

Item No. 16.	Classification: Open	Date: 7 December 2021	Meeting Name: Cabinet
Report title:		School Standards Report 2021	
Ward(s) or groups affected:		All	
Cabinet Member:		Councillor Jasmine Ali, Children, Young People and Education	

FOREWORD - COUNCILLOR JASMINE ALI, DEPUTY LEADER AND CABINET MEMBER FOR CHILDREN, YOUNG PEOPLE AND EDUCATION

The annual school standards report marks an important part of the council's calendar.

Each year the report has shown an improvement in school standards as we move at pace towards our goal of 100% outstanding schools in Southwark.

Last year was of course different. Measurement of standards was put on hold as our schools became our fourth emergency service, shifting to remote learning for most of our children while staying open for our key worker and vulnerable children at the same time.

This year, as the inspections restart, I can report that we are now at 95% good or outstanding. That is up on previous measures as a result of the successful outcome of the latest Ofsted inspection of Robert Browning Primary School.

Nevertheless, even after September 2021, when the schools were open to all pupils, individual schools were still hit by Covid-19 breakouts. The report details the significant impact of COVID on learning and communication, and on social, emotional and physical development across the board. The picture is mixed with some children benefitting from increased contact, smaller class groupings and closer interaction with teachers, albeit with fewer opportunities to develop social and communication skills.

Of course there are some key challenges. Delivering and managing on-site and remote learning, sometimes simultaneously. Developing new ways of assessing progress and attainment. Above all, supporting the mental health and wellbeing of Southwark's children, families and staff. All this during a time of great financial difficulty for our schools as we see pupil numbers decline.

As a local authority, Southwark has successfully anticipated some of these challenges.

Our joint initiative with the Teaching Schools Alliance and match funding from the community ensured 2,600 children received laptops for learning. Likewise our focus on mental health and wellbeing of all children enabled support to schools in delivering moderated assessments. Our focus on remote and catch

up learning and the recovery of disadvantaged pupils has also been a great support to our schools, pupils and their families. We will continue to focus on these areas.

Unlike pre Covid-19 school standards reports, there is no published data on assessments or attainment available from this academic year at this time, either locally or nationally, for any of the key stages, or for Looked After Children or children with Special Educational Needs and/ or Disabilities.

There is however a widely recognised need for a focus on schools recovery and a programme of support and for those most disadvantaged. Experts tell us that it may well take children from disadvantaged backgrounds at least seven years to 'catch up' on education missed as a result of the pandemic and a loss of face-to-face teaching.

The longer-term work of helping pupils catch up following the disruption of life in the time of COVID-19 has now begun. The council will continue to work with schools on closing attainment gaps for all our pupils, not least for those from disadvantaged backgrounds. We must work together to transform lives and make a difference.

Cabinet are asked to note the report and maintain our commitment for 100% of good or outstanding schools for all and at the same time to redouble our efforts to work closely with schools to close the attainment gap between children from disadvantaged backgrounds and their better-off counterparts.

RECOMMENDATION

1. That cabinet note the 'Southwark School Standards Report 2020/21' attached at Appendix 1.

BACKGROUND INFORMATION

2. This is an annual report setting out information about the achievement and performance of our schools and learners across the borough. The attached report at Appendix 1 contains information on educational achievement ranging from Early Years Foundation Stage (five years old), through to A-Levels, including the achievement and experience of pupils with Special Educational Needs and/ or Disabilities (SEND) and on to Adult Learning.

KEY ISSUES FOR CONSIDERATION

3. The key issues for consideration are included in the report at Appendix 1- 'Southwark School Standards Report 2020/21'.
4. The 2020/21 data contained within this report is provisional.

Policy framework implications

5. The report at Appendix 1 is fully aligned to local planning and policy frameworks including the Borough Plan. These outline the council's continued commitment to supporting schools to be good or outstanding, with children and young people able to achieve their full potential.

Community, equalities (including socio-economic) and health impacts

Community impact statement

6. The impact on communities of the issues and recommendation within the school standards report has been considered in line with Southwark's Approach to Equality. Generally, the recommendations will have a positive impact on communities through the commitment to Best Start in Life to drive up standards across our schools.

Equalities (including socio-economic) impact statement

7. The school standards report at Appendix 1 would usually include detailed information analysing published attainment and equalities data (gender, age, ethnicity and socio-economic: pupil- premium information). However, for the past two years, because of the disruption to education, there has been no published attainment data nationally. This report is therefore unable, this year, to demonstrate any connection between attainment and equalities impact through data.
8. Southwark Stands Together is the programme of work relating to equalities (specifically race) being undertaken by the council and Education has five recommendations sitting underneath it. We would expect, in future reports, to be able to include information about the impact of this work.

Health impact statement

9. The School Standards report at Appendix 1 includes examples of activities, programmes and projects aligned to the council and borough plan and designed to have a positive impact on the mental and physical health and wellbeing of children and young people in the borough.

Climate change implications

10. Whilst the School Standards report at Appendix 1 does not contain specific recommendations in relation to climate change, the Education team is committed to and continues to support and promote activity in schools to tackle the climate emergency.

Resource implications

11. The continued delivery of universal education services and statutory

functions, including early years, school improvement, school admissions, specialist education and special educational needs services will continue to be provided via the existing but diminishing education budgets: both council fund and Dedicated Schools Grant (DSG), the latter of which is in a significant deficit position and is subject to a draft DSG budget recovery plan. There is significant pressure on all budgets but Education remains a key Council commitment ensuring that the most disadvantaged are supported to 'level up' their life- chances, compared to those less disadvantaged.

Legal implications

12. All legal implications are dealt with in the Director of Law and Democracy's concurrent below.

Financial implications

13. All financial implications are dealt with in the Strategic Director of Finance and Governance's concurrent below.

Consultation

14. No consultation was required.

SUPPLEMENTARY ADVICE FROM OTHER OFFICERS

Director of Law and Governance

15. The purpose of this report is to provide an update to Cabinet on Southwark school standards in 2020/21.
16. The council is the relevant authority tasked with carrying out functions in relation to education and childcare in Southwark.
17. The council has a number of general duties in relation to the provision of education, including a duty to contribute towards the spiritual, moral, mental and physical development of the community, by securing that efficient primary, secondary and further education is available to meet the needs of the population of the area. Cabinet will note that the council itself maintains the majority of the schools discussed in the report; however, the council's ability to develop new school proposals is now significantly restricted, and legislation enables existing maintained schools to convert to academy status which are outside of the council's ownership and control.
18. In respect of people aged under 20 (or over 20 if the council maintains an Education, Health and Care Plan for them), the council must also exercise its education and training functions with a view to promoting high standards, ensuring fair access to opportunities for education and training, and promoting the fulfilment of learning potential by every person to whom this duty applies.

19. More generally, in respect of the well-being of children, the council is under a duty to make arrangements to promote cooperation between the council and relevant partners to promote the well-being of children in the authority's area. The council is also under a duty to improve the well-being of young children and reduce inequalities between them. "Well-being" in this context relates to education and training, amongst other things.
20. As such, the preparation of a school standards report is something that can be said to be incidental to the council's functions in these areas.
21. Besides these more general duties, the council has a number of more specific functions in relation to education. Of particular relevance to the subject matter of the report are: the duty to exercise council functions with a view to promoting the effective participation by young people aged 16-18 in education or training; a duty to promote the educational achievement of children looked after by the council; a duty to make arrangements (so far as it is possible) to identify children in Southwark who are of compulsory school age but are not registered with a school and are not receiving suitable alternative education; and powers to instigate legal proceedings for non-school attendance.
22. When making its decision, section 149 Equality Act 2010 requires that Cabinet have due regard to the need to eliminate discrimination and other prohibited conduct and advance equality of opportunity and foster good relations between people who share a relevant protected characteristic and those who do not. Information about the consideration given to equalities issues is set out in the Community Impact Statement.

Strategic Director of Finance and Governance CAS21/17

23. The Strategic Director of Finance and Governance notes the recommendations in this report which sets out information on school standards.
24. As noted in the report this is primarily a retrospective performance report. Future performance is vulnerable to the growing financial stress on school budgets. There are challenges in the budgets of individual settings given the significant falling rolls we are facing, while cost pressures are increasing. The current funding system imposed by central government does not fully recognise this and will be further exacerbated by the new National Funding Formula proposed for implementation between now and 2024/5. There is a real risk to the educational achievement and standards for children and young people in the future.

BACKGROUND DOCUMENTS

Background Papers	Held At	Contact
Southwark Borough Plan	Education, Children's and Adults Services, Southwark Council, 4th Floor, PO BOX 64529, London, SE1P 5LX	Kevin Morris, 07905 605 207
Link: https://www.southwark.gov.uk/council-and-democracy/fairer-future/council-plan		
Section 149, Equality Act, 2010	Education, Children's and Adults Services, Southwark Council, 4th Floor, PO BOX 64529, London, SE1P 5LX	Allan Wells 07908 975603
Link: https://www.legislation.gov.uk/ukpga/2010/15/section/149		
Southwark Scholarship Scheme	Education, Children's and Adults Services, Southwark Council, 4th Floor, PO BOX 64529, London, SE1P 5LX	Sumala Syeda Hassan 020 7525 5207
Link: www.southwark.gov.uk/scholarships		
Ofsted School Inspection Outcomes	Education, Children's and Adults Services, Southwark Council, 4th Floor, PO BOX 64529, London, SE1P 5LX	Kevin Morris 07905 605 207
Link (copy and paste into browser): https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsted-school-inspections-outcomes		

APPENDICES

No.	Title
Appendix 1	Southwark School Standards Report 2020/21
Appendix 2	Ofsted Ratings (31 August 2021)

AUDIT TRAIL

Cabinet Member	Jasmine Ali, Deputy Leader and Cabinet Member for Children, Young People and Education	
Lead Officer	David Quirke-Thornton, Strategic Director, Children's and Adults' Services	
Report Author	Nina Dohel, Director of Education	
Version	Final	
Dated	26 November 2021	
Key Decision?	Yes	
CONSULTATION WITH OTHER OFFICERS / DIRECTORATES / CABINET MEMBER		
Officer Title	Comments Sought	Comments Included
Director of Law and Governance	Yes	Yes
Strategic Director of Finance and Governance	Yes	Yes
Cabinet Member	Yes	Yes
Date final report sent to Constitutional Team	26 November 2021	

Appendix 1: Southwark School Standards Report, 2020/21



Foreword

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Nevertheless, even since September 2021, when schools were open to all pupils, individual schools were still hit by Covid-19 breakouts. The report details the significant impact of COVID on learning and communication, and on social, emotional and physical development across the board. The picture is mixed with some children benefitting from increased contact, smaller class groupings and closer interaction with teachers, albeit with fewer opportunities to develop social and communication skills.

Of course there are some key challenges. Delivering and managing on-site and remote learning, sometimes simultaneously. Developing new ways of assessing progress and attainment. Above all, supporting the mental health and wellbeing of Southwark's children, families and staff.

As a local authority, Southwark has successfully anticipated some of these challenges.

Our initiative with the Teaching Schools Alliance and match funding from the community ensured 2,600 children received laptops for learning. Likewise our focus on mental health and wellbeing of all children enabled support to schools in delivering moderated assessments. Our focus on remote and catch up learning and the recovery of disadvantaged pupils has also been a great support to our schools, pupils and their families.

We will continue to focus on these areas.

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that us that it may well take children from disadvantaged backgrounds at least seven years to 'catch up' on education missed as a result of the pandemic and a loss of face-to-face teaching. All this during a time of great financial difficulty for our schools as we see pupil numbers decline and resource diminish.

The longer-term work of helping pupils catch up following the disruption of life in the time of COVID-19 has now begun. The council will continue to work with schools on closing attainment gaps for all our pupils, not least for those from disadvantaged backgrounds. We must work together to transform lives and make a difference.

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Councillor Jasmine Ali

Deputy Leader and Cabinet Member for Children, Young People and Education

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Executive Summary

The academic year 2020-21 was another challenging period for schools, children and families alike, with two periods of pandemic lockdown, including almost one whole term of home learning for many children. Our schools, education settings, parents and carers had to adapt continuously to support our children and young people through this time. Our schools have been at the heart of the community as a trusted source and in signposting support and services beyond education for our families.

Broadly speaking, there has been a significant impact of COVID on learning and communication, social, emotional and physical development across the board. The picture is mixed with some children benefitting from increased contact, smaller class groupings and closer interaction with teachers but there being fewer opportunities to develop social and communication skills.

There were key challenges, which you will find running through this report: providing and managing on site and remote learning, sometimes simultaneously; developing new ways of assessing progress and attainment; and supporting the mental health and wellbeing of Southwark's children, families and staff.

A very significant challenge in achieving a strong and stable recovery is the financial position facing many schools across London and Southwark. The decline in pupil numbers has resulted in reducing budget and less resource at a time when it is needed most.

As a Local Authority, Southwark has been successful in anticipating some of these challenges, with a focus on mental health and wellbeing of all children, its provision of support to schools in delivering moderated assessments, and its focus on remote and catch up learning and the recovery of disadvantaged pupils. We will continue to focus on these areas as we move into a period of recovery.

1. Introduction

Despite enormous disruption to schools and education settings nationally because of the on-going COVID- 19 pandemic, during the last academic year, Southwark's nurseries, schools and college leaders once again rose to the challenge and maintained high quality educational experiences across the borough. This was against a backdrop of a lack of clear national leadership, often resulting in miscommunication and changes in policy discretion with little or no warning.

At local authority level, in partnership with the RSC and DFE, our Teaching and Research school, Governors, Trade Unions, colleagues in SEND, Schools HR, Admissions, Social Care, and Public Health all gave of their time freely and were able to respond to the demands that were unique in scale. It is a

testament to the commitment of partnership working in a borough that puts social justice at the heart of our mission, which translates into purposeful activity that supports all our schools and families. Despite significant financial challenges across the whole of the Education service, with real cuts to school budgets, London- wide challenges around decreasing pupil numbers, most notably in the primary phase, schools and settings have remained open. They have led on key public health directives around bubbles, PCR tests, on line learning, breakfast and holiday clubs, 1-1 tuition, additional support for those with SEND, and ensured that the gap between those in receipt of pupil premium and those more advantaged children and young people does not increase, and, ideally, narrows. Add to this Ofsted's continued monitoring and some online inspection activity where Southwark maintained its grade profile of 93.46% of 'good' and 'outstanding' nurseries and schools and you begin to realise just how special and professional Southwark's education team is. Going forward into the not so 'new normal', or a post- pandemic era, there is still much to be done and with the appointment of a New Secretary of State for Education, Nadhim Zahawi, there is optimism and hope in supporting schools in the 'levelling up' agenda.

Priorities 2021/22

Over the coming year we will build on the strong outcomes we have become accustomed to by:

- Maintaining and improving on Ofsted outcomes so that all settings and schools are at least good or better at their next inspection
- Ensuring that disadvantaged pupils in the most deprived wards are supported to maximize their life chances and schools continue to focus on closing gaps
- Ensuring that our SEND population in mainstream settings are prioritised for support and monitoring, working with our colleagues in early help and social care developing a team around the school model
- Enabling our most able pupils have access to a curriculum that enables stretch and challenge so that outcomes at least match, or exceed, national benchmarks
- Continuing to focus our efforts on safeguarding all young people in the light of Ofsted's sexual case reviews and the 'Everyone's invited' website
- Realising the ambitions of 'Southwark Stands Together' as a key component of our response to Black Lives Matter'

On behalf of my colleagues across the directorate this is a formal 'thank you' for everything you do in whatever role you play in supporting children and young people in Southwark.

Nina Dohel
Director of Education

2. Learning in Southwark's Education Settings

2.1. Early Years

The Early Years Foundation Stage (EYFS) is designed to provide highly valuable opportunities and experiences for children to help them reach their potential as learners as they move through primary school and beyond. The highly social, child centred, hands-on learning experiences that children are usually exposed to in the early years of education were seriously curtailed as a result of the pandemic and schools and teachers were challenged to continue providing high quality experiences to the youngest children without the usual freedoms to engage and respond in a way that meets their needs.

The vast majority of school- based Early Years provision remained open throughout the lockdowns to care for and teach the children of key workers and the most vulnerable in person, and for all others, remotely. This was a vital part of the effort to curb the impact of the virus on children and schools worked tirelessly to ensure that the needs of the youngest children and families were met during this time.

For those children attending on site provision, schools ensured that they met the guidance around COVID and its transmission. Although this presented challenges and children were unable to access the usual social experiences of being with a large group of their friends and peers. For some there were noticeable benefits from the smaller group numbers and the chance for more adult attention. Staff reported that many of these children made good progress and, in some cases, particularly for those children with additional needs, achieved things that they may not have otherwise had the opportunity to do.

For children learning remotely the challenges were pronounced. Remote learning was unfamiliar and appeared not to offer the same opportunities for the engaging, child focused learning that an Early Years environment would usually allow. However, schools worked hard to develop the technology and combine the online world with the children's home environment to create a wealth of learning opportunities. Staff created packs to be delivered to homes with resources for children to use, such as the ingredients for making play-dough. They read stories online that helped children understand the situation and their emotions; invented challenging games that could be played with items found around the home; and posted regular updates on their websites and social media to keep children and families in touch, such as updates on the seasonal changes in the school garden.

Alongside this provision, schools were also focused on supporting children's well-being and that of their families. Schools and staff kept in regular personal contact, provided food parcels and offered much-needed emotional support for families experiencing a range of challenging circumstances, from overcrowded home/ working space, limited access to technology, financial hardship and bereavement.

As the restrictions around COVID changed, Early Years provision was prioritised ahead of primary and secondary for full reopening and schools responded rapidly to put measures in place to facilitate the safe return of all children. This ensured that all children could settle back into the classroom as quickly as possible, minimising the disruption to their education.

Although the impact of the lockdowns on the youngest children is not yet fully known, it is clear that the time that they have missed to develop their communication and language, personal, social, emotional and physical development skills has meant that fewer children are reaching the expected standard at the end of reception. Although the usual measure of attainment at the end of the foundation stage, The Early Years Foundation Stage Profile (EYFSP), was made non-mandatory for two years due to the pandemic, feedback from schools shows that many children are missing key skills that in ordinary circumstances they would have in place.

As we have high-quality school based Early Years provision in Southwark, schools are tuned in to the needs of their children and since the return to the classroom, have ensured, in the first instance, that they are happy and ready to learn, and secondly, that they are re-immersed into the environments and opportunities that they may have missed.

The Early Years sector has also been preparing for the introduction of the foundation stage reforms and the Reception Baseline Assessment (RBA) that become statutory in September 2021.

2.2. Primary

Primary schools remained open throughout the pandemic (including lockdowns) and provided a service both remotely, and, for disadvantaged and/or vulnerable children, on site. Curriculum coverage was inevitably disrupted but teachers made adaptations to support learning and progress.

Primary statutory assessments (EYFS profile, Phonics Screening Check, KS1 tests and teacher assessments and KS2 tests and teacher assessments) were cancelled for 2021 and schools were not required to submit assessments to the LA or DfE. Prior to their cancellation, there had been an expectation that assessments would proceed and schools undertook the Phonics Screening Check (PSC) at a later stage in the year for their Year 2 pupils. These results were not published and were used only by schools to identify the children who would have to take the PSC in the summer because they had not met the required standard.

With less, or different, knowledge of pupil achievement, particularly during lockdown, it was more difficult for schools to make accurate assessments on progress and, as they were isolated from each other, it was difficult for them to benchmark and moderate assessments as they have done previously. Noticeable gaps in learning appeared: particularly for younger children and those from disadvantaged families.

However, there were some successes during this period: many schools maintained or improved the percentage of pupils who passed the phonics threshold in December 2020 despite disruption to learning from March 2020. Schools used a wide range of information to assess gaps in learning which subsequently informed adjustments in teaching:

- Past papers in KS1 and KS2 were used to inform assessments that were reported to parents and to receiving teachers and schools;
- Schools continued to hold pupil progress meetings to discuss and identify intervention needs, focussing specifically on those pupils with the greatest need/widest gaps;
- Catch up funding was used very effectively by all schools to support pupils to close learning gaps.
- Approximately 20% of schools made use of tuition partners or academic mentors through the National Tutoring Programme.
- The LA supported schools to make accurate teacher assessments through spring term online training events, school-led moderation clusters and an outdoor “help desk” approach in the summer term.
- The LA supported schools with highest disadvantage and/or with lowest capacity with a range of targeted projects and additional tutor support.

Whilst standards in most schools have not yet returned to pre-pandemic levels, particularly at the greater depth standard, identifying and closing learning gaps continues and remains the key priority for schools.

2.3. Secondary

As in Early Years and primary education settings, schools stayed open throughout lockdowns to support key worker parents to undertake key functions. This has been a challenging year for schools in terms of managing the logistics of remote and on site learning (often simultaneously), delivering a new style of assessment (Teacher Assessed Grades- TAGs), and supporting the wellbeing of staff and pupils.

The statutory directive to have a remote learning provision for all students led to additional training needs for teachers, pupils and parents, and to teachers having to adapt or enhance aspects of the curriculum in order to facilitate this mode of delivery. In addition, they had to find the flexibility required to deliver the same lesson both face-to-face and online for students who were unwell and/ or isolating. Schools have, and will continue to, face higher financial burdens to maintain, upgrade and keep secure, equipment and resources.

Teacher assessments replaced exams in summer 2021. This applied to assessments for GCSEs, AS and A-levels, as well as some vocational and technical qualifications (VTQs). This meant that students received grades awarded and determined by teachers, with pupils only assessed on what they had been taught directly. Teachers were able to draw on a range of evidence when determining grades, including the optional use of questions provided by exam boards, as well as mock exams, coursework, or other work completed as part of a pupil’s course, such as essays or in-class tests. No algorithm was used.

The delivery of subjects that have practical elements was a challenge and a focus due to the impact of various lockdowns or periods of isolation. Schools delivered online PE lessons, virtual museum visits and one school even hired a driver to deliver specialist resources (e.g. art and craft materials) to students' homes to ensure that they could have the best possible learning experiences.

There was a reduction in extra-curricular experiences imposed by social distancing and other restrictions (e.g. venue closure). Virtual replaced face-to-face activities in some cases. Also affected were activities that involved students from different "bubbles" such as school team fixtures, sports days and any (artistic) performances. This limited some students' opportunity to develop particular skills and experience such as competition, directing, mixed group rehearsals, and live performance.

2.4. Special Schools and SEND

Southwark's special schools were open to all pupils in 2020/21, including the second and third lockdown periods. The attendance at Southwark's special schools was above the average for similar schools nationally; however, a number of parents were extremely anxious about their children's health and welfare in school environments and, in some cases, school transport. Special schools worked closely with health and social care colleagues (and transport providers) to address parents' concerns and the number of pupils attending increased incrementally across the year.

Collaboration with parents and other agencies has been at the heart of everything that has gone well. A blend of face-to-face and remote meetings, and weekly conferences/home calls, maintained contact and confidence and, in many cases, improved the joined-up working so essential to support vulnerable families.

Each special school developed a bespoke remote-learning offer. In addition to video learning, laptops and tablets, work packs, resources and equipment were sent home so all pupils could learn in a way that worked for them and their families. Therapy programmes were delivered remotely and parents particularly valued this opportunity to share in this aspect of their children's learning.

Special school staff were in weekly or more frequent contact with all pupils who were not in school and worked very effectively with other agencies, including health and social care, to support the most vulnerable and anxious families. All special schools supported families by providing support with meals and food deliveries throughout the pandemic.

The impact on families' and staff mental health and well-being has been significant and varied widely. In cases where circumstances kept children away from school, re-inclusion was sometimes challenging as anxieties increased. However, in most cases, pupils responded well to the changes in routine and mitigation measures in schools: groups were smaller, transitions fewer and pupils flourished when able to access more space, more adult attention, and a calmer, quieter environment.

The borough's hospital schools had additional complications and many restrictions on ways of working. These schools developed excellent remote learning platforms both in the hospitals and in pupils' homes which will be further developed in the future. There were good examples of creativity and mutual support in our schools: for example, one hospital school acted as an exam centre for a pupil from another school so they could sit their GCSEs in exam conditions.

Tuke School maintained its Outstanding grade on inspection in July 2021 with a fantastic report (<https://reports.ofsted.gov.uk/provider/25/100880>).

2.5 Southwark Adult Learning Services

Accredited provision

SALS tutors were in constant contact with all their learners during and after periods of lockdown to ensure, where possible, each enrolled learner continued with their course of study in English, maths, ESOL and IT and Childcare qualifications. All learners received regular telephone call support to establish well-being and provide mentoring.

Tutors provided personalised learning in addition to regular remotely delivered lessons. They ensured that learners could download software, come on line and participate in the new virtual classroom, which, for many, was a new and challenging experience. Some learners had only basic phones and no access to other IT platforms. In these cases, lessons and resources were posted to learners' homes for each to stay connected and make progress.

Overall, tutors provided good guidance, feedback and encouragement to keep learners engaged and progressing on their accredited programmes of learning which has helped with mental health and given learners an opportunity to focus on their learning and a chance to reduce anxiety levels.

Non- accredited provision

Family Learning

Directly after the first lockdown, during the Easter holidays, SALS Family Learning, in partnership with children's centres, foodbanks and community hubs, engaged over 50 families. Learning packs and access to devices were delivered to vulnerable residents/learners supported by online learning sessions. This continued during the summer half term and summer holidays, and subsequent lockdown.

This model of engagement also reached families who would not leave the home for a variety of reasons during this period. By supporting them to help their children's learning and keeping them engaged we were able to offer new activities for adults and children to help with home learning which led to very

successful remote progression pathways in English, Maths, ICT and employability programmes such as Childcare for the adults.

Community Learning

In order to continue to deliver the curriculum we offered online courses throughout the lockdown in Creative Writing, Dynamic Art and Pottery, Food Safety, Pilates, Yoga and Ballet. Upon re-opening, there were both face-to-face and continued online courses with dedicated classroom resources for learners to interact with and download. Learners remarked how important the online learning has been for their mental health, both as an outlet and socialising.

Assessment and Exams

In adult learning, there were opportunities for learners to complete teacher assessments, as well as to sit examinations to receive their qualifications.

3. Fulfilling the Council Plan

The Education directorate is committed to supporting the council plan and borough priorities through various initiatives and activity. For example:

3.1. Meal Provision

According to School Census data, the number of pupils entitled to Free School Meals increased significantly throughout the pandemic, from 11,547 in Spring 2020 to 14,286 in Spring 2021: an increase of almost 24%.

On the full return of all pupils to school in September 2020, school meal provision, including Free School Meals and Free Healthy School and Nursery Meals (Southwark's additional provision), was back in place in all schools. In addition, schools were also expected to provide meals for disadvantaged pupils when they were absent from school, as a result of Covid-19, e.g. where they were instructed to self-isolate, or where they had symptoms or a positive test result themselves. Food parcels, rather than supermarket vouchers, were promoted by the DfE and provided by schools.

Disadvantaged and vulnerable pupils (including those with no recourse to public funds) benefited from Southwark-supported meal provision through every school holiday period, even when (as in October half term 2020), this was not supported by the Government.

Southwark's officers managed the frequently changing DfE guidance to communicate out key messages to schools through various means. They facilitated the use of a central voucher scheme to support schools with school holiday meal distribution via supermarket voucher, and designed a claiming process to facilitate reimbursement.

This money was used to provide laptops and internet access to children identified by Southwark's schools.

3. 3. Southwark Stands Together

Southwark Stands Together is the council's programme of anti-racism work to tackle the inequalities exposed and exacerbated by the pandemic and to respond to the murder of George Floyd in May 2020. Together with our schools, over the past year we have been working on a number of projects. These are focused on staff development, curriculum and resource design, data sharing around exclusions, the development of more meaningful and effective work experience, and influencing decision makers in central government and other national bodies.

3.4. Work towards 100% Inclusion of Pupils in Education

Over the past year, Education has been working closely with secondary head teachers, led by Councillor Ali, to focus our attention on inclusive practice, alternative provision and exclusions. The council commissioned Olive Academies Trust to provide an independent review of our alternative provision and this has formed the focus of a working party to reconfigure Southwark's offer. We are developing an inclusion charter, a data sharing protocol, and better joined up strategies to anticipate the children and young people who may need support, at an earlier stage, to stay in education.

3.5. Support 100% of children and young people with a diagnosable mental health need

3.5.1. Improving Mental Health & Resilience in Schools (IMHARS) Programme

Supporting Southwark Council's Thrive Model, and working in collaboration with schools, £2m will be invested in mental health prevention in schools through the launch of Improving Mental Health & Resilience in Schools (IMHARS) Programme, with the aim to build resilience through schools so that children and young people can cope with challenges by ensuring more children live in stronger families.

We aim to deliver a sustainable, universal infrastructure across all schools in Southwark, as part of our local, schools-led system, based on effective collaborations and partnerships, with IMHARS aligned to the open access service The Nest.

To date, 77 schools (four nursery, 53 primary, four special and 16 secondary schools) have made successful funding applications for a range of school-based initiatives designed to build resilience and promote mental health that will benefit at least 30,000 pupils: accounting for more than two thirds of all school children in Southwark.

A key strand of the project is collaboration between schools, which has resulted in successful shared projects such as an art therapy programme, a sensory space for students requiring more targeted support, and specialist training for parents and carers.

As part of **Thrive London**, our Mental Health First Aid (MHFA) two- day course has trained over 300 mental health first aiders across 90 schools and Southwark has also organised and/ or delivered sessions to school staff on managing wellbeing of staff and pupils, and designing and delivering statutory PSHE.

We have supported the development of IMHARS School Champions, who have developed the PSHE framework and corresponding resources and reading lists. They have worked on policies, attended conferences and training events, and delivered training to and shared best practice and learning with schools across the borough.

3.5.2. The Nest

The Nest is a council funded service. It is an open access mental health and wellbeing service for children and young people across the borough. Since its inception in 2020, the Nest has received 439 referrals and provided 1761 hours of support, with an average of 8-12 weeks of support per young person. Its Wellbeing Coaches have supported 20 students on a one to one basis in three separate secondary schools, providing an average of 12 weeks of support per young person, in 99 sessions.

In addition, The Nest has received funding from the Violence Reduction Unit to deliver specific support to the parents/ carers of pupils of Caribbean descent who are at risk of exclusion and deliver a parent/ carer champion network programme. Funded by the New Youth Deal, The Nest also delivers sessions in school focused on mental health awareness raising, support for school transitions and focused support for those excluded or at risk of exclusion.

3.6. Guarantee access to education, employment or training or volunteering for every school leaver

We are aware of the particular challenges faced by our young people during this pandemic and the impact this had on their opportunities to engage in education and/ or employment. The post-16 Service worked closely with Southwark College to provide additional options for 16-18 year olds in years 12 and 13 who were not in education, employment or training (NEET). This was then developed into a pilot programme, running throughout 2020-21: "Back on Track".

Back on Track offered 16+ hours per week over a 12 week programme to 16-18 year olds who were NEET. The programme was provided in person at Southwark College and also offered remotely during periods of lockdown or self-isolation and Southwark supported the college to provide access to laptops

and the internet. The programme offered taster sessions in Level 1 subjects in addition to other engagement activity.

During the academic year 2020-21, three Back on Track courses were provided and we are collecting information about participation and destination of these learners as part of our post-16 duties.

4. Celebrating Success in 20-21

4.1 Newly Qualified Teachers (NQTs) and Early Career Teacher Reforms

It was a challenging year for trainee teachers during the 2020/2021 year with the academic year cut short by the pandemic and subsequent lockdown. Nonetheless, the vast majority of trainees managed to complete Initial Teacher Training and obtain QTS, albeit with less classroom teaching than they would have benefited from in previous years.

In Southwark we had 207 registered Early Career Teachers (ECTs) undertaking their statutory Newly Qualified Teacher (NQT) induction year in our Southwark schools during Covid-19 with a 98% pass rate.

The Statutory induction period for newly qualified teachers is changing, as early career framework (ECF) reforms become active from the start of the new academic year 2021 and newly qualified teachers will now be known as early career teachers.

4.2 Scholarships

Each year Southwark Council opens applications to young people (under 25 years old) who have lived in the borough for a minimum of 3yrs, to go to University without the worry of tuition fees.

Since the scheme began in 2011, Southwark Council has helped 121 people pursue higher education on the scholarship, which covers the full tuition fees for their chosen course. Our scholarship supports young people who have an excellent academic record of achievement, made a positive contribution to their local community and have a combined household income of less than £25,000. For further details, please check www.southwark.gov.uk/scholarships

Since graduating from University, our scholars have gone on to careers in Education, Engineering, Law, Medicine as well as other pioneering fields.

For the 2021-22 intakes, 10 students were awarded the scholarship, as detailed below:

School	University	Course of Study
Sacred heart Catholic school (Camberwell)	Lancaster University:	Business Management
Kingsdale Foundation School	University of Manchester:	Mechanical Engineering with Industry experience
Ark Walworth Academy	University of Kent:	Law
Kingsdale Foundation School	Southampton University	Economics

Walworth Academy	London Southbank University	Midwifery Practice
St Saviours and St Olaves	Coventry University:	English Literature
St Michael's Catholic College	University of Exeter	LLB Law with European Studies
La Retraite Catholic School for Girls	Durham University:	LLB Law
City of London Academy	King's College London	BSc Computer Science with year in industry
*Southwark College	University of Roehampton	BA Primary Education with QTS

*Since 2013, St Olave's United Charity has been supporting the scheme by funding the scholarship of one additional scholar each year through our recruitment process, which is included in the list above (T&Cs apply.)

Appendix 2: Ofsted ratings as at 31st August, 2021

Full Ofsted inspections were cancelled last year. Of those eligible for inspection* over 94% of our schools remained Good or Outstanding.

Key: 1 – Outstanding. 2 - Good. 3 - Requires Improvement. 4 - Inadequate/Special Measures.

*Newly opened schools do not have an inspection judgement in their first three years of operation – the inspection date and rating for these schools are reported as “null” in the table below.

School Name	Type	Current Ofsted:	
		Inspection Date	Inspection Rating
Nursery Schools			
Ann Bernadt Nursery School	Nursery	27/11/2013	2
Dulwich Wood Nursery School	Nursery	10/05/2016	2
Grove Children & Family Centre	Nursery	02/12/2014	2
Kintore Way Nursery School and Children's Centre	Nursery	19/09/2013	1
Nell Gwynn Nursery School	Nursery	08/07/2015	2
Primary Schools			
Albion Primary School	Primary	11/10/2011	1
Alfred Salter Primary School	Primary	05/02/2019	2
Angel Oak Academy	Primary	11/10/2017	1
The Belham Primary School	Primary	17/07/2018	2
Bellenden Primary School	Primary	24/09/2013	2
Bessemer Grange Primary School	Primary	10/03/2015	2
Boucher Church of England Primary School	Primary	06/05/2008	1
Brunswick Park Primary School	Primary	24/04/2019	2
Camelot Primary School	Primary	17/01/2018	2
The Cathedral School of St Saviour and St Mary Overie	Primary	22/10/2008	1
Charles Dickens Primary School	Primary	24/09/2019	1
Charlotte Sharman Primary School	Primary	07/11/2018	3
Cobourg Primary School	Primary	13/03/2018	3
Comber Grove School	Primary	06/05/2015	2
Crampton Primary	Primary	04/02/2014	1
Crawford Primary School	Primary	03/10/2019	2
Dog Kennel Hill School	Primary	12/09/2011	2
Dulwich Hamlet Junior School	Primary	16/09/2008	1
Dulwich Village Church of England Infants' School	Primary	16/09/2008	1
Dulwich Wood Primary School	Primary	06/03/2012	2
English Martyrs' Roman Catholic Primary School	Primary	07/07/2016	2
Friars Primary Foundation School	Primary	16/05/2018	2
Galleywall Primary School	Primary	14/05/2019	1
Goodrich Community Primary School	Primary	07/12/2016	2

School Name	Type	Current Ofsted:	
		Inspection Date	Inspection Rating
Goose Green Primary and Nursery School	Primary	15/01/2020	2
Grange Primary School	Primary	04/10/2012	2
Harris Primary Academy East Dulwich	Primary	09/05/2017	1
Harris Primary Academy Peckham Park	Primary	13/03/2018	2
Harris Primary Free School Peckham	Primary	19/04/2017	2
Heber Primary School	Primary	08/10/2019	2
Hollydale Primary School	Primary	06/02/2018	2
Ilderton Primary School	Primary	17/06/2015	1
Ivydale Primary School	Primary	26/02/2019	2
John Donne Primary School	Primary	10/10/2011	1
John Keats Primary School	Primary	NULL	
John Ruskin Primary School and Language Classes	Primary	28/01/2009	1
Judith Kerr Primary School	Primary	12/05/2015	2
Keyworth Primary School	Primary	09/05/2018	2
Lyndhurst Primary School	Primary	05/11/2014	2
Michael Faraday School	Primary	16/10/2014	2
Oliver Goldsmith Primary School	Primary	25/09/2018	3
Peter Hills with St Mary's and St Paul's CofE Primary School	Primary	21/05/2013	2
Phoenix Primary School	Primary	17/06/2015	1
Pilgrims' Way Primary School	Primary	01/07/2015	2
Redriff Primary School	Primary	13/09/2011	1
Riverside Primary School	Primary	04/10/2011	1
Robert Browning Primary School	Primary	15/11/2017	3
Rotherhithe Primary School	Primary	14/01/2014	2
Rye Oak Primary School	Primary	30/11/2016	2
Saint Joseph's Catholic Primary School, the Borough	Primary	05/12/2013	2
Snowsfields Primary School	Primary	03/07/2013	2
Southwark Park Primary School	Primary	06/03/2014	2
St Anthony's Catholic Primary School	Primary	23/02/2012	2
St Francesca Cabrini Primary School	Primary	11/06/2013	2
St Francis RC Primary School	Primary	05/12/2012	2
St George's Cathedral Catholic Primary School	Primary	12/12/2018	2
St George's Church of England Primary School	Primary	01/05/2018	2
St James' Church of England Primary School	Primary	19/11/2014	2
St James the Great Roman Catholic Primary School	Primary	28/03/2017	2
St John's and St Clement's Church of England Primary School	Primary	05/12/2013	2
St John's Roman Catholic Primary School	Primary	10/02/2011	2
St John's Walworth Church of England Primary School	Primary	11/09/2018	3
St Joseph's Catholic Infants School	Primary	03/10/2013	2

School Name	Type	Current Ofsted:	
		Inspection Date	Inspection Rating
St Joseph's Catholic Junior School	Primary	15/01/2013	2
St Joseph's Catholic Primary School	Primary	24/05/2012	1
St Joseph's Roman Catholic Primary School	Primary	08/01/2007	1
St Jude's Church of England Primary School	Primary	15/10/2014	2
St Mary Magdalene Church of England Primary School	Primary	27/06/2013	2
St Paul's Church of England Primary School (Academy)	Primary	27/02/2018	4
St Peter's Church of England Primary School	Primary	24/01/2013	2
Surrey Square Primary School	Primary	06/12/2016	1
Tower Bridge Primary School	Primary	27/01/2016	2
Townsend Primary School	Primary	04/06/2019	2
Victory Primary School	Primary	24/10/2013	2
Secondary Schools			
Ark All Saints Academy	Secondary	02/06/2015	2
Ark Globe Academy	Secondary	23/10/2014	2
Ark Walworth Academy	Secondary	22/10/2014	2
Bacon's College (Academy)	Secondary	01/02/2017	4
The Charter School East Dulwich	Secondary	16/10/2018	2
The Charter School North Dulwich	Secondary	04/11/2009	1
City of London Academy (Southwark)	Secondary	06/10/2011	2
Compass School Southwark	Secondary	17/05/2017	2
Haberdashers' Aske's Borough Academy	Secondary	NULL	
Harris Academy Bermondsey	Secondary	18/03/2015	1
Harris Academy Peckham	Secondary	19/09/2011	2
Harris Boys' Academy East Dulwich	Secondary	07/12/2011	1
Harris Girls' Academy East Dulwich	Secondary	14/03/2012	1
Kingsdale Foundation School	Secondary	14/06/2017	1
Notre Dame Roman Catholic Girls' School	Secondary	21/11/2012	1
Sacred Heart Catholic School	Secondary	11/12/2012	1
South Bank University Academy	Secondary	09/05/2017	2
St Michael's Catholic College	Secondary	03/07/2013	1
St Saviour's and St Olave's Church of England School	Secondary	25/02/2009	1
The St Thomas the Apostle College	Secondary	20/11/2018	1
Special Schools			
Beormund Primary School	Special	28/02/2013	2
Bethlem and Maudsley Hospital School	Special	17/11/2011	1
Cherry Garden School	Special	04/06/2015	1
Evelina Hospital School	Special	30/01/2013	1
Haymerle School	Special	11/03/2015	2
Highshore School	Special	26/02/2013	2
Newlands Academy	Special	28/11/2012	2
Spa School, Bermondsey	Special	01/12/2015	1
Spa School Camberwell	Special	NULL	

School Name	Type	Current Ofsted:	
		Inspection Date	Inspection Rating
Tuke School	Special	04/10/2011	1
PRU			
Southwark Inclusive Learning Service (Sils)	PRU	29/01/2015	2