

Overview & Scrutiny

Children and Young People Scrutiny Commission

All Members of the Children & Young People Scrutiny Commission are requested to attend the meeting of the Commission to be held as follows

Monday 14 June 2021

7.00 pm

Until further notice, all Council meetings will be held remotely

Contact:

Martin Bradford

☎ 020 8356 3315

✉ martin.bradford@hackney.gov.uk

Tim Shields

Chief Executive, London Borough of Hackney

Members: Cllr Sophie Conway (Chair), Cllr Margaret Gordon (Vice-Chair),
Cllr Humaira Garasia, Cllr Katie Hanson, Cllr James Peters,
Cllr Anna Lynch, Sizer, Troughton, Young and Cllr Caroline Selman

Co-optees: Justine McDonald, Shabnum Hassan, Steven Olalere, Jo Macleod, Richard Brown, Salmah Kansara, Ernell Watson and Michael Lobenstein

Agenda

ALL MEETINGS ARE OPEN TO THE PUBLIC

- | | | |
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| 1 | Agenda & Papers | (Pages 5 - 46) |
| 2 | Minutes of 14th June 2021 | (Pages 47 - 62) |

Access and Information

Getting to the Town Hall

For a map of how to find the Town Hall, please visit the council's website <http://www.hackney.gov.uk/contact-us.htm> or contact the Overview and Scrutiny Officer using the details provided on the front cover of this agenda.

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Further Information about the Commission

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<http://www.hackney.gov.uk/individual-scrutiny-commissions-children-and-young-people.htm>



Public Involvement and Recording

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Rights of Press and Public to Report on Meetings

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Providing oral commentary during a meeting is not permitted.

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Overview & Scrutiny

Children & Young People Scrutiny Commission London Borough of Hackney

All Members of the Children & Young People Scrutiny Commission are requested to attend the meeting of the Commission to be held as follows.

Date: Monday 14th June 2021 at 7.00pm.

**Venue: Council Chamber, Hackney Town Hall,
Mare Street, London. E8 1EA**

The press and public are welcome to join this meeting remotely via the live link below:

<https://youtu.be/aik3EUnQtpU>

If you would like to attend in person you will need to give notice (to the clerk) and note the Covid guidance provided below.

Clerk: Martin Bradford, Overview & Scrutiny Officer
0208 356 3315/0775 9090040
martin.bradford@hackney.gov.uk

Ian Williams
Acting Chief Executive, London Borough of Hackney

Council Members:	Cllr Sophie Conway	Cllr Margaret Gordon
	(Chair)	(Vice Chair)
	Cllr Humaira Garasia	Cllr Katie Hanson
	Cllr Anna Lynch	Cllr James Peters

VACANT **5 Labour**
 1 Opposition

Co-opted Members: **Richard Brown, Justine McDonald, Shabnum Hassan, Jo Macleod, Ernell Watson and Michael Lobenstein.**

Publication Date **4th June 2021**

Agenda

1.	Welcome and Introduction (19.00)
2.	Apologies for Absence
3.	Urgent Items / Order of Business
4.	Declarations of Interest
5.	<p>Pupil Attainment (19.05) An update on educational attainment is provided each year to help the Commission maintain oversight of the achievement of children and young people across Hackney.</p> <p>Given that there were no statutory examinations in 2020 due to Covid-19 restrictions, an update of the school assessment processes to be used for 2021 has been provided. In addition, the report provides a summary of the following:</p> <ul style="list-style-type: none">- Support provided by the Local Authority to children undertaking teacher assessments;- Equalities issues arising from teacher assessment process;- Impact of assessment outcomes from 2020 on demand for post 16 and post 18 provision;- Local learning accrued from the 2020 teacher assessment process. <p>Stephen Hall, Assistant Director, School Performance & Improvement, Annie Gammon, Director of Education</p>
6.	<p>Childcare Sufficiency (19.35) The Local Authority is required to undertake a childcare sufficiency assessment every two years and to provide an annual update to members. Through this reporting the Commission maintains oversight of childcare provision across the borough to ensure there are sufficient places to meet the demand of local families.</p> <p>Given the impact of coronavirus on childcare services, two updates were provided in the 2020/21 work programme, the last being in December 2020.</p> <p>Donna Thomas, Head of Early Years, Early Help & Well-being Tim Wooldridge, Early Years Strategy Manager Annie Gammon, Director of Education</p>

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7.	<p>School Places (20.15)</p> <p>This is a standing item on the agenda in which data on admissions to reception and transfer to secondary school is provided annually to the Commission. In addition, an analysis of school place planning is also provided to help determine future place requirements across Hackney..</p> <p>Marian Lavelle, Head of Admissions and Pupil Benefits, Annie Gammon, Director of Education</p>
8.	<p>CYP Work Programme 2021/22 (20.55)</p> <p>A new work programme is developed each municipal year for the Commission. The work programme is made up of standing items (which the Commission takes each year), items agreed from the previous work programme (in 2020/21) and new suggestions from a consultation with local stakeholders.</p> <p>A draft work programme is provided which includes standing items and those items previously agreed by the Commission from its 2020/21 work programme.</p> <p>A range of local stakeholders have been consulted to elicit suggestions for possible scrutiny which have included local residents, community groups as well as partners and local services. Those suggestions which have been received up until June 3rd 2020 have been listed for discussion and consideration by the Commission.</p>
9.	<p>Minutes of the last meeting (21.25)</p> <p>To note and agree the minutes of the last meeting held on 11th May 2021.</p>
10.	<p>Any other business (21.30)</p>
	<p>Meeting Close 21.30</p>

Access and Information

Covid 19 - Public Guidance for attendance

This guidance is intended to support members of the public who wish to attend meetings of the Council do so in a Covid-safe way.

Introduction

All of the Council's buildings have been adapted to ensure that, so far as possible, they are a Covid-safe environment. However it is also important that individuals are taking appropriate action based on their personal circumstances and needs.

Attending a meeting can also increase the risk to yourself and others. You must think whether it is essential for you to attend. You should consider:

- Whether you can watch the meeting online - all Council meetings are being live-streamed.
- Whether you have specific health-related concerns that would put you at risk.

You can use the guidance below to assist you. You can also contact governanceservices@hackney.gov.uk if there are any specific questions you have after reading it.

Public Attendance

The Town Hall is not presently open to the general public, and there is limited capacity within the meeting rooms. However, the High Court has ruled that where meetings are required to be 'open to the public' or 'held in public' then members of the public are entitled to have access by way of physical attendance at the meeting.

The Council will ensure that access by the public is in line with any Covid-19 restrictions that may be in force from time to time and also in line with public health advice.

Those members of the public who wish to observe a meeting are still encouraged to make use of the live-stream facility in the first instance. You can find the link on the agenda front sheet.

Members of the public who would ordinarily attend a meeting to ask a question, make a deputation or present a petition will be able to attend if they wish. They may also let the relevant committee support officer know that they would like the Chair of the meeting to ask the question, make the deputation or present the petition on their behalf (in line with current Constitutional arrangements).

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In the case of the Planning Sub-Committee, those wishing to make representations at the meeting should attend in person where possible.

Regardless of why you want to attend a meeting, you will need to advise the relevant committee support officer of your intention in advance of the meeting date in order to support track and trace. You can find contact details for the committee support officer on the agenda front page.

The committee support officer will be able to confirm whether the proposed attendance can be accommodated with the room capacities that exist to ensure that the meeting is covid-secure.

As there will be a maximum capacity in each meeting room, priority will be given to those who are attending to participate in a meeting rather than observe.

Members of the public who are attending a meeting for a specific purpose, rather than general observation, are encouraged to leave the meeting at the end of the item for which they are present. This is particularly important in the case of the Planning Sub-Committee, as it may have a number of items on the agenda involving public representation.

Before attending the meeting

Please review the information below as this is important in minimising the risk for everyone.

If you are experiencing covid symptoms, you should follow government guidance. Under no circumstances should you attend a meeting if you are experiencing covid symptoms.

Anyone experiencing symptoms of Coronavirus is eligible to book a swab test to find out if they have the virus. You can register for a test after checking your symptoms [through the NHS website](#). If you do not have access to the internet, or have difficulty with the digital portals, you are able to call the 119 service to book a test.

If you are an essential worker and you are experiencing Coronavirus symptoms, you can apply for priority testing through GOV.UK by following the [guidance for essential workers](#). You can also get tested through this route if you have symptoms of coronavirus and live with an essential worker.

Availability of home testing in the case of people with symptoms is limited, so please use testing centres where you can.

Even if you are not experiencing covid symptoms, you are requested to take an asymptomatic test (lateral flow test) in the 24 hours before attending the meeting.

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You can take a test by visiting a lateral flow test centre; [ordering a lateral flow kit to be sent to your home](#); or picking up a kit from designated collection points. You can find details of the rapid testing sites in Hackney [here](#). You can find your nearest collection point [here](#).

You must not attend a lateral flow test site if you have Coronavirus symptoms; rather you must book a test appointment at your nearest walk-through or drive-through centre.

Lateral flow tests take around 30 minutes to deliver a result, so please factor the time it will take to administer the test and then wait for the result when deciding when to take the test.

If your lateral flow test returns a positive result then you must follow Government guidance; self-isolate and make arrangements for a PCR test. Under no circumstances should you attend the meeting.

Attending the Town Hall for meetings

To make our buildings Covid-safe, it is very important that you observe the rules and guidance on social distancing, one-way systems, hand washing, and the wearing of masks (unless you are exempt from doing so). You must follow all the signage and measures that have been put in place. They are there to keep you and others safe.

To minimise risk, we ask that you arrive at the Town Hall no more than ten minutes before the meeting is scheduled to commence. You will be invited into the meeting room five minutes before the meeting starts.

You should enter the Town Hall via the front entrance. You will be required to sign in and have your temperature checked as you enter the building. Security will direct you to the Council Chamber or Committee Room as appropriate.

Seats will be allocated, and you must remain in the seat that has been allocated to you.

It is recommended that you bring a bottle of water with you.

If you are attending the meeting for a specific item on the agenda then we ask that you leave the meeting and the building once that item has been concluded.

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Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: 14th June 2021
Title of report: Attainment in Hackney Schools 2021
Report author: Stephen Hall (AD School Performance and Improvement) , Anton Francic (Principal Secondary Adviser), Jason Marantz (Senior Primary Adviser)
Authorised by: Annie Gammon, Director of Education

Brief

The Commission has asked to keep track of how well young people are performing within the constraints of what data is available. Given the exceptional circumstances of the assessment and grading process for 2020 and 2021 this update contains:

- Outline of assessment processes for 2021 (and differentiation from 2020)
- What has been learnt from the process last year - to improve for 2021 assessments and grading
- Impact of assessment outcomes on demand for post 16 and post 18 options (e.g. 6th form places)
- Nature of LA support provided to schools, children and families
- Equality issues arising from assessment processes - further work to address unconscious bias, equalities duties of school

Summary

Due to the disruption caused by the pandemic, there will again be no statutory examinations in 2021.

Across Hackney, teachers are determining the grades as late in the academic year as is practicable, to enable study to continue for as long as possible. Judgement on their performance will be based on a range of evidence, which could include mock exams, non-exam assessment (coursework) in some subjects, as well as other assessments done in class and homework. Guidance on this has been provided by Ofqual and examination boards. It is recognised that unconscious bias can impact on both expectations of pupils' attainment and on teacher assessment data. A programme of cultural diversity training has been rolled out across Hackney schools and guidance for eliminating bias in assessment distributed.

It is expected that assessment outcomes may rise for year 11 and year 13 young people, but it is too early to tell what the impact of the lockdowns this year will be as schools and colleges have not yet completed the assessment and moderation process

Hackney Education has continued to provide schools with additional support and advice, this includes supported moderation of writing outcomes at Key Stage 2, delivery of professional development, assessment and subject network meetings, audits and reviews. Specific interventions for groups that traditionally underperform co-ordinated by Hackney Education have continued remotely and in person where possible.

Secondary schools have been encouraged to use central Government funding for Summer schools to support new Year 7 pupils and advice and guidance related to transition have been given.

1. Outline of assessment processes for 2021 (and differentiation from 2020)

1.1. Early Years Assessment arrangements for summer 2021

There will be no statutory requirement for schools to undertake the EYFS Profile assessment in 2021. If schools do choose to assess children, they do not need to share data with Hackney Education, who will also not be required to moderate any assessments that are carried out. A new framework for Early Years will become statutory in September 2021, this lightens the expectations for assessment for schools and removes the expectation for Local Authorities to moderate Early Years outcomes in future years.

1.2. Primary Assessment arrangements for summer 2021

All assessment at Primary schools was again cancelled as a result of the school closures. Outcome data for reading, writing and mathematics will not be published again for this year. Schools are assessing pupils using locally agreed arrangements including, in many cases, the use of past test papers in order to report individual attainment to parents. Schools do not need to share this data with Local Authorities or the Department for Education. This data cannot be used by Local Authorities for accountability purposes.

The Multiplication Table Check was due to be introduced in 2019-2020 but was cancelled along with the cancellation of all other KS1 and KS2 assessments. For 2020-2021 it has been made optional. Schools can choose to administer the check to some or all of their year 4 pupils from Monday 7 June to Friday 25 June. The results will not be used for accountability purposes.

1.3. KS4 & KS5 Assessment arrangements for summer 2021

GCSE examinations and performance tables have been cancelled. Instead, there will be a system of teacher assessment supported by tasks set by examination boards. Teachers can use a broad range of evidence of a student's performance from throughout the course to inform their judgement.

Schools will submit 'Centre Assessed Grades' to examination boards. Teachers must assess their students' performance, only on what content has been delivered to determine the grade each student should receive.

2. What has been learnt from the process last year - to improve for 2021 assessments and grading

2.1. Primary

2.1.1. In light of the recent closure period and the removal of all statutory primary assessment for the 2020-21 academic year, the following advice was offered for the consideration of primary school leaders:

2.1.2. Short term assessments: Immediately following pupils return to school in March, consideration should be given to assessment which informs specific decisions on what

needs to be covered or repeated. Teachers will want to know exactly which knowledge and skills are secure and what needs to be revisited. This would imply an approach to assessment which is best represented by:

- targeted verbal questions
- low stakes retrieval quizzes
- in some cases, diagnostic assessments to inform teachers how to best support individual pupils

Whilst the forms of assessment mentioned above will be useful in the short term, they are also useful as continuous formative assessment strategies to ensure teaching is precise.

2.1.3. Medium term assessments: Standardised tests are assessments that provide teachers and leaders with a 'high-level' picture of how far students are behind where they would have been. These are not a substitute for the short term strategies that would highlight the incremental gains. Given several weeks after the return to school or early in the summer term after a sustained period of teaching, standardised tests can highlight the gains made. They can also help pinpoint individuals or groups that are behind, including those furthest behind. This could help leaders target resources, interventions and tuition at those who need it most.

2.1.4. End of summer term assessment: Whilst statutory assessment remains cancelled for the 2020-2021 academic year, schools are encouraged to consider summative assessments, in conjunction with the assessments listed above to show both the gains made, as well as highlight areas for future consideration. Schools are typically using summative tests at the end of the summer term, including past SATs papers, whilst these only apply to year groups who would have taken statutory assessments, standardised tests can be used again at the end of the term for other or all primary year groups.

2.2. Secondary

2.2.1. This year, for GCSE, A level and AS level, there will not be an algorithm, nor will there be a ranking of grades. Teachers must assess their students' performance, only on what content has been delivered to determine the grade each student should receive. They can use a broad range of evidence of a student's performance from throughout the course to inform their judgement.

2.2.2. To support schools, Ofqual produced guidance including optional assessment materials from exam boards based on past questions to help teachers make objective judgements. Grading exemplification materials were released in April, with commentary from experienced teachers involved in setting the standard each year. The optional materials included sets of questions and mark schemes; example student answers with examiner commentaries.

2.2.3. A lesson learned from last year was to ensure that settings leaders, directors of sixth form and senior managers with responsibility for assessment and quality assurance were fully informed and able to share practice as early as possible.

2.2.4. Across Hackney, teachers are determining the grades as late in the academic year as is practicable, to enable study to continue for as long as possible. Judgement on their

performance will be based on a range of evidence, which could include mock exams, non-exam assessment (coursework) in some subjects, as well as other assessments done in class and homework. Guidance on this has been provided by Ofqual and examination boards.

- 2.2.5. Students have been informed by their school or college what evidence is going to be used to determine their grades, and they will have the opportunity to raise any genuine and valid concerns. There is scope to ensure reasonable adjustments or requests for special consideration can be accommodated, but there is no scope for negotiation about the evidence used.
- 2.2.6. Students will be informed of their results on 10th August (KS5) and 12th August (KS4) 2021.

3. Impact of assessment outcomes on demand for post 16 and post 18 options (e.g. 6th form places)

- 3.1. It is expected that assessment outcomes may rise for year 11 and year 13 young people, but it is too early to tell what the impact of the lockdowns this year will be as schools and colleges have not yet completed the assessment and moderation process.
- 3.2. The applications for year 12 places have held up or increased in some schools.
- 3.3. With the increased number of Applied General courses offered by school sixth forms many have a higher number of places for young people with a lower average GCSE score.
- 3.4. There is evidence that demand for year 12 places is very competitive in many Hackney schools, with many receiving an increased level of external applications. The colleges are also seeing increased applications, notably at Bsix college.
- 3.5. Almost all young people who are unlikely to meet their school's entry requirements have received an offer of a place - we are encouraging them via Project Hackney to look within the borough where possible.
- 3.6. Young people in Sixth Forms and College who applied to university this year have mostly been accepted.
- 3.7. The move to applications for apprenticeships had not substantially increased.
- 3.8. There is a small minority of young people who have suffered from mental health issues and whose destination remains uncertain at this stage of the academic year.

4. Nature of LA support provided to schools, children and families

- 4.1. School improvement partner visits to school have continued, in most cases remotely. There has continued to be a focus on the delivery of the curriculum, both remotely and when pupils returned to school. In the Summer term 2021, these visits will all take place on school sites. During the year conversations related to curriculum have also focused on the achievement of pupils, with a particular focus on vulnerable pupils and those who underachieve.
- 4.2. Schools who cause concern have continued to receive additional support and advice, this includes direct instruction, delivery of professional development, audits and reviews.

- 4.3. Specific interventions for groups that traditionally underperform co-ordinated by Hackney Education have continued remotely and in person where possible.
- 4.4. Secondary schools have been encouraged to use central Government funding for Summer schools to support new Year 7 pupils and advice and guidance related to transition have been given.
- 4.5. Well attended assessment network meetings have taken place half termly. These have shared best practice in the evaluation of pupil understanding to inform curriculum design.
- 4.6. The majority of Hackney Primary schools engaged in online writing cluster moderation sessions to support the accuracy and consistency of assessment of Year 6 writing outcomes. Secondary subject network meetings have been used to support and guide secondary schools with KS4 and KS5 assessments.
- 4.7. The majority of Hackney Primary schools engaged in online writing moderation sessions to support the accuracy and consistency of assessment of Year 6 writing outcomes. Secondary subject network meetings have been used to support and guide secondary schools with KS4 and KS5 assessments.

5. Equality issues arising from assessment processes - further work to address unconscious bias, equalities duties of schools

- 5.1. It is recognised that unconscious bias can impact on both expectations of pupils' attainment and on teacher assessment data. A programme of cultural diversity training has been rolled out across Hackney schools and guidance for eliminating bias in assessment distributed.
- 5.2. Schools which demonstrate the widest performance gaps have been prioritised for this offer and we have noticed an increased uptake from schools including those who are not prioritised. Largely the training is for whole school cohorts to ensure messages of how to tackle bias are shared with all staff.
- 5.3. This training looks closely at how bias can play a role in key systems and processes within a school including assessment. Staff recognise the value of having training that is tailored to their school/ settings and considers the individual and organisational impact.
- 5.4. A number of sessions have also been delivered to Governing bodies to ensure a shared knowledge and understanding of inclusion, diversity and being culturally competent.
- 5.5. The cultural competency training currently on offer covers Unconscious bias, The importance of Racial Identity in Schools, PTSS and generational impact and how to be a culturally competent school. This range of training supports schools in having an informed and culturally competent approach which will impact on assessments of children and young people. There is also extensive training about how to diversify the curriculum- a key aspect of the Hackney Education Equalities Plan.
- 5.6. Hackney Education has also been approached to deliver parent sessions to discuss diversity, school values and next steps to ensure schools meet equality outcomes. A System Leader has facilitated a parental engagement workshop online with an Academy in Hackney, a mainstream secondary school and is set to deliver sessions in another Academy and a Primary school.

- 5.7. At each point where advice has been given by Hackney Education, staff have given emphasis on tackling bias and ensuring that key groups are not further disadvantaged, re-issuing the guidance that was prepared last year. We are confident that there is greater security in the process.
- 5.8. The primary assessment leads network provided training to assessment leads and school senior leaders on bias in teacher assessment. This was particularly relevant because of the removal of statutory assessment for 2021 which would undoubtedly pave the way for teacher assessment to play a more central role. The session discussed which pupils are more likely to be negatively impacted by unconscious bias in teacher assessment and suggested a range of strategies schools could put in place to raise awareness and mitigate against bias in teacher assessment at the primary level.

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Report Title:	Update on Childcare Sufficiency Assessment
Meeting for:	Children & Young People Scrutiny Commission
Date:	14 June 2021
Produced by:	Tim Wooldridge and Donna Thomas
Authorised by:	Annie Gammon

Summary

This report provides the Children and Young People Scrutiny Commission with an update on:

- The number of Ofsted registered childcare provision in Hackney.
- The supply and demand for childcare places in the Spring term 2021, following the full Childcare Sufficiency Assessment completed March 2020, last reported to Scrutiny June and December 2020.
- The number of 2, 3 and 4 year olds accessing their free 15 and 30 hours early years entitlement, and the types of provision 2, 3 and 4 year olds are accessing their free entitlement.
- A snapshot of the quality of Early Years provision as determined by Ofsted.

Key issues

- The percentage decrease in the number of 2, 3 and 4 year olds attending Private, Voluntary and Independent (PVI) provision, and maintained school provision between 2020 and 2021. There is a significant decrease in the number of children accessing nursery classes in maintained schools.
- The impact of Covid on children's outcomes, particularly in the areas of communication, language, physical and emotional development.

1. Local Authority Sufficiency

- 1.1. The local authority has a duty under the 2006 Childcare Act to 'secure sufficient childcare, so far as is reasonably practicable, for working parents, or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children)'
- 1.2. This duty was extended under the Childcare Act 2016 to ensure that childcare is available free of charge for qualifying children of working parents for, or for a period equivalent to, 30 hours in each of 38 weeks in any year.
- 1.3. This report provides an update to the Childcare Sufficiency Assessment reported to Scrutiny last December. It will provide a brief overview of the supply of childcare places, the demand for childcare and the quality of care since 2018.

2. Number of Settings and Childminders operating

- 2.1. The supply of provision within the early years sector in Hackney has remained broadly stable over the previous two years.
- 2.2. During this period, there has been a small increase in the total number of childcare providers registered as Childcare on non-Domestic Premises with Ofsted. In August 2018 there were 114 registered settings; this increased to 117 in August 2019 and by 2020 the figure stood at 118. Since August 2020 two small settings have closed and a new nursery provider has opened.
- 2.3. The number of registered childminders has also remained fairly constant. In August 2018 there were 183 registered childminders, there are currently 176 registered in Hackney. It should be noted that many childminders maintain their registration with Ofsted despite not always caring for children. The current estimate, based on voluntary survey returns, indicates that 98 childminders are actively looking after children. This figure is in line with the proportion of childminders who have been looking after children over the past two years.
- 2.4. In addition to the 118 providers registered with Ofsted as Childcare on non-Domestic premises, there are 18 independent schools which provide education and care for 2, 3 and 4 year olds. This number has increased by three since 2018. Independent schools are registered with the Department for Education.
- 2.5. There are two Maintained Nursery Schools and 51 Primary schools that operate nursery classes.

3. Number of Children attending Early Years Provision

- 3.1. There are three census points in the year in which local authorities collect headcount data from early years providers. All providers (including maintained schools, independent schools, childminders and settings on the Ofsted Early Years register) submit details about the numbers of two, three and four years who are eligible for free childcare, funded by the government. The free entitlements are;
 - 3.1.1. All children aged 3 and 4 are entitled to 15 hours per week until they start reception class in school

- 3.1.2. Children aged 3 and 4 where both parents are working, or for lone parent families where that parent is working, are entitled to 30 hours per week until they start reception class in school
 - 3.1.3. Children aged 2 whose families receive certain benefits (including low income families in receipt of in-work benefits), or those who meet additional non-economic criteria, are entitled to 15 hours per week. Nationally, about 40% of 2 year olds are entitled to this offer, but the proportion varies by area.
- 3.2. Chart 1 shows the total number of funded two, three and four year old children attending different types of Early Years provision (total 6,114).

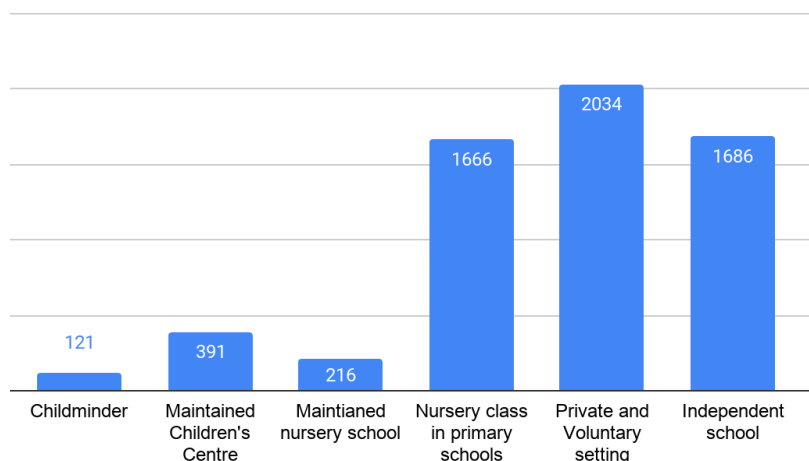


Chart 1. Total number of two, three and four year olds attending provision

- 3.3. Chart 2 shows the number of funded children attending Hackney provision in each of the past three years. The percentage of eligible two year olds taking up the free entitlement in Spring 2019 and 2020 compared favourably with national averages and was above most of Hackney's statistical neighbours. The total number of children taking up their entitlement has fallen in 2021, comparative data with both national and other local authorities has not yet been published. This indicates surplus childcare places.

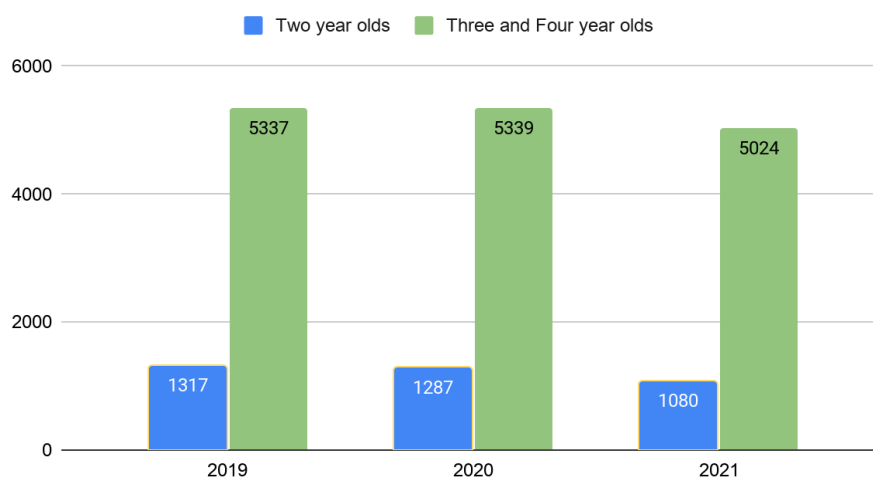


Chart 2. Number of 2, 3 and 4 year olds attending Hackney provision 2019 - 21

- 3.4. Table 1 shows the percentage change in the number of children attending Private, Voluntary and Independent (PVI) provision (including children's centres), and maintained school provision between 2020 and 2021

	PVIs, children's centres and childminders	Nursery classes in schools and maintained nurseries	All Hackney provision
Funded 2 year olds	-16.8%	-11.9%	-16.1%
Funded 3 & 4 year olds	-2.0%	-12.5%	-5.9%
Total funded pupils	-5.7%	-11.2%	-7.5%
Extended hours for 3 and 4 year olds	-7.6%	-10.8%	-8.6%

- 3.5. Whilst there were 207 fewer eligible two year olds overall attending a Hackney school or setting in January 2021 compared with 2020, the numbers attending a PVI or Childminder fell by a greater percentage than for those attending a school nursery. The percentage of three and four year olds attending a PVI did not fall by the same amount. Possibly because there are more two year olds attending PVI settings than schools.
- 3.6. Feedback from a sample number of providers and parents indicate the reduction in the number of children taking up their two year olds free entitlement is due to a number of factors. Some providers operated with a reduced capacity in the Spring term due to staff shortages, the operation of covid secure bubbles (which affected staffing levels and ratios) and shorter days, while some parents reported they were not confident taking up a place at a time when parents were not permitted to enter premises and the usual 'settling in' practices were very different.
- 3.7. Parenting & Family Information Service (FIS) collection of monthly vacancy information and fortnightly attendance data collected for the Department for Education clearly indicates that there has been an increase in the number of settings reporting vacancies. In May 2021, from a total of 146 schools and settings that completed the survey, 71 reported vacancies. This has increased from 49 settings in November 2020. It should be noted that FIS does not ask for the number of vacancies in each setting.
- 3.8. Independent schools, that mainly serve the Charedi community, report that demand for places is just as high as ever and schools are operating at their maximum capacity.

4. Quality of Provision

- 4.1. Ofsted inspections have not taken place since the beginning of the pandemic except for some regulatory inspections for new providers or light touch monitoring inspections.

During the Summer term, the majority of Ofsted's activity will continue to be 'monitoring inspections' with fuller inspections only taking place for settings with a current Inadequate or Requires Improvement rating, or where there are serious concerns, particularly in relation to safeguarding. It is expected that a full schedule of inspections will resume in september 2021.

- 4.2. Out of a total of 118 settings registered with Ofsted, 98% have a good or better judgement. The percentage of Childminders judged by Ofsted to be good or better also currently stands at 98%. Nationally the percentage of good or better childcare providers is 97% and childminders, 95%.
- 4.3. Hackney Education continues to provide focussed support for those settings that are not yet good, are due an inspection (as part of the normal cycle of inspections), are newly registered or have had a recent change in leadership and management.

5. Further challenges

- 5.1. Early Years settings and childminders have faced a number of additional challenges, alongside financial considerations since the full re-opening of provision. Many providers have reported that children with SEND have missed the consistent routines and expectations that come with regular attendance at a nursery, that behaviour has been more difficult to manage and that COVID has had a negative impact on children's development and progress.
- 5.2. Providers report that lockdown has impacted on children's learning and development particularly in the areas of communication and language, the development of physical skill and on children's emotional confidence.
- 5.3. It should also be noted that there is also likely to be an impact on 'school readiness' as children, particularly those two year olds entitled to the free 15 hours, will not have had the opportunity to benefit from attending high quality provision including engaging with, for example the two year old progress check and integrated health and education review at 27 months.
- 5.4. Whilst provision has remained relatively static, settings have reported that working parents have changed the way in which they use childcare. Parents are seemingly opting to utilise their free 15 hours or 30 hours entitlement, and not pay for additional hours. This has meant that some providers who have previously been reliant on top up fees, have experienced a drop in income. This may be due to parents working from home and only require childcare for the core day.

6. Ongoing data collection

- 6.1. Hackney Education, through the Parenting & Family Information Service, will continue to collect fortnightly attendance data from Early Years providers and childminders. This data is submitted to the Department for Education.
- 6.2. Headcount data for the Summer term census is collected during the last two weeks in May. This will provide Hackney Education with a clearer picture of whether the fall in numbers attending Early Years provision is a trend or a single year Covid-related dip.
- 6.3. National Datasets are usually published in July allowing Hackney Education to identify trends across and between local authorities.

- 6.4. Parenting & Family Information Service will continue to request information about vacancies to support the two year old brokering service and enable signposting for parents requiring a childminder.

Overview & Scrutiny

Children & Young People Scrutiny Commission

Date of meeting: 14 June 2021
Title of report: Update on School Admissions Outcomes
Report author: Marian Lavelle, Head of Section (Admissions and School Place Planning)
Authorised by: Annie Gammon, Director of Education
Brief: The Children and Young People Scrutiny Commission has been provided with a summary of school admission outcomes annually since 2012. This report provides an update since the report of June 2020.

Report Summary

The Children and Young People's Commission has been provided with a summary of school admissions annually since 2012. This report provides an update since the report of June 2020.

The report covers admission to reception class, transfer from primary to secondary school, in year admissions, the admission of pupils with Education Health and Care Plans and School Place Planning.

Headlines

- Admission to Reception class - 93.9% of parents who applied on time expressed a first preference for a Hackney school;
- Transfer from Primary to Secondary School – 84.5%% of parents who applied on time expressed a first preference for a Hackney School;
- The number of top three preferences met for the above cohorts is slightly higher than the London Average;
- There has been a decrease in the number of parents applying for reception class places;
- The majority of applicants who were not offered a place at one of their preference schools did not make use of their 6 preferences;
- 25 out of 58 primary schools were oversubscribed;
- 11 out of 16 secondary schools were oversubscribed;
- Skinners' Academy admits the highest number of out borough pupils;
- Gladesmore, Central Foundation Boys and Bobby Moore Secondary schools admits the highest number of Hackney residents;
- There is a separate process for the admission of pupils with Education, Health and Care Plans;
- The on-line composite prospectus is working well
- Since 2015, demand for reception class places started to fall and has in the main continued to do so.
- Based on current secondary projections, there will be surplus Year 7 places from 2023.

Report to the Children & Young People Scrutiny Commission

Report title: Update on School Admissions Outcomes
Meeting date: 14 June 2021
Report originator: Marian Lavelle, Head of Section (Admissions and School Place Planning)

1. Introduction

1.1 The Children and Young People Scrutiny Commission has been provided with a summary of school admission outcomes annually since 2012. This report provides an update since the report of June 2020

2. Reception Admissions 2021

- 2.1 2323 Hackney resident parents were notified on 16 April 2021 of the outcome of their applications for admission to reception class in September 2021. Of the 2132 applicants who applied on-time, 98.1% or 2092 applied on-line. The above numbers do not include Hackney resident children with Education, Health and Care Plans (EHCPs) as there is a separate process for these children, that the relevant parents and carers had been notified of directly.
- 2.2 This year 93.9% or 2003 of the on-time cohort expressed a first preference for a Hackney school. This compares to 93.06% or 2288 in 2020.
- 2.3 2419 children were offered places in Hackney schools, which is 165 fewer children than last year. Of those offered places, 2164 were Hackney residents and 255 were out borough residents. In addition to the above numbers, 21 children with EHCPs were offered places in Hackney schools.
- 2.4 138 Hackney resident children were offered a place in out-borough schools. This compares to 144 children last year.
- 2.5 The number and percentage of preferences met for Hackney resident children compared with the previous year is set out in the table below. The percentage of first preferences met and top three preferences met for 2021 is higher than the previous year and is also higher than the London totals.

Table 1. Reception on-time preferences 2021 and 2020

Preference	Number for transfer in 2021	% transfer in 2021	% Pan London total 2021	Number for transfer in 2020	% transfer in 2020	% Pan London total 2020
1	1942	91.09	87.38	2055	84.22	84.98
1 & 2	2034	95.41	94.1	2261	92.66	92.57
1, 2 & 3	2074	97.29	96.26	2322	95.16	95.16
1,2,3 & 4	2087	97.9	97.21	2353	96.43	96.27
1,2,3,4 & 5	2092	98.13	98.14	2365	96.92	96.8
All preferences	2094	98.22	98.35	2368	97.04	97.05
No preferences met	38	1.78	1.65	72	2.96	2.95

2.6 The 38 children (shown in the 2nd column above) not offered a place at one of their preference schools were allocated a school with a vacancy. In most cases, this was the nearest school to their home address with a vacancy.

2.7 Since offer day, there have been 79 late applications. Places will be offered to these applicants in the final week of May.

3. Secondary Transfer 2021

3.1 2431 Hackney resident parents were notified on 1 March 2021 of the outcome of their applications for secondary transfer in 2021. 99.6% or 2422 parents applied on-line. There were 39 more children in this year's transfer cohort compared to last year.

3.2 The above numbers do not include children with Education Health Care Plans (EHCPs) as there is a separate process for these children.

3.3 84.5% of or 2054 of the applicants who applied on-time expressed a first preference for a Hackney school. This compares to 87% or 2090 in 2020.

3.4 Of those offered places in Hackney schools, 2103 were Hackney residents and 331 were out-borough residents. In addition to the above numbers, 103 children with EHCPs were offered places in Hackney schools. This compares with 96 in 2020.

3.5 332 Hackney resident children were offered a place in out-borough schools. This compares to 298 children last year.

3.6 The number and percentage of preferences met for Hackney resident children is set out below in Table 2. The percentage of first preferences met is lower than the previous year

and also pan-London total. The percentage of top three preferences met is also lower than the previous year but higher than the London total.

Table 2. Secondary on-time Preferences 2021 and 2020

Preference	Number for transfer in 2021	% transfer in 2021	% Pan London total 2021	Number for transfer in 2020	% transfer in 2020	% Pan London total 2020
1	1547	63.64	66.37	1566	65.47	68.30
1 & 2	1928	79.31	80.26	1927	80.56	82.35
1, 2 & 3	2116	87.04	86.71	2112	88.29	88.39
1, 2, 3 & 4	2193	90.21	90.12	2200	91.97	91.4
1, 2, 3, 4 & 5	2228	91.65	91.94	2232	93.31	92.92
All 6 preferences	2248	92.47	93.04	2250	94.06	93.77
No preferences met	183	7.53	6.96	142	5.94	6.23

3.7 The 183 Hackney resident children (shown in the 2nd column above) not offered a place at one of their preference schools were allocated a school with a vacancy. In most cases, this was the nearest school to their home address with a vacancy. Table 3 below shows the band group and the number of pupils in each post code not offered a place. Most Hackney secondary schools use a process of banding to ensure they admit a wide range of children of different abilities. Children sit a Cognitive Ability Test (CAT) and the results are used to group applications into different ability bands.

3.8 Since offer day we have received a small number of late applications. Places have been offered to all of these applicants.

3.9 There are currently no pupils that have not been offered a place.

Table 3. Pupils not offered a preference school on national offer day

Band Postcode	A	B	C	D	E	OB Pref or unbanded	Grand Total
E2	1	2		1			4
E5	1	9	16	22	4	8	60
E8	1	7	8	15	2	7	40
E9	3	2	4	9		2	20
N1	1			3	1	2	7
N16	2	5	10	14	2	8	41
N4	2		2	4		3	11
Grand Total	11	25	40	68	9	30	183

Note: The above data is based on 1st preferences. Out-borough preferences or unbanded includes preferences for schools that do not use banding. Some pupils are in different band groups for different schools as banding is either based on the ability of the applicants that apply to the school or the national ability range. Most schools that band have four and not five bands, hence smaller numbers in Band E.

4. Demographic characteristics of children without a confirmed place on National Offer Day

- 4.1 Free school meal eligibility, ethnicity, house type and other factors such as whether a child has additional needs are not monitored as part of the application process. This is because admission authorities are prevented from requesting information that is not relevant to the application of the published oversubscription criteria.
- 4.2 Of the primary and secondary children who did not get offered a place at one of their schools on National Offer days for reception admission and secondary transfer, the majority did **not** make use of their 6 preferences as shown in Table 4 below.

Table 4. Number of preferences made by applicants who did not obtain a place on National Offer Day

No of preferences expressed	1	2	3	4	5	6
Reception	22	3	6	3	0	4
Secondary Transfer	16	50	58	34	11	14

4.3 Many of the above parents expressed preferences for schools that they were unlikely to be offered a place at, based on the criteria under which parents were offered places in the previous year.

4.4 The school admission team run briefing sessions at a number of schools across the borough for parents of year 5 children each summer term. These briefing sessions continue to emphasise the importance of making realistic preferences and to stress the benefits of parents using all 6 preferences. Briefing sessions are also run for school based admissions staff reiterating the above. Primary schools run in-school admissions support for Year 6 families.

5. How places were allocated at oversubscribed schools on National Offer Day

5.1 Admission to Reception class - 25 of the 58 primary schools were oversubscribed on 16 April 2021, National Offer day. How places were offered at the oversubscribed schools is shown [here](#).

5.2 Transfer from primary to secondary school - 11 of the 16 secondary schools were oversubscribed on 1 March 2020, National Offer day. How places were offered at the oversubscribed schools is shown [here](#).

5.3 One of the oversubscribed primary schools prioritise applicants on the basis of faith and two of the oversubscribed secondary schools use random allocation. This results in some children not meeting the oversubscription criteria for the nearest school.

6. Cross-borough movement of pupils

6.1 Hackney secondary schools with the highest number of out-borough pupils:

- Skinners' Academy - 86
- Haggerston - 56
- Stoke Newington - 44
- Our Lady's Convent - 27
- Mossbourne Victoria Park - 24
- Mossbourne Community Academy - 19
- Cardinal Pole - 17
- Lubavitch Senior Girls - 17

6.2 Hackney secondary schools with the lowest number of out-borough pupils were:

- The City Academy, Hackney - 3
- Hackney New School - 4
- Clapton Girls' Academy - 5
- The Urswick School - 5
- The Bridge Academy - 6
- The Petchey Academy - 8
- The City Academy, Shoreditch Park - 11

6.3 Out-borough secondary schools that admitted the highest number of Hackney children were:

- Gladesmore - 38
- Central Foundation Boys - 38
- Bobby Moore Academy - 38
- The City of London Academy (Highbury Grove) - 25
- City of London Academy (Islington) - 23
- Highbury Fields - 15

6.4 Hackney primary schools with the highest number of out-borough pupils were:

- Mossbourne Riverside Academy - 57
- The Olive School - 29
- Sebright - 22
- Woodberry Down - 14
- Springfield - 13
- Lubavitch Junior Boys - 12
- Lubvitch Ruth Lunzer - 10
- Shoreditch Park Primary School - 10

6.5 Out-borough primary schools that admitted the highest numbers of Hackney children were:

- Ambler - 24
- St Joan of Arc - 12
- Rotherfield - 11
- Newington Green - 10
- St Luke's (Islington) - 8
- City of London Primary Academy, Islington - 5

7. In-Year Admissions

7.1 Any parent can apply for a school place at any time to any school outside the normal admission round. If a school has a vacancy, a place must normally be offered. From 1 September 2020 to mid May 2021, there have been 1729 primary in-year preferences resulting in 842 offers and 995 secondary school in-year preferences resulting in 218 offers. Some of these preferences were as a result of parents indicating via a new in-year application form that they wished to remain on the waiting lists of their preference

schools. Parents are able to express up to four preferences via the in-year application process. These figures do not include pupils allocated school places via The Fair Access Protocol, Managed Moves or the admission of pupils with Education, Health and Care Plans.

8. Composite prospectus

- 8.1 Local Authorities must publish online – with hard copies available for those who do not have access to the internet – a composite prospectus each year which explains the admission process in a way that is clear and accessible to all parents. Hackney Education has not produced a printed prospectus for several years, but has continually improved the online prospectus, including a complete redesign since 2020. The prospectuses can be viewed online at <https://education.hackney.gov.uk/primaryguide> and <https://education.hackney.gov.uk/secondaryguide>.
- 8.2 All parents of 3 and 4 year olds in Hackney early years' settings and parents of children in year 6 at Hackney primary schools receive a 12-page printed guide to making their application. The guides can be accessed at <https://education.hackney.gov.uk/sites/default/files/document/primary-admission-leaflet.pdf> and <https://education.hackney.gov.uk/sites/default/files/document/secondary-admission-leaflet.pdf>
- 8.3 No requests were received for hard copies of the composite prospectus.
- 8.4 The number of visits to the admission sections of Hackney Education's website can be broken down as follows:

Primary

Brief guide to reception admissions	1,810
Eadmissions website	647
List of primary vacancies (in year)	3,213
Primary composite prospectus	36,223
Total	41,893

Secondary

Brief guide to secondary admissions	1,231
Eadmissions website	1,606
List of secondary vacancies (in year)	2,305
Secondary composite prospectus	39,377
Total	44,519

9. The Admission of Children with Education, Health and Care Plans

9.1 There is a separate process for children with Education, Health and Care Plans.

Primary Transfer

- 59 children are transferring in Sep 2021 to reception with EHCPs, 3 of which only have a type of setting named (awaiting placement).
- 38 out of the 59 were allocated to their first preference (64.4%).
- 46 out of the 59 (78%) were allocated to a Hackney school, including special maintained (20; 33.9%).
- only one was placed out of borough (Laycock Primary- maintained mainstream with HI provision).
- 9 out of 59 (15.3%) were placed at independent Orthodox Jewish schools, including special independent (6; 0.1%).
- All those who chose Ickburgh as 1st preference got Ickburgh (3).
- 16 children had The Garden as 1st preference but only 6 got The Garden (42%); 4 out of 16 were allocated to Ickburgh; 3 out of 16 were allocated to a Hackney maintained mainstream and 1 was allocated to an ARP.
- 5 children requested a year deferral, of which 3 were agreed.
- 46 children were/are under assessment since 15/02/2021, 2 of which have recently been given EHC plans.

Secondary Transfer

- 234 children are transferring to secondary school with EHCPs, 17 of which only have a type of setting named.
- 147 out of the 234 were allocated to their first preference (62.8%).
- 171 out of the 234 (73%) were allocated to a Hackney school, including special maintained (26; 11.1%).
- 26 were placed out of borough, 16 of which in their 1st preference, 16 out of 26 were special schools, 6 of which independent special schools and 10 maintained special schools.
- 16 out of 234 (6.8%) were placed at independent OJ schools, including special independent (5; 2.1%).
- All those who chose Ickburgh as 1st preference got Ickburgh (7).
- 14 children had The Garden as 1st preference and only 1 did not get it and was allocated to Ickburgh.
- 38 children had Stormont as 1st preference but only 21 got it (55%); 6 were allocated to other special schools (5 Ickburgh; 1 Silverways OOB ARP) and 11 to Hackney maintained mainstream schools.
- No deferral requests
- 13 children were/are under assessment since 15/02/2021.

9.2 Regarding in-year admissions for children with an Education, Health and Care Plan, a request for a change of placement/in year transfer can be made at any point of the year via the Annual Review process. If a child's parent or a young person makes a request for a particular nursery, school or post-16 institution Hackney Education must comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

10. Primary School Place Planning

- 10.1 Hackney Education has a duty to secure a sufficient number of places for Hackney resident pupils. Primary projections are provided by the Greater London Authority (GLA) annually and are based upon a range of data such as population, birth, migration, fertility rates, GP registrations, housing data and school rolls.
- 10.2 Between 2007 and 2014, Hackney experienced a surge in the demand for Reception places with very high rolls between 2014 and 2016. However, since 2015 until the most recent set of data received in 2021, demand for reception places in addition to the projected number of children expected to require places has fallen significantly. This is shown in Table 5 below:

Table 5. Reception roll academic years 2013/14 to 2020/21

Census date								
	Jan 2021	Jan 2020	Jan 2019	Jan 2018	Jan 2017	Jan 2016	Jan 2015	Jan 2014
Reception roll	2530	2599	2562	2633	2757	2805	2846	2745

- 10.3 Similarly, the school roll projections compiled by the GLA (see Diagram 1 below), on the whole, shows decreasing projected demand in 2020, when compared to previous years. Although the most recent data (January 2020) sits 'between' all previous projections, it still represents a significant decrease in what was projected in January 2017.:
- 10.4 Falling reception rolls are not unique to Hackney but have been happening across local authorities in London. Recent data (February 2021) from PAN London admissions, reported a 6% decrease in the number of reception place applications compared to 2020. The Greater London Authority are unclear about the reasons for reduced demand, but it is thought to be a combination of changes to welfare benefits in recent years (Universal Credit), rising rents, and the as yet unquantified effects of Brexit. As a result of the falling rolls, data from Hackney's January 2021 census shows 505 surplus reception places in Hackney (17%). A significant number of these surplus places are located in the southwest of the borough.
- 10.5 Low school rolls can impact on the efficient running of schools and in some cases threaten their financial stability. Hackney Education's School Place Planning Group monitors the number of surplus reception places in Hackney and has agreed to caps (a temporary measure which limits the number of reception places) in some schools (Table 6). Temporary caps are agreed with the understanding that should there be a sudden influx of pupils that cannot be placed, schools are expected to admit up to the PAN if needed.

Diagram 1. Comparison of GLA projections 2017-2020

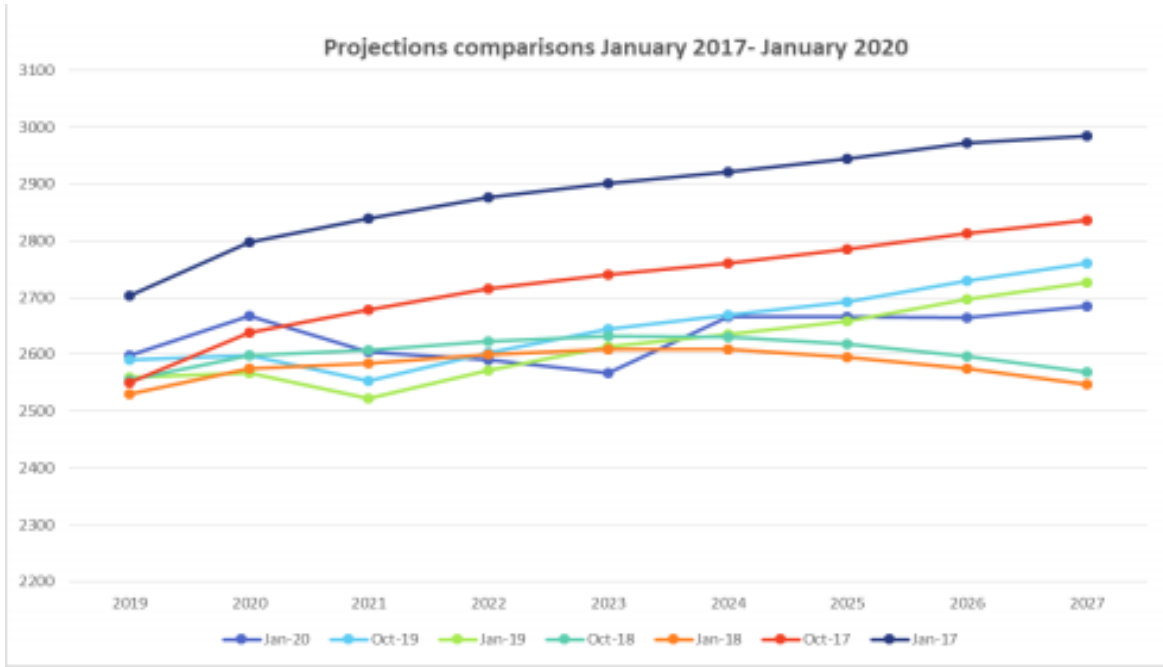


Table 6. Capped (temporary) PANs for 2020/21 and 2021/22

	Capped PAN 2020/21	Capped PAN 2021/22
De Beauvoir	n/a (published PAN of 30)	15 (published PAN of 30)
Gainsborough	30 (published PAN of 60)	30 (published PAN of 60)
Harrington Hill	30 (published PAN of 60)	30 (published PAN of 60)
Mandeville	45 (published PAN of 60)	45 (published PAN of 60)
Thomas Fairchild	30 (published PAN of 60)	30 (published PAN of 60)

10.6 In addition to the temporary PAN caps outlined above, permanent PAN changes have been agreed at the following schools from September 2022:

- Harrington Hill - reducing from 60 to 30
- Gayhurst - reducing from 75 to 60
- Mandeville - reducing from 60 to 45
- Randal Cremer - reducing from 60 to 45
- Thomas Fairchild - reducing from 60 to 30
- St Dominic's - reducing from 60 to 30

11. Secondary School Place Planning

11.1 Planning secondary places is achieved by using the number of children in Year 6 as a baseline, to which various factors are then attributed. This includes assessing the number of children in out-borough schools, out-borough children in Hackney schools, independent school children likely to join the maintained sector at secondary transfer and a proportion of children likely to obtain a place in Hackney because their closest school is in Hackney. Secondary planning aims to provide places for 86% of the secondary transfer cohort which is broadly in line with the number of parents that express a preference for Hackney schools at secondary transfer. Table 8 below shows the most recent secondary projections using the January 2021 census.

Table 7. Secondary projections based on January 2021 census

Year group 2020/21	Year transferring to secondary	No. of pupils on roll Jan 2021	Total number of pupils expected to require places (86% +OB pupils 320)	Total number of secondary school places available	Surplus or deficit (-) places based on total number of places available	Surplus/deficit in number of forms of entry (30 pupils per class)	Final projected surplus/deficit with overallocation by approx 70
6	Sep-21	2611	2542	2489	-53	-2	17
5	Sep-22	2617	2507	2489	-18	-1	52
4	Sep-23	2594	2460	2489	29	1	99
3	Sep-24	2516	2428	2489	61	2	131
2	Sep-25	2448	2312	2489	177	6	247
1	Sep-26	2557	2422	2489	67	2	137
R	Sep-27	2546	2417	2489	72	2	142
0	Sep-28	2605	2466	2489	23	1	93
-1	Sep-29	2590	2453	2489	36	1	106
-2	Sep-30	2568	2435	2489	54	2	124
-3	Sep-31	2667	2518	2489	-29	-1	41
-4	Sep-32	2667	2518	2489	-29	-1	41
-5	Sep-33	2664	2516	2489	-27	-1	43
-6	Sept-34	2685	2533	2489	-44	-1	26
<i>Denotes projected pupil numbers (Greater London Authority data - Jan 2020)</i>							

11.2 The third and second to last columns show a projected surplus of Year 7 places between 2023 and 2030. For September 2021 and 2022 small deficits of 53 and 18 places are projected. However this deficit is expected to be absorbed by over-allocations (shown in the last column), an informal arrangement which provides a safeguard for schools ensuring that as pupils leave, or do not start, the final number on October census day or shortly afterwards is in line with the Published Admission Number (PAN). The Admissions Code allows admission authorities to over-allocate places at secondary transfer and historically, there has been a sufficient number of pupils in the secondary transfer cohorts to enable over-allocation to happen without having a detrimental effect on other schools. However, due to falling rolls, this practice may become less sustainable, threatening the viability of undersubscribed schools. Over-allocation creates approximately 70 additional secondary places each year and it is clear that even without

this mechanism, there is projected to be a significant number of surplus secondary places from September 2023 onwards.

- 11.3 Hackney Education continues to analyse each release of primary rolls as noted and GLA projections to determine the likely effect on future secondary places.
- 11.4 Hackney Education is leading the development of a Hackney school organisation strategy to shape and manage school places and school property usage for the coming decade. This strategy is due to be completed and agreed in Autumn 2021.

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Standing Items

- City Hackney Safeguarding Children Partnership Board
- School Admissions (June/July)
- Pupil Attainment (April)
- Childcare Sufficiency (June/July)
- Children & Families Bi-Annual Report x2 (April/October)
- Pupil Movement (April)

Cabine Question Time

- Cllr Woodley (Cabinet member Early Years, Families, Parks & Play)
- Cllr Bramble (Cabinet member for Children, Education & Social Care)

Budget Monitoring

- Hackney Education Service
- Children & Families Service

Reviews

- Outcome from school exclusions (Report and 1 follow up)
- Adolescents Entering Care (double item)
- Unregistered settings

Agreed Items from 2021

- Ofsted Inspection Action Plan
- Addressing inequalities & unconscious bias
- Helping children catch up/ closing the attainment gap

Other Substantive items (carry/over)

Youth Offending

Youth Services

SEND (Commissioning July)

Mental health

Contextual Safeguarding

Young Futures

Hackney Schools Group Board

DRAFT - OUTLINE (suggested)

June 2021		July 2021
School Admissions		Outcome from Exclusions -
Pupil Attainment		Ofsted Action Plan
Childcare Sufficiency		CFS Budget Monitoring (1)
Work Programme		Commissioning Ind SEND Prov
October 2021		Nov 2021
Address inequalities HFS/HES		CFS Annual Report
Adolescents Entering Care - Ev		CFS Budget Monitoring (2)
December 2021		January 2022
Cllr Woodley Q & A		CHSCP - Safeguarding
Budget Monitoring HES		Contextual Safeguarding
February 2021		March 2021
Cllr Bramble Q & A		CFS Annual Report
		Pupil Movement
		Outcome of Exclusions FU

DRAFT / Outline Work Programme 2021/22 - Children & Young People Scrutiny Commission

Suggestions from local stakeholders

No.	Source	Detail
1.	Member of the Commission	Housing support for vulnerable young people which could include broader assessment of young people's housing needs and allocations including support for those leaving care, availability of temporary housing. The Housing Strategy is being updated so any work could potentially contribute to that process (possible jointly with Living in Hackney Commission).
2.	Member of the Commission	The impact of Low Traffic Neighbourhoods on children and young people. With the possibility of looking at broader issues such as how cycling is promoted among children and young people. (This could be a joint item undertaken with Scrutiny Panel/ Skills or Economy Growth Commission)
3.	Member(s) of the Commission	To assess the impact of parental substance abuse on children and young people and the support available to affected families, particularly in light of covid restrictions and lockdown.
4.	Non- Executive Member	Tackling Loneliness in the community - particularly in relation to the experience of pandemic and its impact on mental wellbeing, community functioning (outreach to those on their own), working from home, adult social care etc. This is likely to span a number of Commission including CYP.
5.	Group Director for Children & Education	Impact of the covid restrictions (lockdown, school closures, reduced socialising opportunities) on young people's mental health.
6.	City & Hackney Safeguarding Children Partnership	To assess the context of safeguarding young people in Hackney with a particular focus on the impact of bias, unconscious bias and disproportionality (as relating to published review of Child C).
7.	HackneyQuest	It is likely that poverty and inequalities are likely to be worsened in the wake of the pandemic. How can all of Hackney's services work together to best minimise the impact of this on children and young people?
8.	HackneyQuest	What has been the impact of the pandemic on work-related opportunities for young people? How well are new programmes such as Kickstart being implemented in Hackney? Are they providing young people with the high quality opportunities that they deserve?

<p>9.</p>	<p>Off Centre / Family Action</p>	<p>We work with a particular cohort (up to 25 years old) many of our ideas for scrutiny focus on the younger adult population and provision of services for them. I understand that this may not strictly be in the remit of the programme but maybe as a result one of the areas of scrutiny could and should be what happens to provision of several services post 18 years e.g. young carers over the age of 18, young people accessing mental health support over 18 (and under), the particular experience of our young people of African, Caribbean or mixed heritage being able to access mental health support. As you will appreciate our suggested topics are in response to what we often see on the ground.</p> <p>Young people may not be ready or in a position to address some of their difficulties at a younger age (or need family or appropriate adult support to be able to do so which they may not have) and when they reach young adulthood can be more motivated to seek out support but then have a challenging experience given thresholds and need for adult services – I am thinking particularly about young adults with disordered eating or displaying symptoms of OCD or demonstrating behaviours that could be associated with a personality disorder. There is a particular kind of approach and support from which this population would benefit. I think as a borough we would do well to consider those up to 25 years old as part of the population of children and young people and tailor services appropriate to their needs.</p> <p>We see challenges connected to the impact of parental mental health and / or historic abuse (be that sexual, physical, emotional) on young people that it is only in relative adulthood that they have enough distance to begin to explore the effect on their lives. The available support for young people (under 18) with parents who have mental health difficulties is also an area for consideration as many of the young people we see have been living with a parent with undiagnosed mental health conditions and therefore have not been seen as it were in the system. We also witness young people’s struggles with the transition into independent living as a separate issue and more recently given Covid the impact not only on schooling (as you looked at this year) but also on employment opportunities and that many young people were employed on zero hours contracts or on a casual basis. This isn’t to be critical of any of the services in place to support young people with these issues (us included!) but often there isn’t enough to go around – be that funding, availability of meaningful relationship / keyworker, longevity of therapy sessions, waiting times to access support.</p>
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DRAFT / Outline Work Programme 2021/22 - Children & Young People Scrutiny Commission

10.	Hackney Independent Parent Forum	<p><u>Post 16 - Pathways and Preparation.</u></p> <ul style="list-style-type: none"> • Are Pupils exposed to different and ambitious options from an early stage so that they become engaged in the process and have confidence in their future potential? • What are the options for post 16/post 19 pupils? Are they able to attend the most appropriate settings which give pupils the structure, routine, life skills lessons and support with their social and emotional health in the right environment? • Is HE taking into account the academic potential of SEND pupils - creating pathways which reflect their need for adapted teaching and social and emotional support?
11.	Hackney Independent Parent Forum	<p><u>SEND Support/Initial help and pathways to diagnosis:</u></p> <ul style="list-style-type: none"> • What is HE doing to ensure that the SEND identification and pathways to diagnosis are of a consistent high standard and thoroughness across the borough? • How are HE monitoring the quality and effectiveness of the interventions and additional input being offered to SEND support pupils? • How are families being engaged by both health and educational professionals through this process? • How are families being encouraged and given the skills to participate effectively in their child's development at home? • What emotional and mental health support is being given to families to help them understand and accept their child's needs?
12.	Hackney Independent Parent Forum	<p><u>Social and Emotional Mental Health:</u></p> <ul style="list-style-type: none"> • How are HE planning to develop the growing presence of mental health support in schools to identify pupil's needs earlier? • Will HE be developing an early intervention scheme which will respond to the early identification of SEMH concerns and provide support at a very early stage? To prevent the development of anxiety, stress, resilience and confidence issues which result in conditions such as anorexia, self harming and school refusal? • Could HE develop systems to enable the monitoring of children and young people's SEMH development? To effectively track and identify both need and the effectiveness of strategies and interventions?
13.	Hackney Independent Parent Forum	<p><u>Family/school/HE communication:</u></p> <ul style="list-style-type: none"> • How will HE be auditing the standard of communication between families, schools, other professionals and themselves? Ensuring that information is presented to families in appropriate

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		<p>and accessible formats, taking into account the needs of the family?</p> <ul style="list-style-type: none"> • How will HE ensure that voluntary codes of practice on communications are effectively implemented so that there is a consistent high quality approach across the borough? • How will HE audit the statutory communication between families and schools etc? Are the protocols and regulations for EHCPs being followed consistently across the borough and is that communication meaningful and effective? • What practical and appropriate steps are HE taking to ensure that SEND families are engaged in effective co-production to ensure that services reflect the needs of Hackney children and their families? How will co-production be monitored and improved?
14.	Hackney Independent Parent Forum	<p><u>SEND Representation and Voice:</u></p> <ul style="list-style-type: none"> • What steps are the commission taking to ensure that the voice of CYP with SEND are actually heard when issues pertaining to them are examined and representatives of HE are being asked to account for decisions and strategies? • How are the commission going to ensure that they have the opportunity to hear from those most affected by HE's actions - SEND families and use this information to inform their discussions? • How will the commission ensure that the SEND community are consistently represented on the commission. Currently, some members are providing very effective questioning, however, how will the commission guarantee that there will be a consistent SEND voice on the panel long term?
15.	Hackney Independent Parent Forum	<p><u>Provision mapping:</u></p> <ul style="list-style-type: none"> • How does HE audit the cost, cost effectiveness and availability of provision? Parents report their child has not received provision as stated on their EHCP's and would like to be provided with all information pertaining to their child especially at reviews.

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Overview & Scrutiny

Children and Young People Scrutiny Commission Minutes of 14th June 2021

Attendees

Sophie Conway (Councillor) (Chair)
Margaret Gordon (Councillor) (Vice Chair)
James Peters (Councillor)
Humaira Garasia (Councillor)
Richard Brown (Statutory Co-optee)
Jo Macleod (Co-opted member)

In attendance:

- Cllr Lynne Troughton
- Cllr Anya Sizer
- Cllr Sarah Young
- Steven Olalere, PG Representative
- Salmah Kansara, North London Muslim Community Centre
- Cllr Anntionette Bramble, Cabinet Member for Children, Education and Children's Social Care
- Cllr Caroline Woodley, Cabinet Member for Families, Early Years, Parks & Play
- Annie Coyle, Director of Children & Families Service
- Annie Gammon, Head of Hackney Learning Trust and Director of Education
- Stephen Hall, Assistant Director, School Performance, & Improvement
- Marian Lavelle, Head of Admissions and School Place Planning
- Donna Thomas, Head of Early Years, Early Help & Wellbeing
- Tim Wooldridge, Early Years Strategy Manager

Cllr Conway in the Chair

1. Welcome and introduction

1.1 The Chair welcomed members and officers to the meeting and those members of the public who were viewing the livestream. It was noted that this was a hybrid meeting with members of the Commission in attendance and officers connecting virtually.

2. Apologies for absence

2.1 Apologies for absence were received from the following members of the Commission:

- Cllr Anna Lynch
- Justine McDonald, RC Representative
- Michael Lobenstein, UOHC Representative
- Andrew Carter, Director of Community & Children's Social Care

3. Urgent Items / Order of Business

3.1 There were no urgent items and the agenda was as published.

4. Declarations of interest

4.1 The following declarations were received by members of the Commission:

- Richard Brown as Executive Head Urswick Secondary School declared an interest in item 7 (School Places);
- Cllr Peters was a governor at a school in Hackney;
- Shabnum Hassan, was a governor at a school in Hackney;

- Jo McLeod was a governor at a school in Hackney.

5. Pupil Attainment

5.1 An update on educational attainment is provided each year to help the Commission maintain oversight of the achievement of children and young people across Hackney. Given that there were no statutory examinations in 2020 due to Covid-19 restrictions, an update of the school assessment processes to be used for 2021 has been provided. In addition, the report provides a summary of the following:

- Support provided by the Local Authority to children undertaking teacher assessments;
- Equalities issues arising from teacher assessment process;
- Impact of assessment outcomes from 2020 on demand for post 16 and post 18 provision;
- Local learning accrued from the 2020 teacher assessment process.

5.2 The Cabinet member for Children, Education & Children's Social Care introduced the item. It was noted that the pandemic had caused severe disruption to national educational testing systems in 2020. Hackney Education (HE) had worked to support local schools and teachers to ensure that appropriate testing and examination systems were in place for the coming year (2021) and that children and young people are adequately supported. The Director of Education noted that children had lost 8 weeks of on-site teaching this year (21/22) which whilst was fewer than last year, was still a significant loss to young people.

5.3 The Assistant Director for School Performance and Improvement presented the report and highlighted the following issues:

- Schools have been evaluating pupils since their return to school to help understand gaps in knowledge and learning. As in 2020, a school based assessment will be used to determine pupil's grades for 2021, and schools have been busy setting up their assessment processes for KS2, KS4 and KS5.
- Schools have developed their own schemes to assess pupils which have encompassed a wide range of methods (mock exams, tests, project work). Schools have also set up their own moderation schemes to ensure that marking and assessments are fair (e.g. blind marking).
- Guidance has been issued from DfE and Exam boards on local assessment processes and it has been made clear that children can only be assessed on those areas of the curriculum which they have been taught or studied.
- HE has provided support to schools both directly and via School Improvement Partners to support assessments at KS2, KS4 and KS5. Seminars have been held to support exam moderation (which have been well attended) as well as sharing good practice more broadly. Support has also been offered to faculty and subject leaders via network meetings to support the development of centre assessed grades.
- Exam results from 2020 and 2021 cannot be used for school accountability purposes, schools are primarily using this as a parental feedback tool on pupil performance.
- In response to concerns around unconscious bias, HE has offered training and support to local schools and many schools have taken up this offer. School Improvement Partners have also provided advice to schools to ensure

that local assessment schemes were fair and did not discriminate or disadvantage any particular groups of children. It was noted that no concerns had been raised about any provider in this respect.

- Pupils will be given their exam results in August, and may appeal the outcomes of their results directly to the school. As schools administer the appeals process there is an additional incentive to ensure that assessment systems are robust and fair.

Questions from the Commission

5.4 To ensure that appropriate adjustments are made for disabled students, exam guidance for this year requires that local heads seek the input of SENCO into assessment processes. What assurance can you provide that local schools are actively involving local SENCO's in their assessment processes? What support is the Education Service providing to SENCO's to support them in this role?

- There is clear guidance on the reasonable adjustments that schools must make for children with SEND. Given that this will be a criteria in which pupils may be able to appeal their results, schools will undoubtedly ensure that there is appropriate support and adjustments made for children within their exam processes. It was noted that centre assessed grades may also be more beneficial to pupils with SEND as new assessments may be more informal and cater for a wider range of educational and learning needs. HE also supports a SENCO forum for local practitioners to meet and share best practice.

5.5 Although the Education Service cannot use local exams data from schools for 'accountability purposes', what data has the Education Service collected (or intending to collect) from local schools to assure itself that disadvantaged groups of young people are not further disadvantaged by assessment processes used in local schools? How many local secondary schools have supplied their exams data from 2020 to the Education Service? Can you provide an overview of attainment from 2020 results data?

- Although there was limited outcome data from 2020, HE had visited individual schools in September 2020 to help understand how they were using their own assessment and outcome data to evaluate and improve their performance. Schools are self-determining and therefore it is important that they undertake their own evaluation of their performance and set their own improvement programmes and goals. The HE then works with schools to provide an overview and checks and balance function to compliment these improvement programmes. The progress and development of disadvantaged children, children with SEND and looked after children throughout the pandemic has been raised with all schools during termly visits to ensure that these students were adequately supported during the period of school closures.
- Whilst some of the measures that schools have put in place during the closure of schools would have helped mitigate the impact on disadvantaged children, it is likely that the attainment gap will not have shrunk and may have even grown, though HE was not in possession of the data to make such an assessment as yet. Schools will have a huge piece of work to address this attainment gap, particularly as national evidence would suggest that the gap had been widening even before the pandemic. This will be the focus of HE and schools in the year ahead.

- 5.6 Can the Education Service provide an overview of the Hackney wide attainment figures for GCSE and A Level from 2020 and how these may have differed from 2019 figures.
- It is clear that the pandemic has disrupted young people's education, and that school closures and the requirement to school from home has exposed the inequities in the home learning environment of children. A wider range of young people were able to attend school during the second lock down which limited the impact, but still a significant proportion of young people continued to receive lessons virtually. School closures have had an impact particularly in relation to the teaching of practical science and physical education. There was some evidence to suggest that children's reading, writing and oracy development may have been hampered by school closures. Problem solving was also difficult to teach virtually. It was expected that the lack of peer to peer contact would have a negative impact on young children's social skills, but local evidence would suggest that this may not be as great as anticipated. Similarly, concerns around children's behaviour on their return to school after a long period of school closure have not materialised.
 - KS4 outcomes were strong in 2020, with local results being above national averages. It was hoped that strong results would also be achieved in 2021. At KS2 and children reaching the expected level of development ahead of secondary transfer, schools had reported that they had managed to close the learning gaps quite quickly on their return to school.
 - Whilst conversations had been had with individual schools on their individual performance there have been no borough wide assessments. Schools would be required to submit full data sets to enable HE to do this, and schools have been advised that the LA should not be requesting this for any accountability purposes. Whilst this was not ideal and not what HE would like, officers reassured the Commission that they were visiting and providing challenge to schools via School Improvement Partners.
 - A member of the Commission noted that schools not being able to compare results had been positive and had allowed schools to focus on their own results and development programme. It was also noted that it would be difficult to compare outcomes from 2019, 2020 and 2021 examinations as the process of assessment has been very different for each year.

- 5.7 What assurance can be provided that the assessment processes set up by schools for 2021 exams are fair, open and don't discriminate against particular groups of young people? What has been learnt from the 2020 exams process to inform the best practice for 2021 exams?
- It was noted that schools often used blind marking of students in which assessments scripts are anonymised. In addition, assessment results are usually moderated by another teacher at the school and by the head of faculty. The exam boards will be seeking clarification that schools assessment processes are robust.
 - Whilst it was positive that the school has much more control over the exams process, ultimately this was a lot more work for schools and teachers, not only in setting and marking exams but also in supporting appeals. It was noted that schools felt very empowered by the new exams process for 2021.
 - There were also positives for young people at KS2 as the tests that were now

being undertaken were less formal and stressful.

5.8 Could Hackney Education provide further clarification on the cultural competency training on offer to local schools? Is this a whole school offer or is it directed more to key staff in leadership roles? What has been the take up of cultural competency training across local schools? What specific measures are taken by school to eliminate unconscious bias?

- Unconscious bias training is undertaken on a whole school basis. The first session explores what unconscious bias is in the context of the school, and there is reassurance to ensure that staff feel comfortable talking about this issue openly. Schools are offered a follow-up session in which the issues are explored in greater depth and where there is an opportunity to explore people's personal experiences of unconscious bias. The training also looks at those behaviours and approaches that can counter unconscious bias.
- Specific unconscious bias advice and guidance was provided to schools around the exams process.

5.9 It is likely that there will be increased demand for post 16 places in local 6th forms and colleges for September 2021. Can Hackney Education clarify if there has been any increase in capacity across the Hackney schools sector to meet this expected increase in demand? Can an overview be provided of the post 18 destinations from the 2020 cohort? It has been reported that because additional university places were given out in 2020, this may reduce the number of places on offer in 2021 - can this be confirmed?

- The LA was in a relatively good position in respect of 2020 post 16 exam outcomes as there was a surplus of 6th form places heading into 2020/21. As a result, schools were generally able to accommodate the needs of young people wanting to stay on and study for A Levels.
- In respect of the post 18 position, after the abandonment of the algorithm, grades were reported to be stronger. There were however some issues with young people who were initially rejected by their chosen institution as they had not reached the required grade determined by the algorithm based assessment. These results were subsequently revised and young people were supported in finding an alternative place.
- Anecdotally, there was evidence to suggest that some universities had reduced capacity for the year ahead, though the situation would not become clear until the summer when 2021 results were announced. Young people would be supported over the summer by school career guidance and support and Prospects.

5.10 The Chair summed up highlighting the following:

- It was positive to note that schools had embraced the exams process for 2021 and that this could have a positive impact in helping to remove some of the competition between local schools. Also, it was clear that the exams process for 2021 could help children with different or additional learning needs.
- The Commission felt assured that school improvement partners were providing challenge to local schools on their attainment of disadvantaged groups of children. It would be useful for the Commission to understand what the impact of the 'digital divide' has had upon certain groups of children and if this has led to any underperformance.

- The Commission will be looking at this item again in 2022 when it will consider the exam results from 2021.

5.11 The Chair thanked officers for attending and responding to questions from the Commission.

6. Childcare Sufficiency

6.1 The Local Authority is required to undertake a childcare sufficiency assessment every two years and to provide an annual update to members. Through this reporting the Commission maintains oversight of childcare provision across the borough to ensure there are sufficient places to meet the demand of local families. Given the impact of coronavirus on childcare services, two updates were provided to the Commission in the 2020/21 work programme, the last being in December 2020. A full childcare sufficiency is not due until 2022, so the attached report provides an update for the Commission.

6.2 The Early Years Strategy Manager summarised a number of key issues from the report:

- Parents are able to access free childcare entitlements through childminders, PVI childcare settings, maintained nurseries and children centres. Assessments have shown that there is sufficient capacity across the sector to meet the needs of parents at this time. If demand increases in September, HE was confident that there was sufficient local capacity.
- It was feared that there would be mass closures of childcare settings as nurseries and other childcare providers may have struggled with the financial impact of the pandemic. These concerns have not materialised however, for whilst there have been two nursery closures, three are currently registering with Ofsted to open in September.
- Over 40 people have attended introductory childminder sessions, for those considering a career in this field of childcare.
- It was probable that an increase in capacity was in part related to declining demand. With more parents now working from home, it was clear that parents were not using childcare in the same volume as prior to the pandemic.
- It was noted that there had been a 16% reduction in the number of 2 year old children taking up their free childcare offer. Many 2 year olds traditionally commence their free childcare in January of each year, however as the 2nd lockdown commenced in January of this year, this had an impact on numbers. In some cases it was also nurseries not taking on 2 year olds.
- Data for September admission was not yet available but the Early Years service was confident that there would be an upturn in numbers for children of all ages using childcare. Comparative data on childcare usage across England would be published on July 1st by DfE and HE would be in a better position to comparatively assess local demand and usage data.
- In terms of quality, Ofsted had re-commenced inspections for those settings where improvements have been required or where there are specific safeguarding concerns. 98% of all childcare providers are either good or outstanding.

Questions from the Commission

- 6.3 Funded childcare provision for 2 year olds is of critical importance as this is targeted at children most in need. Data in the report indicates that the number of 2 year old children receiving funded childcare/education has fallen from 1,317 to 1,080 since 2019? How is the Education Service targeting those families most in need and encouraging uptake of provision? How does our performance compare to other authorities?
- Whilst the benefits of free 2 year old childcare were well documented, the pandemic had clearly impacted on take up of this entitlement. Whilst schools closed, this perhaps gave rise to a misconception that childcare settings were also closed which was not the case. Childcare settings were also operating very strict 'bubbles' which may have inhibited take-up of childcare. Similarly, childcare settings could not let parents into their setting to help settle their children in and of course, could not show parents around who were considering a childcare placement with them. Home visits, which are an important part of reaching out and engaging with new families, were also not possible during this time.
 - Not all 2 year olds are entitled to free provision as eligibility is determined by DWP who provide a list to local authorities each year. This number varies from year to year and therefore comparison between years is difficult. The list of eligible families is shared with Children's Centres who then make contact with families to encourage them to take up the free childcare offer. There has been a higher level of handholding for families during the pandemic to support parents to access childcare, be this in person or online.
 - It is not possible to ascertain how Hackney compares to other authorities at present as this data is not yet available.
- 6.4 What has been the position of providing childcare support to those families which have been assessed to have 'no recourse to public funds'?
- The multi-agency teams based in local children's centres provide wide ranging support for local families in need, including those families with no recourse to public funds. The data shows that referrals to this service throughout the pandemic have not diminished and that the service continues to support around 400 families in need, including those without recourse to public funds. This includes families living in temporary accommodation, in a hostel or where there are vulnerabilities in the family (e.g. mental health issues). The Early Years service has continued to offer respite childcare for these families in need throughout the pandemic.
- 6.5 Children's Centres are a key part of the authorities early years strategy. In the last report submitted to the Commission it was noted Children's Centres had suffered a decline in parental fees income due to the pandemic and were running at an operating loss in excess of £1m p.a. Has the government refunded this loss income? Can you provide an update on the financial position of local children's centres and plans for this service going forward?
- An operating shortfall in fees was projected for the end of 2020/21. The LA was able to recoup these fees at a rate of 75%. For maintained children's centres this reimbursement was paid to the LA. Non-maintained children's centres (i.e. those operated from schools) were directly reimbursed.
 - A new fee structure was introduced in 2019/20 which reduced the subsidy for higher income families. Covid has of course impacted the income and

circumstances of families which has made the new fees structure challenging. Whilst children centres have been able to keep places, they have not been able to maintain a register of admissions or a waiting list. Parents were noted to be using services differently, with many parents now choosing not to use childcare beyond their free entitlement (15/30 hours). Fewer parents were also using the wrap-around childcare hours (before 9am and after 3pm) and Children Centres and other childcare settings were adapting to this new environment.

6.6 Given the widespread impact on the working arrangements of parents, what analysis has been undertaken to assess the capacity / spare places at childcare settings to give a fuller picture of sustainability or viability of the local childcare sector? How will this affect the viability of places in the future?

- March 2022 will be the date of the next childcare sufficiency assessment which will really help to determine future demand. The census has also been undertaken this year and this will add to understanding of local demography and future childcare usage. At the moment it is not clear if the issues being seen in the childcare sector are related to Covid, or part of a wider long-term trend. In a paper being assessed later, it was noted that the number of children entering reception has also been falling and predicted to fall further in the coming years. It was clear at the moment however, that numbers of providers had remained steady though with falling demand, there was capacity in the local childcare sector. The key question in the coming months will be is there sufficient demand to sustain all these providers?

6.7 The Covid-19 financial support measures have allowed many childcare providers to stay afloat during the pandemic. With the end of this support approaching there is a risk that some providers may close. What financial support is currently available and when does this cease? What business support is the Local Authority offering to enable providers to adapt and transition? What other corporate support can be provided to the sector?

- A dedicated officer at HE works with local childcare providers, offering business advice and support. The officer works with them on fees, hours of opening, shift patterns and how to generally maximise income and reduce outgoing. The Early Years Service works closely with many local providers to support them through these challenges. Fundamentally however, local demand is centred on the number of children in Hackney and of the 118 providers on non-domestic properties many of these have vacancies at the moment. The Council can support providers to advertise and to encourage parents to take up their free childcare offer.

6.8 Many children are first diagnosed with SEND when they enter childcare settings. With fewer children entering child care in the past year, will this lead to delays in early diagnosis and support of children with SEND? Has there been any increase in the Inclusion Fund (a dedicated fund to support children with an undiagnosed SEND in childcare settings)? How is the SEND service working with local childcare services to develop and improve access?

- It is correct to assume that there is a concern that lower uptake of childcare may lead to later diagnosis of children with SEND. Every setting is supported

by Local Area SENCO's who can help with early assessments of children and support settings to make applications to the Inclusion Fund.

6.9 Is there sufficient childcare provision outside of 'mainstream provision' that caters for parents who may work unsocial hours or for parents who need care for older children 8-12 years or children with SEND?

- In respect of demand for childcare in unsocial hours, childminders are a key part of the provision as they provide wrap-around services and have the flexibility to respond to individual needs of parents.
- There is also childcare provision for parents of children with SEND available within the locality. There are funded places available for children with new or emerging SEND who are supported to take up childcare through the Inclusion Fund. Other Children In Need or Looked After Children are supported through the Early Help team and are able to offer respite child care or funded childcare provision.

6.10 With fewer children accessing childcare and for shorter periods, what are the repercussions for children's preparedness and readiness for school? How is HE planning to re-engage parents locally to underline the benefits of childcare and early education? How are Children's Centres trying to re-engage parents to support them back into childcare provision?

- It is known that children born during this period and other toddlers have not been socialised and this will have had an impact on their development. Also those older children who have not been using childcare or not as frequently, this will have impacted on their physical, educational and emotional wellbeing and development. It is therefore a priority to work with settings to accelerate young people's learning when they do return to childcare settings. Of course, as has been noted before, the home environment and stimulus that children receive varies enormously and children will be impacted in different ways.
- There has been a Covid response policy in place to make sure that Children's Centres have remained in contact with families throughout the lockdown period, not just those using childcare but others who may just use Stay and Play. Audits revealed that parents were using the on-line resources and wanted more. Parents also noted that they needed other resources like paper, colouring pens and crayons and the Children's Centres responded by making sure resource packs were supplied to parents that needed them.
- School readiness is a concern and the Early Years service is alert to the issues that may arise. The focus was currently on getting children entitled to free 2 year old childcare to take up their places. Staff were running outdoor sessions for families and putting a number of sessions on line. It should be remembered however, that staff have also been hit by the pandemic and have contracted Covid and some are suffering the effects of long-covid, so the service response has to be managed in a covid secure way and the wellbeing of staff.
- The Early Years Service is aware of the issues around attachment and trauma for children accessing childcare at this time. Those children who do not gain safe and secure attachments in settings can develop trauma and the service is providing advice and training on this issue.
- It was noted that the a new Early Years Foundation Stage curriculum is in place from 1st September 2021, and this has provided an opportunity for the

Early Years Service to engage with settings, offer training and underline the importance of key early years fundamentals; quality teaching, positive interactions, assessment and recording to inform individual development plans.

- 6.11 How are children and families who are in hostels or other forms of temporary accommodation supported to use childcare services? Is the Early Years Service confident that living in temporary accommodation is not a barrier, and are comparable numbers of children in these settings accessing childcare services?
- All of the Children's Centres work with Hostels in their local area together with Multi-Agency Teams. Where Children's Centres can gain access to hostels they will offer services from these sites, but this is not always possible. A recent audit undertaken by the Early Years Service had recorded that 75% of children in local hostels were known to their local Children's Centre. Given the number of children who live in Temporary Accommodation more broadly, this is a significant challenge and the Early Years Service would not be able to support these families in the same way in which they support those living in hostels.
- 6.12 The Chair summarised some key issues to emerge from the discussion.
- Whilst it was worrying that childcare was experiencing problems as a result of the pandemic, it was reassuring that the number of providers in operation had remained stable.
 - The Commission would like to maintain oversight of how the sector has been and continues to be impacted by Covid and will ensure that this is taken at the earliest opportunity in the next work programme.
 - Given the number of children living in temporary accommodation it is clear that further work may be necessary to ensure that this group of families do not face additional barriers to accessing childcare.
- 6.13 The Chair thanked officers for attending and responding to questions from the Commission.

7. School Places

- 7.1 Schools Places is a standing item on the agenda in which data on admissions to reception and transfer to secondary school is provided annually to the Commission. A report was presented to the Commission on this area, together with the measures that were being taken to plan for school places in the future.
- 7.2 The Cabinet member for Children, Education and Children's Social Care introduced the item. The report provided an overview of the admissions at reception and transfer to secondary, and which noted those schools which were both oversubscribed and undersubscribed. The Cabinet member also noted the development of local strategy to secure more SEND provision in-borough, and this had relevance as this may be used to maintain demand in local primary schools. The Cabinet member also noted that school place planning was also being linked to new development taking place within the borough.

- 7.3 The Head of Admissions and Pupil Benefit highlighted a number of issues from the report:
- In respect of admission to reception 98.1% of parents applied on-line, 98.3% of parents had a Hackney primary school as their 1st preference and a higher proportion of parents in Hackney were allocated either their 1st, 2nd or 3rd preference school than the London average. 33/58 local primary schools were under subscribed and there were 505 surplus places in the current reception class. The surplus of places was expected to grow in future years.
 - In respect of secondary transfer, 99.6% of parents applied on-line and 84.5% had a Hackney secondary school as their 1st preference. A higher proportion of parents in Hackney were allocated either their 1st, 2nd or 3rd preference school than the London average. 11 of the 16 secondary schools were oversubscribed, but there were sufficient secondary school places available locally. A local secondary surplus is expected to grow however, as the surplus in primary schools feed into secondary schools in the years to come.
 - Children with an EHCP are admitted to schools through a different process. 59 children with an EHCP were given a place in primary settings, 38 of which were allocated their first preference. 234 children with an EHCP were allocated to a secondary school, 147 of which were given a place at their first preference school. 171 (73%) of this cohort of children were at a secondary school located in Hackney.
 - The number of children on roll in reception in 2015 was 2,846 but this has fallen by 316 to 2,530 in the current year (2020/21).
 - In terms of secondary children on roll, whilst there was a good match at present, a surplus of places was predicted from 2023 onwards. A new education sufficiency and estates strategy was being developed (from autumn of 2021) which would seek to address under capacity in some areas (SEND) with over capacity in other areas (primary and secondary).

Questions from the Commission

- 7.4 The number of children who did not get a place at any of their chosen secondary schools rose considerably this year to over 180. Given that almost $\frac{2}{3}$ of these children were in the lower ranking CAT score and these children are allocated a place at schools where there is a vacancy, how can the authority be sure that places are being allocated fairly across the borough? Why has there been an increase in the number of children who did not get any of their chosen schools?
- Historically children from lower banding CAT scores are over represented in the cohort of those who do not get any of their choices of secondary schools. HE works with schools to ensure that they support parents to make use of all their preferences and make realistic choices for their children. A printed guide is sent to all parents via their primary schools and training sessions are run for both schools and parents. It was acknowledged that the in-take at undersubscribed schools could be skewed to lower band groups in this process. Banding only applies at secondary transfer and does not apply to in-year admissions other than in the year 7 autumn term at a small number of schools. All LA's have a Fair Access Protocol which ensures that hard to place children do not all go to the same school and are evenly distributed across local schools.

- 7.5 Following on from the above, are local schools which are under subscribed having to take on a disproportionate number of children who have lower CAT scores?
- A member of the Commission confirmed that it was likely that if local secondary schools had vacancies, then they were more likely to be allocated to children who had achieved lower CAT scores (C and D scores). There were of course disproportionalities in this cohort of children, particularly in relation to disadvantages such as FSM.
- 7.6 A number of issues were raised by the Commission:
- 1) It was noted that a neighbouring borough was building a primary school in response to planned new development (and despite region wide evidence of declining demand). New development needs to be recognised in forward planning or children may be travelling across the borough to access schools.
 - 2) Although the surplus of places predicted for secondary schools was relatively small (and predicated on falling rolls at primary) secondary CAPs were already being discussed. This was a concern given that this would lead to a diminution of parental choice.
 - 3) It was also noted that data from the report indicated that Mossbourne Riverside Academy admitted 57 out of borough children and that Mossbourne Victoria Park Academy would give preference to 42 children on roll at Mossbourne Riverside Academy who lived nearest to the secondary school, if sufficient numbers applied. This could lead to a higher number of children outside the borough being given places in local secondary schools and distort school place planning.

In response HE noted that the scale of the issues at Mossbourne Riverside Academy was perhaps not as great as reported. Given the projected over supply of places this may also be of benefit to other schools and reduce the likelihood of reduction in PANs. Children with SEND are also travelling to more out of borough schools and the availability of more in-borough choices was a priority for the council. The primary places projections do take into account local housing developments as details are submitted to the GLA who make these forecasts.

- 7.7 Will secondary school place planning reflect local housing developments which will come on stream in future years?
- The Cabinet member assured the Commission that the Council was aware of these issues. Much of the housing being developed was being targeted at families so it was right to ensure that this is recognised in school place planning in future years. This is part of the strategic planning of the Council. It was also noted that Free Schools can be opened in this or any other borough which could of course impact on school place planning and for which the local authority has no control.
- 7.8 Have the predictions for school place planning offered by the GLA been accurate over the past few years?
- Projections from the GLA have been relatively accurate in the short- medium term. But of course, longer term projections were subject to wider, unforeseen influences which may affect the accuracy. The sudden fall in pupil numbers has been seen across London and in other large urban areas, and has been attributed to a number of factors including the cost of

accommodation, benefit changes, Brexit and of course, Covid. Projections are revised each year based on actual school rolls.

- 7.9 Although many primary schools received more allocations than places available, after all the choices were applied 33 primary schools were eventually under subscribed, 21 of which were substantially undersubscribed (by more than 25%). What strategic analysis takes place of those schools which are under-subscribed (e.g. where they are, type of school etc.) How are schools which are undersubscribed supported? At what point do affected schools and Hackney Education agree to the process to establish a place CAP?
- Work is taking place at two levels. Schools which are undersubscribed by 5 or so pupils can generally manage ok, but when numbers fall significantly for example, it can become uneconomical to run a two class entry (60 places) for 35 children. Schools are allocated resources on a per pupil basis and the local authority cannot give schools additional resources. It is always helpful to have some capacity in the primary sector as there will always be in-year admissions. The increase in demand for specialist places will hopefully work positively with the decline in demand for mainstream primary provision.
- 7.10 Through the course of its work parents continue to highlight the difficulties of selecting secondary schools that will meet the needs and aspirations of their child. Parents often cited how difficult school websites were to navigate when trying to obtain important information - for example Behaviour Policies, SEND Policies. Is there any guidance for schools on accessibility of on-line documentation? Are there any provisions or requirements for schools to provide information for parents where English is an additional language? Do parents have access to any independent advice or information in selecting preferred secondary schools?
- All schools are required to put all their policies on their website, though where they appear on the individual school websites may vary. HE may be able to audit these policies as part of its general governance assurance work across schools. It is not a requirement for schools to provide these policies in additional languages aside from English. Headteachers in primary schools are a key point of advice and information for parents in choosing their child's secondary school.
 - All parents receive a printed leaflet summarising the key issues that parents need to consider when selecting their child's secondary school. All applications are made through a pan-london on-line process. Primary schools can view this data and can therefore check to ensure that their parents are applying on time.
- 7.11 Could further details be provided on the Education Sufficiency and Estates Strategy detailed at 11.4 of the report? Is this something that scrutiny could contribute to?
- This document is being developed and a number of member drop-in sessions have been held. Strategy development is due to commence in the autumn and members will be invited to participate in this process.
- 7.12 The Chair summed up this item as follows:
- In terms of next years item:
 - It would be helpful to have more detail on the school preference system for children with an EHCP.

- Further information on the allocation of children to local schools whose preferences were not met (and disproportionate impact on undersubscribed schools).
- Further details as to how projections are calculated.

7.13 The Chair thanked officers for attending and responding to questions from the Commission.

8. Work Programme

8.1 The Commission is developing a new work programme for the year ahead. A draft outline programme had been developed using the standing items on the work programme as submitted.

8.2 A consultation had taken place with key stakeholders including the local community and voluntary groups, other statutory organisations, senior officers within the council and of course, local residents. This had yielded 15 suggestions to date, all of which were detailed in the report. There was limited capacity in the work programme so the Commission would need to prioritise those issues which it considers for the meetings ahead. This session would provide members with the opportunity to reflect on the suggestions put forward and to make recommendations for inclusion.

8.3 The following suggestions were put forward from the discussion:

- That the Commission's review into unregistered educational settings is followed up in 2021/22.
- Housing allocations for care leavers and other vulnerable young people could be explored together with Living in Hackney;
- The impact of LTN on young people and how this group young people are supported to use low carbon transport/neighbourhoods; and also how transport is used by young people;
- The CHSCP also suggested that disproportionalities in safeguarding children and young people those taken into care, this could also encompass the role of 'adultification' and racial stereotyping of children in these assessment processes;
- What do we know about our SEND children in mainstream schools and how we identify and support this cohort of children? What level of support is available to this group of young people from within and external to the school. Also reported to be wide variability in provision across schools. How parents and families are involved in supporting provision.
- How do we support children in temporary accommodation, particularly when families may be placed outside of the borough. It would be useful to also consider disproportionalities in this process;
- Recent national reports on sexual harassment in schools needs to be assessed in Hackney and to seek reassurance that appropriate work is being undertaken to address this;
- The lockdown may have exacerbated the impact on children whose parents are alcoholics or who have other addictions, or who have been exposed to domestic violence. It would be useful to understand what impact this may be having in terms of children coming into contact with children's social care and what support is available for these families.

8.4 The Chair noted that all the suggestions would be discussed and to develop a number of priorities in the work programme ahead. An outline programme would be developed in consultation with the Commission and in discussion with senior officers and Cabinet members.

9. Minutes

9.1 The minutes of the meeting held on the 14th June 2021 were agreed by the Commission.

10. Any other business

The date of the next meeting is the 12th July.

Meeting closed at 21.40

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