

## NOTICE OF MEETING

# CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

**Monday, 9th November, 2020, 6.30 pm - MS Teams. Watch it [here](#)**

**Members:** Councillors Erdal Dogan (Chair), Dana Carlin, James Chiriyankandath, Josh Dixon, Tammy Palmer, Anne Stennett and Elin Weston

**Co-optees/Non Voting Members:** Mark Chapman (Parent Governor representative), Luci Davin (Parent Governor representative), Yvonne Denny (Church representative) and Lourdes Keever (Church representative)

Quorum: 3

### 1. **FILMING AT MEETINGS**

Please note that this meeting may be filmed or recorded by the Council for live or subsequent broadcast via the Council's internet site or by anyone attending the meeting using any communication method. Although we ask members of the public recording, filming or reporting on the meeting not to include the public seating areas, members of the public attending the meeting should be aware that we cannot guarantee that they will not be filmed or recorded by others attending the meeting. Members of the public participating in the meeting (e.g. making deputations, asking questions, making oral protests) should be aware that they are likely to be filmed, recorded or reported on.

By entering the meeting room and using the public seating area, you are consenting to being filmed and to the possible use of those images and sound recordings.

The chair of the meeting has the discretion to terminate or suspend filming or recording, if in his or her opinion continuation of the filming, recording or reporting would disrupt or prejudice the proceedings, infringe the rights of any individual or may lead to the breach of a legal obligation by the Council.

### 2. **APOLOGIES FOR ABSENCE**

### 3. **ITEMS OF URGENT BUSINESS**

The Chair will consider the admission of any late items of urgent business (late items will be considered under the agenda item where they appear. New items will be dealt with as noted below).

### 4. **DECLARATIONS OF INTEREST**

A member with a disclosable pecuniary interest or a prejudicial interest in a matter who attends a meeting of the authority at which the matter is considered:

- (i) must disclose the interest at the start of the meeting or when the interest becomes apparent, and
- (ii) may not participate in any discussion or vote on the matter and must withdraw from the meeting room.

A member who discloses at a meeting a disclosable pecuniary interest which is not registered in the Register of Members' Interests or the subject of a pending notification must notify the Monitoring Officer of the interest within 28 days of the disclosure.

Disclosable pecuniary interests, personal interests and prejudicial interests are defined at Paragraphs 5-7 and Appendix A of the Members' Code of Conduct.

**5. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS**

To consider any requests received in accordance with Part 4, Section B, Paragraph 29 of the Council's Constitution.

**6. MINUTES (PAGES 1 - 8)**

To approve the minutes of the meeting of 29 September 2020.

**7. TERMS OF REFERENCE AND MEMBERSHIP (PAGES 9 - 40)**

To note the terms of reference and membership for Overview and Scrutiny and its panels for 2020/21.

**8. CABINET MEMBER QUESTIONS - CHILDREN AND FAMILIES.**

An opportunity to question the Cabinet Member for Children and Families, Councillor Kaushika Amin, on developments within her portfolio.

**9. HARINGEY LOCAL SAFEGUARDING CHILDREN'S BOARD; ANNUAL REPORT (APRIL 2018 TO SEP 2019) (PAGES 41 - 70)**

To consider the Annual Report of Haringey Local Safeguarding Children's Board.

**10. EDUCATION UPDATE (PAGES 71 - 128)**

To receive an update on education issues, including the impact of the Covid pandemic on tests and examinations, lost learning and action to address digital poverty.

**11. WORK PROGRAMME UPDATE (PAGES 129 - 138)**

To consider the work plan for the Panel for the remainder of 2020/21.

**12. NEW ITEMS OF URGENT BUSINESS**

To consider any items admitted at item 3 above.

**13. DATES OF FUTURE MEETINGS**

- 10 November (Schools Review evidence session);
- 14 December 2020; and
- 8 March 2021.

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Bernie Ryan  
Assistant Director – Corporate Governance and Monitoring Officer  
River Park House, 225 High Road, Wood Green, N22 8HQ

Friday, 30 October 2020

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## **MINUTES OF MEETING CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL HELD ON TUESDAY 29TH SEPTEMBER 2020**

### **PRESENT:**

**Councillors:** Erdal Dogan (Chair), Dana Carlin, Julie Davies, Josh Dixon, Tammy Palmer

**Co-opted Members:** Mark Chapman and Luci Davin (Parent Governor representatives) and Lourdes Kever (Church representative)

### **44. FILMING AT MEETINGS**

The Chair referred Members present to agenda item 1 regarding filming at the meeting and Members noted the information contained therein.

### **45. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillors Chiriyankandath and Hakata and Yvonne Denny (church representative).

### **46. ITEMS OF URGENT BUSINESS**

None.

### **47. DECLARATIONS OF INTEREST**

None.

### **48. DEPUTATIONS/PETITIONS/PRESENTATIONS/QUESTIONS**

None.

### **49. MINUTES**

#### **AGREED:**

That the minutes of the meetings of 2 and 11 March 2020 (joint meeting with the Adults and Health Scrutiny Panel) be approved.

### **50. CABINET MEMBER QUESTIONS - COMMUNITIES AND EQUALITIES**

The Cabinet Member for Communities and Equalities, Councillor Mark Blake, outlined key developments within the areas of his portfolio that came within the terms of reference of the Panel:

- In respect of youth justice, there had been recent improvements in performance. The service was due to be externally inspected soon by HMIC and the progress that had been made meant that they would be well prepared;
- Specific work had taken place on the issue of serious youth violence and disproportionality amongst black and minority ethnic (BAME) young people. This was being undertaken in partnership with Islington Council and assisted by City University. This had been set up in recognition that this was an issue in the area that required attention and to improve practice. Recommendations had been considered at the last Youth at Risk Executive Board meeting. The findings would be shared with the Youth Justice Board, who had also funded the work;
- Work was taking place to develop further the proposals for a youth hub in Wood Green;
- Two new teams had been created to slot into the new Youth Service model. The Contextual Safeguarding Team had been set up to work with young people whose needs currently came below thresholds for intervention but where there were emerging concerns. The Prevention Team would work with young people who had been given out of court disposals to ensure that they did not get caught up in the youth justice system again;
- Core outcomes had been attached to the Youth Service which were aligned to the Borough Plan. These included reducing exploitation, keeping children in education and improving behaviour and attitude in schools;
- Support had been provided to 40 families through food banks during the lockdown;
- Despite concerns regarding Covid transmission, summer programme activities had been well attended and the feedback on them had been good;
- He had visited Bruce Grove Youth Hub, which had been successfully reopened. Consideration was being given to broadening the range of activities that were available to including web design and animation and additional IT equipment had been obtained for this purpose. Good relationships had been established with local Police and they had spoken to young people about careers in the Police.

In answer to a question, Eveleen Riordan, Assistant Director for Schools and Learning, reported that Police officers had attended meetings with Headteachers and highlighted areas of the borough that were crime hotspots. Action was also being taken through place based work. This involved staff attending hot spots with the aim of diffusing any flare ups of trouble. Group work was also planned in Wood Green schools on how to stay safe. The Cabinet Member commented that he was anxious not to see a return to previous robbery levels within the borough and was keeping a close eye on developments.

The Panel noted that funding had been obtained from the Department for Education (DfE) to place social workers in 7 schools. They would be able to assist with a range of issues, including anxiety. The aim was to enable an early and sensitive response. In

addition, young people could also access the Kooth app through a project funded by Haringey CCG.

It was noted that, in response to the current pandemic, services had needed to adapt their approach. A youth justice podcast was being piloted. In addition, views were being obtained from young people on how they were being supported. Interviews and recruitment were still taking place. A recent assessment for newly qualified social workers had been assisted by four young people.

A Panel Member commented that it could be difficult for young people to move around the borough due to “post code” issues. The Cabinet Member stated that he had emphasised the need for a Wood Green youth hub for young people. Although progress was being made, it had not progressed as fast as he had wished. It was noted that an interim and a permanent venue were being sought. Sufficient space would be required to enable a broad range of activities to take place. A short list of two sites had been identified for the interim venue.

Ann Graham, Director of Children and Young People’s Services, stated that she was pleased that funding had been obtained for the social workers in schools initiative and would be happy to provide a report on progress with the scheme to a future meeting. In answer to a question, she stated that it was only currently operating in secondary schools. She would welcome extending it to primary schools should suitable funding become available.

**AGREED:**

That a report on progress with the social worker in schools initiative be submitted to a future meeting of the Panel.

**51. RECOVERY PLAN FOR EDUCATION TO CATCH UP ON MISSED SCHOOLING AND TARGETED ACTION FOR DISADVANTAGED COMMUNITIES**

Eveleen Riordan, Assistant Director for Schools and Learning, reported on plans to enable children and young people to catch up with schooling that had been missed during the lockdown. The experience of children and young people had been variable and there had been a significant negative impact on those from black and minority ethnic (BAME) communities. In particular, some children and young people had struggled to use on-line learning resources due to lack of access to IT. There had been a Department for Education (DfE) scheme to provide laptops to those who needed them but this had been slow to get off the ground. In addition, most schools were not set up to deliver learning virtually, although some had excelled. There was particular concern regarding those young people who were approaching public exams.

It was not possible as yet to determine what the full impact of the lockdown had been on learning. Teachers would be spending the autumn term assessing what progress children had made, what catch up work was required and how best to fill any gaps.

The Council and Haringey Education Partnership (HEP) had participated in the Lost Learning project alongside Enfield, Camden, Islington, Hackney and Barnet to explore in detail the impact of the lockdown on learning. A broadly similar picture had

emerged across all of the boroughs. National research had indicated that children had, on average, lost three months of schooling but this was more for BAME children as well as boys.

The Council and Haringey Education Partnership (HEP) were providing support for schools in providing continuing and blended learning, as well as future proofing against any future lockdowns. Examples of good practice were being shared. The Council had also been collecting and distributing laptops from the DfE for children who had social workers. HEP were working with schools to develop remote learning further in schools. Ofsted would be focusing on this with non-graded 'visits' in the autumn and would resume normal inspections from January 2021.

The Council's BAME achievement group had developed tools and support for schools to tackle the gaps in attainment and outcomes. The Council and HEP would be jointly hosting another conference, checking on delivering against the eight commitments in their pledge, aiming to complete a BAME review in every HEP supported school this year and asking schools to identify and address the impact on BAME communities.

Lockdown had impacted on the learning of all children and young people across all settings. There were wide variations in how families and schools had been able to respond to the lockdown and support children with online and other learning resources. There had also been variations between localities and within individual schools. Teachers would be using the coming term to develop a greater understanding of the impact and this would help to shape the recovery curriculum. There would be an impact on national testing in 2021 but schools would work with young people to minimise this.

In answer to a question regarding the Catch Up Premium funding for schools and how this was being used, Ms Riordan agreed to provide an update to the Panel outside of the meeting.

Panel Members commented that schools and children were finding the current circumstances very challenging, particularly the regular need for learning to take place outside of school. Ms Riordan stated that schools were looking to equip children and young people to learn effectively from home when required. Blended learning was being widely used and the good practice of some schools, such as Mulberry, was being widely shared. It was important that there was consistency in the provision of high quality remote learning and action was being taken to ensure that all schools were providing this. The provision of laptops by the DfE had been a good idea, but had taken time to roll out. Measures were in place to provide assistance if laptops malfunctioned, with schools providing help in the first instance. The gaps in learning varied considerably with some being very small and other instances where there had been virtually no learning at all undertaken during lockdown. Schools would consider what additional support might be needed and this could possibly include booster classes if necessary.

In reference to safeguarding referrals, Ms Graham reported that these had dropped initially. This was because children had been less visible as they were not at school. Additional measures had been taken to address this. These included action to ensure that children remained the responsibility of the local area and were not transferred to a

new area when they were deplaned from a child protection plan. She was happy to report further to the Panel on how safeguarding had been maintained. Referrals were still coming through and were expected to increase sharply. Additional capacity had been put in where required and action taken to ensure that there were stable workloads. Although the Council had received some additional funding, this was not sufficient and had not been ring fenced. A note was being kept on the additional spending that had been required for use in discussions with the government.

**AGREED:**

1. That that the findings of the Lost Learning project be shared with the Panel;
2. That further information be provided to the Panel on how the Catch Up premium funding for schools is being used; and
3. That a report be made to a future meeting of the Panel on how safeguarding of vulnerable children has been maintained during the pandemic and lockdown.

**52. MANAGEMENT OF THE SCHOOLS ESTATE**

Gloria Ighodaro, Head of Estate Management, reported on work to maintain the maintenance of the schools that the Council was responsible for. There were two elements to this:

- Planned works, arising from condition surveys and the need for statutory compliance; and
- Unplanned works that were required to ensure that schools remained safe and operational.

Historically, £1 million per year had been allocated for maintenance works but this had been increased to £6.6 million for this year and there was likely to be another £5 million required for the year after. There was a lot of outstanding work that needed to be dealt with and most schools had had works done. A significant number of school buildings within the borough were Victorian and therefore had high maintenance requirements.

Not all schools were aware of their responsibility to undertake statutory compliance tests. All schools received devolved funding for minor repairs and maintenance. A Schools Premises Management Handbook had been developed and issued to all maintained schools which set out the respective roles and responsibilities of schools as tenants and the Council as the landlord. A collaborative approach remained the way by which the Corporate Landlord Team worked with schools, Business Managers and Site Managers. There was no wish to see schools having to close due to maintenance issues and this had been avoided so far. The Panel noted that it would be necessary to prioritise works. Health and safety works were normally prioritised in the first instance.

In answer to a question, Ms Ighodaro stated that it had been recognised that a planned approach was required. Allowances would nevertheless need to be made for reactive work but it was hoped this would comprise a smaller percentage of work. In some schools, major works were required including full refurbishments. The ultimate

aim was to make schools more resilient. Condition surveys of all schools had been completed by the Major Projects Team and all schools had a copy of their respective Condition Survey.

The Panel welcomed the handbook for schools and the additional funding and requested that information on major projects be shared with it when planned. It was noted that the previous amount of £1 million for maintenance works had been set some time ago and was now outdated. Decisions on the future funding allocations for the repair and maintenance programme would be reviewed on an annual basis.

Ms Ighodaro reported that an asbestos survey had been commissioned across the school estate so that an up to date asbestos register could be available and to have a consistent approach to assessing and addressing any remedial works that might be required thereafter. A lot of progress had been achieved and it was hoped to have a clear idea of what further maintenance works were required by the end of this year. There were regular meetings held with schools, including Headteachers and site managers, to ensure that communication on priority works were agreed collaboratively.

**AGREED:**

That further information be shared with the Panel in due course on any major works that are planned to take place in maintained schools.

**53. WORK PROGRAMME UPDATE**

In respect of items for the next meeting of the Panel, it was noted that the results of GCSE and A Level assessments that had been undertaken to replace exams were not to be published by the DfE. It would therefore not be possible to provide the analysis of them and other test results that was received annually by the Panel. Panel Members commented that they would nevertheless be interested in looking at the outcome of the assessments and any disproportionate impact that they may have had. They also felt that it would be useful to continue to monitor the impact of the lockdown on children and how they were being supported in catching up on lost learning.

**AGREED:**

That the draft work plan for the remainder of 2020-21 be approved.

**54. DATES OF FUTURE MEETINGS**

- 9 November 2020;
- 14 December 2020 (budget); and
- 8 March 2021.

CHAIR: Councillor Erdal Dogan

Signed by Chair .....

Date .....

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**Report for:** Children and Young People's Scrutiny Panel – 9 November 2020

**Item number:**

**Title:** Terms of Reference and Membership

**Report**

**authorised by :** Ayshe Simsek, Acting Democratic Services and Scrutiny Manager

**Lead Officer:** Robert Mack, Principal Scrutiny Support Officer,  
Tel: 020 8489 2921, e-mail: rob.mack@haringey.gov.uk

**Ward(s) affected:** N/A

**Report for Key/**

**Non Key Decision:** N/A

**1. Describe the issue under consideration**

1.1 This report sets out the terms of reference and membership for Overview and Scrutiny and its panels for 2020/21.

**2. Recommendations**

2.1 The Panel is asked to:

(a) Note the terms of reference (Appendix A) and Protocol (Appendix B) for the Overview and Scrutiny Committee and its Panels.

(b) Note the policy areas/remits and membership for each Scrutiny Panel for 2020/21 (Appendix C).

**3. Reasons for decision**

3.1 The terms of reference and membership of the scrutiny panels above need to be noted at the first meeting of each municipal year.

**4. Overview and Scrutiny Committee**

4.1 As agreed by Council on 1 October, the membership of the Overview and Scrutiny Committee for 2020/21 (OSC) is: Cllr Ahmet (Chair); Cllr Pippa Connor (Vice-Chair); Cllr Erdal Dogan, Cllr Ruth Gordon and Cllr Khaled Moyeed. The membership of the Committee also includes the statutory education representatives, who have voting rights solely on education matters.

4.2 The terms of reference and role of the OSC and its Panels are set out in Part Two (Article 6), Part Three (Section B) and Part Four (Section G) of the Council's Constitution. Together, these specify key responsibilities for the Committee. This information is provided in full at Appendix A.

4.4 There is also a Protocol, outside the Constitution and provided at Appendix B, that sets out how the OSC is to operate.

**5. Scrutiny Panels**

5.1 Article 6 of the Constitution states the OSC shall appoint Scrutiny Panels in order to discharge the Overview and Scrutiny role.

5.2 The specific functions for any Scrutiny Panels established is outlined in Article 6 of the Constitution at 6.3 (b) and 6.3 (c). The procedure by which this operates is detailed in the Scrutiny Protocol:

- The OSC shall establish four standing Scrutiny Panels, to examine designated public services.
- The OSC shall determine the terms of reference for each Scrutiny Panel.
- If there is any overlap between the business of the Panels, it is the responsibility of the OSC to resolve the issue.
- Areas which are not covered by the four standing Scrutiny Panels shall be the responsibility of the main OSC.
- The Chair of each Scrutiny Panel shall be a member of the OSC, as determined by the OSC at its first meeting.
- It is intended that each Scrutiny Panel shall be comprised of between 3 and 7 backbench or opposition members, and be politically propionate as far as possible.
- Each Scrutiny Panel shall be entitled to appoint up to three non-voting co-optees. The Children and Young People’s Scrutiny Panel membership will include the statutory education representatives of OSC.

5.3 The 2020/21 membership for the four Scrutiny Panels is listed below.

| <b>Scrutiny Panel</b>            | <b>Membership</b>  |
|----------------------------------|--|
| Adults and Health                | Cllrs Connor (Chair), Berryman, Brabazon, Da Costa, Peacock and Stone            |
| Children and Young People        | Cllrs Dogan (Chair), Carlin, Chiriyankandath, Dixon, Palmer, Stennett and Weston |
| Environment and Community Safety | Cllr Moyeed (Chair), B. Blake, Carlin, Davies, Emery, Hakata and Ogiehor         |
| Housing and Regeneration         | Cllr Gordon (Chair), Barnes, Brabazon, Diakides, Gunes, Hare and Say             |

5.4 The policy areas to be covered by the four existing Scrutiny Panels have been updated. This information, together with the relevant Portfolio holders for each scrutiny body, is attached at Appendix C.

**6. Contribution to strategic outcomes**

6.1 The contribution scrutiny can make to strategic outcomes will be considered as part of its routine work.

## 7. Statutory Officers Comments

### Finance and Procurement

- 7.1 The Haringey representatives on the JHOSC are not entitled to any remuneration. As a result, there are no direct financial implications arising from the recommendations set out in this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications then these will be highlighted at that time.

### Legal

- 7.2 Under Section 21 (6) of the Local Government Act 2000, an Overview and Scrutiny Committee has the power to appoint one or more sub-committee to discharge any of its functions. The establishment of Scrutiny Panels by the Committee falls within this power and is in accordance with the requirements of the Council's Constitution.
- 7.3 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the OSC. Such reports can then be referred to Cabinet or Council under agreed protocols.

### Equality

- 7.4 The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:
- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;
  - Advance equality of opportunity between people who share those protected characteristics and people who do not;
  - Foster good relations between people who share those characteristics and people who do not.
- 7.5 The proposals outlined in this report relate to the membership and terms of reference for the OSC and carry no direct implications for the Council's general equality duty. However, the Committee should ensure that it addresses these duties by considering them within its work programme and those of its panels, as well as individual pieces of work. This should include considering and clearly stating;
- How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics;

- Whether the impact on particular groups is fair and proportionate;
- Whether there is equality of access to services and fair representation of all groups within Haringey;
- Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.

7.6 The Committee should ensure that equalities comments are based on evidence. Wherever possible this should include demographic and service level data and evidence of residents/service-users views gathered through consultation.

## **8. Use of Appendices**

Appendix A Part Two (Article 6), Part Three (Section B), and Part Four (Section G) of the Constitution of the London Borough of Haringey.

Appendix B Scrutiny Protocol

Appendix C Overview & Scrutiny Remits and Membership 2020/21

## **9. Local Government (Access to Information) Act 1985**

**Appendix A**

**PART TWO – ARTICLES OF THE CONSTITUTION**

Last updated 18 July 2016

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**Article 6 - Overview and Scrutiny**

**6.01 Terms of reference**

The Council will appoint an Overview and Scrutiny Committee to discharge the functions conferred by section 9F of the Local Government Act 2000, the Health & Social Care Act 2001 and the NHS Reform & Health Professionals Act 2002.

**6.02. General role**

Within its terms of reference, the Overview and Scrutiny Committee may:

- (a) Exercise an overview of the forward plan;
- (b) Review or scrutinise decisions made or actions taken in connection with the discharge of any of the Cabinet's or Council's functions;
- (c) Make reports and recommendations to the full Council, the Cabinet or relevant non-Executive Committee in connection with the discharge of any functions;
- (d) Make reports or recommendations on matters affecting the area or its inhabitants;
- (e) Exercise the right to call-in, for reconsideration, key decisions made but not yet implemented by the Executive;
- (f) Receive the reports and recommendations of its commissioned Scrutiny Review Panels; and
- (g) In accordance with statutory regulations to review and scrutinise matters relating to the health service within the Authority's area and to make reports and recommendations thereon to local NHS bodies;
- (h) Enter into or appoint such joint overview and scrutiny committees that include the London Borough of Haringey and other boroughs for the purpose of responding to consultation by NHS bodies on proposals for substantial variation or development in the provision of health services as required by The Local Authority (Public Health, Health and Wellbeing Boards and Health Scrutiny) Regulations 2013.

**6.03 Specific functions**

**(a) Scrutiny Review Panels.**

The Overview and Scrutiny Committee shall appoint Scrutiny Review Panels in order to discharge the Overview and Scrutiny

**Appendix A**

role for designated public services and will co-ordinate their respective roles.

**(b) Policy development and review.**

The Overview and Scrutiny Committee and any Scrutiny Review Panels it may establish may:

- (i) Assist the Council and the Cabinet in the development of its budget and policy framework by in-depth analysis of policy issues;
- (ii) Conduct research, community and other consultation in the analysis of policy issues and possible options;
- (iii) Consider and implement mechanisms to encourage and enhance community participation in the development of policy options;
- (iv) Question members of the Cabinet and chief officers about their views on issues and proposals affecting the area; and
- (v) Liaise with other external organisations operating in the area, whether national, regional or local, to ensure that the interests of local people are enhanced by collaborative working.

**(c) Scrutiny.**

The Overview and Scrutiny Committee and any Scrutiny Review Panels it may establish may:

- (i) Review and scrutinise the decisions made by and performance of the Cabinet and council officers both in relation to individual decisions and over time;
- (ii) Review and scrutinise the performance of the Council in relation to its policy objectives, performance targets and/or particular service areas;
- (iii) Question members of the Cabinet and chief officers about their decisions and performance, whether generally in comparison with service plans and targets over a period of time, or in relation to particular decisions, initiatives or projects;
- (iv) Make recommendations to the Cabinet or relevant non-executive Committee arising from the outcome of the scrutiny process;
- (v) Review and scrutinise the performance of other public bodies in the area and invite reports from them by requesting them to address the overview and scrutiny committee and local people about their activities and performance; and

**Appendix A**

- (vi) Question and gather evidence from any person (with their consent).

**(d) Finance**

Overview and Scrutiny Committee may exercise overall responsibility for the finances made available to them.

**(e) Annual report.**

Overview and Scrutiny Committee must report annually to full Council on their workings and make recommendations for future work programmes and amended working methods if appropriate.

**6.04 Proceedings of Overview and Scrutiny Committee**

The Overview and Scrutiny Committee and any Scrutiny Review Panels it may establish will conduct their proceedings in accordance with the Overview and Scrutiny Procedure Rules set out in Part 4 of this Constitution.

**6.05 Votes of No Confidence**

The Chair of the Overview and Scrutiny Committee or the Chair of a Scrutiny Review Panel shall cease to hold that office as a Scrutiny member if a vote of no confidence, of which notice appears on the agenda, is carried at the meeting of the relevant body. The responsibilities of that member shall be carried out by the relevant Vice-Chair until such time as a subsequent meeting of that body has been notified of the appointment of a replacement or the reappointment of the member concerned. In the event of all members of the Overview and Scrutiny Committee having been removed from office in this way at any time, Scrutiny functions shall in the interim be carried out by Full Council.

**Appendix A**

**PART THREE – RESPONSIBILITY FOR FUNCTIONS**

**SECTION B**

Last updated 18 July 2016

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**SECTION 2 – COMMITTEES**

The following shall be committees of the Council and they shall have the membership as described in the Appointments of Committees, Sub-Committees, Panels, etc (as approved by the Annual Meeting):

- 1. The Corporate Committee**
  - 2. Combined Pensions Committee and Board**
  - 3. Staffing and Remuneration Committee**
  - 4. Overview and Scrutiny Committee**
  - 5. Standards Committee**
  - 6. Alexandra Palace and Park Board**
  - 7. The Regulatory Committee**
  - 8. The Health and Wellbeing Board**
- 

**4. Overview and Scrutiny Committee**

The Overview and Scrutiny Committee may:

- (a) exercise an overview of the forward plan;
- (b) review or scrutinise decisions made or actions taken in connection with the discharge of any of the Cabinet's or Council's functions;
- (c) make reports and recommendations to the full Council, the Cabinet or relevant non-Executive Committee in connection with the discharge of any functions;
- (d) make reports or recommendations on matters affecting the area or its inhabitants;
- (e) exercise the right to call-in, for reconsideration, key decisions made but not yet implemented by the Cabinet;
- (f) receive the reports and recommendations of its Scrutiny Review Panels;

**Appendix A**

- (g) in accordance with statutory regulations to review and scrutinise matters relating to the health service and all NHS funded services within the Authority's area and to make reports and recommendations thereon to local NHS and NHS funded bodies;
- (h) enter into or appoint such joint overview and scrutiny committees that include the London Borough of Haringey and other boroughs for the purpose of responding to consultation by NHS bodies on proposals for substantial variation or development in the provision of health services as required by The Local Authority (Public Health, Health and Wellbeing Boards and Health Scrutiny) Regulations 2013;
- (i) review or scrutinise decisions made, or other action taken, in connection with the discharge by the responsible partner authorities of their crime and disorder functions;
- (j) make reports or recommendations to the Cabinet or full Council where appropriate with respect to the discharge of the crime and disorder functions by the responsible partner authorities;
- (k) make arrangements which enable any Councillor who is not a Committee Member to refer any crime and disorder matter to the Committee under the Councillor Call for Action procedure; and
- (l) make arrangements which enable any Councillor who is not a Committee Member to refer to the Committee any local government matter which is relevant to the functions of the Committee under the Councillor Call for Action procedure.
- (m) there is a Protocol outside this Constitution setting out how the Overview and Scrutiny Committee is to operate. The Protocol shall be applied in a manner consistent with the Committee Procedure Rules in Part 4 and any issue on procedure at the meeting shall be subject to the ruling of the Chair. The Protocol can be amended by the written agreement of the Leaders of the Political Groups on the Council.
- (o) to appoint two representatives to the standing Joint Health Overview and Scrutiny Committee for North Central London. (Since this appointment is for only two Members to the Joint Committee, the "political proportionality" rules in the Local Government and Housing Act 1989 do not apply.)

**SECTION 3 - SUB-COMMITTEES AND PANELS**

The following bodies shall be created as Sub-Committees of the relevant Committee of the Council under which they are listed. Bodies described as "Panels" are Sub-Committees unless otherwise stated. Sub-Committees shall

**Appendix A**

report to their parent bodies and they shall have the membership as described in the Appointments of Non-Executive Committees, Sub-Committees, Panels, etc as approved by the Annual Meeting.

**2. Under Overview and Scrutiny Committee**

**2.1 Scrutiny Review Panels**

- (a) To carry out scrutiny processes relevant to particular services as determined by Overview and Scrutiny Committee and within the parameters, protocols and procedures agreed by Overview and Scrutiny Committee for all Scrutiny Review Panels.
- (b) Within these scrutiny processes to request and receive submissions, information and answers to questions from Cabinet Members, officers and other senior employees of the Council, service users, external experts and relevant members of the public.
- (c) To refer the findings/recommendations in the form of a written report, with the approval of the Overview and Scrutiny Committee, to The Cabinet and/or the Council as appropriate.

**Appendix A**

**PART FOUR – RULES OF PROCEDURE**

**SECTION G – OVERVIEW & SCRUTINY PROCEDURE RULES**

Last updated 21 July 2014

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**1. The arrangements for Overview and Scrutiny**

- 1.1 The Council will have one Overview and Scrutiny Committee, which will have responsibility for all overview and scrutiny functions on behalf of the Council.
- 1.2 The terms of reference of the Overview and Scrutiny Committee will be:
- (i) The performance of all overview and scrutiny functions on behalf of the Council.
  - (ii) The appointment of Scrutiny Review Panels, with membership that reflects the political balance of the Council.
  - (iii) To determine the terms of reference of all Scrutiny Review Panels.
  - (iv) To receive reports from local National Health Service bodies on the state of health services and public health in the borough area.
  - (v) To enter into or appoint such joint overview and scrutiny committees that include the London Borough of Haringey and other boroughs for the purpose of responding to consultation by NHS bodies on proposals for substantial variation or development in the provision of health services as required by The Local Authority (Public Health, Health and Wellbeing Boards and Health Scrutiny) Regulations 2013.
  - (vi) To monitor the effectiveness of the Council's Forward Plan.
  - (vii) To receive all appropriate performance management and budget monitoring information.
  - (viii) To approve a programme of future overview and scrutiny work so as to ensure that the Overview and Scrutiny Committee's and Scrutiny Review Panels' time is effectively and efficiently utilised;
  - (ixi) To consider all requests for call-in and decide whether to call-in a key decision, how it should be considered and whether to refer the decision to the Cabinet or to Council.
  - (x) To monitor the effectiveness of the Call-in procedure.

**Appendix A**

- (xi) To review and scrutinise action taken by partner authorities in discharge of crime and disorder functions and to make reports and recommendations to Cabinet and Council on these.
- (xii) To make arrangements which enable any Councillor who is not a Committee Member to refer any local government matter, or any crime and disorder matter, to the Committee under the Councillor Call for Action Procedure.
- (xiii) To ensure that referrals from Overview and Scrutiny Committee to the Cabinet either by way of report or call-in are managed efficiently, and
- (xiv) To ensure community and voluntary sector organisations, users of services and others are appropriately involved in giving evidence to the Overview and Scrutiny Committee or relevant Scrutiny Review Panel.

1.3 The Overview and Scrutiny Committee may establish a number of Scrutiny Review Panels:

- (i) Scrutiny Reviews Panels are appointed to examine designated Council services. Scrutiny Review Panels will refer their findings/recommendations in the form of a written report, with the approval of the Overview and Scrutiny Committee, to the Cabinet and/or the Council as appropriate.
- (ii) Scrutiny Review Panels will analyse submissions, request and analyse any additional information, and question the Cabinet Member(s), relevant Council officers, local stakeholders, and where relevant officers and/or board members of local NHS bodies or NHS funded bodies.
- (iii) Subject to the approval of the Overview and Scrutiny Committee, Scrutiny Review Panels will be able to appoint external advisors and/or to commission specific pieces of research if this is deemed necessary.
- (iv) Scrutiny Review Panels should make every effort to work by consensus; however, in exceptional circumstances Members may submit minority reports.
- (v) Prior to publication, draft reports will be sent to the relevant chief officers or where relevant officers of the National Health Service for checking for inaccuracies and the presence of exempt and/or confidential information; Scrutiny Review Panel members will revisit any conclusions drawn from disputed information;

**Appendix A**

- (vi) Following approval by the Overview and Scrutiny Committee, final reports and recommendations will be presented to the next available Cabinet meeting together with an officer report where appropriate. The Cabinet will consider the reports and formally agree their decisions.
  - (vii) Following approval by the Overview and Scrutiny Committee, reports on NHS, non-executive or regulatory matters will be copied to the Cabinet for information.
  - (viii) At the Cabinet meeting to receive the final report and recommendations, the Chair of the Overview and Scrutiny Committee or the Chair of the Scrutiny Review Panel may attend and speak.
  - (ix) After an appropriate period, post implementation, Overview and Scrutiny Committee will carry out a follow up review to determine if the recommendations had the intended outcomes and to measure any improvements.
- 1.4 When Scrutiny Review Panels report on non-executive or regulatory functions the above rules apply, except the references to The Cabinet shall be taken as reference to the relevant non-executive body.
- 1.5 The Overview and Scrutiny Committee shall undertake scrutiny of the Council's budget through a Budget Scrutiny process. The procedure by which this operates is detailed in the Protocol covering the Overview and Scrutiny Committee.
- 1.6 All Overview and Scrutiny meetings shall take place in public (except where exempt or confidential matters are considered).
- 1.7 The Overview and Scrutiny function should not be seen as an alternative to established disciplinary, audit or complaints mechanisms and should not interfere with or pre-empt their work.
- 2. Membership of the Overview and Scrutiny Committee and Scrutiny Review Panels**
- 2.1 All Councillors (except Members of the Cabinet) may be members of the Overview and Scrutiny Committee and the Scrutiny Review Panels. However, no Member may be involved in scrutinising a decision in which he/she has been directly involved.
- 2.2 The membership of the Overview and Scrutiny Committee and Scrutiny Review Panels shall, as far as is practicable, be in proportion to the representation of different political groups on the Council.

## **Appendix A**

### **3. Co-optees**

- 3.1 Each Scrutiny Review Panel shall be entitled to appoint up to three people as non-voting co-optees.
- 3.2 Statutory voting non-Councillor members of Overview and Scrutiny Committee will be paid an allowance in accordance with the Members' Allowances Scheme in Part 6 of this Constitution.

### **4. Education representatives**

- 4.1 The Overview and Scrutiny Committee and the Scrutiny Review Panel whose terms of reference relate to education functions that are the responsibility of the Cabinet, shall include in its membership the following representatives:
  - (i) At least one Church of England diocesan representative (voting).
  - (ii) At least one Roman Catholic diocesan representative (voting).
  - (iii) 2 parent governor representatives (voting).

These voting representatives will be entitled to vote where the Overview and Scrutiny Committee or the Scrutiny Review Panel is considering matters that relate to relevant education functions. If the Overview and Scrutiny Committee or Scrutiny Review Panel is dealing with other matters, these representatives shall not vote on those matters though they may stay in the meeting and speak at the discretion of the Chair. The Overview and Scrutiny Committee and Scrutiny Review Panel will attempt to organise its meetings so that relevant education matters are grouped together.

### **5. Meetings of the Overview and Scrutiny Committee and Scrutiny Review Panels**

- 5.1 In addition to ordinary meetings of the Overview and Scrutiny Committee, extraordinary meetings may be called from time to time as and when appropriate. An Overview and Scrutiny Committee meeting may be called by the Chair of the Overview and Scrutiny Committee after consultation with the Chief Executive, by any two Members of the Committee or by the proper officer if he/she considers it necessary or appropriate.
- 5.2 In addition to ordinary meetings of the Scrutiny Review Panels, extraordinary meetings may be called from time to time as and when appropriate. A Scrutiny Review Panel meeting may be called by the Chair of the Panel after consultation with the Chief Executive, by any two Members of the Committee or by the proper officer if he/she considers it necessary or appropriate.

## **Appendix A**

### **6. Quorum**

The quorum for the Overview Scrutiny Committee and for each Scrutiny Review Panel shall be at least one quarter of its membership and not less than 3 voting members.

### **7. Chair of the Overview and Scrutiny Committee and Scrutiny Review Panels**

7.1 The Chair of the Overview and Scrutiny Committee will be appointed by the Council.

7.2 The Chair of the Overview and Scrutiny Committee shall resign with immediate effect if a vote of no confidence is passed by the Overview and Scrutiny Committee.

7.3 Chairs of Scrutiny Review Panels will be drawn from among the Councillors sitting on the Overview and Scrutiny Committee. Subject to this requirement, the Overview and Scrutiny Committee may appoint any person as it considers appropriate as Chair having regard to the objective of cross-party chairing in proportion to the political balance of the Council. The Scrutiny Review Panels shall not be able to change the appointed Chair unless there is a vote of no confidence as outlined in Article 6.5 in this Constitution.

7.4 The Chair of the Budget Scrutiny Review process will be drawn from among the opposition party Councillors sitting on the Overview and Scrutiny Committee. The Overview and Scrutiny Committee shall not be able to change the appointed Chair unless there is a vote of no confidence as outlined in Article 6.5 in this Constitution.

### **8. Work programme**

Overview and Scrutiny Committee will determine the future scrutiny work programme and will establish Scrutiny Review Panels to assist it to perform its functions. The Committee will appoint a Chair for each Scrutiny Review Panel.

### **9. Agenda items for the Overview and Scrutiny Committee**

9.1 Any member of the Overview and Scrutiny Committee shall be entitled to give notice to the proper officer that he/she wishes an item relevant to the functions of the Committee to be included on the agenda for the next available meeting of the Committee. On receipt of such a request the proper officer will ensure that it is included on the next available agenda.

## **Appendix A**

- 9.2 The Overview and Scrutiny Committee shall also respond, as soon as its work programme permits, to requests from the Council and, if it considers it appropriate, from the Cabinet to review particular areas of Council activity. Where they do so, the Overview and Scrutiny Committee shall report their findings and any recommendations back to the Cabinet within an agreed timescale.

### **10. Policy review and development**

- 10.1 The role of the Overview and Scrutiny Committee in relation to the development of the Council's budget and policy framework is set out in the Budget and Policy Framework Procedure Rules in Part 4 of this constitution.
- 10.2 In relation to the development of the Council's approach to other matters not forming part of its policy and budget framework, the Overview and Scrutiny Committee and its Scrutiny Review Panels may make proposals to the Cabinet for developments insofar as they relate to matters within their terms of reference. The Scrutiny Review Panels must do so via the Overview and Scrutiny Committee.

### **11. Reports from the Overview and Scrutiny Committee**

Following endorsement by the Overview and Scrutiny Committee, final reports and recommendations will be presented to the next available Cabinet meeting. The procedure to be followed is set out in paragraphs 1.3 or 1.4 above.

### **12. Making sure that overview and scrutiny reports are considered by the Cabinet**

- 12.1 The agenda for Cabinet meetings shall include an item entitled 'Issues arising from Scrutiny'. Reports of the Overview and Scrutiny Committee referred to the Cabinet shall be included at this point in the agenda unless either they have been considered in the context of the Cabinet's deliberations on a substantive item on the agenda or the Cabinet gives reasons why they cannot be included and states when they will be considered.
- 12.2 Where the Overview and Scrutiny Committee prepares a report for consideration by the Cabinet in relation to a matter where decision making power has been delegated to an individual Cabinet Member, a Committee of the Cabinet, an Area Committee, or an Officer, or under Joint Arrangements, then the Overview and Scrutiny Committee will also submit a copy of their report to that body or individual for consideration, and a copy to the proper officer. If the Member, committee, or officer with delegated decision making power does not accept the recommendations of the Overview and Scrutiny Committee, then the

## **Appendix A**

body/he/she must then refer the matter to the next appropriate meeting of the Cabinet for debate before making a decision.

### **13. Rights and powers of Overview and Scrutiny Committee members**

#### **13.1 Rights to documents**

- (i) In addition to their rights as Councillors, members of the Overview and Scrutiny Committee and Scrutiny Review Panels have the additional right to documents, and to notice of meetings as set out in the Access to Information Procedure Rules in Part 4 of this Constitution.
- (ii) Nothing in this paragraph prevents more detailed liaison between the Cabinet and the Overview and Scrutiny Committee and Scrutiny Review Panels as appropriate depending on the particular matter under consideration.

#### **13.2 Powers to conduct enquiries**

The Overview and Scrutiny Committee and Scrutiny Review Panels may hold enquiries into past performance and investigate the available options for future direction in policy development and may appoint advisers and assessors to assist them in these processes. They may go on site visits, conduct public surveys, hold public meetings, commission research and do all other things that they reasonably consider necessary to inform their deliberations, within available resources. They may ask witnesses to attend to address them on any matter under consideration and may pay any advisers, assessors and witnesses a reasonable fee and expenses for doing so. Scrutiny Review Panels require the support of the Overview and Scrutiny Committee to do so.

#### **13.3 Power to require Members and officers to give account**

- (i) The Overview and Scrutiny Committee and Scrutiny Review Panels may scrutinise and review decisions made or actions taken in connection with the discharge of any Council functions (Scrutiny Review Panels will keep to issues that fall within their terms of reference). As well as reviewing documentation, in fulfilling the scrutiny role, it may require any Member of the Cabinet, the Head of Paid Service and/or any senior officer (at second or third tier), and chief officers of the local National Health Service to attend before it to explain in relation to matters within their remit:
  - (a) any particular decision or series of decisions;

**Appendix A**

- (b) the extent to which the actions taken implement Council policy (or NHS policy, where appropriate); and
- (c) their performance.

It is the duty of those persons to attend if so required. At the discretion of their Director, council officers below third tier may attend, usually accompanied by a senior manager. At the discretion of the relevant Chief Executive, other NHS officers may also attend overview and scrutiny meetings.

- (ii) Where any Member or officer is required to attend the Overview and Scrutiny Committee or Scrutiny Review Panel under this provision, the Chair of that body will inform the Member or proper officer. The proper officer shall inform the Member or officer in writing giving at least 10 working days notice of the meeting at which he/she is required to attend. The notice will state the nature of the item on which he/she is required to attend to give account and whether any papers are required to be produced for the Overview and Scrutiny Committee or Scrutiny Review Panel. Where the account to be given to Overview and Scrutiny Committee or Scrutiny Review Panel will require the production of a report, then the Member or officer concerned will be given sufficient notice to allow for preparation of that documentation.
- (iii) Where, in exceptional circumstances, the Member or officer is unable to attend on the required date, then the Overview and Scrutiny Committee or Scrutiny Review Panel shall in consultation with the Member or officer arrange an alternative date for attendance, to take place within a maximum of 10 days from the date of the original request.

**14. Attendance by others**

The Overview and Scrutiny Committee or Scrutiny Review Panel may invite people other than those people referred to in paragraph 13 above to address it, discuss issues of local concern and/or answer questions. It may for example wish to hear from residents, stakeholders and Members and officers in other parts of the public sector and may invite such people to attend. Attendance is optional.

**15. Call-in**

The call-in procedure is dealt with separately at Part 4 Section H of the Constitution, immediately following these Overview and Scrutiny Procedure Rules.

**16. Councillor Call for Action (CCfA)**

**Appendix A**

The Council has adopted a Protocol for handling requests by non-Committee Members that the Committee should consider any local government matter which is a matter of significant community concern. This procedure should only be a last resort once the other usual methods for resolving local concerns have failed. Certain matters such as individual complaints and planning or licensing decisions are excluded.

Requests for a CCfA referral should be made to the Democratic Services Manager, who will check with the Monitoring Officer that the request falls within the Protocol. The Councillor making the referral will be able to attend the relevant meeting of the Committee to explain the matter. Among other actions, the Committee may: (i) make recommendations to the Cabinet, Directors or partner agencies, (ii) ask officers for a further report, (iii) ask for further evidence from the Councillor making the referral, or (iv) decide to take no further action on the referral.

The Protocol is not included within this Constitution but will be subject to regular review by the Committee.

**17. Procedure at Overview and Scrutiny Committee meetings and meetings of the Scrutiny Review Panels.**

- (a) The Overview and Scrutiny Committee shall consider the following business as appropriate:
  - (i) apologies for absence;
  - (ii) urgent business;
  - (iii) declarations of interest;
  - (iv) minutes of the last meeting;
  - (v) deputations and petitions;
  - (vi) consideration of any matter referred to the Committee for a decision in relation to call-in of a key decision;
  - (vii) responses of the Cabinet to reports of the Committee;
  - (viii) business arising from Area Committees;
  - (ix) the business otherwise set out on the agenda for the meeting.
- (b) A Scrutiny Review Panel shall consider the following business as appropriate:

**Appendix A**

- (i) minutes of the last meeting;
  - (ii) declarations of interest;
  - (iii) the business otherwise set out on the agenda for the meeting.
- (c) Where the Overview and Scrutiny Committee or Scrutiny Review Panel has asked people to attend to give evidence at meetings, these are to be conducted in accordance with the following principles:
- (i) that the investigation be conducted fairly and all members of the Overview and Scrutiny Committee and Scrutiny Review Panels be given the opportunity to ask questions of attendees, to contribute and to speak;
  - (ii) that those assisting the Overview and Scrutiny Committee or Scrutiny Review Panel by giving evidence be treated with respect and courtesy;
  - (iii) that the investigation be conducted so as to maximise the efficiency of the investigation or analysis; and
  - (iv) that reasonable effort be made to provide appropriate assistance with translation or alternative methods of communication to assist those giving evidence.
- (d) Following any investigation or review, the Overview and Scrutiny Committee or Scrutiny Review Panel shall prepare a report, for submission to the Cabinet and shall make its report and findings public.

**17A. Declarations Of Interest Of Members**

- (a) If a member of the Overview and Scrutiny Committee or Scrutiny Review Panel has a disclosable pecuniary interest or a prejudicial interest as referred to in Members' Code of Conduct in any matter under consideration, then the member shall declare his or her interest at the start of the meeting or as soon as the interest becomes apparent. The member may not participate or participate further in any discussion of the matter or participate in any vote or further vote taken on the matter at the meeting and must withdraw from the meeting until discussion of the relevant matter is concluded unless that member has obtained a dispensation from the Council's Standards Committee.

**Appendix A**

- (b) If a member of the Overview and Scrutiny Committee or Scrutiny Review Panel has a personal interest which is not a disclosable pecuniary interest nor a prejudicial interest, the member is under no obligation to make a disclosure at the meeting but may do so if he/she wishes.

**18. The Party Whip**

Scrutiny is intended to operate outside the party whip system. However, when considering any matter in respect of which a Member of scrutiny is subject to a party whip the Member must declare the existence of the whip and the nature of it before the commencement of the Committee/Panel's deliberations on the matter. The Declaration, and the detail of the whipping arrangements, shall be recorded in the minutes of the meeting.

The expression "party whip" can be taken to mean: "Any instruction given by or on behalf of a political group to any Councillor who is a Member of that group as to how that Councillor shall speak or vote on any matter before the Council or any committee or sub-committee, or the application or threat to apply any sanction by the group in respect of that Councillor should he/she speak or vote in any particular manner."

**19. Matters within the remit of more than one Scrutiny Review Panel**

Should there be any overlap between the business of any Scrutiny Review Panels, the Overview and Scrutiny Committee is empowered to resolve the issue.

**Appendix B**

**PROTOCOL COVERING OVERVIEW AND SCRUTINY COMMITTEE (OSC)**

**1. INTRODUCTION**

- 1.1 A key objective of Haringey's Governance Review 2010/11 was to ensure that the Overview and Scrutiny function can help the Council to make key decisions and develop policy in a useful and effective manner.
- 1.2 The Terms of Reference for the OSC is stated in the Council's Constitution (Part 3 Section C). The purpose of this protocol is to set out in detail the process by which the OSC will function.
- 1.3 This document will be subject to regular review along with other governance arrangements, to ensure that it remains updated in the light of experience.

**2. AIMS OF THE OVERVIEW AND SCRUTINY COMMITTEE**

- 2.1 To provide a framework within which the work of the Council can be scrutinised in a constructive way that adds value to the Council's performance.
- 2.2 To help the Council to achieve its objectives by identifying areas for achieving excellence, and to carry out a scrutiny which identifies what needs to be done to improve the situation.
- 2.3 Not to duplicate work carried out by the Council, but provide an objective view of what needs to be done to improve the quality and cost effectiveness of services provided to local people.

**3. RESPONSIBILITIES**

- 3.1 The OSC can scrutinise any matter which affects the authority's area or its residents' wellbeing.
- 3.2 The Local Government Act 2000, the Health and Social Care Act 2001, the Local Government & Public Involvement in Health Act 2007, and the Police and Justice Act 2006 give the OSC the power to:
  - (i) Review and scrutinise decisions made or actions taken in connection with the discharge of any of the functions of the Executive or Full Council;
  - (ii) Review and scrutinise local NHS-funded services, and to make recommendations to reduce health inequalities in the local community;
  - (iii) Review and scrutinise Crime Reduction Partnerships;<sup>1</sup>
  - (iv) Make reports and recommendations on any issue affecting the authority's area, to the Full Council, its Committees or Sub-Committees, the Executive, or other appropriate external body;
  - (v) "Call In" for reconsideration a decision made by the Executive;
  - (vi) Require information from relevant partner authorities;<sup>2</sup>

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<sup>1</sup> Section 19 of the Police and Justice Act 2006

<sup>2</sup> Section 121 of the Local Government and Public Involvement in Health Act 2007

**Appendix B**

- (vii) Give notice to a relevant partner authority that they must have regard to scrutiny reports and recommendations on any local improvement targets.<sup>3</sup>
- 3.3 Scrutiny recommendations shall be responded to by the appropriate body within 2 months of receiving the recommendations.<sup>4</sup> Where a response is requested from NHS-funded bodies, the response shall be made within 28 days.<sup>5</sup>
- 3.4 The OSC shall be responsible for scrutinising the draft Treasury Management Strategy Statement (TMSS) annually before its adoption by full Council, in accordance with the Council's Constitution (Part 4 Section I).
- 3.5 The OSC shall respond to a Councillor Call for Action (CCfA) referral, which will be handled in accordance with the Council's Constitution (Part 4 Section G).

**Scrutiny Review Panels**

- 3.6 The Overview and Scrutiny Committee shall establish 4 standing Scrutiny Review Panels, to examine designated public services.
- 3.7 The Overview and Scrutiny Committee shall determine the terms of reference of each Scrutiny Review Panel. If there is any overlap between the business of the Panels, it is the responsibility of the Overview and Scrutiny Committee to resolve this issue.
- 3.8 Areas which are not covered by the 4 standing Scrutiny Review Panels shall be the responsibility of the main Overview and Scrutiny Committee.

**4. MEMBERSHIP AND CHAIR**

- 4.1 The Overview and Scrutiny Committee shall comprise 5 members, and be politically proportionate as far as possible. The Committee shall also comprise statutory education representatives, who shall have voting rights solely on education matters. The membership shall be agreed by the Group Leaders, Chief Executive and Monitoring Officer, and ratified each year at the Annual Council Meeting.
- 4.2 The chair of the OSC shall be a member of the majority group. The vice-chair shall be a member of the largest minority group. These appointments shall be ratified each year at the Annual Council Meeting.

**Scrutiny Review Panels**

- 4.3 The chair of each Scrutiny Review Panel shall be a member of the OSC, and shall be determined by the OSC at their first meeting.

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<sup>3</sup> Section 122(21C) of the Local Government and Public Involvement in Health Act

<sup>4</sup> Ibid section 122 (21B)

<sup>5</sup> Regulation 3 of Local Authority (Overview and Scrutiny Committees Health Scrutiny Functions) Regulations 2002

**Appendix B**

- 4.4 It is intended that each Scrutiny Review Panel shall be comprised of between 3 and 7 members, and be politically proportionate as far as possible. It is intended that other than the chair, the other members are non-executive members who do not sit on the OSC.
- 4.5 Each Scrutiny Review Panel shall be entitled to appoint up to three non-voting co-optees.
- 4.6 If there is a Children and Young People's Scrutiny Review Panel, the membership shall include the statutory education representatives of OSC. It is intended that the education representatives would also attend the Overview and Scrutiny Committee meetings where reports from a relevant Scrutiny Review Panel are considered.

**5. MEETING FREQUENCY AND FORMAT**

- 5.1 The intention is that OSC shall hold 6 scheduled meetings each year. One meeting, at the start of the civic year, shall agree the annual work programme of the OSC. One meeting, in January, shall consider the budget scrutiny reports from each Scrutiny Review Panel. The remaining meetings shall undertake the work programme and consider the reports from the Scrutiny Review Panels.
- 5.2 An extraordinary meeting of the OSC may be called in accordance with the Council's Constitution (Part 4 Section G).
- 5.3 The agenda and papers for OSC shall be circulated to all members and relevant partners at least 5 clear days before the meeting.
- 5.4 There shall be a standing item on OSC meeting agendas to receive feedback from Area Committees. Area Committee Chairs shall be able to attend OSC meetings, and ask questions.
- 5.5 Members of the Council may Call In a decision of the Executive, or any Key Decision made under delegated powers, within 5 working days of the decision being made. The full procedure is given in the Council's Constitution (Part 4 Section H).
- 5.6 Pre-decision scrutiny on forthcoming Cabinet decisions shall only be undertaken at scheduled OSC meetings, in adherence with the Council's Forward Plan.

**Scrutiny Review Panels**

## **Appendix B**

- 5.7 It is intended that each Scrutiny Review Panel shall hold 4 scheduled meetings each year.
- 5.8 An extraordinary meeting of a Scrutiny Review Panel may be called in accordance with the Council's Constitution (Part 4 Section G).
- 5.9 The agenda and papers for Scrutiny Review Panels shall be circulated to all members and relevant partners at least 5 clear days before the meeting.

### **6. PROCESS FOR CABINET INVOLVEMENT**

- 6.1 The OSC shall develop recommendations for arrangements to focus its resources and time available on effective scrutiny of the Cabinet, within the guidance of this protocol. It is not intended that this will include submitting written questions to Cabinet members, in advance of an OSC meeting. The recommended arrangements shall be jointly discussed with the Cabinet prior to the first meeting of OSC.
- 6.2 The Leader of the Council and Chief Executive shall be invited to OSC once a year, at the meeting when the Committee's work programme is set. This shall be an opportunity to jointly discuss the Council's priorities for the next year.
- 6.3 The Leader/ Cabinet Member attending an OSC or Scrutiny Review Panel meeting may be accompanied and assisted by any service officers they consider necessary. The Member may invite an officer attending to answer a question on their behalf.

### **7. THE OSC WORK PROGRAMME**

- 7.1 The Council's Policy, Intelligence and Partnerships Unit shall coordinate the work programme of the OSC at the beginning of each civic year.
- 7.2 Any partner, member or service user may suggest an item for scrutiny. The OSC shall have regard to all such suggestions when they decide their work programme.
- 7.3 The OSC and Scrutiny Review Panels are able to request reports from the following areas to enable its scrutiny role, which shall be identified in the OSC's work programme:
- (i) **Performance Reports;**
  - (ii) **One off reports** on matters of national or local interest or concern;
  - (iii) Issues arising out of **internal and external assessment;**
  - (iv) Issues on which the Cabinet or officers would like **the Committee's views or support;**
  - (v) Reports on **strategies and policies** under development;
  - (vi) **Progress reports** on implementing previous scrutiny recommendations accepted by the Cabinet or appropriate Executive body.

**Appendix B**

7.4 In deciding their work programme for the year, the OSC and Scrutiny Review Panels shall determine how partnership bodies shall be scrutinised within the boundaries of scheduled meetings.

**8. BUDGET SCRUTINY REVIEW**

8.1 The budget shall be scrutinised by each Scrutiny Review Panel, in their respective areas. Their reports shall go to the OSC for approval. The areas of the budget which are not covered by the Scrutiny Review Panels shall be considered by the main OSC.

8.2 A lead OSC member from the largest opposition group shall be responsible for the co-ordination of the Budget Scrutiny process and recommendations made by respective Scrutiny Review Panels relating to the budget.

8.3 To allow the OSC to scrutinise the budget in advance of it formally being set and convey those recommendations to the Cabinet, the following timescale is suggested:

- **Scrutiny Review Panel Meetings: May to November**  
Each Scrutiny Review Panel shall undertake budget scrutiny in their respective areas, to be overseen by the lead member referred to in paragraph 9.2. Between May and November, this shall involve scrutinising the 3-year Medium Term Financial Plan approved at the budget-setting full Council meeting in February.
- **Cabinet report on the new 3-year Medium Term Financial Plan to members of the OSC: December**  
The Cabinet shall release their report on the new 3-year Medium Term Financial Plan to members of the OSC, following their meeting to agree the proposals in December.
- **Scrutiny Review Panel Meetings: January**  
Overseen by the lead member referred to in paragraph 9.2, each Scrutiny Review Panel shall hold a meeting following the release of the December Cabinet report on the new 3-year Medium Term Financial Plan. Each Panel shall consider the proposals in this report, for their respective areas, in addition to their budget scrutiny already carried out. The Scrutiny Review Panels may request that the Cabinet Member for Finance and Sustainability and/or Senior Officers attend these meetings to answer questions.
- **OSC Meeting: January**  
Each Scrutiny Review Panel shall submit their final budget scrutiny report to the OSC meeting in January containing their recommendations/proposal in respect of the budget for ratification by the OSC.
- **Cabinet Meeting: February**  
The recommendations from the Budget Scrutiny process, ratified by the OSC, shall be fed back to Cabinet. As part of the budget setting process, the Cabinet will clearly set out its response to the recommendations/proposals made by the OSC in relation to the budget.

## **APPENIX C: Overview & Scrutiny Remits and Membership 2020/21**

| Scrutiny Body  | Areas of Responsibility  | Cabinet Links  |
|--|--|--|
| <p><b>Overview &amp; Scrutiny Committee</b><br/>Cllrs Ahmet (Chair),<br/>Connor (Vice Chair),<br/>Dogan,<br/>Gordon,<br/>Moyeed</p> <p>The Committee shall also comprise statutory education representatives, who shall have voting rights solely on education matters</p> | Brexit Preparedness<br>Communications;<br>Corporate Governance;<br>Corporate Policy and Strategy;<br>Corporate Recruitment<br>Council Performance;<br>Covid-19: Resilience, Recovery and Renewal<br>External Partnerships;<br>Insourcing Policy and Delivery | Cllr Ejiofor<br>Leader of the Council                              |
|  | Council HR and Staff Well-Being<br>Electoral Registration and Electoral Services<br>Emergency Planning;<br>Fairness Commission Implementation;<br>Information Management;<br>IT and Digital Transformation;<br>Licensing and Regulatory Services             | Cllr White<br>Cabinet Member for Planning and Corporate Services   |
|  | Accommodation Strategy<br>Council Finances, Budget and MTFS;<br>Capital Strategy;<br>Commercial Partnerships;<br>Council Finances;<br>Council Tax Policy;<br>Property, including Commercial Portfolio  | Cllr Adje<br>Cabinet Member for Finance and Strategic Regeneration |
|  | Community Cohesion, Outreach and Resilience;<br>Culture and Libraries;<br>Voluntary and Community Sector and Community;<br>Buildings   | Cllr Mark Blake<br>Cabinet Member for Communities                  |
|  | Adult Learning, Training and Skills;<br>Business Engagement;   | Cllr Gideon Bull   |

| Scrutiny Body  | Areas of Responsibility  | Cabinet Links   |
|--|--|---|
|  | Commissioning Strategy<br>Community Wealth Building<br>Local Economic Growth;<br>Procurement<br>SME Business Development<br>Tackling Unemployment and Worklessness<br>Town Centre Management and High Street Strategy  | Cabinet Member for Local Investment and Economic Growth                         |
|  | Ceremonial & Commemorative Assets<br>Customer Services<br>Customer First Transformation Programme<br>Revenue & benefits and ethical debt policy  | Cllr Seema Chandwani<br>Cabinet Member for Street Management and Neighbourhoods |
|  | Cross cutting, significant or high profile issues;<br>Matters outside the remit of individual panels   | To be determined according to issue   |
| <b>Adults &amp; Health Scrutiny Panel</b><br>Cllrs Connor (Chair), Berryman, Brabazon, Da Costa, Peacock and Stone                             | Adult Social Care;<br>Connected Communities;<br>Health and Social Care Integration;<br>Food Security;<br>Mental Health and Well-Being;<br>Public Health;<br>Refugee and Migrant Support;<br>Safeguarding Adults;<br>Services for Adults with Disabilities and Additional Needs;<br>Violence Against Women and Girls (VAWG) Prevention. | Cllr James<br>Cabinet Member for Adults and Health                              |
| <b>Children &amp; Young People Scrutiny Panel</b><br>Cllrs Dogan (Chair), Carlin, Chiriyankandath, Dixon, Palmer, Stennett and Weston plus the | Adoption and Fostering;<br>Early Years and Child Care;<br>Looked-after Children and Care Leavers;<br>Safeguarding Children;<br>Schools and Education;  | Cllr Amin<br>Cabinet Member for Children, Education and Families                |

| <b>Scrutiny Body</b>                          | <b>Areas of Responsibility</b>  | <b>Cabinet Links</b>                               |
|---|---|--|
| statutory education<br>representatives of OSC | Services for Children with Disabilities and Additional Needs;<br>16-19 Education. |  |
|   | Child and Adolescent Mental Health Services (CAMHS)                               | Cllr James<br>Cabinet Member for Adults and Health |
|   | Youth Justice;<br>Youth Services  | Cllr Mark Blake<br>Cabinet Member for Communities  |

|  |  |   |
|--|--|---|
| <b>Environment &amp; Community Safety Scrutiny Panel</b><br>Cllr Moyeed (Chair), B. Blake, Carlin, Davies, Emery, Hakata and Ogiehor | Air Quality;<br>Biodiversity and Trees;<br>Carbon Management and Zero 50;<br>Leisure;<br>Parks and Open Spaces;<br>Renewable Energy;<br>Sustainability   | Cllr Hearn<br>Cabinet Member for Climate Change, Equalities and Leisure               |
|  | Parking and Parking Transformation;<br>Street Scene Improvement and the Public Realm;<br>Waste Management Strategy   | Cllr Seema Chandwani<br>Cabinet Member for Transformation and Public Realm Investment |
|  | Liveable Neighbourhoods;<br>Strategic Transport  | Cllr White<br>Cabinet Member for Planning and Corporate Services                      |
|  | Community Safety and Police Engagement;<br>Prevent Programme;<br>Tackling Anti-Social Behaviour;   | Cllr Mark Blake<br>Cabinet Member for Communities and Equalities                      |
| <b>Housing &amp; Regeneration Scrutiny Panel</b><br>Cllr Gordon (Chair), Barnes, Brabazon, Diakides, Gunes, Hare and Say             | Building Regulations;<br>Empty Homes Policy Implementation;<br>Estate Renewal and Resident Engagement;<br>Health and Safety Issues Related to Housing Stock (inc Hackitt Review);<br>Homelessness and Rough Sleeping;<br>Housing Investment Programme;<br>Housing Strategy and Development;<br>Landlord Licensing and Enforcement;<br>Partnerships with Homes for Haringey & Social Landlords;<br>Private Rented Sector Engagement | Cllr Ibrahim<br>Cabinet Member for Housing and Estate Renewal                         |
|  | London Plan and NPPF Consultation;<br>Planning Enforcement;<br>Planning Policy and Delivery;<br>S106/CIL Policy  | Cllr White<br>Cabinet Member for Planning and Corporate Services                      |

|   |   |  |
|---|---|--|
|   | High Road West and Love Lane Redevelopment;<br>Tottenham Regeneration;<br>Wood Green Regeneration | Cllr Adje<br>Cabinet Member for Strategic Regeneration |
| <p>If there is any overlap between the business of the Panels, it is the responsibility of the OSC to resolve the issue.<br/>Areas which are not covered by the 4 standing Scrutiny Panels shall be the responsibility of the main OSC.</p> |   |  |

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**Report for:** Children and Young People’s Scrutiny Panel: 9 November 2020

**Title:** Haringey Local Safeguarding Children’s Board Annual Report (April 2018 to Sep 2019)

**Report**

**Authorised by:** David Archibald, HSCP Independent Chair/Scrutineer

**Lead Officer:** Fatmir Deda, Strategic Safeguarding Partnership Manager  
[fatmir.deda@haringey.gov.uk](mailto:fatmir.deda@haringey.gov.uk)  
Tel: 020 8489 5837

**1. Describe the issue under consideration**

- 1.1 In finalising its work, the outgoing Haringey LSCB produced its final annual report as part of the Board’s statutory duty under the Children’s Act 2004. The report covers the period 1<sup>st</sup> April 2018 to 28<sup>th</sup> September 2019 which informed the work of the new Safeguarding Partnership. The LSCB ceased to exist as a statutory body on 29<sup>th</sup> September 2019 with the implementation of the Children and Social Work Act 2017, and the creation of the Haringey Multi Agency Safeguarding Arrangements, which operates as “Haringey Safeguarding Children’s Partnership”. A report will be published in due course by the Independent Chair/Scrutineer detailing the work conducted by partners in the new safeguarding arrangements, commenting on the standards achieved and where improvements may be required.

**2. Recommendations**

- 2.1 This report provides the committee with an overview of the new arrangements for noting.

**3. Background Information**

- 3.1 The main functions of the LSCB (as per Working Together to Safeguard Children 2015) were to:
- Develop policies and procedures for safeguarding and promoting the welfare of children in the local area
  - Communicate the need to safeguard and promote the welfare of children, raising awareness of how this can be best done and encouraging all to do so
  - Monitoring and evaluating the effectiveness of what is done by the local authorities and their Board Partners individually and collectively to safeguard and promote the welfare of children
  - Participating in the planning of services for children in the local area
  - Undertaking reviews of serious cases and sharing the lessons learnt.

3.2 Following the Wood Review, the Children and Social Care Act 2017, and publication of Working Together to Safeguarding Children 2018 there was a requirement to replace LSCBs with new local multi-agency safeguarding arrangements to be determined by the local authority, CCG and the Police. The Council and its Statutory Safeguarding Partners have developed new local safeguarding arrangements for children in Haringey, as set out in the Multi-Agency Safeguarding Arrangements paper which was published on 29th September 2019.

3.3 This report reflects work undertaken in 2018/19 and provides both quantitative and qualitative information about safeguarding activity in Haringey including key partnership achievements. It identifies and summarises key issues for consideration and evaluates the partnership's ability to continue to drive change and improvement. The report also sets out the arrangements to safeguard and promote the welfare of children in Haringey and provides an assessment of those arrangements. The Haringey Safeguarding Children's Partnership completed its transition from the LSCB in September 2019, in line with Working Together 2018: Transitional Guidance. The shared and equal duty of the three safeguarding partners – Police, Clinical Commissioning Group, and Local Authority – is to make arrangements to work together to safeguard and promote the welfare of all children in Haringey. This included agreeing on ways to co-ordinate safeguarding services, acting as a strategic leadership group to engage and support others, and implementing learning from local and national serious child safeguarding incidents.

#### **4. Contribution to strategic outcomes**

4.1 The work of LSCB and the new Multi-agency Safeguarding Partnership are a statutory requirement of which Haringey is a Statutory Safeguarding Partner. The work of the LSCB helped to deliver a priority from the Borough Plan Vision (2019-2030) ambitions namely: Priority two(People) – 'our vision is a Haringey where strong families, strong networks and strong communities nurture all residents to live well and achieve their potential'.

#### **5. Statutory Officer Comments (Legal and Finance)**

5.1 Legal:

There are no legal implications arising from the recommendations in this report.

5.2 Finance:

This is an update report for noting and as such there are no recommendations for action that have a direct financial implication.

#### **6. Environmental Implications**

6.1 There are no environmental impact arising from this report.

## 7. Resident and Equalities Implications

The Council has a Public Sector Equality Duty under the Equality Act (2010) to have due regard of the need to:

- Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act
- Advance equality of opportunity between people who share those protected characteristics and people who do not
- Foster good relations between people who share those characteristics and people who do not.

The three parts of the duty applies to the following protected characteristics: age, disability, gender reassignment, pregnancy/maternity, race, religion/faith, sex and sexual orientation. Marriage and civil partnership status applies to the first part of the duty.

## 8. Local Government (Access to Information) Act 1985

### Children Act 2004

<https://www.legislation.gov.uk/ukpga/2004/31/contents>

### Children and Social Work Act 2017

<https://www.legislation.gov.uk/ukpga/2017/16/contents/enacted>

### Working Together to Safeguard Children 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/592101/Working\\_Together\\_to\\_Safeguard\\_Children\\_20170213.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/592101/Working_Together_to_Safeguard_Children_20170213.pdf)

### Working together to Safeguard Children 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)

## 9. Background Papers

### 9.1 Haringey Local Safeguarding Children's Board Annual Report

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## **Haringey Local Safeguarding Children Board**

### **ANNUAL REPORT**

**April 2018 – September 2019**

|                     |   |
|---------------------|---|
| <b>Author</b>       | Fatmir Deda<br>(Strategic Safeguarding Partnership Manager) |
| <b>Consultation</b> | Board Members   |
| <b>Agreed by:</b>   | Haringey Safeguarding Children's Partnership                |
| <b>Agreed date:</b> | 10 <sup>th</sup> February 2020                              |

| Contents  | Page No |
|---|---------|
| Forward- David Archibald Independent Chair                                    | 3       |
| Introduction  | 4       |
| Overall LSCB progress and performance   | 5       |
| Local Background and Context  | 7       |
| Children's social Care in Numbers 20182019                                    | 8       |
| The LSCB arrangements   | 9       |
| The New arrangements  | 10      |
| Child Death Overview Panel  | 11      |
| Key Achievements of the JTAI Improvement Plan                                 | 11      |
| Developments in the MASH  | 12      |
| Effective Safeguarding Governance   | 13      |
| LSCB Learning and Improvement: learning from practice through thematic audits | 14      |
| LSCB Multi-Agency Practice Week   | 15      |
| The Management of Allegations regarding professionals                         | 18      |
| Appendix 1 LSCB budget  | 22      |
| Appendix 2 List of LSCB agencies  | 23      |
| Appendix 3 Glossary   | 24      |

## **Foreword – David Archibald LSCB Independent Chair**

I am pleased to introduce the final Annual Report of the Haringey Local Safeguarding Children Board for 2018/19.

It has been a privilege to Chair the Children's Safeguarding Board in Haringey, since July 2018 until it transitioned to become the Haringey Safeguarding Children's Partnership on 29<sup>th</sup> September 2019. The three Statutory Partners agreed to retain the role of the Independent Chair, and currently I am chairing the Haringey Safeguarding Children's Partnership in the first phase of its work.

In establishing the new multi-agency safeguarding arrangements required by the 2017 Act, the Statutory Partners (Local Authority, Police, and the Clinical Commissioning Group) have recognised the continuing importance of maintaining a strong partnership body which will continue to focus on local needs and local accountability within Haringey.

It remains crucial that there is excellent joint working, communication, and information sharing, across all agencies. I am grateful to frontline practitioners, partners and all stakeholders for their commitment to achieving the best for the children and young people of Haringey. As Independent Chair, I would like to thank all Haringey Safeguarding Partners including front line practitioners across the partnership, for the important contribution they make to the vital work of keeping children and young people safe in Haringey.

## **1. Introduction**

1.1 This report reflects work undertaken in 2018/19 and provides both quantitative and qualitative information about safeguarding activity in Haringey including key partnership achievements. It identifies and summarises key issues for consideration and evaluates the partnership's ability to continue to drive change and improvement. The report also sets out the arrangements to safeguard and promote the welfare of children in Haringey and provides an assessment of those arrangements.

1.2 This is the final report of the LSCB, which ceased to exist as a statutory body on 29th September 2019 with the implementation of the Children and Social Work Act 2017, and the creation of the Haringey MASA, which operates as "Haringey Safeguarding Children's Partnership". At this time next year, a report will be published by an independent scrutineer detailing the work conducted by partners in the new safeguarding arrangements, commenting on the standards achieved and where improvements may be required.

## 2. Overall LSCB Progress and Performance

2.1 A major focus of our work during 2018-2019 has been around the Implementation of the Joint Targeted Area Inspection (JTAI) Action Plan and developing our new multi-agency safeguarding arrangements (MASA). Please see our website

<https://haringeyscp.org.uk/p/about-us/welcome-to-haringey-multi-agency-safeguarding-arrangements>

2.2 Children and young people in Haringey are safe and safeguarding arrangements are robust and well respected. Outline plans for a more streamlined structure and system were agreed by the three Statutory Partners during 2018-19. Since then, real progress has been made in strengthening partnership and collaboration across agencies in Haringey. We have developed a culture where constructive challenge and scrutiny were welcomed in order to improve service provision effectively. The new arrangements allow us to focus more directly on front line practice and build on the collaboration across agencies.

2.3 During 2019-20 further work continues on integrating functions across the Partnership. Considerable work has also been undertaken between LSCB meetings by our subgroups, task and finish groups and highly committed members.

2.4 This year the partnership has continued to work on Haringey LSCB priorities. Neglect remains a concern, and partners have developed a Neglect Strategy with the appropriate tools and guidance to enable front line professionals to identify cases of neglect and put resources in place to support and help families and children. There is evidence that progress has been made in this area as evidenced during the first Multi-Agency Practice Week. Neglect remains a critical area of Safeguarding in Haringey and there will be further partnership engagement in order to make further progress.

2.5 Preventing the criminal exploitation of children and young people has continued to be a priority for the LSCB. Haringey has a well-established Children's Social Care Exploitation Prevention Panel which works in partnership with a wide range of organisations, including the Police, Probation, Health and the third sector. In recent months the Panel, along with the Community Safety Partnership (CSP) Board, have been reviewing the delivery of services for a particularly vulnerable group of people involved and exposed to the risk from the context in which they live. There has been progress in the way partners are working together. In particular, the multi-agency group are able to identify vulnerable young people and put protection in place for them. While we have made progress in this area, preventing the criminal exploitation will continue to be a focus for all partners over the next year within the new arrangements.

2.6 In terms of Leadership, the JTAI implementation Action Plan demonstrated that we strengthened our partnerships to improve the visibility of the LSCB and ensured that safeguarding children is still a key priority for all agencies. As a Board, we were confident that we developed effective core training that responded well to LSCB priorities. Despite increasing pressures on partner agency staff we have a skilled pool of trainers who deliver a significant volume of our training "in house". However, we have also commissioned specialist sessions when appropriate. This includes the expertise of Professor David Shemmings (an expert in relationship based approaches to working with families) who delivered a full day multi-agency training for frontline staff across agencies. We continue to carry out work to ensure that our training has an impact on frontline staff to ensure that the sessions lead to improved outcomes and provide the Board with best value for money.

2.7 In preparation for new arrangements, the Board took the opportunity to reflect on how far we have travelled as a partnership over the last year. The implementation of the JTAI action

plan and the Multi-Agency Practice Week identified some significant strengths as a partnership. Senior Leaders across the partnership agreed that the commitment of partners to working together has undoubtedly increased. We have seen consistent attendance from key partners, at a suitably senior level, and a willingness to engage directly and honestly in any challenges and issues that have arisen.

2.8 The outcome of the JTAI Ofsted report led to a range of concerns amongst partners. Strong Leadership from the Independent Chair has ensured that the levels of trust among senior Leaders across the partnership have improved. Partners are much more confident about raising issues, responding to challenges and taking seriously the need for us all to be accountable to each other.

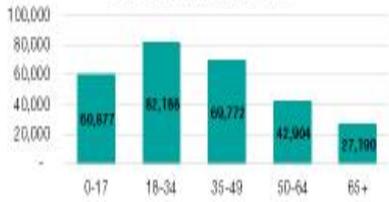
2.9 We have improved the way in which we gather and analyse multi-agency data, though in common with much of London we still have challenges in receiving good data from some agencies. More importantly, we have become better at using data to review what is really happening within the services we jointly oversee. We have examples now of where data has alerted us to something which might be happening, giving us time to reshape our responses. Examples of this includes our response to MASH referrals.

2.10 LSCB has built very positive engagement with Haringey's schools. We have benefitted from consistent committed input from heads, who ensure the Board understands what the range of Haringey Heads are thinking, and who ensure messages from the Board are fed back. Haringey schools are very high performing (100% of Haringey schools are good or Outstanding), and we know that children tend to be safer if they are in good schools.

2.11 However, we have also been clear about further improvements required by the LSCB. This includes aligning our work with the Safeguarding Adult Board, strengthening the voice of Children and young people through the creation of the 'Shadow Children's Board', further developing our Training and Development core offer and improving our partnership performance data.

2.12 The Independent Chair is also working with the three statutory partners to equalise the LSCB budget contributions and reduce what is still seen as an unreasonable financial burden on the Haringey Council. These issues, and several others, will be addressed during the implementation of the Haringey MASA.

Age Breakdown: 2018



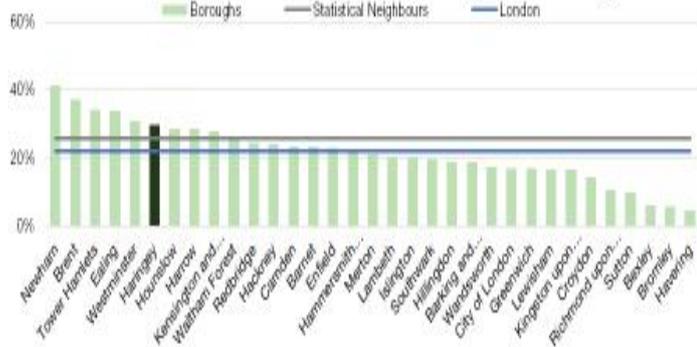
There are 60,877 children aged 0-17 in Haringey, representing 22% of the population. 63% of the Haringey population are from a BME group or Other White ethnic groups compared to 58% in London.

**Deprivation**

Haringey is one of the relatively more deprived authorities in the country, ranking 49 out of 317 local authorities, although this has improved over time with Haringey no longer in the top 10% most deprived authorities. Haringey was ranked 13<sup>th</sup> most deprived in 2010 and 30<sup>th</sup> most deprived in 2015.

Haringey is the 4<sup>th</sup> most deprived borough in London – Barking & Dagenham, Hackney and Newham are more deprived. In London Haringey was ranked the 4<sup>th</sup> most deprived in 2010 and 6<sup>th</sup> most deprived in 2015.

Proportion of Residents whose main language is not English



Over 180 languages are spoken by Haringey residents, and 30% of Haringey residents do not speak English as their main language.



16.9% of Haringey pupils from Reception to year 11 (aged 4 – 16) claim free school meals, compared to a national average of 13.1%.

## CHILDREN'S SOCIAL CARE IN NUMBERS 2018/19

- We received 12,968 contacts (19% more) compared to 10,884 contacts received in 2017/18. The highest proportion of contacts came from the police (45%), followed by health services (16%) and schools (14%)
- 46.9% of contacts go onto referrals

↑ 12,968  
Contacts



- 3,560 referrals were received in 2018/19 compared to 3,923 referrals received in 2017/18 (9% less)
- Of the referrals received, 21% were re-referrals. Higher in comparison to 2017/18 when the re-referral rate was 15%

↓ 3,560  
Referrals



- 2,832 assessments were completed in 2018/19, 16% fewer assessments than in 2017/18 at 3,370
- 94% of assessments were completed within 45 working days; an increase from 2017/18 at 90%

↓ 2,832  
Assessments



- There were 4,492 Children in Need who had received a service at any point within 2018/19 compared with 4,530 CiN in 2017/18
- Excluding CP, LAC and care leavers at the end of 2018/19 there were 3,538 CiN

↓ 4,492 CiN



- At 31 March 2019 there were 429 Looked After Children
- The rate of CLA was 71 per 10,000 children in Haringey, equal to the rate in 2017/18
- 219 CLA started and 224 CLA ceased during 2018/19

→ 429 CLA



- 187 children were the subject of a Child Protection Plan at the end of 2018/19; a 44.8% decrease from the number of children Subject to a CPP at the end of 2017/18 (339)
- 293 children started and 441 ceased to be subject of a CP

↓ 187 CP



- 1,582 new families engaged with Early Help services compared to 811 in 2017/18, a 95% increase.
- Of the 1,348 families closed to Early Help services in 2018/19, 465 (34%) were closed with a successful and sustained outcome

↑ 1582  
Early Help



- 1,096 children were the subject of a Section 47 enquiry during 2018/19
- This equates to a rate of 182 children with a S47 enquiry per 10,000 children in 2018/19, a 19% decrease on the rate for 2017/18 at 224 per 10,000 children

↓ 1,096 S47



- 391 Initial Child Protection Conferences took place during the year, 26% fewer than 2017/18 (529)
- Of the 391, 297 (76%) occurred within 15 working days of the child's S47 start date. Better than Haringey's statistical neighbours (72%)

↓ 391 ICPCs



- 2,011 assessments were identified to have a Domestic Violence, Mental Health or Substance misuse factors at the end of the assessment
- 27% more assessments in 2018/19 had one or more of these factors compared to 2017/18

↑ 2,011  
Toxic Trio



- The rate of first time entrants to the criminal justice system per 100,000 of the 0-17 year old population was 379 in 2018/19
- This is lower in comparison to the rate in 2017/18 at 403, a 6% decrease

↓ 379 FTEs



- 58% of care leavers aged 17-21 are in education, employment or training in 2018/19 a 3% increase on 2017/18 where 56% of care leavers were known to be in EET
- 95% of care leavers aged 19-21 are in suitable accommodation, 83% last year

↑ 58% Care  
Leavers EET



- 276 Children had a Education, Health and Care Plan finalised in 2018/19, compared to 2017/18 when 108 children's EHC plans were finalised
- There was a 15% increase in the number of EHCP requests, 447 in 2018/19 compared to 388 in 2017/18

↑ 276 New  
EHCPs



- Looked after children achievements have been in the top quartile nationally for some years. Their average attainment 8 score was 27.2 is better than the national position of 18.9
- Haringey's CLA average attainment 8 score ranks as the 3rd highest in the country

↑ 27.2 CLA  
Attainment 8



- Of the children who ceased to be CLA in 2018/19, 14 (6.4%) were adopted and 13 (5.9%) were subject to a Special Guardianship Order
- Haringey SNs achieved 6% adoptions and 12% SGOs in 2017/18

↑ 27 Permanency  
Orders



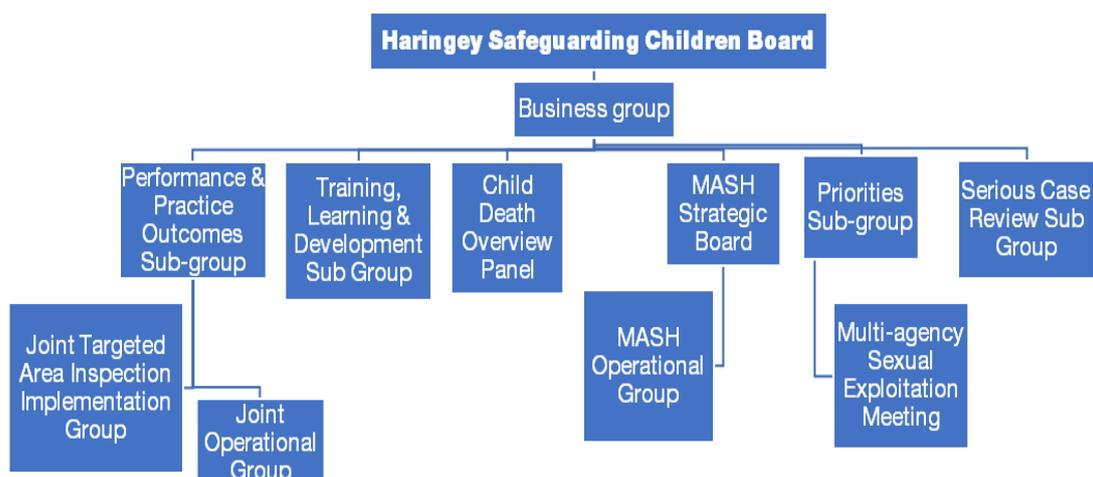
## 5. The LSCB Arrangements

5.1 Under the previous legislation, regulations and statutory guidance, the LSCB was required to co-ordinate work to safeguard and promote the welfare of children and to ensure that it is effective. The LSCB carried out the following functions:

- a) the provision of policies and procedures covering a range of issues and approval of the Thresholds Guidance (Pathway to Provision);
- b) communicating with persons and bodies in the area about the need to safeguard children and raise awareness;
- c) monitoring and evaluating the effectiveness of safeguarding work by partner agencies and advising on ways to improve;
- d) participating in the planning of services for children;
- e) undertaking serious case reviews.

5.2 The LSCB structure had an Independent Chair and a number of subgroups chaired by a senior member from across the partner agencies. The partner agencies represented on the LSCB were drawn from a range of statutory and non-statutory organisations. They included Haringey Council representatives from relevant departments (Children’s Social Care, Education and Learning and Early Help) Police, Clinical Commissioning Group (NHS), Health Providers, National Probation Service, Community Rehabilitation Company, CAF/CASS, Homes for Haringey, Haringey Legal Services, London Ambulance Service, the voluntary sector (Bridge Renewal Trust) primary and secondary school head representatives and the Cabinet Member for Children’s Services.

The following chart sets out the previous structure of the LSCB:



5.3 The full Board met quarterly until June 2019. Detailed work was undertaken during the transition process through the Shadow Executive Group, the Business Group and Sub Groups, reporting to the main Board. The Business Group, Chaired by the Independent Chair, provided strategic leadership to the LSCB. It scrutinised key areas of work in detail prior to consideration at the full Board, dealt with budget issues, set the agenda for board meetings, and co-ordinated the development of the new MASA arrangements.

5.4 In Haringey, there is a clear commitment from senior leaders across agencies to protecting children and young people and promoting their welfare. This commitment also extends to the strong political support and priority that the elected members of Haringey puts on safeguarding children.

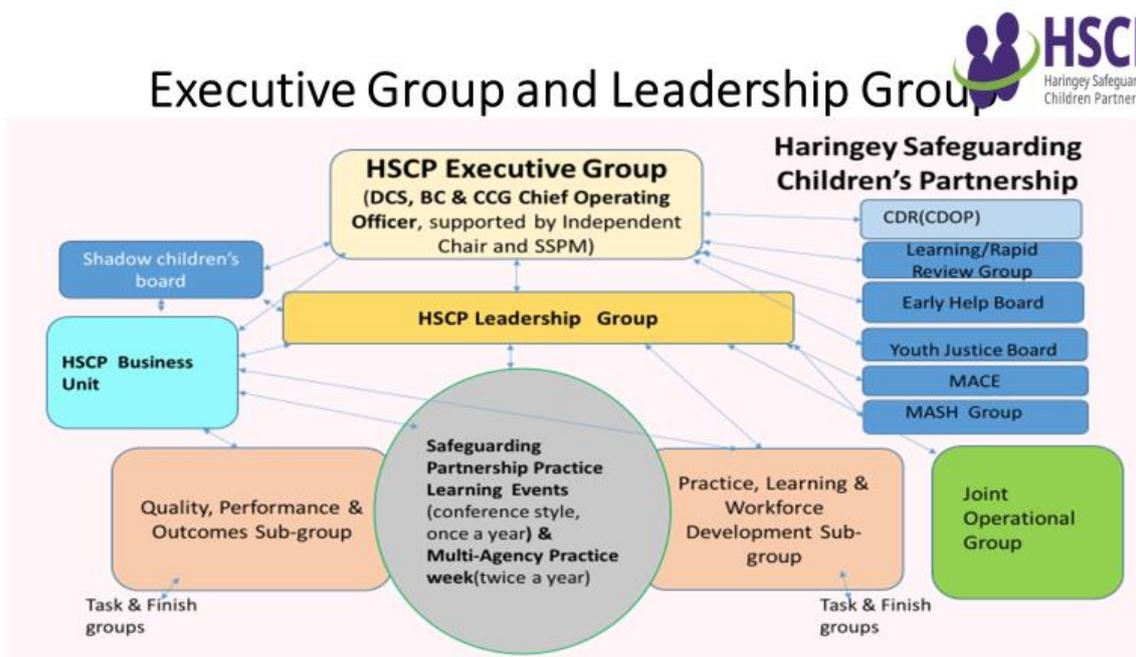
## 6.Haringey Safeguarding Children Partnership (HSCP) – New Arrangements

6.1 Children’s Safeguarding arrangements have changed as a result of legislation and national guidance (the Children and Social Work Act 2017, and Working Together to Safeguard Children 2018). There is no longer a requirement to have a Local Safeguarding Children Board (LSCB), and there is a new responsibility for the Council, Police, and Clinical Commissioning Group to develop proposals for new multi-agency safeguarding arrangements. The Council, Haringey Clinical Commissioning Group (CCG) and the Police have agreed new local arrangements for safeguarding and promoting the welfare of children in Haringey. The new arrangements were published on 29<sup>th</sup> June, and went live on 29<sup>th</sup> September 2019.

6.2 The Council and Haringey CCG was also required to make new arrangements for the review of each child death in its area. A parallel CDOP process, led by Haringey Public Health, sets out the direction of travel for the new Child Death Review System and how this is operationalised across North Central London.

### The Structure

The diagram below describes the new Haringey Safeguarding Children’s Partnership structure.



6.3 In consultation with stakeholders, the three statutory partners agreed to have an Executive Group on top of the tree, the Leadership group underneath and three subgroups. The number

of subgroups forming the Partnership is significantly reduced and the new subgroups will focus strongly on improving practice and ensuring an emphasis on learning, enabling a feedback loop across partner agencies and the front line. The statutory partners have agreed to retain an Independent Chair for at least the first year who will undertake the chairing responsibility of the new HSCP. A launch event of the new partnership was planned for early November 2019, was very well attended, and attracted very positive feedback.

6.4 The new arrangements have given us the opportunity for a 'cultural shift' review to change some of our ways of working, focusing on how we can make a real difference to multi-agency frontline practice to improve outcomes for children, young people and their families in Haringey.

6.5 Through our MASA implementation we will further develop our engagement mechanisms with children and young people through the establishment of a Shadow Children's Board by September 2020. There is likely to be considerable local and national learning and further development in 2020 and beyond, as new arrangements prove their effectiveness. The partners strongly support the continuing improvement of its multi-agency safeguarding arrangements (MASA).

## **7. Child Death Overview Panel (CDOP)**

7.1 The CDOP was Chaired by the Assistant Director of Public Health and the Deputy is the Designated Doctor for Safeguarding. The remit of the group was to provide a review of all deaths of children who are under 18 and resident in the borough and to use the information gathered to develop interventions and recommendations to improve the health and safety of children in order to prevent future deaths.

7.2 During 2018/19, there were 19 deaths of children resident in Haringey. 4 rapid response meetings were held in relation to unexpected deaths of children. There were 5 meetings of the CDOP Panel. The new eCDOP recording and reporting system is in place across London including Haringey.

7.3 Haringey's children, local procedures and policies are now governed by the new multi-agency safeguarding arrangements in parallel to the new CDOP arrangements. Haringey designated professionals have been active contributors to the planning and implementation for both sets of arrangements.

## **8. Key Achievements of the JTAI Improvement Plan**

8.1 Between 4th and 8th of December 2017, the partnership was subject to a Joint Targeted Area Inspection (JTAI) of the multi-agency response to abuse and neglect in Haringey. A combined multi-agency action plan was submitted to Ofsted in May 2018 and a JTAI Implementation Group with membership from senior lead agencies and Chaired by the DCS, was established in July 2018. The group met on a monthly basis until March 2019 to monitor, review progress and scrutinise evidence of all agency actions.

8.2 There was a strong focus on challenge between agencies, from the Independent Chair and the DCS. As a result, the JTAI Implementation Group has driven improvement which led to more effective multi-agency working. This was evidenced in many Sign-off reports/ progress updates during the JTAI Implementation meetings and recently in most agency JTAI progress reports. Agencies also reported that they had strengthened their internal quality assurance process and revised their quality assurance framework. Governance arrangements are in place to ensure that actions are taken forward via the relevant subgroups/Boards within LSCB and single agencies. Key JTAI partnership achievements include:

- a. A clear focus on completing the priorities in the JTAI Combined Action plan
- b. Partnership actions were monitored by the LSCB and single agency actions are monitored as part of individual agency Governance arrangements (please see appendices).
- c. Professional challenge between partners has been effective and there is recognition of significant improvement across agencies.
- d. The Sustainability Plan is a separate document to be revisited on a six monthly basis to ensure there is no drift.
- e. New JTAI themes which are confirmed to 2021 have been adopted as priorities in our Partnership's MASA
- f. LSCB and Single agency governance arrangements are in place to ensure that actions are taken forward via the relevant subgroups/Boards within LSCB and single agencies
- g. There is a partnership acknowledgement that we need to evidence the impact on children and young people and the voice of the child
- h. 100% Child and family assessments are completed within 45 days of the referral.
- i. Safeguarding children KPIs are monitored at individual agency level and there is considerable progress of developing the HSCP KPIs data dashboard for implementation once we enter into the new safeguarding arrangements.
- j. The response to JTAI in Haringey has brought about significant improvements within partner agencies through; service reviews, clearly defined roles and responsibilities, robust performance management and workforce development. It also helped partners to better prepare for other Inspections within their own organisation.

## **9. Developments in the MASH**

9.1 For the year 2018-19 significant work has been done to speed up progress in strengthening and improving the performance of the MASH as follows:

- a. Combining the work of the MASH strategic group and MASH operational group to form a new streamlined governance arrangement under the MASH operational management group with new Terms of Reference. This has ensured that the partnership arrangements are effective, well understood and accessible across the Borough. This oversight includes the strategic monitoring and evaluation of the delivery and performance of the MASH. The group met for the first time on 10<sup>th</sup> October 2019 and thereafter meets quarterly.
- b. Introduced a new workflow in line with an updated MASH protocol with managers screening from the initial point of contact. This system is more efficient, simpler and provides better management of risk where children at immediate risk of significant harm are fast-tracked by the MASH.
- c. Established a dedicated consultation line to offer consistent advice and guidance to the public and professionals. An experience manager has been recruited to this post with consultations recorded to ensure there is clear audit trail with actions and necessary follow up. This has also created additional capacity for the MASH to work proactively with professionals to support them in understanding thresholds and increase confidence in how to manage risk.
- d. Secured a room with telephone conference facility solely for the purpose of strategy meetings. This has improved attendance, engagement and contributions from all relevant agencies and not just between police and children social care as before. A dedicated minute taker ensures decisions and safety plans are prioritised and shared promptly so everyone is clear about their role.

- e. Increased focus in providing better and quicker feedback to referrers on what has happened in relation to contacts they have made to MASH.
- f. Created a learning environment with a strong programme of bite size learning to support the team plan to build up the practice and knowledge base. This learning time is interactive and protected providing a reflective space in the fast-paced, high-risk work of the front door.
- g. Putting greater emphasis on tracking & monitoring performance every day through the daily MASH huddle, dataset and reports made accessible to the whole team.
- h. Running threshold training and MASH team being more visible to wider safeguarding community. The MASH team have started to visit various safeguarding partners and forums to increase awareness of the service, consultation line and escalation policy.
- i. Maximising opportunities to learn from other Front Door models starting with a visit to Leeds on 11 December 2019 to look at good practice and innovation.
- j. Designing a practice and resource folder to support social workers in assessing risk and linking families to appropriate support out in the community.
- k. Co-locating Early Help within MASH to maximise earlier identification of vulnerable children. This project has introduced Early Help Family Support Workers who are specifically tasked with undertaking rapid Early Help assessments in order to reduce delay in families receiving a service.

9.2 The MASH continues to receive a high volume of contact however, this number has remained relatively stable when compared to previous years. The above changes, at pace, have enabled the MASH to significantly improve its performance. The coming challenge will be to consolidate the improvements, maintain performance with focus on achieving quality that is consistently good.

## **10. Effective Safeguarding Governance**

10.1 Section 11 of the Children Act provides a framework for organisations to self-assess whether they are meeting their responsibilities to safeguard children and promote their welfare. In order to fulfil this function, the LSCB has challenged partners both in terms of their response and any action plan that is developed through their self assessment.

10.2 The S11 support and challenge meetings took place between March and June 2019. Those meetings Chaired by the Independent Chair and the Strategic Safeguarding Partnership Manger took place for all partners; BEH, NMUH, CCG, Whittington, Police, Children's Social Care, Probation and CRC. It is clear that partners fully acknowledge the importance of ensuring compliance with Section 11 and have clearly demonstrated a journey of improvement.

10.3 Overall, the partnership demonstrated an ambitious commitment to safeguarding via dedicated safeguarding teams and officers' who provided very clear and accountable governance processes and procedures and excellent evidencing of safeguarding documentation. The S11 process illustrated a desire to deliver best practice around safeguarding. There is evidence of strong leadership and managerial oversight within the safeguarding teams who attend LSCB meetings and actively contribute to the partnership by

providing updates and completing actions that are required. The partners demonstrated an impressive capacity for challenging existing procedures within their organisation.

10.4 There is evidence that collating the voice of the children individually is happening. However, there was not enough evidence around how the views of children, young people and their families have influenced improvement in service delivery and the Haringey offer.

10.5 There are opportunities across the partnership to scope more interagency working. This includes strengthening the Partnership Training, Learning and Development core offer. There are also opportunities for sharing single agency audits for learning and looking for multi-agency/partner audit opportunities.

## **11.LSCB Learning and Improvement: learning from practice through thematic Audits**

11.1 The multi-agency audit of practice is a key ingredient for learning and improvement in Haringey. Through multi-agency thematic audits we ensure that the partnership has a clear grip on the quality of practice at the front line. The LSCB recognises that it is important to get right by balancing the necessary rigour and creating the necessary opportunities for shared reflection, and engaging the expertise of front line practitioners in evaluating the quality of each other's practice, while not making unrealistic demands on very pressurised staff in all partner agencies.

### **Pre-Birth Audit**

11.2 A thematic audit of Pre-Birth practice took place during 2018/2019. There were key practice themes that were evidenced in both health and social worker practice, and are summarised below:

#### **What's working well**

- Presenting risk was identified and responded to
- Case recording captures the risk to the unborn child
- The voice of the child was captured through predictive analysis
- All plans evidenced contingency planning
- Information sharing across the partnership was evidenced

#### **Areas for improvement**

- Chronologies were not always completed to capture the family history
- There was a lack of professional curiosity beyond the presenting need
- Prospective fathers were not engaged with as part of the assessment
- The use of assessment tools not evidenced
- Strategy meetings did not always have health input and were with Police and Social Care
- Supervision does not always support reflection and analysis

11.3 This audit identified key areas of practice improvement across Children's Social Care and Hospital Midwifery. Social care and Whittington Hospital have reported that since the audited was completed, they have:

- Child and family assessment amended to address shortfall in the quality of the pre-birth assessments – see appendix B
- Whittington Hospital is in the process of reviewing safeguarding supervision arrangements for midwives and health visitors.
- Enhanced section 47 process to include health colleagues in MASH for the initiation of the strategy meeting

## **Haringey Multiagency Children & YP Mental Health Audit**

11.4 A LSCB Task & Finish group from the Practice, Performance and Outcomes Subgroup undertook a deep dive into four cases of children and young people's experience of mental ill-health. The exercise allowed the group time to have a closer look at the experiences of four children, focusing on their journeys. There were key practice themes that were evidenced in multiagency working and are summarised below:

### **Strengths**

- Assessments identified key risks and were responded to.
- Impact of parental mental health on the child outcomes clearly articulated in records.
- Early identification of risk to the unborn and mother.
- Good communication with CAMHS and community health.

### **Areas for improvement**

- Information sharing between CAMHS and Education.
- Evidencing the lived experience of the younger child.
- Initial consultation with "First Step" as part of care planning process.
- Completion of chronologies to capture the history and risk.
- Evidencing the role of the father and impact on family dynamics as part of assessments.
- Improved consideration given to impact of neglect on child's long term mental health and wellbeing by use of neglect tool.
- Supervision to support reflection and analysis in cases

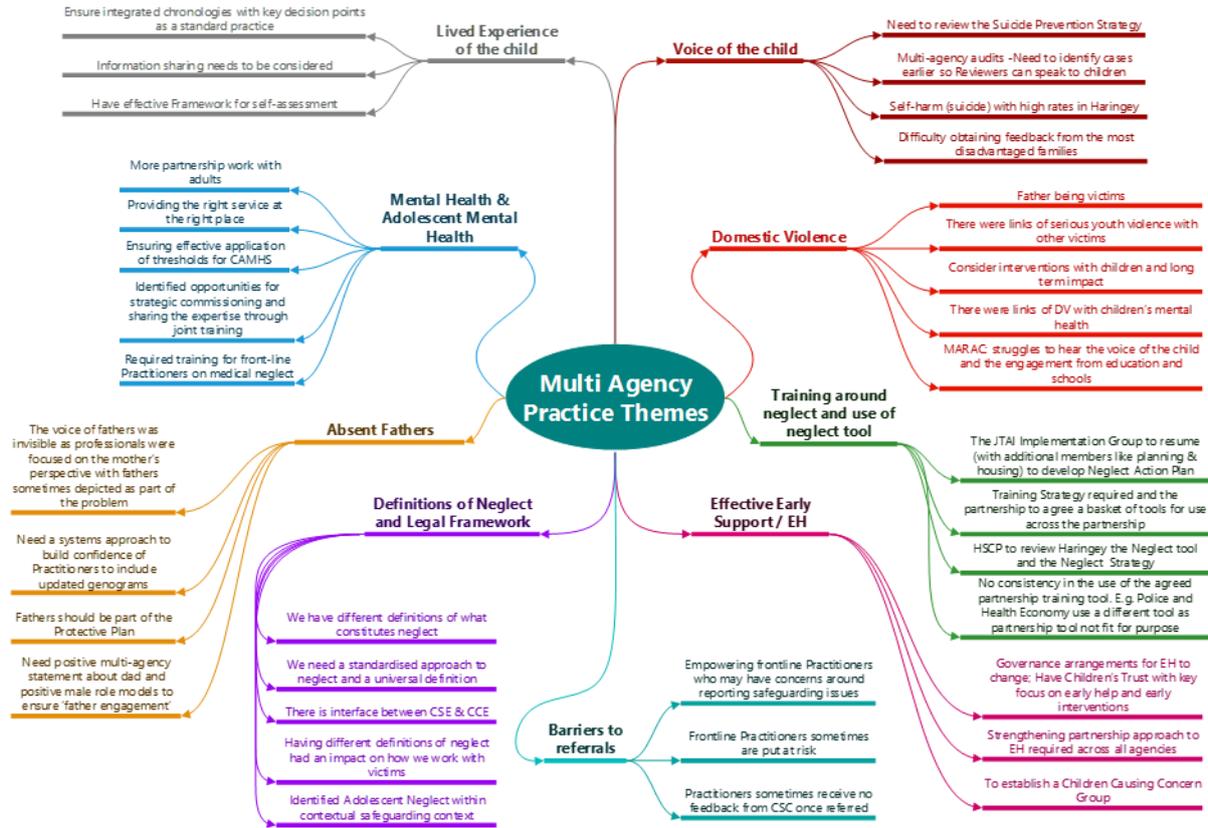
11.5 The audit identified key areas of practice improvement across BEH, (Mental Health Services) WH, (Community Health Services) and NMUH, (Midwifery/ A&E Services), Children Social Care, First Step and Education. The Quality, Performance and Outcomes (QPO) subgroup within the new arrangements will seek assurance from the partnership that the above areas for improvement have been embedded and there is evidence of improved practice.

## **12. Multi Agency Practice Week:**

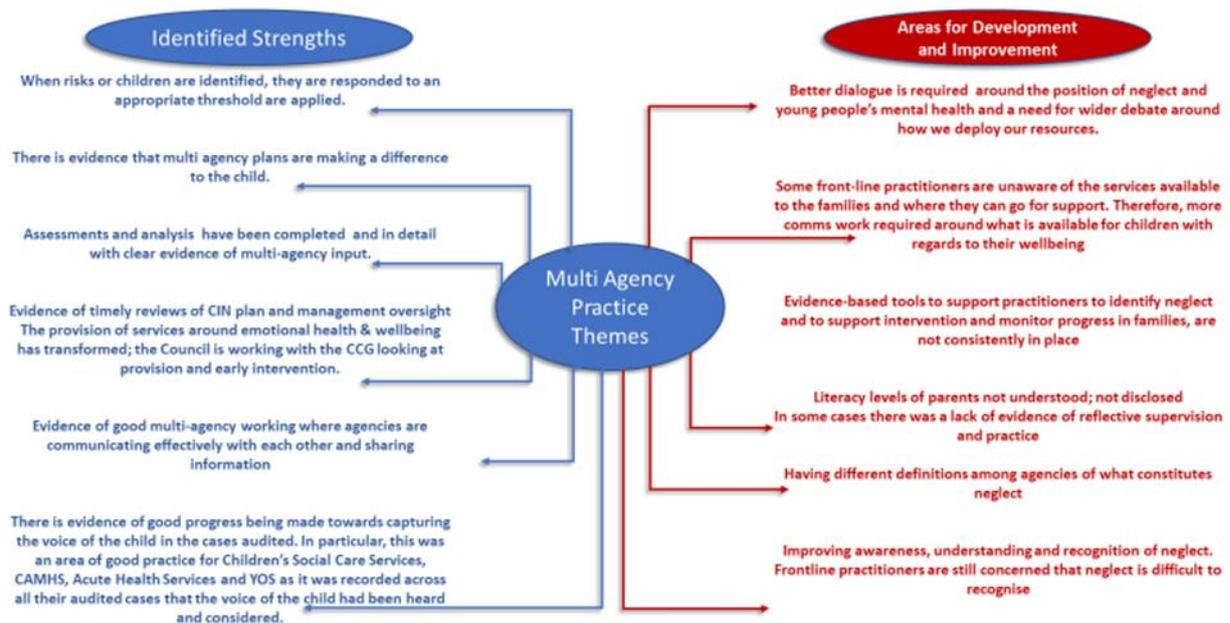
12.1 The Multi Agency Practice week which focused on Neglect took place 16th - 20th September 2019. The following agencies undertook a joint response to abuse and neglect in Haringey:

- Children's Social Care
- Early Help
- North Middlesex University Hospital
- Whittington Health
- Barnet, Enfield & Haringey Mental Health Service
- Community Safety and Environmental Health
- Public Health
- Schools
- Haringey CCG
- Housing
- Youth Offending
- Police

### **Identified Practice themes and actions:**



**Identified Strengths and Areas for Development and Improvement**



12.2 The multi-agency practice was undertaken to review the current practice around neglect and to understand the impact of the improvements across the agencies since the Joint Targeted Area Inspection (JTAI) 2018. The Action Plan is aligned with the partnership actions identified in the Haringey Clinical Commissioning Group (CCG) neglect report presented at the HSCP Leadership Group meeting on 10th December 2019.

12.3 The Partnership wanted to understand the impact on multi agency practice of the neglect tool that was approved in July 2018 for use across all the partnership. In addition, the partnership wanted to gain a better understanding of practitioners' confidence and competence in working with children and families where neglect is a feature and to identify opportunities where agencies could work better together to meet children's needs and keep them safe.

12.4 The experience of the multi-agency approach to this practice week has been invaluable with extremely positive feedback from all who participated, whether they were senior leaders observing practice or indeed those being observed. The lessons learnt and findings have been pulled into an outcomes-based action plan. Throughout the week it has been evident that front line practitioners know their children and families well and are passionate about achieving the best outcomes for them. There is evidence of improved practice since the last JTAI Inspection, particularly in relation to multi-agency collaboration and a real opportunity to think and drive better practice together.

12.5 Compliance with standards for supervision and management oversight has also shown some signs of improvement. We have seen improvements in practitioners' determination to ensure that the child's voice is highly influential in getting the right help and support to children and families. This is and will continue to be a key driver for improvement.

12.6 There have of course been many lessons, one of the most critical lessons being that as a partnership group we have had an inconsistent use of the definition of neglect, resulting in a lack of proper joined up understanding and potentially avoidable barriers in place. For some practitioners this has resulted in a lack of confidence to make judgements about the impact of parental behaviour on their children's wellbeing. The partnership has also recognised the links

between neglect and child exploitation, and the impact of sexual and criminal exploitation of our children.

12.7 The strength of the partnership working demonstrated a very professional desire to do all we can together to support and protect the children of Haringey. For some reviewers this was their first opportunity to be involved in a multi-agency review.

### **13. The Management of Allegations regarding professionals: The Haringey LADO service - activity and impact**

13.1 The Local Authority Designated Officer (LADO) is a well-established role in Haringey. The LADO is based within the Safeguarding & Quality Improvement Service and provides oversight of allegations against people who work with children as well as advice and guidance to agencies. Key data below shows contacts made with the LADO during 2018-2019:

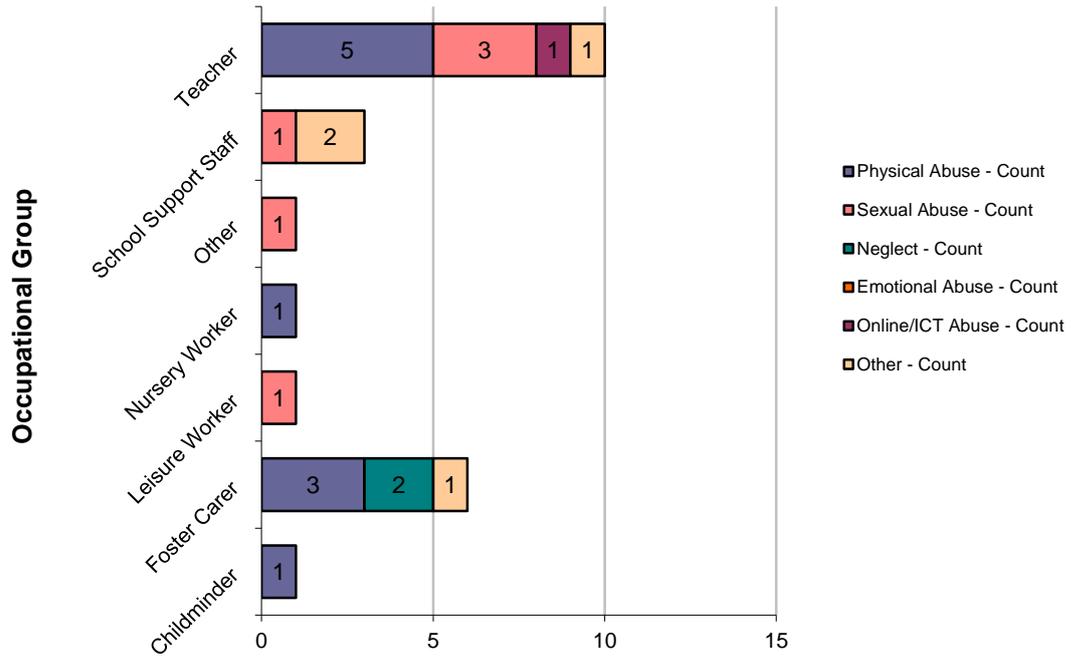
- 85 (29%) were from the education sector, usually from Head Teachers or Designated Safeguarding Leads.
- 110 (38%) were contacts for advice, consultation or referral from social workers either within the London Borough of Haringey, or in other neighbouring authorities.
- 12 (4%) of the contacts were from the Early Years Sector and 20 (7%) were from the police.
- There were 15 (5%) contacts from OFSTED. Most of them were parental complaints direct to Ofsted regarding schools and Early Years settings.

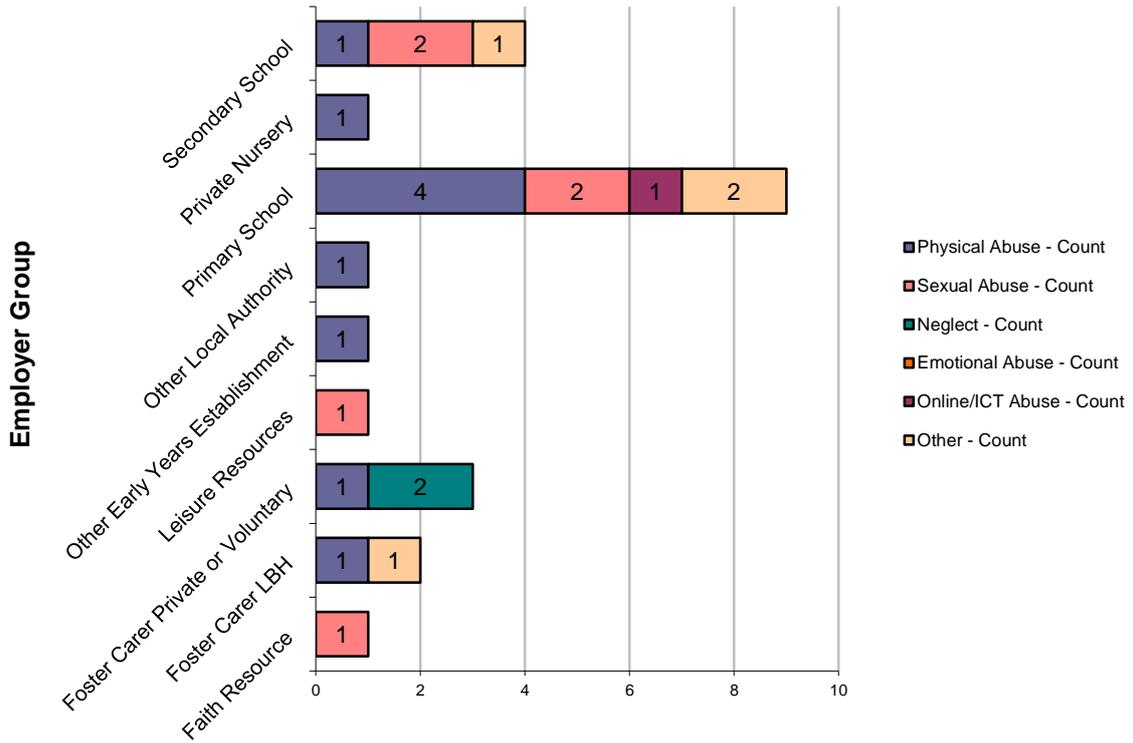
Professionals that were the subject of initial allegations in Haringey during 2018-2019

- 138 (47%) contacts were about staff working in the education sector. This total is the about same proportion as last year. This included allegations about teachers and school support staff. The allegations refer to current and historical situations where a concern has arisen in a person's home life as well as allegations that the staff member has behaved in a harmful way towards a child. About two thirds of these contacts were about primary schools and a third about secondary schools. Roughly two thirds of the contacts were about teachers and about a third concerned school support staff.
- 32 (11%) of the contacts were regarding staff in Early Years settings which includes nurseries, pre-school settings, and childminders.
- 41 (14%) were contacts about the care sector i.e. including foster carers, both in-house and from the PVI sector, and residential care workers.
- The rest of the consultations concerned professionals or volunteers involved in sports and leisure clubs, health professionals, transport providers, the charitable sector and the faith sector.

13.2 Of the 271 contacts 23 cases resulted in a formal meeting under Allegations Management in the London Child Protection procedures. This is a lower number than last year and reflects a review of thresholds in line with Data Protection regulations.

### **Category of abuse by Occupational Group then Employer Group**

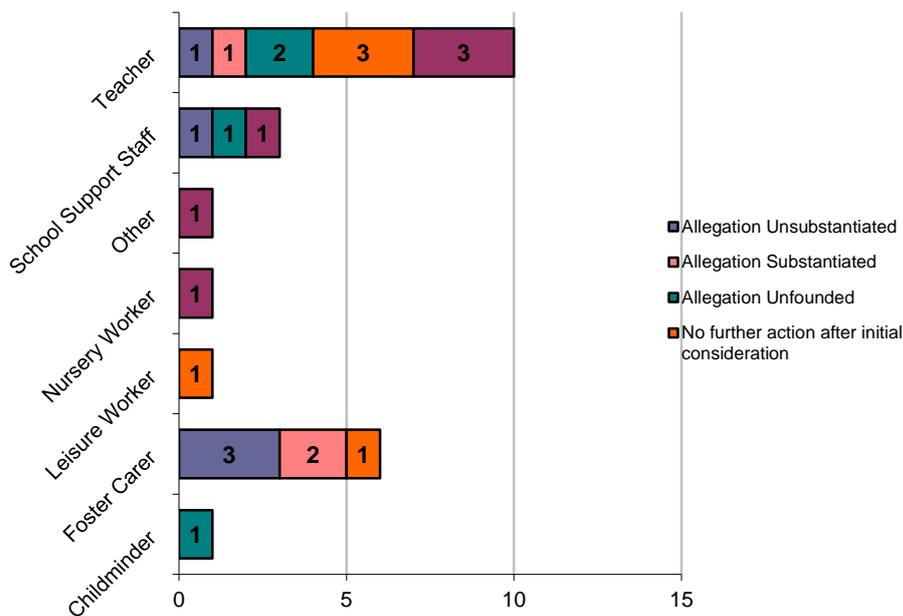




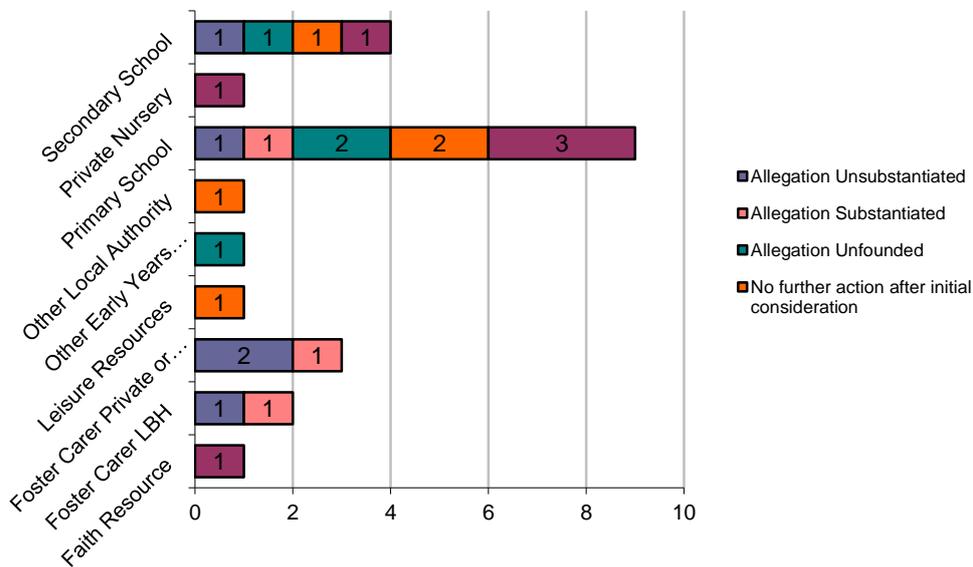
The LADO management of allegations outcomes are shown below in the tables below:

Outcomes by Occupational Group and Employer Group

### Outcome by Occupational Group



### Outcome by Employer Group



13.3 During 2018-19 an Ofsted inspection of Haringey provided positive feedback for the LADO processes in the borough. The LADO continues to work with partners and service colleagues to offer advice and training around the management of allegations against those who work with children.

## Appendix 1

The table below shows the Haringey LSCB budget for 2018 and 2019

| <b>HARINGEY<br/>LSCB budget 2018-2019</b> |                |
|---|----------------|
| <b>Contribution</b>                       | <b>Amount</b>  |
| Metropolitan Police                       | £5000          |
| Haringey Council, CYPS                    | <b>£112998</b> |
| Cafcass                                   | £550           |
| Probation                                 | £2,046         |
| Tottenham Hotspur FC                      | £2,046         |
| North Middlesex Hospital                  | £5,115         |
| Whittington Health                        | £5,115         |
| Barnet, Enfield & Haringey MHT            | £5,115         |
| Haringey CCG                              | £5,115         |
| <b>Grand Total</b>                        | <b>£143100</b> |

## Appendix 2

## List of LSCB agencies

| <b>AGENCY</b>   |
|---|
| <b>CAFCASS</b>  |
| <b>HARINGEY COUNCIL (CYPS)</b>  |
| <b>Haringey Education Partnership</b>   |
| <b><u>Health Services:</u></b>  |
| <b>Clinical Commissioning Group</b>   |
| <b>North Middlesex University Hospital</b>  |
| <b>Whittington Health</b>   |
| <b>Barnet, Enfield &amp; Haringey Mental Health Service</b>                               |
| <b>LA Housing Department</b>  |
| <b>Public Health</b>  |
| <b>LBH Legal Services</b>   |
| <b>Police</b>   |
| <b>National Probation Service (NPS)</b>   |
| <b>London Community Rehabilitation Company (London CRC)</b>                               |
| <b>Lead Member CYPS</b>   |
| <b>Primary School Head rep</b>  |
| <b>Secondary School Head rep</b>  |
| <b>London Ambulance Service (LAS)</b>   |
| <b>Adult Social Services</b>  |
| <b>General Practitioners</b>  |
| <b>Haringey Association of Voluntary and Community Organisations (HAVCO) (Vol Sector)</b> |
| <b>The Bridge Renewal Trust (Vol Sector)</b>  |

**Appendix 3**

**GLOSSARY**

**AD – Assistant Director**

**BC – Borough Commander**

**CAFCASS – The Children and Family Court Advisory and Support Service**

**CCG – Clinical Commissioning Group**

**CCO - CCG Chief Operating Officer**

**CDOP – Child Death Overview Panel**

**CDR – Child Death Review arrangements**

**CRC – Community Rehabilitation Company**

**CSC – Children’s Social Care**

**CSP – Community Safety Partnership**

**CYP – Children and Young People**

**DCI – Detective Chief Inspector**

**DCS – Director of Children’s Services**

**HoS – Head of Service**

**HSCP – Haringey Safeguarding Children Partnership**

**ILAC – Inspecting Local Authority Children’s Services**

**JTAI – Joint Targeted Area Inspection**

**LA – Local Authority**

**LAC - Looked After Children**

**LBH - London Borough of Haringey**

**LSCB – Local Safeguarding Children’s Board**

**HSCP – Haringey Safeguarding Children’s Partnership**

**MACE – Multi Agency (meeting for) Criminal Exploitation**

**MASA – Multi Agency Safeguarding Arrangements**

**MASH – Multi Agency Safeguarding Hub**

**MOPAC – Mayor’s Office for Policing and Community**

**MPS – Metropolitan Police Service**

**NCL – North Central London (Haringey/Enfield/Barnet/Camden/Islington)**

**NHS – National Health Service**

**Ofsted – Office for Standards in Education, Children's Services and Skills**

**SAB – Safeguarding Adults Board**

**SCR – Serious Case Review**

**SEND – Special Educational Needs and Disability**

**SOP – Standard Operating Procedure**

**SPR – Serious Practice Review**

**SSPM – Strategic Safeguarding Partnership Manager**

**WT 2015 – Working Together To Safeguard Children 2015**

**WT 2018 – Working Together To Safeguard Children 2018**

**YJB – Youth Justice Board**

**YOT – Youth Offending Team**

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**Report for:** Scrutiny

**Title:** Education update

**Report authorised by :** An Graham, Director of Children's Services

**Lead Officer:** Eveleen Riordan, Assistant Director for Schools and Learning

**Ward(s) affected:** All

**Report for Key/  
Non Key Decision:** Information

### **Introduction**

This report provides a brief update on education in our schools, including the impact of Covid on national testing, learning and how digital poverty is being addressed.

Covid lockdown in March 2020 had a significant impact on our schools and education settings in that they immediately closed to all but the most vulnerable children and the children of key workers. Schools immediately switched to remote or distance learning for the majority of pupils and the attached report, Supporting the Future of Children and Young People's Education and Skills Following Covid-19 (also known as the Lost Learning Report) sets out how our schools (and those of the five adjoining boroughs) managed during lockdown, lessons learnt for remote learning and strategies to strengthen how our children and young people learn remotely looking forward. This report has previously been presented to Scrutiny.

Below is a summary of the position in our schools.

### **Return to full opening**

On 2 September, in line with government guidance, Haringey schools and education settings (hereafter collectively referred to as 'schools') began a full opening to all pupils. This was supported by robust risk assessments (RAs) which had been quality assured by the LA and signed off by chairs of governors and Head teachers or equivalent.

Since September 2020 there has been a small but steady number of Covid positive tests among staff and pupils and schools have taken immediate and relevant action as required to keep all within our school communities safe. This has usually meant self-isolation of relevant 'bubbles' but, in a very small number of instances, has meant a temporary closure for a whole school and the relevant remote learning has been put in place. As of the end of October 2020, the following numbers have been impacted by Covid.

|                      |  |
|----------------------|--|
| <b>Confirmed</b>     | 77 students<br>67 staff<br>2 nursery child |
| <b>Schools total</b> | 41 Schools<br>1 childminder<br>4 nurseries |

### Impact on national testing

The country's lockdown has had an inevitable impact on the ability of schools to nationally test.

**SATs** - There were no SATs (standard assessment tests) tests at year 6 and no predicted score was given for any child. Instead, primary schools used existing data to inform schools for secondary transfer.

**GCSE, A Levels (and equivalent)** – there were no exams in England in summer 2020. The algorithm process used to predict A levels is well documented in the press: in summary, it resulted in very many young people being awarded grades that were significantly down on that which they had been predicted. The algorithm method was replaced with the use of teacher predicted grades by 17 August (A Level) national results day had been 13 August. The delay of this move caused undoubted impact to many of our young people. Higher education places were, in many cases, not achieved and while some universities were able to honour grade offers made to young people on 17 August 2020 and after, many had already accepted a full quota of young people onto courses and were not retrospectively able to honour offers previously made. In summary, A level results day had the following impact on our schools and young people:

1. Pressure on young people when results first came out and the algorithm was used: it led to huge stress in the system for young people, families, schools, colleges and higher education establishments.
2. Some young people missed out on their chosen of preferred university(s) as by the time they got their predicted grade, the places were all allocated
3. For those students who were not expected to get high grades (often the most vulnerable and/or disadvantaged) the algorithm gave some of them U grades where they would have been predicted Cs etc. Some schools were particularly hit by many of their students not getting a pass grade(s) at A level(s) initially and by the time predicted grades were confirmed, the destinations they might have secured were full.
4. The situation (plus Covid) led to many young people deferring higher education from 2020 to 2021 which is likely to mean a bumper year next year and so lots of competition for too few places.
5. Our schools were extremely disappointed by the initial process, for the staff but mostly importantly for the young people. Haringey schools and settings worked tirelessly to help young people secure a destination for 2020 where this is what they wanted.

The whole experience ended up doing exactly the opposite of what the Government said they wanted – i.e. ‘grade inflation’ was the highest of any possible option by reverting to CAGs (centre assessment grades).

By the time of the GCSE national results day, the government had confirmed the use of CAGs and so the system for young people and for schools was more certain and less fraught.

While grades have been awarded to our young people at GCSE, A Level and all equivalents (e.g. BTECH), these results will not be published on a setting by setting basis for 2020 and so there will be no league tables for schools for 2020.

For 2021, the government has announced that GCSEs and A Levels will be delayed. In a [written statement](#) on Monday 12 October, Gavin Williamson said: “I can confirm that GCSE, AS and A level exams in 2021 will go ahead, with most exams moved back three weeks next year to give students more time to prepare and a chance to catch up on education lost due to Covid-19. While [GCSE](#) and [A-level](#) exams in England are to be delayed by three weeks, the Government has rejected calls to cut down their content. The Education Secretary said there would be back-up plans in case exams were disrupted, but that students, teachers and parents would have to wait until “later in the autumn” to find out what they are.

For primary schools, SATs for year 6s in Key Stage 2 (KS2) are expected to go ahead at the time of writing. Phonics screening (year 1) will be monitored in the usual way, i.e. visits will be carried out by a School Improvement Advisor or the Lead for Statutory Services assessment being carried out as it should be. There will be KS1 and KS2 sampling across schools i.e. a number of schools visited to check teacher assessments are robust and at KS2 (during the SATs week) unannounced visits are made to assure procedural compliance and test administration. There is also a sampling of KS2 writing in general, e.g. looking at sample of greater depth, expected standard and below expected standard). For Early Years, the early adopters<sup>1</sup> (those that applied on a school by school basis) are using the new EYFS framework and the EY team do an EYFS assessment at the end of the year to quality assure teacher assessments.

### **Remote learning**

The Supporting the Future of Children and Young People’s Education and Skills Following Covid-19 report (appendix 1) has previously been presented to Scrutiny. The report was commissioned by six LAs (Haringey, Camden, Islington, Waltham Forest, parent and Enfield) to look at the impact of Covid on our children and young people’s learning, examine what had worked well for learning during lockdown, and making recommendations for how to continue with blended learning (in school or remote learning as dictated by any self-isolation and other circumstances and the ability of schools and young people to switch quickly and competently between the two. The report makes some useful recommendations and also acknowledges that it is the quality of the teaching, whether remote or face to face, that ultimately determines the quality of the learning.

### **IT poverty**

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<sup>1</sup> <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

There is a heavy but not sole reliance on IT access to support remote learning. At the point of lockdown our schools did a number of things:

1. Produced hard copy learning packs, often hand delivered to our families, to allow children to continue to access learning. This was particularly evidenced in some of our special schools where hard copy was more relevant for some (but not all) learners than electronic learning.
2. Where there were electronic devices e.g. tablets in school and not being used, these were shared with families with priority being given to those families where it was clear that IT access would be most challenged
3. The government had a roll out of IT equipment to young people, including those with a social worker and those considered to be the most vulnerable (deprivation indices were used by the government to determine this e.g. eligibility for FSMs.
4. Schools continue to support families where IT access is a challenge, including through the provision of devices where possible and provision of dongles to allow internet access.

Lockdown has thrown into sharp focus the inequity for so many families in being able to access devices and internet to access learning for their child(ren). In some households, a single mobile phone is the only device available, shared between parent/carer(s) and child(ren), often with limited data.

There is ongoing work within schools and the LA to support access to IT for all and to ensure that no child or young person is disadvantaged by lack of access to remote learning. We are currently questioning schools to gather data on any gaps that the government laptop scheme has not filled and assessing the most cost, learning and security effective way to provide devices to those who can't easily access remote learning. When we are sure our data is robust and gaps are identified, we will look at how fund raising can secure the purchase of sufficient devices to plug these gaps. This may include work with local businesses and residents as has happened in Camden where a crowd funder is being used to raise funds.

### **Free school meals (FSM)**

FSMs (vouchers) were provided across all holidays from Easter through to the end of the summer. On 22 October, MPs voted not to continue this provision into the October half term. The LA therefore stepped up to provide vouchers to all FSM eligible families for this period and is currently giving consideration as to how our families will not go hungry over the Christmas break and beyond.

**Appendix 1** - Supporting the Future of Children and Young People's Education and Skills Following Covid-19 report

## Supporting the futures of children's and young people's education and skills following COVID-19



Authors: Martin Finch and Steve Stanley

This report is owned by the London Boroughs of: Barnet; Camden; Enfield; Hackney; Haringey and Islington.



### Summary

**What do you do when you have to change the way you provide education overnight?** This report focuses on the experiences of leaders, teachers, support staff, pupils, and learners during the COVID-19 lockdown. It was a small survey which involved a collaboration between six London boroughs. It provides suggestions from these experiences and the latest research that hopefully will benefit pupils, learners, teachers, and leaders in the future.

## Contents

|  |           |
|--|-----------|
| <b>Introduction .....</b>  | <b>2</b>  |
| <b>Main findings .....</b>   | <b>3</b>  |
| <b>Strand One Years 5 and 6 .....</b>  | <b>3</b>  |
| What schools did to organise a curriculum for remote learning .....  | 3         |
| Pupils' engagement levels with remote learning .....   | 6         |
| The barriers to remote learning and how schools have tried to overcome them. ....  | 8         |
| How well schools encouraged vulnerable children to attend school during the lockdown. ....   | 11        |
| Recovery from potential 'learning loss' during the COVID-19 lockdown .....   | 12        |
| Support for children's social, emotional, and mental well-being during lockdown .....  | 14        |
| Transition of Year 6 pupils to Year 7 in 2020.....   | 15        |
| <b>Strand Two Years 11,12,13 .....</b>   | <b>16</b> |
| What providers did to organise a curriculum for remote learning .....  | 16        |
| The barriers providers faced in teaching remotely .....  | 18        |
| Learners' engagement levels with remote learning .....   | 19        |
| Learners' views on remote learning .....   | 20        |
| How well education and training providers encouraged learners from disadvantaged<br>backgrounds and vulnerable learners to engage with learning during lockdown..... | 24        |
| Recovery from potential 'learning loss' during the COVID-19 lockdown .....   | 26        |
| Support for young people's social, emotional, and mental well-being during lockdown .....  | 26        |
| Learners' well-being while not being at their setting to learn.....  | 27        |
| The support given to learners for their next steps (transition).....   | 28        |
| <b>Looking to the future .....</b>   | <b>31</b> |
| <b>Local authorities' response to the lockdown .....</b>   | <b>35</b> |
| <b>Annex .....</b>   | <b>37</b> |
| Evidence gathering .....   | 39        |
| Limitations .....  | 39        |
| Confidentiality .....  | 40        |
| Authors.....   | 40        |
| <b>Literature review.....</b>  | <b>40</b> |
| Literature review Strand One Years 5 and 6.....  | 41        |
| Literature review Strand Two Years 11,12,13 .....  | 46        |

## INTRODUCTION

1. COVID-19 has had an exceptional impact on communities. It led to the lockdown of education services for all but those deemed children and young people of essential workers or vulnerable.<sup>1</sup> Leaders and teachers of schools, colleges, and other providers had to find new ways of teaching and supporting most of their pupils, learners, and apprentices.<sup>2</sup> They were unable to use their buildings as a centre for learning and/or support. So, they continued by teaching most pupils and learners remotely.<sup>3</sup> There was no time to plan for the change. The interruption to education and skills programmes happened during the academic/ contract year. Staff were suddenly working from home. Some were self-isolating at different times during the lockdown. Others were continuing to provide a service for a small number of pupils and learners in their school, college, or other settings. Most pupils and learners had to adjust to a situation where they were studying from home. Many had to reassess their next steps. Those learners working towards examinations found these would no longer take place. Parents were asked to adjust their daily routines to be able to support their children at home in their learning.
2. This report was commissioned by the directors of children's services of the following six London Boroughs: Barnet; Camden; Enfield; Hackney; Haringey; Islington.<sup>4</sup> It looks at how providers such as schools, colleges, and independent learning providers (ILPs) responded to the COVID-19 pandemic.<sup>5 6</sup> The content comes from the views of providers, post-16 learners and local authority (borough) representatives. The report highlights relevant research as reference points. It concludes by suggesting the learning from this intense period of change for the future.
3. The report is in two strands:
  - The first strand considers the experiences of leaders and staff in 18 primary schools. It focuses on how schools developed their online curriculum for Years 5 and 6. It looks at pupils' well-being and their next steps. It includes research; articles; and blogs of the time. Borough representatives interviewed school leaders using a prepared online questionnaire.

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<sup>1</sup> Vulnerable children and young people in this report may include any or all of the following: *those assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child; have an education, health and care (EHC) plan whose needs cannot be met safely in the home environment; have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who are therefore in need of continued education provision.*

<sup>2</sup> 'Learners' from this point on will be used as a generic term for Years 11,12,13 learners, students, and apprentices.

<sup>3</sup> Remote curriculum/teaching/learning refers to either online learning or learning materials that are sent to pupils' and learners' homes

<sup>4</sup> The London Borough of Camden works with Camden Learning to support schools

<sup>5</sup> Education and training providers or providers, refers to schools, colleges, and independent learning providers (ILPs)

<sup>6</sup> Independent learning providers may provide a range of courses to support apprentices, adult learning, education provision for young people, they are usually a company not designated as a college

- The second strand looks at the experiences of staff and learners at 32 education settings; Years 11,12 and 13. It focuses on how providers developed their curriculum online. It looks at learners' well-being and next steps. It considers the views of 112 learners in key stage 5, who took part in an online survey. It includes research; articles; and blogs of the time.
4. The survey questions in both strands were based on five themes:
- How education and training providers put in place a remote curriculum for pupils and learners. This included the systems and methods that teachers used and the challenges they faced.
  - The potential gaps in pupils' and learners' knowledge and skills that became evident from teaching remotely.
  - How well pupils and learners from disadvantaged backgrounds engaged with learning during the lockdown. Also, how well providers attracted vulnerable pupils and learners to come in to learn.
  - The initiatives to promote well-being to pupils and learners. Learners' well-being experiences while not being at their education setting to learn.
  - The advice and support for pupils and learners who were coming to the end of their time or courses at their school, college or ILP and their next steps (transition).
5. **We are very grateful** to the representatives from the six boroughs, who helped organise the fieldwork. Without their professionalism and enthusiasm, the project would not have been possible. We would also like to thank the schools, colleges, and independent learning providers, for taking the time to answer the questionnaires in detail. Finally, we would like to thank the learners from Years 12 and 13, who completed questionnaires and provided us with such a wealth of information.

## MAIN FINDINGS

### Strand One Years 5 and 6

#### What schools did to organise a curriculum for remote learning

6. **Teachers worked creatively to transfer their work online.** The schools in this survey planned a broad online curriculum. Teachers set learning for English and mathematics and asked children to complete creative tasks, topic work and take part in exercise. Many schools already used online applications (Apps) and set learning tasks using these. These Apps mostly focused on English and mathematics.
7. **Schools signposted pupils to a variety of online learning sites.** The survey found the most popular were BBC Bitesize and Oak Academy. Other sites used by two schools or more included:
- White Rose Maths interactive videos

- My Maths
- Times Tables Rock stars
- Mathletics
- Hamilton Trust
- Sam Learning
- Literacy Shed
- Accelerated Reader
- myON
- Joe Wicks.

8. **Schools suggested timetables for pupils' learning to help them organise their day at home.** One school planned approximately four hours of learning each day: core lessons were daily, and all foundation subjects were taught weekly. Also, the class teachers made Loom videos every morning to introduce the day's activities for the pupils. The Education Endowment Foundation (EEF) points to broader evidence that targeted support can benefit disadvantaged pupils. For example, assistance with daily plans to help them work independently.
9. **Some schools have 'themed' weeks and set tasks around a topic to engage the children.** For example, one school set tasks for Year 6 based on the locality of their cancelled residential visit. Some schools set tasks designed for all the family to participate in. For example, compiling a family history, poetry recitals, lockdown capsules and art activities. Another school set competitions on their Instagram stream. One school reported that individual activities were planned as short manageable lessons for parents to deliver. However, engagement fell, especially with older children.

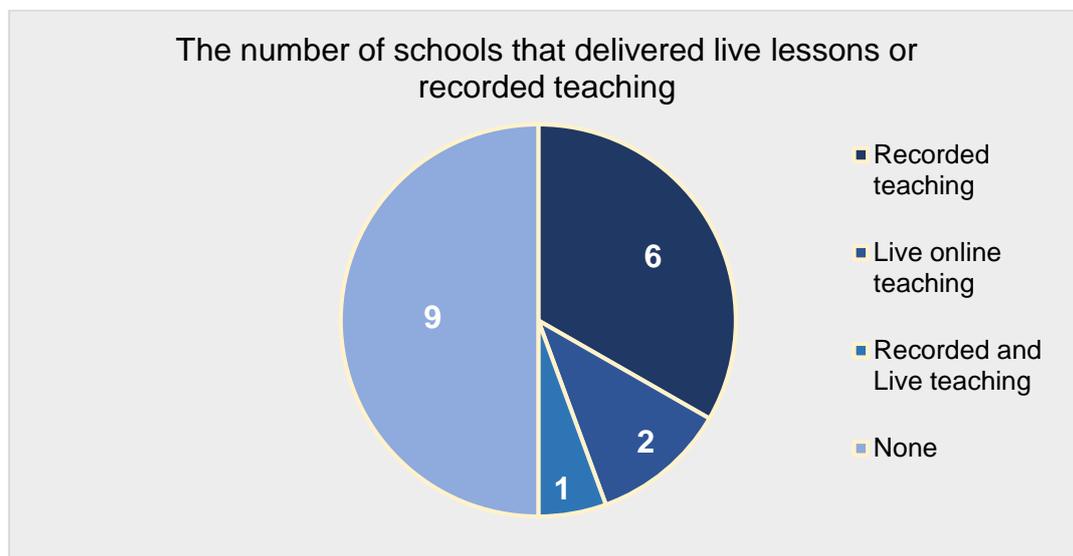


Figure 1

10. **Half of the schools in the survey used recorded or live teaching or both** (figure 1). Of these schools, most used recorded teaching. Teachers uploaded short video introductions to mathematics and English lessons using Loom. Some teachers videoed their screen and voiced over their explanations (applications used included Screen-o-Matic and Screencastify). One school

used Quick Response (QR) codes which linked to class teacher videos modelling key learning strategies for pupils. Teachers used live online teaching to provide feedback to small groups of around five pupils and to maintain 'face-to-face' contact.

11. **Four out of the six schools which had the highest pupil engagement used recorded/live teaching methods.** This indicates that pupils are potentially more motivated to learn when they can hear or see their teachers explain concepts. An Office for National Statistics (ONS) survey of parents reported that 13% of primary-aged children accessed 'live teaching'. Just over half of parents said their child was struggling with remote education. Three quarters of these said a lack of motivation was one of the reasons.
12. **Independent schools have used live/recorded teaching more than state schools and received higher engagement from pupils.** Research by the Sutton Trust showed that 51% of primary and 57% of secondary pupils in the independent sector have accessed online lessons every day. This was more than twice as much as their counterparts in state schools. It reported that 50% of teachers in independent schools received more than three quarters of pupils' work back. This compared with 27% in the most advantaged state schools and just 8% in the least advantaged.
13. **However, the EEF point out that the quality of teaching is more important than how lessons are delivered.** They said that there is no clear difference between live teaching or other alternatives, for example, recorded explanations. What matters most is whether the explanation helps pupils build on their prior learning. Teachers must ensure that the essential elements of effective teaching are present: clear explanations; scaffolding; and feedback.<sup>7</sup>
14. **Professor Lue, who runs a centre for teaching and learning at Harvard, said that too many online lessons in one day are turning pupils into 'Zoom zombies.'** He states in the (Times Newspaper July 2020), that asking pupils to attend live lessons all day over the internet, *'was not effective and results in immense Zoom-learning fatigue'*.
15. One mother of a Year 10 boy at an independent school in north London said that pupils were required to sit at the computer from 8:40am until 4pm and were then given homework. *'My son found it very difficult to concentrate. It was complete overkill and completely demoralising. He is exhausted.'* A school in our survey felt that they had made a mistake by setting an online timetable similar to the structure of a school day. They felt this overwhelmed some families and consequently, they slimmed down the daily tasks.
16. **Professor Lue says that simply replicating lessons taught in a classroom online is unlikely to be effective.** *'You can't expect a child to be able to sit in their bedroom and take part in a double history lesson that's delivered in the same way it might have been in the classroom. Pupils will lose focus and quickly*

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<sup>7</sup> Vygotsky's concept of scaffolding is, how teachers and others support the learner's development through support structures to get them to that next stage or level. In addition, in the zone of proximal development (ZPD), what the learner can do with or without support.

*turn into Zoom zombies.* He said, *'Although research in this area is ongoing, as a rule of thumb online didactic instruction should be limited to two hours a day for students under 11.'* (Four hours for older students). He suggested lessons for teenagers should last no longer than 45 minutes, *'with no more than 20 minutes of that being live instruction by the teacher.'* The rest of the lesson should be spent, *'working on a problem together and the application of skills taught.'* Schools should include a range of activities to be completed by the students: assignments, quizzes, presentations, and independent research.

17. The EEF recommends that teachers should be supported to consider which approaches are best suited to the content they are teaching remotely. For example, games for learning have a positive impact on vocabulary knowledge in languages.

### Pupils' engagement levels with remote learning

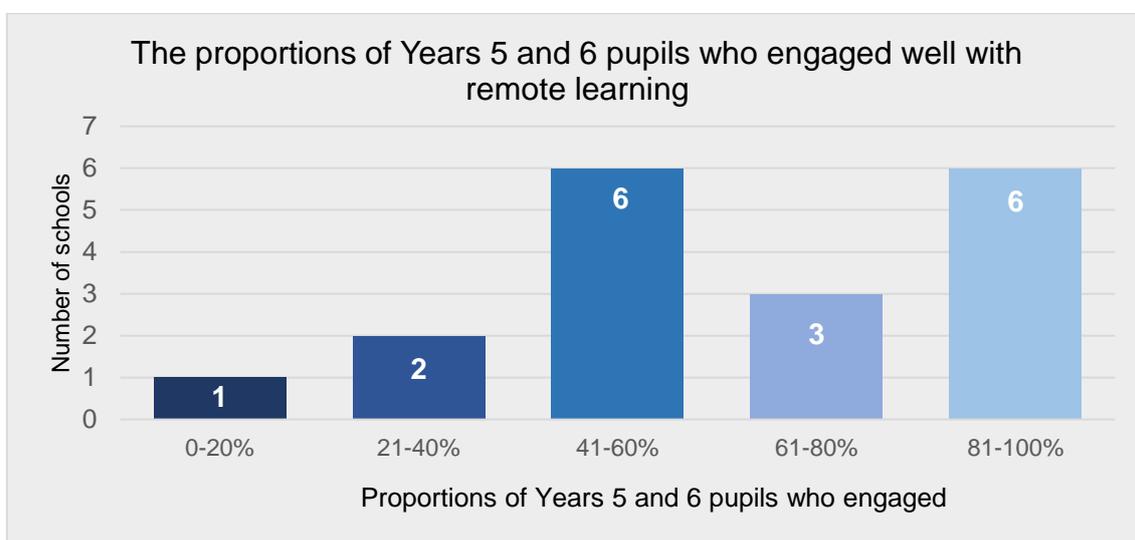


Figure 2

18. **Half of the schools in the survey reported that 60% plus of Years 5 and 6 pupils engaged well with remote learning. A third of schools reported that between 81 to 100% of pupils engaged well (figure 2).** Research evidence about pupil engagement with remote learning has produced varied results. The Institute of Fiscal Studies (IFS) reported that the average pupil spent five hours a day working at home. However, the Sutton Trust said 62% of primary school children were working three plus hours at home; the University College London (UCL) reported it was two and a half hours. More concerningly, the UCL also reported that two million pupils nationally (one-fifth) were doing less than an hour or no work at home. In an NFER survey in June 2020, teachers reported that on average only 42% of pupils submitted the last piece of work set.
19. **Several schools in the survey encouraged peer interaction to keep pupils motivated during remote learning.** This strategy is one highlighted by the EEF. The EEF points to multiple reviews showing the importance of peer interaction during remote learning. This interaction is a way of motivating pupils and improving outcomes. Methods to achieve this include sharing models of good work; opportunities for live discussions of work; peer marking and feedback. One

school recorded an assembly each week celebrating pupils' work. Another school displayed pupils' poetry and film work on galleries in Google classroom. Finally, one school used a 'Hall of Fame' page on their website and videos presented by the headteacher to praise and comment on work submitted by children. After starting these initiatives, the school noted that pupil engagement levels increased.

20. **One school in the survey had read the EEF research about remote learning and deployed many of the strategies it highlighted for effective practice.**

The teachers created Loom videos to introduce lessons and tailored the work to the needs of the pupils. The school used Google classroom to set, receive and mark work. A weekly assembly celebrated pupils' work and encouraged peer interaction. The school consulted with their parents and organised fun events online, for example, a talent competition. The school reported that between 80 to 100% of Year 5 and 6 pupils engaged well with remote learning.

*One parent wrote: 'Very easy to access daily activities and handing them in. The video messages are very handy to get kids ready for lessons. Assemblies are very fun for kids to feel like they are still part of the school and seeing all the other children's work and creations boosts their morale.'*

21. **Most respondents (14/18) in this survey used virtual learning environments (VLE) to set and receive work.** <sup>8</sup> This includes two schools that moved to using a VLE during the lockdown. Proportionally, this is much higher than previous research has indicated. The Sutton Trust reported that 37% of state schools in the most affluent areas went into lockdown with a VLE, compared to 23% of the most deprived schools. The most popular portals used by schools in the survey were: Google classroom, Seesaw, Purple Mash and the London Grid for Learning. The other four schools in the survey that did not have a VLE used their websites to communicate learning tasks.

22. **The six schools in this survey which had the highest pupil engagement with remote learning used a VLE.** The NFER research showed that schools using a VLE have higher pupil engagement, particularly for disadvantaged pupils. Only one of these schools mentioned that the lack of engagement of disadvantaged pupils was a barrier.

23. **The NFER reported that pupil engagement in remote learning is lower in schools with the highest levels of deprivation.** Teachers reported that 30% of pupils returned their last piece of work compared to 49% of pupils in the least deprived schools.

24. A report from the Sutton Trust (Cullinane and Montacute 2020), during COVID-19, stated that children from the most deprived schools are less likely to complete the work set by teachers. The report states that children in these schools are more likely to produce lower quality work than usual and have less access to digital devices at home, than pupils in the most advantaged state schools. A report by the UCL suggested that 20% of disadvantaged pupils had no access to

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<sup>8</sup> VLE stands for virtual learning environment, these are often online applications for teaching or assessing

a computer at home. Leaders in this survey said that some pupils lacked space at home to focus on their work.

25. **The lack of accessibility to computers is likely to widen the gap between disadvantaged pupils and their peers.** The EEF reported that there is a significant risk for disadvantaged pupils falling behind in their studies; this is because they do not have access to technology or the appropriate quiet spaces to work at home. Professor Becky Francis, Chief Executive of the EEF, said, 'We are projecting the attainment gap will widen significantly. School closures are likely to reverse the progress made to narrow the gap in the last decade.'
26. **The IFS argued that school closures are almost certain to increase educational inequalities.** Pupils from better-off families are spending longer on learning at home; have more access online to talk with their teachers. They can work more easily at home and parents feel more able to support them with their learning. They feel that the gap between disadvantaged pupils and others will widen.

The barriers to remote learning and how schools have tried to overcome them.

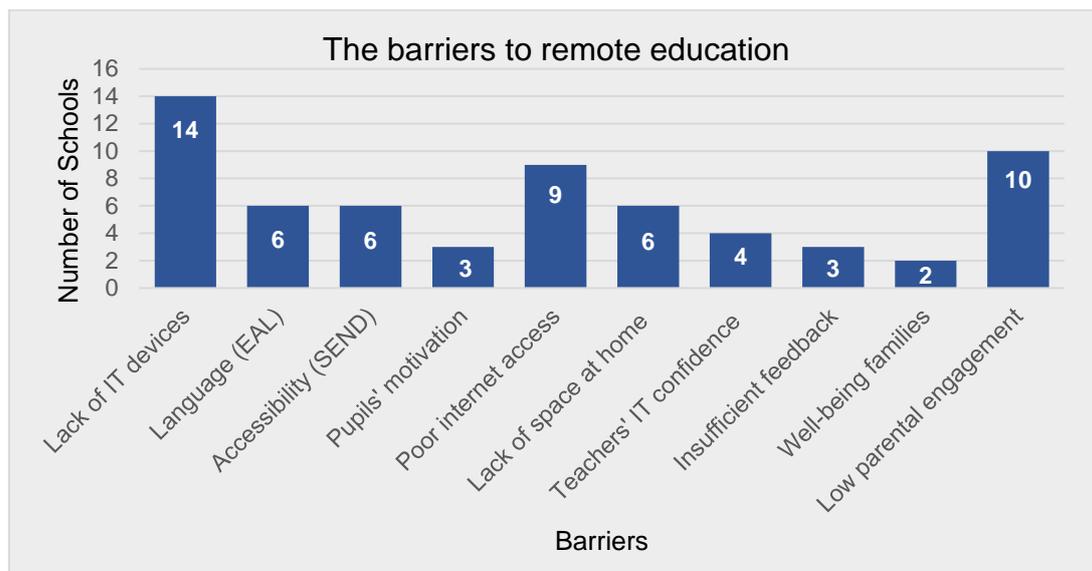


Figure 3

27. **Schools in the survey reported that a lack of computers was the main barrier to remote learning.** This was particularly so for disadvantaged pupils (figure 3). Headteachers reported how a minority of families were sharing one device, for example, Mum's phone.

**In response schools:**

- Schools have made strenuous efforts to support those pupils who cannot access learning online. They have organised hard copies of work for families to collect. If families were unable to collect the work, the work was posted or

delivered by staff to families' homes. One school distributed work with free school meal parcels.

- A few schools in the survey loaned out laptops, Chromebooks, and iPads for children. One multi-academy trust installed a firewall on the laptops before loaning them out for safeguarding purposes. Another school utilised a local authority scheme to loan out laptops. One school teamed up with a community centre to visit pupils who were not responding to well-being phone calls. They delivered 'Happiness Hampers' which included food and a laptop. They reported that this made a huge difference.

28. **Schools noted low levels of parental and carer engagement with remote learning.** Just over half of schools in the survey stated that the lack of parental support with remote learning was a problem. Leaders spoke about parents not having time to support; not engaging with schools; some not having the subject knowledge; others who struggled through insufficient knowledge of technology and how to keep children safe online. These views corresponded closely with (Andrew A et al. 2020). It reported that around 60% of parents found it quite or very hard to support their children's learning at home during COVID-19. (Oreopoulos et al. 2006) argue that the amount of time that parents can devote to teaching their children is crucial. In addition, the availability of resources (online/computers), the 'non-cognitive skills' and the knowledge of parents are important factors to enable children to learn at home.<sup>9</sup> They argue it is difficult to teach a child a concept that you do not understand yourself.

#### **In response schools:**

- Schools made weekly phone calls to families to check well-being and to try and increase engagement. Many schools made sure they maintained regular contact with those families where children were not submitting work. Schools also used text messages and emails. One headteacher described how teachers had been 'persistent' in keeping in contact with families.
- Schools produced support materials, resources, and video tutorials for parents to help them teach the remote learning tasks. Texts to parents to alert them to new learning tasks resulted in a significant increase in traffic on the school's website. One school supported their parents by phoning or emailing advice about how to navigate learning websites. Another school ensured that a specific home learning page was set up on the school's website. They uploaded work which was clearly labelled and signposted using hyperlinks, for each year group, to help parents find it. Some schools took prompt action before the lockdown came into force to train all pupils in how to log on to the school's VLE. Schools also reinforced e-safety messages to inform parents and children about how to stay safe online. One school felt more needed to be done to help parents understand e-safety guidance.
- Schools created projects to engage the whole family. At one school, each Friday they set a family-project, for example, designing a menu for Ramadan. Families sent in videos of the different activities they completed. The school chef at another school posted regular recipes for children to bake. The school

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<sup>9</sup> Non-cognitive skills cover a range of abilities such as conscientiousness, perseverance, and teamwork.

asked children to take photographs of their baking to share with other pupils on the school's website. These schools had high levels of pupil engagement.

29. **Several schools stated how parents' mobile data and broadband allowances ran out and children could no longer access the online learning.**

**In response schools:**

- Created 'hard packages' of learning and asked parents to collect them or schools delivered them. Schools also made resources for children to support learning and ensured stationery was available.

30. **Engaging effectively with pupils with special educational needs and/or disabilities (SEND).** Some schools said it was difficult to set appropriate tasks for this group because support was needed to help the children understand the learning.

**In response schools:**

- Some schools deployed specific members of staff to work with pupils with SEND and provide regular, sometimes daily, support by phone. These calls were opportunities to provide feedback about learning. In other schools, leaders, including the SENCos set differentiated work, for example, adapting power points to make instructions easier for children to follow. One school 'had a big push' to try and get as many pupils with SEND to attend school.

31. **Engaging effectively with children and families who have English as an Additional Language (EAL).**

**In response schools:**

- Specialist teachers used 'communicating in print' (symbols with words) to create social stories and online worksheets for children. Teachers accessed these resources to send out to children. Schools produced hard packs with pictures and word banks to help develop the children's vocabulary.

32. **Lack of resources at home.**

**In response schools:**

- Schools provided books for vulnerable children to borrow. They made stationery and resources available for families to collect or for delivery.

33. **The survey identified variability in teachers' confidence and knowledge when using technology to create remote learning.** Not all teachers felt confident using online platforms which compromised creativity. One leader considered that much of the learning set would be 'bad practice' in school. Tasks were set, 'to stop kids getting bored rather than to enrich learning.' According to the Sutton Trust, around a third of teachers from the independent sector entered

the COVID-19 crisis set up to deliver online learning. This compares with 10% of teachers from state schools.

**In response schools:**

- Many schools ensured there was training for staff in how to use VLE platforms. However, no leaders in the survey commented whether any training focused on the instructional design of online lessons.<sup>10</sup>

**34. Some schools reported that disadvantaged pupils and hard-to-reach families did not engage with remote learning readily.**

**In response schools:**

- Teachers made phone calls to those pupils who were not submitting work. Teachers spoke with pupils and their families to explain tasks and encourage them to have a go. One school deployed their learning mentor to work with the most vulnerable pupils. Some schools ensured that videos introduced the school day every morning and made specific videos to explain activities. The EEF reported that these strategies which help children learn independently particularly benefit disadvantaged children.

**35. Teachers in some cases were unable to provide comprehensive feedback to motivate pupils.**

**In response schools:**

- Schools which used a VLE reported that they could provide feedback more easily. Some schools provided feedback to small groups of pupils via videocalls. Schools celebrated children's work in assemblies, in VLE galleries and websites.

**How well schools encouraged vulnerable children to attend school during the lockdown.**

**36. Schools made great efforts to try and persuade families to send their children to school.** Schools, working with outside agencies, quickly identified children who they considered vulnerable, and contacted families by phone to offer them places. Initially, most families were reluctant to let their children come to school for fear of infection or unknowingly transmitting the virus.

**37. School staff developed good relationships with families to gain their trust.** All schools maintained regular contact with vulnerable children and their families. This involved phone calls, and if that was not successful, school staff knocked on doors. One school provided food parcels for disadvantaged families which they

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<sup>10</sup> Instructional design is the creation of learning materials that results in the acquisition and application of knowledge and skills

delivered to families' homes. This provided an opportunity to speak with parents face to face to encourage attendance.

38. **Schools used several strategies to encourage vulnerable children to attend.** One school provided clear guidance to families about how they keep children and staff safe in school. The guidance was translated into different languages. They offered a creative curriculum with music and arts as well as increasing sporting activity. Another school used the school meal voucher scheme to offer children a free lunch in school. Schools negotiated with families the number of days that children would attend. They made sure that staff who were familiar to the pupils were in school on those days. They also encouraged small groups of friends to attend on the same day. Some schools offered the playground as a place where children could play, particularly for those children who lived in flats.

### Recovery from potential 'learning loss' during the COVID-19 lockdown <sup>11</sup>

39. **Some schools have identified the need for children to have a 'baseline assessment of their knowledge and skills' when they return to school.** Leaders state that this will inform them about learning loss. Schools have said they will have a focus on reading, writing and mathematics. Leaders talked about a focus on key skills, recapping previous learning, before moving onto new concepts. One school has written their own English and Mathematics recovery curriculum. Staff have selected fictional texts offering adventurous vocabulary and opportunities for meaningful comprehension. Pupils will be asked to predict, infer, and write using the correct grammar and punctuation.
40. The Department for Education (DfE) has said that leaders should continue to implement a broad and ambitious curriculum from the start of the autumn term. They add that schools should use existing flexibilities to modify the curriculum to cover the most important missed content. Also, that schools should prioritise the most important components for progression within a subject to help pupils catch up.
41. The DfE state that schools' curriculum planning should be informed by: an assessment of pupils' starting points; addressing the gaps in their knowledge and skills; making effective use of regular formative assessment (for example, quizzes; observing pupils in class; talking to pupils to assess understanding; scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems. In particular, leaders are expected to identify gaps in phonics, reading, writing and mathematics, and re-establish pupils' good progress in these areas.
42. Studies have shown the impact a lockdown can have on pupils' attainment. The Data Evaluation and Learning for Viral Epidemics (DELVE) analysed thousands of pupils' scores across key stages on Star Reading and understanding tests. This analysis suggested primary pupils have been worst hit. The achievement gap between the top and lowest-performing pupils in Year 3 increased by 52%. In Year 5, it increased by 39%. Professor Anna Vignoles from the University of

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<sup>11</sup> This is where pupils may have forgotten knowledge and skills that they have previously learned

Cambridge said, 'Shutting down schools has impacted all children, but the worst effects will be felt by those from lower socio-economic groups.'

43. Research in America about 'lost learning' showed that learning loss in mathematics exceeds that of reading. The evidence for this is based on lost learning during the summer break when schools are closed. Kuhfeld (2018) suggests that summer learning loss increases with age. On average, Year 4 pupils lose 27% of their school year gains in mathematics and 20% in reading. This increases to 50% in mathematics and 36% in reading following the summer for Year 8.
44. Furthermore, (Kuhfeld and Tarasawa 2020) have calculated projections for learning loss and missed learning due to COVID-19.<sup>12</sup> They suggest that pupils (Years 4 to 9) might return to school in September with about 70% of the learning gains in reading of a typical school year. Learning gains would be even smaller in mathematics (less than 50%). They also suggested that other year groups may fall a whole year behind in mathematics.
45. Schools in the six-borough survey said they are reviewing their curriculum planning to take account of subject knowledge that pupils have missed. Many schools said they will be adapting their curriculum to take account of the missed learning and ensure they cover it in the future. One school mentioned that they were considering organising 'project days' to teach content that pupils have missed.
46. Many schools reported that they will be implementing a 'recovery curriculum' with a focus on children's mental health and well-being. One school said they planned PSHE topics using a cognitive behavioural approach. This involves helping children to recognise their feelings and to ask for help. The school remarked that when the Year 6 pupils returned to school in the summer term 2020, 'they were fine.' The school pointed out that they will be careful not to pretend that they are 'therapists'. Schools want to ensure that children feel safe and can voice any concerns.
47. The (UCL 2020) showed socio-emotional skills; reading; mathematics; are strong predictors of later academic achievement. It felt schools should prioritise pupils' social and emotional needs alongside mathematics and reading. It reported that positive social relationships at school help reduce the risk of low academic achievement and psychosocial difficulties. This would help close the achievement gap caused by COVID-19. This was particularly so for children from low-income families.
48. The DfE have asked schools, if they are considering revisions to their curriculum in the next academic year, to develop remote education so that it is integrated into school curriculum planning. This will essential if there are local lockdowns. The DfE state, 'All schools are therefore expected to plan to ensure any pupils

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<sup>12</sup> Knowledge and skills that children have missed because they have not been taught

educated at home for some of the time are given the support they need to master the curriculum and so make good progress.'

### **Supporting lower-ability pupils, pupils who have EAL, disadvantaged pupils and those pupils with SEND**

49. **Schools intend to support these pupils through small-group teaching with a strong focus on reading; including phonics, and number.** Some schools reported that they will offer extra support in the classroom by using teaching assistants. A few schools mentioned one-to-one support for some pupils. Some schools will look at the timetable to ensure they provide extra time to teach key skills.
50. The EEF argued that sustained support is required to help disadvantaged pupils catch up after they return to school. They believe that a focused catch-up programme, including assessment and targeted support would be beneficial when pupils first return to school. However, they say a single strategy is unlikely to compensate for lost learning due to school closures.
51. The UCL points to multiple systematic reviews which show that small group tuition (groups of three to five pupils) and one-to-one tutoring, boost reading and mathematics attainment of disadvantaged pupils; or pupils with SEND.

### **Supporting Black Lives Matter**

52. **Some schools in our survey have made changes or are planning to make changes to their curriculum in response to the Black Lives Matter movement.** One school changed their summer term two curriculum for Year 6 pupils because they said it was more relevant to their children.

### **Support for children's social, emotional, and mental well-being during lockdown**

53. **Schools have been concerned about children's well-being and particularly those that are the most vulnerable.** The DfE requested schools stay open for vulnerable pupils during the lockdown for COVID-19. Professor Cosford, Emeritus medical director Public Health England, said that the closures of schools had a '*significant impact on children, on their social well-being, their health, and of course, vulnerable children, who may be safer being at school than at home.*'
54. **Schools have placed a high priority to support children and families during the lockdown.** They have signposted children and parents to different organisations to support their well-being, for example, domestic violence teams and food banks. Schools say that they have had increased conversations with external support services and social care. Regular (mostly weekly) telephone calls with families have enabled schools to check the children's well-being.
55. **This survey indicated that schools ensured communication was effective and that children could see that life at the school continued.** For example,

they have videoed assemblies, presented 'Star of the Week' awards to try and give children 'a sense of normality.' One school organised class-group calls to help children keep in touch with each other. Several schools talked how staff recorded videos for children to keep spirits high.

56. **Schools used local authority wellness and mental health teams and external professionals such as counsellors to support vulnerable children.** They worked closely with the Child and Adolescent Mental Health Service (CAMHS) which provided emergency appointments and cognitive therapy. Some schools organised staff training from educational psychologists to help them support children's well-being.

### **Continued support for children's well-being once back at school**

57. Schools mentioned the need to offer structure and routine for pupils on their return. Timetabling will focus on core areas of learning as opportunities for physical activities and mindfulness. One school is planning for the children to connect with nature and will increase opportunities for children to be in the school garden, for example, to read.
58. Some schools are planning to focus on healthy eating and fitness. One school has bought all children a new tracksuit and plans to run sports camps over the holidays. The chef will provide cooking lessons for children and families. Another school will introduce the 'daily mile.'
59. Schools are planning to follow guidance from professionals, such as educational psychologists, to support children's emotional well-being on their return to school. Guidance focuses on resilience, change, bereavement, and trauma. Schools plan to use external agencies to offer bespoke support for individuals who require it. The Disabled Children's Partnership report, 'Left in Lockdown' showed that parents felt that their disabled children's mental and physical health; and emotions and behaviour have all been negatively impacted.
60. (Muller and Goldenberg 2020) noted that the World Health Organisation acknowledged that COVID-19 could have a detrimental impact on children's mental health. They also referenced (Grierson) who has reported an increase in domestic violence in the UK during lockdown. Various domestic abuse helplines and websites reported rises in calls and web traffic of 16% to 120%.

### **Transition of Year 6 pupils to Year 7 in 2020**

61. As children were unable to visit secondary schools, teachers have been trying new ways to support the transition process. At one school, the Year 6 teacher hosted a small Google Meet session each week to prepare children for the transfer. Pupils have completed secondary transition work online or in school if they attended. At another school, pupils read a text which will be part of their studies at local secondary schools in the autumn term.

62. One primary school planned a virtual coffee morning for Year 6 parents to prepare them for the transfer. Schools encouraged pupils and parents to visit the websites of the secondary schools.
63. Many secondary schools have created virtual welcome packs to include greetings from Year 7 form tutors, tours of school buildings and film clips of school plays and sporting events. Some primary schools expressed a wish for all secondary schools to provide this.
64. Most primary schools have passed assessment information about pupils to secondary schools. However, most said that secondary schools will conduct their own baseline assessments which will inform their planning. Primary schools intend to inform secondary schools about the learning that Year 6 pupils have missed. In particular, schools mentioned sex and relationships education and some science and mathematical topics.

## Strand Two Years 11,12,13

### What providers did to organise a curriculum for remote learning <sup>13</sup>

65. **The impact of the pandemic on education was far-reaching. It caused leaders and teachers to focus on teaching a curriculum remotely.** There have been many interesting accounts of how teachers were teaching online during this time. For example, Rosenberg H (2020); Walton L (2020); talked about the task of finding reputable resources and signposting learners to them; using morning messages online to motivate learners at the start of the day. Knips A (2020) spoke about the role and challenges of face-to-face teaching versus online teaching once back at school. The role and challenges would apply equally to a college or ILP. It begs the question, what is an authentic online curriculum?
66. **Respondents to the survey across the boroughs, suggested there were many aspects to creating an online curriculum.** The design for different types of courses for example. The need to help staff develop the skills and knowledge to use technology for teaching effectively. Helping learners understand the learning platforms, many of whom noted they were getting to grips with learning online. Providers talked about the challenges of engaging some learners and families online. Learners, may not, for example, be visible or communicative during an online live session. This can be unnerving for the teacher. It was clear from respondents that planning and designing the content threw up very different challenges than a face-to-face weekly timetable. It takes time to set things up online. It requires creative thinking to introduce dynamics into the visual design of a live lesson. These visual methods support the teaching and help learners remember and apply what is being taught. Creating and keeping an online community takes much thought to do it well. This includes setting up a timetable and structure that signposts and helps learners navigate a sequential set of tasks

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<sup>13</sup> Remote learning can be where learning happens online or through other methods such as sending work by post. Primarily, it is learning from a place outside the learners' normal study setting. During the pandemic this was exclusively at home.

and events easily. Also, it is not straight forward to check the impact you have had in helping learners build on their knowledge and skills. Finally, everyone needs to be aware of safety and protocols for online learning. In short, teachers need to be skilled digital broadcasters and virtual instructional designers.<sup>14</sup>

67. **Education and training providers gave useful insights into what teachers were using to teach remotely.** They used a range of tools such as:

- Seneca Learning
- Padlet
- Zoom
- Powerpoint with voice overs
- Kahoot
- Google Meet
- Pre-recorded video demonstrations
- Century online
- Satchel
- Screencastify
- Loom
- Microsoft Teams
- Kerboodle
- Kooth
- Edmodo

68. Where providers had prior experience of online learning, they knew which tools were right for different aspects of online teaching. They had tried and tested methods for recorded and live sessions and methods for providing feedback to learners. They used a mix of applications for different aspects of teaching the curriculum. The range of tools that providers were using showed that they were not afraid to explore new ways of teaching. (AOC 2020) looked at teaching and learning, in this context, during this period, and identified similar types of tools. The AOC report highlighted the range of online methods for ‘set work, pre-built content and scheduled online lessons.’

69. **There was a mix of readiness for teaching online among the survey respondents.** Some providers were swift in being able to transfer much of their face-to-face timetables online. Some providers felt there was no way they could sustain long lessons online as they did face to face. Therefore, they needed to think about how to make online learning more efficient. One provider had to move all their teaching online overnight for the first time. This change took a significant amount of effort. Also, many found it took time so that both teachers and learners became familiar with how an online digital timetable works best.

70. **Respondents felt they had notable successes with different methods for remote learning.** Some providers had already been using specific online platforms such as Google Suite or Microsoft Teams. In one case, a provider used

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<sup>14</sup> Instructional design is a term used to describe someone who creates the right learning experiences and materials using a range of tools geared towards increasing knowledge and skills

Zoom and Google for either setting work or live lessons. They noted they achieved 75% attendance for live lessons. Providers found Screencastify and Loom useful for providing instructions. It helped learners to find something online or understand a process. Some providers had already built-in online methods for giving learners feedback. Others had evolved, through feedback from parents, how they organised and set work for learners, so it was manageable. They paid close attention to how they provided instructions for tasks. One provider noted that teachers had success in engaging learners through online platforms for English and mathematics. Others had success with smaller groups where learners felt less wary of asking questions. Several providers said that some online learning platforms had been an effective way of engaging learners. Leaders felt that learners responded particularly well where they could use an application through mobile phones. Teachers were able to set quizzes and spelling tests, which learners found useful and accessible.

71. **Around a quarter of providers said they put in place staff training.**<sup>15</sup> This training was necessary to help their staff further develop their knowledge and skills for teaching online. Some respondents noted that they had already planned a training programme to develop such skills. Other providers realised that this was something they would need to put in place. In one case, the provider had no online platform for live sessions. They solved this with an intense training programme to support teachers and staff using live online meeting systems. With the increase in the use of technology for teaching, staff development will play an important part in keeping teachers up-to-date with change. This need for staff training for enabling improvements in online teaching reflects other reviews, surveys, during this period, such as (Ofsted FES blog 2020).

### The barriers providers faced in teaching remotely

72. **Education and training providers noted challenges with online live lessons.** In some cases, learners were initially reluctant to join and participate in live online sessions. Some learners and apprentices did not like the sessions being recorded. Providers noted other challenges, like getting parents to facilitate their child's participation in online learning. Also, where there were live sessions, there was a reluctance of some learners to want to show their faces or home surroundings. A lack of familiarity with the technology by staff and learners hampered the ability to provide a strong subject delivery. Others noted there were many learners without digital skills or access to the right technology to be able to participate. Some learners without access to support were prone to giving up on using technology for online lessons. One respondent stated that they had noticed that some work from learners was not in their hand. There were challenges in the management of online learning such as: log on details; technical support when teaching online.
73. Providers found the use of the postal service to send and receive learners' work problematic. There were delays in receiving replies from learners because they had no post offices close by, or the reliability of learners in posting work was not

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<sup>15</sup> This was not a direct question asked in the survey, many more providers may have felt the same.

full-proof. Some providers noted it was difficult to get a complete set of work back from all the learners in a group.

74. **The survey suggested some useful learning points for teaching remotely.** Providers found it was challenging to get courses in place quickly. Also, preparation for live sessions was time-consuming. Materials needed editing and checking to gauge their accuracy and efficacy. Teachers had to think about how to provide scaffolding for learners on concepts in an online environment. Live sessions needed careful managing. It is not possible to sustain an online session with the same level of engagement over an extended period as it is with a face-to-face session. Providers noted that teachers 'were exhausted' early on as they tried to put in too much. Some decided to provide short, simple hour-long sessions or less. Too many online sessions or sessions that were too long did not always hold the attention of learners. Project-based work with longer deadlines was not successful. It is possible here that coordinating work such as this to enable collaboration between staff and learners needs a different approach. Compared with project work where learners work together face-to-face. Other providers noted that complicated or too much work was difficult to organise and check. They mentioned that it was essential to ensure that set tasks were clear and that the clarity of the written feedback was sharp.

### Learners' engagement levels with remote learning

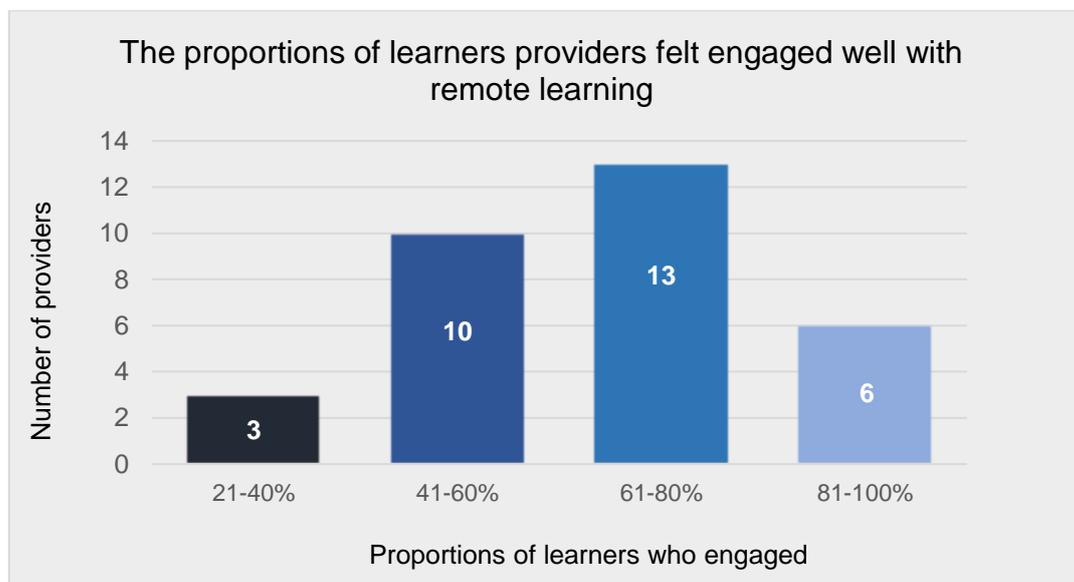


Figure 4

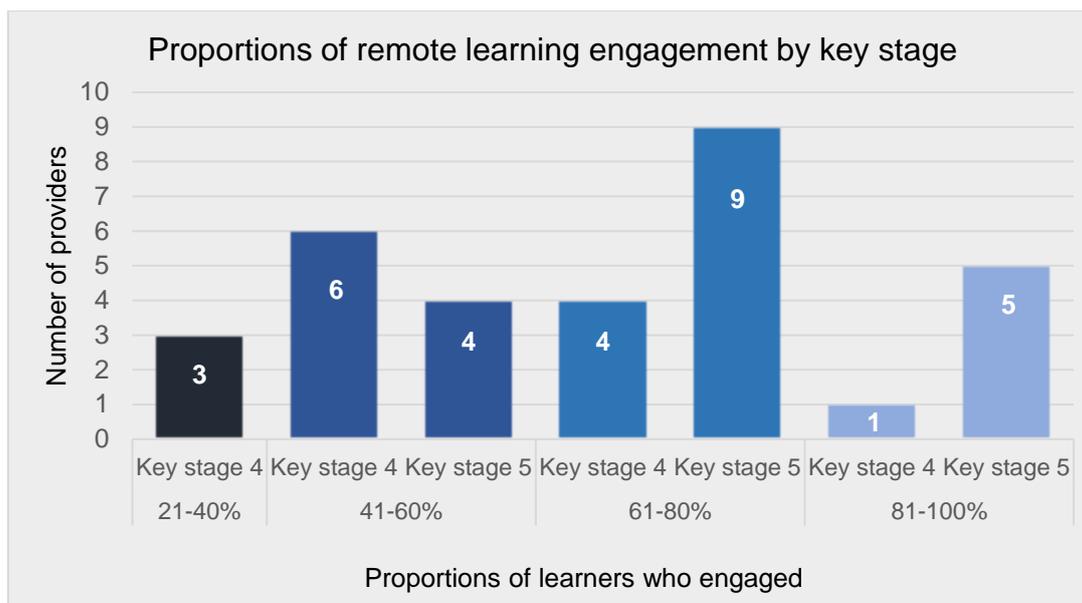


Figure 5

75. A small minority of providers felt a high proportion of their learners engaged with remote learning (figures 4 and 5).<sup>16</sup> Five out of six providers noted that the highest engagement was by those in key stage 5. Just under half of providers recorded engagement for this group at between 61 to 100%. Thirteen respondents felt that they managed to engage up to 60% of their learners. In this range, schools noted that Year 11 learners did not engage well. Three schools recorded that the proportion of their learners engaging from Year 11, was low. One noted that engagement reduced with lower-ability groups. A couple of providers indicated that those learners preparing for A levels in key stage 5 (Year 13) did not engage well either. (AOC 2020) noted that colleges nationally reported significant levels of disengagement from this year group. The higher engagement in key stage 5 may have been predominantly Year 12 learners.

### Learners' views on remote learning

76. **Learners from across the six boroughs, who took part in the survey, showed that they are very open to learn with a mix of methods** (figure 6). A small majority of respondents said of the three options they preferred face-to-face teaching. However, nearly as many learners said they liked a blended learning approach and 18 said they preferred just online learning.<sup>17</sup>

<sup>16</sup> Engaged in this context means participated

<sup>17</sup> Blended learning is a term that refers to where a curriculum has a mix of face-to-face and online learning

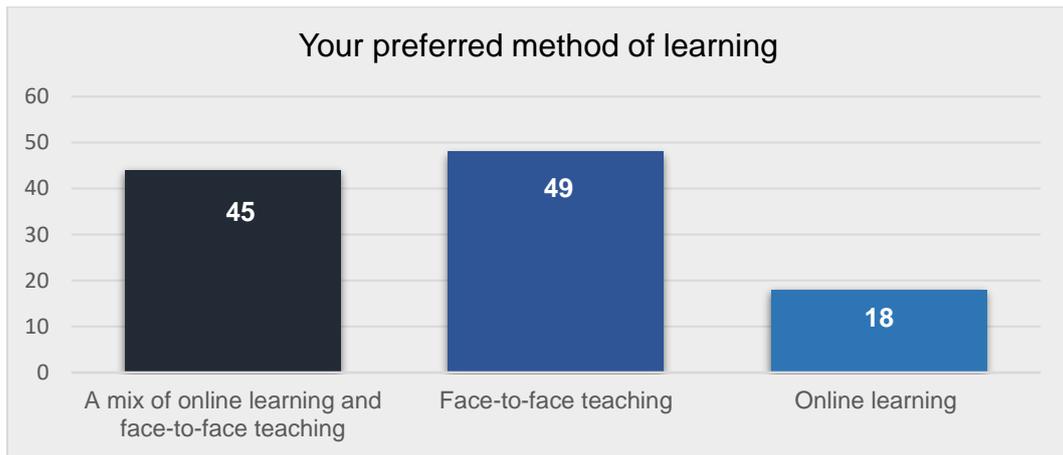


Figure 6

77. There are already many ways to learn online, and the options for a digital curriculum are growing.<sup>18</sup> Young people have grown up with the fast-moving pace of technology. They are open to learning in different ways. One learner said: 'I personally think working from home should definitely be a future plan for the education system as you can focus a lot more, also I have a lot more time to learn important skills which we don't learn at school (mortgages, renting, credit).' However, there is a necessity to make sure that some communities are not getting left behind. Providers noted there were quite a few learners who for example, had to learn to use applications from home to access learning. Many did not initially have computer technology or an internet connection or were using their phones. Other surveys such as (AOC, 2020) reported similar challenges.
78. **Learners felt that there were advantages and disadvantages to studying from home and expressed the things that they had learned or found more difficult.** Many talked about how they had learned to be more independent in their learning and organise themselves. They referenced specific subject knowledge or skills that they had studied online.

*'Being at home has its advantages, like you can focus on what really inspired you and you can create your own time table which best suits you however it won't be the same as school as your parents may not have the knowledge of a teacher to help you.'*

*'It was harder to concentrate at home due to living with a family, but the behaviour of other students is not such a problem when it is online.'*

*'During online courses I have learned how to be more independent with my work which will be useful in the future for university, the only downside would be not understanding things as clearly as I would when talking to a teacher face to face.'*

*'I have learned how to use music making programs. I find when the teacher is trying to talk when everyone is talking at the same time can be hard to understand.'*

<sup>18</sup> Digital curriculum in this context means the range of possibilities for constructing a curriculum wholly or partly online.

*'I have learnt about LPG gas and planning to get my licence in LPG on top of natural gas.'*

*'I have learned the psychopathology topic as well as some research methods and exam preparation for psychology. Also, genetics, biodiversity, hormones, and the kidney in biology. Furthermore, I learned constant acceleration, variables and logarithms in mathematics.'*

*'We have covered many new topics in psychology such as 'Attachment' and 'Social Influence'. There have been instances where I've had questions about the content, particularly the evaluation points, but asking friends or googling things has helped me get around that without issue.'*

79. **There were aspects that learners found harder to grasp through online sessions.** These aspects included detailed concepts or content that needed alternative explanations or unpacking more, for example:

*'I found it hard to understand the new geography content.'*

*'I have found really hard to understand some high-level questions that are not found in the internet and it's quite tricky to ask for help'*

*'I have learned that most interactions for my apprenticeship can be done online however it was hard to understand some questions from a workbook as they required me to be in my workplace, which I was not.'*

*'I have just found certain maths work a little harder as I am trying to self-teach myself things'*

*'Some of the biology content is difficult to teach online'*

*'What I found harder to understand was how to calculate the voltage at the connection point of the exhaust gas temperature at different temperatures. Which I understood after I asked my tutor for help'*

*'I have been able to learn different business principles and have found it hard to apply my knowledge into extremely detailed answers.'*

80. **Around one in eight learners noted they had to get to grips with online learning.** It is a misconception to think that all young people are digitally proficient when it comes to online learning. For example, learners noted the following as part of what they had learned:

*'I have learned how to use online courses'*

*'I have learned all about submitting work through online formats'*

*'How to learn by online'*

*'I have learnt how to send files through to teams for my teachers to look at. I have learnt how to send an email properly with always adding a title'*

*'I have learnt how to adjust to the transition from face-to-face learning to online learning and how to adapt to the online environment.'*

*'I learnt how to use Edmodo and do work on it'*

81. **Some teaching is equally inspirational online as well as face-to-face it seems!** Learners gave a clear sense that they were improving their knowledge and skills.

*'Obviously lacking in the practical element of the course has made it challenging for both tutor and student but my tutor has made every Zoom meeting in-depth and we have had the time to really ask questions making us excited to see how we can transfer all the knowledge that has been explained fully into practice when we can get back into the workshop. My tutor has taken the time outside of the online hours to always answer any of our questions I have enjoyed gaining knowledge on engraving/ cold connection/ Joining /soldering /enamelling/ metallurgy and design drawing.'*

*'It's been really beneficial being able to have online lessons with successful chefs who previously attended our college and did the same course that I am on. I learned a lot about the industry from them and what my next steps should be in order to pursue my career. I've also been able to practise cooking a lot more at home than I would usually, so I've tried new recipes and developed dishes.'*

82. **Learners rated the quality of their learning experience as an average of four, which was at the higher end.** Although a small minority rated their experience lower, the vast majority rated their experience highly. Around 38% gave their learning experience the top rating of five. On occasion, the rating that learners gave did not reflect their comments. For example, one said they had learned nothing online yet still rated their learning experience as a three.

83. **Learners noted a range of online activities that they enjoyed.** A fair proportion made specific references to enjoying quizzes; these seem to be a perfect vehicle for engaging learners at a distance. They made mention of certain assignments that they found interesting, for example:

*'I enjoyed making a hairdryer for my CAD assignment,' and, 'I enjoyed doing only research and playing around with a cisco packet tracer and playing around with certain coding which we needed, to build a website and a calculator.'*

Several noted positively the live sessions that they had online with teachers. However, around, one in eight could not recall anything that they enjoyed.

84. **Many learners made a point of saying how much they missed face-to-face teaching at their college, school or ILP.** For example, learners said things like:

*'I personally prefer being taught in a classroom'; 'I prefer to be at school'; 'it is very dull out of college'; 'I miss doing work in classrooms and practical work.'*

### How well education and training providers encouraged learners from disadvantaged backgrounds and vulnerable learners to engage with learning during lockdown

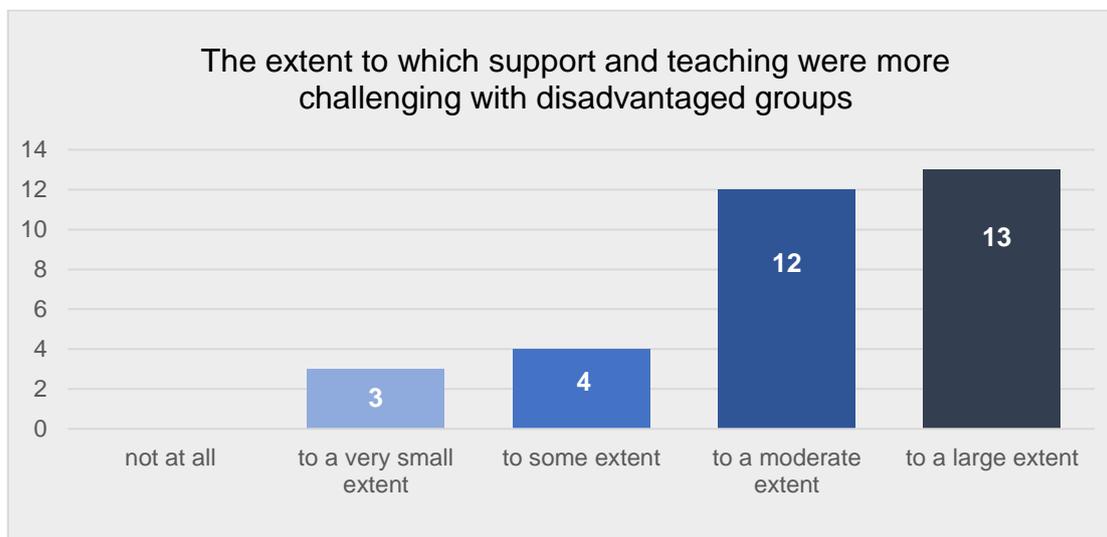


Figure 7

85. **Education and training providers experienced challenges in reaching and teaching their disadvantaged learners** (figure 7). Around three-quarters of providers noted the extent of the challenge as moderate or large. Around a third of these felt it was a big challenge. At least three providers noted that a high proportion of their learners were from disadvantaged backgrounds. They felt the knowledge and skills gap was growing between their advantaged and disadvantaged learners. One noted the reduced volume of work that disadvantaged learners were producing. Teachers experienced challenges in making sure these learners completed their assignments and work. As suggested earlier in this report, providers identified early on that they needed to supply technology to many disadvantaged learners to support online teaching and, this took time. Other recently published reports (AOC, 2020); (Andrew A et al. 2020); noted the reality of a digital divide between those who have access to technology and those that do not. Connectivity to the internet was part of the technology challenge in reaching learners also. The environment where some of these learners were living was not conducive to learning, limited space to work, for example. Some families were hard to reach, or there were language barriers. Also, often these learners were hard to contact and engage.
86. **Where providers had success in helping disadvantaged learners to carry on with their learning, it involved much effort and rethinking by teachers and support staff.** Staff worked with other agencies such as the police to get in touch and keep their learners as safe as possible. They delivered booklets and maintained regular contact with their learners. One provider looked carefully at the optimum engagement time for these learners and redesigned their curriculum

accordingly. This rethinking led to shorter online sessions, start-up tasks using quizzes. It included covering less volume in an online learning session.

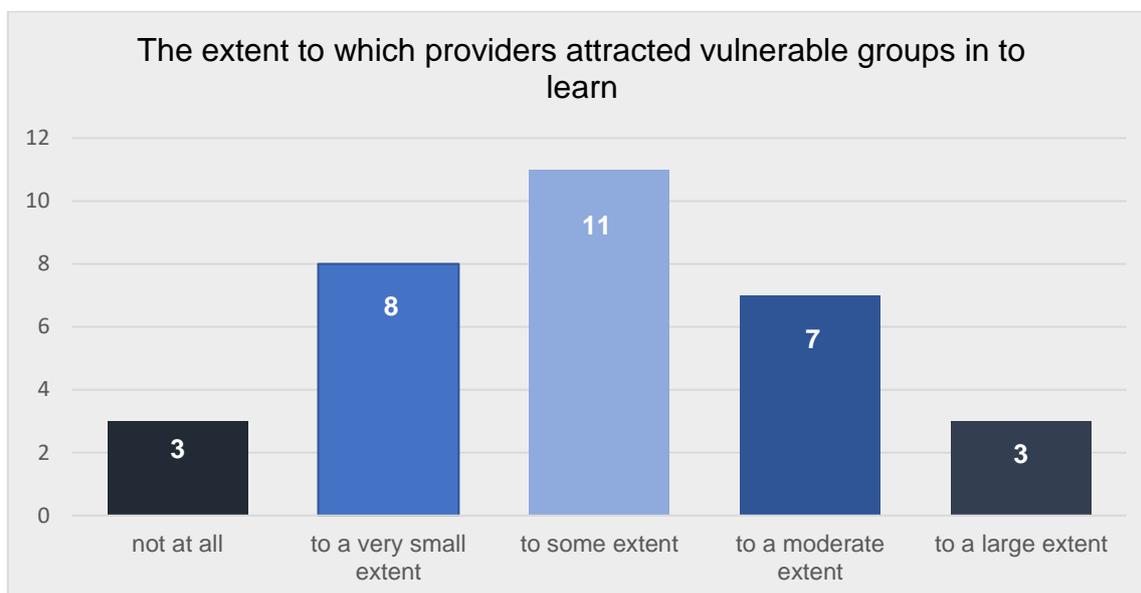


Figure 8

87. **Many education and training providers felt it was challenging to get vulnerable learners to come in to learn (figure 8).** During the lockdown, education and training providers remained open to teach vulnerable learners. Providers made efforts to attract these learners to come in. There were concerns early on from parents about the safety of sending in their children. For example, one respondent noted there were concerns from parents from black and minority ethnic heritages of being able to send their children safely to study. A few providers had success in supporting their vulnerable learners where there was a multi-agency approach. One provider that noted success in attracting vulnerable learners felt it helped that they provided breakfasts and lunches.
88. One provider that had moderate success said it was because:

*'The clear priority was to have vulnerable students in school as much as possible. Numbers grew from between 6-10 vulnerable students to over 20 at time of writing. Wider roll was over 40 by June. Close communication with families and the (free school meal) FSM hamper deliveries assisted with attracting more students into school. (Additional education needs) AEN students were assisted to come back to school with work of SENDCo and her team of TLAs who worked as part of the core provision staffing. This meant 1:1s could happen and some very vulnerable students were supported to return to school. xxx was also able to be the hub for vulnerable students from another school and hosted four of their students with a teacher during this period.'*

## Recovery from potential 'learning loss' during the COVID-19 lockdown <sup>19</sup>

89. **Providers identified potential gaps in learners' practical knowledge and skills in subjects during the lockdown.** This was because it was harder if not impossible, a few respondents felt, to teach practical tasks online. These views on the difficulties of teaching practical subject matter chimed with (AOC 2020). Teaching practical knowledge and skills is particularly difficult where it is not possible to check how the learner is carrying out a task following a demonstration online. Also, learners may not have the resources at home to carry out the task. However, it is also possible that more exploration is necessary to look at how to teach practical subjects online. Many respondents talked about the future need to help learners get back on track with practical elements within subjects such as in science and the arts - also, within the trades and service sectors such as hospitality and construction.
90. **Some providers talked about the need in the broader curriculum to re-establish their ethos, culture, and routines.** This is because learners may have forgotten these routines and expectations of conduct and work in the months they had been away. A few mentioned helping those learners with English as an additional language to regain ground. Another talked about within STEM subjects instilling the conceptual foundations to support their progression. Two schools noted that they had established a great deal of planning and put into place strategies to accelerate catch-up. This planning included creating a 'recovery curriculum' to condense fundamental 'lost learning' into a short period.
91. **A few respondents noted gaps in knowledge where learners were progressing to different years or levels or employment.** One respondent talked about putting on summer schools to address these gaps. One talked about the challenges of transitioning from key stage 4 to 5 with some subjects:

*'The maths skills required for the science subjects will need to be revisited as will the use of technically accurate vocabulary. Writing longer prose answers which require selecting ideas to formulate an argument and developing stamina when doing extended writing will have to be addressed. Topics developed in more detail at A Level will have to be revised and where recall of specific content is required the underlying principles will have to be revisited.'*

## Support for young people's social, emotional, and mental well-being during lockdown

92. **The survey showed that leaders, staff, and teachers were concerned about the well-being of specific groups of learners who were not engaging.** They were active in sending out information in a range of forms on well-being to their learners each week. One provider felt they would need to implement a programme on well-being in the autumn that:
- re-established routines

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<sup>19</sup> Learning loss is where pupils and learners may have forgotten knowledge and skills or had gaps in their learning when returning in the autumn

- helped learners' feelings of self-worth and confidence.
93. **One school, like other providers, made sure every child received a call from their tutor each week.** They checked on the well-being of every child. They made safeguarding referrals where there was a potential risk. Other providers that had similar strategies noted it took a huge amount of time to implement these checks.
94. Providers told us they put in place a range of strategies to communicate well-being to young people. This included:
- 'Daily live assemblies and prayer.'
  - 'Through Chefs in schools, we have been able to provide our most vulnerable with weekly food hampers - these have been hugely well received.'
  - 'Videos led by the sixth form on well-being.'
  - 'Online enrichment activities on mental health, black lives matter.'
  - 'An online platform has been used 'Kooth' (mental health support) and coaching programmes such as 'Innerscope' (emotional intelligence).'
  - 'Creation of a student well-being policy and launching 'Well-being Wednesday.'
  - 'Weekly Zoom meetings that covered personal welfare; health and nutrition; isolation and home circumstances; mindset and mental health.'
95. One provider noted 'Well-being was very difficult to deliver online. On our website, we introduced a live chat facilitated by our well-being officer. The aim was to provide help on an as-and-when basis. Initially, our learners were not confident in using this medium because they thought privacy and confidentiality could not be secured.'
96. Providers were also concerned about the emotional effect on their learners of the disruption to examinations at key stages 4 and 5. Learners expressed concerns about what the impact was for them and their futures.

### Learners' well-being while not being at their setting to learn

97. **Learners' responses revealed the benefits to them socially, of being part of a community in a college, school or work setting and this was palpable.** It is something that online learning cannot provide, as well. Learners valued their friends and teachers, and not seeing them made a real difference during the lockdown. Around half of the learners said they missed their friends, teachers, or the real learning environment. The minority of respondents that were apprentices said they missed the work environment.
98. **Learners gave an insight into how they were structuring their days during the lockdown and the kinds of things they were doing to keep well.** This included things like taking regular exercise and allotting time for their studies. Others made specific reference to the fact they had been on a healthier diet. A few referred to the importance of coping with the stress of the situation and

getting a healthy balance between maintaining their mental health and studies. One had taken up exercise for the first time since the pandemic.

*'I have been running around Wembley Stadium every Sunday. skipping on my balcony and exercise sessions and I've been for walks to the park.'*

*'I have been doing a gym workout in my garden, watching TV on Sky & my Netflix, shopping and playing my ps4 games.'*

*'Now that I am at home I have a lot more time to exercise which has improved my mental health a lot. I have a lot more time for my creative hobbies such as creative writing and art.'*

*'I have continued daily meditation, I work out every day, including running in the park, I eat intuitively, I read a few chapters of a couple of books every day, and watch videos/shows/listen to podcasts that I enjoy.'*

*'With the pressure of the pandemic on both teachers and students, having to transition from face-to-face learning to online learning, it can be quite a stressful process. Which is why it is important to maintain a healthy balance of mental health and studies.'*

### The support given to learners for their next steps (transition)

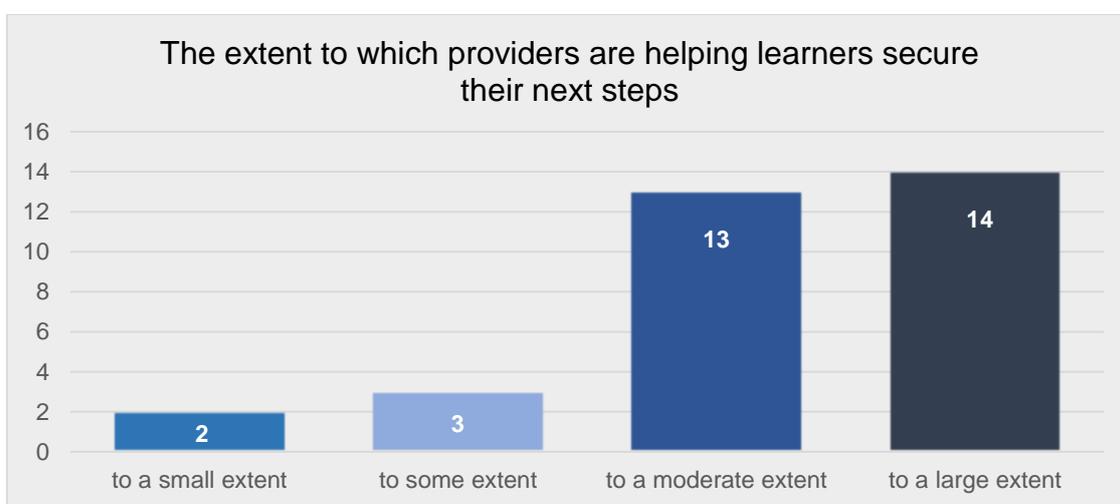


Figure 9

99. **Most education and training providers were positive about the action they were taking to secure learners' next steps** (figure 9). This positivity was particularly so for Years 11 and 12. A few providers expressed concerns about their learners in Year 13. One provider said that 'Year 13 had gone off the radar, they did not have the opportunity to say goodbye, and we are concerned about their next steps.' There were also concerns about a potential economic downturn.
100. When learners progress from key stage 4 to 5 and beyond, the pathway options that they can take increases.

Learners may, at the end of key stage 4:

- have the option of staying at the same school and go into the sixth form
- go into employment as a trainee or apprentice in-or out-of-the borough where they live
- go to a different school sixth form in- or out- of -the borough where they live
- go to a college in- or out -of- the borough where they live
- go to an independent learning provider in- or out- of- the borough where they live

Those at the end of key stage 5 may:

- go onto university
- go into employment, including starting up a business, or as an apprentice
- go to an independent learning provider or college.

101. (Van Herpen et al. 2019) found that transition programmes have a positive impact on learners. More specifically, on learners' performance and confidence in their new setting. In the survey, one provider noted that they would need to 'develop a transition programme that will make access to key stage 5 more readily available to all learners and which will bridge the knowledge gaps.'

102. Learners in Years 11, 12 and 13 required different advice and guidance. Some providers noted they were setting bridging work or courses for those in Year 11 going into Year 12. Providers had already helped Year 13 learners through the UCAS process. They were providing additional remote support following the lockdown. Others were supporting those learners who would be going to another provider.

103. Providers were clear on how they were supporting those Year 13 learners going on to university. Also, some providers noted the support they could call on from the borough:

*'Support for Y13s making UCAS choices has continued throughout lockdown via HE advisor email / telephone support, tutor weekly check-in, webinar and regular updates in families' bulletin with advice and guidance. All Y13s who had made UCAS applications (77% of year group) met the June 18th deadline for accepting. Post-results' service will still run after results' day on 13 August to give added support. Students not applying to UCAS were contacted by the borough's advice and guidance team to ensure they have suitable planned pathways. Students with EHCPs supported by SENDCo and KS5 Team.'*

104. One provider found a VLE that was useful for building learners' knowledge and skills to prepare for higher levels. 'We investigated a virtual learning environment and linked it to our website - apprentices registered on it in week two, and we had up to 80% participation. It is interactive and gives lots of information and is very practical – you can see car parts, for example, do tests and get certificates. There was a positive apprentice response.'

105. Providers expressed concerns on the impact that the pandemic would have on the economic prospects of young people and future employment. These concerns are echoed in recent articles such as Linford N (2020); Widdowson J (2020); Camden B (2020). The pandemic has exacerbated what was already a decline in apprentice starts for the youngest aged 16 to19.
106. In many cases, providers noted concerns and challenges on the extent of the advice and guidance they would be able to give. They said for example there were challenges in supporting their learners when they may not be able to see them face-to-face on results day. Some providers noted capacity issues in being able to provide advice and guidance. One said; regrettably, there was no careers advice for learners who were not going into the sixth form. A few noted that some families were difficult to contact or motivate. One noted the concerns over learners who were in danger of not being in education, employment, or training (NEET).
107. **Half of those learners at the end of their courses had nowhere to go on to** (figure 10). This worrying outcome reflects concerns expressed by several providers about what was happening to their Year 13 learners. However, most learners were clear about their next steps. The vast majority were confident that they would continue with their courses, or go onto higher education, employment, or training.

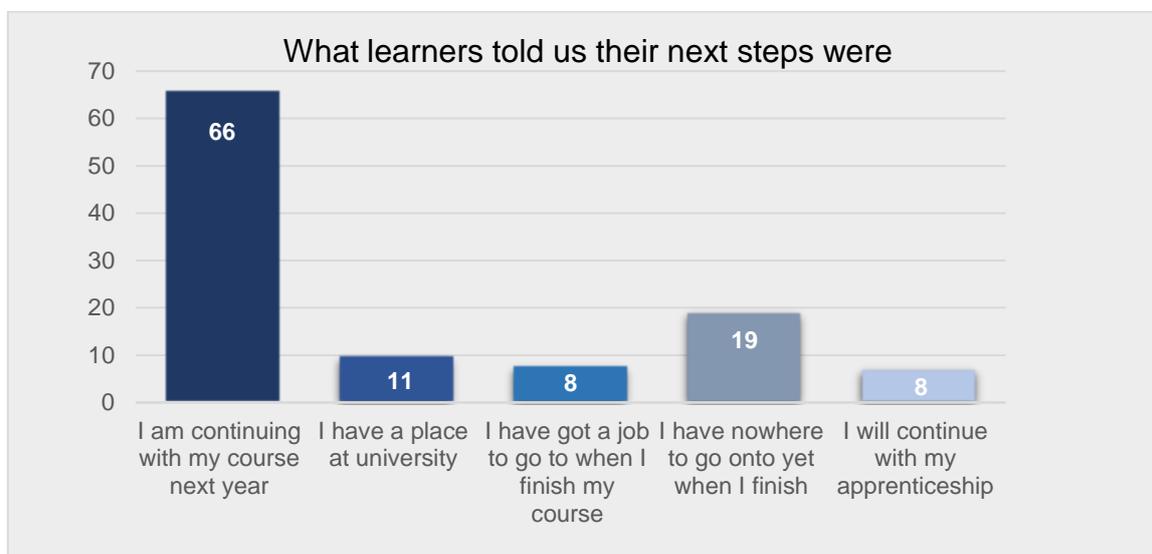


Figure 10

108. **Most learners stated that their main source of support and advice for their next steps were their teachers, family, or careers advisor.** Year 12 learners positively reported the range of support and advice. One learner stated that their provider routinely provided them with a range of potential next steps:

*'Every Wednesday, our head of year hosts an enrichment session, which provides and informs us of upcoming information for the next year. Ranging from subjects such as work experience, apprenticeships, and universities as well as sessions that support us with our UCAS process. As well as frequent emails with*

*new opportunities of work experience or apprenticeships, a healthy guide in the transition from Year 12 to Year 13.'*

109. Another seemed to have their future clearly mapped out with the support from staff:

*'My manager 100% has been the most helpful as she is so supportive of my decisions and my future and is great at listening & giving advice. xxxx in pastoral care is also really helpful. We are currently exploring options of getting a job after my apprenticeship and being able to study a degree through the council because I do have an offer at university, but it would mean leaving my apprenticeship early and I love my job and also enjoy practical learning and would like to do my degree part time with work. They are both amazing at using what they know to give the best outcomes for me and trying to find the options that make me happy and I couldn't appreciate them more. I am terrible at making decisions and find it really difficult, so I couldn't do it without them.'*

110. Although learners in the vast majority of cases were clear who was supporting them, many did not give details on the exact nature of the advice and guidance. Several said they had not received any advice and guidance. A few mentioned the advice and guidance they had was solely from family members.

## Looking to the future

### Years 5 and 6

111. **Leaders should continue to develop their strategies for remote education.**

The priority should focus on training for teachers. Schools should work collaboratively to share good practice about how to deliver a broad curriculum successfully online as well as face to face. In this survey, training for remote learning was the number one priority for headteachers. The decision to close schools due to COVID-19 was rapid and did not provide an opportunity for teachers to develop their knowledge of online teaching. Teachers have worked imaginatively and diligently to help children learn remotely. Moving forward, this is an opportunity for teachers to further develop their knowledge and skills about the **instructional design of online lessons** to teach a blended curriculum. This could include:

- training to use online platforms (VLEs) to ensure work can be set and received in an accessible way for teachers and children
- providing daily plans to help children establish a routine to their day
- training to help teachers use application features effectively so they can enhance the delivery of their lessons (recorded or live)
- designing online lessons which focus on the quality of education, building on children's knowledge and skills, and consider the duration of lesson time
- developing ways so that children can ask the teacher questions about their work

- scaffolding online lessons to encourage children to work independently
- enabling children to complete a range of tasks: assignments, creating presentations, research, quizzes, games and exercise
- increasing teachers' awareness of online educational applications and websites to help them deliver the school's curriculum plans
- using online assessments to check children's understanding, this could include assessments which provide instant feedback for children (and staff)
- providing feedback to children about their work
- promoting peer to peer interaction by sharing children's work (school websites/ virtual assemblies)
- developing teachers' knowledge and skills to plan work for children with SEND and those who have English as an additional language
- embedding e-safety knowledge with children and parents
- sharing practice with other schools to learn what works well remotely.

**112. Increase the number of devices for pupils, particularly for disadvantaged pupils.** Where most remote learning is online, accessibility is essential to ensure disadvantaged pupils do not fall further behind. In our survey, schools loaned out devices to pupils. Implementing a digital curriculum requires accessibility for all. Local authorities have encouraged businesses to donate and recycle old laptops. The government has also issued devices to some vulnerable pupils in Year 6 and Year 10. It would be beneficial to have an infrastructure in place to loan out devices for those children who do not have access to one.

**113. Encourage greater parental engagement with home learning.** Helping parents to understand their role in home learning will support greater pupil engagement. Leaders in this survey said that a lack of parental support was the second biggest barrier to home learning after the lack of computer devices. Some leaders mentioned that engaging with hard to reach families became increasingly more difficult during the lockdown. It will be essential that schools try and re-engage with these families at the start of the school year. This would provide an opportunity for leaders to show parents how they can support their child with remote learning. It will be important for parents to help their children follow routines and complete work set by schools to maximise learning. Finally, this would be an ideal opportunity for devising family learning courses in schools about online learning.

**114. Leaders should continue to deliver a broad curriculum, but also prioritise identifying gaps in the core curriculum and re-establish good progress.** Schools' curriculum planning should be informed by an assessment of pupils' starting points. Leaders should prioritise assessment in the key areas of phonics and reading, writing and mathematics. These formative assessments should inform planning to close any gaps and help children make good progress.

- Leaders should particularly focus on **reading** and **mathematics**. Research about summer learning loss shows that pupils lose most gains in these subjects when schools are closed. Recent research has shown that the gap in

reading skills in primary-aged children between the higher-performers and lower-performers has widened after lockdown.

- Leaders must look at sustained ways of helping disadvantaged pupils who have fallen behind their peers to make rapid progress. It is unlikely that one particular strategy will work, but research has shown that one to one or small group sessions help pupils catch up. Schools may need to adapt their timetables in the short term to cover key concepts that children have missed or have forgotten.
- Schools should also focus on children's social and emotional well-being, particularly for those children with SEND. The UCL report that school relationships protect against the risk of low academic achievement and psychosocial difficulties. They report that research shows reading, mathematics and socio-emotional skills are strong predictors of later academic achievement.

115. **In the absence of 'transition days' secondary schools have welcomed pupils virtually.** Primary leaders welcomed initiatives by secondary schools to virtually invite Year 6 pupils to their new schools. Virtual transition visits included welcome messages from Year 7 tutors, tours of school buildings and video clips of life at school. There was a wish by primary leaders that all secondary schools could provide something similar.

116. Primary/secondary transition projects which require pupils to read and study the same book in Years 6 and 7 were appreciated by schools. This type of project encourages children to read in the summer between Years 6 and 7 and may help to mitigate against learning loss.

## Looking to the future

### Years 11,12,13

117. **Providers should continue to look at the merits of developing online education alongside face-to-face teaching.** The majority of learners surveyed were open to the idea of content in their curriculum being online. There was an almost equal desire however, for a return to study at their settings. Learners missed, working with each other and their teachers. There are some aspects of learning that are likely to be better face-to-face, particularly practical study. Although, it may also be possible to resolve some of the challenges of teaching practical subjects online. Teachers, with the right creative thinking and planning, can make live online sessions a powerful and integrated method to help learners build knowledge and skills. Where learners are in danger of 'lost learning', the online or digital curriculum could prove a force for maintaining continuity in learning. Looking to the future of an online curriculum, the survey findings suggest the following points for consideration:

- Learn from the successes and challenges in the use of a range of online platforms. Share the practice across boroughs to raise awareness and expertise in their use.
- Provide access to online learning for every learner. Without this an online curriculum will not work.
- Think about how to timetable and teach live and recorded sessions for different subjects. Plan sessions that consider the limitations and strengths of online teaching.
- Focus on the quality of the online content and the appropriate duration of sessions.
- Choose the right combination of applications and systems for the type of provision, teaching and culture at a setting.
- Resolve how face-to-face and online learning can best link as a curriculum. Work on establishing authenticity in an online curriculum.
- Put in place staff training to empower teachers to develop their online curriculum. Keep up to date with the pace and change in online applications.
- Make sure all learners understand how to use the online platforms for learning.
- Find the most effective ways to provide feedback and articulate concepts online to build on learners' knowledge and skills.
- Look at how learners were building their self-reflecting and enquiring skills and were motivated to try what they learned online. Also, what they did to improve their organisational skills and learn independently.
- Investigate what learners found more difficult to grasp online and why.
- Look at how online methods can help learners who are unable to access an education setting. This will ensure they miss as little as possible in their education.
- Look at how practical aspects within subjects can be best taught online.

118. **Consider further research to find out how to motivate more disadvantaged young people to learn online.** Most providers acknowledged that this group proved the hardest to reach and teach remotely. It would be useful to pinpoint if specific methods worked better than others. Also, whether there needs to be a different online curriculum approach for some or all disadvantaged groups of learners. Finally, it would be worth evaluating the effectiveness of schemes to supply young people with technology.

119. **Assess and rebuild learners' knowledge and skills deficits in the autumn.** Some suggested this should take the form of a 'recovery curriculum'. Leaders at all levels will need to re-establish the culture and ethos of their institutions or organisations. The deficit that built up over the lockdown in practical knowledge and skills should be prioritised.

120. **Look at the lessons learned on teachers' and learners' well-being and safety when studying online.** This includes sharing practice on what worked well to keep learners safe. Also, sharing practice on which online platforms were effective at supporting learners' emotional and mental well-being. Evaluate the

impact on teachers' energy and stress levels based on their experience of teaching online.

121. **Learners coming to the end of their course will need further support for their next steps.** There are likely, many who have nowhere to go on to when they finish their courses. Others who have university places or a job to go onto will need checking to see if the circumstances of their job or further study has changed. It would be useful to assess how the local economies are impacting on potential work-based learning routes. Finally, look at whether online transition programmes have a part to play in the future, during a similar crisis.

## Local authorities' response to the lockdown

### How have local authorities supported providers with online learning?

122. Local authorities (LAs) have worked very hard to keep in regular contact with their schools from the beginning of the lockdown. They kept schools updated with summaries of government and local guidance. LAs provided regular meetings with headteachers and corresponded with governors. In addition, they met with safeguarding leads, SENCOs and Early Years leaders to provide support.
123. LAs have provided training for teachers to help them with remote learning. This has included training on VLEs such as Google Classroom. Interpreters and family workers were deployed to work with families who speak little or no English to offer support. Local authority advisors and officers disseminated good practice between schools. LAs used 'Hubs' to promote learning. For example, an English Hub has provided online phonics lessons and resources.
124. LAs supported home learning for parents via their websites. They have put links to websites for various subjects. One LA developed weekly plans for all pupils in the primary stage which included activities across all curriculum subjects. In addition, there was a 'subject of the week' where activities were posted on the LA's website around a specific subject. For example, children could design and make an envelope hand puppet as part of design technology.

### What has been the impact of the support?

125. It is difficult for local authorities to measure the impact of their support because of the range of support across many different groups. However, LAs have noted that there has been an increase in inter-school collaboration and networking at all levels, including with academies and MATs. They have also recorded a large increase in traffic on their websites to access home learning resources.
126. In discussion with schools, LAs noted learners' responses to online education. Schools reported that Year 12 learners engaged much more readily and consistently with online learning than Year 10 pupils. Learners said they prefer the pre-recorded lessons (Google Meet/Loom) because it is easier for them to pause and replay.

127. One LA surveyed 350 learners about their online learning experience. The majority of learners who answered the survey were in key stage 3. Of the learners, 90% had access to computers with 7% saying they had some access. Learners explained that they often had to share laptops in the family. One learner explained that he could do his work at his house but at the end of the week had to go to his grandparents and use their internet connection to send it back to the school. Around 3% of pupils did not have access to IT equipment. Learners said they would like additional help for English, mathematics, science, and modern foreign languages when they return to school.

### What have been the barriers for remote learning?

128. LAs noted the greatest barrier to remote learning was the lack of computers and internet access. They report that learners have been trying to write essays on mobile phones or sharing laptops which meant they could not access lessons until the evenings. Sometimes, the files that schools produced were too large for their computers to download.

129. School leaders informed LAs that pupils' and learners' motivation was a difficult barrier to overcome. Many children and young people lack the organisational skills to work independently and organise their time effectively. The schools said it was a challenge for weaker readers and those children with SEND.

130. LAs have supported schools to overcome barriers. One LA supported a laptop recycling scheme involving local businesses and residents to increase the number of laptops available to children and young people. Another LA designed, printed, and distributed home learning packs with a supply of new reading books donated by the Library Service.

### How have LAs supported schools to help the most vulnerable pupils and learners?

131. LAs have advised schools to keep in regular touch with the most vulnerable pupils. One LA devised a re-integration plan to help schools identify any pupil' and parental' concerns about returning to school. Another LA provided a model script for schools to use with parents about learning and well-being. LA advisers have kept in regular touch with schools to discuss the barriers to attendance for vulnerable pupils.

132. There has also been cooperation between education and children's social care services to support the most vulnerable children with attending school or helping with home education. LAs have asked schools if they cannot contact a vulnerable learner and/or the family that they let the LA know for them to follow up.

### How have LAs supported children's and young people's well-being?

133. LAs have produced a range of well-being guidance for schools and signposted other services, for example, the Child and Adolescent Mental Health Service, to

help schools support children's emotional and mental health. Some LAs have offered training for school staff covering attachment, trauma, and bereavement. Meetings have taken place for mental health leaders and PHSE coordinators to find out what resources they need. In one LA, practitioners requested support for parents and produced a guide to help parents manage their anxieties. Schools and social workers have worked together to support the well-being of families for those children known to social care.

### How have LAs supported schools with transition?

134. LAs have produced guides for primary and secondary schools to support transition during COVID-19 between Year 6 and 7. Some LAs have developed transition booklets for Year 6 pupils to complete. LAs have encouraged secondary schools to try and introduce their schools to new parents and Year 6 by providing virtual tours on their websites.
135. One LA has worked with a careers service to offer virtual careers guidance sessions for Year 11 and Year 12 learners. The LA school inclusion team has worked closely with schools to identify those pupils who are at risk of becoming NEET, including those educated out-of-the borough. They send opportunities in education and training weekly to young people and school staff to encourage take up. LAs intend to have a visible presence on result days in August 2020 to provide careers advice and guidance. They are particularly concerned about a possible increase in NEETs.

## Annex

The following tables provide some context on the socio-economic make-up of children and young people who live in the six London Boroughs. Data comes from a variety of sources. This includes borough-held data and data retrieved from various agency websites.

| Context data Barnet |                          |                    |                                  |                          |
|---------------------|--------------------------|--------------------|----------------------------------|--------------------------|
| Year                | SEND% of cohort          | EHC % of cohort    | FSM% of cohort                   | Total number of learners |
| 5                   | 13.9% (SEN Support only) | 2.9%               | 15.5%                            | 4,289                    |
| 6                   | 14.6% (SEN Support only) | 3.5%               | 15.7%                            | 4,209                    |
| 11                  | 8.4% (SEN Support only)  | 2.3%               | 14.2%                            | 3,968                    |
| 12                  | 4.5% (SEN Support only)  | 1.3%               | 9.8%                             | 2,662                    |
| 13                  | 3.3% (SEN Support only)  | 1.2%               | 10.2%                            | 2,301                    |
| Socio-economic data |                          |                    |                                  |                          |
| % 16-24 NEET        | % residents unemployed   | % of child poverty | % of residents living in poverty | Total residents          |
| 1.44%               | 4.5%                     | 14%                | -----                            | 402,700                  |

| Context data Camden |
|---------------------|
|---------------------|

| Source: January 2020 School Census |                        |                    |                                  |                          |
|------------------------------------|------------------------|--------------------|----------------------------------|--------------------------|
| Year                               | SEND% of cohort        | EHC % of cohort    | FSM% of cohort                   | Total number of learners |
| 5                                  | 23%                    | 6%                 | 33%                              | 1,570                    |
| 6                                  | 25%                    | 6%                 | 33%                              | 1,541                    |
| 11                                 | 17%                    | 6%                 | 33%                              | 1,618                    |
| 12                                 | 9%                     | 6%                 | 23%                              | 1,289                    |
| 13                                 | 9%                     | 2%                 | 22%                              | 1,073                    |
| Socio-economic data                |                        |                    |                                  |                          |
| % 16-24 NEET                       | % residents unemployed | % of child poverty | % of residents living in poverty | Total residents          |
| 3.2%                               | 4.5%                   | 28.5 %             |                                  | 253,200                  |

| Context data Enfield |                        |                    |                                  |                          |
|----------------------|------------------------|--------------------|----------------------------------|--------------------------|
| Year                 | SEND% of cohort        | EHC % of cohort    | FSM% of cohort                   | Total number of learners |
| 5                    | 15.8%                  | 4.7%               | 20.9%                            | 4,646                    |
| 6                    | 15.4%                  | 4.4%               | 20.5%                            | 4,621                    |
| 11                   | 14.5%                  | 3.7%               | 19.1%                            | 3,810                    |
| 12                   | 11.2%                  | 6.8%               | 16.6%                            | 2,063                    |
| 13                   | 9.6%                   | 2.2%               | 13.3%                            | 1,673                    |
| Socio-economic data  |                        |                    |                                  |                          |
| % 16-24 NEET         | % residents unemployed | % of child poverty | % of residents living in poverty | Total residents          |
| 1.30%                | 28.70%                 | 42%                | 27%                              | 333,689                  |

| Context data Hackney |                        |                                 |                                  |                          |
|----------------------|------------------------|---------------------------------|----------------------------------|--------------------------|
| Year                 | SEND% of cohort        | EHC % of cohort                 | FSM% of cohort                   | Total number of learners |
| 5                    | 22%                    | 5%                              | 36%                              | 2,667                    |
| 6                    | 24%                    | 7%                              | 37%                              | 2,565                    |
| 11                   | 23%                    | 5%                              | 35%                              | 2,364                    |
| 12                   | 9%                     | 3%                              | 27%                              | 1,277                    |
| 13                   | 11%                    | 2%                              | 29%                              | 1,008                    |
| Socio-economic data  |                        |                                 |                                  |                          |
| % 16-17 NEET         | % residents unemployed | % of children living in poverty | % of residents living in poverty | Total residents          |
| 4.1%                 | 4.9%                   | 48%                             | 36%                              | 279,554                  |

| Context data Haringey |                        |                    |                                  |                          |
|-----------------------|------------------------|--------------------|----------------------------------|--------------------------|
| Year                  | SEND% of cohort        | EHC % of cohort    | FSM% of cohort                   | Total number of learners |
| 5                     | 17%                    | 4%                 | 22%                              | 3,115                    |
| 6                     | 17%                    | 4%                 | 23%                              | 3,069                    |
| 11                    | 21%                    | 4%                 | 23%                              | 2,582                    |
| 12                    | 12%                    | 2%                 | 14%                              | 1,191                    |
| 13                    | 12%                    | 2%                 | 14%                              | 1,006                    |
| Socio-economic data   |                        |                    |                                  |                          |
| % 16-24 NEET          | % residents unemployed | % of child poverty | % of residents living in poverty | Total residents          |
| 15.4%                 | 4.1%                   | 22.2%              | 29%                              | 282,904                  |

| Context data Islington |  |  |  |  |
|------------------------|--|--|--|--|
|------------------------|--|--|--|--|

| Year   | SEND% of cohort        | EHC % of cohort    | FSM% of cohort                   | Total number of learners |
|--|------------------------|--------------------|----------------------------------|--------------------------|
| 5  | 19.6%                  | 5%                 | 32.2%                            | 2,008                    |
| 6  | 19.6%                  | 5.4%               | 30%                              | 1,936                    |
| 11   | 13.8%                  | 5.2%               | 37.2%                            | 1,495                    |
| 12   | 9.5%                   | 7.2%               | 24.3%                            | 737                      |
| 13   | 3.4%                   | 10.1%              | 31.7%                            | 446                      |
| <b>Socio-economic data</b>                             |                        |                    |                                  |                          |
| % 16-24 NEET   | % residents unemployed | % of child poverty | % of residents living in poverty | Total residents          |
| NEET % for 16- & 17-year olds was 1.6% (NCCIS – March) | 4.9%                   | 18.4%              | 17.9%                            | 236,404                  |

## Evidence gathering

This was a small rapid response survey. As such it is not representative of a national picture for education during the lockdown. The evidence gathering for the survey focused on specific year groups. The first strand looked at the experiences of school leaders and teachers working with children in key stage 2 Years, 5 and 6. The second strand looked at the experiences of leaders and teachers in key stages 4 and 5, Years 11,12,13. It also looked at the experiences of learners in key stage 5.

In strand one, a representative from each borough interviewed designated school leaders using a survey created for the report. Borough representatives selected three schools from each of the six boroughs. These schools represented the diversity within each borough. A total of 18 schools took part across the six boroughs.

In strand two, a representative from each borough worked with up to three providers (a school, a college, and an independent learning provider). Where they were able, the borough representatives interviewed the providers. Where this was not possible, the providers completed the survey online. A total of 32 providers took part across the six boroughs. Also, all key stage 5 providers were asked to send a survey out to ten learners who were studying with them. A total of 112 learners replied to the survey.

Each borough (LA) provided a completed proforma on their response to the COVID-19 lockdown. This gave a succinct overview of the socio-economic demography of the boroughs. It also provided an overview of policies and initiatives that boroughs put in place during the lockdown to support providers.

## Limitations

This survey has several limitations. These limitations restrict the validity to the design purpose which was to simply enquire into and report on educational experiences during the lockdown.

The survey's focus was on the experiences of individuals and their views. This means that while the survey recounts these experiences faithfully, there was no triangulation with other activities to corroborate any points made.

The responses to the surveys varied in the volume of content in response to the qualitative questions. Although a high proportion of providers and learners gave ample and rich responses, a few responded with very little information.

The providers selected the learners and sent them a link to complete the surveys. These learners gave an honest and objective representation of their experiences. However, most were ones that had access to mobile or computer technology, and in the main were engaging with learning. It is very few who responded were in the 'harder to reach and teach' category, only two said they had no computer technology at home. Most (88%) had access to a computer at home. The rest had access at their providers.

## Confidentiality

A high priority was placed on anonymity in this survey. The locations and names of the providers were not known, except that they would be in one of the six boroughs. Therefore, it is not certain how well the providers chosen, represent the diversity of the London boroughs exactly. Although, a range was requested. Questionnaires to providers and learners were anonymised, and assurances made to participants of the confidentiality of information they supplied to the survey. It was felt important not to show bias towards any borough or provider, nor expose any borough or provider. Information supplied will therefore remain confidential following publication of the report.

## Authors

Steve Stanley, Her Majesty's Inspector, and Martin Finch, Senior Her Majesty's Inspector, were redeployed from Ofsted to facilitate this survey working for the London Borough of Camden. While redeployed to Camden, the authors were not employed in their roles as Her Majesty's Inspectors. This report is owned by the London boroughs of Barnet; Camden; Enfield; Hackney; Haringey and Islington. It is not an Ofsted publication.

## Literature review

### Introduction

The following literature reviews for both strands are mostly based on research or articles at the time of the pandemic. They provide brief summaries of the research, articles, or blogs. Almost all the research carried out during the COVID-19 lockdown was centred on schools. There were a few specifically on further education and skills. There were a range of articles written during this time. This included web-based journals or stories which painted a picture of teachers' experiences. Others reported on the potential impact economically on the sector. Also, there was some relevant research done prior to the pandemic included, on transition.

## Literature review Strand One Years 5 and 6

### **The Economist (April 2020).**

<https://www.economist.com/international/2020/04/30/closing-schools-for-covid-19-does-lifelong-harm-and-widens-inequality>

This article states that the amount of lost learning will fall most heavily on those children who are in most need of education. The article uses examples from across the world to show the effects of lost learning. For example, in America some young children lose between 20% and 50% of the skills they gained over the school year during the summer break. Social and emotional skills such as critical thinking, perseverance and self-control are predictors of many things, from academic success and employment to good health and the likelihood of going to jail.

The article states that Professor Becky Francis (Education Endowment Foundation) thinks the narrowing of the gap between disadvantaged pupils and others will be reversed. The attainment gap between disadvantaged pupils and their classmates at the end of primary had reduced from 11.5 months in 2009 to 9.2 months in 2019.

Andreas Schleicher of the OECD believes, 'The real issue is if you've been spoon-fed by a teacher every day and are now told to go it alone, what will motivate you?' In Estonia and Japan, students are used to self-regulated activities, but in France and Spain they are not.

The article states that to overcome the issues, to look at South Korea. All pupils have tablets, teachers use a mixture of real-time interactive classes, pre-recorded material and homework-based digital classes. When schools began to open after the COVID-19 pandemic, official attendance was 98%.

### **Burgess S and Sievertsen H (April 2020), Schools, skills, and learning: The impact of COVID-19 on education, University of Bristol.**

<https://voxeu.org/article/impact-covid-19-education>

Professor Simon Burgess and Economist Hans Henrik Sievertsen, Bristol University, look at the impact of the global lockdown on educational institutions. The article states how going to school is the best public policy tool available to raise skills. School time increases a child's ability. Even a relative short time in school does this; even a relatively short period of missed school will have consequences for skill growth. The article states that we cannot precisely estimate how much the COVID-19 interruption will affect learning. However, it looks at other case studies to get an order of magnitude. Carlsson et al. (2015) reviewed the impact of young men in Sweden preparing to take important tests. Those who had just 10 days of extra schooling significantly improved their tests scores of the use of knowledge.

They add that there is likely to be substantial disparities between families to the extent to which they can help their children learn. Key differences include (Oreopoulos et al. 2006) the amount of time available to devote to teaching. The non-cognitive skills of the parents, resources (online/computers) and also the

amount of knowledge -it is hard to teach a child a concept that you may not understand yourself. Consequently, this will lead to inequality.

### **Royal Society of Medicine COVID-19 Webinars.**

Professor Paul Cosford, Emeritus Medical Director of Public Health England (PHE) is at the heart of the UK's response to the pandemic. On Tuesday 7<sup>th</sup> April he took part in the Royal Society of Medicine (RSM) [webinar series](#) on COVID-19, chaired by Professor Sir Simon Wessely, Professor of Psychological Medicine at King's College London, President of the Royal College of Psychiatrists, and a consultant psychiatrist at King's College Hospital and at the Maudsley Hospital.

Prof Cosford said the closure of schools had a, 'Very significant impact on children, on their social wellbeing, their health, and also of course vulnerable children in particular who are safer being at school than at home.'

### **Ellis-Thompson A et al. (April 2020). Remote Learning Rapid Evidence Assessment, The Education Endowment Foundation.**

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/>

The Education Endowment Fund (EEF) has published a review of evidence on remote learning. The report finds that the quality of teaching is more important than how lessons are delivered. The elements of effective teaching: clear explanations, scaffolding and feedback are more important than whether a lesson is delivered by a teacher or online. It is more important to ensure that the explanations build clearly on pupils' prior learning and plan how pupils' understanding is subsequently assessed.

The report highlighted that access to technology is key, particularly for disadvantaged pupils. Otherwise this is a barrier to online learning. In addition, that both teachers and pupils are provided with support to use the technology. The report highlights the importance of peer interaction during remote learning to motivate pupils and to improve outcomes. Support for pupils to work independently can improve outcomes. Finally, there are different approaches to remote learning which suit different subjects and ages. For example, games were found to support vocabulary development in foreign languages, but less evidence of the successful use in other subjects.

### **Coe R et al. (June 2020). Impact of school closures on the attainment gap: Rapid evidence assessment, The Education Endowment Foundation.**

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

The report suggests that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures.

The EEF state that pupils can learn through remote teaching. However, ensuring the elements of effective teaching are present—for example through clear explanations, scaffolding and feedback—is more important than how or when lessons or support are provided.

**The DfE. (May 2020). Adapting teaching practice for remote education.**

<https://www.gov.uk/guidance/adapting-teaching-practice-for-remote-education>

The DfE have published guidance for school for remote education during COVID-19. The article states that teachers should think about the amount of curriculum content that they are trying to teach. Teachers should think carefully about what is the most important for their pupils to learn and remember, prioritising important concepts. They encourage schools to balance the consolidation of prior knowledge with teaching new content. Reinforcing long-term memory by consolidating topics and content already covered. Schools with younger children are prioritising reading, older pupils are consolidating GCSE content. Schools are sharing the workload, collaborating with more colleagues. Some schools have been able to provide personal learning packs for children with special needs and delivered physical resources to children's homes.

**DFE. (2008). DfE: What makes successful transition from primary to secondary school? (University of London).**

<https://dera.ioe.ac.uk/8618/1/DCSF-RR019.pdf>

The key findings showed a range of practices supported transitions: sharing information between schools, bridging materials, visits by prospective teachers, children and parents, booklets, taster days and joint social events. Many children, 84%, felt that prepared for secondary school. Families and teachers addressed their worries. Those who had a lot of help from their secondary school to settle in were more likely to have a successful transition e.g. helping pupils navigate around the school, relaxing rules in the early weeks. Low socio-economic status has been found to have an association with less positive transitions for children.

**Muller L-M and Goldenberg G. (May 2020). Education in times of crisis: The potential implications of school closures for teachers and Students, Chartered College of Teaching.**

[‘Education in the time of crisis: The potential implications of school closures for teachers and students’](#)

This review of research looks at the impact that both the school closures and the wider crisis may have on students' academic achievement and socio-emotional development, as well as the impact on teachers. The report reviews and summarises local and international research from previous pandemics and other types of school closures to help understand the potential impact that COVID-19 may have. In addition, the report reviews research about 'summer learning loss' when pupils are on holiday and schools are closed.

**Andrew A et al. (May 2020). Learning during the lockdown: real-time data on children's experiences during home learning, Institute for Fiscal Studies (IFS).**

<https://www.ifs.org.uk/publications/14848>

Real time data on children's experiences in lockdown. Primary and secondary children are spending about 5 hours on average on home learning. Children from better off families are spending 30% more time on home learning than those from poorer families. Many parents of both primary and secondary students report struggling with supporting home learning.

**Cullinane C, Montacute R. (April 2020). COVID-19 Impacts: School Shutdown, The Sutton Trust.**

<https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/>

Pupils from independent schools are twice as likely to take part in online lessons every day. Less than half of parents without higher education qualifications feel confident directing their child's learning. One third of pupils are taking part in online lessons while schools are closed. However, at private schools, 51% of primary and 57% of secondary students attend online learning. A quarter of teachers say that fewer than 1 in 4 children in their class are returning work they have been set. 50% of teachers in private schools report they're receiving more than three quarters of work back, compared with 27% in the most advantaged state schools, and just 8% in the least advantaged state schools.

**Luca M, Nelson J and Sims D. (June 2020). Schools' Responses to COVID-19: Pupil engagement in remote learning, NFER.**

<https://www.nfer.ac.uk/schools-responses-to-covid-19-pupil-engagement-in-remote-learning/>

This report is an independent assessment to see how engaged pupils are with remote learning and the factors driving this as well as looking at how schools are providing support for remote learning. The report is based on a national survey of 1,233 senior leaders and 1,821 teachers in public-funded mainstream primary and secondary schools in England. They found that 60% of teachers are in regular contact with their pupils. However, only 42% of pupils returned their last piece of work. The report says limited pupil access to IT is a significant challenge.

**UCL. (June 2020). Children doing 2.5 hours' schoolwork a day on average, UCL Institute of Education (IOE).**

<https://www.ucl.ac.uk/ioe/news/2020/jun/children-doing-212-hours-schoolwork-day-average>

The study found that pupils spent an average of 2.5 hours each day doing schoolwork at home. 71% of state school children received no or less than one daily online lessons. Over two million pupils (20%) did no or less than one hour of schoolwork at home. 20% of pupils on free school meals have no access to a computer at home. The report states that the variability in the amount of schoolwork being done at home is adding to regional and socioeconomic inequalities.

**Outhwaite L and Gulliford A. (June 2020). Academic and social and emotional interventions in response to COVID-19 school closures, Centre for Education Policy and Equalising Opportunities.**

<https://econpapers.repec.org/paper/uclcepeob/5.htm>

This briefing summarises evidence on approaches to closing achievement gaps and supporting the most vulnerable children in academic, and social and emotional learning. The report states that school closures are likely to negatively affect children's academic achievement and pose challenges to their mental health and well-being. The report makes recommendations for school leaders and policy makers.

**Disabled Children's Partnership. (June 2020). Left in Lockdown survey.**

<https://disabledchildrenspartnership.org.uk/left-in-lockdown/>

The Disabled Children's Partnership surveyed over 4,000 families of disabled children. Parents felt exhausted and abandoned caring for themselves and for their disabled children's siblings. Many families are seeing a decline in both mental and physical health. The report states that children's friendships; learning and communications; mental and physical health; and emotions and behaviour have all been negatively impacted.

**DfE. (July 2020). Guidance for full opening: schools.**

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

This guidance is intended to support schools to plan for the return of all pupils from the beginning of the autumn term 2020. The guidance has five sections. One section is based on the curriculum, behaviour and pastoral support. The guidance states that schools should aim to deliver a broad curriculum and put in place support for pupils who have significant gaps in their knowledge.

**Williams T et al. (July 2020). Coronavirus and home schooling in Great Britain: April to June 2020.**

<https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/coronavirusandhomeschoolinggreatbritain/apriltojune2020>

The ONS found that the average number of hours worked by pupils at home between April to June 2020 was 10 hours for 5 to 10-year-olds and 16 hours for 11 to 15 years. The percentage of parents who said that their child had accessed 'live learning' was 13% for primary-aged children and 44% for secondary children. Just over half of parents said their child was struggling with home education and three-quarters of these parents said lack of motivation as one of the reasons. Just under 1 in 10 parents said that their child was struggling because of a lack of devices, this was significantly higher in households with one adult (21%) compared to households with two or more adults (7%).

**DELVE Initiative. (2020). Balancing the Risks of Pupils Returning to Schools. No. 4, published 24 July 2020.**

<https://rs-delve.github.io/reports/2020/07/24/balancing-the-risk-of-pupils-returning-to-schools.html>

This report has revealed the impact on pupils' attainment after lockdown. An analysis of thousands of pupils' scores on Star reading and understanding tests before and after lockdown suggest the gap between the highest-performers and lowest-

performers has widened. The authors estimate that the impact of the lockdown could reduce the economic growth rate.

### Literature review Strand Two Years 11,12,13

**Andrew A et al. (May 2020). Learning during the lockdown: real-time data on children's experiences during home learning, Institute for Fiscal Studies (IFS).**  
<https://www.ifs.org.uk/publications/14848>

This report has some useful indicators for the survey for the six-boroughs. It looked at how school children were studying during lockdown. The IFS survey noted that children from better-off families spend on average 75 mins more a day studying compared with those that are from the poorest backgrounds. Better-off students have access to more resources for home learning. One of the key differences was the private tuition that more affluent families were putting in place for their children. Higher-income parents are much more likely than the less well-off to report that their child's school provides online classes and access to online videoconferencing with teachers.

**Ramya K et al. (May 2020). Impact of lockdown on teachers in higher education institutions, volume XI, issue V.**

This work looks at the impact in India of the lockdown on teaching. The study estimates that it affects 285 million young learners. It notes that only a few universities and private colleges could adopt online teaching methods. The paper recognises what infrastructures need to be in place. There is consideration of the advantages of online learning: no waiting for the teacher and students to arrive, for example. There is mention of the disadvantages such as potential online cheating.

**Sanne G. A. Van Herpen et al. (2019). A head start in higher education: the effect of a transition intervention on interaction, sense of belonging, and academic performance, SHRE.**  
[studiesinhighereducationSHRE](https://studiesinhighereducationSHRE)

This report shows the importance of getting a young person's transition to further or higher education right. The research was done before and not in response to the pandemic. Nevertheless, it gives some important pointers on the importance of helping young people to transition to university. In Australia and the US 20% of students studying fulltime at HEIs fail to transition well. In this study, 58 students participated in a pre-academic programme. The study included a control group of 237 who did not attend the programme. Young people who took the programme gained benefits. This included how well they settled in socially within the faculty and with got on with other students. It helped improve their confidence and enhanced their grades; (first-year cumulative grade point average (GPA)). The study talks about the four phases that students go through during transition (preparation, encounter, adjustment, and stabilisation). The key is how the university helps students to feel like they belong and present them with the tools to cope with challenges.

**Unwin L et al. (May 2020). Making post-GCSE decisions during the COVID-19 crisis- the need for action, IOE London blog.**

<https://ioelondonblog.wordpress.com/2020/05/16/making-post-gcse-decisions-during-the-covid-19-crisis-the-need-for-action/>

This IOE blog discusses the practical processes to help 16-year-olds decide their future. Parliament expressed worries on the destinations of those learners coming out of school or college following the lockdown. There were concerns that they would not take up the opportunities on offer. Concerns were expressed about those young people who fail to achieve a grade 4 plus in English and mathematics. Also, that year 11 students see the spring and summer term as critical in helping them to make their post-16 transition. In addition, the report mentioned the role that support around the young person plays is critical to them making the right choice. Those students, however, with a clearer idea of their next steps still need guidance and support.

**Stewart W. (March 2020). Could COVID-19 end GCSEs forever, TES.**

<https://www.tes.com/news/coronavirus-could-covid-19-end-gcses-forever>

This report responded to the Prime Minister's announcement of the cancellation of examinations. Young people due to take examinations are in an awkward position during the pandemic. With no end of course examinations, teachers must make a judgement on pupils' and students' performance. With no validated course work there is less evidence of their performance during their course. It is harder to predict grades without examination. Also, teachers may be optimistic when assessing potential grades. It suggests if teacher assessment works then why have examinations. Also, should we continue with a system that costs through examination fees. There are viable alternatives at key stage 4, such as not having examinations at all.

**Linford N. (April 2020). Revealed: COVID-19 hit to apprenticeships starts, FE week.**

<https://feweeek.co.uk/2020/04/30/revealed-covid-19-hit-to-apprenticeship-starts/>

This article from the UK publication FE week looks at the impact of COVID-19 on apprenticeship starts. The reviewer drew the findings from a survey of 300 providers. Of these providers, they claimed that of their 13,742 planned starts they only achieved 2,693, missing the collective target by 80%. Many reported, in addition, they were unable to start apprentices. Providers such as HIT training, Skillnet Ltd, Carlisle college.

**Blair A. (2016). Understanding first-year students' transition to university: A pilot study with implications for student engagement, assessment, and feedback, Sage journals.**

[understanding1styeartransitiontoHE](https://www.sagepub.com/journals/understanding1styeartransitiontoHE)

This study looked at 51 first-year students at one UK university. Most aspects were in line with students' expectations such as workload, assessment. However, they were less satisfied with contact time, support, and feedback on performance.

**Taylor S. (April 2020). In the Age of Coronavirus, Student Activism Is More Relevant Than Ever, Education Trust.**

[EDtrustCov19studyenactivism](#)

This is an online article on US education. It looks at how the shutdown has revealed gaps and challenges in supporting vulnerable students in higher education. It gives us an example of how students who did not have safe homes to go to started fundraising. The aim was to pressure a college (Pomona College) to provide emergency housing for them. Also, the affordability crisis was mentioned for students to live in safe and reasonable accommodation. Student accommodation is becoming an issue for low-income socio-economic groups. It highlights the growing amount of debt these students take on and the fact that they are missing meals and cannot afford textbooks. It calls for a policy rethink on affordability, housing, food, and racism.

**Perera N. (May 2020). '3 ways government must help schools to close the gap', (Tes).**

[TESclosingthegap](#)

This article focuses on the attainment gap in schools. It claims by age 16 the gap between disadvantaged young people and their peers was just over 18 months. It calls for funding at what it sees as key years; more specifically year 1,7,11,13. Also, that the government funds post-16 places in alternative provision. The article also urged the government to look at inclusion and support. This includes looking at whether exclusions are more prevalent with disadvantaged children. In addition, to look at looked after children, those with mental health needs and poor children. These groups are also more likely to experience an unexplained move out of their school. Finally, the article referenced the cut by around 20% per child from local authority services over the past decade. Including £1B to sure start children's centres (resulting in the closure of around 1,000 centres and around £900 M cuts in youth services).

**ICEF. (April 2020). measuring COVID-19's impact on higher education.**

<https://monitor.icef.com/2020/04/measuring-covid-19s-impact-on-higher-education/>

This online paper gives an insight into the financial impact of COVID-19 on higher education institutions around the world. It shows the response of individual governments in providing financial support. In the USA commentators have deemed the government package of \$14B nowhere near enough. Congress recommended the government spend another \$47B. Like in the UK, officials are bracing for a reduction in international enrolments; around a 25%-75% drop. Other countries, such as Australia are focusing on domestic students. They are implementing a funding guarantee of \$18B (AUS) for domestic enrolments. Also, another \$100M in regulatory fee relief. In Canada, a survey revealed that more than half of student applicants planned to defer their place. Also, that 15% were no longer planning to go to Canadian universities to study.

**Bolton P et al. (April 2020). Coronavirus implications for the further and higher education sectors in England, House of Commons Library.**

<https://commonslibrary.parliament.uk/research-briefings/cbp-8893/>

The paper focuses on the financial impact of COVID-19 on the FE and HE sectors. It opens by quantifying the potential impact that a reduction in international students would have. Currently, 20% (around half a million students) are international students. The revenue income from these students equates to around £7B per year. This is around 17% of total income, a slice greater than research grants or contracts. This part of a university budget has been of growing significance over the last 10 years. The paper also reinforced the challenges for the next academic year in research excellence framework (REF) funding due to the potential number of deferrals from indigenous candidates. Consequently, there was a suggestion that universities may need to recruit more students. There was a section on the impact of moving all teaching, learning and assessment operations to online. The final section looked at the impact of COVID-19 on the further education sector. The paper put an estimate of financial losses to be between £500k and £1m per month for an average college. The paper proposed a financial support package for the sector.

**Camden B. (May 2020). Take the ‘opportunity’ to reopen from June, says skills minister, FEweek.**

[FEWeeklostskills](#)

This article looks at the need to reopen colleges from June 2020. The minister for skills urged the sector to show leadership in this regard across the FE sector. Keegan feels that leaders should take the step to get FE going again. It follows a survey of college leaders that found 94% 32/35 felt the DFE should leave it to them to decide. Also, around three quarters felt a significant number of students would refuse to attend.

**Husbands C. (2020). Leadership-learning-and-lockdown-first-thoughts-on-lessons-for-leadership-from-the-coronavirus-crisis, fetl.org.uk/publications.**

[HusbandsC2020FECovid-19lessons](#)

This paper looks at the challenges that present to leadership during the COVID-19 pandemic. How resources need to be switched overnight to a different way of delivering learning. Also, how you lead and manage a virtual workforce and groups of learners. Finally, how to realise and carry out a vision and develop and thrive in relationships with colleagues. The paper goes on to investigate whether the move to more online and changes in culture of work will have a lasting effect post-COVID-19. It talks about the need for ‘adaptive leadership’ in such situations. Finally, Husbands makes the point that to effect fundamental change leaders need to shape futures effectively when the challenges and opportunities that are presented.

**Cullinane and Montacute. (April 2020). COVID-19 impacts: school shutdown, Sutton Trust.**

<https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/>

The report highlights the impact of COVID-19 on the education of children from different backgrounds. Parents earning £100k plus are spending money on their children’s learning. Half of parents were not confident in educating their children. Pupils at independent schools are twice as likely to take part in online lessons every day. Teachers in more deprived schools are more than twice as likely to say their students work is of a lower quality than normal. In conclusion, there is a divide

between working class/disadvantaged children compared with those who have advantages financially. There was a key difference in the confidence parents expressed in directing their child's learning, this was dependent on their level of education.

**Langella M. (April 2020). COVID-19 ad Higher Education: some of the effects on students and insitutions and how to alleviate them, LSE.**

<https://blogs.lse.ac.uk/politicsandpolicy/covid19-higher-education/>

This article looks at the impact of HE campus closures and the move to online learning. It outlines the risk of learning loss and the impact of cancelling exams and the effect on degree classifications. It recognises the issues that low income groups will have in accessing technology online. The paper also mentions the issues around how A level students' work will be graded against their offers for university places. Finally, it contends that there will be an impact on international student applications and potential consequences on university budgets.

**Keegan G. (June 2020). The transition to our new normal will not be straightforward, FE WEEK edition 320.**

This online article features the minister for apprenticeship and skills. Keegan talks about how well education and training providers are delivering remote learning. For example, 88% are attending online lessons at Weston college; 93% at Sunderland college, 89% at the TEC Partnership. The article mentions that 70% of providers have scheduled online lessons for most of their subjects. Also, 95% of providers reported all or the majority are continuing their learning remotely. Finally, that there is support for vulnerable learners and virtual support for Year 11 to help them make the transition to college.

**Association of Colleges (AOC). (May 2020). COVID-19 and colleges, AOC website.**

This survey looked at the response to the provision of learning from 125 colleges during the COVID-19 lockdown. This is half of the 244 colleges in England. It reports that colleges are using a mixture of set work, pre-built content and scheduled online lessons. There were a variety of platforms used to engage with learners: Microsoft Teams, Google classroom, Teleconference, virtual learning, collaborative learning. The report mentions the difficulties in engaging with parts of their college community due to connectivity or lack of a device at home. There is a wide range of engagement of how learners planned learning hours matches up in an online delivery compared with at college. For example, 43% of learners are doing less than three quarters of their planned hours. Only one in ten colleges reported significant variation in the amount of remote education being delivered by subject. Engagement was reported as more difficult with practical subjects. Vulnerable learners were more likely to be disengaged. Also, significant disengagement of those in the second year of A levels. One in five younger learners are receiving a full timetable. A third are receiving a significantly reduced timetable. Staff had very little time to prepare for the lockdown. Colleges reported a wide range of online methods for recording learner participation. Colleges reported a range of methods to help learners' transition from school to college. Also, from college to employment and higher education.

**Widdowson J. (June 2020). FE should be at the heart of shielding 19 to 24-year-olds from unemployment, FE WEEK edition 320.**

This article looks at the post-COVID-19 challenges for employing 18 to 24 -year-olds. At the start of the pandemic, 2.5 million of these young people were employed, including 300,000 apprentices. He warns there is a risk that employment could rapidly fall by 500,000; unemployment climbs to 750,000. The estimated cost of 500,000 apprentices is around £5.25 B. Also, a further £ 0.3 B would support 16 to 17- year-olds also on apprenticeships. He caveats that employer bankruptcy and downsizing means they may not need apprentices. In this scenario, any available subsidies will make no difference.

**Camden B. (June 2020). Apprenticeship starts continue to plummet since lockdown, FE WEEK, edition 322.**

This article sets out the decline in apprenticeship starts since lockdown. Total starts have halved from 50k to around 26k from 2018/19 with 2019/20. It notes also that the number of vacancies has declined also by around two thirds from around 36k to 11,760. Young apprenticeship starts have been hit the hardest. They down by two thirds from 7,360 to 2,020. The article also expresses concern of the economic outlook and impact of COVID-19.

**Battiston A et al. (June 2020). Apprenticeships and social mobility, Social mobility commission.**

This research looks at how apprenticeships improve the lives of disadvantaged young people. The broad conclusion is they are not having enough impact in this aim. Despite having a proven potential for some young people who achieve that. Since the levy, there has been a marked fall in the number of apprenticeships starts who are from disadvantaged backgrounds. Although starts for young people have declined no matter what the socio-economic background, it has been more so for this group. For example, over recent years, there has been a 36% decline in starts with young people from disadvantage backgrounds. This fall compares with a 23% decline for their more privileged counterparts. The report picks out that disadvantaged learners are more likely to receive less value and quality in their training. They are less likely to achieve their qualification and more likely to be on low-level qualifications. Also, they have fewer prospects for progressing to a higher level. The report found that an apprenticeship will give earnings boost. But disadvantaged young people need to break through unnecessary barriers to achieve this.

**Knips A. (2020). 9 big questions education leaders should ask to address covid-19, Edutopia.**

<https://www.edutopia.org/article/9-big-questions-education-leaders-should-ask-address-covid-19>

Looks at how the whole approach to education and getting back to school will change post COVID-19. Identifies a number of key areas such as curriculum, the summer slide (lost learning), professional development, techspertise; face-to-face v

online and the role and challenges, individualised learning and the implications of teaching from a distance.

Also – on the same site-

**Rosenberg H. (June 2020). Finding Reputable Online Resources for Distance Learning-** looks at how to best utilise the internet to get the best resources to support a teaching session.

**Walton L. (June 2020). using morning messages to start the day in distance learning** - morning messages - reinforcing and going over previous topics and skills - reaching those logging in from distance through google slides classroom it can include quizzes or problems to solve - with different themes throughout the week - creating themes for specific days such as tell me about it Tuesday

**Lahane S. (July 2020). Helping Students Process Their Feelings During Remote Learning**

looks at to support children's emotional wellbeing - help them identify the feeling and what it feels like in their body; validate their feelings; provide accurate information in a way they can understand; offer reassurance by highlighting the good; maintain regular routines; a role model for healthy habits.

### **Maintaining education and skills training provision.**

[governmentpublicationsmaintainingFE provision](#)

This document online sets out guidance for further education following a gradual loosening by the government of the lockdown rules. The guidance includes the first steps for a phased return to pre COVID-19 education delivery. This includes: prioritising learning for vulnerable learners. Offering some face-to-face contact to support remote learning. Offering some face-to-face meetings before the end of term. Additional guidance includes the maximum sizes of groups for face-to-face teaching. There is also specific guidance for SEND, those with EHC plans. The report acknowledges and has arranged for those without the capacity to learn online at home will receive support and resources to do so. Also, for those work-based learners/trainees reduced expectations for on the job training. However, providers need to show how they are supplying these skills in the absence of work placements.

### **Ofsted blog Paul Joyce. (July 2020). Online education in further education and skills: learning about what works.**

<https://educationinspection.blog.gov.uk/2020/07/15/online-education-in-further-education-and-skills-learning-about-what-works/>

This blog focused on how well providers had been using online methods during the lockdown period. It was to 'understand how providers and learners were getting on with remote and online education'. Findings included that: learners missed the face-to-face contact of the classroom; Some pointed out the immediacy and convenience of online, reduced travel costs for example; in many cases staff maintained frequent contact; learners at lower levels engaged less well; learners preferred online lessons where they can interact with the teacher and each other; teachers do not always use online sessions effectively to check and develop learning; inspectors questioned whether logging onto a resource actually meant learners were engaged with the resource; there were successes but this depended how well prepared managers were for the change; there was varying confidence and competence in teachers' abilities to deliver online; The quality of the development of learners' practical skills

despite the ingenuity of teachers remains untested. Some providers sent resources such as practice heads to learners' homes for them to practise hairdressing for example; protocols were developed for safeguarding for different types of online learning; staff training was seen as an important component.

**Report for** Children and Young People's Scrutiny Panel – 9 November 2020

**Title:** Work Programme 2020-21

**Report authorised by:** Ayshe Simsek, Democratic Services and Scrutiny Manager

**Lead Officer:** Robert Mack, Principal Scrutiny Support Officer  
Tel: 020 8489 2921, e-mail: [rob.mack@haringey.gov.uk](mailto:rob.mack@haringey.gov.uk)

**Ward(s) affected:** N/A

**Report for Key/  
Non Key Decision:** N/A

### 1. Describe the issue under consideration

1.1 This report presents an outline workplan for 2020-21 and requests the views of the Panel on priorities and issues to be added.

### 2. Recommendations

2.1 That the Panel notes its work programme, attached at Appendix A, and considers whether any amendments are required.

2.2 That the Overview and Scrutiny Committee be asked to endorse any amendments at its next meeting.

### 3. Reasons for decision

3.1 The work programme for Overview and Scrutiny was approved by the Overview and Scrutiny Committee at its meeting on 15 October 2020. Arrangements for implementing the work programme have progressed and the latest plans for the Children and Young People's Scrutiny Panel are outlined in **Appendix A**.

### 4. Alternative options considered

4.1 The Panel could choose not to review its work programme but this could diminish knowledge of the work of Overview and Scrutiny and would fail to keep the full membership updated on any changes to the work programme.

### 5. Background information

5.1 A workplan for the remainder of 2020-21 has been developed for the Panel and this is attached as **Appendix A**. The items within it comprise the following:

- Cabinet Member Questions for the two Cabinet Members whose portfolios fall within the terms of reference for the Panel; and

- Matters that are routinely reported to the Panel, such as exam and test result and updates on the implementation of the recommendations of previous reviews; and
- Scrutiny of the budget

5.2 There are also several reports that the Panel has previously requested to come to future meetings. These are listed under “to be arranged”. There are more of these than there currently is capacity to accommodate within the number of scheduled meetings for the Panel. It will therefore be necessary for the Panel to prioritise those that it feels are the most significant.

5.3 The Panel began a review on schools earlier in the year and had its first evidence session on 10 February, when it received evidence from relevant Council officers. A further evidence session had been scheduled for 10 March but had to be postponed. This has now been re-scheduled for 10 November. Further evidence sessions are also in the process of being arranged.

5.4 The need to continue to hold meetings virtually means there will be some limitations on what is possible. It can be challenging to maintain focus for an extended period of time when meeting virtually and meetings will therefore be kept short and focussed. In addition, the Panel may wish to receive evidence from people who do not have access to the necessary IT or be able to operate it. Certain evidence gathering activities may also not be possible at the moment, such as visits.

#### *Forward Plan*

5.5 Since the implementation of the Local Government Act and the introduction of the Council’s Forward Plan, scrutiny members have found the Plan to be a useful tool in planning the overview and scrutiny work programme. The Forward Plan is updated each month but sets out key decisions for a 3-month period.

5.6 To ensure the information provided to the Panel is up to date, a copy of the most recent Forward Plan can be viewed via the link below:

<http://www.minutes.haringey.gov.uk/mgListPlans.aspx?RP=110&RD=0&J=1>

5.7 The Panel may want to consider the Forward Plan and discuss whether any of these items require further investigation or monitoring via scrutiny.

## **6. Contribution to strategic outcomes**

6.1 The contribution of scrutiny to the corporate priorities will be considered routinely as part of the Panel’s work.

## **7. Statutory Officers comments**

### **Finance and Procurement**

7.1 There are no financial implications arising from the recommendations set out in

this report. Should any of the work undertaken by Overview and Scrutiny generate recommendations with financial implications these will be highlighted at that time.

### **Legal**

- 7.2 There are no immediate legal implications arising from the report.
- 7.3 In accordance with the Council's Constitution, the approval of the future scrutiny work programme falls within the remit of the OSC.
- 7.4 Under Section 21 (6) of the Local Government Act 2000, an OSC has the power to appoint one or more sub-committees to discharge any of its functions. In accordance with the Constitution, the appointment of Scrutiny Panels (to assist the scrutiny function) falls within the remit of the OSC.
- 7.5 Scrutiny Panels are non-decision making bodies and the work programme and any subsequent reports and recommendations that each scrutiny panel produces must be approved by the Overview and Scrutiny Committee. Such reports can then be referred to Cabinet or Council under agreed protocols.

### **Equality**

- 7.6 The Council has a public sector equality duty under the Equalities Act (2010) to have due regard to:
- Tackle discrimination and victimisation of persons that share the characteristics protected under S4 of the Act. These include the characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (formerly gender) and sexual orientation;
  - Advance equality of opportunity between people who share those protected characteristics and people who do not;
  - Foster good relations between people who share those characteristics and people who do not.
- 7.7 The Panel should ensure that it addresses these duties by considering them within its work plan, as well as individual pieces of work. This should include considering and clearly stating;
- How policy issues impact on different groups within the community, particularly those that share the nine protected characteristics;
  - Whether the impact on particular groups is fair and proportionate;
  - Whether there is equality of access to services and fair representation of all groups within Haringey;

- Whether any positive opportunities to advance equality of opportunity and/or good relations between people, are being realised.

7.8 The Panel should ensure equalities comments are based on evidence. Wherever possible this should include demographic and service level data and evidence of residents/service users views gathered through consultation.

## **8. Use of Appendices**

Appendix A – Children and Young People’s Scrutiny Panel; Work Plan for 2018/20

## **9. Local Government (Access to Information) Act 1985**

N/A

## Children and Young People’s Scrutiny Panel

### Work Plan 2020 - 21

| <p><b>1. Scrutiny review projects;</b> These are dealt with through a combination of specific evidence gathering meetings that will be arranged as and when required and other activities, such as visits. Should there not be sufficient capacity to cover all of these issues through in-depth pieces of work, they could instead be addressed through a “one-off” item at a scheduled meeting of the Panel. These issues will be subject to further development and scoping. It is proposed that the Committee consider issues that are “cross cutting” in nature for review by itself i.e. ones that cover the terms of reference of more than one of the panels.</p> |   |             |
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| Project   | Comments  | Priority    |
| Schools   | <p>There are now a range of different types of school within the borough. These include:</p> <ul style="list-style-type: none"> <li>• Community schools;</li> <li>• Foundation schools and voluntary schools;</li> <li>• Academies;</li> <li>• Free schools; and</li> <li>• Faith schools.</li> </ul> <p>The resulting fragmentation presents challenges for local authorities. These include ensuring that all schools are providing a good standard of education and the planning and co-ordination of school places. In addition, schools are subject to varying degrees of local democratic control.</p> <p>The review will:</p> <ul style="list-style-type: none"> <li>• Seek to identify the different categories of school that there are within Haringey and their characteristics as well as the diversity of curriculum and ethos offered by individual schools;</li> </ul> | In progress |

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|                       | <ul style="list-style-type: none"> <li>• Consider the ways that might be available to the Council to influence schools within the borough and, in particular, facilitate school improvement and co-ordination of school places most effectively; and</li> <li>• Look at practice in other local authority areas and what appears to have been most effective.</li> </ul> <p>The review will then focus on how the Council might best respond strategically to the significant surplus in school reception places that there is within Haringey. These have serious budgetary implications for many primary schools due to the way in which schools are funded. Demand for school places is subject to fluctuation and there will also be a need for sufficient places to be available to accommodate future any increases in demand for places. As part of this, the review will consider:</p> <ul style="list-style-type: none"> <li>• The role the Council has in working with schools to manage effectively the reductions in school rolls;</li> <li>• How a balanced range of school provision across the borough might best be maintained; and</li> <li>• What could be done to mitigate financial pressures on schools and ensure that any adverse effects on schools are minimised</li> </ul> |  |
| Alternative Provision | <p>The review will look at Alternative Provision (AP) services provided to students who no longer attend mainstream education for reasons such as exclusion, behavioural issues, school refusal, short/long term illnesses as well as any other reasons. The main areas of focus will be:</p> <ul style="list-style-type: none"> <li>• What are the reasons why children in Haringey enter AP?</li> <li>• Once entering alternative provision, what are their outcomes and attainment levels when compared to mainstream schools?</li> <li>• How many children going through the AP route later enter the youth justice system?</li> <li>• How many children enter alternative provision as a result of SEND needs and how many have a statement or a EHCP plan?</li> <li>• The demographics of children entering AP including ethnicity, gender, areas of the borough where children in AP are drawn from and levels of children receiving free school meals prior to entering AP;</li> </ul>   |  |

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|  | <ul style="list-style-type: none"> <li>• What are the challenges schools and local authorities face and what can we do better to meet the needs of children so as to avoid AP altogether?</li> <li>• Are the outcomes from AP providers uniform within Haringey?</li> <li>• How cost effective is AP.</li> </ul> |  |
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| 2. <b>“One-off” Items; These</b> will be dealt with at scheduled meetings of the Panel. The following are suggestions for when particular items may be scheduled. |   |
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| <b>Date</b>   | <b>Potential Items</b>  |
| <b>2020-21</b>  |   |
| <b>17 September 2020</b>  | <ul style="list-style-type: none"> <li>• School estates and action being taken to address maintenance issues</li> <li>• Recovery plan for education within the borough, including action being taken to enable children and young people to catch up on missed schooling and targeted action for disadvantaged communities</li> <li>• Cabinet Member Questions - Communities</li> <li>• Work Planning; To agree items for the work plan for the Panel for year</li> </ul> |
| <b>9 November 2020</b>  | <ul style="list-style-type: none"> <li>• Terms of Reference</li> <li>• Cabinet Member Questions – Children and Families</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Local Safeguarding Children’s Board Annual Report (April 2018 – September 2019)</li> <li>• Education Update, including the impact of Covid pandemic on tests and examinations, lost learning and action to address digital poverty</li> </ul>  |
| <b>14 December 2020<br/>(Budget Meeting)</b> | <ul style="list-style-type: none"> <li>• Budget scrutiny</li> <li>• Scrutiny Review of SEND – Update on Implementation of Recommendations</li> <li>• Cabinet Member Questions - Communities</li> </ul>  |
| <b>8 March 2021</b>                          | <ul style="list-style-type: none"> <li>• Cabinet Member Questions – Children and Families</li> </ul>  |
| <b>To be arranged</b>                        | <ol style="list-style-type: none"> <li>1. School exclusions data</li> <li>2. NRPF: <ul style="list-style-type: none"> <li>• Progress with implementing improvements identified as required by the practice audit undertaken on the work of the NRPF team in 2017; be submitted to a future Panel meeting; and</li> <li>• How families with NRPF are assisted in accessing good quality immigration advice so that they are better able to resolve their status quickly.</li> </ul> </li> <li>3. Transitions – Further Update (to be considered jointly with the Adults and Health Panel)</li> <li>4. Haringey Community Gold – Further Update</li> <li>5. Nurseries and the Two and Three Year Old Offer</li> </ol> |

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|  | <ol style="list-style-type: none"><li>6. CAMHS – Evaluation of Trailblazer Project</li><li>7. Childhood Obesity - School Catering Contracts</li><li>8. Improved support offer for care leavers and pathways for low level mental health support services for children and young people</li><li>9. Social workers in schools – progress with scheme</li><li>10. Maintenance of safeguarding of vulnerable children during the pandemic and lockdown</li><li>11. Planned major works to maintained schools.</li></ol> |
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