustained year on year improvement from nine schools in 2009 and five schools in 2011.

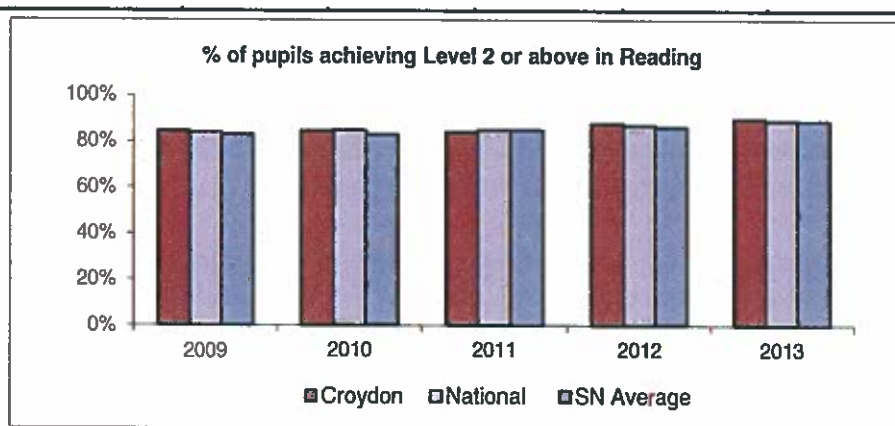
Cohort numbers eligible for assessment: KS1				
2009	2010	2011	2012	2013
3,755	3,943	4,104	4,315	4,371

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data

Key Stage 1 attainment at the national expectation of Level 2 and above:

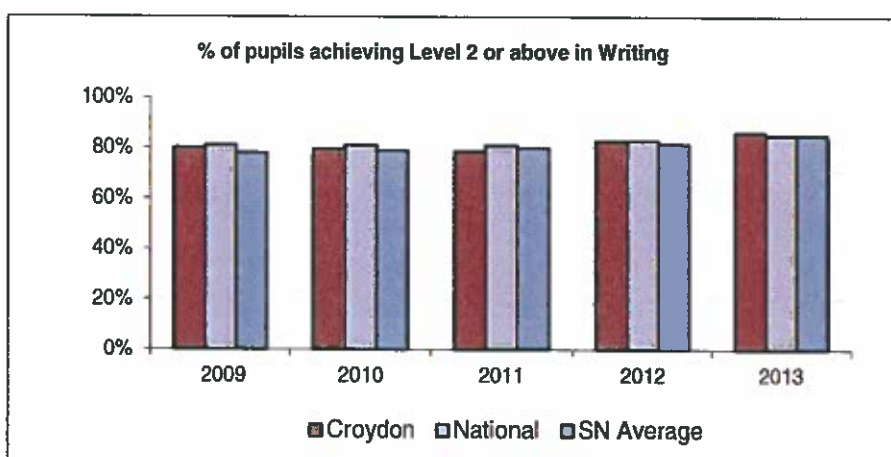
	Percentage of pupils achieving level 2 or above in reading				
	2009	2010	2011	2012	2013
Croydon	85	85	84	88	90
Statistical Neighbour Average	83	83	85	87	89
London Average	84	84	85	87	90
National Average	84	85	85	87	89

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



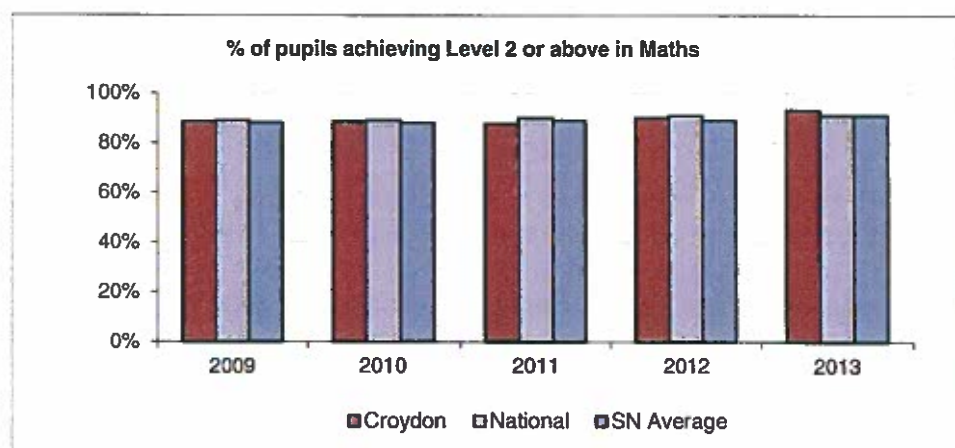
	Percentage of pupils achieving level 2 or above in writing				
	2009	2010	2011	2012	2013
Croydon	80	80	79	83	86
Statistical Neighbour Average	78	79	80	82	85
London Average	80	80	81	84	86
National Average	81	81	81	83	85

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



Percentage of pupils achieving level 2 or above in mathematics					
	2009	2010	2011	2012	2013
Croydon	89	89	88	90	93
Statistical Neighbour Average	88	88	89	89	91
London Average	89	89	89	91	92
National Average	89	89	90	91	91

Source: KS1 Provisional (2013) Statistical First Release 03/10/13 - DFE published data



3.4 What are we doing to address areas for development at KS1?

- The School Improvement Service ensures that challenging targets are set for pupils in KS1 and that schools use pupil progress meetings to ensure that all pupils are making at least expected progress.
- Following the award to Croydon last year of National Centre for the Teaching of Mathematics status as a result of the excellence of the support given to schools in mathematics our consultants have been able to draw on recent best practice from across the network of National Centres of Excellence.
- Individual school data at KS1 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Teaching and learning reviews are carried out in all our vulnerable schools and increasingly, as a traded service to other schools. These reviews include both lesson observations in KS1 classes and book scrutiny for evidence of progress. This ensures that any issues are picked up quickly and schools supported with making improvements. As in Ofsted inspections reviews include hearing children read in order to analyse provision and identify areas for improvement.

- A range of training targeting specific aspects of underachievement at KS1 is being offered, including specific courses that support teachers with moderating pupils' work to ensure consistency. Schools where KS1 is a particular area for improvement have been targeted for an extended course on raising attainment at KS1. There is also training focusing on strategies to support and challenge more able pupils at KS1. We evaluate all these courses for quality and to ensure that they are having an impact.
- The 'Nrich' project enables teachers to incorporate enrichment tasks into their mathematical teaching at KS1 and increase pupils' confidence in mathematics. The aim is that this will have an impact on attainment in mathematics. A large number of primary schools have engaged in this project.
- Work is under way to support Year 1 teachers in improving transition from the new Early Years Foundation Stage curriculum, making best use of data generated by outcomes in the Early Years profile.
- Challenging and assessing more able pupils in Year 2 in reading, writing and mathematics will be a main focus of the LA KS1 moderation process.
- Subject leader network meetings are co-ordinated across Croydon, enabling teachers to work alongside one another, share best practice and keep up to date on current areas of priority for improvement.
- Teachers who are new to teaching in Year 2 are provided with training opportunities to ensure familiarity with the curriculum and testing arrangements.

3.5 Key Stage 2

There were three important changes to testing and reporting in 2013. First, for the first time pupils sat a test in grammar, spelling and punctuation. Second, there is no longer an overall level given for English. Instead results are reported separately for reading, writing and mathematics and the national "floor standard", or minimum benchmark set by the government, has been changed to the percentage of children who attain Level 4+ in all of reading writing and mathematics. The floor standard remains at 60%. This new, more rigorous, measure where a higher level in reading, for example, cannot be used to 'compensate' for a lower level in writing, has resulted in an increase in the number of schools falling below the floor standard both nationally and locally. Finally, in 2013 there was not an externally marked Key Stage 2 writing test. Results in this area are now solely based on teacher assessment. As a result, direct comparisons with previous years are not possible.

Croydon results in reading were above national, having been below national in 2012. In writing, whilst attainment was higher than in 2012 Croydon was 1% below national. In mathematics Croydon's results were 2% improved on 2012. At the expected level of attainment Croydon's children performed 1% below the national average. However, at better than expected levels (Level 5+ and Level 6) Croydon's children performed better than their peers nationally, significantly so at Level 6.

On the new measure of the percentage of children attaining Level 4+ in all of reading writing and mathematics Croydon was 1% below national. There is no comparable figure from previous years. At Level 5+ Croydon again performed slightly less well than the national average. Reflecting the national picture, girls outperformed boys. Boys made better progress than their peers nationally in reading and mathematics and better than all pupils nationally in mathematics.

The new grammar, punctuation and spelling test, set for the first time in 2013, showed Croydon's results to be above national at all levels.

Comparisons with statistical neighbour and national averages (in table and graph form below) show that Croydon's KS2 results for 2013 are above the national and statistical neighbour averages at Level 4+ in reading, above national averages in mathematics at Level 5+, in line with statistical neighbor and national averages in reading at Level 5+ and below in writing at Levels 4+ and Level 5 and mathematics at Level 4+. In terms of pupil progress measures, the percentage of pupils making at least expected progress across KS2 in reading and mathematics is in line with national averages and is slightly below in mathematics.

London schools have improved more rapidly than those in the rest of the country. As a consequence, where we compare well with national and SN, we compare less well with other London authorities. When compared with the London average, Croydon was better in reading at Level 4 but just below at level 5 and below in writing and mathematics at levels 4 and 5.

Girls outperformed boys in reading and writing at Levels 4 and 5. Boys performed as well as girls at Level 4+ in mathematics and outperformed them at Levels 5 and 6. This mirrors the national picture.

Comparison data with national results is not yet available for pupils entitled to Free School Meals (FSM) at KS2. However, the FSM achievement gap at KS2 for pupils attaining L4+ in reading, writing and mathematics combined has remained at 14% in 2013 against a more demanding national floor standard.

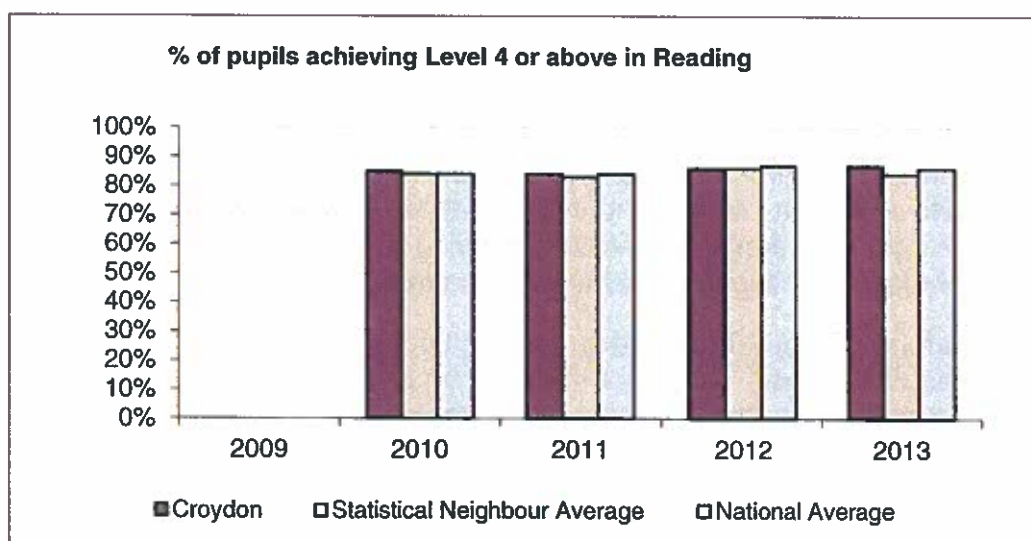
Six schools were below the nationally specified 'floor standard' (or minimum expectation set by government) for attainment (60% L4+ for combined reading, writing and mathematics, and below the national median of 91% for two levels progress in reading, 95% for writing and 92% for two levels in mathematics). This is an increase from three schools in 2012, although the measure has changed and is therefore not comparable. The number of primary schools in receipt of targeted support from the LA has increased from 12 in 2012/13 to 17 in 2013/14. This reflects a more robust approach to school categorization against a more rigorous inspection and testing regime.

Cohort Numbers eligible for assessment: KS2				
2009	2010	2011	2012	2013
3,838	2,385	3,873	3,777	3,776*

Source: KS2 LA Raiseonline – DFE published Data
*Provisional figures from local data

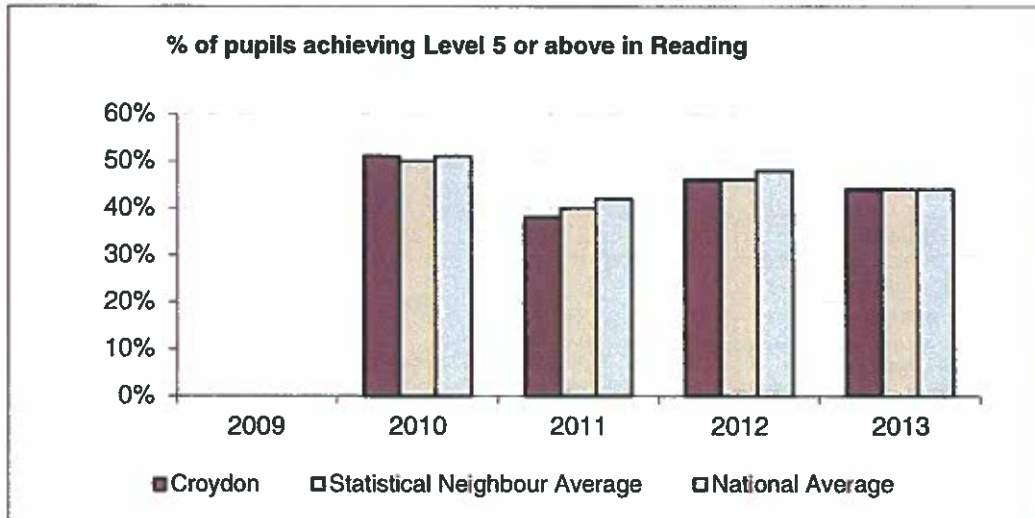
	Percentage of pupils in Reading achieving level 4 or above				
	2009	2010	2011	2012	2013
Croydon	-	85%	84%	86%	87%
Statistical Neighbour Average	-	84%	83%	86%	84%
London Average	-	85%	85%	88%	86%
National Average	-	84%	84%	87%	86%

Source: DFE KS2 performance Tables



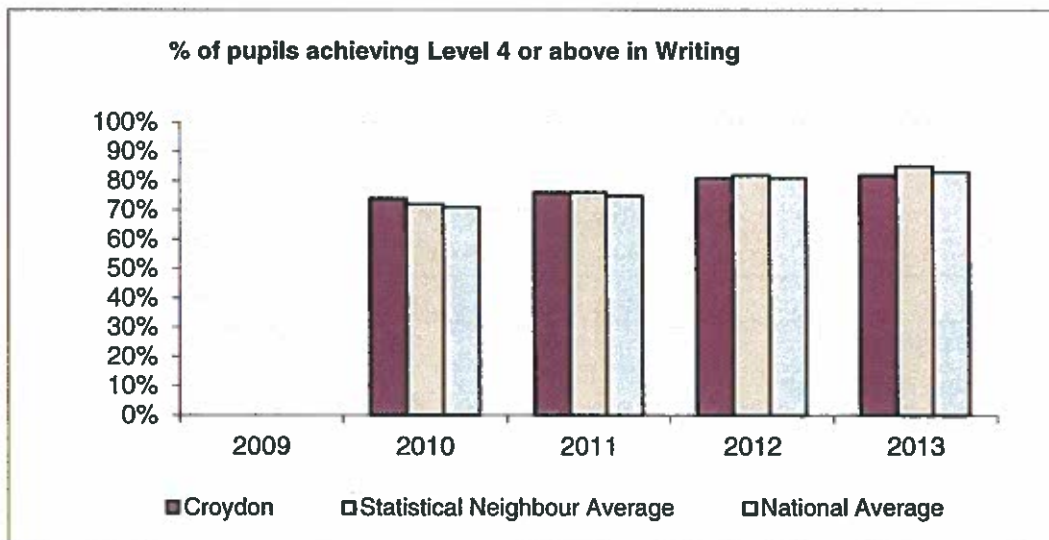
	Percentage of pupils in Reading achieving level 5 or above				
	2009	2010	2011	2012	2013
Croydon	-	51%	38%	46%	44%
Statistical Neighbour Average	-	50%	40%	46%	44%
London Average	-	52%	43%	49%	45%
National Average	-	51%	42%	48%	44%

Source: DFE KS2 performance Tables



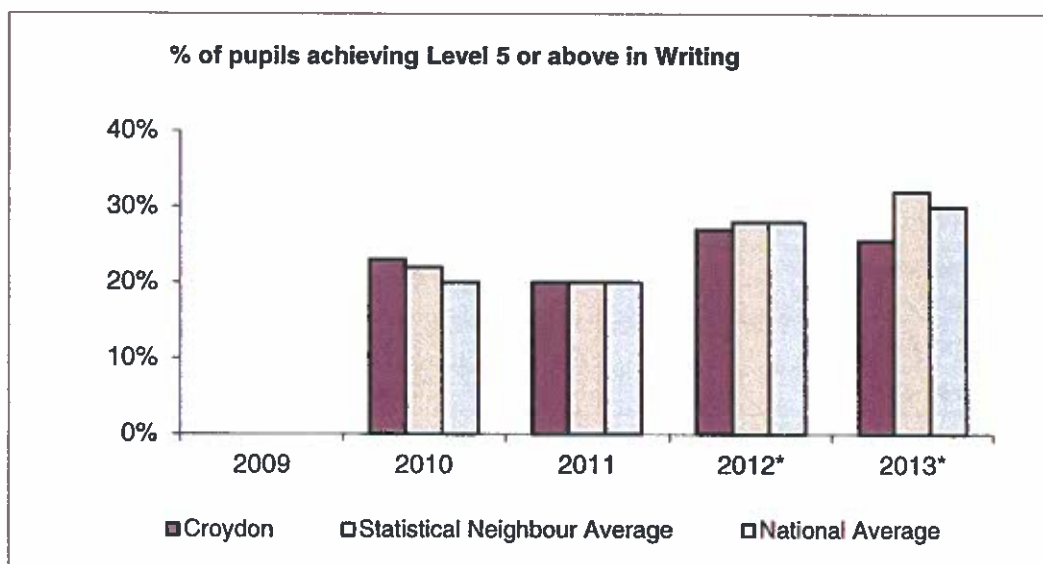
Percentage of pupils in Writing achieving level 4 or above					
	2009	2010	2011	2012*	2013*
Croydon	-	74%	76%	81%	82%
Statistical Neighbour Average	-	72%	76%	82%	85%
London Average	-	74%	77%	83%	84%
National Average	-	71%	75%	81%	83%

Source: DFE KS2 performance Tables



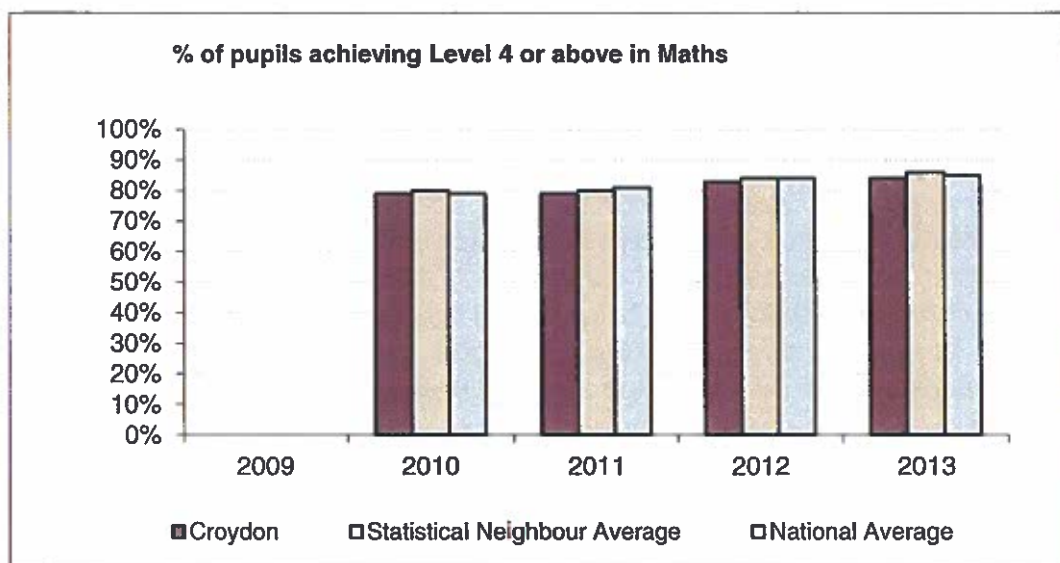
Percentage of pupils in Writing achieving level 5 or above					
	2009	2010	2011	2012*	2013*
Croydon	-	23%	20%	27%	26%
Statistical Neighbour Average	-	22%	20%	28%	32%
London Average	-	22%	22%	30%	32%
National Average	-	20%	20%	28%	30%

Source: DFE KS2 performance Tables



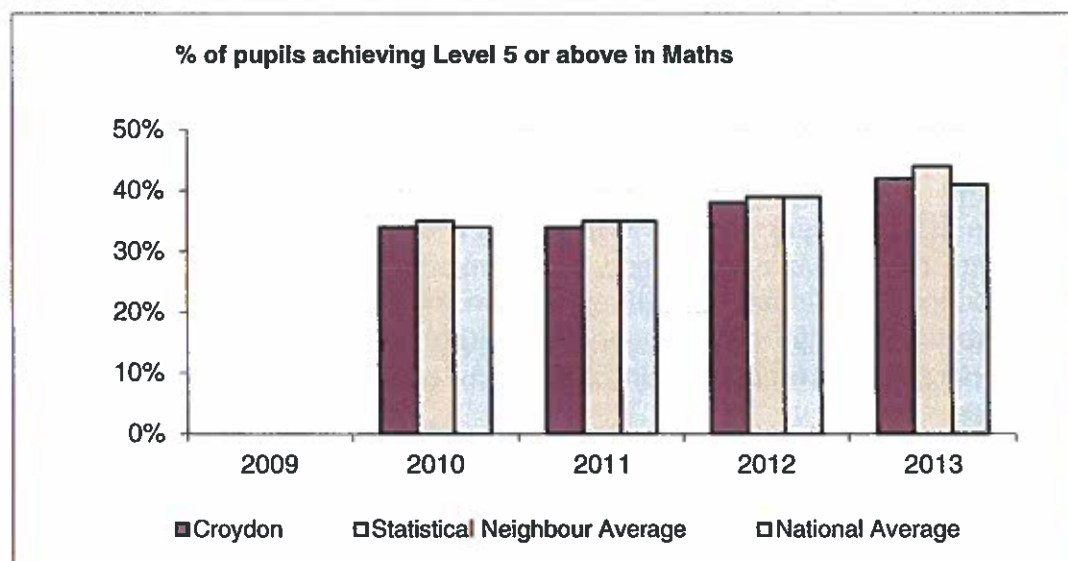
Percentage of pupils in Maths achieving level 4 or above					
	2009	2010	2011	2012	2013
Croydon	-	79%	79%	83%	84%
Statistical Neighbour Average	-	80%	80%	84%	86%
London Average	-	82%	82%	86%	87%
National Average	-	79%	81%	84%	85%

Source: DFE KS2 performance Tables



Percentage of pupils in Maths achieving level 5 or above					
	2009	2010	2011	2012	2013
Croydon	-	34%	34%	38%	42%
Statistical Neighbour Average	-	35%	35%	39%	44%
London Average	-	37%	38%	42%	45%
National Average	-	34%	35%	39%	41%

Source: DFE KS2 performance Tables



The performance of academies at key stage 2: At the time of Key Stage 2 testing in May 2013 13 Croydon primary schools were Academies. The mean percentage of children achieving Level 4+ in reading, writing and mathematics was 82%, 9% above the Croydon average.

3.6 What are we doing to address areas for development at KS2?

- All schools with low pupil outcomes at KS2 are identified for our vulnerable schools programme, which brokers support for schools including partnerships with good to outstanding schools. Progress against the improvement agenda is monitored through termly meetings with the senior leadership team and Chair of Governors. Teaching and learning reviews are carried out in these schools as part of this support. The purpose of the review is to evaluate impact of any support and improvements that have been made as well as identifying any further areas for development.
- Individual school data for KS2 has been analysed in order that support can be targeted to address specific issues in reading, writing and mathematics.
- Our English consultant has brokered support for schools from the 'Power of Reading' project following a successful bid to the The Mayor's London Schools' Excellence Fund. This means the project is free to the 20 participating schools. The project aims to develop the curriculum through the use of books to excite and stimulate children.
- To reflect the new assessment arrangements for English at KS2 a programme to support schools has been put in place including frequent moderation cluster meetings and courses to improve teachers' subject knowledge. Courses are also being run to train teachers in the demands of the Level 6 tests in English and mathematics. Specific programmes to support children's achievement in writing are being planned.
- A range of training targeting specific aspects of underachievement at KS2 is being offered, including strategies to support and challenge more able pupils, targeted support for mathematics and improving engagement and attainment in writing.
- Borough networks and training for English and mathematics co-ordinators will support the development of subject leaders in schools. Through the network meetings we are helping subject leaders to analyse their school results and improve provision for pupils not meeting expected standards. We also provide specific support to teachers new to subject leadership. We are encouraging schools to work in networks to share best practice.
- A number of partnership projects, involving LA officers and schools, have been set up focusing on initiatives which will impact on outcomes at the end of both KS1 and KS2. Focus areas include raising standards in reading from Year 2 to Year 3, embedding higher level attainment in mathematics, developing a more able gifted and talented action research project and supporting literacy skills across the range of curriculum subjects.
- The school improvement service is working closely with schools to challenge any underachievement and support improvement, including through partnerships with Academy chains and other good or outstanding

schools where necessary. These partnerships are designed to bring about rapid improvement and develop capacity for sustained improvement in standards, quality of teaching and effectiveness of leadership and management.

3.7 Key Stage 4

In the key indicator of 5 A* - C GCSEs including English and mathematics, our student pass rates have risen in Croydon for the ninth year in a row and the borough continues to perform well. Against key performance indicators, Croydon's results have risen from in line with the national average in 2008 to well above the national average in 2013. At 62.4% the percentage of students attaining 5+ A*-C including English and mathematics grades shows an improvement of 2.0% on 2012 against a background of a 1.4% increase in results nationally at 60.4% so that Croydon's rate of improvement is better than the national. The percentage of students achieving 5 A* - C grades in 2013 has decreased by 3% at 85% but remains 2.3% above the national average.

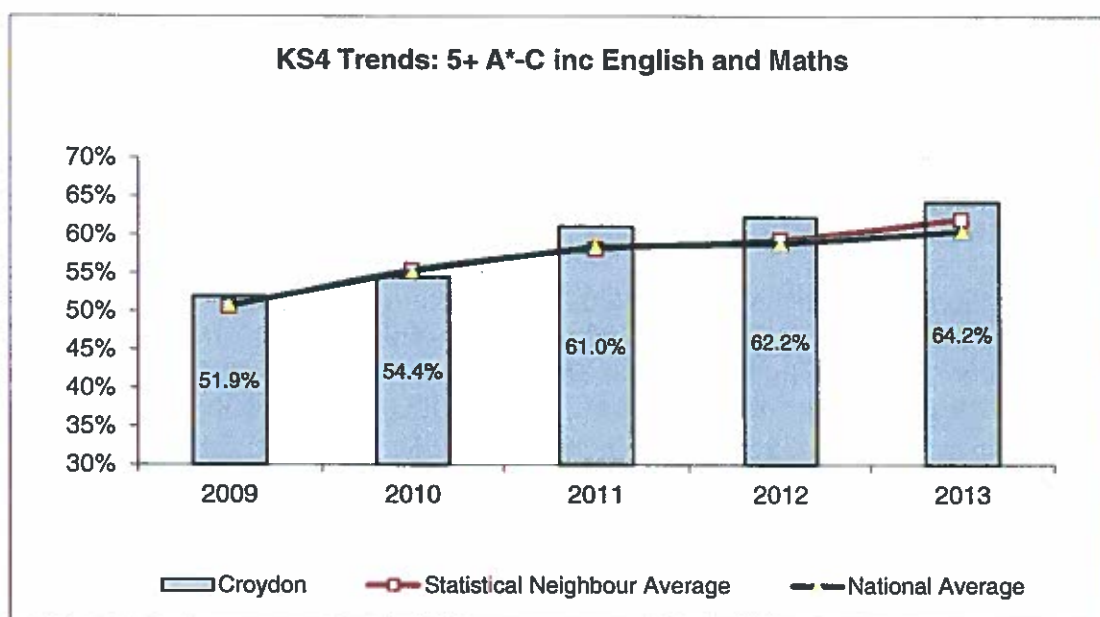
Comparisons with statistical neighbours show that Croydon's GCSE results in 2013 remain above the averages for our statistical neighbours in 5+ A*-C grades including English and mathematics (62.0% v 60.4%) and 5+ A*-C grades (84.5% v 82.7%).

A full school listing of GCSE results can be found at Appendix 1. It is very pleasing to see strong performances in many schools in the areas of English and mathematics. English results are up in eleven schools following last year's disappointing results due to changes in grade boundaries. Mathematics results improved in ten schools. Those making expected progress in English were 7% above the national average and 6% above in mathematics whilst 23.4% of students achieved the English Baccalaureate as compared with 22.7% nationally. The Archbishop Lanfranc School is the one school which failed to meet the floor standard. This school was inspected by OFSTED in autumn 2013: a sponsor for Academy conversion is now being sought.

Cohort numbers eligible for assessment: KS4				
2009	2010	2011	2012	2013
3,656	3,701	3,722	3,637	3,770

Source: KS4 LA Raiseonline and Statistical First Release (provisional 2012) - DFE published data
*number on roll provisional

Percentage of pupils achieving 5+ A*-C or equivalent grades including English and mathematics					
	2009	2010	2011	2012	2013
Croydon	51.9%	54.4%	61.0%	62.2%	64.2%
Statistical Neighbour Average	50.6%	55.3%	58.1%	59.3%	62.0%
London Average	54.0%	58.0%	61.9%	62.3%	64.4%
National Average	50.7%	55.2%	58.4%	58.8%	60.4%



The performance of academies at key stage 4: The data in Appendix 1 shows performance by Academies and enables comparison both with predecessor schools and non-academies.

The achievement of particular groups at key stage 4

Pupils eligible for Free School Meals (FSM) in Croydon have outperformed the same group nationally at %+ A*-C including English and mathematics, at 53% against the national average of 36%. The FSM achievement gap for pupils achieving this key indicator continues to be narrower in Croydon (17%) than nationally (25%). The gap has narrowed in Croydon this year by 5% compared with 1% nationally. This is a very positive development and both figures are sig+ in the unvalidated RAISEonline report.

The percentage of both boys and girls achieving 5+ A*-C GCSEs was significantly above the national average. 59% of boys achieved this benchmark, compared to 55% nationally, and 69% of girls compared to 65%

nationally.

White British pupils achieved significantly better than their peers nationally (67% versus 60%). Children of Pakistani background also achieved significantly well. Indian pupils were the only group who achieved significantly less well than their peers. All other pupil groups were not statistically significant.

3.8 What are we doing to address areas for development at KS4?

- Link advisers are challenging schools to achieve the very demanding targets set for 2014 in relation to the percentage of pupils scoring five or more good GCSEs including English and mathematics and making at least three levels of progress across key stages 3 and 4. Schools are additionally being asked to set targets for the percentage of students making 4 levels of progress to reflect the increased demands on the proportion of students making more than expected progress.
- This year, for the first time we are asking schools to set targets for the percentage of pupils in receipt of the Pupil Premium Grant making at least expected progress reflecting the importance of closing the gap between these learners and their peers.
- There is enhanced scrutiny of data to tackle under-achieving groups of learners e.g. pupils in receipt of the Pupil Premium grant and Looked After Children, ensuring that schools focus on increasing the percentage of learners attaining 3 or more A*/A grades at GCSE. Schools have been made aware of best practice in the use of the Pupil Premium in order to maximise impact and the Local Authority is offering a package of targeted training events to support schools in making good use of the funding.
- Vulnerable schools have termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each vulnerable school is subject to a LA led review of teaching and learning which informs the School Progress Review meeting, validates the judgements of senior and middle leaders and models best practice in lesson observation feedback. The impact of Local Authority actions is noted at each of these meetings.
- Subject specific consultants will target the development of middle managers and pedagogy in English and mathematics.
- School self- evaluation will be validated through paired lesson observation with senior leaders and school reviews will help schools prepare for Ofsted.
- There will be a key focus on supporting good schools to become outstanding and schools requiring improvement to become good, through targeted Professional Development. This will include bespoke training for governors so that they are able to clearly demonstrate that they offer both challenge and support to schools by focusing on key areas for

development whilst holding head teachers to account.

3.9 Post-16

A total of 1396 students were entered for at least one Level 3 qualification. More girls than boys were entered at this level with 803 girls compared to 593 boys.

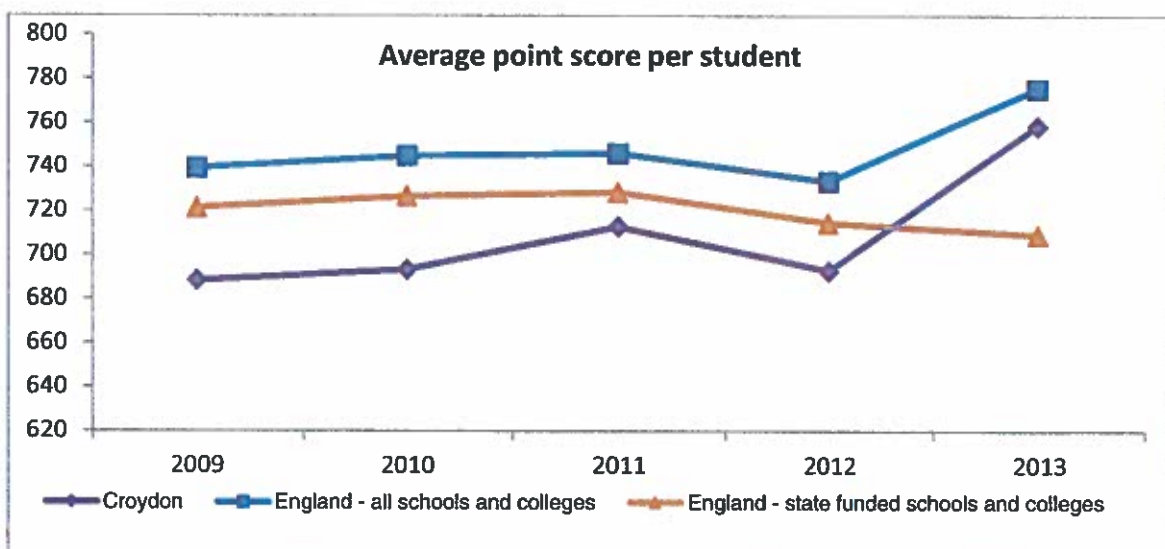
The data illustrated in the graphs below is based on maintained institutions in Croydon and includes examination results from school sixth forms, Croydon College of Further Education and John Ruskin and Coulsdon sixth form colleges. The data is unvalidated and cannot be considered accurate until the validated data is published in January, at which time the commentary may also change.

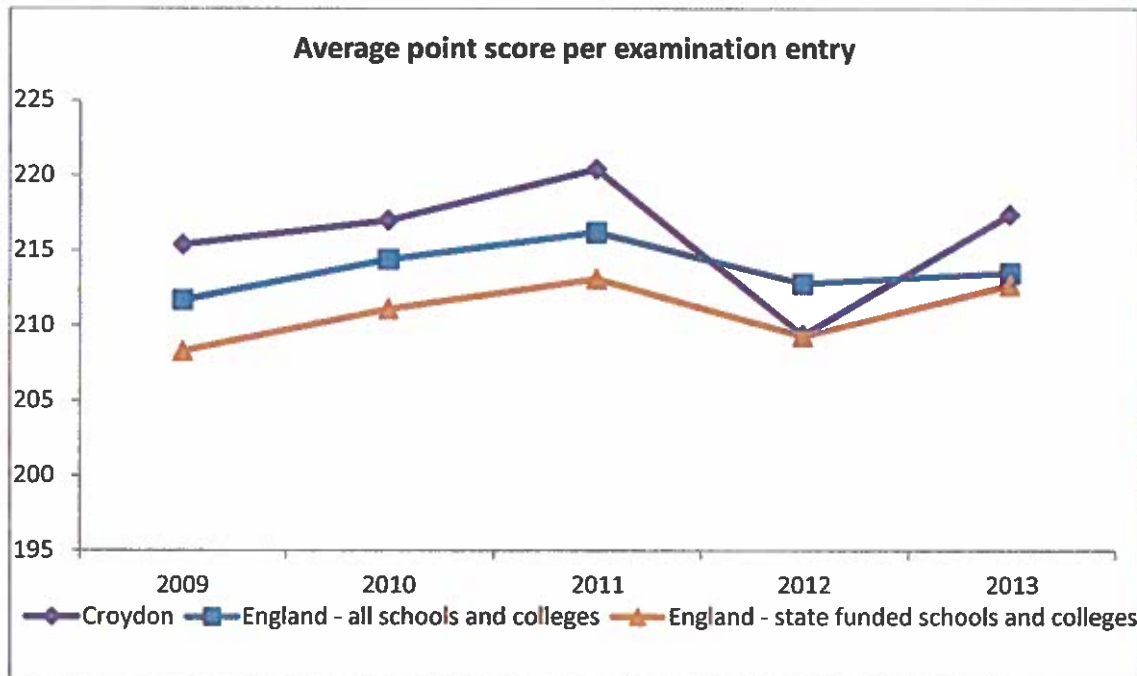
Croydon's Average Point Score (APS) per student has risen by 49.5 points (758.5 compared to 704.6 in 2012). This is showing that Croydon's post-16 institutions are continuing to enter their students for a larger number of qualifications, with a good level of success.

The APS per entry shows that Croydon's post-16 learners achieved higher points per examination entry than they did last year (217.4 compared to 209.4) and that they continue to be above the national average. This point score is equivalent to a grade C (a C grade attracts is 210 points). Once again more candidates achieved 2 or more passes than nationally (97.7% compared to 90.4%). This includes A-E passes at A level and distinctions, merits and passes in vocational subjects.

The percentage of candidates achieving 3 or more A*-A has fallen to 4.4%, compared to 5.1% in 2012. The England average is 10.5%.

A new statistic has been published this year; it is the percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects. The facilitating subjects are biology, chemistry, physics, mathematics, further mathematics, geography, history and English. 8.4% of students in Croydon achieved this, compared to 13.4% in England.





3.10 What are we doing to address areas for development at post-16?

- A borough network for post-16 school and college managers continues to support quality improvement through data analysis, policy updates, professional development opportunities and peer-to-peer support.
- Specific development opportunities show-casing Croydon-based areas of excellence in Post-16 have taken place over the last year and more are planned for 2014. Examples of excellence will also be drawn from the private sector e.g. a work shop about how to raise aspirations and create clear pathways into Russell Group Universities.
- Link Advisers will challenge schools on the quality of their 6th form provision, progress being made by learners and question the level of expectations set for the most able.
- Schools and colleges can access a range of professional development opportunities, conferences and post-16 networks through a funding agreement with Learning Plus UK.
- Schools and colleges can also make use of the School Improvement service's specific bespoke support packages to undertake quality audits in a range of areas such as Post-16 leadership and management, teaching and learning and information, advice and guidance for learners.

3.11 Challenge to underperforming schools

Where schools are underperforming a range of actions are taken to challenge them to improve. In the first instance challenge is provided by the school's

Link Adviser. Where further intervention is judged to be necessary, for example where the school is not improving rapidly enough or when it is vulnerable in terms of an adverse OFSTED inspection, the school is subject to detailed termly school progress review meetings (SPRMs). In the most serious situations the LA uses its statutory powers of intervention to do one or all of the following:

- Apply to the Secretary of State for the governing body to be replaced with an Interim Executive Board (IEB)
- Withdrawal of delegated budget
- Appointment of additional governors
- Require a school to enter into arrangements for specified services, to collaborate with the governing body of another school or to take specified steps for the purposes of creating or joining a federation
- Issue a Warning Notice

It is rare for any of these formal powers to be used, but the LA has and does use them where necessary. In the past year the LA has successfully applied to the Secretary of State for 2 Interim Executive Boards and has issued 2 Warning Notices.

In addition, schools are encouraged to collaborate with good and outstanding schools, including by becoming sponsored Academies with a Multi-Academy Trust. Proactive steps (i.e. not following an adverse OFSTED judgement, in which case other arrangements apply) have been taken to do this in six instances.

Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes. This has led to head teachers leaving their schools in five instances in the last year.

4. Attendance

DfE validated data used in this report is for the 2012/13 autumn and spring terms. Full academic year data for 2012/13 will be published in approximately March 2014.

4.1 Borough overall absence performance trends

Primary overall absence at 4.6% is 0.4% better than the national average but has increased slightly by 0.1% compared to 4.5% in 2011/12. Despite this slight increase, Croydon has performed better compared to the national average, which increased by 0.4% compared to 4.4% last year. This is also the first time since 2002/2003 where Croydon's primary absence is better than the national average.

The DfE attributes the slight increase in the national absence figure to exceptionally lower levels of sickness absence in autumn 2011 and a subsequent return in 2012-13 to a more usual level of sickness absence.

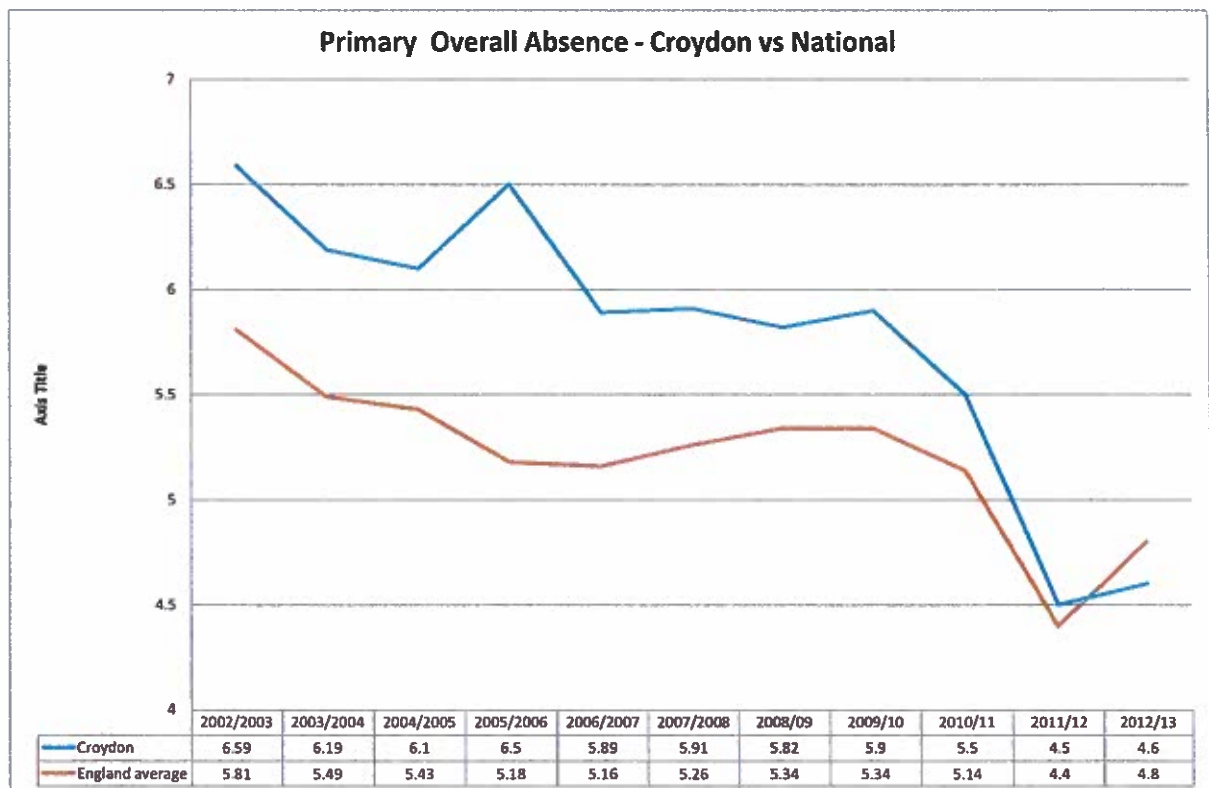
Secondary overall absence at 5.2% in 2012/13 represents a 0.1% reduction

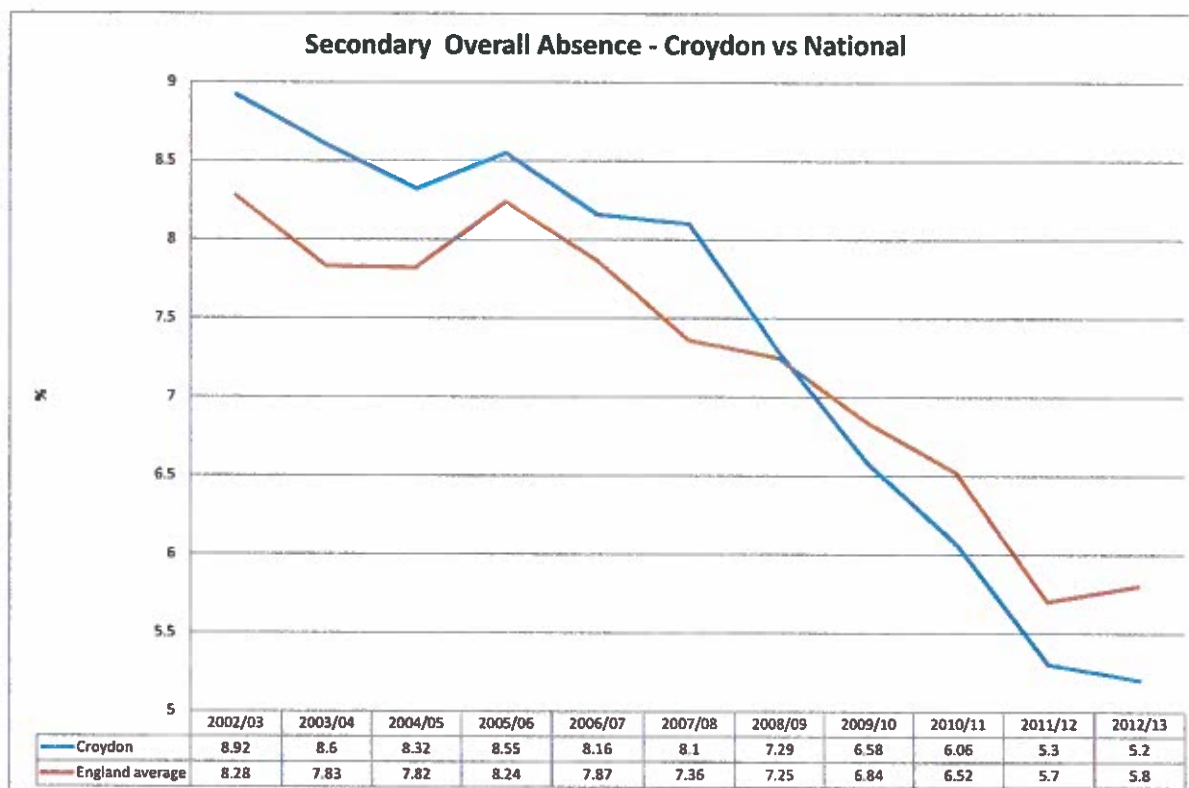
compared to 5.3% in 2011/12 and is 0.6% better than the national average (5.8%). It is also noteworthy that secondary overall absence decreased by 0.1%, whilst nationally the rate increased by 0.1% compared to 2011/12.

Borough overall absence performance trends

Year	Croydon Primary Schools %	England average %	Year	Croydon Secondary Schools %	England average %
2002/2003	6.59	5.81	2002/03	8.92	8.28
2003/2004	6.19	5.49	2003/04	8.6	7.83
2004/2005	6.1	5.43	2004/05	8.32	7.82
2005/2006	6.5	5.18	2005/06	8.55	8.24
2006/2007	5.89	5.16	2006/07	8.16	7.87
2007/2008	5.91	5.26	2007/08	8.1	7.36
2008/09	5.82	5.34	2008/09	7.29	7.25
2009/10	5.9	5.34	2009/10	6.58	6.84
2010/11	5.5	5.14	2010/11	6.06	6.52
2011/12	4.5	4.4	2011/12	5.3	5.7
2012/13	4.6	4.8	2012/13	5.2	5.8

(* Lower values are better in this table)





4.2 Borough absence performance in comparison to statistical neighbours

Croydon's primary overall absence is 0.3% lower than the average for statistical neighbours and the number and percentage of persistent absentees (PA) are also lower than statistical neighbours.

Croydon's secondary overall absence is 0.2% lower than the statistical neighbour average and the number and percentage of persistent absentees is 0.1% lower than statistical neighbours despite having a higher number of pupil enrolments.

Primary Absence	No of pupil enrolments	2012/13 Overall Absence	2012/13 Number of PA Pupils @ 85%	2012/13 Percentage of PA Pupils @ 85%
Croydon	25,758	4.6	904	3.5
Average of Statistical Neighbour	25,852	4.9	1009	3.9

Secondary Absence	No of pupil Enrolments	2012/13 Overall Absence	2012/13 Number of PA Pupils @ 85%	2012/13 Percentage of PA Pupils @ 85%
Croydon	18,894	5.2	1003	5.3
Average of Statistical Neighbour	18,167	5.4	990	5.4

4.3 Borough performance in persistent absence trends

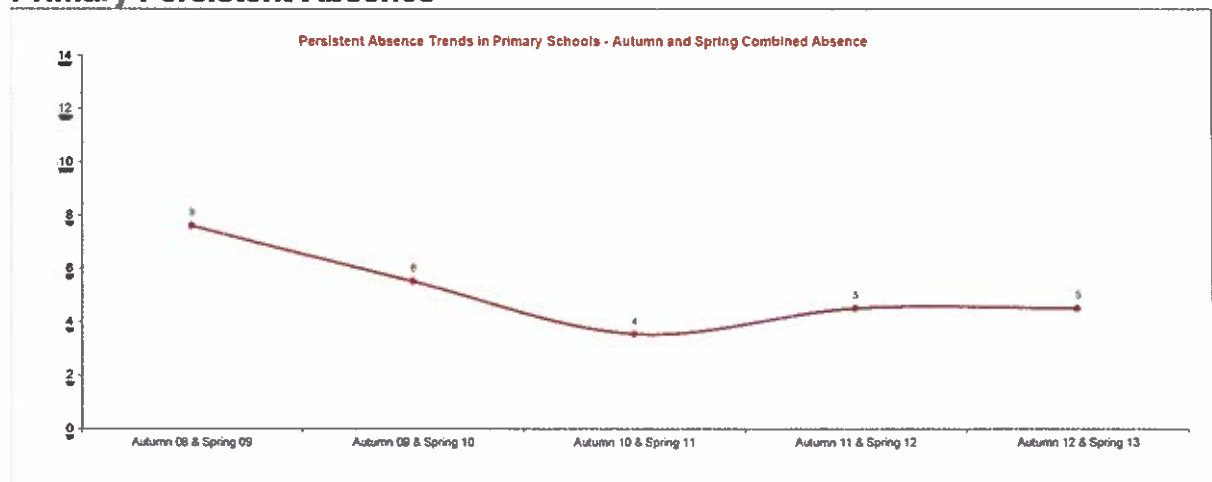
Persistent Absence is defined as a pupil missing 15% or more (46 sessions during autumn and spring terms) of education. Persistent absence is a serious problem for pupils. Much of the work children miss when they are not at school is never made up, leaving these pupils at a considerable disadvantage for the remainder of their school career. There is also clear evidence of a link between poor attendance at school and low levels of achievement:

- Of pupils who miss more than 50 per cent of school, only three per cent manage to achieve five A* to Cs including English and Mathematics.
- Of pupils who miss between 10 per cent and 20 per cent of school, only 35 per cent manage to achieve five A* to C GCSEs including English and Mathematics.
- Of pupils who miss less than five per cent of school, 73 per cent achieve five A* to Cs including English and Mathematics.

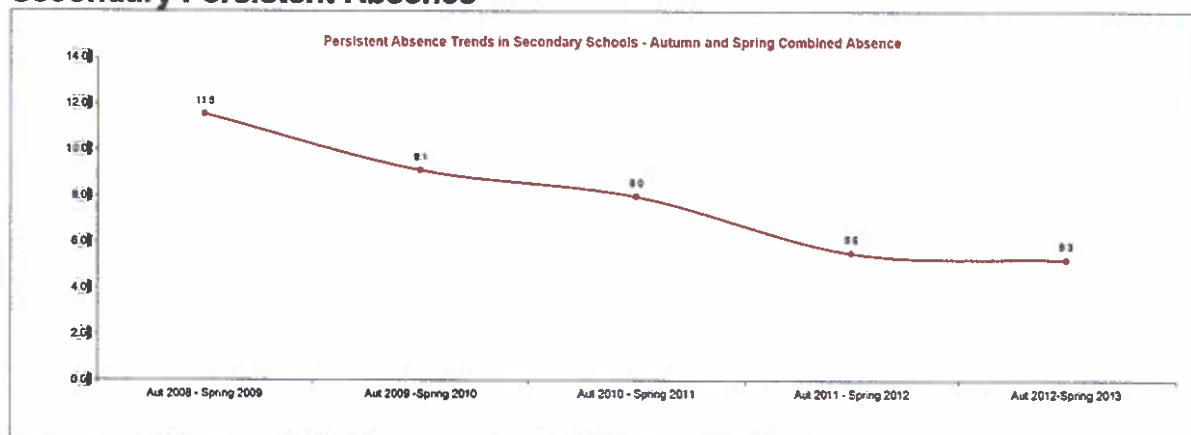
Primary persistent absence in 2012/13 (3.5%) has remained the same when compared to the same period last year, however this is now 0.1% lower than the national average (3.6%) and the same as the London average.

Croydon successfully reduced secondary persistent absence levels from 5.6% in 2012/13 to 5.3% in 2012/13. This is 0.9% better than the national average (6.5%) but 0.2% higher than the London average (5.1%).

Primary Persistent Absence



Secondary Persistent Absence



4.4 What are we doing to address areas for development to improve pupil attendance?

The DfE expects schools and local authorities to:

- promote good attendance and reduce absence, including persistent absence;
- ensure every pupil has access to full-time education to which they are entitled; and,
- act early to address patterns of absence.

Recent revised statutory guidance on attendance has led to the reassessment of how the local authority delivers its statutory duties, with the council taking responsibility for the investigation and enforcement in relation to poor attendance of individual pupils, whilst supporting schools to take responsibility for ensuring absence is addressed early before enforcement action is taken.

Early intervention support for attendance is being offered to schools on a traded basis. In addition every school and academy in Croydon will receive a consistent, free, independent investigation service, acting swiftly when early intervention support has been provided and improvements in attendance have not been secured. A pilot of the new approach to investigation compliant with PACE regulations and the Criminal Procedure and Investigations Act will be completed in February 2014, to ensure that new local authority procedures are fully compliant with statutory guidance.

The Education Welfare Service is developing a greater profile with regard to early help and safeguarding through:

- Full time presence within the Multi-Agency Safeguarding Hub (MASH), providing education information in relation to the holistic assessment of a child's needs.
- Supporting schools in ensuring they are completing statutory returns to the local authority in relation to children with poor attendance (less than 85% attendance) on a half-termly basis.
- Working with Admissions to ensure children out of school residing within the borough are placed on roll as soon as possible

The local authority is working closely with its information system provider to improve education data management, which will lead to improvements in the collection and processing of attendance data from schools. Improvements in data collection will help the local authority to target support and challenge more effectively to schools.

5. Exclusions

During the 2012/13 academic year Croydon had no permanent exclusions from primary schools. This is due to the procedures of the Primary Fair Access Panel now being fully embedded. There were 65 permanent exclusions from Croydon maintained secondary schools and academies, an increase of one on the total from the previous year. Our borough exclusion rate is 0.12% or 12 permanent exclusions per 10,000 pupils. The trend diagram for permanent exclusions demonstrates the improvement for Croydon: from 0.16 as a percentage of school population in 2008/9 to 0.12 as a percentage of school population in 2011/12. The London average has moved from 0.11 in 2008/9 to 0.08 in 2011/12.

There has been an increase in the share of both permanent and fixed term exclusions relating to girls. Girls accounted for 30% of the permanent exclusions and 42% of the fixed term exclusions during the 2012/13 academic year. This contrasts with 2011/12 where the exclusions by gender overall were boys 76%, girls 24% which was consistent with the national picture. Boys are around three times more likely to receive a permanent or fixed period exclusion than girls according to the most recent published national data on exclusions (Statistical First Release 25th July 2013).

The following profile of exclusions in terms of vulnerable groups is based on analysis of all exclusions, both permanent and fixed term unless otherwise indicated. In 2012/13 50% of pupils were eligible for free school meals compared to 68% in 2011/12 and 66% in 2010/11. Permanent exclusions of SEN pupils decreased from 42 in 2010/11 to 34 in 2011/12 and have further decreased to 26 in 2012/13. Of the 26, 6 were permanent exclusions of pupils with SEN statements compared with 18 permanent exclusions of pupils with SEN statements during 2010/11 and 5 during 2011/12. (see table for full breakdown).

In 2012/13 2.7% of all exclusions were of Children Looked After compared to 2.4% in 2011/12 and 3.1% in 2010/11. The number of incidents of exclusion relating to Children Looked After has fallen from 59 fixed terms and 2 permanents in 2010/11 to 45 fixed terms and zero permanents in 2011/12 and now to zero permanents and 24 fixed terms in 2012/13.

Exclusions relating to black Caribbean pupils have been of concern at national and borough level for a number of years. Black Caribbean pupils make up just over 11% of the Croydon school population. There has been a further reduction in their share of exclusions. Black Caribbean pupils accounted for 17% of permanent exclusions and 20 % of fixed term exclusions compared

with 17% for permanent exclusions and 23 % for fixed terms during 2011/12. This represents a further improvement on last year's figures.

White British account for 40% of permanent exclusions and 30% of fixed term exclusions. Their share of the Croydon school population is 31%.

Black African Pupils account for 17% of permanent exclusions and 16% of fixed term exclusions. Their share of the Croydon school population is 12%.

There have been reductions in the fixed term exclusions of both black African and white British pupils. There were 240 fixed term exclusions of black African pupils during 2012/13 compared with 270 fixed term exclusions of black African pupils in 2011/12. The number of permanent exclusions of black African pupils has increased from 7 permanent exclusions during 2011/12 to 11 permanent exclusions during 2012/13. The reduction in the fixed term exclusions of white British pupils was more pronounced; 459 fixed terms during 2012/13 compared with 638 during 2011/12. There were 26 permanent exclusions of white British pupils during 2012/13 compared with 27 permanent exclusions of white British pupils in 2011/12.

In terms of reasons for exclusions, we have seen a rise in permanent exclusions for persistent disruptive behaviour, although there has been a significant decrease in fixed term exclusions for this reason. There has also been an ongoing decrease since 2008/9 in both permanent and fixed term exclusions for physical assault against another pupil.

The government introduced new guidance on appeals and exclusions from September 2012. The 2012/13 academic year was the first full year under the new independent review arrangements. The independent review panels do not have the power to reinstate or overturn the decision of governors to uphold the head teacher's decision to permanently exclude pupils in contrast to the predecessor independent appeal panels (IAPs). Five appeals against permanent exclusions were considered by independent review panels during 2012/13. Of these four were rejected meaning the permanent exclusion decision was upheld and in the case of the fifth the independent review panel recommended that the governors reconsider their decision. This compares with 2011/12 when there were seven appeals against permanent exclusion. In four of these cases the original decision of the school was upheld. Of the three that were decided in the pupils' favour, two were reinstated.

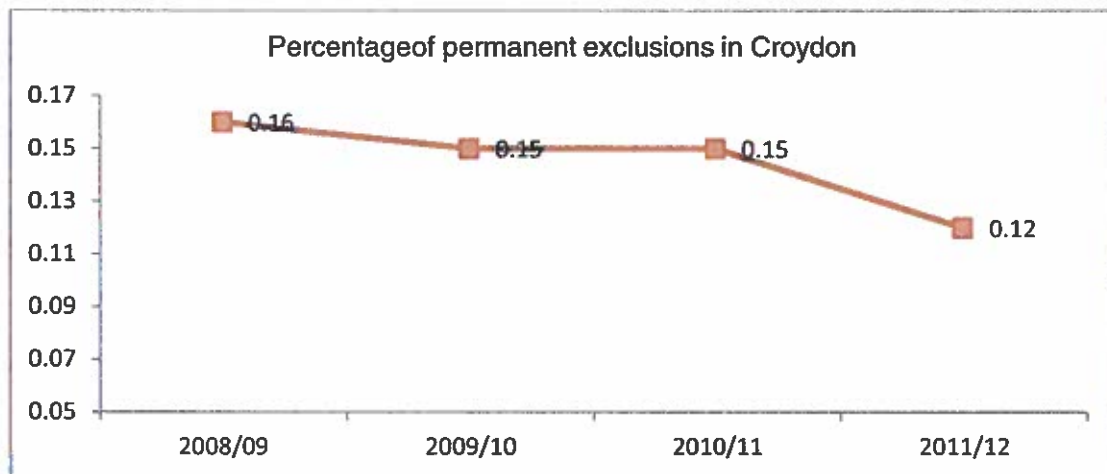
Exclusions Performance pack- Trend Information (AY 2008/9 to AY 2012/13)
Data source: EMS Reports

Source DFE published data

	2008/09	2009/10	2010/11	2011/12	2012/13*
Number of permanent exclusions	80	70	80	60	65
Croydon % of permanent exclusions	0.16	0.15	0.15	0.12	0.12
National	0.09	0.08	0.07	0.07	
London	0.11	0.1	0.08	0.08	
SN Average**	0.07	0.07	0.06	0.08	

*Please note that the figures for 2012/13 are not published yet, 12/13 are provisional figures. Please also note that the DFE count permanent exclusions to the nearest ten.

** Statistical Neighbour (SN) Average is the figure based on an average of averages of Statistical neighbours. For some of the Statistical neighbours the figures were suppressed.



Exclusions by FSM Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Eligible	732	33	673	23	621	23	661	15	779	33
Eligible	1070	48	1116	52	1255	54	1234	49	724	32
Total Numbers	1802	81	1789	75	1876	77	1895	64	1503	65

Appendix 3 shows the data on exclusions for children with SEN, Children Looked After and by ethnic group.

5.1 What are we doing to address areas for development in reducing exclusions and promoting inclusion?

- Strengthened partnership working has contributed to further success in reducing the number of fixed and permanent exclusions of pupils with Special Educational Needs (SEN). For example senior SEN colleagues now regularly attend both the Primary and Secondary Fair Access Panels. Improved partnership working with the Virtual School has helped to ensure early intervention to prevent the need for permanent exclusions of Children Looked After.
- Joint intervention work across Learning and Inclusion teams has focused on targeted schools, where exclusions are high and has included identifying levels of exclusions of pupils by specific groups, including black and minority groups. The borough's Exclusions and Reintegration Officer has provided up to date school level data so that when School Improvement Advisors visit schools they are able to review these with school leaders, explore reasons for any anomalies and plan strategic school based interventions. In practice this has led in one school to the development of a new internal provision for pupils at risk of exclusion. This joint working has been important in reducing the disproportionality in the exclusions of black and minority ethnic pupils.
- One project this year has been 'I-Mentoring' which was funded by the London Mayor's Office to support 140 black boys over a 12 month period. The aim is to support the children 'to reach their potential through positive behaviours and making better life choices'. In fact the project has exceeded expectations in that 165 children have been engaged on the programme and 170+ mentors have been trained. Three secondary schools and a number of primary schools have provided referrals to the project.
- The Primary Fair Access Panel established in partnership with schools, from March 2012, includes a process to prevent exclusions. This process is now embedded and has led to zero permanent exclusions from primary schools during the 2012/13 academic year. The process has also provided mutual support and accountability between head teachers around challenging the management of pupil behaviour in their schools.
- Building on the work of the Primary Panel a new process for preventing exclusions has been established through the Secondary Fair Access Panel. A number of secondary Head teachers and PRU Head teachers participated in a working group in the summer term to see if a way could be found to provide an alternative to permanent exclusion as part of the secondary fair access process. This led to a pilot in the summer term and from September 2013 the panel has been implementing the new processes. The autumn term has seen a dramatic reduction in permanent exclusions. There have been five permanent exclusions during the autumn term compared with 24 permanent exclusions for the same period last year. This makes the prospects for 2013/14 very positive.

- Part of the borough's strategy has been to strengthen early support for secondary schools and we have established an early intervention project as part of the Phil Edwards Pupil Referral Unit (PRU) provision. The Coningsby PRU in the southern part of the borough is also offering early support places where appropriate as part of preventative provision to support schools. The Secondary Fair Access Panel, meeting on a 3 weekly cycle, now provides the mechanism for schools to present 'prevention' cases so that early intervention support can be put in place swiftly and effectively. The panel has also led to a more early intervention approach, for example, a reduction in the number of pupil discipline committees meetings in relation to permanent exclusions has led to a corresponding increase in officers' capacity to support Pastoral Support Plans implemented by schools which more effectively support pupils at risk of exclusion.
- A multi-agency approach is central to the developments we are making, reflecting Croydon's four staged approach to intervention. Key agencies now attend the primary and secondary Fair Access panels. These include social care and the new early intervention Children and Young Peoples Resilience Service (CYPRS) team whose representatives attend both panels. At the secondary panel the police and Youth Offending Service (YOS) are among a number of key agencies in regular attendance who can offer services to the children and families. Information sharing and joint working has led to some positive outcomes for individual children and young people. This includes an effective transfer for a fresh start at a new school for a pupil with a statement of SEN who would otherwise have been permanently excluded. The Learning Access Team contributes to a number of multi-agency panels in addition to the Pupil Placement Panel and Fair Access Panels which are run by Learning Access. These include Anti-Social Behaviour Forum, Pathways (YOS panel concerned with gangs), the Youth Offending Team's Risk Management and Vulnerability Panel, the Multi-agency Safeguarding Hub, the Children Missing Panel and the Sexual Exploitation Panel.

6. OFSTED INSPECTION OUTCOMES

- 6.1 At the beginning of the academic year in September 2012 a new OfSTED framework came in to force. The new framework raised the bar significantly in terms of expectations on schools. There were two major changes. The first is that the framework now requires inspectors to reach judgments on just four areas: achievement, quality of teaching, leadership and management and behavior and safety. The second is that the previous category of "satisfactory" was replaced with "requires improvement", based on the assumption that only a good or better school is good enough.
- 6.2 A total of 38 schools were inspected during the academic year 2012-2013. Of these, 3 (8%) were judged outstanding, 19 (50%) were judged good, 13 (34%) were judged to require improvement and 3 (8%) were judged inadequate.

- 6.3 At the beginning of September 2012 67% of Croydon's schools were judged by OFSTED to be good or better. By the end of July 2013 this percentage had risen to 73%. This placed Croydon 2% above the national figure. This upward trend has continued. A further 15 inspections have taken place during the autumn term 2013, taking the percentage of Croydon schools judged good or better to 78%.

7. CONSULTATION

There are no needs for consultation arising from this report.

8. FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

There are no financial considerations or risk with this report.

Approved by Lisa Taylor, Head of Finance CFL on behalf of the Director of Finance.

9. COMMENTS OF THE COUNCIL SOLICITOR AND MONITORING OFFICER

The Solicitor to the Council comments that there are no legal implications arising from this report.

Approved by J Harris Baker, head of social care and education law on behalf of the Director of Democratic and legal services

10. HUMAN RESOURCES IMPACT

There are no Human Resources considerations arising from this report.

Approved by Atia Williams, HR Business Partner on behalf of the Director, Workforce and Community Relations.

11. EQUALITIES IMPACT

There are no direct implications contained in this report.

12. ENVIRONMENTAL IMPACT

There are no direct implications contained in this report.

13. CRIME AND DISORDER REDUCTION IMPACT

There are no direct implications contained in this report.

14. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

- 14.1 This report is for information and there are no recommendations other than to note its contents. The report has been included on the agenda for the next relevant scrutiny committee.

15. OPTIONS CONSIDERED AND REJECTED

15.1 Not relevant.

CONTACT OFFICER: Sylvia McNamara, Director of Learning, School Improvement and Inclusion, 0208 760 5690

Background papers: none

Appendices attached:

Appendix 1: Secondary School GCSE results 2008 – 2013

Appendix 2: Exclusions from Croydon maintained schools and academies for the 2012/13 academic year

Appendix 3: Exclusions from maintained schools and academies for 2012/13 for children with SEN, Children Looked After and by ethnic group

Appendix 4: Local Authority grant and spend per primary pupil in LA maintained schools by London Borough (by free school meals band)

Appendix 1: Secondary School GCSE results 2009 – 2013 by school

Croydon Secondary Schools (figures for 2013 are provisional)	Percentage of pupils achieving 5+ A*-C GCSE grades					Percentage of pupils achieving 5+ A*-C GCSE grades including English and mathematics				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Addington High	70	79	80	88	88.0	37	38	35	46	49.0
Archbishop Tenison Cof E High	86	91	81	78	77.0	78	77	69	65	68.0
Coloma Convent Girls	99	98	96	97	98.0	91	88	90	94	95.0
Edenham High	64	77	90	90	84.0	44	44	51	47	58.0
Harris Academy Purley	79	85	92	96	94.0	33	47	61	63	76.0
Harris Academy South Norwood	93	100	100	100	99.0	43	60	75	80	78.0
Harris Academy Upper Norwood	46	66	84	79	80.0	34	41	48	35	41.0
Harris City Academy Crystal Palace	99	99	100	100	96.0	82	88	95	99	83.0
Norbury Manor Business and Enterprise College for	64	81	90	88	80.0	53	61	68	62	65.0
Oasis Academy Coulsdon	63	82	93	92	94.0	44	37	49	67	63.0
Oasis Academy Shirley Park	55	94	94	100	100.0	26	46	51	66	63.0
Riddlesdown Collegiate	75	84	89	90	88.0	66	66	69	59	67.0
Shirley High Performing Arts College	87	97	100	99	98.0	61	60	71	72	63.0
St Andrew's Cof E High	76	84	91	87	83.0	62	56	65	68	65.0
St Joseph's College	87	93	92	90	85.0	63	64	67	65	64.0
St Mary's Catholic High	62	59	70	53	52.0	47	45	51	40	49.0
The Archbishop Lanfranc High	62	68	68	69	54.0	44	45	48	47	38.0
The Brit School for Performing Arts and	99	97	99	96	96.0	63	66	68	60	68.0
The Quest Academy	52	61	64	80	95.0	28	23	41	46	61.0
Thomas More Catholic High	84	93	97	97	97.0	46	51	57	75	80.0
Woodcote High	92	93	97	97	94.0	62	65	68	69	82.0
Virgo Fidelis Convent Senior	91	91	94	91	84.0	57	54	74	68	73.0

NB: Data for 2013 is not yet nationally validated and may change.

Academies

The Council has not shied away from enacting structural solutions where local authority schools have been significantly underperforming. The results for the academies (in **bold**) in the chart can be compared and contrasted with the non-bold results for its predecessor school. In each case, the attainment of pupils has been improved very significantly and increasing numbers of pupils are now able to fulfill their full potential than in the past. The move to academy status remains one of the strategies the local authority is ready and willing to use, where appropriate, to effect rapid improvement in its schools.

Appendix 2: Exclusions from maintained schools and academies for 2012/13

Phase	School	DFE_No	PERM	FIXD	Reinstated Permanent
Academy	David Livingstone Primary Academy	3062008		2	
Academy	Applegarth Academy	3062016		1	
Academy	West Thornton Academy	3062046		1	
Academy	Whitehorse Manor Junior - Pegasus Academy Trust	3062047		1	
Academy	Harris Primary Academy Kenley	3062063		6	
Academy	Forest Academy	3062109		2	
Academy	Oasis Academy Byron	3062111		2	
Academy	St Cyprian's Greek Orthodox Primary School	3063008		10	
Academy	Aerodrome School	3063417		7	
Academy	Ecclesbourne Primary - Pegasus Academy Trust	3063419		8	
Academy	Woodcote High School	3064031	2	8	
Academy	Riddlesdown Collegiate	3065400	5	56	
Academy	St Joseph's College	3065402	4	52	
Academy	Shirley High School Performing Arts College	3065407	2	49	
Academy	Harris Academy South Norwood	3066905	2		
Academy	Oasis Academy - Coulsdon	3066907	3	45	
Academy	The Quest Academy - Coloma Trust	3066910	4	41	
Academy	Harris City Academy Crystal Palace	3066906	4		
Primary	Beulah Junior School	3062003		9	
Primary	Keston Primary School	3062004		5	
Primary	Cypress Primary School	3062007		5	
Primary	Elmwood Junior School	3062012		2	
Primary	Ryelands Primary School	3062032		21	
Primary	South Norwood Primary School	3062039		2	
Primary	Winterbourne Junior Boys' School	3062049		53	
Primary	Winterbourne Nursery and Infant School	3062051		2	
Primary	Wolsey Junior School	3062052		16	
Primary	Woodside Primary School	3062055		19	
Primary	Kenley Primary School	3062058		4	
Primary	Beaumont Primary School	3062062		1	
Primary	Smitham Primary School	3062067		1	
Primary	Applegarth School	3062074		3	
Primary	The Wattenden School	3062078		10	
Primary	Courtwood Primary School	3062086		2	
Primary	Heavers Farm Primary School	3062090		12	
Primary	Norbury Manor Primary School	3062105		3	
Primary	Castle Hill Primary School	3062106		12	
Primary	Ridgeway Primary School	3062107		2	
Primary	Rowdown Primary School	3062108		9	
Primary	Broadmead Primary	3062112		1	
Primary	All Saints CofE Primary School	3063000		4	
Primary	Coulsdon CofE Primary School	3063300		1	

Primary	Good Shepherd Catholic Primary School	3063400		1	
Primary	St Joseph's RC Junior School	3063401		4	
Primary	St Mary's RC Junior School	3063405		10	
Primary	St Mary's Catholic Infant School	3063406		2	
Primary	Regina Coeli Catholic Primary School	3063408		2	
Primary	St Chad's Catholic Primary School	3063411		2	
Primary	Davidson Primary School	3063414		4	
Primary	Kensington Avenue Primary School	3063415		6	
Primary	Gilbert Scott Primary School	3063416		4	
Primary	The Crescent Primary School	3063420		5	
Primary	Selsdon Primary and Nursery School	3065200		24	
Primary	Oasis Academy Shirley Park	3066909		3	
PRU	Coningsby Centre (PRU)	3061100		92	
PRU	Victoria House PRU	3061101		33	
PRU	Phil Edwards Centre (PRU)	3061105		79	
PRU	Moving On (PRU)	3061107		76	
Secondary	Westwood Girls College for Languages and Arts	3064024	1	61	
Secondary	Addington High School	3064042	11	53	
Secondary	Archbishop Tenison's CofE High School	3064600		61	
Secondary	St Andrew's CofE Voluntary Aided High School	3064603	3	56	1
Secondary	St Mary's High School	3064702	3	39	
Secondary	Edenham High School	3065401	9	132	
Secondary	Thomas More Catholic School	3065403	4	44	3
Secondary	Norbury Manor Business and Enterprise College for Girls	3065406	1	19	1
Secondary	Virgo Fidelis Convent Senior School	3065900	3	115	
Secondary	Oasis Academy Shirley Park	3066909	3	28	
Sixth Form	Archbishop Tenison's CofE High School	3064600		3	
SPE	Coleby Court (Chaffinch Brook)	3067004		2	
SPE	Bensham Manor School	3067000		22	
SPE	Beckmead School	3067004	1	28	
SPE	St Nicholas School	3067005		2	
SPE	Priory School	3067008		1	

Appendix 3: Exclusions from maintained schools and academies for 2012/13 for children with SEN, Children Looked After and by ethnic group.

Exclusions by SEN Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Non-SEN	734	40	624	16	606	35	581	30	659	39
School Action	289	9	301	12	333	4	309	1	208	4
School Action Plus	453	22	481	22	537	20	687	28	391	16
Statemented	326	10	383	25	400	18	318	5	245	6
Total Numbers	1802	81	1789	75	1876	77	1895	64	1503	65

Exclusions by looked after children (LAC) Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Not Looked After	1736	76	1733	74	1817	75	1850	64	1461	64
Looked After Children	66	5	56	1	59		45		42	1
Total Numbers	1802	81	1789	75	1876	75	1895	64	1503	65

Exclusions by Ethnicity Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
ABAN - Bangladeshi	2		3		4	1	10	1	5	
AIND - Indian	6	2	8		6	1	12		12	
AOTH - Any other Asian background	36	1	32	1	53	2	44		23	
APKN - Pakistani	6	1	25		13		11		25	
BAFR - African	226	5	222	10	261	5	270	7	240	11
BCRB - Black Caribbean	448	18	438	24	440	18	435	11	310	11
BOTH - Any other Black background	111	7	76	6	62	2	70	1	61	
CHNE - Chinese			2				1			2
MOTH - Any other Mixed background	69	2	60	4	73	4	70	4	82	2
MWAS - White/Asian	12	3	4		12		14	1	13	
MWBA - White/Black African	30	1	35		25	3	40	1	22	2
MWBC - White/Black Caribbean	117	8	162	9	134	9	170	5	127	5
NOBT - Info not obtained	9		11	2	7		6	1	5	1
OOH - Any other Ethnic Group	26		23		11		18		36	
REFU - Refused	19	1	15	1	10		16	1	17	
WBRI - British	622	32	616	15	702	30	638	27	459	26
WIRI - Irish	12		11	1	4		6	1	6	

WIRT - Traveller - Irish Heritage	9		3				6		8	2
WOTH - Any other White background	38		38	2	58	2	54	3	49	2
WROM - Roma/Roma Gypsy	4		5		1		4		3	1
Total Exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Exclusions by BME (Black African, Black Caribbean and Black Other) Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
BME Groups	785	30	736	40	763	25	775	19	611	22
Other	1017	51	1053	35	1113	52	1120	45	892	43
Total exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Reasons for exclusions Source: local data

	2008/09		2009/10		2010/11		2011/12		2012/2013	
	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm	Fixed	Perm
Bullying	29		37		32	1	36	2	34	
Damage	61	2	79	1	46	2	62	3	58	
Drug and alcohol related	62	4	25	1	49		65	5	54	3
Other	71		40		187	2	155	4	115	2
Persistent disruptive behaviour	423	25	467	24	471	32	455	15	295	26
Physical assault against adult	220	9	186	12	246	6	218	5	160	9
Physical assault against pupil	435	17	455	22	384	10	390	15	354	6
Possession of Offensive Weapon	11	6	12	9	7	8	22	8	15	8
Racist abuse	26		8		22		36		11	
Sexual misconduct	27	3	23	3	21	3	25	1	31	3
Theft	38	1	45		79	5	55		61	1
Verb abuse/threat behaviour adult	314	8	314	2	248	8	264	5	233	3
Verb abuse/threat behaviour pupil	85	6	98	1	84		112	1	82	4
Total Exclusions	1802	81	1789	75	1876	77	1895	64	1503	65

Appendix 4: Local Authority median grant and spend per primary pupil in LA maintained schools by London Borough (by free school meals band)

Borough	Grant Funding High FSM	Grant Funding Medium FSM	Grant Funding Low FSM
Barking and Dagenham	4803	4619	4222
Barnet	53702	5233	4399
Bexley	4752	4760	4022
Brent	5504	5095	4876
Bromley	4826	4952	3592
Camden	6398	5611	5441
City	NA	9045	NA
Croydon	4481	4262	3875
Ealing	5535	4771	4276
Enfield	5256	4641	4320
Greenwich	5676	5311	4988
Hackney	6533	6312	6090
Hammersmith & Fulham	6679	5505	5033
Haringey	5650	5041	4310
Harrow	5230	4752	4251
Havering	5182	4468	4070
Hillingdon	5321	4855	4310
Hounslow	5114	4630	4264
Islington	5944	5043	4874
Kensington & Chelsea	6382	5972	5772
Kingston	5081	5081	4149
Lambeth	6468	6110	5618
Lewisham	5948	5509	5037
Merton	5500	4781	4123
Newham	5681	5230	4931
Redbridge	4909	4239	4077
Richmond	5721	4805	4009
Southwark	6706	6140	5758
Sutton	6940	4248	3911
Tower Hamlets	6590	6302	NA
Waltham Forest	5211	4702	4429
Wandsworth	5991	5529	4852
Westminster	6326	5951	4983

Funding per pupil is based on a range of factors. Figures are published in three bands, low, medium and high, depending on the percentage of pupils in a school in receipt of free school meals. The table above shows the central government grant funding for schools in each of the free school meals bands. This table demonstrates that grant

funding to Croydon is the lowest of all London Boroughs for high free school meals band schools, and £2522 per capita lower than neighbouring Sutton, the third lowest for medium free school meals band schools and the second lowest for schools in the low free school meals band.

Figures are not available for Academies and secondary schools.

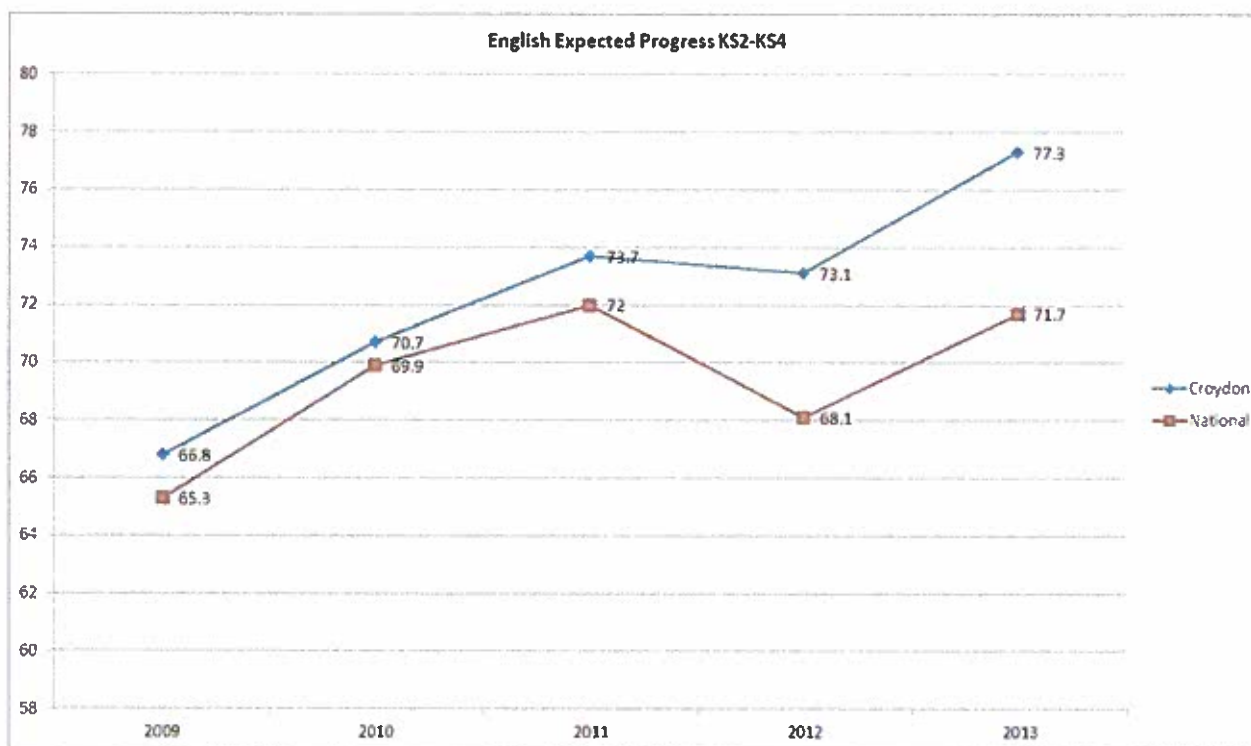
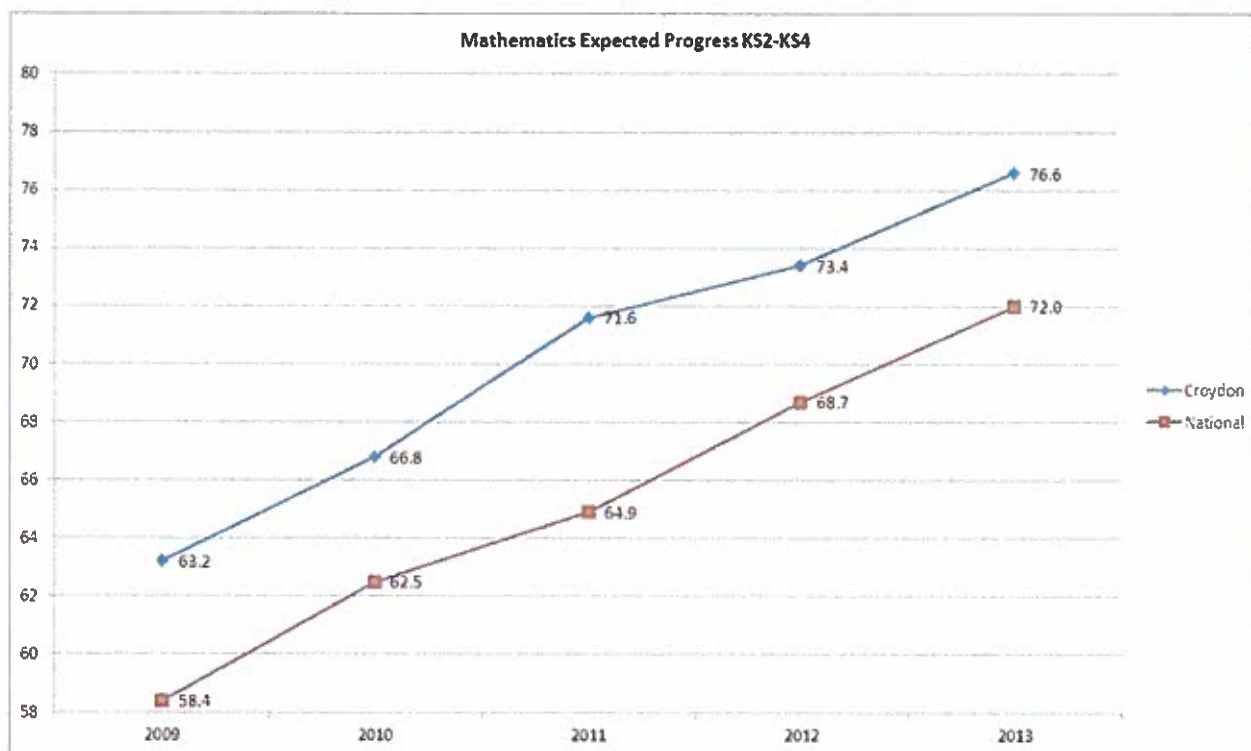
2013 KS2 & KS4 cohort size, Ofsted Inspections since 1st September 2013

Year 6 Cohort size (Performance Tables 2013) 3,728

Year 11 Cohort Size (Performance Tables 2013) 3,765

These are pupils eligible for end of Key Stage Assessment. It will not include for instance discounted pupils.

KS2-KS4 Expected progress mathematics and English 5 year trend (validated)



Appendix 3: Croydon Schools Ofsted Inspections before 1st September 2012		Appendix 3: Croydon Schools Ofsted Inspections 1st September 2012-27th January 2014		Overall Effectiveness		Overall Effectiveness		Movement from previous Judgement	
Ofsted Date	Grade	Ofsted Date	Grade	Ofsted Date	Grade	Ofsted Date	Grade	Ofsted Date	Grade
All Saints C Of E Primary (VA) (Junior expansion 01/09/2012)	3	22/02/2012	3	Ark Oval Primary Academy (Academy 01/09/2011)	2	05/12/2012	2	05/12/2012	2
Applegarth Academy (Infant expansion 01/09/2012) (Academy 01/04/2013) STEP	3	27/06/2012	3	Beaumont Primary	2	17/01/2013	2	17/01/2013	2
Atwood Primary (A) (Academy 03/01/2014)	1	03/12/2008	1	Beulah Infant & Nursery	3	16/01/2014	3	16/01/2014	3
Broadmead Primary (amalgamation 01/09/2010)	3	17/05/2012	3	Beulah Junior	3	13/11/2012	3	13/11/2012	3
Castle Hill Primary (A) (Academy 01/11/2013) ReaCH2	2	08/06/2011	2	Chipstead Valley Primary	1	06/03/2013	1	06/03/2013	1
Christ Church CofE Primary (Purley) (VA)	2	02/11/2011	2	Cypress Primary (Infant expansion 01/09/2012)	3	23/10/2012	3	23/10/2012	3
Coulston CofE Primary (VA)	1	02/11/2011	1	Davidson Primary	2	17/10/2012	2	17/10/2012	2
Courtwood Primary	3	27/06/2012	3	Ecclesbourne Primary (amalgamation 01/09/2009) Academy 01/04/2011 Pegasus	3	26/09/2012	3	26/09/2012	3
David Livingstone Primary (Academy 01/08/2011) STEP	2	24/04/2012	2	Elmwood Junior	2	04/07/2013	2	04/07/2013	2
Downsview Primary	2	24/11/2010	2	Fairchildes Primary	1	17/10/2012	1	17/10/2012	1
Elmwood Infant	2	23/03/2010	2	Forestdale Primary	2	20/11/2012	2	20/11/2012	2
Forest Academy (Academy 01/09/2013) Synaptic Trust	3	21/09/2011	3	Good Shepherd RC Primary (VA)	2	26/09/2012	2	26/09/2012	2
Gilbert Scott Primary (amalgamation 01/09/2007)	2	27/09/2011	2	Greenvale Primary	2	20/06/2013	2	20/06/2013	2
Gonville Academy (Academy 01/05/2011) STEP	2	25/06/2012	2	Harris Primary Academy Benson (Academy 01/09/2013)*	2	21/11/2012	2	21/11/2012	2
Gresham Primary	2	22/06/2009	2	Harris Primary Academy Kenley (Academy 01/09/2013)**	2	23/04/2013	2	23/04/2013	2
Heavers Farm Primary	2	12/01/2012	2	Kenley Primary	2	26/11/2013	2	26/11/2013	2
Howard Primary	2	01/12/2011	2	Keston Primary (amalgamation 01/09/2004)	2	06/06/2013	2	06/06/2013	2
Kensington Avenue Primary	2	15/07/2010	2	Kingsley Primary	2	10/10/2012	2	10/10/2012	2
Margaret Roper Catholic Primary (VA)	2	18/06/2009	2	Norbury Manor Primary	3	21/03/2013	3	21/03/2013	3
Monks Orchard Primary	2	08/07/2009	2	Orchard Way Primary	3	08/11/2012	3	08/11/2012	3
Oasis Academy Byron Primary (A) (Academy 01/09/2012)	2	21/06/2011	2	Park Hill Junior (F)	3	13/11/2012	3	13/11/2012	3
Parish Church CofE Infant & Nursery (VC)	1	07/05/2008	1	Purley Oaks Primary	2	05/02/2013	2	05/02/2013	2
Parish Church CofE Junior (VC)	1	05/05/2010	1	Regina Coeli Catholic Primary (VA)	2	25/09/2013	2	25/09/2013	2
Park Hill Infant	1	12/05/2010	1	<i>New Leadership and an interim executive Headteacher in place</i>	2	02/07/2013	2	02/07/2013	2
Ridgeway Primary	1	05/10/2010	1	Rowdown Primary	3	01/05/2013	3	01/05/2013	3
Rockmount Primary	2	26/05/2010	2	Selsdon Primary (F)	2	09/10/2012	2	09/10/2012	2
Ryelands Primary	3	20/06/2012	3	South Norwood Primary	2	24/10/2012	2	24/10/2012	2
Smitham Primary	2	28/02/2012	2	St James the Great RC Primary (Academy 01/04/2012)	1	16/10/2012	1	16/10/2012	1
St Aidan's Catholic Primary (VA)	2	25/11/2009	2	St Joseph's RC Junior (VA)	2	14/03/2013	2	14/03/2013	2
St Chad's Catholic Primary (VA)	2	24/06/2009	2	St Mark's CofE Primary (VC)	4	30/01/2013	4	30/01/2013	4
St Cyprrian's Greek Orthodox Primary (A) (Academy 01/07/2012)	2	06/07/2010	2	<i>Exploration process towards academy status underway</i>	2	07/11/2012	2	07/11/2012	2
St John's CofE Primary (VA)	2	04/10/2010	2	St Peter's Primary	2	26/11/2013	2	26/11/2013	2
St Joseph's RC Infant (VA)	2	10/02/2011	2	The Crescent Primary (F) (new school 01/09/2011)	2	22/05/2013	2	22/05/2013	2
St Mary's Catholic Infant (VA)	1	11/12/2007	1	The Hayes Primary	4	26/09/2012	4	26/09/2012	4
St Mary's RC Junior (VA)	2	08/02/2012	2	Wattenden Primary	2	24/10/2012	2	24/10/2012	2
St Thomas Becket Catholic Primary (A) (Academy 01/07/2012)	1	12/09/2007	1	<i>In the process of academisation with Chipstead valley Primary</i>	2	08/11/2012	2	08/11/2012	2
The Aerodrome Primary (new school 01/09/2010) (A) ReaCH2 (Academy 01/12/2012)	2	03/07/2012	2	West Thornton Primary (Academy 01/06/2011) Synaptic Trust	1	10/01/2013	1	10/01/2013	1
Whitehorse Manor Infant (Academy 01/04/2011) Pegasus	2	08/03/2007	2	Winterbourne Junior Boys	3	04/07/2013	3	04/07/2013	3
Whitehorse Manor Junior (Academy 01/04/2011) Pegasus	2	09/07/2012	2	<i>In the process of academisation sponsor agreed</i>	2	15/05/2013	2	15/05/2013	2
Winterbourne Infant & Nursery	2	16/11/2011	2	Winterbourne Junior Girls	2	28/11/2012	2	28/11/2012	2
Wolsey Infant	1	15/05/2009	1	Wolsey Junior Academy (A) (Academy 01/11/2013) STEP	2	06/06/2013	2	06/06/2013	2
Woodside Primary (Infant expansion 01/09/2012)	2	23/05/2012	2	Woodcote Primary (amalgamation 01/09/2008)	2	14/11/2013	2	14/11/2013	2
Woodside High (Academy 01/06/2013)	2	27/06/2012	2	Archbishop Temison's CofE High (VA)	2	14/11/2013	2	14/11/2013	2
Brit School of Performing Arts and Technology (CTC)	1	27/02/2008	1	Harris Academy Upper Norwood (Academy 01/09/2013)***	2	22/01/2014	2	22/01/2014	2
Coloma Convent Girls' (VA)	1	30/09/2009	1	Norbury Manor Business and Enterprise College for Girls (Academy 01/01/2012)	3	07/02/2013	3	07/02/2013	3
Edenham High (F)	2	05/10/2011	2	Oasis Academy Shirley Park (Academy 01/09/2009) all through	3	19/09/2013	3	19/09/2013	3
Harris Academy Purley (Academy 01/09/2009)	1	07/12/2011	1	Shirley High Performing Arts College (Academy 01/01/2012)	3	13/06/2011	3	13/06/2011	3
Harris Academy South Norwood (Academy 01/09/2007)	1	20/01/2010	1	St Joseph's College (A) (Academy 01/06/2012)	2	12/10/2011	2	12/10/2011	2
Harris City Academy Crystal Palace (opened 1/1/1990 as CTC - Academy 1/9/2007)	1	07/10/2009	1	St Mary's Catholic High (VA)	2	08/06/2011	2	08/06/2011	2
Academy Coulsdon (Academy 01/09/2008)	2	23/03/2011	2	The Archbishop Lanfranc (F)	2	13/06/2011	2	13/06/2011	2
Academy Coulsdon (Academy 01/06/2012)	2	12/10/2011	2	<i>Arrangements in place for securing a sponsored academy</i>	2	08/06/2011	2	08/06/2011	2
Academy Coulsdon (Academy 01/06/2012)	2	08/06/2011	2	The Quest Academy (opened 01/09/2010)	3		3		3

The Quest Academy (opened 01/09/2010)	13/06/2013	3	Virgo Fidelis Convent Senior (VA)	14/11/2013	2	↔
Thomas More Catholic (VA)	21/02/2012	2	Woodcote High (A) (Academy 01/06/2012)	30/01/2013	3	→
St Nicholas	22/01/2009	1	Beckmead, Victoria House (PRU) & Chaffinch Brook	20/11/2013	2	↕
Moving On PRU	16/03/2011	2	Bensham Manor	19/03/2013	2	↕
Crosfield Nursery and Children's Centre	05/03/2012	2	Priory	14/11/2013	2	↕
			Red Gates	02/10/2013	2	→
			St Giles	09/07/2013	2	→
			Cotlands Centre PRU	04/12/2012	2	→
			Phil Edwards Centre PRU	26/11/2013	2	↔
			The Coningsby Centre PRU	10/12/2013	2	↔
			Priory	14/11/2013	2	↕
			Red Gates	02/10/2013	2	→
			Phil Edwards Centre PRU	26/11/2013	2	↔
			Coulson Nursery	06/03/2013	1	↕
			Purley Nursery	25/09/2013	1	↕
			Selhurst Early Years Centre	14/11/2013	2	↔
			Thornton Heath Children's Centre	03/07/2013	3	→
			Tunstall Nursery and Children's Centre	06/11/2013	3	→
Schools inspected who have subsequently become sponsored academies with their previous Ofsted judgements removed						
* formerly Benson Primary						
** formerly Roke Primary						
*** formerly Westwood Girls College for Language and Arts						

Attendance: number of fixed penalty notices and court cases in 2012-13

Number of Penalty Notices

:	2012/13	196
	2011/12	194
	2010/11	154

Commentary

The EWS received 604 Penalty Notice referrals regarding poor attendance and unauthorised leave absence (i.e. term-time holidays). The process around poor attendance PN requests is to issue warning notices encouraging the parent to resolve poor attendance over the next 15 school days or a Penalty Notice will be issued. From the 604 requests the LA only issued 196, which is an indicator of the positive impact that warning notices themselves have on improving attendance.

Number of Court Cases

2012/13	123
2011/12	105
2010/11	162

Commentary

The LA is also increasingly making use of non-court disposals such as Penalty Notices and Simple Cautions as an alternative to legal action where appropriate. We are using non-court disposals to target cases where an offence has clearly been committed but there has been a marked improvement (no more than 2 further days of unauthorised absence) in attendance between the time where a case is referred to the LA for legal action and the case is due to be heard at the magistrates court. It's too early to look at re-offending rates, however this approach avoids the use for potentially lengthy and expensive court action, whilst also still holding parents to account.

Number of children educated at home by parents Summer Term 2012

126 EHE at the start of the summer term

111 at the end of the summer term

Breakdown at the end of the term:

Primary - **56**

Secondary - **69**

30 enquiries for EHE

11 new EHE cases

New EHE cases:

2 Early Years Foundation Stage (reception class)

4 Key Stage 1

3 Key Stage 2

2 Key Stage 3

0 Key Stage 4

Reasons for new EHE:

SEN: **2**

Broken relationship with school: **1**

Lifestyle choice/philosophy/finance: **6**

Concerns with school: **2**

Note: in the summer of 2012 and the summer of 2013 there were no cases opened as new to EHE as a result of, or to avoid, a permanent exclusion.

Number of children educated at home by parents Summer Term 2013:

168 EHE at the start of the summer term

177 EHE at the end of the summer term

Breakdown at the end of the term:

Primary - **104**

Secondary - **73**

56 enquiries for EHE

35 new EHE cases

New EHE cases:

6 Early Years Foundation Stage (reception class)

10 Key Stage 1

11 Key Stage 2

7 Key Stage 3

1 Key Stage 4

Reasons for new EHE:

SEN: **2**

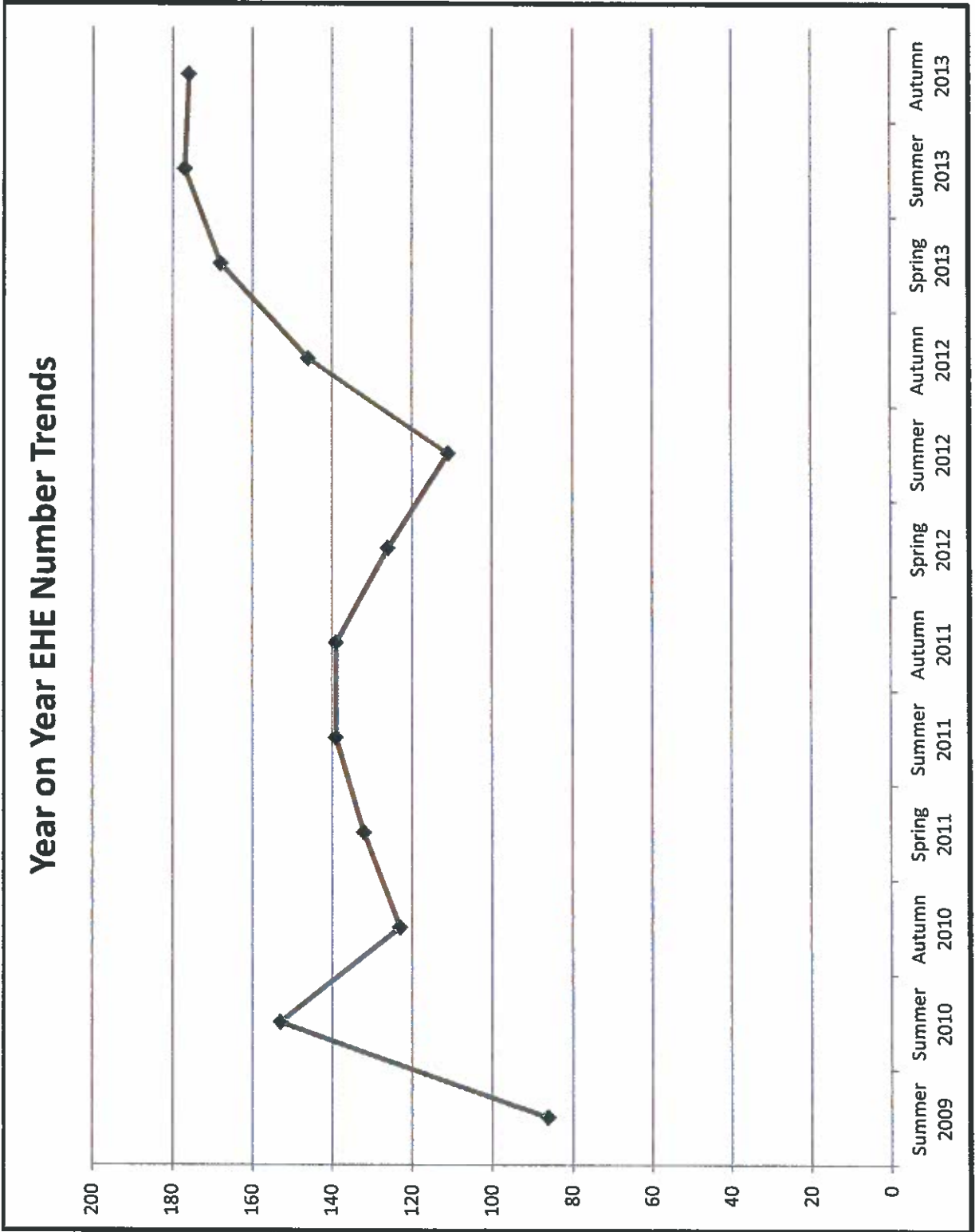
Broken relationship with school: **2**

Lifestyle choice/philosophy/finance: **19**

Concerns with school: **6**

School choice preference: **6**

Numbers of children educated at home by their parents



CQ091-14 **from Councillor Terry Lenton**

To Councillor Tim Pollard

Why is funding per primary school pupil in Local Authority maintained schools so much lower in Croydon than in other local authorities? Please can you give some examples of how the money could be spent if Croydon's funding per pupil was as high as it is in neighbouring Lambeth?

Reply

The answer to this question is in two parts:

1 The impact of the formula used by the Department for Education to allocate funding to local authorities for maintained schools

Funding for Local Authority maintained schools is dependent upon the guaranteed unit of funding (GUF) per child that the Department of Education (DfE) uses to fund each pupil counted in the schools census. This unit of funding is calculated by the DfE and varies markedly between boroughs, especially inner vs. outer London. It is intended to be reflective of need across different Local Authority areas, but has remained "cash flat" in recent years.

The table below shows the difference in GUF between the highest and lowest London Borough, as well as Croydon's rate compared to neighbouring boroughs.

Council	Per pupil unit of funding 2014-15 £
Tower Hamlets (Highest London Borough excluding City of London)	7,014.38
Bromley (Lowest London Borough)	4,082.33
Croydon (28 out of 32)	4,559.18
Lambeth (3 out of 32)	6,384.03
Sutton (31 out of 32)	4,360.26
Surrey County Council	4,096.45

Croydon receives the 28th lowest per pupil funding in London. Because Lambeth receive 40% (£1,824.85) more per pupil than Croydon for mainstream school pupils, it is inevitable that per pupil funding in Croydon schools is lower than that in Lambeth.

Were the per pupil GUF rate the same as Lambeth's, mainstream school aged pupils would be sharing an extra £83.4m of dedicated schools grant (DSG).

The regulations for the administration of the DSG were changed by the DfE recently, so that from April 2012 all School's Block has to be allocated to schools, unless maintained schools vote to de-delegate.

2: The actual money received by schools

The January 2014 cabinet report set out in Appendix 4 the levels of primary school per pupil funding received by schools with different levels of free school meal (FSM) eligibility.

This further demonstrates that Croydon's primary schools receive lower per pupil funding than their London neighbours. Croydon primary schools with the highest FSM eligibility receive the lowest per pupil funding across all of London (£4,481), and Croydon primary schools with medium and low FSM eligibility receive the 3rd and 2nd lowest per pupil funding respectively (£4,262 and £3,875).

This discrepancy is a direct result of Croydon's per pupil DSG allocation being one of the lowest in London. If this were not the case maintained schools in Croydon would be in a much stronger position to provide a greater range of curriculum expertise, a greater range of support staff to help children overcome barriers to learning, as well as additional resources.

For General Release

REPORT TO:	Children and Young People Scrutiny Sub-Committee 11 February 2014
AGENDA ITEM:	7
SUBJECT:	Children's Social Care: An Update
LEAD OFFICER:	Paul Greenhalgh, Executive Director, Children, Families and Learning
CABINET MEMBER:	Councillor Tim Pollard, Deputy Leader (Communication) and Cabinet Member for Children, Families and Learning
WARDS:	All

ORIGIN OF ITEM:	This report forms part of the 2013-2014 work programme.
BRIEF FOR THE COMMITTEE:	To examine the provision of children's social care services provided by the council, current challenges and areas for future development.

1. EXECUTIVE SUMMARY

The briefing attached as Appendix 1 provides members with an update on Children's Social Care services provided by the council.

CONTACT OFFICER: Ilona Kytomaa - Extension 62683

BACKGROUND DOCUMENTS: None

Scrutiny Report for Elected Members

Children's Social Care: an update

11th February 2014

Gavin Swann
Head of Service, Safeguarding, Quality Assurance and Looked After Children

Paul Greenhalgh
Executive Director
Children, Families and Learning

1. Introduction

This document provides members with a summary assessment of the status and circumstances of Croydon Children's Social Care and Family Support Service. As a starting point a national and local context to providing statutory child protection services, is given. The report then summarises the recent organisational developments and current operational performance. There is a brief summary of recent work by the Local Safeguarding Children Board, along with an analysis of the current challenges facing the service, and plans for the year to come. This report focuses on children's social care and does not cover the work of early help services.

2. Setting the scene

Nationally, the social work profession, especially as it is represented in statutory Children's Social Care (CSC), has, over recent years, been under a constant state of change¹. For example; in the past three years the profession, (as a result of the death of Peter Connelly 'Baby P'), has undergone a total review (Munro: 2010, 2011 & 2012), which, through its acceptance by government, reset the national expectations for social care, shifting the emphasis from assessment and statutory intervention, to the quality of intervention by social workers to facilitate positive change in families. Central government continues to deliver new guidance, such as a new national framework for safeguarding, 'Working Together' in April 2013. The national inspection regime has also significantly changed, with OFSTED implementing a new framework for the inspection of children's social care, (published in October 2013 and implemented in November 2013) which further raises the bar of expectation. Local Authorities across the country have seen a rise in referrals, an increase in child abuse, domestic violence and in children coming into the care system (e.g. Community Care: 2013). At the same time media criticism has led to a tendency to 'pathologise' professionals (Cooper *et al*; 2003) which has helped to produce a difficult national market in which to recruit social care professionals.

Children's Social Care has responsibility to support children who are identified (by partners such as Police, Education and Health, families and members of the public) as achieving the threshold of being 'in need' or in 'need of protection from significant harm'. Where children achieve one of these two thresholds then Children's Social Care are mandated to intervene and provide services. Where the intervention fails to improve the child's welfare or where the child is still being significantly harmed then Children's Social Care is mandated to take legal action in order to compel parents to comply with an agreed care plan². If parents fail to comply then alternatives must be found for children such as placing children with extended family members, or in foster care or, in an increasing number of cases, for adoption.

What we are discovering nationally and locally is that the circumstances of vulnerable children are becoming increasingly complex. In Croydon social workers and colleagues across the multi-agency network are increasingly confronted with complex cases of child

¹ The repetitive cycle of change can have the effect of masking the needs-resources tension. (Hughes & Pengally; 1997).

² Significant harm is the legal threshold used by local authorities to initiate care proceedings.

abuse and neglect. In Croydon the demographic makeup of the borough is changing as more and more vulnerable families move into the borough as inner London housing costs increase and benefit payments reduce. For example over the past year there has been a 20% increase in the numbers of 'transfers' of children into Croydon who are subject to child protection plans, from other boroughs. Children and families who are coming to the attention of police and social care have increasingly complex needs often featuring one or more of the following issues: immigration difficulties, domestic violence, cultural differences and expectation in parenting (e.g. physical chastisement, child labour, female genital mutilation, honour based violence and forced marriage), the intergenerational transmission of child abuse, child poverty or a combination of these factors. Greater complexity in the needs of children places increased pressure on CSC to recruit social workers who hold the required level of skill to work within this complexity. This increase in complexity is reflected in crime statistics for issues such as violence (including sexual violence) against women and girls, GBH and ABH where children are the victim and the levels of children who temporarily go missing. This means Croydon Children's Social Care and Family Support Service (CSC) is under increased pressure to meet an increasing complex level of demand.

3. Service developments

Croydon Children's Social Care and Family Support Service is on a journey of improvement, modernisation and development. The service was last inspected in May 2012 when it was found to be adequate, with good capacity to improvement. Given the improvement needs, combined with the increasing demand and complexity of cases, and the constraints of the resource environment, the journey to enable the service to be functioning at a consistently 'good' level is only part-way through. Much has been achieved, and these achievements are summarised below. However, challenges remain, especially in attracting quality professional and experienced social workers and managers to Croydon. The senior management team are currently driving through numerous organisational, structural and practice changes to meet the demands identified in this report.

a. Restructure

During 2013 the service went through a major restructuring to enable it to become fit-for-purpose for the new national agenda. As part of this process a layer of front line management was removed.

b. Training and development

Improving the quality of practice to deliver the new national agenda is a major task. During 2013 there were three major initiatives to support staff to develop their practice:

- The restructure provided the opportunity to establish a small team of so-called consultant practitioners, experienced social workers who work alongside front-line social workers to model and support practice.
- A programme of training and support was commissioned to enable social workers to develop their thinking and practice in terms of their role in working with families. This enabled social workers, for example, to develop hypotheses about issues in

their families and to develop appropriate interventions in relation to these hypotheses.

- A programme of systemic family therapy training has been commissioned, to strengthen the analytical tools used by social workers. Taster sessions have been provided for all social workers and the first cohort of 50 social workers is currently going through this training. By using this theory in practice it is expected that social workers will increase their ability to become '*agents of change*' thereby increasing the resilience of the organisation. In turn, managers will use systemic theory when planning interventions as well when managing organisational change.

c. Multi-Agency Safeguarding Hub

In 2013 Children's Social Care, working with the partnership, established a Multi-Agency Safeguarding Hub. This hub co-locates professionals from social care, the Police, probation, education and health (along with their relevant data systems), who receive referrals and share information so that the appropriate route of intervention can more quickly be determined. Croydon's MASH is located in Bernard Weatherhill House, and went live in October 2013.

d. Strengthening Families model for child protection conferences

In early 2013, after consultation with partners, the service introduced a new model for conducting child protection conferences. This new model, referred to as the Strengthening Families approach, seeks to better recognise the strengths of the family, and to better engage and involve the family, as well as partners, in the child protection conference process. This new process has been externally evaluated and reported to the Local Safeguarding Children Board, and this evaluation has indicated significant benefits to the new model as a result of its more productive approach.

e. Children's Recording System (CRS)

An important tool for social care is the electronic social care record. The system which had been in place in Croydon was recognised as being so 'clunky' that it was no longer fit for purpose. A major project has been underway to install a new system and to migrate all the previous file notes into the new system. In October 2013 Croydon CSC went live with CRS. CRS is an electronic case file system which is based on a work flow system. It is a proven system and provides highly sophisticated performance related information and is considered a fundamental tool to manage cases, to manage staff as well as to allocate resources and identify gaps in systems and practices. CRS also allows any practitioner to look at any case at any time, meaning case work is transparent and social workers and managers can more easily be held to account.

e. Recruitment

Like all local authorities, Croydon Children Social Care is experiencing difficulties in recruiting suitably skilled and knowledgeable professional social workers within its frontline services. This means that we remain dependent upon agency staff to a greater extent than we would wish. The mean across the entire service for agency social workers is 42% over the past eight months and 38% for managers for the same period. Croydon Council has

recently mounted a national recruitment and retention campaign, which includes a range of retention packages for experienced social workers who want to work within the children in need and looked after services. This recruitment strategy should ameliorate, in the medium term, (3 – 6 months) the identified concerns over budgetary pressures and the quality of practice. There are additional strategies to recruit and retain social workers and managers in operational teams by encouraging agency staff to assimilate into permanent roles. We are also participating in the national Frontline initiative, training 12 graduates on the job, with very positive feedback from the national organisation about Croydon's engagement in this process.

d. Quality Assurance

We are working to strengthen our culture of quality assurance and learning. One strand of this is to use the opportunities provided through the implementation of the new Children's Recording System to be able to improve operational performance management. As another strand of this work we are seeking to strengthen the understanding of the experience of the child and family by social workers, managers and elected members. We regularly need to take stock of children and families experiences of social work services in Croydon in order to improve our service delivery. A more systemic process of data gathering is being developed to inform managers about the quality and gaps in practice which in turn will inform our on-going learning and development framework.

4. Operational performance

OVERVIEW

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
# of all contacts	2,196	2,188	2,205	2,189	2,043	1,772	1,517	1,635	1,125	16,870
# contacts not relating to open cases	1,870	1,871	1,962	1,964	1,856	1,609	929	996	752	13,809
# of referrals	324	353	251	252	220	236	320	390	347	2,693
# of completed assessments	313	284	213	136	138	119	115	213	266	1,797

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
Total # CIN*	527	563	549	495	469	414	458	455	416	416
(New CIN)*	17	14	15	13	9	15	14	12	16	125
Total # CPP	315	298	304	312	332	339	301	385	385	385
(New CPP)	31	22	42	43	31	31	30	24	14	14
Total # LAC	727	727	734	752	769	774	779	809	819	819
(New LAC)	18	32	26	49	42	34	34	45	29	29
No. LAC also subject to a CPP	11	11	13	22	24	17	20	21	15	15

CIN: Child In Need. CPP: Child Protection Plan. LAC: Looked After Children

In comparing data from April to September 2012 to the same time this year there has been an increase in contacts by 600. (Contacts are requests for a service, many of which will not achieve CSC's threshold and will be diverted to early help and preventative services, but which nevertheless require consideration). In 88% of contacts the children were not previously known to Children's Social Care. Again comparing the data in the same time frame contacts progressing to referral have declined. The mean for contacts progressing to referral in the six months of April – September 2012 was 18.6% whereas in the same time in 2013 the mean was 11.5%. There are at least two hypotheses that can be drawn from this:

- that the so-called 'step down' process is working and that cases are being stepped down to appropriate early help services³;
- and/or that s.17 and s.47 thresholds are being more rigorously enforced through the MASH.

In benchmarking the number of referrals to social care with other London boroughs, Croydon appears to sit around the average, sharing referral numbers with Camden and Haringey. As with the national experience, the Police is the main referrer. In Croydon, Health Services are the second largest referrer. Numbers of referrals are low for YOT and Prison / Probation. The data does highlight a large number of referrals from other Local Authorities. These referrals will include requests for a transfer-in child protection conference. The data above can be linked to the high level of referrals in Croydon which relate to physical abuse/likelihood of physical harm from domestic violence and families where substance mis-use and mental health are factors where children are considered to be in need or at risk of significant harm.

There has been a reduction in the numbers of open Children in Need cases. This has occurred mainly due to the planned approach to close down (CIN) cases that have been open longer than one year and where a CIN service is no longer appropriate. The purpose of this is to ensure that social work resources are more effectively targeted on active, shorter-term interventions for Children in Need. Where appropriate, CIN cases have been 'stepped down' to other early help services. All remaining CIN cases have an up to date plan.

The overview shows us that the numbers of children subject to child protection plans is rising. There are a number of reasons for this, for example:

- There has been an increase in the number of families whose children are subject to child protection plans elsewhere in the country who have moved into Croydon.

³ A more systematic process is now in place across the thresholds or tiers of services from 1 (universal) 2 (Targeted services for vulnerable children) 3 (complex needs) and 4 (statutory child protection, children with disability, children with severe mental health problems, care proceedings). The idea is that following a social care intervention cases are stepped-down to a supportive less formal intervention managed through a CAF (Common Assessment and Team Around the Child).

- There is an increased need in the borough (as evidenced through both increasing numbers of children and increasing levels of deprivation) and or professionals are identifying an increase in harm to children and reporting it appropriately.
- Partner agencies may escalate concerns because they are not yet sufficiently confident to work with an issue as part of an early help package. The partnership is working to support developments in this area, e.g. in autumn 2013 a new strategy for children's emotional well-being and mental health was developed; and updated guidance is currently being produced to clarify early help pathways (in the light of the introduction of the MASH).

In terms of the numbers of children who are looked after, again we have seen a steady increase. Again there are a number of hypotheses for this: There has been an increase in the numbers of unaccompanied minors requiring accommodation, in particular from Albania. There has been an increase in care proceedings. We are working to strengthen the work to reunify children with their families especially in working with young people aged 12 – 15 where there has been a family breakdown.

REFERRALS LEADING TO ASSESSMENT

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
No. of referrals	324	353	251	252	220	236	320	390	347	2693
... of which the no. leading to an assessment (Referrals outcomed as requiring an assessment)	291	310	217	226	207	213	264	302	251	2281
% of referrals leading to an assessment	90%	88%	86%	90%	94%	90%	83%	77%	72%	85%

The data above shows only a small percentage of Croydon's overall referrals result in 'no further action', with the large majority of referrals progressing to a single assessment.

TIMESPAN OF COMPLETION OF ASSESSMENT FORMS

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
1 - 15 days	185	189	109	49	29	17	19	157	137	891
16 - 25 days	44	20	24	3	8		8	32	19	158
26 - 35 days	17	46	24	11	9	12	10	13	24	166
36 - 45 days	21	13	23	1	7	7	8	2	37	119
45 days +	44	15	33	70	82	78	70	9	49	450
Grand Total	311	283	213	134	135	114	115	213	266	1784

The national review by Professor Munro emphasised the importance of the quality of assessment, rather than the previous focus on the timeliness of completion of assessments. The national expectation is that social workers now have to complete an assessment within 45 working days. Due to the pressures of increased demand, the service did not achieve this deadline in too many cases; however there has been a significant improvement in completion within timescales recently.

CHILD PROTECTION PLANS

DURATION OF PLANS

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
No. of children currently subject to a CPP	315	298	304	312	332	339				339
% subject to a CPP for 0-12 months	80%	79%	79%	78%	79%	81%				81%
% subject to a CPP for 12-24 months	16%	17%	17%	17%	17%	15%				15%
% subject to a CPP for 24+ months	4%	4%	4%	5%	3%	4%				4%
No. CPP ceased in the month	20	39	28	41	9	25				162
No. ceased CPPs that lasted 2yrs+	3	1	0	0	0	2				6
% ceased CPPs that lasted 2yrs+ NI 64	15%	3%	0%	0%	0%	8%				4%

The rates of children becoming subject to child protection (CP) plans has increased year on year. Data from the same period last year indicated that the mean of children being placed on CP plans each month was 27.5. Over the same period this year the mean has risen to 33. There may be a variety of reasons for this increase, including the implementation of MASH (which enables the identification of issues more quickly), the changing nature of the child population in Croydon and increasing identification of vulnerable children.

For those children who have become subject to a plan for a second time, the mean is 3.1 per month.

The data highlights a high percentage of cases, with domestic violence as a key feature. The concerns around substance misuse and parental mental health are also identified and are known features in serious case reviews. The conference process identifies resources, such as parenting classes, drug mis-use agencies and groups for perpetrators of domestic violence, to ensure risks are addressed for parents where parental capacity and behaviour was identified as a risk to children.

For September only 32% of children subject to a CP plan were visited within 20 working days. The mean for the last 6 months is 38.5% per 20 working days. That means in September 229 children were not seen in 20 working days with a mean for the 6 months of 164.5 children subject to a plan not seen in 20 working days. However there is some evidence to indicate that social workers are visiting children but not recording the visit – particularly in the early part of the above period when the old recording system was in use. The service is working to ensure all children, who are subject to a child protection plan, are seen regularly. For example all children who were subject to a child protection plan had been seen within a reasonable timescale by the end of November.

The Safeguarding and Quality Assurance team within CSC undertook an audit of child protection cases in Croydon in late 2013. The audit discovered, unsurprisingly, that the progression (quality) of work, in a timely manner, was largely dependent on the stability of the social worker and unit manager.

LOOKED AFTER CHILDREN

SUMMARY OF MOVEMENT IN LAC NUMBERS

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
Current indigenous LAC	420	416	418	430	445	442	432	446	449	449
Current UASC LAC	307	311	316	322	324	332	347	363	370	370
Current LAC total	727	727	734	752	769	774	779	809	819	819

PLACEMENT STABILITY - NO. OF PLACEMENTS

	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	2013/14 YTD
Total no. LAC with 3+ placements in last 12 months	78%	75%	67%	69%	64%	67%	72%	70%	65%	65.00%
Overall % LAC with 3+ placements in last 12 months	11%	10%	9%	9%	8%	9%	10%	9%	9%	9.00%

As noted early the service has witnessed a steady increase in the numbers of children becoming looked after. In 2013 we established a small 'rapid response' team to better prevent children coming into care, and this work is currently being evaluated. Placement stability remains relatively stable at 9% but we are not complacent about how we support placements to reduce placement breakdown.

The services work on Looked After Children is regularly reported to members via the Corporate Parenting Committee. Children's Services Corporate Parenting Strategy has nine priority areas for 2014, which are:

1. Increase Placement Stability (i.e. preventing children being moved from one foster placement to another because their behaviour is too difficult to manage).
2. Increase quality assurance in LAC services so the service can learn from complaints, learn from feedback as well as its KPIs.
3. Ensure all children with disabilities contribute to their reviews
4. Promote good attachments to carers
5. Ensure Permanence Plans for Adoption, Fostering, Special Guardianship Orders and Residence Orders are appropriate and timely
6. Safe Care delivery partnerships again to ensure that the quality assurance activities feed into learning and service improvement in LAC.
7. Ensure the views of LAC inform the improvement and design of services
8. Maintain low numbers of LAC involved in criminal activity
9. To reduce the numbers of Croydon and out of borough LAC going missing

5. Croydon's Local Safeguarding Children's Board

The last Annual Review of the Local Safeguarding Children Board was presented to the September 2013 Cabinet.

Some key developments to note since then include:

- Children who go missing and who are at risk of sexual exploitation. Our partnership with the London Safeguarding Children's Board and the Metropolitan Police to develop practice to reduce the numbers of missing children has further strengthened. This is a particular issue for Croydon as there are many foster carers who provide foster placements for other London boroughs. We are seeking to develop new solutions to working with these other boroughs when the children go missing from Croydon.
- Quality assurance: the partnership is working to further strengthen its quality assurance framework, for example through drawing in a wider range of data from partner agencies and by taking more account of the voice of the child and family.
- Training and development: In autumn of 2013 the LSCB agreed a learning and development plan. This is being backed up by the bringing together of the LSCB training resource and the social care training resource into a joint Training and Development unit. This unit will support the implementation of the quality assurance framework and the learning and development framework for not only social workers but for all those professionals who work with children and families in Croydon by organising and quality assuring all training whilst also developing feedback systems with children and families and staff as well as coordinating audits and other data gathering activities to measure safeguarding practice improvements and to identify further gaps.
- Serious Case Reviews: A series of training sessions on the learning from Serious Case Reviews (locally and nationally), were held for all partner agencies in Croydon in the later stages of 2013. As part of the evaluation of this training colleagues,

partners who attended this training from across the Croydon partnership, identified other areas of safeguarding learning which have been added to the learning framework for 2014.

- The board has reviewed and reframed its sub-groups, for example creating a group of oversee the work of the Multi-Agency Safeguarding Hub; and bringing together the quality assurance and learning & development functions into one group.

In summary the CSCB is in an increasingly stronger and more confident position to lead safeguarding improvements across the Croydon Partnership.

6. Challenges and areas for further development

The challenges for the service relate to the increasing demands upon the service and the complexity of case work. This has implications for social workers as well as the wider partnership.

In brief the current challenges include:

1. Increased demand in numbers and complexity, which produces on-going and increased strain on service provision.
2. Recruiting, training and developing a permanent workforce. We need to maximise the impact on the current recruitment programme to recruit the necessary suitably qualified social workers.
3. Ensuring continuing improvement in operational issues and consistent delivery of standards, such as all child protection visits taking place in required timescales, and for all child protection reports are shared with families prior to the conference.
4. Maximising the electronic recording system to its full potential, for example improving performance management and quality assurance within the service.
5. Considering the use of resources across the system, including early intervention. One strand of this work is to more effectively reduce the number of children coming into care. Another strand of this process is to further modernise the in-house Fostering service, by extending its capacity to provide support to foster children with complex needs. The department needs further focus on providing a quicker, more joined up response to reunify children, (especially the 11 – 15 age group), when they come into care in a crisis.
6. Ensuring we maximise the impact of current training and development programmes to support continuing improvements in quality, for example Implementing meaningfully systemic family therapy into case work.
7. Preparing for inspection under a new framework which raises the bar of expectations. Managers are working to rigorously address the above issues.

Croydon's Children Social Care and Family Support is part way through its journey and process of transformation. Much has been achieved; however there is still a significant amount of work to be done to achieve a consistently good service.

7. The involvement of elected members

Elected members have an important role in scrutinising the safeguarding function, and formal scrutiny arrangements are part of this. The quality of scrutiny is enhanced to the extent that members also use other mechanisms to understand the service. We would like to discuss the sort of opportunities that members would like to engage with to help this process. Some suggestions are made below:

1. Visits and observations to the service, e.g. the MASH and Triage team.
2. Meeting children and families to understand their experiences of the services. Officers are keen for all layers of management and members to have direct 'line of sight' of the experience of children and families. Examples of how this might be achieved include:
 - a. attending the Children In Care Council,
 - b. accompanying social workers on home visits,
 - c. visiting foster carers to talk with both the carers and the children for whom they care.

Members could then feedback their experiences and their learning, which would contribute to the service's overall appreciation of the experience of children and families.

3. More safeguarding-focussed sessions as part of the member training programme.

Officers would welcome members' responses to the above suggestions as part of the scrutiny discussion.

References

- Cooper, A, Hetherington, R & Katz, I. (2003). The Risk Factor. Making the Child Protection System Work for Children. Demos. London.
- Hughes, L & Pengelly, P (2004) Staff Supervision in a Turbulent Environment. Managing process and task in front line service. Jessica Kinsley. London.
- OFSTED (October 2011) Ages of Concern: Learning Lessons from Serious Case Reviews. Reference number 110080.

For general release

REPORT TO:	CHILDREN AND YOUNG PEOPLE SCRUTINY SUB COMMITTEE 11 FEBRUARY 2014
AGENDA ITEM:	8
SUBJECT:	WORK PROGRAMME REVIEW AND PLANNING
LEAD OFFICER:	Julie Belvir Council Solicitor and Monitoring Officer, Director of Democratic & Legal Services
CABINET MEMBER:	Not applicable

ORIGIN OF ITEM:	This item replaces the regular work programme.report.
BRIEF FOR THE COMMITTEE:	To review learning from the 2013/14 work programme and to identify potential topics and their briefs for the overall 2014/15 scrutiny work programme

1. EXECUTIVE SUMMARY

- 1.1 The final meeting of each of the three scrutiny committees are invited to identify
- what has been learnt about effective scrutiny in 2013/14 and;
 - potential topics and their briefs for the 2014/15 work programme.

2. WORK PROGRAMME REVIEW AND PLANNING

Review of 2013/14

- 2.1 As a means of reviewing what has been learnt about effective scrutiny in 2013/14, members of the committee are invited to generate answers to the following questions:
- What worked well and why?
 - What did not work well and why?
 - And how can this information be used to shape next year's work programme?

Planning for 2014/15

- 2.2 **Please find below** a list of topics that fall into the remit of this committee which have already been suggested for inclusion in the 2014/15 work programme. The committee may wish to comment on these:.

- The effectiveness of partnership work in delivering children's social care services
- Youth employability: the viewpoint of local employers

2.3 **Appendix 1** is an invitation for the committee and individual members to suggest further topics for the **overall** scrutiny work programme in 2014/15. Every suggested topic needs a proposed wording of the 'Brief for the Committee', such as *To review/examine/consider (what and why)*.

2.4 In suggesting topics, members are reminded that the Scrutiny and Strategic Overview Committee has previously agreed that:

A good scrutiny topic:

- is clearly defined (ie there is a written 'Brief' for the item)
- is of interest to Members
- is a key issue of public interest or concern
- is likely to lead to improvements for local people
- can help the council achieve its corporate priorities
- may involve a cyclical review of progress

Topics suitable for task and finish working groups are ones on which:

- it is generally agreed that there is a problem
- Scrutiny can contribute to a better outcome
- much more time is required than can be given at committee
- study of the issue is timely
- gaps or problems in service delivery and provision may be examined

2.5 Topics are also being invited from a wide range of internal and external people and organisations. All topics suggested will be reviewed at the Scrutiny Workshop on **Tuesday 10 June 2014**.

3 RECOMMENDATIONS

3.1 In summary, the committee and/or its individual members are recommended to:

- (a) identify what has been learnt about effective scrutiny in 2013/14
- (b) make any comments on the topics identified so far for the 2014/15 work programme within the remit of this committee
- (c) suggest other topics for inclusion in the overall 2014/15 work programme.

Appendices

Appendix 1: Invitation for the committee and individual members to suggest topics for the 2014-2015 Scrutiny work programme

REPORT AUTHOR:

Solomon Agutu,
Head of Democratic Services
and Scrutiny

BACKGROUND DOCUMENTS:

None.

Please tear off, complete and hand to a Scrutiny Officer

Topics that you wish to suggest for the 2014-2015 Scrutiny work programme

Topic	Reason/Purpose	Brief for the Committee	Any timetabling issues (when would it be best to consider this topic)	Suitable for a task and finish working group?

