

Scrutiny Children & Young People Sub-Committee Agenda



To: Councillors Councillor Richard Chatterjee (Chair), Councillor Maddie Henson (Vice-Chair), Sue Bennett, Gayle Gander, Eunice O'Dame, 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, Mike Bonello, Stuart Collins, Patsy Cummings, Sean Fitzsimons, Mark Johnson, Holly Ramsey and Luke Shortland

A meeting of the **Scrutiny Children & Young People Sub-Committee** which you are hereby summoned to attend, will be held on **Tuesday, 17 January 2023** at **6.30 pm. 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
tom.downs@croydon.gov.uk
www.croydon.gov.uk/meetings
Monday, 9 January 2023

Members of the public are welcome to view the webcast both live and after the meeting has completed at <http://webcasting.croydon.gov.uk>

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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 - 12)

To approve the minutes of the meeting held on 1st November 2022 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. Budget Scrutiny Challenge (Pages 13 - 30)

The Children & Young People Sub-Committee is asked to review the information provided on the identified budget proposals 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.
3. Have all reasonable alternative options been explored and do no better options exist.

6. Cabinet Report - Education Estates Strategy (Pages 31 - 134)

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.

- 7. Cabinet Report - Education Standards 2022** (Pages 135 - 166)
For the Sub-Committee to receive the summarised performance of children and young people in Croydon schools for the academic year 21/22.
- 8. Early Help, Children's Social Care and Education Dashboard**
(Pages 167 - 172)
To receive the Early Help, Children's Social Care and Education Dashboard.
- 9. Work Programme 2022/23** (Pages 173 - 178)
To consider any additions, amendments or changes to the agreed work programme for the Sub-Committee in 2022/23.
- 10. 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.
- 11. 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, 1 November 2022 at 6.30 pm in Council Chamber, Town Hall, Katharine Street, Croydon CR0 1NX

MINUTES

Present: Councillors Councillor Richard Chatterjee (Chair), Councillor Maddie Henson (Vice-Chair), Sue Bennett, Gayle Gander, Eunice O'Dame, Helen Redfern, Manju Shahul-Hameed and Catherine Wilson

Co-optee Members

Josephine Copeland (Non-voting Teacher representative)

Also

Present: Councillor Maria Gatland (Cabinet Member for Children and Young People)

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

PART A

9/22 Apologies for absence

Apologies for absences were received from Paul O'Donnell (Voting Parent Governor Representative) and Elaine Jones (Voting Diocesan Representative (Catholic Diocese)).

10/22 Minutes of the Previous Meeting

The minutes of the previous meeting held on the 27th September 2022 were approved as an accurate record.

11/22 Disclosures of Interest

There were no disclosures of interest at the meeting.

12/22 Urgent Business (if any)

There was none.

13/22 Update on Antenatal and Health Visiting Visits

The Sub-Committee considered a report set out on pages 15 to 28 of the agenda, which provided an update on Antenatal and Health Visiting in Croydon. Chris Terrahe (Deputy Director of Nursing at Croydon Health Services) and Juliette Penney (Head of Public Health Nursing at Croydon

Health Services) introduced the item and went through the presentation provided in the agenda to the Sub-Committee.

The Sub-Committee thanked Elaine Clancy (Chief Nurse at Croydon Health Services) for commissioning the two independent and external reviews into the services, and asked about 'New Birth Visits' and whether these were being targeted at the most vulnerable families. The Head of Public Health Nursing explained that the aim was to visit all new mothers within 10-14 days, but this was not always possible due to workforce challenges, and so prioritisation of visits was assessed based on the levels of need or where there were mental health challenges identified through partnership working and intelligence sharing. The Director of Public Health explained that the services were commissioned on behalf of the Council and that New Birth Visits were required for every child; due to the current standing of the service, there did need to be triaging around which families were prioritised. Reporting to the Secretary of State on New Birth Visits looked at how many were completed within specific timeframes.

Members detailed anecdotal evidence that not all new mothers who would have liked to receive New Birth Visits were receiving them. The Head of Public Health Nursing responded that New Birth Visits were provided to all families who wanted them within 28 days, and where this had not taken place, it was known why not; reporting on this was undertaken monthly to the commissioners. The Chief Nurse stated they would be happy to look into individual cases outside of the meeting, but there were reasons why some families were not visited, such as the visits not being wanted by the families.

Andrea Cuff (Associate Director of Operations and Croydon Health Services) gave assurance that there was a robust process in validating and checking which visits had and had not taken place; the performance data in the report showed visits undertaken within 14 days, but the remaining visits did take place within 28 days and New Birth Visits were offered to all families. The Vice-Chair raised a query on Health Visitors needing to conduct the '6-8 week checks' and heard that General Practitioners offered a 6–8-week medical check, which was a different service. Members raised concerns about the historic reporting on visiting data and heard that the services had been on an improvement journey and that reporting was now robust and undertaken monthly. The Chief Nurse explained that there was a national shortage of Health Visitors, which was accepted by Croydon Health Services, and the report had been provided to explain how Croydon Health Services were trying to mitigate this and deliver the best service possible in this context.

Members asked how they could be reassured that those needing help were not being missed. The Head of Public Health Nursing explained that monthly data had to be provided to the commissioners on the visits that had taken place, and where they had not, why not; this data was also reported nationally by the Local Authority. Health Visiting services were accessible by phone, and the number was shared by practitioners and through other groups. The Director Quality, Commissioning & Performance stated that monthly monitoring of the service was robust and that intelligence was being shared

between the Council and Croydon Health Services to ensure those that needed help received it.

The Sub-Committee asked for reassurance that the service was improving in the context of health visiting in Croydon underperforming over a number of years; in particular, poor retention and recruitment were highlighted as problems facing Croydon to a greater extent than other local authorities. The Deputy Director of Nursing explained that some local authorities provided health visiting services and were able to pay Health Visitors more; the Central and North West London NHS Foundation Trust provided services to multiple boroughs and were able to pay an inner London weighting regardless of where the services were being provided. Members heard that Lewisham, Greenwich and Bromley all provided recruitment retention bonuses and this, combined with other factors, led to stronger recruitment and retention in other areas, and to people leaving Croydon to work for other providers. The Deputy Director of Nursing stated that there were plans to address these issues by providing a more flexible work offer and by making remuneration of Health Visitors more in line with neighbouring employers alongside the improvement plans detailed in the report. The Director of Public Health added that services were already improving and that organisational and developmental changes were just as important to recruitment and retention as competitive remuneration. The Sub-Committee raised a strong challenge about the consequences of the service not improving for Croydon Health Services and the Council. Members heard that the Director of Public Health reported regularly to the Secretary of State on Health Visiting and that improving the service was a high priority. The Chief Nurse expounded on the commitment and passion of the Health Visiting team and explained how seriously they took their role to the residents of Croydon. The Associate Director of Operations added that governance processes were strong in monitoring month on month performance and that there was a monthly meeting of an Improvement Board, chaired by the Chief Nurse, to provide additional internal challenge.

The Sub-Committee asked about 'smarter and more efficient' working referenced in the report and the Deputy Director of Nursing explained that this encompassed a number of different things including operating the service on additional days, flexible working and virtual huddles. Members heard that a report on the improvement journey had been presented to the Croydon Health Services Trust Board, and this would be repeated on a six monthly basis; other regular meetings with Trust executives to monitor the improvement of the service were also taking place. The Director Quality, Commissioning & Performance added that quarterly directors monitoring meetings were also monitoring the progress against the improvement plan.

The Sub-Committee asked about exit interviews for staff leaving the service, and heard that these were conducted anonymously by a third party and fed back to the service so that this could be taken on board. The Head of Public Health Nursing added that the main reasons staff were leaving the service was to work for providers who could pay inner London weighting, to retire and for better a work life balance.

The Vice-Chair asked about the timeframes involved in the improvement journey and how priority of need was identified. The Head of Public Health Nursing explained that an 'assessment of need' was undertaken on first contact with families and this determined the particular care pathway required; once need had been assessed, referrals could be made, or other services engaged, if required. Members heard that the level of risk was always taken into account, and where this presented the possibility of safeguarding risks or harm to the individual, an action plan would be developed and enacted and this could take place at any part of the process. The Chief Nurse explained that the two independent reviews of the service had been undertaken to identify areas for improvement and ways to mitigate shortfalls in the numbers of Health Visitors; many of the mitigation and improvement measures would take time to embed and to dramatically improve the service. The Sub-Committee expressed interest in keeping updates on the service improvement on the Work Programme, and this was supported by the Chief Nurse and Director of Public Health.

The Cabinet Member for Children and Young People thanked Croydon Health Services for the report and asked where safeguarding sat within the priorities of the Health Visiting service. The Head of Public Health Nursing explained that safeguarding was 'front and centre' in everything the service did; a high-risk pathway was being developed to identify and help those with high safeguarding , through partnership working with maternity and safeguarding services. These services already worked with Health Visitors, but the pathway would increase transparency of this work and put expected standards, timeframes and processes in place that could be audited.

Members asked how the Sub-Committee would be able to ensure the service would hit the Key Performance Indicators of the improvement plan. The Director of Public Health explained that there were key metrics and performance indicators that could be provided at the next update to the Sub-Committee, and these were already reviewed at the quarterly and monthly commissioners meetings.

The Sub-Committee asked about the effect of reduced Health Visitors on immunisation and heard that the responsibility for immunisations sat with GPs, but guidance and advice on vaccinations was always provided by Health Visitors. The Director of Public Health stated that vaccination rates in Croydon were lower than other comparative areas, but that there was a multiagency taskforce to increase vaccinations and this did work with Health Visitors. The Sub-Committee heard that a Project Manager and Analyst had been recruited but had since left; recruitment to the post for a new member of staff would conclude shortly.

The Deputy Director of Nursing thanked the Sub-Committee for inviting them to speak and for the patience of Members in improving Health Visiting services. The Chair thanked all those who had attended and responded to the Sub-Committee's questions.

Conclusions

The Sub-Committee were encouraged by the seriousness with which Croydon Health Services were working in a challenging environment to improve and mitigate the challenges facing the Health Visiting service.

The Sub-Committee concluded that an update on Health Visiting would be added to the Work Programme on a six monthly basis.

The Sub-Committee were of the view that commissioning data on Health Visiting should be shared with Members on a regular basis by the Director of Public Health and the Director Quality, Commissioning & Performance.

14/22 Croydon Partnership - Early Years' Strategy

The Sub-Committee considered a paper set out on pages 29 to 134 of the agenda, which provided the report approved by the Executive Mayor at Cabinet Report on 21st September 2022 on the Croydon Partnership - Early Years' Strategy. The Director of Education introduced and summarised the report.

Members asked about the criteria for the success of the Strategy and heard this this would be a key part of what would be developed as part of the delivery plan. Key indicators that the Strategy had been successful would be families knowing where they could access services and further indicators would be developed in conversation with parents, carers and schools. Responding to questions on the timeline for the Strategy, the Director for Education explained that this was a three-year strategy that would begin to be embedded following the completion of the delivery plan.

The Sub-Committee asked about funding for the Strategy and heard that this would be implemented using existing funding streams in Education, the Croydon Partnership and Public Health. There would be significant extra funding available for Family Hubs over a three-year period and this would help very young children, children up to the age of 19 and children with special needs and disabilities. The Family Hub model would look at priorities across education, health and children's social care to focus all of these aims into a single strategy document. Members asked about children with complex needs, and were informed that an updated three-year SEND Strategy was currently being developed, and would feed into the Early Years Strategy to ensure it focussed on all children, however, it was important that there was also a separate SEND Strategy to account for those with the most complex need.

Members asked for a definition of Family Hubs and were informed that Family hubs are a place-based way of joining up locally in the planning and delivery of family services; they bring services together to improve access, improve the connections between families, professionals, services, and providers, and put relationships at the heart of family support. Family hubs offer support to

families from conception and two, and to those with children of all ages, which is 0-19 or up to 25 for those with special educational needs and disabilities (SEND), and could be physical and virtual spaces. Family Hubs provided links between health services, social care and services for young children, but were still at a very early stage in their development. Members heard that other London boroughs had experienced great success with the model in providing or signposting support for families. The Director of Education explained that they were excited about the model and the opportunity to work as a partnership in its development; some of the Family Hubs funding would focus on providing a Start for Life offer to extend and widen the offer for the borough's youngest children.

The Sub-Committee noted the key risk identified in the Children, Families & Education Delivery Plan 2021 – 2024 of the reduction in Children's centre service delivery impacting early identification, intervention and prevention support within the community for vulnerable children and families, particularly delivery of universal service through centres; Members asked if this was recognised in delivering the Strategy. The Director for Education confirmed that it was and explained that they understood the importance of maintaining Children's Centres in the borough delivering services, but it was acknowledged the offer was now narrower with a reduced budget. The Sub-Committee heard that the Family Hubs model would provide an opportunity to provide Children's Centre services through the Family Hub model, and the importance of safeguarding was not underestimated.

The Sub-Committee asked if delivery of the Strategy would be measured and considered on a ward-by-ward basis. The Director of Education stated that it was too early to give details on how reporting would be done, but that the differences across the borough would absolutely be taken into account; it was highlighted that future scrutiny of Family Hubs should involve all of the partners involved in delivering services. Members asked about the delivery of Family Hubs, and the Sub-Committee heard that these would likely be delivered through a mix of virtual and physical offers to suit the needs of residents. The Cabinet Member for Children and Young People explained that this was still at a very early stage, but that they were very positive about the possibilities that delivering the Strategy and Hubs could provide.

The Vice-Chair welcomed the Strategy and asked about the engagement and consultation process. The Director of Education explained that they had already identified gaps in those who had not been engaged in the initial round of consultation, and these groups would be targeted for the next round of engagement. The Sub-Committee asked about measuring the success of the strategy once it was implemented and heard that this would be evidenced by families knowing where they could find support and the implementation of a strong Family Hub model.

The Chair asked about the consistent 'Remaining Budget' in Table 1 on page 37 of the agenda; the Director of Education explained that this was because the Strategy was about ensuring the correct objectives and priorities were in place and did not require additional funding.

Conclusions

The Sub-Committee welcomed the report on the Early Years Strategy and the work done so far, and were pleased to see that Croydon was receiving funding to implement a new approach through the Family Hubs model.

The Sub-Committee were of the view that the delivery plan of the Early Years Strategy should be included in the Work Programme for a meeting in 2023.

15/22 Early Help, Children's Social Care and Education Dashboard

The Sub-Committee considered a report set out on pages 135 to 138 of the agenda, which provided the Early Help, Children's Social Care and Education Dashboard.

On CYPE 27, the Sub-Committee heard that these case numbers were not unusual as Education, Health and Care Plan (EHCP) Co-ordinators did not do the same level of direct work with families and children as social workers. Caseloads could still be challenging for EHCP Co-ordinators and this team had expanded, but EHCP need had also risen leading to no overall reductions in caseloads. The service was moving to a locality model, which had originally been planned pre-COVID, to try to find greater efficiencies and build relationships between Co-ordinators and schools.

On CYPE 01, 24 and 29, the Sub-Committee raised concerns that these figures had not improved over a protracted period. On CYPE 01, the Director of Children's Social Care explained that these figures were slowly improving and work on the front door to look at less urgent requests for Early Help, to ensure these were not left so long that a second referral was made, was ongoing. This involved work to adapt front door processes to a Multi-agency Safeguarding Hub (MASH) approach, with partners in the room, to increase joint working and address these less urgent referrals quicker.

On CYPE 24, the Director of Education explained that NEETs and Not Knowns were looked at together; the reasons for children and young people falling into the Not Known category were that contact had been made but no response had been received. Members heard that the team that worked with NEETs was relatively small and focussed on different areas dependent on the time of year, especially during transition times. The Director of Education did highlight that this figure had improved significantly and had at one time been as high as 10%.

On CYPE 29, Members heard that the most recent figure was 53%, which was a significant improvement and welcomed by the Sub-Committee.

On CYPE 05, the Sub-Committee heard these were the rolling average costs of placements. The Director Quality, Commissioning & Performance explained

that Croydon's unit costs were good when benchmarked against the rest of London, but these figures did fluctuate month on month.

On CYPE 06, Members heard that this was high-risk area for Croydon given the historically high number of Unaccompanied Asylum Seeking Children (UASC) in the borough. This had changed rapidly due to overland travel routes to Lunar House closing and the introduction of the mandatory National Transfer Scheme in 2021. This was a net cost on a rolling basis because the numbers of UASC did change.

16/22 Cabinet Response to Scrutiny Recommendations

The Sub-Committee noted a report set out on pages 139 to 154 of the agenda, which provided the response from Cabinet to the Task and Finish Group report on Inclusion and Exclusions.

17/22 Work Programme 2022/23

The Sub-Committee agreed to add updates on the Health Visiting service on a six-monthly basis to the Work Programme, with the next update to be on the first meeting in the next municipal year (2023-24). Members also agreed to add the Early Years Delivery Plan to the Work Programme for the next municipal year.

18/22 What Difference has this Meeting made to Croydon's Children

The Chair explained that the Sub-Committee had received some reassurance on services being delivered in a challenging context, with particular regard to Health Visiting service, and looked to protect and monitor continued improvements. Members also noted that they would continue to have input on the development of the Early Years Strategy and its delivery plan at future meetings.

The meeting ended at 8.50 pm

Signed:

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Date:

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LONDON BOROUGH OF CROYDON

REPORT:	Children & Young People Sub-Committee
DATE	17 January 2023
REPORT TITLE:	Budget Scrutiny Challenge
LEAD OFFICER:	Debbie Jones - Corporate Director, Children, Young People and Education
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Debbie Jones - Corporate Director, Children, Young People and Education Vicki Wiltshire - Head of Service, Access Support and Intervention Rodica Cobarzan- Head of Service, Social Work with Families and Children with Disabilities
LEAD MEMBER:	Councillor Maria Gatland Cabinet Member for Children and Young People
ORIGIN OF ITEM:	This item was included on the Children & Young People Sub-Committee Scrutiny Sub-Committee Work Programme for 2022/23.
BRIEF FOR THE COMMITTEE:	The Children & Young People Sub-Committee is asked to review the information provided on the identified budget proposals 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? 3. Have all reasonable alternative options been explored and do no better options exist?
PUBLIC/EXEMPT:	Public

1 BUDGET SCRUTINY CHALLENGE

- 1.1 The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review 2023/24 budget proposals for three high-risk areas that fall under the Children and Young People directorate.
- 1.2 The Sub-Committee has identified the following three areas that are covered in the main report:

- The review of care packages for children with disabilities aged 0-17
- The impact of the reduction in spend on the adolescent service
- Impact of the review of the Front Door and practices

1.3 Scrutiny Chairs have agreed that budget scrutiny will look to satisfy the three following questions:

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

2 APPENDICES

2.1 Appendix 1: Scrutiny Budget Challenge Presentation

3 BACKGROUND DOCUMENTS

3.1 None

Impact of the review of the Front Door and practices

Vicki Wiltshire - Head of Service, Access Support and Intervention

Page 15

**Children & Young People Scrutiny Committee
17th January 2023**

Croydon Context

- Croydon Council receives an average of 1620 requests for help or information/ per month, i.e. 374 / week: 75 per day.
- Children's lives impacted by poverty in all its forms; anti-social behaviour, serious youth violence, exploitation, parental ill health, substance misuse, mental wellness, and domestic abuse.
- All these factors are compounded by disproportionality for the global majority communities in Croydon and discrimination on the grounds of gender, sexuality, religion, culture, class, ability, knowns as the Social GRRACCES in systemic practice.
- Current budget for Front Door Services (MASH & Family Assessment Service) is **£4.717m**
- Savings delivered **£0.715m**

Review of Front Door Services

- Sept 2022 Family Assessment Service launched with renewed focus on holistic assessments of need through collaboration with families and partner agencies.
- Redesign of Service Structures completed in December 2022
- New Structure provides 7 teams in Family Assessment Service, Senior Practitioner roles created, recruitment in progress, full implementation 1st April 2023.
- Review of Single Point of Contact completed in March 2022 following the Solihull JTAI report.
- Transformation plan with workstreams for Management Oversight; Systems, Processes and Performance; Partnership Engagement; Early Help Triage; Missing and Exploitation Assessment & Pathway; Staff Engagement; Business Support; MASH Partnership

Key Changes & Developments

- Restructure of Single Point of Contact Service to MASH – Multi Agency Safeguarding Hub
- 4 Team Model, Contact & Referral Officer roles
- Early Help Triage
- Increased multi-agency decisions – shared responsibilities
- Co-location of staff and partners
- Online portal for referrals

Outcomes

- Right service for the right child at the right time
- Partnership with families from the earliest point
- Consistent application of Partnership Threshold Criteria
- Demand management through effective identification of need at the earliest time
- Practice enabled through strong management oversight
- Improved partner involvement at all stages for the child & family
- Efficiencies through process improvements
- Improved use of performance information

The impact of the reduction in spend on the adolescent service

Page 20
Vicki Wiltshire - Head of Service, Access Support and Intervention

Children & Young People Scrutiny Committee
17th January 2023

Reduction in Spend & Service Developments

- At the start of 2021/22, the Adolescent Service reduced from 41 FTE to 13 FTE delivering a saving of **£1.608m**
- Whole system re-design concluded December 2022
- 'Young Croydon' Service developed co-locating teams to increase impact for children – Adolescent Support Team; Families Together Team; Missing Children Team
- Joint work between Youth Justice Service & Young Croydon to maximise impact of diversion and intervention
- Specialist Child Protection Conference Chair role created

Context – provision of support & services

- 3 Consultant Practitioner roles have been created to support practice with extra familial harm across the whole practice system in Croydon.
- Integrated Care Board have funded a Systemic Clinical Practitioner; Senior Practitioner & Social Worker within Families Together to help support children experiencing mental health difficulties to positively impact their lives and reduce hospital admissions.
- Out of Hours Support from Families Together is in development to prevent family breakdown particularly where extra familial harm is a risk.
- Complex Adolescent Panel – Weekly multi-agency panel considering all children where Extra Familial harm / exploitation is a factor
- December 2022, Home Office's National Referral Mechanism Pilot Scheme successful bid up to £50k to administer the NRM locally, speeding up decisions that provide access to services and protection against criminalisation of victims of modern slavery.

Outcomes

- Multi-agency oversight of children at risk of extra familial harm through CAP
- Line of Sight reports for Cabinet Member & Snr Leaders
- Dedicated intensive support and intervention provided
- Improved liaison with schools; School Inclusion Services
- Improved reporting and follow up when children go missing
- Joint funding initiatives with SW Integrated Care Board
- Joint work with Community Safety Division to produce the Youth Safety Plan
- 11-25 Strategic Partnership Board in place

The review of care packages for children with disabilities aged 0-17

Page 24
Rodica Cobarzan- Head of Service, Social Work with Families and Children with Disabilities

Children & Young People Scrutiny Committee
17th January 2023

Context- Provision of Support and Services

- Children & Family Assessment determines the level of need and options for support.
- Changes in a child or family needs are considered within reviews on minimum 6 monthly basis. As children needs can fluctuate , provision of services are responsive to needs
- Budget in 2022/23 is **£3.500m**
- Savings delivered in 2022/23 **£0.124m**
- 2023/24 savings target **£0.324m**

Access to Resources Panel

The Access to Resources Panel (ARP) sits every Friday

The panel members include:

- Head of Service for Children with Disabilities (CWD); Service Managers – CWD; Special Educational Need (SEN) Representative; Continuing Health Care – representative; Calleydown Residential Home representative

Social workers or Team managers present the request following assessments or changes in a child's circumstances or needs

Urgent ad hoc support is considered by the Head of Service with Service Manager's support as required outside the panel

How does Access to Resources Panel make decisions?

Care packages are recommended and reviewed according to:

- Children's needs and their circumstances
- Impact that the disability has on the child and family
- Support that is already in place
- Family's overall circumstances

Social workers and managers are requested to ensure that young people who approach transition are referred to Transition Service for Care Act Assessments and discussed at the fortnightly joint Operational meetings.

Case Studies

Child A- example of increase of care package

- **Child A-** a young person with severe Autism, non verbal communication
- Care package ongoing but increase stresses at home due to challenging behaviour and to support positive relationship and stability additional support was agreed
- Increased provision by providing 5 days emergency overnight respite and weekly thereafter overnight respite care away from home – this will be 50 nights a year at our Residential Unit
- Multi agency support is progressed to assess changes of needs

Care package at home from care agency
46h support weekly. **Total cost for the year £22,700**
, **non inclusive of respite care in inhouse Residential care.**

Child B- example of continuation of care package

- **Child B:** a young person profound bilateral sensori-neural hearing loss and learning disability
- To enable the family to provide good care he has respite 2nights /week at the school he attends and 7h support from a specialist agency at weekend . During School holidays the support is 18h/week.
- The YP's total care package for the year is **forecasted at £41,930.**

Child C- example of continuation of care package

- **Child C:** Young Person with a diagnosis of autism, severe learning disability
- Care package already in place and working well
- Has support from Health – continuing health care as well
- Child in education and support from social care is 12h/week term time and 18h/week during holidays .
- The total **forecast for the year is £18,890.**

Child D- example of new care package

- **Child D:** New referral received in relation to this young person. He has multiple complex diagnostics, including learning and physical disabilities .
- His parents need support with their role as carers
- 15 h Direct payments agreed due to level of needs
- 12 night respite away from home at specialist Unit - £5130
- **Total forecast for the year £12,170**

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LONDON BOROUGH OF CROYDON

REPORT:	Children & Young People Sub-Committee
DATE	17 January 2023
REPORT TITLE:	Pre-Decision Scrutiny: Education Estates Strategy
LEAD OFFICER:	<p>Debbie Jones - Corporate Director, Children, Young People and Education</p> <p>Shelley Davies - Director of Education, Children Young People and Education</p> <p>Denise Bushay - Head of Service, Early Years, School Place Planning and Admission</p>
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Shelley Davies - Director of Education, Children Young People and Education
LEAD MEMBER:	Councillor Maria Gatland Cabinet Member for Children and Young People
ORIGIN OF ITEM:	This item was included on the Children & Young People Sub-Committee Scrutiny Sub-Committee Work Programme for 2022/23.
BRIEF FOR THE COMMITTEE:	The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review the Cabinet Paper concerning the Education Estates Strategy to conduct Pre-Decision Scrutiny with a view to considering whether there are any concerns that should be raised or recommendations that should be made.
PUBLIC/EXEMPT:	Public

1 EDUCATION ESTATES STRATEGY

- 1.1. The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review the upcoming Education Estates Strategy with a view to understanding the possible risks and next steps.
- 1.2. The report sets out the draft education estates strategy for the three-year period 2022-2025. The strategy aims to minimise council borrowing to an absolute minimum whilst fulfilling the council's statutory duty for sufficiency of school places.

2 APPENDICES

2.1 Appendix A: Cabinet Report – Education Estates Strategy & Appendices (1 to 6)

3 BACKGROUND DOCUMENTS

3.1 None

REPORT TO:	CABINET
SUBJECT:	Education Estates Strategy
LEAD OFFICER:	<p>Debbie Jones - Interim Corporate Director Children, Young People and Education</p> <p>Shelley Davies – Director, Education</p> <p>Denise Bushay – Head of Service, School Place Planning, Admissions and Early Years</p>
CABINET MEMBER:	Cllr Gatland - Children, Young People and Learning
WARDS:	All
<p>MAYOR’S BUSINESS PLAN 2022-26</p> <p>The five core outcomes of the Mayor’s Business Plan 2022-26 are:</p> <ol style="list-style-type: none"> 1. The council balances its books, listens to residents and delivers good, sustainable services. 2. Croydon is a place of opportunity for business, earning and learning. 3. Children and young people in Croydon have the chance to thrive, learn and fulfil their potential. 4. Croydon is a cleaner, safer and healthier place, a borough we’re proud to call home. 5. People can lead healthier and independent lives for longer. 	
<p>SUMMARY OF REPORT</p> <p>This report sets out the draft education estates strategy for the three-year period 2022-2025. The strategy aims to minimise council borrowing to an absolute minimum whilst fulfilling the council’s statutory duty for sufficiency of school places.</p> <p>The proposals outlined in this report will ensure that the Council is compliant with its school place planning duties (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure provision for children with SEN; and respond to parental preference.</p> <p>This report focuses on 3 of Croydon’s main statutory responsibilities as an education authority:</p> <ul style="list-style-type: none"> • School Admissions – determination of admission arrangements for all Croydon community schools for admission in 2024/25, and Pan London co-ordination arrangements. • School Place Planning – ensuring a sufficient supply of school places and childcare to enable the Council to fulfil its statutory duties. • School Maintenance – ensuring that school buildings meet minimum standards. 	
FINANCIAL IMPACT	

The overall cost of the Education Capital Programme is estimated at £11,834,000 over the period 2023/24 and £15,767,000 over the period 2024/25 as set out in Appendix 3.

FORWARD PLAN KEY DECISION REFERENCE NO.:

1. DRAFT RECOMMENDATIONS

The Executive Mayor in Cabinet is recommended to

School Admissions:

- 1.1 agree to the proposed community schools' Admission Arrangements for the 2024/25 academic year (Appendix 1).
- 1.2 approve the continued adoption of the proposed Pan London scheme for co-ordination of admissions to Reception and Junior schools – Appendix 1a; and adoption of the proposed Pan London scheme for co-ordination of admissions to secondary schools (Appendix 1b).

School Place Planning

- 1.3 Managing surplus school places
following consultation, approve the proposed reduction of All Saints Primary School, Published Admission Number from 60 to 30, with effect from September 2024.
- 1.4 Approve the Capital Programme Budget summary (Appendix 3).
- 1.5 School Maintenance and Compliance
Approve the proposed Schools' Maintenance Plan (Appendix 4) for 2023/24 with an overall budget cost of £4,580,016; and £3,191,514 for 2024/25.
- 1.6 Delegate authority to the Interim Corporate Director – Children, Young People and Education to vary the proposed Schools' Maintenance Plan to reflect actual prices and new urgent issues that may arise, including authorising spend against the allowance for emergency and reactive works. The Corporate Director, Children, Young People and Education shall report back to the Executive Mayor in Cabinet in respect of any exercise of such authority.

The Executive Mayor in Cabinet is asked to note the following:

School Place Planning

- 1.7 Comparison between the available school places vs 2022 School Capacity (SCAP) Pupil Projections – Appendix 2 (primary) and Appendix 2a secondary).
- 1.8 Managing Surplus School Places

The local authority is working in partnership with partners to discuss and agree a collective strategy to manage the high level of surplus school places in some primary schools.

Academy Conversion

1.9 The change of status to an academy for the following schools:

- Orchard Way Primary School from 1 April 2022
- The Minster Junior School from 1 April 2022
- The Minster Infant and Nursery School from 1 September 2022
- Coloma Convent Girls' School from 1 November 2022

1.10 Early Years

- *Croydon Childcare Sufficiency Assessment 2022* (Appendix 5) which measures the demand for, and supply of childcare across the borough.

1.11 Special Educational Needs and Disability (SEND)

Provision sufficiency for children and young people with complex SEND remains a challenge. We continue to develop provision in line with the planned expansion and are addressing the areas of need in addition to this. The use of robust data to inform medium to long term planning to meet demand is now much more accurate.

1.12 Alternative Provision / Pupil Referral Unit (PRU)

- We have received from the DfE the Academy Order for the proposed conversion to an academy of Saffron Valley Collegiate (SVC) Pupil Referral Unit. The intended date of conversion is the 1st April 2023.
- Additional demand for Alternative Provision places is met by commissioning suitable places via our Approved Alternative Provision Provider List.

2. EXECUTIVE SUMMARY

This report outlines:

- the Council's Education Estates Strategy for three stages of education: Early Years, Primary and Secondary, including Special Educational Needs and Disability, and Pupil Referral Unit. It covers:
 - School Place Planning; School Admissions; and
 - Schools' Maintenance and Compliance.

2.1 Key Points

2.1.1 We are not proposing any changes to the previously agreed admission arrangements for community schools.

2.1.2 There is sufficiency of school places to meet demand at early years, primary and secondary education phases.

2.1.3 There has been a decline in birth rate resulting in a high level of unfilled places in some schools. Borough-wide and planning area meetings have been held with primary schools to begin collaborative discussions about potential short, medium and long-term options to manage surplus places.

2.2 School Admissions

2.2.1 Co-ordinated Admissions

Admission authorities, including local authorities, are responsible for admissions and must act in accordance with the School Admission Code, and the School Admission Appeals Code. All admission authorities must determine (i.e., formally agree) admission arrangements every year, by 28 February. The Council is also responsible for having in place a scheme for coordinating admission arrangements. There are no proposed changes to the admission arrangements that have been previously determined in January 2022 that require consultation.

All Saints Primary School is consulting on a proposal to reduce its Published Admission Number from 60 to 30, The Minster Junior School from 120 to 90, Oasis Shirley Park 120 to 90 with effect from September 2024.

2.2.2 In-Year Admission

Croydon School Admissions manage the in-year admissions for the majority of primary schools in Croydon either because they are a community school or on behalf of the governing body of an academy, Voluntary Aided, Foundation or Free school.

2.3 School Place Planning

2.3.1 In accordance with the Education and Inspections Act 2006 (“EIA”) the Council has a statutory duty to “secure that sufficient schools for providing— (a) primary education, and (b) secondary education are available for their area” as well as to “secure diversity and increase opportunities for parental choice when planning the provision of school places” in the borough. The Council also has statutory duty to manage a potential surplus of school places.

2.3.2 Sufficiency of school places

There is sufficiency of school places at both primary and secondary levels across the borough. Therefore, there are no planned projects to create additional school places. The duty to ensure sufficient school provision also requires local authorities to manage surplus school places.

2.3.3 Managing surplus school places

Due mainly to a drop-in birth rate, several primary schools across the borough are experiencing falling rolls. The council is working collaboratively with these schools to discuss and agree options for managing the high level of surplus places., including reduction of published admission number. A few schools are proposing to reduce their published admission number.

2.3.4 School Maintenance and Compliance

The Council is the employer for community schools, community special

schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The Schools' Maintenance Plan (Appendix 4) contains the planned repairs and maintenance programme for 2023/24 and proposed outline plan for 2024/25.

2.3.5 Special Educational Needs and Disability

The sufficiency of provision for SEND is under review as demand continues to grow for a range of SEND. This illustrates the number of young children already with EHCPs in the Croydon system. In addition to this we have approximately 170 currently being considered for assessment and placement, 23 of which have a diagnosis of Down Syndrome. This data is crucial to our placement planning and forecasting. In addition, we continue to have pressure in placing children and young people with complex MLD/SLD and Dyslexia. To this end discussion is underway regarding establishing additional Education Learning Provision (ELPs) within mainstream settings and a planned expansion of Addington Valley Academy and St. Nicholas special schools for September 2023.

2.3.6 Early Years

Local Authorities are required to report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents. Croydon's Childcare Sufficiency Assessment 2022 report indicates that there are sufficient early years and childcare places for families. The Sufficiency Assessment report is attached as Appendix 5.

2.3.7 Croydon Childcare Sufficiency Assessment 2022

The Childcare Sufficiency Assessment (Appendix 5) outlines how the council plans to secure enough childcare places as far as is reasonably practicable, for parents who are working, studying, or training for employment. The Childcare Sufficiency Assessment meets the local authority's statutory duty under sections 6 and 7 of the Childcare Act 2006.

2.3.8 Alternative Provision / Pupil Referral Unit (PRU)

The Council has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made. This duty is fulfilled via availability of pupil places at Saffron Valley Collegiate (PRU) plus additional places commissioned from our Approved Alternative Provision Provider List as described in 4.43 to address needs that cannot be met by the PRU.

3. DETAIL

3.1 School Admissions

- 3.1.1 Croydon is the Admission Authority for Community schools and is therefore responsible for determining the Admission Arrangements for these schools. Where the admission arrangements have not changed from the previous year

there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years. Croydon is not proposing any changes to the previously agreed admission arrangements.

- 3.1.2 Admission authorities must determine admission arrangements for entry in September 2024 by 28 February 2023. The proposed Admission Arrangements for Community schools include the criteria by which school places are allocated when a school receives more applications than places. The council is not proposing any significant changes to the previously agreed admission arrangements.
- 3.1.3 The Council is also responsible for having in place a scheme for coordinating admission arrangements. Croydon has participated in a Pan London arrangement for the Co-ordinated Admissions rounds for both primary and secondary applications for several years.
- 3.1.4 . The Council is required by statute and regulations to approve its admissions policies for the schools it is responsible for the 2024/25 academic year (including Published Admissions Numbers – PANs). Accordingly, the Executive Mayor in Cabinet is requested to determine the proposed Admission Arrangements for Croydon’s community schools for the 2024/25 academic year (Appendix 1) and approve the adoption of the proposed Pan London co-ordination arrangements (Appendix 1a & Appendix1b).
- 3.1.5 The governing bodies of voluntary aided, foundation schools and academies are their own admission authorities and therefore responsible for determining their own admission arrangements. All Saints Primary School is proposing to reduce its Published Admission Number from 60 to 30, The Minster Junior School from 120 to 90, Oasis Shirley Park Primary School 120 to 90 with effect from September 2024. In line with DfE guidance - making ‘prescribed alterations’ to maintained schools - the LA is the decision-maker.
- 3.1.6 In-year admissions
An in-year admission is when parents/carers apply to a school outside the normal admissions round and at a time when their child should already be attending school. In-year admissions generally arise when a parent/carer wants their child to transfer between schools or when a child moves into the area.
- 3.1.7 Local authorities must, on request, provide information to prospective parents about the places still available in all schools within their area. To enable them to do this, the admission authorities for all schools in the area must provide the local authority with details of the number of places available at their schools whenever this information is requested, to assist a parent/carer in seeking a school place.
- 3.1.8 The council is not required to co-ordinate in-year applications for schools for which they are not the admission authority. However, Croydon School Admissions manage the in-year admissions for the majority of primary schools in Croydon either because they are a community school or on behalf of the governing body of an academy, Voluntary Aided, Foundation or Free school.

4. School Place Planning

4.1 Under section 14 of the Education Act 1996, every local authority (LA) has a statutory duty to provide sufficient school places for all pupils in its area. This includes the planning and reviewing of school places, securing diversity and increasing opportunities for parental choice to ensure the needs of the community are met, as well as managing surplus places.

4.1.2 Pupil Projections for SCAP 2022

Like most London Boroughs, Croydon commissions the Greater London Authority (GLA) School Roll Projection (SRP) service to forecast future demand for school places. The GLA methodology generally has provided a more accurate and credible set of pupil projection numbers to support better pupil places planning for Croydon. The projections are also used to complete the council's annual statutory School Capacity (SCAP) return to the Department for Education.

4.1.3 The projections are designed to give a strategic-level indication of where additional demand may arise in future. It is not intended that the projections be considered as definitive evidence that additional provision is required in a particular planning area. We apply local knowledge to ensure that local factors are taken into account to enhance the robustness of the projected figures.

4.1.4 Currently, there are more places than pupils at both primary and secondary levels, but the balance between the two varies across the borough, within educational planning areas and particularly school-by-school.

4.1.5 Shortages of places at popular schools can exist alongside surplus places at others. And over the next three years, the expected growth in pupil numbers varies widely: in some places, numbers are expected to increase due to pupil yield from planned housing developments; in others, particularly in the primary phase, they are expected to decrease due to fall in birth rates.

4.1.6 Pupil projection indicates sufficiency of mainstream school places for both primary and secondary schools for the next 3 years. There is the potential for some schools across the borough, both primary and secondary, to have higher levels of unfilled places. Appendices 2 (primary) and 2a (secondary) contain a table that shows a comparison between the Available School Places vs 2022 School Capacity (SCAP) Projections Pupil Projections.

4.2 Changes in demand

Across London, local authorities are trying to manage a high level of unfilled places which in part is due to a drop-in birth rate. Between 2012-13 and 2018-19, the number of live births across London decreased by 10%. The number of births in an area will have a direct effect on the number of children on roll four years later. Anecdotal evidence in relation to the potential effect of the COVID-19 pandemic on future birth rates suggests that the pandemic may lead to an acceleration in the decline of the birth rate in the UK.

4.3 Surplus Places

Since 2013, there has been a fall in birth rate nationally and locally which has resulted in a drop in demand for school places, and a high level of surplus

school places in some schools across the borough. This can have a negative impact on school's finance as schools are funded on a per pupil basis and unfilled places mean that schools will get less funding which could affect the quality of education as schools might have to reduce staff and resource.

- 4.3.1 To allow for unexpected in-year growth in demand and parental choice and provide some leeway in case the projections underestimate the actual level of demand, the Council aim to allow between 5% and 10% surplus places across the borough, with the higher percentage in areas of planned housing developments.

4.4 Managing Surplus School Places

There is a high level of surplus primary school places, however, some planning areas and schools are more affected than others. A high level of surplus places can lead to financial and organisational inefficiency for schools. This could affect the quality of education as schools might have to reduce staff, resource, and overheads.

- 4.4.1 The council is working with affected schools with an aim to help stabilise each school's intake and enable school leaders to plan and deliver school provision effectively and meet local demand. The council has met with groups of primary schools in their planning areas to discuss options for managing surplus school places through collaborative working, for example, the sharing of resources, and expertise whilst delivering a high standard of education to pupils. A School Organisation Advisory Board will be set up to help in agreeing the criteria that will be used for identifying the schools that require intervention to address the surplus capacity.
- 4.4.2 The council has undertaken an assessment of the level of surplus places in individual schools and has developed a plan for reducing primary school places. So far, three schools have proposed or are consulting on reducing their Published Admission Number and we expect more schools to follow. The council is also exploring alternative uses of the spare capacity with primary schools, such as re-purposing empty classrooms for SEND provision.
- 4.4.3 Primary Schools: Croydon has six educational planning areas – North West, East, Central, South East, South, South West - for the primary phase pupil of place planning; each with its own distinct demographic profile and migration patterns. A significant number of schools in the North West and East planning area have experienced the biggest fall in demand resulting in the highest number of surplus places. The South East has the highest percentage of surplus places but only has six schools. To date, 1320 places have been removed, across primary year groups (Reception – Year 6). Most of these unfilled places, were in the North West and East planning areas.
- 4.4.4 For the 2022/23 academic year - the percentage of first preference offers is up by one and a half per cent this year to 86.5%. The percentage of parents/carers receiving one of their top three preference schools is 96.5% (this remains the same as last year). There also has been a decrease of 2.39% in the number of primary applications received on-time with 4365 pupils applying for primary school places, compared to 4472 in 2021.

- 4.4.5 The demand for places in Croydon's primary phase is not restricted to the rising 5's, nor does the on-time admissions round adequately provide an accurate picture of the number of places that will be required during the following education year. 'In year' applications create an all-year pressure to find additional places, and since families who make these applications characteristically have young families with primary aged children, there is a continued pressure across the whole primary estate.
- 4.4.6 Secondary Schools: There are two secondary educational phase planning areas, North and South, which reflect home to school journeys tend to travel further to school independently due to good transport links.

- 4.4.7 Borough-wide, the percentage of surplus school places at secondary level is 10%. This is concentrated in the North of the borough, which has 13% surplus places in year 7. Pupil projections suggest that there is a small number of surplus places in the South planning area, currently 5%, and additional places may be needed if demand increases above the predicted level.
- 4.4.8 For the 2022/23 academic year, 65% of secondary school applicants received their first preference school and 87.5% one of their first three preference schools.

4.5 School Maintenance

- 4.5.1 Local Authorities have responsibility to maintain school buildings so that they are safe, warm and weather tight and provide a suitable learning environment, including dealing with emergencies promptly and effectively and managing and procuring maintenance works efficiently and ensuring the council meets its full statutory compliance obligations. The Council is responsible for the larger condition and maintenance works in maintained schools and regularly undertakes reviews of legislation changes and ensures it meets its obligations. We will be reviewing our school's energy performance certificates and looking at which schools have the worst performance.
- 4.5.1 As part of the schools planned maintenance programme (which includes electrical, mechanical and general build works) a certain reduction in CO2 emissions is achieved as a result of replacing electrical/mechanical equipment which is at the end of its lifetime with new efficient equipment. During last year's programme, the Council took the initiative of completing feasibility studies and heat decarbonisation plans at four schools in the borough to explore suitable low carbon heating systems such as Ground source heat pumps, Air source heat pumps, the installation of photovoltaic panels and improving the fabric of the schools' buildings. A number of suitable options have been proposed as part of the feasibility studies; however, the challenge continues to be that adopting such measures requires additional funding and forward planning and at this time there is no additional funding available from the DfE to carry forward any plans, we are however continuing to improve on the efficiency of heating and insulation to our schools' estates and we will be looking at further ways of improving their efficiency whilst undergoing major maintenance.
- 4.5.2 There are a number of funding schemes that are available to fund heat decarbonisation and energy efficiency measures (provided that the criteria are met); last year we were successful in obtaining funding from the Public Sector Decarbonisation Scheme to aid with the installation of LED lighting in 3 schools. The next steps would be to carry out further feasibility studies, following the review of the school's condition surveys which were completed in 2021, to establish in which schools' where energy efficiency measures can be adopted (which meet the criteria of the public sector decarbonisation funding schemes) to enable the Council to apply for further funding to supplement the planned maintenance programme's budget to deliver such measures.

- 4.5.3 The condition of some of the education estate has improved due to investment in the refurbishment of the building fabric and maintenance / replacement of electrical and mechanical equipment. However, as school buildings age, they present age related issues and the cost of maintaining them is increasing steadily. In addition, some of the buildings are nearing the end of their lives and structural issues are beginning to emerge.
- 4.5.4 The 2023/24 annual maintenance capital budget (Appendix 4) stands at £4,200,000 which is sufficient to only undertake the highest ranked projects; those categorised as the worst defects designated D1 in the condition survey report. The council retains a percentage of its annual maintenance capital budget to address unexpected and urgent reactive works in schools, we are also reviewing risk on compliance within our school's estate and will be looking to ensure that the council meets its statutory compliance with any changes to legislation.
- 4.5.5 The School's Maintenance plan (Appendix 4) has been developed using information from condition surveys commissioned by the Council. These surveys are comprehensive and identify costed items across each school rated from A (good condition) to D (poor condition) as well as assessing the urgency of each (on a scale of 1 to 4, with 1 being the most urgent). School Condition surveys have been undertaken in 2021, they will continue to be reviewed and validated to inform the 4 next year's school maintenance programmes.

4.6 Asbestos Management in Community Schools

4.6.1 Where asbestos is present, the council will take the following steps to manage the asbestos in our schools ensuring they have the following:

- a) Management survey of asbestos-containing materials (ACMs)
- b) Assess the risks associated with ACMs.
- c) A plan for managing asbestos.
- d) Ensure staff and visitors know the risks and precautions they need to take.
- e) Keep the management of asbestos under continuous review

4.7 Statutory compliance Inspections and works

4.7.1 Both the Council and maintained schools are required to ensure school buildings are meeting the statutory standards by regularly undertaking statutory tests and maintenance which includes Legionella Risk Assessments, Gas Safety Checks, Fire Alarm tests, NICEIC 5 Year Periodic Inspections, NICEIC Emergency Lighting, Energy Performance Certification, Fire Risk Assessments and Asbestos Management and compliance related work. The Council ensures that the policies, and the condition of the school estate are compliant with appropriate legislation by requesting and checking the relevant certification and where necessary ensure that works are carried out.

4.8 **Fire Safety**

4.8.1 Cabinet approved an additional £3m from 2018/19 through to 2019/20, which was extended to 2020/21 to undertake fire safety remedial works at schools for which it is the responsible body. This works programme will now conclude in 2023/24 due to various challenges that have arisen in delivering the works on-site. The works are progressing across the estate with progress made in 2022/23. The remaining works are currently being reviewed against other planned/agreed works in 2023/24 to ensure the works are coordinated and minimise disruption to teaching and learning

4.9 **Special Educational Needs and Disability (SEND)**

4.9.1 We now have robust SEND data, which is enabling improved analysis, forecasting and planning. Table A below outlines children in early years with Education and Health Care Plan (EHCP), broken down by Need:

	NCY -2	NCY -1	NCY 0 (Reception)	Total
Speech,Lang or Comm Diff	0	2	84	86
Autistic Spectrum Disorder	1	0	33	34
Medical Problems	3	5	10	18
Moderate Learning Difficulty	0	0	8	8
Soc, Em and Ment Health	0	0	4	4
Hearing Impairment	0	1	2	3
Other Difficulty/Disability	0	0	3	3
Blank	0	0	3	3
Vision Impairment	0	0	1	1
Multi-Sensory Impairment	0	0	1	1
Total	4	8	149	161

Table 1

4.9.1 Following a review of the SEND estate, a programme of maintenance and remedial activities has been undertaken. However, there remains a significant challenge relating to space and suitability of accommodation in particular at St. Giles. The growth in the complexity of the pupils attending – and their medical needs - has impacted upon the site. Continuing issues with the accommodation are impacting upon and restricting use.

4.10 **Early Years**

Under the Childcare Act 2006 local authorities have a statutory duty to secure sufficient childcare for the needs of working parents/carers in their area. The Council's duties around inclusion birth to five are detailed in the Children and Families Act 2014, (section 2 Childcare Act 2016).

4.11 **Croydon Childcare Sufficiency Assessment 2022**

4.10.1 For the purposes of this assessment the supply of formal childcare includes Ofsted registered private day nurseries, pre-schools, schools with nursery provision, childminders out of school clubs and holiday clubs. There are diverse and sufficient early years provision across the borough. In total, there are 575 childcare providers in our local authority, offering 10,165 childcare places.

4.11.1 In Croydon there are an estimated 13 childcare places per 100 children based on 80,871 children aged 0 to 14 years. Ofsted's national figures as of August 2022 state that the proportion of Croydon childcare providers on the Early Years Register judged to be good or outstanding was 92%.

4.12 Alternative Provision / Pupil Referral Unit (PRU)

4.11.1 Under Section 19 of the Education Act 1996 the Local Authority has a statutory duty to make arrangements for the provision of suitable full-time education to those pupils who are unable to attend a mainstream school due to illness, exclusion or otherwise.

4.12.1 In this context, Alternative Provision in Croydon is provided by separate specialist providers for each of the Primary and Secondary settings, a Medical Tuition Service and the London Borough of Croydon supplement this with provision commissioned from the independent sector (on our Approved Provider List) as required. The number of commissioned places from the Independent Sector varies according to need which the flexibility of our contractual arrangements allows for. All of this place funded provision is good or outstanding.

The number of places available is as follows, but excludes additional 'ad-hoc' commissioned places from our Approved Alternative Provider List to meet additional demand/needs:

- Medical: 90 places for tuition services (1-2-1 and small groups)
- Primary: 48 places
- Secondary: 150 places, of which 48 places are for KS3 pupils who have or are at risk of being excluded and 102 places for KS4 pupils who have or are at risk of being excluded
- Emotionally based school refusers: 40 places.

4.12.2 We utilise the Approved Alternative Provider List to commission specialist provision for new KS4 (year 11) arrivals into the borough who have English as an Additional Language (EAL) needs.

4.12.3 Saffron Valley Collegiate Pupil Referral Unit has applied to the DfE to convert to an academy in April 2023.

5. CONSULTATION

5.1 Where the admission arrangements have not changed from the previous year there is no requirement to consult, subject to the requirement that admission authorities must consult on their admission arrangements at least once every 7 years, even if there have been no changes during that period

5.2 All Saints Primary school, The Minster Junior school and Oasis Shirley Park Primary school consulted partners on the proposed reduction of the school's published admission number.

6 PRE-DECISION SCRUTINY

6.1 This report will go to a Scrutiny meeting

7 FINANCIAL AND RISK ASSESSMENT CONSIDERATIONS

- 7.1 The table below details the Education Capital Programme for the current and future years and the associated funding sources. There is currently no financial risk envisaged so far. None of the funding sources is from borrowing therefore no impact on the council general fund. The service had always followed the grant conditions and efficient resource utilization on the capital budget.
- 7.2 The capital budget allocation in 2022/23 and future years demonstrates the local Authority strategy to also invest in Special Education Needs capital projects which will ensure a good strategic fit with the five years overall Dedicated Schools Grant (DSG) Deficit Recovery Plan.
- 7.3 The effect of the decision
The use of the free school's route to provide new school places within the borough in the future will result in a reduction in the requirements for future capital funding from the council as this will be funded by central government.
- 7.4 Risks
Due to the nature of this programme, there is a risk that projects may overspend, and regular monitoring of all projects and the programme will be undertaken and reported to this Cabinet as part of the quarterly financial monitoring reports.
- 7.5 Capital Budget
Table 2 below represents the overall capital budget over the next three years. Detailed can be found in Appendix 3 appended to this report. As shown below, most of the capital budget is allocated to major maintenance work and Special Education Needs provision.

Table 2. Capital Budget from 2022/23 to 2024/25

Medium Term Financial Strategy – 3year forecast			
Capital Schemes / Funding Source	Current Budget 2022/23 £'000	Budget 2023/24 £'000	Budget 2024/25 £'000
Capital Budgets			
Permanent Expansions	44	-	-
Fixed Term Expansion /Bulge	703	2,540	2,993
SEN Provision	750	4,792	4,287
Major Maintenance	3,708	4,200	4,200
Fire Safety Works	750	152	-
Other Schemes	366		
Effect of decision from report (Total)	6,321	11,684	11,480
Funding Sources			

School Condition Allocation	4,458	4,352	4,200
Special Provision	423	4,521	4,287
Basic Need Funding	747	2,540	2,993
Borrowing	-	-	-
CIL	693	271	-
Total Funding	6,321	11,684	11,480

7.6 The table above details the current Education Capital Programme for 2022/23 and the future two financial years and the associated funding sources. The spend in the 2023/24 and 2024/25 may increase dependent on the outcome of the following:

- a) The completion of an in-depth review of legionella and compliance related works across all our community schools. This will determine the required level of funding over the coming years to ensure that our schools are compliant and safe.
- b) The completion of a review regarding CDM management of the capital programme and risk analysis on reducing overall risk to the council regarding H&S management legislation on site and implementation of its recommendations.
- c) The addition of an asset manager to the delivery team and their review of the compliance work we undertake and statutory documentation we hold on to our schools and implementation of recommendations to ensure we reduce the risk to the council.
- d) The Creation of an RAAC register for all our community schools' estates where the material is identified and the creation of cyclical yearly structural survey plan on schools affected.
- e) Additional works as needed to increase the SEND provision places, we offer in mainstream schools

7.7 A detailed breakdown of the projects can be found in Appendix 4 – School Maintenance Plan – appended to this report.

7.8 Future savings/efficiencies

If additional free school providers are interested in opening schools in Croydon, the cost to the Council could be reduced further in the future years. Also, the Council's borrowing requirement may also be reduced if any further funding is allocated by the Department for Education. The fall in birth rate and associated demand for school places would however result in reduced demand and this would be monitored closely to make future savings.

7.9 The provision of more school places within the borough for children with special education needs and disability (SEND) will result in a reduction in the need for young people to travel outside of the borough, which will result in financial savings to the SEND budget.

(Approved by: *A N. Other*, Department Head(s) of Finance/nominated deputy(ies))

8. LEGAL CONSIDERATIONS

- 8.1 Section 13 of the Education Act 1996 places a duty on local authorities to secure (so far as their powers enable them to do so) that efficient primary, secondary and further education are available to meet the needs of the population of their area. Section 13A requires local authorities to ensure that their relevant education and training functions are exercised (so far as they are capable of being so exercised) with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential for children and young people in their area. Section 14 requires local authorities to secure sufficient schools for primary and secondary education for their area, and sufficient is defined by reference to number, character and equipment to provide appropriate education based on age, ability and aptitude, including practical instruction and training appropriate to their needs. These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.
- 8.2 As the admission authority for community and voluntary controlled schools, the Council is required under The School Admissions (Admission Arrangements and Coordination of Admission Arrangements) Regulations 2012 and the Admissions Code 2021 to determine the admissions arrangements by 28 February 2023.
- 8.3 Approved by Sandra Herbert, Head of Litigation & Corporate Law on behalf of the Director of Legal Services & Monitoring Officer

9. HUMAN RESOURCES IMPACT

- 9.1 There are no direct HR implications arising from this report. Any resultant future increases or changes in staffing will be handled by schools' governing bodies in accordance with the appropriate school/council policy and procedures.
- 9.2 Approved by:

10. EQUALITIES IMPACT

- 10.1 An equality analysis has been undertaken as part of the January 2023 report to help us to understand whether people with protected characteristics, as defined by the Equality Act 2010, will be disproportionately affected by the proposed changes and recommendations in the Education Estates Strategy report.
- 10.2 There are no proposed changes in this report that will prevent the Council from meeting its statutory duty to provide sufficient school places for protected and non-protected groups. Croydon schools provide diverse educational provision in terms of type/category, size and educational sponsors. These include special

schools, enhanced learning provisions at mainstream schools; and Academies /Free Schools. Pupils are allocated a school place based on the admissions criteria which aims to promote fair access to schools and are compliant with the School Admissions Code.

10.3 The proposed strategy supports the Croydon Equalities Pledge, enabling Croydon to become more inclusive, fairer, and safer for our residents, workers and visitors:

- positively promote the equality of opportunity for individuals of all characteristics namely: disability, gender, race, age, sexual orientation, religion and belief, marriage and civil partnership and gender identity, by recognising significant celebrations and awareness days and ensuring that workplace practices do not discriminate against any groups.

10.4 The proposed strategy supports the Council's general equality duty to have due regard to the need to eliminate unlawful conduct under the Equality Act 2010; to advance equality of opportunity and foster good relations between persons who share a protected characteristic and those who do not.

10.5 The equality analysis indicates that the proposed changes and recommendations will not negatively impact on any groups that share protected characteristics and that no major change is required as the strategy meets the general and specific equality duties as required by the Equality Act. An Equality Analysis Impact is attached at Appendix 6. Furthermore, there is a written commitment in the Equality Analysis to continue to keep the strategy under review and make changes as appropriate should the need arise.

10.6 Approved by: Gavin Handford, Director of Policy, Programme & performance

11. ENVIRONMENT AND CLIMATE CHANGE IMPACT

11.1 Through the delivery of the Education Capital Programme of works the Council will strive to deliver energy efficient solutions through design and construction methodologies with the intention to reduce energy use and associated carbon emissions in our schools.

11.2 The Council will work with schools to monitor the energy performance post works so that this can be captured in lessons learnt for future projects

12. CRIME AND DISORDER REDUCTION IMPACT

12.1 Children being in school will help prevent criminal and anti-social behavior or being victim of such behavior and reduce the number of children and young people in the criminal justice system.

13. REASONS FOR RECOMMENDATIONS/PROPOSED DECISION

13.1 The recommendations of this report are set out to ensure that the Council is compliant with its statutory duties as an education authority:

- School Place Planning (s13-14 Education Act 1996) to promote high standards of education and fair access to education; secure sufficient primary and secondary education, including SEN to meet the needs of the population of its area
- School Admissions (School Admission Code 2014) to determine the Admission Arrangements for its community schools annually
- School Maintenance - school buildings meet the minimum standard and premises are maintained so that they provide a suitable learning environment.

14. OPTIONS CONSIDERED AND REJECTED

14.1 In relation to mainstream schools, there are no plans to deliver any new/additional school places. Should there be an increase in demand for new schools, this will be delivered through the free school route which is funded by central government.

15. DATA PROTECTION IMPLICATIONS

15.1 WILL THE SUBJECT OF THE REPORT INVOLVE THE PROCESSING OF 'PERSONAL DATA'?

No

(If no, please complete the sign off)

15.2 HAS A DATA PROTECTION IMPACT ASSESSMENT (DPIA) BEEN COMPLETED?

No

This report does not include any personal data.

The Director of Education comments that this report is an overview of education estates and does not contain any personal data.

(Approved by: [A. N. Other] on behalf of the Director of XXX)"

CONTACT OFFICER:

Denise Bushay – Head of Service, Early Years, School Place Planning and Admission
SoftPhone 0208 726 6000 ext. 24210

Kathy Roberts – Interim Head of 0-25 SEN Service, 0208 604 7263

APPENDICES TO THIS REPORT

Appendix 1 – Community Schools Admission Arrangements

Appendix 1a – Pan London Co-ordination – Reception and Junior

Appendix 1b – Pan London Co-ordination – Secondary

Appendix 2 – Available Primary School Places vs SCAP 2022 Pupil Projections

Appendix 2a - Available Secondary School Places vs SCAP 2022 Pupil Projections

Appendix 3 – Capital Programme Budget Summary

Appendix 4 - Schools Maintenance Plan
Appendix 5 – Early Years Childcare Sufficiency Assessment report
Appendix 6 – Equality Impact Assessment

BACKGROUND PAPERS

None

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DRAFT - Community Schools Admission Arrangements 2024/25

The criteria outlined below apply only to Croydon community schools.

Should any community school convert to academy status prior to September 2024, the admissions arrangements will apply as published below unless stated otherwise in their funding agreement.

Where the number of applications for a community school is higher than the published admission number, the following criteria will be applied in the order set out below to decide the allocation of places:

Children with an Education, Health & Care Plan (EHCP) that names a school will be admitted to the school before the admissions criteria are applied to all other applicants. (See note 7)

1. **Looked-after children and previously looked-after children** (see Note 1).

2. **Linked schools**

Children who are on the roll of their linked infant school at the time of application. (see Note 2).

3. **Siblings:**

Children with a brother or sister who will be in attendance at the school or the linked infant/junior school at the time of enrolment of the new pupil (see Note 3).

4. **Exceptional medical need:**

Pupils with a serious medical need for attending a particular school. (See Note 4)

Supporting professional evidence must provide specific reasons why a particular school is the only school that can meet your child's needs and the detriment that would be caused if your child had to attend another school. Your application must be supported by a GP or consultant.

For primary age children, their need to attend a particular school because of a parent's serious and continuing medical condition may also be relevant.

Supporting evidence should be set out on the online medical form. Please refer to the guidance which is available online at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need>

Both the completed medical

form and the supporting evidence from the GP or consultant must be submitted with the application (see Note 4).

By submitting your evidence to the local authority you consent to this information being shared with the local authority's medical advisor.

5. **Distance:**

Priority will be given to pupils living nearest to the school as measured in a straight line (see Notes 5 and 6).

Tiebreaker

In the event that the number of applications for places exceeds the number of places available, after application of the admissions criteria, distance will be used to decide between applications. Where distance is the same for two or more applications the authority will use random allocation.

Note 1: Looked-after children are defined as 'children in public care at the date on which the application is made'. Previously looked-after children are children who were looked after, but ceased to be so because they were adopted or became subject to a child arrangements order or special guardianship order, immediately after being looked-after. This includes children who appear to have been in state care outside of England and ceased to be in state care as a result of being adopted.

A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation or any other provider of care whose sole or main purpose is to benefit society.

If an application is made under the 'looked-after' criterion, it must be supported by:

- a letter from the relevant local authority children's services department and/or relevant documents or
- evidence which demonstrates that a child was in state care outside of England and left that care as a result of being adopted.

Note 2: This criterion does not include siblings on the roll of the infant school's nursery class, if it has one.

A list of all infant and junior schools is provided in the table below. The shaded schools are their own admission authority, therefore, please refer to the individual school's admissions policy.

Linked Infant School	Linked Junior School
Beulah Infant	Beulah Junior
Elmwood Infant	Elmwood Junior

The Minster Nursery and Infant	The Minster Junior
Park Hill Infant	Park Hill Junior
St Joseph's Catholic Infant and Nursery	St Joseph's Catholic Junior
St Mary's Catholic Infant	St Mary's RC Junior
Whitehorse Manor Infant and Nursery	Whitehorse Manor Junior
Winterbourne Infant	Winterbourne Junior Girls
Winterbourne Infant	Winterbourne Junior Boys

Note 3: A sibling is defined as a brother or sister, half-brother or sister, step brother or sister, foster-brother or sister or adopted brother or sister whose main residence is the same address as the child for whom the school place application is being made.

Children with siblings allocated a place in the Reception or Year 3 class at a linked junior school to start in September will be eligible for priority under the sibling criterion from 1 August each year when this local authority opens waiting lists for the new academic year.

In the case of in-year admissions, eligibility for sibling priority will apply at the time of an offer.

This criterion does not include siblings on the roll of the school's nursery class, if it has one.

Note 4: All schools have experience in dealing with children with a range of medical needs and all schools are required to make reasonable adjustments in order to do this.

In a very few exceptional cases however, there may be reasons why a child needs to attend a specific school and this could be due to the child's medical need or the medical condition of the parent or the main carer with responsibility for the child. Providing evidence does not guarantee that a child will be given priority at a particular school and in each case a decision will be made based on the merits of the case and whether the evidence demonstrates that a placement should be made at one particular school above any other.

If you feel there are exceptional reasons for your child to be considered for a priority placement at a particular school, you must indicate this in the section provided in your application and complete the online medical form. More information on the medical application process is available online at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/applications-due-to-a-medical-need>

All requests for priority consideration on medical grounds must be supported in writing by a doctor or consultant and this must make clear which school you are making a

special case for, the reason why it is necessary for your child to attend this school in particular and the difficulties it will cause for your child to attend another school.

It is for you to decide how to support your case and what documents to provide but these must be submitted, together with the completed medical form and supporting statement by the GP/consultant, by the closing date of **15 January 2024**. The admissions team is not responsible for chasing you to submit medical evidence or for contacting professionals for information about your case. Any decision will be based on documents you submit by the closing date.

The local authority, using guidance received from Croydon's admissions panel (this is comprised of professionals from health and education), will decide whether an application for a school is to be prioritised on medical grounds, in light of the medical evidence submitted by the parent for their child to attend a particular school. Claims for priority of admission on medical grounds submitted after a decision on the original application has been made will only be considered if the documents submitted were not readily available at the time of application or if they relate to a new medical condition. Any submission made after the initial application must be supported by details of how the circumstances have changed since the original application and by further professional evidence.

Applicants who submit supporting information on medical grounds will not be advised whether their application is likely to be successful prior to the offer of places on 16 April 2024. If evidence is received after the closing date of 15 January 2024, it will not be taken into account until after places have been offered on 16 April 2024.

Note 5: 'Home' is defined as the address where the child normally resides Monday to Friday as their only or principal residence.

Addresses involving child-minding (professional or relatives) are excluded. There have been occasions when parents/carers have tried to use false addresses to obtain a place at a school. To prevent this happening, Croydon Council undertakes checks using an address verification tool called Datatank. If after these checks have taken place we cannot be satisfied that the address is the parent and child's normal place of residence, the parent/carer will be asked to provide further proof of their home address. In this instance two forms of address verification will be required: a solicitor's letter confirming completion of contract or a tenancy agreement along with a recent utility bill in the applicant's name.

If the parent/carer is found to have used a false address or deliberately provided misleading information to obtain a school place, the offer will be withdrawn.

Should there be doubts about the address to be used, parents/carers may be asked to provide evidence concerning the child's normal place of residence. This could include a court order stating where the child should live during the course of the week. The local authority would expect that the parent/carer with whom the child is normally resident receives the child benefit for the child. If the residence is split equally between both parents, the home address may be determined to be the address where

the child is registered with the doctor. This may be used to determine the normal place of residence for the purpose of measuring the home to school distance.

If parents/carers have more than one property they may be required to provide proof of the normal place of residence for the child.

The processing of applications outside England for admission to school within the normal admissions rounds (excluding Crown servants)

Applications with an address outside England can only be accepted for processing when this local authority is satisfied that there is **evidence of a link to an address in its area** and that **the child will be resident at that address on or before the date of admission** (i.e.start of September). Such evidence must include:

- Booked travel tickets and
- End of lease/notice to tenants in Croydon property or

- Start of employment contract in the Croydon area or
- End of employment contract abroad

The address outside England will apply until such time as there is evidence of a child's return to the linked address. In the event that a family does not return to the linked address provided by the start of September, this local authority will withdraw the application submitted and any offer made.

Note 6: The distance will be measured in a straight line from the child's home address to the designated entrance(s) of the school using a computerised measuring system (GIS) and geographical reference points as provided by the National Land and Property Gazetteer (NLPG). Those living closer to the school will receive higher priority.

If a child lives in a shared property such as flats, the geographical references will determine the start point within the property boundaries to be used for distance calculation purposes.

Distance measurements can be obtained using various internet sources however these do not replicate the system used by Croydon Council. Additionally, the distance measurement which can be obtained from the Croydon website using the 'Find It' link on the home page will not always be identical to that of the measurement obtained using the Croydon school admissions measuring tool (known as GIS) as the 'Find It' link is set up to measure to a range of council facilities and is not set up to measure for school admission purposes. It also does not give measurements to three decimal points.

Note 7: Education, Health and Care Plan

An Education, Health and Care plan (EHCP) is an integrated support plan for children and young people with complex special needs and disabilities. The plan gives a detailed description of the range of difficulties a child is facing and the level and type of provision required to help the child make progress and achieve positive outcomes.

Child minding arrangements:

Child-minding cannot be taken into account when allocating places at oversubscribed community schools.

Children attending a nursery class attached to an infant or primary school

Parents of children attending the nursery class at an infant or primary school must apply for a reception class place in the usual way. These children are not guaranteed a reception place at the school where they are attending the nursery class.

All applications are considered strictly in accordance with a school's admission criteria. Unless otherwise stated, children on the roll of a school's nursery class are not given priority admission into a reception class.

Twins/triplets or other multiple births for admission into an infant class

If you are applying for twins, or children from a multiple birth, and there is only one place available at the school, legislation allows us to admit them all i.e. all siblings from a multiple birth.

Waiting lists

If you are offered a place at a school through the in-year admissions process and you have also expressed a higher preference for another school or other schools, you will not be placed on the waiting list for your higher preference school/schools. You may request for your child to be added to the waiting list by completing a new in-year application form using the online parent portal on the website.

In-year waiting lists are maintained for one academic year and applicants who have been unsuccessful for their preferred school(s) and who wish to remain on the waiting list are required to re-apply the following academic year.

Waiting lists for community schools for applicants who applied as part of the main admissions rounds are held for the first term of the reception year and thereafter, applicants are required to complete the local authority's in-year online application form if they wish to remain on the waiting list.

Admission of children below compulsory school age deferred entry to school

Parents can defer the date their child is admitted to the school year but not beyond the point at which they reach compulsory school age and not beyond the beginning of the final term of the school year for which the application was made. Parents can also take up a part-time place until later in the school year but not beyond the point at which they reach compulsory school age.

A child reaches compulsory school age the term after their fifth birthday. Therefore, if you are offered a reception class place at a school, you can opt to defer your child's start date, but they MUST start full time school following their fifth birthday by the dates given below:

- Children born on or between 1 September and the end of December must start full time school by the beginning of the spring term in January
- Children born from 1 January to the end of March must start full time school on 1 April
- Children born from 1 April to the end of August must start school at the beginning of the autumn term in September.

The local authority's expectation is that a child born between 1 April and 31 August should start the reception class at the beginning of the summer term at the latest. However, parents may choose that their child does not start school until the September (beginning of the autumn term) following their fifth birthday. Parents must note the place cannot be held open beyond the summer term, this will mean that as their child will be a year one pupil when they join, parents will need to apply for a year one school place, using the in-year application form.

Admission of children outside their normal age group

Parents may request that their child is exceptionally admitted outside their normal age group. The admission authority will decide whether or not the individual child's circumstances make this appropriate on educational grounds.

It is the expectation of Croydon Council that a child is educated alongside his/her age equivalent peers, in almost all cases. We would strongly advise that all children enter into their normal year group. The responsibility for addressing individual educational needs lies with the school through an appropriately differentiated and enriched curriculum.

Parents must submit their request for their child to be educated outside their normal year group by completing the local authority online form at:

<https://www.croydon.gov.uk/education/schools-new/school-admissions/admission-outside-of-normal-year-group/admission-outside-normal-year-group-request>

Parents should include evidence from a relevant professional detailing their child's needs and circumstances which make education outside the normal age group necessary. This could include:

- Evidence from a health or social care professional who is involved in the care or treatment of the child e.g. speech and language therapist, social worker, paediatrician.
- The view of any nursery or other early years setting the child attends and any records of the child's development.

- The progress the child has made in an early years setting, including the rate of progress.
- Whether the child's premature birth has caused health problems or developmental delays that mean the child would benefit from a delayed school start.

Decisions are made on the basis of the circumstances of each case and in the best interest of the child. This will require the admission authority to take account of the child's individual needs and abilities and to consider whether these can best be met in reception or year one. It will also involve taking account of the potential impact on the child of being admitted to year one without first having completed the reception year. The admission authority will consider:

- Parents' views.
- Information relating to the child's academic, social and emotional development, where relevant medical history and the views of a medical professional.
- Any previous history of a child being educated outside of their normal age group.
- If a child was born prematurely, the age group the child would have fallen in if the child had been born on time.
- Views of the head teacher of the school(s) concerned.

Appendix 1a – Pan London Co-ordination – Reception and Junior

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

DRAFT

Template LA Schemes for Co-ordination of Admissions to Reception/Junior in Maintained Schools and Academies in 2024/25

Contents

Page 2: Definitions used in this document

Page 5: Template scheme for co-ordination of admissions to Reception in September 2024

Page 14: Content of Common Application Form - Reception Scheme (Schedule 1)

Page 15: Template outcome letter -Reception Scheme (Schedule 2)

Page 17: Timetable for Reception Scheme (Schedule 3B)

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Schemes for Co-ordination of Admissions to Reception/Junior in 2024/25

Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it).
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme.
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme.
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order.
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place.
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible.
“the Home LA”	the LA in which the applicant/parent/carer is resident.
“the LIAAG Address Verification Register”	the document containing the address verification policy of each participating LA.
“the Local Admission System”	the IT module for administering admissions in

(LAS)”	each LA and for determining the highest offer both within and between participating Las.
“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council.
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed.
“the Mandatory Elements”	those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register.
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2.
“the Prescribed Day”	the day on which parents/carers outcome are notified of their outcome. 16 April in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA.
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3.
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating arrangements for the admission of children to

maintained primary and secondary schools
and academies.

PAN- LONDON CO-ORDINATED ADMISSIONS SYSTEM

Template LA Scheme for Co-ordination of Admissions to Reception/Junior in 2024/25

All the numbered sections contained in this scheme are mandatory except those marked with an which are highly desirable.*

Applications

1. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by this LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
2. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in a nursery class within a maintained school or academy - in this LA or any other maintaining LA - is informed about how they can access Croydon LA's composite prospectus and apply online. Croydon LA also uses schools, early years' providers, social media to advertise the closing date for applications. Additionally, this LA offers parents support and assistance with their online application at schools and its offices. Parents/carers who do not live in Croydon LA will have access to Croydon LA's composite prospectus on the Council's website. It will advise parents/carers to contact their home LA for further information on the application process.
3. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within this LA, Croydon LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2021.
4. Where supplementary information forms are used by admission authorities in Croydon LA, they will be available on this LA's website, on the school's website, or a paper copy of the supplementary information form can be requested directly from the school. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's composite prospectus and website will indicate which schools in this LA require supplementary forms to be completed and where they can be obtained.

5. Where a school in Croydon LA receives a supplementary information form, this LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2021.
6. *Applicants will be able to express a preference for up to six maintained primary schools or academies within and/or outside the Home LA.
7. The order of preference given on the Common Application Form will not be revealed to a school within the area of this LA to comply with paragraph 1.9 of the School Admissions Code 2021. However, where a parent resident in this LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
8. Croydon LA undertakes to carry out the address verification process set out in its entry in the LIAAG Address Protocol. This will in all cases include validation of resident applicants against Croydon LA's maintained nursery and primary school data and the further investigation of any discrepancy. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **9 February 2024**.
9. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is currently or previously a 'Child Looked After' and will provide any additional evidence on receipt of a reasonable request by the maintaining LA in respect of a preference for a school in its area by **2 February 2024**.
10. Croydon LA will advise a maintaining LA of the reason for any application which is made in respect of a child resident in the area of this LA to be admitted outside of their correct age cohort, and will forward any supporting documentation to the maintaining LA by **2 February 2024**.

Processing

11. Applicants resident within Croydon LA must submit their online Common Application Form to this LA by **15 January 2024**.
12. *Supplementary Information Forms for schools in Croydon LA must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not

strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.

13. *Schools that require a supplementary information form will check that a supplementary information form has been completed for each child. Schools will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common application Form, schools will share this information with Croydon LA.*
14. *Admission authority schools will start seeing details of their applications on **19 January 2024**.*
15. *Any changes to the preferences or the order of preference on a Common Application Form made after **15 January 2024** will not normally be considered until after the initial round of allocation – that is after 16 April 2024, unless there is a change of circumstances.*
16. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of Croydon LA's scheme, will be up-loaded to the PLR by **2 February 2024**. Supplementary information provided with the Common Application Form will be sent to maintaining LAs by the same date.
17. *Alternative arrangements will be made by Croydon LA to forward applications and supporting information securely to non-participating LAs.*
18. Croydon LA shall, in consultation with the admission authorities within this LA's area and within the framework of the Pan-London timetable in Schedule 3B, determine its own timetable for the processing of preference data and the application of published oversubscription criteria.
19. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **8 February 2024**.*
20. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. Croydon LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.
21. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **9 February 2024**.

22. *Where an applicant moves from one participating home LA to Croydon LA after submitting an on-time application under the terms of the former home LA's scheme, Croydon LA will accept the application as on-time up until **8 February 2024**, on the basis that an on-time application already exists within the Pan-London system.
23. Croydon LA will participate in the application data checking exercise scheduled between **12 and 16 February 2024** in the Pan-London timetable in Schedule 3B.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order in accordance with paragraph 1.9 of the School Admissions Code 2021. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, Croydon LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Own Admission authority schools must provide Croydon LA with the electronic list of their applicants in criteria order by **01 March 2024**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS for all maintained schools and academies in this LA's area before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **14 March 2024**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **22 March 2024** if this is sooner.
29. Croydon LA will not make any additional offers between the end of the iterative process and **16 April 2024** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at a maintained school or academy in this LA, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to

resolve a multiple offer, or if the impact is too far reaching, Croydon LA will accept that the applicant(s) affected might receive a multiple offer.

31. Croydon LA will participate in the offer data checking exercise scheduled between **25 March and 10 April 2024** in the Pan-London timetable in Schedule 3B.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **10 April 2024**. (33 London LAs & Surrey LA only).

Offers

33. Croydon LA will ensure that, if there are places available, each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place in accordance with paragraph 2.12 of the School Admissions Code 2021. *This will usually be the nearest school to the child's home address which has a place available, after the allocation of places has been completed.*
34. This LA's notification of the outcome will include the information set out in Schedule 2.
35. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
36. Croydon LA's notification information will include the information set out in Schedule 2.
37. Croydon LA will, on **16 April 2024**, publish online the outcome of resident applications. Resident applicants who applied online will be able to view the result of their application online as well as accept or decline their offer. *Croydon LA will not send out outcome letters in the post.*
38. *Resident applicants who are not successful in their application will be offered the right to appeal.*

Late applications

39. **Croydon LA will accept late applications as 'on-time' only if they are late for a good reason, deciding each case on its own merits. Examples of what will be considered as 'good reason' include when a single parent has been ill for some time, or has been dealing with the death of a close relative; a family who has just moved into the area or is returning from*

abroad (proof of ownership or tenancy of a property within Croydon LA will be required in these cases). Other circumstances will be considered and each case decided on its own merits and it is expected that all requests of this nature will be supported with evidence.

40. *The latest date that an application, that is late for good reason, can be accepted for a resident of Croydon LA will be **8 February 2024**. The date for an out-borough resident is fixed by the relevant home LA and is likely to be different for authorities outside the PAN London scheme.*

41. *Applications which are late for no good reason and those that are received after 8 February 2024 but before 16 April 2024 will not be considered in the initial allocation round but will be allocated a place after all on-time preferences have been processed. If the application is from a resident of Croydon LA and they cannot be offered a place at one of their preferences, they will be considered for a place at other maintained schools or academies in this LA that have vacancies, in accordance with the school's admission criteria. If the application is from a resident of another LA, their application will only be considered for the schools to which they have applied.*

Post Offer Process

42. Croydon LA will request that resident applicants accept or decline the offer of a place by **30 April 2024**, or within two weeks of the date of any subsequent offer.

43. *If resident applicants do not respond by this date, Croydon LA or the school, where it is its own admission authority, will make every reasonable effort to contact the applicant to find out whether or not they wish to accept the place. Where the applicant fails to respond and the admission authority can demonstrate that every reasonable effort has been made to contact the applicant, the offer of a place will be withdrawn.*

44. Where an applicant resident in Croydon LA accepts or declines a place in a school maintained by another LA by **30 April 2024**, Croydon LA will forward the information to the maintaining LA by **8 May 2024**. Where such information is received from applicants after **1 May 2024**, Croydon LA will pass it to the maintaining LA as it is received.

45. Where a place becomes available in an oversubscribed maintained school or academy in Croydon LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.15 of the School Admissions Code 2021.

46. When acting as a maintaining LA, Croydon LA will place an applicant resident in the area of another LA on a waiting list for any higher

preference school. Where this is not done automatically, it will be done immediately following a request from the home LA.

47. Where a waiting list is maintained by an admission authority of a maintained school or academy in this LA's area, the admission authority will inform this LA of a potential offer, in order that the offer may be made by the home LA.
48. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
49. When acting as a maintaining LA, Croydon LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
50. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered. ***As a result, any offer held by the applicant resident at a lower preference school will automatically be withdrawn as a higher preference has been offered. Resident applicants who no longer wish to remain on the waiting list for a higher preference school must notify Croydon LA as soon as they receive their initial offer.***
51. ***When acting as a home LA, Croydon will offer a place at a Croydon maintained school or Academy to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered. The lower preference school offered will automatically be withdrawn as a higher preference school has been offered. Resident applicants who no longer wish to remain on the waiting list for a higher preference school must notify Croydon LA as soon as they receive their initial offer.***
52. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
53. When acting as a home LA, when Croydon LA has agreed to a change of preferences or preference order, it will inform any maintaining LA affected by the change. In such cases, paragraphs 51 and 52 shall apply to the revised order of preferences.

54. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
55. When acting as a maintaining LA, Croydon LA will accept a change of preferences or preference order (including reinstated or additional preferences) from home LAs for maintained schools and academies in its area.
56. When acting as a home LA, Croydon will accept applications for additional preferences after National Offer Day before the start of the new term.
57. Croydon LA, when acting as a home LA, will allow applicants to express up to three additional preferences before the start of the new term.
58. When acting as a home LA, Croydon LA will endeavour to fill any vacancies that become available after National Offer Day within four weeks from National Offer Day.
59. This LA's admission authorities will maintain a waiting list for at least one term until 31 December 2024. This LA will accept waiting lists requests from other LAs' residents through the maintaining LA.
60. *Croydon LA will maintain waiting lists for each school in its area with the exception of Voluntary Aided Schools who will maintain their own waiting lists. Croydon LA will notify applicants on the waiting list if a place becomes available. Any lower preference school previously offered will be automatically withdrawn if an offer is made at a higher preference school.*
61. *Resident Applicants who receive an offer at their first preference school will only be placed onto a waiting list for a lower preference school in exceptional circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school in exceptional circumstances.*
62. *Resident applicants who receive an offer at their first preference school will be able to apply for lower preference schools at the start of the new term through the in-year admission process.*
63. *Resident applicants who are unsuccessful in receiving an offer at one of their preferred schools will be given the opportunity to make late applications to schools they did not originally apply for.*

64. *Applications received after 16 April 2024 will be added to the waiting lists for the schools in this LA. Waiting lists will be ordered in accordance with each school's admission criteria.*
65. *Admission authorities for each school within Croydon LA will share details of their waiting lists with this LA.*
66. *When a vacancy occurs at a school within this LA, the first child on the waiting list will be considered for the place. Croydon LA will liaise with the admission authority for the school and advise the parent/carer or home LA of the offer.*
67. *Where the first child is a resident of this LA, Croydon LA will issue notification of the outcome to the parent, provided that the school is ranked higher on the Common Application Form than any other school already offered.*
68. *When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.*
69. *When acting as a maintaining LA, Croydon will not inform an applicant resident in another LA that a place can be offered.*
70. *Own Admission Authority schools within Croydon LA will not inform any applicant that a place can be offered.*
71. *Waiting lists for schools in Croydon LA will be held for the first term of the Reception Year only, until **31 December 2024**. Applicants wishing to remain on a school's waiting list after this date must apply using the LA or school's In- Year Application Form in accordance with each admission authority's arrangements. This is to ensure that this LA has the most up to date information for an applicant, including a correct proof of address as at the time of the new application.*
72. *Waiting lists will be maintained and places allocated as they become available, in accordance with each admission authority's published admission and oversubscription criteria, and without regard to the date the application was received or when a child's name was added to the waiting list.*

Applications for places in Reception after 31 December 2024 and applications to year groups other than to the Reception class.

73. *Applications for places in Reception after 31 December 2024 and to year groups other than the normal year of entry to primary school will be treated as in-year admissions.*

74. *Applications will be made and considered in line with the schools' admission arrangements. Please refer to Croydon's website and in-year guidance for more information.*
75. *Once an offer is made applicants will only be added to a waiting list if the parent/carer requests this by completing a new in-year application form.*

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 1**

**Minimum Content of Common Application Form for Admissions to
Reception/Junior in 2024/25**

Child's details:

Surname

Forename(s)

Middle name(s)

Date of Birth

Gender

Home address

Name of current school

Address of current school (if outside home LA)

Parent's details:

Title

Surname

Forename

Address (if different to child's address)

Telephone Number (Home, Daytime, Mobile)

Email address

Relationship to child

Preference details (x 6 recommended):

Name of school

Address of school

Preference ranking

Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)

Does the child have an Education, Health and Care Plan Y/N*

Is the child a 'Child Looked After (CLA)'? Y/N

Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N

If yes, name of responsible local authority

Surname of sibling

Forename of sibling

DOB of sibling

Gender of sibling

Name of school sibling attends

Other:

Signature of parent or guardian

Date of signature

* Where a LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

SCHEDULE 2

Template Outcome Letter for Admissions to Reception/Junior in 2024/25

From: Home LA

Date: **16 April 2024**
(prim)

Dear Parent,

Application for a Primary/Junior School

I am writing to let you know the outcome of your application for a primary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

You must contact this office if you wish to apply for any other school, either in this borough or elsewhere.

*Please return the reply slip to me by **30 April 2024(prim)**. If you have any questions about this letter, please contact me on _____*

Yours sincerely

(First preference offer letters should include the paragraphs in italics only)

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3B**

Timetable for Admissions to Reception/Junior in 2024/2025

Mon 15 Jan 2024	Statutory deadline for receipt of applications
Fri 2 Feb 2024	Deadline for the transfer of application information by the Home LA to the PLR (ADT file)
Thurs 8 Feb 2024	Deadline for receipt of late applications considered as 'on-time' to Home LA
Fri 9 Feb 2024	Deadline for the upload of late applications to the PLR.
Mon 12 – Fri 16 Feb 2024	Checking of application data
Thur 14 Mar 2024	Deadline for the transfer of potential offer information from the Maintaining LAs to the PLR (ALT file).
Fri 22 Mar 2024	Final ALT file to PLR
Mon 25 Mar- Wed 10 Apr 2024	Checking of offer data
Wed 10 Apr 2024	Deadline for on-line ALT file to portal
Tues 16 April 2024	Outcomes published online.
Tues 30 April 2024	Deadline for receipt of acceptances
Wed 8 May 2024	Deadline for transfer of acceptances to maintaining LAs

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PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

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**Template LA Scheme for Co-ordination of Admissions to Year
7/Year 10 in Maintained Schools and Academies in 2024/25**

Contents

Page 2: Definitions used in this document

Page 5: Template scheme for co-ordination of admissions to Year 7 in September 2024

Page 12: Content of Common Application Form -Year 7 Scheme (Schedule 1)

Page 14: Template outcome letter -Year 7 Scheme (Schedule 2)

Page 16: Timetable for Year 7 Scheme (Schedule 3A)

PAN-LONDON CO-ORDINATED ADMISSION SYSTEM

Template LA Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2024/25

Definitions used in the template schemes

“the Application Year”	the academic year in which the parent makes an application (i.e. in relation to the academic year of entry, the academic year preceding it)
“the Board”	the Pan-London Admissions Executive Board, which is responsible for the Scheme
“the Business User Guide (BUG)”	the document issued annually to participating LAs setting out the operational procedures of the Scheme
“the Common Application Form”	this is the form that each authority must have under the Regulations for parents to use to express their preferences, set out in rank order
“the Equal Preference System”	the model whereby all preferences listed by parents on the Common Application Form are considered under the over-subscription criteria for each school without reference to parental rankings. Where a pupil is eligible to be offered a place at more than one school within an LA, or across more than one participating LA, the rankings are used to determine the single offer by selecting the school ranked highest of those which can offer a place
“the Highly Recommended Elements”	the elements of the Template Scheme that are not mandatory but to which subscription is strongly recommended in order to maximise co-ordination and thereby simplify the application process as far as possible
“the Home LA”	the LA in which the applicant/parent/carer is resident
“the LIAAG Address Verification Register”	the document containing the address verification policy of each participating LA
“the Local Admission System”	the IT module for administering admissions in

(LAS)”	each LA and for determining the highest offer both within and between participating LAs
“the London E-Admissions Portal”	the common online application system used by the 33 London LAs and Surrey County Council
“the Maintaining LA”	the LA which maintains a school, or within whose area an academy is situated, for which a preference has been expressed
“the Mandatory Elements”	those elements of the Template Scheme to which authorities must subscribe in order to be considered as ‘Participating Authorities’ and to benefit from use of the Pan-London Register
“the Notification Letter”	the agreed form of letter sent to applicants on the Prescribed Day which communicates any determination granting or refusing admission to a primary or secondary school, which is attached as Schedule 2
“the Prescribed Day”	the day on which parents/carers are notified of their outcome. 1 March (secondary) in the year following the relevant determination year except that, in any year in which that day is not a working day, the prescribed day shall be the next working day.
“the Pan-London Register (PLR)”	the database which will sort and transmit application and outcome data between the LAS of each participating LA
“the Pan-London Timetable”	the framework for processing of application and outcome data, which is attached as Schedule 3A
“the Participating LA”	any LA that has indicated in the Memorandum of Agreement that they are willing to incorporate, at a minimum, the mandatory elements of the Template LA Scheme presented here.
“the Qualifying Scheme”	the scheme which each LA is required to formulate in accordance with The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) Regulations 2012, for co-ordinating

arrangements for the admission of children to maintained secondary schools and academies.

PAN LONDON CO-ORDINATED ADMISSIONS SYSTEM

Template Scheme for Co-ordination of Admissions to Year 7/Year 10 in 2024/25

All the numbered sections contained in this scheme are mandatory, except those marked with an which are highly desirable.*

Applications

1. Croydon LA will advise home LAs of their resident pupils on the roll of this LA's maintained primary schools and academies who are eligible to transfer to secondary school in the forthcoming academic year.
2. Applications from residents of Croydon LA will be made on this LA's Common Application Form, which will be available and able to be submitted on-line. This will include all the fields and information specified in Schedule 1 to this Template LA Scheme. These will be supplemented by any additional fields and information which are deemed necessary by Croydon LA to enable the admission authorities in the LA area to apply their published oversubscription criteria.
3. Croydon LA will take all reasonable steps to ensure that every parent/carer who is resident in this LA and has a child in their last year of primary education within a maintained school or academy, either in Croydon LA or any other maintaining LA, is informed how they can access Croydon's composite prospectus and apply online. Parents/carers who do not live in Croydon LA will have access to this LA's composite prospectus which will advise parents/carers to contact their home LA for further details on the application process.
4. The admission authorities within Croydon LA will not use supplementary information forms except where the information available through the Common Application Form is insufficient for consideration of the application against the published oversubscription criteria. Where supplementary information forms are used by the admissions authorities within Croydon LA, the LA will seek to ensure that these only collect information which is required by the published oversubscription criteria, in accordance with paragraph 2.4 of the School Admissions Code 2021.
5. Where supplementary information forms are used by admission authorities in Croydon LA, they will either be available on the school's website, on the LA's website or a paper copy of the supplementary information form can be requested from the school directly. Such forms will advise parents that they must also complete their home LA's Common Application Form. Croydon LA's composite prospectus will indicate which schools in this LA require

supplementary information forms to be completed and where they can be obtained.

6. Where an admission authority in this LA receives a supplementary information form, Croydon LA will not consider it to be a valid application unless the parent/carer has also listed the school on their home LA's Common Application Form, in accordance with paragraph 2.3 of the School Admissions Code 2021.
7. *Applicants will be able to express a preference for six maintained secondary schools or Academies within and/or outside the Home LA.
8. *Croydon LA will advise applicants that they will receive no more than one offer of a school place on 1 March 2024. Applicants will also be advised that a place will be offered at the highest preference school for which they are eligible for a place. If the parent nominates a school outside of a PAN-London LA, Croydon LA will pass relevant details on to that authority and will make every reasonable effort to resolve any multiple offers with them.*
9. The order of preference given on the Common Application Form will not be revealed to a school within the area of this LA. This is to comply with paragraph 1.9 of the School Admissions Code 2021 which states that admission authorities must not give extra priority to children whose parents rank preferred schools in particular order, including 'first preference first' arrangements. However, where a parent resident in Croydon LA expresses a preference for schools in the area of another LA, the order of preference for that LA's schools will be revealed to that LA in order that it can determine the highest ranked preference in cases where an applicant is eligible for a place at more than one school in that LA's area.
10. Croydon LA undertakes to carry out the address verification process as set out in its entry in the LIAAG Address Protocol. This will in all cases include validation of resident applicants against this LA's primary school data and the further investigation of any discrepancy using Council Tax and Electoral Register records. Where Croydon LA is not satisfied as to the validity of an address of an applicant whose preference has been sent to a maintaining LA, it will advise the maintaining LA no later than **14 December 2023**.
11. Croydon LA will confirm the status of any resident child for whom it receives a Common Application Form stating s/he is currently or previously a 'Child Looked After' and will provide any additional evidence on receipt of a reasonable request by the maintaining LA in respect of a preference for a school in its area by **14 November 2023**.

12. Croydon LA will advise a maintaining LA of the reason for any application which is made in respect of a child resident in the area of this LA to be admitted outside of their correct age cohort, and will forward any supporting documentation to the maintaining LA by **14 November 2023**.

Processing

13. Applicants resident within Croydon LA must return the Common Application Form, which will be available and able to be submitted online, to this LA by **31 October 2023**.
14. Application data relating to all preferences for schools in the area of a participating LA, which have been expressed within the terms of this LA's scheme, will be up-loaded to the PLR by **14 November 2023**. Supporting documentation provided with the Common Application Form will be sent to maintaining LAs by the same date.
15. Croydon LA shall, in consultation with the admission authorities within its area and within the framework of the Pan-London timetable in Schedule 3A, determine and state its own timetable for the processing of preference data and the application of published oversubscription criteria.
16. *Supplementary information forms must be returned directly to the relevant school by the date specified by the school.* Under the requirements of the scheme, parents/carers will not have to complete a supplementary information form where this is not strictly required for the governing body to apply their admission criteria or where this is not a requirement in a school's admission arrangements.
17. *Admission authorities will start seeing details of their applications on the Schools Access Module (SAM) from **3 November 2023**. Schools that require a supplementary form will check that a supplementary form has been completed for each child and will contact parents/carers who have not completed a supplementary information form. Schools will also check that parents/carers who have completed a supplementary information form have completed the LA's Common Application Form. If a parent has not completed a Common Application Form, schools will share this information with Croydon LA.*
18. *Croydon LA will accept late applications only if they are late for a good reason, deciding each case on its own merits. *The latest date that an application that is late for good reason can be accepted for a resident of this LA is **12 December 2023**.*
19. Where such applications contain preferences for schools in other LAs, Croydon LA will forward the details to maintaining LAs via the PLR as they are received. This LA will accept late applications which are considered to be on time within the terms of the home LA's scheme.

20. The latest date for the upload to the PLR of late applications which are considered to be on-time within the terms of the home LA's scheme is **14 December 2023**.
21. Where an applicant moves from one participating home LA to another after submitting an on-time application under the terms of the former home LA's scheme, the new home LA will accept the application as on-time up to **12 December 2023**, on the basis that an on-time application already exists within the Pan-London system.
22. *Applications which are late for no good reason and applications received after **12 December 2023** but before **1 March 2024** will be considered after all on-time applications have been processed.*
23. Croydon LA will participate in the application data checking exercise scheduled between **15 December 2023 and 2 January 2024** in the Pan-London timetable in Schedule 3A.
24. All preferences for schools within Croydon LA will be considered by the relevant admission authorities without reference to rank order to comply with paragraphs 1.9 of the School Admissions Code 2021. When the admission authorities within Croydon LA have provided a list of applicants in criteria order to this LA, this LA shall, for each applicant to its schools for whom more than one potential offer is available, use the highest ranked preference to decide which single potential offer to make. This is the 'Equal Preference System'.
25. *Schools must provide Croydon LA with an electronic list of their applicants ranked in criteria order by **15 January 2024**.*
26. Croydon LA will carry out all reasonable checks to ensure that pupil rankings are correctly held in its LAS for all maintained schools and academies in this LA before uploading data to the PLR.
27. Croydon LA will upload the highest potential offer available to an applicant for a maintained school or academy in this LA to the PLR by **31 January 2024**. The PLR will transmit the highest potential offer specified by the Maintaining LA to the Home LA.
28. The LAS of this LA will eliminate, as a Home LA, all but the highest ranked offer where an applicant has more than one potential offer across Maintaining LAs submitting information within deadline to the PLR. This will involve exchanges of preference outcomes between the LAS and the PLR (in accordance with the iterative timetable published in the Business User Guide) which will continue until notification that a steady state has been achieved, or until **12 February 2024**. Where a management decision is made that additional iterations are necessary, these will continue no later than **14 February 2024**.

29. Croydon LA will not make an additional offer between the end of the iterative process and **1 March 2024** which may impact on an offer being made by another participating LA.
30. Notwithstanding paragraph 29, if an error is identified within the allocation of places at a maintained school or academy in this LA, Croydon LA will attempt to manually resolve the allocation to correct the error. Where this impacts on another LA (either as a home or maintaining LA) Croydon LA will liaise with that LA to attempt to resolve the correct offer and any multiple offers which might occur. However, if another LA is unable to resolve a multiple offer, or if the impact is too far reaching, this LA will accept that the applicant(s) affected might receive a multiple offer.
31. Croydon LA will participate in the offer data checking exercise scheduled between **15 and 23 February 2024** in the Pan-London timetable in Schedule 3A.
32. Croydon LA will send a file to the E-Admissions portal with outcomes for all resident applicants who have applied online no later than **26 February 2024**. (33 London LAs & Surrey LA only).

Offers

33. Croydon LA will ensure that, if there are places available, each resident applicant who cannot be offered a place at one of the preferences expressed on the Common Application Form, receives the offer of an alternative school place in accordance with paragraph 2.11 of the School Admissions Code 2021. This will usually be the nearest school to the child's home address which has a place available, after the allocation of places has been completed.
34. Croydon LA will inform all resident applicants of their highest offer of a school place and, where relevant, the reasons why higher preferences were not offered, whether they were for schools in the Home LA or in other participating LAs.
35. This LA's online notification will include the information set out in Schedule 2.
36. *On **1 March 2024**, all resident applicants who applied online will be able to view their outcome online as well as accept or decline their offer. Croydon LA will not send outcome letters in the post.*
37. *All maintained primary schools and academies in this LA will be able to view destination data of their resident applicants on the SAM portal by the end of the summer term 2024.

Post Offer

38. Croydon LA will request that resident applicants accept or decline the offer of a place by **15 March 2024**, or within two weeks of the date of any subsequent offer.
39. Where an applicant resident in this LA accepts or declines a place in a school within the area of another LA by **15 March 2024**, Croydon LA will forward the information to the maintaining LA by **22 March 2024**. Where such information is received from applicants after **15 March 2024**, this LA will pass it to the maintaining LA as it is received.
40. Where a place becomes available in an oversubscribed maintained school or academy in this LA's area, it will be offered from a waiting list ordered in accordance with paragraph 2.15 of the School Admissions Code 2021.
41. Where a waiting list is maintained by an admission authority of a maintained school or academy in this LA's area, the admission authority will inform Croydon LA of a potential offer, in order that the home LA can offer the place.
42. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of an offer for a maintained school or Academy in this LA's area which can be made to an applicant resident in the home LA's area, in order that the home LA can offer the place.
43. When acting as a maintaining LA, this LA and the admission authorities within it, will not inform an applicant resident in another LA that a place can be offered.
44. When acting as a home LA, Croydon LA will offer a place at a maintained school or Academy in the area of another LA to an applicant resident in its area, provided that the school is ranked higher on the Common Application Form than any school already offered.
45. When acting as a home LA, when Croydon LA is informed by a maintaining LA of an offer which can be made to an applicant resident in this LA's area which is ranked lower on the Common Application Form than any school already offered, it will inform the maintaining LA that the offer will not be made.
46. When acting as a home LA, when Croydon LA has agreed to a change of preference order for good reason, it will inform any maintaining LA affected by the change. In such cases, paragraphs 44 and 45 shall apply to the revised order of preferences.

47. When acting as a maintaining LA, Croydon LA will inform the home LA, where different, of any change to an applicant's offer status as soon as it occurs.
48. When acting as a maintaining LA, Croydon LA will accept a change of preferences or preference order (including reinstated or additional preferences) from home LAs for maintained schools and academies in its area.
49. When acting as a maintaining LA, Croydon LA will accept new applications (including additional preferences) from home LAs for maintained schools and academies in its area.
50. This LA, when acting as a home LA, will allow applicants to express additional preferences before the start of the school term, after National Offer Day. The number of additional preferences will be unrestricted.
51. Croydon LA, when acting as a home LA, will aim to start filling any vacancies which become available after 1 March 2024 within four weeks of National Offer Day. Secondary schools will be asked to rank all applicants on their waiting list, including late applications received after 31 October 2023, in accordance with their oversubscription criteria. Secondary schools will then advise Croydon LA of the offers to be made.
52. *Resident applicants who receive an offer at their first preference school will only be placed onto a waiting list for a lower preference school in exceptional circumstances which would need to be supported with relevant evidence. In accordance with the Pan London agreement and to ensure that Croydon meets its duty to continue to coordinate admissions beyond National Offer Day and comply with the parents' highest possible preference, Croydon will ensure that waiting lists do not contain lower ranked preferences except where it has received a parent's request for a child to be placed on the waiting list for a lower preference school following a change of circumstances.*

Waiting lists

Waiting lists will be maintained by Croydon secondary schools for at least one term until **31 December 2024** and places will be filled in accordance with each school's admission criteria. After this date, parents/carers will need to apply through the in-year application process if they wish their child to remain on a school's waiting list. Parents/carers must also refer to each school's admission policy for more information regarding the management of waiting lists.

Parents/carers' enquiries regarding waiting list positions or appeal procedures must be made directly to the schools.

The PAN London Coordinated Admission Scheme ends on **31 August 2024**. Applications for Year 7 received after this date will be treated as in-year applications. Please refer to Croydon Council's website and the in-year admissions guidance for more information.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME SCHEDULE 1

Minimum Content of Common Application Form for Admissions to Year 7/Year 10 in 2024/25

Child's details:

Surname

Forename(s)

Middle name(s)

Date of Birth

Gender

Home address

Name of current school

Address of current school (if outside home LA)

Parent's details:

Title

Surname

Forename

Address (if different to child's address)

Telephone Number (Home, Daytime, Mobile)

Email address

Relationship to child

Preference details (x 6 recommended):

Name of school

Address of school

Preference ranking

Local authority in which the school is based

Additional information:

Reasons for Preferences (including any medical or social reasons)

Does the child have an Education, Health and Care Plan Y/N*

Is the child a 'Child Looked After (CLA)'? Y/N

Is the child formerly CLA but now adopted or subject of a 'Child Arrangements Order or 'Special Guardianship Order'? Y/N

If yes, name of responsible local authority

Surname of sibling

Forename of sibling

DOB of sibling

Gender of sibling

Name of school sibling attends

Other:

Signature of parent or guardian

Date of signature

*Where an LA decides not to request this information on the CAF, it must guarantee that no details of a child with an Education, Health and Care Plan will be sent via the PLR.

PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME

SCHEDULE 2

Template Outcome Letter for Admissions to Year 7/Year 10 in 2024/2025

From: Home LA

Date: **1 March 2024**
(sec)

Dear Parent,

Application for a Secondary School

I am writing to let you know the outcome of your application for a secondary/primary school. Your child has been offered a place at X School. The school will write to you with further details.

I am sorry that it was not possible for your child to be offered a place at any of the schools which you listed as a higher preference on your application form. For each of these schools there were more applications than places, and other applicants has a higher priority than your child under the school's published admission criteria.

Your child's name has been automatically added on the waiting list for any higher preference school you have been unsuccessful.

Offers which could have been made for any schools which you placed lower in your preference list, were automatically withdrawn under the co-ordinated admission arrangements, as a higher preference has been offered.

If you would like more information about the reason that your child was not offered a place at any higher preference school, you should contact the admission authority that is responsible for admissions to the school within the next few days. Details of the different admission authorities for schools in the borough of X are attached to this letter. If the school is outside the borough of X, the admission authority will either be the borough in which the school is situated, or the school itself.

You have the right of appeal under the School Standards & Framework Act 1998 against the refusal of a place at any of the schools for which you have applied. If you wish to appeal, you must contact the admission authority for the school within the next few days to obtain the procedure and the date by which an appeal must be received by them.

Please would you confirm that you wish to accept the place at X School by completing the reply slip below. If you do not wish to accept the place, you will need to let me know what alternative arrangements you are making for your child's education.

*Please return the reply slip to me by **15 March 2024(sec)**. If you have any questions about this letter, please contact me on _____.*

Yours sincerely

(First preference offer letters should include the paragraphs in italics only)

**PAN-LONDON CO-ORDINATED ADMISSIONS SCHEME
SCHEDULE 3A**

Timetable for Admissions to Year 7/Year 10 in 2024/25

Tues 31 Oct 2023	Statutory deadline for receipt of applications
Tues 14 Nov 2023	Deadline for the transfer of application information by the Home LA to the PLR (ADT file)
Tues 12 Dec 2023	Deadline for receipt of late applications considered as 'on-time' to Home LA
Thurs 14 Dec 2023	Deadline for the upload of late applications considered as 'on-time' to the PLR
Fri 15 Dec 2023 – Tues 2 Jan 2024	Checking of application data
Wed 31 Jan 2024	Deadline for the transfer of potential offer information from Maintaining LAs to the PLR (ALT file)
Mon 12 Feb 2024	Final ALT file to PLR
Thurs 15 – Fri 23 Feb 2024	Checking of offer data
Mon 26 Feb 2024	Deadline for on-line ALT file to portal
Fri 1 Mar 2024	Outcomes published online.
Fri 15 Mar 2024	Deadline for return of acceptances
Fri 22 Mar 2024	Deadline for transfer of acceptances to maintaining LAs

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Appendix 2 – Available Primary School Places vs SCAP 2022 Pupil Projections

Planning Area	Academic Year	Available Places (Year R)	Forecast (Year R)	Surplus / Deficit	Forms of Entry	% Surplus / Deficit
Borough Wide	2022-23	5130	4441	689	23	13
	2023-24	5160	4457	703	23	14
	2024-25	5160	4373	787	26	15
	2025-26	5160	4289	871	29	17
	2026-27	5160	4146	1014	34	20
North West	2022-23	1380	1138	242	8	18
	2023-24	1380	1140	240	8	17
	2024-25	1380	1151	229	8	17
	2025-26	1380	1125	255	9	18
	2026-27	1380	1081	299	10	22
East	2022-23	1410	1158	252	8	18
	2023-24	1410	1121	289	10	20
	2024-25	1410	1140	270	9	19
	2025-26	1410	1100	310	10	22
	2026-27	1410	1058	352	12	25
Central	2022-23	660	616	44	1	7
	2023-24	690	628	62	2	9
	2024-25	690	635	55	2	8
	2025-26	690	615	75	3	11
	2026-27	690	592	98	3	14
South	2022-23	630	603	27	1	4
	2023-24	630	571	59	2	9
	2024-25	630	543	87	3	14
	2025-26	630	560	70	2	11
	2026-27	630	543	87	3	14
South East	2022-23	360	274	86	3	24
	2023-24	360	264	96	3	27
	2024-25	360	250	110	4	31
	2025-26	360	244	116	4	32
	2026-27	360	242	118	4	33
South West	2022-23	690	652	38	1	6
	2023-24	690	637	53	2	8
	2024-25	690	654	36	1	5
	2025-26	690	645	45	2	7
	2026-27	690	630	60	2	9

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Appendix 2a - Available Secondary School Places vs SCAP 2022 Pupil Projections

Planning Area	Academic Year	Available Places (Year 7)	Forecast (Year 7)	Surplus / Deficit	Forms of Entry	% Surplus / Deficit
Borough Wide	2022-23	4228	3831	397	13	9
	2023-24	4228	3811	417	14	10
	2024-25	4228	3694	534	18	13
	2025-26	4228	3654	574	19	14
	2026-27	4228	3686	542	18	13
	2027-28	4228	3668	560	19	13
	2028-29	4228	3652	576	19	14
North	2022-23	2654	2267	387	13	15
	2023-24	2654	2253	401	13	15
	2024-25	2654	2205	449	15	17
	2025-26	2654	2151	503	17	17
	2026-27	2654	2157	497	17	19
	2027-28	2654	2153	501	17	19
	2028-29	2654	2140	514	17	19
South	2022-23	1574	1564	10	0	1
	2023-24	1574	1558	16	1	1
	2024-25	1574	1489	85	3	5
	2025-26	1574	1503	71	2	5
	2026-27	1574	1529	45	2	3
	2027-28	1574	1515	59	2	4
	2028-29	1574	1512	62	2	4

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Appendix 3 - Capital Programme Budget Summary January 2023

Planning	Project Description	2022-2023	2023-2024 (Estimate)	2024-2025 (Estimate)	Total (Estimate)
	Permanent Expansions				
South West	1FE Smitham Primary School	19,000			19,000
Central	Harris Purley Way (pka Fiveways)	25,000			25,000
	Total	44,000	0	0	44,000
	Fixed Term Expansions / Bulges				
South West	Smitham Primary School (Bulge)	9,000			9,000
South	Gresham Bulge & Caretakers House	518,990			518,990
Various	Contingency provision (Basic Need Allocation) - not yet allocated	175,010	2,540,000	2,993,000	5,708,010
	Total	703,000	2,540,000	2,993,000	6,236,000
	SEN				
TBC	Pathways programme Post 16 SEN Permanent Provision		2,000,000	1,000,000	3,000,000
TBC	Post 16 SEN Temp provision sept 23 for 35 pupils subject to options appraisal	142,503	750,000		892,503
South East	Redgate's large playground expansion phase 3		285,000		285,000
North East	Priory Art Room and staffroom extension (requires feasibility estimated)		60,000		60,000
North East	Priory safeguarding and suitability works	34,015	100,000		134,015
South East	SEN secondary expansion 30 pupils Sept 2023/2024 & 2024/2025(Estimated)		200,000	200,000	400,000
North East	Selhurst Nursery sensory room and small enclosed garden		25,000		25,000
North East	Crossfield's Nursery sensory room and small enclosed garden		25,000		25,000
South	St Giles 5 extra Places by 2023/2024		20,000		20,000
Various	ELP – MLD – 25 additional places needed by 2023/2024		125,000		125,000
Various sites	HI ELP 12 additional places required in the borough satellite site TBC		65,000		65,000
North West	Norbury Manor acoustic improvements		25,000		25,000
South	Coulson College Temporary Post 16 SEN pathways provision (estimated)	64,789	71,705	60,840	197,334
South East	Red Gates 1 classroom Modular Building Expansion 2018	27,532	27,648	27,648	82,828
South East	Redgate's 1 classroom Modular building expansion 2019	34,161	22,464	22,464	79,089
South	St Giles 2 Classroom Modular Expansion	37,000	29,099	29,099	95,198
South East	Addington Valley Academy (For ESFA)	210,000			210,000
South	St Nicholas (112 place SEN primary expansion)	200,000	200,000		400,000
Various	High Needs Capital Funding Allocation - not yet allocated		761,084	2,946,949	3,708,033
	Total	750,000	4,792,000	4,287,000	9,829,000
	Major Maintenance				
Various	Major Maintenance Programme (slippage shown in appendix 4 & 4a)	3,708,000	3,930,016	3,191,514	10,829,530
Various	Contingency provision (SCA) - not yet allocated		269,984	1,008,486	1,278,470
	Total	£3,708,000	£4,200,000	£4,200,000	£12,108,000
	Table 5 - Fire Safety Works slipped 22/23 & 23/24 (See breakdown appendix 4 & 4a)				
Various	Fire Safety programme slipped from 2022 (slippage shown in appendix 4a)	£750,000	£152,000		£902,000
	Total	750,000	152,000	0	902,000
	Miscellaneous Education Schemes				
Central	Crossfield's nursery Rubber crumb and replacement and play area improvements (Estimated)		25,000		25,000
North West	Winterbourne Jnr Girls new Dining Hall (Estimated)		125,000		125,000
South	Kenley Primary School Modular Replacement	£366,000			£366,000
	Total	366,000	150,000	0	516,000
	Totals	6,321,000	11,834,000	15,767,000	39,464,000

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Appendix 4 - Education Capital Maintenance plan 2023-2025

SCHOOL	WORKS DESCRIPTION	Budget 2023/2024 (estimated)	Budget 2024/2025 (estimated)	COMMENTS:
GENERAL BUILDING WORKS PROGRAMME				
Beulah	Front playground resurfacing	£22,000		2023/2024
Norbury Manor	Survey extension and remedial work	£50,000		2023/2024
Redgate's SEN	Survey extension and remedial work	£125,000		2023/2024
Parkhill infants	Structural survey and remedial work	£50,000		2023/2024
Winterbourne Nursery	Window replacement survey	£2,000	£150,000	To be phased over next 2 years
Bensham Manor	Windows replacement Survey	£3,500	£85,000	Works to be scheduled for 24/25
Elmwood Infants	Windows replacement Survey	£2,000	£55,000	Works to be scheduled for 24/25
Greenvale primary	Windows replacement main building Survey	£6,500		Works to be scheduled for 24/25
Gresham Primary	Main Block remaining windows to be surveyed, plus external decorations to render dining block and external stair wall	£5,000		Works to be scheduled for 24/25
Purley Oaks Primary	Windows replacement Survey	£2,500		Works to be scheduled for 24/25
Selsdon Primary & Nursery	Windows replacement Survey and main block, canteen block, C & B	£2,500		Works to be scheduled for 24/25
Smitham Primary school	Windows replacement Survey	£3,500	£450,000	To be completed in a tranche of works over 2-3 years
Winterbourne Girls	Window survey/replacement HT office, Dep HT office, Class 62 1st floor, 1st and 2nd floor landing	£45,000		To be scheduled asap
Norbury Manor	Roof survey	£2,500		Works to be scheduled for 24/25
Bensham Manor	Full roof and full school structural survey and remedial works to main façade	£125,000		2023/2024
Priory	Structural survey and review of damp proofing options to main building and Gym (chemical injection type)	£60,000		Works to be scheduled for 24/25
Forestdale Primary	Main building brickwork and flat roof survey	£2,500	£12,000	Works to be scheduled for 24/25
Ridgeway Primary	Roof and external wall survey, rainwater goods replacement rooflight replacement works for 24/25	£30,000	£120,000	Works to be scheduled for 24/25
Selsdon Primary and Nursery	Roof survey possible felt replacement and rainwater goods works 24/25 structural brickwork survey	£2,500	£135,000	Works to be scheduled for 24/25
The Hayes Primary	Roof and rainwater goods survey and external wall (door and window surrounds) survey and works	£3,000	£25,000	Works to be scheduled for 24/25
Tungstall Nursery	Main building roof and external wall survey and possible replacement of rainwater goods, timber fascia flat roof replacement and insulation	£3,000	£140,000	Works to be scheduled for 24/25
Winterbourne Infants and Nursery	Roof and external wall Survey including outbuildings and works to include replacement rainwater goods school/Jensen building and nursery building	£55,000	£300,000	Phased works over 1/2 years starting with rainwater goods
Beulah Junior	External brickwork Survey and repairs and possible rainwater goods replacement	£22,000	£40,000	
Purley Oaks Primary	Roof and external wall survey and works roofline goods (flat roofs) for replacement 23/24	£45,000		Work planned 2023/2024
Redgate's external Cladding	Full survey to determine construction and material type and possible replacement work plus external brickwork structural survey	£2,500		Survey to be completed 2023
Redgate's	Roof repairs and replacement works	£350,000	£500,000	To be completed in a multi phased programme of works TBC (Authorised)
Tungstall Nursery	External walls structural survey external render repairs	£10,000		Wall survey and works to be completed 2023/2024
Elmwood Infants	External walls survey and repairs, replacement guttering and additional drainage outlets to roof	£26,000		Additional drainage needed 2023/2024 roof gullies and downpipes replacement to follow
Smitham Primary	External structural survey and works to be scheduled for 2024	£2,500		2024/2025
Parkhill Infants	Structural survey 2022 possible remedial structural works	£25,000		TBC
Gresham Primary	Ramp to hall fire escape requires repair	£4,000		2023/2024
Priory	Timber façade and window finishes to all outbuildings require exterior painting solar reflective external robust finishing	£25,000		2024/2025
Priory	Window and window sill repairs survey, including all rooflights	£45,000		2023/2024
Allow contingency + 12% due to market conditions		£138,300	£241,440	
SUBTOTAL GENERAL BUILD		£1,298,300	£2,253,440	
HEALTH AND SAFETY WORKS PROGRAMME				
Asbestos - AMP/Re-inspections	Annual re-inspection survey/required remedial works in schools	£50,000		2023/2024
All Schools	Undertake Surveys for Legionella compliance work for completion 2024-2026 surveys 2k + work element to commence programme	£125,000	£250,000	2024/2026
CDM & H&S	Consultant work to review update, manage and ensure compliance on all maintenance projects @12% maintenance budget	£222,936	£303,408	2023/2024
Review of Client/landlord Compliance responsibilities	Internal review of process and due diligence, with training on fire safety and update training on H&S legislation and site inspection work	£15,000		2023/2024
Norbury Manor	Fire safety works to move dry riser Position of dry riser outlet within Gilbert Scott Academy grounds nearer to block 4 modular as identified on the 2020 condition report	£15,000		2023/2024
Rainwater goods clearance PPM checks on all schools	Check that schools are completing regular rainwater goods maintenance and leaf clearance, which should ensure we get less water ingress from blocked gutters and downpipes	£26,000		2023/2024
Redgate's	Tarmac pedestrian path beside the roadway to be extended	£5,000		2023/2024
St Giles	Additional path from new modular needed for wheelchair fire escape to rear of school to create a larger/easier accessible fire assembly point	£15,000		2023/2024
Ridgeway primary	Replacement of timber decking	£10,000		2023/2024
Selsdon Primary and Nursery	Timber decking	£30,000		2023/2024
Winterbourne Nursery & Primary	Reinstatement and repairs to paths	£22,000		2023/2024
RAAC register	RAAC surveys in identified schools and creation of a schools RAAC register and set up of an annual survey programme for inspection of at risk properties	£25,000		2023/2024
Allow for contingency - 12%		£80,400	£66,409	
SUBTOTAL HEALTH & SAFETY		£641,336	£619,817	
MECHANICAL WORKS PROGRAMME				
Redgate's	5 calorifiers (hot water storage vessels) and 8 wall mounted point of use water heaters replacement works replace with two larger storage vessels and a circulating HWS supply system allow for full survey and tender process		£25,000	For possible planned work 2024/25

The Hayes	Replace H/W cylinder & install booster pump to Cleaners Cupboard??	£25,000		
Thornton heath	Boiler and pumps, underfloor heating and controls main building replacement plus ventilation extraction survey and possible works	£89,000		
Greenvale pipework rad replacements (slipped)	Uplift required to cover full R&D survey to include for asbestos risks identified	£300,000		
Allow for Survey/Design for Projects - 12%		£16,680	£3,000	
SUBTOTAL MECHANICAL		£430,680	£28,000	
ELECTRICAL WORKS PROGRAMME				
Winterbourne infants & Nursery	Emergency lighting survey and works Jensen and Nursery buildings	£5,000		Works planned 2023/24
Forestdale	Emergency Lighting survey and works	£11,000		Works planned 2023/24
Allow for Survey/Design for Projects - 12%		£1,920		
SUBTOTAL ELECTRICAL		£17,920	£0	
REACTIVE WORKS PROGRAMME				
Various	Reactive works to all schools when needed 10% of maintenance budget	£185,780	£290,257	
Allow for Survey/Design for Projects - 12%				
SUBTOTAL REACTIVE		£185,780	£290,257	
OTHER - Slippage 2022-2023				
H&S and Compliance Works	Slippage from 2022-23 programme including retention fees	£150,000		See Appendix 4a slippage document
Slippage Electrical Works	Slippage from 2022-23 programme including retention fees	£367,000		See Appendix 4a slippage document
Slippage Mechanical Works	Slippage from 2022-23 programme including retention fees	£690,000		See Appendix 4a slippage document
Slippage General Build Works	Slippage from 2022-23 programme including retention fees	£799,000		See Appendix 4a slippage document
SUBTOTAL SLIPPAGE		£2,006,000	£0	
Major Maintenance Total Budget		£4,580,016	£3,191,514	
Fire Safety Works				
Fire Safety Works	Various projects slippage from 2022-23 programme	£152,000		See Appendix 4a slippage document
Fire Safety Works		£152,000		

Croydon's Childcare Sufficiency Assessment 2022

CONTENTS

- 1. Summary**
- 2 Demand for childcare**
- 3 Supply of childcare**
- 4 Funded early education**
- 5 Prices**
- 6 Quality of childcare in our area**
- 7 Parents and providers views of sufficiency in our local area**

1. Summary

Croydon Council is required by law to 'report annually to elected council members on how they are meeting their duty to secure sufficient childcare and make this report available and accessible to parents'. We have prepared this report in order to meet this duty.

Having sufficient childcare means that families are able to find childcare that meets their child's learning needs and enables parents to make a real choice about work and training. This applies to all children from birth to age 14, and to children with disabilities. Sufficiency is assessed for different groups, rather than for all children in the local authority.

In this report, we have made an assessment of sufficiency using data about the need for childcare and the amount of childcare available, and feedback from local parents about how easy or difficult it has been for them to find suitable childcare. We use information about childcare sufficiency to plan our work supporting the local childcare economy.

This report was compiled using data from the Office for National Statistics; Ofsted; the Croydon Observatory; and the Early Years Sufficiency Team. Parent/carer views and views from childcare providers were gathered using surveys on the Council's 'Get Involved' online platform.

At this point in time, we believe we have sufficient childcare available across the borough. However, the recent pandemic and on-going national economic situation is impacting on settings. Many settings are finding it difficult to recruit qualified staff and rising costs (minimum wage, fuel charges, rates etc.) mean that settings are re-evaluating their viability.

Early education is not statutory and, while there is a wealth of research about the benefits of early education, ultimately it is still a parental choice. The rising cost of childcare and availability of hours to suit parents/carers needs ultimately determine whether places are taken up in early years settings. The gap between the hourly government funding rate and what settings *need* in order to continue to offer childcare is widening. The shortfall is then passed on to parents/carers.

A large number of respondents to the parent/carer survey stated that they did not use Croydon's Family Information Service (FIS) which is available as an online service only. We will look at how we can ensure that this service better meets the needs of parents/carers.

There is a growing number of young children being identified as having additional Special Educational Needs and Disabilities (SEND) in Croydon. The Early Years SEND team work to support settings to meet children's needs and ensure that they make good progress.

The Council's Early Learning Team continue to work to support settings in offering high quality early education and childcare to all of Croydon's very young children. Croydon is also developing the Family Hub model with foci on early health and education for under 5s.

2 Demand for childcare

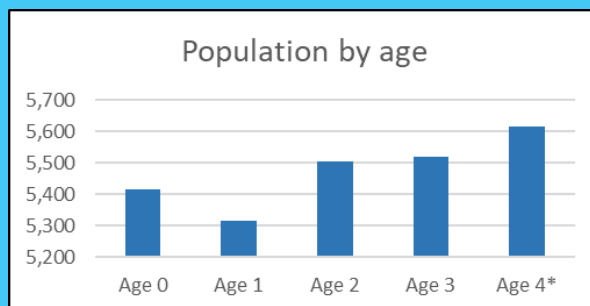
2.1 Population of early years children

In total, there are 25,200 children under the age of five living in Croydon¹. These children may require early years childcare.

Table 1. Numbers by age²

Age	Number of children
Age 0	5,416
Age 1	5,318
Age 2	5,503
Age 3	5,518
Age 4*	5,617

* Some four-year-olds will have started reception



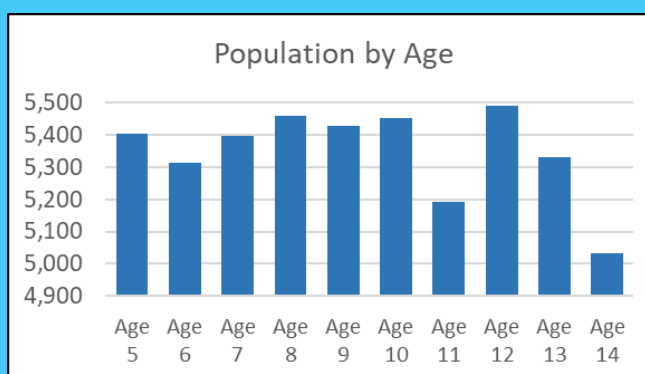
Graph 1.

2.2 Population of school age children

In total there are 37,644 children aged 5-11, and 15,855 children aged 12-14 living in our local authority. These children may require childcare before and after school, and/or during the school holidays.

Table 2. Numbers by age

Age	Number of children
Age 5	5,402
Age 6	5,315
Age 7	5,395
Age 8	5,459
Age 9	5,427
Age 10	5,453
Age 11	5,193
Age 12	5,491
Age 13	5,331
Age 14	5,033



Graph 2.

2.3 Number of children with special educational needs and disabilities

Children with special education needs and disabilities (SEND) are entitled to support with childcare up to the age of 18 (age 14 for children who do not have a special need or disability). The number of children/young people with an Education, Health and Care (EHC) Plan in our local authority is: 3,993*

Age	Number of children
Birth to school age	11*
Primary school (reception to year 6)	1411
Secondary school (year 7 to 13)	1882
Post secondary school (ages 18-25)	689

Table 3. *as at October 2022.

¹ Census 2021 first results England and Wales

² ONS, Mid Year Population Estimates, 2020, Released June 2021.

- 2.4 Children’s needs change over time and are identified at different ages. Among the youngest children, SEND may only be identified when they start in a setting or school, and it can take some time from needs being identified to an EHC plan being issued. Currently there are 120 children being assessed for an EHCP in the 0-4 age group.
- 2.5 The portage team support pre-school children with complex needs both at home and in settings. Currently 46 children with highly complex needs are being supported in the home and 35 are being supported in settings. This is an increase from last year (2021-22) when 17 children with complex needs were supported in settings).
- 2.6 The Early Years SEND Team also support children with Medical Needs Care Plans (MNCP). These children have complex medical needs (i.e. more than one health need). There are currently 27 children with MNCPs in settings with a further 15 becoming entitled to the Nursery Education Grant funding during the academic year 2022-23.
- 2.7 Many children have SEND but do not have an EHC plan. Pre-school settings apply to the LA for Special Educational Needs Inclusion Funding (SENIF) to support children with additional needs. Last year (2021-22), settings received SENIF for 178 children. 124 children have now moved into schools and 54 are still in their settings. 45 children were considered at the October SENIF panel, in 2021-22, the figure for the October panel was 9. This indicates a huge rise in the number of children with SEND in our pre-school settings from the previous year.

3 Supply of childcare

3.1 Number of early years providers and places

There are a number of different types of Early Education and Childcare providers, each offering a variety of options for families:

Table 4

	Provision	Description of offer	Ofsted
PVI's	Day Nursery	Generally open all year round; usual core hours 8am – 6pm; registered with Ofsted to take children from 3 months – 5 years; can be a stand-alone setting or part of a chain of nurseries; often privately run with a single proprietor	Must join the Early Years register if caring for children aged from birth to 31 August after their fifth birthday.
	Pre-school	Usually operate in line with school hours so open term time only, 9am – 3.30pm; often run from church/community halls; often “pack-away” (need to clear rooms on a daily or weekly basis to allow for other uses); Often committee run	Need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements for the early years foundation stage.
	Independent	Operate as part of an independent school; term-time only; hours based on the school day	Not required to register on early years register unless taking children under 2 years
	Childminder	Most commonly a lone practitioner working from own home; all year round provision; usually core hours 8am-6pm;	Must join the Early Years register if caring for children

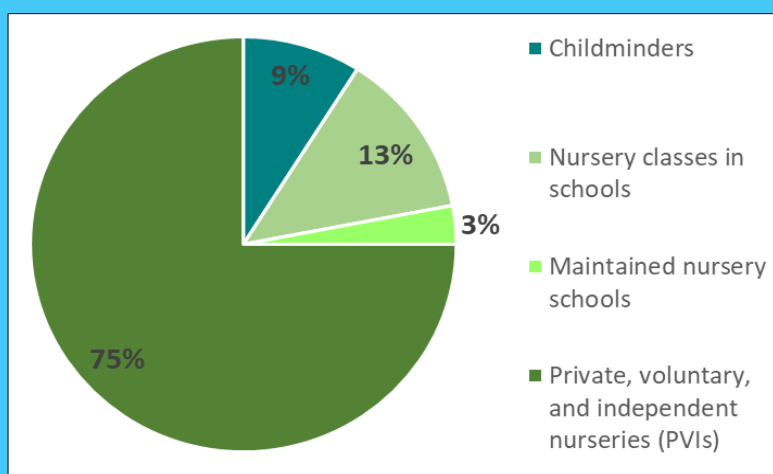
		able to work with assistants; several now affiliated to a Childminding Agency	aged from birth to 31 August after their fifth birthday. Need to meet all the safeguarding and welfare and the learning and development requirements of the Statutory requirements for the early years foundation stage.
School	Maintained Nursery School	Stand-alone nursery school with head teacher and at least one Qualified Teacher Status staff member; qualified school SENDCo (Special Educational Needs Co-ordinator); term-time only; usual hours 9am-3.30pm	Not required to register on early years register unless taking children under 2 years
	Nursery Class	Operate as part of a school or academy, led by school headteacher/principal; term-time only; usual hours 9am-3.30pm	
	Nanny/Au pair	Also known as 'home childcarers'; look after children of any age in the child's own home. Can look after children from 2 different families at the home of one of the families.	Only need to register on the voluntary part of the Childcare Register if want parents to be able to get help with childcare costs.

In total, there are 576 early years childcare providers in our local authority, offering a *maximum* of 10,165 full time equivalent³ early years childcare places:

Table 5. The data in this table was correct in November 2022

Type of provision	Number of providers	Number of registered places
Childminders*	360	900
Nursery classes in schools	43	1297
Maintained nursery schools	5	281
Private, voluntary, and independent nurseries (PVI's)	168	7,687

*Childminders usually have 2 or 3 early years aged children. For the purpose of this table, an average of 2.5 children has been assumed.



Graph 3.

³ Full time places record children who attend for as many hours as a setting is open on a daily basis. In many cases two children may attend part time, taking up a full time equivalent place.

3.2 For private, voluntary and independent nurseries and childminders, the number of registered places represents the maximum number of children who can be on the premises at any given time. In practice, many providers choose to operate below their number of registered places.

3.3 Early years vacancies

In Croydon we ask providers to report vacancies to us so we can help promote them. Not all choose to do this and therefore we do not have current data on the number of vacancies each setting type has. In general, vacancy rates are higher in the autumn, after older children have moved to school. As stated above, many providers do not operate at capacity numbers to ensure a lower adult:child ratio.

3.4 Early years atypical hours

Childcare is most commonly delivered during the typical working day – between 8am and 6pm on weekdays. Some parents require childcare outside these times in order to fit with their work or other responsibilities.

63 childcare providers in Croydon offer atypical hours on weekdays, with the majority of these settings operating from 7.30/7.45am and/or until 6.30pm. All these settings are day nurseries. There are no known settings operating at weekends. It is unknown how many childminders offer childcare outside of the typical hours or at weekends.

3.5 Number of school age providers and places

In total, there are 58 providers of childcare for primary school age children during term time, and 23 providers of childcare for primary school age children during the holidays.

<i>Type of provision</i>	<i>Number of providers</i>	<i>Number of registered places</i>
Breakfast club – primary school	57	2,681
After-school club – primary school	58	2,940
Holiday club	23	1406
Childminders	360	900

Table 6 . *Childminders usually have 2 or 3 early years aged children. For the purpose of this table, an average of 2.5 children has been assumed.

3.6 Other Ofsted registered provision for school aged children include tuition centres and drama clubs. In Croydon there are 21 settings in this category, with capacity for 683 places for after school provision.

4 Funded early education

4.1 Introduction to funded early education

- ❖ All children aged 3⁴ and 4 are entitled to 15 funded hours per week over 38 weeks (570 hours) until they start reception class in a maintained school or academy. This is known as the ‘universal offer’. Parents can access these 570 hours over more weeks, with less hours per week, depending on each setting’s offer. This is known as a ‘stretched offer’.

⁴ From the term after a child’s 3rd birthday

- ❖ Children aged 3 and 4, where both parents are working, or from lone parent families where that parent is working, are entitled to an additional 15 funded hours per week (1140 hours) until they start reception class in school
- ❖ Some children aged 2 are entitled to 15 hours per week, over 38 weeks per academic year. The criteria for these funded hours is:
 - Families are in receipt of certain benefits (including low income families in receipt of in-work benefits)
 - Child is looked after by a local authority
 - Child has an education, health and care (EHC) plan
 - Child gets Disability Living Allowance
 - Child has left care under an adoption order, special guardianship order or a child arrangements order
 - Some families who have 'no recourse to public funds' linked to an economic criteria

4.2 Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by area.

4.3 Parents do not have to use all the hours of their funded entitlement. They may also choose to split them between providers.

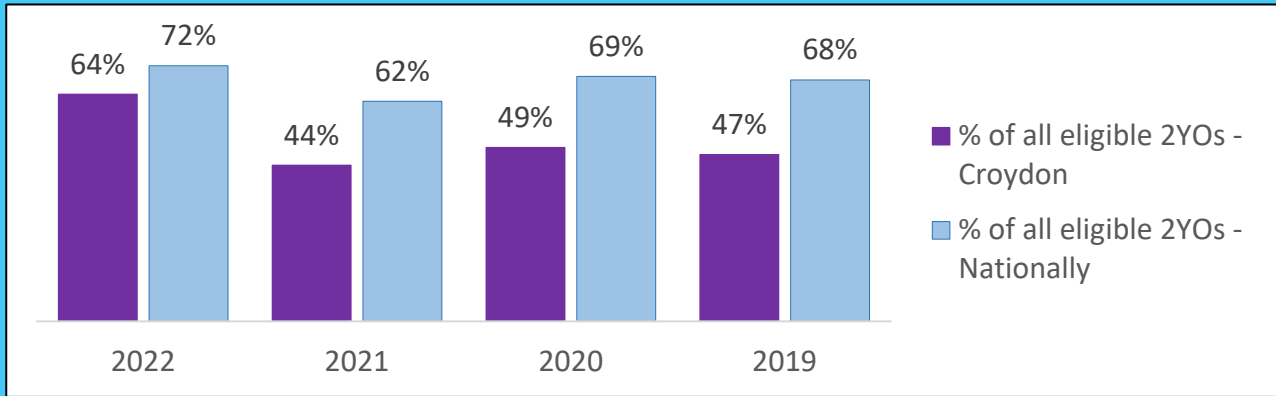
4.4 **Take up of funded early education - 2 year olds (2YOs)**

In Croydon, the number of eligible 2 year olds who take up a funded place decreased dramatically in 2019 and remained low during the pandemic years 2020 and 2021. It is worth noting that the 2022 numbers were recorded from July and do, therefore, not include children who became eligible in September 2022 or those who took up their funded places since July. The uptake of 2YO funded places is shown in the table below:

Year	No of 2YOs eligible for funding - Croydon	No. of funded 2YOs - Croydon	% of all eligible 2YOs - Croydon	% of all eligible 2YOs - Nationally	% of all eligible 2YOs - London
2022*	1410	903	64%	72%	72%
2021	1825	803	44%	62%	50%
2020	2069	1014	49%	69%	59%
2019	2172	1021	47%	68%	56%

Table 7. *Numbers as of July 2022

[https:// explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5](https://explore-education-statistics.service.gov.uk/find-statistics/education-provision-children-under-5)

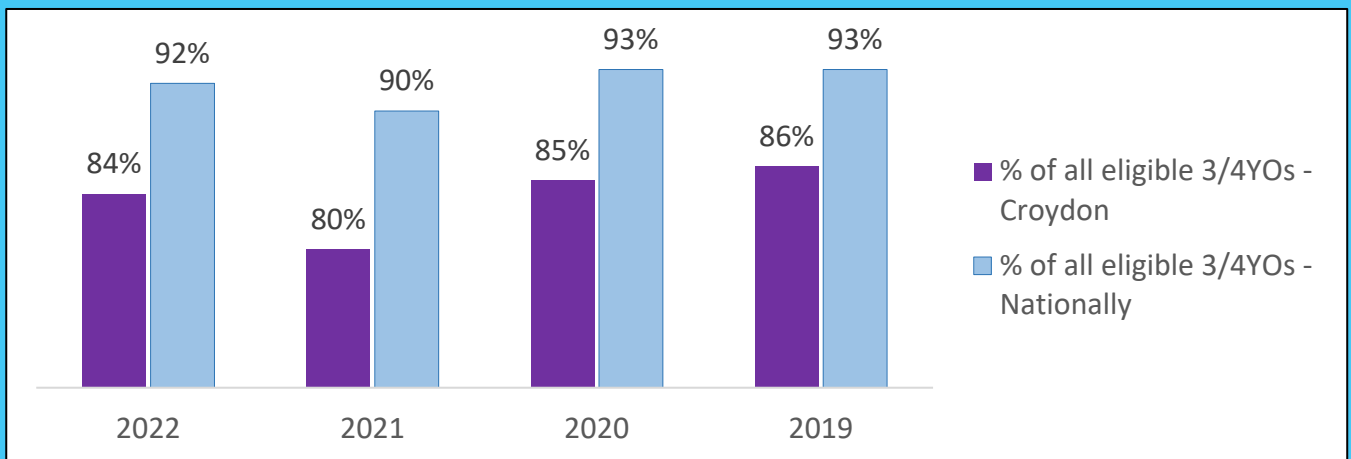


Graph 4.

Take up of funded early education - 3 and 4 year olds – universal offer (15 hours p.w)

Year	No. of funded 3/4YOs - Croydon	% of all eligible 3/4YOs - Croydon	% of all eligible 3/4YOs - Nationally
2022	8,915	84%	92%
2021	8,935	80%	90%
2020	9,624	85%	93%
2019	9,507	86%	93%

Table 8. This data is based on Department for Education data released June 2022



Graph 5. Take up of 3/4 year old funding by year.

4.5 3 and 4-year-old funded entitlement applications (extended hours, 30 hours p.w)

Parents who think they are entitled to a 30 hour extended hours place apply for this online through the Government’s Childcare Support website. The same website is used to apply for tax free childcare and parents can apply for either or both. If a parent is eligible, the system creates a code which they can use with their chosen childcare provider. If they are ineligible, they will still be entitled to the universal 15 hours of early education and childcare.

Year	Number of Children Accessing Extended Hours Funding - Croydon
2022	2,092
2021	2,115
2020	2,248
2019	1,986

Table 9. This data is based on Department for Education data released June 2022

4.6 Providers offering funded early education places

Providers are paid directly by government for delivering funded early education. They are not required to offer funded places to parents, but of course parents may choose to use a different provider if they do not. Some providers offer a restricted number of funded places.

5 Prices

5.1 Prices of early years childcare

The Government funding is paid at an hourly rate. Currently the rates in Croydon are: £6.03 per hour for funded 2 year olds and £5.09 per hour for funded 3 and 4 year olds (both the universal 15 hours and the extended hours are paid at this rate). For early years childcare outside the funded entitlements, most settings offer a range of options for families. Prices below are average hourly rates, as reported to us by settings. There may be variations to prices based on the number of hours a family uses, with reductions for longer hours, or discounts for sibling groups. There may be additional payments for additional services, e.g. lunch and other meals which are not included in these prices.

Generally the charges vary by age group in line with statutory adult:child ratios which are 1:3 for 0-2 year olds; 1:4 for 2-3 year olds and 1:8 for 3-4 year olds (1:13 when a qualified teacher or EY teacher is present).

Setting type	Average Hourly Rate 0-2 year olds	Average Hourly Rate 2-3 year olds	Average Hourly Rate 3-4 year olds
Day Nurseries	£6.83	£6.59	£6.42
	high £9.50 - £5.40 low	high £9.50 - £4.60 low	high £9.50 - £4.00 low
Term Time Pre-schools	N/A	£5.99	£5.78
		high £9.00 - £4.00 low	high £9.00 - £4.00 low
Nursery Schools and classes	N/A	£5.87	£5.87
		high £10.00 - £3.50 low	high £10.00 - £3.50 low
Childminders	Average £6.25		

Table 10.

5.2 Prices of school age childcare

For school age children, families can access childcare through breakfast clubs (these are usually run by schools); after-school clubs (again, usually run by schools); childminders and holiday clubs (often using schools as venue by run by independent businesses). The average cost per hour for each of these services is detailed below:

Type of setting	Price per hour
-----------------	----------------

Breakfast club	£4.40
After-school club	£4.65
School age childminder	£6.25
Holiday club	£3.60

Table 11.

5.3 In addition, a small number of tuition centres offer places for children after school and at the weekends/during holidays. These include academic tuition centres and arts centres. The average cost of these is £19 per hour.

6 Quality of childcare in our area

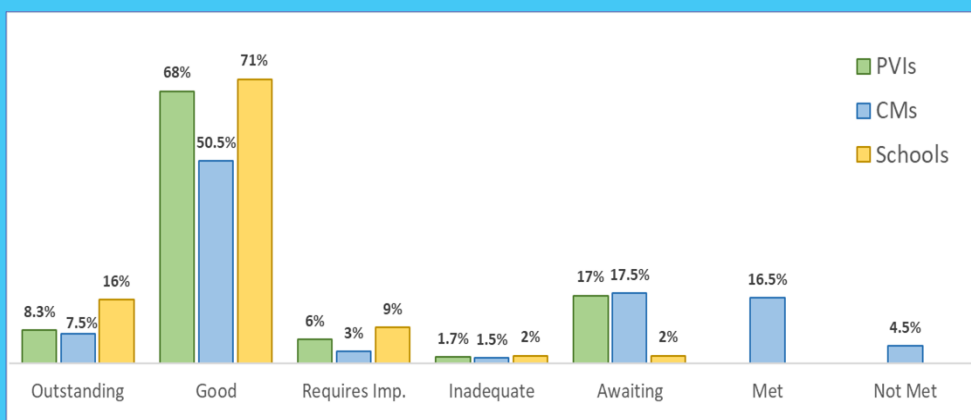
6.1 Ofsted inspection grades

All childcare providers must register with and be inspected by Ofsted, who give them an overall grade for the quality of their provision. Childminders and private and voluntary providers are on the Early Years Register, and schools and standalone maintained nursery schools are on the Schools' register. The grades for both registers are equivalent. Schools with nurseries have an overall inspection grade for the whole school and most also have a separate early years grade.

6.2 Both schools and early years providers have four possible Ofsted grades: 'outstanding', 'good', 'requires improvement', and 'inadequate'.⁵ Some providers are still awaiting their first full inspection.

6.3 To receive funding from the Local Authority, settings cannot be graded as 'inadequate'; to receive funding for 2 year old places, settings must be judged 'good' or 'outstanding'. Settings are able to offer funded places for 2, 3 and 4 year olds whilst they are awaiting their first Ofsted grading.

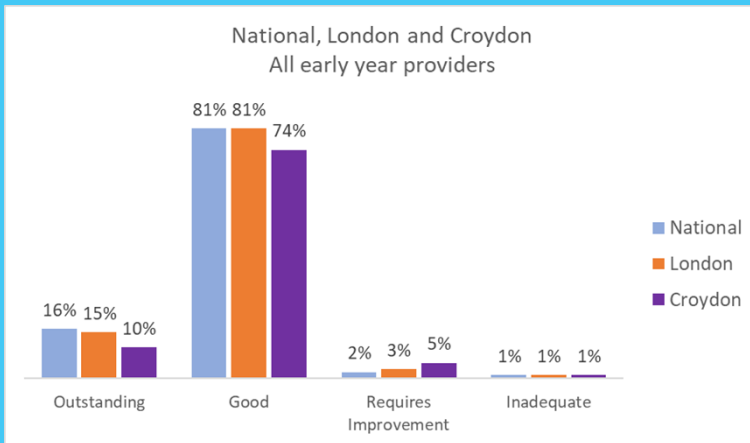
6.4 When providers do not have any children on site at the time of their first inspection, they are given an Ofsted grade of 'met' or 'not met'. This shows whether they are meeting the requirements for Ofsted registration, and usually happens when new providers are being set up. The graph below shows the percent of Ofsted gradings for Croydon settings.



Of the 406 settings which have received an Ofsted grading, 92% are 'Good' or 'Outstanding' and 8% are 'Requires Improvement' or 'Inadequate'.

Graph 6. Data correct as of August 2022

⁵ For more information see <https://reports.ofsted.gov.uk/about-our-inspection-reports>



Croydon has less early years settings judged to be 'good' or 'outstanding' in comparison to national and London figures.

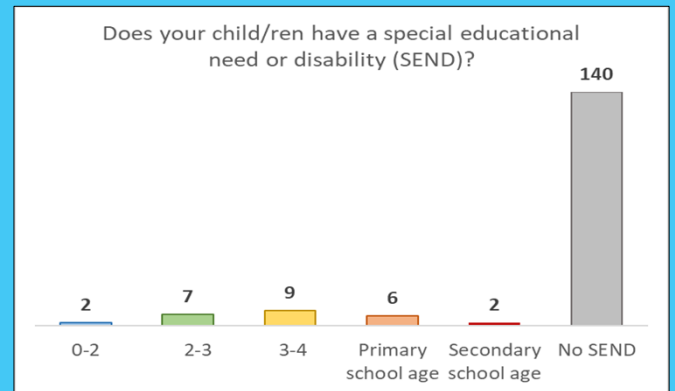
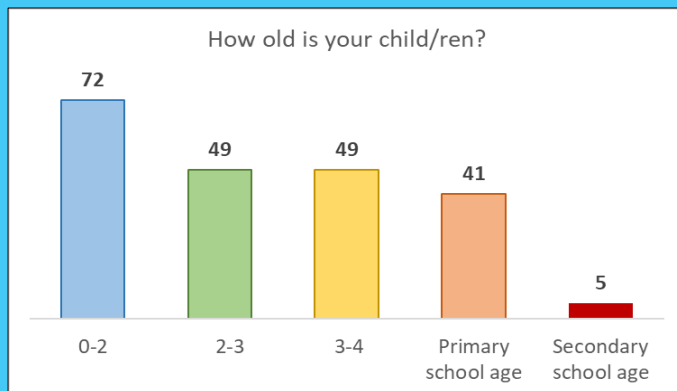
Graph 7.

7 Parents/carers and providers views of sufficiency in our local area (Copy of full responses available on request)

7.1 Parent/carers survey

Parents/carers were canvassed for their opinions on several childcare issues during July, August, and September 2022. A total of 161 people contributed to the survey which was carried out online via the www.getinvolved.croydon.gov.uk website.

Respondents had children across the age ranges. The majority of children did not have a special educational need or disability (SEND)

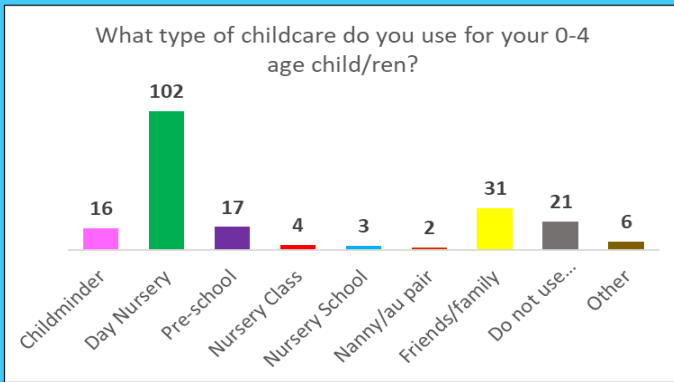


Graph 8.

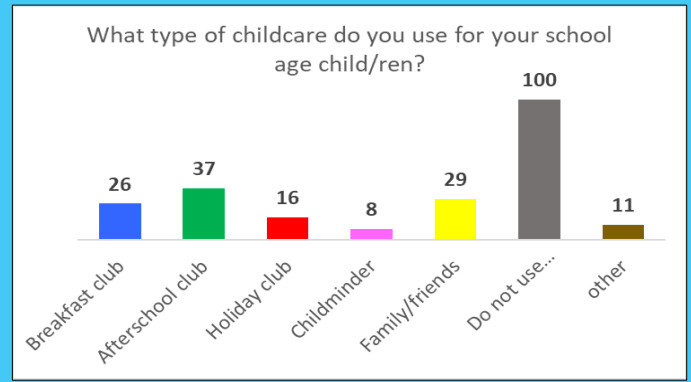
Graph 9.

7.2 Respondents were asked what type of childcare, if any, they used. The majority use all-year-round, childcare in day nurseries (102) for their 0-4 year olds. 31 use friends and family; 7 use schools; 41 use other types of provision; and 21 do not use any childcare for this age group.

For school age children, 26 respondents use breakfast clubs and 37 use afterschool clubs. Many (100) do not use childcare for this age group.

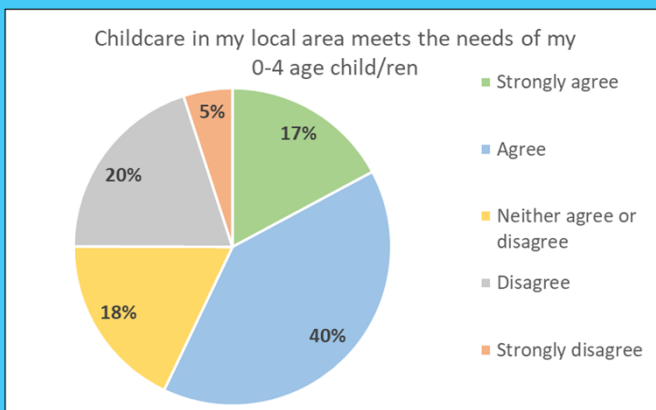


Graph 10.

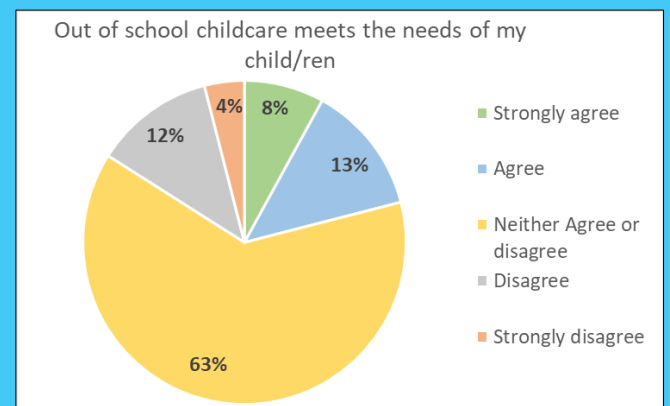


Graph 11.

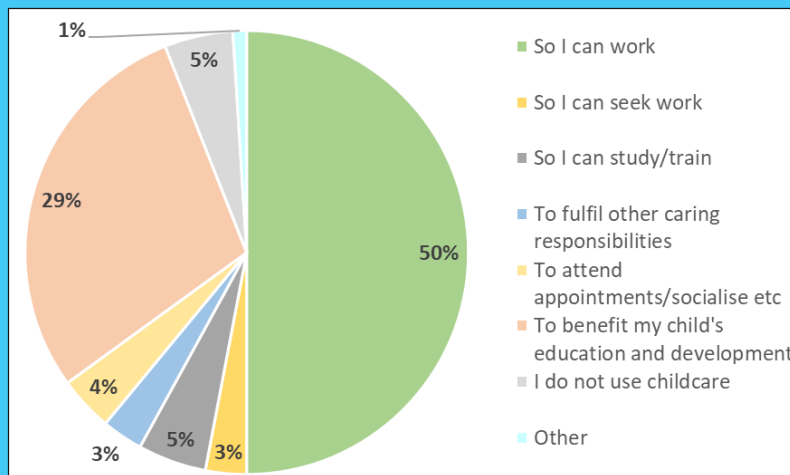
7.3 Respondents were asked whether they felt that the childcare in their local area met their needs and the needs of their children. 57% felt that, for the 0-4 age group, childcare did meet their needs and 25% felt it did not. For children in the primary school age group, 63% said that it neither met or did not meet their needs, reflecting the high number of respondents who indicated that they do not use childcare for this age group.



Graph 12.



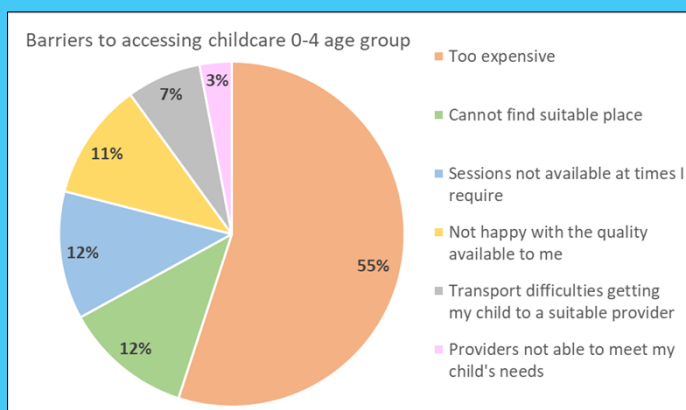
Graph 13.



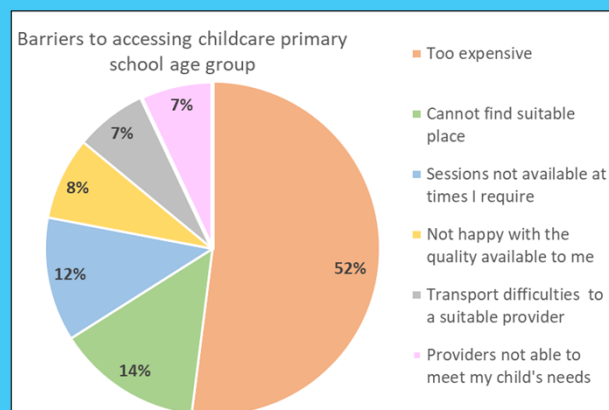
Graph 14.

Respondents gave a number of reasons why they used childcare, with many citing more than one reason. The reason most respondents gave was to enable them to work (50%) and/or to benefit their child's education and development (29%).

7.4 When asked about the barriers to using childcare, respondent cited cost as the main barrier in both the 0-4 and primary school age groups. A similar percent of respondents stated that finding a suitable place and suitable sessions was a barrier for both those with children in the 0-4 age and primary school age groups.

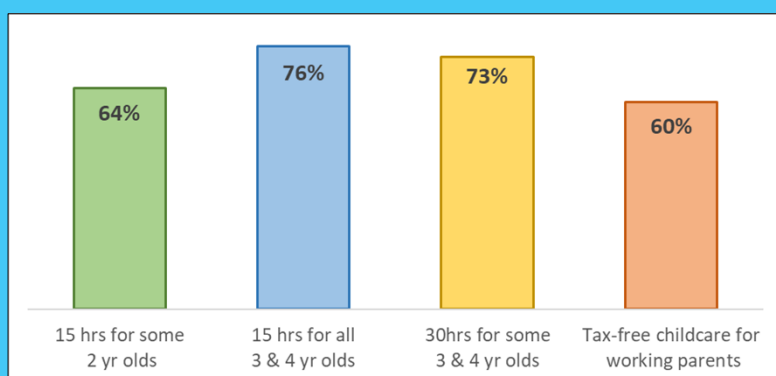


Graph 15.

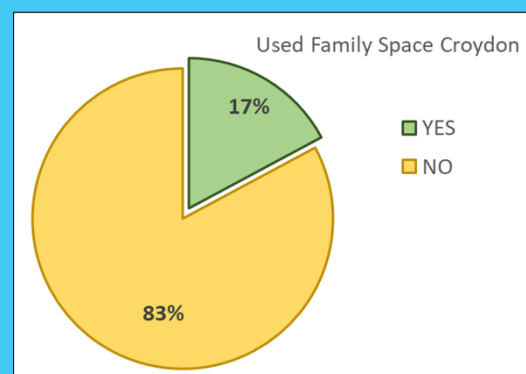


Graph 16.

7.5 All respondents were asked whether they were aware of the various funding and support with childcare costs and also whether they had used the Council's FIS platform, Family Space Croydon, when looking for childcare.



Graph 18.



Graph 17.

7.6 Between 30 and 40% of respondents were unaware of the available funding and tax options. Only 17% had used the Family Space Croydon platform to seek childcare.

7.7 Respondents to the parent/carer survey were asked to expand on the question "Childcare in my local area meets the needs of my 0-4 year old child/children". Below are the comments recorded. Whilst the main issue appears to be the high cost of childcare, there were also comments regarding the perceived lack of childcare for children with additional needs/Special Educational Needs or Disabilities (SEND).

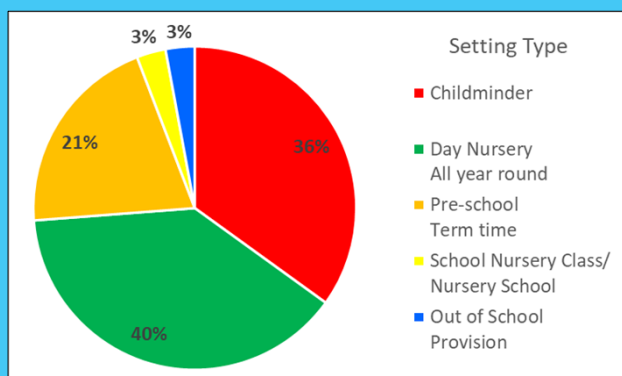
7.8 Similarly, respondents were asked to expand on the question "Out of school childcare meets the needs of my child/children". Comments reflect the same issues as the previous question, namely cost and availability for children with SEND.

7.9 Finally, parents/carers were asked whether they had any further comments regarding childcare in Croydon. Several respondents recognised that the issue of cost is a national issue, directly related to the current situation with the funding allocated to LAs.

(Copy of full responses available on request)

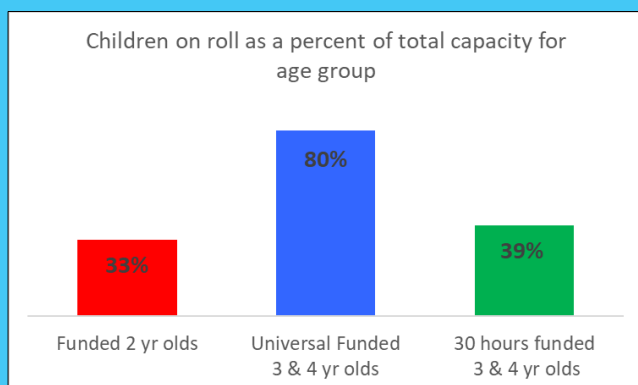
7.10 Provider survey

There were 66 individual responses to the Provider Survey, which was also carried out online via the www.getinvolved.croydon.gov.uk website. The majority of responses were from childminders or representatives of day nurseries:



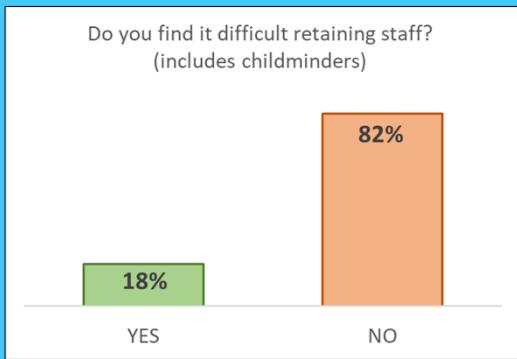
Graph 17.

7.11 It was hoped that the provider survey would give us an indication of how settings had been affected by Covid in terms of their child numbers and the take up of funded and non-funded places. Unfortunately, the sample size is too small to draw any meaningful conclusions, although it would appear that many settings are operating below capacity:

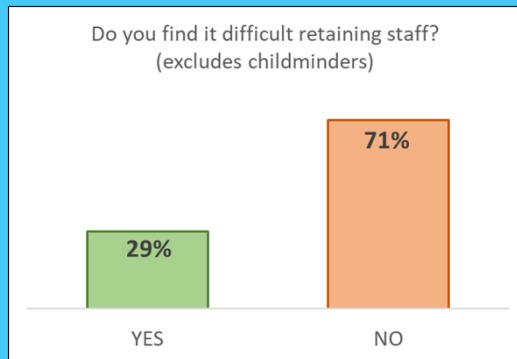


Graph 18.

7.12 Many pre-school settings are reporting difficulty in recruiting and retaining staff, so we asked questions in the survey to ascertain the extent of the issue facing the sector. The survey results are surprising, with the majority stating that they have no issues with recruitment or retention. However, childminders tend to be lone workers and removing them from these questions gives a different result.



Graph 18.

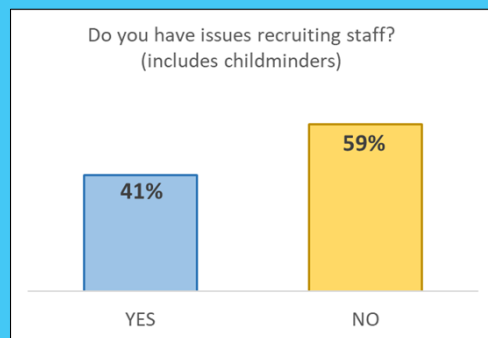


Graph 19.

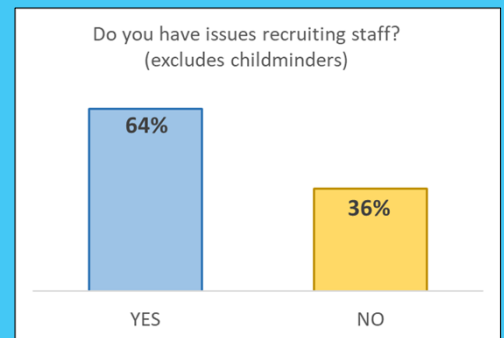
It would appear that staff retention is an issue for many group settings.

7.12 We asked respondents to comment further on retention of staff. Many cited support and well-being as reasons why they do not have any retention issues. Salaries are the main reason respondents felt they were having difficulties in retaining staff.

Excluding childminders from the data on the question of recruitment, it is clear that for group settings this is a concerning issue.



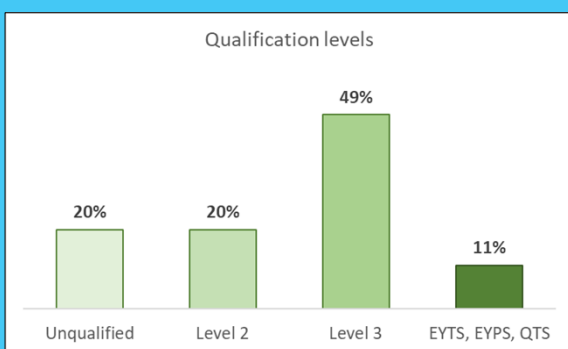
Graph 20.



Graph 21.

7.13 Providers were asked to expand on their answer as to whether they were having any issues recruiting new staff. As with retention, the main concern is with the amount which settings can afford to pay staff however, many respondents cited lack of suitable qualifications of candidates. Candidates simply not turning up to interviews was cited on more than one occasion.

7.14 Providers were asked about the qualifications of staff in their settings. The Statutory framework for the early years foundation stage sets out the staff:child ratios for all pre-school settings (including childminders but excluding schools) as *“In settings on the early years register, the manager must hold an approved level 3 qualification or above and at least half of all other staff must hold at least an approved level 2 qualification”*.



Graph 22.

Schools and settings which have a staff member with teachers with QTS (Qualified Teacher Status); EYPS (Early Years Professional Status); EYTS (Early Years Teacher Status; or another approved level 6 qualification require a staff:children ratio of 1:1. In classes and pre-school settings (including day nurseries) without QTS; EYPS; EYTS or a Level 6 qualification, the ratio is 1:8 for children aged 3 and over; 1:4 for children aged 2-3 and 1:3 for children under 2.

1. Introduction

1.1 Purpose of Equality Analysis

The council has an important role in creating a fair society through the services we provide, the people we employ and the money we spend. Equality is integral to everything the council does. We are committed to making Croydon a stronger, fairer borough where no community or individual is held back.

Undertaking an Equality Analysis helps to determine whether a proposed change will have a positive, negative, or no impact on groups that share a protected characteristic. Conclusions drawn from Equality Analyses helps us to better understand the needs of all our communities, enable us to target services and budgets more effectively and also helps us to comply with the Equality Act 2010.

An equality analysis must be completed as early as possible during the planning stages of any proposed change to ensure information gained from the process is incorporated in any decisions made.

In practice, the term '**proposed change**' broadly covers the following:-

- Policies, strategies and plans;
- Projects and programmes;
- Commissioning (including re-commissioning and de-commissioning);
- Service review;
- Budget allocation/analysis;
- Staff restructures (including outsourcing);
- Business transformation programmes;
- Organisational change programmes;
- Processes (for example thresholds, eligibility, entitlements, and access criteria).

2. Proposed change

Directorate	Children, Young People and Education
Title of proposed change	Education Estates Strategy / School Admission Arrangements

2.1 Purpose of proposed change (see 1.1 above for examples of proposed changes)

Briefly summarise the proposed change and why it is being considered. Please also state if it is an amendment to an existing arrangement or a new proposal.

The proposed Education Estates Strategy will ensure that the Council is compliant with its statutory requirements relating to school place sufficiency duties across three stages of education: early years, primary, and secondary and in relation to special school provision. The Strategy includes:

School Place Planning - Early Years; Alternative Provision / Pupil Referral Unit (PRU); Special Educational Needs and Disability (SEND);

School Admissions - proposed Admission Arrangements for Croydon's community schools for the 2024/25 academic year and adoption of the proposed Pan London co-ordination arrangements;

School Maintenance and Compliance - proposed Schools' Maintenance Plan for 2022/23 including asbestos management; and fire safety works in Croydon community schools.

All of the proposed changes are amendments to existing arrangements.

School Place Planning

In accordance with the Education and Inspections Act 2006, the Council has a statutory duty to "secure that sufficient schools for providing— (a) primary education, and (b) [secondary] education are available for their area" as well as to "secure diversity and increase opportunities for parental choice when planning the provision of school places" in the borough. The strategy aims to ensure that there are sufficient and suitable school places available for all of Croydon's children; admission arrangements and policies are fair and lawful; the education estate is maintained to a good standard and comply with our duties under equalities and health and safety legislation and compliance with statutory safety legislation and mandatory fire safety requirements.

Early Years

Local authorities are required by legislation - Childcare Act 2006 and Children and Families Act 2014 - to secure early education places for three and four year olds, as well as disadvantaged two year olds Early Years, until the child reaches compulsory school age. Croydon has a wide range of provision offering funded places ranging from day nursery, preschool; schools with nursery places and funded childminders. Cabinet has been asked to note the information contained in the Education Estates Strategy report. There are no proposed changes.

Alternative Provision / Pupil Referral Unit (PRU)

Under Section 19 of the Education Act 1996 Local Authorities have a statutory duty to arrange suitable education for permanently excluded pupils, and for pupils who – because of illness or other reasons – would not receive suitable education without such provision. Education outside of school, when it is arranged by Local Authorities or schools is called alternative provision. There are no immediate proposed changes. .

Special Educational Needs and Disability (SEND)

Nationally and in Croydon, about 97% of children are educated in the state-funded school system without the need for help or support beyond that which a mainstream school can provide. Of these children between 11-12% need some additional support at some stage to address a learning need for varying periods of time. The Council as an education authority has specific duties in relation to provision of education for children with special educational needs (SEN). The main duties include: to identify whether a child for whom they are responsible has SEN; and to assess a child who in their opinion has SEN. If

the assessment shows that it is necessary, to make an EHC Plan: determining the child's needs and the educational provision required and to ensure the specific provision set out in the Plan is provided. The proposed strategy / changes, include change of provider of Rainbow nursery from September 20120 with a related consultation on the extension of the age range for St Giles School. This change will contribute to improved care, and early years educational outcomes and life chances for all children with Special Educational Needs and/or Disabilities. Consultation will be undertaken on a proposal to extend the age range of St Giles Special School to provide specialist education for children with learning difficulties from 3 - 4 years old, to enable Croydon's offer of early education to be provided effectively for all children.

The Council is undertaking feasibility studies and suitability/quality survey of a number of special schools (Red Gates; Priory and St Giles Schools) to inform options for the development of the Education Estate, specifically to ensure equality of opportunity to access good or outstanding special education provision in the Borough for children and young people with a wide range of special educational needs and disabilities.

School Admissions

In line with the Schools Admission Code, 2014, Admission Authorities, including Local Authorities are responsible for ensuring that admission arrangements are compliant with the School Admissions Code. This includes consulting on proposed changes to admission arrangements annually and at least every 7 years where there have been no changes.

Managing surplus places

Falling rolls is a pressing issue for most primary schools across the borough. Currently, there are more places than necessary for pupils at primary schools. The local authority is working in partnership with local school leaders, including Voluntary Aided and Multi Academy Trusts to discuss and agree a collective strategy to manage the high level of surplus school places. This includes reduction of published admission number (PAN). All Saints Primary School has undertaken consultation on a proposal to reduce its PAN from 60 to 30, with effect from September 2024. The Governing Body is the responsible body for consulting on proposal to reduce its PAN and also setting and applying its school's admission arrangements.

School Maintenance

The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works. It has a duty to ensure that appropriate arrangements are in place to monitor and review any preventative and protective measures that have been implemented. The programme of works / maintenance plan will ensure that schools are properly maintenance and remain open and supports educational performance and the health & safety of pupils, staff and school community.

3. Impact of the proposed change

Important Note: It is necessary to determine how each of the protected groups could be impacted by the proposed change. If there is insufficient information or evidence to reach a decision you will need to gather appropriate quantitative and qualitative information from a range of sources e.g. Croydon Observatory a useful source of information such as Borough Strategies and Plans, Borough and Ward Profiles, Joint Strategic Health Needs Assessments <http://www.croydonobservatory.org/> Other sources include performance monitoring reports, complaints, survey data, audit reports, inspection reports, national research and feedback gained through engagement with service users, voluntary and community organisations and contractors.

3.1 Additional information needed to determine impact of proposed change

Table 1 – Additional information needed to determine impact of proposed change

If you need to undertake further research and data gathering to help determine the likely impact of the proposed change, outline the information needed in this table.		
Additional information needed	Information source	Date for completion
Croydon has a diverse range of educational provision, as outlined below:		

For guidance and support with consultation and engagement visit <https://intranet.croydon.gov.uk/working-croydon/communications/consultation-and-engagement/starting-engagement-or-consultation>

3.2 Deciding whether the potential impact is positive or negative

Table 2 – Positive/Negative impact

For each protected characteristic group show whether the impact of the proposed change on service users and/or staff is positive or negative by briefly outlining the nature of the impact in the appropriate column. . If it is decided that analysis is not relevant to some groups, this should be recorded and explained. In all circumstances you should list the source of the evidence used to make this judgement where possible.			
<p>The primary aim of the Education Estates Strategy is to ensure that as an education authority the Council fulfils its statutory duties relating to school place planning, school admission and school maintenance. Local authorities are required to meet their statutory duty by providing a school place for every child that requires one, regardless of race, ethnicity, gender or disability and the other protected characteristics. Admission arrangements for all Croydon community schools must be determined annually. All schools are required by law to have oversubscription criteria for admissions, which are used to determine the offer of places if a school receives more applications than there are places available. The criteria must be clear, fair and objective in line with the School Admission Code, Equality Act and other relevant legislations, promoting equality and inclusiveness for residents.</p> <p>One of the key aims of the Education Estates Strategy is to improve diversity and choice of schools, the right amount of and different types of schools to improve parental choice. This will help to ensure that all pupils have equitable access to school and ensure that the Council's duty to provide sufficient school places for pupils of statutory school age is fulfilled.</p> <p>The Council is the employer for community schools, community special schools, maintained nursery schools and pupil referral units and is responsible for larger condition and maintenance works ensuring that school buildings meet minimum standards.</p>			
Protected characteristic group(s)	Positive impact	Negative impact	Source of evidence

Age	<p>In line with the School Admissions Code, school places are allocated using the agreed/published admissions criteria. The proposed changes relate to children and young people of statutory school age. Admissions to schools are a function that operates within a statutory framework. Croydon is the admission authority for community schools and there are arrangements and criteria for the admission of pupils to nursery, primary and secondary mainstream schools.</p>		<p>School admissions code - GOV.UK</p> <p>https://www.croydonobservatory.org/borough-profile/ Croydon Population Estimates by age bands</p> <table border="1"> <thead> <tr> <th>Age (years)</th> <th>Numbers</th> </tr> </thead> <tbody> <tr> <td>0-4 years</td> <td>27,372</td> </tr> <tr> <td>5-10 years</td> <td>32,451</td> </tr> <tr> <td>11-17 years</td> <td>35,486</td> </tr> </tbody> </table> <p>https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</p> <p>Croydon has 23.1% of its residents aged 0-17 years (90,241)</p> <p>Population estimates - Office for National Statistics</p>	Age (years)	Numbers	0-4 years	27,372	5-10 years	32,451	11-17 years	35,486							
Age (years)	Numbers																	
0-4 years	27,372																	
5-10 years	32,451																	
11-17 years	35,486																	
Disability	<p>Children and young people with special educational needs and/or disability are given priority in the admissions criteria or attend special schools. All schools are required to admit a child if their Education and Health Care Plan names the school.</p> <p><u>Equality & Diversity Monitoring</u> As part of the consultation process on any proposed, respondents will be asked to complete an equality and diversity questionnaire, looking at Gender, Age, Ethnicity and Disability. The information collected will help to identify any special requirements; promote equality; and improve choice and diversity.</p>		<p>https://www.croydonobservatory.org/borough-profile/</p> <p>https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/</p> <p><u>Disability - Croydon Observatory</u></p> <table border="1"> <thead> <tr> <th>Disability category</th> <th>Numbers</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Day-to-day activities limited a lot</td> <td>24,380</td> <td>6.7%</td> </tr> <tr> <td>Day-to-day activities limited a little</td> <td>28,733</td> <td>7.9%</td> </tr> <tr> <td>Day-to-day activities not limited</td> <td>310,265</td> <td>85.4%</td> </tr> <tr> <td>Total of all categories.</td> <td>363,378</td> <td>100.0%</td> </tr> </tbody> </table> <p>Source : ONS, Census 2011, Table QS303UK.</p>	Disability category	Numbers	Percentage	Day-to-day activities limited a lot	24,380	6.7%	Day-to-day activities limited a little	28,733	7.9%	Day-to-day activities not limited	310,265	85.4%	Total of all categories.	363,378	100.0%
Disability category	Numbers	Percentage																
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Day-to-day activities not limited	310,265	85.4%																
Total of all categories.	363,378	100.0%																

Gender	As above, children allocated school place in line with Admissions Code. The proposed changes are not gender specific. The admission arrangements do not contain criteria that impact differently on people with a particular gender.		https://www.croydonobservatory.org/borough-profile/ https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/ Croydon is made up of 52% females and 48% males. <i>Source : ONS, Mid Year Estimates 2019, released June 2020.</i> https://www.croydonobservatory.org/8-gender/ Population estimates - Office for National Statistics
Gender Reassignment Identity			https://www.croydonobservatory.org/borough-profile/ No relevant data available on this for Croydon
Marriage or Civil Partnership			This is not applicable as this is for children of statutory school age.
Religion or belief	The admission arrangements for voluntary aided school could contain a denominational criterion within the policy, to enable priority for children whose parents are active members of the C of E and who request admission to a church school on denominational grounds. However, all applications, including those with no faith basis for applying, are considered applying the published arrangements.		https://www.croydonobservatory.org/borough-profile/ https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/ Population estimates - Office for National Statistics

	The admission criteria is based on determined admission arrangements compliant with the relevant legislation and is unlikely to discriminate unlawfully.		
Race	The Admission Criteria, based on the Admissions Code, are used to allocate school places and do not include ethnicity or race as criteria. There are no proposed changes that will have any negative impact on pupils from different ethnic groups		https://www.croydonobservatory.org/borough-profile/ https://www.croydonobservatory.org/ons-census-2021-croydon-highlights-from-each-data-release/ Population estimates - Office for National Statistics
Sexual Orientation			This is not relevant for children of statutory school age.
Pregnancy or Maternity			This is not relevant for children of statutory school age.
<p>Important note: You must act to eliminate any potential negative impact which, if it occurred would breach the Equality Act 2010. In some situations this could mean abandoning your proposed change as you may not be able to take action to mitigate all negative impacts.</p> <p>When you act to reduce any negative impact or maximise any positive impact, you must ensure that this does not create a negative impact on service users and/or staff belonging to groups that share protected characteristics.</p>			

3.3 Impact scores

Example

If we are going to reduce parking provision in a particular location, officers will need to assess the equality impact as follows;

1. Determine the Likelihood of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the likelihood of impact score is 2 (likely to impact)
2. Determine the Severity of impact. You can do this by using the key in table 5 as a guide, for the purpose of this example, the Severity of impact score is also 2 (likely to impact)
3. Calculate the equality impact score using table 4 below and the formula **Likelihood x Severity** and record it in table 5, for the purpose of this example - **Likelihood (2) x Severity (2) = 4**

Table 4 – Equality Impact Score

Severity of Impact	3	3	6	9
	2	2	4	6
	1	1	2	3
		1	2	3
	Likelihood of Impact			

Key

Risk Index	Risk Magnitude
6 – 9	High
3 – 5	Medium
1 – 3	Low

Table 5 – Impact scores

Column 1 PROTECTED GROUP	Column 2 LIKELIHOOD OF IMPACT SCORE Use the key below to score the likelihood of the proposed change impacting each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact	Column 3 SEVERITY OF IMPACT SCORE Use the key below to score the severity of impact of the proposed change on each of the protected groups, by inserting either 1, 2, or 3 against each protected group. 1 = Unlikely to impact 2 = Likely to impact 3 = Certain to impact	Column 4 EQUALITY IMPACT SCORE Calculate the equality impact score for each protected group by multiplying scores in column 2 by scores in column 3. Enter the results below against each protected group. Equality impact score = likelihood of impact score x severity of impact score.
Age	2	2	4
Disability	2	2	4
Gender	3	3	9
Gender reassignment Identity	2	2	4
Marriage / Civil Partnership	1	1	1
Race	3	2	6
Religion or belief	2	2	4
Sexual Orientation	2	2	4
Pregnancy or Maternity	1	1	1

4. Statutory duties

4.1 Public Sector Duties

Tick the relevant box(es) to indicate whether the proposed change will adversely impact the Council's ability to meet any of the Public Sector Duties in the Equality Act 2010 set out below.

Advancing equality of opportunity between people who belong to protected groups

Eliminating unlawful discrimination, harassment and victimisation

Fostering good relations between people who belong to protected characteristic groups

Important note: If the proposed change adversely impacts the Council's ability to meet any of the Public Sector Duties set out above, mitigating actions must be outlined in the Action Plan in section 5 below.

5. Action Plan to mitigate negative impacts of proposed change

Table 5 – Action Plan to mitigate negative impacts

Complete this table to show any negative impacts identified for service users and/or staff from protected groups, and planned actions mitigate them.

Protected characteristic	Negative impact	Mitigating action(s)	Action owner	Date for completion
Disability				
Race				
Sex (gender)				
Gender reassignment				
Sexual orientation				
Age				
Religion or belief				
Pregnancy or maternity				
Marriage/civil partnership				

6. Decision on the proposed change

Based on the information outlined in this Equality Analysis enter **X** in column 3 (**Conclusion**) alongside the relevant statement to show your conclusion.

Decision	Definition	Conclusion - Mark 'X' below
No major change	<p>Our analysis demonstrates that the policy is robust. The evidence shows no potential for discrimination and we have taken all opportunities to advance equality and foster good relations, subject to continuing monitoring and review. If you reach this conclusion, state your reasons and briefly outline the evidence used to support your decision.</p> <p>The Education Estates Strategy is designed to be inclusive. The EQIA process did not identify any direct or indirect discrimination through the Education Estates Strategy and identified some groups where opportunities for children and young people with protected characteristics might be advanced. The School Admissions Code sets out what schools and the local authority must do to comply with the law. The Strategy is also in line with the Public Sector duty to consider or think about how their policies or decisions affect people who are protected under the Equality Act.</p>	X
Adjust the proposed change	<p>We will take steps to lessen the impact of the proposed change should it adversely impact the Council's ability to meet any of the Public Sector Duties set out under section 4 above, remove barriers or better promote equality. We are going to take action to ensure these opportunities are realised. If you reach this conclusion, you must outline the actions you will take in Action Plan in section 5 of the Equality Analysis form</p>	
Continue the proposed change	<p>We will adopt or continue with the change, despite potential for adverse impact or opportunities to lessen the impact of discrimination, harassment or victimisation and better advance equality and foster good relations between groups through the change. However, we are not planning to implement them as we are satisfied that our project will not lead to unlawful discrimination and there are justifiable reasons to continue as planned. If you reach this conclusion, you should clearly set out the justifications for doing this and it must be in line with the duty to have due regard and how you reached this decision.</p>	
Stop or amend the proposed change	<p>Our change would have adverse effects on one or more protected groups that are not justified and cannot be mitigated. Our proposed change must be stopped or amended.</p>	

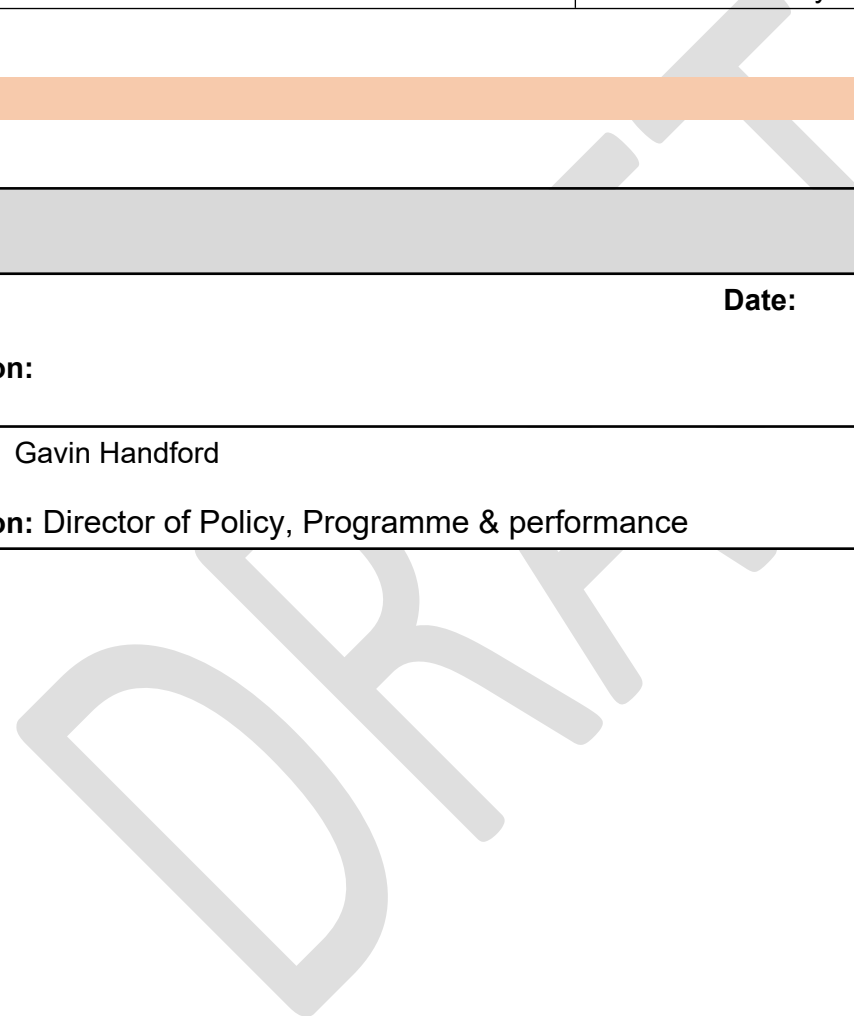
Equality Analysis

Will this decision be considered at a scheduled meeting? e.g. Contracts and Commissioning Board (CCB) / Cabinet	Meeting title: Cabinet Date: 25 th January 2023
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7. Sign-Off

Officers that must approve this decision		
Equality lead	Name:	Date:
	Position:	
Director	Name: Gavin Handford	Date: 02/12/22
	Position: Director of Policy, Programme & performance	

Page 134



LONDON BOROUGH OF CROYDON

REPORT:	Children & Young People Sub-Committee
DATE	17 January 2023
REPORT TITLE:	Pre-Decision Scrutiny: Education Standards 2022
LEAD OFFICER:	Debbie Jones - Corporate Director, Children, Young People and Education Shelley Davies - Director of Education, Children Young People and Education
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Shelley Davies - Director of Education, Children Young People and Education
LEAD MEMBER:	Councillor Maria Gatland Cabinet Member for Children and Young People
ORIGIN OF ITEM:	This item was included on the Children & Young People Sub-Committee Scrutiny Sub-Committee Work Programme for 2022/23.
BRIEF FOR THE COMMITTEE:	The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review the Cabinet Paper on Education Standards to note the content and to consider whether there are any concerns that should be raised or recommendations that should be made.
PUBLIC/EXEMPT:	Public

1 EDUCATION STANDARDS 2022

- 1.1. The Children & Young People Sub-Committee Scrutiny Sub-Committee has asked to review the upcoming Education Standards paper which summarises the education performance and outcomes of children and young people in Croydon schools for the academic year 2021/22, across all phases from Early Years Foundation Stage (EYFS) to Key Stage 5 (KS5).
- 1.2. The Sub-Committee is asked to note the content of the report and consider whether there are any concerns that should be raised or recommendations that should be made.

2 APPENDICES

2.1 Appendix A Cabinet Report – Education Standards 2022 (and Appendices 1 & 2)

3 BACKGROUND DOCUMENTS

3.1 None

LONDON BOROUGH OF CROYDON

REPORT:	CABINET: 25th JANUARY 2023	
DATE OF DECISION	NO DECISION	
REPORT TITLE:	EDUCATION STANDARDS 2022	
CORPORATE DIRECTOR / DIRECTOR:	Debbie Jones – Interim Executive Director of Children Young People & Education Shelley Davies - Director of Education	
LEAD OFFICER:	Julie Ralphs, Head of Education Services Julie.ralphs@croydon.gov.uk X 24196	
LEAD MEMBER:	Councillor Maria Gatland, Cabinet Member for Children Young People & Education	
KEY DECISION?	No	N/A
CONTAINS EXEMPT INFORMATION?	No	Public
WARDS AFFECTED:	All	

1 SUMMARY OF REPORT

CONTEXT

- 1.1 This report summarises the education performance and outcomes of children and young people in Croydon schools for the academic year 2021/22, across all phases from Early Years Foundation Stage (EYFS) to Key Stage 5 (KS5).
- 1.2 The academic year 2021/22 saw a return to primary national curriculum assessments, and end of year 11 and 13 examinations (including GCSE & A levels) following two years of teacher/centre assessed grades. The DfE did not publish performance data for 2019/20 or 2020/21, nor were schools obliged to share their outcomes with us.
- 1.3 The DfE has announced that it will:
 - return to publishing primary assessment data in performance tables with effect from the 2022/23 academic year;

- publish data pertaining to the 2021/22 academic year between October 2022 and Spring 2023, and therefore some data is either not available or provisional at the time of writing including data relating to specific cohorts of pupils.

1.4 This means that there is extremely limited published data for either 2019/20 or 2020/21, so in most cases comparison is made to 2018/19 (the last year available). This is not a completely fair comparison as pupils have experienced two years of disrupted education caused by the Covid-19 pandemic and some adaptations to assessment and exams have been applied in 2021/22

HEADLINE PERFORMANCE SUMMARY

- 1.5 87% of Croydon schools are graded good or better by Ofsted, which is in line with the national average, but below the London average.
- 1.6 The proportion (67.4%) of children at early years foundation stage achieving a Good Level of Development (GLD) is well above the national average, but slightly below the London average.
- 1.7 In 2022, we saw the return to formal assessment and examinations at Key Stages (KS) 1, 2, 4 & 5, following 2 years of adaptations in 2020 and 2021.
- 1.8 Our KS1 pupils achieved better than both the London and national averages in reaching expected standards in reading, writing and maths.
- 1.9 At KS2, 60% of Croydon's pupils achieved the expected standard in reading writing and maths which is better than the national average but low amongst our statistical neighbours.
- 1.10 Provisional KS4 data shows a trend of improving results, however overall performance remains below national and regional averages although there are indications that we are slowly reducing the gap.
- 1.11 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.
- 1.12 Persistent absent rates have increased compared to 2020/21 but remain below the national average.
- 1.13 There were 27 permanent exclusions in 2021/22, all at secondary phase. This is the same volume as 2020/21 and a reduction on previous years.
- 1.14 There is a focus on improving the quality and monitoring of Personal Education Plans (PEP) for our Children Looked After (CLA). School attendance rates by our CLA cohort are better than overall cohort attendance rates.

- 1.15 The timeliness of assessment and issuing of Education Health & Care Plans (EHCP) within the 20-week period has risen to 77% as of November 2022, 17% better than the 2021 national average.
- 1.16 Performance data can be found in Appendix 1: Education Dashboard (Oct 2022)
- 1.17 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 Executive Mayor in Cabinet is recommended 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 not yet been fully published for the 2021/22 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, updated September 2022) for schools, applies to all maintained schools, academies, further education and skills provisions, and registered early years settings in England.
- 4.1.1 Inspections were paused in March 2020 and graded inspections were resumed in the autumn 2021 term. Schools are normally inspected as per the following (although there are 5 to 6 term extensions arising from the pandemic pause):
 - i. New schools, including academies, are inspected within 3 years of opening.
 - ii. Outstanding schools are no longer exempt from inspection.
 - iii. 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 standards may be declining, they may 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.

- iv. Requires Improvement and Inadequate schools are inspected within 30 months.
- v. 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 87.2% 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 in line with the national average of 87.1% but below the London average of 93% and statistical neighbour average of 92%.

Table 1: Current overall Ofsted ratings for schools as at 31 August 2022

OFSTED judgement	Outstanding	Good	Requires Improvement	Inadequate	Not yet inspected
Croydon: Number of Schools	26	79	11	4	5
Croydon: % of schools	22%	66%	9%	3%	N/A
London: % of schools	28%	66%	4%	1%	N/A
England: % of schools	18%	70%	9%	3%	N/A

Action being taken to improve Ofsted judgements:

4.1.5 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. Refer to Appendix 2 for a summary of our current support offer.

4.1.6 The School Forum has approved Dedicated Schools Grant (DSG) funding of £227,442 a year for 2023/24 and 2024/25 to maintain the current levels of support for all schools (as per Appendix 2) 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 two years covering the period to 31st March 2025.

4.1.7 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 for history, geography in 2021-22 and science in Autumn 2022. More subjects will be addressed this year.

- 4.1.8 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

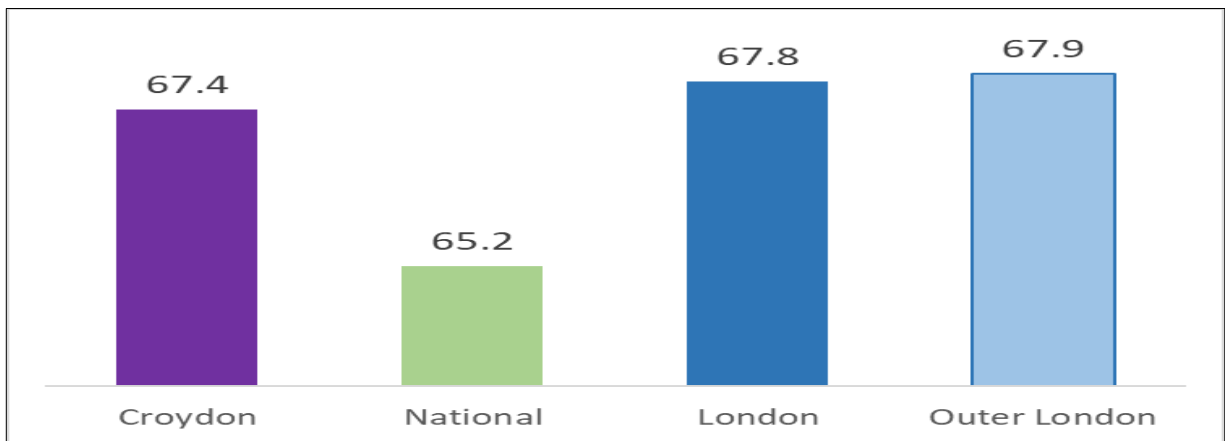
EYFS arrangements

- 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 years setting (including a childminder) must be assessed between their 2nd and 3rd 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).
- 4.2.6 In 2021-22 a new EYFS Statutory Framework was introduced with new ELGs and it is therefore difficult to compare results with previous, pre-pandemic, years. In previous years, a judgement of "Exceeding" (worth 3 points) could be given – this has been withdrawn and children are now assessed as "Emerging" (1 point) or "Expected" (2 points). The maximum points a child can get is now 34 (previously 51).

Croydon's latest EYFS outcomes

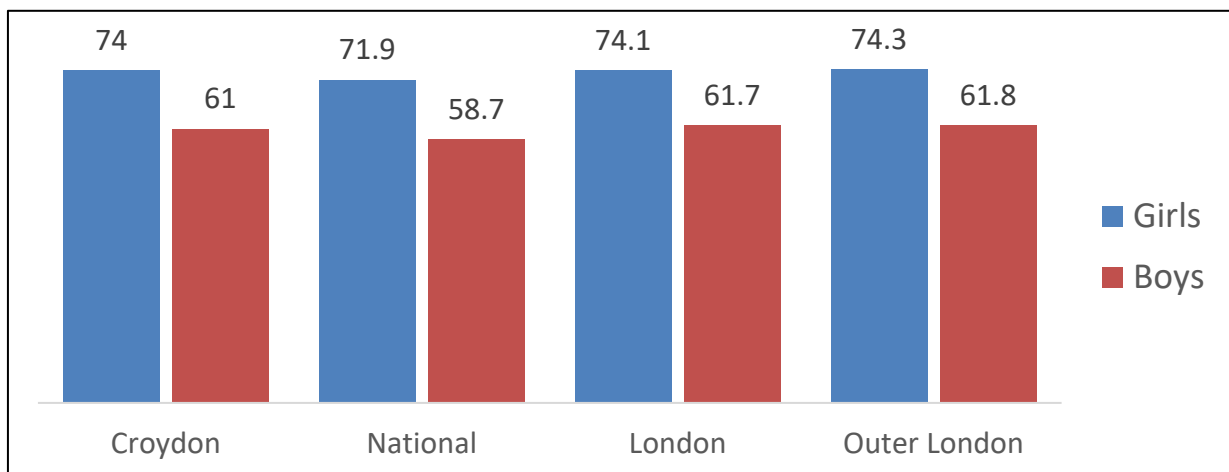
- 4.2.7 67.4% of children in Croydon attained a GLD in 2021-2022, which is better than national but below London and statistical neighbour averages. Whilst much lower than previous pre-pandemic years, this does reflect both the considerable effects of the pandemic on our youngest children, together with 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.

Table 2: % of children attaining GLD 2022 – Overall



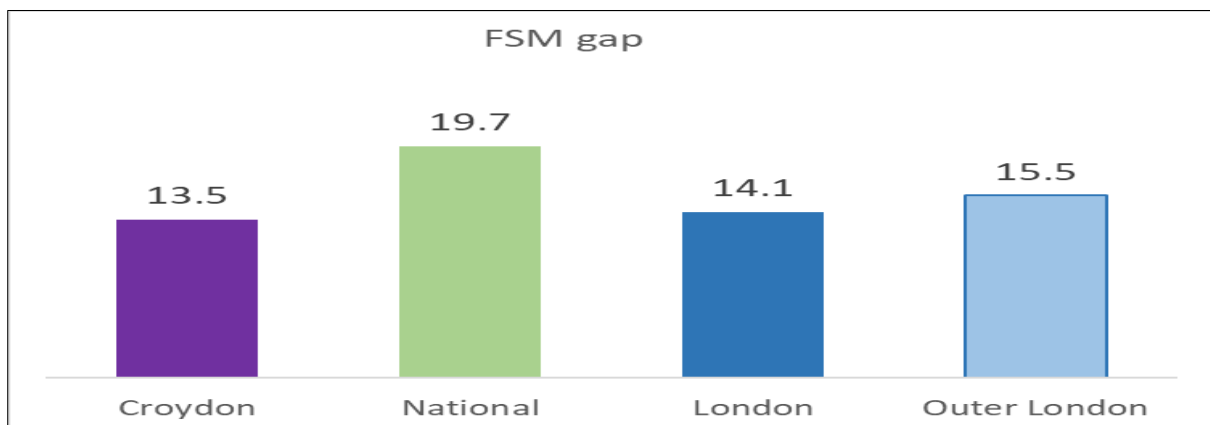
4.2.8 There is a GLD gender gap in Croydon, 61% achievement of this measure by boys compared to 74% for girls. This is in line with all children nationally:

Table 3: % of children achieving a GLD 2022 - by gender



4.2.9 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:

Table 4: Children achieving GLD 2022 – FSM gap



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 years 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 (refer paragraph 4.1.5).

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

KS1 & KS2 arrangements

- 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 2021-22 were set at the same standard as 2018-19 to measure the effects of the pandemic on pupil achievement. As such, drops in attainment were expected.
- 4.3.2 In the Summer term of 2022 externally validated teacher assessments took place for the first time in three years 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 for the first time in three years in reading, mathematics, grammar, punctuation and spelling (GPS) in May 2022, together with externally validated teacher assessments in writing in June 2022.
- 4.3.4 Research has shown that the effects of the pandemic on attainment were exacerbated for disadvantaged pupils and the impact of this is likely to have differed between schools depending on their level of disadvantage. The DfE website states that “Performance data for 2022 should not be directly compared with 2019 and earlier. Comparisons should not be made between schools. This is because schools may have been affected differently by COVID-19.”

Croydon’s latest KS1 and KS2 outcomes

- 4.3.5 In 2021/22 the percentage of pupils achieving the expected standard at KS1 in all of reading, writing and mathematics in Croydon was 57%. This is 4% higher than the

national average. 8% of children reached the higher standard in all three compared with 6% nationally.

All individual subjects were higher than national averages at both the expected standard and at the higher standard.

Data at this stage in the year refers to the provisional dataset and may be subject to change when finalised in December 2022.

4.3.6 In 2021/22, the percentage of pupils achieving the expected standard at KS2 in all of reading, writing and mathematics in Croydon was 60%. This is the 3rd lowest compared to our statistical neighbours, but above the national average.

In 2018-19 the percentage of pupils achieving expected standard at KS2 in reading, writing and mathematics in Croydon was 67%. The drop of 7%, a result of the effects of the COVID-19 pandemic, was in line with that of other local authorities and national figures.

4.3.7 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 by between 1 and 4%.

4.3.8 Weaknesses: Croydon attainment in science is in line with national at KS2 but below national by 2% at KS1. Croydon is below London averages by between 1 and 4% for all subjects at both key stages.

4.3.9 Progress scores for KS2 and attainment and progress for groups such as disadvantaged pupils and those with SEND or EAL has not been published at the time of writing.

Action being taken to improve KS1 & KS2 outcomes

4.3.10 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, as outlined in Appendix 2. 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.

4.3.11 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.

4.3.12 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 are moderated in phonics in Year 1, reading, writing and mathematics at KS1 and in writing at KS2.

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.

4.4 KEY STAGE 4 (KS4) OUTCOMES

KS4 arrangements

4.4.1 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic. In 2020 and 2021 grades were based upon teacher and centre assessed grades. This change in grading methodology resulted in higher grades being awarded, both locally and nationally, compared to 2019.

4.4.2 As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

4.4.3 Provisional KS4 results for 2022 were published in October 2022, with the validated results due in early 2023. All KS4 data in this report therefore refers to the provisional dataset and may be subject to change.

4.4.4 For data comparison purposes, comparison of 2022 to 2019 is more meaningful, although there are some differences in testing methodology.

National KS4 measures are based upon:

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

4.4.6 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.

4.4.7 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 provisional KS4 outcomes

- 4.4.8 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.
- 4.4.9 Achievement of Grade 4 or above in English & maths GCSE: 67.7% of Croydon pupils achieved this in 2022, which is 5.3% below the national average (73%). However, this represents a 6.5% improvement in Croydon compared to 2019, which is 0.5% better than the national improvement rate meaning we have reduced the gap slightly. Compared to 2021, our rates fell by 2.7% compared to a national drop of 3.9%, which suggests an encouraging trend to close the gap.
- 4.4.10 Achievement of Grade 5 or above in English and maths GCSE: This is considered a 'strong' pass grade. We perform slightly better in this measure with 48.7% of our pupils achieving this, although still below the national average (49.6%). We have improved by 8.2% compared to 2019, compared to 6.4% national improvement rate, again demonstrating progress being made to close the gap.
- 4.4.11 Attainment 8: Croydon's provisional Attainment 8 score was 47.4 making it 31/32 of London Boroughs. (Lambeth coming 32nd), compared to the London average of 52.7.
- 4.4.12 Progress 8: Croydon (-0.02) performed slightly better than the national average (-0.03) and the score confirms that pupils are making the expected level of progress compared to their KS3 starting point.
- 4.4.13 Cohorts of pupils performing better than expected:
- i. Pupils with English as an additional language make good progress.
 - ii. Girls are making positive progress, specifically Black African and travellers of Irish heritage.
- 4.4.14 Cohorts of pupils not making expected progress and/or lower attainment:
- i. Boys, specifically mixed-white/Caribbean, Caribbean and Traveller.
 - ii. Disadvantaged pupils - those who have received Free School Meals (FSM) in past 6 years
 - iii. High Prior Attainment (HPA) pupils – suggesting a lack of stretch and challenge.

Action being taken to improve KS4 outcomes

- 4.4.15 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, as outlined in Appendix 2. 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.

- 4.4.16 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.
- 4.4.17 Focus on English and maths programmes for male pupils – specifically targeting pupils within the demographic identified as having the most barriers to success—particularly Caribbean and mixed white-Caribbean boys.
- 4.4.18 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 budget.

4.5 KEY STAGE 5 (KS5) OUTCOMES

KS5 arrangements

- 4.5.1 This academic year saw the return of the summer exam series, after they had been cancelled in 2020 and 2021 due to the impact of the COVID-19 pandemic. In 2020 and 2021 grades were based upon teacher and centre assessed grades. This change in grading methodology resulted in higher grades being awarded, both locally and nationally, compared to 2019.
- 4.5.2 As part of the transition back to the summer exam series, adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams (similarly to KS4) provisionally reflect a midpoint between results in 2019 and 2021.
- 4.5.3 Published data from the DfE for KS5 is not available until February 2023 therefore we are unable to compare across boroughs/ disadvantaged groups or any other measure. Destination Data for KS5 2021-22 is not released until October 2023.
- 4.5.4 Data and information in relation to 2022 results referred to in this report is therefore provisional data provided by local post-16 settings and may be subject to change when final validated data is published.
- 4.5.5 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.
- 4.5.6 All young people must stay in education, employment with training or training (EET) until their 18th birthday. Those identified as not EET (NEET) must be supported to find and sustain suitable provision.

Croydon’s provisional KS5 outcomes

- 4.5.7 A Levels: Local performance remains below regional, statistical neighbour and national averages, but continues to improve year on year. Our provisional A level pass rate (97.9%) data suggests that we are just below the reported national average of 98.4%. The percentage of Croydon students achieving at least 2 A levels has improved significantly in recent years – from 58.8% in 2017/18 to 77.2% in 2021/22 – but remains below all comparator averages, as does the achievement of higher grades.
- 4.5.8 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 - Our Technical qualification students achieved better than all comparator averages by +3.1 points (statistical neighbours) to +4.5 points (London). Performance on Applied General qualifications is less favourable, returning to pre-pandemic levels.
- 4.5.9 Areas of strength: We have individual schools within the borough who are within the top 10 percentile nationally for outcomes.
- 4.5.10 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 48% 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.

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.

- 4.5.11 NEET data is not published annually for the Sept-Nov period due to the volatility of the cohort and data. In the August 2022 tables we were placed in position 10 (of 30) in quintile 3, placing us in the top half nationally. Our combined NEET/not known figure was 4.9% (5.3% in 2021) of the total 16/17-year-old cohort, which equates to 238 young people who are identified as NEET and 229 whose status is not known.
- 4.5.12 Approximately 60% of our NEET/not known cohort are male, and 54% are White, with 35% of Black or Mixed ethnicity. 35% of the cohort reside in New Addington, Broad Green or Woodside. Approximately 20% of our NEET young people are not available to participate in EET for reasons of pregnancy, caring responsibilities, medical or being abroad.
- 4.5.13 The number of complex NEET young people referrals is increasing.

Action being taken to improve KS5 outcomes

- 4.5.14 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.
- 4.5.15 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 and a centralised approach to this. However, local and national funding reductions in recent years has significantly reduced the resource and capacity for this.
- 4.5.16 We are developing post 16 partnerships and training across the borough through the Post 16 Forum. We will use this 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.
- 4.5.17 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.
- 4.5.18 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.
- 4.5.19 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.
- 4.5.20 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.

4.6 PUPIL ATTENDANCE

Attendance arrangements

- 4.6.1 The DfE has advised that all schools should return to normal post covid arrangements which means return to focusing on the improvement of school attendance. Croydon Council has adopted a staged approach to improving poor school attendance. This model has three stages:
- i. Universal,
 - ii. Support & Intervention, and
 - iii. Enforcement.

- 4.6.2 These stages underpin the belief that whilst there is an appropriate role for taking legal enforcement measures against parents, ensuring families can receive effective support at an early stage is more likely to resolve patterns of poor attendance. Legal enforcement measures will therefore only be instigated when patterns of poor attendance continue, and evidence exists that demonstrates that parent/carer has not engaged with interventions put in place to support them to improve their child's attendance.
- 4.6.3 The most recent DfE validated data is for the autumn and spring terms of the 2019/20 academic years and is used in this report unless indicated otherwise. Full academic year data for 2019/20, 2020/21 and 2021/22 will be published in March/April 2023.
- 4.6.4 There are two measures for absence from school. These are overall absence and persistent absence. Overall absence is the percentage of total school sessions that were recorded as an absence. Persistent absence is the percentage of pupils who are absent from school for more than 10% of the possible sessions.

Croydon's current attendance

- 4.6.5 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%.
- 4.6.6 Croydon secondary schools' persistent absence rate in 2021/22 has increased by 11.64% from the previous academic year. Despite this increase nationally, Croydon secondary school percentage remains below the national average by 2.65% which is a better than the rate for England overall.

Action being taken to improve pupil attendance

- 4.6.7 Croydon LA has commissioned Studybugs which 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.
- 4.6.8 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.
- 4.6.9 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.

4.6.10 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 2021/22 academic year 578 penalty notices were issued for unauthorised absence at school and 22 prosecutions were undertaken by the service.

4.6.11 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.

4.7 PUPIL EXCLUSIONS

Exclusions arrangements

4.7.1 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.

4.7.2 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.

4.7.3 The data captures three measures, which are broken down by primary and secondary schools. These are:

- i. The number of permanent exclusions and this as a percentage of total pupil numbers.
- ii. The number of fixed period of exclusions and this as a percentage of total pupil numbers; and
- iii. The number of pupils with one or more fixed period exclusions and this as a percentage of total pupil number.

Croydon's current exclusions

4.7.4 There were 27 permanent exclusions from Croydon secondary schools during the 2021/22 academic year. This is the same number as in the 2020/21 academic year. We have seen a steady decrease in the number of permanent exclusions at secondary school in recent years.

4.7.5 There were 0 permanent exclusions of primary school pupils during 2021/22, which is a reduction on previous years.

4.7.6 There were six permanent exclusions of Croydon resident pupils from schools in other local authority areas.

4.7.7 A further five permanent exclusions were subsequently withdrawn and two were reinstated by the governing body.

4.7.8 The trend shows that Croydon is 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 extremely positive.

4.7.9 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 2021/22

	2018/19	2019/20	2020/21	2021/22
Number of suspensions (fixed term exclusions)	1665	1400	1470	653
Number of permanent exclusions	43	41	27	27
Number of permanent exclusions reinstated	2	2	0	0
Number permanent exclusions withdrawn	8	4	2	5

4.7.10 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 44% of permanent exclusions from Croydon schools during the 2021/22 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. Fair Access Panel (FAP) and Primary School Forum have been used for several years 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 being taken to work with schools to reduce their need to exclude pupils; this includes a major piece of work that began in February 2020 championing 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: We do not have specific data for this cohort of CLA.

4.8.4 KS1 – Year 1: We have 9 children in year 1, 2 of which were disapplied from the phonics testing due to their SEND levels. Of the remaining 7 children, 3 passed the year 1 phonics screening and the remaining 4 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 13 children in this cohort, 6 have SEND needs – 2 with EHCPs and 4 on school level support plans. 7 of the 13 pupils met their teachers' and schools' own targets for the year, and of the 12 pupils taking their phonics screening 7 passed which is pleasing given their level of SEN needs.

- 4.8.6 KS2 – Year 6: We had 23 reportable pupils in this year’s KS2 testing cohort, of which 35% (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 58 young people in this cohort with 30 entered for Level 1 and Level 2 exams and 20 young people were entered for (Attainment) 8 eligible subjects. 15% of these pupils were forecasted by their schools (in their PEPs) to gain 5 or more GCSEs grades 9 - 4 including English and maths. 20.69% of pupils achieved grades 9 – 4 and over a quarter of these pupils achieved a grade 4 or higher in maths and English.
- 4.8.8 KS5 – Year 13: There are 129 in the Yr. 13 cohort of which 9 achieved a Level 3 qualification, 23 young people achieved a Level 2 qualification and 19 achieved an Entry Level qualification. There are 2 young people that we are still waiting for exam data and 76 that do not have any results - 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 11, 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 626 pupils in the CLA cohort with attendance rates at 93.56% at primary phase and 88.67% at secondary. The 2020/2021 persistent absence data for our CLA primary cohort is 6.44%, which is better than the overall Croydon primary pupil rate. There is a similar trend with the CLA secondary cohort, with an absence rate of 11.33% which is slightly better than the overall secondary cohort rate.
- 4.8.10 Exclusions: At the primary phase, there were no permanent exclusions, with only one at secondary phase. 3 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 2020/21

Academic Year	Excellent Rating	Good rating	Requires Improvement Rating	Deferred Rating
2018/2019	7.05%	52.47%	n/a	40.48%
2019/2020	20.36%	74.56%	n/a	4.97%
2020/2021	22.89%	70.60%	3.11%	3.39%

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 4014 children and young people with Education Health and Care Plans in Croydon. There are approximately 8,000 more registered at SEN Support.

4.9.2 Timeliness of assessment and issuing of plans within the 20-week period has risen from 21% in July 22 to 77% as of November 2022. This is compared to a national performance figure of 60% in 2021. Such timeliness in the issuing of plans is critical to ensuring positive outcomes for each child.

4.9.3 Availability of validated attainment data for 2022 is limited at the time of writing.

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

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

4.9.5 Progress scores for KS2 and attainment and progress for specific groups of learners, including those with SEND, has not been published at the time of writing.

4.9.6 Latest KS4 data shows that those with an EHCP achieved above other statistical neighbours in the Progress 8 measure and there is an upward trend for those achieving grades 4-9 in English and maths.

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

4.9.8 Specific exclusions data for those with an EHCP is yet to be published.

Action being taken to improve pupils' with EHCP education outcomes

4.9.9 Autism Education Trust (AET): A considerable number of pupils and students with EHCPs have a diagnosis of Autism Spectrum Conditions. For the last 2 years we have worked with the AET in our Early Years settings to ensure training and resources are available to meet needs. We have now purchased the AET licence for a further three 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 The Locality SEND Support (LSS) service provides early help, advice, training, resources and support at the point when difficulties are emerging and identified by school SENCOs. This takes a range of forms but consists of training and shared expertise across all settings. This approach is now borough wide as of September 2022 and will have a positive impact on the outcomes of learners with SEND. Those that require further assessment and support will be well presented with real time reports and evidence of strategies already undertaken. Current activities are outlined below:

Table 7: Work of Locality SEND Support (LSS) in terms of contribution to professional development, SENDco support and early support

ACTIVITY	IMPACT
CPD delivered to SENDCos on the SEND aspects of Ofsted's Educational Inspection Framework	Over 70 SENDCos had two training sessions on how Ofsted inspect SEND. At least six schools have subsequently received Ofsted inspections.
Parental Webinar on Neurodiversity	Six sessions have been delivered – each one oversubscribed. Over 100 parents have had help to support their neurodiverse children and support them with their learning to raise standards.

CPD delivered to SENDCos on the new DfE behaviour guidance (Summer 2022)	Training offered to 110 schools through SENDCo forums with over 85% attendance. Support given to improve schools' behaviour policies and hence improve behaviour; creating a calmer atmosphere conducive to learning and higher attainment.
CPD delivered to SENDCos on sickle cell disease awareness	Raise awareness amongst 110 schools so CYP with SCD can be supported with their learning and attendance
Early help team attended each Locality SENDCo forum to discuss ways of supporting families and raise awareness of EHT.	EHT had a productive discussion with almost 80 schools on how to signpost parents and families to early help support.
LSS Provided training for school finance staff	Over 50 school finance colleagues attended training on how to ensure financial support gets quickly to SEND CYP who need it within the Localities.
Governor training for LSS awareness	There have been two governor training sessions. The training was offered through Octavo to governors of over 110 schools and each session was well attended. This training enabled governors to better monitor the support that schools are giving to CYP with SEND
Half termly Headteacher meetings	All 110 mainstream headteachers are offered a half-term catch-up session. These sessions enable them to understand and be able to engage fully with the LSS process. This helps them to provide early support to CYP with emerging needs and improve academic outcomes.
Presentation to Therapies Work group	This work helped to enable all SEND professionals working with CYP to offer a joined-up approach.
LSS webinar to SENDIS (Kids) Parents	Several sessions were offered to parents (fully subscribed) to enable parents and carers to understand LSS and better support their children
LSS liaison with Children's Social Services	This work helped to enable all professionals working with CYP to offer a joined-up approach, improving support.

4.9.11 Increased specialist provision is enabling more children and young people to attend good quality provision within the borough. A review of our Enhanced Learning Provision (ELP) is underway as well as a strategic plan to develop additional ELPs to address gaps in provision as evidenced by data.

4.9.12 Improved real time data has enabled robust forecasting of needs within year groups and informed practice and placement development. Included in this is the close monitoring of attendance and exclusions of which we have none to report as at this time. Improved attendance will support and improve outcomes and greater learning.

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.

8. IMPLICATIONS

8.1 FINANCIAL IMPLICATIONS

8.1.1 There are no Finance implications arising from this report

8.1.2 Approved by: Charles Quaye Acting Head of Finance – Education on the 13th December 2022

8.2 LEGAL IMPLICATIONS

8.2.1 The Head of Litigation & Corporate Law comments on behalf of the Director of Legal Services and Monitoring Officer that

- Section 13 of the Education Act 1996 places a duty on local authorities to secure (so far as their powers enable them to do so) that efficient primary, secondary and further education are available to meet the needs of the population of their area.
- Section 13A requires local authorities to ensure that their relevant education and training functions are exercised (so far as they are capable of being so exercised) with a view to promoting high standards, ensuring fair access to opportunity for education and training and promoting the fulfilment of learning potential for children and young people in their area.
- Section 14 requires local authorities to secure sufficient schools for primary and secondary education for their area, and sufficient is defined by reference to number,

character and equipment to provide appropriate education based on age, ability and aptitude, including practical instruction and training appropriate to their needs.

These duties are overarching duties and apply regardless of whether schools are maintained by the local authority or independent of local authority support.

8.2.2 Approved by Sandra Herbert, Head of Litigation & Corporate Law on behalf of the Director of Legal Services and Monitoring Officer on the 15th December 2022

8.3 EQUALITIES IMPLICATIONS

8.3.1 Not applicable

8.4 OTHER IMPLICATIONS

8.4.1 There are no direct Human Resources implications arising from this report.

Approved by: Debbie Calliste, Head of HR for Children, Young People and Education on behalf of the Chief People Officer on the 10th December 2022

9. APPENDICES

9.1 Appendix 1: Education data dashboard (Oct 2022)

Appendix 2: School improvement link adviser support levels (2022/23)

10. BACKGROUND DOCUMENTS

10.1 None

11. URGENCY

11.1 Not applicable

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Indicator Title	Polarity	Croydon								Statistical Neighbours Average		London		England		Last Updated	Next Updated	Source
		2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Trend	Change from previous year	Latest	Croydon vs latest	Latest	Croydon vs latest	Latest	Croydon vs latest			
Quality																		
Number of schools inspected (includes nurseries, primary, secondary, PRU and special schools)		107	117	120	122	121	125		↑ 4	119		2599		21,998		Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Percentage of schools rated 'good' or 'outstanding'	High is good	86	82	83	89	89	87		↓ -2	92	↓ -5	93	↓ -6	87	→ 0	Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Number of primary schools inspected		71	83	84	86	86	86		→ 0	83		1799		16,785		Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Percentage of primary schools rated 'good' or 'outstanding'	High is good	81	78	83	91	90	87		↓ -3	93	↓ -6	94	↓ -7	88	↓ -1	Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Number of secondary schools inspected		20	22	23	23	22	23		↑ 1	22		505		3,411		Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Percentage of secondary schools rated 'good' or 'outstanding'	High is good	90	87	78	83	86	81		↓ -5	88	↓ -7	89	↓ -8	78	↑ 3	Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Number of special schools inspected		6	6	6	6	6	6		→ 0	7		159		1,018		Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Percentage of special schools rated 'good' or 'outstanding'	High is good	100	100	100	100	100	100		→ 0	92	↑ 8	96	↑ 4	90	↑ 10	Mar 2022	Nov 2022	https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics
Incidence of SEND																		
Pupils with EHCP (all schools)		3.0	3.3	3.5	3.7	3.9	4.0		↑ 0.1	4.5	↓ -0.5	4.1	↓ -0.1	4.0	↑ 0.0	Jun 2022	Jun 2023	https://www.gov.uk/government/collections/statistics-special-educational-needs-sen
Pupils with SEN Support (all schools)		11.0	11.7	11.6	12.3	11.9	13.1		↑ 1.2	12.5	↑ 0.6	11.7	↑ 1.4	12.6	↑ 0.5	Jun 2022	Jun 2023	https://www.gov.uk/government/collections/statistics-special-educational-needs-sen
Outcomes																		
Early Years Foundation Stage Profile (EYFSP) - the EYFS profile was revised significantly in September 2021 It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years																		
Number of children at EYFSP		5,052	4,802	4,696			4,610		↓ -106	4,744		100,998		638,995		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Percentage of children achieving a good level of development	High is good	73.4	73.8	74.6			67.4	Break in series	NA	68.0	↓ -0.6	67.8	↓ -0.4	65.2	↑ 2.2	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Percentage of children achieving the expected standard across all the Early Learning Goals	High is good	71.7	72.2	73.4			65.7	Break in series	NA	66.1	↓ -0.4	65.7	→ 0.0	63.4	↑ 2.3	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Average number of early learning goals at expected level per child	High is good						14.1	New	NA	14.0	↑ 0.1	14.1	→ 0.0	14.1	→ 0.0	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Average total point score across all the Early Learning Goals	High is good	34.2	34.2	34.2			-	Break in series	→ 0.0	34.5	↓ -0.3	34.8	↓ -0.6	34.6	↓ -0.4	Oct 2019	NA	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Achievement gap between all children and the lowest 20% of achievers across all the Early Learning Goals	Low is good	33.2	33.3	33.4			-	Break in series	↑ 0.1	34.0	↓ -0.5	32.6	↑ 0.8	32.4	↑ 1.0	Oct 2019	NA	https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile
Key Stage 1 (KS1) & Phonics																		
Number of eligible pupils in the phonics screening check in year 1		4,898	4,892	4,704			4,621		↓ -83	4,560		95,900		636,787		Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of year 1 pupils achieving the required standard of phonic decoding	High is good	82	85	84			75		↓ -9	78	↓ -3	78	↓ -3	75	→ 0	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Number of eligible pupils in the phonics screening check in year 2		4,844	4,817	4,860			4,426		↓ -434	4,551		95,950		637,861		Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of pupils meeting the expected standard in the phonics screening check by the end of year 2	High is good	91	92	92			87		↓ -5	87	→ 0	88	↓ -1	87	→ 0	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Number of eligible pupils at KS1		4,865	4,822	4,874			4,488		↓ -386	4,567		96,410		639,415		Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of pupils achieving the expected standard at KS1 in Reading	High is good	77	77	77			69		↓ -8	69	↓ 0	70	↓ -1	67	↑ 2	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of pupils achieving the expected standard at KS1 in Writing	High is good	69	72	72			61		↓ -11	61	↓ 0	63	↓ -2	58	↑ 3	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of pupils achieving the expected standard at KS1 in Maths	High is good	76	78	78			69		↓ -9	70	↓ -1	71	↓ -2	68	↑ 1	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Percentage of pupils achieving the expected standard at KS1 in Science	High is good	85	85	84			75		↓ -9	77	↓ -2	78	↓ -3	77	↓ -2	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-key-stage-1
Key Stage 2 (KS2) - 2021/22 data are provisional																		
Number of eligible pupils at KS2		4,172	4,460	4,640			4,556		↓ -84	4,745		99,010		665,058		Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Percentage of pupils meeting expected standard at KS2 in Reading, Writing and Mathematics	High is good	64	67	67			60		↓ -7	62	↓ -2	65	↓ -5	59	↑ 1	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Percentage of pupils meeting expected standard at KS2 in Reading	High is good	73	77	75			76		↑ 1	76	↓ 0	78	↓ -2	74	↑ 2	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2

Percentage of pupils meeting expected standard at KS2 in Grammar, Punctuation & Spelling	High is good	80	81	79			76		↓ -3	76	↓ 0	78	↓ -2	72	↑ 4	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Percentage of pupils meeting expected standard at KS2 in Maths	High is good	78	78	79			75		↓ -4	75	→ 0	77	↓ -2	71	↑ 4	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Percentage of pupils meeting the expected standard at KS2 in writing TA	High is good	78	80	79			70		↓ -9	71	↓ -1	74	↓ -4	69	↑ 1	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Percentage of pupils meeting the expected standard at KS2 in science TA	High is good	84	84	83			78		↓ -5	80	↓ -2	81	↓ -3	78	→ 0	Sep 2022	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Progress between age 7 and age 11 at KS2 in Reading	High is good	0.2	0.7	0.8			-		↑ 0.1	0.6	↑ 0.2	0.8	→ 0.0	0.0	↑ 0.8	Dec 2019	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Progress between age 7 and age 11 at KS2 in Writing	High is good	0.2	0.6	0.7			-		↑ 0.1	0.5	↑ 0.2	0.8	↓ -0.1	0.0	↑ 0.7	Dec 2019	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Progress between age 7 and age 11 at KS2 in Maths	High is good	0.8	1.1	0.9			-		↓ -0.2	1.0	↓ -0.1	1.2	↓ -0.3	0.0	↑ 0.9	Dec 2019	Dec 2022	https://www.gov.uk/government/collections/statistics-key-stage-2
Key Stage 4 (KS4) - Comparisons made between 2021/22 and 2018/19 given the unprecedented change in the way GCSE results were awarded in 2019/20 and 2020/21																		
Number of pupils at the end of KS4		3,579	3,452	3,640	3755	3831	3697		↓ -134	3,857		86,145		585,222		Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Average Progress 8 score per pupil	High is good	0.06	0.07	0.07	-	-	-0.02		↓ -0.09	0.19	↓ -0.21	0.23	↓ -0.25	-0.03	↑ 0.01	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Average Attainment 8 score per pupil	High is good	45.1	45.8	45.5	48.9	50.0	47.4		↑ 1.9	49.8	↓ -2.4	52.6	↓ -5.2	48.7	↓ -1.3	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Percentage of pupils achieving grades 9-4 in English and Maths	High is good	60.9	63.4	61.2	69.0	70.4	67.7		↑ 6.5	70.1	↓ -2.4	74.1	↓ -6.4	68.8	↓ -1.1	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Percentage of pupils achieving grades 9-5 in English and Maths	High is good	40.6	42.4	40.5	48.9	50.7	48.7		↑ 8.2	52.3	↓ -3.6	57.3	↓ -8.6	49.6	↓ -0.9	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Percentage of pupils entering the English Baccalaureate	High is good	42.7	45.5	46.7	44.9	39.8	47.0		↑ 0.3	50.7	↓ -3.7	55.4	↓ -8.4	38.7	↑ 8.3	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
English Baccalaureate Average Point Score per pupil	High is good	-	4.0	3.97	4.27	4.36	4.22		↑ 0.3	4.49	↓ -0.27	4.77	↓ -0.55	4.27	↓ -0.05	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Percentage of pupils achieving the English Baccalaureate (9-4 grades in English and Maths)	High is good	23.5	23.7	23.6	28.8	26.5	27.2		↑ 3.6	32.8	↓ -5.6	37.3	↓ -10.1	26.8	↑ 0.4	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Percentage of pupils achieving the English Baccalaureate (9-5 grades in English and Maths)	High is good	20.6	16.0	14.6	19.5	18.8	18.8		↑ 4.2	24.3	↓ -5.5	28.5	↓ -9.7	20.2	↓ -1.4	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-gcse-key-stage-4
Key Stage 5 (KS5) - 2021/22 data are provisional																		
Number of Level 3 students		2,517	1,839	1,866	1,922	1,972	1,871		↓ -101	2,075		59,026		364,003		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving at least 2 substantial level 3 qualifications	High is good	85.3	65.3	74.2	77.8	89.2	89.1		N/A	96.4	↓ -7.3	95.1	↓ -6.0	95.8	↓ -6.7	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Number of A level students		1,681	1,628	1,458	1,390	1,453	1,346		↓ -107	1,481		44,567		284,614		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
A level cohort APS per entry	High is good	28.4	27.7	29.3	36.8	38.2	33.7		N/A	37.0	↓ -3.3	38.3	↓ -4.6	38.8	↓ -5.1	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving at least 2 A levels	High is good	60.9	58.8	66.0	73.7	73.5	77.2		N/A	87.7	↓ -10.6	90.1	↓ -12.9	88.3	↓ -11.2	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
A level cohort APS per entry, best 3 A levels	High is good	31.0	27.4	28.1	34.5	37.0	32.4		N/A	37.1	↓ -4.8	38.4	↓ -6.1	39.1	↓ -6.7	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving 3 A*-A grades or better at A level	High is good	5.8	4.7	4.1	14.2	16.9	10.8		N/A	16.9	↓ -6.1	21.4	↓ -10.6	22.7	↓ -11.9	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving grades AAB or better at A level	High is good	13.1	8.4	9.7	23.8	27.1	18.7		N/A	38.3	↓ -19.5	39.7	↓ -21.0	41.4	↓ -22.7	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving grades AAB or better at A level, at least two facilitating subjects	High is good	7.7	5.9	7.1	15.4	16.4	11.5		N/A	18.3	↓ -6.8	22.4	↓ -10.9	23.0	↓ -11.5	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Number of Academic students		1,702	1,641	1,465	1,412	1,531	1,400		↓ -131	1,494		45,350		290,510		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Academic cohort APS per entry	High is good	28.5	27.8	29.3	36.8	38.1	33.2		N/A	37.0	↓ -3.8	38.3	↓ -5.1	38.9	↓ -5.7	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of students achieving at least 2 substantial level 3 academic qualifications	High is good	60.3	58.4	65.8	72.7	69.8	74.2		N/A	87.4	↓ -13.2	89.1	↓ -14.9	87.9	↓ -13.7	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Number of Tech level students		482	157	157	181	228	243		↑ 47	113		3,178		27,074		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Tech level cohort APS per entry	High is good	38.6	30.8	30.1	31.2	35.2	34.4		N/A	31.3	↑ 3.1	30.0	↑ 4.5	30.6	↑ 3.8	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Number of Applied General students		1,065	370	594	742	827	805		↑ 85	814		18,986		118,432		Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Applied General cohort APS per entry	High is good	40.3	27.6	27.1	28.8	30.7	28.3		N/A	32.3	↓ -4.0	30.6	↓ -2.3	31.9	↓ -3.6	Nov 2022	Nov 2023	https://www.gov.uk/government/collections/statistics-attainment-at-19-years
Percentage of 19 year olds qualified to Level 2	High is good	85.6	84.7	84.2	82.8	83.8	-		↑ 1.0	83.7	↑ 0.1	85.8	↓ -1.9	82.9	↑ 0.9	Apr 2022	Apr 2023	https://explore-education-statistics.service.gov.uk/find-statistics/level-2-and-3-attainment-by-young-people-aged-19

Percentage of 19 year olds qualified to Level 3	High is good	63.1	62.4	61.2	63.3	66.4	-		↑ 3.1	66.7	↓ -0.3	69.8	↓ -3.4	62.2	↑ 4.2	Apr 2022	Apr 2023	https://explore-education-statistics.service.gov.uk/find-statistics/level-2-and-3-attainment-by-young-people-aged-19	
Destinations of KS4																			
Percentage of KS4 cohort at all state-funded mainstream schools in a sustained education, employment or training destination at 17	High is good	93.8	93.9	94.2	94.9	94.6	-		↓ -0.3	93.7	↑ 0.9	94.4	↑ 0.2	93.8	↑ 0.8	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-destinations	
Percentage of KS4 cohort destination not sustained at 17	Low is good	4.8	5.1	4.9	4.5	3.9	-		↓ -0.6	3.8	↑ 0.1	3.5	↑ 0.4	4.9	↓ -1.0	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-destinations	
Destinations of KS5																			
Percentage of KS5 cohort at all state-funded mainstream schools & colleges in a sustained education, employment or training destination	High is good	-	80.1	78.6	78.3	74.3	-		↓ -4.0	80.6	↓ -6.3	78.7	↓ -4.4	79.1	↓ -4.8	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-destinations	
Percentage of KS5 cohort destination not sustained	Low is good	-	12.4	14.0	15.3	18.4	-		↑ 3.1	13.2	↑ 5.2	14.6	↑ 3.8	15.6	↑ 2.8	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-destinations	
Not in education, employment or training (NEET)																			
Number of 16 and 17 year olds known to LA		-	9020	8780	8930	9210	-		↑ 280	8,906		181,790		1,181,090		Mar 2022	Mar 2023	https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures	
Proportion of 16 and 17 year olds who were not in education, employment or training (NEET)	Low is good	-	2.2	2.1	2.3	1.8	-		↓ -0.5	1.7	↑ 0.1	1.8	↓ 0.0	2.8	↓ -1.0	Mar 2022	Mar 2023	https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures	
Proportion of 16 and 17 year olds not known if in education, employment or training (NEET)	Low is good	-	5.7	4.0	2.9	3.6	-		↑ 0.8	3.2	↑ 0.4	2.2	↑ 1.4	2.7	↑ 1.0	Mar 2022	Mar 2023	https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures	
Absence - Full year release (2020 data not available due to covid Autumn term only due to COVID-19 related school closures in the Spring and Summer terms)																			
Overall absence rate from State-funded primary, secondary and special schools	Low is good	4.56	4.67	4.57		4.65	-		N/A	4.74	↓ -0.09	4.44	↑ 0.21	4.62	↑ 0.03	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded primary schools	Low is good	4.01	4.11	3.95		3.72	-		N/A	3.94	↓ -0.22	3.76	↓ -0.04	3.64	↑ 0.08	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded secondary schools	Low is good	5.23	5.35	5.28		5.76	-		N/A	5.51	↑ 0.25	5.11	↑ 0.65	5.49	↑ 0.27	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded special schools	Low is good	9.36	9.16	9.76		9.84	-		N/A	13.97	↓ -4.13	14.34	↓ -4.50	15.21	↓ -5.37	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary, secondary and special schools	Low is good	10.85	10.86	10.75		12.20	-		N/A	12.64	↓ -0.44	11.32	↑ 0.88	12.08	↑ 0.12	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary schools	Low is good	9.09	8.84	8.53		9.08	-		N/A	9.93	↓ -0.84	9.07	↑ 0.01	8.78	↑ 0.30	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded secondary schools	Low is good	12.89	13.14	13.17		15.82	-		N/A	15.05	↑ 0.78	13.47	↑ 2.36	14.83	↑ 0.99	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded special schools	Low is good	28.48	29.38	29.30		27.13	-		N/A	45.57	↓ -18.45	45.89	↓ -18.77	48.94	↓ -21.82	Mar 2022	Mar 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Absence - Combined autumn and spring term release																			
Overall absence rate from State-funded primary, secondary and special schools	Low is good	4.57	4.69	4.40		4.05	6.70		N/A	6.34	↑ 0.36	6.32	↑ 0.38	7.38	↓ -0.68	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded primary schools	Low is good	4.08	4.17	3.83		3.32	5.65		N/A	5.63	↑ 0.02	5.64	↑ 0.01	6.19	↓ -0.53	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded secondary schools	Low is good	5.12	5.28	5.01		4.82	7.74		N/A	7.04	↑ 0.71	7.03	↑ 0.71	8.64	↓ -0.90	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded special schools	Low is good	9.48	9.34	9.83		9.37	14.24		N/A	12.23	↑ 2.01	12.90	↑ 1.34	13.16	↑ 1.08	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary, secondary and special schools	Low is good	11.21	11.50	10.69		10.28	20.17		N/A	18.83	↑ 1.34	18.65	↑ 1.51	22.32	↓ -2.15	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary schools	Low is good	9.97	9.85	8.72		8.26	16.31		N/A	16.52	↓ -0.21	16.47	↓ -0.17	18.21	↓ -1.91	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded secondary schools	Low is good	12.47	13.21	12.66		12.36	24.00		N/A	21.03	↑ 2.97	20.94	↑ 3.06	26.65	↓ -2.65	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded special schools	Low is good	28.25	29.66	30.77		25.58	47.62		N/A	38.89	↑ 8.74	39.74	↑ 7.88	40.17	↑ 7.45	Oct 2022	Oct 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Absence - Autumn release																			
Overall absence rate from State-funded primary, secondary and special schools	Low is good	4.51	4.19	4.15	4.69	4.90	-		N/A	4.83	↑ 0.07	4.63	↑ 0.27	4.66	↑ 0.24	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded primary schools	Low is good	4.08	3.70	3.66	4.15	4.12	-		N/A	4.23	↓ -0.11	4.00	↑ 0.13	3.68	↑ 0.44	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded secondary schools	Low is good	4.98	4.76	4.67	5.23	5.70	-		N/A	5.42	↑ 0.28	5.32	↑ 0.38	5.69	↑ 0.00	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Overall absence rate from State-funded special schools	Low is good	9.32	8.28	9.16	9.67	11.00	-		N/A	11.19	↓ -0.19	10.68	↑ 0.32	10.58	↑ 0.41	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary, secondary and special schools	Low is good	11.97	10.79	10.67	12.74	13.86	-		N/A	13.86	↑ 0.00	13.13	↑ 0.73	12.98	↑ 0.88	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	
Persistent absence rate from State-funded primary schools	Low is good	10.77	9.17	9.22	11.12	11.53	-		N/A	12.12	↓ -0.59	11.27	↑ 0.27	9.88	↑ 1.66	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence	

Persistent absence rate from State-funded secondary schools	Low is good	13.20	12.57	11.97	14.35	16.22	-		N/A	15.50	↑ 0.72	15.17	↑ 1.05	16.26	↓ -0.04	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence
Persistent absence rate from State-funded special schools	Low is good	26.96	25.62	28.82	26.88	30.48	-		N/A	32.93	↓ -2.45	30.41	↑ 0.07	29.20	↑ 1.29	May 2022	May 2023	https://www.gov.uk/government/collections/statistics-pupil-absence
Exclusions (in the 2019/20 DfE publication fixed term exclusions have been renamed suspensions)																		
Permanent exclusions from schools as a percentage of the school population	Low is good	0.07	0.06	0.06	0.05	0.03	-		↓ -0.02	0.03	↓ -0.01	0.03	↓ -0.01	0.05	↓ -0.02	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Permanent exclusions from primary schools as a percentage of the school population	Low is good	0.04	0.02	0.01	0.00	0.00	-		↑ 0.00	0.00	↓ 0.00	0.00	↑ 0.00	0.01	↓ -0.01	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Permanent exclusions from secondary schools as a percentage of the school population	Low is good	0.13	0.13	0.13	0.11	0.06	-		↓ -0.05	0.07	↓ -0.01	0.07	↓ -0.01	0.10	↓ -0.04	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Permanent exclusions from special schools as a percentage of the school population	Low is good	0.00	0.00	0.00	0.00	0.00	-		→ 0.00	0.03	↓ -0.03	0.02	↓ -0.02	0.03	↓ -0.03	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Suspensions (fixed period exclusions) from schools as a percentage of pupils	Low is good	3.70	3.83	3.82	3.39	3.46	-		↑ 0.08	2.78	↑ 0.69	2.79	↑ 0.67	4.25	↓ -0.79	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Suspensions (fixed period exclusions) from primary schools as a percentage of pupils	Low is good	1.18	1.25	1.47	0.93	0.94	-		↑ 0.01	0.63	↑ 0.30	0.55	↑ 0.38	0.99	↓ -0.06	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Suspensions (fixed period exclusions) from secondary schools as a percentage of pupils	Low is good	7.61	7.84	7.25	6.93	7.03	-		↑ 0.09	5.78	↑ 1.25	5.79	↑ 1.24	8.48	↓ -1.45	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Suspensions (fixed period exclusions) from special schools as a percentage of pupils	Low is good	3.05	2.35	4.26	1.84	1.48	-		↓ -0.36	5.66	↓ -4.18	7.14	↓ -5.65	7.29	↓ -5.80	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Pupils with 1 or more suspensions (fixed period exclusions) from schools as a percentage of pupils	Low is good	2.39	2.35	2.50	2.27	2.29	-		↑ 0.01	1.91	↑ 0.37	1.84	↑ 0.44	2.20	↑ 0.09	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Pupils with 1 or more suspensions (fixed period exclusions) from primary schools as a percentage of pupils	Low is good	0.60	0.58	0.80	0.51	0.54	-		↑ 0.03	0.40	↑ 0.14	0.34	↑ 0.20	0.52	↑ 0.02	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Pupils with 1 or more suspensions (fixed period exclusions) from secondary schools as a percentage of pupils	Low is good	5.14	5.07	4.97	4.79	4.72	-		↓ -0.07	4.08	↑ 0.65	3.86	↑ 0.86	4.38	↑ 0.34	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions
Pupils with 1 or more suspensions (fixed period exclusions) from special schools as a percentage of pupils	Low is good	2.32	1.92	3.27	1.66	1.40	-		↓ -0.26	3.07	↓ -1.67	3.53	↓ -2.13	3.66	↓ -2.26	Jul 2022	Jul 2023	https://www.gov.uk/government/collections/statistics-exclusions

School Improvement Link Adviser Support 2022-23

Universal

Criteria: Academies judged as good or outstanding

Outline of support:

- A named link adviser as a point of contact
- Head teacher meetings and schools newsletters
- **No routine visits or attendance at Ofsted inspection interviews.**

NB: An SLA for academies that wish to purchase a package of school improvement support is available. For details, please contact your Link Adviser.

Universal plus

Criteria: Maintained schools and stand-alone academies judged good or better, or academies judged good or better where there are L.A. concerns.

Outline of support:

- A named link adviser as a point of contact.
- Half termly head teacher meetings and schools newsletters.
- An initial half day visit with a follow up letter outlining key findings and any action points.
- Further contact with named link adviser through the year according to need
- Attendance at any Ofsted inspection interview and feedback
- For **maintained schools**, attendance as the Director of Education's representative at Head teacher short-listing and interviews.

Targeted

Criteria: Schools currently in an Ofsted category of concern (requires improvement or below) to support them to the point of inspection as a good or better school.

Outline of support:

- A named link adviser as a point of contact.
- Head teacher meetings and schools newsletters.
- Termly link adviser half day visits with a follow up letter outlining key findings and action points.
- Attendance at any Ofsted interview and feedback.
- For **maintained schools**, attendance as the Director of Education's representative at Head teacher short-listing and interviews.
- Progress towards being judged as good or better at the next inspection will be monitored through the School Progress Review Meeting (SPRM) process, where agreed.

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LONDON BOROUGH OF CROYDON

REPORT:	Children & Young People Sub-Committee
DATE	17 January 2023
REPORT TITLE:	Early Help, Children Social Care & Education Performance Dashboard
LEAD OFFICER:	Debbie Jones - Corporate Director, Children, Young People and Education
PERSON LEADING AT SCRUTINY COMMITTEE MEETING:	Debbie Jones - Corporate Director, Children, Young People and Education
LEAD MEMBER:	Councillor Maria Gatland Cabinet Member for Children and Young People
ORIGIN OF ITEM:	Performance dashboards are provided for the Children & Young People Sub-Committee as a standing item on the work programme.
BRIEF FOR THE COMMITTEE:	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.
PUBLIC/EXEMPT:	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.
- 1.3 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.

2 APPENDICES

- 2.1** Appendices 1 & 2: Early Help, Children Social Care & Education Performance Dashboard

3 BACKGROUND DOCUMENTS

- 3.1** None

Corporate Performance Report Overview - CYP&E

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

- Percentage of re-referrals within 12 months of the previous referral is above target
- Percentage of Education Health & Care Plans issued within 20 weeks (excluding exceptions) is below target

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

- Percentage of C&F assessments completed within 45 working days is below target
- Net current expenditure per child on local Children Looked After (CLA) is above target
- EYFS (Early Years Foundation Stage) - Percentage of children achieving a good level of development is below target

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

- Percentage of children for whom Initial Child Protection Conferences (ICPC) was held in the month within 15 working days of the Strategy discussions is below target
- Total net current expenditure on CSC
- Net current expenditure on Unaccompanied Asylum Seeking Children (UASC) CLA
- Number of local CLA
- Rate of local CLA per 10,000 under 18 years population
- Number of Unaccompanied Asylum Seeking Children (UASC) CLA
- Percentage of the under 18 years population who are UASC
- Average Caseload per allocated Social Worker in Children's Social Care
- Juvenile first time entrants to the criminal justice system per 100,000 of 10-17 year olds
- Percentage of children with an EHCP educated in-borough mainstream schools

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CROYDON CORPORATE PERFORMANCE FRAMEWORK														CROYDON www.croydon.gov.uk	
KEY															
Red		Amber		Green		Data but no target		No data		Getting better		Getting worse		Same	
REF.	INDICATOR	Bigger or Smaller is better	Frequency	Timeframe	LATEST DATA				PREVIOUS DATA		BENCHMARKING				COMMENTS ON CURRENT PERFORMANCE
					Target	Croydon position	Change from previous	RAG	Timeframe	Croydon position	Timeframe	Statistical Neighbours	London	England	
CYPE 01	Percentage of re-referrals within 12 months of the previous referral	Smaller is better	Monthly	Financial year to Nov 22	20%	24%	↔	Red	Financial year to Oct 22	24%	2021/22	18%	18%	22%	Transformation work is re-designing systems and processes to make best use of the MASH Multi-Agency Safeguarding Hub element of our initial response to referrals. Re-referred families are reviewed each month to identify areas for improvement, it is evident that the turnover in our Family Assessment Service over the past year has contributed to current re-referral rates impacting on improvement. Embedding a stable workforce is therefore key and our current consultation on the new service design is a fundamental step to achieve that stability. It is likely to be the end of the reporting year before sustained improvement is delivered.
CYPE 02	Percentage of C&F assessments completed within 45 working days	Bigger is better	Monthly	Financial year to Nov 22	85%	79%	↔	Amber	Financial year to Oct 22	79%	2021/22	89%	86%	84%	The proportion of assessments taking longer than 45 days to complete has been impacted by locum staff leaving at short notice and sickness absence in our permanent staff. Permanent international recruitment has delivered new staff who are gradually increasing their caseload with support to adjust to the statutory framework in the UK. Managers continue to review all delayed assessments to ensure that services are in place where families require them prior to an assessment concluding and this continues to be an area of focus for improvement.
CYPE 03	% of children for whom Initial Child Protection Conferences (ICPC) was held in the month within 15 working days of the Strategy discussions	Bigger is better	Monthly	Financial year to Nov 22	77%	79%	↑	Green	Financial year to Oct 22	78%	2021/22	74%	76%	79%	Improvement work has enabled this area of practice to reach target this month.
CYPE 04	Total net current expenditure on CSC	Smaller is better	Monthly	Financial year forecast outturn Oct 22	£67.787m	£67.014m	↓	Green	Financial year forecast outturn Sep 22	£66.871m	2020/21	Comparable data not yet available	Comparable data not yet available	Comparable data not yet available	Budget and forecast at Period 7 (October)
CYPE 05	Net current expenditure per child on local Children Looked After (CLA)	Smaller is better	Monthly	Financial year forecast outturn Oct 22	£52,000	£53,589	↓	Amber	Financial year forecast outturn Sep 22	£51,533	2020/21	Comparable data not yet available	Comparable data not yet available	Comparable data not yet available	
CYPE 06	Net current expenditure on Unaccompanied Asylum Seeking Children (UASC) CLA	Smaller is better	Monthly	Financial year forecast outturn Oct 22	£3.803m	£2.595m	↑	Green	Financial year forecast outturn Sep 22	£2.683m		No comparable data available	No comparable data available	No comparable data available	The target of £3.803m is based on accommodation costs for 110 young people foster placements. The position of £2.595m is based on accommodation costs for 93 young people in foster placements.
CYPE 07	Number of local CLA	Smaller is better	Monthly	Nov-22	450	444	↑	Green	Oct-22	445	2021/22	4,819	8,165	72,629	
CYPE 08	Rate of local CLA per 10,000 under 18 years population	Smaller is better	Monthly	Nov-22	47.7	47.1	↑	Green	Oct-22	47.2	2021/22	53.3	39.9	60.1	
CYPE 09	Number of Unaccompanied Asylum Seeking Children (UASC) CLA	Smaller is better	Monthly	Nov-22	98	95	↓	Green	Oct-22	93	2021/22	494	1541	5507	Threshold for all Local Authorities regarding UASC was raised to 0.1% of Child Population on 24th August which is 98 children minimum. Consequently our target has been adjusted to reflect this change. With Lunar House situated in Croydon the council will always have an expectation of supporting the initial assessment of these asylum seeking and separated children liaising with other LA's regarding their transfer through the National Transfer Scheme.
CYPE 10	Percentage of the under 18 years population who are UASC	Smaller is better	Monthly	Nov-22	0.10%	0.10%	↓	Green	Oct-22	0.10%	2021/22	0.05%	0.08%	0.05%	See above commentary for CYPE 09
CYPE 11	Average Caseload per allocated Social Worker in Children's Social Care	Smaller is better	Monthly	Nov-22	17.0	16.1	↑	Green	Oct-22	16.3		No comparable data available	No comparable data available	No comparable data available	
CYPE 12	Juvenile first time entrants to the criminal justice system per 100,000 of 10-17 year olds	Smaller is better	Monthly	Financial year to Nov 22	262	197	↑	Green	Financial year to Oct 22	200	2021	207	184	147	Historically having a large youth population and a borough land size being second largest in London has meant Croydon's throughput of first time entrants to the criminal justice system has been higher than the London average. The Youth Offending team has assisted in the implementation of Community Resolutions (an alternative to arrest for small cannabis amount which was a leading offence type) since October 2021 and have already begun to see a significant number of young people being diverted away from the system. This together with a decline in first time entrants following the lifting of COVID restriction means we could see the Croydon rate be in line the London average for the first time by December 2022.
CYPE 13	Percentage of schools rated 'good' or 'outstanding'	Bigger is better	3 times per year	Dec-21	87%	87%	↓	Amber	Aug-21	89%	Dec-21	92%	93%	87%	
CYPE 14	Overall absence rate from State-funded primary, secondary and special schools	Smaller is better	Termly	2020/21 Academic Year	4.62%	4.65%	↓	Amber	2018/19 Academic Year	4.57%	2020/21 Academic Year	4.74%	4.44%	4.62%	Due to the disruption faced during the Spring 2020/21 term, caution should be taken when comparing data across to previous years. Pupil absence in schools in England for autumn term 2021 and spring term 2022 will be published on 20 October 2022.
CYPE 15	Persistent absence rate from State-funded primary, secondary and special schools	Smaller is better	Termly	2020/21 Academic Year	12.08%	12.20%	↓	Amber	2018/19 Academic Year	10.75%	2020/21 Academic Year	12.64%	11.32%	12.08%	Due to the disruption faced during the Spring 2020/21 term, caution should be taken when comparing data across to previous years. Pupil absence in schools in England for autumn term 2021 and spring term 2022 will be published on 20 October 2022.
CYPE 16	Permanent exclusions from schools as a percentage of the school population	Smaller is better	Annual	2020/21 Academic Year	0.06	0.03	↑	Green	2019/20 Academic Year	0.05	2020/21 Academic Year	0.03	0.03	0.05	Like the previous year, the 2020/21 academic year was affected by the COVID-19 pandemic. Schools were open to all pupils in the Autumn term, however during the Spring term schools were only open to key worker and vulnerable children from January for the first half term, before all pupils returned during the second half term. During this period online tuition was provided for pupils. Schools were then open to all pupils during the Summer term.
CYPE 17	Suspensions (fixed period exclusions) from schools as a percentage of pupils	Smaller is better	Annual	2020/21 Academic Year	3.76	3.46	↓	Green	2019/20 Academic Year	3.39	2020/21 Academic Year	2.78	2.79	4.25	As with 2019/20, while suspensions and permanent exclusions were possible throughout the academic year, these restrictions will have had an impact on the numbers presented and caution should be taken when comparing across years.
CYPE 18	EYFS (Early Years Foundation Stage) - Percentage of children achieving a good level of development	Bigger is better	Annual	2021/22 Academic Year	67.8%	67.4%	N/A	Amber	Not available - break in series		2021/22 Academic Year	68.0%	67.8%	65.2%	See above commentary for CYPE 16.
CYPE 19	KS2 - Percentage of pupils achieving expected standard at KS2 in Reading, Writing and Mathematics	Bigger is better	Annual	2021/22 Academic Year	65%	60%	↓	Amber	2018/19 Academic Year	67%	2021/22 Academic Year	62%	65%	59%	Our target has been revised/increased to the London average as a 'stretch' target as we have exceeded the national average. In 2021/22, the percentage of pupils achieving a good level of development in Croydon was 67.4% which is above the national average (65.2%) but slightly below London (67.8%) and our statistical neighbours (68.0%).
CYPE 20	KS4 - Average Progress 8 score per pupil	Bigger is better	Annual	2021/22 Academic Year	-0.03	-0.02	↓	Amber	2018/19 Academic Year	0.07	2021/22 Academic Year	0.19	0.23	-0.03	Due to the COVID-19 pandemic, the KS2 external assessments had not taken place in 2019-20 or in 2020-21. The assessments in 2021-22 were set at the same standard as 2018-19 and previous years in order to measure the effects of the pandemic on pupil achievement. The drop of 7%, as a result of the effects of the COVID-19 pandemic was in line with that of other local authorities and national figures.
CYPE 21	KS4 - Average Attainment 8 score per pupil	Bigger is better	Annual	2021/22 Academic Year	48.8	47.4	↑	Amber	2018/19 Academic Year	45.5	2021/22 Academic Year	49.8	52.6	48.8	In 2021/22 the average attainment 8 score in Croydon was 47.4. This is the 2nd lowest compared to our statistical neighbours, and slightly below the national average.
CYPE 22	KS4 - Percentage of pupils achieving grades 9-5 in English and Maths	Bigger is better	Annual	2021/22 Academic Year	49.8%	48.7%	↑	Amber	2018/19 Academic Year	40.5%	2021/22 Academic Year	52.3%	57.3%	49.8%	In 2021/22, the percentage of pupils achieving grades 9-5 in English and Maths in Croydon was 48.7%. This is the 3rd lowest compared to our statistical neighbours, and slightly below the national average. 67.7% of pupils gained at least a grade 4 in English and Maths in Croydon. There are wide variances in both measures across Croydon schools.
CYPE 23	Proportion of 16 and 17 year olds who were not in education, employment or training (NEET)	Smaller is better	Annual	Average of Dec 20, Jan 21 and Feb 21	2.8%	1.8%	↑	Green	Average of Dec 19, Jan 20, Feb 20	2.3%	Average of Dec 20, Jan 21 and Feb 21	1.7%	1.8%	2.8%	
CYPE 24	Proportion of 16 and 17 year olds not known if in education, employment or training (NEET)	Smaller is better	Annual	Average of Dec 20, Jan 21 and Feb 21	2.7%	3.6%	↓	Red	Average of Dec 19, Jan 20, Feb 20	2.9%	Average of Dec 20, Jan 21 and Feb 21	3.2%	2.2%	2.7%	Croydon has the largest 16-17 cohort in London; at any point in time, the population fluctuates around the 9,500 mark and is commonly around 500 or so larger than 2nd largest borough (often either Enfield or Newham). In comparison to other local authorities, Croydon's team resource to support young people who are not in education, employment or training (NEET) is comparatively small. We are required to report monthly to the DfE on both the number of young people who are NEET and Not Known as a summative figure as well as per each category. In order to have a factual understanding of the cohort, neither the NEET nor Not Known figures should be considered in isolation. More often than not, if the destination of a Not Known young person is confirmed, they are in more cases than not, NEET. The two figures are interdependent. This is demonstrated in the figures in CYPE 23 & CYPE 24; whilst our NEET stat is smaller than target, this invariably means that there are more young people whose destinations we have not been able to confirm, hence higher Not Known figures. Whilst the team does heavily focus on tracking work from Oct - March, the resource vs size of cohort is sparse. So that NEET caseworkers (who work directly with young people to support them [back] into education, employment or training) are not taken away from their core activity, we have historically hired an agency staff member over our busy period, to concentrate on tracking young people who are classified as Not Known. This allows for quick identification and referral to a caseworker. We were unable to do this during Dec 20 - Feb 21, due to lack of financial resource / permission to hire. Whilst caseworkers could help with tracking at times, it was imperative not to take them away at length from the core work. Whilst Croydon's Not Known position is above target, it must be noted that the figure is considerably lower than the more typical historical stats in excess of 10%, which did previously attract ministerial attention.
CYPE 25	Number of children with an EHCP educated in-borough mainstream schools	Bigger is better	Monthly	Nov-22	N/A	1178	↑	N/A	Oct-22	1153		No comparable data available	No comparable data available	No comparable data available	
CYPE 26	Percentage of children with an EHCP educated in-borough mainstream schools	Bigger is better	Monthly	Nov-22	To increase	29%	↔	Green	Oct-22	29%		No comparable data available	No comparable data available	No comparable data available	
CYPE 28	Number of Education Health & Care Plans issued (excluding exceptions)	N/A	Monthly	Rolling Year to Nov 22	N/A	592	N/A	N/A	Rolling Year to Oct 22	575	2021	2538	5464	34249	
CYPE 29	Percentage of Education Health & Care Plans issued within 20 weeks (excluding exceptions)	Bigger is better	Monthly	Rolling Year Av. to Nov 22	62%	34%	↑	Red	Rolling Year Av. to Oct 22	31%	2021	61%	64%	60%	We have now taken action and allocated the EHCPs across the whole team. We have internally reorganised the service so that we are working as one with no age divide. This has brought more officer resource to addressing the issue and is having a positive impact as can be seen by the significant rise in number of plans addressed and reported to DfE. We anticipate continued performance improvement and stabilisation of service delivery with all backlogs cleared by December - by which point the service will have been reorganised into all age locality based teams with a dedicated assessment service at the centre. Since July 2022 performance has improved each month and in November there were 54 EHCPs issued, of which 83% were on time.

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LONDON BOROUGH OF CROYDON

REPORT:	Children & Young People Sub-Committee
DATE	17 January 2023
REPORT TITLE:	WORK PROGRAMME 2022-23
LEAD OFFICER:	Tom Downs, Democratic Service and Governance Officer- Scrutiny T:020 8726 6000 x 63779
ORIGIN OF ITEM:	The Work Programme is scheduled for consideration at every ordinary meeting of the Children and Young People Scrutiny Sub-Committee.
BRIEF FOR THE COMMITTEE:	To consider any additions, amendments, or changes to the agreed work programme for the Committee in 2022/23.
PUBLIC/EXEMPT:	Public

1 SUMMARY

- 1.1 In This agenda item details the Sub-Committee's work programme for the 2022/23 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 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 In Note its work programme for the remainder of 2022-23, as set out in Appendix 1 of the report.
- 2.2 Consider whether there are any changes to the work programme that need to be reviewed.

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 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: Work Programme 2022/23 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
17/01/23	Budget Deep Dive	The purpose of the Budget Challenge reports is to provide the Children and Young People Sub-Committee with sufficient information to reach a view on the following 2023/24 budget proposals:- <ol style="list-style-type: none"> 1. The review of care packages for children with disabilities aged 0-17 2. The impact of the reduction in spend on the adolescent service. 3. Impact of the review of the Front Door and practices
	Education Estates Strategy	To consider whether there are any considerations or concerns it may wish to submit to the Cabinet during its consideration of the Strategy.
	Education Quality and Standards	To receive the summarised performance of children and young people in Croydon schools for the academic year 21/22.
28/02/23	Child and Adolescent Mental Health Services	To look at targets for waiting times for Child and Adolescent Mental Health Services alongside the monitoring framework.
	Exclusions	To look at the use of Behavioural Isolation Units, Pupil Referral Units and Off-siting.

		To look at progress made against adopting the recommendations made by the Task and Finish Group.
	Police representation and Multi-Agency Working	To look at the ways in which the police work in partnership with the Children, Young People & Education department to promote safeguarding and youth safety and how well this is working; Coverage of the Community Safety Strategy as it relates to children and young people; Stop and Search figures for young people for the borough.
18/04/23	Elective Home Education	To look at Elective Home Education in the borough and to review the number of children who have not returned to schools following the pandemic. To review how many families follow the curriculum and framework, the number of children completing exams and other data.
	Unaccompanied Asylum-Seeking Children (Provisional)	To review the number of UASC in the borough alongside central government funding and the performance of the National Transfer Scheme. To look at the impact of the war in Ukraine on additional numbers of UASC.

Standing Items:

Early Help, Children Social Care & Education Performance Dashboards - review and consider whether there are any areas of concern that may need to be scheduled for further scrutiny at a future meeting.

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 (S&O Committee to review People Strategy in September 2022)	<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 renewal 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 and why nursery children in our primary schools are not able to access this provision.

Antenatal and Health Visiting (Six Monthly)	To review shortfalls in the number of health visitors, antenatal and postnatal visits.
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