

Scrutiny Children & Young People Sub-Committee Agenda



To: Councillor Robert Ward (Chair)
Councillor Sean Fitzsimons (Vice-Chair)
Councillors Jamie Audsley, Sue Bennett, Jerry Fitzpatrick, Bernadette Khan,
Helen Pollard and Louisa Woodley

Co-optee Members

Josephine Copeland (Non-voting Teacher representative), Mr Leo Morrell (Voting Diocesan Representative), Ms Elaine Jones (Voting Diocesan Representative (Catholic Diocese)) and Paul O'Donnell (Voting Parent Governor Representative)

Reserve Members: Margaret Bird, Pat Clouder, Mary Croos,
Patsy Cummings, Felicity Flynn, Helen Redfern and Andy Stranack

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 19 January 2021 at 6.30 pm** in **This meeting is being held remotely.**

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Monday, 11 January 2021

PLEASE NOTE: Members of the public are welcome to remotely attend this meeting via the following web link - <http://webcasting.croydon.gov.uk/meetings/11382>

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If you require any assistance, please contact Stephanie Davis
02087266000 x84384 as detailed above.

AGENDA – PART A

1. Apologies for absence

To receive any apologies for absence from any members of the Committee.

2. Minutes of the previous sub-committee meeting (Pages 5 - 14)

To approve the minutes of the meeting held on 3 November 2020 as an accurate record.

3. Disclosures 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 to the value of which exceeds £50 or multiple gifts and/or instances of hospitality with a cumulative value of £50 or more when received from a single donor within a rolling twelve month period. 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 Democratic Services representative at the start of the meeting. The Chair 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 which in the opinion of the Chair, by reason of special circumstances, be considered as a matter of urgency.

5. Action list update

Discussion on actions arising from previous meetings.

6. Staff Changes, Service Impact and response to Budget Reductions in Early Help and Children's Social Care (Pages 15 - 20)

To receive an overview of the staff changes, service impact and response to the budget reductions proposed under the Croydon Renewal Plan.

7. Early Help, Children's Social Care and Education Dashboards (Pages 21 - 24)

To receive the Children's Social Care and Education Dashboards.

8. Higher Education Journey of Young Croydon Residents (Pages 25 - 54)

To review the key points of the higher education journey of young Croydon residents 2020 report.

9. Education Budget (Pages 55 - 74)

To review the proposed 2020/21 Education Budget.

10. Education Standards (Pages 75 - 94)

To receive details of the performance of children and young people in Croydon schools for the academic year 2019/2020.

11. Blended Learning Assessment (Pages 95 - 102)

To receive details of the Blended learning and catch-up curriculum strategies adopted by Croydon Schools to support pupil progress.

12. What difference has this meeting made to Croydon's children

To discuss the findings from this meeting and expectations for Croydon's Children.

13. Work Programme 2020/21 (Pages 103 - 106)

To note the work programme for the remainder of 2020/2021 municipal year.

14. Exclusion of the Press and Public

The following motion is to be moved and seconded where it is proposed to exclude the press and public from the remainder of a meeting:

“That, under Section 100A(4) of the Local Government Act, 1972, the press and public be excluded from the meeting for the following items 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.”

Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 3 November 2020 at 6.30 pm. This meeting was held remotely; to view the meeting, please click [here](#).

MINUTES

Present: Councillor Robert Ward (Chair);
Councillor Sean Fitzsimons (Vice-Chair);
Councillors Sue Bennett, Jerry Fitzpatrick, Bernadette Khan and
Gareth Streeter

Co-optee Members

Ms Elaine Jones (Voting Diocesan Representative (Catholic Diocese) and Paul O'Donnell (Voting Parent Governor Representative)

Also Present: Josephine Copeland (Headteacher All Saints School)
Debbie Jones (Executive Director Children Families and Education, Children Families and Education)
Di Smith (Croydon Safeguarding Children partnership (CSCP) Independent Chair & Scrutineer)
Elaine Clancy (Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon Clinical Commissioning Group)
Shaun Hanks (Head of Quality Assurance and Safeguarding, Early Help and Childrens Social Care)
Kerry Crichlow (Programme Director Children's Improvement Journey)
Michael McKeaveney (Interim Head Standards Safeguarding and Inclusion)

Apologies: Councillor Jamie Audsley and Neil Cochlin (Detective Superintendent & Business Change Manager at Metropolitan Police- Head of Safeguarding, Croydon Bromley and Sutton)

PART A

41/19 Apologies for absence

Apologies were received from Councillor Jamie Audsley, Geoff Hopper and Neil Cochlin.

42/19 Minutes of the previous sub-committee meeting

The minutes of meetings held on 23 June 2020 and 15 September 2020 were agreed as an accurate record.

43/19 Disclosures of interest

There were no disclosures of pecuniary interest that were not already registered.

44/19 Urgent Business (if any)

There were no items of urgent business.

45/19 Action list update

The Chair told the Sub-Committee the following updates:

- The representation of the Sub-Committee had changed since the last meeting, following changes to the Cabinet appointments, which would be formalised and appointed at the next Scrutiny and Overview Committee.
- The consultation period and process to close Virgo Fidelis had begun and an official decision would be made in January 2021, which the Sub-Committee to had an opportunity to review.
- The financial situation of the council was under review and would become clearer in the coming weeks.
- The Children's Improvement Board was reinstated including the performance dashboard which would be included in future Sub-Committee agendas.
- During Practice Week, Councillor Ward and Nick Pendry took part in the visit programme and they spoke to young people from the Empire group. The young people were impressive, showed initiative and responsibility. Once Covid restrictions were reduced, they would continue the visit programme and speak to social workers. Going forward it was important to bring representation and voice of the children and young people into the Sub-Committee.

The Chair updated the Sub-Committee on the action list:

- Due to Covid restrictions there were many visits which were postponed.
- The free school transport would be extended to the end of the year and had not yet been withdrawn.
- The letter of thanks to staff in Children's service for their dedication and hard work would be sent by the end of the week.
- KPIs were reflected in the dashboard.

Councillor Alisa Flemming joined the meeting at 7.41pm

46/19 Croydon Safeguarding Children's Board Annual Report

The Croydon Safeguarding Children partnership (CSCP) Independent Chair & Scrutineer introduced and outlined the report in a [Presentation](#).

The Chair thanked the CSCP for their annual report and presentation. Members expressed disappointment that there was no representative from the police, one third of the partnership, whose nonattendance was a historical pattern.

Vulnerable Adolescents Priority Group

In response to a Member asking what the quantifiable measures of successful outcomes there were for the Vulnerable Adolescent priority group, where a Public Health approach would usually be taken linking into violence reduction, the Head of Quality Assurance and Safeguarding stated that the need for qualitative and quantitative measures had been discussed at that priority group meeting. There were some measurable outcomes, such as missing children, however the Group needed to develop more areas and be clear in what they wanted to achieve in those.

In reference to Recommendation 9 of the Vulnerable Adults Review published in 2019, a Member stated that a Fair Access Panel was significant in the journey for many vulnerable adolescents and asked when the multi-agency response would be extended.

Recommendation 9: *The model of an integrated holistic multi-agency response should be extended to include consideration of the risk management panels. Consideration to be given to how schools, including the Fair Access Panel, can be included (Page 59, Vulnerable Adolescents Thematic Review).*

The Interim Head Standards Safeguarding and Inclusion replied that they were actively considering this initiative and were now in a place where they could operate. They had experienced a number of staff changes in the admin team for Fair Access Panel but were now able to continue that work. The Interim Head Standards Safeguarding and Inclusion told Members that he would be happy to meet to discuss with Members the model going forward outside of the Sub-Committee.

The Cabinet Member for Children, Young People and Learning told the Sub-Committee that there was work being carried out by the Curriculum for Change Board to change and improve the representation of the curriculum, which was run by teachers in the borough. The focus of the Board emerged from the Black Lines Matters agenda and has now extended to look at the issues around exclusions. The Chair of the Board would be joining the Children's Race and Equality Review Panel, which sat in care and directly linked to the CSCP.

A Member asked what the Terms of Reference were for the Task and Finish group in response to schools needing to be at the heart of multi-agency prevention. The CSCP Independent Chair & Scrutineer replied that it was the Chair of the Vulnerable Adolescent Priority Group, Detective Superintendent & Business Change Manager at Metropolitan Police- Head of Safeguarding who was not in attendance, who lead that priority group and could respond to that question. They would take notes on points raised today for the Vulnerable Adolescent Priority Group to review.

The Executive Director Children Families and Education stated there was work for Children's services following the Review to ensure a more integrated

approached was developed and measures discussed today were built on which will be addressed by the CSCP.

Neglect Priority Group

A Member questioned why the targets for neglected children had only been partially achieved. The Interim Head Standards Safeguarding and Inclusion replied that they would find out what that meant in more detail, particularly in reference to the outcomes of the 'Seen' category being 'Partly achieved' and the 'Helped' category 'Not yet achieved'.

Members asked how the partnership itself was functioning and the effectiveness of their arrangements; what challenges the whole partnership and specific partners experienced on the subject of neglect; where the partnership lacked traction; and what had the partnership learned from the last year which had influenced any change in approach.

The Interim Head Standards Safeguarding and Inclusion responded that firstly, neglect could be difficult term to navigate, and sometimes hear and accept by its very nature. There had been a shift from to positive parenting messages, and there needed to be focus on the tools which professionals and families could use to identify themselves. The biggest challenge for partners was the capacity to train enough staff and they had reached a position where they had a number of staff that were trainers, where training could now cascade down to agencies.

In response to a Member asking how the partnership responded to feedback and if there was their an aim to react and change to challenges from partners at the meetings, the Interim Head Standards Safeguarding and Inclusion said that the partners had grasped a better understanding and responsibility of neglect to take improvements forward. This was in terms of culture changes, away from responses to specific incidences. In response to a Member asking how changes were brought into a partnership meeting in light of different partners facing different challenges, the officer said that an executive of each of the priority groups headed a branch of the priory group meetings which effectively escalated issues across agencies. This was more strategic than previous arrangements. The Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG stated that governance was now more streamlined since the priority group meetings were established, which enabled real time conversations, and they were on the right track.

The CSCP Independent Chair & Scrutineer stated that it was important to view the appraisal within the report in relation to measuring the progress made. Before the 'Good' Ofsted rating, there was a major lack of awareness of neglect, where since significant progress had been made, namely a common language for partners to refer and build upon.

The Chair commended the child wellbeing screening tool, although added that the it was an opportunity to collate more information from the tool in order to monitor results and progress. He asked data was being collected to capture

those aspects. The CSCP Independent Chair & Scrutineer replied that the audit activity which was undertaken measured the frequency of when the graded care profile was used by agencies. They also recorded how many people were training and leading the cascade down of training using the graded care profile, which they could provide details. The Chair replied that he was more interested in the outcome rather than the inputs.

The Cabinet Member for Children, Young People and Learning raised that in the findings of the Vulnerable Adolescent Review, it was young people with ethnic backgrounds, particularly young black people, who were disproportionately represented. There should be consideration into why they were more vulnerable and an investigation into how that pattern linked to county lines activity.

Disabilities

In response to a Member asking what examples there were of ensuring children with disabilities were communicated with and listened to in the interest of outcomes and aspirations since the partnership was established, the Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG stated that the priority group aimed to increase awareness and engagement. Disabled children were particularly at risk of low engagement with stakeholders and they were increasing data collections, training and a development tool for agencies to utilise. It was agreed that a more granular response of what activities would be pursued and examples of good practice would be taken to the Sub-Committee in twelve months.

A Member asked firstly if all young people with autism were treated as disabled and secondly if they understood the autism experience well enough and if there was enough data held to hear the voice of young people who had communication and social barriers. This was important in the context of autistic young people having difficulties speaking to neuro typical adult whom they had not relation with and could not read typical signals. The Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG replied that the Member was asking for operational data which could not be currently provided and highlighted that the role of the priority groups of multi-profession colleagues across the partnership was to raise awareness amongst practitioners. It was agreed that Councillor Fitzpatrick would meet with the Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG to discuss how to record autistic experiences to address the needs of autistic young people using evidence based knowledge.

The Cabinet Member for Children, Young People and Learning told the Panel that it was flagged over the lockdown period that young people with autism were negatively affected by the major changes to their routines.

In response to the Chair asking what information there was available on assessments and interventions in the framework, the Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG said that this was

collated across the strategies and work was being underdone to link the data together.

Health Visitors

In relation to health visitor developmental checks, Elaine Jones highlighted that the report stated the service had never fully being recruited to and asked how Croydon was affected by this problem in comparison to other boroughs. The Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG responded that this issue was not exclusive to Croydon and suffered from complexities related to pay and conditions, where some junior colleagues choose to work in other areas of the service. The health visits which were carried out were prioritised in terms of need and vulnerability.

In respect to the early identification of SEND, Elaine Jones asked what role did the health visit play, what were the risks in missing those visits and what would be the effect of staff shortages. The Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG replied there were a number of metrics to identify SEND alongside health visitor services, including GPs and Early Years.

A Member asked how early were vulnerable mothers identified during the ante-natal period, what structures were place to support those visits and lastly what were the provisions for non-English speaking mothers. The Joint Chief Nurse for Croydon Health Service NHS Trust and NHS Croydon CCG replied that when a woman presented they were seen and assessed by midwives and there was a clear clinical path into identifying vulnerability. Additionally, she said that there were robust systems for non-English speaking users across the care sector. The Chair stated that the numbers of ante-natal visits in Croydon scored notably very low on the Health Survey Visitor Metrics for Q1 2019/20 compared to other London boroughs and asked what was being done to increase the number of visits and improve the service.

Evidence of collaboration

The Chair stated that the bulk of partnership funding was provided by Croydon Council and questioned the funding balance, in light of the council's current financial situation.

The CSCP Independent Chair & Scrutineer stated that each partner provided a sustained level of service support for the partnership, but the lower financial contribution to the partnership from the police was historically noticed and regularly challenged. The police funding was a MET decision and was viewed in a pan-London context. The Executive Director Children Families and Education stated that unequal funding from partners occurred nationally, which should though was not appropriate when accountability was even. The contributions needed to be addressed in Croydon and the council's financial challenges will give a focus to change.

Taking into account the partnership was relatively new, a Member asked if there was anyone to challenge the quality of work of the Quality Improvement Group (QIG) and had oversight on what evidence the QIG were looking at from each agency. The CSCP Independent Chair & Scrutineer stated that there were QIG representatives from each partner undergoing multiagency casework audit activity to monitor how partners were working together with families. She noted it was difficult to quantify better working together of the partnership, but they did collect partnership data including attendance at conferences and timeliness of health assessments. The Executive Group focussed on particular elements where data had raised concern, which a data set usually attributed to a particular agency, so trends attributed to the partnership as a whole were less visible. A multiagency audit was required to measure how well partners were working together.

The Chair stated that when the CSCP was established, it was decided that a review would be taken one year on to test the set-up and to scrutinise its work. The Sub-Committee would play a role in that process, and the Children's Improvement Board, however there must not be any duplication of work so dialogue was required to harmonise the reviewing process going forward. It was agreed that the Chair would meet with the CSCP Independent Chair & Scrutineer to discuss how scrutiny of the children's safeguarding functions would interact going forward and the next steps of how the improvement journey would be managed.

In reaching its recommendations the Sub-Committee came to the following **Conclusions:**

1. There was lack of assurance on the following points, that:
 - a. As there was not a police representative at the meeting and no informed deputy was sent as a substitute, no judgement could be made on their involvement with the partnership.
 - b. The targets were not quantifiable so tracking progress and results achieved was difficult to measure
 - c. There was a lack of evidence to show how children in disability groups were being meaningfully communicated with and how their experiences were understood.
 - d. There was insufficient evidence to indicate whether children at risk had any influence on how the outcomes were measured.
2. The antenatal visits in Croydon were significantly lower than the majority of London boroughs and felt that there was neither recognition of this or detail on how performance would be improved.
3. There were unequal portions of funding between the partnership despite a model of equal accountability
4. The Children & Young People Sub-Committee and the Croydon Safeguarding Children Partnership needed to find a synergy in their work, as there was a risk of duplicating their scrutiny functions.
5. As the targets for neglected children had only been partially achieved, there was insufficient context in the report to explain the reasons for this.

6. As there thought to be an increase in child poverty in borough, it was concluded that further work was required to understand the scale of the issue and how it would increase demand for safeguarding services.

The Sub-Committee resolved to **Recommend** that:

1. That the Partnership is invited to 19 January meeting of the Children and Young People Sub-Committee to provide further assurance that the significantly low number of antenatal visits in the borough was being recognised, understood and that action was being taken.
2. The Chair of the Children & Young People Sub-Committee meets with representatives for safeguarding arrangements and the Cabinet Member for Children, Young People & Learning to discuss a forward course of action to ensure the bodies work productively alongside each other in fulfilling their functions.
3. That a written briefing be prepared for the Children & Young People Sub-Committee providing further information and assurance on what the partly achieved and not achieved outcomes meant for the children and how they were being addressed.

When the Croydon Safeguarding Children Partnership returns to the Children & Young People Sub-Committee in 12 months additional information is provided on how the objectives for the children in the disability priority group were being put into practice and achieved.

47/19 Blended Learning Overview

This Item would be would be taken at the meeting of the Sub-Committee on 19 January 2021.

48/19 Service Impact and Response to Budget Reductions

The Programme Director Children's Improvement Journey introduced the Item. The Report highlighted staffing changes in early help and children's social care following the council staffing review to address the financial challenge and how services might be affected.

The Chair told the Sub-Committee that the programme for staff reduction pre-dated the recently escalated seriousness of the council's financial difficulties, which was then part of the in-year budget savings plan. Currently, it was not appropriate to ask questions for the longer term approach as they were waiting for more clarity of the situation, however it was right to ask about the principles of how savings would be made in future.

In response to Jo Copeland asking if the staff reduction would effect schools and education, the Executive Director Children Families and Education said that the financial position for Croydon was highly serious and they would be working closely with schools and statutory services which would remain a priority. There could be no guarantees that there would be no changes or budget rightsizing, and any changes in funding arrangements would have

unintended consequences. The Cabinet Member for Children, Young People and Learning added that partnership with schools and colleges was of paramount importance to the Children's services, the Ofsted journey to name an example, and that close working would continue through this time of uncertainty.

In response to Elaine Jones asking whether the staff reductions would affect the current dashboard targets, the Programme Director Children's Improvement Journey said that heads of services and the Director were confident that the reductions would not impact on service performance as set out on the dashboard, which were mostly statutory or nationally set targets. This had been achieved by a mixture of restructuring, transformation work of reducing demand and there having been many agency staff and vacancies prior to the reductions.

A Member stated that the council had a significantly large budgetary gap to close and Children's services was a major portion of the overall expenditure of the council, therefore savings in these services would be required. At this time they did not know the proposals, scale or timeline of further reductions required so the discussion of the next steps had to wait until there was further clarity. The Chair agreed and said that it was the Sub-Committee's role to assist in delivering the next steps.

In reaching its recommendations the Sub-Committee came to the following **Conclusions:**

1. The Council has a large budgetary gap and Children's services is a significant portion of the council's overall expenditure.
2. Given that savings proposals were still being developed, at this stage the Sub-Committee was unable to reach any conclusions on the sustainability of the staff reductions proposed or what the impact would be on performance.
3. That the Committee needed to be actively involved in the next phase of budgetary reductions and that flexibility would be needed to schedule another meeting, once the financial situation became clearer.

49/19 Children's Social Care and Education Dashboards

The Chair praised the dashboard, thanking officers for their work, and stated this would be a useful monitoring tool for the Sub-Committee going forward.

Elaine Jones raised that there were inaccuracies in the data on a number of the pages and asked if they could be revised. The Interim Head Standards Safeguarding and Inclusion replied he would correct and reissue the dashboard.

The Chair stated that additional work was being generated for officers from having to create separate style dashboards with similar data for different purposes. This was not productive in a time of lower capacity and the Sub-

Committee was willing to compromise on some requests if that supported more coordination and efficiency. It was agreed that the Programme Director Children's Improvement Journey design the dashboard more strategically and streamlined for her team to produce.

..... **50/19** **What difference has this meeting made to Croydon's children**

The Chair asked Members how they felt the meeting went, whether they achieved what they aimed to do and if they challenged appropriately in their scrutiny role. The following was discussed by the Sub-Committee:

- The annual safeguarding report was one of the most important oversights of the Sub-Committee had and there had clearly been progress made by the partnership without complacency, but whether they had made a difference to young people was still to be judged. It was when there were multiple agencies or scrutinisers attempting to task similar activities when gaps would appear. Actions proposed during the meeting would work to mitigate those concerns.
- It was noted that the Sub-Committee itself had a shifting membership and for new Members there was a learning curve.
- It was disappointing that many answers to the important question Members had on the safeguarding report were unknown, which meant Members did not have the tools to understand what was happening to the level they needed. This was a historical problem for scrutiny raised in the Report of Public Interest.
- The lack of metrics and police representation was noted. It was agreed the Chair would write to the police seeking a formal written response on their experience of partnership working.
- There needed to be more of a difference specified in the report between operational and strategic results. If there were graphs presented in the report, there must be some capacity to speak on them. If any answers were more operational, there needed to be more language in the report to referring to the impacts and evaluation.

51/19 **Work Programme 2020/21**

There would be another meeting of the Sub-Committee organised when there was more clarity and information on the council's financial situation in order to respond to events accordingly.

The meeting ended at 9.00 pm

Signed:

Date:

Agenda Item 6

For general release

REPORT TO:	Children and Young People’s Scrutiny Sub-Committee 19 January 2021
SUBJECT:	Staff changes, service impact and response to budget reductions in Early Help and Children’s Social Care
LEAD OFFICER:	Nick Pendry Director Early Help & Children’s Social Care
CABINET MEMBER:	Cllr Alisa Flemming, Cabinet Member for Children, Families and Learning
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Debbie Jones, interim Executive Director, Children, Families and Education

CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON To offer a clear commitment to children in care and our young adults leaving care is fully aligned to our Corporate Plan for Croydon (2018-2022) in the following areas <ul style="list-style-type: none">• Our children and young people thrive and reach their full potential• Everyone feels safer in their street, neighbourhood and home• Everyone has the opportunity to work and build their career. Corporate Plan for Croydon 2018-2022

ORIGIN OF ITEM:	This item is contained in the sub-committee’s agreed work programme.
BRIEF FOR THE COMMITTEE:	To provide an overview of the staff changes, service impact and response to the budget reductions proposed under the Croydon Renewal Plan

1. EXECUTIVE SUMMARY

- 1.1 Croydon Council faces significant financial difficulties, with a Report in the Public Interest published by its auditors in October and two S114 notices issued in November and December 2020. To respond to this challenge a Croydon Renewal Plan is set to deliver a big change programme for the council. The Renewal Plan details the significant budget reductions required over the next three years to deliver a sustainable budget. Consultation on the proposals was launched on 9th December 2020 until the end of January 2021.

- 1.2 The scale of the financial challenge requires a re-assessment of services to reduce spend to the benchmarked average over time whilst maintaining statutory responsibilities and minimising the risk of adverse consequences for children and families. The reductions proposed in the Croydon Renewal Plan address these requirements.
- 1.3 The potential impact on levels of staffing across the service is being closely monitored to mitigate the risks of increased caseloads, gaps in front line management and increased staff turnover which would impact on the quality of day to day practice.

2. Background and context

- 2.1 Following the publication of a Report in the Public Interest (RIPI) by the council's auditors in October 2020 and budget monitoring reports that showed the in-year position to be increasingly worsening the Section 151 Officer issued s114 Notices in November and December 2020.
- 2.2 To achieve the whole-system change required to tackle the weaknesses identified by the auditors, and to support a bid for a capitalisation directive to the Ministry of Housing, Communities and Local Government, renewal plans have been developed and agreed at full Council. These include a financial recovery plan and a corporate recovery plan which set out the culture change and budget reductions necessary over the next three years to deliver a sustainable budget. Consultation on these proposals was launched on 9th December and continues until the end of January 2021.

3. Proposed reductions and growth

- 3.1 Savings across CFE are proposed in the following areas over 2021-22:

Areas	Saving £'m
Reconfigure and reduce services for young people	1.450
End Early Learning Collaboration contract	0.082
End family Group Conference Service	0.203
Reduce support for systemic model of practice	0.272
Reduce the numbers of children in care	0.794
Review care packages for children with disabilities	0.384
Remove support for young people with appeal rights exhausted	0.288
Restructure and reduce early help	0.424
Reconfigure children's centres	0.535
Reconfigure the emergency duty team	0.060
Additional education savings	0.876
Caseloads of 16 across all frontline services	1.065
Croydon Music and Arts grant match-funding waiver	0.034
Total	6.467

Table 1

3.2 Growth is proposed in 2021-22, primarily to correct the budget so that it is sufficient to meet the needs of Croydon's children in care, care leavers and children with disabilities, to fund safe and appropriate provision and also to educate more pupils with special educational needs in the borough in mainstream schools and meet their needs earlier.

Areas	Growth £'m
Children looked after	9.196
Leaving care	2.031
Loss of grant income	1.297
Asylum seekers budget correction	2.357
Children with disabilities and transitions	8.662
Children with special educational needs and disabilities	1.327
Total	24.870
Children, Families and Education growth net of savings	18.403

Table 2

3.3 Details of the proposed approach to implementing these proposals following the consultation are set out in the cabinet report of 25th November 2020 (see background papers).

3.4 The Director of early help and children's social care and the Executive Director continue to chair formal monthly service meetings to ensure that service development plans are progressing as set out in the continuous improvement plan, and that service performance and the quality of practice are reviewed and challenged as appropriate. To reflect the proposed changes alongside the focus on sustaining improvements made since the Ofsted inspection in 2017 the improvement plan will be refreshed over spring 2021 to reflect the service priorities.

3.5 As reported to the previous committee meeting the Children's Continuous Improvement Board (CIB) has been reinstated to provide additional assurance and challenge to ensure that the improvements in Children's Services are sustained, as far as possible, through these challenging times. Having reviewed the proposed savings the CIB will focus on the following areas:

- Staffing and workloads
- Children looked after and care leavers, including asylum seeking children and young people
- children with disabilities
- the reduction and reconfiguration of early help and the adolescents service

3.6 The Chair of the CYP scrutiny committee, cabinet member and shadow cabinet member for children, young people and learning are all members of the CIB and will be able to ensure that the scrutiny and challenge to the planning and implementation of the changes is coordinated and effective.

4. Unaccompanied asylum seeking children

4.1 The location of Lunar House in the borough makes Croydon a national point of entry for asylum seekers, including unaccompanied children. The National Transfer Scheme protocol (NTS) was created by the Home Office to enable the safe transfer of unaccompanied children from the entry authority to another local authority, to ensure a more even distribution of unaccompanied children across local authorities. The NTS protocol is intended to ensure that unaccompanied children can access the services and support they need, and forms the basis of a voluntary agreement between local authorities in England to ensure a more even distribution of unaccompanied children. It is intended to ensure that any participating local authority does not face a disproportionate responsibility in accommodating and looking after unaccompanied children under its duties under the Children Act 1989 simply by virtue of being the point of arrival for unaccompanied children.

4.2 The national voluntary agreement limits the number of unaccompanied children local authorities care for to 0.07% of the child population. Based on the current 0-17 population in Croydon this would be around 66 children. The number of children cared for by the council has far exceeded the voluntary agreement for a number of years. As at 21st December there were 234 children in Croydon's care. Moreover, as children reach 18 and leave care they are entitled to care leavers' services. The effect of the high numbers over a number of years means that formerly unaccompanied children make up almost 60% of Croydon's current care leavers.

4.3 The financial strain on Croydon is significant and unsustainable. A fresh approach that continues to fulfil statutory responsibilities as corporate parents whilst securing a fairer deal for Croydon is required. A number of actions are underway to achieve this:

- A forensic review of grant income from the Home Office against the total expenditure for unaccompanied asylum seeking children and care leavers over the past 3 years has been completed along with a projection of the costs over the next 3 – 10 years
- Negotiate with the Home Office and Department for Education to secure the same support provided to the port of entry authorities such as Kent and Portsmouth:
 - Full cost recovery for services provided by Croydon such as the age assessment team, the social care duty service at Lunar House and the substantial legal fees incurred
 - Work with local authorities to safely transfer responsibility for children arriving at Lunar House so they do not come into Croydon's care
 - Transfer financial responsibility to other local authorities for children already in Croydon's care

4.4 The outcomes of these actions and negotiations will inform decisions on whether Croydon can continue to accept newly arrived children into its care. They will also inform options to identify the capacity threshold for the numbers of unaccompanied children that can be safely cared for within the grant funding available. These actions address the recommendations in the RIPI report.

5. Staffing changes

- 5.1 The Renewal Plan proposals include a reduction in posts, although these may change as a result of the consultation with staff. The changes proposed are as follows:

Division	Headcount of employees in scope (at risk)	FTE employee reduction	FTE agency reduction	FTE vacancy reduction	Total FTE reduction
EDT Team, Early Help and Children Social Care	5	1.00	0.00	0.00	1.00
Children with Disabilities Service	14	2.00	8.00	2.00	12.00
Early Help and Youth Engagement Service	0	0.00	0.00	7.00	7.00
Adolescent Service	36	29.00	0.00	0.00	29.00
Family Group Conference Team	7	7.00	0.00	0.00	7.00
Youth Offending Service	18	1.00	0.00	0.00	1.00
TOTAL	80	40.00	8.00	9.00	57.00

Table 3

- 5.2 The impact of the changes in senior leadership, the robust spending controls and the requirement to reduce council spending to a minimum statutory offer is bound to have an impact on staff morale and the recruitment and retention of permanent staff. In addition to the potential negative impact on relationships between social workers, family support staff and the children and families they support, locum staff are more costly than permanent staff at a time when reducing spend is a priority across the council.
- 5.3 Staff movement is being closely monitored. The Executive Director has requested a weekly update to the divisional leadership team and a monthly report will be provided to the children's continuous improvement board. Staff are being encouraged to stay with Croydon and continue to work with the system changes that brought the service out of inadequate.
- 5.4 Whole staff webinars were held over November and December to give staff the opportunity to put questions directly to the Executive Director, cabinet member and leader of the council. From January regular briefings will be provided to managers to use in their team and service meetings, to ensure clear and consistent messages are provided to staff across the department.

Contact Officer: Nick Pendry
Director Early Help and Children's Social Care

Background Papers: [The Croydon Financial Recovery Plan and the submission to MHCLG for the Capitalisation Direction, Cabinet](#)

Appendices: None

Indicator Number	Indicator Title	Polarity	2020/21								RO	2020-21 Target	RAG	2020-21 YTD or latest	Comparative Data			
			Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20					DfE Published Croydon 2019-20	Stats Nbr Average 2019-2020	London 2019-20	England 2019-20
EH 7	Percentage of cases closed due to family disengaging with support	SIB	19%	24%	22%	22%	16%	21%	19%	24%	CS	10%	Red	21%	14%			
EH 9	Percentage of Early Help cases closed that were stepped up to CSC	SIB	12%	13%	11%	15%	18%	14%	17%	9%	CS	10%	Green	13%	11%			
FD 3	Percentage of completed contacts received in the month which were actioned within 1 working day from the form date to the completed date	BIB	100%	100%	99%	99%	98%	100%	100%	100%	IL	94%	Green	99%	94%			
FD 8	Percentage of re-referrals within 12 months	SIB	24%	28%	24%	27%	17%	24%	24%	24%	IL	22%	Amber	24%	18%	19%	19%	23%
AMT 2	Percentage of C&F assessments completed within 45 working days	BIB	64%	68%	74%	79%	79%	62%	63%	75%	IL	85%	Red	71%	76%	87%	85%	84%
CIN 3	Rates of CIN* per 10,000 of Under 18 Population		69.1	66.8	70.7	71.4	73.4	71.5	70.7	69.0	RB	NA	Grey	69.0	63.6			
CIN 4	Percentage of CIN* for whom a visit has taken place within last 4 weeks (includes CWD Teams)	BIB	94%	93%	93%	94%	96%	88%	83%	82%	RB	95%	Red	82%	73%			
CIN 8	Percentage of CIN with an up-to-date child's plan New*	BIB	85%	87%	88%	84%	85%	86%	84%	90%	RB	95%	Amber	90%	85%			
CP 5	Percentage of children for whom ICPC was held in the month within 15 working days of the Strategy discussions	BIB	82%	92%	77%	72%	44%	48%	73%	56%	DW	77%	Amber	68%	75	74	76	78
CP 11	Percentage of Child Protection Children subject to a plan for a second or subsequent time	SIB	15%	16%	16%	16%	17%	18%	20%	19%	DW	18%	Red	19%	15.3	17.6	18.0	21.9
CP 13	Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 4 weeks (20 Working Days)	BIB	91%	85%	98%	99%	99%	98%	94%	96%	RB	95%	Green	96%	94%			
MC 1c	Repeat Missing Children - Overall number of children with 3 or more missing episodes started in the month		25	24	31	24	30	25	28	24	HD	NA	Grey	211				
MC 8	Number of missing episodes started in month - LAC missing from placement	SIB	134	177	191	195	198	168	173	131	HD	NA	Grey	1,367	2,687	582		81,090
CLA 3	Number of CLA at the end of the month who are Local CLA (Non-UASC)		518	521	517	511	510	515	502	505	RC	NA	Grey	505	528			
CLA 4	Number of CLA at the end of the month who are UASC		269	267	260	256	255	249	245	236	RC	NA	Grey	236	279	270	53	5000
CLA 10	Percentage of CLA for whom a visit has taken place within statutory timescales (6 weekly Visits)	BIB	96%	93%	93%	88%	98%	93%	94%	94%	RC	95%	Amber	94%	94%			
CLA 19	Percentage of CLA that have been in care for 12+ months, that have had same social worker for last 6 months	BIB	69%	71%	72%	68%	71%	72%	68%	62%	RC	65%	Green	62%	59%			

Indicator Number	Indicator Title	Polarity	2020/21								RO	2020-21 Target	RAG	2020-21 YTD or latest	Comparative Data			
			Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20					DfE Published Croydon 2019-20	Stats Nbr Average 2019-2020	London 2019-20	England 2019-20
CL 1	Number of Care Leavers in employment, education, or training (EET) on their 17th to 21st Birthday		377	384	367	358	347	405	347	339	MM	NA	Grey	339				
CL 1a	Percentage in employment, education, or training (EET) on their 17th to 21st Birthday	BIB	63%	63%	61%	60%	58%	62%	59%	57%	MM	85%	Red	57%				
W 1	Average Caseload per Worker	SIB	14.3	14.1	15.2	15.3	15.0	14.8	14.2	14.7	NP	17	Green	14.7				
W1 a	Average Caseload per Worker - Assessment	SIB	13.0	11.9	15.0	15.6	16.9	14.5	14.3	13.0	NP	20	Green	13.0				
W1 b	Average Caseload per Worker - Social Work With Families	SIB	14.1	14.4	16.1	16.8	15.6	15.3	14.6	15.3	NP	16	Green	15.3				
W1 c	Average Caseload per Worker - Children In Care	SIB	13.2	12.8	13.4	13.3	14.2	14.0	13.8	15.7	NP	16	Green	15.7				
W1 d	Average Caseload per Worker - CWD (Excluding Transition team)	SIB	19.1	17.8	12.5	18.6	17.4	19.1	13.5	12.0	NP	20	Green	12.0				
W1 e	Average Caseload per Newly Qualified Social Worker (ASYE)	SIB	10.4	10.5	7.6	8.1	10.7	12.0	10.9	11.9	NP	14	Green	11.9				
W1 f	Average Caseload per Worker - Leaving Care	SIB	23.2	23.3	23.0	23.1	22.1	22.9	21.2	20.0	NP	25	Green	20.0				
W1 g	Average Caseload Per Worker - Adolescent Teams	SIB	13.3	11.6	10.8	10.6	12.6	12.8	14.0	13.0	NP	16	Green	13.0				
QA 1	Percentage of children who had their supervision and was within the timescales	BIB	93%	93%	91%	91%	87%	90%	88%	92%	SH	90%	Green	92%				
QA 2	Number of Cases Audited		0	0	New Report in Development	New Report in Development	New Report in Development	Bi-Monthly	25	Bi-Monthly	SH	NA	Grey	25				
QA 3	Percentage of Cases Audited that are Good or Outstanding	BIB	NA	NA	New Report in Development	New Report in Development	New Report in Development	Bi-Monthly	72%	Bi-Monthly	SH	80%	Amber	Bi-Monthly				
QA 4	Percentage of Cases Audited that are RI	SIB	NA	NA	New Report in Development	New Report in Development	New Report in Development	Bi-Monthly	24%	Bi-Monthly	SH	20%	Green	Bi-Monthly				
QA 5	Percentage of Cases Audited that are Inadequate	SIB	NA	NA	New Report in Development	New Report in Development	New Report in Development	Bi-Monthly	4%	Bi-Monthly	SH	0%	Red	Bi-Monthly				

Additional Notes:

ng the totals by the 11 local authorities in Croydon's statistical neighbours group
 Supervisions figures calculated by not including the assessment service since Sep 2018

* New Supervision Policy applied Since Jan 2019

Indicator Number	Indicator Title	Polarity	2019/20				2020/21										2020-21 Target	RAG	2020-21 YTD or latest	Comparative Data			
			Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	DfE Published Croydon 2019-20				Stats Nbr Average 2019-2020	London 2019-20	England 2019-20	
EH 7	Percentage of cases closed due to family disengaging with support	SIB	13%	14%	13%	10%	19%	24%	22%	22%	16%	21%	19%	22%	30%	10%	Red	22%	14%				
EH 9	Percentage of Early Help cases closed that were stepped up to CSC	SIB	10%	17%	13%	8%	12%	13%	11%	15%	18%	14%	17%	10%	6%	10%	Red	13%	11%				
FD 3	Percentage of completed contacts received in the month which were actioned within 1 working day from the form date to the completed date	BIB	96%	98%	97%	98%	100%	100%	99%	99%	98%	100%	100%	100%	100%	94%	Green	99%	94%				
FD 8	Percentage of re-referrals within 12 months	SIB	22%	17%	22%	17%	23%	27%	24%	26%	19%	28%	22%	26%	25%	22%	Amber	24%	18%	19%	19%	23%	
AMT 2	Percentage of C&F assessments completed within 45 working days	BIB	76%	79%	72%	75%	65%	85%	90%	83%	79%	64%	65%	75%	85%	85%	Green	77%	76%	87%	85%	84%	
CIN 3	Rates of CIN* per 10,000 of Under 18 Population		68.3	70.3	70.1	63.6	69.1	66.8	70.7	71.4	73.4	71.5	70.7	69.0	73.9	NA	Grey	73.9	63.6				
CIN 4	Percentage of CIN* for whom a visit has taken place within last 4 weeks (includes CWD Teams)	BIB	88%	89%	82%	73%	94%	93%	93%	94%	96%	88%	83%	82%	84%	95%	Red	84%	73%				
CIN 8	Percentage of CIN with an up-to-date child's plan New*	BIB	84%	90%	75%	85%	85%	87%	88%	84%	85%	86%	84%	90%	86%	95%	Amber	86%	85%				
CP 5	Percentage of children for whom ICPC was held in the month within 15 working days of the Strategy discussions	BIB	81%	58%	81%	64%	82%	92%	77%	72%	44%	48%	73%	56%	76%	77%	Amber	69%	75	74	76	78	
CP 11	Percentage of Child Protection Children subject to a plan for a second or subsequent time	SIB	18%	17%	17%	16%	15%	16%	16%	16%	17%	18%	20%	19%	22%	18%	Red	22%	15.3	17.6	18.0	21.9	
CP 13	Percentage of children subject to Child Protection Plan for whom a visit has taken place within last 4 weeks (20 Working Days)	BIB	95%	97%	97%	95%	91%	85%	98%	99%	99%	98%	94%	96%	96%	95%	Green	96%	94%				
MC 1c	Repeat missing children - Overall number of children with 3 or more missing episodes started in the month		36	40	40	32	25	24	31	24	30	25	28	24	21	NA	Grey	232					
MC 8	Number of missing episodes started in month - LAC missing from placement	SIB	249	243	215	161	134	177	191	195	198	168	173	131	104	NA	Grey	1,471	2,687	582		81,090	
CLA 3	Number of CLA at the end of the month who are Local CLA (Non-UASC)		541	517	525	528	518	521	517	511	510	515	502	505	502	NA	Grey	502	528				
CLA 4	Number of CLA at the end of the month who are UASC		290	286	282	279	269	267	260	256	255	249	245	236	228	NA	Grey	228	279	270	53	5000	
CLA 10	Percentage of CLA for whom a visit has taken place within statutory timescales (6 weekly Visits)	BIB	96%	96%	94%	89%	96%	93%	93%	88%	98%	93%	94%	94%	94%	95%	Amber	94%	94%				
CLA 19	Percentage of CLA that have been in care for 12+ months, that have had same social worker for last 6 months	BIB	61%	61%	62%	59%	69%	71%	72%	68%	71%	72%	68%	62%	67%	65%	Green	67%	59%				

Indicator Number	Indicator Title	Polarity	2019/20				2020/21										2020-21 Target	RAG	2020-21 YTD or latest	Comparative Data			
			Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	DfE Published Croydon 2019-20				Stats Nbr Average 2019-2020	London 2019-20	England 2019-20	
CL 1	Number of Care Leavers in employment, education, or training (EET) on their 17th to 21st Birthday		372	376	394	388	377	384	367	358	347	405	347	339	335	NA	Grey	335					
CL 1a	Percentage in employment, education, or training (EET) on their 17th to 21st Birthday	BIB	64%	65%	64%	64%	63%	63%	61%	60%	58%	62%	59%	57%	58%	85%	Red	58%					
W 1	Average Caseload per Worker	SIB	16.6	14.4	14.6	15.7	14.3	14.1	15.2	15.3	15.0	14.8	14.2	13.8	14.6	17	Green	14.6					
W1 a	Average Caseload per Worker - Assessment	SIB	15.8	16.0	17.3	15.3	13.0	11.9	15.0	15.6	16.9	14.5	14.3	13.6	14.6	20	Green	14.6					
W1 b	Average Caseload per Worker - Social Work With Families	SIB	13.0	13.7	13.4	14.0	14.1	14.4	16.1	16.8	15.6	15.3	14.6	14.2	13.8	16	Green	13.8					
W1 c	Average Caseload per Worker - Children In Care	SIB	13.5	13.0	13.0	13.1	13.2	12.8	13.4	13.3	14.2	14.0	13.8	14.2	16.2	16	Green	16.2					
W1 d	Average Caseload per Worker - CWD (Excluding Transition team)	SIB	18.6	17.6	17.0	16.4	19.1	17.8	12.5	18.6	17.4	19.1	13.5	13.0	12.1	20	Green	12.1					
W1 e	Average Caseload per Newly Qualified Social Worker (ASYE)	SIB	8.8	9.3	9.4	10.3	10.4	10.5	7.6	8.1	10.7	12.0	10.9	11.9	12.0	14	Green	12.0					
W1 f	Average Caseload per Worker - Leaving Care	SIB	23.7	22.4	24.0	23.4	23.2	23.3	23.0	23.1	22.1	22.9	21.2	23.1	20.2	25	Green	20.2					
W1 g	Average Caseload Per Worker - Adolescent Teams	SIB	15.4	16.6	13.8	11.9	13.3	11.6	10.8	10.6	12.6	12.8	14.0	13.3	13.0	16	Green	13.0					
Quality Assurance																							
QA 1	Percentage of children who had their supervision and was within the timescales	BIB	75%	90%	80%	67%	93%	93%	91%	91%	87%	90%	88%	92%	83%	90%	Amber	83%					
QA 2	Number of Cases Audited		24	9	11	17	0	0	New Report in Development	New Report in Development	New Report in Development	New Report in Development	25	Bi-monthly	TBC	NA	Grey						
QA 3	Percentage of Cases Audited that are Good or Outstanding	BIB	29%	11%	36%	35%	NA	NA	New Report in Development	New Report in Development	New Report in Development	New Report in Development	72%	Bi-monthly	TBC	80%	Grey						
QA 4	Percentage of Cases Audited that are RI	SIB	54%	22%	45%	35%	NA	NA	New Report in Development	New Report in Development	New Report in Development	New Report in Development	24%	Bi-monthly	TBC	20%	Grey						
QA 5	Percentage of Cases Audited that are Inadequate	SIB	17%	11%	0%	18%	NA	NA	New Report in Development	New Report in Development	New Report in Development	New Report in Development	4%	Bi-monthly	TBC	0%	Grey						

Higher education journey of young Croydon residents 2020

High level summary for Scrutiny – January 2021

CONTEXT

- Report commissioned and published bi-annually on behalf of all London boroughs by London Councils
- Analysis and report produced by University of East London based on data availability and within agreed scope with London Councils
- London wide and borough level reports produced
- Some limitations on reporting due to available data, cost implications (charge for some data and the analysis) and national HE data collection methodology (e.g. not always consistent with school data collection methodology)
- Most of the post-HE progression/participation information is recorded at a fixed point 6 months after graduation via the HE survey which is conducted by HE institutions. This has a c78% response rate. Plans to move the timing of this survey to 15 months after graduation

KEY POINTS – 2020 CROYDON REPORT

- Croydon is typically in line with London trends
- Approximately 42% of Croydon residents progress to HE (London 44% & National 35%)
- Gender split is stable with more female (54%) than male (46%) progressing into HE
- Ethnicity participation is broadly in line with our population demographics
- Steady year on year increase in black British and black African residents entering HE (slight fall in some other ethnic groups. These are more likely to be studying at Post-92 former polytechnics than their white, Asian and Chinese peers
- White, Chinese and some other Asian group residents are more likely to be studying at Russell Group institutions than their peers from other ethnic groups
- Croydon residents continue to study predominantly at London and the South East institutions— possibly related to the extensive choice of HE available in London and the home counties

KEY POINTS – 2020 CROYDON REPORT

- Russell group graduates are most likely to enter higher managerial and professional occupations with higher salaries
- Post-92 institution graduates are more likely to be unemployed or enter lower paid jobs following graduation than their peers who graduated from pre-92 & Russell group universities
- Top 5 most popular subject areas studied were: business studies, biological sciences, social studies, creative arts & design and subjects allied to medicine
- Increasing % of graduates achieving a good degree (First or 2:1) – 71.6% in 2018/19 which is an increase of 13% over the last 10 years
- Part-time study is falling in popularity

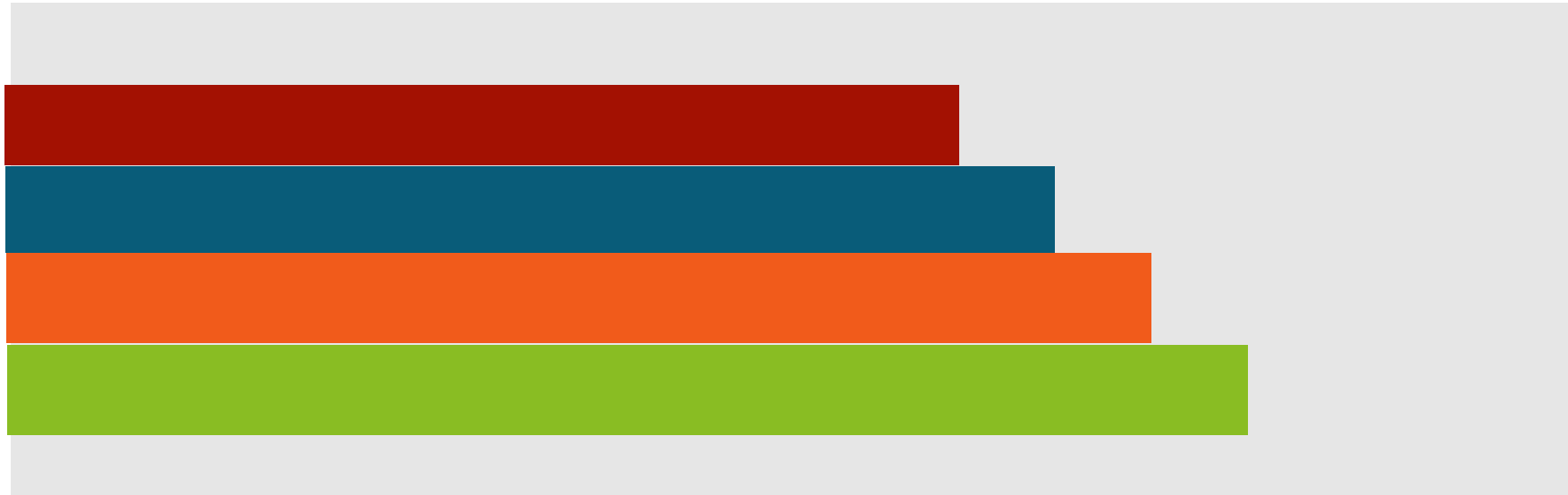
KEY POINTS – 2020 CROYDON REPORT

Observations:

- Increased number of Croydon young people from previously under-represented groups (including from our deprived wards and some Black ethnic groups) are now entering HE
 - White and some Asian groups (e.g. Chinese) young people are more likely to enter HE with higher tariff points, achieve good honours (first or 2:1) and enter higher paid occupations than their peers from other ethnic groups
- Potential impact of pandemic on HE in future years – perception of value for money and associated implications e.g. virtual/blended learning, part-time study, degree level apprenticeships etc.

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The higher education journey of young Croydon residents



Introduction

The purpose of this report is to provide a borough-level analysis of the higher education journey of young residents aged 18-24 years, from their pre-HE institutions, through their higher education study on full or part-time undergraduate degrees, and on to their graduate employment destinations. This report presents data for the seventh intake of students paying the increased tuition fees with Higher Education Institutions being able to charge a maximum of £9,250 per annum for a full-time undergraduate degree. This borough-level report should be read alongside the London regional report for comparative purposes and it also provides a more detailed explanation of the data and methodology.

Using data from the Higher Education Statistics Agency (HESA), this report focuses on local residents as defined by their postcode in their home borough. The most recent data available is for the academic year 2018/19. Time series data back to 2007/08 is also used to illustrate trends over a twelve year period.

The report provides information on student characteristics such as age, gender and ethnicity, mode of study, entry qualifications and type of HEI attended (institutional group). It then goes on to look at the degree classifications achieved by local residents who completed higher education qualifications in 2018/19.

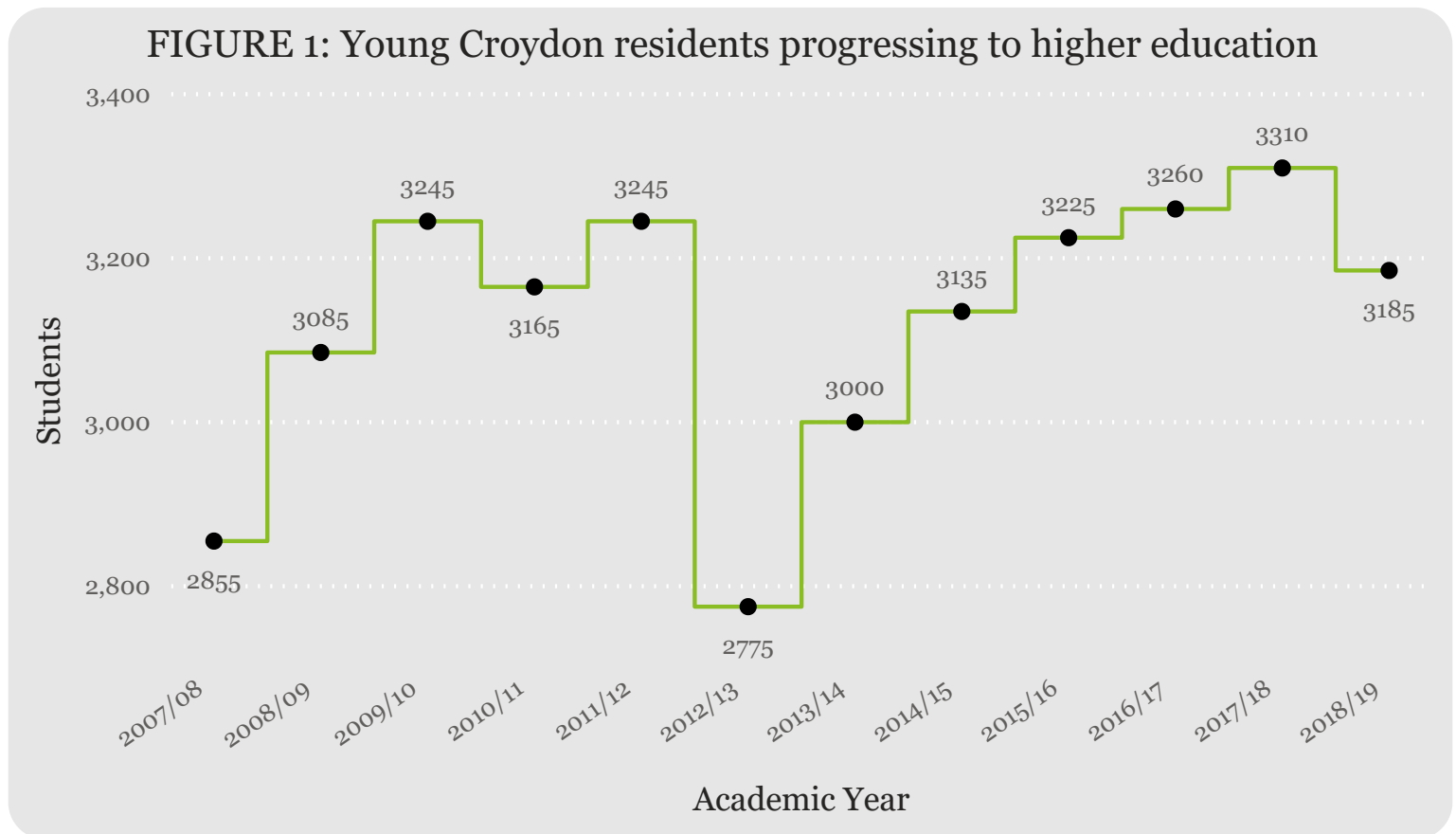
The final Section examines the post-study destinations of leavers from higher education. This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, the most recent data available is for students who completed their higher education studies by the end of the 2016/17 academic year. The 2016/17 version of the DLHE represents the final year of the survey, in 2018 DLHE survey was replaced by Graduate Outcomes survey. The DLHE survey was undertaken 6 months after graduation, so it is an early snapshot, and many students will not have settled into employment 6 months after completing their studies. It is also a survey, so it is dependent on responses. Nationally, the DLHE response rate is about 79%.

This is one of the first reports which attempts to map the whole of the higher education journey of borough residents, and the research aims to not only provide an illustration of that journey, but to also evidence the value of higher education particularly to young people in terms of their early graduate employment six months after completing their higher education studies.

This short borough level report has been designed to provide a 'snapshot' at borough level, and as an accompaniment to the full London regional report "The Higher Education Journey of Young London Residents". For each report, we examine a particular aspect of the data in more detail and for this year, we are looking at inequalities in the HE participation, achievement and graduate employment by ethnicity. We have added some of these analyses into each borough report. To comply with HESA reporting requirements, student numbers have been rounded to the nearest multiple of 5.

1. Number of young Croydon residents progressing to higher education

Figure 1 shows the number of young residents undertaking HE study at a UK higher education (HE) institution. Time series data shows the numbers entering higher education over the twelve year period from 2007/08 to 2018/19, the latter representing the seventh year of the increased tuition fees.



2. Student Profile

Age on entry

Figure 2 provides a breakdown of the age on entry of young residents undertaking HE study. Figure 3 provides a breakdown of the age on entry percentage time-series and Figure 4 provides the time series breakdown of the age on entry with the number of residents undertaking HE study between 2007/08 and 2018/19. It should be noted that the overwhelming majority of students will be aged 18-19 on entry as they will have followed a traditional route from Level 3 qualifications at age 18.

FIGURE 2: Age on Entry for young Croydon residents Nos & (%) - 2018/19 Academic Year

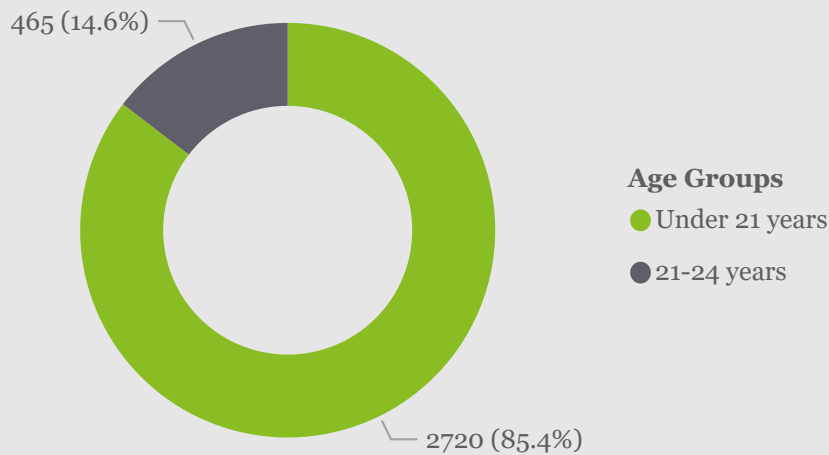


FIGURE 3: Age Split

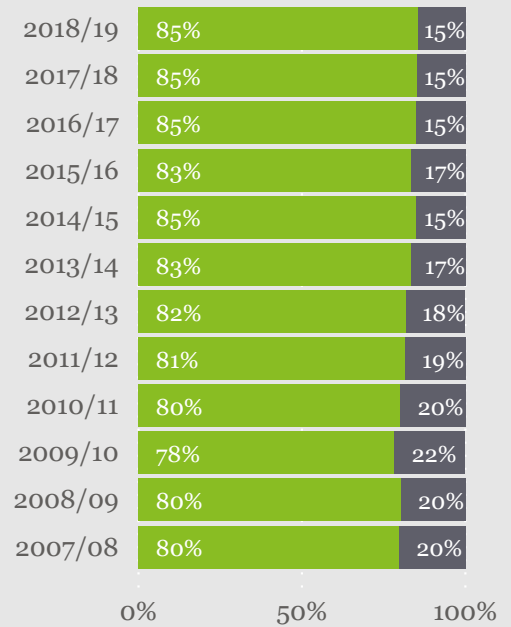
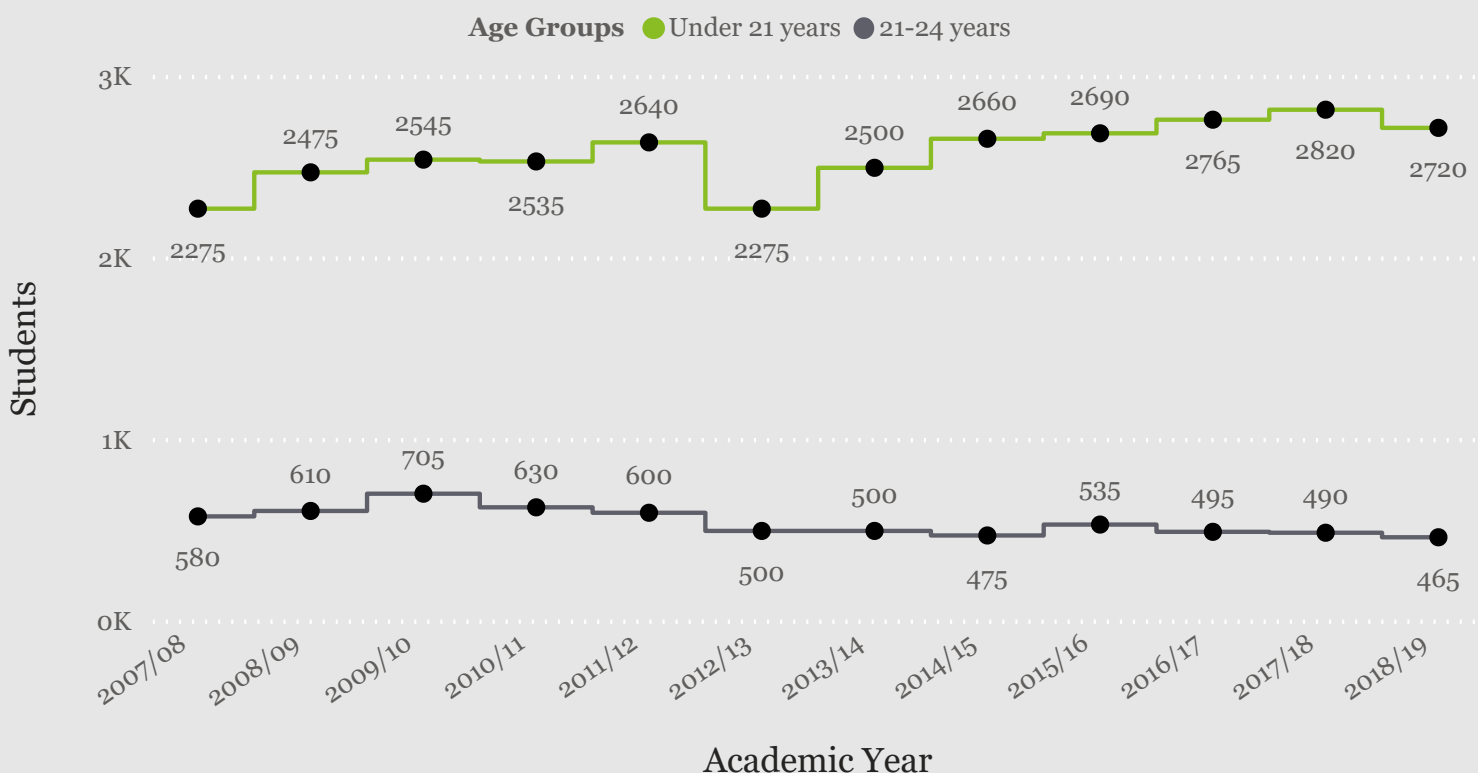


FIGURE 4: Age on Entry for young Croydon residents - Time-series



Gender

Figure 5 shows the gender split of young residents studying in HE in 2018/19 accompanied by Figure 6 which provides a breakdown of the percentage gender split over 12 years as well as Figure 7 which provides the actual number of Male and Female students between 2007/08 and 2018/19.

FIGURE 5: Gender breakdown for young Croydon residents Nos & (%) - 2018/19 Academic Year

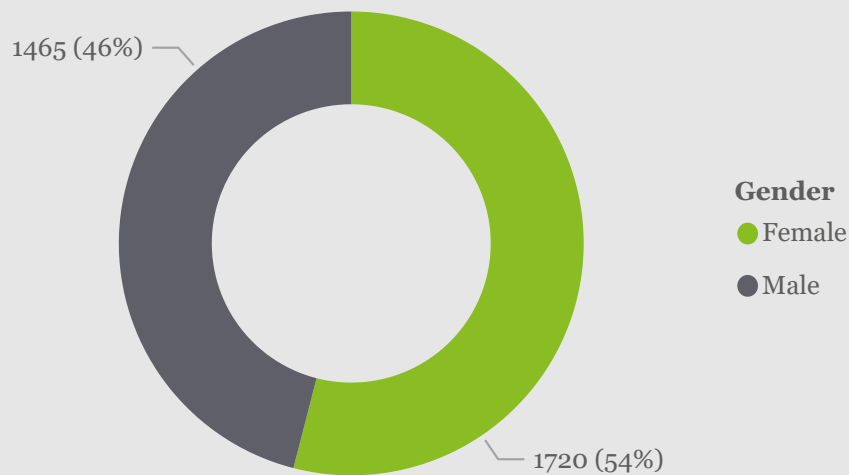


FIGURE 6: Gender split

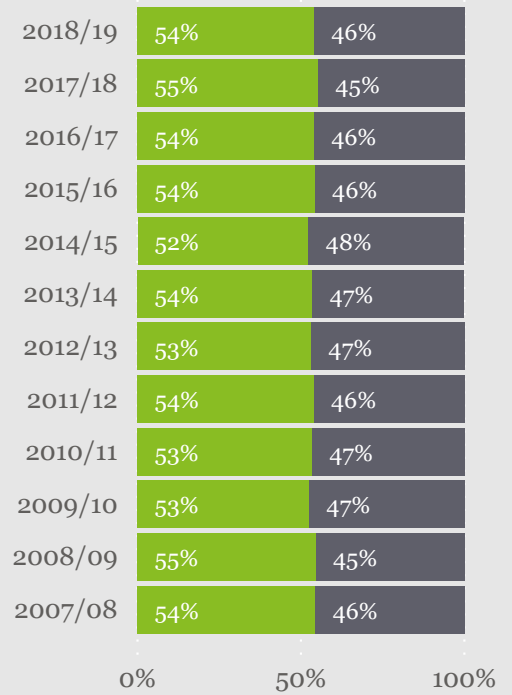
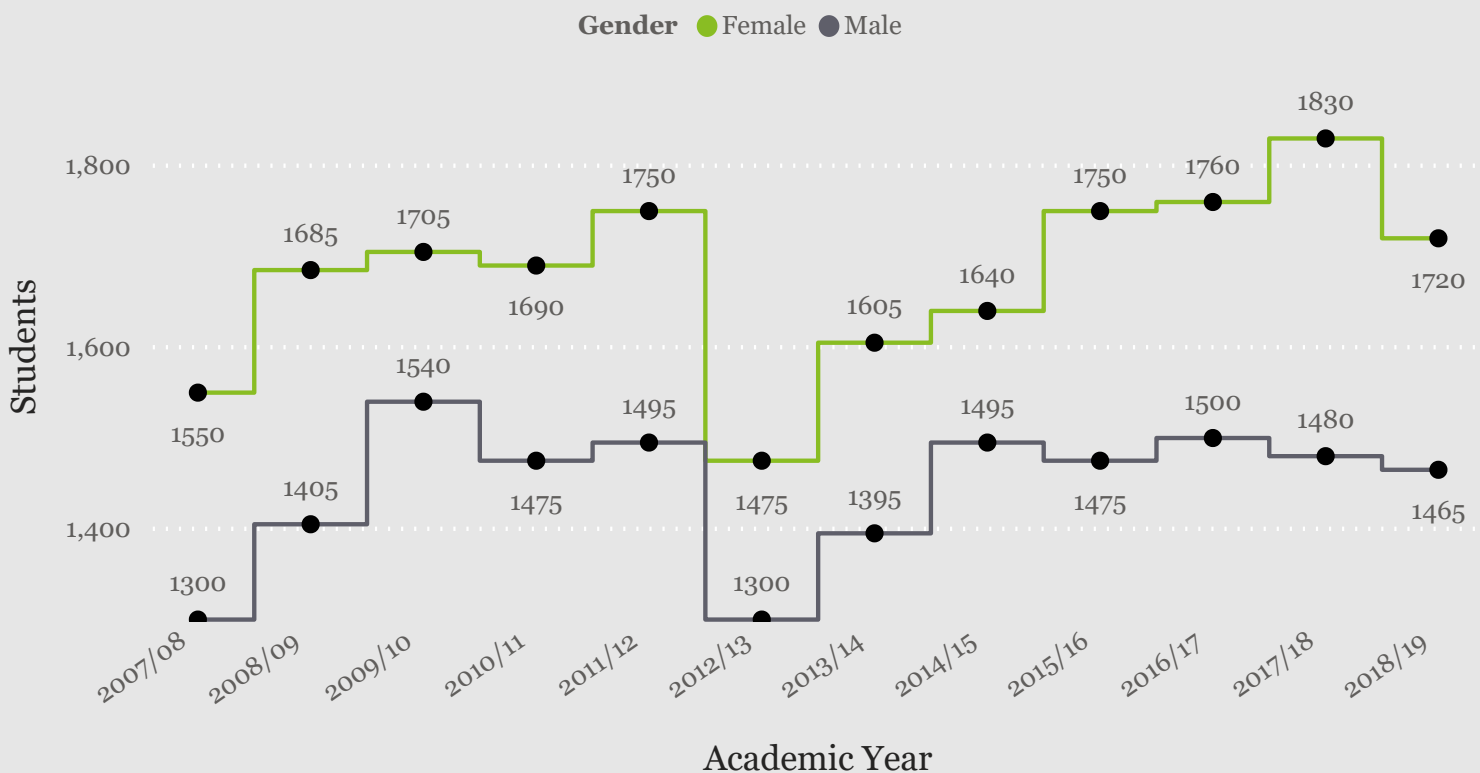


FIGURE 7: Gender breakdown for young Croydon residents - Time-series



Ethnicity

Figure 8 shows the ethnicity of young residents progressing to HE in 2018/19 and Figure 9 shows the time series of the top three ethnic groups in the borough progressing to in HE between 2007/08 and 2018/19.

FIGURE 8: Ethnicity breakdown for young Croydon residents Nos & (%) - 2018/19 Academic Year

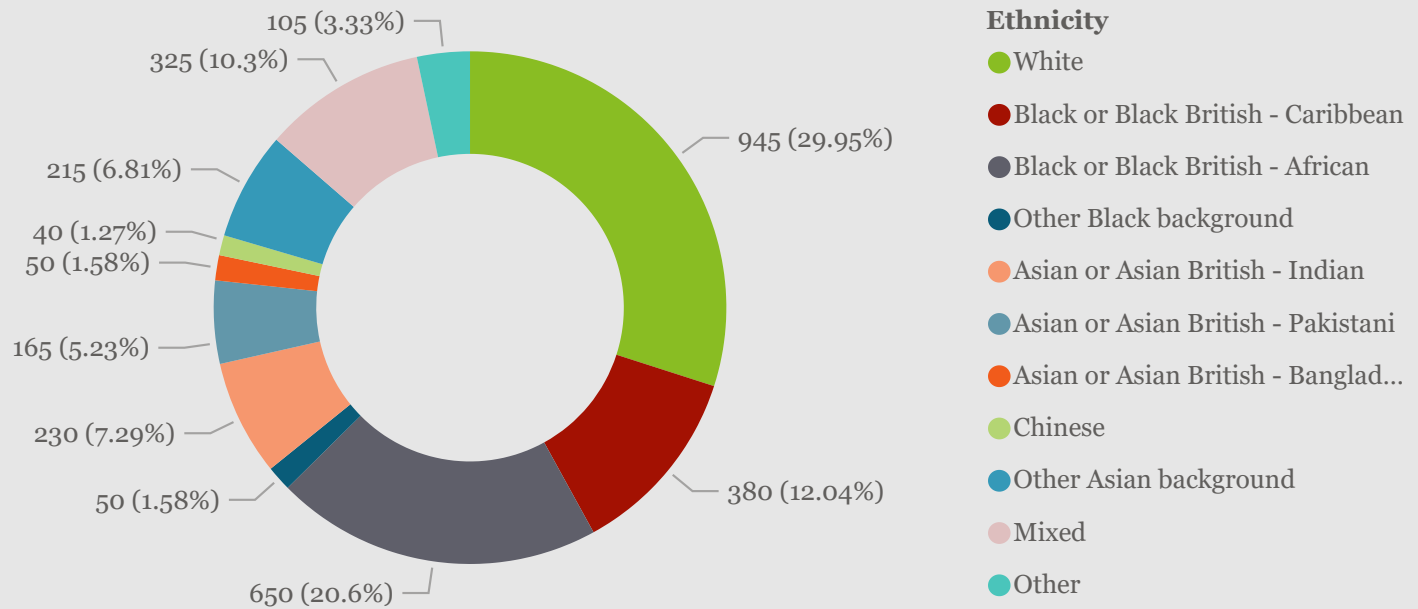
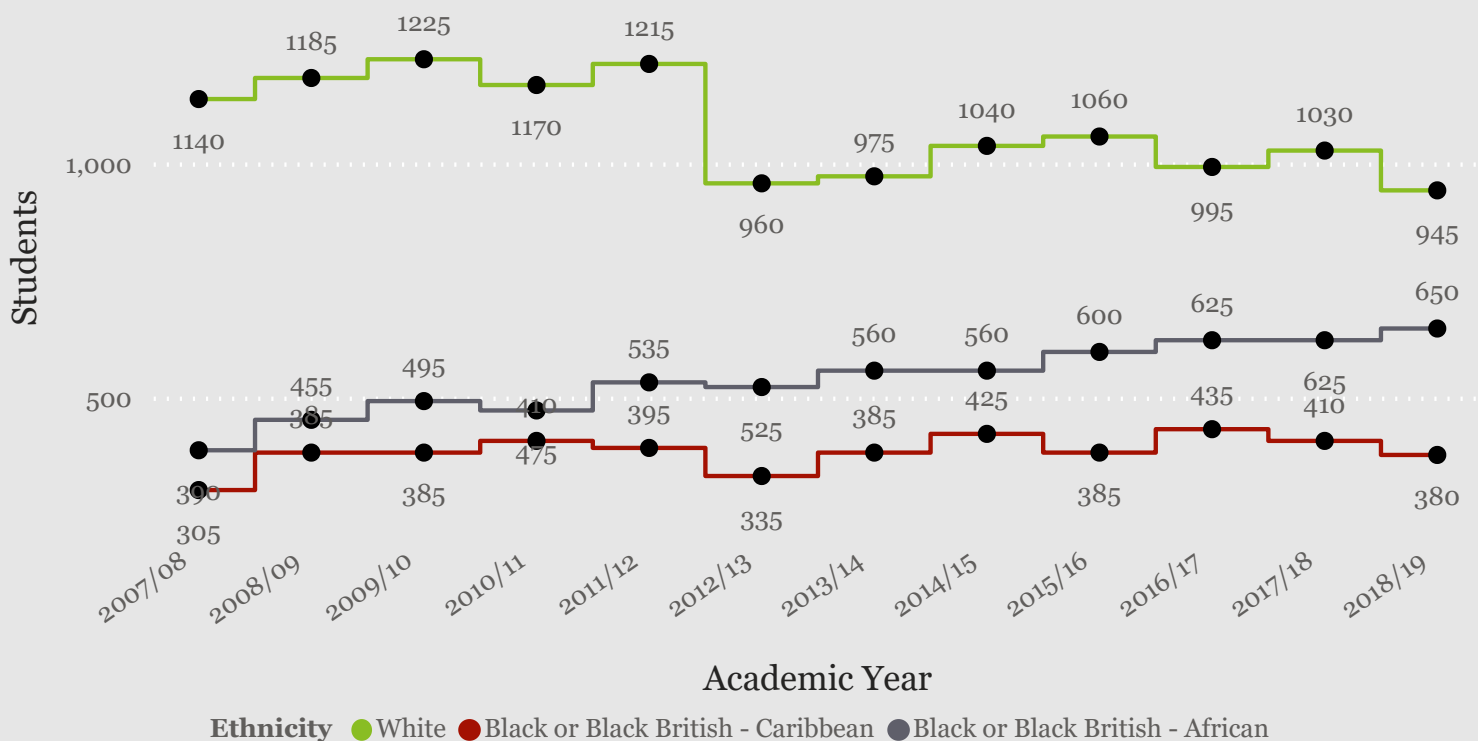


FIGURE 9: Ethnicity breakdown for young Croydon residents - Time-series Top three ethnic groups



Social Mobility

Figure 10 displays the Index of Multiple Deprivation Decile of young residents entering HE during the 2018/19 academic year. Deciles 1 & 2 represents young residents domiciled in the 20% most deprived wards in England. Figure 11 presented below shows the ethnicity split for young residents progressing to HE in 2018/19 in each IMD Decile.

FIGURE 10: The IMD decile on entry for young Croydon residents (%) - 2018/19 Academic Year

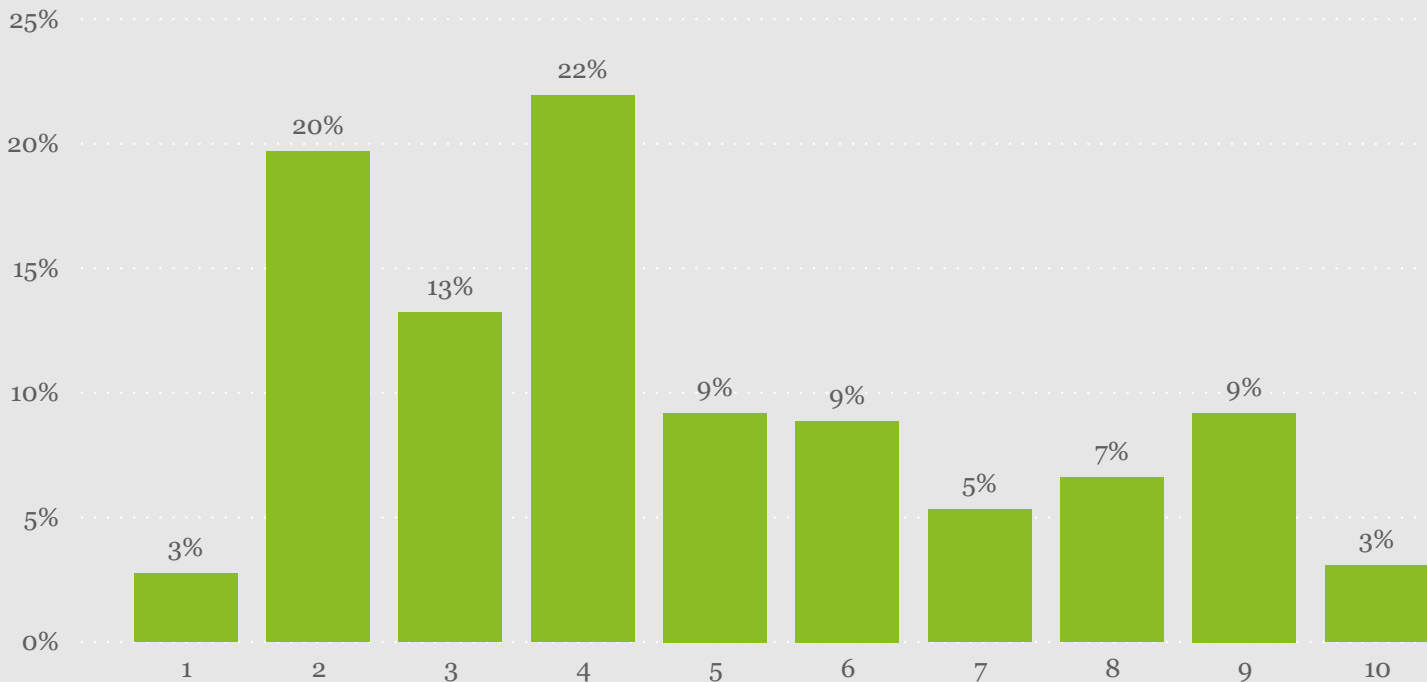
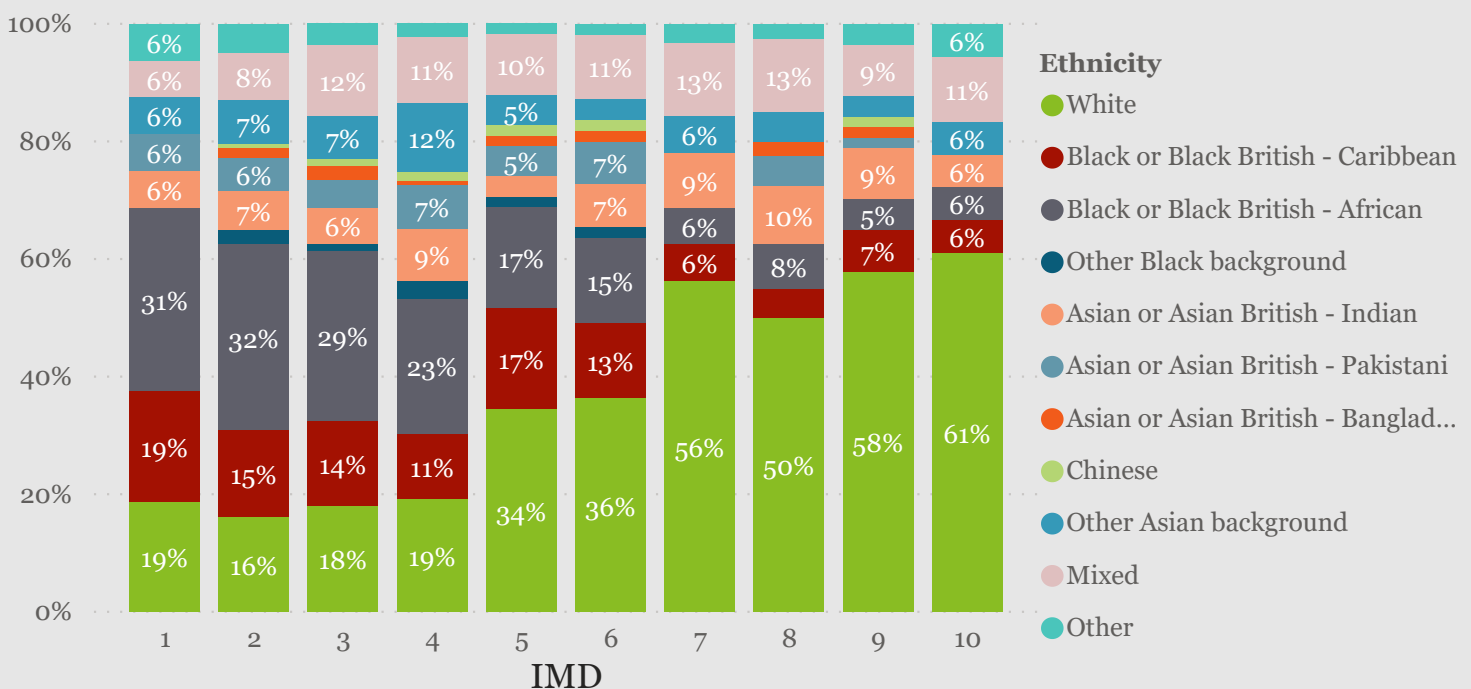


FIGURE 11: Ethnicity and IMD breakdown for young Croydon residents progressing to higher education in 2018/19 (%)



Highest Qualification on Entry

Figure 12 displays the top three highest qualifications on entry of young residents entering HE during the 2018/19 academic year. You would expect the majority of students to enter HE with a level 3 qualification, most typically A levels. Figure 13 below also shows the top three entry qualifications and other for each ethnic group in 2018/19 Academic Year .

FIGURE 12: The highest qualification on entry for young Croydon residents (%) - 2018/19 Academic Year

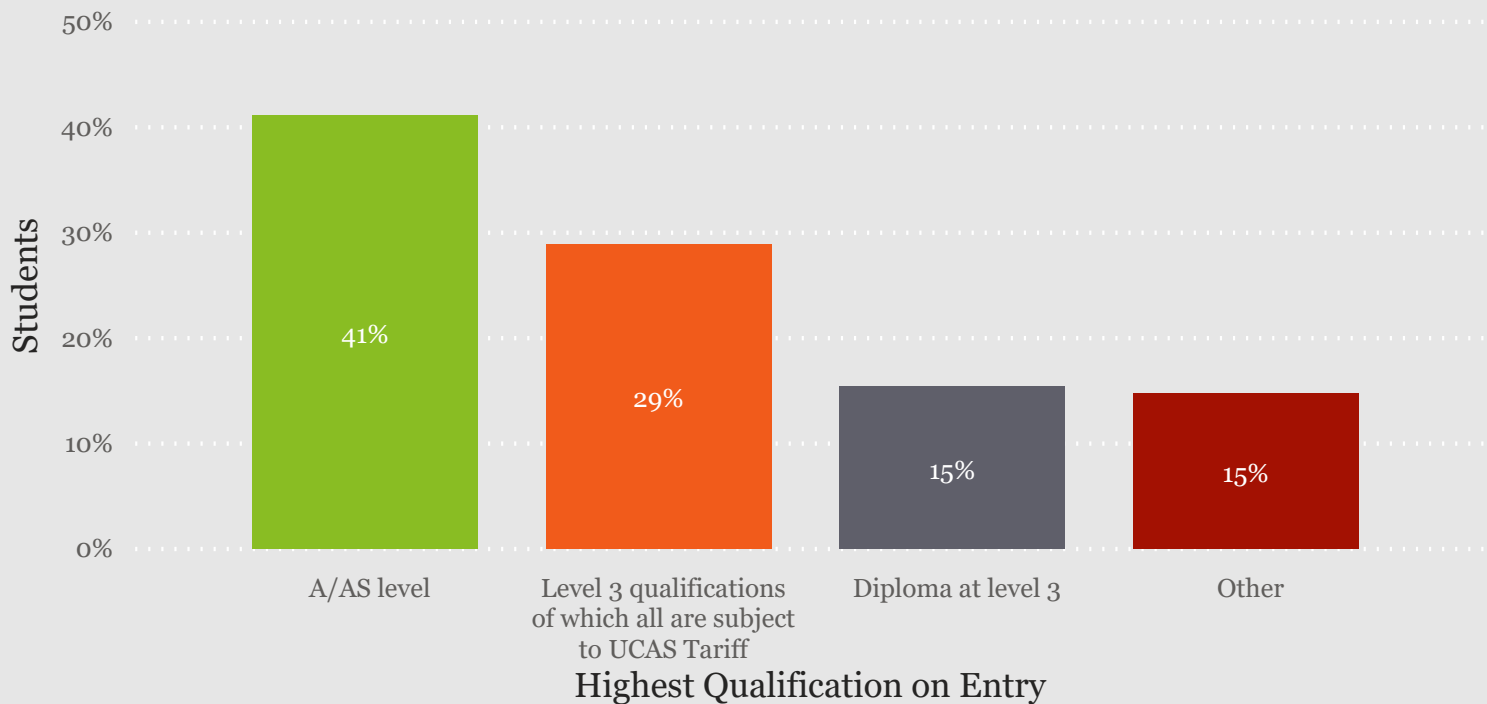
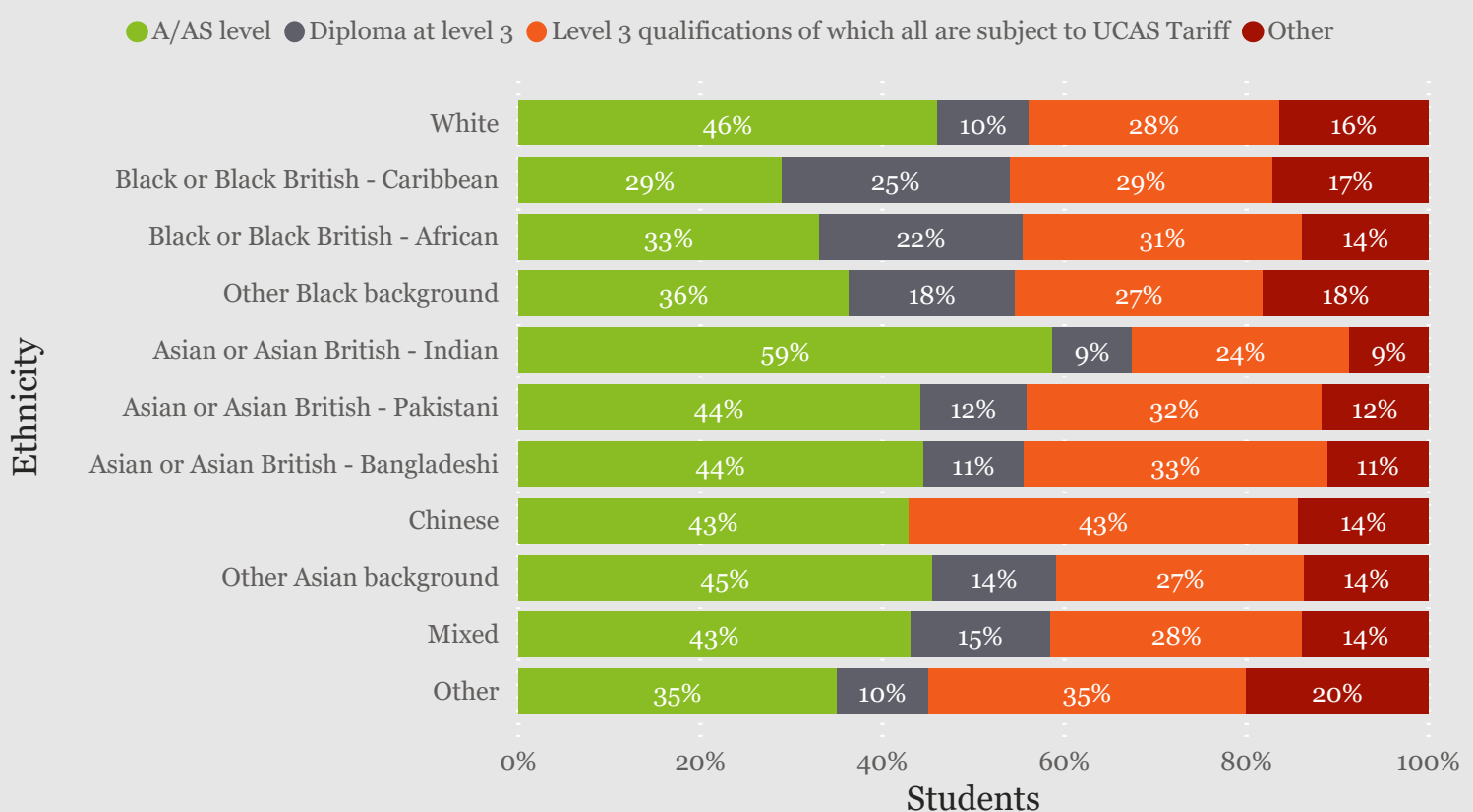


FIGURE 13: The highest qualification on entry (groups) for young Croydon residents - split by ethnicity



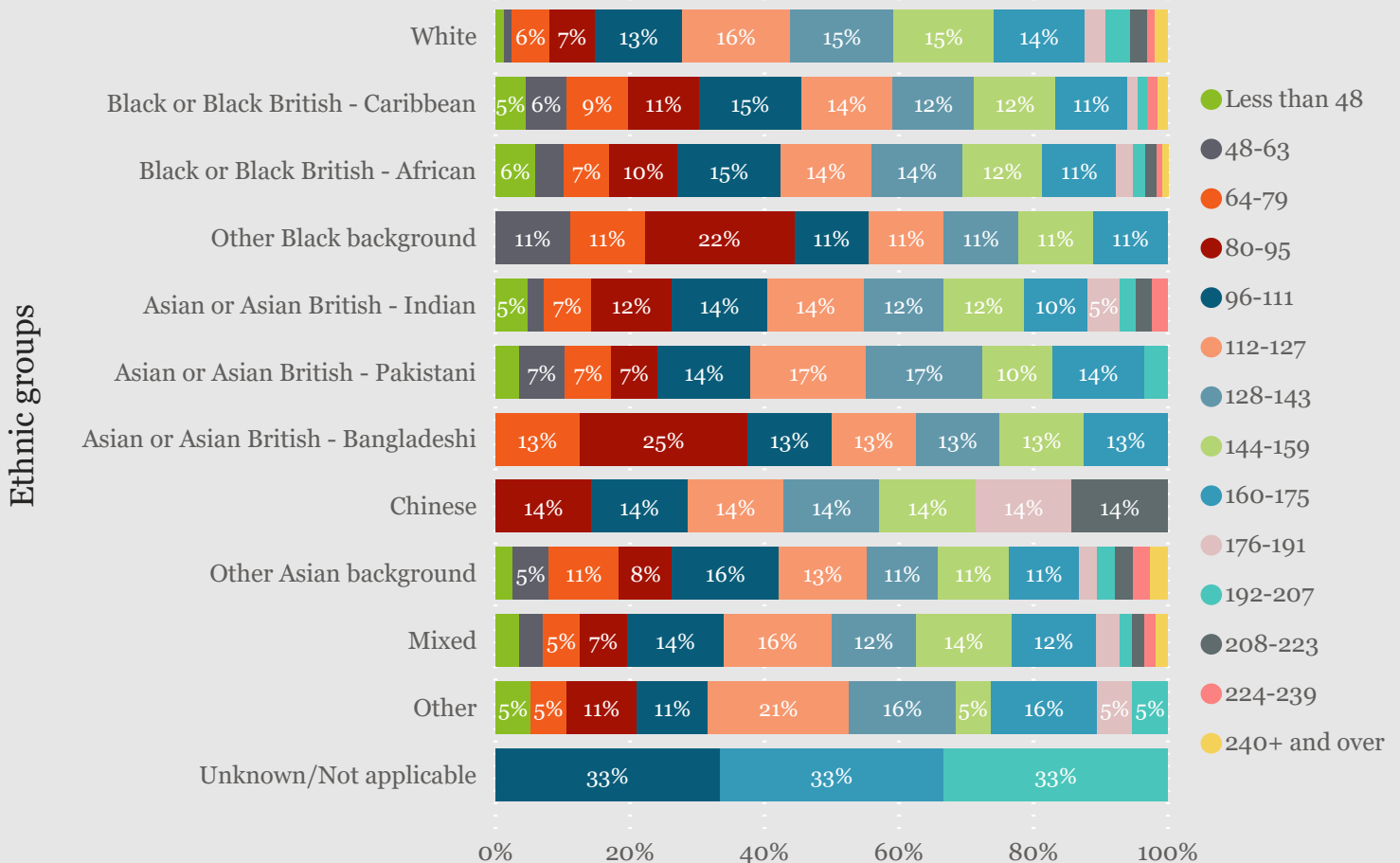
Point Scores

Point scores were introduced by HESA in the 2017/18 academic year and replaced tariff scores. Figure 14 below presents point bands for young residents progressing to HE during the 2018/19 academic year. Next, Figure 15 below shows the point scores split for ethnic groups in the 2018/19 academic year.

FIGURE 14: The point scores for young Croydon residents entering HE (%) - 2018/19 Academic Year



FIGURE 15: The point scores for young Croydon residents entering HE for all Ethnic groups (%) - 2018/19 Academic Year



Previous institution

Figure 16 shows the previous (16-18) institution by type for young residents (aged 18-24 years) who progressed to HE in the 2018/19 academic year studying for a undergraduate qualification. Figure 17 provides a more detailed breakdown with top 20 Previous institutions attended by HE entrants in the 2018/19 academic year.

FIGURE 16: Previous Institution (16-18) by type for young Croydon residents (%) - 2018/19 Academic Year

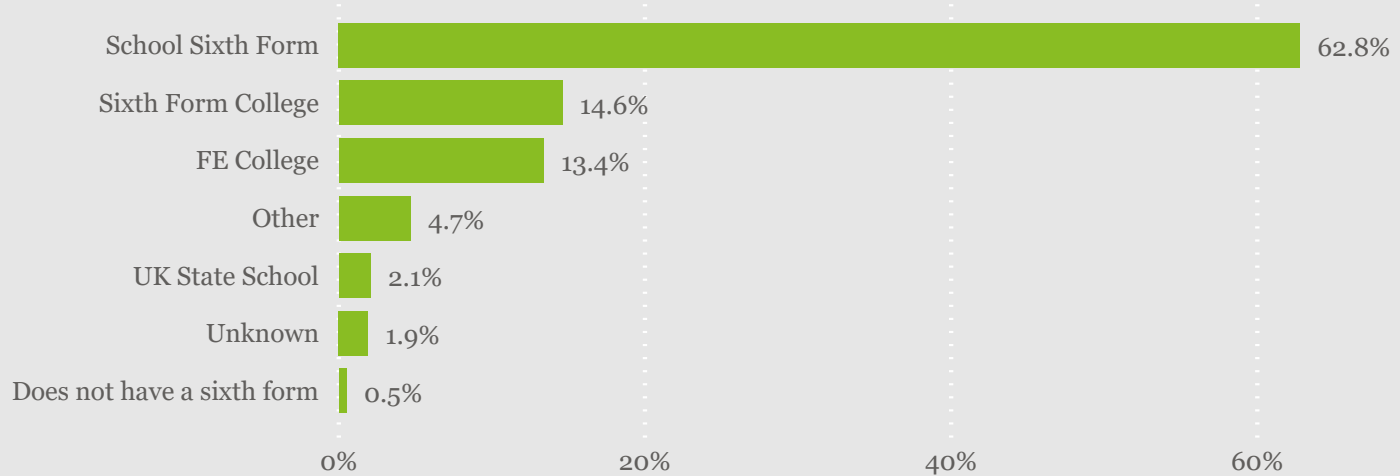
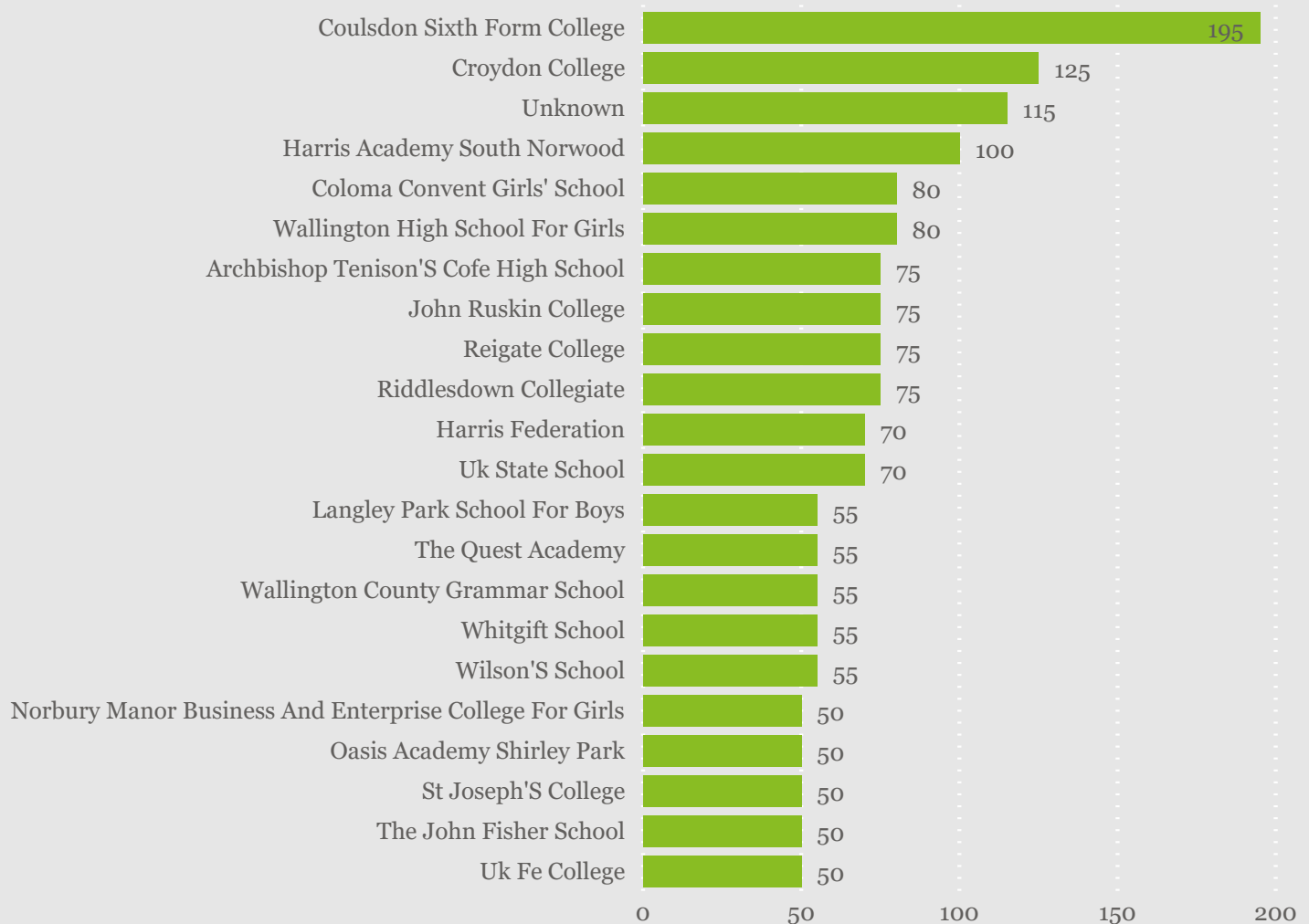


FIGURE 17: Top 20 Previous Institutions (16-18) of young Croydon residents - 2018/19 Academic Year

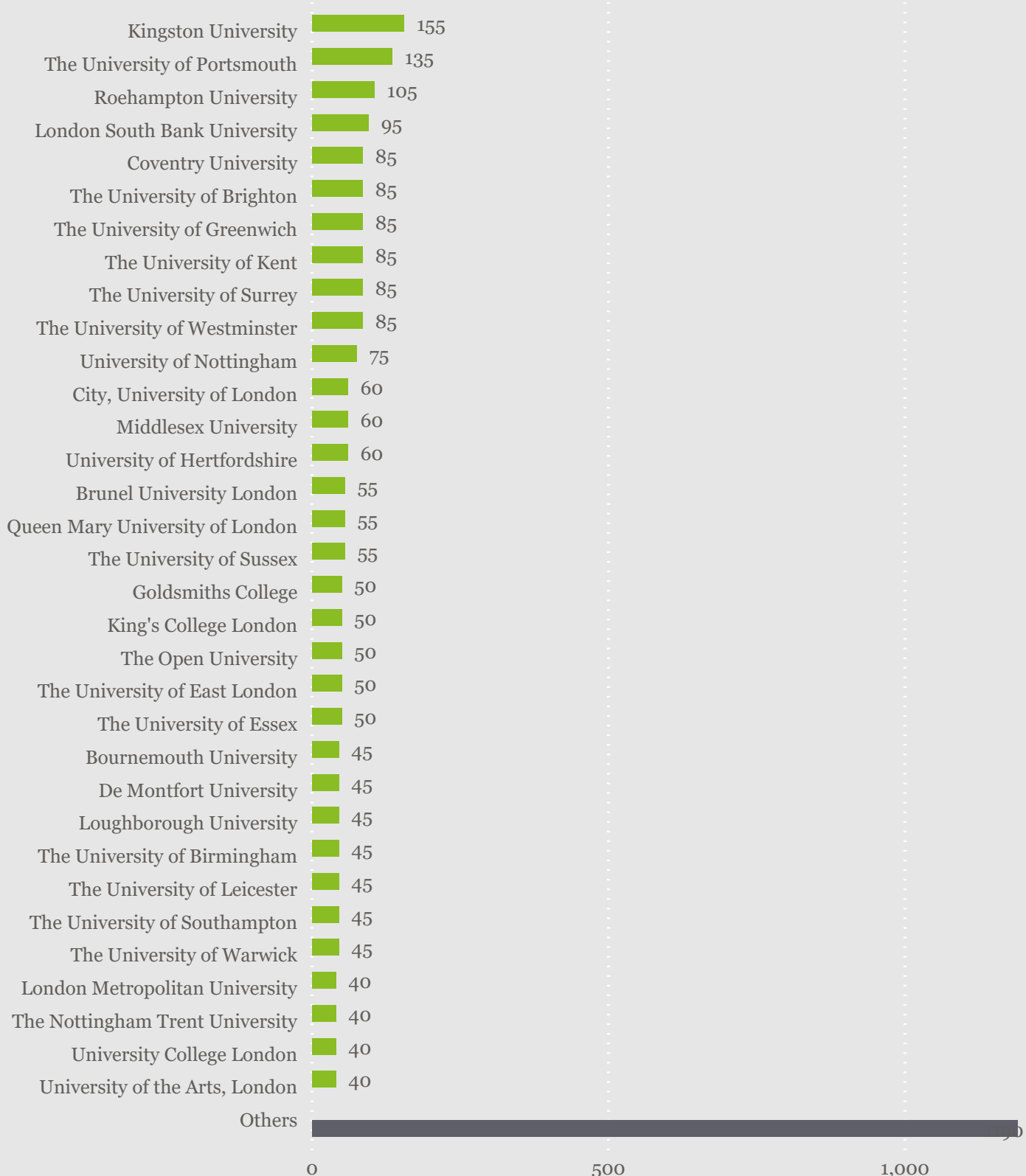


3. Higher Education Profile for Croydon residents

HE Destinations

Figure 18 shows the thirty most popular HE destinations of choice for borough residents in the 2018/19 academic year.

FIGURE 18: University Destinations: Thirty most popular HEIs for young Croydon residents (Nos) 2018/19 Academic Year

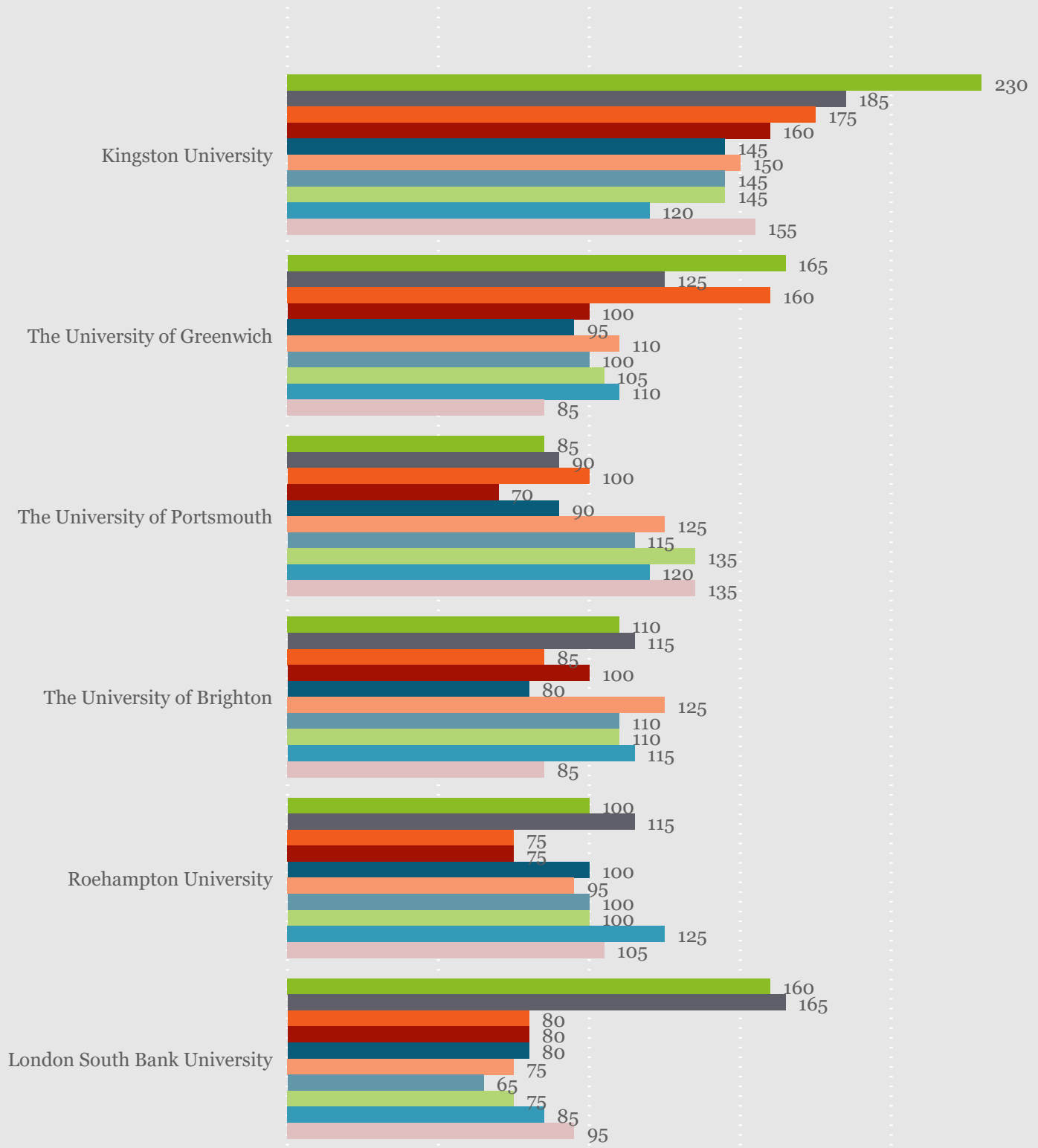


HE Destinations

Figure 19 shows the six most popular HE destinations of choice for borough residents over 10 year period (2009/10-2018/19)

FIGURE 19: Top 6 University Destinations for young Croydon residents Time-Series

● 2009/10 ● 2010/11 ● 2011/12 ● 2012/13 ● 2013/14 ● 2014/15 ● 2015/16 ● 2016/17 ● 2017/18 ● 2018/19



HE Destinations by Type of HEI

This report uses a common classification of universities by group (refer to the London regional report for the full explanation and list of universities). Universities are grouped by common characteristics such as the Act of Parliament or Charter under which they were established, and their entry criteria. The Russell Group of universities is the only self-designated institutional grouping. Figure 20 indicates the type of HEIs attended by young residents between 2007/08-2018/19 academic years.

FIGURE 20: University Destinations by Type of HEI for young Croydon residents (Nos) - Time-Series

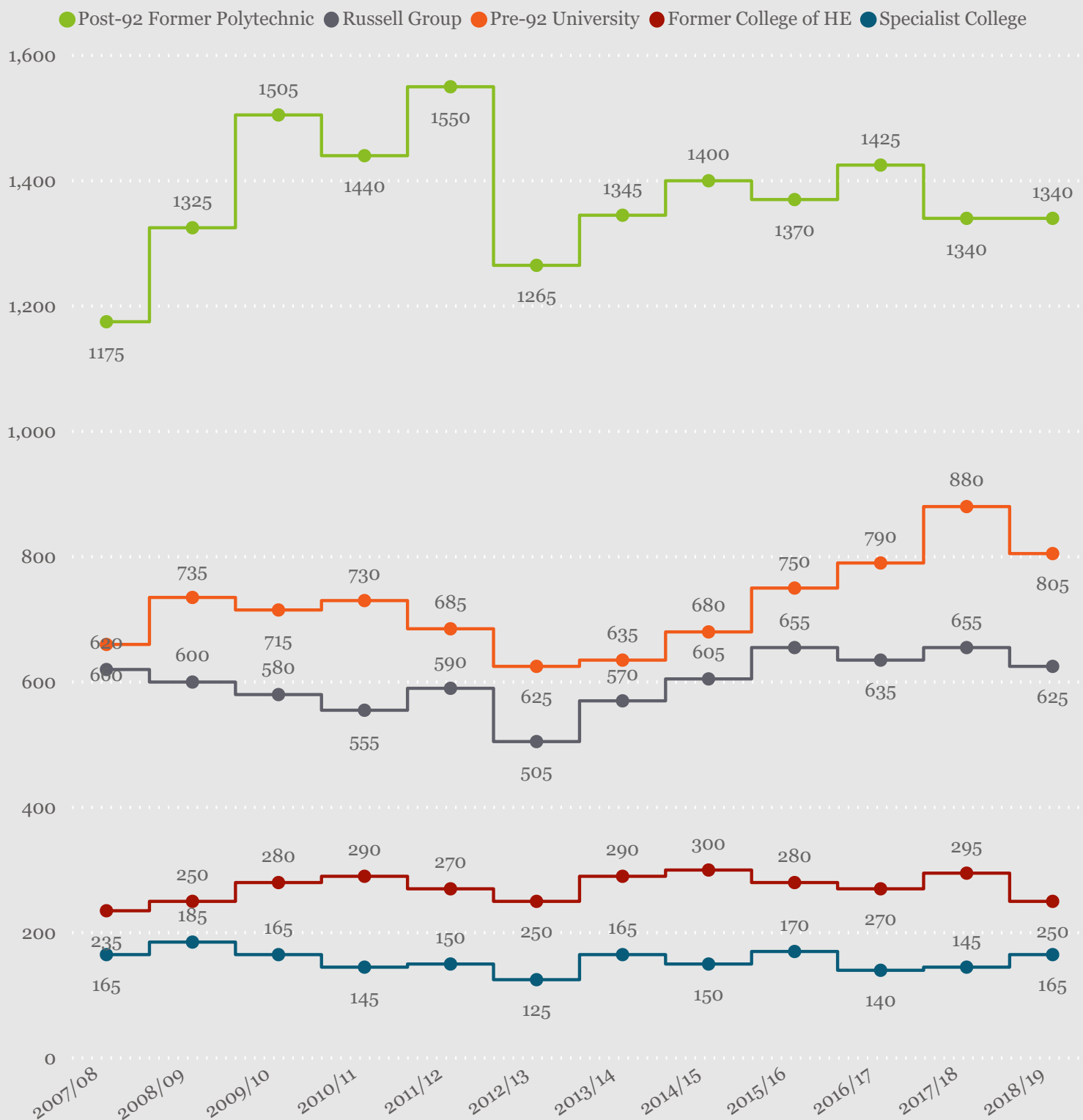
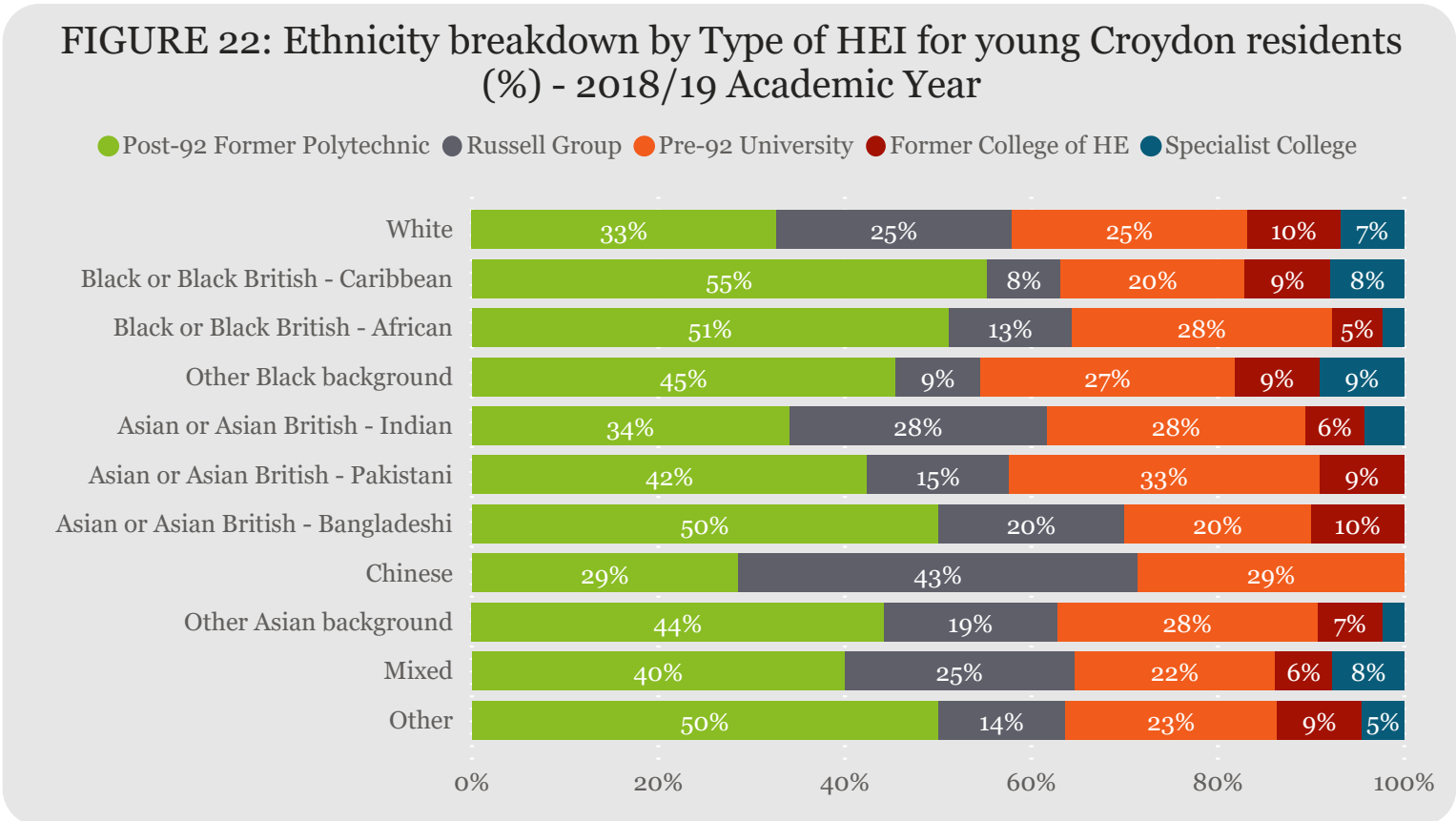
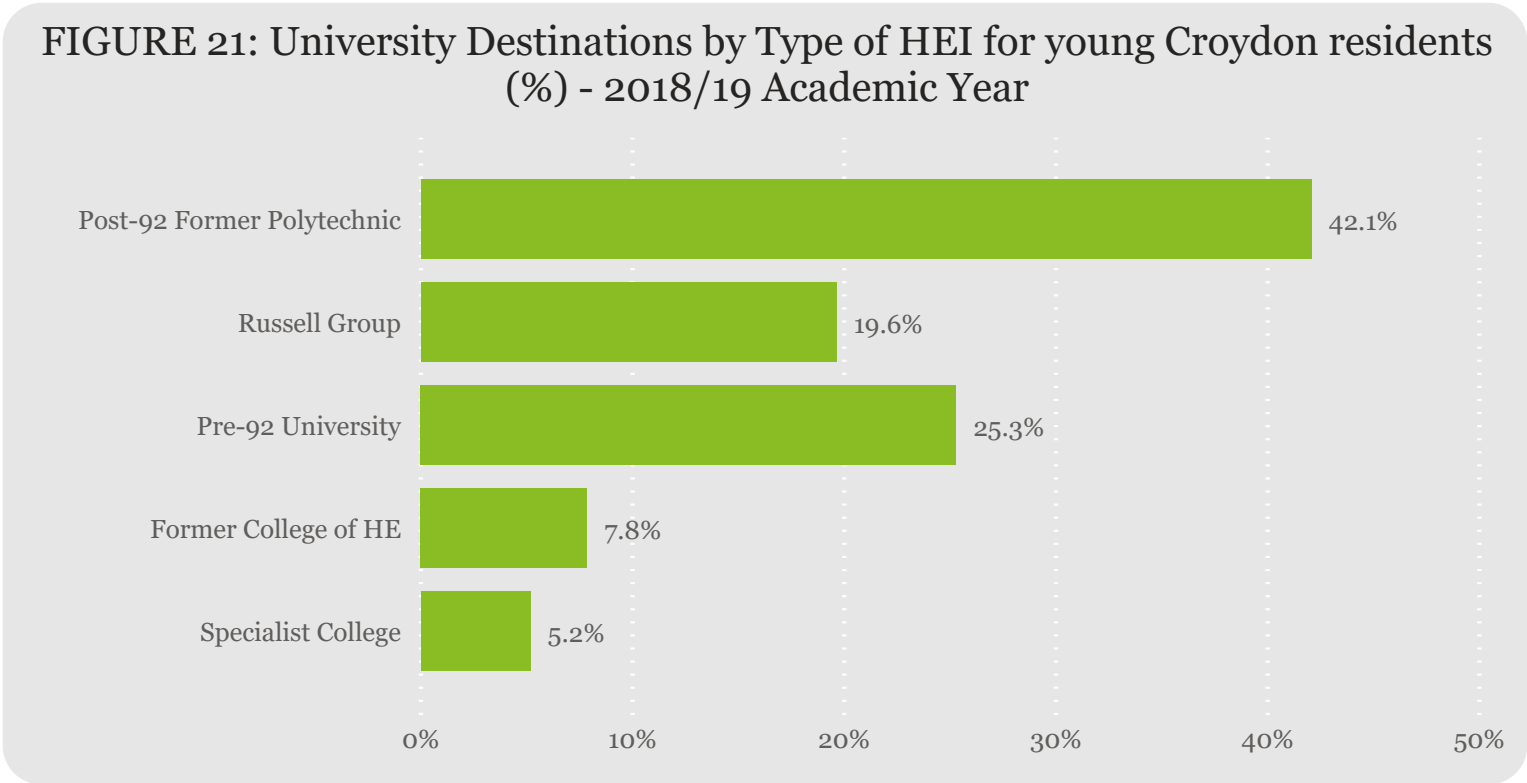


Figure 21 indicates the type of HEIs attended by young residents in 2018/19 academic year and Figure 22 provides a breakdown of ethnicity and type of HEIs attended by young residents in the 2018/19 academic year.



HE Destinations by Location of HEI

This report groups the location of the HEI using the commonly used national regional classification scheme. Typically, most London domiciled residents opt to study at a London-based HEI, facilitated in part by the large number of Universities and Colleges located in the capital. Figure 22 indicates the location of HEIs attended by young residents in 2018/19 and Figure 23 provides a break down by type of HEI for young residents who choose to study in London. Figure 24 show a breakdown for ethnicity and location of HEIs.

FIGURE 22: University Destinations by Location of HEI for young Croydon residents (%) - 2018/19 Academic Year

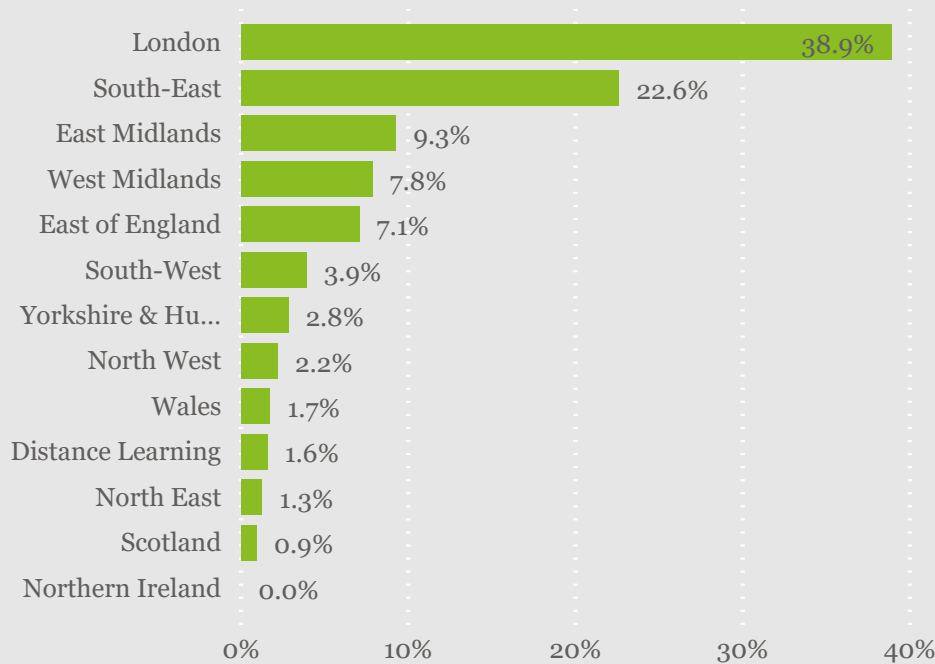


Figure 23 Progression to London based HEIs

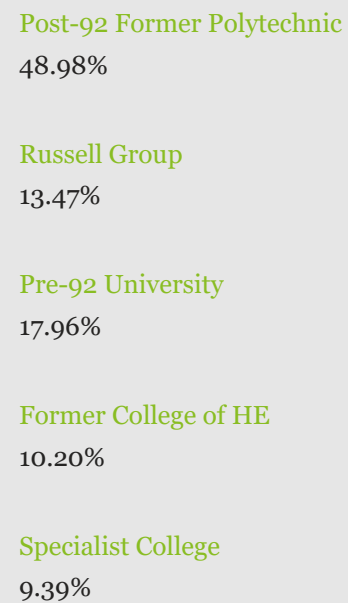
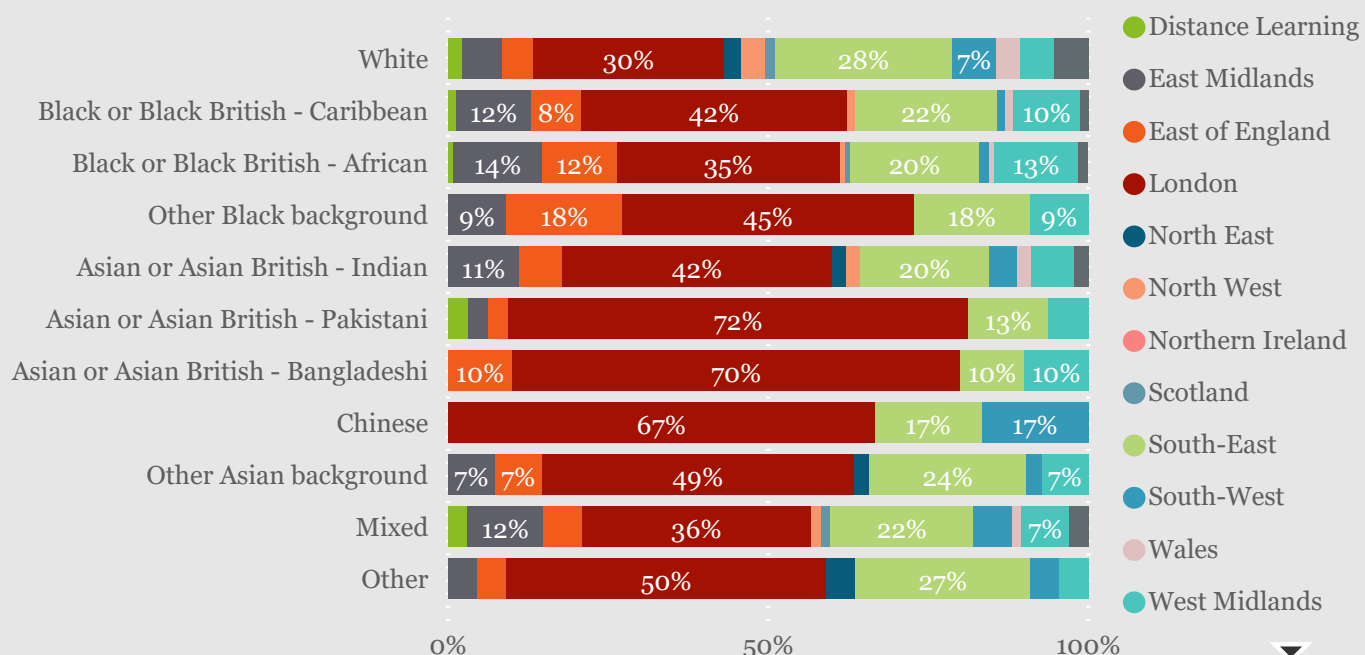


FIGURE 24: Ethnicity breakdown by Location of HEI for young Croydon residents (%) - 2018/19 Academic Year



Social class and HE Destinations by Location and Type of HEI

Figure 25 below presents the social class of young residents and type of HEI they progress to and Figure 26 shows the social class and location of the HEI young residents progress to in the 2018/19 academic year.

FIGURE 25: Social Class and University Destinations by type of HEI for young Croydon residents (%) - 2018/19 Academic Year

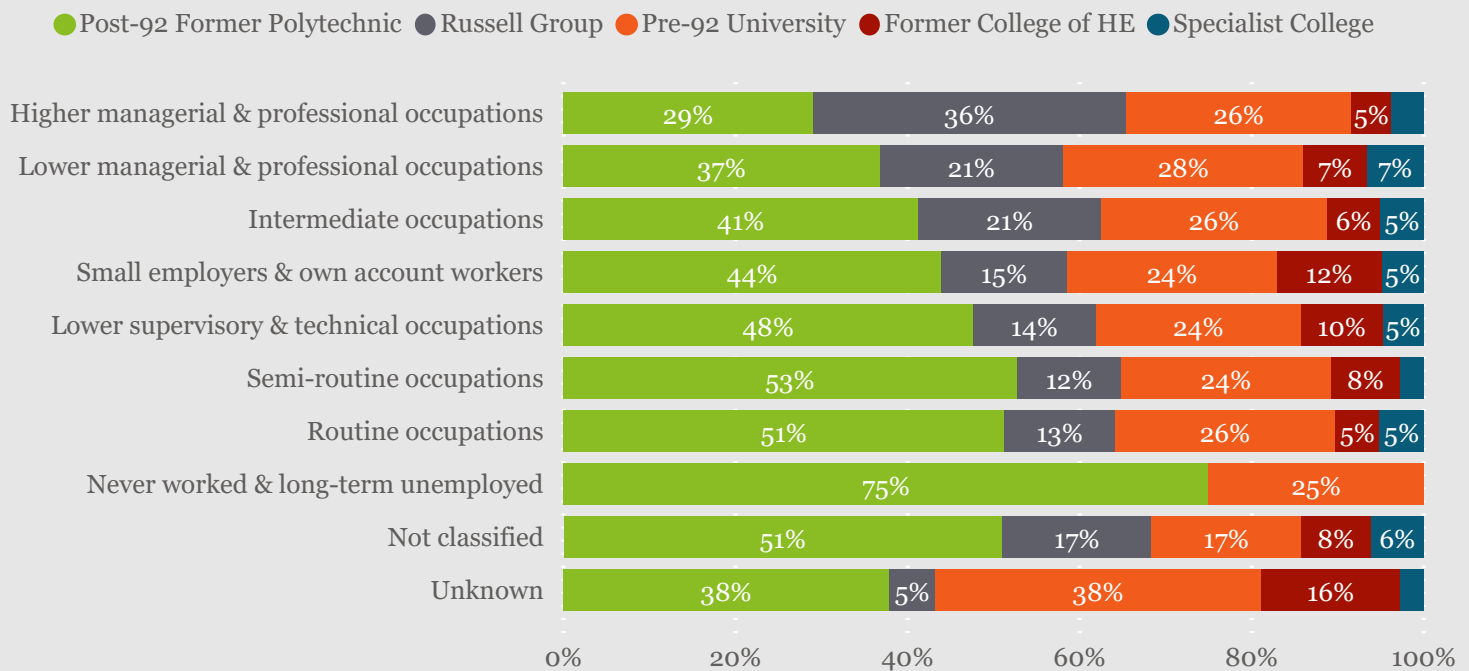
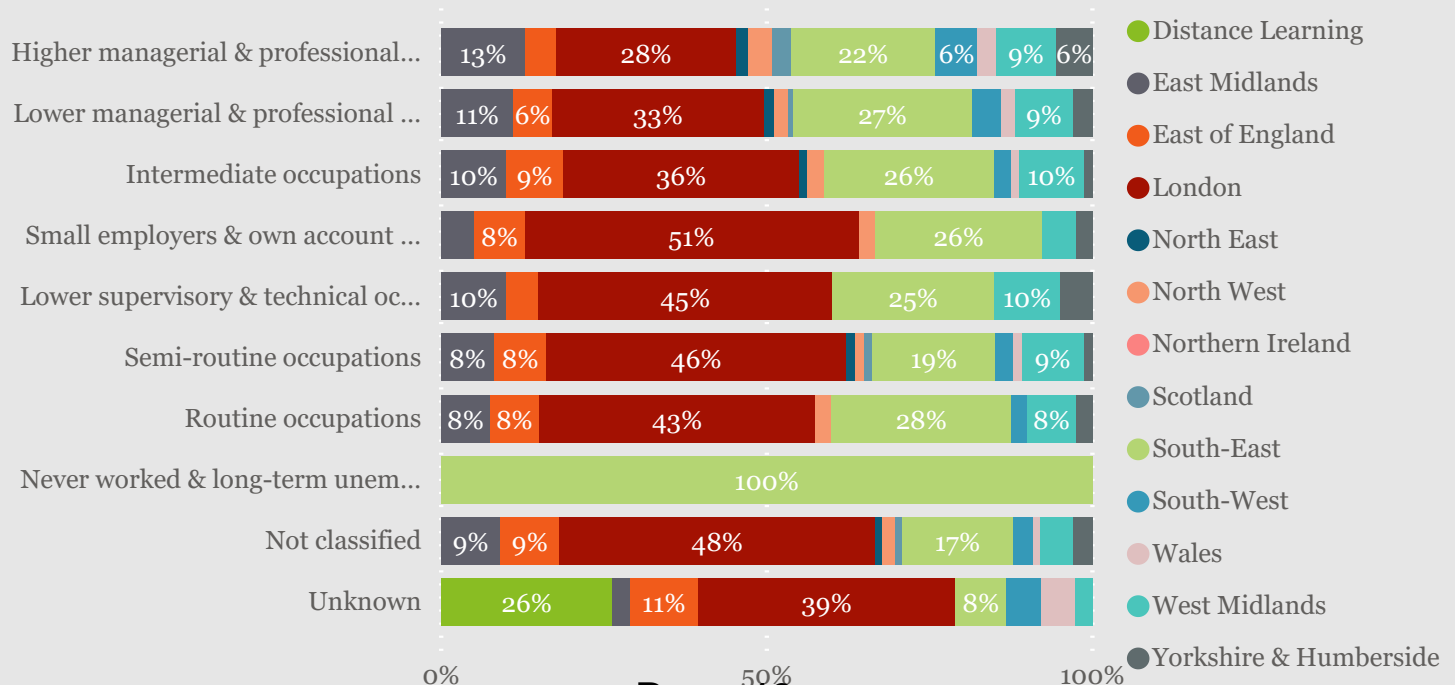


FIGURE 26: Social Class and University Destinations by location of HEI for young Croydon residents (%) - 2018/19 Academic Year



Subject of study

The Joint Academic Coding System (JACS subject codes) provides a common coding structure to describe programmes based on their course content and is primarily used for benchmarking purposes across the HE sector. Figure 27 presents broad subject areas studied by young residents and Figure 28 indicates the top ten most studied subjects by young residents in the 2018/19 academic year.

FIGURE 27: Broad subject areas for young Croydon residents (%) - 2018/19 Academic Year

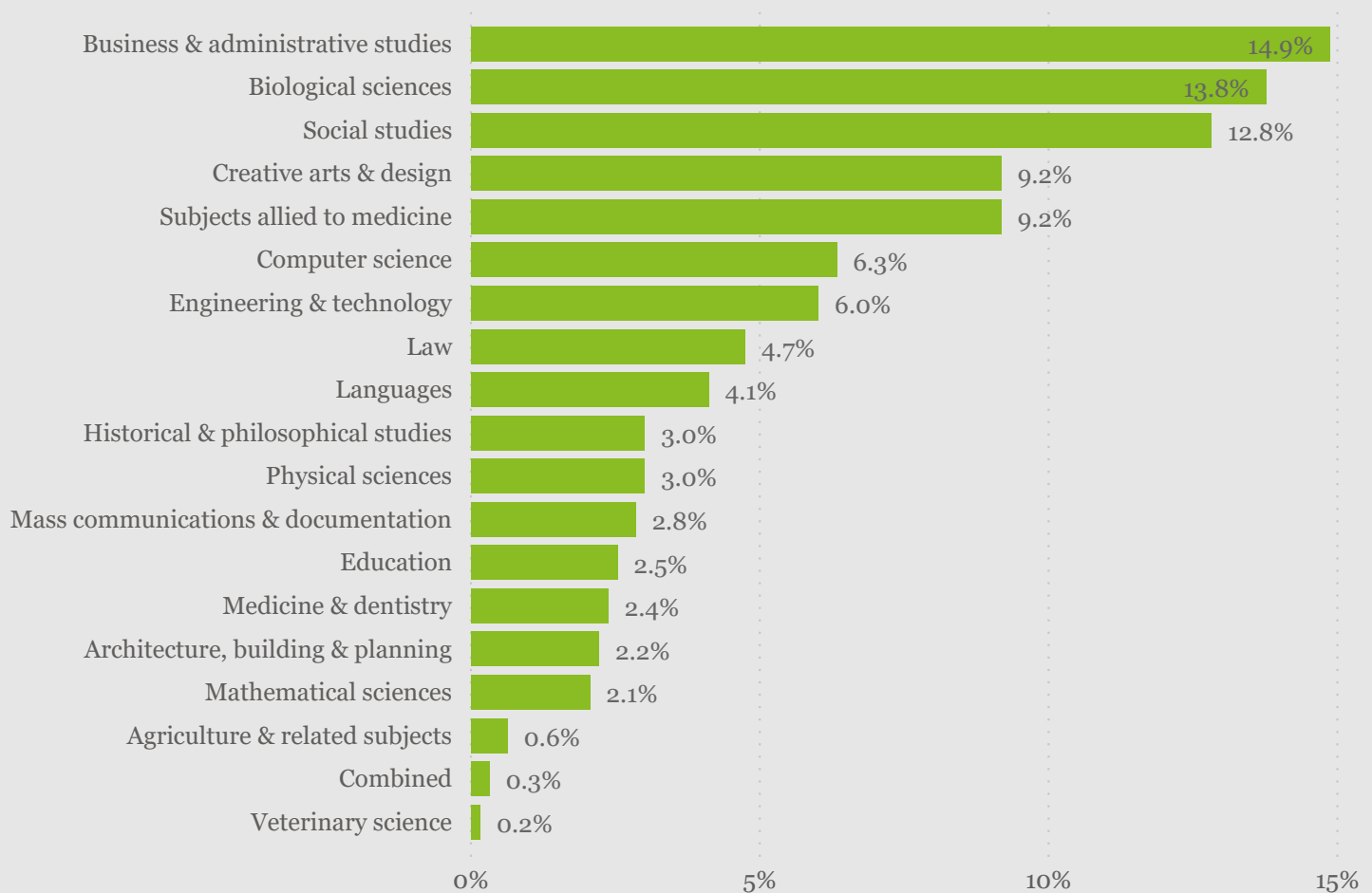
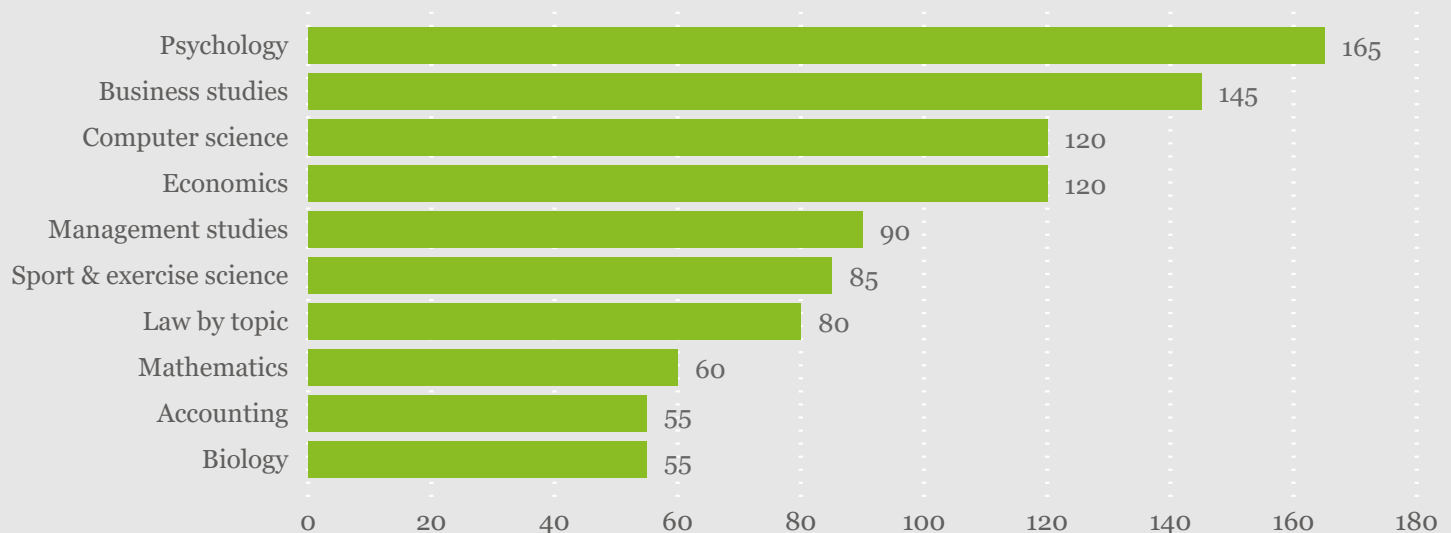


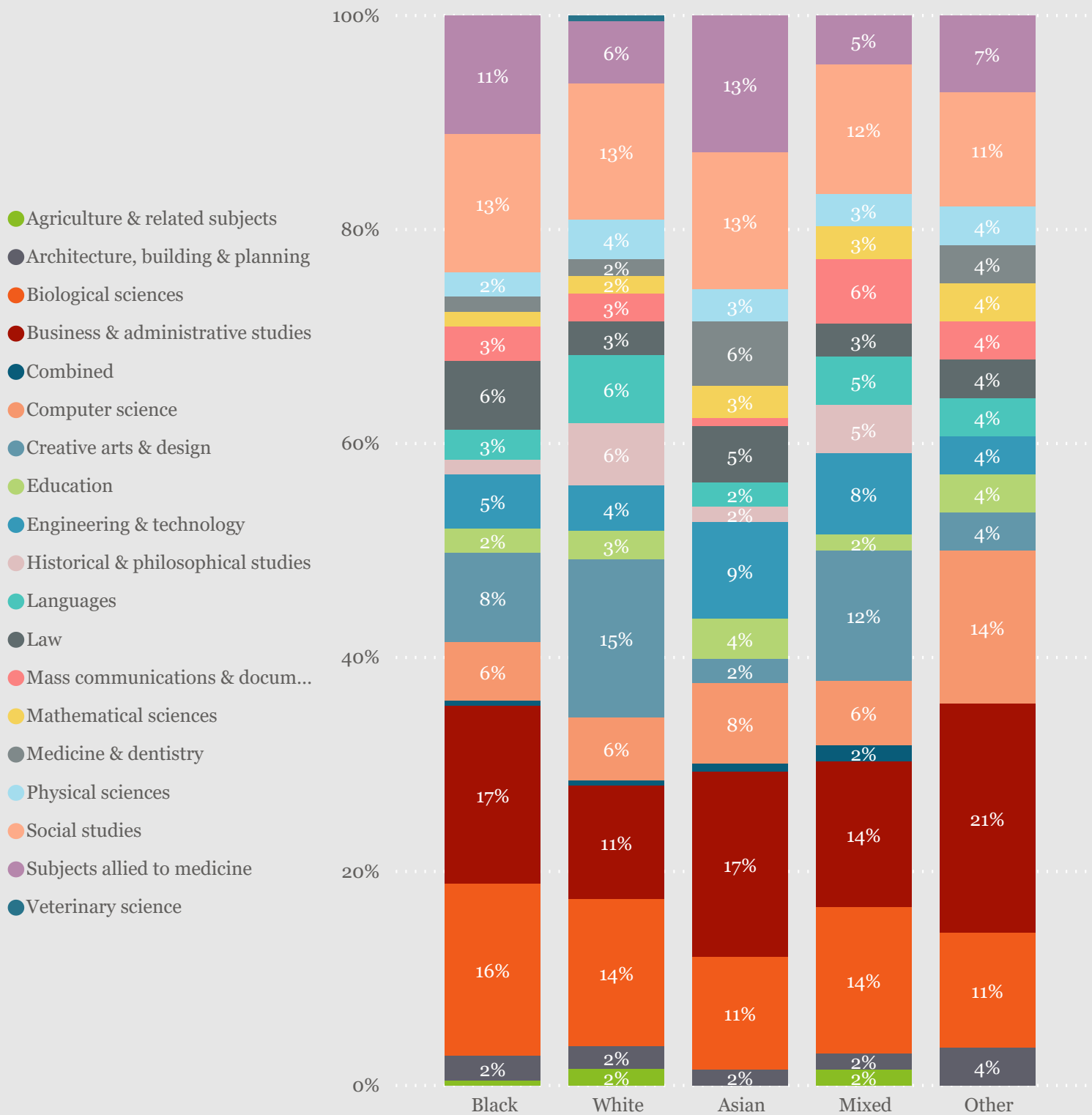
FIGURE 28: Ten most popular subjects of study for young Croydon residents (Nos) - 2018/19 Academic Year



Subject area and ethnic groups

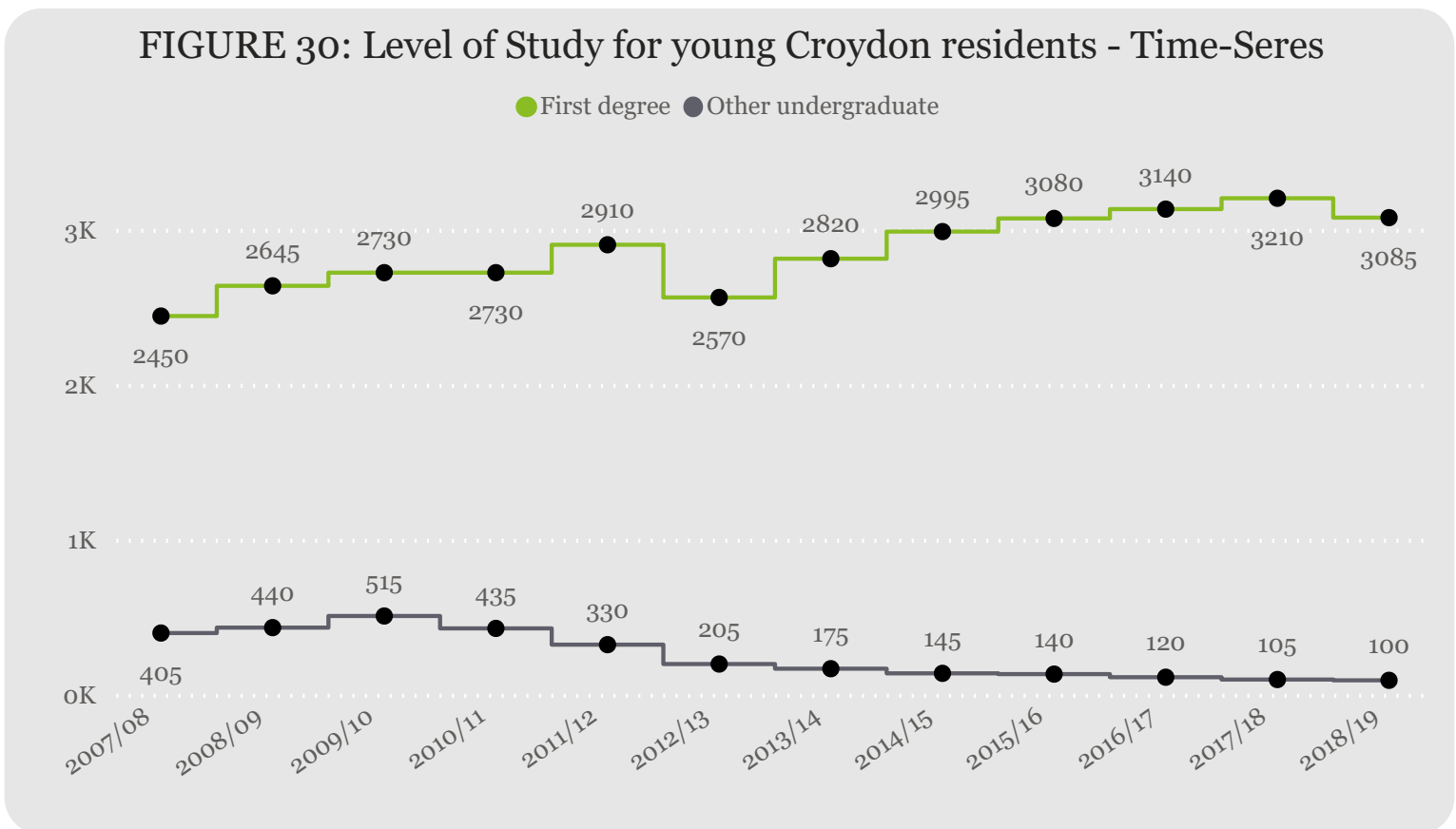
Figure 29 presented below shows broad subject areas split by ethnic groups.

FIGURE 29: Broad subject areas for young Croydon residents (%) - split by ethnicity (groups) - 2018/19 Academic Year



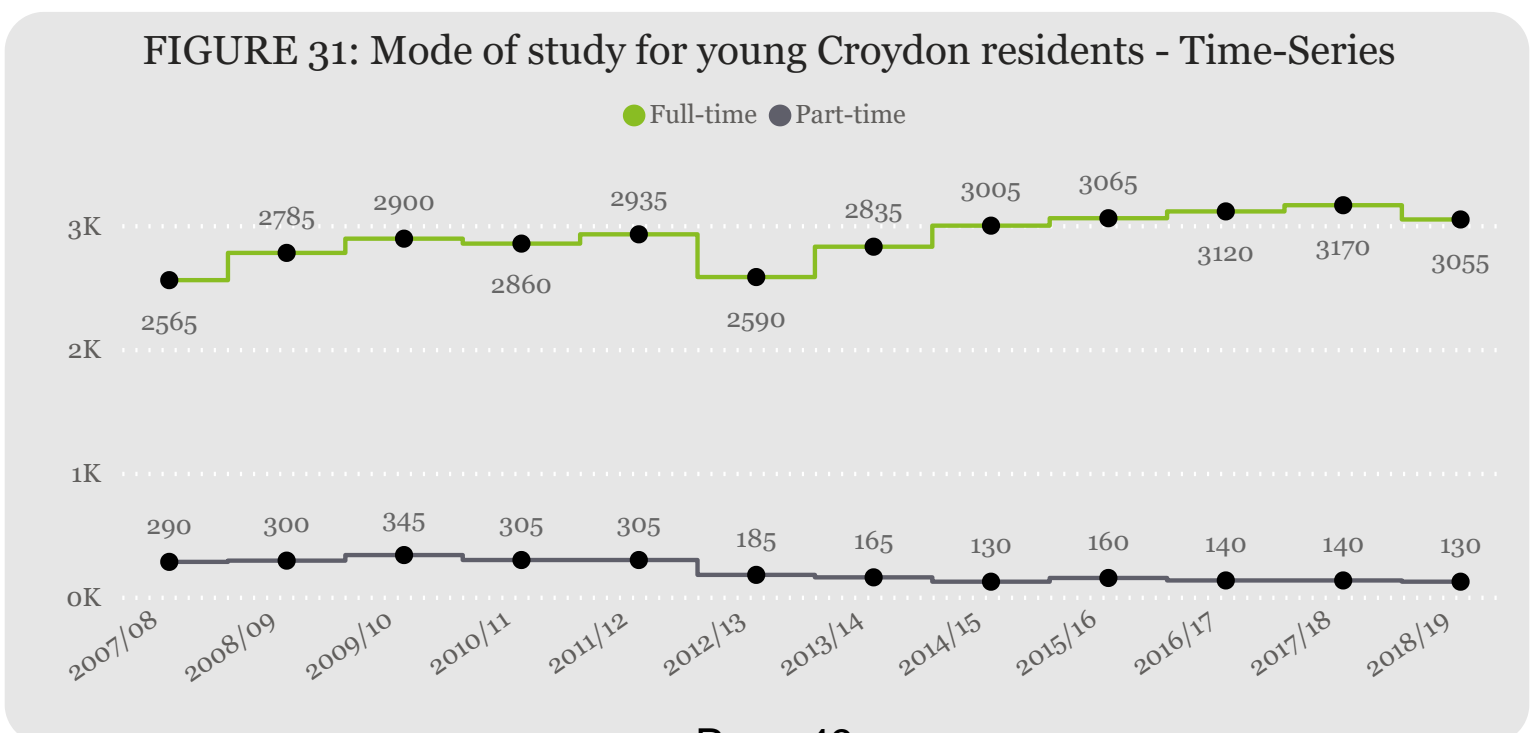
Level of study

Figure 30 indicates the level of study for young residents studying in HE over a twelve year period.



Mode of study

Figure 31 indicates the mode of study for young residents studying in HE over a twelve year period. The majority of young residents choose to study on Full-time courses.



4. Student achievement for young Croydon residents

Figure 32 shows the degree class achieved by young residents who completed a first degree qualification in the 2018/19 academic year accompanied by Figure 33 which displays the proportion of students obtaining a First or Upper Second Class degree over a twelve year period. Figure 34 provides an time-series analysis of the respective numbers of degree classes awarded since the 2007/08 academic year.

FIGURE 32: First Degree classes achieved by young Croydon residents (%) - 2018/19 Academic Year

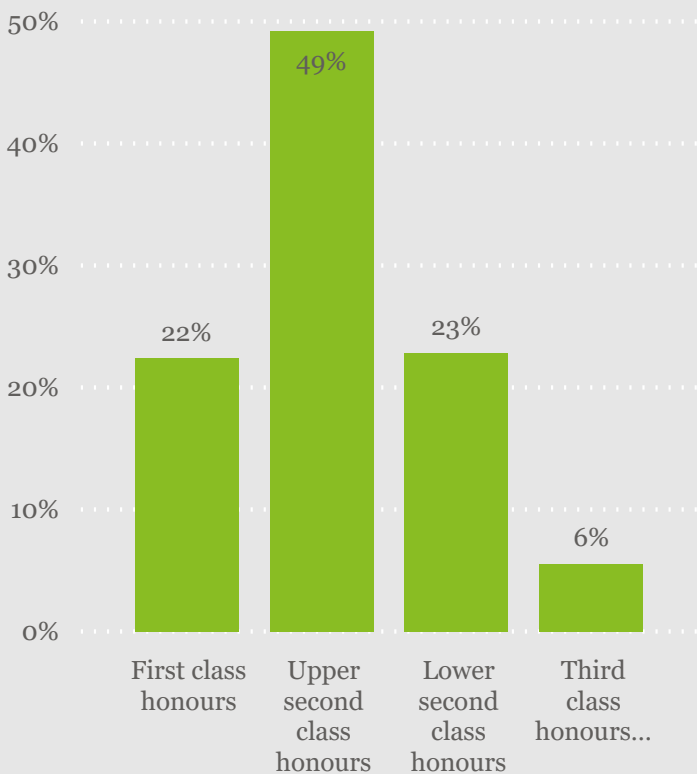


FIGURE 33: Proportion of Good degree achieved by young Croydon residents (%) - Time-Series



FIGURE 34: First Degree classes achieved by young Croydon residents - Time-Series

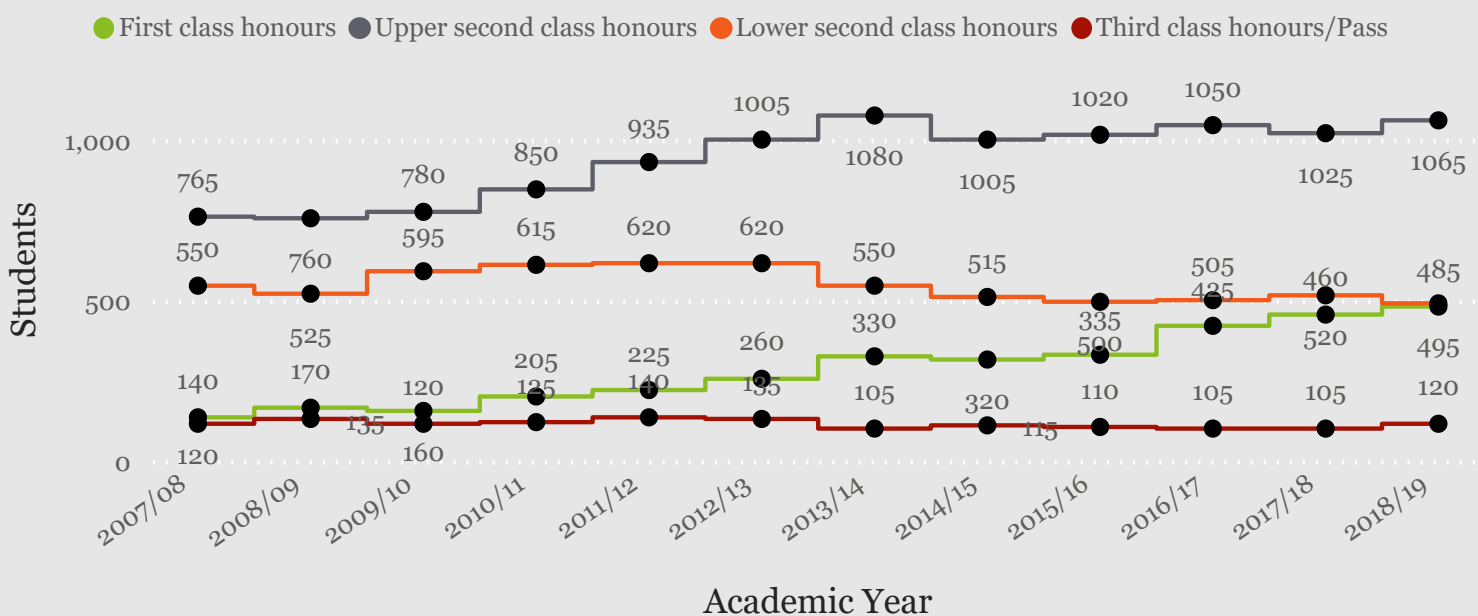


Figure 35 shows the percentage of good degrees achieved by young residents from each ethnic group accompanied by Figure 36 which displays the percentage of good degrees split for all types of HEIs.

FIGURE 35: Proportion of Good Degrees split by ethnicity for young Croydon residents in 2018/19 (%)

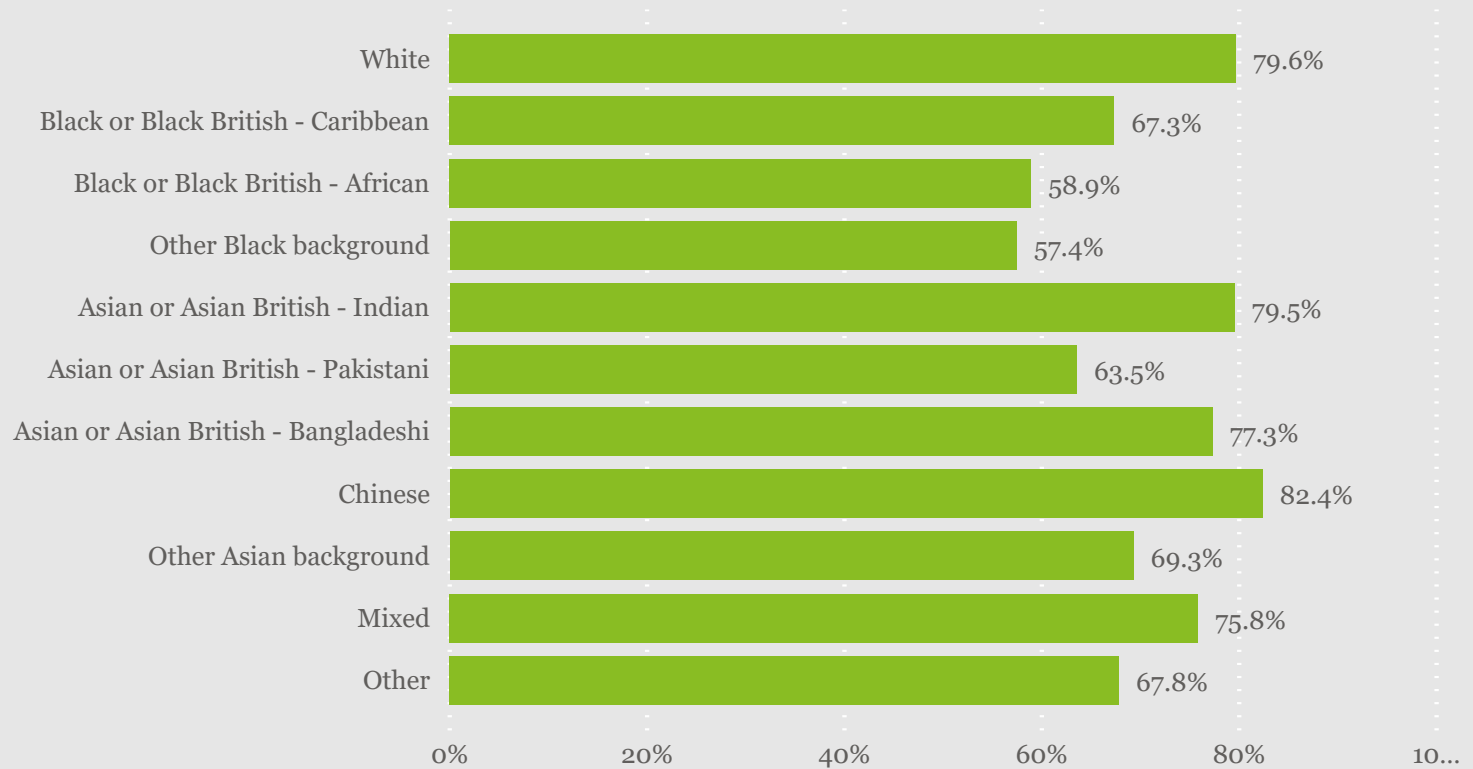
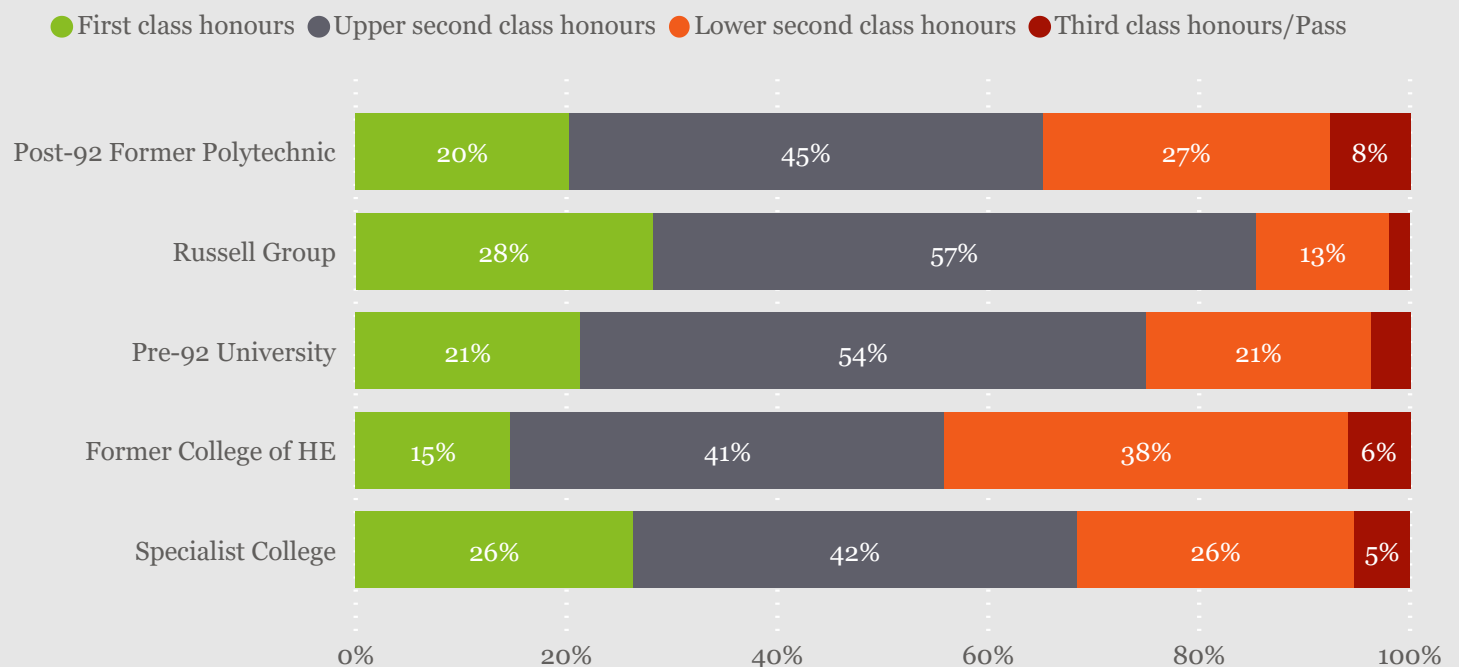


FIGURE 36: Degree Classification split by Type of HEI for young Croydon residents in 2018/19 (%)



5. Post-study Destinations for young Croydon residents

This section utilises data from the Destinations of Leavers from Higher Education (DLHE) survey, and the most recent data available is for students who completed their higher education studies by the end of the 2017/18 academic year. The collection of the DLHE survey changed in 2011/12 with a number of the questions altered to take account of changing sector requirements. Figure 37 shows the percentage of students employed in full-time paid work, part-time work, self-employment, etc six months after graduation and this is now complemented by Figure 38 which shows the nature of the job and contractual status.

FIGURE 37: The post-study destinations of young Croydon residents graduating with a HE qualifications (%) - 2016/17 Academic Year

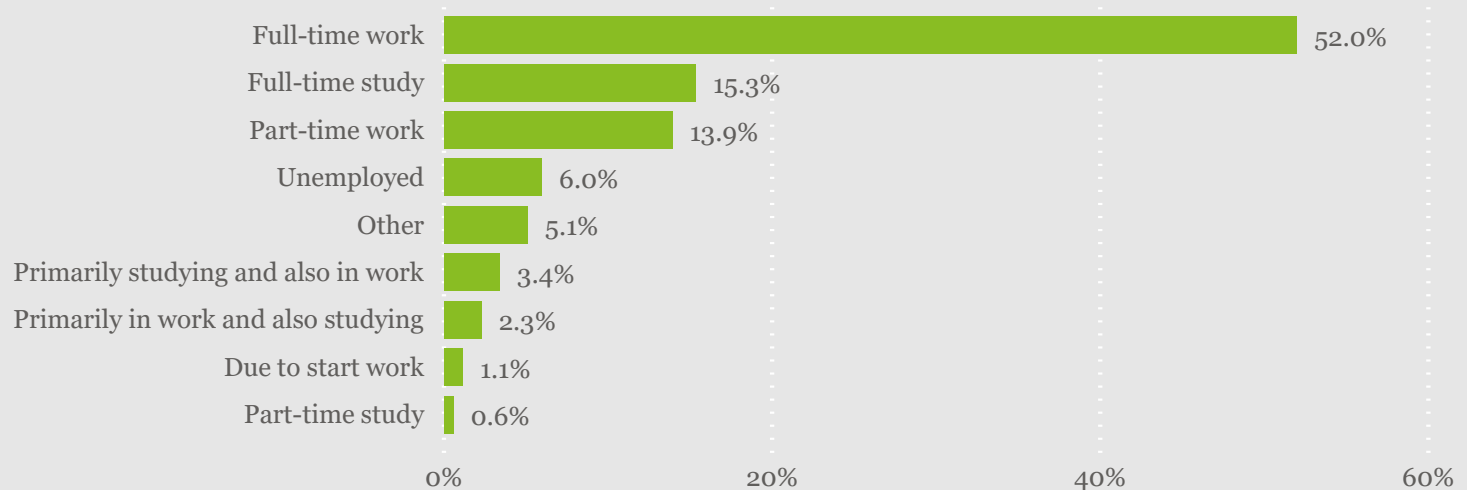


FIGURE: 38: The nature of the employment role of young Croydon residents graduating with a HE qualification - 2016/17 Academic Year

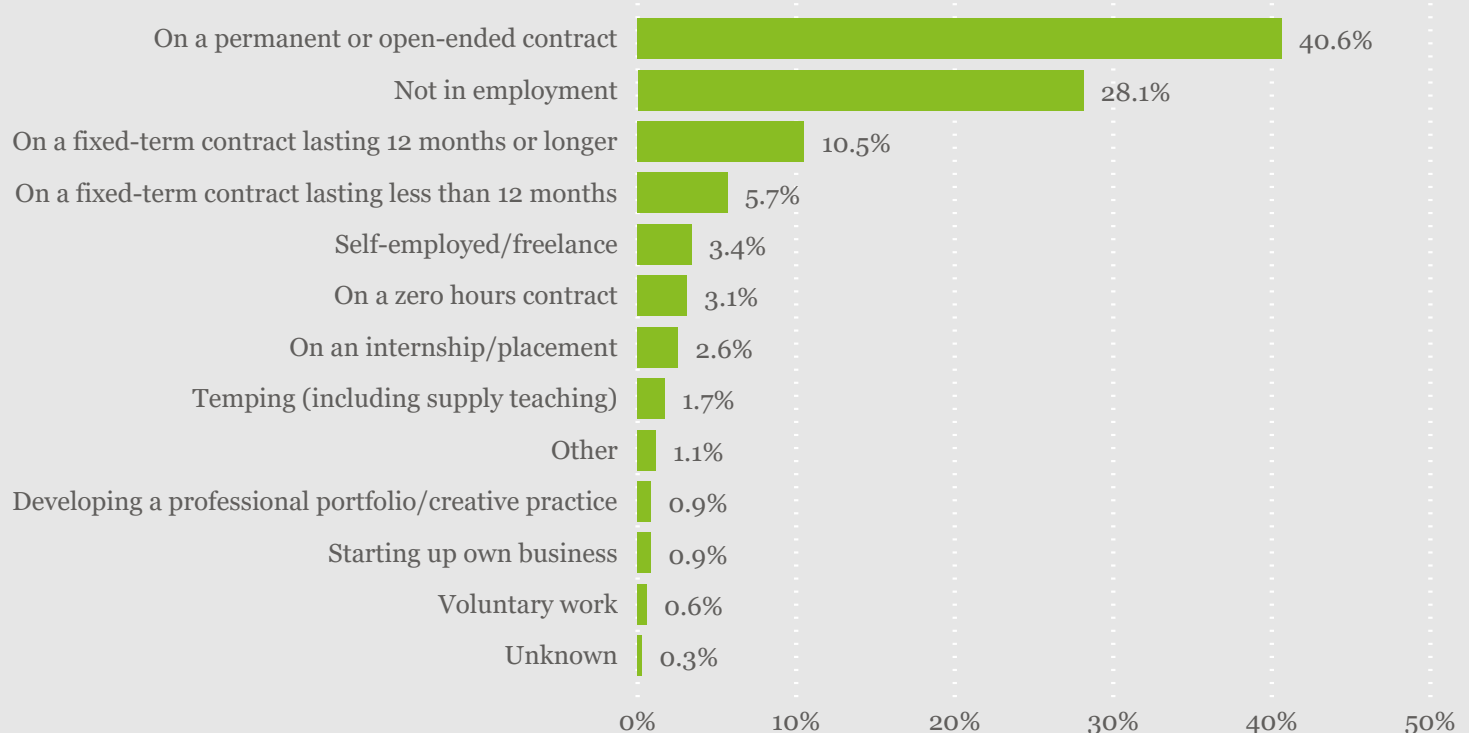


Figure 39 provides an indication of the Standard Occupational Classification of the job obtained by young graduate residents. It is primarily used to describe the role and duties of the job (i.e. Professional Occupations) and is frequently used alongside Standard Industrial Classification (Figure 40). This is primarily used to identify the sector to which the job belongs (i.e. Food and Beverage Service Activities).

FIGURE 39: Employment destinations by Standard Occupational Classification of young Croydon graduates (%) - 2016/17 Academic Year

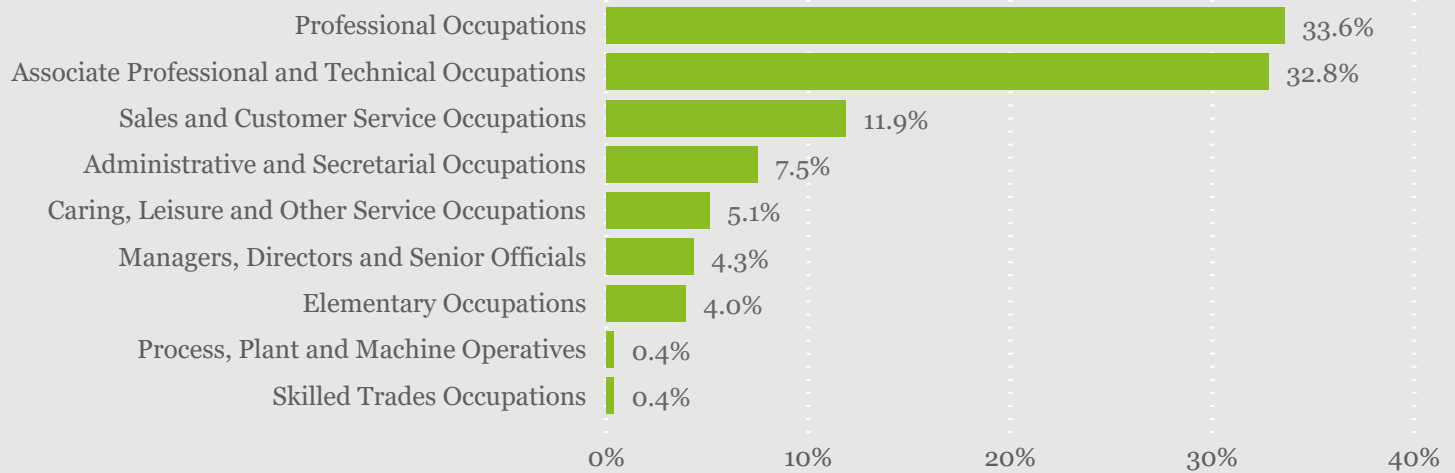
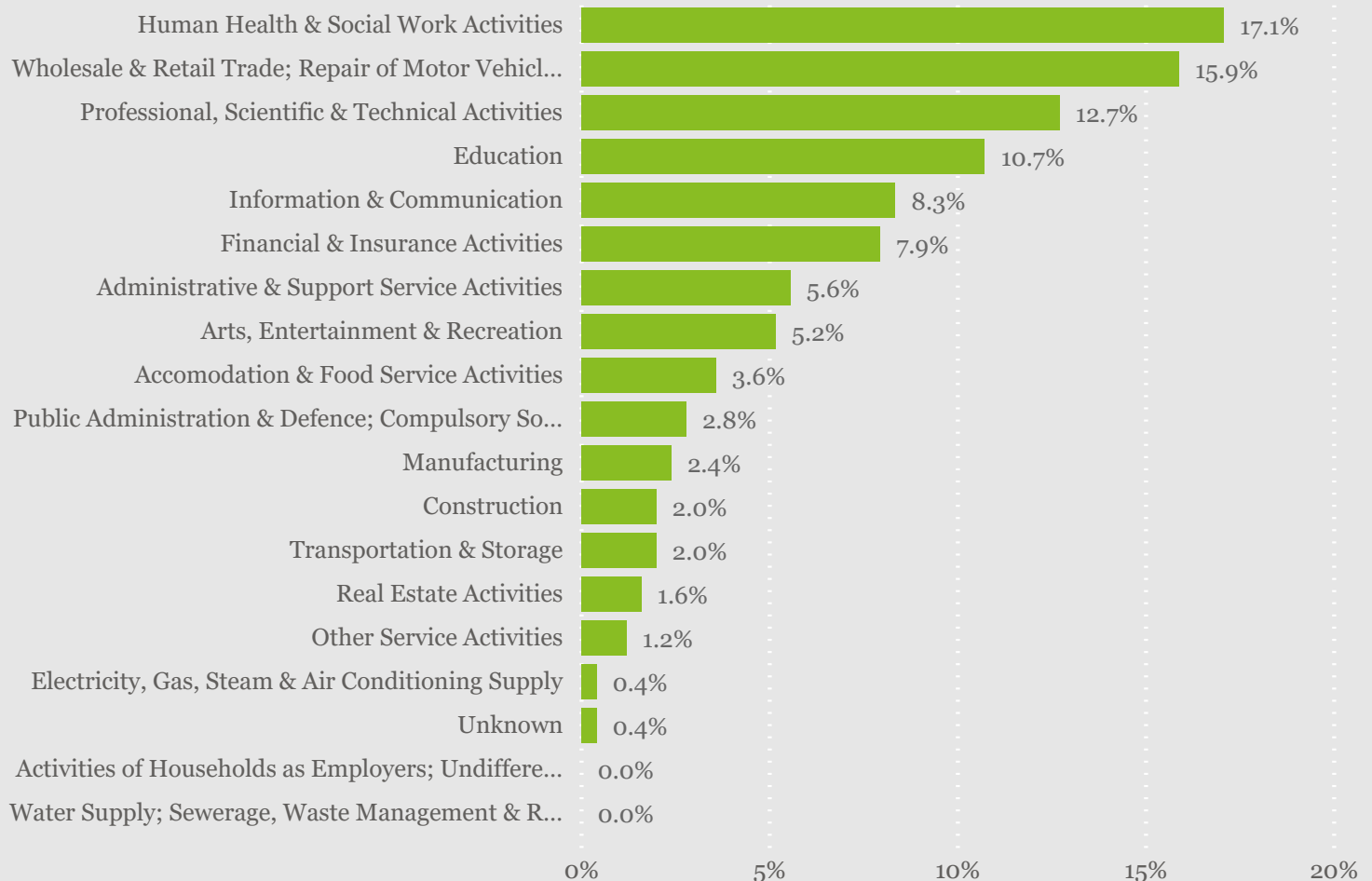


FIGURE 40: Employment destinations by Standard Industrial Classification of young Croydon graduates (%) - 2016/17 Academic Year



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For general release

REPORT TO:	SCRUTINY SUB COMMITTEE – CHILDREN AND YOUNG PEOPLE 19 January 2021
SUBJECT:	EDUCATION BUDGET – 2021/22
LEAD OFFICER:	Kate Bingham, (Interim) Head of Finance – Children, Families and Education
CABINET MEMBERS:	Councillor Alisa Flemming – Cabinet Member for Children, Young People and Learning Councillor Stuart King, Cabinet Member for Croydon Renewal
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Kate Bingham, (Interim) Head of Finance – Children, Families and Education

CORPORATE PRIORITY/POLICY CONTEXT/AMBITIOUS FOR CROYDON:

The Dedicated Schools Grant is a ring-fenced specific grant and it must be used in support of the schools budget. Local authorities are responsible for determining the split of the grant between central expenditure and the individual schools budget (ISB) in conjunction with local schools forums as well as allocating the ISB to individual schools in accordance with their local schools funding formula.

This aligns with Croydon Council's Corporate Plan priority:

'Our children and young people thrive and reach their full potential'

- Children and young people in Croydon are safe, healthy and happy, and aspire to be the best they can be
- Every child and young person can access high quality education and youth facilities

[Corporate Plan for Croydon 2018-2022](#)

ORIGIN OF ITEM:	This item is contained in the Sub-Committee's work programme
BRIEF FOR THE COMMITTEE:	To scrutinise the proposed 2020/21 Education Budget

1. EXECUTIVE SUMMARY

- 1.1 The report sets out the various components of the 2020/21 Education Budget to enable this committee to review the basis for the allocations received by Croydon for the coming year.
- 1.2 The Education budget can broadly be split into two areas, which are:
- Revenue expenditure, funded via the **Dedicated Schools Grant (DSG)**, for the day to day running costs of schools, the provision for children and young people with special educational needs and disabilities as well as two, three and four years olds in addition to the services to fulfil the statutory services of the council; and
 - Capital expenditure in relation to the requirement to provide school places and essential maintenance.
- 1.3 The report will cover each area in turn.

2. EDUCATION BUDGET – 2021/22

Funding Announcement

- 2.1 Overall national schools funding will increase by £4.8 billion in 2021/22 and £7.1 billion in 2022/23 compared to funding levels in 2019/20. In addition, funding continues to be provided to fund the recent increase in pension costs for teachers, worth £1.5bn a year.
- 2.2 Funding from the teachers' pay grant and the teachers' pension employer contribution grant, including the supplementary fund, has been added to the Schools Block of the DSG and National Funding Formula (NFF) from 2021/22. The intention is to simplify the allocation of this funding recognising that these grants are part of schools' core budgets and providing reassurance to schools and Local Authorities (LAs) that the funding will continue to be provided.
- 2.3 The schools' NFF will provide LAs with per pupil funding of at least £4,000 for all primary schools and £5,150 for secondary schools. The addition of the funding to cover additional teachers' pay and pensions costs means that a further £180 (Primary) and £265 (Secondary) will be added to the minimum per pupil amounts above. The comparison to the Croydon 2020/21 and 2021/22 per pupil funding within the NFF is shown below:

Table 1: Units of funding and Minimum per Pupil Funding (MPPF)

Age Group	2020/21 Croydon Schools Block funding	2021/22 Croydon Schools Block funding	2021/22 MPPF
Primary Unit of Funding	£4,505	£4,821 (includes £213 teachers pay and pension costs)	£4,180 (£4,000 + £180 teachers pay and pension costs)
Secondary Unit of Funding	£5,987	£6,433 (includes £284 teachers pay and pension costs)	£5,415 (£5,150 + £265 teachers pay and pension costs)

- 2.4 Croydon’s schools have historically received more per pupil funding in both primary and secondary school settings than the Government’s minimum per pupil funding as can be seen in the above table for 2021/22.
- 2.5 In addition to this core funding, schools could apply for exceptional funding to cover specific unavoidable costs incurred by schools due to coronavirus (COVID-19) between March and July that could not be met from existing resources. The Department for Education (DfE) have made the payments for the submissions made. There was also an opportunity for schools to make an additional claim for the same period so a second window for schools to claim for the period March to July 2020. The claim window closed on December 22nd payments for this tranche of claims has not yet been paid.
- 2.6 There is also a £1bn ‘catch-up’ package for the 2020/21 academic year to directly tackle the impact of the disruption that COVID-19 has caused. This includes a ‘Catch-Up Premium’ worth £650m to support schools to make up for lost teaching time for all pupils, for which schools will be allocated £80 for each pupil in years reception through to 11. Alternative Provision and hospital schools will be provided with £240 for each place. The allocation of this funding is made in three tranches the first commenced in Autumn 2020 term funding the second tranche will be paid in early 2021 and the final tranche will be paid in the summer term 2021.
- 2.7 Finally, there is a new £350m tutoring fund for disadvantaged pupils, where 80% of the cost is subsidised by the DfE. The programme website was launched in Autumn 2020 and can be accessed directly by schools.

National Funding Formula

- 2.8 In March 2016 the DfE announced the NFF proposals and in the two consultations that followed set out the intentions for school funding going forward. The intention was to implement the NFF by December 2016. However, in May 2017 the government announced that the NFF implementation would be delayed until April 2018 with a soft implementation of the NFF being available to Local Authorities (LAs) for 2018/19 and 2019/20 with a further extension to include 2020/21 (announced in July 2018).

- 2.9 It remains the government's intention to move to a hardening of the individual factors between now and 2024/25 however for 2021/22, LAs will continue to determine final funding allocations for schools through a local formula allowing LAs, following Schools Forum authorisation and Cabinet approval, to apply local rates / amounts to each of the factors that determine the allocation (such as Minimum Funding Guarantee and income deprivation affecting children) prior to the distribution of funding to schools.
- 2.10 Three important restrictions will continue:
- LAs will continue to set a Minimum Funding Guarantee (MFG) in local formulae, which in 2021/22 must be between +0.5% and +2.00% per pupil compared to per pupil funding in 2020/21. All of Croydon schools have reached and exceeded these increases using the NFF rates. School Forum agreed to set the MFG at +0.5%.
 - Schools' Forum can agree to a transfer out of the schools block to a maximum of 0.5%. On the basis of information received to date it is not proposed to transfer funds to the high needs block.
 - The use of the national minimum per pupil funding levels, at the values in the school NFF, continue to be compulsory for LAs to use in their own funding formulae.
- 2.11 Croydon's School Forum intend to finalise those decisions on 18th January 2021 and Cabinet (are expected) to approve the funding formula on the same date.

3. Croydon's 2021/22 DSG Allocation

- 3.1 The final 2021/22 DSG allocation was published in late December 2020, following the provisional allocation notification in July 2020 and the spending round announcements in November.
- 3.2 The DSG is allocated on a financial year basis and funds all aspects of education that relate directly to children and young people. The grant is split into four blocks: a schools block, a high needs block, a central schools services block and an early year's block.
- 3.3 Funding for mainstream and special Academies is included within the DSG allocation for the LA for transparency but is not actually paid to the LA as it is passed directly to academies by the Education and Skills Funding Agency (ESFA). The removal of funding from the DSG allocation for academies is known as recoupment and in 2020/21, the DSG allocation was recouped by more than £192 million against the schools and high needs block allocation.
- 3.4 The total 2021/22 DSG allocation for Croydon is £390.567 million and is detailed in Table 2 below.

Table 2: DSG allocation (before recoupment)

Financial Year	Schools Block	High Needs Block	Central Schools Services Block	Early Years Block	Total DSG Allocation
	£ million	£ million	£ million	£ million	£ million
2021/22 Final	281.313	73.100	6.046	30.108	390.567
2020/21 Final	262.963	66.513	6.044	29.757	365.277
Movement between 2020/21 and 2021/22	18.350	6.586	0.001	0.352	25.289*

*includes £12.930 million teacher's pay and pension grant element

- 3.5 In 2021/22, Croydon will see an increase in the level of DSG funding of £25.289 million compared to 2020/21. Reasons for the increases are detailed below:

Schools Block (before recoupment) - increase of £18.350 million

- 3.6 Whilst there has been a very small reduction in pupil numbers by 148 to 50,874.5 in 2021/22 (reflecting a decrease in primary pupils by 343.5 to 32,054.5 and an increase in secondary pupils by 195.5 to 18,820), there is an overall increase in funding of £16.370 million as a consequence of the primary and secondary pupil unit of funding being increased to accommodate the overall increase, including the teacher's pay and pension grant element, in Education funding for 2021/22.
- 3.7 The respective pupil units of funding now stands at £4,821 and £6,433 – an increase of £315.77 and £446.58 from 2020/21, including £213 and £284 teacher's pay and pension grant element, respectively. As a result there is an increase in funding of £18.149 million, including the teacher's pay and pension element of £12.154 million, plus a small increase in the growth, premises and mobility factors of £0.251 million.

High Needs Block (before recoupment) - increase of £6.586 million

- 3.8 There is a net increase of £6.586 million in the High Needs Block. The funding for High Needs through the NFF for 2021/22 is based on three elements; the NFF allocation, the basic entitlement factor and the import/export adjustments.

3.8.1 NFF allocation

A significant increase in the NFF allocation of £4.665 million has been confirmed to accommodate the overall increase in High Needs funding for 2021/22 (based on population increases and proxy indicators including a free school meals (FSM) factor; an income deprivation affecting children index (IDACI) factor; a bad health factor; a disability factor and Key Stage 2 and 4 low attainment factors).

3.8.2 Basic entitlement

There is also additional growth in the basic entitlement as an increase of £717.85 per pupil has been allocated, resulting in a (area cost adjustment weighted) basic entitlement unit rate of £4,699 being applied to a increase in the number of pupils at special schools/academies of 69. The total allocation under this element is £6.529 million, representing additional funding of £1.226 million.

3.8.3 Import/export adjustments

The import/export adjustments element has remained the same as that for 2020/21 at a negative adjustment of - £2.190 million. This will be updated in May/June 2021 with the January 2021 Census data and the February 2021 Individualised Learner Record data. The intention is to reflect more precisely the movement of pupils and students, and therefore the funding.

3.8.4 Additional funding

Whilst a mechanism remains in the regulations for the transfer of up to 0.5% from the schools block to the high needs block, with the approval of the School Forum, this flexibility has not been sought for 2021/22.

Croydon did not rely on any further transfers from the Schools Block to the High Needs Block in our DSG Deficit Recovery Plan as that was

- (i) counterproductive to the SEND strategy with the emphasis on increasing inclusivity in mainstream schools; and
- (ii) any such transfer would require year on year approval and including any reliance of this in the recovery plan was presumptuous.

Both of those conditions remain present, in addition to the new consideration relating to significant increases in both the Schools Block and the High Needs Blocks for 2022/22. This latter consideration has enabled Croydon to review the current DSG Deficit Management Plan which now does not depend on any transfer from the Schools Block in future for the same reasons as outlined in (i) above.

Central Services Schools Block - increase of £0.001 million

3.9 In 2018/19, the NFF created a fourth block within the DSG called the Central Services Schools Block (CSSB). This block is made up of two parts – Reported spend on Ongoing Functions and Reported spend on Historic Commitments.

3.9.1 Ongoing Functions

The Reported spend on Ongoing Functions includes services such as School Improvement and Education Welfare, totals £2.833 million, including £0.080 million for teacher's pay and pension grant element for centrally funded staff.

The 2021/20 allocation for ongoing functions (without the pay and pension adjustment) has reduced by £0.079 million based on a reduction in the CSSB unit of funding decreasing by 2.5% year on year from £55.49 per pupil in 2020/21.

3.9.2 Historic Commitments

The Reported spend on Historic Commitments consists of the prudential borrowing costs for SEND provision (£3.0 million) and historic teacher pension costs (£0.213 million), totalling £3.213 million and has remained the same allocation as 2020/21.

The ESFA has a previously stated policy of reducing the funding that LAs receive for historic commitments made prior to 2013/14 and each year, the LA has made (successful) representations to the ESFA to maintain the current level of funding due to the impact on the General Fund of any reduction – particularly on the prudential borrowing costs of a capital programme with a pay-back period of 10 years (up to 2025/26). The ESFA have not yet determined how they will continue to unwind this in future years and commit to ensuring information about future years will be provided with as much notice as possible.

Early Years Block – increase of £0.352 million

- 3.10 There is an increase in the funding levels for 2021/22 from the 2020/21 final grant and work is continuing on the allocation Early Years Block and could be subject to further adjustment following the finalisation of the January 2020 census.

Croydon's DSG Funding Formula

- 3.11 The DSG funding formula is maintained by the finance function of the LA and agreed by the Schools Forum and its working groups. The Schools Forum is actively involved in working with the LA to agree the principles of the DSG local funding formula and there are dedicated working groups for schools, early years and high needs funding blocks. These working groups are attended by representatives from all education establishments in the borough.
- 3.12 From 2018/19 the NFF provides two per pupil funding rates, one for primary pupils and one for secondary pupils. The 2021/22 rates per pupil are £4,821 for primary pupils and £6,433 for secondary pupils.
- 3.13 The above rates are multiplied by the number of primary and secondary pupils on roll to determine the LA's schools block allocation shown in Table 2 above. The LA then applies local factors that have been set by Schools Forum in order to determine the actual allocation per pupil and the individual schools budgets. Local factors include growth, de-delegation and deprivation. Therefore the amounts will change to smooth out the transition to NFF rates as per the recommendations made by Schools Forum.
- 3.14 Schools Block
- 3.14.1 The Schools Block funding formula is due to be submitted to the DfE on the 21st January 2021, following (anticipated) Cabinet approval on 18th January 2021 using the budget principles authorised by the Schools Forum over the autumn period. Once agreed by the DfE the detailed school budgets will be finalised and these will be issued to schools in March 2021.

3.14.2 Tables 3 and 4 below set out the 10 highest and 10 lowest schools block funded LAs in London on a per pupil basis for primary and secondary pupils, with Croydon ranked 23rd out of 32 London boroughs. Whilst all ten boroughs within the bottom 10 have remained the same, Croydon's ranking has improved by one place since 2020/21 – mainly due a slightly higher increase in the primary pupil unit of funding compared to the closest ranked authorities in 2020/21.

3.14.3 Although Croydon has seen an increase in its funding allocation the amount which other boroughs have received has increased and this results in the continuation of the gap between how much extra a pupil in one of our nearest neighbours for example Lambeth is funded compared to Croydon. The tables starkly illustrate the funding differentials between inner and outer London boroughs with the latter experiencing many of the same cost, provision and recruitment pressures as the former.

Table 3: DSG 2021/22 Schools block allocations per pupil

Rank	Highest Funded London Authorities	2021/22 schools block primary unit of funding £	2021/22 schools block secondary unit of funding £
1	Tower Hamlets	6,371.20	8,482.73
2	Hackney	6,356.11	8,501.48
3	Southwark	5,970.45	8,369.95
4	Lambeth	5,893.62	8,004.63
5	Camden	5,810.98	7,534.37
6	Westminster	5,797.66	7,433.29
7	Islington	5,717.05	7,628.94
8	Newham	5,884.29	7,318.96
9	Kensington and Chelsea	5,796.82	7,339.90
10	Hammersmith and Fulham	5,623.17	7,597.57

Table 4: DSG 2021/22 Schools block allocations per pupil

Rank	Lowest Funded London Authorities	2021/22 schools block primary unit of funding £	2021/22 schools block secondary unit of funding £
23	Croydon	4,820.66	6,433.15
24	Hillingdon	4,748.93	6,406.99
25	Harrow	4,559.49	6,253.54
26	Havering	4,559.26	6,097.05
27	Redbridge	4,500.13	6,070.33
28	Sutton	4,527.54	5,834.93
29	Bexley	4,466.42	5,996.71
30	Kingston upon Thames	4,510.62	5,887.15
31	Bromley	4,595.08	5,863.33
32	Richmond upon Thames	4,393.20	5,917.95

3.14.4 The minimum funding guarantee (MFG) will continue to be applied and in 2021/22, all maintained schools or academies will see an increase of at least 0.5% per pupil compared to its 2020/21 budget (this excludes sixth form funding). MFG protects schools' budgets from large changes in funding based on factor changes. It protects school funding on a £ per pupil basis and will not protect a school against falling roll numbers.

3.14.5 The 2021/22 schools funding formula is expected to be approved at Cabinet on 18th January.

3.15 High Needs Block

3.15.1 The 2020/21 High Needs allocation is £73.100 million based on the October 2020 census, with further adjustments expected for January 2021 census data, February 2021 Individualised Learner Record data and adjustments for hospital education funding. The budget for 2021/22 will be reviewed by the High Needs Working Group and the Schools Forum are expected to give its approval in early 2021.

3.15.2 At as the end of 2019/20, the High Needs block overspend was £18.477 million (including previous years overspends). The 2020/21 Quarter 2 High Needs Block forecast overspend is £4.559 million, bringing the cumulative deficit to £23.036 million.

3.15.3 Table 5 illustrates previous year's movements between the schools block and the high needs block and year end overspend.

Table 5: High Needs Block Cumulative Deficit

Year	In year Overspend £ million	Brought Forward £ million	Transfer from Schools Block £ million	Carry Forward £ million
2015/16	2.569	0	0	2.569
2016/17	4.619	2.569	-1.468	5.720
2017/18	5.175	5.720	-2.246	8.649
2018/19	5.611	8.649	-1.219	13.041
2019/20	5.436	13.041	-1.238	18.477
2020/21 draft	4.559	17.154	0	23.036

3.15.4 The budget pressures are principally attributable to the increase in demand, which has led to an over-reliance on the independent / non-maintained sector, due to shortage of local state funded special schools and / or resourced provision. This is being addressed and a strategy developed to move to a more sustainable framework.

3.15.5 Croydon Council has a long term plan to increase special schools, Enhanced Learning Provision and post 16 specialist places, including a new free special school with 150 places opened in September 2020 on a temporary site with the permanent site opening in September 2021. Through this strategy the intention is to provide an effective pathway of local education provision for young people

which is an efficient use of resources and supports young people in becoming independent in or near their local community.

3.15.6 Management of the high needs block and reducing the overspend requires that together there is an approach that manages reliance on Education, Health and Care Plans for children with lower levels of SEN, reduces demand and ensure placements of children are delivered through the continuum of state-funded education provision at efficient values. Further detail regarding the management of the DSG deficit is contained in section 4 of this report, below.

3.16 Early Years Block

3.16.1 The Early Years block allocation has been based on a nationally set rate of a:

- £5.21 hourly rate for three and four year olds; and
- £5.74 for two year olds

This has increased from funding rates of £5.13 and £5.66, respectively.

3.16.2 The allocation will be updated following the January 2021 census. Based on the initial 2021/22 allocation, the following components of the draft budget for 2021/22 will be proposed to the Early Years Working Group and Schools Forum in early 2021:

- A (provisional) increase in rate for three and four year olds in 2021/22 to £4.87 (£4.73 in 2020/21)
- £5.74 for two year olds

4 DSG Management Plan

4.1 From 2019/20, LAs with an overall DSG deficit of one per cent or more at the end of the previous financial year were required to submit recovery plans for that deficit and Croydon submitted our [DSG Deficit Recovery Plan](#) to recover the 2018/19 in-year High Needs Block deficit (£5.611 million) over a five year period to the DfE, as agreed with the School Forum and Chief Finance Officer and endorsed by this Sub Committee in July 2019.

4.3 The five-year recovery period is in line with the five year SEND strategy with key areas to be targeted, as set out in paragraph 3.15.5. The intention is to improve our SEND provision while reducing the expenditure in order to ensure that we can fulfil our statutory duty to be meet the needs of all pupils with special education needs.

4.5 In response to the request from the DfE (30th October 2019) to revise the plan in light of the additional DSG funding announced for 2020/21, a revised DSG Recovery Plan was presented and noted by the School Forum on 9th December 2019 and subsequently submitted to the DfE. The DfE has not responded to this revision.

4.6 More recently, a new template and accompanying guidance for a DSG Management Plan was released in September 2020 and the DfE has, again, recognised that the management of DSG balances, both bringing spend in line with income and repaying deficits, will take time for some LAs. Croydon is

currently revising their existing DSG Recovery Plan and in accordance with the template accompanying that guidance will be planning to bring the High Needs Block expenditure within the High Needs Block funding allocation by Year 3 (2023/24) with recovery of the cumulative deficit to follow in future years.

- 4.7 The DfE expects the DSG deficit management plan to be updated and presented at schools forum meetings and any high needs subgroups regularly and at least on a termly basis. The plan template is intended to be a live document and contains comparative data on special provision and placements, Section 251 budget and outturn data and High Needs National Funding Formula illustrative allocations.
- 4.8 Management plans should reflect the most current forecast DSG position and be published on the LA local offer website as set out in the Special educational needs and disability (SEND) Code of Practice: 0 to 25 years. The management plan will be reviewed and recommended by the SEND Finance Board, agreed by the Chair of the High Needs Working Group and the School Forum and signed off by the Director of Children's Services (DCS) and the Section 151 Officer (CFO).
- 4.9 In addition, relevant leads in the finance and special educational needs areas (at director level) should sign off each version of the management plan.
- 4.10 The latter sign off will be facilitated within the SEND Finance Board, with the Terms of Reference to be finalised and will take into account: membership to include the Chairs of the School Forum and High Needs Working Group alongside LA officers (Director of Education and Deputy S151 Officer) and regular meetings every six weeks.

5 Report in the Public Interest

- 5.1 In October 2020, the Council's external auditor, Grant Thornton, in issuing a Report in the Public Interest (RIPI) concerning the Council's financial position and related governance arrangements, highlighted concerns in respect of not managing the Dedicated School Grant within existing budgets.
- 5.2 The Council fully accepts the findings of the Report and the recommendations that have been made, including Recommendation 5 that the General Purposes and Audit Committee (GPAC) should receive reports on the actions being taken to address the Dedicated Schools Grant deficit and challenge whether sufficient progress is being made.
- 5.3 To implement the action plan in response to those recommendations (outlined in Appendix 1), specifically in respect of the DSG deficit, the LA will report the progress against the DSG deficit management plan to the School Forum, in accordance with DfE guidance and as set out above, as an additional level of scrutiny prior to the progress being reported, more generally, to Cabinet as part of the usual quarterly budget monitoring report and more specifically to the General Purposes and Audit Committee (GPAC) in adherence to the specific recommendation of the Report.

- 5.4 The DSG management plan will be presented to the School Forum on 18th January, followed by GPAC on 25th January 2021 prior to approval and submission to the DfE.

6 Academies

- 6.1 Academies are funded directly from ESFA on an academic year basis.
- 6.2 As stated previously, mainstream and special academies funding is included within the DSG allocation for the LA for transparency and is not actually paid to the LA but passed directly to academies. The removal of funding from the DSG allocation for academies is known as recoupment.
- 6.3 This amount will be subject to change depending on the number of schools that convert to academies during the year. In October 2020 of the 56,756 pupils on roll full time and part time at main point of registration, 39,372 (69%) were in academies and free schools. The proportion/percentage of pupils attending an academy or free school has increased by 3% from 66% of Croydon's pupils to 69% but the number of children on roll at an academy or free school has increased by 5% from 37,599 in 2019 to 39,372 in 2020.
- 6.4 Ark Blake Academy, a mainstream secondary free school opened in September 2020 with a published admission number (PAN) of 180 pupils.
- 6.5 Croydon currently has five open free schools - two primary and three secondary. The existing free schools (Harris Invictus Academy Croydon, Paxton Academy Sports and Science, Krishna Avanti Primary school, Coombe Wood School and Ark Blake Academy) are all funded by the ESFA in the same manner as academies are funded. Funding for non-mainstream free schools (e.g. special or alternative provision free schools) are funded differently.
- 6.6 Croydon new special free school - Addington Valley Academy – part of the Orchard Hill Academy Trust – for 150 pupils aged from 2-19, with Autism Spectrum Disorder and learning difficulties, opened in September 2020 on a temporary site at Canterbury Road Recreation Ground. The main new build is on schedule to open from September 2021.

7 Pupil Premium

- 7.1 Pupil Premium funding is awarded in addition to the DSG and is allocated on a per pupil basis for pupils who meet the criteria. The aim of the funding is to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Funding is currently awarded on a per pupil basis for any pupil who has:-
- been eligible for Free School Meals in the last six years.
 - children (aged 4 to 15) who have been looked after for one day or more, adopted from care or leave care under a special guardianship or residency order, and
 - children whose parents are in the armed forces are also eligible.

7.2 The 2021/22 funding allocation is yet to be announced (anticipated in mid-2021) and rates per pupil will remain the same as 2020/21. The 2020/21 allocation was updated in December 2020 to take account for the October 2020 census data. This resulted in an allocation of £21.619 million for Croydon, based on per pupil rates of £1,345 for children in reception, year 1 to year 6, and £955 for pupils in year 7 to year 11 and £2,345 for looked after children (LAC) and £310 for children whose parents are in the armed forces being distributed to the schools fully. The 2020/21 allocation is marginally higher than the 2019/20 allocation, due to increased eligible pupil numbers.

8 Revenue Funding – General Fund

8.1 The Council is required to provide some education functions as a statutory duty. These include statutory education welfare, the Virtual School for Looked After Children, exclusions, children who are electively home educated, the commissioning of Alternative Provision, and intervention in schools causing concern. In addition, the School Improvement team has oversight of standards in primary, secondary, special schools and pupil referral units. They generally focus on improving service delivery, raising standards, narrowing the gap, enriching the curriculum and building learning communities. Other services include 16-19 services (NEET tracking), the schools music service, and commissioning of Octavo (the school improvement mutual).

8.2 In 2018/19, a new DSG block i.e. the Central School Services block (CSSB) was created with the aim of funding LA's for statutory duties they hold for both maintained schools and academies. It brings together:

- Funding for ongoing responsibilities such as admissions
- Funding previously allocated through the retained duties element of the education services grant (ESG)
- Residual agreed funding for historic commitments

8.3 The CSSB was resourced by virement from the School block which is where the above commitments were historically funded from. Please note the CSSB does not include (and is not intended to include) funding for any central front line budgets and commitments held in the Early Years and High Needs blocks.

8.4 The aim of the CSSB is to improve transparency and recognise the continued need to use DSG funding (within laid out parameters) to fund centrally managed commitments which support statutory front line and support service functions.

8.5 It should be noted that the ESFA has a policy of reducing the funding that LAs receive for historic commitments made prior to 2013/14 (as set out on paragraph 3.9.2) and each year, the LA must apply for the continuation of that funding and maintain the current level of funding.

8.6 The Council faces significant financial challenges, exacerbated by reductions in funding and grants provided by central government and any reduction in the historical commitment funding – particularly on the prudential borrowing costs of a capital programme with a pay-back period of 10 years (up to 2025/26) would adversely impact the General Fund in future years.

- 8.7 In the current financial year, one secondary school has closed with a current proposal to close another at the end of the current or next academic year, both schools have significant deficit balances (£2.7 million and approx. £2.5 million, respectively). Under current legislation, where a maintained school closes any balance held by the school (whether surplus or deficit) reverts to the Local Authority and cannot be transferred as a balance to any maintained school, even where the school is a successor to the closing school.
- 8.8 The closure of both schools will have a negative impact on the Council's revenue budget which will put increasing pressure on an already heavily pressurised budget and will need to be funded by the Council taxpayers of Croydon.

8 Capital Funding

- 8.1 The three year education capital programme, along with the necessary funding required for the supply of these places, will be presented to Council in January 2021 as part of the council's Croydon's Education Estates Strategy.
- 8.2 Based on Croydon's recent School Capacity (SCAP) Survey and forecasts of pupil numbers, our latest estimates suggest that there will be sufficient places in Croydon primary and secondary schools to accommodate children for the next three years. Currently, there is a higher level than necessary of spare capacity / surplus places in some of the primary school planning areas and council staff are currently working with the relevant schools to manage this spare capacity / surplus places.
- 8.3 The cost of the capital programme is estimated at £49.051 million over the period 2020/21 to 2023/24 as at January 2021. This is predominantly funded from a combination of council borrowing and other funding grants, as detailed in Table 6 below.
- 8.4 Full details of the capital programme are included in Appendix 2 of this report.

Table 6: Education capital programme

Funding Source	2020/21 £ million	2021/22 £ million	2022/23 £ million	2023/24 £ million
School Condition Allocation	8,902	4,145	3,300	3,000
Special Provision Capital Funding	1,626	897	152	355
Basic Need Funding	3,540	640	78	0
ESFA	9,750	5,003	0	0
S106	316	362	0	0
Borrowing	1,955	2,330	0	0
CIL	2,000	300	200	200
Total	28,089	13,677	3,730	3,555

CONTACT OFFICER: Kate Bingham, (Interim) Head of Finance – Children,
Families and Education

BACKGROUND DOCUMENTS: None

APPENDICES: Appendix 1 Report in the Public Interest, Recommendation 5 Actions
Appendix 2 Education Capital Programme Budget Summary

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APPENDIX 1

Recommendation 5

The General Purposes and Audit Committee should receive reports on the actions being taken to address the Dedicated Schools Grant deficit and challenge whether sufficient progress is being made.

Cabinet Member Accountability: Councillor Flemming, Cabinet Member for Children, Young People and Learning

Action	Deadline	Accountability
i) The Dedicated Schools Grant recovery plan should be presented to General Purposes and Audit Committee and Scrutiny and Overview Committee for review and agreement to ensure that it is adequate to meet objectives and timelines that have been set.	February 2021	Interim Director of Education
ii) Special Educational Needs Finance Board to be established and chaired by the interim Director of Education to oversee the delivery of the Dedicated Schools Grant recovery plan.	COMPLETED October 2020	Interim Director of Education
iii) Implement the 'New Approach to Special Educational Needs delivery' strategy working with schools to ensure that more of our Special Educational Needs pupils are educated in mainstream provision to include: <ul style="list-style-type: none"> • Developing more capacity within the post-16 provision • Opening of new Special Educational Needs free schools 	<p>Early adopter Locality areas from September 2020</p> <p>Ongoing discussions with current provider (Croydon College) for 2020/21 academic year</p> <p>Opened Sept 2020 in temporary location and from Sept 2021 in substantive location</p>	Interim Director of Education

Recommendation 5

The General Purposes and Audit Committee should receive reports on the actions being taken to address the Dedicated Schools Grant deficit and challenge whether sufficient progress is being made.

iv) Progress against the recovery plan to be included in the monthly budget monitoring report to Children's, Families and Education Department Leadership Team, the Executive Leadership Team, the Children's Improvement Board and the quarterly Cabinet, General Purposes and Audit Committee and Scrutiny & Overview Committee which will bring a greater level of control and transparency.	Period 7 report to Department Management Team November 2020 Period 7 report to Extended Leadership Team December 2020 Quarter 3 report to Cabinet February 2021	Interim Executive Director, Children Families and Education Head of Finance - CFE
v) Progress on Dedicated Schools Grant recovery plan to be reported to the Schools' Forum on a termly basis	December 2020	Interim Head of Finance, Children, Families and Education

APPENDIX 2

Capital Programme Budget Summary						
Planning Area	Project Description	2020-21	2021-22	2022-23	2023-24	Total
	Table 1 - Primary School Places					
	Permanent Expansions					
North West	Chestnut Primary Academy	38,000				38,000
Central	3FE Harris Purley Way (pka Fiveways)	225,000	75,000	25,000		325,000
Central	Heathfield Academy, Aberdeen Road	100,000	65,000			165,000
East	1 FE Heavers Farm	3,000				3,000
South West	1 FE Chipstead Valley	7,000				7,000
South West	1FE Smitham Primary School	40,000	40,000	19,000		99,000
	Subtotal	413,000	180,000	44,000		637,000
	Fixed Term Expansions / Bulges					
South	Smitham Primary School (Bulge)	10,000	10,000	9,000		29,000
South	Gresham Primary School (Bulge)	75,000	250,000	25,000		350,000
Various	Contingency provision (Basic Need Allocation)	2,392,000				2,392,000
	Subtotal	2,477,000	260,000	34,000		2,771,000
	Table 1 Subtotal	2,890,000	440,000	78,000		3,408,000
	Table 2 SEN					
South	St Giles Internal Re-modelling Works	25,000	75,000			100,000
South	St Giles 2 Classroom Modular Expansion	700,000	42,000	37,000	75,000	854,000
South	St Giles Suctioning Treatment Space	15,000	25,000			40,000
South	Red Gates 1 classroom Modular Building Expansion 2018	30,000	25,000	25,000	80,000	160,000
South	Red Gates 2 classroom Modular Building Expansion 2019	50,000	30,000	30,000	80,000	190,000
South	St Nicholas (112 place SEN primary expansion)	3,700,000	400,000	200,000	200,000	4,500,000
South	Meridian School improved suitability for ASD secondary ELP	100,000				100,000
South	Castlehill School places for children with ASD at primary ELP	50,000				50,000
North East	Priory School Hermitage Road Site Fencing	55,000				55,000
North East	Priory School Hermitage Road ICT Replacement	66,000				66,000
North East	Priory School Hermitage Road Safeguarding & Suitability Works	25,000	75,000			100,000
TBC	Post 16 SEN Permanent Provision	500,000	2,500,000			3,000,000
South	Post 16 SEN Temp. Modular - Coulsdon College Site	60,000	60,000	60,000	120,000	300,000
South East	Addington Valley Academy (For ESFA)	10,066,000	5,365,000			15,431,000
South East	Redgates Staffroom Extension	30,000	270,000			300,000
South East	Redgates Playground Works	175,000	25,000			200,000
	Table 2 Subtotal	15,647,000	8,892,000	352,000	555,000	25,446,000
	Table 3 - Major Maintenance					
Various	Education Major Maintenance Programme	2,882,000	2,945,000	3,000,000	3,000,000	11,827,000
Various	Contingency provision (SCA)	5,020,000				5,020,000
	Table 3 Subtotal	7,902,000	2,945,000	3,000,000	3,000,000	16,847,000
	Table 4 - Fire Safety Works					
Various	Fire Safety Works	1,000,000	1,200,000	300,000		2,500,000
	Table 4 - Subtotal	1,000,000	1,200,000	300,000	-	2,500,000
	Table 5 - Other Education Schemes					
South	Kenley Modular Replacement	650,000	200,000			850,000
	Table 5 - Subtotal	650,000	200,000	-	-	850,000
	Totals	28,089,000	13,677,000	3,730,000	3,555,000	49,051,000

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For General Release

REPORT TO:	Children and Young People’s Scrutiny Committee 19 January 2021
SUBJECT:	Education Quality and Standards
LEAD OFFICER:	Debbie Jones – Interim Executive Director, Children, Families and Education Shelley Davies – Interim Director, Education and Youth Engagement
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
FINANCIAL IMPACT There are no financial considerations with this report.	
FORWARD PLAN KEY DECISION REFERENCE NO.: This is not a key executive decision.	

2. EXECUTIVE SUMMARY

2.1 This report summarises the performance of children and young people in Croydon schools for the academic year 2019/2020. The academic year 2019/2020 was unprecedented in education, and the whole country, with regard to the Covid-19 pandemic. The Department for Education (DfE) took the decision to progress with Centre Assessed Grades for pupil performance at Key Stages 4 and 5 (GCSE and A level equivalents). Statutory assessment for primary schools (EYFS profile, phonics screening check and KS1 and 2 tests and teacher assessments were cancelled in 2019-20). Performance data will not be published by the DfE and schools/ academies were not obliged to share their outcomes. This report, therefore, does not cover pupil performance for the academic year.

2.2 Borough Context

2.3 Previous reports to this Committee that detail the work the Directorate undertook to support schools and academies through the ‘walking alongside agenda’ are not reported here. These reports are part of the public record and can be read in conjunction with this report.

2.4 **Summary of outcomes:**

- 2.5 Progress data for the close of the academic year 2020 was based on teacher assessment as per instruction from the DfE. No progress data is being published by the DfE and no 2020 progress data is being included as part of OFSTED inspection reports. To that end, no achievement data for 2019-2020 is recorded in this report.
- 2.6 Although statutory assessments in primary schools (EYFS, Key Stage One and Key Stage Two) were cancelled for the academic year 2019-20, following the full opening of schools in September 2020, the government took the decision that primary schools should administer the phonics screening check (PSC) to all Year 2 pupils after the Autumn term half term; this being the cohort who should have taken the check as Year 1 pupils in June 2020. It should be noted that the administration of the check in Autumn 2020 differed to the normal requirements e.g. schools were asked to use previous versions of check materials and not new materials that were unfamiliar to schools. It is important to note that the results should not be used for accountability purposes but were intended to provide the DfE with information about the proportion of pupils that had not met the required standard. The emphasis on the phonics screening check aligns with governmental and local recognition of the importance of early reading skills.
- 2.7 The interim results of the Year 2 Autumn term PSC need to be approached with caution due to challenges relating to the pandemic e.g. the impact of partial school closure from March to July as well as COVID related pupil absences during the Autumn term and Year 2 bubble closures in the second half of the autumn term. It is currently unvalidated data. With these caveats in mind, it can be noted that the interim results indicate that 80% of Year 2 pupils achieved the PSC threshold in Autumn term 2020. These results are lower than Year 1 results in 2019 for Croydon (84%) and nationally (82%) but above the national results for Autumn term 2020 (79%). There is a significant gap in Croydon between the attainment of pupils in receipt of free school meals and other pupils (-10%) but this gap is narrower than at a national level (18%). There has already been a strong focus in schools on providing catch-up support for early reading skills and this remains a continuing priority.

3. **0 – 19 Provision**

3.1 **Early Years**

Areas for development and what are we doing to address them in the EYFS?

1. To reduce the attainment gap between the average and lowest pupils in language and literacy
2. Further narrow the gap between children eligible for FSM and those not eligible
3. Ensure the Integrated 2 Year Old Review is fully embedded across the Borough
4. To improve the health of the under 5s by reducing the number of children at age 5 classed as 'overweight' or 'obese'

- 3.2 This academic year (2020/21) will see major changes in the EYFS. The Government has introduced a new Statutory Framework with changes to the Educational Programmes, the Early Learning Goals and the assessment of pupils at the end of their reception year (the EYFS Profile). Schools were invited to become early adopters of the new framework, from September 2020, and 12 Croydon schools have done so (Nationally, 2,900 schools are early adopters). All schools and early years settings will be required to use the new Framework from September 2021. One of the changes is the removal of the LA statutory duty to moderate the EYFS Profile from September 2021. The LA statutory duty to offer training and support for the Profile, for all practitioners who require it, remains.
- 3.3 Whilst, in recent years, Croydon's GLD (Good Level of Development) has been above the national, it has remained stubbornly lower in all aspects of language development, particularly in the aspect of 'speaking'. To address this, the LA is part funding a 3 year project to develop and embed the use of 'Helicopter Stories' in our early years settings and schools. This evidence based approach to developing language and literacy skills will be led by Make Believe Arts with funding from the Paul Hamlyn Trust.
- 3.4 Due to the pandemic, the 2 year old integrated reviews between setting and health practitioners have not progressed as intended. This is a development for the forthcoming year.
- 3.5 The Early Years team is also working with health colleagues to support weight management for our youngest children in Croydon.

Inspection Outcomes for Early Years:

- 3.6 The Best Start Early Years team closely monitor inspection judgements for all day nurseries, pre-schools and childminders so that there is a clear understanding about the quality of these settings.

Quality of childcare in Croydon

- 3.7 Ofsted inspect all registered Early Years provision and the table below shows the quality judgements recorded as at August 2020 and published in the 2020 Childcare Sufficiency Assessment for Croydon.

	Outstanding		Good		Sub-total	Requires Improvement		Inadequate		Awaiting	
Day nurseries	10	12%	74	87%	99%	0	0%	1	1%	22	n/a
Pre-school	7	18%	31	82%	100%	0	0%	0	0%	8	n/a
Schools with nursery	12	26%	30	66%	92%	4	8%	0	0%	11	n/a
Childminders	32	12%	226	79%	91%	4	1%	22	8%	85	n/a
Out of School	9	19%	37	76%	95%	2	3%	1	2%	21	n/a
Holiday Play schemes	1	7%	11	79%	85%	0	0%	2	14%	5	n/a

- 3.8 Ofsted's data as at 31.8.20 show that the proportion of Croydon childcare providers on the Early Years Register judged to be good or outstanding was 95%. This is in line with the London average of 95% and slightly below the national average of 96%.

3.9 The Best Start Learning Collaboration, commissioned by the Local Authority, provides pedagogical leadership and encourages peer-to-peer support and self-reflective practice for staff in the full range of Early Years settings. The Collaboration has supported settings to remain open during lockdown and to open more widely from June 2020. The Collaboration is offering a full range of training via Zoom to ensure continuing high quality provision for the youngest children.

3.10 Areas for development and what are we doing to address them at KS1 and KS2?

1. Close the gap in outcomes between our highest and lowest performing schools
2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 2
4. Close the gap for our FSM pupils in the phonics screening check

3.11 Every Croydon school has a Link Adviser, including academies and free schools, who provide challenge and support to its leaders. A graduated model is used so that schools with inspection outcomes of less than good, with lower pupil outcomes or which are vulnerable in another way, for instance with new leadership, receive more Link Adviser time in order to close the gap between the highest and lowest performing schools. For all schools, discussion focuses on vulnerable groups' achievement and strategies for improvement, including boys' achievement where this is an issue for the school. Link adviser visits include a focus on challenging schools about in-year progress and tracking of pupils to ensure that they have improved outcomes by the end of the year.

3.12 School Progress Review meetings take place termly with the Local Authority to review several schools' performance against their particular priorities. These schools are among those judged by Ofsted to be less than good, and the meetings provide the challenge to ensure that schools are on track to receive a good judgement at their next inspection.

3.13 Link Advisers broker bespoke support from other members of the School Effectiveness team, where necessary, to ensure improvement against school priorities. This includes support for subject leaders to be able to accelerate improvements in reading, writing, mathematics and Early Years provision, support for SEN and Inclusion leads, safeguarding audits, training for Governing boards to improve aspects of their practice and work to ensure accurate assessments of standards in the core subjects.

3.14 Prior to partial school closure, a robust programme to recruit moderators for all primary key stages was in place along with a comprehensive CPD programme to support teachers' understanding of national standards, including extremely well-attended moderation clusters for writing (Key Stage 1 and 2) and reading and maths (Key Stage

1) run in localities throughout the borough and facilitated by lead moderators and the moderation manager in order to ensure consistency of teacher assessment judgements. Termly assessment leader briefings prepare primary school leaders for changes in assessment and accountability and, in addition in the Summer Term, provided support for assessment issues relating to the full return to school in September.

- 3.15 The LA mathematics adviser works closely with a local maths hubs in the targeting of schools for and the delivery of mathematics mastery readiness programmes and SEND maths development groups.
- 3.16 The Local Authority is working with an English hub, set up by the DfE to provide support for schools with phonics and early reading provision through audits, funded training and provision of resources. Support is targeted to those schools where the results of the phonics screening are lower than national averages. Within the group of schools eligible for this support, the English Adviser ensures a focus on schools where FSM achievement is particularly low.
- 3.17 Teachers who are new to teaching in year groups involved in statutory assessment (Reception, Year 2 and Year 6) are provided with training opportunities to support their understanding of national standards and the requirements for the administration of the national curriculum tests and for teacher assessment. Training is also provided for teachers administering the phonics screening check. These training events are well-attended and evaluated positively by schools.
- 3.18 We continually revise the LA School Effectiveness Plan which sets aspirational targets and details specific actions to support improved English and mathematics outcomes, by securing differentiated, quality assured training and development. Our targets very specifically include closing the outcomes gaps for our looked after children and for our pupils with special educational needs and disabilities.
- 3.19 In line with the new Ofsted Framework the school effectiveness team has provided training for subject leaders of science and foundation subjects such as art and MFL led by high quality external trainers this year, often from the subject associations, to support schools to have a broad, balanced and well sequenced curriculum that meets the needs of all pupils in the school. Link adviser visits and Ofsted preparation training have also had a focus on this.
- 3.20 School effectiveness advisers have been involved in the school initiated project on Curriculum and Change as a response to the Black Lives Matter agenda, acting as critical friend to the group, writing resources and brokering training from Hackney LA on cultural competence.
- 3.21 The school effectiveness team works closely with schools to challenge any underachievement and support improvement, including through partnerships with other good or outstanding schools where appropriate. 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. In brokering mentors for new headteachers from good and outstanding Croydon schools, we build leadership capacity for the future.

- 3.22 In response to the pandemic, a significant amount of work has been undertaken with schools to support pupil transition, particularly for those pupils beginning primary school, as well as transition from primary to secondary school. Transition booklets, developed in partnership with schools, were made available to all settings and, despite the challenges of remote working, usual transition meetings for SEND pupils transferring to secondary school took place.
- 3.23 The Learning and Inclusion Board, the membership of which includes the Lead Cabinet Member and the Executive Director of Children, Families & Education Department, provides challenge to the school effectiveness team about the impact of actions that are being taken to improve outcomes in those schools judged by Ofsted to be less than good.

3.24 Areas for development and what are we doing to address them at KS4?

1. Close the gap in outcomes between our highest and lowest performing schools
2. Work closely to support and challenge our schools that are not yet good
3. Improve outcomes for boys at key stage 4 so that the gap between them and the girls is narrowed
4. Analyse the achievement of specific pupil groups and address where we have gaps in outcomes at key stage 4
5 Ensure targetted support for those schools with unexpected drops in pupil outcomes.

- 3.25 We are continuing to ask 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. The impact of any interventions put in place by schools that are funded by the Pupil Premium Grant is carefully scrutinised and, where such interventions have not had the desired impact, head teachers are required to identify how their evaluations are informing future plans for spending this funding.
- 3.26 2019/2020 has seen a number of our secondary schools join the termly School Progress Review Meetings with the Local Authority to review their progress against identified priorities. Each school identified for this support is subject to a LA led learning walk which informs the School Progress Review meeting. These meeting are supported by our Secondary Effectiveness Partners and Head of Standards, Safeguarding and Inclusion
- 3.27 There is a key focus on supporting schools requiring improvement to become good, through targeted professional development. This includes 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.

- 3.28 The Learning and Inclusion Board provides challenge to the school effectiveness team about the impact of actions that are being taken to improve outcomes in those schools judged by Ofsted and the LA to be less than good.
- 3.29 In our challenge discussions with schools, we ensure that schools continue to focus on underachieving groups. In the light of the pandemic, we have emphasised the importance of closing emerging gaps for vulnerable pupils as a result of partial school closures.
- 3.30 Areas for development and what are we doing to address them at Post-16?**

1. Improve the attainment of our pupils at A level, and in particular reduce the volume of fails
2. Close achievement gaps
3. Improve the careers advice and guidance offer for our pupils
4. Improved support for our NEET young people

- 3.31 KS5 challenge and support functions for all school sixth forms has now been aligned to support covering KS3 & KS4 with link advisers covering all school improvement across key stage 3 to key stage 5 inclusive. Experienced school improvement specialists have been working with our school sixth forms, with a specific focus on quality and viability of their 6th form provision, progress being made by all learners and raising expectations and achievement of the most able learners.
- 3.32 Additional LA support is targeted at those schools who are deemed to require greater levels of need, based upon detailed analysis of data and performance. This includes support with robust action planning and monitoring.
- 3.33 Croydon Council brokers a data management, analysis and monitoring tool (ALPS) for local post-16 centres, which includes training sessions. This tool is used to identify areas for improvement and strength, enabling sharing of good practice across centres, as well as supporting pupil tracking and monitoring.
- 3.34 Agreement that centres with particularly poor A level performance and low demand, cease offering an A level curriculum and/or focus on areas of strength. One school sixth form ceased delivery in summer 2019 and another in summer 2020. There is currently ample capacity in the system to accommodate these reductions in provision.
- 3.35 Support to improve the local careers advice and guidance offer, via
- Facilitation of a termly careers leads network, regular updates and availability of careers events and EET opportunities shared with staff and students.
 - Formation of Croydon Careers Partnership group to strategically streamline a cohesive careers education offer for schools & colleges. Group members consist of Croydon Council NEET and also the Economic Growth (Employment

& Skills) teams, the Careers Cluster lead from the Education Development Trust and the borough lead from the London Enterprise Adviser Network.

- 3.36 Creation (both hardcopy and digital) of the Post 16 prospectus; distributed to schools and colleges in the borough and available online. This year's edition updated to incorporate a SEND section, which is also available online as a stand-alone copy on the Young Croydon and Local offer websites.
- 3.37 Widening participation programme developed with Churchill College, Cambridge University began roll-out with Croydon schools in January 2020. This is aimed at engaging pupil from year 9 onwards in HE who may not consider progression to university as an option and also preparing academically able students (year 12) for applying to selective universities. The pandemic resulting on a hold being placed on the programme.
- 3.38 Three new NEET caseworkers employed from Sept-19 to provide focussed advice and support to help young people aged 16-18 into education and training. Face to face support has been replaced with virtual support since the commencement of the pandemic.
- 3.39 NEET prevention programme delivered in high NEET generating schools. Programme rolled out in two schools during 2019/2020. Delivery in further 2 schools postponed due to COVID lockdown. As an alternative, schools have been offered virtual support. Learners were also tracked by the NEET caseworkers during the summer holiday to ensure post 16 plans were actioned and confirmed.
- 3.40 1 new CLA NEET officer employed from May 2020 as a dedicated resource for the Leaving Care Service due to high NEET rates amongst the care leaving cohort. This officer shares EET opportunities with social workers and personal advisers, supports with solving EET queries for cases and brokers contact between providers, professionals and young people.
- 3.41 Developed more structured and robust cross council team collaboration to identify and allocate appropriate resource to support NEET young people. This activity includes, but is not restricted to, regular exchange of data, bi-weekly meetings to determine activity, social media presence, organising and delivering events. Teams which are actively involved are NEET, Virtual School, YOS, SEND, Croydon Works, Youth Service and Economic Growth.
- 3.42 Creation of explicit referral mechanisms: completed referral form via a dedicated inbox and creation of a NEET Panel whereby NEET cases are presented from varying teams and allocated to the most appropriate teams. Plan to amalgamate this panel with the Economic Growth's Training Provider network (to broker direct contact between provider and cases) delayed due to COVID lockdown restrictions / business continuity priorities but will be actioned at the earliest opportunity..
- 3.43 Our virtual offer to schools / colleges has been enhanced during COVID particularly for Yr. 11 – 13 leavers; 1:1 and group contact offered. FAQ brochure developed and shared. Amended provider offer shared with schools, parents / carers and young people. A week of virtual activities arranged for NEET young people during exam

results period (culminating in a live event in Croydon Town Centre on GCSE results day). Focus included next steps IAG, opportunity offers from Apprenticeship employers and self-promotion hosted by LinkedIn.

4 Outcomes for Children Looked After

- 4.1 2019-20 is an unprecedented year for national data and standardised results. There will be no formal, external published data or league tables of comparison for any key stage this year due to the impact of school closures under covid-19.
- 4.2 No examinations took place for any pupils. Formal grades were not submitted to examination boards by schools for EYFS, Year 1 pupils or KS1 pupils.

Virtual School Cohort: School Ofsted Ratings

- 4.3 At the end of 2019/20, 90% of statutory school age CLA attended schools rated by Ofsted as 'Outstanding' or 'Good'. Compared to 80.1% the previous year.
- 4.4 The Ofsted rating of a school where the child moves in-year remains a priority for Croydon and there is now a dedicated section in the e-PEP to monitor school moves more closely.

School Ofsted Ratings

	Number
In schools with Ofsted Good or better rating	290
In schools with Ofsted RI rating	25
In schools with Ofsted Inadequate rating	4
In schools where no Ofsted rating was recorded	29 (not yet rated)
Statutory school age not in education	14

- 4.5 Where possible, children are placed in schools rated 'good' or better. However, if a child comes into care while in a school rated less than good, or if a schools' rating is altered following OFSTED, it may be inappropriate to move their school place simply on the basis of the Ofsted rating of their current school. In these instances, a full risk assessment would be conducted by the VS senior team in collaboration with the school Headteacher and Designated CLA teacher.

Attendance data for children and young people looked after in 2019-20

- 4.6 At the time of writing, attendance for 2019/20 cannot be compared to any attendance data for previous years due to COVID-19 and non-compulsory attendance at school. It has not yet been agreed how school attendance will be monitored and compared nationally, as schools have a range of flexible options that are bespoke and based on their context.
- 4.7 At Croydon Virtual School we continue to receive school data via our online collection system, ASSET. This takes data directly from the schools registration system. We

currently collect 96.4% data in this way. The rest is ascertained manually through PEPs and calls to schools.

- 4.8 During the ‘lockdown’ period of school closures (28 March- July 03 2020) we monitored individual pupil attendance through calls to carers. Our message to carers and establishments, as VS, was that if children and young people were safer at home during this time then they should stay at home. Where individual children needed schooling we advocated for them as key vulnerable children to attend. We called carers weekly to ensure any changing needs were considered. Our attendance figures at their greatest were as follows:

	Rating	Attending School During Covid 19 Lockdown?
Pre School	Nursery	8
Primary School	Year R	8
	KS 1	14
	KS 2	22
	Primary	44
Secondary School	KS 3	14
	KS4	17
	Secondary	31
Post 16		10
		93

Exclusions for CLA

4.9 Permanent exclusions

- There were 2 permanent exclusions of (Secondary) Croydon CLA during the 2019/20 academic year, which is an increase on the previous year’s figure of 0. There were no permanent exclusions of primary age pupils. Each of these cases were an extreme incidence of behaviour that was unable to be mitigated despite intense collaboration and involvement of the VS with the school.
- Additional permanent exclusions were issued by schools to Croydon CLA during 2019/20 (one primary age & 2 secondary age), which were subsequently rescinded/revoked following the intervention of the Virtual School.
- A further 3 Croydon CLA were at risk of permanent exclusion, but these never proceeded to permanent exclusion following the intervention of the Virtual School and securing of EHCPs to allow for movement to appropriate specialist settings. (Identifiable pupil data cannot be included here for safeguarding reasons.)

4.10 Fixed term exclusions

- A total of 60 Croydon CLA received a total of 106 fixed term exclusions during the 2019/20 academic year. This represents 12.1 % of Croydon’s statutory school age CLA cohort of 493 .This is broadly in line with last year (18/19) when a total

of pupils with fixed term exclusions, which represented 11.8% of an eligible cohort of 501.

- Broken down by those Croydon CLA in 2019/20 who are educated in Croydon and those who are educated in other local authority areas the figures are as follows:

No. of fixed term exclusions issued to CLA in Croydon 19-20

School location	2018/19		2019/20	
	No. of Croydon CLA receiving 1 or more FPEX	No. of FPEX issued to Croydon CLA	No. of Croydon CLA receiving 1 or more FPEX	No. of FPEX issued to Croydon CLA
Croydon school	35	59	34	65
Out of LA school	24	48	26	41
TOTAL	59	107	60	106

- The Virtual school focus between January and July 2019/20 was on avoiding permanent exclusions and in training staff in ‘highest exclusion risk’ establishments to work in ways that will have longer term effects on reducing the need for permanent exclusion.
- A full day’s training was delivered to over 100 Saffron Valley staff; this centred around working effectively with young people who have experienced significant trauma. The impact of this may be evident in their not having excluded any CLA child this year. The training was followed up with some onsite work at KS4 North; however it needs more time and investment over a longer period to truly be deemed effective.

Key Challenges 2019/20

- 4.11 **Persistent absence rates remain a focus for 20-21.** School Development Plan that continues to be a priority for the Virtual School.
- 4.12 **Funding and finance- accuracy of monitoring of PPG Spend**
- 4.13 Croydon Children Looked After **who do not have a full time school offer.** An ongoing focus area will be working closely with admissions and schools to reduce the wait time for children and Young People without a school place, accessing a part-time timetable or being educated offsite.
- 4.14 **Children not in education and post 16 NEETs:** weekly tracking of our children and young people out of education, employment or training has helped us to identify children and young people not accessing education in much more time focused way.

This is working well across statutory school age (only 16 YP were MIE at the end of the academic year 2020 and 10 of these were newly arrived)

- 4.15 At Post 16, however, the challenge remains more significant as we still lack funds to effect staffing change. We have though grown our capacity from 1- 3 through CMF Grant finds and are ensuring that our strategic plan for collaboration with other key services in the council mean we have this in sharp focus and can work systematically on these cases.
- 4.16 COVID-19 continuing to provide responsive online support as needed to schools, social workers, carers and CLA as the circumstances continually change.

5. Attendance

5.1 Full academic year attendance data for 2019/20 will be published in March/April 2021.

5.2 Attendance information is included as part of the Education Data Dashboard.

5.3 Persistent absence

- In the academic year 19/20 the data set was significantly reduced due to the first lockdown that took place from March 23rd 2020. While there was no formal submission, the Education Directorate kept fully in touch with the schools and academies on this.
- Attendance data was shared with the DfE in relation to the period from March 2020 to July 2020

What are we doing to improve overall and persistent absence?

- There is a strong correlation between good school attendance and achieving positive outcomes for young people. It is recognised that attending school regularly is also a protective factor for children and young people.
- Croydon Council's Learning Access has a small team of school facing attendance improvement practitioners, who work directly with schools and parents to improve attendance in addition to our attendance enforcement work.
- The attendance improvement practitioners undertake individual casework around complex cases of children who are missing out on education. They also promote the use of the Early Help pathway and conducted reviews of whole school attendance practice in schools where this is a concern.
- The service will continue to work to improve attendance through individual casework with appropriate cases; whole school support with priority schools; liaison with independent education welfare providers; raising awareness of attendance; and exploring opportunities provided by the new locality early help teams.

6 Exclusions

6.1 Pupils can be excluded from school either permanently or for a fixed period. These are formal sanctions that occur in response to breaches of the schools behaviour policy and there are regulations and guidance covering their use. Parents have various rights of representation in response to an exclusion.

6.2 The national context

- The Department for Education publishes the national comparative rates for exclusions from academies and from local authority maintained schools. This data is published annually in the summer following each academic year once it has been validated. The most recent national data release was for the 2017/18 academic year, which was published in August 2019. Validated data for the 2018/19 academic year will be published in due course.
- The data captures three measures, which are broken down by primary and secondary schools. These are:
 - The number of permanent exclusions and this as a percentage of total pupil numbers;
 - The number of fixed period of exclusions and this as a percentage of total pupil numbers; and
 - The number of pupils with one or more fixed period exclusions and this as a percentage of total pupil numbers.
- The percentage of total pupil numbers is particularly key. This is because with the rising school age population the headline numbers of exclusions may rise but it may not actually rise as a proportion of the total number of pupils in the cohort.

6.3 Primary Inclusion Forum and Fair Access Panel

- The Primary inclusion Forum is used as a staged approach process and a collaborative meeting where all primary schools can refer cases for discussion. We aim to have a maximum of 6 cases per forum. Feedback from schools who have attended with complex cases continues to be positive. Due to the forum being multi agency a number of positive strategies have been offered and ensured we had less pupil movement.
- During the academic year 2019/2020 33 cases were discussed between October –March inclusive. No further meetings were held in that academic year due to COVID 19 lockdown.
- This academic year we have had 8 cases in the autumn term.

6.4 Secondary Fair Access

- The Fair Access Panel formalised much of the managed moves that had previously occurred between secondary schools. The panel acts in part as a

managed move brokerage for Croydon schools and provides a greater level of scrutiny, transparency and accountability than the previous system where managed moves were individually negotiated at school level. All referrals to the panel must have the consent of the pupil's parent/carer before they can be considered.

- The panel can offer pupils who have been referred either a place at another mainstream secondary school or a place either at Saffron Valley Collegiate, our secondary PRU or in another alternative provider. Parents can decline the offer from the fair access panel if they wish. In those circumstances it would be for the head teacher of the school to decide whether or not they then wish to proceed with the formal permanent exclusion process.
- The panel also considers hard to place pupils from admissions. These could be pupils who are new to Croydon who are in need of a school place but whose personal histories make securing a school place more challenging or they could be pupils considered ready for reintegration to a mainstream school from Saffron Valley Collegiate.
- The panel is co-ordinated by the local authority and chaired by a senior leader from a Croydon academy. Senior representatives from most Croydon secondary schools attend as do key people from the police, children's social care and the youth offending service so ensuring there is a holistic multi-agency approach to deliberations and the decision on any new placement is informed by a range of information.
- Referrals to the fair access panel are considered under one of three categories. These are:
 - Cases – hard to place pupils who are unable to secure a school place through normal admission procedures and need to be placed under the Fair Access Protocol
 - Alternative to exclusion – referrals from schools as an alternative to permanent exclusion
 - Prevention – referrals from schools for other reasons (i.e. a breakdown in relationships) where a managed move is felt to be desirable
 - Breakdown – referrals from schools that are referred back to the panel after a placement has broken down

Secondary 2019/20 -	Alternative to Permanent Exclusion	57
	Cases	45
	Prevention	68
	Breakdown Total	24

- Numbers were reduced as Secondary FAP was cancelled from March –June 2020 due to COVID 19.

- This current year we have all schools supporting pupils more in school and were clear that limited movement should take place due the young people going through a extremely turbulent time. Many suffering from trauma and loss of family members during the period of lock down. Current numbers for the autumn term are reduced.

Secondary 2020/21 -	Alternative to Permanent Exclusion	13
	Cases	24
	Prevention	20

- All our secondary schools have worked hard to maintain placements and ensured that we do not manage move pupils without a just reason. They have worked well with the local authority requesting support at the earliest opportunity.
- Secondary FAP is now held via TEAMS and this has been very successful. Schools now present via a powerpoint summary of the agenda is also sent out in advance.

6.5 What are we doing to reduce exclusions?

- A number of steps are being taken to work with schools to reduce their need to exclude pupils. These include:
 - Renewed focus on disproportionality of exclusions in different groups of pupils this was a major piece of work that began in February 2020. Schools and academies are supported with Inclusion in the following ways:
 - Officer & adviser visits (Inclusion Adviser, School Effectiveness Partners, Fair Access Manager, Exclusions Officer, Interim Head of Standards, Safeguarding and Inclusion, Pupil Wellbeing Adviser) this totals to 9.8 FTE officers and advisers to support 123 schools.
 - Safeguarding visit follow up where exclusions are a standing item to be recorded.
 - One voice approach to walk alongside schools
 - Support with pupils who are at risk of exclusion through Attendance Officers and School Effectiveness Partners
 - A collaborative approach at Fair Access Panel where schools and academies must be able to be collegiate in accepting referrals as well as offering them.
 - Safeguarding visits take particular note of exclusion rates in schools and there is a discussion about how the safeguarding of these pupils is ensured. This is then recorded in the note of visit which is copied to the headteacher and governing body.
 - Concerns raised by officers and advisers can be referred to the Safeguarding team for further study, if appropriate.
 - School to school behaviour support is also brokered by the Directorate where schools face similar challenges.
 - Curriculum and timetabling support has also been provided to schools through supporting identification of behavioural hotspots (eg times of the

week or particular subject areas) or on curricular timetabling for vulnerable groups.

- Links with businesses and technical institutions are being piloted by a small number of schools in Croydon to ensure that destinations points (other than Universities) are highlighted with pupils and parents. All schools meet the Independent Careers Education Advice and Guidance requirements.
- Work has been undertaken by the Fair Access Panel Manager to ensure that ethnicity is recorded on all cases being brought to FAP prior to discussion. Resource input is required for retrospective analyses of this data.
- At primary level to promote collaborative working through the Primary Inclusion Forum and offer respite AP placements through the Primary Fair Access Panel
- At secondary level continue to utilise the the Secondary Fair Access Panel as a forum to broker managed moves to other schools and offer AP placements for pupils at risks of permanent exclusion; whilst also providing greater challenge to schools around the referrals they seek to make to the panel.
- Exclusions prevention officer to provide support for individual cases where appropriate before the permananet excluision is given
- Promote the use of devolved cluster funding to support pupils with additional needs who are at risk of exclusion.
- Pro-actively indentify from fixed term exclusion data pupils who are becoming at risk of exclusion and seek to work with schools regarding those pupils.
- Work with schools where they identify a pupil at risk of exclusion and seek to find alternative solutions that prevent the need to exclude.
- Provide challenge and support to targetted high excluding schools to seek to reduce those school's use of exclusions

6.6 Use of Internal Withdrawal Systems in Schools

- Croydon Schools and Academies have a variety of ways of reducing exclusions. These include systems of withdrawal from lessons. In some schools these are tiered, in that subject areas operate their own withdrawal systems where pupils can work in other classes, and then an escalation to a whole school withdrawal area. In other schools and academies there is a universal, centralised approach, where one specific area is identified and pupils are removed to that area.
- The Local Authority does not hold data on referrals to these systems within the schools.
- An examination of the different groups of pupils being referred to these areas prior to any formalised exclusion would be of use.
- A short study into how governors are informed of these referrals, frequency and outcomes would be of use. This will be investigated by the Safeguarding and Inclusion Team.

7. OFSTED INSPECTION OUTCOMES

- 7.1 A new Ofsted inspection framework came into effect in September 2019. The main changes were to strengthen the focus on the wider curriculum with “deep dives” into foundation subjects, and to mark out the outstanding judgement as “exceptional.” All routine inspections and the publication of inspection reports were suspended in March 2020 due to COVID-19.
- 7.2 15 inspections took place in Croydon schools in 2019-20 and three monitoring visits.

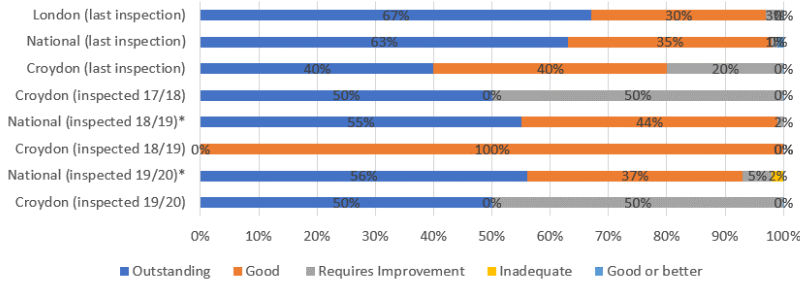
Ofsted judgement	Primary	Secondary	Total
Outstanding	0	0	0
Good	8 ¹	1	9
Requires Improvement	2	1	3
Inadequate	3	0	3

This year nationally 78% of schools have been judged good or outstanding for overall effectiveness, a decrease from 80% last year. The percentage judged outstanding has decreased by 3 percentage points compared with last year, while the percentage judged good remains the same.

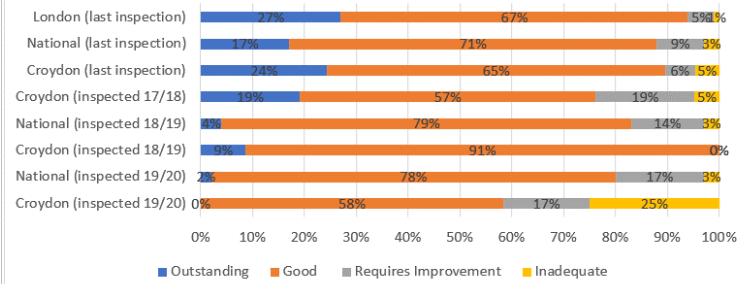
Currently, 90% of all Croydon’s schools that have been inspected were judged by OFSTED to be good or better. The current national average is 86%. This is broken down into phases below.

¹ including one which indicated that the outcome might improve in a section 5 inspection

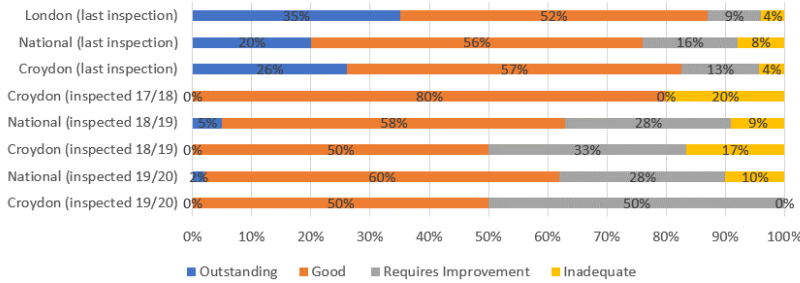
Nursery Ofsted inspections 31.07.20



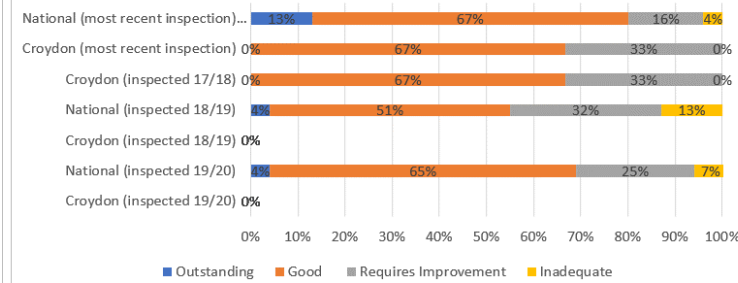
Primary Ofsted Inspections 31.07.20



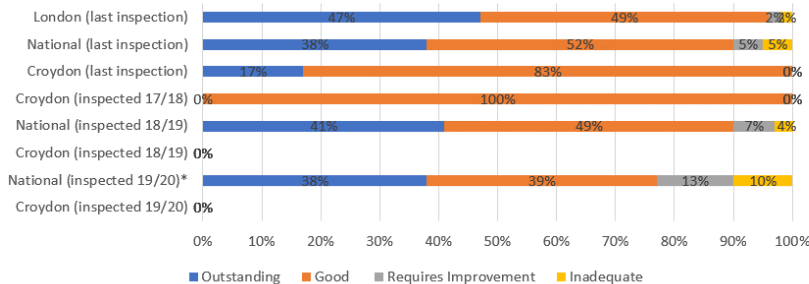
Secondary Ofsted Inspections 31.07.20



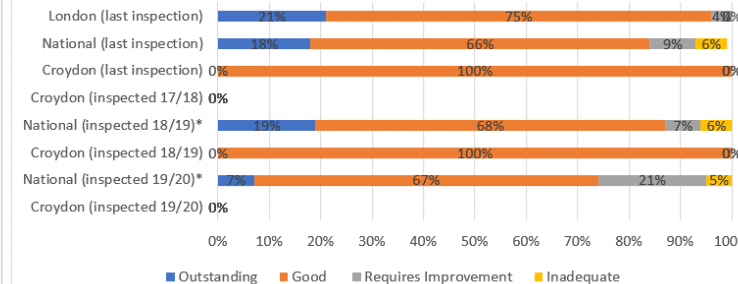
College Ofsted Inspections 30.06.20



Special School Ofsted Inspections 31.07.20



PRU Ofsted Inspections 31.07.20



7.3 Actions being taken to improve Ofsted judgements:

- Training for school leaders and governors has been provided in relation to the Ofsted framework and is refreshed at frequent intervals. Ofsted trained staff deliver this training. Although this is available for all schools, we target schools that are due for an inspection to be part of this training. Bespoke training is also available where necessary for individual governing boards, leadership teams and MATs. Coaching for middle leaders also takes place as subject leads are a key part of the inspection process in the new framework with its focus on the wider curriculum. English leads have been prepared for the “deep dive” into reading which is now part of every primary inspection
- All aspects of school improvement work (as detailed in section 3.12 to 3.26) support schools to be prepared for any upcoming inspection. This support is across a range of areas, will be tailored to each school’s priorities and includes improving teaching and learning in schools by working alongside subject and middle leaders to audit needs and implement changes as well as using the subject knowledge of the advisers in whole school training in particular aspects of subjects.
- In accordance with the graduated school improvement offer, additional support is provided to schools with an Ofsted judgement that is less than good and to good or better schools with emerging vulnerabilities. Support given is bespoke to school needs and may include additional Link Adviser time to strengthen leadership e.g. support for development planning and subsequent actions including monitoring and evaluation of impact. It may involve work with particular layers of leadership, including governance, as school needs dictate.
- Additional work with schools may include support from the other members of the school effectiveness team e.g. the inclusion and learning access advisers, subject advisers and the assessment adviser.
- The school effectiveness team has provided a universal offer of training based on identified areas of priority such as vocabulary development, reading fluency and comprehension skills for KS2 readers and curriculum subject leadership. Participation is monitored and vulnerable schools are targeted in order to ensure their attendance and the impact on pupil outcomes is followed up by the link adviser. Additionally, specific training has been held for Year 6 teachers in order to accelerate pupil progress in reading and writing in preparation for national curriculum assessments.

7.4 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 and followed up by the Head of Standards where necessary and appropriate. This will often have a positive impact on schools and support them with taking appropriate actions to improve outcomes.
- 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
 - Issue a Warning Notice
-
- We also issue non-statutory letters of concern which result in formal meetings with the head teacher and chair of governors. Where appropriate we support and challenge the governing body to follow necessary performance management / capability processes.
 - In addition, schools are encouraged to collaborate with good and outstanding schools, through either informal or formal arrangements.
 - Where we are concerned about the performance of academies we have formal conversations with the regional schools commissioner.

CONTACT OFFICER: Shelley Davies, Director of Education and Youth Engagement.
(Interim)

BACKGROUND DOCUMENTS: None

APPENDICES: None

For General Release

REPORT TO:	Children and Young People Scrutiny Sub-Committee 19 January 2021
SUBJECT:	Education Quality and Standards: Blended Learning overview
LEAD OFFICER:	Debbie Jones – Interim Executive Director, Children, Families and Education Shelley Davies – Interim Director, Education
CABINET MEMBER:	Councillor Alisa Flemming, Cabinet Member for Children, Young People and Learning
WARDS:	All
CORPORATE PRIORITY/POLICY CONTEXT/ AMBITIOUS FOR CROYDON	<p style="text-align: center;"><u>Corporate Plan for Croydon 2018-2022</u></p> <p>The recommendations in this report are in line with the new operating model – ‘getting the basics right for residents’ and will contribute to the delivery of the following key priority / outcome: ‘Our children and young people thrive and reach their full potential’:</p> <ul style="list-style-type: none"> • Children and young people in Croydon are safe, healthy and happy, and aspire to be the best they can be • Every child and young person can access high quality education and youth facilities • Ensure there are high quality school places for Croydon’s increasing numbers of children and young people <p style="text-align: center;">Education and Learning: working in partnership with all Croydon schools to deliver the very best for all our young people. Working with schools to ensure that resources are targeted at those social groups that currently under-perform in school exam attainment.</p>

1. EXECUTIVE SUMMARY

1.1 This report details and summarises the strategies Croydon Schools have in place to support pupils progress in terms of their learning and to help them catch up. This report will provide the Croydon perspective of a National issue. This report will also illustrate how schools are prepared for, and dealing with, students potentially returning to school and then having a period of isolation before returning to school due to Covid.

2.1 **Borough Context**

- No Croydon schools closed during the National Lockdown phase of the Covid Pandemic through the use of hubs and locality planning.
- Education Directorate Officers & Advisers worked closely with school leaders, Governors, Professional Associations and Trade Unions in supporting schools develop strategies for blended learning for pupils, a recovery curriculum, a safeguarding and pastoral focus for return to school while engaging in passive assessment to ensure pupils have settled before more formative approaches.
- All schools re-opened on September 1st 2020 with the majority holding inset days during the first week to update staff on Covid plans.
- A multi-agency approach has been undertaken to provide support for schools and other educational settings on Covid Safety.
- A multi-agency approach has been undertaken to provide for schools and other educational settings on non-covid safeguarding and recovery.
- Schools risk assessments and plans in relation to the new school year were approved by Governing Bodies and submitted to the Education Directorate. Follow up was undertaken as appropriate.
- Significant concerns, for example, around transport, attendance and funding have been escalated to the Regional Schools' Commissioner (RSC) (A weekly meeting has been undertaken between the LA and the RSC Office since March
- School Leaders have expressed concern and frustration around central government guidance on the examination series 2021 and also on what will be assessed. They have also expressed concern over digital resourcing.
- Case studies that show more detail of what schools have been doing can be seen in the appendix 1.

3. **Blended Learning**

3.1 **Walking Alongside Schools**

3.2 A toolkit for transition to September was published in July and was based on the Government Guidance that was published at the time. This toolkit was produced by the Learning Access team in the Education Directorate and included a checklist of activities, risk assessment guidance and also set out the offer of support that the Directorate could provide over the coming months. Headteachers were briefed on this throughout July in virtual Locality Meetings.

- 3.3 All Croydon Secondary Schools have a blended learning alternate plan. These have been identified in the schools re-opening risk assessment summaries which schools kindly shared with the Education Directorate. These alternate plans involve digital and more traditional approaches.
- 3.4 The Croydon issue with blended digital learning is that there are households that have only one device with pupils in different year groups in the Croydon Schools. This makes it difficult for households where there is more than one isolation case for pupils to engage fully in the digital programme.
- 3.5 Subsequent work has taken place to add to the checklist to secure additional resource for schools in this area. The Inclusion Adviser in the Education Directorate has continued to source additional devices through local charities and local businesses. A number of crowdfunding activities were explored but these were deemed non-viable. Uptake has been slow on this, however, organisations that are going through a period of natural renewal of their devices have been forthcoming in their support in line with recognised companies house regulations for the disposal of assets.
- 3.6 The DfE continues to offer support through device delivery for vulnerable children. Croydon recognises the National issue that the DfE has to address. Regular contact between the Directorate and the Regional Schools' Commissioner has this as a frequent discussion point.
- 3.7 Where pupils are isolating and they are unable to frequently or regularly access a digital device, schools have in place a system of support through more traditional work which is paper based. Schools recognise that this does not meet the high standards for engagement and involvement that they would like and encourage email contact when pupils can access a device to check progress and safeguarding issues.
- 3.8 The paper based work is distributed to pupils who are isolating through the postal system or are hand delivered in the same way that socially distanced home visits took place during the earlier lockdown in the last Academic year.
- 3.10 Headteachers and Governors would welcome additional resource from the DfE to more accurately support pupils who are self-isolating, particularly the vulnerable pupils. Due to the expenditure that schools authorised to support pupils in the first phase of lockdown many are facing financial pressures.
- 3.11 These plans are in place should there be individual isolation cases or should the proposed circuit breaker (at the time of writing) plan proceed. Schools were able to develop and hone their provision as lockdown proceeded and also when provisioning was widened in July (in effect having a shakedown as detailed in previous scrutiny reports).

4. Assessment, Progress and Catch-up

- 4.1 The first priority of all schools, has been to ensure that pupils are re-integrated to school following almost six months of no contact.

- 4.2 Secondary Schools welcomed years 10 and 12 back in June 2020 to begin the catch up process with them prior to September. These pupils are now in years 11 and 13. Catch up work was set, by selected schools, for pupils over the Summer and has been assessed and marked by teachers in Croydon Secondary Schools.
- 4.3 Headteachers have reported that they feel in an intelligence vacuum. With little or no guidance from the DfE on the examination season 2021. Headteachers and Governors would welcome clear expectations on the process of outcome measurement for 2021 in order to prepare the young people. This is adding to the wellbeing pressures on school leaders and teachers as they are preparing pupils for examinations and also ensuring there is robust assessment for any centre assessed grades.
- 4.4 Headteachers have reported that years 11 and 13 have returned to school well and that broadly they are aware of the risks that still exist as far as their outcomes in 2021.
- 4.5 During the Recovery Curriculum in September, the assessment emphasis was on pupil wellbeing and mental health. There was a great deal of pastoral support applied by Headteachers and school leaders to support their pupils across all year groups.
- 4.5 A number of secondary schools, in October, are now baselining pupils using a suite of tests and methods in order to assess where pupils are.
- 4.6 Headteachers and school leaders have reported back that during the lockdown stage a significant section of the course could not be taught in the way they would have liked. This has meant that there has been intense catch up sessions in lessons for these pupils. Headteachers and school leaders have also reported that they are anxious around the 'loss' of the Autumn term to prepare pupils for exams, however the quite rightly recognise that the Trauma of lockdown has to be addressed.
- 4.7 In line with the intense catch up sessions, headteachers and other school leaders have reported that clear guidance from OFQUAL on what is to be assessed in any examinations would be welcome. Indeed, a majority of headteachers expressed disappointment that they have not had this at the time of writing. The Local Authority can only offer advice in line with national guidance.
- 4.8 A number of schools are seeking to engage voluntary tutors to support catch up with examination groups. This has been slow because of CV-19 fears amongst the tutoring volunteer community, many of whom are in at risk groups. Some schools are carrying these out remotely but the lack of digital devices as detailed above mean that the schools are faced in a quandry by either removing pupils from class for tutoring and thus missing important knowledge and understanding or being unable to offer tutoring at all.

5. THE CROYDON PERSPECTIVE

- 5.1 Like other Local Authorities, Headteachers and other school leaders have worked relentlessly from March to date without a break. They are determined to support

their pupils through the processes detailed previously, however, they are frustrated at the lack of guidance on the examination series 2021.

- 5.2 Headteachers and other school leaders have welcomed the support from the Education Directorate to support them with blended learning and the reporting of concerns to the Regional Schools' Commissioner.
- 5.3 The Education Directorate continues to support secondary school leaders in a bespoke way, recognising the variety of settings across Croydon.
- 5.4 Headteachers and Governors have noted that this is a unique educational period and that many have adopted the ethos of 'doing what is right over doing what can be measured' to secure the best possible futures for their pupils.
- 5.5 Summary – what have schools done across Croydon to support pupils in years 11 and 13
 - Pastoral care during and post lockdown.
 - Some schools have set Summer learning
 - Improving the quality of the blended offer through increased use of Google Classrooms (in the majority of schools).
 - Monitoring Public Health Guidance on Croydon Covid Cases
 - Ensuring pupils are assessed to identify the gaps in their learning
 - Ensuring lessons are brisk and supportive
 - Safeguarding comes first
 - Close working the Education Directorate on pupils who have yet to return to school and those who are at risk of Elective Home Education
 - Sought, at every stage, clear guidance from the DfE and OFQUAL on the format of the examination series 2021.
 - Attempting to source tutors for pupils.
 - Continuing to provide effective lessons in schools
 - Ensuring remote counselling sessions are available for pupils
 - Making pragmatic referrals to appropriate agencies for support for pupils.
 - Revision packs for pupils based on what content has been covered to date have been issued
- 5.6 Schools are managing resources with a number of pupils at home, self-isolating, and pupils in school. There is widespread concern that as a long term strategy this will not be sustainable due to the impact on the wellbeing of staff in the school who are effectively 'double teaching'.

CONTACT OFFICER: Shelley Davies, Director of Education (Interim)
Michael McKeaveney – Head of Standards, Safeguarding and Inclusion (Interim)

BACKGROUND PAPERS: None

APPENDICES: Case Studies

Appendices
1- Case studies
Case Study 1

Context/ particular challenges:
A Secondary School in the London Borough of Croydon
Actions taken by school:
<p>The school Leadership prioritised its students into three groups using a traffic light system. Those at most risk receive a daily interaction, those at moderate risk three times a week and those at low risk once a week. This mirrors the approach the school took during the first phase of lockdown. Clear systems of communication were implemented, delegating responsibility for contact to Heads of Year.</p> <p>The ethos of the school in the June return of pupils was that of welcome and pastoral care. The school quickly assessed the pupils' wellbeing through form groups and were able to recategorise the pupils in the traffic light system. Learning was consistently delivered as an approach to building resilience should there be a second lockdown. Pupils in years 10 and 12 were given some home learning to complete over the Summer break. This was focussed primarily on English, Maths and the Sciences.</p> <p>This work was then marked by teachers when it was submitted in September as the school rolled out its wider 'return to school' support plan. The school has also been in daily contact with pupils who are in years 10 and 12 who have yet to return. They report that a considerable amount of anxiety exists around some families in multi-generational households and who are at risk in returning pupils to school. These pupils have been targetted for blended learning support and the school will raise any safeguarding issues immediately with the appropriate settings.</p> <p>The school do not believe that fining parents during a pandemic will be the most productive way of returning pupils to school, but are reviewing this in light of Croydon's infection rate.</p> <p>The leadership of the school have repeatedly expressed disappointment at the lack of guidance from central Government and OFQUAL on the examination session 2021. With a significant amount of content not taught effectively during lockdown and time being short until the examination series begins they have expressed significant concern over the wellbeing of the students in years 11 and 13.</p>
Next steps:
<p>To continue to encourage vulnerable children into school through constant review, a flexible offer and different approaches. Ensuring school is as safe as possible for all at each stage. To balance the need for content and examination preparation with pastoral care of the young people.</p>

Case Study 2

Context/ particular challenges:
A Secondary School in the London Borough of Croydon
Actions taken by school:
<p>Communication has been key from the outset, with information being sent out to families via email and the website. Families can reach the SLT through emails and are responded to quickly.</p> <p>There is a quality remote learning offer, which leaders is used effectively either for pupils who have yet to return to school or for pupils who are self isolating. In addition to setting work, teachers have published some tips and easy explanations for terms to support. Work must be of a good standard, it is marked quickly, returned and expected to be resubmitted after improvements. The remote wor includes model exam questions and model answers. Teachers are recording lesson delivery for upcoming topics to place in a school 'library of lessons' that pupils can access outwith school hours.</p> <p>Like Case Study 1, the school do not believe that fining parents during a pandemic will be the most productive way of returning pupils to school, but are reviewing this in light of Croydon's infection rate. The leadership of the school have repeatedly expressed disappointment at the lack of guidance from central Government and OFQUAL on the examination session 2021. With a significant amount of content not taught effectively during lockdown and time being short until the examination series begins they have expressed significant concern over the wellbeing of the students in years 11 and 13.</p> <p>Teachers have worked exeptionally hard to assess and triage current learning objectives for the pupils in years 11 and 13 while recognising the immense pressure that this could put young people under. Lessons are brisk but clear and can be supplimented by pupils contacting teachers outside of lesson time remotely in addition to asking questions in class. Teachers have reported their frustration at social distancoing guidace but understand. They are very anxious for the wellbeing of their pupils.</p>
Next steps:
<p>To ensure that quality first teaching negates the need for additional tutorial sessions and out of hours classes.</p> <p>To source skilled tutors for additional examination support</p> <p>To be mindful of budgetary constraints.</p>

REPORT TO:	CHILDREN AND YOUNG PEOPLE SCRUTINY SUB- COMMITTEE 19 January 2021
SUBJECT:	WORK PROGRAMME 2020-21
LEAD OFFICER:	Simon Trevaskis, Senior Democratic Service and Governance Officer- Scrutiny
CABINET MEMBER:	Not applicable
ORIGIN OF ITEM:	The Work Programme is scheduled for consideration at every ordinary meeting of the Children and Young People Scrutiny Sub - Committee.
BRIEF FOR THE COMMITTEE:	To consider any additions, amendments or changes to the agreed work programme for the Committee in 2020/21.

1. EXECUTIVE SUMMARY

- 1.1 This agenda item details the Committee's work programme for the 2020/21 municipal year.
- 1.2 The Sub-Committee has the opportunity to discuss any amendments or additions that it wishes to make to the work programme.

2. WORK PROGRAMME

2.1 The work programme

The proposed work programme is attached at **Appendix 1**.

Members are asked to note that the lines of enquiry for some items have yet to be confirmed and that there are opportunities to add further items to the work programme.

2.2 Additional Scrutiny Topics

Members of the Sub-Committee are invited to suggest any other items that they consider appropriate for the Work Programme. However, due to the time limitations at Committee meetings, it is suggested that no proposed agenda contain more than two items of substantive business in order to allow effective scrutiny of items already listed.

2.3 **Participation in Scrutiny**

Members of the Sub-Committee are also requested to give consideration to any persons that it wishes to attend future meetings to assist in the consideration of agenda items. This may include Cabinet Members, Council or other public agency officers or representatives of relevant communities.

3 **RECOMMENDATIONS**

3.1 The Sub-Committee is recommended to agree the Scrutiny Work Programme 2020/21 with any agreed amendments.

3.2 The Sub-Committee is recommended to agree that topic reports be produced for relevant substantive agenda items in the future.

CONTACT OFFICER:

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020 8726 6000 x 84384

BACKGROUND DOCUMENTS:

None

APPENDIX 1:

Work Programme 2019/20 for the
Children and Young People Scrutiny
Sub-Committee.

**Children & Young People Sub-Committee Work Programme
2020/21**

Meeting Date	Item
3 November 2020	<ol style="list-style-type: none"> 1. Croydon Safeguarding Children's Board Annual Report 2. Staff Changes, Service Impact and Response to Budget Reductions
19 January 2021	<ol style="list-style-type: none"> 1. Education Budget 2. Education Standards Report 3. Staff Changes, Service Impact and Response to Budget Reductions
2 March 2021	<ol style="list-style-type: none"> 1. Question Time: Cabinet Member for Children, Young People & Learning 2. Staff Changes, Service Impact and Response to Budget Reductions
20 April 2021	<ol style="list-style-type: none"> 1. Final Report of the Task and Finish Group: Removal from Roll and Off Rolling in Croydon School's 2. Staff Changes, Service Impact and Response to Budget Reductions

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