

# Scrutiny Children & Young People Sub-Committee Agenda



To: Councillors Councillor Richard Chatterjee (Chair), Councillor Maddie Henson (Vice-Chair), Tamar Barrett, Mark Johnson, Holly Ramsey, Helen Redfern, Manju Shahul-Hameed and Catherine Wilson

## Co-optee Members

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

Reserve Members: Adele Benson, Samir Dwesar, Amy Foster, Endri Llabuti, Eunice O'Dame and Fatima Zaman

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 19 March 2024 at 6.30 pm. The Council Chamber, Town Hall, Katharine Street, Croydon CR0 1NX**

Katherine Kerswell  
Chief Executive  
London Borough of Croydon  
Bernard Weatherill House  
8 Mint Walk, Croydon CR0 1EA

Tom Downs  
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Monday, 11 March 2024

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If you require any assistance, please contact Tom Downs 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 Meeting (Pages 5 - 16)**

To approve the minutes of the meeting held on 23 January 2024 as an accurate record.

**3. Disclosures of Interest**

Members are invited to declare any disclosable pecuniary interests (DPIs) and other registrable and non-registrable interests they may have in relation to any item(s) of business on today's agenda.

**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. Health Visiting (Pages 17 - 32)**

For the Sub-Committee to receive an update on the Antenatal and Health Visiting Service, including Key Performance Indicator (KPI) trends since the last update in June 2023, as well as information on changes and improvements in the service.

**6. Education Standards 2023 (Pages 33 - 54)**

For the Sub-Committee to receive the summarised performance of children and young people in Croydon schools for the academic year 22/23.

**7. Early Help, Children's Social Care and Education Dashboard (Pages 55 - 60)**

For the Sub-Committee to receive the Early Help, Children's Social Care and Education Dashboard.

**8. Scrutiny Work Programme 2023-24 (Pages 61 - 68)**

The Sub-Committee is asked to:

1. Note the draft work programme for 2023-24, as set out in Appendix 1 of the report.
2. Consider what items Members would like to see included on the

2024-25 Work Programme.

**9. What Difference has this Meeting made to Croydon's Children**

This item is an opportunity for the Children & Young People Sub-Committee, at the conclusion of the meeting, to review the difference made to Croydon's children from the meeting.

**10. 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.”

**PART B**

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# Public Document Pack Agenda Item 2

## Scrutiny Children & Young People Sub-Committee

Meeting of held on Tuesday, 23 January 2024 at 6.30 pm in The Council Chamber, Town Hall, Katharine Street, Croydon CR0 1NX

### MINUTES

**Present:** Councillors Councillor Richard Chatterjee (Chair), Councillor Maddie Henson (Vice-Chair), Amy Foster, Mark Johnson, Helen Redfern, Manju Shahul-Hameed and Catherine Wilson

#### Co-optee Members

Paul O'Donnell (Voting Parent Governor Representative)

#### Also

**Present:** Councillor Maria Gatland (Cabinet Member for Children and Young People)  
Councillor Joseph Lee (Deputy Cabinet Member for Children and Young People)  
Elaine Jones (Voting Diocesan Representative (Catholic Diocese)) (Virtual)

**Apologies:** Josephine Copeland (Non-voting Teacher representative) and Councillors Henson and Ramsey.

### PART A

#### 1/24 **Apologies for absence**

Apologies were received from Josephine Copeland (Non-voting Teacher representative) and for lateness from Councillor Ramsey.

Apologies were received from Councillor Henson, for who Councillor Foster attended as their substitute.

Apologies were given for former Councillor Mike Bonello, who had resigned from the Council on the 22<sup>nd</sup> January 2024.

#### 2/24 **Minutes of the Previous Meeting**

The minutes of the previous meeting held on the 14 November 2023 were approved as an accurate record.

#### 3/24 **Disclosures of Interest**

There were no disclosures of interest.

#### **4/24 Urgent Business (if any)**

There were no items of urgent business.

#### **5/24 Budget Scrutiny Challenge**

The Sub-Committee considered a report set out in the supplementary agenda, which provided information on the identified budget proposals for 2024/25. The Director of Quality, Commissioning & Performance and the Director of Children's Social Care introduced the item and went through the report. The Sub-Committee considered the reports and looked to satisfy the following questions:

1. Are the savings deliverable, sustainable and not an unacceptable risk?
2. Is the impact on service users and the wider community understood?
3. Have all reasonable alternative options been explored and do no better options exist?

#### 2024-28 SAV CYPE 001 – Children's Social Care staffing budget realignment

The Director of Quality, Commissioning & Performance explained that, in light of this saving no longer being included in the Council's Medium-Term Financial Strategy (MTFS), Finance Officers were preparing an updated MTFS that would look to achieve the savings in other areas of the Council's budget. The updated MTFS would take into account the provisional Local Government Finance Settlement, feedback from the budget engagement process, and updated Council Tax and business rate income forecasts.

Members asked about flexible working in Children's Social Care, and the Director of Children's Social Care explained that the general approach in the department meant that social care staff were in office three days a week, and worked two days a week from home. The Sub-Committee heard that in office work was important for staff support, wellbeing and supervision, with team meetings taking place in person, as well as other service, team and learning events. The Director of Children's Social Care explained that working in person was important to ensure that the service held risk collectively.

The Sub-Committee asked about current vacancy rates in Children's Social Care and heard that vacancies were filled by agency workers; there were some uncovered vacancies, but work was ongoing with the agency provider to address this. The Director of Children's Social Care explained that using locum social workers was vital to ensure that caseloads remained manageable; there would always be some vacancies, due to gaps between staff leaving and starting, but it was important that these were closed where possible. Members queried whether achieving savings through more intensive work in the family home would require a more labour-intensive approach and cause additional burden for social workers. The Director of Children's Social

Care responded that the aim of filling these vacancies was to ensure that social workers had as much capacity as possible to be more involved in family life and to work closely with early help partners and schools. The importance of partnership working with the new Family Hubs model was also highlighted. Members heard that the aims of bringing on board a CYPE Strategic Transformation Partner would be to understand which forms of intervention led to the best and most expedient results; how the Council might work better with Community Sector providers; and how systems could be streamlined to unlock more staff resource.

Members asked how officers expected to maintain the quality of interventions and meet rising demands without additional staff. The Director of Children's Social Care stated that the support was being provided to frontline managers to improve the quality of supervision and group supervision that, it was explained, was vital to ensure social workers felt supported, and remained resilient, motivated, and upbeat. There was ongoing work to ensure social workers knew what was available in the community, and that this was easily accessible, through the Family Services Directory. The Sub-Committee heard that the management of caseloads and workloads was vital, particularly by looking at how systems could be changed to be less burdensome on social workers. The Director of Children's Social Care highlighted that Croydon used a systemic model to ensure social workers learnt from each other, as well as making sure there was good access to training to ensure their work could be as effective as possible.

The Sub-Committee asked how the wellbeing of social workers was upheld and heard that self-care services were promoted alongside honest and open discussions on the importance of the work, valuing the self and activities outside of work. The Director of Children's Social Care explained that there were also ongoing conversations about issues for women in the profession; discrimination; oppression; the role of men and fathers in families and how to have difficult conversations. Members heard that many in Children's Social Care lived in Croydon and were proud to work in their community; as a result; staff often found it difficult when the Council was criticised in the media. To address this and staff wellbeing, there was a celebrating success meeting once a month to recognise where good work was taking place, and to allow colleagues to appreciate each other's work.

Members asked about recruitment, and the Director of Children's Social Care explained that forthcoming regulation of the agency market following the Social Care Review would hopefully make permanent positions at Local Authorities more attractive, as well as requiring better referencing and longer notice periods for agency workers. It was highlighted that long-term agency workers and permanent social workers played important roles for children by providing continuity.

The Sub-Committee asked about the CYPE Strategic Transformation Partner and the Director of Quality, Commissioning & Performance explained that the department had access to transformation funding through the CYPE Transformation Programme. This would be used to address both the financial

and improvement challenges in the directorate, by bringing in expert capacity to look at risk sharing, outcomes for children and families, cost reductions, performance improvements and procurement processes. The CYPE Strategic Transformation Partner would help the Directorate find sustainable changes and to help continue the trend of safely reducing the number of children in care. The Director of Quality, Commissioning & Performance stated that a number of local authorities were also currently helping the Council review services and challenge areas of practice, but that a CYPE Strategic Transformation Partner would be a consultancy or other organisation with a proven background track record of working with Children's Services. The Council would have a market warming session later this month to inform the scope and pricing of a CYPE Strategic Transformation Partner. The Director of Children's Social Care explained that Greenwich Council had undertaken a peer review of the Multi-Agency Safeguarding Hub (MASH), and Islington Council were working with the Young People 16+ Service under the Sector Led Improvement Programme (SLIP) funded by the Department for Education (DfE) to look at practice outcomes with Team Managers.

The Sub-Committee asked if social workers had access to key worker housing, and whether there was a way of working with the Planning Committee to ensure that there were sufficient levels of key worker housing in the borough. The Director of Children's Social Care explained that there were a small number of key worker housing units available, but these were only available to CYPE staff on certain income bands; Members heard that this was a good scheme that was not run by all local authorities. The Director of Children's Social Care stated that, in terms of recruitment, they were in favour of local people working in their community; this was supported by the Assessed and Supported Year in Employment (ASYE) scheme and social work apprenticeships. Members heard that the Council had put in a bid to the DfE for additional social work apprenticeship funding to enable Family Support workers, or key workers in early help, to train as social workers on their existing salaries.

The Sub-Committee asked about the delivery of Family Hubs in Croydon. The Director of Education explained that this was at very early stages, but that some services had begun operating out of the Woodlands Centre. The next steps would involve identifying new sites and launching a digital offer. The services in Family Hubs would follow the DfE model but would also reflect the local needs of Croydon as well as the voices of families and young people. The Cabinet Member for Children and Young People explained that lots of children, partners and voluntary organisations had attended the launch of Family Hubs, and that it had been a very positive event and a good step forward. The Family Hub transformation funding would run over three years to ensure a sustainable model could be established in Croydon through working with partners.

## **Conclusions**

1. The Sub-Committee were grateful for the information and responses provided by officers and the Cabinet Member at the meeting.



2. The Sub-Committee were reassured that officers and the Cabinet Member had recognised that holding a 7% vacancy would present an unacceptable risk in Children's Social Care, and that this saving would not be included in the updated Medium Term Financial Strategy (MTFS).
3. The Sub-Committee were confident that removing this saving from the MTFS was the correct decision to protect children and ensure that caseloads for social workers did not become unmanageable.
4. The Sub-Committee understood that the £1.1 million saving would need to be achieved and that the updated MTFS would set out how this saving would be made while also considering the provisional Local Government Finance Settlement, feedback from the budget engagement process and updated Council Tax and business rate income forecasts.
5. The Sub-Committee were unable to comment on whether the £1.1 million saving in the budget would be achievable as the information on where this saving was to be achieved was not yet available. As such, the Sub-Committee would recommend the Scrutiny & Overview Committee reassure itself on the deliverability of any new savings proposals at its meeting on 12 February 2024, when considering the wider Budget.
6. The Sub-Committee were reassured by the peer challenge work being undertaken with other local authorities to look at different areas of Children's Services, and by the Council's engagement with the Sector Led Improvement Programme (SLIP) to improve practice outcomes.

#### 2024-28 SAV CYPE 003 – Review of Children Looked After Placements

The Cabinet Member for Children and Young People explained that they had met with the two placements teams responsible for searching the market to make sure that there was the right support in place for each child. Members heard that referrals to placements had become competitive, with many local authorities seeking limited spaces. In the view of the Cabinet Member for Children and Young People this was wrong, and they expressed their frustrations with the placements market. The Cabinet Member for Children and Young People explained that a new Children's Home would be brought into Croydon next year, which would accommodate for a few young people with complex needs at a time, for short periods, and the development of the home would be funded by the DfE.

The Sub-Committee queried whether the Council had considered creating an in-house semi-independent placement provision. The Director of Children's Social Care explained that there were a number of providers in Croydon, and it needed to be understood whether the Council would benefit most from just improving relationships with these organisations, or through developing its own provision; Members heard that there were benefits and drawbacks to both private and in-house provision, but that any in-house offer would have significant up-front costs. The Director of Quality, Commissioning & Performance highlighted that all local authorities had to have a 'sufficiency

strategy' for placements; in developing this, it had been found that some providers would be in favour of 'preferred provider' arrangements, and that this could provide the opportunity to ensure the desired quality and standards were met, as well as integrating expertise from the Council into provider placements.

Members asked if there had been consideration of using Private Boarding Schools as care placements. The Director of Children's Social Care explained that this had been investigated, but that children in Boarding Schools also needed homes, and that this kind of placement presented challenges with providing institutional and other specialised care that children may need. The Council did work with independent schools in the borough, including through the virtual school, and specifically through Trinity School's summer school.

The Sub-Committee commented on the target to increase the use of in-house provision, and asked who was responsible for ensuring this took place. It was explained that decisions for Children not to stay at home needed to be made by Heads of Service or the Director of Children's Social Care and underpinned by compelling evidence. Once this referral was written, the first port of call was the Council's in-house fostering service, followed by independent foster care in Croydon. The Director of Children's Social Care highlighted the importance of making sure children could stay in their own schools and in contact with their friends. If a child's placement needed to change then this was decided at Care Panel, chaired by the Director of Children's Social Care, where there was always a consideration of in-house provision. The quality of service the Council provided to Foster Carers was highlighted as important to ensure that Croydon had a good reputation in the fostering community, but it was also emphasised that matching children to the correct placement was crucial. The Director of Quality, Commissioning & Performance responded to questions on the age profile of foster carers, explaining that often these individuals were older, and so it was important to ensure more foster carers were being recruited to grow the in-house provision, and to account for foster carers retiring. It was clarified that the aim to increase the use of in-house provision would not prejudice risk and needs assessments carried out by social workers, and that decisions would not be taken that were purely finance led.

Members highlighted the challenges to achieving these savings listed in the report, and asked what plans were in place to address these. The Director of Quality, Commissioning & Performance recognised that the target was ambitious and explained that addressing some of these challenges was specifically in the scope for the CYPE Strategic Transformation Partner. Members heard that, with the directorates' transformation focus and robust performance monitoring, these challenges could be closely tracked to allow the Council to react and minimise obstacles to achieving the desired savings whilst delivering the desired outcomes for children.

The Sub-Committee asked about risks from families opting out of early intervention practices. The Director of Children's Social Care explained that there were risks in this area, and that addressing this relied on the skills of

social workers and their ability to negotiate, to listen to children and families, and to advocate for families on issues to build trust and confidence. It was also important that the offer provided by Croydon reflected what families needed.

Members asked about how the Council was working to engage and build trust with providers. The Director of Quality, Commissioning & Performance explained that the placement team built appropriate relationships with providers working within framework agreements, and by working in partnership with the commissioning alliance. The importance of making the Council's processes as simple and efficient as possible was highlighted as an important aspect of building good relationships with suppliers.

### **Conclusions**

1. The Sub-Committee shared their gratitude to social workers and foster carers who were working to meet the needs of children in the borough.
2. The Sub-Committee wanted to monitor the efforts of the Council to increase the in-house foster provision in the borough and agreed that this should be added to the Work Programme for 2024/25.
3. Members were optimistic that the savings targeted from the review of children looked after placements would be deliverable, in light of the work already undertaken in this area during 2023/24.
4. The Sub-Committee were reassured that both the officers and the Cabinet Member understood the potential impact upon service users and the wider community of delivering this saving, and that no decisions would be taken for financial reasons, if they would be harmful to children and young people.
5. The Sub-Committee were supportive of the planned increase of in-house provision through the opening of a new Children's Home supported by Department for Education funding.
6. Members were optimistic about plans to continue to improve the Council's relationship with placement providers through the continued development of processes, and through possible 'preferred provider' agreements.
7. The Sub-Committee were confident that the scope for the procurement of a proposed CYPE Strategic Transformation Partner seemed well targeted but understood that the process was still in the early stages of development and that a market warming exercise had yet to take place.

### **6/24 Cabinet Report - Education Estates Strategy**

The Sub-Committee considered a paper set out in the supplementary agenda, which provided a report due for consideration at Cabinet on 31 January 2024 on the Education Estates Strategy for Pre-Decision Scrutiny. The Director of Education and the Head of Service for Early Years, School Place Planning and Admissions who introduced the report. The Chair thanked officers for providing written answers to a number of the Sub-Committee's questions on the paper in advance of the meeting.

Members asked about in-year admissions and what support was available to assist families moving into the borough with finding school places. The Director of Education explained that there had been a significant number of in-year admissions over the last couple of months. The Sub-Committee heard that the local authority received in-year admissions, but that schools, were their own admissions authority; because of this, the Council process the applications and pass these applications directly on to the schools named in the application. The Council did chase schools to respond to in-year admissions where these were outstanding and it was acknowledged that sometimes responses could take a significant period. Where Members submitted casework regarding in-year admissions, the Education department did respond directly to families and highlighted when applications were being submitted to schools with no available places. Additional support was provided to these families in identifying where there were available school places in the borough.

It was acknowledged that admissions for year 11 were more challenging, especially where students had not accessed the GCSE curriculum previously. The Director of Education explained that in response to this, the Fair Access Protocol had been looked at to separate out the 'managed moves' element, which had now been retitled as the 'inclusion' element; this had begun to yield positive results for in-year admissions. The Council was looking at what else could be done differently for year 10 and 11 in-year admissions to best work with schools, and had established a working group with head teachers to look at how best to support families moving into the borough.

The Sub-Committee asked whether the Council funded tuition or other support whilst school placements were being sought. The Director of Education explained that the Council had limited powers in this area, but could write to the Secretary of State to ensure a child was admitted to a school. There was a focus on partnership working with schools and conversations with head teachers on the in-year admissions process..

The Sub-Committee asked about modifications to schools to ensure they lost less heat, and asked if similar work was being considered to make sure schools remained cool during heatwaves. The Head of Service for Early Years, School Place Planning and Admission explained that the Education department worked closely with Capital Delivery colleagues to conduct risk assessments and ensure health and safety was paramount in all schools, with all regulations being correctly followed. Whilst ensuring schools could be properly heated was the responsibility of the local authority, overheating in schools was regulated by the DfE and was the responsibility of the schools themselves.

The Chair commented on the conversion of Saffron Valley Collegiate, and thanked officers for their response that this would not delay provision as the Service level agreement between the Council and the Management Committee of Saffron Valley Collegiate would remain in place; this would ensure that the Council continued to meet its statutory duty to provide

education for young people excluded from school who are unable to access a school place. The Director of Education clarified that Saffron Valley Collegiate was Croydon's Pupil Referral Unit (PRU) and that this was split over four different locations, divided by Key Stage 3 and 4.

The Sub-Committee noted that additional spaces for the PRUs were commissioned, and asked how the demand and costs for these spaces had changed over the last year. The Director of Education explained that Saffron Valley Collegiate is a local authority school, which meant that the commissioning was based on the needs of the individual child using top-up funding, in the same way as special educational needs and disability (SEND) provision. It was acknowledged that there was increased demand from Year 1 children following the pandemic; it was inappropriate to place such young children into Saffron Valley Collegiate and alternative provision would be considered for these cases. The Director of Education explained that the Council was considering putting additional support into schools ahead of children being excluded or put on fixed term suspensions.

Members asked if it would be possible to have a list of the schools that fell under each area in Appendix 4, and for a case study or example of what prolonged surplus places could mean for a school. The Director of Education stated that this could be provided, and suggested that an example could be provided of a past situation where the Council had concerns about falling roles and the impact of this on the school.

### **Request for Information**

The Sub-Committee requested additional information on Appendix 4 (Available Primary School Places vs SCAP 2023 Pupil Projections) explaining which schools fell under each Planning Area, and for some information on a past situation where the Council had concerns about falling roles and the impact of this on the school.

### **Conclusions**

The Sub-Committee thanked officers and Cabinet Member for their responses and for providing written answers to their questions in advance of the meeting.

The Sub-Committee were encouraged that the Council was considering the impact of the pandemic on increased demand for alternative provision for younger children, and on PRU spaces.

## **7/24 Early Help, Children's Social Care and Education Dashboard**

The Sub-Committee considered a report set out on pages 17 to 22 of the agenda, which provided the Early Help, Children's Social Care and Education Dashboard, and updated additional 'Red' indicators reviewed at the previous meeting.

On M37, the Sub-Committee asked what actions were being taken to address this indicator and the Chair queried the timetable for improvement. The Director of Children's Social Care explained that there was rigorous multi-agency oversight where children were subject to a subsequent Child Protection Plan, especially when this was within a short space of time. A Panel met every month to look at all of these children, and it was more likely that the 'Pre-Proceedings Process' may accompany subsequent CPPs and that these would work to shorter timescales. CPPs usually took between 6 and 18 months to have an effect, and it was highlighted that CPPs were always instated when needed. The Director of Children's Social Care stated that M37 had reduced and plateaued, with most of the children on a subsequent plan having last been on a CPP over 3 years ago. The Director of Quality, Commissioning & Performance agreed that this indicator was a concern for the Council but explained that it was predicted that this indicator would start to improve over the latter half of 2024.

On Appendix B, the Director of Children's Social Care explained that these indicators related to earlier conversations in the meeting about rising demands and caseloads, and their impacts on social workers. It was acknowledged that these indicators were not where they should be, but that the service was focussed on completing supervisions and visits. The Director of Children's Social Care reassured the Sub-Committee that the service reported every month on each child that had not been seen in timescale; Heads of Service required Team Managers to put management oversight record on these files and explain to these children why they had not been seen. Where there were vacancies and illness, teams triaged cases for visits and worked closely with schools to provide some limited safeguarding oversight. Some families were persistent in refusing visitation and, in these cases, the application of a CPP became a stronger consideration. There were Family Support Workers in the Family Assessment Service who could undertake welfare visits, although it was recognised that this was not in place of a statutory social work visit.

The Chair and Sub-Committee thanked officers for their detailed and candid responses and reassurance.

#### **8/24 Cabinet Response to Scrutiny Recommendations**

The Sub-Committee noted the report.

#### **9/24 Scrutiny Work Programme 2023-24**

The Sub-Committee noted the report.

The Sub-Committee requested some information at a future meeting on the impact in Croydon of new London-Wide Early Years funding at a future meeting.

The meeting ended at 8.40 pm

**Signed:**

**Date:**

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# Public Health Nursing

## Service context and Mandated checks

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19<sup>th</sup> March 2024

Agenda Item 5



*Excellent care for all*

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# Working Together, continuing the conversation



Croydon Health Services  
NHS Trust

- Following our visit in November in 2022 and June 2023 we continue to recognise and appreciate the value of the conversation and joint working across the system in relation to improving the provision Health Visiting services for the people of Croydon.
- The Local and National context continues to remain challenging for all parties involved.
- There continues to be good joint working and relationships with Public Health, and Local Authority Commissioners
- We are keen to continue the conversation and open relationship with members of the scrutiny committee
- At our last visit we discussed improving our vacancy and retention rates compared to the national position.

- Current Croydon Health Visitor Case load is 23,832 with 1049 Children and their families on the Universal plus and 582 Universal partnership plus Health Visiting pathway as well as 76 Children on the Family Nurse Partnership Program highlighting an increase in complexity of the local population and higher needs
- School Nursing Service covers 165 schools broken down as 89 primary Schools, 26 secondary schools, 14 special schools, 6 Pupil referral units and 26 independent schools

There are 396 Children and families subject to a Safeguarding / Child protection / Child in need Plan with 167 aged 0 – 5 and 219 over the age of 5.

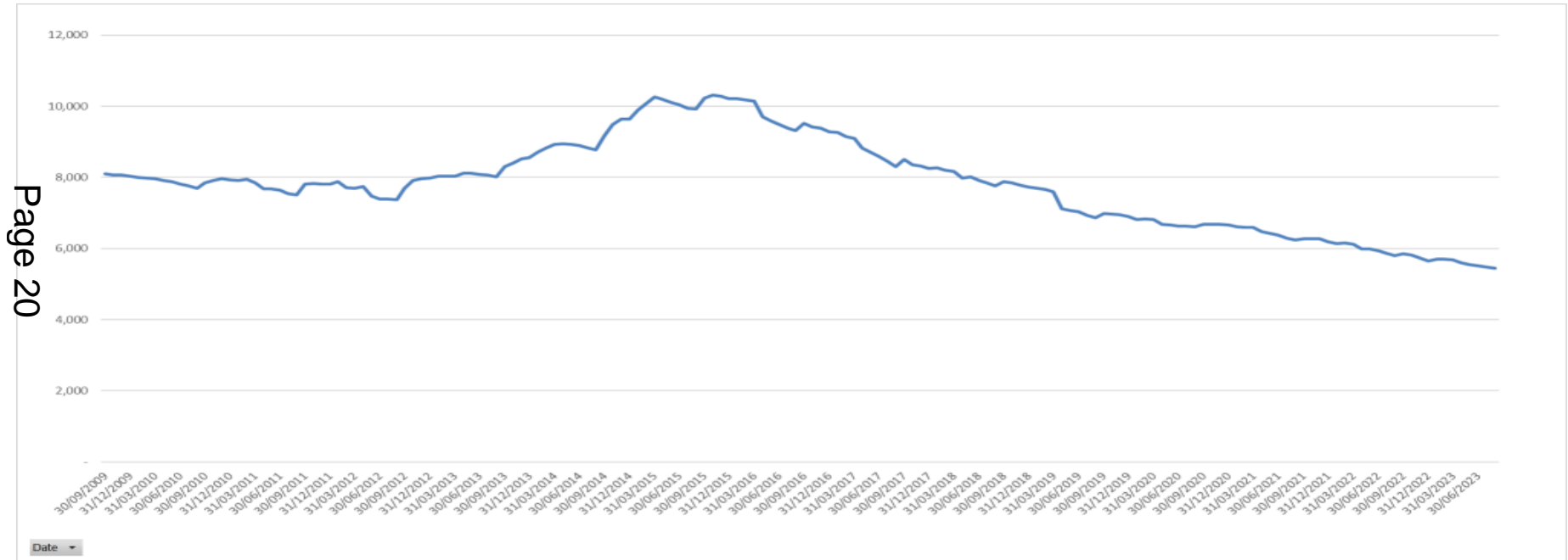
- Currently in Croydon there are 504 Children looked after, 79 are aged 0 – 5 and 425 are 6 to 19.
- This activity represents an activity / population increase of 3.6% compared to 2022/23, although the local birth rate is on a decreasing trajectory, it is estimated that there are currently circa 1200 children placed in Croydon by other boroughs.

# National Context of Health Visiting Workforce



Croydon Health Services  
NHS Trust

The Indicative Health Visitor Collection (IHVC) was set up to support the government's commitment to increase the number of Health Visitors by 4,200 FTE to 12,292 FTE by March 2015, from a baseline of 8,092 FTE in 2010. There has been a 48% decrease in Health Visitor numbers nationally since 2015 with only 5443 FTE Health Visitors in post in June 2023 following a peak of 10,309 FTE in October 2015



- The National position has continue to worsen since our last visit in 2023 with a national decrease in both public and privately employed Health Visitors from a peak of 11,192FTE to 6441 FTE a decrease of 43%
- The institute of Health Visiting surmise the national vacancy position is circa 50% for Health Visiting
- 84% of survey respondents said that the number of health visitors had decreased where they worked over the past 12 months. Only 5% reported an increase

- The Health Visitor Workforce position has improved since our last visit with a vacancy rate of 37.24% a decrease of 7 % since our last visit to committee compared to a 50% national vacancy rate.
- Our work continues to decrease both our short term absence from 9% to 7.9% and 12 month turnover rate improved from 58% to 42.5%

Providing Services across 7 days has improved access to services for the local population but also enable improved use of temporary staff, with Health Visitors from neighbouring boroughs working with the local teams and increasing our capacity by 15%.

- The Trust, Public Health and the Local Authority Commissioners agreed a new model for delivering Public Health Nursing across Croydon using a 0 – 19 model based across 4 localities and to be aligned to the Family hubs.

# Health Visiting Workforce Improvements



Croydon Health Services  
NHS Trust

We recognised, discussed and agreed at our last meeting that improving our workforce position in relation to vacancies and keeping our staff against a worsening national position for Health Visiting would be a priority.

What we have done since June 2023

- Improved the financial incentives for Health visiting staff, currently there is a £2000 annual recruitment and Retention premia that brings our remuneration in line with inner London Trusts and ensures we have a competitive offer in the recruitment market place
- Improved the training offer for all Nursery and Community Staff Nurses, we have commissioned Kingston University to provide specialist training for our staff
- Focused recruitment attention on Band 7 Specialist roles, we recognise that focusing on recruiting Band 6 Health Visitors led to minimal returns, so flexed our establishment to enable recruitment into roles we can recruit.
- With support from a specialist agency we launched a multiplatform recruitment campaign, recognising our staff's amazing skills "what is your superpower"

# Health Visiting Improving Access to Services



What we have done since June 2023

Croydon Health Services

NHS Trust

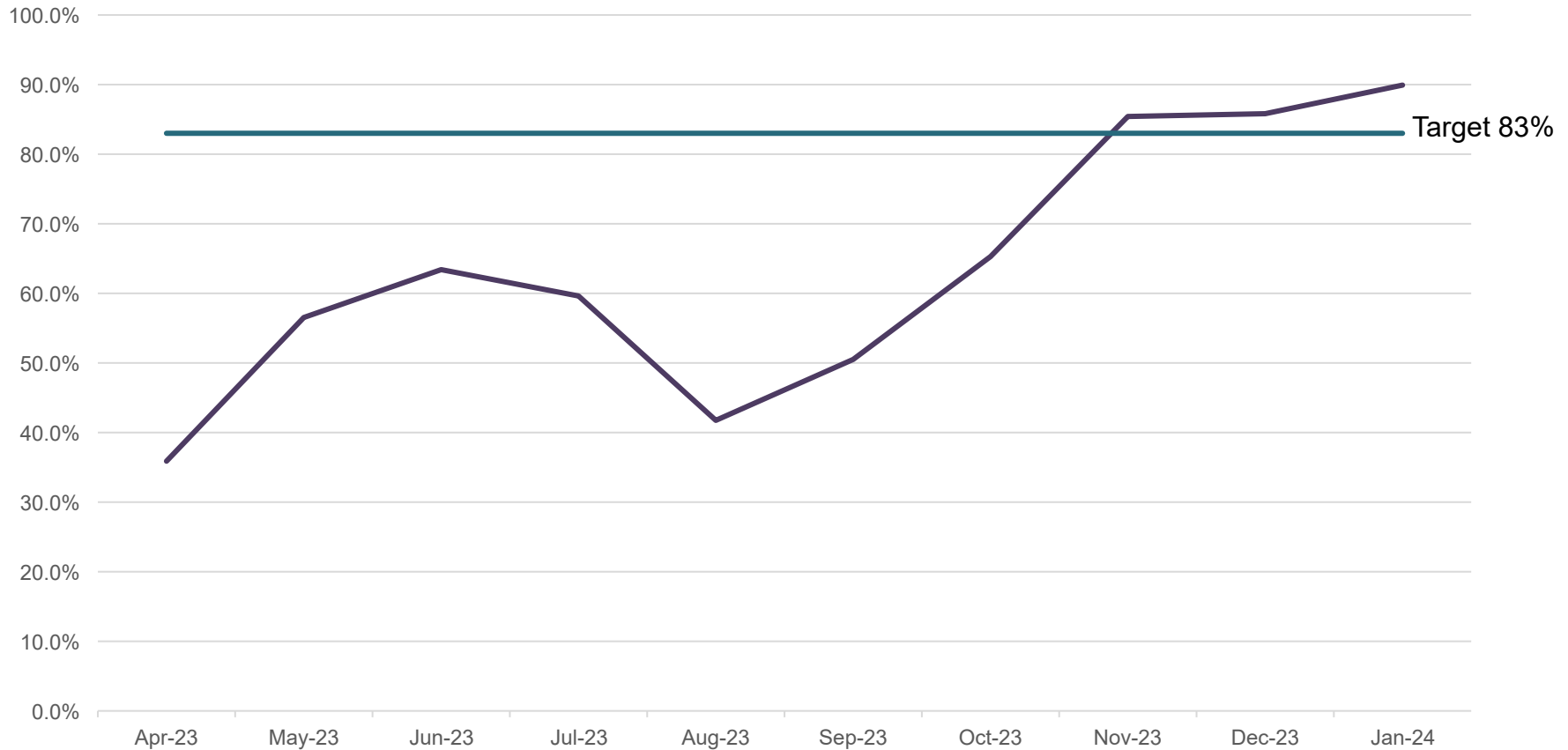
- New Birth Visits and 6 to 8 Week checks were identified as priority as enable the identification of our higher risk families.
- Improving our vacancy rates has improved our ability to meet the needs of the local population.
- Offering access to services across 7 days has had multiple benefits incl:
  - Improved DNA rates for clinics over the weekend
  - Health Visitors from local neighboring boroughs have been working with us via agencies , increasing our capacity by 15%
  - Our own staff, including FNP staff have been enabled to work and support
- Daily Operational huddles to identify emerging issues and identify resolution
- Use of text messaging via Accurix to remind families of upcoming appointments to reduce DNA rates
- Bespoke Vulnerable family clinics
- We continue to upskill our Nursery Nurses and Community Nurses to improve access to 12 month and 2 and half year checks

# New Birth Visit Performance



Croydon Health Services  
NHS Trust

Percentage of Visits within 14 days minus exceptions



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Average Performance data for 22/23  
England 79.9%  
London 81.6%

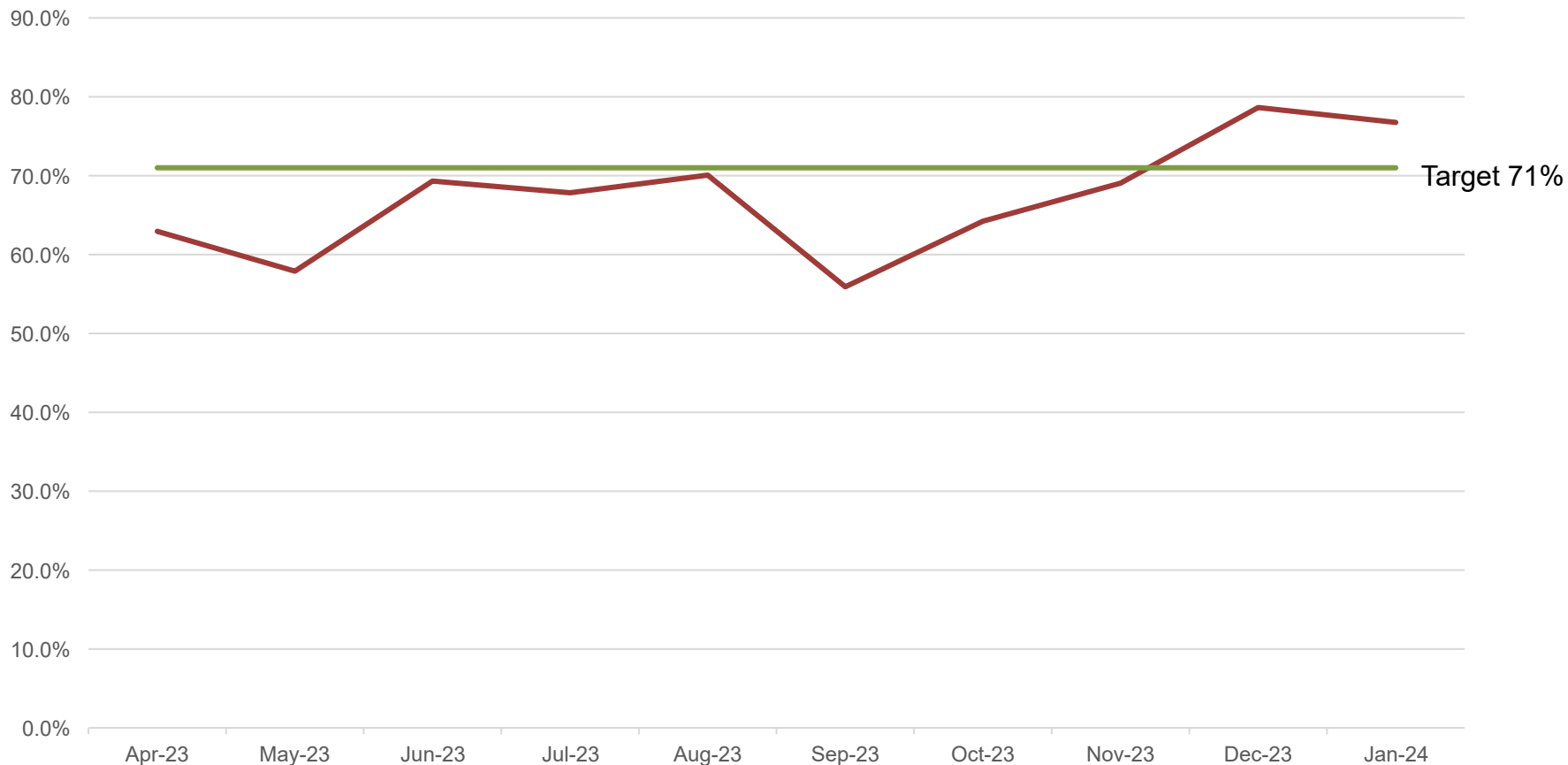


# 6-8 Week Check



Croydon Health Services  
NHS Trust

Percentage of children who received a 6-8 week review by the time they were 8 weeks old minus exceptions



Page 25

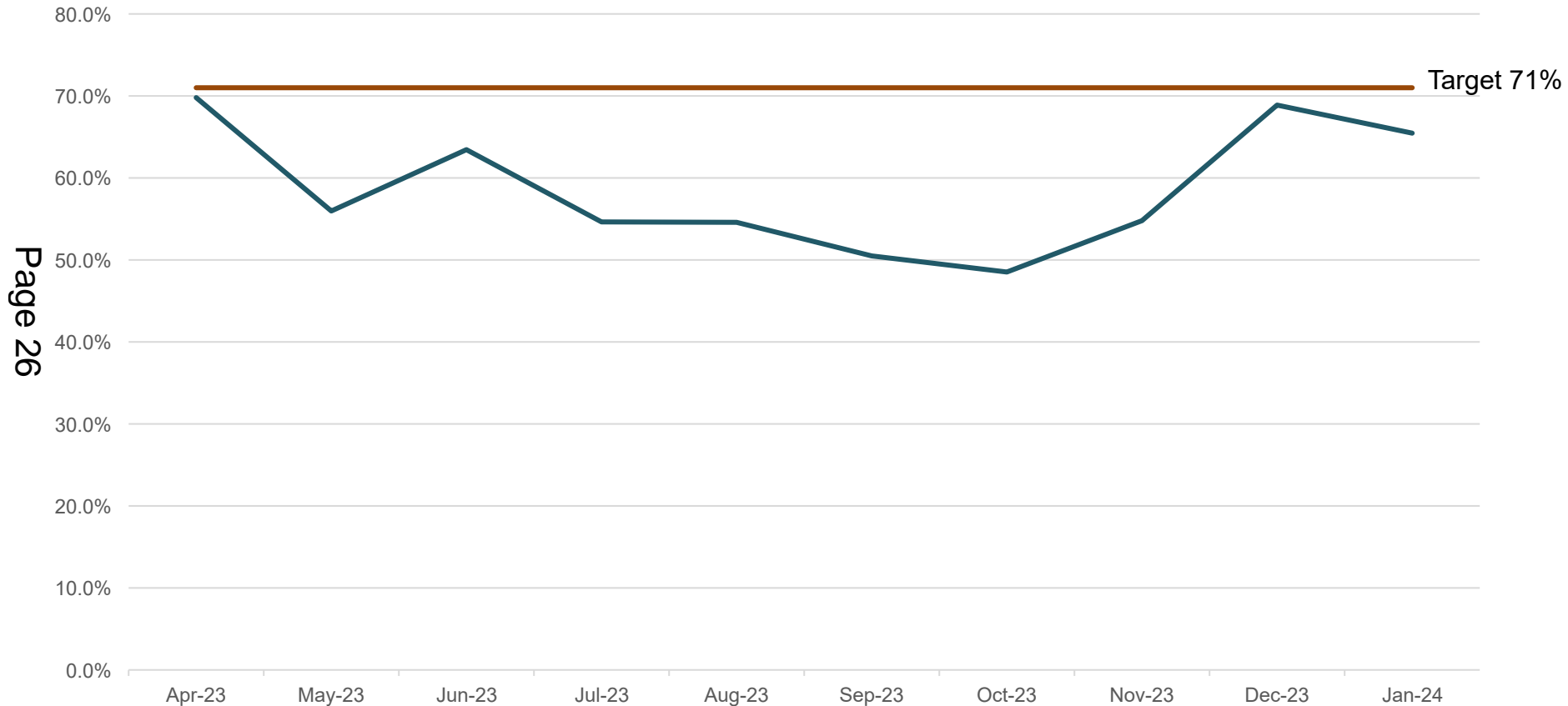
Average Performance data for 22/23  
England 79.6%  
London 70.9%

# 12 month review



Croydon Health Services  
NHS Trust

Percentage of children who received a 12month review by the time they were 15 months old



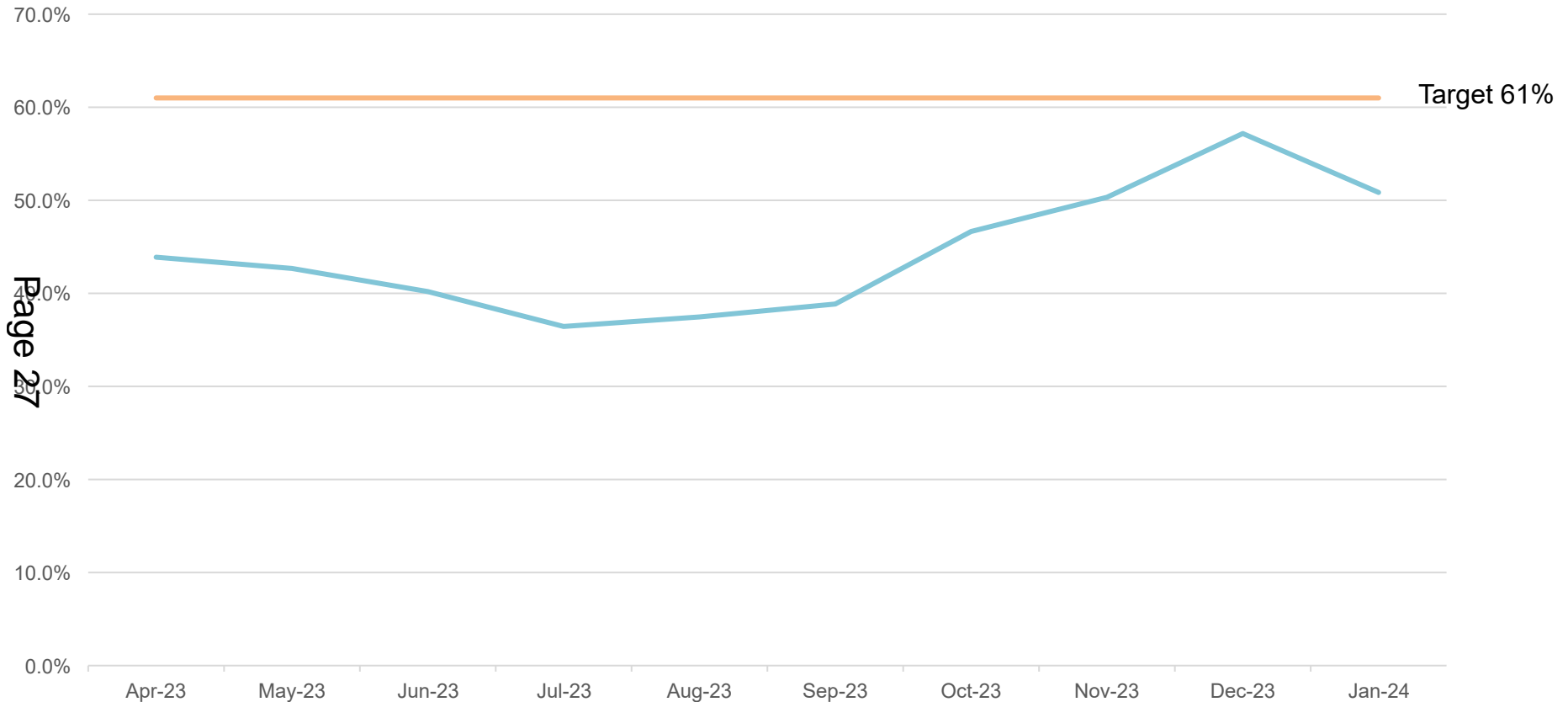
Average Performance data for 22/23  
England 82.4%  
London 72.4%

# 2-2.5 year review

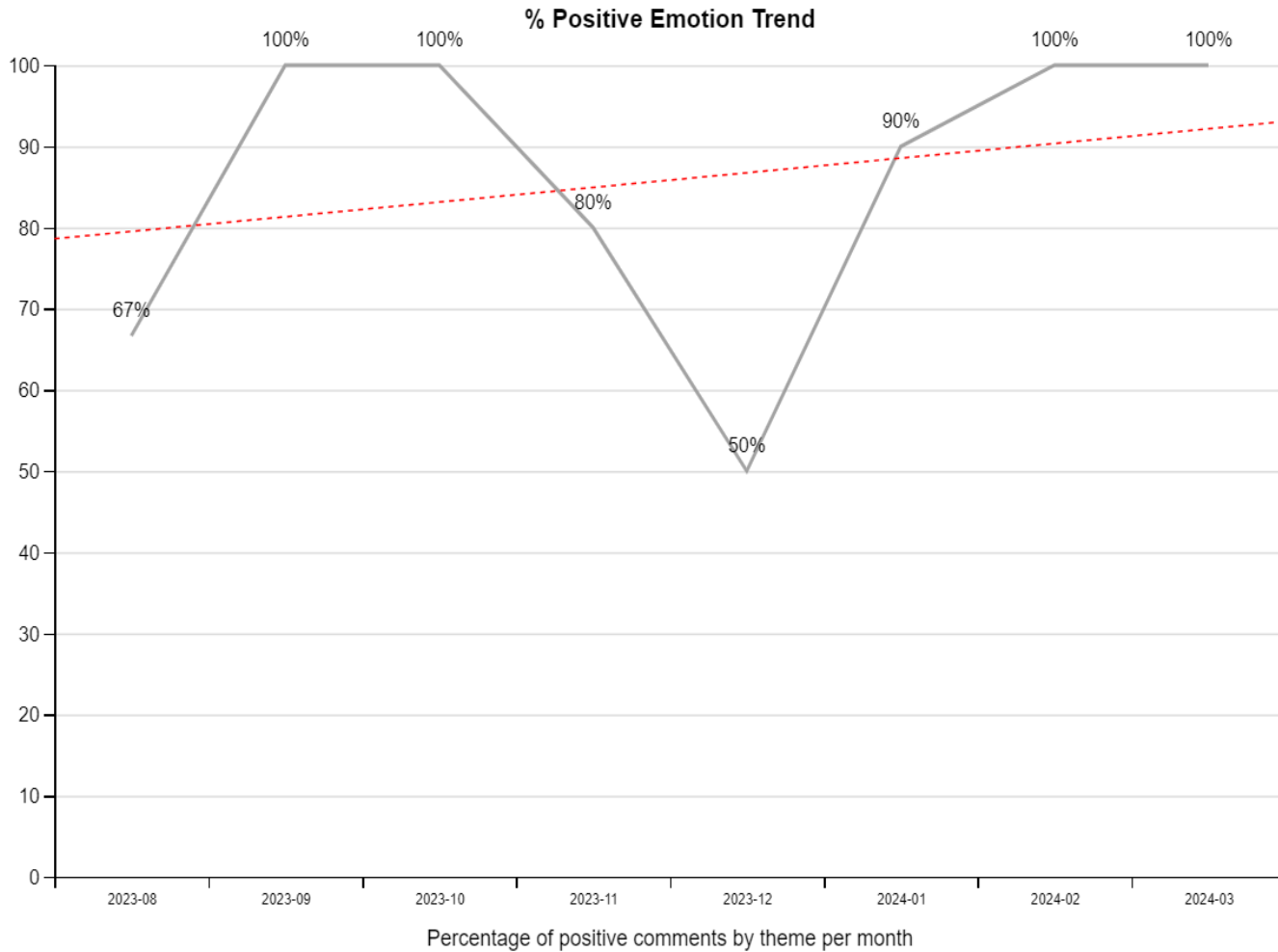


Croydon Health Services  
NHS Trust

Percentage of children aged 2.5 years who received a 2 – 2.5 year review



Average Performance data for 22/23  
England 73.6%  
London 61.2%



# Patient Feedback Word cloud



# Transforming Croydon's Public Health Nursing Service Provision

- Working with our Commissioners we will be transforming our Public Health Nursing Service
- Currently we have 9 separate teams across Croydon delivering Health Visiting Across 6 localities, School Nursing, Family Nurse Partnership and a Management Team
- Our new model will be delivering Services for all 0-19 Year olds across 4 localities including a identified service for our higher risk and complex families
- The localities are based on demand / population and are identified as:
  - North West
  - North East
  - Central
  - South
- This will enable integration with the Family Hubs, closer ties with local schools, PCN's, GP Surgeries and family groups as well as improved management structure and support.

# 0-19 Transformation

## 7 core principles:

1. The Public Health Nursing Service would deliver a Health Visitor and School Nurse led model, with significant and appropriate client interaction carried out by Community Nurses, Nursery Nurses and Healthcare Support Workers, with Qualified Health Visitors holding and overseeing caseloads and supporting / supervising the teams to deliver high standards of care
2. The majority of client interactions will be face to face rather than virtual but will be carried out via a clinic rather home visits.
3. Workforce will flex in line with demand and the locality with the highest demand will have the largest workforce
4. Prioritisation to meet the needs of the most vulnerable children and families in Croydon.
5. Community Nurses, Nursery Nurses and Healthcare Support Workers will support both Health Visiting and School Nursing Activity in their locality
6. Specialist roles (Post SCHIPHN) will deliver specialist roles.
7. Four locality based teams would deliver the service



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# Agenda Item 6

## LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>Children and Young People Scrutiny Sub-committee</b>	
<b>DATE</b>	<b>19 March 2024</b>	
<b>REPORT TITLE:</b>	<b>EDUCATION STANDARDS 2023</b>	
<b>CORPORATE DIRECTOR / DIRECTOR:</b>	<b>Debbie Jones – Interim Executive Director of Children Young People &amp; Education</b> <b>Shelley Davies - Director of Education</b>	
<b>LEAD OFFICER:</b>	<b>Jessica Henk and Miriam Sechere, Interim Heads of Education Services</b> <a href="mailto:Miriam.Sechere@croydon.gov.uk">Miriam.Sechere@croydon.gov.uk</a> <a href="mailto:Jessica.Henk@croydon.gov.uk">Jessica.Henk@croydon.gov.uk</a>	
<b>LEAD MEMBER:</b>	<b>Councillor Maria Gatland, Cabinet Member for Children Young People &amp; Education</b>	
<b>KEY DECISION?</b>	<b>No</b>	<b>N/A</b>
<b>CONTAINS EXEMPT INFORMATION?</b>	<b>No</b>	<b>Public</b>
<b>WARDS AFFECTED:</b>	<b>All</b>	

## 1 SUMMARY OF REPORT

### CONTEXT

- 1.1 This report summarises the education performance and outcomes for children and young people in Croydon schools for the academic year 2022/23, across all phases from Early Years Foundation Stage (EYFS) to Key Stage 5 (KS5).
- 1.1.1 School and college performance data for the 2022/2023 academic year should be used with caution. In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022, therefore it is most accurate to compare with 2018-19 data sets.
- 1.1.2 There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and students differently.

- 1.1.3 The Croydon Education Partnership (CEP) is now established with representation from across all education provision in the borough. The CEP is chaired by an independent chair.
- 1.1.4 The CEP has agreed 4 priority areas, one of these includes improving outcomes for Croydon's children and young people.

## **1.2 HEADLINE PERFORMANCE SUMMARY**

- 1.3 At the time of writing 94.4% of Croydon primary and secondary schools that have been inspected are judged to be good or better by Ofsted. This is now 4.7% above the national average of 89.7% but 1.7% below the London average of 96.1%. The gap between Croydon and London has narrowed.
- 1.4 The proportion (69.1%) of children at early years foundation stage achieving a Good Level of Development (GLD) is above the national average, and equivalent to the London average.
- 1.5 Our KS1 pupils achieved better than national averages in reaching expected standards in reading, writing and maths.
- 1.6 At KS2, 62.9% of Croydon's pupils achieved the expected standard in reading writing and maths which is higher than the national average but lower than London averages.
- 1.7 At KS4, the average Progress 8 score was 0.01, slightly better than the national average of -0.03 but lower than London (0.27) and our statistical neighbours (0.22). The percentage of pupils achieving grades 9-5 in English and Maths in Croydon was 44.9%. This is the 3<sup>rd</sup> lowest compared to our statistical neighbours, lower than London (54.1%) and slightly below the national average (45.5%). 64.5% of pupils gained at least a grade 4 in English and Maths.
- 1.8 Croydon has a broad KS5 offer, but with a surplus of available places. Our monthly Not in Education, Employment and Training (NEET) rates consistently place us in quintile 3 nationally, but the number of NEET referrals is increasing.
- 1.9 Persistent absent rates have increased compared to 2021/22 but remain below the national average.

- 1.10 There were 46 permanent exclusions in 2022/23, at secondary phase, and 5 at Primary. This is an increase on previous years. However, remains under national averages.
- 1.11 There is a focus on improving the quality and monitoring of Personal Education Plans (PEP) for our Children Looked After (CLA).
- 1.12 The timeliness of assessment and issuing of Education Health & Care Plans (EHCP) within the 20-week period was 82% in 2023 which is significantly higher than the 2022 national average (49%).
- 1.13 Performance data can be found in Appendix 1: Education Dashboard (Jan 2024).
- 1.14 Our closest statistical neighbour authorities are Birmingham, Brent, Ealing, Enfield, Greenwich, Haringey, Lambeth, Lewisham, Merton and Waltham Forest.

## **2 RECOMMENDATIONS**

For the reasons set out in the report [and its appendices], the Children and Young People Scrutiny sub-committee are asked to:

- 2.1 Note this report, and commend the continued actions being taken by all partners to secure improvement in pupil educational outcomes
- 2.2 Note that pupil attainment/school outcome data has now been fully published for the 2022/23 academic year
- 2.3 Note our activities, planned and underway, to improve pupil and school outcomes as set out within this report

## **3 REASONS FOR RECOMMENDATIONS**

- 3.1 Not applicable

## **4 BACKGROUND AND DETAILS**

### **4.1 OFSTED INSPECTION OUTCOMES**

#### **Ofsted Inspection arrangements**

- 4.1.1 The current OFSTED Inspection Framework (2019, with the latest update in January 2024) for schools, applies to all maintained schools, academies, further education and skills provisions, and registered early years settings in England.

- 4.1.1 Due to the pause in inspections in 2020 and 2021 due to the COVID19 pandemic, extensions of up to 6 terms have been added to the normal time frame for inspection for many schools. Schools are normally inspected as per the following:
- i. New schools, including academies, are inspected within 3 years of opening.
  - ii. Most good and outstanding graded schools are inspected every 4 years to confirm they remain good/outstanding (no graded judgements). If they are found to have improved or to be declining, they will then get a full inspection with graded judgements within 1-2 years. Some good and outstanding schools will receive a graded judgement due to risk assessment or for quality assurance purposes.
  - iii. Requires Improvement and Inadequate schools are inspected within 30 months.
  - iv. Where any school, irrespective of its current OFSTED grade, is deemed to have serious concerns (for example safeguarding) they may be inspected immediately.
- 4.1.2 We currently have several schools who are due or over-due an inspection in accordance with the above criteria.
- 4.1.3 There is a nationally reported trend of a low proportion of outstanding schools retaining their outstanding status upon inspection against the current Inspection Framework.

### Croydon's current OFSTED grading summary

- 4.1.4 At the time of writing 94.4% of Croydon primary and secondary schools that have been inspected are judged to be good or better by Ofsted. This includes both LA maintained and academy schools. This is a substantial increase of 7.2% from the last report. This is now 4.7% above the national average of 89.7% but 1.7% below the London average of 96.1%. The gap between Croydon and London has narrowed

**Table 1: Current overall Ofsted ratings for schools as of 11 March 2024**

OFSTED judgement	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected
<b>Croydon:</b> Number of Schools	29	73	6	0	N/A
<b>Croydon:</b> % of schools	26.4%	67.5%	6%	0%	N/A
<b>London:</b> % of schools	28.2%	67.9%	3.6%	0.3%	N/A
<b>England:</b> % of schools	15.9%	73.1%	9%	8.8%	N/A

## **Action being taken to improve Ofsted judgements:**

- 4.1.1 Categorisation of schools is undertaken annually (and reviewed if circumstances change) using a combination of risk factors. An appropriate level of support (Universal, Universal+ or Targeted) is offered to improve pupil attainment and Ofsted outcomes.
- 4.1.2 The School Forum has approved Dedicated Schools Grant (DSG) funding of £227,442 a year for 2024/25 to maintain the current levels of support for all schools plus provide additional CPD for school staff covering specialist forums and training. This is in response to the Department of Education's withdrawal of the School Improvement and Monitoring Grant to LAs from 2023/24 and in recognition of the valuable resource and expertise provided to local schools. This also provides a stability of LA service delivery for the next year covering the period to 31<sup>st</sup> March 2025.
- 4.1.3 Continuing Professional Development has been provided to our primary schools to prepare them for the Deep Dive into reading and mathematics, and in the wider curriculum including deep dives in history, geography, science and art.
- 4.1.4 Ofsted update training is provided at least annually for school leaders and separately for governors. Additional specialist consultancy and training is available as part of the Council's traded offer to schools.

## **4.2 EARLY YEARS/EARLY YEARS FOUNDATION STAGE (EYFS) OUTCOMES**

### **EYFS arrangements**

- 4.2.1 The EYFS Statutory Framework covers all settings and practitioners who work with children from birth to the end of the reception year in school (0-5yrs). There are three statutory assessments for children in the EYFS:
- 4.2.2 All children who attend an early year setting (including a childminder) must be assessed between their 2<sup>nd</sup> and 3<sup>rd</sup> birthdays. This is known as the Two-Year-Old Check and assesses whether children are making appropriate progress in the areas of communication & language development; personal, social & emotional development; and physical development.
- 4.2.3 All children in maintained schools and academies must take the Reception Baseline Assessment (RBA) within 6 weeks of starting in a reception class. This assessment is used solely to measure a school's effectiveness as the results are held for 7 years and then compared to the cohort's Year 6 SATs results.
- 4.2.4 At the end of the reception year, all children will be assessed against 17 Early Learning Goals (ELG) which cover the 7 areas of learning and development in the EYFS. This assessment is known as the Early Years Foundation Stage Profile (EYFSP). The purpose of the EYFSP is to support a successful transition to Key Stage 1 and to inform parents about their child's development.
- 4.2.5 Children are assessed as "Emerging" or "Expected" against the criteria in each ELG. Children who are assessed as "Expected" in the areas of communication & language; personal, social & emotional; physical; literacy; and mathematics are deemed to have a Good Level of Development (GLD).

## **Croydon's latest EYFS outcomes**

- 4.2.6 69.1% of children in Croydon attained a GLD in 2022-2023, which is better than national and equivalent to London averages. Whilst much lower than previous pre-pandemic years, this does reflect both the considerable effects of the pandemic on our youngest children, together with the introduction of new ELGs. In addition, LAs no longer have a statutory duty to moderate EYFSP judgements which may have affected the scores. Of the regions, Outer London had the highest percentage of children with a good level of development.
- 4.2.7 There is a GLD gender gap in Croydon, 61% achievement of this measure by boys compared to 74% for girls. This is in line with all children nationally
- 4.2.8 In Croydon, 56.7% children entitled to Free School Meals (FSM) achieved a GLD compared to 70.2% of their peers who did not claim FSM. This 'gap' of 13.5% is the narrowest of all the comparable regions.

## **Action being taken to improve EYFS outcomes**

- 4.2.9 We continue to support early years practitioners to develop their skills in all areas of the EYFS curriculum, with an emphasis on communication & language; personal, social & emotional; and physical development as the cornerstones of learning.
- 4.2.10 Work continues to address the gender gap, particularly in literacy. The final cohort of schools and settings are using "Helicopter Stories" which is proven to support boys' communication, language and literacy.
- 4.2.11 We offer a range of support and training to our early year's settings and practitioners, including curriculum and statutory training, professional development forums and moderation sessions for reception teachers.
- 4.2.12 Private, Voluntary and Independent (PVI) settings benefit from annual support visits, pre-Ofsted support programmes, including focussed visits on 'less than good' provision.
- 4.2.13 Our maintained nursery schools have a named link adviser and are subject to the same support and categorisation process as our primary and secondary schools.

## **4.3 KEY STAGE 1 (KS1) & KEY STAGE 2 (KS2) OUTCOMES**

- 4.3.1 Due to the COVID-19 pandemic, external assessments did not take place in 2019-20 or in 2020-21. The assessments in 2022-23 were set at the same standard as 2018-19 to measure the effects of the pandemic on pupil achievement. The effects of the pandemic are still being felt
- 4.3.2 In the Summer term of 2023 externally validated teacher assessments took place for at the end of KS1 in reading, writing and mathematics, supported by tests taken during May 2022 in reading and mathematics.

- 4.3.3 Externally marked tests took place at KS2 in reading, mathematics, grammar, punctuation and spelling (GPS) in May 2023, together with externally validated teacher assessments in writing in June 2023.

### **Croydon's latest KS1 and KS2 outcomes**

- 4.3.4 In 2022/23 the percentage of pupils achieving the expected standard at KS1 in all of reading, writing and mathematics in Croydon was 58.6%. This is 2.6% higher than the national average. 7.7% of children reached the higher standard in all three compared with 6.2% nationally. All individual subjects were higher than national averages at both the expected standard and at the higher standard.
- 4.3.5 In 2022/23, the percentage of pupils achieving the expected standard at KS2 in all of reading, writing and mathematics in Croydon was 62.9%. This is above the national average.
- 4.3.6 Strengths: Croydon attainment in reading, writing and mathematics is above national averages in reading, mathematics and writing at both KS1 and KS2 and in GPS at KS2 at the expected standard.
- 4.3.7 Progress scores for KS2 attainment are lower than London averages in all three subjects with writing attainment also slightly lower than national averages (reading and maths progress is higher than national averages).

### **Action being taken to improve KS1 & KS2 outcomes**

- 4.3.8 School Improvement visits challenge and support leaders on the quality of education, including teaching and learning, and provision for specific pupil groups including those with SEND needs and those who are disadvantaged. The number of visits is graduated according to need. School visits include learning walks which often include both lesson visits and book scrutiny for evidence of the curriculum over time. This ensures that any issues are picked up quickly and school leaders are supported with making improvements.
- 4.3.9 Our most vulnerable schools have formally recorded School Progress Review Meetings (SPRM) termly to track progress to a judgement of at least good in an Ofsted inspection. This ensures that appropriate challenge and support is given to the leadership and management of the school to ensure accelerated progress. An element of inspection readiness is introduced into the programme at the appropriate time, and often includes preparing middle leaders and governors for their part in the process.
- 4.3.10 A comprehensive programme of assessment and moderation training is provided at KS1 and KS2 to ensure assessments are robust and accurate. This includes training for teachers who are new to Year 2 and Year 6, and for strong teachers to join the LA team as moderators which builds capacity in their schools as well as for the LA. Moderation clusters at KS1 and KS2 support teachers in developing and assuring their judgements. In line with statutory responsibilities schools' assessments were monitored in phonics in Year 1, and moderated in reading, writing and mathematics at KS1 and in writing at KS2.
- 4.3.11 As of this year, statutory assessments will no longer take place at the end of KS1. Schools are encouraged by the DfE to continue to use optional tests at the end of

KS1 to inform their teacher assessment judgements. The LA have gathered information from school leaders about assessment processes in their schools in Year 2 going forward and are continuing to run moderation clusters to support this process.

4.3.12 Additional writing moderation clusters for all year groups (1-6) will be held with appropriate training for staff throughout the primary phase.

4.3.13 Termly briefings share good practice across the borough in English and mathematics and enable a focus on current areas of priority for improvement, as well as assessment and Special Educational Needs. Strong partnerships will continue to be forged with the local mathematics and English hubs, funded by the government to provide support to schools in these areas.

4.3.14 The Schools Forum agreed funding for 2023/24 and 2024/25 will ensure that the above support can continue without additional funding pressures on either the Council's General Fund or on school budgets.

## **KEY STAGE 4 (KS4) OUTCOMES**

### **KS4 arrangements**

4.3.15 School and college performance data for the 2022/2023 academic year should be used with caution. In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022.

4.3.16 There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and students differently.

National KS4 measures are based upon:

4.3.17 Percentage of pupils achieving at least a grade 4 or 5 in both English and Maths GCSE.

4.3.18 Attainment 8 measure which shows the average academic performance of a secondary school. It is calculated by adding together pupils' highest scores across eight government approved school subjects.

4.3.19 Progress 8 is a 'value-added' measure that indicates how much a secondary school has helped pupils improve (or progress) over a five-year period when compared to a government-calculated expected level of improvement.

### **Croydon's KS4 outcomes**

4.3.20 Overall, Croydon is currently under performing against most national and regional KS4 averages. Whilst progress in Croydon is being made over time to reduce the gap, when compared with other London boroughs we are still behind on all measures.



- 4.3.21 Achievement of Grade 4 or above in English & Maths GCSE: 64.5% of Croydon pupils achieved this in 2023, which is below the national average (65.4%). However, this represents a 3.2% improvement in Croydon compared to 2019 (61.2%), which is better than the national improvement rate at 0.05% (64.9%) in the same period, meaning we have reduced the gap slightly. [GCSE Results by Borough - London Datastore](#)
- 4.3.22 Achievement of Grade 5 or above in English and Maths GCSE: This is considered a 'strong' pass grade. 44.9% of our pupils achieved this in line with the national average (45%). We have increased achievement at Grade 5 from 2019 (40.5%), compared to a national drop from 43.4% at Grade 5 in 2019, demonstrating progress being made to close the gap. [GCSE Results by Borough - London Datastore](#)
- 4.3.23 Attainment 8: Croydon's provisional Attainment 8 score was 45.7, lower than the England average of 46.4 and lower than the London average of 50.6, putting Croydon and Waltham Forest joint at 30/32 of London Boroughs. (Lewisham coming 31<sup>st</sup>, Lambeth coming 32<sup>nd</sup>).
- 4.3.24 Progress 8: Croydon (Average +0.01) performed better than the England average of state funded schools (-0.03) and the score confirms that pupils are making the expected level of progress compared to their KS3 starting point. However, there is a decline in Progress 8 from 0.07 in 2019. [GCSE Results by Borough - London Datastore](#)  
[All schools and colleges in Croydon - Compare school and college performance data in England - GOV.UK \(compare-school-performance.service.gov.uk\)](#)

#### **Action being taken to improve KS4 outcomes**

- 4.3.25 School Improvement visits through our traded services challenge and support leaders on the quality of education, including teaching and learning, and provision for specific pupil groups including those with SEND needs and those who are disadvantaged. School visits include learning walks which can include both lesson visits and book scrutiny for evidence of the curriculum over time. This ensures that any issues are picked up quickly and school leaders are supported with making improvements.
- 4.3.26 Promoting teaching and learning partnerships across the borough to develop shared practice and standards between high performing schools and lower performing schools with similar pupil demographics. This is done via targeted CPD (for example focus on programmes for disadvantaged pupils), facilitating school visits and opportunities across schools to share best practice locally and from other boroughs.
- 4.3.27 The Schools Forum agreed funding for 2024/25 will ensure that the above support can continue without additional funding pressures on either the Council's General Fund or on school budget.

#### **4.4 KEY STAGE 5 (KS5) OUTCOMES**

##### **KS5 arrangements**

- 4.4.1 School and college performance data for the 2022/2023 academic year should be used with caution. In 2022/23, qualifications returned to pre-pandemic standards. Performance measures that are based on qualification results will reflect this and cannot be directly compared to measures from 2021/2022. There are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and students differently. Therefore, when looking at 2023 data, it is most meaningful to compare against 2019 data given this context.
- 4.4.2 As part of the transition back to the unmodified and full summer exam series, for data comparison purposes, comparison of 2023 to 2019 data is most meaningful.
- 4.4.3 Published data from the DfE for KS5 is now available. We are able to compare across boroughs/ disadvantaged groups. Destination Data for KS5 2022-23 is not released until October 2024.
- 4.4.4 Data and information in relation to 2023 results referred to in this report is therefore published data provided by the DFE.
- 4.4.5 Typically, KS5 students in Croydon enter Level 3 courses (e.g. A Levels) with lower-than-average KS4/GCSE attainment levels, with migration out of Croydon (for example to selective schools in neighbouring boroughs) for post-16 studies.
- 4.4.6 All young people must stay in education, employment with training or training (EET) until their 18<sup>th</sup> birthday. Those identified as not EET (NEET) must be supported to find and sustain suitable provision.

### **Croydon's provisional KS5 outcomes**

- 4.4.7 A Levels: Local performance remains below regional, statistical neighbour and national averages. Our A level pass rate (95.8%) data suggests that we are below the reported national average of 97.1% demonstrating a decrease in A\*-E grades since 2019 (98.2%) The percentage of Croydon students achieving A\* Grades has increased however from 5.8% in 2019 to 6.8% in 2023 (discounting CAGs and TAGs years). The average grade in the borough is a C grade, this is in line with our statistical neighbours. The number of A level students achieving 2 or more A level qualifications has risen from 66.2% in 2019 to 69.4% in 2023.
- 4.4.8 Other level 3 courses (e.g. BTECs, Diplomas, T Levels): We continue to have strong performance with high numbers of students achieving high grades in Technical qualifications with the average Tech results being Distinction. This is above the regional London average of a Merit+. Disadvantaged students achieve on average the same tech result as non-disadvantaged students. Our Technical qualification students achieved better than all comparator averages by +0.1 points (statistical neighbours) to +2.54 points (London).
- 4.4.9 Areas of strength: We have individual schools within the borough who are within the top 10 percentile nationally for outcomes.
- 4.4.10 Areas of development: Viability of some school sixth forms and surplus sixth form places - We have a high number of small sixth forms across Croydon who cannot

offer the breadth of curriculum to meet the needs of all their KS4 leavers. With typical entrance requirements for A levels being a grade 6+ including English and maths at GCSE and only 44.9% of students in Croydon gaining a G5+ including English and maths, a 'traditional' school sixth form academic curriculum offer does not meet the needs of a considerable proportion of students. Following the pandemic and the impact of inflated CAGs and TAGs grades on previous KS4 students, this has led to students being on A level courses that haven't matched their current attainment. This has inevitably impacted on A level data 2023. The ongoing focus on raising KS4 attainment will have an inevitable impact on KS5 data.

Whilst introduction of other types of post-16 courses, for example BTECs and T Levels, would enable more students to access suitable post-16 pathways within their school, the nature of these courses in terms of teaching expertise, resources and premises often proves prohibitive for schools, meaning colleges or specialist/niche post-16 providers are better placed to meet the needs of many students.

- 4.4.11 NEET date is not published annually for the September – November period due to the volatility of the cohort and data. In the August 2023 tables, we were position 8 of 30 (2 positions higher than last year), placing us in Quintile 3; the top half of the national standings table. Our combined NEET / Not Known figure was identical to the 2022 results - 4.9% of the total 16/17-year-old cohort. This equates to 230 young people who were classified as NEET and 243 whose status was Not Known.
- 4.4.12 The average NEET and Not Known is a white male who was educated in the borough and lives in New Addington South ward, they make up 61% of our NEET / Not Known cohort. In line with the change in DfE reporting, we no longer capture or report on Gender identity of a young person, but their Sex, in line with [UK Statistics Authority recommendations](#). This is their sex as defined on a birth certificate or gender recognition form. To mirror this, we have replaced the Gender characteristic with the Sex characteristic in our reports.
- 4.4.13 Half of all NEET and Not Knowns are from a White ethnic grouping with 38% of Black or Mixed ethnicity. The highest concentrations of our NEET and Not Known cohorts are in Central and South areas with 30% living in New Addington, Broad Green or Waddon. Approximately 16% of our NEET young people are not available to participate in EET for reasons of pregnancy, caring responsibilities, medical or being abroad – this is a reduction of 4% in the previous year.
- 4.4.14 The number of complex NEET young people referrals is increasing. This is a particular challenge due to the very limited availability of / access to mental health and wellbeing support services. Furthermore, the ceasing of a wide range of post 16 provision (due to the termination of ESFA funding) likewise qualifications that are more suited for those young people who have few or no GCSEs compounded the challenge of adequately supporting young people with multiple challenges

## **Action being taken to improve KS5 outcomes**

- 4.4.15 Improvement of KS5 outcomes across Croydon will be driven by improvement in our KS4 outcomes and therefore the actions being taken as outlined in section 1.5. apply as improvement arrangements for KS3 to KS5 have been aligned.
- 4.4.16 Ensuring the provision of high quality, appropriate careers, information, advice and guidance to ensure all students are on the right KS5 pathway is essential to improving outcomes. Whilst schools and colleges have a statutory responsibility to ensure the provision of this, the LA has historically provided support for this. However, local and national funding reductions in recent years has significantly reduced the resource and capacity for this.
- 4.4.17 We are developing post 16 partnerships and training across the borough through the secondary and post 16 link advisor, specific CPD, forums. This relationship is used as a vehicle to review the local post-16 offer, share good practice, promote collaboration and inform discussions with post-16 providers on their KS5 offer. The responsibility remains with schools with regards to curriculum and deployment of resources.
- 4.4.18 Improving Oxbridge, Russell Group and Top Third Access to University as well as degree apprenticeships is a focus. We are doing this by strengthening partnerships with the widening access teams of Higher Education Institutions and exposing Croydon's young people to the possibilities of university and degree apprenticeships through more networking events. This includes work we have been undertaking with Cambridge University and university outreach workers.
- 4.4.19 Croydon Council brokers a data management, analysis and monitoring tool (ALPS) at reduced cost 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.
- 4.4.20 We have a small NEET casework team who provide focussed advice and support to help young people into education and training, track young people whose education status is unknown, and one officer dedicated to working with social care colleagues to support CLA/care leavers who are NEET.
- 4.4.21 We continue to produce the annual Croydon Post 16 prospectus [My Choices at 16+ | Croydon Council](#) , now available digitally. This provides details of the full local post-16 offer, plus an enhanced section for young people with SEN, careers information advice and guidance and links to support (e.g. financial) available.

## **4.5 PUPIL ATTENDANCE**

### **Attendance arrangements**

- 4.5.1 The primary objective for Croydon Council is to raise the actual attendance in all Croydon schools in line with the National average and statistical neighbours. This will involve working with all schools and other agencies within the LA, voluntary sector, and regeneration programmes.

4.5.2 The vision that Croydon LA wants to promote in partnership with schools, is based on a fundamental belief that inclusive schools are “Schools to which the teaching and learning, achievements and well-being of every young person matter.”

4.5.3 In May 2022, the DfE published the guidance [Working Together to Improve School Attendance](#) and [Summary Table of Responsibilities for School Attendance](#).

The guidance gives a clear message that improving attendance should not be the responsibility of one organisation. It should be achieved by working collaboratively and addressing the root cause of the absence.

Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates. They are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn. ([Working Together to Improve School Attendance](#)).

### **Croydon’s current attendance**

4.5.4 Historically, Croydon primary school persistent absence rate in 2018/19 was 8.53% which was a decrease of 0.31 from the previous academic year. The primary school figures for the academic year of 2019/20 were not published by the DfE due to covid-19 implications. However, the data for 2020/21 stood at 8.26%. which is better than our statistical neighbours. The data for 2021/22 indicates an increase in persistent absence from the previous academic year of 8.05% however, despite this increase, the data suggests Croydon’s primary school persistent absence rate is better than the national average by 1.91%. Croydon secondary schools’ persistent absence rate in 2021/22 has increased by 11.64% from the previous academic year.

4.5.5 Croydon’s current persistent absent rate in 2022/23 is 22.15% which is an improvement of last year’s 20.96%.

4.5.6 We have had a focussed visit from the DfE on attendance. This was a positive visit which highlighted some best practice.

### **Action being taken to improve pupil attendance**

4.5.7 Croydon LA has commissioned Studybugs which is currently embedded and is able to extract live data feed from schools in line with the Government Green Paper statements on school attendance. This gives Croydon staff members access to live pupil data, which can be used to target needs within schools.

4.5.8 Monthly whole school attendance touch base meetings led by Croydon LA officers have been rolled out to all Croydon schools to support with all whole school attendance matters.

- 4.5.9 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.
- 4.5.10 The local authority also supports schools by taking enforcement action, where this is appropriate, against parents who fail to ensure their children attend school regularly. In the 2022/23 academic year 1238 penalty notices were issued for unauthorised absence at school which is an increase on last year by 660.
- 4.5.11 LA education officers in the Access to Education Team 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 Locality Early Help teams.

## **4.6 PUPIL EXCLUSIONS**

### **Exclusions arrangements**

- 4.6.1 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 school's behaviour policy and there are regulations and guidance covering their use. Parents have various rights of representation in response to an exclusion.
- 4.6.2 The DfE publishes the national comparative rates for exclusions from academies and 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 2020/21 academic year, with internal data adding to the contextual picture.
- 4.6.3 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 number.

### **Croydon's current exclusions**

- 4.6.4 There were 46 permanent exclusions from Croydon secondary schools during the 2022/23 academic year. This figure has increased by 19 from last year's figures during the academic year 2021/2022. Post Covid factors have been given by schools as one of the reasons behind the increase.
- 4.6.5 There were 5 permanent exclusions of primary school pupils during 2022/23, which increased from the previous year.
- 4.6.6 There were 15 permanent exclusions of Croydon resident pupils from schools in other local authority areas.
- 4.6.7 No permanent exclusions were withdrawn by schools, however three were reinstated by the governing body.
- 4.6.8 The trend shows that Croydon is still currently below the national average in the number of permanent exclusions from maintained Croydon schools, academies and free schools over recent years as well as the permanent exclusion rates compared with national, London and statistical neighbours which is positive. However there has been an increase of permanent exclusions from previous years.
- 4.6.9 The table below indicates the drop in school-based suspensions in the last two academic year we have seen a dramatic drop of 817 less suspensions/fixed term exclusions.

**Table 5: Volume of fixed term and permanent exclusions 2018/19 to 2022/23**

	2019/20	2020/21	2021/22	2022/23
Number of suspensions (fixed term exclusions)	1400	1470	653	2551
Number of permanent exclusions	41	27	27	46
Number of permanent exclusions reinstated	2	0	0	3
Number permanent exclusions withdrawn	4	2	5	0

- 4.6.10 In line with the national situation, Black Caribbean pupils in Croydon still have the greatest level of disproportionately high levels of exclusion from school. Black Caribbean pupils made up 40% of permanent exclusions from Croydon schools during the 2022/23 academic year, but Black Caribbean pupils account for 10.5% of the Croydon school age population.



## **Action being taken to improve reduce pupil exclusions**

4.7.11 The Access to Education Team currently has several preventative models designed to support the reduction of pupils at risk of exclusion. These should be explored before considering the lines of permanent exclusion:

- i. Missing Monday Panel meeting: The purpose of this panel is to help reduce the numbers of children and young people in Croydon who are absent from education, at risk of permanent exclusion or who go missing from the school roll, whilst also ensuring that issues of safeguarding are prioritised by schools in their duty of promoting the well-being of all children.
- ii. The team around the school approach, a multi-agency early intervention support for schools which includes officer visits by both LA officers and partner organisations – supporting all Croydon schools on a range of inclusion matters. This includes support with pupils who are at risk of exclusion.
- iii. School Inclusion Panel and Primary School Forum have been used as a mechanism through which schools, with parental consent, broker managed moves to other mainstream schools or alternative provision settings. Using these mediums means that a pupil does not need to be permanently excluded.
- iv. Frontline support from Attendance and Inclusion Officers - holistic support for pupils and their families.
- v. Provision of exclusions advice and guidance.
- vi. Safeguarding visits consider exclusions within the wider safeguarding context.

4.7.12 Steps are continuing to be taken to work with schools to reduce their need to exclude pupils; this champions a renewed focus on disproportionality of exclusions amongst different groups of pupils. Example approaches includes the team around the school model, which focuses on early intervention support at the earliest point of concern, holistic practitioner 1:1 intervention for pupils at risk exclusion, thematic workshops and group intervention for vulnerable year groups.

## **4.8 CHILDREN LOOKED AFTER (CLA) OUTCOMES**

4.8.1 Due to trauma and significant issues emanating from trauma, the Virtual School works alongside stakeholders, especially social services, to address and to share understanding and knowledge of how to bridge the gaps and ensure that education is an active part of the Care Plan, and to improve the education outcomes of our CLA.

4.8.2 The role of the Virtual School (VS) is to:

- i. Monitor and promote the educational progress and achievement of children looked after and care leavers.
- ii. Ensure that Personal Education Plans (PEPs) are current, relevant and effective.
- iii. Promote and monitor the use of the Pupil Premium Grant (PPG).
- iv. Support schools and designated teachers to develop effective strategies and support for children looked after.



## Croydon's Provisional CLA outcomes

- 4.8.3 EYFS – Year R: We have 10 children in Year R, one of who was not in an English school, so is disapplied from the Early Years Framework. Of the remaining 9 children, 2 achieved a Good Level of Development in all 11 areas of reportable development. 3 of the children who did not achieve GLD have an EHCP and are significantly below in all areas.
- 4.8.4 KS1 – Year 1: We have 11 children in year 1, 1 of whom were disapplied from the phonics testing due to their SEND levels. Of the remaining 10 children, 7 passed the year 1 phonics screening and the remaining 3 are being provided with support and intervention by the VS and their schools in preparation for re-taking the screening in year 2.
- 4.8.5 KS1 – Year 2: Of the 8 children in this cohort, 1 was disapplied from the phonics testing due to their SEND levels. 3 children have SEND needs – 1 with EHCP and 2 on school level support plans. 5 of the 8 pupils met their teachers' and schools' own targets for the year, with 1 child passing the nationally expected levels for reading, writing and maths. Of the 3 pupils retaking their phonics screening, 1 passed.
- 4.8.6 KS2 – Year 6: We had 17 pupils in this year's KS2 testing cohort, 3 of which were disapplied from the KS2 testing due to their SEND levels. Of the remaining 14, 57% (8 pupils) were working at the combined 'expected standard' in reading, writing and maths. This is in line with the reported national average for the CLA cohort.
- 4.8.7 KS4 – Year 11: There are 49 young people in this reportable cohort, with 35 entered for Level 1 and Level 2 exams and 25 young people were entered for (Attainment) 8 eligible subjects. 44% of these pupils were forecasted by their schools (in their PEPs) to gain 5 or more GCSEs grades 9 - 4 including English and maths. 40% of pupils achieved grades 9 – 4.
- 4.8.8 KS5 – Year 13: There are 126 in the Yr. 13 cohort of which 26 achieved a Level 3 qualification, 6 young people achieved a Level 2 qualification, 8 achieved a Level 1 and 28 achieved an Entry Level qualification. There are 13 that do not have any results, 45 young people did not engage in education. The high mobility and contextual changes that occur in this cohort which affects the figures regarding no results include:
- Entering care at a late age, sometimes at Year 12 or 13, and no support with previous educational experience
  - Poor transition plans that do not reflect the step up to Post 16 education
  - Mental Health and other health issues
  - Housing
  - Incarceration
  - PPG+ funding ending in Year 12 and lack of support
  - Post 16 educational placements are not trauma trained
  - Exclusions

- 4.8.9 Attendance: There are 597 pupils in the CLA cohort with attendance rates at 95.1% at primary phase and 88.74% at secondary. The 2022/2023 persistent absence data for our CLA primary cohort is 10.67% of the cohort, and 27.23% of the secondary cohort.
- 4.8.10 Exclusions: At the primary phase, there were no permanent exclusions, with only one at secondary phase. 2 permanent exclusions were successful rescinded at secondary phase, which included intervention by the Virtual School.

### **Action being taken to improve CLA education outcomes**

- 4.8.11 Advisory Teachers and Education Advisers hold a cohort of specific year groups for at least 2 years to ensure continuity and stability for the children, young people and their carers.
- 4.8.12 The VS is applying additional support for children and young people with the effective use of the Pupil Premium Grant (PPG+) to promote inclusion, reduce exclusion, ensure quality transitions and to raise attainment. All of this reinforces the Advisory Teachers' relationship building and thus more effective intervention with children, young people and stakeholders.
- 4.8.13 There is a dedicated focus on improving the quality of PEPs, so that they robustly reflect the child / young person's circumstances. Activities around this include delivering high-quality training to Designated Teachers (DTs) [this is via the termly *Arena* programme] and by also continually updating the design of the PEP form so that it reflects the voice of the child or young person. Furthermore, there has been a change in requirement, whereby Advisory Teachers and Education Advisers are required to attend at least one PEP meeting per term for the children / young people in their cohort.

This improvement in completion rate can directly be attributed to a change in approach. Prior to 2020, two colleagues from the Senior Leadership team quality assured a high percentage of PEPs. In 2020, this approach was changed in line with an overall team operations overhaul. Advisory Teachers (ATs) and Education Advisers (EAs) were allocated specific cohorts within the education phases spanning EYFS through to KS5 and were responsible for ensuring PEPs were completed to a specific standard whilst also ensuring that the number of deferred PEPs were kept to a minimum. Deferred PEPs are those that were missing information from the team around the young person or where a PEP meeting did not take place. Furthermore, during the academic year 2020/2021, the assessment category '*Requires Improvement*' was introduced, which enabled more thorough feedback to educational establishments with regards to the quality of the PEP, which in turn increased awareness and support required for the CLA cohort. The table below illustrates the upward trend in PEP quality since 2018/19.

**Table 6: PEP quality assurance trends 2018/19 to 2022/23**

<b>Academic Year</b>	<b>Excellent Rating</b>	<b>Good rating</b>	<b>Requires Improvement Rating</b>	<b>Deferred Rating</b>
<b>2018/2019</b>	7.05%	52.47%	n/a	40.48%
<b>2019/2020</b>	20.36%	74.56%	n/a	4.97%
<b>2020/2021</b>	22.89%	70.60%	3.11%	3.39%
<b>2021/2022</b>	31.78%	54.64%	10.48%	3.09%
<b>2022/2023</b>	31.41%	54.15%	11.37%	3.07%

Source: <https://epeponline.co.uk/dashboard/vs>

4.8.14 Monitoring and actively responding to pupils' absence continues to be a focus for the Virtual School.

## **4.9 PUPILS WITH EDUCATION HEALTH & CARE PLANS (EHCP) OUTCOMES**

### **EHCP arrangements and context**

4.9.1 We currently have 4018 children and young people (0-25 years old) with Education Health and Care Plans in Croydon. There are approximately 8,941 more registered at SEN Support.

4.9.2 There were 57 EHCPs issued in December 2023, of which 61% were issued within 20 weeks (excluding exceptions), this is better than the national average for 2022 with 49.2% of new EHC plans were **issued** within 20 weeks.

### **Croydon's latest pupil with EHCP outcomes across all educational phases**

4.9.3 Across KS1 the data shows that those with an EHCP achieve lower than our statistical neighbours, London and England.

4.9.4 Progress scores for KS2 and attainment and progress for specific groups of learners, including those with SEND, indicates those with an EHCP achieve in line with our statistical neighbours, London and England.

4.9.5 Latest KS4 data shows that those with an EHCP achieved in line with London and above England in the Progress 8 measure.

4.9.6 Latest figures for persistent absentees with an EHCP show that Croydon performs better than our statistical neighbours and England.

4.9.7 Permanent exclusion rates for pupils with EHCPs are higher than London but lower than the national average.

## Action being taken to improve pupils' with EHCP education outcomes

- 4.9.8 In January 2022 the Croydon SEND and AP Local Area Strategy 2023-26 was launched to turn collective ambitions to improve service delivery and outcomes for all young people and children with SEND and AP into a measurable reality.
- 4.9.9 f Autism Education Trust (AET): A considerable number of pupils and students with EHCPs have a diagnosis of Autism Spectrum Conditions. We are continuing to work with the AET in our Early Years settings to ensure training and resources are available to meet needs. The AET licence continues for a further two years and for all phases of education so that this effective approach will be embedded across all settings in Croydon. This also addresses the needs of the children and young people in a timely way whilst referral and full assessment is completed.
- 4.9.10 Locality SEND Support (CLSS) service, works with Croydon mainstream schools and maintained nursery settings to ensure early identification and intervention for CYP with SEND. CLSS is aimed at better supporting pupils with special educational needs and disabilities in Croydon mainstream schools, by devolving resources to groups of schools in localities across the borough. The objective of this way of working is to ensure that help is provided at the earliest opportunity, by supporting school SENDCOs with rapid identification and assessment, as well as providing advice, training and resources to improve outcomes, resulting in better value for money.
- 4.9.11 CLSS was established in 2020 and has grown to encompass all mainstream schools in the borough. In September 2023, nursery settings in Borough primary schools and maintained nursery schools were included in the work of CLSS. CYP are supported by three Area SEND Leads, who work closely with school SENDCOs to support CYP with emerging special educational needs.
- 4.9.12 CLSS takes a range of forms and includes training and shared expertise across all settings in order to have a positive impact on the outcomes of learners with SEND. CLSS is currently working with the National Association for Special Educational Needs (NASEN) to run a bespoke, Croydon-focussed sustained programme of facilitated sessions and follow-on coaching to support around 20 SENDCOs, Inclusion Leads and Senior Leaders to address Anxiety linked to Trauma, Dyslexia & Social Emotional & Mental Health.

### Table 7: Impact of Croydon Locality SEND Support (CLSS) in terms of numbers of Croydon children helped.

**In total 3,685 CYP in Croydon schools have been supported since CLSS was established in September 2020** \*Figures correct up to December 2023

Type of Support Provided by CLSS	Number of CYP*
Supported without direct funding (advice, signposting, and free resources)	2,174
Supported with CLSS funding for a fixed period of time and returned to school SEND support	848

Supported with continuing CLSS funding	295
Supported with CLSS funding and now moved to EHCP	368

4.9.13 Investment in and increase of specialist provision is enabling more children and young people to attend good quality provision within the borough. Throughout academic year 23/24 we have increased ELP provision by 40 places for primary aged children with ASD and have 2 further ELP developments on course for September 24. Within our special schools we have increased capacity within Red Gates and developed a new pathway for children with more severe and complex needs at St. Nicholas.

## 5 ALTERNATIVE OPTIONS CONSIDERED

5.1 Not applicable

## 6 CONSULTATION

6.1 This report is for information purposes only – to provide an annual overview of education standards and pupil outcomes – and therefore consultation is not appropriate.

## 7 CONTRIBUTION TO COUNCIL PRIORITIES

7.1 This report provides information to support delivery of the following Mayor's Business Plan 2022-2026 outcomes and priorities:

Outcome 3: Children and young people in Croydon have the chance to thrive, learn and fulfil their potential

Priority: Ensure children and young people have opportunities to learn, develop and fulfil their potential

- Enable more pupils with special educational needs and disabilities to attend and thrive in Croydon schools.
- Develop an effective Education Partnership with schools.
- Work with schools to improve support for vulnerable pupils and to continue to reduce exclusions.
- Develop and deliver an Early Years Strategy to ensure every child is given the best start in life.
- Work with all education providers to improve attendance, inclusion and standards for all, so that more of our children and young people can fulfil their potential.

Priority: Work closely with health services, Police and the VCFS to keep vulnerable children and young people safe from harm

- Implement a programme of continuous improvement to sustain the quality of services relating to children, young people and education.

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## LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>Children &amp; Young People Sub-Committee</b>
<b>DATE</b>	<b>19 March 2024</b>
<b>REPORT TITLE:</b>	<b>Early Help, Children Social Care and Education Performance Dashboard &amp; Health Visiting KPI Data</b>
<b>LEAD OFFICER:</b>	<b>Debbie Jones - Corporate Director, Children, Young People and Education</b>
<b>PERSON LEADING AT SCRUTINY COMMITTEE MEETING:</b>	<b>Kerry Crichlow - Director Quality, Commissioning &amp; Performance (Deputy DCS)</b>
<b>LEAD MEMBER:</b>	<b>Councillor Maria Gatland Cabinet Member for Children and Young People</b>
<b>ORIGIN OF ITEM:</b>	Performance dashboards are provided for the Children & Young People Sub-Committee as a standing item on the work programme.
<b>BRIEF FOR THE COMMITTEE:</b>	The Children & Young People Sub-Committee is asked to review the performance dashboard provided for Early Help, Children Social Care and Education and consider whether there are any areas of concern that may need to be scheduled for further scrutiny at a future meeting.
<b>PUBLIC/EXEMPT:</b>	Public

### 1 EARLY HELP, CHILDREN SOCIAL CARE & EDUCATION PERFORMANCE DASHBOARDS

- 1.1 In order for the Children & Young People Sub-Committee maintain an overview of the performance of the Early Help, Children Social Care and Education services, performance data is provided in dashboard form at most meetings.
- 1.2 The performance dashboard is appended to this cover report at Appendix A.
- 1.3 The indicators contained in Appendix A are aligned with the KPIs included in the [Mayor's Business Plan 2022-26](#).

- 1.4 If in reviewing the data provided the Sub-Committee identifies any area of concern that it feels may require further investigation this will be reported to the Scrutiny Work Programming Group by the Chair for further consideration.
- 1.5 The Sub-Committee has been provided with the additional 'Red' KPIs from the wider department considered at the last meeting. These are included at Appendix B.

## **2 HEALTH VISITING KPI DATA**

- 2.1 The Sub-Committee received an update on Antenatal and Health Visiting at its meeting on 1<sup>st</sup> November 2022. Members concluded that commissioning data on Health Visiting should be shared with Members on a regular basis, and that an update on Health Visiting would be a six-monthly item on the Sub-Committee's Work Programme.
- 2.2 Health Visiting KPI Data will be scrutinised at an earlier item in this meeting.

## **3 APPENDICES**

- 3.1 Appendix A: Early Help, Children Social Care & Education Performance Dashboard – January 2024  
Appendix B: Early Help & Children's Social Care Additional Red Indicators – January 2024

## **4 BACKGROUND DOCUMENTS**

- 4.1 None



## Performance Report Overview - CYPE

### Red - Performance has not met target / performance differs from comparators by more than 10%

- Percentage of Education Health & Care Plans issued within 20 weeks (excluding exceptions)
- Percentage of children subject to a Child Protection Plan for a second or subsequent time (ever)

### Amber - Performance has not met target but is within 10% / performance differs from comparators by 10% or less

- KS2 - Percentage of pupils achieving expected standard in Reading, Writing and Mathematics
- KS4 - Percentage of pupils achieving grades 9-5 in English and Maths
- KS5 - Percentage of students achieving at least 2 substantial level 3 qualifications

### Green - Performance has met or exceed target / performance has matched one or more comparators

- Proportion of 16 and 17 year olds who were not in education, employment or training (NEET)
- Percentage of care leavers in employment, education or training (EET) now aged 19 to 21
- Percentage of schools rated 'good' or 'outstanding'
- Percentage of schools rated 'good' or 'outstanding'
- EYFS - Percentage of children achieving a good level of development
- KS4 - Average Progress 8 score per pupil
- Percentage of referrals to children services actioned within 2 working day
- Percentage of current Child Protection Plans lasting 2 years or more
- Rate of local CLA per 10,000 under 18 years population
- Percentage of the under 18 years population who are UASC
- Juvenile first time entrants to the criminal justice system per 100,000 of 10-17 year olds

CROYDON CORPORATE PERFORMANCE FRAMEWORK

REF.	INDICATOR	Bigger or Smaller is better	LATEST DATA						PREVIOUS DATA		BENCHMARKING				COMMENTS ON CURRENT PERFORMANCE	Links
			Frequency	Timeframe	Target	Croydon position	Change from previous	RAG	Timeframe	Croydon position	Timeframe	Statistical Neighbours	London	England		
M20	Proportion of 16 and 17 year olds who were not in education, employment or training (NEET)	Smaller is better	Monthly	Dec-23	2.6%	1.3%	↑	Green	Aug-23	2.4%	Average of Dec 22, Jan 23 and Feb 23	1.6%	1.6%	2.8%		
M23	Percentage of care leavers in employment, education or training (EET) now aged 19 to 21	Bigger is better	Monthly	Jan-24	60%	60%	↔	Green	Dec-23	60%	2022/23	59%	60%	56%		
M26	Percentage of schools rated 'good' or 'outstanding'	Bigger is better	Monthly	Dec-23	88%	94%	↑	Green	Nov-23	93%	Dec-23	95%	96%	90%		
M27	Permanent exclusions from schools as a percentage of the school population	Smaller is better	Annual	2021/22 Academic Year	0.06	0.03	↔	Green	2020/21 Academic Year	0.03	2021/22 Academic Year	0.04	0.04	0.08		
M28	EYFS (Early Years Foundation Stage) - Percentage of children achieving a good level of development	Bigger is better	Annual	2022/23 Academic Year	69.1%	69.1%	↑	Green	2021/22 Academic Year	67.4%	2022/23 Academic Year	68.9%	69.1%	67.2%	In 2022/23, the percentage of pupils achieving a good level of development in Croydon was 69.1% which is in line with London and above the national average (67.2%) and our statistical neighbours (68.9%).	<a href="https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/43f2cab0-8724-4e-45-d43d-08dc76de3fc1">https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/43f2cab0-8724-4e-45-d43d-08dc76de3fc1</a>
M29	KS2 - Percentage of pupils achieving expected standard at KS2 in Reading, Writing and Mathematics	Bigger is better	Annual	2022/23 Academic Year	65%	63%	↔	Yellow	2021/22 Academic Year	63%	2022/23 Academic Year	65%	67%	60%	In 2022/23, the percentage of pupils achieving expected standard at KS2 in Reading, Writing and Mathematics in Croydon was 65% which is above the national average (60%) but below London (67%) and our statistical neighbours (65%).	<a href="https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/6534897-4880-4aaf-d43b-08dc76de3fc1">https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/6534897-4880-4aaf-d43b-08dc76de3fc1</a>
M30	KS4 - Average Progress 8 score per pupil	Bigger is better	Annual	2022/23 Academic Year	-0.03	0.01	↑	Green	2021/22 Academic Year	-0.02	2022/23 Academic Year	0.22	0.27	-0.03	In 2022/23 the average Progress 8 score in Croydon was 0.01, slightly better than the national average of -0.03.	<a href="https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/7b02477b-1b06-405e-d441-08dc76de3fc1">https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/7b02477b-1b06-405e-d441-08dc76de3fc1</a>
M31	KS4 - Percentage of pupils achieving grades 9-5 in English and Maths	Bigger is better	Annual	2022/23 Academic Year	45.0%	44.9%	↓	Yellow	2021/22 Academic Year	48.9%	2022/23 Academic Year	48.8%	54.1%	45.5%	In 2022/23, the percentage of pupils achieving grades 9-5 in English and Maths in Croydon was 44.9%. This is the 3rd lowest compared to our statistical neighbours, and slightly below the national average. 64.5% of pupils gained at least a grade 4 in English and Maths in Croydon.	<a href="https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/7b02477b-1b06-405e-d441-08dc76de3fc1">https://eys00re-education-statistics.service.gov.uk/data-tables/permalink/7b02477b-1b06-405e-d441-08dc76de3fc1</a>
M32	KS5 - Percentage of students achieving at least 2 substantial level 3 qualifications	Bigger is better	Annual	2022/23 Academic Year	92.6%	84.3%	↓	Yellow	2021/22 Academic Year	89.1%	2022/23 Academic Year	94.6%	92.9%	92.6%	Level 3 (KS5) results in Croydon have been below benchmark comparators for many years, partly due to the extensive FE offer in the borough below level 3 which attracts high proportion of young people undertaking a more hybrid programme of study, e.g. a combination of L2 and L3 quals, rather than a traditional full level 3 programme. Support to schools is offered by 2 specialist secondary improvement advisers, predominantly on a traded basis. However, as most post-16 establishments in Croydon are academies or colleges, there are some limitations in the LA's influence - The establishment of the Croydon Education Partnership will enable a collegiate approach to improving outcomes at all key stages.	
M33	Percentage of Education Health & Care Plans issued within 20 weeks (excluding exceptions)	Bigger is better	Monthly	Calendar year to Jan 24	62%	48%	↓	Red	Calendar year to Dec 23	83%	2022	55%	55%	49%	There were 40 EHCPs issued in January 2024 of which 48% were issued within 20 weeks (excluding exceptions). Performance to date in February has improved to 80% issued on time. The dip in performance in January is a trend and relates to the leave of all agencies and partners in the lead up to and over the Christmas period. Professional assessments are not always submitted in a timely manner and schools / settings being closed over this period. Performance has also been impacted by staff shortages and a change in our case recording system. Training is underway on the new system and performance has significantly improved to date in Feb to 80% issued within 20 weeks. The service is focusing on year 6 and 7 secondary phase transfers given the deadline of 15th Feb.	
M34	Percentage of referrals to children services actioned within 2 working day	Bigger is better	Monthly	Jan-24	80%	85%	↓	Green	Dec-23	86%	No comparable data available				The dashboard indicates that performance has dipped by 1% to 85% in January against a target of 80%. Whilst this is a slight dip, this is still above target; of note in December there was a total of 1,745 contacts compared with 2,064 in January; this increase has slowed down the speed in which contacts have been created.  The timeliness of contacts being created is crucial, thus enabling decisions to be made within timescale and progressed to the next stage of the process. The role of the contact and referral officer plays a vital role in enabling this; it is evident that whilst officers have completed this as quickly as possible, a target of completion within 24 hours has now been set and introduced with the expectation that all contacts are created within this timescale to maximise the completion and oversight activity also required by team managers in progressing these contacts.  It is envisaged that these renewed expectations will see performance continue to improve in the coming months.	
M35	Rate of Children in Need per 10,000 of under 18 population	N/A	Monthly	Jan-24	TBC	503.7			Dec-23	489.0	2022/23	374.6	369.8	342.7	The performance team are working with the service to agree target.	
M36	Percentage of current Child Protection Plans lasting 2 years or more	Smaller is better	Monthly	Jan-24	<2.8% of CP Cohort	2.1%	↑	Green	Dec-23	2.4%	2022/23	3.9%	3.2%	2.2%		
M37	Percentage of children subject to a Child Protection Plan for a second or subsequent time (ever)	Smaller is better	Monthly	Jan-24	20%	25%	↑	Red	Dec-23	26%	2022/23	18%	20%	24%	A comprehensive improvement plan is being implemented across the services to bring this measure down to the level of statistical neighbours and within target including head of service oversight of all children who become subject of a child protection (CP) plan for a second or subsequent plan and there has also been an audit of all children subject of a CP plan including this cohort. As the usual duration of a CP plan is 12-18 months it is important to note that sustained improvement is expected to be evidenced over the next 3-4 months. The rate of progression was likely to have been impacted by the initiation of a repeat CP plans for large families as has been the case in November and December 2023 (including one of 7 children and one of 5 children). The number of new cases was more typical in January and the percentage has reduced this month and 77% of the new children were last subject of a CP plan over 3 years ago.	
M38	Rate of local CLA per 10,000 under 18 years population	Smaller is better	Monthly	Jan-24	49.9	46.4	↓	Green	Dec-23	45.9	2022/23	50.5	43.9	64.4	The rate of local CLA (13-17) year olds who are leaving care have been reducing in the past 4 months. The reduction in closure has contributed to the increase in local CLA numbers.	
M40	Percentage of the under 18 years population who are UASC	N/A	Monthly	Jan-24	0.105% - 0.114%	0.103%	N/A		Dec-23	0.105%	2022/23	0.062%	0.073%	0.061%		
M41	Percentage of Care Experienced young people who were formerly UASC	N/A	Monthly	Jan-24	Monitoring indicator	55%	N/A	N/A	Dec-23	55%	No comparable data available				There is no target because this is a monitoring indicator to follow the progress in delivering M40.	
M49	Juvenile first time entrants to the criminal justice system per 100,000 of 10-17 year olds	Smaller is better	Monthly	Rolling year to Jan 24	262	244	↓	Green	Rolling year to Dec 23	239	2021	207	184	147	The Youth Justice Service has seen a steady and gradual decline in first time entrants since 2021 and can in part attribute this to the increasing prevention offer and projects within the Service. Projects such as Turnaround and Engage now provide a much earlier offer to intervene with children who come to the attention of the authorities. The increase in the use of community resolutions (on the spot cautions) have also diverted children from Court proceedings and formal sanctions for low gravity offences. The Service continues to strive to meet with the London average by regularly reviewing decisions made by Police and by advocating at Court for children to receive support outside of the Criminal Justice System.	

# Early Help & Children's Social Care Additional Red Indicators – January 2024

Area	Indicator Number	Indicator Title	Polarity	May-23	Jun-23	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Trend	RO	2023-24 Target	Rolling 3 month average (RTMA) or latest	RAG
C&F Assessments	AMT 5	Percentage of children with open assessments for whom a visit has taken place within 20 working days (excludes CWD Family Support cases)	BIB	78%	73%	66%	58%	66%	69%	65%	63%	62%		VW	90%	62%	Red
Children in Need (CIN)	CIN 4	Percentage of children with active Child in Need plan and not allocated to CWD Teams for whom a visit has taken place within 20 working days (excludes CWD Family Support)	BIB	87%	76%	80%	75%	76%	75%	84%	80%	81%		MT	95%	81%	Red
Caseloads	W1 a	Average Caseload per Worker - Family Assessment Service	SIB	22.9	25.6	28.7	26.1	26.5	26.9	30.9	30.4	33.4		RM	20	33.4	Red

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## LONDON BOROUGH OF CROYDON

<b>REPORT:</b>	<b>Children &amp; Young People Sub-Committee</b>
<b>DATE</b>	<b>19 March 2024</b>
<b>REPORT TITLE:</b>	<b>WORK PROGRAMME 2023-24</b>
<b>LEAD OFFICER:</b>	<b>Tom Downs, Democratic Service and Governance Officer- Scrutiny</b> T:020 8726 6000 x 63779
<b>ORIGIN OF ITEM:</b>	The Work Programme is scheduled for consideration at every ordinary meeting of the Children and Young People Scrutiny Sub-Committee.
<b>BRIEF FOR THE COMMITTEE:</b>	To consider any additions, amendments, or changes to the draft work programme for the Committee in 2023/24.
<b>PUBLIC/EXEMPT:</b>	Public

### 1 SUMMARY

- 1.1 This agenda item details the Sub-Committee's draft work programme for the 2023/24 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.
- 1.3 The Sub-Committee is able to propose changes to its work programme, but in line with Constitution, the final decision on any changes to any of the Committee/Sub-Committee work programmes rests with the Chairs & Vice-Chairs Group, following consultation with officers.

### 2 RECOMMENDATIONS

The Sub-Committee is asked to:

- 2.1 Note the draft work programme for 2023-24, as set out in Appendix 1 of the report.
- 2.2 Consider what items Members would like to see included on the 2024-25 Work Programme.

### **3 WORK PROGRAMME**

#### **3.1 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.

#### **3.2 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 Sub-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.

#### **3.3 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.

### **4 APPENDICES**

- 4.1** Appendix 1: Draft Work Programme 2023/24 for the Children and Young People Scrutiny Sub-Committee.

### **5 BACKGROUND DOCUMENTS**

- 5.1** None

### Children & Young People Sub-Committee

The below table sets out the working version of the Children & Young People Sub-Committee work programme. The items have been scheduled following discussion with officers and may be subject to change depending on any new emerging priorities taking precedent.

Meeting Date	Item	Scope	Directorate & Lead Officer
27 June 2023	Update on Antenatal and Health Visiting Visits	To receive an update on Antenatal and Health Visiting.	Children, Young People, Education and Health  Jane McAllister
	<b>Cabinet Report - Maintained Nursery Schools Report</b>	To receive the upcoming June Cabinet Report outlining the current position in relation to Croydon's Maintained Nursery Schools and options for the future provision of this in Croydon. The report sets out why this is required as a result of decreasing funding for Maintained Nursery Schools (MNS) and the impact that this is having on the budget situation for all of the Council's MNS settings.	Children, Young People, Education and Health  Shelley Davies
10 October 2023	Youth Justice Plan 23/24	To scrutinise the Council's statutory Youth Justice Plan for 2023/24.	Children, Young People & Education  Róisín Madden

	Youth Safety Delivery Plan	To scrutinise the Cabinet report scheduled for September 2023, looking at the Council's work over the previous 12 month period to deliver on the Mayor's commitment to making Croydon's streets safer for young people, the plan for the next three years of action, and the commitments to partnership working with the voluntary sector and community to tackle violence.	Children, Young People & Education  Debbie Jones
14 November 2023	Croydon Safeguarding Children Partnership - Annual Report 2022-23	The Children & Young People Sub-Committee is asked to: -  1. Note the Croydon Safeguarding Children Partnership Annual Report 2022-2023  2. Consider whether there are any considerations or concerns it may wish to submit to the Cabinet as to whether the Annual Report provides sufficient reassurance on the performance and effectiveness of the Croydon Safeguarding Children Partnership.  3. Consider whether the Sub-Committee has any comments or suggestions on the Croydon Safeguarding Children Partnership Annual Report 2023-2024 ahead of its development in the following year.	Children, Young People & Education  Debbie Jones
23 January 2024	Budget Scrutiny Challenge	The Children & Young People Sub-Committee is asked to review the information provided on identified budget proposals ( <b>2024-28 SAV CYPE 003, 2024-28 SAV CYPE 001</b> ) and reach a conclusion on the following:-  1. Are the savings deliverable, sustainable and not an unacceptable risk.  2. Is the impact on service users and the wider community understood.	Children, Young People & Education  Debbie Jones



		3. Have all reasonable alternative options been explored and do no better options exist.	
	Cabinet Report - Education Estates Strategy	For the Sub-Committee to consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Strategy.	Children, Young People & Education  Shelley Davies
19 March 2024	Update on Health Visiting	To receive an update on Antenatal and Health Visiting on the KPI trends since the last update in June 2023, as well as information on changes and improvements in the service. (Report & 5 minute Presentation)	Children, Young People, Education and Health  Croydon Health Services/Kerry Crichlow
	Education Standards 2023	For the Sub-Committee to receive the summarised performance of children and young people in Croydon schools for the academic year 22/23.	Children, Young People & Education  Shelley Davies

**Standing Items:**

**Early Help, Children's Social Care and Education Dashboard & Health Visiting KPI Data** - To receive the Early Help, Children's Social Care and Education Dashboard and quarterly Health Visiting KPI Data.

## Items of Interest

The following items haven't been scheduled into the work programme but are highlighted as potential items of interest to be scheduled during the year ahead.

Unallocated Items	Notes
Recruitment and Retention	<p>To review Staff Caseloads, AYSE Caseload Sharing and the number of supervisions carried out.</p> <p>To receive a breakdown of vacancies and caseloads by individual teams and to look at London Councils best practise for recruitment and retention.</p> <p>To undertake direct engagement with social workers</p> <p>To look at how feedback from exit interviews can be incorporated into retention strategies</p>
Apprenticeships & Youth Unemployment	To look at the offer of available apprenticeships in the borough and data on youth unemployment.
OFSTED Reports	To review any OFSTED reports as and when they are available.
Delivery of Early Years Strategy	To review the delivery and implementation plan of the Early Years Strategy
SEND Strategy	To review the implementation of the SEND Strategy
Surplus Schools Places	To review the Surplus Schools Places report
Free School Meal offer in Croydon	To scrutinise the provision of free school meals in the borough through the Mayor of London scheme.

Cabinet Report – Maintained Nursery Schools	To conduct pre-decision scrutiny on the next Cabinet Report on Maintained Nursery Schools, following officers' consideration of sustainable future models.
Youth Justice Plan 24/25	To scrutinise the Council's statutory Youth Justice Plan for 2024/25.
Cabinet Paper - Family Hubs Transformation Programme update	For the Sub-Committee to receive the upcoming Cabinet Paper concerning the Family Hubs Transformation Programme for pre-decision scrutiny.

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