

Merton Council

Children and Young People

Overview and Scrutiny

Panel



Date: 11 October 2016

Time: 7.15 pm

Venue: Committee rooms C, D & E - Merton Civic Centre, London Road, Morden
SM4 5DX

AGENDA

Page Number

- 1 Apologies for absence
- 2 Declarations of pecuniary interest
- 3 Minutes of the previous meeting 1 - 6
- 4 EXEMPT minute from the previous meeting 7 - 10
Matters arising:
 - feedback on the Panel's reference to Cabinet regarding the site proposal for Harris Wimbledon secondary school
 - feedback on the call-in of Cabinet's decision regarding the site proposal for Harris Wimbledon secondary school (4 August 2016)
- 5 Cabinet Member updates:
 - Cabinet Member for Education (Councillor Cooper-Marbiah)
 - Cabinet Member for Children's Services (Councillor Neep)
- 6 School provision in LB Merton:
 - Provision of sufficient school places in Merton
 - The changing national landscape for education and Merton's work with schools in the borough
- 7 Performance monitoring
This will include a verbal update from the performance lead for CYP (Councillor Brunt) on the performance workshop.
- 8 Department update report
To include changes affecting social workers.
- 9 Online strategies task group: six monthly monitoring of recommendations
- 10 Task group update: routes into employment
There will be a verbal update on the progress of the task group

at the meeting.

11 Work Programme

11 - 28

- The voice of children and young people
- CYP task group 2016 – 2017
- Member training

12 CYP glossary

**This is a public meeting – members of the public are very welcome to attend.
The meeting room will be open to members of the public from 7.00 p.m.**

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Children and Young People Overview and Scrutiny Panel membership

Councillors:

Dennis Pearce (Chair)
Linda Taylor OBE (Vice-Chair)
Mike Brunt
Pauline Cowper
Charlie Chirico
Edward Foley
Joan Henry
James Holmes
Jerome Neil
Marsie Skeete

Substitute Members:

Agatha Mary Akyigyina
Sally Kenny
Adam Bush
Jill West
Peter Southgate

Co-opted Representatives

Helen Forbes, Parent Governor
Representative - Secondary and Special
Sector
Colin Powell, Church of England diocese

Note on declarations of interest

Members are advised to declare any Disclosable Pecuniary Interest in any matter to be considered at the meeting. If a pecuniary interest is declared they should withdraw from the meeting room during the whole of the consideration of that matter and must not participate in any vote on that matter. If members consider they should not participate because of a non-pecuniary interest which may give rise to a perception of bias, they should declare this, withdraw and not participate in consideration of the item. For further advice please speak with the Assistant Director of Corporate Governance.

What is Overview and Scrutiny?

Overview and Scrutiny describes the way Merton's scrutiny councillors hold the Council's Executive (the Cabinet) to account to make sure that they take the right decisions for the Borough. Scrutiny panels also carry out reviews of Council services or issues to identify ways the Council can improve or develop new policy to meet the needs of local people. From May 2008, the Overview & Scrutiny Commission and Panels have been restructured and the Panels renamed to reflect the Local Area Agreement strategic themes.

Scrutiny's work falls into four broad areas:

- ⇒ **Call-in:** If three (non-executive) councillors feel that a decision made by the Cabinet is inappropriate they can 'call the decision in' after it has been made to prevent the decision taking immediate effect. They can then interview the Cabinet Member or Council Officers and make recommendations to the decision-maker suggesting improvements.
- ⇒ **Policy Reviews:** The panels carry out detailed, evidence-based assessments of Council services or issues that affect the lives of local people. At the end of the review the panels issue a report setting out their findings and recommendations for improvement and present it to Cabinet and other partner agencies. During the reviews, panels will gather information, evidence and opinions from Council officers, external bodies and organisations and members of the public to help them understand the key issues relating to the review topic.
- ⇒ **One-Off Reviews:** Panels often want to have a quick, one-off review of a topic and will ask Council officers to come and speak to them about a particular service or issue before making recommendations to the Cabinet.
- ⇒ **Scrutiny of Council Documents:** Panels also examine key Council documents, such as the budget, the Business Plan and the Best Value Performance Plan.

Scrutiny panels need the help of local people, partners and community groups to make sure that Merton delivers effective services. If you think there is something that scrutiny should look at, or have views on current reviews being carried out by scrutiny, let us know.

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Agenda Item 3

All minutes are draft until agreed at the next meeting of the committee/panel. To find out the date of the next meeting please check the calendar of events at your local library or online at www.merton.gov.uk/committee.

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

29 JUNE 2016

(7.15 pm - 10.53 pm)

PRESENT: Councillors Dennis Pearce (in the Chair), Mike Brunt, Pauline Cowper, Joan Henry, Jerome Neil, Marsie Skeete, Linda Taylor OBE and James Holmes

Co-opted Members Helen Forbes, Denis Popovs and Colin Powell

ALSO PRESENT: Councillor Mark Allison (Deputy Leader and Cabinet Member for Finance), Caroline Cooper-Marbiah (Cabinet Member for Education), Katy Neep (Cabinet Member for Children's Services), David Chung, Abigail Jones and Russell Makin

Paul Ballatt (Assistant Director Commissioning, Strategy and Performance, CSF), Jacquie Denton (Principal estate surveyor), Chris Lee (Director of Environment and Regeneration), Jane McSherry (Assistant Director of Education), Tom Procter (Service Manager - Contracts & School Organisation), Yvette Stanley (Director, Children, Schools & Families Department) and Annette Wiles (Scrutiny Officer)

1 APOLOGIES FOR ABSENCE (Agenda Item 1)

Apologies for absence were received from Councillors Agatha Akyingyina, Charlie Chirico and Edward Foley.

2 DECLARATIONS OF PECUNIARY INTEREST (Agenda Item 2)

Councillors Pauline Cowper and Abby Jones declared their interest as trustees of the South Wimbledon Community Association.

3 MINUTES OF THE PREVIOUS MEETING (Agenda Item 3)

The minutes were agreed as a true and accurate reflection of the meeting.

There were two matters arising;

- Performance Report - Children, Schools and Families Department (item 10, page 8): Yvette Stanley reported quoracy of child protection conferences is improving. A new community health provider has been in place since April 2016 (Central London Community Healthcare). Attendance at these conferences is a requirement of the contract. Discussion about police attendance is continuing. This is a London-wide issue in part caused by the pressures on the service and responsibility for attendance falling across three different police command units.

Discussions are continuing between the Department and the Borough Commander.

- Corporate parenting (item 5, page 4): Paul Ballatt noted that it is the duty of the Council to provide a wide range of placement options for looked after children. A children's home to provide for teenagers in care is still being explored (either as part of a consortium or directly with a third party provider). The Panel will be kept informed of progress.

4 ELECTED MEMBER AND DEPARTMENTAL PORTFOLIO PRIORITIES (Agenda Item 4)

Yvette Stanley, Director for Children, Schools and Families, highlighted her key priority is to address the growing pressures on services caused by a growing population when the Department's budget is contracting by 30%.

Councillor Katy Neep, Cabinet Member for Children Services, highlighted her priority in the face of pressure on services is to encourage more partnership working going beyond the voluntary sector and looking, for example, at the corporate sector. Councillor Neep also noted her desire to work in partnership across the Council to provide for young people highlighting, for example, the importance of a housing offer.

Councillor Caroline Cooper-Marbiah noted all the hard work of officers and schools. Key priorities in her portfolio going forward are to continue to implement plans for providing sufficient school places for Merton's children and to retain a strong focus on continuing to improve school standards.

In response to Members' questions, the Director noted the impact of the changing policy arena on services. Firstly this is causing uncertainty in some areas – eg youth justice and adoption - and in others is causing concern (the proposed new assessment criteria and licencing of social workers may lead to some leaving the service). There is a risk that some policy developments may be hard to deliver (the lack of funding for youth justice requirements was noted). It was highlighted how the service is meeting these challenges with innovation; for example in developing new partnerships with and between LB Merton schools to continue delivering school improvement. Also, that risk for children is increasingly being managed in the community with partners. This requires there is shared understanding of thresholds and procedures. Representations are being made through London Councils and the Associations of Directors of Children's Services to influence these policy changes.

Resolved: for the Panel to receive regular updates on this developing policy arena. This will begin with an update at the next meeting on the policy changes affecting social workers.

5 PERFORMANCE MONITORING (Agenda Item 5)

In response to Member questions, officers clarified:

- Performance indicators 29 and 30 (% of surplus Reception and Year 7 spaces): surplus places in Reception are currently low and those at secondary will reduce

over the next couple of years with the increased demand coming through from our primary schools. In fact, additional provision will be needed in September 2018; and

- Performance indicator 11 (% of children who became the subject of a Child Protection Plan for the second or subsequent time): this is well monitored through the quality assurance process, DMT and the Safeguarding Board. It was noted that whilst families have been supported to achieve change how to make this resilient to other factors and allow families to recognise their own strengths to achieve systematic change is being pursued.

Councillor Joan Henry congratulated the Department on its success in recruiting 14 foster carers during the last municipal year.

RESOLVED: Councillor Mike Brunt was selected by the Panel to act as its lead on performance monitoring.

6 AGREEING THE PANEL'S WORK PROGRAMME (Agenda Item 6)

The Panel's draft work programme (page 34 of the agenda) was accepted.

RESOLVED: task group selection to be discussed at the next meeting.

7 TASK GROUP UPDATE: ROUTES INTO EMPLOYMENT FOR VULNERABLE COHORTS (Agenda Item 7)

Progress since the last meeting was reported; the Council's current offer to support vulnerable cohorts into employment has been mapped and task group members have met with those currently leading on the provision of this offer. This has resulted in a number of suggestions being made on how this offer might be improved. The task group will now consult more widely on these suggestions. Task group meetings will be held as required over the summer and it is anticipated a draft report and recommendations will be presented to the Panel at its meeting in October.

8 SCHOOL PROVISION: NEW SECONDARY SCHOOL PRE-DECISION SCRUTINY (Agenda Item 8)

Paul Ballatt introduced the item at the public session with reference to the public scrutiny report:

- The Council has a statutory responsibility to provide sufficient and appropriate school places;
- The new school will be financed by the Government (through the Education Funding Agency – EFA) with the Council contributing some funding as the new school will be meeting some of our 'basic need' for school places;
- It will be a Free School in line with Government policy;
- The Council has increased its primary place provision by 20+ forms of entry to meet need. This increase in demand is now progressing to secondary;

- The need for the new school is based on pupil number projections. This will be affected by the retention of pupils in Merton between primary and secondary phases;
- The EFA had originally planned for the new school to open in Sept 16 although a deferral until September 2017 was agreed some time ago. There may be a need to delay this further to September 2018 because of the difficulty in identifying a suitable site. Additionally this may be beneficial to Merton's other secondary schools as the increase in secondary pupil numbers is not due to hit until 2018; LB Merton's existing secondary schools are concerned about the potential impact on their admission numbers if the new school opens before the increase in demand for secondary places occurs;
- The school will initially have to use a temporary site (the vacant Whatley Avenue Adult Education site has been identified); and
- Details of the proposed permanent site are currently exempt because it involves commercially sensitive negotiations with third parties.

With the agreement of the chair Julia Waters, the Head of Ursuline High School, representing Merton Secondary Heads, also provided a short presentation. This supported the new school but only on the basis of it opening in September 2018 rather than September 2017; opening in 2017 would be before the forecast significant rise in pupil numbers so would lead to spare places in existing LB Merton secondary schools with significant financial consequences.

In response to Member questions, officers clarified:

- Demand for the new school is based on projections based on the number of children already in LB Merton primary schools (a paper was tabled at the meeting on the projections which is now part of the agenda pack for the meeting);
- If the projected increase in demand is realised, eight new secondary forms of entry will be needed. This can all be achieved through the new Harris Wimbledon development and the expansion of Harris Merton. Other expansion is available if this isn't sufficient;
- The Department has brokered meetings between the primary school (Joseph Hood) adjacent to the Whatley Avenue site and Harris Federation to support the development of a good relationship. This has focused on safeguarding younger children at the primary school. Harris Federation's delivery model has a strong focus on safety;
- The South Wimbledon location has been determined on need. This is where most of the increase in primary provision is located necessitating more secondary places that are accessible from Wimbledon and Colliers Wood;
- The proposed date for opening is still being considered; September 2017 is very ambitious and demand isn't projected to rise until September 2018. Extra provision in advance of this demand may destabilise existing LB Merton schools especially at a time when Sutton is also providing additional spaces;
- The new school, as a Free School, will be its own admission authority. It will still have to comply with the School Admissions Code and Harris Federation has given reassurances it won't be a selective school;

- There are currently no plans for expansion of other schools beyond Harris Wimbledon and Merton. Other secondaries in Merton will only be expanded if demand dictates. The disappointment of the Church of England Diocese was noted; it highlighted that current plans do not allow for a range of additional places to be offered including those in faith schools;

EXEMPT SESSION

Having fully explored the information provided in the public agenda, members of the public were asked to leave the meeting to allow information on the exempt agenda to be discussed. Details of this exempt session and the reference to Cabinet are contained in the exempt minute and report.

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Children and Young People Overview and Scrutiny Panel

Date: 11 October 2016

Agenda item:

Subject: Provision of school places in Merton

Lead officer: Yvette Stanley

Lead member: Councillor Caroline Cooper-Marbiah

Contact officer: Tom Procter, Head of Contracts and School Organisation

Recommendations

For Children and Young People Overview and Scrutiny Panel to comment and note:

1. The progress and current position regarding the provision of primary, secondary and special school places outlined in this report.
2. To note the changes in admission arrangements for Community schools in recent years and the intention that there will be no substantive changes proposed for September 2018 entry.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1 The purpose of this report is to update Children and Young People Overview and Scrutiny Panel on the latest projections for school places demand, including the requirement to facilitate sufficient good quality secondary school provision for its residents in time to meet the rising need for year 7 (start of secondary school) places over the next few years.
- 1.2 With regard to primary school places, 21 extra forms of entry (FE) in permanent accommodation have been provided compared to 2007 levels through the council's school expansion programme, plus the provision of a new 2FE Free School. The forecast is for a modest drop in demand for primary school reception places over the next couple of years, although higher numbers continue to flow through the primary school year groups.
- 1.3 The higher number of primary school pupils are now reaching year 7 and for some time the most significant concern has been the major rise in September 2018.
- 1.4 Through various reports to Cabinet, the latest being on 18 January 2016 and 4 July 2016, the council's agreed strategy is to provide sufficient secondary places by expanding the smaller schools to the east as needed, and to provide a new school accessible to residents in the general Wimbledon area through Harris Academy Wimbledon, which received pre-opening approval from the Secretary of State in early 2015.

1.5 This report also outlines the rise in demand for SEN places, which is proportionally higher than for mainstream education.

2 DETAILS

2.1 Merton in its role as the Local Authority seeks:

- To provide the highest standards of education and ensure all our schools are good or outstanding;
- Results for attainment and progress which compare with the best in London;
- To ensure that all children and young people enjoy learning opportunities, feel rewarded by their experience and achieve their full potential;
- Provision which contributes to the broader well-being of children and families
- Provision which is a positive choice for families

2.2 Our approach in relation to school expansion has been based on these principles, whilst also being pragmatic to ensure that school expansion is delivered as cost effectively as possible to reduce the impact on Council Tax.

2.3 This report considers the school provision in the sectors of mainstream primary, mainstream secondary, and special education.

Primary school places

2.4 With regard to primary school places, the council experienced an exceptional increase in demand for places, which required a substantial increase in reception year places from 2008 to 2015.

2.5 The primary school expansion projects are now largely completed, with just two schools remaining under construction in summer 2016. Singlegate is now fully completed and the additional classroom block at Dundonald Primary School has been completed, with the related adaptation work due for completion by the end of November.

2.6 The council's primary school expansion programme has provided an additional 21 forms of entry at 20 separate schools. In addition a Free School has opened - The Park Community School, so the expansion has been 23 extra forms of entry (FE) compared to 2007 levels. This is 690 additional places per year - 4,830 places across all the primary school year groups.

2.7 As shown in table 3 (appendix 1) the level of surplus places in reception year was 5.8% in 2015/16. This is in-line with the generally accepted recommendation of 5-10% to balance efficiency and an element of parental preference, originally proposed by the Audit Commission. The forecast from the Greater London Authority roll projection service (table 1 in appendix 1) is for a modest drop in demand for primary school reception places over the next couple of years so this

will increase slightly, though the 2015 calendar year birth figures released over the summer and since these projections indicate that demand will go back up again in 2020.

- 2.8 The primary school roll number across all year groups will continue to rise until 2017/18 as the higher numbers flow through primary school .
- 2.9 The surplus in reception year is slightly higher than planned due to the approval of the Free School in a new location and the expansion of an outstanding Lambeth school adjacent to Merton's border after the LB Merton school expansions had commenced.

Secondary school places

Level of demand

- 2.10 With the substantial increase in demand for primary school places starting in 2008, it follows that since 2015 there has been an increase in demand for year 7 places. As illustrated in table 4 (below and in appendix 1), the level of surplus places in year 7 has reduced from just under 13% three years ago to 5.5% in 2015/16.
- 2.11 Over the past three or so years the council and GLA forecasts for increased secondary school places has been moderated to reflect a reduced retention of pupils from year 6 in LB Merton state funded schools (last year of primary school) to year 7 in LB Merton state funded secondary schools. The forecast submitted to the DfE in its annual School Capacity ("SCAP") return in July 2016 is based on LB Merton state funded secondary schools only providing for 79% of pupils that leave primary school.
- 2.12 From the mid-2000s to 2012 this retention rate was 85% to 90% and part of the reason for this reduction is that some Authorities including LB Sutton have 'front loaded' secondary school expansions at popular schools; this may not continue given the substantial increase in pupils coming through primary school throughout South West London, though the impact of this largest increase in demand for year 7 school places in over a generation alongside many providers adding new places including new Free Schools throughout the region is difficult to forecast. In any situation, secondary schools with high parental preference levels will fill, and any surplus in the region will be at schools with low parental preference levels.
- 2.13 Based on school roll information from admissions for September 2016 (the official draft pupil count information is not available until later in the autumn), the total school roll in LB Merton's eight secondary schools is less than the forecast with a retention from year 6 reducing to approximately 75%. The major change to last year is a reduction in the parental preferences for one Academy school which has led to a substantive reduction in its year 7 roll.

2.14 Table 4 shows that with the Harris Merton expansion and Harris Wimbledon new school allowed for, the surplus based on the council's July 2016 SCAP return is forecast to be only 1.6% in 2018/19, but this will be 4.8% (so close to the recommended level referred to in paragraph 2.7) if the retention level stays at 2016/17 levels rather than goes back to the most recent norm or higher.

TABLE 4 - LB MERTON SECONDARY SCHOOLS YEAR 7 ACTUAL AND FORECAST SURPLUS BASED ON SCAP* RETURN AND EXPANSION PLANS

	YEAR 7 ROLL (actual and forecast)	TOTAL PAN (Published admission numbers)	SURPLUS	SURPLUS %	
2012/13	1,454	1669	215	12.9%	
2013/14	1,465	1669	204	12.2%	
2014/15	1,492	1669	177	10.6%	
2015/16	1,578	1669	91	5.5%	
2016/17	1,651	1699	48	2.8%	Harris Merton extra 30 places
2017/18	1,687	1729	42	2.4%	Harris Merton further extra 30 places
2018/19	1,879	1909	30	1.6%	Harris Wimbledon extra 180 places
2019/20	1,873	1909	36	1.9%	
2020/21	1,844	1909	65	3.4%	
2021/22	1,882	1909	27	1.4%	
2022/23	1,891	1909	18	0.9%	

* The "SCAP return" is the council's school capacity return to the DfE required by the end of July each year, which includes the requirement to provide a forecast of the school roll in the council's state funded schools. The 2016 forecasts used are based on a retention rate from LB Merton primary schools of 79%. The forecasts are relatively similar to the Greater London Authority's roll projection service standard model.

As described in paragraph 2.13 above, our latest information from admissions is that the roll will only be circa 1560 so 8.2% surplus, due to changes in admissions preferences for one school. If the model is adjusted to only be a 76.4% retention for future years the surplus is forecast to be 4.8% rather than the 1.6% in the table above, with similar changes in other years.

2.15 Table 5 (appendix 1) illustrates that there will reliably be over 360 additional children finishing primary school in LB Merton in summer 2018 compared to summer 2016, and if the proportion of these children requiring a school place increases back up towards previous levels then further expansion will be required. The council's capital programme allows for two further secondary school expansion to provide a further four additional forms of entry i.e. 12 forms of entry in total.

Secondary school expansion strategy

2.16 The council's strategy as reported to Cabinet in January 2016 is therefore to provide up to 12 additional forms of entry in secondary school, but only subject to

demand. Up to 6 forms of entry can be provided by expanding Harris Merton, Harris Morden and St. Mark's Academy by 2 forms of entry each, and therefore making them 8 forms of entry - the same capacity as Rutlish, Ricards Lodge and Raynes Park High Schools. However, to ensure that places are only provided when they are definitely needed Cabinet agreed in January 2016 to only proceed with Harris Academy Merton at this stage, with 240 places being offered for September 2017.

- 2.17 The other 6 forms of entry will be provided by a new school – Harris Academy Wimbledon has pre-opening approval by the Secretary of State which has now been deferred to September 2018; as shown above, this reflects when there is the increase in demand to require it.
- 2.18 The expansion strategy therefore has the flexibility to provide an equal number of additional places to the west and east of the borough
- 2.19 With regard to the new school, although the final decision on site is for the EFA, the council has facilitated the acquisition of the site and has supported its proposed location in South Wimbledon for the following reasons:
- The choice of primary school expansion was carefully undertaken following yearly reviews to provide the most local school place possible to children and this led to approximately 70% of the primary school expansions being to the west of the borough (15 of the addition 23 FEs in SW19 and SW20, 2 in Lower Morden, and 6 in the Mitcham area). It therefore follows that there needs to be extra provision accessible for these children and families. Following lack of support from schools in the Wimbledon area to expand to more than their present 8 forms of entry, the only opportunities to expand school provision to the west is through a new school.
 - We can provide the same extra capacity as a new 6FE school in the Mitcham area through the expansion of the Harris Merton, Harris Morden, and St. Marks Academies. These are all presently 6FE each. It therefore follows that the new school should be accessible to children residing in the general Wimbledon area.
 - The South Wimbledon location is quite central and, as well as Wimbledon, it is extremely accessible for Colliers Wood and north of Mitcham town centre where there is presently no school. A simple look at the map of our present secondary school shows it is in a location currently without a school, being broadly equal distance between existing schools in the west and east of the borough
http://www.merton.gov.uk/location_of_merton_secondary_schools.pdf
 - Although there are presently more schools in LB Merton to the west of the borough two of the schools have a Catholic faith admissions policy rather than distance so location is not a significant factor

2.20 The report to Cabinet on 4 July 2016 on the site acquisitions for the new Harris Wimbledon School was restricted to the public due to the detailing of confidential property transactions that had not been completed. At the time of writing this report this remains the case.

Special school places

2.21 LB Merton caters for pupils with SEN (Special Educational needs) through mainstream schools, specialist provision within mainstream schools (“additional resourced provision”), special schools, and use of independent provision. There are three maintained special schools; in addition three primary and three secondary schools provide specialist provision for pupils with ASD (autistic spectrum disorders) and SCLN (Speech, language and communication needs). There is also a Pupil Referral Unit (SMART centre) which operates under the same management as Melrose, our special school for pupils with emotional and behavioural difficulties.

2.22 Over the past eight years the council has substantially increased the capacity of Cricket Green and Perseid special schools, and provided an additional base for primary school age ASD pupils at Hatfeild Primary School. In order to provide for the further increase in demand the following will be required and capital finance is included in the council’s four year capital programme:

- Increase the capacity of Perseid upper school from 56 to 84 places to match the higher numbers in the recently expanded lower school
- Increase the capacity of Cricket Green School to provide some further primary age capacity, but mainly to provide for the substantial number of MLD (Moderate Learning Difficulties) and ASD children reaching secondary school age over the next few years – Cricket Green provides substantially more places for secondary age children as some SEN children can be educated within a mainstream primary school, especially in the key stage 1, but cannot for the higher demands of a mainstream secondary school
- Increase the number of additional ASD places in specialist provision within mainstream school in the secondary school sector

School admissions

2.23 In enabling parents to access sufficient good quality school places it is also important to have fair admissions policies.

2.24 The council is the admissions authority for all Community schools and co-ordinates the admissions process for all state funded schools within LB Merton including Voluntary Aided schools, Free Schools and Academies.

2.25 To facilitate fair access the council has adjusted the following admissions policies in recent years.

- Providing Admission Priority Areas (APAs) for some expanded schools (Wimbledon Chase, Wimbledon Park and Poplar Primary Schools) so that the additional places are accessible where there is the highest demand and where there is not a local alternative school
- Revising the Dundonald and Wimbledon Chase APA and siblings policy. Due to concern that siblings residing some distance from these schools were 'blocking' places at these highly popular schools, the policy is amended for September 2017 entry so that only siblings living within an amended APA get the higher priority
- Clarified that a home address for admissions purposes remains with an owned property if a family moves to leased properties for a period of less than three years, to prevent families moving for the purpose of being in the traditional catchment area of a popular school
- A joint sibling policy at Ricards and Rutlish School to improve choice for families who have children of both sexes.

2.26 The council may review its admissions arrangements on an annual basis, and if there are any changes would consult in November or December of this year for September 2018 entry. However, officers do not propose to consult on any further substantive changes this year.

3 ALTERNATIVE OPTIONS

3.1 The main body of the report sets out the council's strategy for secondary school places, and the rationale for it, previously approved by Cabinet.

4 CONSULTATION UNDERTAKEN OR PROPOSED

4.1 No new decisions are set out in this paper

5 TIMETABLE

5.1 Table 4 sets out the forecast surplus of places based on the council's minimum secondary school expansion plans. Additional year 7 places have to be met by these dates to ensure the council fulfils its statutory function to provide sufficient school places. Of most note, there is a substantial single year jump of demand for year 7 places for September 2018, hence the council has been actively working with the EFA and Harris Federation to ensure the new Harris Academy Wimbledon can meet the demand when it is needed.

6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

6.1 All school expansions outlined in this paper have been approved in the council's capital programme.

Capital funding for a new school – Academies and Free Schools

- 6.2 As outlined in the legal implications section, there is a presumption that all new schools should be Academies or Free Schools. Free Schools are actually the same legal entity as Academies and the only difference is the way they are established and receive capital funding as new schools.
- 6.3 To establish an Academy the council would advertise a competition for a provider. The council would make recommendations to the Secretary of State for the provider, who would then make the final decision. The council would then have to meet the full capital cost for the new school, with the use of Basic Need grant from government as available, but which does not meet the higher costs associated with the infrastructure of an entirely new school or land purchases .
- 6.4 A more financially advantageous route for a council is to support a provider that has applied to the Secretary of State for a Free School. In this case the Education Funding Agency is financially responsible for the capital cost of the new school, though Local Authorities are expected to provide some contribution when it has a landholding and when there is basic need grant available to contribute. The council has therefore facilitated this route to enable Harris Academy Wimbledon (Free School) to assist in providing for the growth in the secondary school population.

7 LEGAL AND STATUTORY IMPLICATIONS

- 7.1 The council has a duty under section 14 of the Education Act 1996 to secure that sufficient schools for providing primary and secondary education are available for its area. The Act provides that schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character and equipment to provide for all pupils the opportunity of appropriate education. The local authority must exercise its functions under section 14 with a view to securing, diversity in the provision of schools, and increasing opportunities for parental choice. The Local Authority must in particular have regard to: (a) the need for securing that primary and secondary education are provided in separate schools; (b) the need for securing that special educational provision is made for pupils who have special educational needs; and (c) the expediency of securing the provision of boarding accommodation (in boarding schools or otherwise) for pupils for whom education as boarders is considered by their parents and the authority to be desirable. A local authority is required to respond to any parental representations on the exercise of its duty under section 14.
- 7.2 Since February 2012 under an amendment introduced by the Education Act 2011 there has been a presumption that new publicly funded schools will be academies. Under section 6A of the Education and Inspections Act 2006 (as amended), if a local authority think a new school needs to be established in their area, they must seek proposals for the establishment of an Academy. Under this duty, once the council had identified a site for a new school it has a duty to advertise for an academy provider. If the Secretary of State agrees an academy

proposal, then the council would be required to transfer the site for a new academy to a new provider and provide capital funding for the new school. In the unlikely event of there being no approved academy proposals, the council would be required to run a competition for a provider for the school on the site, for a foundation or voluntary school or an academy. The Local Authority cannot propose a new community school unless such a competition did not result in approved proposals.

7.3 The government is encouraging communities to propose new 'free schools' which have the same legal structure and requirements as academies. Free schools may be established in response to invitations for academy proposals by local authorities seeking to establish a new school or may be established through an application process under the government's free school programme. Where a local authority has advertised for an academy provider under section 6A of the 2006 Act, the Secretary of State has power to require the transfer of the site to any academy provider, including a free school provider.

7.4 Under the Academies Act, Schedule 1, subsections (2) and (2A) of section 123 of the Local Government Act 1972 (disposals of land by principal councils) do not apply to a disposal of land to a person for the purposes of an Academy. This means that the Council could if it wished transfer land to an academy or free school provider at less than the best consideration reasonably obtainable. There is however no requirement to do so in the absence of a transfer scheme as described above.

8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1 The school expansion programme will be considered in the light of equalities legislation, and ensure that all children, including with special education needs, have access to a suitable school place

9 CRIME AND DISORDER IMPLICATIONS

9.1 No specific implications from this report

10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1 The school expansion programme risks are managed at project and programme level.

10.2 There are particular risks associated with the new secondary school which are being managed by officers in partnership with the EFA to ensure the required year 7 places will be delivered for September 2018.

11 APPENDICES – the following documents are to be published with this report and form part of the report

Appendix 1:

TABLE 1 - LB MERTON PRIMARY SCHOOLS ROLLS TO 2015/16 AND SCAP (SCHOOL CAPACITY RETURN TO DfE) FORECASTS

TABLE 2 - LB MERTON SECONDARY SCHOOLS ROLLS TO 2015/16 AND SCAP FORECASTS

TABLE 3 -LB MERTON PRIMARY SCHOOLS YEAR R ACTUAL AND FORECAST SURPLUS BASED ON SCAP RETURN

TABLE 4 - LB MERTON SECONDARY SCHOOLS YEAR 7 ACTUAL AND FORECAST SURPLUS BASED ON SCAP RETURN AND EXPANSION PLANS

TABLE 5 - PRIMARY SCHOOL EXPANSION WITH PUPILS REACHING YEAR 7 (STARTY OF SECONDARY SCHOOL) 2016-18

12 BACKGROUND PAPERS

Cabinet 18 January 2016 - Secondary School expansion including new school

Cabinet 4 July 2016 – Harris Wimbledon Secondary School – Required Site (Exempt)

Cabinet 19 September 2016 - Expansion of Harris Academy Merton – contract award for construction works

APPENDIX 1 – SCHOOL ROLL FORECAST INFORMATION

Tables 1 to 4 below provide the borough wide school projection forecasts that LB Merton submitted in July 2016 for its SCAP (School capacity return) to the DfE.

TABLE 1

LB MERTON PRIMARY SCHOOLS ROLLS TO 2015/16 AND SCAP (SCHOOL CAPACITY RETURN TO DfE) FORECASTS

Forecast Year	R	1	2	3	4	5	6	Total
2012/13	2,599	2,612	2,284	2,197	2,082	1,888	1,817	15,479
2013/14	2,547	2,577	2,557	2,224	2,149	2,028	1,848	15,930
2014/15	2,627	2,532	2,554	2,502	2,209	2,109	2,024	16,557
2015/16	2,628	2,591	2,509	2,486	2,458	2,156	2,081	16,909
2016/17	2,594	2,615	2,575	2,460	2,422	2,471	2,129	17,266
2017/18	2,542	2,588	2,575	2,546	2,393	2,404	2,447	17,495
2018/19	2,459	2,529	2,549	2,539	2,482	2,377	2,382	17,317
2019/20	2,462	2,450	2,492	2,512	2,471	2,454	2,349	17,190
2020/21 *	2,472	2,454	2,416	2,457	2,446	2,448	2,438	17,131

* Live birth figure for 2015 published summer 2016 showed a rise of 138 compared to 2014.

Forecasts don't take this into account until next year, so a rise in 2019/20 and 2020/21 projections for year R expected

TABLE 2 - LB MERTON SECONDARY SCHOOLS ROLLS TO 2015/16 AND SCAP FORECASTS

	7	8	9	10	11	Total 7-11	12	13	Total post 16	Total all school
2012/13	1,454	1,450	1,508	1,571	1,590	7,573	699	455	1,154	8,727
2013/14	1,465	1,459	1,440	1,503	1,532	7,399	856	499	1,355	8,754
2014/15	1,492	1,462	1,450	1,446	1,497	7,347	805	657	1,462	8,809
2015/16	1,578	1,482	1,451	1,454	1,416	7,381	754	632	1,386	8,767
2016/17	1,651	1,578	1,482	1,451	1,454	7,616	732	579	1,311	8,927
2017/18	1,687	1,651	1,578	1,482	1,451	7,849	747	566	1,313	9,162
2018/19	1,879	1,687	1,651	1,578	1,482	8,277	745	578	1,323	9,600
2019/20	1,873	1,879	1,687	1,651	1,578	8,668	762	575	1,337	10,005
2020/21	1,844	1,873	1,879	1,687	1,651	8,934	811	589	1,400	10,334
2021/22	1,882	1,844	1,873	1,879	1,687	9,165	848	626	1,474	10,639
2022/23	1,891	1,882	1,844	1,873	1,879	9,369	867	655	1,522	10,891

TABLE 3**LB MERTON PRIMARY SCHOOLS YEAR R ACTUAL AND FORECAST SURPLUS BASED ON SCAP RETURN**

	YEAR 7 ROLL (actual and forecast)	TOTAL PAN (Published admission numbers)	SURPLUS	SURPLUS %
2012/13	2,599	2670	71	2.7%
2013/14	2,547	2670	123	4.6%
2014/15	2,627	2790	163	5.8%
2015/16	2,628	2790	162	5.8%
2016/17	2,594	2790	196	7.0%
2017/18	2,542	2790	248	8.9%
2018/19	2,459	2790	331	11.9%
2019/20	2,462	2790	328	11.8%
2020/21 *	2,472	2790	318	11.4%

TABLE 4 - LB MERTON SECONDARY SCHOOLS YEAR 7 ACTUAL AND FORECAST SURPLUS BASED ON SCAP RETURN AND EXPANSION PLANS

	YEAR 7 ROLL (actual and forecast)	TOTAL PAN (Published admission numbers)	SURPLUS	SURPLUS %
2012/13	1,454	1669	215	12.9%
2013/14	1,465	1669	204	12.2%
2014/15	1,492	1669	177	10.6%
2015/16	1,578	1669	91	5.5%
2016/17	1,651	1699	48	2.8%
2017/18	1,687	1729	42	2.4%
2018/19	1,879	1909	30	1.6%
2019/20	1,873	1909	36	1.9%
2020/21	1,844	1909	65	3.4%
2021/22	1,882	1909	27	1.4%
2022/23	1,891	1909	18	0.9%

Harris Merton extra 30 places
Harris Merton further extra 30 places
Harris Wimbledon extra 180 places

TABLE 5**PRIMARY SCHOOL EXPANSION WITH PUPILS REACHING YEAR 7 2016-18**

School	Cohort Year 7 in 2018/19(<i>Year 4 in Jan 2016 schl census</i>)	Cohort Year 7 in Sept 2017 (<i>Year 5 in Jan 2016 schl census</i>)	Cohort Year 7 in Sept 2016(<i>Year 6 in Jan 2016 schl census</i>)	
SW19/SW20				
All Saints' CofE	48	25	30	
Bishop Gilpin CofE	60	88 *	57	* One year bulge class only
Dundonald	59 **	29	27	** One year bulge then permanent 4 years later
Joseph Hood	42	27	26	
Merton Abbey	51	29	29	
Singlegate	59	30	30	
St Mary's RC	59	30	30	
The Priory CofE	83 *	41	50	* One year bulge class only
Wimbledon Park	83	52	42	
Morden/Lower Morden				
Aragon	77	79	55	
Hillcross	81	60	57	
Mitcham				
Cranmer	87	87	59	
Gorringe Park	81	54	57	
Liberty	77	56	55	
William Morris	47	30	30	
Total at above schools	994	717	634	Rise of 360 pupils
All LB Merton schools	2458	2156	2081	Rise of 377 pupils

Holy Trinity CE , Hollymount, and Wimbledon Chase (SW19/20), St. Thomas of Canterbury and Benedict Primary Schools not included in above table as expanded numbers reached year 7 by September 2016
 Later expansions to enter year 7 in September 2019 or later are at Pelham, Poplar, a further 30 at Singlegate, and Park (Free School)

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 11th October 2016

Agenda item: Update on Government proposal for education and the implications of these proposals

Wards: All

Subject: Update on Government proposal for education and the implications of these proposals

Lead officer: Jane McSherry, Assistant Director of Education

Lead member: Cllr Caroline Cooper-Marbiah

Forward Plan reference number: N/A

Contact officer:

Recommendations:

- A. Members of the panel note the contents of the report.
 - B. Members of the panel to note the establishment of a Steering Group of schools and the LA to plan for a sustainable model of school improvement for Merton schools.
-

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. This paper summarises the main proposals in the Government White Paper 'Education Excellence Everywhere' and the recent Government Consultation 'Schools that work for everyone'. Reference is also made to the associated plans in the Budget published on 16th March 2016.
- 1.2. The proposals within 'Education Excellence Everywhere' envisaged a school-led system in which every school became an academy by 2020 (or would be en route to this status) and a redefined role for local government focused on ensuring that every child has a school place, ensuring the needs of vulnerable pupils are met and championing the needs of parents and families. The original proposal for forced academisation was later amended although the Government's direction of travel remains a fully academised system.
- 1.3. The Government Consultation 'Schools that work for everyone', launched on 12th September 2016, puts forward proposals to increase good school places through incentivising independent schools, universities, selective schools and faith schools to either expand, partner existing schools or set up new state schools (Appendix 1).
- 1.4. A key element of the Budget proposals announced in March 2016, linked to the proposals in the White Paper, is a reduction of the Education Services Grant, with the expectation that local authorities will withdraw from school improvement which will instead be the responsibility of the Regional School Commissioners, multi-academy trusts and teaching schools. Since the

forced academisation element of the White Paper has been dropped there has been no corresponding reconsideration of the Education Service Grant.

- 1.5. The White Paper also put forward proposals for a National Funding Formula. The outcome of the first part of the consultation on these proposals has not yet been published and the implementation on the proposals has been delayed.
- 1.6. The paper sets out the implications of these changes for school governance, staffing, school budgets, special educational needs placements, school buildings and school support services.

2 WHITE PAPER – EDUCATION EXCELLENCE EVERYWHERE

- 2.1. On Thursday 17th March 2016, the Government published a White Paper, 'Education Excellence Everywhere' setting out its vision for the future operation of the school system:

“A school-led system with every school an academy, empowered pupils, parents and communities and a clearly defined role for local government.”

The White Paper goes on to state that by the end of 2020, all schools will be academies or in the process of becoming academies; by the end of 2022, local authorities will no longer maintain schools. This element of the proposals was later modified. The two criteria for forced academisation of a LA schools is now a) a critical mass of schools have converted to academy status or b) the LA consistently fails to meet a minimum performance threshold across its schools.

- 2.2. While the White Paper does not rule out standalone academies, the preferred model going forward is for multi-academy trusts. In April 2016 29% of secondary schools nationally were standalone academies and 30% were in multi-academy trusts (MATs) with the remaining 41% being community or foundation schools. In the primary sector, 4% were standalone academies and 13% in MATs, with 82% still community or foundation schools. In Merton, three schools are in secondary MATs (St Marks Academy and two Harris schools) and four schools are in primary MATs (Beecholme, two Chapel Street schools and one Harris school).

- 2.3. There are various types of MATs:

- sponsored trusts - these are established under the Education and Adoption Act (April 2016), where a school is deemed 'eligible for intervention', either because it has been judged 'inadequate' by Ofsted or it been issued with a statutory Warning Notice or it is deemed to be 'coasting';
- converter trusts - these have a lead school with an executive head across several schools;
- schools-led trusts – (these are much less common) all schools are equal and the trust is managed by a board with a chief operating officer.

It should be noted that, regardless of the type of trust, it is the Regional School Commissioner (RSC), not the local authority, who in future will decide which schools can become an academy in any given trust.

2.4. The White Paper also outlined proposals for changes to:

- Teacher recruitment, training, accreditation and continued professional development;
- Incentives to attract the best leaders to challenging areas and building infrastructures to support development of MAT leadership;
- Skills based governance;
- National Leaders in Education to provide more school to school support and system leadership;
- Curriculum and embedding new assessments, focusing on the lowest attaining and most academically able and those with special educational needs and disabilities;
- Alternative Provision (AP) systems so that mainstream schools remain accountable for the education of pupils in AP and responsible for commissioning high quality AP;
- School funding through a National Funding Formula.

2.5. The White paper defines the future role of the LA in three key areas: ensuring every child has a school place; ensuring the needs of vulnerable pupils are met and acting as champions for all parents and families.

3 CONSULTATION – SCHOOLS THAT WORK FOR EVERYONE

3.1. The consultation outlines the increasing demographic pressures of the rising school aged population and also the continuing pressure for good school places. It identifies the issue of access to good secondary places where poor access is found almost everywhere in the country, with the exception of London and the North West.

3.2. The consultation proposes to increase good school places by: giving schools with a strong track record the right incentive; using the expertise of high performing institutions to set up new places in the state sector (as well as turning round existing schools) and delivering a diverse school system.

3.3. Four key areas are covered:

- Independent schools directly assisting in the state sector including sponsoring academies or setting up free schools;
- Universities playing a direct role in improving school quality and attainment including sponsoring academies and setting up free schools;
- Selective schools providing more school places including expanding existing selective schools, creating new wholly or partially selective schools and allowing existing non selective schools to become selective;
- Faith schools delivering more school places including removing 50% rule.

- 3.4. The proposals are aimed at children from low income families and from families who are 'just about managing'.
- 3.5. The consultation closes on 12th December 2016.

4 NATIONAL FUNDING FORMULA AND EDUCATION SUPPORT GRANT

- 4.1. The White Paper followed an announcement in the Budget indicating that the Education Services Grant to local authorities would be reduced by approximately £600 million, as outlined in the 2015 Autumn Statement. A key aspect of this reduction, explicitly stated by the Chancellor at the time, was that local authorities would step back from school improvement, responsibility instead resting with the Regional Schools Commissioner, multi-academy trusts and teaching schools.
- 4.2. The budget statement was preceded by a first stage consultation on establishing a National Funding Formula for all schools, dispensing with the current arrangements for a local formula determined by the Schools Forum. The new national formula will still be weighted for issues including deprivation, SEN and geographical location and is therefore likely to include recognition of the higher costs of teaching in London. The original plan was for a 'soft' national formula to be introduced in 2017-19 with funding passed to schools via LAs, with a 'hard' formula following in 2019-20 with funding going direct from the Education Funding Agency (EFA) to schools. The first phase of this will now be delayed by a year although it is unclear whether the final date for implementation in 2019-20 will still remain in place.
- 4.3. Simultaneously a second consultation was published on the funding for 'high needs' pupils, including those with special educational needs (SEN). The proposal is to introduce a funding formula based on proxy indicators and historical spend which will be allocated to Local Authorities to distribute to schools. A further proposal is to re-base the current levels of allocation to take account of pupils who attend schools in other LAs. More detail will be provided in Stage 2 of the consultation which was due to be later this year but has also been delayed. A consultation on Early Years funding has just taken place.
- 4.4. The consultations also contain a proposal to create a separate Dedicated Schools Grant (DSG) block to fund the reduced Education Service Grant functions plus ongoing central DSG functions.

5 IMPLICATIONS OF THE WHITE PAPER AND FUNDING PROPOSALS

- 5.1. In the short term, local authorities will continue to have responsibilities which include: employment of staff in community schools including head teachers; ownership and asset management of school buildings; responsibilities relating to the governance, organisation and curriculum of maintained schools; the distribution of Dedicated School Grant to schools and audit; and ensuring high standards, as set out in the Education and Inspections Act 2006. Those responsibilities would shrink as each school in their area became an academy; when every school has done so, they will fall away entirely.

5.2. The implications of the proposed shift to an all-academy system are wide ranging and include changes to:

- School governance arrangements – in MATs there is a core governing body with responsibility for all schools within the trust. The White Paper makes clear that there will be fewer more highly skilled boards with strategic oversight of schools;
- Employment of staff – staff in maintained schools are employed by the council, when a school moves to become an academy staff are TUPE transferred to the Trust;
- School budgets and finance – the situation is different for schools who voluntarily convert that those who are forced to become sponsored academies. For schools where they convert voluntarily any budget surplus or deficit remains with the school on transfer. For schools forced to become sponsored academies any deficit has to be paid off by the council. Schools with deficit budgets may find it more difficult to join a trust;
- Provision of places for pupils with special educational needs and disabilities – if schools with designated specialism become academies there is nothing to stop them consulting on a change of designation at a later date which may impact on the councils ability to place children in local schools;
- Support services for schools – for services funded through the DSG there are implications if schools can no longer choose to de-delegate because all the funding is going directly into schools. This could have a disproportionate impact on small schools and schools with financial constraints;
- School land and buildings - under the proposals, all community school land and buildings would transfer to the academy trust;
- School improvement – as outlined above the direction of travel is for LAs to step back from school improvement. Effective LAs have access to early intelligence that alerts them to the antecedents of failure so that support can be offered before a school declines. This includes issues such as parental complaints, financial concerns, staff turnover, governor discord etc. Effective LAs critically assess strength and weaknesses and focus support where it is needed based on expert knowledge of local schools ensuring no school gets left behind. A Regional Schools Commissioner potentially covering up to a thousand schools will not be able to spot problems and take early action leading to a risk of schools failing.

6 IMPLICATIONS OF CONSULTATION – SCHOOLS THAT WORK FOR EVERYONE

6.1. There is very little detail of the implementation of the proposals in the consultation and therefore the full implications are difficult to assess. It is not clear for example which schools that are not currently selective will be allowed to be selective and how this will be managed within an area.

- 6.2. There is evidence presented in the consultation that there may be poorer educational outcomes for those pupils not attending a selective school in areas where selection is allowed.
- 6.3. A response to the consultation questions will be drafted and considered with the Cabinet Member.

7 WORK WITH MERTON SCHOOL TO DEVELOP A SUSTAINABLE MODEL FOR THE FUTURE

- 7.1. Briefings for Heads and Chairs of Governors have taken place during September on preparation for future academisation and the development of a sustainable school improvement model for Merton.
- 7.2. The current picture in Merton is very positive with 92% of schools rated 'good' or 'outstanding' by Ofsted, better than the National and London averages. 100% of secondary and special schools are 'good' or 'outstanding', better than the National and London averages and 90% of primary schools which is better than the National and in line with London averages.
- 7.3. A one year strategy was consulted on with schools and agreed in the summer Term 2016 (Appendix 2). The future strategy is to ensure strategic coherence within the local education system, building capacity and supporting vulnerable partners and developing increasingly deep, purposeful and robust partnerships with clear accountability.
- 7.4. With the Department for Education taking a more flexible approach to academy conversion, schools can take their time to fully analyse the best course of action for their learners and school objectives. Planning for any changes to partnerships, systems, structures and governance must not become a distraction from the core purpose of continually improving the quality and impact of education for all of the children and young people in Merton's schools.
- 7.5. It was agreed with schools that a Steering Group would be established to agree a new model for the Merton Education Partnership and to explore various models for sustainable school improvement in Merton including a School and LA Partnership to deliver school improvement services.
- 7.6. The Steering group will include Head teachers, Chairs of governors and LA officers and will feedback to a borough wide event in the Spring Term 2017.

8 TIMETABLE

- 8.1. Consideration of proposals for future models will be undertaken in the Spring Term 2017.

9 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

- 9.1. There could be considerable financial implications and these will need to be reviewed as options become clearer.

10 LEGAL AND STATUTORY IMPLICATIONS

- 10.1. These proposals are going through due parliamentary process.

- 11 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS**
- 11.1. The implications of the proposals could be considerable for vulnerable groups.
- 12 CRIME AND DISORDER IMPLICATIONS**
- 12.1. N/A
- 13 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS**
- 13.1. N/A
- 14 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT**
- Appendix 1
Consultation ‘Schools that work for everyone’
<https://consult.education.gov.uk/school-frameworks/schools-that-work-for-everyone>
- Appendix 2
School Improvement Strategy 2016/17
- 15 BACKGROUND PAPERS**

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School Improvement Strategy 2016/2017

Merton Local Authority

Introduction

The Merton School Improvement Strategy for 2016/2017 sets out the Local Authority's (LA's) principles, aims, priorities and mechanisms to ensure that all Merton schools are supported and challenged to continue to improve and to provide the best possible education for the children and young people in their care. We have set this strategy for one year only and will be working with Head teachers and Chairs of Governors over the next 6 -12 months to develop a shared future strategy for all schools in Merton.

The principles, aims, priorities and mechanisms outlined below are not new to Merton, but this Strategy seeks to clarify them and to develop some aspects.

This will be a year during which schools and the LA will be working to take advantage of the opportunities and meet the challenges presented by changes in the national education system, not least those identified in the government's most recent white paper 'Educational Excellence Everywhere' (March 2016), and those arising from the proposed changes to the National Funding Formula.

In this context, it is important to ensure that improvements in schools continue with pace and energy whilst planning for the future is robustly but carefully undertaken.

The LA will facilitate two sessions in the Autumn Term 2016, one in September and one in December for Head teachers and Chairs of Governors. The aim of these sessions will be to outline and discuss options in relation to the future strategy for school improvement across Merton. One element of these discussions will be different models of multi academy collaborations and the possible LA role within these. Options in relation to the provision of school improvement services will also be explored. Through these discussions and partnership planning we aim to:

- ensure strategic coherence within the local education system, building capacity and supporting vulnerable partners; and
- develop increasingly deep, purposeful and robust partnerships with clear accountability.

It is essential that schools take time to consider options for the future and enter into any new partnerships with clarity of purpose and vision and an understanding of how this partnership will lead to improved outcomes for pupils within each partner school.

The current national context and expectations of school improvement

LAs continue to have key statutory functions in relation to the education of children and young people, and hence to securing the improvement of all schools. These include ensuring that 'education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential'.

In addition, when delivering their school improvement function, local authorities must have regard to the Schools Causing Concern statutory guidance (March 2016). This guidance provides clarity about the role of local authorities in delivering school improvement for maintained schools and for academies. The guidance notes that local authorities have considerable freedom as to how they deliver their statutory responsibilities. Most importantly it notes that LAs should act as champions of education excellence across their schools and the importance of early

intervention and swift and robust action to tackle underperformance in maintained schools. In summary, local authorities which champion educational excellence are expected to do the following:

- understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention;
- with the relevant Regional Schools Commissioner ensure swift and effective action is taken when underperformance occurs in a maintained school, including and using their intervention powers, where this will improve leadership and standards; and
- encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools, and to enable other schools to access such support.

Academies are accountable to the Secretary of State, and therefore LAs are directed to focus their school improvement activity with the schools they maintain. LAs are directed to raise any concerns they have about an academy's standards, leadership or governance directly with the Regional Schools' Commissioner.

It should also be noted that local authorities are discharging their duties within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves.

The principles and aims of School Improvement in Merton

In this national context, Merton carries out its school improvement functions using the following principles:

- All children and young people in Merton deserve to receive education that is at least good, and which they enjoy;
- Much of the expertise which ensures schools are good or better is located in schools already. This expertise needs to be maximised and shared, building strong working relationships with education leaders in the area;
- Partnership working should explicitly ensure that all education professionals working in Merton, both in schools and the LA, work together for the benefit of all children and young people;
- Support and challenge for all Merton schools is provided on the basis of the rich information gathered from schools themselves, and using the resources available to the Local Authority, including the work of Merton Education Partners and Advisors, and of other LA officers, with Merton Schools;
- Support and challenge is provided to schools in proportion to need. Where concerns are identified, both the support and challenge increase responsively.

Priorities for improvement

The challenge for Merton can be captured in these overarching priorities:

- Ensure a good or outstanding school for every child and young person;
- Maintain at least good outcomes for all pupils and specifically to narrow the gaps for those identified as being vulnerable to poorer outcomes.

The impact of the School Improvement Strategy will be measured by:

- The proportion of Merton schools judged to be good or outstanding by Ofsted;
- Improvements made and validated in relation to the Ofsted judgement criteria between Ofsted inspections;
- The extent to which gaps are reduced between underachieving groups and their peers;
- The proportion of children and young people attending a school which is good or better.

Partnership working

Collaboration between Merton schools is strong, and Merton recognises that building on this strength is of paramount importance in seeking to secure the best outcomes for Merton's children and young people. The following are key existing mechanisms for collaboration and partnership working within Merton:

- The majority of Merton schools are members of local school clusters. These are organised as follows:
 - East Mitcham
 - Mitcham Town
 - Morden
 - West Wimbledon
 - Wimbledon

In addition, there is a cluster of Catholic schools, and a secondary phase cluster. Many schools will use not just the cluster relationships, but links with other schools both within Merton and beyond to share and gather best practice.

- The Merton Education Partnership (MEP) is made up of members from primary, secondary and special schools across the Borough, as well as members of the Education Department of the Local Authority. It aims to improve the quality of learning and teaching through collaborative expertise; to share best practice in order to secure high quality provision in a cost effective way; and to develop Merton schools' collective ability to inspire, and support and challenge each other to enrich Merton schools and Merton communities. The Partnership provides financial support for clusters of schools to work together to improve standards in English and mathematics, as well as supporting pupil wellbeing.
- Merton Leaders in Education (MLEs) provide school level support for leadership. This is a local programme, based on the local leaders in education programme. Working within a local programme, MLEs are able to bring a local knowledge of systems and of high expectations for Merton children and young people.
- Primary Expert Teachers (PETs) come from Merton's pool of excellent teachers, and provide hands on support for primary teachers in the classroom, focusing in particular on English and mathematics.
- The Special Schools' Teaching Alliance in Merton provides support for schools including coaching and leadership development programmes. This offer complements and enhances the local offer of support for Merton schools. The Teaching School Alliance also offers a Schools' Direct programme to maximise the new to teaching recruitment opportunities for Merton Schools.
- Teach Wimbledon is an alliance of local schools which, in partnership with the Local Authority, runs another Schools Direct new teacher training programme, again strengthening recruitment options for Merton schools.

Merton also seeks to develop collaborative relationships beyond its boundaries.

- The South West London School Effectiveness Partnership (SWLSEP) takes partnership working for the LA and Merton schools beyond the Borough border. Best practice and expertise is shared through joint programmes of professional development, focusing in particular on leadership, governance and curriculum development.
- Where expertise is not yet available locally, Merton looks to draw on the expertise of education professionals further afield. These include National Leaders in Education (NLEs), National Leaders of Governance (NLGs) and Teaching School Alliances located outside Merton.

Merton School Improvement

Merton continues to:

- Support and challenge schools to remain good or outstanding;
- Support and challenge schools to improve from an Ofsted 'requires improvement' judgement as soon as possible;
- Support schools in responding to national policy changes and government initiatives.

The Merton School Improvement (MSI) team works with schools, providing the support and challenge required. The team comprises inspectors (known as Merton Education Partners, MEPs) and advisors who work with schools, providing both in school support and challenge, and universal, central support, (mostly through continuing professional development opportunities).

The MSI team works closely with a range of other LA teams and services which contribute to the wider school improvement agenda in Merton. These include:

- Virtual School for Looked after Children
- Schools' Management and Information Service Support Team (Schools' IT support)
- Governor Services
- Equalities and Diversity Team
- SEN and Disabilities Integrated Service
- Virtual Behaviour Service
- Language and Learning Support Team
- Vulnerable Children's Team
- Supporting Families Team
- Education Welfare Service
- Traveller Education Service
- Continuing Professional Development Team
- Early Years' Service
- Admissions Team
- Research and Information Service

Monitoring, challenge and support, and intervention

All schools are linked to a MEP, and receive at least two visits a year. During these visits, MEPs seek to work as closely as possible with school leaders in the individual context of each school. Leaders and governors are challenged and supported, particularly with reference to the areas covered by the Ofsted framework, including safeguarding. Advisory support is also available for all schools from the MSI team. The LA's work is coordinated through a high level plan held by the school's MEP.

Where schools are evaluating themselves to be less than good, or where there are concerns about performance, support from the MEP increases. Advisors offer targeted support for identified schools, focusing on raising standards and improving the quality of teaching with regard to English, mathematics, equalities (including for those pupils eligible for the Pupil Premium), assessment, the curriculum and Early Years. Schools where concerns are identified are also asked to work with the LA through Support and Challenge Groups. Further detail about the increase in support and challenge in proportion to need can be found below.

Universal offer for schools

The universal offer for all schools, including central training, is also devised based on the knowledge of local school needs and in the context of the national education agenda. The MEP programme provides a framework for school self-evaluation, and a quality assurance function, giving external verification to self-evaluation for all schools. In general, the MSI team can offer support with:

- updates on national changes and developments
- a quality assurance and accreditation programme for NQTs;
- guidance on assessment, and the collection, presentation and analysis of pupil achievement data;
- identification and sharing of local and national good practice;
- guidance in identifying, analysing, planning for and monitoring required improvements;
- preparation for Ofsted;
- advice and guidance to ensure any priorities identified in inspection are addressed;
- training, coaching and advice on the curriculum, pedagogy, assessment, and teaching and learning; and
- general support for leadership.

Many of the services listed in the section above ('Merton School Improvement') also offer a buy back service through service level agreements for all Merton schools to support school improvement.

School categories and levels of support

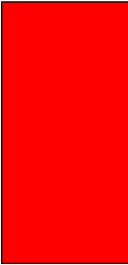
Support and challenge for schools is targeted towards those that require it most drawing on the range of information available, including:

- Schools' own self-evaluation based on the current inspection framework;
- Schools' most recent Ofsted inspection outcome;
- Pupil outcomes (using performance information both at statutory points of assessment and schools' own); and other data including that relating to: exclusions, admissions, staff turnover and vacancies, governor vacancies and financial issues; and
- Schools' leadership capacity (bearing in mind new appointments etc).

For the majority of schools, this information is gathered through the MEP programme. Where this is not the case, for example in some academies, judgements are made through desk top exercises looking at the latest data alongside Ofsted reports in order to assess school performance and detect any signs of decline. The information is considered in the round at the end of the summer term/beginning of the autumn term, and a school category and level of support is suggested, and contact is made with the Headteacher to discuss this. The agreed category is formally shared with schools by letter.

The following criteria are used as a guide when agreeing the categories.

Green	Schools performing well, which may include those that are: <ul style="list-style-type: none"> • 'good' or 'outstanding' as recently judged by Ofsted; • with strong pupil outcomes.
Yellow	This could include schools: <ul style="list-style-type: none"> • 'good' or 'outstanding' as recently judged by Ofsted; • with an uncharacteristic drop in performance; • which have been making improvements but are not yet consistently performing well across the school; • where leadership is vulnerable; • recently moved from RI.
Amber	This could include schools: <ul style="list-style-type: none"> • judged as 'requires improvement'; • where current performance could result in the school being judged as 'requires improvement' when next inspected; • below or close to floor standards; • with a decline in performance over time; • where there are serious financial concerns; • where leadership is vulnerable.
Red	Schools of concern, which may include schools:

- 
- in an Ofsted category;
 - where current performance could result in the school being judged as inadequate when next inspected;
 - with complex weaknesses;
 - requiring significant improvement with limited capacity to improve;
 - below the floor standards;
 - where there are other serious concerns which will affect outcomes for children.

Levels of support from the MSI team

Following an initial in-depth analysis of the information and deployment of resources at the beginning of the school year along the following lines, support is offered to schools on the following basis and continues to be adapted throughout the year as situations change.

Level of support		Nature of support
(i)	Green and some yellow category schools	<ul style="list-style-type: none"> • Two MEP visits and reports per year. • Advisory and other support available through the MSI service level agreement.
(ii)	Some yellow category schools	<ul style="list-style-type: none"> • Four MEP visits and reports per year. • Advisory and other support available through the MSI service level agreement.
(iii)	Some amber category schools	<ul style="list-style-type: none"> • Six MEP visits per year. • Three reports per year. • Advisory and other support available through the MSI service level agreement.
(iv)	Some amber category schools	<ul style="list-style-type: none"> • Nine MEP visits per year. • Three reports per year • Free advisory support available in line with the school's improvement priorities. • Support and Challenge Group
(v)	Red schools	<ul style="list-style-type: none"> • Nine MEP visits per year. • Three reports per year • Free advisory support available in line with the school's improvement priorities. • Support and Challenge Group

In addition, all 6th forms will receive two days of MEP support across the year. This is in addition to the days allocated to the school as outlined above.

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Committee: Children and Young People Overview and Scrutiny Panel

Date: 11 October 2016

Agenda item:

Wards: All wards

Subject: Performance monitoring 2016/17 (August 2016)

Lead officer: Paul Ballatt, Assistant Director of Commissioning, Strategy and Performance, Children Schools and Families

Lead member(s): Councillor Katy Neep; Councillor Caroline Cooper-Marbiah.

Forward Plan reference number: n/a

Contact officer: Naheed Chaudhry, Head of Policy, Planning and Performance.

Recommendations: That the Children and Young People's Overview and Scrutiny Panel;

A. Note the current level of performance as at August 2016 (appendix 1)

1. **PURPOSE OF REPORT AND EXECUTIVE SUMMARY**

1.1. To provide the Children and Young People's Overview and Scrutiny Panel with a regular update on the performance of the Children, Schools and Families Department and key partners. Data provided in appendix one is as at the end of August 2016. September data was not complete at the point of publication.

2. **DETAILS**

2.1. At a Children and Young People Scrutiny Panel meeting in June 2007 it was agreed that the Children Schools and Families Department would submit a regular performance report on a range of key performance indicators.

2.2. This performance report acts as a 'health check' for the Panel and as such is over and above the more detailed thematic reports scheduled to the Panel which relate to specific areas of activities such as the annual Schools Standards report, Corporate Parenting Report, MSCB annual report etc.

2.3. This performance index is periodically reviewed; in line with good performance monitoring practice the Performance lead Member has requested a review in time for the new financial year, a workshop has been arranged with officers in October.

2.4. As at August 2016, there is only one indicator underperforming.

2.5. **Indicator 3: Percentage of new Education, Health and Care plans issued within statutory 20 week timescale – Red.**

2.6. As at the end of quarter one 25% of new requests for EHC plans were completed within 20 weeks.

2.7. We have seen a significant increase in new requests for EHCPs, alongside an ongoing challenging agenda in transferring Statements of Special Educational Needs to Education Health and Care Plans (EHCPs) by March 2018.

2.8. In response to the demand issues we are putting in place changes within the Special Educational Needs team which include using the SEN Grant to increase the

number of staff within the team and reconfiguring their roles to a casework model while streamlining business processes to increase capacity.

2.9. Although we are not meeting the current KPI target it should be noted that we are above the national benchmark 18% in timeframe, London 14%, Outer London 15% and are rated 7th in London for transferring SEN Statements to EHC Plans.

1. APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

Appendix 1: CYPP performance index 2016/17 (August 2016)

2. BACKGROUND PAPERS

CSF Performance Management Framework <http://intranet/departments/csf-index/csf-performance.htm>

Children and Young People Overview and Scrutiny Panel - Performance Index 2016/17



No.	Performance Indicators	Target 2016/17	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2016/17 performance										Notes
					Merton 2015/16	Merton 2014/15	England	London		Apr-16	May-16	Jun-16 / Q1	Jul-16	Aug-16	Sep-16 / Q2	Oct-16	Nov-16	Dec-16 / Q3	Jan-17	
Assessments																				
1	Number of Common and Shared Assessments undertaken (CASAs)	Not a target measure	n/a	n/a	589	443	No benchmarking available	No benchmarking available	Not a target measure			120								Quarterly (Time lag in collating CASAs from partner agencies) YTD
2	% of Single Assessments completed within the statutory 45 days	85%		High	93%	91%	81% (CIN 2014-15)	80% (CIN 2014-15)	Green	99%	94%	92%	94%	92%						Year to Date
3	% of Education, Health and Care plans issued within statutory 20 week timescale (new, including exceptions)	85%		High	50%	58% (2015)	56% (2015)	64% (2015)	Red			25%								Year to Date
Child protection																				
4	Child Protection Plans rate per 10,000	Not a target measure	n/a	n/a	30.0	41.8	42.9 (CIN 2014-15)	40.6 (CIN 2014-15)	Not a target measure	27.8	31.1	31.5	31.5	32.8						Monthly - as at the end of the month
5	Number of children subject of a Child Protection Plan	Not a target measure	n/a	n/a	138	180	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	128	143	145	145	151						Monthly - as at the end of the month
6	Number of family groups subject of Child protection plans	Not a target measure	n/a	n/a	72	84	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	65	74	73	70	73						Monthly - as at the end of the month
7	% of Children subject of a Child Protection Plan with an allocated Social Worker	100%	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green	100%	100%	100%	100%	100%						Monthly - as at the end of the month
8	% of quorate attendance at child protection conferences	Not a target measure	n/a	High	100%	91%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure			97% (30/31)								Quarterly
9	% of reviews completed within timescale for Children with Child Protection Plans	Not a target measure	n/a	High	100%	93%	94.0% (CIN 2014-15)	95.7% (CIN 2014-15)	Not a target measure	100%	100%	100%	100%	100%						Year To Date (NI 67)
10	Percentage of Children subject of a CP Plan who had a 4 weekly visit within timescales in the month - (reporting activities)	Not a target measure	n/a	High	94%	No relevant benchmarking available	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	95%	91%	92%	96%	86%						Monthly - as at the end of the month
11	% of Children that became the subject of a Child Protection Plan for the second or subsequent time	16%	20%	Low	24%	17%	16.6% (CIN 2014-15)	13.8% (CIN 2014-15)	Green	17%	14%	7%	5%	4%						Year To Date (NI 65)
Looked After Children																				
12	Looked After Children rate per 10,000	Not a target measure	n/a	n/a	36	34	60 (903 2014-15)	52 (903 2014-15)	Not a target measure	34.8	35.0	36.3	36.5	33.7						End of the month snapshot
13	Number of Looked After Children	Not a target measure	n/a	n/a	164	157	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	160	161	167	168	155						End of the month snapshot
14	% of Looked After Children with an allocated Social Worker	Not a target measure	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	100%	100%	100%	100%	100%						Year to Date
15	Average number of weeks taken to complete Care proceedings against a national target of 26 weeks	35 weeks	8%	Low	38 weeks (30 weeks YTD)	24	30	No relevant benchmarking available	Green			18								Quarterly
16	% of Looked After Children cases which were reviewed within required timescales	Not a target measure	n/a	High	97%	95%	Not published	Not published	Not a target measure	100%	96%	99%	98%	96%						Year To Date (NI 66)
17	% of Looked After Children participating in their reviews in month	Not a target measure	n/a	High	90%	66%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure	100%	98%	100%	99%	100%						Year to Date
18	Stability of placements of Looked After Children - number of moves (3 moves or more in the year)	12%	n/a	Low	12%	14%	11% (903 2014-15)	No relevant benchmarking available	Green	0%	1%	1%	4%	7%						Year To Date (NI 62)
19	Stability of placements of Looked After Children - length of placement	68%	n/a	High	68%	46%	67% (903 2014-15)	No relevant benchmarking available	Green	74%	77%	80%	80%	80%						End of the month snapshot (NI 63)
20	% of Looked After Children placed with agency foster carers	42%	12%	Low	37%	42%	39% (903 2014-15)	No relevant benchmarking available	Green			38%								Quarterly
21	Number of in-house foster carers recruited	15	2	High	13	10	No relevant benchmarking available	No relevant benchmarking available	Green			4								Year to Date
22	Number of Looked After Children who were adopted and agency Special Guardianship Orders granted	13	34% 1cyp	High	13	16	No relevant benchmarking available	No relevant benchmarking available	Green	3	3	3	4	5						Year to Date

No.	Performance Indicators	Target 2016/17	Deviation	Polarity	Benchmarking and trend				BRAG rating	Merton 2016/17 performance												Notes
					Merton 2015/16	Merton 2014/15	England	London		Apr-16	May-16	Jun-16 / Q1	Jul-16	Aug-16	Sep-16 / Q2	Oct-16	Nov-16	Dec-16 / Q3	Jan-17	Feb-17	Mar-17 / Q4	
Childrens Centres and Schools																						
23	% outcome of all Children Centre Ofsted inspections good or outstanding (overall effectiveness)	100%	0%	High	100%	100%	66%	72%	Green				100%						Year to Date. National and London Comparitors as at 31/08/2015.			
24	% of total 0-5 year estimated Census 2011 population from areas of deprivation (IDACI 30%) whose families have accessed children's centre services	75% (19% per Quarter)	n/a	High	72%	78%	No relevant benchmarking available	No relevant benchmarking available	Green				34%						Year to Date Cumulates (Target 19% per quarter)			
25	% outcome of School Ofsted inspections good or outstanding (overall effectiveness)	91%	2.5%	High	89%	85%	85%	89%	Green				91%						Year to Date. National and London Comparitors as at 31/12/2015.			
26	Number of Primary permanent exclusions (Number YTD Academic year)	0	1cyp	Low	0	0 (Academic Year 2013-2014)	n/a	n/a	Green	0	0	0	0	0					August End of Acad. Yr. YTD (August data interim until November). September start of the new Acad. Yr.			
27	Number of Secondary permanent exclusions (Number YTD Academic year)	19	4cyp per quarter	Low	9	7 (Academic Year 2013-2014)	n/a	n/a	Green	12	16	16	16	16					August End of Acad. Yr. YTD. September start of the new Acad. Yr.			
28	% of Secondary persistent absenteeism (15% absence)	Not a target measure	n/a	Low	4.8% (2015)	4.5% (2014)	5.4% (2015)	4.5% (2015)	Annual measure										Annual Measure 2.5 terms DfE Published SFR maintained and academies			
29	% of Reception year surplus places	5.5%	n/a	Low	6.2%	1.1%	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual measure			
30	% of Secondary school (Year 7) surplus places inc. Academies	5%	n/a	Low	5.5%	11.3%	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual measure			
Young People and Services																						
31	Youth service participation rate	Not a target measure	n/a	High	3,695	3,234	No relevant benchmarking available	No relevant benchmarking available	Annual measure										Annual Measure			
32	% of CYP (16 - 18 year olds) not in education, employment or training (NEET)	4.7%	20%	Low	3.6%	4.3%	7% (2015)	No relevant benchmarking available	Green	3.6%	3.7%	3.8%	3.7%	3.9%					Monthly			
33	% of CYP (16 - 18 year olds) education, employment or training status 'not known'	Not a target measure	n/a	Low	3.6%	6.6%	9.0%	10.4%	Not a target measure	4.4%	3.2%	3.4%	3.5%	2.8%					Monthly			
34	Rate of proven re-offending by young people in the youth justice system	Not a target measure	n/a	Low	0.88	1.05	1.04 (2013)	1.10 (2013)	Not a target measure			1.54							Quarterly (NI 19)			
35	Number of First Time Entrants (FTEs) to the Youth Justice System aged 10-17	70	1cyp	Low	61	60	No relevant benchmarking available	No relevant benchmarking available	Green			12							Year to Date			
36	TF: Number of Families engaged for year 1 of Expanded Programme	Not a target measure	n/a	High	300	326/370 88%	No relevant benchmarking available	No relevant benchmarking available	Not a target measure			320							Quarterly			
37	% of commissioned services for which quarterly monitoring was completed	100%	n/a	High	100%	100%	No relevant benchmarking available	No relevant benchmarking available	Green			100%							Quarterly (Time lag in collating from partner agencies)			

Committee: Children and Young People Overview and Scrutiny Panel

Date: 11th October 2016

Agenda item:

Wards: All

Subject: Update on Developments Affecting Children, Schools and Families Department

Lead officer: Yvette Stanley, Director of Children, Schools and Families Dept

Lead members: Cllr Katy Neep, Cllr Caroline Cooper-Marbiah

Forward Plan reference number: N/A

Contact officer: Paul Ballatt, Assistant Director, Commissioning, Strategy and Performance

Recommendations:

A. Members of the panel note the contents of the report.

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

1.1. The report provides members of the panel with information on key developments affecting Children, Schools and Families Department since the panel's last meeting in June 2016.

2 DETAILS

- 2.1 Merton can celebrate another excellent year for A-Level results. Although figures are not yet validated, some 86% of students in Merton maintained secondary schools achieved at least three A-Level passes, above last year's national average of 78.7% and Merton's own performance last year of 71.2%. The percentage of students passing at grades A* - C increased this year to 83.4% against a national average of 77.6%. More Merton students achieved top grades than in previous years, increasing their opportunities to access good quality higher education.
- 2.2 Our GCSE results have also been very pleasing, bucking national trends with Merton pupils achieving improved A*-C grades in English and maths from last year against a significant fall nationally. 81% of pupils achieved A* - C in English, 21% above the national average (60%) and 77% of pupils achieved A* -C in maths, 16% above the national average (61%). The old key performance indicator "Percentage of pupils achieving five GCSEs (A* to C) including English and Maths" is no longer calculated nationally and has instead been replaced by a new accountability system at the end of Key Stage 4, namely Attainment 8 and Progress 8 - these KPIs will be published by the DfE in December/January.
- 2.3 Three schools have been inspected by Ofsted and ratings published since the last panel meeting. SS Peter and Paul Primary School improved its rating from 'requires improvement' to 'good'. Sacred Heart Primary School remains rated as

'requires improvement', although leadership and personal development domains were rated 'good'. Stanford Primary School also remains rated as 'requires improvement' with its early years provision considered 'good'. 92% of Merton schools, including both maintained and academies, are now rated as good or better for overall effectiveness, above both national and London benchmarks.

- 2.4 We are continuing to implement strategies to ensure the borough provides sufficient suitable school places. We are coming to the end of our major primary school expansion programme with projects completed or nearing completion at Singlegate and Dundonald schools. Having increased capacity in recent years by over 20 new forms of entry, officers will now monitor the situation going forward in respect of the provision of primary places.
- 2.5 Officers continue to work with the Education Funding Agency (EFA) and the Harris Federation in respect of the provision of the borough's new secondary school. The council's administration has been committed to supporting the EFA to provide this new school and officers are in the final stages of assembling a site in the south Wimbledon area on which the EFA will build the school. Ongoing commercial confidentiality means that the council is not making any detailed announcement in respect of the site at this stage although we are hoping to be able to do so in the near future. A verbal update can be provided at the panel meeting if requested. Colleagues will no doubt have been made aware through unauthorised comment of the location and implications for other council services and officers are currently planning a comprehensive communications strategy addressing the issues of all key stakeholders.
- 2.6 In addition to the new school which will provide 6 additional forms of entry, officers are also implementing plans to expand Harris Merton secondary school by 2 forms of entry.
- 2.7 Merton's increasing child population also means that in addition to schemes across the primary and secondary phases, officers need to ensure the sufficiency of local SEN places. Some 100 additional special school places will be required over the next few years and officers are currently working on plans to deliver these places which I will share with colleagues in due course.
- 2.8 In its last Ofsted inspection published in February 2016, Beecholme primary school was rated as inadequate. In line with national policy, this rating made the school subject to compulsory academisation. Officers have subsequently worked closely with the DfE to identify a preferred provider. Chipstead Valley, a small Multi-Academy Trust based in Croydon with existing links to the South West London School Effectiveness partnership of which Merton is a key member, has been identified and approved by the Secretary of State to take over the school from September 2016. Officers will retain close contact with the school and the new provider until the new arrangements are fully established. The school will continue to be part of our Merton Education Partnership.

- 2.9 Colleagues may have already been aware of central government's intention to establish a new national funding formula for schools to promote what is seen as a fairer distribution of funding than has been achieved through the existing schools funding mechanism. Local authorities were consulted in spring 2016 on proposed changes to be made from 2017. In the context of a relatively positive response nationally, many authorities had anxieties about prospective turbulence in funding received by individual schools and government has recently announced a delay in implementation of the national formula to enable a longer 'lead in' period. In that context, in 2017 -2018 no local authority will see a reduction from their 2016-17 schools block and high needs block funding and the current minimum funding guarantee for schools will be retained. Officers will continue to monitor the position and government announcements on the new approach to funding schools and will advise elected members accordingly.
- 2.10 National policy continues to drive changes in the Early Years Service, with a current consultation outlining government proposals for changes in the way funding for free 2, 3 and 4 year old education places is allocated through a new national funding formula. In addition new statutory duties will apply for securing sufficient free childcare for eligible families for an additional 30 hours in September 2017. Early indications suggest that the impact of these proposed changes for Merton's early years education and child care providers is a broadly positive one, with additional funding across the whole sector including private, voluntary, independent and maintained early years settings. Once the consultation closes, and government have finalised the new statutory guidance there will be improved clarity about the overall impact
- 2.11 During the summer term a borough wide Children's Centre consultation was carried out. The feedback from this first phase will be used to inform a second phase of consultation regarding the proposed reshaping of the Children's Centre services. As part of our transformation work the Children's Centres are now providing office accommodation for staff employed by the new community health provider, Central London Community Health. This co-location is designed to facilitate greater integrated working between council and NHS staff.
- 2.12 Youth Participation has been restructured and a new post of Youth Participation and Engagement Manager has been established alongside a support worker post for young people. The Youth Parliament has continued to meet over the summer and members have visited groups in other boroughs. A new elected structure is being implemented with a new constitution which aims to create a greater mandate for the parliament with a stronger 'feedback loop' to the groups that have elected members. The parliament sits alongside other young people's universal participation fora including the children's parliament for primary schools, new young people's area forums, our young advisors and young inspectors. In addition there are targeted groups including the children in care council, youth justice group and 'Your Shout' group for young people with disabilities

- 2.13 Central government has announced increased investment in apprenticeships through the establishment of the apprenticeship levy on larger employers, including those in the public sector. This initiative applies to apprenticeships for all ages, although a more recent announcement has committed extra support from government as an incentive on employers to take on young apprentices including care leavers. This is to be welcomed.
- 2.14 We continue to prepare for the major 'Single Inspection' of services for children in need of help and protection, looked after children and care leavers. Work has been undertaken over the summer period to update our self-evaluation and engage again with our partners in respect of the inspection process and potential demands on those agencies. This inspection is now significantly 'overdue' with Ofsted having been struggling to complete the national cycle of inspections in the original three year period.
- 2.15 There are a number of regional developments in social care delivery in which panel members may be interested. Merton has been engaged with London Councils and colleague local authorities in planning for the regionalisation of adoption functions. Successive governments have sought to increase the volume and pace of adoption as a preferred means of achieving permanency for vulnerable children and have considered the separate local arrangements in each local authority to be barriers to achieving these ambitions. The current government is seeking to establish regional arrangements across the country by 2020. ALDCS, in London, has submitted a proposition for the capital that regionalises some adoption functions eg recruitment and matching but which also retains strong local links. This has been agreed by DfE and London Boroughs including Merton are now engaged in establishing a more detailed model for possible implementation in 2017-18. Cabinet recently approved Merton's engagement in this ongoing work.
- 2.16 Merton is also involved in the further rollout of the Family Drug and Alcohol Court (FDAC) model which has been piloted and operated in other parts of London and the country. Parental substance misuse has been seen for many years as a key factor in care proceedings for children. The FDAC model involves courts adopting a 'problem-solving' approach with parents during care proceedings which aims to achieve sustained behaviour change and a reduction therefore in the number of children having to be compulsorily removed from their families. Key features of the approach include the timely availability to the court of a specialist multi-disciplinary team whose workers intervene with parents to address the substance misuse issues and regular court reviews of progress without lawyers in attendance enabling judges to engage directly with parents. The model is seen to be 'fairer' by both parents and judges and more impactful in helping more children of substance misusing parents to remain or return to their families with benefits both to the families concerned and the public purse. Merton is currently taking a lead role working with six other

boroughs to establish a new FDAC which is due to begin operation in April 2017.

- 2.17 In the context of a challenging recruitment landscape, the department has been increasingly successful in recruiting permanent social work staff. The current proportion of agency social workers, 25%, is at its lowest level for some considerable time and reflects well on our effective recruitment and retention strategy. We are also working to ensure a 'pipeline' of qualified and skillful social workers with 4 new 'Frontline' student practitioners and a further 6 students on placement in the department with a new cohort of newly qualified social workers (NQSWs) due to join the department in October.
- 2.18 At a national level, central government is currently consulting authorities and major voluntary organisations on the potential requirement for social workers who undertake statutory work with families to be formally accredited. Panel members may already be aware of the need for social workers to be registered and that, as part of their registration, they are required to undertake routine learning and development. The potential accreditation requirement would be designed to further increase the quality of social work practice and public confidence in, as well as the status of, the profession through a regular process which would include an element of 'testing'. Whilst DfE have been implementing small scale pilots it is unclear if all children's social workers would have to undergo testing or whether it would be restricted to those in frontline child protection work. Indeed, it remains unclear if the accreditation proposal will become mandatory. While there are certainly pros and cons in principle with an accreditation model, detail is currently lacking and senior officers will monitor developments following the consultation noted above.

3. ALTERNATIVE OPTIONS

- 3.1 None for the purposes of this report.

4. CONSULTATION UNDERTAKEN OR PROPOSED

- 4.1 None for the purposes of this report.

5. TIMETABLE

- 5.1 N/A

6. FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

- 6.1 No specific implications from this report.

7. LEGAL AND STATUTORY IMPLICATIONS

- 7.1 No specific implications from this report..

8. HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1 No specific implications from this report.

9. CRIME AND DISORDER IMPLICATIONS

9.1 No specific implications from this report.

10. RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1 No specific implications from this report..

11. APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

11.1 N/A

BACKGROUND PAPERS

12.1 None

**CYP Scrutiny Task Group
Online Strategies in Schools
Action Plan Update October 2016**

Recommendations	Response/Actions	Lead	Timeline
<p>Recommendation 1 - That Council work with schools that do not currently have an online safety strategy to develop this policy, providing advice and guidance and signposting to resources online where appropriate (paragraph 3.6).</p>	<p><u>Response:</u> Schools are expected by DfE/Ofsted to have online safety policies and in London LGfL have model policies for schools to customise as they wish. All policies should be reviewed annually.</p> <p><u>Actions:</u> CSF Department will request copies of online safety policies from all schools and engage with schools which currently do not comply. <u>Update</u> Request made and some policies received. All policies should be reviewed annually so this will become a process. Schools have been encouraged to display key policies (Including Online Safety) on their websites and this will lead to greater transparency.</p> <p>Schools are asked to examine online safety policies as part of their annual safeguarding audit.</p> <p><u>Update</u> Changes to Keeping Children Safe in Education Guidance mean all schools should update their policies to include use of mobile devices and data security. Updates to guidance on Sexting (now Youth Produced Sexual Imagery) also needs to be included.</p> <p>Schools extranet now has online safety page to signpost schools to resources</p>	<p>SMISS Team</p> <p>School Improvement Service</p>	<p>Annual review</p>

<p>Recommendation 2 – That the council and schools provide more regular training for parents and carers to educate them on the risks that young people face, how to manage these and on the safe use of new technologies and discuss what training and awareness raising is required/appropriate, for example, bulletins (paragraph 4.7).</p>	<p><u>Response:</u> CSF Department already offers this training to schools – in current year 6 sessions have been provided and 4 are already booked.</p> <p><u>Update –</u> Ongoing. New training materials developed in conjunction with Parent Zone. A further ten sessions undertaken at schools with more planned. Working relationship with fostering established training delivered to Foster carers. Working with My Futures (Gang Workers) to deliver online safety sessions to parents. Promoting awareness of online safety issues by presenting to LSCB MASE panel.</p> <p><u>Action:</u> CSF Department will remind schools of training offer and encourage take-up. Termly online safety bulletin sent to schools.</p>	SMISS Team	Ongoing
<p>Recommendation 3 – That schools and the council equip children and their families to remain safe online by signposting to, and providing, information and resources on new and potential risks to young people when online (paragraph 4.7).</p>	<p><u>Response:</u> CSF Department have produced an online safety booklet for parents/pupils. This has been circulated and will be updated to include latest developments annually.</p> <p><u>Action:</u> CSF Department will provide updates for booklet on emerging risks – eg radicalisation via internet. Schools be strongly encouraged to add ParentInfo (CEOP, Parentzone) icon with link and or RSS feed to school websites. Promoting links to LGFL and associated resources. All schools have received Prevent training.</p>	SMISS Team	Ongoing
<p>Recommendation 4 – That schools brief new students on the positives and negatives surrounding the use of the internet, for example, profiles on social media sites and potential impact on future employment and educational</p>	<p><u>Response:</u> See response to rec 3 above. Additionally schools have Acceptable Use policies and expect teachers, parents and pupils to</p>		

<p>opportunities, when they sign up to the schools acceptable user agreement (paragraph 4.10).</p>	<p>explicitly agree the terms.</p> <p><u>Update</u></p> <p>Ursuline – Online safety involvement in device handover sessions for all year 7 and year 10 parents and students.</p> <p><u>Action:</u> CSF Department will continue to raise the profile of schools’ role in advising pupils of safe use of internet.</p>	<p>School Improvement Service</p>	<p>Ongoing</p>
<p>Recommendation 5 – That Cabinet engage with the council’s corporate communications team to consider how best to raise awareness of online safety issues and how schools and parents can best support young people when online (paragraph 4.10).</p>	<p><u>Response:</u> To date, there has been no formal corporate communications strategy in connection with online safety for children and young people.</p> <p><u>Action:</u> CSF Department will ask corporate communications team to develop and implement online safety communications campaign/strategy during 2016-17. To include a parents page on the council website directing parents to online safety, security and anti- fraud resources.</p>	<p>Commissioning, Strategy and Performance Division</p>	<p>During 2016-17 corporate service planning process</p>
<p>Recommendation 6 – That Cabinet explore the use of existing volunteers in libraries being asked to include raising awareness amongst parents and young people on online safety issues and measures to their role (paragraph 4.10).</p>	<p><u>Response:</u> Libraries offer free BYOD (bring your own device) Wi-Fi access to library members as well as providing internet access from public access library computers. Equipping library staff and volunteers with advisory skills would appear sensible.</p> <p><u>Action:</u> Meeting with Head of Libraries has already been arranged to progress this recommendation.</p>		

<p>Recommendation 7 - That Cabinet identify schools that are exemplars of good practice in relation to online safety to provide peer support to schools that require guidance, advice and support on online safety issues or policy paragraph 4.10).</p>	<p><u>Response:</u> CSF Department already promotes the exemplar model in the context of school improvement. To extend the use of the model to incorporate online safety appears sensible.</p> <p><u>Action:</u> CSF Department will encourage Merton Education Partnership to focus on the issue of online safety in their broader agenda and will encourage exemplar school (s) to come forward</p>	<p>School Improvement Service</p>	<p>Ongoing</p>
<p>Recommendation 8 – All schools should be encouraged to undertake the safety audit developed by the council annually to ensure that their online safety strategies and measures are effective (paragraph 4.13).</p>	<p><u>Response:</u> See recommendation one action: Schools will be asked to examine online safety policies as part of their annual safeguarding audits</p>	<p>School Improvement Service</p>	<p>Annual review</p>
<p>Recommendation 9 – That schools notify the council’s MASH team regarding any safeguarding issues concerning online safety and that the MASH team analyse that data to determine if any vulnerable groups or demographics require additional support to manage online risks. This should feed into schools online safety policies and action plans (paragraph 6.18).</p>	<p><u>Response:</u> Schools are already expected to operate within London-wide and local safeguarding procedures and to routinely refer to MASH any safeguarding concerns including in connection with online safety. Active commitment to partnership working is a requirement of the updated Ofsted school inspection framework.</p> <p><u>Update</u> School improvement have worked closely with CSC to enable free flow of information between schools and MASH. This has included training all social workers in the use of the secure document transfer platform (USO-FX) and creating a MASH group so that schools can make quicker referrals.</p>	<p>MASH/School Improvement Service</p>	<p>Quarterly</p>

	<p><u>Action:</u> MASH team to be asked to report any trend data to School Improvement Service</p>		
<p>Recommendation 10 – That the council encourage schools to include online safety on every school council meeting agenda, as a standard item, to enable young people to raise any issues or concerns and for schools to then respond appropriately (paragraph 7.3).</p>	<p><u>Response:</u> It is agreed that open communication in schools about online safety issues is inherently helpful for both pupils and school leaders.</p> <p><u>Action:</u> CSF Department will encourage Merton Education Partnership to raise the profile of the issue of online safety in their broader safeguarding agenda and to engage with Merton schools accordingly.</p>	School Improvement Service	Ongoing
<p>Recommendation 11 - That Cabinet explore, with schools, the possibility of rolling out existing mechanisms to enable young people to raise concerns anonymously in the first instance to then allow a decision to be taken on how best to respond paragraph 7.3).</p>	<p><u>Response:</u> Schools already have mechanisms in place to support anonymous raising of concerns eg re bullying and cyberbullying</p> <p><u>Action:</u> CSF Department will encourage schools to use existing channels for anonymous concerns re online safety issues.</p>	School Improvement Service	Ongoing
<p>Recommendation 12 – That schools encourage young people to become online safety champions and to provide support and/or mentor other pupils to provide advice and guidance on any online safety issues they are encountering (paragraph 7.8).</p>	<p><u>Response:</u> Peer support/championing models are often seen as more attractive to young people than alternative approaches led by adults. This recommendation, therefore, appears sensible.</p> <p><u>Action:</u> CSF Department will engage with schools and promote a peer online safety champion model.</p> <p><u>Update</u> Investigating partnering with eCadets a pupil-led e-safety empowerment scheme for children aged 3-18. A partnership would offer</p>	School Improvement Service	Ongoing

	schools a discounted rate. Schools to be consulted.		
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Children and Young People Work Programme 2016/17



This table sets out the Children and Young People Overview and Scrutiny Panel work programme for 2016/17; the items listed were agreed by the Panel at its meeting on 29 June 2016. This work programme will be considered at every meeting of the Panel to enable it to respond to issues of concern and incorporate reviews or to comment on pre-decision items ahead of their consideration by Cabinet/Council.

The work programme table shows items on a meeting-by-meeting basis, identifying the issue under review, the nature of the scrutiny (pre-decision, policy development, issue specific, performance monitoring, partnership related) and the intended outcomes.

Chair: Cllr Dennis Pearce
Vice-chair: Cllr Linda Taylor

Scrutiny Support

For further information on the work programme of the Sustainable Communities Scrutiny Panel please contact: -
Annette Wiles, Scrutiny Officer
Tel: 020 8545 4035; Email: annette.wiles@merton.gov.uk

For more information about overview and scrutiny at LB Merton, please visit www.merton.gov.uk/scrutiny

Meeting date: 29 June 2016 (*Deadline for papers: 12pm 21 June 2016*)

Theme: setting the work programme			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Elected Member and departmental portfolio priorities	Outlining the portfolio priorities of Cabinet Members and officers' service priorities for 2016/17 to inform discussion of the Panel's work programme	Yvette Stanley, Director of Education, Schools and Families (CSF) Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
Performance monitoring	<ul style="list-style-type: none"> • Discussion of the existing basket of performance indicators for on-going monitoring; and • Selection of a Panel Member to act as a lead on performance monitoring 	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Agreeing the Panel's work programme	To agree the Panel's work programme and consider: <ul style="list-style-type: none"> • a thematic approach to the work programme; • appointing topic leads; • getting the best from performance monitoring; • the Panel's use of task groups; • opportunities for pre-decision scrutiny; and • monitoring task group recommendations 	Cllr Dennis Pearce, Panel chair, and Annette Wiles, Scrutiny Officer	
Task group update: routes into employment for vulnerable	Review the progress of the task group	Annette Wiles, Scrutiny Officer	

cohorts			
School provision: new secondary school required site approvals	Pre-decision scrutiny prior to the required site approvals from Cabinet	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	

Meeting date: 11 October 2016 (*Deadline for papers: 12pm 3 October 2016*)

Theme: schools			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Matters arising	Report back on the reference to Cabinet and call-in meeting on the site approval for Harris Wimbledon	Cllr Dennis Pearce	
Responsible Cabinet Member review	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
School provision	<u>Provision of Sufficient School Places in Merton</u> Following the recent decision in respect of Harris Wimbledon, a review of sufficiency of school places in the borough across primary, secondary and special school provision.	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	

	<u>The Changing National Landscape for Education and Merton's Work with Schools in the Borough</u> Merton's work with schools in the context of national Government's developing policy on education, including academisation and grammar schools		
Performance monitoring	Report back from the lead Member for Performance monitoring on the plan for 2016/17.	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Update report	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members. As agreed at the June meeting, this will include a particular focus on policy changes affecting social workers.	Yvette Stanley, Director of Education, Schools and Families	
Task group update – online strategies in schools task group	<ul style="list-style-type: none"> To enable the Panel to performance manage delivery of the task group's recommendations To appoint a topic lead to champion the work 	Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Task group update: routes into employment for vulnerable cohorts	Presentation of draft report and recommendations	Annette Wiles, Scrutiny Officer	
Glossary	A glossary of acronyms will be provided to support		

	members (especially those new to CYP).		
Setting the work programme	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

Meeting date: 9 November 2016 (*Deadline for papers: 12pm 1 November 2016*)

Theme: safeguarding			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Responsible Cabinet Member review	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
Children, Schools and Families Department budget proposals (Round 1)	To enable the Panel to comment on the budget proposals and any new or revised savings as part of the first round of the process for agreeing the council's budget and business plan The current budget required cost savings to the CSF department. This agenda item also provides the opportunity to understand if this objective is being realised and what impact this is having in terms of service provision	Yvette Stanley, Director of Education, Schools and Families and Zoe Church, Head of Business Planning	
Safeguarding	An in-depth focus on safeguarding for children and young people including the impact of any financial issues, budget cuts and/or deprivation. The report will contain a specific focus on Child Sexual Exploitation, Female Genital Mutilation and Radicalisation.	Cabinet Member for Children's Services (Cllr Katy Neep)	Keith Makin, Merton Safeguarding Children Board Chair Borough Commander

	To help Panel members, the Local Government Association has provided a practical guide for overview and scrutiny councillors on safeguarding children. (Gloucester provides an interesting case study/framework .)		
Performance monitoring	Presentation of any changes to the basket of indicators. Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators.	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Update report	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members.	Yvette Stanley, Director of Education, Schools and Families	
Setting the work programme	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

Meeting date: 11 January 2017 (**Deadline for papers:** 12pm 3 January 2017)

Theme: budget/health and wellbeing strategies for children and families			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Responsible Cabinet Member review	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Member for Education (Cllr Caroline Cooper-Marbiah) Children's Services (Cllr Katy Neep) unavailable	

Children, Schools and Families Department budget proposals (Round 2)	<p>To enable the Panel to consider the Council's budget and business plan proposals and forward any comments/recommendations to the Overview and Scrutiny Commission to compile a scrutiny response on the Budget/Business Plan to Cabinet</p> <p>To include discussion of major projects identified in the CSF draft service plans</p>	Yvette Stanley, Director of Education, Schools and Families and Zoe Church, Head of Business Planning	
Performance monitoring	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Update report	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members.	Yvette Stanley, Director of Education, Schools and Families	
Update on health and wellbeing strategies for children and families	In partnership with public health service, look broadly at strategies to support the health and wellbeing of children and young people. Additionally, focus on identified key issues such as childhood obesity. The health and wellbeing of more vulnerable cohorts will also be considered (ie: LAC, care leavers, children with SEND)	Dagmar Zeuner, Director of Public Health	
Task group 2016/17	Update on progress	Annette Wiles, Scrutiny Officer	
Setting the work programme	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

Meeting date: 8 February 2017 (*Deadline for papers: 12pm 31 January 2017*)

Theme: schools annual report			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Responsible Cabinet Member review	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
Performance monitoring	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Update report	Update on developments affecting the Children, Schools and Families Department since the last scrutiny Panel meeting. Questions will be taken from Panel members. There will be a focus on a key policy area as agreed by the Panel at its previous meeting	Yvette Stanley, Director of Education, Schools and Families	
Schools annual report	Annual report on attainment and progress of pupils in Merton schools. This will include issues around the shortage of teachers. During the last municipal year, the Panel agreed to focus on specific cohorts (children with SEND, LAC and Black and Black Caribbean children). Again, the Local Government Association and the Centre for Public Scrutiny have provided guidance on how	Jane McSherry, Assistant Director for Schools	

	scrutiny can influence local education and support school leaders to improve results		
Task group update: routes into employment for vulnerable cohorts	The panel to receive the Executive response to and action plan for delivering the recommendations in the task group report	TBC	
Setting the work programme	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the Panel may wish to consider	Annette Wiles, Scrutiny Officer	

Meeting date: 21 March 2017 (*Deadline for papers: 12pm 13 March 2017*)

Theme: corporate parenting			
Item	Purpose/intended outcome	Responsible officer/Member topic lead	External witnesses/representative in attendance
Responsible Cabinet Member review	Update from the responsible Cabinet Members(s). Questions from the Panel	Cabinet Members for Children's Services (Cllr Katy Neep) and Education (Cllr Caroline Cooper-Marbiah)	
Performance monitoring	Discussion of the CSF Dept's performance based on the indicators. In-depth exploration of one set of indicators	Cllr Mike Brunt and Paul Ballatt, Assistant Director Commissioning, Strategy and Performance, CSF	
Update report	Update on developments affecting the Children, Schools and Families Department since the last	Yvette Stanley, Director of Education,	

	scrutiny Panel meeting. Questions will be taken from Panel members. There will be a focus on a key policy area as agreed by the Panel at its previous meeting	Schools and Families	
Corporate parenting	<p>During the last municipal year, the Panel highlighted several areas on which it wanted to focus during its on-going scrutiny of Merton's corporate parenting:</p> <ul style="list-style-type: none"> • The percentage of children in and leaving care that are NEET; • The changing profile of the LAC population in Merton and the needs for service provision to reflect these changes; • The stability of placements; • Retention of Merton's high quality LAC team; • Increasing recruitment of foster carers that are resident in Merton (especially in the West of the borough) and those willing/able to care for adolescents; • Ensuring the right mix of placements are provided including within a children's home in borough; • Supporting foster carers so they understand the vulnerability and complexity of the children they are looking ; and • Looking in detail at the responses from children who identified themselves as dissatisfied <p>Guidance is provided by the Local Government Association and the Centre for Public Scrutiny. This has already been recommended to and used by Panel members</p>	Paul Angeli, Assistant Director, Children's Social Care and Youth Inclusion	
Setting the work programme	To amend/agree the Panel's work programme and accommodate any pre-decision or other items that the	Annette Wiles, Scrutiny Officer	

	Panel may wish to consider		
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Committee: Children and Young People Overview and Scrutiny Panel

Date: 11 October 2016

Wards: All

Subject: CYP task group 2016/2017

Lead officer: Annette Wiles, Scrutiny Officer, 0208 545 4035,
annette.wiles@merton.gov.uk

Lead member: Councillor Dennis Pearce, Chair of the Children and Young People Overview and Scrutiny Panel

Recommendations

The members of the Children and Young People Scrutiny and Overview Panel consider:

- A. The use of the task group method to fulfil its remit during the 2016/2017 municipal year;
 - B. Whether any suitable topics have been identified through the topic selection process for scrutiny review that would best be achieved through a task group approach;
 - C. If a suitable topic has not yet been identified, consider how the Panel will ensure it will continue to consider the use of task groups at its subsequent meetings throughout the 2016/2017 municipal year;
 - D. What format any agreed task group should take and specifically whether this will use the traditional approach or utilise a workshop method as suggested at the topic selection workshop; and
 - E. If appropriate, appoint members and consider co-opting members to any agreed task group.
-

1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. To ensure the Children and Young People Overview and Scrutiny Panel is making full use of all the scrutiny methods it has available to conduct its scrutiny role, including task groups.

2 DETAILS

- 2.1. What is a task group: overview and scrutiny has a range of methods available to it for carrying out its work. These include task groups:
 - 2.1.1 A small group of members meet outside of the scheduled meetings to gather information on the subject area, visit other local authorities/sites, and speak to service users, expert witnesses and/or officers/partners. The task group can then report back to the Panel with its findings to endorse the submission of its recommendations to Cabinet/Council.
 - 2.1.2 This is the method usually used to carry out policy reviews.

- 2.2. On-going task group activity: the Panel is currently coming towards the end of its review of routes into employment for more vulnerable cohorts. This has been delayed during the year for a range of reasons (a change in scrutiny personnel, the election for the Mayor of London and the EU Referendum, the chair of the task group being appointed to Cabinet etc).
- 2.3. It should be noted that it won't be possible for the scrutiny officer to support an additional task group until this activity is completed (a final report produced and approved by task group members and the Panel in full, prior to it being sent to Cabinet/Full Council for its comment).
- 2.4. The Children, Schools and Families Department has also flagged its inability to support a new task group until the anticipated Ofsted inspection has been completed.
- 2.5. Outcomes of the topic selection workshop: at the scrutiny topic selection workshop held in May 2016, members of the Children and Young People Overview and Scrutiny Panel agreed the following:
- 2.5.1 No potential task group subject was identified at the workshop and what format this activity should take was discussed. It was suggested that the Panel might support a task group during the year if a topic arises lending itself to in-depth scrutiny. Paul Ballatt, Assistant Director, Commissioning, Strategy and Performance, suggested this might be fulfilled through an in-depth workshop approach with external experts.
- 2.6. There was some initially discussion of topics that had been suggested that would lend themselves to a task group approach:
- 2.6.1 Tackling childhood obesity (in partnership with Public Health);
- 2.6.2 The recruitment and retention of teachers at a time when local schools are reporting an increasing dependence on agency staff;
- 2.6.3 Radicalisation and especially the impact the new duty on teachers to report has on their relationships with pupils; and
- 2.6.4 Safeguarding, specifically Child Sexual Exploitation and Female Genital Mutilation.
- 2.7. It was agreed at the topic selection workshop to incorporate all of these suggestions into the relevant existing reports and Panel meeting items. However, there is scope that should members not consider this sufficient that they may decide to give an item more focus through a task group approach.
- 2.8. Discussions have been held with Public Health regarding tackling childhood obesity. Although both nationally and locally there are some signs that the rise in childhood obesity is levelling off, significant concerns remain:
- Overall 4,500 primary school children in Merton are estimated to be overweight or obese.
 - This amounts to:
 - 1 in 5 children in Merton entering reception class
 - Over 1 in 3 children leaving Merton primary schools in year 6
 - There are marked geographical variations:

- At reception, over 2 in 10 children in schools in Mitcham Town and East Mitcham clusters are overweight or obese compared to 1 in 10 children in West Wimbledon
 - In year 6, over 4 in 10 children in schools in Mitcham Town and East Mitcham school clusters are overweight or obese compared to 3 in 10 children in West Wimbledon
 - There are a number of primary schools in Merton where over 50% of children in year 6 are classed as overweight or obese.
- 2.9. Further background on the strategy for tackling childhood obesity in Merton is provided in Appendix 1. This includes possible areas on which a task group might focus. Public Health has highlighted that a task and finish group and any resulting report on its recommendations and the opportunities this will bring, could feed into the refresh of the childhood obesity action plan. This could be used to ensure the action plan continues to be an effective driver for change and reduces childhood obesity.

3 ALTERNATIVE OPTIONS

- 3.1. Workshop approach: at its meeting in March 2016, the Children and Young People Overview and Scrutiny Panel adopted a different approach to its review of the council's corporate parenting role. This took the form of a workshop, supported by an external corporate parenting expert who supported members to conduct an in-depth review.
- 3.2. This approach was well received by officers and, as noted in the minutes of the meeting, by members. This also gained support in the 2016 member survey ("**Particularly liked the children's scrutiny Panel breaking into group work. It helped Members to focus on a subject, rather than gloss across it**"). It has therefore been suggested a workshop might provide an alternative, effective approach for conducting an in-depth review of a subject identified as suitable for a task group.

4 CONSULTATION UNDERTAKEN OR PROPOSED

- 4.1. To assist Members to identify priorities for inclusion in the Panel's work programme, the Scrutiny Team has undertaken a campaign to gather suggestions for possible scrutiny reviews from a number of sources:
- a. Members of the public have been approached using the following tools: articles in the local press, My Merton and Merton Together, requests for suggestions from all Councillors and co-opted Members, letters to partner organisations and to a range of local voluntary and community organisations, including those involved in the Inter-Faith Forum and members of the Lesbian Gay and Transgender Forum;
 - b. Councillors have put forward suggestions by raising issues in scrutiny meetings, via the Overview and Scrutiny Member Survey 2016, and by contacting the Scrutiny Team direct; and
 - c. Officers have been consulted via discussion at departmental management team meetings.

5 TIMETABLE

- 5.1. If a successful task group is going to be conducted during this municipal year, then it is beneficial to have this agreed and ready to commence as

soon as the existing task group is completed. This allows for the time available to be best utilised. Alternative, a workshop approach will need to be built into the work programme.

6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

- 6.1. There are none specific to this report. Scrutiny work involves consideration of the financial, resource and property issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific financial, resource and property implications.

7 LEGAL AND STATUTORY IMPLICATIONS

- 7.1. Overview and scrutiny bodies operate within the provisions set out in the Local Government Act 2000, the Health and Social Care Act 2001 and the Local Government and Public Involvement in Health Act 2007.
- 7.2. Scrutiny work involves consideration of the legal and statutory issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific legal and statutory implications.

8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

- 8.1. It is a fundamental aim of the scrutiny process to ensure that there is full and equal access to the democratic process through public involvement and engagement. Any task group review will involve work to consult local residents, community and voluntary sector groups, businesses, hard to reach groups, partner organisations etc and the views gathered will be fed into the review.
- 8.2. Scrutiny work involves consideration of the human rights, equalities and community cohesion issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific human rights, equalities and community cohesion implications.

9 CRIME AND DISORDER IMPLICATIONS

- 9.1. In line with the requirements of the Crime and Disorder Act 1998 and the Police and Justice Act 2006, all Council departments must have regard to the impact of services on crime, including anti-social behaviour and drugs. Scrutiny review reports will therefore highlight any implications arising from the reviews relating to crime and disorder as necessary.

10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

- 10.1. There are none specific to this report. Scrutiny work involves consideration of the risk management and health and safety issues relating to the topic being scrutinised. Furthermore, scrutiny work will also need to assess the implications of any recommendations made to Cabinet, including specific risk management and health and safety implications.

11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

11.1. Appendix 1: background information on childhood obesity and what approach a task group on this subject might take.

12 BACKGROUND PAPERS

12.1. Children and Young People Overview and Scrutiny Panel draft work programme 2016/17

Appendix 1

Childhood obesity: further background and the approach a task group might take

1. Specific discussions have been held with Public Health regarding tackling childhood obesity. The draft action plan on preventing childhood obesity (2016 – 2019) has been presented to and will be adopted by the Merton Children’s Trust Board to oversee its implementation. This has been developed based on a Partnership assessment of Merton’s work to tackle childhood obesity, (conducted as part of a pan London thematic peer review against a good practice framework and the National Childhood Obesity Plan). The review highlighted a number of areas which could be strengthened which could be of interest to the Panel and a focus for a task group including:
 - 1.1. Engagement and commitment (increase engagement and commitment to tackle childhood obesity amongst partners in all sectors); and
 - 1.2. Knowledge (improve children and families’ understanding of, and feeling of control over, their own health and wellbeing).
2. Given the importance of tackling childhood obesity, the extent of the challenge, its complexity and the degree to which this is subject to geographical variations within the borough, officers in Public Health have indicated their interest in supporting a member task group as another means of bringing oversight and resource to this issue. Approaches might include reviewing the methods being employed by schools in the borough to support children to live healthier lifestyles. Alternatively, a task group might focus on an ethnic group more likely to be affected and examine strategies to ensure the action plan is successful at providing engagement and support for children and young people in this specific group (the task group looking at Type 2 Diabetes in the South Asian community is a good example of this approach).

Committee: Children and Young People Overview and Scrutiny Panel

Date: 11 October 2016

Agenda item:

Wards: All

Subject: Merton Children's Services: Glossary of terms

Lead officer: Paul Ballatt, AD Commissioning, Strategy and Performance, Children Schools and Families (020 8545 4066)

Lead member: Councillor Katy Neep; Councillor Caroline Cooper-Marbiah..

Forward Plan reference number: n/a

Contact officer: Naheed Chaudhry, Service Manager Policy, Planning and Performance
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Recommendations:

- A. That the Children and Young People's Overview and Scrutiny Panel note the Merton Children's Services Glossary of Terms in Appendix A
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1 PURPOSE OF REPORT AND EXECUTIVE SUMMARY

- 1.1. The purpose of this report is to provide Councillors with an 'A to Z Glossary of terms' commonly used by children's services. This glossary can be found in Appendix A.

2 DETAILS

- 2.1. The glossary was first presented in February 2013 following a request made by the Children and Young People's Overview and Scrutiny Panel on 15 January 2013. This report presents an updated version of the glossary of all key terms as at September 2016.
- 2.2. Appendix A provides an A to Z explanation of terms, acronyms and jargon commonly used by Children Schools and Families department professionals.
- 2.3. The glossary will continue to be updated and re-circulated to Councillors as and when required.

3 ALTERNATIVE OPTIONS

- 3.1. None for the purposes of this report

4 CONSULTATION UNDERTAKEN OR PROPOSED

- 4.1. None for the purposes of this report

5 TIMETABLE

- 5.1. None for the purposes of this report

6 FINANCIAL, RESOURCE AND PROPERTY IMPLICATIONS

- 6.1. None for the purposes of this report

7 LEGAL AND STATUTORY IMPLICATIONS

- 7.1. None for the purposes of this report

8 HUMAN RIGHTS, EQUALITIES AND COMMUNITY COHESION IMPLICATIONS

8.1. None for the purposes of this report

9 CRIME AND DISORDER IMPLICATIONS

9.1. None for the purposes of this report

10 RISK MANAGEMENT AND HEALTH AND SAFETY IMPLICATIONS

10.1. Not for the purposes of this report

11 APPENDICES – THE FOLLOWING DOCUMENTS ARE TO BE PUBLISHED WITH THIS REPORT AND FORM PART OF THE REPORT

- Appendix A - Merton Children's Services: Glossary of terms

12 BACKGROUND PAPERS

12.1. Children and Young People's Overview and Scrutiny Panel, Merton Children's Services: Glossary of terms, January 2013.

Appendix A. Merton Children's Services: Glossary of terms

Acronym/jargon	In full	Brief description (where necessary)
903		See 'SSDA 903'.
AA	Authorised absence	Absence from school authorised by the school - either the child is too ill to attend or the school has given advance permission. See also 'UA'.
Acacia Centre		Community Centre in Mitcham offering a range of activities for all ages. It is the location of one of Merton's children's centres, and the adventure playground. See also 'APG' and 'Children's Centre'. Formally known as the Intergenerational Centre
Academy	Academy schools	Publicly funded schools which operate outside of local authority control, described by government as independent state-funded schools.
ADCS	Association of Directors of Children's Services	National leadership association in England for statutory directors of children's services and other children's services professionals in leadership roles.
ALDCS	Association of London Directors of Children's Services	Pan-London body representing all of London's statutory Directors of Children's Services.
Alt Ed	Alternative Education	See: Alternative Education
Alternative Education		Education provided to children who cannot attend a mainstream or special maintained school.
Annex A	The Ofsted Single Inspection, Annex A data and documentation. (see also Single Inspection)	The Ofsted Single inspection framework requires all local authorities to produce comprehensive child level data and a set of supporting documents for presentation to inspectors in week one of the inspection.
APG	Adventure Playground	Play area offering children and young people opportunities for supervised adventurous play.
APS	Average point score	In education the conversion of attainment levels to scores; applies to a school or individual pupil.
ARP	Additionally Resourced Provision	Discrete resource in schools to support children with a Statement of Special Educational Need. See also 'Statement'.
ART	Access to Resources Team	Service area in the Children, Schools and Families Department, Commissioning, Strategy and Performance Division, responsible for commissioning placements for looked after children and certain pupils with SEN. See also 'SEN'.
ASC	Adult social care	
ASD	Autistic Spectrum Disorder	Type of Special Educational Need in the 'Communication and Interaction Needs' category. See also 'SEN'.
AYSE	Assessed and Supported Year in Employment	A programme that gives newly qualified social workers extra support during their first year of employment, aiming to help them develop their skills, knowledge and professional confidence.

BAAF	British Association of Adoption and Fostering	London-based charity offering resources for those wishing to adopt, and to professionals working in adoption.
BAME	Black, Asian and Minority Ethnic	Terminology used to describe people of non-white descent. See also 'BME'.
BASW	The British Association of Social Workers	The professional association for Social Workers the UK.
BESD	Behaviour, Emotional and Social Difficulty	Category of Special Educational Need. See also 'SEN'.
BME	Black and Minority Ethnic	Terminology used to describe people of non-white descent. See also 'BAME'.
Bond Road	Bond Road Family Centre	Team within the MASH and First Response [Service], delivering family support services. See also 'MASH and Child Protection'
BRAG	Blue, Red, Amber, Green	System of prioritising referrals to Merton's Multi Agency Safeguarding Hub (MASH) - Blue (no significant concern), Green (low level concern), Amber (significant concern but immediate action not required), Red (immediate action required). See also 'MASH'.
Brightwell	Brightwell Respite Care House	Merton's residential care home offering specialist care for children with complex needs, severe learning disabilities and autism including overnight, after school, weekend and school holiday short breaks. See also 'Short Breaks'.
C&F Act	Children and Families Act 2014	Far reaching changes to child and family law which aims to improve: protection of vulnerable children, support for children in care (including extending care to age 21), the adoption system, the system of support for children with special educational needs and disabilities, support for children whose parents are separating, and help for parents to balance work and family life.
C4EO	The Centre for Excellence and Outcomes in Children and Young People's Services	Collaborative centre that gathers and shares the best available knowledge and evidence of 'what works' to contribute to improving outcomes for children, young people and their families.
CAF	Common Assessment Framework	Assessment tool used across the children's workforce to help practitioners develop a shared understanding of a child or young person's needs so that they can be met quickly and effectively. See also 'CASA'.
Cafcass	Children and Family Court Advisory and Support Service	National non-departmental public body which advises family courts and supports children in the court process.
CAIT	Child Abuse Investigation Team	Metropolitan Police Service responsible for investigating child abuse cases.
CAMHS	Child and Adolescent Mental Health Service	Service for children and adolescents who are experiencing mental health problems
CareFirst		Management information system for Merton Children's Social Care.
CASA	Common and Shared Assessment	Updated version of the Common Assessment Framework to be implemented in Merton Children's Services from April 2013. See also 'CAF'.
CCG	(Merton) Clinical Commissioning Group	Merton Clinical Commissioning Group is responsible for planning and buying healthcare services for the people who live or work in the borough; made up of local GPs and health professionals.

CEDT	Children's Emergency Duty Team	The Children's Emergency Duty Team is managed by the London Borough of Sutton on behalf of the London Boroughs of Sutton, Merton, Richmond and the Royal Borough of Kingston upon Thames. It is a service responding to all referrals and contacts for children's social work services which arise out of normal working hours.
CES	Corporate Equalities Scheme/ Strategy	Merton Council's Strategy to promote equality across race, gender, disability, age, sexual orientation and religion and belief. Titled as a 'Scheme' from 2010-2013, and as a 'Strategy' from 2013.
Children Act 1989		Act, relating to children, with a wide range of provisions including local authority responsibilities for providing services for children in need (CIN), children requiring protection, and LAC. See also 'LAC' and 'CIN'.
Children Act 2004		Act which makes provision for a children's commissioner and for Directors of Children's Services.
Children's Centre		Early years service for children aged 0-5 and their families offering childcare, family support and child health services.
Children's Trust Board		Local multi-agency body responsible for the governance of a wide range of services for children and young people.
CIB	Continuous Improvement Board	Board within Children, Schools and Families Department which drives continuous improvement across children's services. See also 'Continuous Improvement'.
CIC	Children in Care	See 'LAC'.
CICC	Children in Care Council	Forum for looked after children and young people to discuss their needs and views and inform service planning and delivery. See also 'LAC'.
CIN	Child(ren) in Need	Defined by the Children Act 1989 as children aged under 18 needing local authority services to achieve or maintain a reasonable standard of health or development, and/or to prevent significant or further harm to health or development, and/or are disabled.
CLA	Children Looked After	See 'LAC'.
CLCH	Central London Community Healthcare NHS Trust	Merton's children's community health provider.
CME	Children missing from education	Child of statutory school age who is not registered at an educational provision; not registered as being 'educated other than at school' (e.g home schooling); out of education for more than 20 calendar days.
CMT	Corporate Management Team	In the local authority this is the senior management team for the authority consisting of the Chief Executive and the Assistant Directors for each department.
Contact		Arrangements for children placed in foster and residential care within Merton to have contact with their parents and siblings.

Commissioning and Partnerships [Service]		Service area in the Children, Schools and Families Department, Commissioning, Strategy and Performance Division.
Continuous Improvement		Management culture in Merton's children's services which seeks to continuously improve processes and services, informed by performance management, inspection outcomes, research, and best practice.
Core Group		Core Groups are made up of professionals from differing agencies, including the Lead Social Worker, who are responsible for implementing and monitoring a child's Child Protection Plan.
CP	Child Protection	Activity undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. This is part of the broader remit of children's safeguarding. See also 'Safeguarding'.
CPC	Child Protection Conference	Case conference held following a Child Protection investigation, to enable professionals in the case to assess the information and plan how to safeguard and promote the welfare of the child.
CPD	Continuing Professional Development	Training and development for those working in children's services including schools.
CPP	Child Protection Plan	Plan detailing how a child will be protected and their health and development promoted; written and managed by the professionals working with the child and family.
CQC	Care Quality Commission	Responsible for ensuring that hospitals, care homes, GPs, dentists and home based services meeting national standards; this is done by inspecting services and publishing findings.
CRB	Criminal Records Bureau	National body which carries out checks on people working with children.
CSC	Children's Social Care	Shortened term for the Children's Social Care and Youth Inclusion Division in Merton Council's Children, Schools and Families Department.
CSC&YI	Children's Social Care and Youth Inclusion [Division]	Division in Merton Council's Children, Schools and Families Department.
CSE	Child Sexual Exploitation	Exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.
CSF	Children, Schools and Families [Department]	Department in Merton Council responsible for children's social care and education.
CSP	Commissioning, Strategy and Performance [Division]	Division in Merton Council's Children, Schools and Families Department.
CTB	Children's Trust Board	See 'Children's Trust Board'.

CVA	Contextual Value Added	Statistic which shows the progress children have made whilst attending a particular school, which takes into account the circumstances of children attending the school including their age, gender, ethnicity, and economic background.
CWD	Children with Disabilities	Children with disabilities are children 'in need' as defined by section 17(10(c)) of the Children Act 1989 and are entitled to a range of support services depending on their circumstances.
CYP	Children and young people	
CYPP	Children and Young People's Plan	Multi-agency document setting out the priorities of the Children's Trust to commission and provide services for children and young people. See also 'Children's Trust Board'.
DfE	Department for Education	Government department for education and children's social care since 2010.
DfES	Department for Education and Skills	Government department 2001-2007.
DMT	Departmental Management Team	In the local authority this is a senior management team for a department consisting of the Assistant Director and their Heads of Service
DV	Domestic Violence	Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality
EAL	English as an additional language	Refers to a person who speaks English in addition to regularly speaking another language.
Early Help		Working Together to Safeguard Children 2013 states that 'early help' is providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help is more effective in promoting the welfare of children than reacting later. See 'Working Together'.
Early Years and Children's Centres		Service area in the Children, Schools and Families Department, Education Division.
Ebacc	English Baccalaureate	Introduced in 2010 as a performance measure recognising where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language.
ECCA	Equalities and Community Cohesion Action [Group] or [Plan]	Merton's Children, Schools and Families Department working group and strategy which promotes equality of service delivery and access across race, gender, disability, age, sexual orientation and religion and belief.
ECM	Every Child Matters	Framework of outcomes, introduced by the previous government, that are key to well-being in childhood - be healthy, stay safe, enjoy and achieve, positive contribution, and economic well-being (DfES 2004). See also 'DfES'
Education [Division]		Division in Merton Council's Children, Schools and Families Department.
Education Inclusion		Service area in the Children, Schools and Families Department, Education Division.

EET	Education, Employment and Training	Term used in relation to monitoring the number of young people aged 16-18 who are in education, training or employment. See also 'NEET'.
EFA	Education Funding Agency	Department for Education's delivery agency providing revenue and capital funding for education for learners between the ages of 3 and 19, or up to 25 for those with learning difficulties and disabilities. Also responsible for the delivery of building and maintenance programmes for schools, academies, Free Schools and sixth-form colleges.
EGYV	Ending Gang and Youth Violence	Used to refer to the national Home office team or the cross Government Report (November 2011) on the causes of gang and youth violence and proposal for prevention. Used locally to refer to the EGYV peer review process.
EHC plan	Education, Health and Care Plan.	From 1 September 2014 the system of statutory support and assessment for children and young people age 0-25 with Special Educational Needs and Disabilities, brought about by the Children and Family Act 2014. The EHC plan replaces the SEN Statement and the Learning Difficulty Assessment. See also 'C&F Act', 'statement' and 'LDA'
EI	Early Intervention	See 'EIS'
EIP	Early Intervention and Prevention	See 'EIS'
EIS	Early Intervention Services	Providing support services at an early stage to improve outcomes for children and families and prevent the need for the involvement of more specialist services at a later stage. <i>In Merton we have replaced this term with Early Help.</i> See also 'Early Help'.
Enhanced	Enhanced level service	Service provided to children and families assessed as being at the enhanced level of need (medium level) on the Merton Well Being Model. See also 'MWBM'.
EPS	Education Psychology Service	Team within the Special Educational Needs and Disabilities Integrated Service responsible for the statutory assessment and statementing procedures for children with special educational needs (SEN). See also 'SEN'.
ESF	European Social Fund	European Union funding for initiatives which improve employment opportunities and help raise standards of living.
ESOL	English for speakers of other language	Refers to an English learning course for those who speak other languages.
ETE	Employment, Training and Education [Team]	Team within Family and Adolescent Services, supporting young people at risk of not engaging with education, training or employment. See also 'Family and Adolescent Services'.
EWS	Education Welfare Service	Team within the Education Inclusion Service area primarily responsible for the support and management of school attendance. See also 'Education Inclusion'.
Exclusion		When a school 'excludes' a child from attending on disciplinary grounds, through the procedure set out in the 2002 Education Act and related Government Guidance. See also 'Fixed Term Exclusion' and 'Permanent Exclusion'.

Extranet		Internal web based system for schools and early year's settings.
EYFS	Early Years Foundation Stage	Set of learning and development requirements to be delivered by schools and childcare settings from age 2-5 (end of reception year in school).
EYFSP	Early Years Foundation Stage Profile	Formal assessment of a child's learning and development at the end of the Reception year. See also 'Reception' and 'EYFS'.
Family Group Conference		Meetings held between professionals and family members, which aim to achieve the best outcomes for children through a collaborative approach. They promote the involvement of the wider family in the assessment, planning and decision-making process to achieve a resolution of difficulties for children in need, and may help to identify short-term and/or permanent solutions for children within the family network.
FAS	Family and Adolescent Service	Service area in the Children, Schools and Families Department, Social Care and Youth Inclusion Division.
FDAC	Family Drug and Alcohol Courts	The Family Drug and Alcohol Court (FDAC) is run by Coram and the Tavistock and Portman NHS Foundation Trust. FDAC is a new way of dealing with care proceedings when parental substance misuse causes harm to children.
FE	Further Education	Education offered by sixth forms and colleges beyond the statutory school age.
FGM	Female Genital Mutilation	Procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. It has no health benefits for girls or women, can lead to serious health problems, and is a violation of their human rights.
FIAG	Family Information Advice and Guidance	Team within the Early Years and Children's Centres Service, supporting families into employment, education and training, as well as signposting them to housing and benefits advice, and childcare services. See also 'Early Years and Children's Centres'.
FIP	Family Intervention Project	Intensive intervention and support service tackling the underlying problems causing persistent anti-social behaviour and offending within families.
Fixed Term Exclusion		When a school 'excludes' a child from attending for a specific period of time. This can be for one or more periods, and for up to 45 days, in one academic year. See also 'Exclusion' and 'Permanent Exclusion'.
FOI	Freedom of Information	Request made to the local authority for information under the Freedom of Information Act 2000.
FR	First Response Social Work Team	Through the MASH process, the team to which cases are referred when there is a significant child protection concern. See also 'MASH'.
Free schools		Schools which are set up by groups of parents, teachers, charities, trusts, religious and voluntary groups and which are then established as academies and funded as such. See also 'academies'.
Front Line' Student Social Workers		Student social workers based in Merton's children's social care who are on the national 'Front Line' initiative: a two year social work training programme for graduates which is practice based.
FSD	Family Services Directory	Merton website which provides details of a broad range of services for families in Merton. See also 'Local Offer'.

FSM	Free School Meals	Free school meals are provided for children whose families are in receipt of benefits such as income support or income based job seeker's allowance
FSP	[Early Years] Foundation Stage Profile	See 'EYFSP'.
FTE	First Time Entrant (to Youth Justice)	Young person who commits an offence and enters the youth justice system for the first time.
FTE	Full Time Equivalent	Term used in school finance to count the number of pupils who attend full time, calculated as 25 hours per week.
HE	Higher Education	Commonly used to refer to post-18/19 education in Universities or colleges.
HFP	Helping Families Programme	A systemic approach to supporting 'high risk complex families' working in partnership with the family to 'ensure a shared and common purpose, from the very first contact'. It includes 'developing parent-led goals' - a way of agreeing on specific objectives relating to the five Helping Families Programme risk factors.
HI	Hearing Impairment	Type of Special Educational Need in the 'Sensory and/or Physical Needs' category. See also 'SEN'.
HV	Health Visitor	Qualified nurse or midwife primarily providing health and support services to new parents and pre-school children.
ICPC	Initial Child Protection Conference	First Case Conference held when there has been a child protection investigation. See also 'CPC'.
IDACI	Income Deprivation Affecting Children Index	Measure, in a local area, of the proportion of children under the age of 16 that live in low income households.
IEP	Individual Education Plan	Individualised plan for learning for children with Special Education Needs or Disability.
IGC	Intergenerational Centre	Former name of the Acacia Centre. See also 'Acacia Centre'.
IMD	Indices of Multiple Deprivation	Measure of the level of deprivation in an area.
IRO	Independent Reviewing Officer	Responsible for quality assuring the care planning process for looked after children (LAC) and children with a child protection plan (CPP), and ensuring that his/her current wishes and feelings are given full consideration. See also 'LAC' and 'CPP'.
IYSS	Integrated Youth Support System	Database which tracks young people's (aged 16-19) engagement in education, training and employment. See also 'EET' and 'NEET'.
JSNA	Joint Strategic Needs Assessment	Assessment of the current and future health and social needs of people living in Merton to help inform commissioners of health and care services to best meet those needs
Joint Targeted Area Inspections	Joint Targeted Area Inspections	Joint Targeted Area Inspections (JTAI) of arrangements and services for children in need of help and protection in local authority areas in England. These inspections are undertaken by Ofsted, the Care Quality Commission (CQC), Her Majesty's Inspectorate of Constabulary (HMIC) and Her Majesty's Inspectorate of Probation (HMI Probation). See also: Single Inspection and Targeted Local Authority Inspection
JTAI	Joint Targeted Area Inspections	See: Joint Targeted Area Inspections

KS1	Key Stage 1	Legal term for schooling in maintained primary schools during Year 1 and Year 2.
KS2	Key Stage 2	Legal term for schooling in maintained primary schools during Years 3-6.
KS3	Key Stage 3	Legal term for schooling in maintained secondary schools during Years 7-9.
KS4	Key Stage 4	Legal term for schooling in maintained secondary schools during Years 10-11.
LA	Local authority	
LAC	Looked After Children	Child who is looked after by the state. This includes those who are subject to a care order or temporarily classed as looked after on a planned basis for short breaks or respite care. The term is also used to describe 'accommodated' children and young people who are looked after on a voluntary basis at the request of, or by agreement with, their parents.
LAC Review		A review of a looked after child's Care Plan which must be conducted within statutory timescales, and where there is a significant change to the plan such as ceasing to be looked after.
LADO	Local Authority Designated Officer	Local authority officer in children's social care who is responsible for managing child protection allegations against people who work with children in the local authority area.
LASPO	Legal Aid, Sentencing and Punishment of Offenders (LASPO) Act 2012.	Legislation relating to the process for those young people remanded to Local Authority Care / Youth Detention Accommodation who receive 'Looked After' status.
LBM	London Borough of Merton	
LDA	Learning Difficulty Assessment	Assessment setting out the additional learning support a young person will need when continuing into post-16 education or training. Replaced by Education, Health and Care Plans from 1 September 2014. See also 'EHC' plan.
LDD	Learning Difficulties and Disabilities	Term used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at a different rate from their peers.
LGFL	London Grid for Learning	Consortium of the 33 London local authorities and 2,500 schools working together to provide extensive and cost effective ICT services.
Local Offer		Merton website of information about the special educational provision for children and young people with SEN which the local authority expects to be available. This is a statutory duty of the local authority under the Children and Families Act 2014. See also 'C&F Act' and 'FSD'
LSCB	Local Safeguarding Children Board	See 'MSCB'.
MAPPA	Multi-Agency Public Protection Arrangements	Arrangements for the management, by the responsible authorities, (Probation, Prison Service and the Police) of registered sex offenders, violent and other types of sexual offenders, and offenders who pose a serious risk of harm to the public.

MARAC	Multi-Agency Risk Assessment Conference	Multi-agency meeting where information is shared on the borough's highest risk domestic abuse cases.
MASE panel	Multi-Agency Sexual Exploitation Panel	All cases of potential, suspected or actual child sexual exploitation are referred to the MASE panel.
MASH	Multi-Agency Safeguarding Hub	Single point of contact to children's services where there is a concern about a child and their family. Staff in the MASH are from a range of agencies - children's social care, police, health, education - and combine their knowledge to make the most appropriate and informed decisions to keep children safe from harm.
MASH and First Response [Service]		Service area in the Children, Schools and Families Department, Children's Social Care and Youth Inclusion Division.
MEP	Merton Education Partnership	Formal collaboration of Merton state schools to ensure the best educational outcomes for children and young people through school to school support and joint procurement.
Merton Well-Being Model	Merton Child and Young Person Well Being Model	Framework used across Merton's Children's Trust to identify need and secure appropriate services. See also 'Children's Trust Board'.
MI	Motivational Interviewing	A casework approach whereby the practitioner works in collaboration with the client to help them recognise their own problems and to develop a motivation to change.
MLD	Moderate Learning Difficulty	Type of Special Educational Need in the 'Cognition and Learning Needs' category. See also 'SEN'.
MOPAC	Mayor's Office for Policing and Crime	Function of Mayor of London. Funding source.
MSCB	Merton Safeguarding Children Board	Merton's Local Safeguard Children Board which ensures good and robust systems to safeguard children. See also 'safeguarding'.
MSI	Merton School Improvement [Service]	Service area in the Children, Schools and Families Department, Education Division.
MSI	Multi-Sensory Impairment	Type of Special Educational Need in the 'Sensory and/or Physical Needs' category. See also 'SEN'.
MST	Multi Systemic Therapy	Intensive family therapy in the home to young people with complex clinical, social and educational problems with the aim of preventing family breakdown.
MVSC	Merton Voluntary Sector Council	Support and advice to the voluntary and community sector in Merton.
MWBM	Merton Child and Young Person Well Being Model	Framework used across Merton's Children's Trust to identify need and secure appropriate services. See also 'Children's Trust Board'.
MYP	Merton Youth Parliament	Forum for young people aged 11 – 19 years (or 25 for disabled young people) which ensures that young people's views are listened to and inform decisions about service developments.

NC	National Curriculum	Set of subjects and standards used by primary and secondary schools so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.
NEET	Not in Education, Employment or Training	Term used in relation to monitoring the number of young people aged 16-18 who are not in education, training or employment. See also 'EET'.
NFA	No Further Action	Decision made about a case that is referred to the MASH process, where it is decided that there is no child protection concern. See also 'MASH'.
NQSW	Newly Qualified Social Worker	Social worker who is in the first two years of post-qualification.
NQT	Newly Qualified Teacher	New teacher's three-term period of assessment, usually completed in a single school year.
NRPF	No recourse to public funds	People who are subject to immigration control and have no entitlement to welfare benefits, Home Office support for asylum seekers or public housing.
NtG	Narrowing the Gap	Programme hosted by the Local Government Association which aimed to 'Narrow the Gap' in outcomes between vulnerable and excluded children and others, against a context of improving outcomes for all
NVQ	National Vocational Qualification	Work based awards that are achieved through assessment and training.
Ofsted	Office for Standards in Education, Children's Services and Skills	Regulatory body for services which care for children and young people, and those providing education and skills for learners of all ages.
OMP	Offender Management Panel	Multi agency panel that manages young people and adults who are a concern in the borough, as they are at a high risk of reoffending, and causing serious harm.
ONS	Office for National Statistics	UK's largest independent producer of official statistics and the recognised national statistical institute of the UK.
OTH	Other difficulty/disability	Type of Special Educational Need. See also 'SEN'.
PA	Persistent Absence	When a pupil is absent from school for 15% or more of the academic year.
PD	Physical Disability	Type of Special Educational Need in the 'Sensory and/or Physical Needs' category. See also 'SEN'.
PEP	Personal Education Plan	Individualised plan for learning for looked after children. See also 'LAC'.
Permanent Exclusion		When a child is excluded permanently from school and removed from the school roll. See also 'Exclusion' and 'Fixed Term Exclusion'.
PF	Private fostering	When a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).
PH	Public Health	The responsibility for public health is now in local authorities. The Public Health team in Merton work closely in partnership with the support of Merton Clinical Commissioning Group. See also 'CCG'.

PI	Performance Indicator	Measure of success of activities within an organisation or service. These will include measure of process, quality, outcome, perception and value for money.
Placements, Looked After Children and Care Leavers [Service]		Service area in the Children, Schools and Families Department, Children's Social Care and Youth Inclusion Division.
PLO	Public Law Outline 2014	Children and Families Act 2014 makes changes to Part 12 of the Family Procedure Rules 2010 and requires that all care proceedings are completed within a maximum of 26 weeks. See also 'C&F Act'.
PMLD	Profound and Multiple Learning Difficulty	Type of Special Educational Need in the 'Cognition and Learning Needs' category. See also 'SEN'.
PPP	Policy, Planning and Performance [Service]	Service area in the Children, Schools and Families Department, Commissioning, Strategy and Performance Division
PPYPG	Promote and Protect Young People Group	Multi-agency group tasked with identifying and responding to issues of known or suspected child sexual exploitation in Merton
Pre-NEET		Term used in Merton for 13-16 year olds who are at risk of disengaging from education and at risk of being NEET. See also NEET,
Prevent	Prevent Strategy	The Prevent strategy contains three objectives: to respond to the ideological challenge of terrorism and the threat from those who promote it; to prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and to work with sectors and institutions where there are risks of radicalisation that we need to address.
PRU	Pupil Referral Unit	Local authority maintained establishment that provides education for children who are excluded, sick, or otherwise unable to attend a mainstream or special maintained school. See also 'Exclusion'.
PSHE	Personal, Social and Health Education	Part of the national curriculum in secondary schools, a planned programme of education aimed at equipping young people with the knowledge, understanding, attitudes and practical skills to live healthily, safely, productively and responsibly. See also 'NC'.
Pupil Premium (PP)		Additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.
PVI	Private, Voluntary and Independent [Sector]	Term used to describe organisations outside of the local authority. Commonly used in reference to nurseries and schools.
QA	Quality Assurance	Assessing the quality of service delivery by a standard set of criteria, or 'quality framework'.
QAPD	Quality Assurance and Professional Development [Service]	Service area in the Children, Schools and Families Department, Social Care and Youth Inclusion Division.

RAG	Red, Amber, Green	Rating system used to identify the level of success achieved against a performance measure.
RCPC	Review Child Protection Conference	Case conference which is held within 3 months of the Initial Child Protection Conference. See also 'CPC' and 'ICPC'.
Reception		First year of statutory schooling, which in Merton begins in the September of the academic year in which the child turns age 5.
RI	Racist incidents	Incidents in schools, recorded by schools and reported to the local authority, involving racist bullying/ racism.
RPA	Raising Participation Age	Increasing the age to which all young people in England must continue in education or training, requiring them to continue until the end of the academic year in which they turn 17 from 2013 and until their 18th birthday from 2015.
S17	Section 17	Section 17 of the Children Act 1989 which covers Children in Need (CIN).
S20	Section 20	Section 20 of the Children Act 1989, relates to children accommodated by the local authority if they have no parent or are lost or abandoned or where their parents are not able to provide them with suitable accommodation and agree to the child being accommodated. A child who is accommodated under Section 20 becomes a Looked After Child.
S47	Section 47	Section 47 of the Children Act 1989 which covers Children suffering or likely to suffer, significant harm.
Safeguarding		Range of activities which seek to: protect children from maltreatment; prevent impairment of children's health or development; and ensure children are growing up in circumstances consistent with the provision of safe and effective care. See also 'Child Protection'.
SaLT	Speech and Language Therapy	Assessment and treatment of speech, language and communication problems in children and young people to enable them to communicate to the best of their ability.
School Action		Support in school for a child with learning difficulties who is not making progress. This may involve extra teachers, different learning materials, special equipment or a different teaching strategy. <i>This term has been replaced with 'School Support' since the provisions of the Children and Families Act 2014 came into force. See also 'School Support'.</i>
School Action Plus		Process of support implemented when 'School Action' has not been able to help a child with learning difficulties to make adequate progress. At this level the school will seek external advice from agencies including the local authority support services, health services and children's social care. <i>This term has been replaced with 'School Support' since the provisions of the Children and Families Act 2014 came into force. See also 'School Support'.</i>
School Support		Support in school for a child with learning difficulties who is not making expected progress, but who does not meet the threshold for an Education, Health and Care Plan. See also 'EHC Plan'.

School Organisation and Contracts		Service area in the Children, Schools and Families Department, Commissioning, Strategy and Performance Division.
SCR	Serious Case Review	In some instances where a child has suffered harm a serious case review is carried out to see what lessons can be learnt about how local professionals and organisations worked together and to make recommendations so that the welfare of children is better protected in future.
SDQ	Strengths and difficulties questionnaire	Completed by the main carer of a looked after child, and used in the local authority data collection on the emotional health and well-being of looked after children. This data is submitted to the Department for Education as part of the SSDA 903 return. See also 'SSDA 903'.
SEAL	Social and Emotional Aspects of Learning	Programme in schools which implements a holistic approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in school.
SEF	Self Evaluation Framework	Framework by which an organisation, service or team can evaluate their own performance. Also often used to refer to the document which is produced as a result of undertaking a 'self evaluation' of the organisation, service or team in readiness for an inspection.
SEN	Special Educational Needs	Pupils who have a significantly greater difficulty in learning than the majority of pupils of their age, or have a disability which means that they cannot make full use of the general educational facilities provided for pupils of their age.
SEND	Special Educational Needs and Disabilities.	Term used to describe children and young people with SEN (see 'SEN') and disabilities (see 'CWD').
SENDIS	Special Educational Needs and Disabilities Integrated Service	Service area in the Children, Schools and Families Department, Education Division.
SGO	Special Guardianship Order	Secures permanent care for a child by a family member, such as grandparent, aunt or uncle, while maintaining a legal relationship with the birth family.
Short Breaks		Previously known as 'respite care' short breaks give children and young people with disabilities the chance to do something they enjoy, while giving parents time away from caring.
Single assessment		An individual assessment of a child who has been referred to children's social care to identify their needs and to understand the impact of any parental behaviour on them as an individual. See also: S17 and S47

Single Inspection	The Ofsted inspection of services for children in need of help and protection, children looked after and care leavers (single inspection framework) and reviews of Local Safeguarding Children Boards	
SLA	Service Level Agreement	Formal document that defines a working relationship between parties to a service contract.
SLCN	Speech, Language and Communication Needs	Type of Special Educational Need in the 'Communication and Interaction Needs' category.
SLD	Severe Learning Difficulty	Type of Special Educational Need in the 'Cognition and Learning Needs' category. See also 'SEN'.
SMART Centre (The)		See 'PRU'.
SN	Statistical neighbours	Local authorities who have a similar demographic profile to the London Borough of Merton, and thus make useful comparators to Merton.
SOA	Super output area	Set of geographical areas, (defined after the 2001 Census) of consistent size, whose boundaries will not change, suitable for the publication of data such as the Indices of Deprivation (IMD). See also 'IMD'.
SoS	Signs of Safety	The Signs of Safety is an innovative strengths-based, safety-organised approach to child protection casework.
Social Work Intervention Services		Service area in the Children, Schools and Families Department, Children's Social Care and Youth Inclusion Division.
Southwark Judgement	Southwark judgement protocol	Under this protocol all 16-17 year olds presenting as homeless are referred to the Merton's 14+ Team who will assume responsibility for their assessment and any ongoing support.
Specialist	Specialist level service	Service provided to children and families assessed as being at the specialist level of need (highest level) on the Merton Well Being Model. See also 'MWBM'.
SpLD	Specific Learning Difficulty	Type of Special Educational Need in the 'Cognition and Learning Needs' category. See also 'SEN'.
SPA	Merton's Single Point of Access for Child and Adolescent Mental Health Services	Merton Single Point of Access is the one point of access for professionals seeking a referral for Child and Adolescent Mental Health Services.
SPOC	Single Point of Contact	These are named officers in the local authority, and in the Police, to whom a request for disclosure of information, by each of these organisations, must be directed, in cases of alleged child abuse and linked criminal and care directions hearings.

SSDA 903		Annual statistical return to the Department for Education about children looked after children. See also 'LAC'.
STA	Standards and Testing Agency	Executive agency of the Department for Education, now responsible for the development and delivery of all statutory assessments from early years to the end of Key Stage 3. See also 'Key Stage 3'
Statement	Statement of Special Educational Needs	Document setting out the needs of a child with a learning difficulty and specifying the extra help they should get to meet these needs. Replaced by Education, Health and Care Plans from 1 September 2014. See also 'EHC' plan.
Supporting Families Team		Team within the Early Years and Children's Centres Service, delivering 'enhanced' level services to children aged 0-5. See also 'Early Years and Children's Centres' and 'Enhanced'.
SWLAC	South West London Adoption Consortium	The consortium brings together four London Boroughs (Kingston, Merton, Richmond and Sutton) to work together in order to recruit, assess and approve adopters for children waiting both locally and nationally.
SWLSEP	South West London School Effectiveness Partnership	Partnership between the London boroughs of Kingston, Merton, Richmond, Sutton, Wandsworth and Croydon to support their capacity for school improvement, through co-operation and joint project work.
Systemic		An approach to both the delivery and management of children's services and to direct work with service users and their families: practitioners work with people in their family, community or ecological contexts, enabling the systems around the service user to support them in their family/community context; a key aspect of this approach is the need to observe practitioners whilst working directly with families, to provide opportunity for reflective thinking and feedback.
TA	Teacher assessments	Judgement made by teachers on a pupil's progress and performance made at the end of Key Stage 2 and 3. See also 'Key Stage 2' and 'Key Stage 3'.
TAC	Team Around the Child	Multi-disciplinary team of practitioners established on a case-by-case basis to support a child, young person or family, using the common assessment framework. See also 'CAF' and 'CASA'.
TAF	Team Around the Family	See 'TAC'.
TaMHS	Targeted Mental Health in Schools	School based project aiming to improve the mental and emotional health in children and young people, focussing on both staff training, and interventions with pupils.
Targeted Local Authority Inspection	Targeted Local Authority Inspection	A 'deep dive' inspection by Ofsted in a local authority where there are concerns, or where there is effective practice which other Local Authorities could learn from. This focuses on children who are at risk of a specific type (or types) of harm, or the support and care of children looked after and/or care leavers. See also: Single Inspection, Joint Targeted Area Inspection, DV, and CSE.

TASC	Team for Autistic Spectrum and Communication Conditions	Team within the Special Educational Needs and Disabilities Integrated Service responsible for supporting children living in Merton who have a diagnoses of Autistic Spectrum Disorder, or communication disorder, and who are attending mainstream schools.
TF	Transforming Families	Merton's implementation of the national Troubled Families Initiative, which aims to address persistent worklessness, offending and anti social behaviour in families, and low school attendance.
TF Casework Team	Transforming Families Casework Team	Team within Family and Adolescent Services, delivering the Transforming Families initiative. See also 'TF' and 'Family and Adolescent Services'.
TP	Teenage pregnancy	Service responsible for delivering advice and guidance to young people on contraception and sexual health, sex and relationships and support to pregnant teenagers and teenage parents.
Tri.X	Merton Children's Services procedures on line	Web based information resource for Merton's children's social care practitioners including policies, procedures and protocols.
UA	Unauthorised absence	Absence from school not authorised by the school. See also 'Authorised Absence'.
UASC	Unaccompanied asylum seeking children	
Universal	Universal level service	Service provided to children and families assessed as being at the universal level of need (lowest level) on the Merton Well Being Model. See also 'MWBM'.
UPN	Unique Pupil Number	Unique identifying number assigned to school pupils.
URN	Unique Reference Number	Unique identifying number assigned educational establishments.
VA	Value Added	See 'CVA'
VAWG	Violence Against Women and Girls	
VBS	Virtual Behaviour Service	Team within the Education Inclusion Service area supporting pupils with behaviour problems in school. See also 'Education Inclusion'.
VCS	Voluntary and Community Sector	Organisations and community groups with charitable objectives providing not for profit services.
VCT	Vulnerable Children Team	Team within the MASH and First Response[Service], delivering 'enhanced' level services to children aged 5-18. See also 'MASH and First Response' and 'Enhanced'.
VI	Visual Impairment	Type of Special Educational Need in the 'Sensory and/or Physical Needs' category. See also 'SEN'.
Virtual School for LAC	Virtual School for Looked After Children	Team within the Merton School Improvement Service area supporting the educational attainment of Merton's looked after children. See also 'LAC'.
VRQ	Vocationally Related Qualifications	Widely recognised professional qualifications, enabling learners to improve their knowledge, skills and understanding of specific areas of employment.
VS	Virtual School for Looked After Children	See 'Virtual School for LAC'.

Working Together	Working Together to Safeguard Children (March 2013): A guide to inter-agency working to safeguard and promote the welfare of children.	Department for Education statutory guidance.
YA	Young Advisors	Merton Young Advisors are teams of young people aged between 13 – 19 who are trained and supported to work with community leaders and decision makers to ensure that young people participate in community life, and inform local decision making and service developments.
YISP	Youth Inclusion Support Panel	Panel which identifies and supports young people, aged 8 to 13 who are at a high risk of offending and antisocial behaviour.
YJB	Youth Justice Board	Executive non-departmental public body overseeing the youth justice system in England and Wales. It works to prevent offending and reoffending by children and young people under the age of 18, and ensures that custody for them is safe, secure, and addresses the causes of their offending behaviour.
YJS	Youth Justice Service	Team within Family and Adolescent Services. See also 'Family and Adolescent Services'.
YMT	Young Merton Together	Bi-monthly web based publication for Merton's Children's Trust.
YOT	Youth Offending Team	Merton team which is part of the criminal justice system, and also works with young people at early stages of offending, or who may be at risk of crime or anti social behaviour.
YP	Young person	