



Office for Standards  
in Education

**Lewisham**

**Local Education Authority**

**Inspection Report**

**Date of Inspection: January 2004**

**Reporting Inspector: John Cordwell HMI**



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## **Basic information**

Name of LEA:	Lewisham Local Education Authority
LEA number:	209
Address of LEA:	Laurence House 1 Catford Road Catford London SE6 4RU
Reporting Inspector:	John Cordwell HMI
Date of Inspection:	January 2004

## Summary

### Introduction

Lewisham is an inner London borough with most of the key characteristics associated with such areas. It is highly diverse socially, ethnically and culturally. Black and minority ethnic communities make up 56% of the school population and this proportion has been steadily rising. Household incomes are well below average. A number of neighbourhoods are severely deprived. The proportion of pupils entitled to free school meals is around double the national average. School rolls are rising.

Standards of attainment in schools are generally in line with those in similar authorities<sup>1</sup> but below, and mainly well below, the national averages. Rates of improvement in recent years have, however, been at least in line the national figures. In Key Stages 2 and 3, they have been significantly better.

Since the previous Ofsted inspection of the local education authority (LEA) there has been a major change in the political structure. An elected mayor, assisted by an advisory cabinet, has replaced the old structure of decision-making committees. Most of the senior management team in the education and culture directorate has also changed. The LEA now has a different management style, to which both the new political and senior officer leadership has contributed. It is still ambitious and innovative but there is a sharper focus on ensuring good service delivery and the implementation of plans.

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<sup>1</sup> Lewisham LEA's statistical neighbours are Haringey, Southwark, Wandsworth, Islington, Waltham Forest, Hammersmith and Fulham, Greenwich, and Lambeth

**Main findings**

**Summary**

Lewisham is a good local education authority (LEA). There is clear evidence of the effectiveness of its work, particularly over the last two years. It has high ambition, imagination and a preparedness to try new ways of delivering services. The key change since the LEA's previous inspection, however, is that it now strikes a more effective balance between pursuing new initiatives and ensuring sound service delivery. Many people have played a part in this, but particular credit for changing the focus of the organisation and making it more effective must go to the current leading politicians and senior officers. Their leadership has been clear and strong. Communication has been open and honest. Effective partnerships have been forged. Effort is focused on the most important things. The LEA knows that much remains to be done, particularly in driving up achievement at Key Stages 1 and 4, and in addressing the underachievement of some Black and minority ethnic groups. However, it has made highly satisfactory progress since its previous inspection and has excellent capacity to improve further. The LEA has many significant strengths and most of the areas for development identified below are already being addressed; it is on course to make its high ambition a reality.

Areas of strength	Areas of weakness / for development
<b>Corporate leadership of education</b>	
<ul style="list-style-type: none"> <li>• Strong leadership by elected members and senior officers</li> <li>• Clear strategic plans that link well together</li> <li>• Effective targeting of resources on key priorities</li> <li>• Regular and rigorous performance management</li> <li>• Effective partnership working</li> <li>• A new approach to 14-19 education</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing and communicating an overarching strategy for Early Years education</li> <li>• Persuading schools to regard asset management as an integral part of their own improvement planning</li> </ul>
<b>Strategy for education and its implementation</b>	
<ul style="list-style-type: none"> <li>• Clear plans, strongly focused on raising standards</li> <li>• Effective working relationships with schools with a good balance between challenge and support</li> <li>• Clear identification of schools with weaknesses</li> <li>• Very good work on recruiting and retaining teachers</li> </ul>	
<b>Support to improve education in schools</b>	
<ul style="list-style-type: none"> <li>• Good quality professional support for senior managers in schools and school governors</li> <li>• Good quality professional support for classroom teachers, particularly in respect of the national strategies for primary education, Key Stage 3 and ICT.</li> <li>• An entrepreneurial and 'can do' culture</li> <li>• Good planning of activity and evaluation of its effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Narrowing the gap in the attainment of minority ethnic groups</li> <li>• Basing LEA targets for minority ethnic achievement on targets at school level</li> <li>• Evaluating the effectiveness of summer school provision for gifted and talented pupils</li> </ul>
<b>Support for special educational needs</b>	
<ul style="list-style-type: none"> <li>• A clear, coherent, and shared vision for SEN provision</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating schools' use of SEN resources</li> </ul>
<b>Support for social inclusion</b>	
<ul style="list-style-type: none"> <li>• A coherent overall strategy</li> <li>• Good provision for pupils not in school</li> <li>• Effective support for improving behaviour and attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing information on vulnerable children between schools and social care and health services</li> </ul>

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**Recommendations**

<b>Key recommendations</b>
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There are no key recommendations
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<b><u>Other recommendations</u></b>
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<b>Corporate leadership of education</b>
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<b>Early years:</b> draw together the strategy for early years education and childcare in a single explanatory document that makes explicit the links with raising standards and community renewal.
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<b>Strategy for education and its implementation</b>
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<b>Support to improve education in schools</b>
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<b>Support for ethnic minority children:</b> ensure LEA targets for the achievement of minority ethnic pupils are based on the targets set by individual schools
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<b>Support for special educational needs</b>
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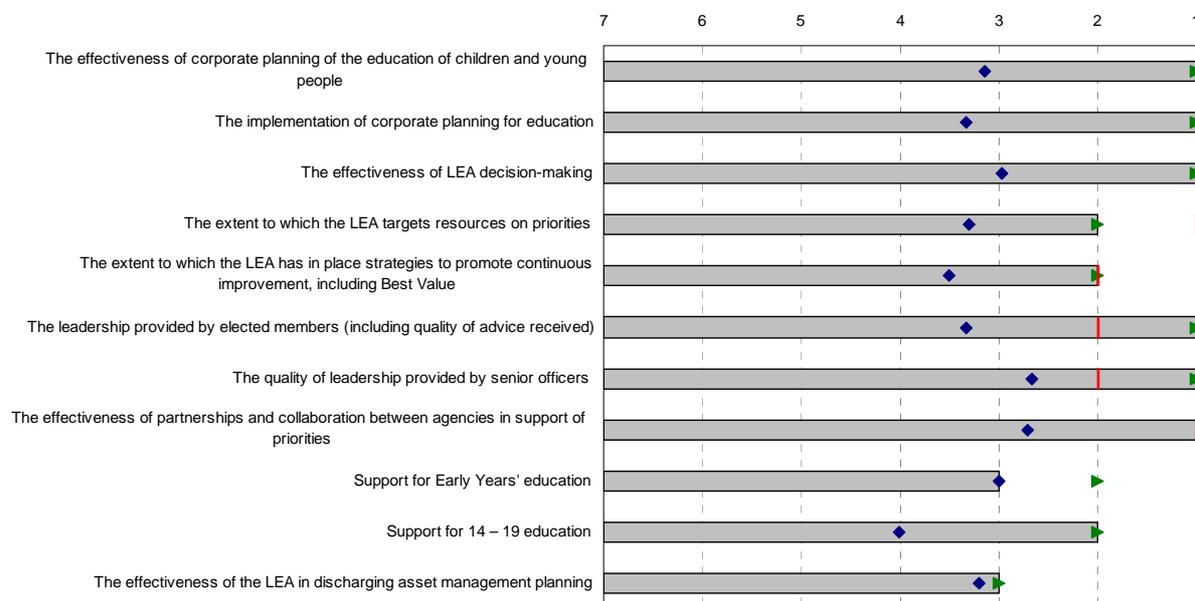
<b>SEN resources:</b> more rigorously monitor and evaluate with schools the use they make of resources for SEN
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<b>Support for social inclusion</b>
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<b>Child protection:</b> ensure that information on child protection matters is shared more effectively between schools and the social care and health services
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## Section 1: Corporate leadership of education

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### Corporate planning for education and its implementation

1. The LEA's performance was very good at the time of the last inspection. It has since improved. The LEA has lost none of its ambition or its preparedness to consider radical and innovative options. However, it is better now at ensuring that its plans are fully implemented. The LEA is now very good at focusing its resources on key priorities and getting things done.

2. Leadership, particularly over the last couple of years, has been very strong. Elected members and senior officers have a sophisticated understanding of how needs interrelate, and how services must combine to meet them. Users' views on the quality of services are diligently sought and used effectively to inform planning and delivery. The LEA also responds positively to external evaluation. It is strongly committed to transparency and partnership working. Structures and processes for consultation and collaboration are good. As a consequence, communication, both within the LEA and with other agencies, is effective, working relationships are strong, and service improvements are being delivered. The LEA is well placed to respond to the government's proposals for developing integrated children's services, as set out in the Green Paper *Every Child Matters*.

3. The LEA looks ahead in assessing risk and determining priorities. Its strategic plans are well written and linked. They are fully reflected also in the plans of the LEA's strategic partnerships. The associated action plans provide a good platform for all concerned to assess

the activity proposed and to monitor and evaluate progress. Great care is taken to assess the practical implications of new developments and take on only what can reasonably be managed. Monitoring and evaluation of progress are detailed and rigorous. The LEA knows its own strengths and weaknesses well, as demonstrated by its self-evaluation for the inspection. Problems encountered are addressed promptly and effectively. The LEA does not shy away from difficult decisions. Good use is made of opportunities to secure additional funding where this can support priority developments.

4. Elected members and senior officers know their schools very well. This is a product both of effective communication with headteachers and governors, and close monitoring of service performance. The clearest possible message is given to all concerned that delivering continuous and sustainable improvement is the top priority. Substantial and successful efforts are made to communicate the LEA's vision to staff and to win their commitment. An entrepreneurial and 'can do' culture has been established, with proper checks and balances. Working relationships between elected members and officers are good. Roles and accountabilities are clearly defined and maintained in practice. Scrutiny arrangements are effective and contribute significantly both to policy development and evaluation. The LEA has successfully maintained a culture in which both elected members and officers can contribute their considerable strengths. This is a major achievement.

### **Decision-making**

5. The LEA continues to perform very well in this area. Timely decisions are taken at appropriate levels within the organisation. It is clear who is accountable. The timetable for making key decisions is published helpfully in advance for stakeholders and there is open access to the meetings involved. The reasons for taking decisions are put on public record. Officers provide good quality information and advice for elected members, both in their executive and scrutiny roles. The practical implications of options are explored in detail and resource requirements clearly identified.

6. The LEA has a strong commitment to consultation and partnership work. Mechanisms for consulting users and partner organisations, including schools, are effective. Imaginative steps have recently been taken to strengthen consultation with young people themselves. These are currently being extended, through the election of a young Mayor, to include young people more formally in the LEA's service monitoring and decision-making processes. A cabinet of young people will also be appointed. The LEA listens carefully and responds flexibly to the views of users and partners. Where difficult decisions are necessary to improve services, however, it is willing to take them and stick by them.

### **Targeting of resources**

7. The LEA is good at targeting its resources on priorities. It makes effective use of opportunities to secure additional funding. It is selective in the opportunities it takes up and careful to remain focused on key aims and objectives. Activities are carefully linked to get maximum value. The funding of schools is a high corporate priority. Consultation is effective. Schools understand and are supportive of the LEA's budget strategy. Budget monitoring is rigorous and control is strong. The financial implications of the LEA's

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development strategies are assessed in detail. Plans identify clearly how spending needs, such as those in the fast developing field of SEN, will be met.

8. A relatively high proportion of Lewisham's secondary schools have budget deficits of over 2.5%. This in part reflects the effect of recent national funding settlements on the LEA. The LEA monitors school budgets closely and has responded appropriately. All the schools involved have licensed deficit arrangements with clear recovery plans. Delegated powers have been withdrawn from one. There are relatively low levels of surplus balances in other schools. The LEA has identified where some schools' vulnerabilities may lie in the future and now has good capacity to give appropriate advice and support to its schools.

### **Leadership by senior officers**

9. Leadership by senior officers has improved since the previous inspection and is now very good. The long standing qualities of vision, imagination and willingness to innovate have been supplemented in recent years by a stronger focus on delivery. A better balance is now struck between developing new initiatives and ensuring the implementation of those already agreed. Plans are ambitious but realistic. The clearest possible messages are given to staff and partner organisations that outcomes are the key criteria for evaluating plans and service provision. A wide range of performance and other data is used for such purposes.

10. Senior officers communicate well with schools, other partner organisations and LEA staff. There is a sound basis of common understanding and commitment to key priorities. Relationships are based on openness and trust. This does not mean, however, that challenge is lacking, quite the contrary. It is because relationships are so soundly based that challenge can be as rigorous as it is. There is an accompanying confidence in the LEA's willingness and ability to provide effective support when needed. This combination of challenge and support from senior officers is a powerful factor in driving improvement.

### **Strategic partnerships**

11. The LEA continues to make very effective use of partnership work. While very much driven by key principles in terms of its aims and objectives, the LEA takes a very pragmatic approach when it comes to delivery. Initiatives have involved a wide range of partners, both in the public and private sectors. Significant service improvements have been delivered.

12. The LEA often takes the lead in developing partnership initiatives but does not unduly dominate the process. Working relationships are good. They are based on openness, effective communication and trust. Partner organisations are very positive about working with the LEA. There is a developing acceptance that service providers have responsibilities to contribute to improvements, such as regeneration and social inclusion, outside their specialist remits. This is a very positive development and bodes well for the future, particularly in the further development of integrated children's services.

13. The LEA's strategic plans are well co-ordinated with those of its partners. Structures and processes for consultation and planning are good. Plans clearly identify the contribution expected from each agency and the criteria to be used in evaluating success. Performance

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management is rigorous and is in the process of being developed further as a joint activity. Work is also continuing on reviewing collective resource deployment and exploring the potential for further joint commissioning, including the pooling of some budgets.

### **Support for Early Years**

14. The LEA's support for early years is highly satisfactory. It has funded and supported the development of early years' care and education for many years. By providing a wide range of different facilities for young children and their families, communities have been strengthened, children's life chances have been improved, and adult working opportunities have been enhanced. The quality of care and education in pre-school settings is good or very good, and provision in schools is satisfactory or better in almost all cases.

15. New initiatives have been implemented effectively. Workers from services such as health, education and social care operate together successfully. This is especially so in Sure Start and Neighbourhood Nursery provision, where both children and adults have benefited greatly. Innovative plans are under way to establish children's centres in six of the most disadvantaged areas of the borough. The Early Years Development and Childcare Partnership has helped to build positive relationships between local authority, voluntary sector and private providers. Effective advice and support are provided to the full range of early years providers.

16. Elected members and senior officers have a clear view of how the various services and activities fit together and contribute to raising standards and renewing communities. However, this vision has not been drawn together sufficiently nor communicated to all concerned.

### ***Recommendation***

- Draw together the strategy for early years' education and childcare in a single explanatory document that makes explicit the links with raising standards and community renewal.

### **Support for 14-19 education**

17. Support for 14-19 education is good. The previous inspection raised concerns about aspects of the strategic planning of post-16 provision. The LEA responded positively to this. It now has both a clear vision and a coherent strategy that have the strong support of headteachers and governing bodies. Consultation was extensive and proposals changed fundamentally in response to the views received. Aspects of the current strategy are radical. However, they seem well designed to address the key issues, some of which have been intractable hitherto. Strong leadership from both elected members and senior officers has been a feature of the development process.

18. The 14-19 Strategic Forum includes all the main stakeholders, and is an effective forum for the exchange of views. A parallel forum for young people has recently been established to give them a voice in the development of provision. Working relationships with Lewisham College and the local Learning and Skills Council (LSC) are now good. Revenue

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funding from the LSC has significantly increased the capacity of the LEA to deliver change. The LSC has also met the capital cost of the Crossways Academy, a new 16-19 school due to open this year.

19. Attainment at General Certificate of Secondary Education (GCSE) and Advanced level has improved at a faster rate than nationally over recent years. However, at GCSE this has been relatively marginal, particularly for passes at the higher grades. The 14-19 Pathfinder Project and the delivery of the area-wide action plan are beginning to have a demonstrable effect on teaching and learning and entitlement at Key Stage 4. Measures focus in particular on improving participation rates and reducing disaffection. Good work is taking place with Lewisham College, for example, in developing provision for Year 10 and 11 pupils through the modern apprenticeship scheme. Such developments, allied to the significant improvements in pupils' performance at Key Stage 3 in recent years, bode well for the future.

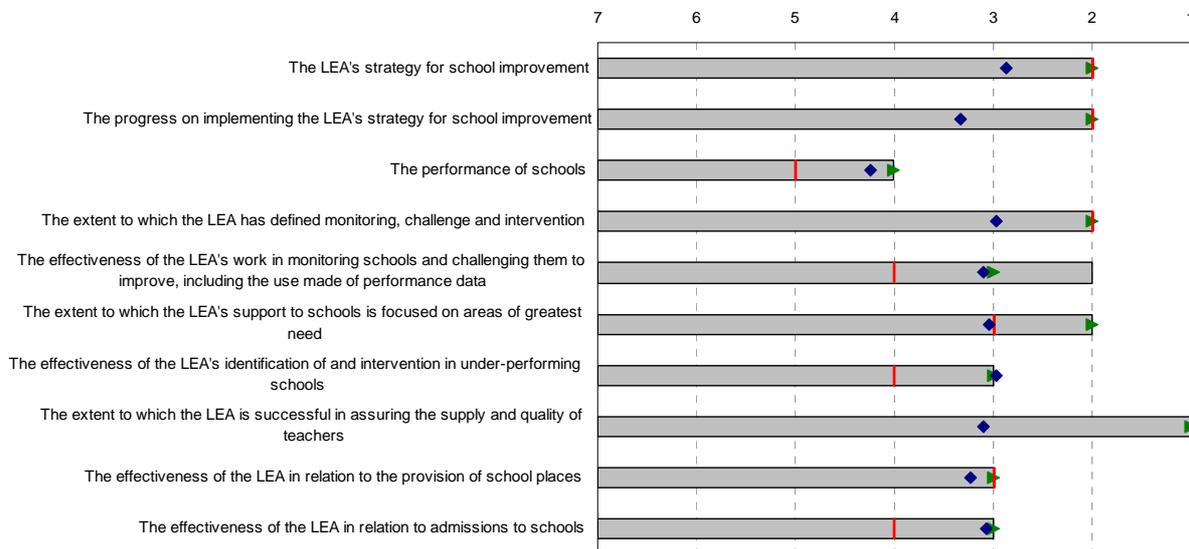
### **Asset management planning**

20. The LEA's asset management planning is highly satisfactory. It has an ambitious programme of capital investment that is strongly linked to its school improvement priorities. Advantage has been taken of a number of opportunities to secure supplementary resources, such as Private Finance Initiative (PFI) and academy funding. Pathfinder funding is being used to develop new approaches to procurement under the Building Schools for the Future scheme. The LEA has anticipated the growing demands of its capital programme by securing additional staffing capacity, partly from the private sector. This has been particularly effective in the area of professional project management skills. Capital projects are closely monitored and there is little slippage.

21. Information about school buildings is up-to-date, of satisfactory quality and shared with schools. Investment priorities are clear and supported by schools. The backlog of condition needs in schools is considerable but reducing and, in the secondary sector, will be met through the Building Schools for the Future scheme. There are now more encouraging prospects of making significant inroads into the backlog for other schools. A weakness in this context is that few schools have taken up Seed Challenge funding opportunities. This is partly due to difficulties in finding matched funding. However, it is apparent that the LEA has not yet convinced all schools of the potential of capital investment to improve performance. Attempts to involve schools in asset management planning as a school improvement issue through surgeries and forums have mainly been unsuccessful.

## Section 2: Strategy for education and its implementation

### Summary table of judgements



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### The strategy for school improvement and its implementation

22. The LEA has a good overall strategy for education and a well-thought-out and clear approach to school improvement. Its priorities for work with schools reflect the council's high expectations and belief that all children and young people in Lewisham can achieve educational success. The LEA is relentless and uncompromising in its pursuit of high standards and knows that much is still to be achieved. Its partnership with schools is based on mutual trust and openness, but is also demanding and tough. Schools expect the LEA to provide high quality data and information, to challenge them to improve and to support them in their day-to-day work. The LEA expects schools to be self-managing, to achieve high standards and to support each other. It places a suitably high emphasis on self-improvement. Both partners are equally strong players in this relationship. They are supported well by elected members who place a high priority on funding education, know schools well and often provide practical support.

23. The Education Development Plan (EDP) describes clearly the action that the LEA and schools will take to raise standards and improve access to a high quality of education for all. Its key aims and objectives closely reflect the council's overall vision for Lewisham. Its main action points are embedded, in turn, in key corporate plans. It gives an honest appraisal of the strengths and weaknesses in provision and sets a challenging programme of future action. That programme addresses underperformance by pupils and schools, problems in

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pupils' behaviour and attendance, support for vulnerable groups such as those looked after by the authority, and improving the recruitment and retention of teachers.

24. Creative and innovative action by schools and the LEA has led to success in many areas. Standards are improving, especially at Key Stage 3. There is still a long way to go if the targets the LEA has set for 2006 are to be achieved. However, the passion for improvement is not reducing, and there is well-founded optimism that the high level and quality of challenge and support the LEA is giving will result in success. Some radical approaches to underperformance in schools have resulted in significant improvements, and fewer schools are now causing concern to Ofsted or the LEA. The forward-thinking work on teacher recruitment and retention has already proved highly successful. There were no teacher vacancies in Lewisham in September 2003. The success of plans is systematically monitored and evaluated by officers and elected members. This process not only holds individuals, teams and schools answerable for quality and standards, but also ensures that the resources invested are making a difference.

#### **The LEA's monitoring, challenge and intervention in schools and the targeting of support**

25. The LEA's approach to these aspects of school improvement is more rigorous than at the time of the previous inspection. It is now good. Very effective use is made of wide-ranging data and other information to monitor schools' progress and analyse their strengths and weaknesses. School improvement officers know schools well and are tough but positive in challenging them. Visits and thoroughly written reports help schools to identify action that leads to improvement. The reasons behind the allocation of additional LEA support or intervention are clear. Schools and other partners, such as diocesan boards, have been fully consulted and accept shared responsibility for the achievement of the LEA's ambitions for children and young people.

26. The LEA's relationship with schools has a healthy balance between supporting them as self-managing institutions and offering objective challenge. The LEA encourages schools to work together. Innovative and effective approaches, such as federations, have been developed. Radical approaches and new ways of working are becoming hallmarks of Lewisham's practice, offering communities and young people optimism for the future.

27. Improved challenge has resulted in a reduction in the number of schools with significant and sustained weaknesses. However, some schools continue to require additional LEA involvement and too many are missing their targets. A school self-evaluation framework has been developed that will help schools assess their own needs more accurately. Nonetheless, significant improvement is still needed to bring Lewisham's schools in line with national averages, especially at Key Stages 1 and 4.

#### **Effectiveness of the LEA's identification of, and intervention in, underperforming schools**

28. Support for underperforming schools has improved and is now highly satisfactory. Concentrated work has resulted in fewer schools currently causing concern than was the case at the time of the previous inspection. However, one secondary school and one school for

boys with emotional and behavioural difficulties have been identified by Ofsted as requiring special measures in the past 12 months. This was despite extensive and early intervention by the LEA, which had already decided on the need for radical change in both cases. One school will close in July 2004; the other in 2005.

29. The LEA knows its schools well and uses data effectively and, as a result, it is extremely rare for schools' problems to pass unrecognised. It uses a detailed framework of triggers and thresholds to diagnose needs. When difficulties emerge, improvement activities are co-ordinated well and progress is systematically reviewed. This work is of good quality and proven effect. It is carried out in an open manner and with the full knowledge and agreement of schools. Elected members monitor progress rigorously and hold school leaders and LEA officers accountable for improvement.

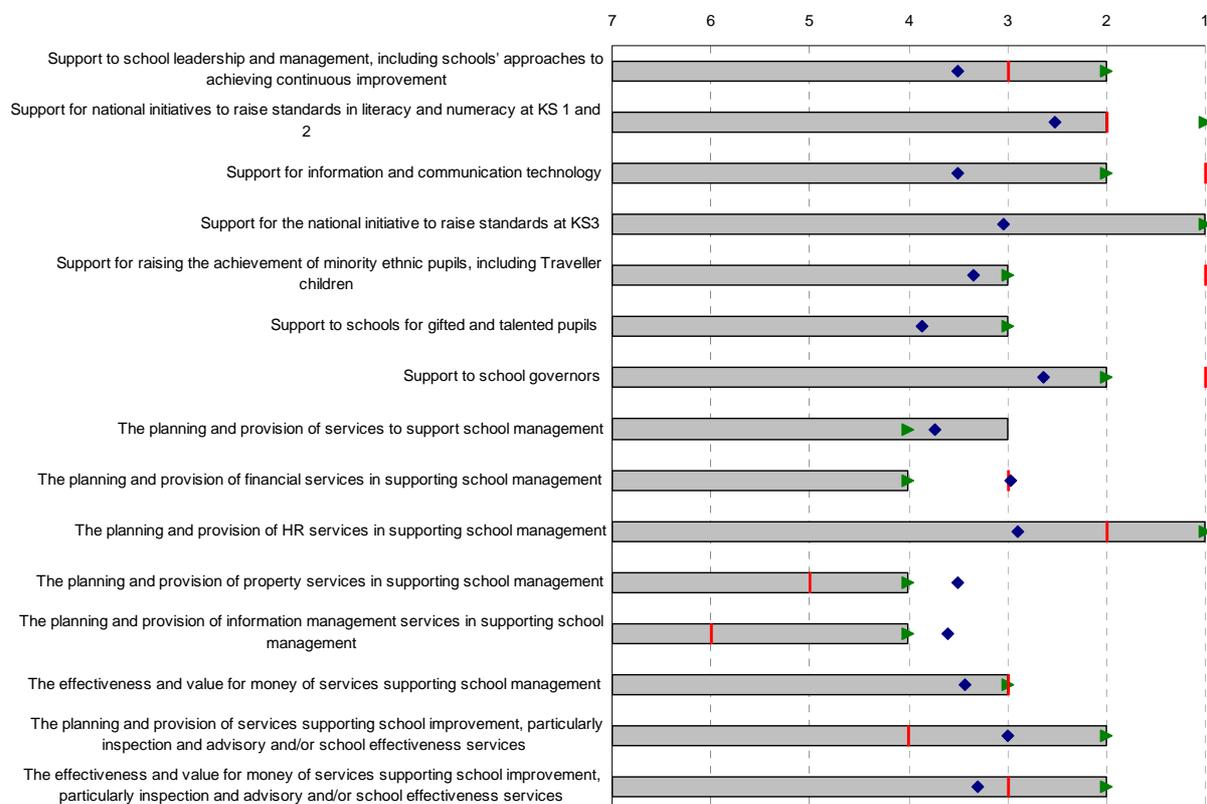
### **Supply and quality of teachers**

30. Lewisham is very good at assuring the supply and quality of teachers. Recruitment is effective and so are measures to retain existing staff. The LEA has an improving record, for example, in retaining newly-qualified teachers.

31. Fieldwork in this area was confined to examining the good practice emerging from the LEA's workforce remodelling project. This pilot project, for which the LEA received Department for Education and Skills (DfES) funding, is typical of its proactive approach to implementing change. A key element of the project's success was the LEA's willingness to support innovation at school level. Schools were involved from the start and encouraged to be creative in developing joint work with other schools. There was a clear framework of aims. The LEA provided close monitoring and support. Positive outcomes included improvements in teacher morale, increased retention of teachers, and decreased teacher and pupil absence. The schools involved were enthusiastic participants. The project provided expertise that will be used to secure the implementation of the national remodelling initiative over the next year. Schools participating in the project will be involved as ambassadors in the roll-out process.

### Section 3: Support to improve education in schools

#### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

#### Support for school leadership, management and continuous improvement

32. The LEA's support to improve education in schools has improved and is now good. Heavy emphasis is placed, as it should be, on developing the self-evaluation skills of headteachers and governors. The support provided is well appreciated. The LEA is effective in encouraging the development of networking between schools and active in spreading good practice. It has a strong induction and mentoring programme for headteachers. Support for leadership and management generally is good and is a significant factor in the recruitment and retention of senior staff in schools.

33. The LEA's services supporting school improvement are all now at least highly satisfactory. Many are good or very good. Nonetheless, the LEA pursues a relentless quest for improvement in these services. Activity and outcomes are closely monitored by elected members and senior officers. Focused and effective use is made of Best Value reviews and action research. Good use is also made of external expertise to augment the growing

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knowledge and skills within the LEA. The LEA has done well to raise the levels of pupils' achievement at Key Stages 2 and 3. This is particularly the case at Key Stage 3, where rates of improvement in recent years have been significantly better than the national average. Improvement at Key Stages 1 and 4 has been broadly in line with national rates, except for mathematics at Key Stage 1, which has been below.

34. A wide range of information is used to prioritise LEA support and challenge for schools. The LEA's annual school achievement review is an effective tool for schools to use alongside their own self-evaluation. Both headteachers and governors value such reviews and the advice and guidance provided. The LEA knows its schools very well. It has good systems for bringing information together and ensuring effective dissemination. It is similarly effective in bringing key players together to discuss support strategies for individual schools. School improvement officers play a key role in this respect.

35. Despite having a large number of initiatives running concurrently, the LEA is effective in co-ordinating the planning of activity, the monitoring of progress and the deployment of resources. Staff feel empowered and encouraged to take innovative approaches to addressing school improvement issues. This has the additional benefit of assisting in the recruitment and development of high quality LEA staff. Relationships between schools and LEA staff are based on openness and trust. Schools have confidence that the LEA listens to their views. It has shown itself willing to amend its proposals where appropriate to reflect their concerns. School improvement is approached very much as a partnership exercise.

36. Services to support school management are mainly satisfactory. Human resources support is very good. Traded services are flexible in what they offer. Marketing material is helpful but not provided early enough. The evaluation of service choice and performance is conducted jointly with schools. Most needs are met.

### **Support for the implementation of national initiatives at Key Stages 1 and 2**

37. Support for the implementation of national initiatives at Key Stage 1 and 2 continues to be good. Activity is well co-ordinated with the LEA's other school improvement work. Restructuring has further strengthened collaborative working within the team. The calibre of staff is high. Their work is well targeted. Schools value their responsiveness and expertise.

38. Improvement at Key Stage 1 has been disappointing over recent years in terms of failing to narrow the gap between local and national average attainment. In mathematics, the gap has widened. However, comparison of the results with earlier baseline assessment for the pupils concerned suggests that the value added is at least satisfactory. Improvement at Key Stage 2 has been better than at the national rate. The 2003 results were greatly improved, following a comparatively disappointing year in 2002. The LEA analysed very carefully the factors behind the 2002 results and revised its deployment of consultancy support with good effect. A similar exercise was conducted to address disappointing Key Stage 1 results in 2003. Action has included dissemination of existing best practice in Lewisham schools and the identification of lead consultants for Key Stage 1 maths and literacy. A particular focus is improving the writing skills of boys, which have been identified as a key weakness.

39. The LEA has good knowledge of individual schools' strengths and weaknesses and deploys its resources effectively. Intensive intervention works well. For example, in 2003 Key Stage 2 performance was improved by more than 10% by six schools in English and nine schools in maths. The in-school support provided by the team is now highly focused on areas of greatest need. The range of support available to other schools remains comparatively comprehensive and is well regarded. Headteachers are supported in evaluating the impact of staff training. Leading practitioners contribute to the dissemination of best practice.

### **Support for information and communication technology (ICT)**

40. The LEA continues to provide good support for the curricular uses of ICT in schools. A revised strategy now links the provision of infrastructure, information and advice effectively together, as well as to the LEA's broader school improvement strategy. The LEA has met, and sometimes exceeded, national targets for delivering ICT infrastructure to schools. It shares good practice effectively and is active in encouraging collaboration between schools. Good use is made of additional funding opportunities. Schools with particular expertise in the use of ICT are contributing to the development of LEA-wide projects.

41. The LEA's monitoring of standards in curriculum ICT in schools is thorough, as is its review of their development plans. Support is targeted effectively at greatest need. Teacher assessment at Key Stage 3 in recent years indicates significant improvement, albeit from a relatively low base. Sharply increased entries for the General National Vocational Qualification (GNVQ) in ICT should lead to improvements in ICT accreditation at Key Stage 4. The GNVQ has been developed with the support of the City Learning Centre, which offers additional classes for pupils.

### **Support for the national initiative at Key Stage 3**

42. Support for the national initiative at Key Stage 3 is very good. Staff provide good quality and flexible responses to schools' needs. Their work is highly valued. Over recent years pupils' performance has improved significantly faster than the national average at both Level 5 and Level 6. Support is well targeted in relation to need. A detailed intervention plan is agreed with every school and the respective roles of LEA and school staff are clearly specified. A comprehensive and effective range of interventions is employed to build capacity within schools. Progress is regularly monitored. Intervention in schools with particular weaknesses is effective. For example, results in English at two schools receiving intensive support in 2002/03 improved by 20% and 27% respectively.

43. Good quality data on pupils transferring from primary school are provided to secondary schools. This enables them to track pupils' performance and assess progress with helpful precision. This approach is supplemented by the use of optional tests for Years 7 and 8. Both schools and the LEA are consequently well placed to monitor the progress both of individual pupils and particular groups, such as minority ethnic and gifted and talented pupils, and to intervene as necessary. Support for Key Stage 3 is well co-ordinated with the LEA's other school improvement work, particularly in respect of schools giving cause for concern.

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**Support for raising the achievement of minority ethnic pupils, including Gypsy and Traveller children**

44. This service is now highly satisfactory. Pupils' performance for each minority group is broadly in line with the relevant national average. However, the LEA has not been able to secure a significant narrowing of the gap with overall national averages for those groups that underachieve. Rates of improvement have neither been consistent nor sustained. Improving the outcomes for underachieving groups, especially Black African and Black Caribbean pupils, is a high priority for the council. This has been reflected in the establishment by the Mayor of a corporate task group.

45. There is a clear focus in the EDP on raising the achievement of minority ethnic groups. Both pupil and school level data are now used as the basis for target-setting discussions with schools in relation to particular ethnic groups. This is enabling a more rigorous analysis of performance to be undertaken and more challenging targets for improvement to be set, both at individual pupil and school level. However, the data is not used sufficiently rigorously to ensure that the overall targets set by the LEA reflect the targets set at individual school level. While the LEA ensures that schools use the Ethnic Minority Achievement Grant for the intended purposes, it has not thus far monitored effectively how schools use the Grant.

46. The LEA is undertaking a wide range of initiatives aimed at raising the attainment of minority ethnic pupils. These include disseminating best practice and using expert witnesses to develop and share innovative and effective approaches. Good use is made of additional funding opportunities. Activities funded from different sources are now well co-ordinated. The ethnic minority achievement service has recently been restructured. Its consultants are now an integral part of the teams supporting the national strategies. Schools are broadly appreciative of the support provided, particularly in the secondary sector. The work of the Traveller education service is similarly integrated within the LEA's school improvement programme. The number of schools supported by the service has greatly increased since the previous inspection. The attendance of Traveller pupils has improved significantly over the last three years at Key Stages 1, 2 and 3.

***Recommendation***

- Ensure LEA targets for the achievement of minority ethnic pupils are based on the targets set by individual schools.

**Support for gifted and talented pupils**

47. Support for gifted and talented pupils is highly satisfactory. The key focus for development has been the Excellence in Cities Partnership. The 14-19 Pathfinder Project is a helpful recent supplement. The work of the gifted and talented co-ordinators is integrated effectively with that of other staff supporting school improvement. Good advice is given to schools to help them identify gifted and talented pupils. There is a more rigorous approach than hitherto to analysing individual pupils' performance as part of the annual target-setting exercise. Schools have been encouraged to develop self-auditing skills. The LEA is now providing better challenge to schools to stretch their more able pupils, especially those from

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minority ethnic communities. At Key Stages 2, 3 and 4 the performance of more able pupils is improving at a faster rate than in similar authorities and nationally.

48. Good practice is disseminated effectively. The LEA has also brokered and co-ordinated a wide range of external provision for talented pupils, for example in art, dance, sport and music. There is a pilot scheme for minority ethnic pupils and there are bursaries to support music fellowships. Summer schools for Year 5 and 6 pupils are well attended. However, the subsequent tracking of progress by Year 6 pupils is not sufficiently rigorous for a proper evaluation of the long-term benefits of the provision. Secondary schools regard LEA support as good. Primary schools have expressed some reservations about the use of all the available funds for centrally organised activities. This is now under review.

### **Support for school governors**

49. Support for school governors is good. The LEA responded positively to the recommendation in the previous inspection report that governors be co-opted on to suitable consultative groups. Borough-wide briefings and meetings with members and senior officers also enable governors more widely to have an effective voice in the development and evaluation of policy. School governance forms part of the self-review exercise that all schools are encouraged to complete. The LEA provides effective advice and support targeted at those governing bodies which particularly need to improve.

50. The LEA regularly provides good information packs to governors, backed up by briefings for chairs and clerks. Both are highly regarded. In addition, schools appreciate the responsive and helpful way the LEA responds to their queries or concerns. Training is valued by governors and courses are well attended. However, little of the training involves school staff and governors together. This misses an important opportunity to strengthen the role of governors in the school improvement process. Chairs of governors are, however, invited to attend the annual school review discussions with the LEA and receive copies of the notes of all visits to their school by school improvement officers. The LEA has successfully implemented a range of initiatives that have led to a low vacancy rate for LEA governors, which is well below the national average. A growing proportion of governors is from Black and minority ethnic communities.

### **Services supporting school management**

51. The LEA has a good knowledge both of schools' needs and of the local market for management support services. The brochure of traded services is well-presented but not issued early enough. The choice offered meets most schools' needs. No undue pressure is put on schools to purchase from the LEA, although most do for the majority of services. Where the LEA does not offer a service itself it brokers alternative suppliers. Surveys of schools' views and discussion at forums for headteacher and school administration officer provide ongoing feedback about the performance of services. The LEA is commendably willing to discuss underperformance with schools and to take remedial action. It has improved both information management and property services since the previous inspection.

The LEA makes effective use of Best Value principles to review services. Schools are fully involved in such reviews.

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52. The quality of most services is satisfactory and human resources support is very good. There are major concerns about the catering service that is provided under a 10-year PFI agreement. The LEA is currently responding to these concerns. The quality of information management services has improved significantly since the previous inspection and is now satisfactory. Information management and other administrative needs are well integrated into the LEA's overall ICT strategy. The LEA has begun to audit and integrate the diverse electronic pupil information held by different services into a newly-purchased core pupil database. This is relatively late by comparison with many other LEAs, but a very positive step nonetheless. Electronic communication with schools is improving and is underpinned by a coherent strategy. There are good systems to regulate the information requested from schools and to control Internet access. Effective use is made of the council's website and the LEA's intranet. Access is easy and information up-to-date and helpful.

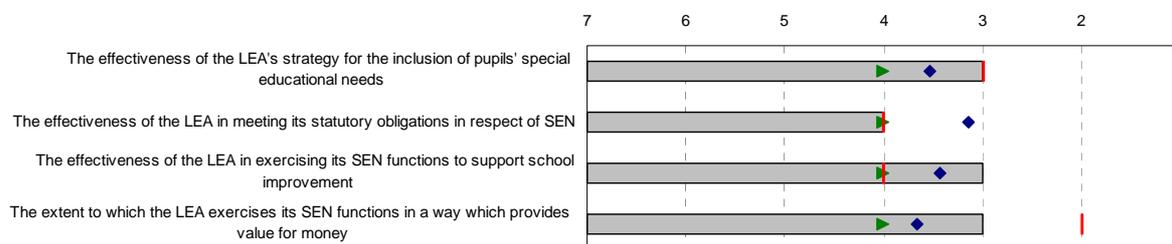
### **Services supporting school improvement**

53. The planning of services was satisfactory at the time of the previous inspection; effectiveness and value for money were highly satisfactory. Performance has improved and is now good in all respects. The LEA has been successful in recruiting and retaining high quality staff. Performance management is systematic and rigorous. The contribution expected from each member of staff to the key priorities of the service is clearly defined. Staff feel valued, supported and empowered to adopt innovative approaches. Workloads are effectively managed. The LEA buys in expertise from outside where necessary.

54. Schools overall have confidence in the services. Support is appropriately differentiated in relation to need. Elected members take a close interest in the progress made by individual schools, as well as the achievement of pupils across the borough. They, like senior officers, are very well informed in such respects and contribute effectively to both support and challenge. Good opportunities are provided for headteachers and governors to meet with elected members and senior officers to discuss the performance of both the LEA and schools. Overall expenditure on school improvement services is broadly comparable to that of similar LEAs.

## Section 4: Support for special educational needs (SEN)

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### The strategy for SEN

55. The borough's strategy for SEN remains highly satisfactory. It has a number of strong features. A Best Value review contributed significantly to its development. The vision for the future is well articulated and the understanding of, and commitment to, the strategy among schools and partner agencies are rapidly improving. Consultation has ultimately been both thorough and effective in winning such commitment. However, the process took significantly longer than the LEA originally planned. This is partly because it did not succeed initially in addressing some of the concerns of schools about implementation. It has managed to do so much more effectively over the last year.

56. There is a clear and well-constructed programme of activity aimed at improving services and supporting more pupils with SEN in mainstream schools. Good progress has already been made in developing the role of special schools, and in supporting individual mainstream schools to develop significantly more inclusive provision. Outreach work is a key component of most recent and planned developments. This is ensuring that developing specialist knowledge and expertise contribute fully to the improvement of provision overall. The different activities within the strategy are well co-ordinated. Overall, they represent a coherent and comprehensive package, well designed to secure a better range and balance of provision. A positive impact has already been made on the LEA's hitherto heavy reliance on placements outside its boundaries, on placements in special schools generally, and on statements of SEN as a means of allocating additional funding.

57. The SEN strategy is effectively linked to the LEA's EDP and to its medium-term financial plan. Good work has been done on forecasting expenditure needs for the years to come. This is critically important, but particularly difficult, when major changes in the nature of provision are planned. The LEA has approached the task rigorously and effectively.

It has a firm grasp of the need to underpin the SEN strategy with appropriate funding levels and mechanisms.

58. Good progress has been made in identifying the pupils in each school whose achievement suggests that they may have special educational needs. Schools are well supported by the LEA in ensuring that appropriate support is provided and that its impact is rigorously evaluated. The LEA support services provide high-quality specialist advice to schools for pupils with a wide range of SEN. Joint work with partner agencies is also central to the LEA's strategy. A useful exercise has been completed to map the current deployment of resources by all concerned. Relationships with partner agencies are strong and there is a genuine willingness to work collaboratively. The children and young people's stakeholder forum is an effective structure for inter-agency communication. A number of positive developments in joint provision have already been delivered.

### **Statutory obligations**

59. The LEA continues to meet its statutory obligations for SEN satisfactorily. Good progress has been achieved on several fronts during the last year to recover from a dip in performance. The percentage of statutory assessments completed within the specified time limits has improved and is currently close to the national average. For the last quarter of 2003, a restructured assessment team has maintained a 100% completion rate. The criteria for referral by schools and the assessment panel arrangements have been comprehensively reviewed, as recommended in the previous inspection. Schools and partner agencies were fully consulted and the new procedures and criteria have their full support. The LEA maintains a comparatively high number of statements of SEN. However, this has been falling over the last two years. There has also been a fall in the rate of referral by schools for statutory assessment.

60. The quality of statements is satisfactory. The proportion of statements naming a mainstream rather than a special school placement has increased significantly and Lewisham is now broadly in line with the average for other LEAs. Annual reviews take place when they should. The LEA's attendance at review meetings is appropriately targeted. A particular focus is on those pupils educated outside the borough, with the aim of returning them to provision within the borough wherever possible. A major step forward has been the establishment of a multi-agency team for transition reviews at age 14. Parent partnership services and mediation arrangements are well known to schools, parents and carers and are well regarded. However, capacity has been restricted over the last year. The LEA is taking steps to address this through outsourcing to a voluntary agency.

### **SEN functions to support school improvement**

61. The help provided by SEN support services has improved and is now highly satisfactory. Annual school achievement reviews for both special and mainstream schools include monitoring of the performance of individual pupils with SEN. Challenge by the LEA in this respect is robust. However, not enough has been done thus far to monitor and evaluate how SEN resources overall are being used by schools. The LEA has recently taken the positive step of appointing an officer to do this. Advice and training for schools are good.

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Major steps forward are being taken to support inclusion for children with autism. Effective advice and support have been provided for schools in the use of individual education plans.

62. Special schools' use of P scales<sup>2</sup> has improved their progress monitoring and target setting. Some primary schools now use the scales, advised and supported by special school colleagues. This is a very positive step and reflects the success of the LEA more generally in encouraging collaborative work. New arrangements for the educational psychology service to work in a consultative way with small clusters of schools now have widespread support. There is a strategic focus on early intervention with pupils with SEN. Effective support is made available to early years providers. Training for special educational needs coordinators is being strengthened. Learning support assistants are receiving good support for developing their speech and language therapy skills. The LEA is adopting an imaginative approach to workforce remodelling with the aim of significantly enhancing the capacity to support SEN.

### **Value for money**

63. The LEA provides highly satisfactory value for money. Expenditure on SEN in 2002/3 as a proportion of total spending on schools was below the inner London average despite increasing over recent years. Relatively large numbers of pupils with SEN are educated outside the borough. The LEA has rightly set itself a target to make local provision for a significant number of these pupils and this is likely to lead also to a more efficient use of resources. Progress has already been made. Better assessment processes and criteria have contributed to this. Work is also in hand to increase the range of specialist provision in the borough and to develop outreach work to improve expertise in all schools. The LEA is taking appropriate steps to review its home-to-school transport provision in collaboration with neighbouring boroughs to address the significantly rising costs involved.

64. Systems for planning and monitoring the SEN budget are now good. There has been some overspending in past years but close monitoring and prompt action ensured that this did not get out of control. Elected members receive budget monitoring reports regularly. Schools consider that the mechanisms for delegating funding for SEN are transparent and fair. The LEA has begun a review of the funding formula with the aim of enabling schools to address their SEN responsibilities more flexibly and effectively. Steps are also being taken to provide delegated funding for SEN to schools without the need for a lengthy and expensive statementing process.

### **Recommendation**

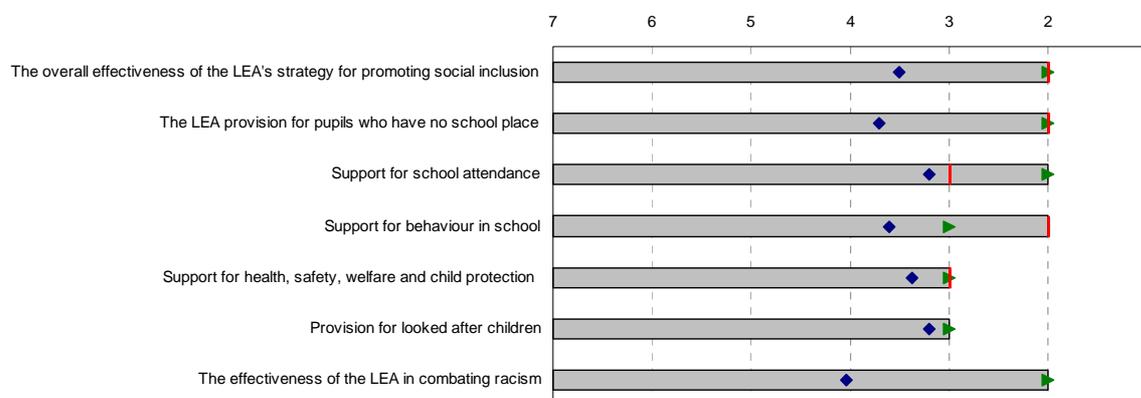
- More rigorously monitor and evaluate with schools the use they make of resources for SEN.

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<sup>2</sup> P scales are a means of measuring attainment below National Curriculum Level 1

## Section 5: Support for social inclusion

### Summary table of judgements



The bar represents the grade awarded to the LEA, the triangle represents the LEA's self-evaluation grade, the vertical line represents the LEA's previous grade and the diamond represents the average grade of all LEAs inspected in the last year. 1 = Very Good, 2 = Good, 3 = Highly Satisfactory, 4 = Satisfactory, 5 = Unsatisfactory, 6 = Poor, 7 = Very Poor.

### The LEA strategy for social inclusion

65. The LEA's overall strategy for social inclusion remains good. Aims and objectives are clear. Strategic plans all reflect the fact that promoting social inclusion is a major corporate priority. The contribution expected of each service and activity is clearly defined. Action plans are of high quality and co-ordination is good. The behaviour and attendance management forum, upon which schools are represented, is effective in ensuring that a wide range of activities to support behaviour, attendance, SEN and school improvement are well co-ordinated. Performance monitoring and evaluation processes are robust. Extensive and effective use has been made of Best Value reviews to improve provision. Significant service restructuring and changes in approach have followed. Performance has improved as a result.

66. Partnership work with other statutory and voluntary agencies is well established and effective. Structures for communication and planning are good and relationships strong. There are clear protocols for sharing information. An ICT-based, multi-agency pilot project for the identification, referral and tracking of pupils' needs and progress is establishing new procedures for the sharing of information. The membership of the new Children and Young People's Stakeholder Forum means that local agencies are at the very least well placed to respond to the government's proposals for developing integrated children's services as set out in the Green Paper *Every Child Matters*. Developments in collaborative activity have already had proven impact, include reductions in absence from school, youth crime and anti-social behaviour.

67. There is a very clear focus on meeting pupils' needs and improving their lives. Consultation with young people and carers is extensive, imaginatively conducted and effective. Good advice and support are provided. Information on how to access services is clear. A wide range of innovative projects, drawing funding from a variety of sources, has improved service delivery. There is clear evidence of positive impact. Permanent exclusions have decreased significantly, albeit from a high starting point, and school attendance has improved. Data analysis is used effectively to establish priorities, set improvement targets and guide the deployment of resources. Social inclusion features prominently in all of the eight priorities in the EDP, as it does in the framework for school self-evaluation and annual achievement review. School improvement officers work closely with schools on the latter. Schools understand and support the council's aims, although the processes continue to be challenging for all concerned.

### **Provision for pupils educated other than at school**

68. Provision for pupils educated other than at school remains good. Provision has recently been reorganised following a major review. It is now better focused on the highest priority needs, whether of particular groups of pupils or individuals. The tracking and review of pupils' needs and progress are effective. A panel meets fortnightly to consider referrals and to review progress on individual cases. Inter-agency communication and collaboration is effective. Children at the greatest risk of offending are referred to the joint agency risk management panel.

69. The LEA has taken a bold position in its determination to reduce exclusions and increase reintegration into mainstream schools. However, it has consulted well and been responsive to schools' needs as well as those of pupils. Its strategy now has wide support. A variety of support services is provided which addresses most needs. Outreach support, combined as necessary with temporary placement in a pupil referral unit (PRU), is proving effective in reintegration at Key Stage 3 and below. For older pupils, the LEA has developed a more flexible PRU curriculum, in conjunction with Lewisham College. This is providing a wider range of qualification and progression routes for pupils. Performance at GCSE improved in 2003 to above the national average for PRU pupils. A new unit for primary-aged girls with emotional and behavioural difficulties has been established. Support for school phobic pupils is provided through effective partnerships with a voluntary agency and with the Lewisham child and family therapy centre.

70. Clear information is provided to schools and parents. The provision for children educated at home is monitored regularly and good advice is provided to parents. The reintegration of girls following pregnancy is well supported. The LEA takes satisfactory steps to ensure that pupils moving schools other than at the normal transfer times are placed promptly. The tracking of pupils' movements is similarly satisfactory. An innovative programme with Lewisham College has been developed for newly-arrived pupils needing English language support.

### **Support for attendance**

71. Support for attendance has improved and is now good. Provision was substantially restructured following a Best Value review. The new attendance and welfare service (AWS)

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started to operate in April 2003. The LEA's strategy is coherent and well understood. The respective roles of AWS staff and schools are clearly defined. The LEA uses data collection and analysis very effectively to agree targets for improving attendance with each school. Analysis of attendance data is an integral part both of the annual school achievement review and the work of school improvement officers more generally. Links between pupils' attendance and attainment are clearly identified.

72. Some funding to support attendance work has been devolved to secondary schools. This has been a positive step, which has enhanced flexibility and enabled attendance work to be better integrated into the delivery of school improvement overall. The LEA monitors school activity and outcomes through a termly audit process. It supports schools by providing training and advice to staff. Schools with lower attendance rates are challenged and individual pupils identified for targeted intervention. The LEA makes extensive and robust use of court action to enforce attendance. Relationships with the police are particularly strong and there is effective joint work, for example in conducting frequent truancy sweeps. Attendance rates in secondary schools have improved significantly in recent years and are currently at broadly the same level as in similar LEAs. Primary school attendance is at broadly the same level as in similar LEAs and has stayed much the same in recent years. Unauthorised absence within the overall primary total has reduced.

### **Support for behaviour**

73. Support for behaviour continues to be good. It was a key focus of a Best Value review in 2002 and a major restructuring of services followed. There is effective co-ordination of the currently wide range of activity involving a number of agencies and funding streams. The behaviour and attendance management forum facilitates effective information sharing and service deployment. Effective data analysis, information exchange and tracking of pupils' progress ensure that resources are targeted at the highest priority needs and that interventions are timely. The current review of the LEA's behaviour support plan is a model of effective partnership working. A range of innovative and effective partnership projects is already in place. Key contributors include the behaviour improvement partnership, the Connexions Service, the police and the Youth Offending Team. Initiatives include a restorative justice project, which is supported by effective training, and the Summer Splash Programme which has resulted in reduced street crime and anti-social behaviour in the areas targeted.

74. Behaviour and exclusion rates are included in the annual school achievement review and are used to identify schools needing enhanced levels of challenge and school improvement support from the LEA. Outreach support from New Woodlands Special School is highly regarded. Periods of temporary placement in PRU provision are also used to good effect. Rates of permanent exclusion have reduced significantly in recent years, to around the national average. Fixed term exclusions initially rose as this was taking place but are now declining. Black and mixed race groups remain over-represented in exclusion rates, although significantly less so than in most other LEAs.

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**Support for health, safety, welfare and child protection**

75. The LEA's support in these areas remains highly satisfactory as it was in the previous inspection. Education service statutory duties are fully met. Steps are currently being taken to improve provision and additional funding has been allocated. Elected members and senior officers make maintaining appropriate standards of child protection a top priority. They send the clearest possible messages to this effect to staff and partner agencies. The new all-London child protection procedures have recently been launched and debated extensively with schools and others.

76. The education service plays a full role in the Area Child Protection Committee. The LEA has responded positively to a number of issues raised in recent reviews of serious cases, including rewriting the complaints procedures. Procedures for dealing with allegations made against staff ensure a prompt and supportive response. Schools now carry out their child protection responsibilities more quickly and effectively. While the strong commitment to partnership working has led to better communication between schools and the social care and health services, information is not yet shared as fully as it should be. The identification, referral and tracking pilot project is one of the main ways in which the council is seeking to improve matters. A list of designated teachers in schools is maintained by the LEA. Appropriate training and guidance are provided for schools and other providers such as Sure Start. The take-up of training is closely monitored.

77. The LEA has responded effectively to the recommendation in the previous report to put in place a programme of health and safety audits.

***Recommendation***

- Ensure that information on child protection matters is shared more effectively between schools and the social care and health services.

**Provision for looked after children**

78. Provision is currently highly satisfactory. The council has a strong corporate commitment to improving the quality of provision for looked after children. Great emphasis is put on this at the highest level by elected members and senior officers. The views of the young people themselves are actively sought, with particular emphasis on face to face dialogue. There can be no doubt where the LEA's heart lies. A Best Value review in 2002 identified the need to strengthen joint work and to focus more closely on improving outcomes for young people. Progress was initially hampered by the inability to allocate social workers to all cases. Delay in the completion of some personal education programmes (PEPs) was one consequence. The large number of out-borough placements of looked after children continues to make it difficult to ensure close monitoring and support.

79. In November 2002, the LEA established a dedicated team to monitor and support the education of looked after children. Training has been provided for designated teachers in schools and for social workers. An advisory teacher monitors the quality of PEPs and works with school improvement officers to ensure appropriate target setting and progress monitoring within the annual school achievement review. This work is highly regarded by

schools. Schools now understand much better how to ensure good quality provision for looked after children. They share the LEA's commitment in such respects. Information exchange between agencies and collaborative working is generally good. Attainment of looked after children at Key Stages 1, 2 and 4 was at least at, and in some cases better than, national averages in 2003. The LEA has recently identified a substantial difference in achievement at Key Stage 4 between pupils placed inside and outside the borough. It plans to address this through the provision of additional tutorial support to the latter group.

80. Particular priority has been given to improving attendance and reducing exclusions for looked after children. This has resulted in permanent exclusions being reduced to one in 2003. The LEA has now taken the very positive further step of adopting a zero tolerance policy for such exclusions. The number of looked after children placed in PRUs has also been significantly reduced. Regular case reviews are undertaken. Particularly vulnerable children are the subject of imaginative and effective joint work and support. Those at risk of offending are referred to the risk management panel run jointly with the police and the Youth Offending Team.

## Appendix A: Record of Judgement Recording Statements

Name of LEA :	Lewisham Local Education Authority
LEA number:	209
Reporting Inspector:	John Cordwell HMI
Date of Inspection:	January 2004

No	Required Inspection Judgement	Grade	Fieldwork*
	<b>Context of the LEA</b>		
1	The socio-economic context of the LEA	6	NF
	<b>Overall judgements</b>		
0.1	The progress made by the LEA overall	3	
0.2	Overall effectiveness of the LEA	2	
0.3	The LEA's capacity for further improvement and to address the recommendations of the inspection	1	
	<b>Section 1: Corporate strategy and LEA leadership</b>		
1.1	The effectiveness of corporate planning for the education of children and young people	1	
1.2	The implementation of corporate planning for education	1	
1.3	The effectiveness of LEA decision-making	1	
1.4	The extent to which the LEA targets resources on priorities	2	
1.5	The extent to which the LEA has in place effective strategies to promote continuous improvement, including Best Value	2	NF
1.6	The leadership provided by elected members (including quality of advice)	1	NF
1.7	The quality of leadership provided by senior officers	1	
1.8	The effectiveness of partnerships and collaboration between agencies in support of priorities	1	

1.9	Support for Early Years' education	3	
1.10	Support for 14 – 19 education	2	
1.11	The effectiveness of the LEA in discharging asset management planning	3	
<b>Section 2: Strategy for education and its implementation</b>			
2.1	The LEA's strategy for school improvement	2	
2.2	The progress on implementing the LEA's strategy for school improvement	2	
2.3	The performance of schools	4	NF
2.4	The extent to which the LEA has defined monitoring, challenge and intervention	2	
2.5	The effectiveness of the LEA's work in monitoring schools and challenging them to improve, including the use made of performance data	2	
2.6	The extent to which the LEA's support to schools is focused on areas of greatest need	2	
2.7	The effectiveness of the LEA's identification of and intervention in under-performing schools	3	
2.8	The extent to which the LEA is successful in assuring the supply and quality of teachers	1	
2.9	The effectiveness of the LEA in relation to the provision of school places	3	NF
2.10	The effectiveness of the LEA in relation to admissions to schools	3	NF
<b>Section 3: Support to school leadership and management, including schools' efforts to support continuous improvement</b>			
3.1	Support to school leadership and management, including support for schools' approaches to continuous improvement	2	
3.2	Support for national initiatives to raise standards in literacy and numeracy at KS 1 and 2	2	
3.3	Support for information and communication technology	2	

3.4	Support for the national initiative to raise standards at KS3	1	
3.5	Support for raising the achievement of minority ethnic pupils, including Gypsy/ Traveller children	3	
3.6	Support to schools for gifted and talented pupils	3	
3.7	Support for school governors	2	
3.8	The planning and provision of services to support school management, particularly:	3	
3.8a	The planning and provision of financial services in supporting school management	4	NF
3.8b	The planning and provision of HR services in supporting school management	1	NF
3.8c	The planning and provision of property services in supporting school management	4	NF
3.8d	The planning and provision of information services in supporting school management	4	
3.9	The effectiveness and value for money of services supporting school management	3	NF
3.10	The planning and provision of services supporting school improvement, particularly inspection and advisory and/or school effectiveness services	2	
3.11	The effectiveness and value for money of services supporting school improvement, particularly inspection and advisory and/or school effectiveness services	2	
<b>Section 4: Support for special educational needs (SEN)</b>			
4.1	The effectiveness of the LEA's strategy for special educational needs (SEN)	3	
4.2	The effectiveness of the LEA in meeting its statutory obligations in respect of SEN	4	
4.3	The effectiveness of the LEA in exercising its SEN functions to support school improvement	3	
4.4	The extent to which the LEA exercises its SEN functions in a way which provides value for money	3	

<b>Section 5: Support for social inclusion</b>			
5.1	The overall effectiveness of the LEA's strategy for promoting social inclusion	2	
5.2	The LEA provision for pupils who have no school place	2	
5.3	Support for school attendance	2	
5.4	Support for behaviour in school	2	
5.5	Support for health, safety, welfare and child protection	3	
5.6	Provision for looked after children	3	
5.7	The effectiveness of the LEA in promoting racial equality	2	NF

*\*NF' under fieldwork means that no fieldwork was conducted on this function during this inspection.*

***JRS numerical judgements are allocated on a 7-point scale:***

Grade 1: Very good; Grade 2: Good; Grade 3: Highly satisfactory; Grade 4: Satisfactory;

Grade 5: Unsatisfactory; Grade 6: Poor; Grade 7: Very poor

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## Appendix B

### Context of the inspection

This inspection of Lewisham local education authority (LEA) was carried out by Ofsted in conjunction with the Audit Commission under section 38 of the Education Act 1997.

This report provides a commentary on the inspection findings, including:

- the progress the LEA has made since the time of its previous inspection in January 2000;
- the overall effectiveness of the LEA and its capacity to improve further;
- the LEA's performance in major aspects of its work;
- recommendations on areas for improvement.

The summary is followed by more detailed judgements on the LEA's performance of its individual functions which sets the recommendations for improvement into context.

All functions of the LEA have been inspected and judgements reached on how effectively they are performed. Not all functions were subject to detailed fieldwork, but in all cases inspectors reached their judgements through an evaluation of a range of material. This included self-evaluation undertaken by the LEA, data (some of which was provided by the LEA), school inspection information, HMI monitoring reports, and audit reports. In addition, the inspection team considered the earlier Ofsted/Audit Commission report on this LEA and a questionnaire seeking the views of all schools on aspects of the work of the LEA. In those areas subject to fieldwork, discussions were held with LEA officers and members, headteachers and governors, staff in other departments of the local authority, diocesan representatives, and other agencies and LEA partners.

The functions that were not subject to detailed fieldwork in this inspection were:

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| <ul style="list-style-type: none"><li>• the extent to which the LEA has in place strategies to promote continuous improvement, including Best Value;</li><li>• the leadership provided by elected members (including the quality of advice received);</li><li>• the performance of schools;</li><li>• the effectiveness of the LEA in relation to the provision of school places;</li><li>• the effectiveness of the LEA in relation to admissions to schools;</li><li>• the planning and provision of services to support school management – financial; human resource; and property;</li></ul> |
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| <ul style="list-style-type: none"><li>• the effectiveness and value for money of services in supporting school management;</li><li>• the effectiveness of the LEA in promoting racial equality.</li></ul> |
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Inspection judgements are made against criteria that can be found on the Ofsted website. For each inspected function of the LEA an inspection team agrees a numerical grade. The numerical grades awarded for the judgements made in this inspection are to be found in Appendix A. These numerical grades must be considered in the light of the full report. Some of the grades are used in the Comprehensive Performance Assessment profile for the education service.

**Context of the LEA**

Lewisham is an inner city area in the south-east of London. It is highly diverse socially, ethnically and culturally. Over 34% of the overall population and 56% of the school population of some 32,000 are from Black and minority ethnic communities. The largest groups are of Caribbean and African origin, but the borough is also home to sizeable Asian and Turkish/Turkish Cypriot communities. There are over 100 language communities in the borough. Since the previous Ofsted inspection in late 1999 school rolls have increased, as has the proportion of pupils from Black and minority ethnic communities. There has been a small increase in the number of asylum seekers.

Lewisham is one of the capital's poorest boroughs, with household incomes well below average. Six out of the borough's 26 wards (before boundary changes in 2002) were in the worst 10% nationally for income deprivation, four in respect of child poverty and 20 in respect of housing deprivation. Thirty per cent of primary and 33% of secondary school pupils are eligible for free school meals, compared to national rates of 17% and 15% respectively. Only one-third of Lewisham's total labour force is employed locally. There is a relatively small private sector, although there are examples of large enterprises. The council and other public and service sector industries are the main local employers.

There are currently 68 primary, 12 secondary, and seven special schools as well as three PRUs in the borough. There are no schools that are either very large or very small by national standards. About 5,600 pupils below compulsory school age attend local primary schools. Early years provision is also made in a wide range of other settings. The borough has five Sure Start programmes in operation, in addition to Neighbourhood Nurseries and an Early Excellence Centre. Provision is available for all three- and four-year-olds whose parents want it. Some 4.7% of children resident in the borough have statements of SEN, which is well above the national average. Of these, 26% are placed in educational provision outside the borough.

## **The performance of schools**

The LEA's figures indicate that, on entry to primary education, Lewisham children have a much lower attainment profile than the national baseline. In 2002, pupils' performance at the end of Key Stage 1 was well below the national average in reading, writing, and mathematics. However, when assessed in the context of the baseline achievement of the pupils concerned, the value added by schools is at least in line with the national average. Rates of improvement at Key Stage 1 in recent years, up to and including 2003, have been broadly similar to national rates for reading and writing, but somewhat below for mathematics. At Key Stage 2, attainment in mathematics in 2002 was well below the national average; in English and science it was below. The rate of improvement over recent years has been better than the national average. Value added has been in the middle range.

At Key Stage 3 in 2002, attainment in mathematics and science was well below the national average, but below in English. The rate of improvement over recent years, up to and including 2003, has been even better than for Key Stage 2, and significantly faster than the national average. Value added has been in the middle range. At GCSE, the performance of Lewisham pupils was well below the national average for pupils achieving five or more A\*-C, below in terms of average points scores, and in line for those gaining one or more grade A\*-G. The rate of improvement over recent years has been broadly in line with the national rate, as has value added.

On almost all the above measures, pupils in Lewisham performed in line with those of the LEA's statistical neighbours. Black Caribbean and Black African pupils overall achieve significantly less well than the local average at GCSE. There has been no significant narrowing of the gap in recent years. The performance of these groups is broadly in line with the relevant national averages.

In their most recent Ofsted school inspections, proportionately more Lewisham primary schools were judged to be good or very good than in the LEA's statistical neighbours. This proportion was significantly lower, however, than the national average. The equivalent figures for secondary schools showed Lewisham a little below statistical neighbours, and well below the national average.

Attendance rates in Lewisham secondary schools have improved significantly in recent years and are now close to the national average. Attendance in primary schools has remained stable and is below the national figure. However, unauthorised absence in these schools has decreased. Permanent exclusions from both primary and secondary schools have declined, markedly so in secondary schools. The figures are now broadly in line with the national averages.

**Funding data for the LEA**

<b>Schools budget</b>	<b>Lewisham</b>	<b>Statistical neighbours average</b>	<b>Inner London Average</b>	<b>ENGLAND AVERAGE</b>
	£ per pupil	£ per pupil	£ per pupil	£ per pupil
<b>Individual schools budget</b>	<b>3,334</b>	<b>3,312</b>	<b>3,426</b>	<b>2,708</b>
Standards fund delegated	96	69	99	61
Education for under fives	178	176	227	96
Strategic management	30	32	30	29
Special educational needs (centrally retained)	218	112	150	120
Grants	93	127	139	53
Access	93	87	93	55
Capital expenditure from revenue	74	52	50	24
<b>TOTAL SCHOOLS BUDGET</b>	<b>4,117</b>	<b>3,968</b>	<b>4,213</b>	<b>3,145</b>
<b>Schools formula spending share</b>	<b>3,847</b>	<b>3,764</b>	<b>3,908</b>	<b>2,904</b>

Source: DfES Comparative Tables 2003-04

<b>LEA budget</b>	<b>Lewisham</b>	<b>Statistical neighbours average</b>	<b>Inner London Average</b>	<b>ENGLAND AVERAGE</b>
	£ per pupil	£ per pupil	£ per pupil	£ per pupil
Strategic management	154	117	113	95
Specific Grants	31	24	25	16
Special educational needs	26	45	53	32
School improvement	57	44	54	36
Access	169	142	154	133
Capital expenditure from revenue	0	4	3	2
Youth and Community	115	167	184	74
<b>TOTAL LEA BUDGET</b>	<b>551</b>	<b>541</b>	<b>585</b>	<b>388</b>

Source: DfES Comparative Tables 2003-04

Note: All figures are net