

Councillor Alisa Flemming – Cabinet Member for Children Young People and Learning
Recommendations from Scrutiny 2014-18

Committee	Meeting Date	Recommendation	Cabinet Response (Cabinet Meeting Date)	Cabinet Member Update
CYP	3 February 2015	Run a greater range of learning and development events to help Members improve their understanding of the specific issues involved in child protection, including child sexual exploitation and missing children, and ensure that opportunities are provided to non-executive Members to carry out visits to gain a deeper understanding of child protection and safeguarding work	Accept 22 June 2015	Member sessions have been arranged for the year. Invites and dates will be sent out shortly.
		Provide Members with written guidance to clarify their role in safeguarding, covering the safeguarding of children and adults, and procedures to follow to raise and track concerns	Accept: the provision of guidance on Members role in relation to safeguarding 22 June 2015	Members can be provided with access to the research in practice briefings and workshops.
		Consider the appointment of a safeguarding champion to work alongside the portfolio holder and deputy to work across children's and adults' safeguarding issues	Reject : such a champion already exists in the role of the Independent Chair	

		and to champion the needs of children, young people and adults who are in need of protection	of the Local Safeguarding Children Board 22 June 2015	
		Provide Members, and in particular the Cabinet Member and deputy, with more opportunities to directly hear the voice of the child or young person on child protection issues while recognising the sensitivity of engaging with children and young people at risk	Accept 22 June 2015	The revised Quality Assurance Framework has a quarterly focus upon engaging children and families- Members involvement can be developed with the HOS for Quality Assurance and Safeguarding.
		Strengthen the link between Children and Young People Scrutiny Sub-Committee and the Corporate Parenting Panel by sharing Part A papers to the constituents of both groups	Reject: as these are boards with separate functions; and the protocols around these boards align appropriately with other similar boards 22 June 2015	
		Ask senior officers to provide assurances to Scrutiny that front-line workers are able to appropriately escalate concerns where this may be necessary	Accept: Although there is evidence that staff feel able to escalate concerns where necessary, it is helpful to reinforce this message 22 June 2015	

		Provide Scrutiny with up-to-date research findings regarding children's safeguarding issues	Accept 22 June 2015	Members can be provided with access to the research in practice briefings and workshops.
CYP	17 March 2015	Explore potential service models that would also enable the proposed Jobs Brokerage Service to meet the key service features schools, colleges and youth providers also desire	ACCEPT: subject to successful ESF Bid – otherwise REJECT Potentially high impact but also high cost (dependent on model adopted) This is being explored in partnership with the People Employment and Skills Steering Group and is dependent on available funding from S106 and ESIF opportunities. 20 October 2015	2015-18 ESF was not awarded to LBC. However, the providers were supported by council staff to ensure appropriate referrals. Croydon Works (Jobs Brokerage) was established and links between schools, colleges and youth providers have been created.
		Continue to work with the First Step Croydon campaign in 2015-2016 to further improve provision of high quality work experiences in growth sectors such as: health; science and technology; construction	ACCEPT: those aspects that can be funded subject to ESF bid, otherwise REJECT Moderate impact for potentially high cost Current commitment is limited to LA work experience/employability opportunities and some of our supply chain. 20 October 2015	2015-18 ESF was not awarded to LBC. However, the providers were supported by council staff to ensure appropriate referrals. LBC continues to support schools and colleges with business links and its own work experience programme.

		Develop a campaign with young leaders and educators to raise aspirations and standards in preparing our young people for work. To include: unifying and spreading existing elements of good practice across the town - work readiness commitment; skills passport (Capital South); work experience celebration event (Capital South); resources for workshops and employability trainings that can be used by all	ACCEPT: subject to those aspects that can be funded through successful ESF bid otherwise REJECT High impact for moderate cost 20 October 2015	2015-18 ESF was not awarded to LBC. However, the providers were supported by council staff to ensure appropriate referrals. LBC continues to support schools and colleges with business links and its own work experience programme. LBC also supports school/college careers provision through the borough careers network and the C2C Enterprise Adviser Network. Capital South ceased trading in 2016.
		As part of this work, develop a clear and transparent approach to fairly allocating opportunities generated across the town	ACCEPT: those aspects funded through a successful ESF bid, otherwise REJECT High impact if successful but this recommendation is deemed difficult to implement in a crowded and competitive market. 20 October 2015	As above
		Work with young people to explore the development of the following service features as part of the	ACCEPT:	2015-18 ESF was not awarded to LBC. However, the providers were

		<p>employability support to be provided through the new job brokerage service:</p> <p>a) An open and accessible directory of work experience opportunities</p> <p>b) A structured online preparation programme for young people undertaking work experience enabling them to be properly prepared and benefit from work experience where they are having to self-organise and take responsibility for their preparation</p> <p>c) The integration of employability workshops; mock interviews; careers talks; support in reflecting and evaluating their placement to support the right career choice</p> <p>d) The opportunity to create a commercially viable product through project work</p> <p>e) Volunteering as a complementary or alternative experience to work experience</p>	<p>those aspects addressed through a successful ESF bid, otherwise REJECT</p> <p>High impact if successful but high cost and very dependent on schools/colleges engagement in an already crowded market.</p> <p>20 October 2015</p>	<p>supported by council staff to ensure appropriate referrals.</p> <p>LBC continues to support schools and colleges with business links and its own work experience programme.</p> <p>Much of the suggested provision is supported by the borough's Employment Pathway officer and the C2C Enterprise Advisers.</p>
		<p>Ensure young people are at the heart of creating the "Croydon Work-readiness Commitment" so they understand and are able to hold themselves, their schools and colleges, employers and Council to account in its delivery. Make this recommendation real by:</p> <p>a) Creating a logo/ First Step Croydon "quality mark" that</p>	<p>ACCEPT: those aspects addressed through a successful ESF bid, otherwise REJECT</p> <p>Moderate impact for moderate cost</p> <p>20 October 2015</p>	<p>2015-18 ESF was not awarded to LBC.</p> <p>LBC continues to support schools and colleges with the development of work readiness programmes.</p>

		<p>employers would have on their websites to indicate their involvement and link through to explain how to apply for opportunities, when they would occur etc. Education organisations could have a corresponding mark communicating their support for employers and contact details for their employability co-ordinator.</p> <p>b) Providing recognition (skills passport).</p> <p>c) Celebration for the work they undertake in becoming work ready (celebration event)</p>		
		<p>Each secondary school and College in Croydon should have at least one designated work experience co-ordinator and the application process for work experience should be carried out by young people themselves</p>	<p>ACCEPT: those aspects addressed through a successful ESF bid, otherwise REJECT</p> <p>Moderate impact for minimal cost to Council. However, this may result in additional costs incurred by schools/colleges.</p> <p>20 October 2015</p>	<p>2015-18 ESF was not awarded to LBC.</p> <p>There is no obligation for schools to offer work experience.</p> <p>LBC continues to support schools and colleges with business links and its own work experience programme. However, the council cannot determine how school use their budgets regarding work experience.</p>
		<p>Explore potential service models that would also enable the proposed Jobs Brokerage Service to work with employers to offer education opportunities across the town at the same time</p>	<p>ACCEPT: those aspects addressed through a successful ESF bid, otherwise REJECT</p>	<p>Although the council did not receive ESF funding for this, there is an Employment Pathways Officer ensuring close links between Croydon works and the schools and colleges.</p>

			Moderate impact/success for potentially high cost 20 October 2015	
		Organise a series of business round table events to discuss the proposed EEBSS and identify further key features employers require any pros and cons from their perspective	ACCEPT: those aspects addressed through a successful ESF bid, otherwise REJECT Low impact for low cost Fully dependent on employer engagement. We would recommend building on existing partnerships and Council officers to support this, but need to recognise that these only represent a small proportion of local businesses. 20 October 2015	2015-18 ESF was not awarded to LBC. However close links continue to be built between schools/colleges and employers by the Employment Pathways Officer and C2C Enterprise Advisers.
		Support schools, colleges and employers to understand each other's needs to enable effective co-working e.g. in the case of Croydon College, each business which has links with the establishment is given a named "account manager" with whom all communications take place	ACCEPT: subject to successful ESF bid, otherwise REJECT Moderate impact for moderate cost 20 October 2015	2015-18 ESF was not awarded to LBC. However, the providers were supported by council staff to ensure appropriate referrals. LBC continues to support schools and colleges with business links and its own work experience programme. LBC also supports school/college careers provision through the borough careers

				network and the C2C Enterprise Adviser Network.
		<p>Consider how business rates and other incentives could be used to further encourage employers to contribute educational opportunities to achieve implementation of the “Croydon Work-readiness Commitment” to include:</p> <p>a) Business rate relief for SME’s</p> <p>b) Subsidised membership of key trading associations and/or BID’s</p> <p>c) First Step Croydon newsletter as part of the council backed employability campaign providing exposure and communication of businesses’ work</p> <p>d) Shared provision of opportunities e.g. large employers and SMEs in their supply chains sharing resources, support, organisation etc. to make provision more achievable</p>	<p>REJECT: Moderate impact for high cost. Unlikely to be successful/attractive to enough local employers to make it viable to offer business rate relief</p> <p>20 October 2015</p>	Rejected.
		Explore possibility of using Croydon’s Contact centre to improve effectiveness of education-to-employer relationships	PARTIALLY ACCEPT	Location not deemed suitable. Events held on school/college sites, community facilities and conference centres.
		Ensure the Council will be an ‘exemplar employer’ in the provision of employability opportunities and will promote best	<p>ACCEPT:</p> <p>areas addressed in a successful ESF bid, otherwise REJECT</p>	LBC has developed an extensive apprenticeship programme that has won awards for its provision. The council has also implemented

		practice to Croydon employers. To support the spread of best practice the Council should adopt the logo/ First Step Croydon “quality mark” that employers would have on their websites to indicate their involvement in the “Croydon Work-Readiness Commitment”	Moderate impact (i.e. limited by our own sphere of influence) for moderate cost 20 October 2015	a high quality work experience programme, which is being
CYP	14 July 2015	Develop a protocol* for notifying ward councillors of proposals for new schools or changes to schools at their earliest stage should be drawn up and implemented	Accept 20 June 2016	*** See response below****
		Ask the council to adopt a fresh approach to school place planning including in-year planning, to provide places at or near the locations where the demand is greatest	Accept – Continuous improvement is fundamental to effective school place planning. All elements of the process, including the pupil projection methodology are reviewed and adjusted, as necessary, each year. This has been one the keys to successful school place planning in Croydon which has ensured that every child in Croydon has access to a local school. We will continue to review and refine our school place planning process in line with this practice.	The School Place Planning team continues to work to improve school place planning in the Borough. This includes regular in-year review of demand and communication with both schools and the office of the Regional Schools Commissioner to enable schools to plan efficiently for future need, whether that be an increase or decrease in demand, and to ensure the council meets its statutory duty to ensure sufficiency of good school places close to a child’s home. There is currently a sufficiency of school places in all areas of the borough.

			20 June 2016	
		Ask the council to investigate effective options for encouraging faith schools to increase their offer of school places Make more efforts need to be made by the council to encourage and facilitate the use of walking, cycling and public transport to new schools	Accept 20 June 2016	The Council works actively with both the Southwark Diocesan Board of Education and the Archdiocese of Southwark to plan faith school places, ensuring sufficiency and parental choice.
		Make more efforts need to be made by the council to encourage and facilitate the use of walking, cycling and public transport to new schools	Accept 20 June 2016	Schools are supported in ensuring they have a Travel Plan in place, which will include maximising the use of walking, cycling and public transport wherever possible.
CYP	14 June 2016	The Council should carry out a piece of research to ascertain how many children being schooled at home have special educational needs, including needs which have not been formally diagnosed.	Agreed: The Learning Access Service will work with schools identified as having a high number of pupils leaving their roll for the purposes of elective home education to identify if undiagnosed SEND needs have been a factor. Croydon has raised this issue at the national Elective Education LA forum where it will be discussed in November 16 to identify a) how other LAs track this and recognise undiagnosed SEN and b) to try and identify a uniform national means of monitoring this.	Children and young people who have started the statutory assessment process or who already have an EHCP are formally recorded on the council's recording system and these cases are tracked. The council works with parents to understand any additional needs they feel their children have in order to provide support and guidance where possible where needs have not been formally diagnosed. The Council continues to work with the national Elective Education LA forum to strengthen the provision for and oversight of

			14 November 2016	children and young people who are electively home educated.
		<p>The Springboard environment appeals to electively home educated (EHE) children and their families due to the nurturing and supportive ambience and small numbers of students. It has led to a significant rise in IGCSE exam provision through Springboard for Year 10 and 11 EHE students. However, following the move of Springboard to a new location and the loss of the examination centre, the Council should support this organisation to facilitate a new examination centre for home schooled pupils, unless suitable alternative provision can be found by other means.</p>	<p>Agreed:</p> <p>The Learning Access Service are working with the Saffron Valley PRU Federation to ensure IGCSE exam provision will again be available for 2017. An information, advice and guidance meeting was held in September 16 with 8 EHE families in attendance and 4 more requesting information following the meeting with obvious interest in accessing the exam provision.</p> <p>14 November 2016</p>	<p>The Springboard provision has now moved to the Cotelands site at John Ruskin College, where new and expanded facilities are being completed, to ensure the continued provision of this service.</p>
		<p>To reflect the raising of the Participation Age to 18, the Council should identify additional resources to ensure that full support can continue to be provided to home schooled children to the end of compulsory schooling.</p>	<p>Agreed:</p> <p>14-19 Participation team actively involved in supporting next steps and monitoring progression to post-16 provisions. The 14-19 Participation team attended the September 16 advice meeting for EHE families and offered the parents the initial information, advice and guidance regarding post-16 options. The 14-19 team will continue ongoing monitoring, tracking, advice and guidance in regard to the suitability of ongoing</p>	<p>All home-schooled children are offered a 1-2-1 session with a qualified careers professional employed by the borough. These take place according to need. They also receive the borough's Post-16 Prospectus and are invited to all careers events.</p> <p>The 14-19 Participation Team continue to liaise with the Year 10 and 11 EHE families and the IGCSE IAG meeting every autumn term provides a strong platform to ensure that EHE families are</p>

			EHE to achieve desired post-16 outcomes. 14 November 2016	aware of the service. The 14-19 team offer one-to-one meetings as required with EHE young people to guide and advise in regard to suitability of post-16 next steps to achieve desired outcomes.
		Where safeguarding issues have been identified, the Council should use its enforcement powers to the full to compel parents to cooperate with its officers and secure the welfare of the child / children concerned.	<p>Agreed:</p> <p>The Learning Access Service has drafted a protocol to be agreed with colleagues in Children's Social Care on working together when EHE is raised by the parent of the child on a CIN or CP plan.</p> <p>The EHE Monitoring and Support Teacher continues to make appropriate MASH referrals when safeguarding concerns are raised. Referrals to the Education Welfare Service are made when sufficient evidence of suitable education provision is not provided. The EHE Monitoring and Support Teacher is a standing member of the LA's weekly children missing education panel.</p> <p>14 November 2016</p>	<p>The Croydon EHE policy was agreed and signed off November 2017 and addressed the complex issue of children on CPP and CIN.</p> <p>This is still standard working practice.</p> <p>The EHE Monitoring and Support Teacher is no longer a standing member of the weekly children missing education panel since EHE children were not generally representative of this group of vulnerable children and young people. However, they continue to make appropriate MASH referrals when safeguarding concerns are raised, refer to the Education Welfare Service and liaise with staff in Children's Social Care.</p>
		The Council uphold the principle of home elected education and will not constrict parents' freedom to educate their own children. However, in view of the Council's duty to safeguard children in the	<p>Agreed:</p> <p>The elective home education monitoring and support teacher contributes to the national elective home education forum of LA</p>	This is still a very significant area of work. We have contributed to the DfE consultation on the amended guidance to local authorities on EHE. We have contributed to Lord Soley's Private

		borough, it should lobby central government and put forward the case for national legislation, in order to bring about the compulsory registration of home schooled pupils and mandatory yearly visits.	<p>officers which is engaged in discussions with central government to review legislation in this area. The forum is working with the London Safeguarding Children Board to make representations to central government on the issue of registration.</p> <p>14 November 2016</p>	Members Bill currently awaiting its second reading in the House of Commons (01.02.19)
CYP	6 December 2016	<p>In view of: the proven effectiveness of mentoring in raising young people's aspirations as they prepare for exams and explore future careers current budget constraints currently restricting access to this form of support The Council is recommended to work with schools, businesses and the third sector to identify innovative ways of increasing the pool of effective local mentors, to encourage all pupils in the borough to raise their aspirations and work towards more ambitious qualifications and careers.</p>	<p>Accept: Council Officers are, and will continue to work with employers and 3rd party providers (offering access to mentors) to make available to local schools and colleges a range of support including mentoring opportunities for children and young people.</p> <p>20 March 2018</p>	The Council has worked to further develop links with employers and 3 rd sector / voluntary sector providers, including CVA and the BME forum, to provide additional opportunities for children and young people. In addition, the Council has developed the successful #Choose Your Future Campaign to bring together all departments in the council and voluntary sector organisations to improve outcomes for children and young people.

SOC	1 November 2016 Mini review Gypsy and Traveller Welfare	<p>Explore the potential for role models and mentors to be identified to support, guide and encourage other young people from Gypsy and Traveller communities to stay in education and/or training from Key Stage 3 and beyond (as highlighted in the 2010 DfE report Improving the outcomes for Gypsy Roma and Traveller Pupils).</p> <p>Encourage all schools and academies to share best practice on the particular cultural needs of Gypsy and Traveller pupils particularly from Key Stage 3, including those needing special education needs support.</p>	<p>Accept: in terms of, sharing this recommendation with the schools and encouraging them to explore this.</p> <p>We will ask schools to explore where successful role models and mentors can be utilised to support pupils in staying in education and training and encourage them to share their good practice.</p> <p>20 March 2017</p> <p>Accept - Schools are required to ensure that their curriculum meets the needs of all pupils and as such will ensure that pupils are aware of the cultures of all pupils both within the school and the local community.</p> <p>We will share the recommendations from this report to all schools including those with Key Stage 3 pupils and remind them of any best practice in supporting the needs of Gypsy and Traveller pupils including those with special educational needs.</p> <p>20 March 2017</p>	<p>This service was funded by schools forum and a decision was made by them to withdraw the funding for delivery of this.</p> <p>In addition to the comment above:</p> <p>The progress and outcomes for all pupils are examined by the Link Adviser commissioned through Octavo. This includes the attainment and progress of pupil groups including, where relevant Gypsy Roma and Traveller Pupils. It is for schools to ensure their curriculum meets the needs of all pupils and the council is only able to influence in the case of academies.</p> <p>The Council has developed the successful #Choose Your Future Campaign to bring together all departments in the council and voluntary sector organisations to improve outcomes for all children and young people whatever their background.</p>
		Explore the opportunity for vocational courses to be offered in Croydon for young people aged	<p>Accept :</p> <p>We currently offer a range of vocational courses for our young</p>	We currently offer a range of vocational courses for our young

		14+ including Gypsy and Traveller young people.	people at both our schools and colleges. 20 March 2017	people at both our schools and colleges. 20 March 2017
		Consider the schools admissions process and in particular undertake targeted work to prevent late applications, provide support for online applications and to take into account 'home to school' distance during the school admissions process in order to help drive up attendance at school.	Reject: There are currently insufficient resources available for specifically targeted work. However, all of the Council's admission arrangements are fully compliant with our duties under equalities legislation and support is available for all residents to access the online application system. 20 March 2017	In Croydon, we receive very few paper applications (no more than 5), the great majority are submitted online. Our percentage is near 100%. Of all Secondary applications in 2018: 4593 applications received – 62% first preference allocations and 16% second preference allocations Of all Primary applications in 2018: 4699 applications received – 87% first preference allocations and 8% second preference allocations
		Review its funding for Croydon's TES to ensure that this valuable service, which supports pupils, parents and schools and increases the likelihood of Gypsy and Traveller pupils accessing and staying in education, is protected from further cuts.	Completed: This has been reviewed and the Council has prioritised it's spend.	The TES support service formed part of the transfer of services to Octavo. The Council no longer has an in-house TES service.
		Encourage schools and academies to promote Gypsy Roma Traveller History Month so that Gypsy and Traveller culture,	Accept: In terms of, sharing this recommendation with the schools and encouraging them to explore	Information about Gypsy Roma Traveller History month are shared with schools via the weekly School Bulletin.

		language and history receive greater recognition.	opportunities to promote the Month. 20 March 2017	
28 November 2017		1. Information be obtained on the achievements and lessons learnt from the Strengthening Families programme, the Troubled Families programme and the social work academy, to be enshrined in future good practice.	Accept 19 March 2018	<p>Feedback from practice week is that Strengthening Families needs further embedding across the service. Strengthening Families fits within a wider Systemic Practice Framework and the staff conference introduced this on 31st January 2019. A full plan for embedding Strengthening Families through 2019 is being drafted by the Principal Social Worker</p> <p>Our initial forecast was based on 160 claims a quarter (640 claims per year) and will enable 72% of potential claims achieved. This is 2% above the MHCLG trajectory forecast they provided in Q1 2018-19. However, in line with our Partnership Early Help strategy and new operating model we now aspire to a higher forecast enabling us to achieve 80% of Croydon's MHCLG potential families and of the 5.2 million.</p> <p>There is clearly work for us to do if we are to achieve the aspirational figure and above, which will include raising our level of performance and;</p>

				<ul style="list-style-type: none"> Revising Croydon's Outcomes plan to widen the scope of families deemed as making significant progress Expanding claims resource and chasing up claims where outcomes are unclear
		To receive update reports on missing children and RHIs at the February and March meetings of the sub-committee.	Accept 19 March 2018	These reports are available, but we haven't been asked for them as yet.
		To receive information on safeguarding provision and training at Bed and Breakfast establishments.	Accept 19 March 2018	

Response to recommendation 14 July - Develop a protocol* for notifying ward councillors of proposals for new schools or changes to schools at their earliest stage should be drawn up and implemented

Communication with Members - New School Places

Purpose of this document

The purpose of this document is to set out the key milestones when significant information relating to new school places will be shared with Members. Communication with Officers and Members will not be limited to these milestones, but this document seeks to provide structure to ensure good communication for the most important stages of the place planning and school delivery processes.

Background

Between 2011/12 to 2016/17 the Council has planned in excess of 12,900 additional school places across the borough. These places have been planned in a numbers of different ways:

- Bulge classes (one or two new classes delivered at a school – no statutory consultation required but positive engagement required with school stakeholders)
- Permanent expansions (existing schools or academies growing at least one class in every year group – statutory consultation required)
- Academies (new schools funded or part funded by central government)
- Free Schools (new schools - design and build funded by central government)

Additional places will continue to be required and the School Place Planning Strategy (agreed by Cabinet) sets out how new places will be delivered in the next three academic years – 2016/17 to 2018/19 - to meet demand. The strategy set out any additional school places will be delivered through the free school programme.

Key Milestones for communication

What	When	How	With whom
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Share pupil projections, areas of projected surplus or deficit, plans to meet demand, including possible sites or reduction of admission numbers	November	Face to face briefing and question and answer session	All Members
Ward by ward specific project briefing	Termly	Face to face briefing and question and answer session	Ward Councillors, where projects are being delivered
School Expansions and Bulge Classes – delivered by the Council			
Bulge Classes	Once schools have identified/agreed to take bulge classes	Email	Lead Member and Ward Councillors
School Expansions – Consultation information	To be shared before consultation is launched	Email	Lead Member and Ward Councillors
School Expansions – Proposed Design	To be shared before public design consultation meeting	Email and meeting as required	Lead Member and Ward Councillors
School Expansions – Pre Planning Permissions	To be shared in advance of Planning Committee	Email and meeting as required	Lead Member and Ward Councillors
New Academies – delivered by the Council			
Academies - identification of need for new academies (if relevant in future)	To be shared before call for providers and consultation is launched	Email	All Members
School Expansions – Proposed Design	To be shared before public design consultation meeting	Email and meeting as required	Lead Member and Ward Councillors
School Expansions – Pre Planning Permissions	To be shared in advance of Planning Committee	Email and meeting as required	Lead Member and Ward Councillors
Free Schools – delivered by the Education Funding Agency			
Free School - Announcements from Central Government	Signpost to announcements when they are made	Email	All Members

Free Schools - key milestones for delivery shared	To be shared from information provided by the EFA Project manager	Email	All Members
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