

# Children and Education Policy and Accountability Committee

## Agenda

Monday 25 March 2024 at 7.00 pm

Online - Virtual Meeting

Watch live on YouTube: [youtube.com/hammersmithandfulham](https://youtube.com/hammersmithandfulham)

### MEMBERSHIP

Administration	Opposition
Councillor Helen Rowbottom (Chair) Councillor Daryl Brown Councillor Mercy Umeh Councillor Lucy Richardson	Councillor Aliya Afzal-Khan
Co-optees	
Eleanor Allen, London Diocesan Board for Schools Nandini Ganesh, Parentsactive Representative Nadia Taylor, Parent Governor Representative	

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This meeting is open to members of the public. If you would like to attend remotely via Zoom please contact: [Debbie.yau@lbhf.gov.uk](mailto:Debbie.yau@lbhf.gov.uk).

Date Issued: 15 March 2024

# Children and Education Policy and Accountability Committee Agenda

25 March 2024

<u>Item</u>	<u>Pages</u>
<b>1. APOLOGIES FOR ABSENCE</b>	
<b>2. DECLARATIONS OF INTEREST</b> <p>If a Councillor has a disclosable pecuniary interest in a particular item, whether or not it is entered in the Authority's register of interests, or any other significant interest which they consider should be declared in the public interest, they should declare the existence and, unless it is a sensitive interest as defined in the Member Code of Conduct, the nature of the interest at the commencement of the consideration of that item or as soon as it becomes apparent.</p> <p>At meetings where members of the public are allowed to be in attendance and speak, any Councillor with a disclosable pecuniary interest or other significant interest may also make representations, give evidence or answer questions about the matter. The Councillor must then withdraw immediately from the meeting before the matter is discussed and any vote taken.</p> <p>Where Members of the public are not allowed to be in attendance and speak, then the Councillor with a disclosable pecuniary interest should withdraw from the meeting whilst the matter is under consideration. Councillors who have declared other significant interests should also withdraw from the meeting if they consider their continued participation in the matter would not be reasonable in the circumstances and may give rise to a perception of a conflict of interest.</p> <p>Councillors are not obliged to withdraw from the meeting where a dispensation to that effect has been obtained from the Standards Committee.</p>	
<b>3. MINUTES</b> <p>To approve the minutes of the previous meeting as an accurate record and note any outstanding actions.</p>	4 - 11
<b>4. EDUCATION PERFORMANCE DATA</b> <p>This is the annual school performance report of the provisional outcomes of the academic year 2022-2023 assessments and examinations in H&amp;F Primary, Secondary schools, and the current position with regard to Ofsted school inspections. It provides an overview of the outcomes and how they compare with the national picture. Additionally, the priorities for school improvement in H&amp;F that inform the work of officers in education service are also highlighted.</p>	12 - 28

- 5. CHILDREN MISSING EDUCATION AND ELECTIVE HOME EDUCATION** 29 - 34
- The report references the key legislation and Department for Education guidance that governs Local Authority work with two cohorts of children; children missing education (CME) and those whose parents/carers have elected to home educated (EHE). It provides data relating to the numbers of both CME and EHE children over the past 5 years.
- 6. PRIVATE FOSTERING** 35 - 47
- This report provides an overview of and background to Private Fostering - what it means in practice, the challenges to identification, what are being done to raise awareness and continuous improvement activity.
- 7. ENGAGEMENT OF YOUNG PEOPLE WITH VOTER REGISTRATION - FOR INFORMATION** 48 - 53
- This paper sets out the main activities being undertaken by Electoral Service and the Youth Services to encourage young people living in the borough to register to vote. This is presented for information only.
- 8. DATES OF FUTURE MEETINGS**
- To note the following dates of future meetings:
- 24 June 2024
  - 11 November 2024
  - 28 January 2025
  - 22 April 2025

London Borough of Hammersmith & Fulham



## Children and Education Policy and Accountability Committee Minutes

Monday 29 January 2024

### **PRESENT**

**Committee members:** Councillors Helen Rowbottom (Chair), Mercy Umeh and Aliya Afzal-Khan

**Co-opted members:** Nandini Ganesh (Parentsactive Representative) and Nadia Taylor (Parent Governor Representative)

**Other Councillors:** Councillors Alex Sanderson (Cabinet Member for Children and Education) and Rowan Ree (Cabinet Member for Finance and Reform)

### **Officers:**

James Newman (Assistant Director of Finance)

Tony Burton (Head of Finance – CHS and Education)

Jacqui McShannon (Strategic Director of Children's Services)

Amana Gordon (Operational Director, Children and Young People Services)

Sarah Bright (Assistant Director - Childrens Commissioning)

Debbie Yau (Committee Coordinator)

### **1. APOLOGIES FOR ABSENCE**

Apologies for absence were received from Councillor Daryl Brown, Councillor Lucy Richardson and Eleanor Allen.

Nandini Ganesh joined the meeting remotely.

### **2. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **3. MINUTES**

Nandini Ganesh raised the following amendments for the minutes of the meeting on 13 November 2023:

Item 6, paragraph 10:

“Nandini Ganesh asked if people supported internship as part of Industrial Strategy in Education as they might not necessarily lead to employment” should read as:

“Nandini asked if supported internships were part of the industrial strategy as in practical terms they always did not lead to employment. It would be good if the supported internships offer was part of the Industrial Strategy.”

Item 7, paragraph 5:

“Nandini Ganesh commented that to assure the parents about programme safety and quality, it might be useful to state the programme was suitable for children and list the providers involved” should read as:

“Nandini Ganesh commented that it would be useful for parents to know the age range of the summer in the city programme, as for disabled students and students with SEN, it could go up to 25, but it might not always be suitable for 25-year-olds to be in the same programme as a 18 year old. Parents needed to understand the suitability of the programme before enrolling their children/ young people.”

**RESOLVED**

That the minutes of the meeting held on 13 November 2023 were agreed to be an accurate record.

**4. 2024 MEDIUM TERM FINANCIAL STRATEGY**

Councillor Rowan Ree (Cabinet Member for Finance and Reform) gave an overview of the 2024 Medium Term Financial Strategy. He said that despite the financial constraints faced by local authorities across the country, the Council managed to put together a budget that not only safeguarded key services but also protected those services that made Hammersmith and Fulham (H&F) unique like providing breakfast for primary school children, free home care and local Law Enforcement Team. Although the grant funding from central government had been cut by 56% in real terms since 2010/11 and one in five local authorities might need to issue a section 114 notice this year, Councillor Ree reassured that this Council was one of the best run councils in London, as recognised by the External Auditor, and would continue to provide services residents needed. Last year, the Council had managed to run a budget surplus and add this to the reserves at a time when most councils were taking money out of theirs. The budget setting this year had started with a budget gap of £23m from which savings had to be found. This was made possible because of a ruthlessly financially efficient approach in managing public services and through carrying out a number of reforms in various areas.

In terms of technology reform, Councillor Ree noted the use of artificial intelligence in adult social care services and the use of robots by the revenue and benefits team to

provide the best effective services for residents. Under organisational reform, more savings across the council would continue to be identified through the four large corporate savings programmes. The Council was also funding new policy reforms to improve service delivery, notably the commissioning of the Family Hubs. Councillor Ree took the opportunity to thank finance officers who had worked incredibly hard throughout the year for putting this balanced budget, as well as officers in various teams who, together with Councillor Alex Sanderson, Cabinet Member for Children and Education, had managed previous year's budget effectively and identified savings.

James Newman (Assistant Director of Finance) presented the Corporate Budget Strategy 2024/25. He outlined the strategic operating environment, objectives of the Council's financial plans, strategy to deliver the financial plans, proposed budget for 2024/25, including a summary of proposed revenue budget 2024/25, savings and investment proposals, a summary of reserve position and a medium-term forward look. The budget would be considered by the Cabinet on 12 February and approved by Full Council on 28 February this year.

Jacqui McShannon (Strategic Director of Children's Services) presented the budget proposals of the Children and Education Services. Highlighting that budget decisions were consistent with the team's vision and high aspirations for the children, young people and their families, she introduced the strategic "whole system" approach under which right provision at the right time would be made to meet needs locally. She outlined the right strategy, challenges and mitigations and priorities. Tony Burton (Head of Finance – CHS and Education) presented the 2024/25 savings (£1.562m) and growth (£1.531m) detail.

Councillor Alex Sanderson (Cabinet Member for Children and Education) highlighted the success of the Children and Education Services in the broader national context where some councils were running out of financial resources. In addition to delivering nearly 300 statutory duties, the team strived for excellence in the face of massive complexity of needs and reduced budgets, working effectively to ensure the children and young people in H&F got the right support at the right time to the right level. She appreciated the team for setting a balanced budget and delivering exceptional services across the board. She also thanked them for working entrepreneurially and creatively with different partners to really drive change, like the Care Leavers Compact and establishing ground-breaking industrial strategy to make sure the young people get the jobs in the future.

Given the unexpected inflationary movement and the late arrival of final figures of financial settlement from central government, the Chair was concerned how these were built into the budget and subject to ongoing review in future. James Newman noted that among the net controllable budget of about £200m, around one third was general grant from the central government, 40% from council tax and 32% from business rates. The Council had modelled the numbers within a range of options with reference to views from people like London treasurer and London finance directors and taking into account the unpredictability of inflation and interest rates as referenced by the Bank of England. Noting the slashed grants from the central government in mid-December last year, the Council had recast the numbers and

tried to manage as best as it could by building contingencies to mitigate the risks as much as necessary.

Councillor Ree expressed grave concern about central government's ways of allocating the final figures of financial settlement. He said that before its arrival, the Council had estimated the government grant based on worst case scenarios and planned for its four-year budget. While the settlement used to arrive in late November, it had been pushed back and further in recent years. In his opinion, there was no reason why the central government needed to leave the matter as late as 18 December. Moreover, the central government only allocated one-year settlement for the past six years instead of multiple settlements. The late arrival plus just one-year settlement had made this budget setting incredibly difficult. Finally, there was hearsay that a major grant, the £2.8m Household Support Fund, which had helped the most vulnerable to tide over the cost-of-living crisis would not continue from April onward. Now it was learnt that there might be some compensation in the Budget delivered on 8 March when the H&F budget would have already set. Councillor Ree remarked that the chaotic arrangements of the central government did reflect its incompetence in funding local authorities.

Echoing his view, Councillor Alex Sanderson highlighted the uncertainty brought by one-year settlement which had impacted adversely the contracts with external partners who needed a sense of security as well. The Chair agreed and considered that uncertainty and under-investment might lead to a less competitive landscape and hence low-quality services.

As regards the deployment of resources in the central government grants as raised by the Chair, Councillor Ree noted with concerns that increasingly more of the central government's grants were ringfenced for specific purposes. As different parts of the country might be faced with different issues, local authorities should be given more leeway in deciding how to spend the money in the pot as in the past. Attaching strings to reduced grants was not a welcoming trend among the local authorities.

Councillor Mercy Umeh thanked the hard work of Councillor Ree and the teams for a well-balanced budget again despite the financial struggles and challenges. In reply to her enquiry about the Family Hubs, Jacqui McShannon remarked that Family Hubs were more than just buildings but a way of working where colleagues in education, health, commissioning, co-production etc worked extensively with LED, Young Hammersmith and Fulham Foundation, Action Disability and Parents Active and so on to deliver all Council's services to families in the borough. While one specialist hub offering additional enhanced services would be open at the Stephen Wilshire Centre, the current plan was to open a hub each in the north and south of the borough within this year. A number of working groups was co-designing the new offers, including digital workstreams, which made the hubs evolving and changing.

Sarah Bright (Assistant Director - Childrens Commissioning) remarked that by harnessing the resources of the community, Family Hubs were partnership with external partners initiative co-locating all Council's services under one roof for different parties to connect and support families together effectively. Some key partners had been engaged to kick start for the hubs which would evolve over time to include a whole host of community partners. Families should be able to access all

the support they needed without having to go to multiple places. They could navigate via the Family Navigator their way through the complex pathways and systems for services redesigned after listening to their needs.

Nandini Ganesh (Co-optee) asked whether the Family Hubs were an ongoing investment. Tony Burton advised that the Children and Education Services team was successful in bidding for over £1m to put Family Hubs in place, and a recurrent provision of £320,000 would be made by the Council to allow the hubs to develop over the medium term.

Nandini Ganesh sought elaboration about the safety valve arrangement on SEND up until 2025/26 and how the budget was impacted as a result. Tony Burton noted that investment items such as Travelcare and Support for SEND's transport need were funded from the council tax budget under the General Fund Account as this was the statutory responsibility of the local authorities. As regards the safety valve arrangements, the current £19m (growing in full to £20.5m by the end of the next year) fund would be used to repay the deficit that had been built up on the Education budget some years ago.

Noting that the third sector organisations had to bid for the third sector investment funds, Nandini Ganesh asked whether there was any reduction to the third sector investment funds on offer. James Newman undertook to provide the information after the meeting.

#### **Information sent on 16 February 2024**

Nadia Taylor (Co-optee) appreciated the Council's ruthlessly financially efficient management. She was concerned whether savings were made from restructuring workforce or revising service provisions as it was necessary to ensure continuous good services. Councillor Ree assured that the Council managed to cut £118m spending without affecting current frontline services. On the other hand, the Council was providing new services like free breakfast for primary school children, free homecare services and the local law enforcement team. He added that the budget was planned for at least four years in advance and reviewed in medium terms to ensure there would be sufficient savings to provide current and new services in the future.

Noting it was proposed to increase the council tax by about 5% until 2028, Nadia Taylor considered this was difficult to be coped with by most households who were already struggling with the rising cost of living. Being the Chair of Carers Network, Nadia noted that there were households with intensive caring responsibilities for young, elderly and/or disabled family members.

James Newman explained that the 4.99% increase of council tax until 2027/28 was proposed by the central government and local authorities were flexible to make its own decisions year by year. In line with other London boroughs and due to inflationary pressure and funding demand, the Council had made a difficult decision to raise the council tax by 5% this year.



Referring to the Council's track record in freezing the council tax for the last five years, Councillor Ree highlighted that the tax was now 22% lower in real terms as compared to 2014 and was the third lowest in the country. He said that to protect struggling residents through the cost-of-living crisis, the Council ran a most progressive council tax scheme under which 42% of the residents in the borough did not pay the full council tax amount, including 11% who did not have to pay at all.

The Chair remarked that this was an anachronistic tax benefitting those who were receiving the services while exempting the most vulnerable. Councillor Ree differentiated the council tax base and council tax support scheme. He pointed out that exempting vulnerable residents such as care leavers, foster carers and those on low income and disability benefits from paying council tax would not push up the tax base which could only be increased within a national limit of 4.99%.

Nadia Taylor asked about the re-banding of the properties in the borough for the purpose of setting the council tax levels. Councillor Ree noted that there had not been a re-banding since 1992 and might lead to some unfairness. For example, a Band H property might worth at least 8 times as much as a Band A one but it only paid 3 times as much council tax. He further noted that the banding had to be set within the national framework which was beyond the Council's discretion.

Councillor Aliya Afzal-Khan thanked all the officers for their hard work done to balance the budget. Regarding the growth proposal for the Travelcare and Support, she asked whether there was any data to show the increased demand over the last few years to justify the investment.

Jacqui McShannon explained that the costs of Travelcare and Support had increased by about 19% partly due to inflation, and there were 68% increase in the children's destinations from 75 in 2018/19 for 322 children who needed support to the current 142 destinations for 511 children. Among the 142 destinations, about 21% were out of the borough. The growth began to slow down last year. According to an exercise conducted across West London last summer which had enabled the benchmarking of performance indicators, the number of children getting Travelcare and Support in the borough was roughly about a third of those who had got a Education, Health and Care Plan (EHCP). Jacqui outlined the strategies in meeting the rising demand. While all children had access to inclusive education in the mainstream or the special education schools as appropriate, new resource bases were implemented in the mainstream schools in order to offer timely support to children and young people to avoid escalating of needs. On cost analysis, those children or young people who needed to travel solo might be encouraged, where appropriate, to travel by themselves to enhance life experience or get one-to-one attention support.

Councillor Alex Sanderson remarked that the Travelcare and Support was an incredibly managed service. She recalled that the Education team had once managed to continue the service when the current provider failed 3 weeks before the beginning of the new term. Given there were only two providers currently, the team was working hard under real limits to provide the service at the best value for money with a view to ensuring the safety of children and young people in going to school.

Responding to Nandini Ganesh's enquiry about independent travel training, Jacqui McShannon confirmed that it was still on offer and the team would step up publicity to ensure its accessibility. Nandini noted that it was necessary to inform parents or carers that the training was on offer. She said that the schools used to work closely with the team and offered the training to eligible pupils in the borough. Jacqui undertook to provide more information on independent travel training.

### **Information sent on 31 January and 21 February 2024**

Responding to the Chair's question about the Children and Education Services team's priorities for the coming year, Jacqui McShannon noted the following:

- Leading subregional projects – (a) leading on behalf of eight London boroughs a Fostering Recruitment and Retention Hub which aimed to provide local placements where children and young people could stay close to their communities; and (b) leading the Pan London Care Leavers Compact which ensured that all care experienced young people in London could benefit from consistent offers including housing, education, employment, training and mentoring;
- Industrial Strategy – working with the businesses and different traditional and innovative partners to organise school workshops to enhance STEM provisions and opportunities for children and young people;
- SEND children – invested in early intervention and referral to speech therapist, drawn up education, health and care plan for them;
- Support young carers – supported young carers who worked directly with children and families on the edge of care or at the edge of protection;
- School attendance – worked in partnership to address the significant increase in persistent absenteeism at both the primary and secondary school levels and to identify the underpinning drivers of the issue;
- Schools – supported those which experienced recruitment and retention issues and helped them to be financially viable; and
- More experienced workforce

### **RESOLVED**

That the Committee noted the budget proposals and recommended them to the Cabinet as appropriate.

## **5. DATE OF NEXT MEETING**

The Committee noted that the next meeting would be held on 25 March 2024.

Meeting started: 7.04 pm  
Meeting ended: 8.31 pm

**Chair** .....

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# Agenda Item 4

## LONDON BOROUGH OF HAMMERSMITH & FULHAM

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 25/03/2024

**Subject:** Education Performance Report for Academic Year 2022/23

**Report author:** Peter Haylock, Operational Director for Education and SEND

**Responsible Directors:** Jacqui McShannon, Strategic Director of Children's Services

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### SUMMARY

Hammersmith and Fulham have a strong community of schools with 100% (maintained and academies) judged to be good or better and pupil achievement broadly in line or above the national averages at statutory assessment points. There is a close partnership between schools and the Local Authority with a shared commitment to improving outcomes for all pupils.

This is the annual school performance report to inform Members of the Children and Education Policy and Accountability Committee of the provisional outcomes of the academic year 2022-2023 assessments and examinations in H&F Primary, Secondary schools, and the current position with regard to Ofsted school inspections.

The report provides an overview of the outcomes and how they compare with the national picture. Additionally, the priorities for school improvement in Hammersmith and Fulham that inform the work of officers in our education service are also highlighted.

This report is written with great thanks to the hardworking staff and school leaders working in H&F schools. The positive school outcomes are testament to their unwavering resilience and dedication to ensure every learner achieves their potential.

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### 1. RECOMMENDATIONS:

1.1 Members of the Policy and Accountability Committee review and comment on the school performance details in the report and the school improvement priorities identified.

1.2. Outcomes should continue to be viewed within the context of the resulting effect of the pandemic on pupils' social, emotional and mental health as well as ongoing challenges affecting the education sector nationally and locally such as

stretched school budgets, persistent pupil absence, staff well-being, recruitment and retention.

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## **2. EXECUTIVE SUMMARY:**

2.1 The overall performance in Hammersmith and Fulham schools is positive and published outcomes at all key stages continue to be above national averages apart from EYFS (Early Years) which is 0.3% below national averages.

2.2 The proportion of schools across Primary, Secondary and Special schools (maintained and academies) rated good or outstanding by Ofsted is currently 100% since May 2023

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## **3. EYFS OUTCOMES (RECEPTION)**

3.1 The following table shows the percentage of children who achieved a good level of development at the end of reception:

	Good level of development (GLD)		
	2019	2021-2022	2022-2023
H and F	73%	66.7%	66.9%
National Average	71.8%	65.1%	67.2%

3.2 The percentage is slightly below the national average at 66.9%, the national average is 67.2%, this is the equivalent of four fewer pupils. This figure represents a slight increase from EYFS outcomes in July 2022. Both figures are a significant decrease from EYFS outcomes in July 2019 (73%) however the two figures are not comparable, as schools and settings are now using a revised EYFS framework which became statutory in September 2021.

## **4. PHONICS OUTCOMES (KS1)**

4.1 The following tables shows the phonics results at the end of year 1:

	Phonics end of Year 1		
	2019	2021-2022	2022-2023
H and F	86%	81.5%	82.6%
National Average	82%	75.5%	78.9%

4.2 The percentage of Year 1 pupils meeting the expected standard of phonic decoding was 82.6% % in Hammersmith and Fulham in July 2023, up from 81.5% in 2022, and compared with 78.9% nationally in 2023. New arrivals to Primary schools

who are yet to complete a phonics assessment and pupils who did not achieve the expected standard in phonics at the end of Year 1 have an opportunity to take the phonics assessment at the end of Year 2. By the end of Key Stage 1, in July 2022, 91.7% of pupils had achieved the expected standard in phonics. This is above the national average of 88.6% and equivalent to 39 more pupils in H&F achieving the expected standard compared to the national average.

## 5. KEYSTAGE 1 ASSESSMENTS

5.1 The following table shows the results at the end of key stage 1:

	Expected standard RWM	Expected standard RWM		Greater Depth RWM	Greater Depth RWM
	2022	2023		2022	2023
H and F	63.9%	65.8%		11.4%	11.6%
National Average	53.4%	56%		n/a	6.2%

5.2 At the end of Key Stage 1, 65.8.% achieved the expected standard in Reading, Writing & Maths. The National average in 2022 is 56%. 11.6% achieved a greater depth in Reading, Writing & Maths compared to a national figure of 6.2%.

5.3 Following the Government's response to the 2017 consultation on primary assessment, on 20 July 2022, the DfE announced that assessments at the end of KS1 would become non-statutory from the academic year 2023 to 2024. This is therefore the last year the KS1 results will be included in the annual H&F school performance reporting.

## 6. KEYSTAGE 2 ASSESSMENTS

6.1 The results at the end of key stage 2 are as follows:

	Expected standard RWM				Greater Depth RWM		
	2019	2022	2023		2019	2022	2023
H and F	73%	70.2%	73.7%		14%	13.1%	17.4%
National Average	65%	58.7%	59.6%		11%	7%	8%

6.2 At the end of Key Stage 2, 70.2% achieved the expected standard in Reading, Writing & Maths. This is significantly higher than the national average of 59.6%. 17.4% of pupils achieved a higher standard in Reading, Writing & Maths, with a scaled score equal to or greater than 110. This is also significantly higher than the national average which has slightly increased to 8% in 2023 and equivalent to 121 more pupils in H&F achieving the higher standard compared to the national average.

6.3 Progress for Hammersmith and Fulham schools, on average, is as follows:

	Progress measures		
	Reading	Writing	Maths
H&F 2022	+1.5	+1.7	+1.5
H&F 2023	+1.97	+2.06	+2.31
National Average 2023	+0.04	+0.04	+0.04

6.4 At the end of Key Stage 2, LBHF schools achieved a progress score of +1.97 on average in Reading. LBHF schools achieved a progress score of +2.06 in Writing. At the end of Key Stage 2, LBHF schools achieved a progress score of +2.31 in Maths. These outcomes are significantly above the national averages for progress scores.

## 7. SEND PERFORMANCE KEY STAGE 2

7.1 The following table shows the performance of children and young people with an Educational Health and Care Plan (EHCP) and monitored at SEND support at Key Stage 2:

Key Measures	2021-22 Outcomes		2022-2023 Outcomes	
	H&F	England	H&F	England
Percent of pupils with an EHCP achieving the expected standard or above in Key Stage 2 reading, writing and maths	13%	7%	11.4%	8.4%
Percent of pupils with SEN Support achieving the expected standard or above in Key Stage 2 reading, writing and maths	36%	21%	42.8%	23.6%

7.2 Overall, Hammersmith and Fulham schools have performed well against the England average. Children and young people with an EHCP have achieved 3% above national average and children and young people on SEND support are 19.2% above the national average. This a significant achievement for our schools and young people.

## 8. KEY STAGE 4 PERFORMANCE

8.1 Performance measures based on qualification results from 2022/23 cannot be directly compared to measures from 2021/22. This is because a different grading approach was used in 2021/22, to take account of the impact of the pandemic.

8.2 Overall Hammersmith and Fulham results are as follows:

	H and F	National
Progress 8	0.46	-0.03
Attainment 8	54.6	46.2
Grade 5 E and M	61.2%	45%
EBAC entry	67.6%	39%

8.3 Please note the detailed tables showing the school results in appendix 1. It should be additionally noted that in all H&F secondary schools, the percentage of candidates achieving Maths or English GCSE at 9-4 were above the national average for England (all schools- 60%).

8.4 To calculate a pupil's average point score, an average of the points scored in 5 English Baccalaureate subject areas are taken. GCSE results (KS4) performance in Hammersmith and Fulham was positive in the 2022/23 academic year. Progress 8 performance was 0.46 compared to a national average of -0.03. Attainment 8 results are strong at 54.6 compared to a national average of 46.2. 61.2% of pupils achieved a Grade 5 in English or Maths at the end of KS4 compared to a national average of 45%. 67.6% of pupils were entered for the EBACC in comparison to 39% nationally.

## 9. SEND PERFORMANCE AT KEY STAGE 4:

9.1 The below table shows the performance of children and young people with SEND at key stage 4:

Key Measures	2022-2023 Academic results	
	H and F	England
% of pupils with an EHCP achieving 9-5 in English and Maths GCSEs	5.4%	6.8%
% of pupils with SEN Support achieving 9-5 in English and Maths GCSEs	40.5%	20.5%
Average Attainment 8 score for pupils with an EHCP	13.1	14
Average Attainment 8 score for pupils with SEN	45.7	33.2



Support		
Progress 8 score for pupils with an EHCP	-1.08	-1.12
Progress 8 score for pupils with SEN Support	+0.18	-0.45

9.2 Overall, Hammersmith and Fulham schools have performed well against the England average. Children and young people with an EHCP have achieved slightly below national averages at grade 5 for English and maths and slightly below national averages for their average attainment 8 score. This is, in part, due to a higher number of special schools in Hammersmith and Fulham without a GCSE pathway. Children and young people on SEND support are 20% above the national average for those achieving grade 5 in English and Maths, this is a significant achievement. In terms of progress the performance of children and young people with an EHCP is marginally above the national average. The performance of children and young people with SEND support is significantly above the national average.

## 10. KEY STAGE 5 PERFORMANCE

10.1 The detail on individual school performance is contained within appendix 1. As is the case with the key stage 4 results the DfE has stated that comparisons should not be made between schools or academic years.

	H and F	National
APS	36.33	34.15
Average grade	B-	C+

10.2 The average point score (APS across the best 3 subjects) in 2022/23 was 36.33. The average A Level grade achieved was a Grade B. There were 2067 entries in 2022-2023. The percentage of A level entries achieving A\*-A grades in 2023 is 16.7%.

10.3 In terms of vocational performance Hammersmith and Fulham schools have performed slightly below the national average:

	H and F	National
APS	25.84	29.51
Average grade	Pass +	Merit +

## 11. ATTENDANCE

### 11.1 Summer 2023 Data:

	Attendance Overall		Persistent Absence	
	2021-2022	2022-2023	2021-2022	2022-2023
H&F	93.2%	92.7%	20.1%	21.6%
National Average	92.5%	92.6%	22.5%	21.3%

11.2 Tackling persistent absence and increasing attendance remains a significant focus area for H&F schools. Overall, across all schools there has been a drop in school attendance since pre-pandemic levels and a rise in persistent absence. Persistent absence has increased significantly between 2019 and 2023 as a result of the COVID-19 pandemic. In H&F during 2022-23, there was a slight increase in the rate of persistent absence in H&F schools whilst nationally there has been a slight decrease.

## 12. EXCLUSIONS

12.1 The following table shows the exclusion and suspension rates for Hammersmith and Fulham schools. This is the most recent available data:

		2021/22 Autumn term	2021/22 Spring term	2021/22 Summer term	2022/23 Autumn term
England	Permanent exclusions (rate)	0.03	0.03	0.03	0.04
	Suspension (rate)	2.21	2.4	2.36	2.96
H and F	Permanent exclusions (rate)	0.01	0	0.02	0.02
	Suspension (rate)	2.13	2.04	1.38	1.73

12.2 This is the most recently available comparable data for exclusions. Suspensions and permanent exclusions are well below the England averages. Suspensions across England have increased since autumn 2021, in Hammersmith and Fulham over the same period they have decreased.

### 13. Unregistered schools

13.1 The local authority works with Ofsted to investigate any unregistered schools that might operate within Hammersmith and Fulham. There are a small number of communications around this annually.

13.2 At present we have no known unregistered schools.

### 14. NEETs

14.1 Participation in employment, education or training in Hammersmith & Fulham is high. Figures currently sit at 96% which is above national averages. In H&F 1% of young people aged 16-17 years of age are not in education, employment or training (NEET). The number of **'not known' destinations** has decreased since 2022 to 3.1%. Regarding support for NEET young people, the network of supportive organisations continues to grow so that career leads in schools have more options for referrals.

14.2 The Careers Leaders network, led by a LA Officer continues to enable the sharing of good practice, links schools to other organisations and supports schools to meet Gatsby benchmarks improving employability opportunities for young people.

<b>Hammersmith &amp; Fulham 16-17</b>	<b>NEET average %</b>	<b>Not Knowns average %</b>	<b>NEET &amp; Not Known average %</b>
2022-23	1.0%	3.1%	4.1%
2021-22	0.7%	8.5%	9.2%

### 15. VIRTUAL SCHOOL OUTCOMES

15.1 The Virtual School is the key educational advocacy service for Hammersmith and Fulham Children Looked After regardless of where they are placed. Its role is to promote the educational achievement of Children Looked After, and challenge schools and other education providers to ensure that our young people have the best possible education. It does not itself provide education. The Virtual School is ambitious for its children and ensures that our partner schools have high expectations and aspirations for the educational outcomes of our children to ensure that the life chances of each child are improved.

15.2 A significant proportion of the Virtual school children and young people have some form of special educational need or difficulty. This is in line with the profile of Children Looked After nationally.

15.3 At the end of the 2022/23 academic year there were 213 children and young people on the Virtual School roll.

<b>Category</b>	<b>July 2023</b>	<b>Number CLA less than 12 months at 31<sup>st</sup> March 2023</b>
<b>All Children &amp; Young People on Roll</b>	213	79 (37%)
<b>Early Years</b>	6	3 (50%)
<b>Reception – Y11</b>	131	50 (38%)
<b>Post 16</b>	76	26 (34%)

#### 15.4 Progress and attainment at Key Stage 1

National data for CLA pupils in 2022/23 is not yet available. There were 9 children completing Y2 who have been Children Looked After for more than 12 months as of 31<sup>st</sup> March 2023. 44.5% (4 children) of children achieved at least the expected standard in in Reading, Writing & Maths at the end of Key Stage 1 and 55.6 %. This is in line with the national statistics reported for last year however the small number of children means the data is not statistically meaningful. Three of the children in the cohort have an Education, Health, and Care Plan (EHCP) with two of these children attending a special day school and one child on SEN Support. 8 of the 9 children made progress at the expected rate. One of the children that completed KS2 above the expected standard in all areas is progressing to a fully funded private preparatory school up until the end of Y6 through the Royal National Children's Springboard Foundation programme.

<b>KS1</b>	<b>Expected standard Reading</b>	<b>Expected standard Writing</b>	<b>Expected standard Maths</b>	<b>Expected standard Science</b>
<b>2022/23 LBHF CLA 9 pupils</b>	44.5%	44.5%	44.5%	55.6%
<b>National CLA (22/23) *</b>	tbc	tbc	tbc	tbc

#### 15.5 Progress and attainment at Key Stage 2

There were 8 children in the reporting cohort at the end of Key Stage 2, one of these children has an EHCP and attends a special day school and two of the children are on SEN Support. 50% (4 children) achieved the expected standard in Reading, Writing and Maths. 75% (6 children) achieved the expected standard in Reading and writing and 7 of the 8 children made at least the expected levels of progress in line with their learning needs. These results are above the national statistics reported for last year however the small number of children means the data is not statistically meaningful.

<b>KS2</b>	<b>Reading</b>	<b>Writing</b>	<b>Math</b>	<b>Reading, Writing and maths (combined)</b>	<b>Grammar, punctuation, and spelling</b>	<b>Science</b>
<b>2022/23 LBHF CLA 8 pupils</b>	75%	75%	50%	50%	75%	88%
<b>National CLA (22/23) *</b>	tbc	tbc	tbc	tbc	tbc	tbc

\*still awaiting 2022/23 national data

## 16.6 Progress and attainment at Key Stage 4

There were 13 young people at the end of Key Stage 4 in the reporting cohort. Due to the complexity of this cohort and the wide range of needs and experiences 6 of the cohort were on a GCSE pathway. Six of the young people have an EHCP with two attending a Special day School, one under SEN Support and one Unaccompanied Asylum-Seeking Child. Two young people are working at early pre-key stage standards and therefore not entered for GCSEs, two attending a bespoke alternative provision and passing Functional Skills at L2 and three who were not on school roll at the time of GCSE's due to their needs and transition to alternative placements.

16.7 23% of the entire cohort achieved Grade 5 or above in English and Maths (50% of the 6 on a GCSE pathway). Of the entire cohort 23% achieved Grade 4 or above in English and Maths (of the 6 on a GCSE pathway this was 50%).

16.8 With such small numbers of young people, the data is not statistically meaningful, but the individual successes and progress of these young people is inspiring. Each young person in the cohort has been enrolled in provision from September with many pursuing a vocational pathway linked to their aspirations and interests.

## 16.9 Progress and attainment at Key Stage 5

There were 28 young people at the end of Key Stage 5 in the reporting cohort. 7 are supported by an EHCP and 8 were Unaccompanied Asylum-Seeking Children (UASC).

<b>Situation</b>	<b>Total</b>
A Level Pathway	2
BTEC L3 Extended Diploma Pathway	4

ESOL Pathway	3
L1 Vocational Pathway	2
Supported Internship	1
Completing 1 <sup>st</sup> year of 2-year course	2
Full Time Employment	4
Specialist Provision for Y14	2
Custody	1
Not in Education, Employment or Training (NEET)	7

16.10 The two young people that completed an A Level pathway achieved strong results across all 3 subjects studied and both are progressing to university. 5 of these young people were offered places at university and 1 has chosen to take a gap year. The four young people completing BTEC L3 Extended Diploma all passed, two with exceptional grades and three are moving on to Higher Education this year with one being employed by their school while taking a gap year. Those who were not engaged in education, employment or training are being supported in further education or employment.

### 16.11 University

- Five students graduated in August 2023 achieving degrees in Law, Psychology, Marketing and Film making.
- There are 11 young people progressing to their 1<sup>st</sup> year of University in September meaning there will 30 Care Experienced young people attending University.
- 14.4% of the current Care Leaver population are at university in line with the nationally reported statistic of 13% progression (2018/19).
- Support for Care Leavers at University is regularly monitored through termly checks and Pathway Plans. This supports our young people to maximise the opportunities they come from accessing higher education while maintaining good levels of attendance, keeping on track with academic expectations, managing their finances and are aware of and accessing pastoral staff available through their university.

### 16.12 Attendance and Exclusions (Virtual School)

	2018/19	2019/20	2020/21	2021/22	2022/23
<b>Average attendance R-11</b>	93%	92%	85%	89%	90%
<b>Number with one or more fixed term exclusion</b>	21	11	5	10	10
<b>Number with permanent exclusion</b>	0	0	1	0	0

The attendance figures for 2022/23 reflect the emotional difficulties some of the children and young people have experienced following COVID and the challenges being faced by schools nationally with attendance rates.

16.13 There were no permanent exclusions in 2022/23. This reflects the work the Virtual School does directly with schools, social workers, and carers in developing strategies to avoid permanent exclusion. However, the number of children receiving suspensions remains the same. The Virtual School continue to support schools with their understanding of the barriers children and young people face when engaging with education and the best way to support them. This support includes 36 days provision from the Hammersmith and Fulham Educational Psychology Service to offer bespoke assessment, consultation, and advice where concerns are identified about the behaviour or progress of a child in school.

## 17 OFSTED INSPECTION OUTCOMES

The percentage of schools (maintained and academies) in Hammersmith and Fulham rated Outstanding or Good by Ofsted is 100%.

The following schools have been inspected by Ofsted between January 2023 – February 2024:

- Primary: St Stephen's, Earls Court Free School, Thomas' Academy, Greenside, Old Oak, St Peter's, Avonmore, St John Walham Green, St Thomas of Canterbury, Kenmont, Wormholt Park, Melcombe,
- Secondary: Fulham Academy, Lady Margaret, Sacred Heart High, William Morris Sixth Form,
- Special: Jack Tizard, Queensmill

The current Ofsted ratings are distributed as follows:

<b>2023 OFSTED Outcomes Overall Effectiveness</b>	<b>Hammersmith and Fulham (February 2023)</b>	<b>National Figures (As of August 2022)</b>
<b>Outstanding/Good</b>	100%	88%
<b>Breakdown of judgements:</b>		
<b>Outstanding</b>	38%	18%
<b>Good</b>	62%	70%
<b>Requiring Improvement</b>	0%	9%

Inadequate	0%	3%
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## 18 SCHOOL IMPROVEMENT PRIORITIES

18.1 The following service priorities have been currently identified by the School Effectiveness team:

- To continue to support schools in H&F with appropriately targeted local authority support, including a focus on the curriculum and embedding effective school to school improvement partnerships between schools.
- Via the Learning Partnership, to continue to provide and broaden training and development opportunities for school teachers and leaders with a focus on workforce development.
- To contribute to the Industrial Strategy ensuring all young people in the borough have access to wide-ranging local opportunities and skill development to prepare them for their next steps in education, employment and training.
- To further embed the work to reduce NEET and Unknown levels and further increase post 16 participation.
- Via the Learning Partnership, co-produce, a H&F staff-well-being offer for staff in schools.
- To pilot inclusion projects, including mentoring and re-engagement programmes; to reduce the risk of pupils leaving Alternative Provision without sustainable destinations in education, employment or training.
- To work in collaboration with social care, health partners and school partners to identify barriers to good attendance and ways to support children and young people to attend regularly including support for pupils at risk of emotional based school avoidance (EBSA).
- To continue to work in partnership with school leaders on school inclusion, practice and behaviour support.
- To further reinforce the work of the governance service offering enhanced governance support to ensure school governors are confident to respond to key issues & challenges in the education sector such as staff wellbeing.
- To lead the work on Climate Education in the borough including supporting schools to respond to the new DfE legislation on Climate Education and Sustainability.

## LIST OF APPENDICES

Appendix 1: KS4 &5 Data Tables



## APPENDIX 1: KS4 & 5 DATA TABLES

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### DFE NOTE:

Performance measures based on qualification results from 2022/23 cannot be directly compared to measures from 2021/22. This is because a different grading approach was used in 2021/22, to take account of the impact of the pandemic.

In 2022/23 there was a return to pre-pandemic standards for GCSEs, AS and A levels, with protection built into the grading process to recognise the disruption that students have faced. For VTQs that are taken alongside, or instead, of GCSEs and A levels, there was also a return to pre-pandemic standards in 2022/23. For many students, results from 2021/22 adapted assessments were used towards qualifications in 2022/23.

# HAMMERSMITH AND FULHAM

## GCSE results 2023 (Final)

				standard	strong	standard	strong	standard	strong	standard	strong
2023	Cohort	Progress 8	Attainment 8	9-4 EBACC	9-5 EBACC	9-4 in English & Maths GCSE	9-5 in English & maths GCSE	9-4 English GCSE	9-5 English GCSE	9-4 Maths GCSE	9-5 Maths GCSE
Fulham Cross Academy	61	0.02	47.2	21.3%	8.2%	65.6%	39.3%	80.3%	60.7%	70.6%	42.6%
Fulham Cross Girls School	130	0.33	51.8	35.4%	23.8%	77.7%	46.2%	79.8%	65.9%	80.8%	49.2%
Hammersmith Academy	134	0.09	53.7	53.0%	40.3%	75.4%	57.5%	77.6%	67.9%	79.1%	62.7%
The Hurlingham Academy	143	0.81	59.7	52.4%	48.3%	84.6%	74.1%	84.3%	71.4%	86.1%	93.0%
Lady Margaret	119	0.83	65.4	62.2%	51.3%	90.8%	84.0%	98.3%	91.5%	91.6%	84.9%
The London Oratory School	185	0.90	66.6	73.5%	61.1%	95.7%	82.7%	95.7%	88.6%	96.2%	85.4%
Ormiston Bridge (AP)	22	-2.99	12.3	0.0%	0.0%	4.5%	4.5%	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE
The Fulham Boys School	109	0.69	59.2	57.8%	42.2%	85.3%	69.7%	88.0%	79.6%	86.2%	70.6%
West London Free School	129	0.69	61.5	63.6%	51.2%	83..7%	69.8%	84.5%	76.0%	86.8%	94.6%
Westside Academy (AP)	7	-3.05	10.4	0.0%	0.0%	14.3%	0.0%	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE
Woodlane High School (Special School)	22	-0.91	9.2	0.0%	0.0%	4.5%	0.0%	10.0%	10.0%	4.6%	0.0%
Sacred Heart High	192	0.62	59.1	56.3%	41.7%	84.4%	66.7%	91.0%	81.5%	85.9%	67.2%

Ark Burlington Danes	167	0.08	47.1	40.7%	26.3%	65.3%	49.1%	69.9%	53.6%	53.9%	68.9%
Phoenix Academy	78	0.75	50.6	32.1%	21.8%	67.9%	48.7%	75.9%	63.3%	48.7%	70.5%
<i>Queensmill (Special School)</i>	17	-1.68	1.5	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE
<i>Jack Tizard (Special School)</i>	5	-1.59	0.00	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE
<i>Cambridge (Special School)</i>	30	-2.20	0.00	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE	No data published by DfE
<b>Hammersmith &amp; Fulham</b>	<b>1519</b>	<b>0.47</b>	<b>54.8</b>	<b>50.1%</b>	<b>38.6%</b>	<b>77.2%</b>	<b>61.4%</b>	<b>80.2%</b>	<b>69.9%</b>	<b>79.3%</b>	<b>63.7%</b>
<b>NATIONAL 2022-23 All state funded schools (DfE)</b>	<b>606,910</b>	<b>-0.03</b>	<b>46.3</b>	<b>24.2%</b>	<b>17.0%</b>	<b>65.1%</b>	<b>45.3%</b>	<b>71.6%</b>	<b>55.1%</b>	<b>72.3%</b>	<b>52.4%</b>

National data for individual GCSEs sourced from Ofqual I the absence of published national data at individual subject level

**HAMMERSMITH AND FULHAM****Final A Level YR 13 results, 2023****A Levels: 2023 (2022/23 academic year)**

School Name	A*	A	B	C	D	E	U	Total	A*	A*-A	A*-B	A*-C	A*-D	A*-E
Ark Burlington Danes	9	20	37	34	47	15	7	169	5.3%	17.2%	39.1%	59.2%	87.0%	95.9%
The Fulham Boys	26	37	48	34	16	4	1	171	15.2%	36.8%	64.9%	84.8%	94.2%	96.5%
Fulham Cross Academy	0	0	10	8	9	21	12	60	0.0%	0.0%	16.7%	30.0%	45.0%	80.0%
Lady Margaret	31	86	86	29	18	2	0	252	12.3%	46.4%	80.6%	92.1%	99.2%	100.0%
London Oratory	98	161	178	113	37	9	1	599	16.4%	43.2%	73.0%	91.8%	98.0%	99.5%
Sacred Heart	13	34	71	55	26	7	2	208	6.3%	22.6%	56.7%	83.2%	95.7%	99.0%
West London Free School	56	131	114	48	23	11	1	384	14.6%	48.7%	78.4%	90.9%	96.9%	99.7%
William Morris	7	13	44	72	72	57	34	307	2.3%	6.5%	20.8%	44.3%	67.8%	86.3%
Hammersmith Academy	18	41	83	70	45	23	12	293	6.1%	20.1%	48.5%	72.4%	87.7%	95.6%
Phoenix Academy	1	4	11	13	8	1	1	42	2.4%	11.9%	38.1%	69.0%	88.1%	90.5%
<b>H&amp;F - no</b>	<b>259</b>	<b>527</b>	<b>682</b>	<b>476</b>	<b>301</b>	<b>150</b>	<b>71</b>	<b>2485</b>	<b>259</b>	<b>786</b>	<b>1468</b>	<b>1944</b>	<b>2245</b>	<b>2395</b>
<b>H&amp;F - %</b>	<b>10.4%</b>	<b>21.2%</b>	<b>27.4%</b>	<b>19.2%</b>	<b>12.1%</b>	<b>6.0%</b>	<b>2.9%</b>	<b>100.0%</b>	<b>10.4%</b>	<b>31.6%</b>	<b>59.1%</b>	<b>78.2%</b>	<b>90.3%</b>	<b>96.4%</b>
<b>National (2023 Provisional)*</b>	<b>8.7%</b>	<b>18.1%</b>	<b>26.5%</b>	<b>22.8%</b>	<b>14.4%</b>	<b>7.0%</b>	<b>2.5%</b>	<b>100%</b>	<b>8.7%</b>	<b>26.8%</b>	<b>53.3%</b>	<b>76.1%</b>	<b>90.5%</b>	<b>97.5%</b>

National provisional includes all subjects for candidates aged 18

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 25/03/2024

**Subject:** Children Missing Education and Elective Home Education

**Report author:** Elizabeth Spearman, Head of ACE and School Admissions

**Responsible Director:** Peter Haylock, Operations Director of Education and SEND

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### SUMMARY

1. The report references the key legislation and Department for Education (DfE) guidance that governs Local Authority work with two cohorts of children; children missing education (CME) and those whose parents/carers have elected to home educated (EHE). CME are defined as children without any education provision and should not be confused with non-attenders, who have provision but are not utilising it. With regard to parents choosing to home educate, the law is clear that all children of statutory school age must be in receipt of a suitable education, but this does not have to be at a school. Any parent/carer has the right to choose to home educate their child and they are under no obligation to inform the Local Authority of this decision. Investigations into children believed to be missing education may establish the children are in fact being educated at home by their parent/carers.
2. The Local Authority is responsible for ensuring that all children resident in the borough are in receipt of a suitable education. Primarily, this duty is discharged through School Admissions offering every resident child a school place, but it is not specified in primary legislation how a Local Authority should discharge this duty in respect of children missing education or those who are home educated. In Hammersmith and Fulham, local processes and procedures are in place to maximise identification of both children missing education and home educated children, to ensure those wanting a school place are supported and to have some oversight of provision in place for those who are being educated at home by parents/carers. Local procedures exceed the minimum expectations stipulated in the DfE guidance, whilst aiming to ensure engagement and cooperation with parents/carers, to be satisfied education provision is suitable and take account of any safeguarding implications.
3. The report provides data relating to the numbers of both CME and EHE children over the past 5 years.

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### RECOMMENDATIONS

1. For the Committee to note and comment on the report and continue to support the current local approach for children who are either EHE or CME.

2. Local policy, practice and resourcing will be reviewed taking community feedback into account and in the light of any changes in DfE guidance or legislation.

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**Wards Affected:** All

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<b>Our Values</b>	<b>Summary of how this report aligns to the H&amp;F Values</b>
Building shared prosperity	Working to ensure all children receive a suitable education enabling them to go on to contribute to the community in which they live
Creating a compassionate council	Accepting that children have a right to an education and families have a right to educate their children at home, supporting them in their choices, sensitively and respectfully
Doing things with residents, not to them	Working with families to provide the support and advice they need, (e.g. translating Admissions advice and EHE family event), enabling access information and opportunities to share views with LA officers
Being ruthlessly financially efficient	Improved use of ICT such as the use of virtual meetings as appropriate (e.g. for contact with established EHE families) in future, to optimise use of time, managing increased demand with no budget increase
Taking pride in H&F	Continue to contribute to national and regional fora, where the H&F EHE and CME policy and procedures have been cited as exemplars
Rising to the challenge of the climate and ecological emergency	The Home Education Adviser to include references to learning in relation to the climate change agenda at EHE meetings with families, if deemed appropriate

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## Background Papers Used in Preparing This Report

None

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## DETAILED ANALYSIS

### Legislation related to CME and EHE

1. Parents/carers are responsible for ensuring children of statutory school age are in receipt of suitable education, in school or *otherwise* (s7 Education Act 1996). Most parents fulfil this duty by enrolling their children in school but some through choosing to home educate.
2. Legislation is clear that any/all parents (regardless of any safeguarding, mental health or other potential concerning factors) have a legal right to elect to educate their children 'otherwise' than at school, commonly referred to as 'elective home education' (EHE); currently, parents do not have to inform the LA of this decision.
3. Local Authorities (LA) have a legal obligation (s437 Education Act 1996) to ensure that all children identified as of statutory school age, who reside in the area, are in receipt of a 'suitable education' and not CME. There is no legal definition of a 'suitable education', but schools are routinely accepted as providing one.
4. Finally, the law makes it clear that LAs have a duty to consider legal action, by applying for a School Attendance Order (SAO), if they have concerns that a child is **not** in receipt of a suitable education. This will include children whose parents have made no arrangements despite advice and support (CME) and those who are EHE but where EHE has been deemed unsuitable.

### DfE Guidance – Children Missing Education: statutory guidance for local authorities (September 2013, revised November 2016)

5. The guidance outlines the responsibilities of local authorities, school staff and related professionals to have systems in place to support the prevention, where possible, of a child becoming CME.
6. The guidance highlights the importance of early identification of CME and speedy support and intervention to ensure every child is in receipt of a suitable education as a priority.
7. Local Authorities are expected to have a locally agreed CME policy in place; the Hammersmith and Fulham policy was last revised August 2021.

## **DfE Guidance – Elective Home Education – 2019**

8. The DfE guidance confirms that Local Authorities have a *statutory* role to ensure a child is in receipt of a suitable education, but it is for LAs to decide how to discharge this duty in respect of EHE.
9. In relation to the 'suitability' of provision, the DfE advice is that Local Authorities should consider the evidence available, to conclude whether there is sufficient *convincing* evidence of the *suitability* of a child's education.
10. Each Local Authority is expected to have their own EHE policy and procedures, with due regard to legislation and guidance; the Hammersmith and Fulham policy was last revised January 2021.

## **The LBHF EHE and CME policy and procedures – key points**

11. The policy and procedures set out the local arrangements in relation to how H&F LA statutory responsibilities will be met for both CME and EHE; these are available online and additional guidance is sent to all parents who are known to be EHE.
12. The policy and procedures are legally compliant and have due regard to the respective DfE guidance. In the interests of equality of opportunity, the policies aim to deliver a fair and consistent approach with all families where a child is believed to be CME or EHE.
13. Reasons for a child being CME are various but are often related to family mobility and/or parents' refusal to accept the education provision offered, both issues identified nationally.
14. Reasons for EHE are also various but include disaffection with conventional education, failure to obtain a place at a preferred school and lifestyle choices.
15. There is a dedicated CME/EHE Fieldworker located in the ACE team who has oversight of all CME cases until they are back in education and all EHE cases until the Home Education Adviser (HEA) has found the EHE provision to be satisfactory.
16. Working closely with School Admissions colleagues, the aim is to ensure all CME are in provision within 12 weeks (the majority much more quickly) and School Attendance Order proceedings will be initiated if necessary, to ensure this is achieved.
17. With regard to EHE, the local EHE policy and procedures are based on the view that a written or verbal description of provision *alone*, provided by a parent, cannot satisfy the LA that a child is receiving, or indeed benefiting from, the provision described.



18. The Home Education Adviser (HEA) therefore offers to meet with parents and the child, to discuss the provision in place and see examples of work, to form a professional view about the provision in place. This will allow the HEA to confirm that the child is receiving the provision described and more importantly, how the child is benefitting from it.
19. If parents decline to meet with the HEA, the EHE policy allows the LA to consider an endorsement from an education professional involved in the delivery of a child's education, who can confirm that the child is in receipt of, and benefitting from, the provision in place.
20. Most EHE families are prepared to meet with the HEA and endorsements have only been requested in a handful of cases. Endorsements have been provided by qualified education professionals (e.g. tutors/teachers).
21. In the very rare instances where parents refuse to meet with the HEA or to provide an endorsement, the child will be considered as CME and School Attendance Order proceedings will be initiated.

## **Data**

22. Table below shows the numbers over five years of children known to be EHE and CME in H&F. Numbers of EHE increased during the pandemic and have not reverted to pre-pandemic levels. Numbers of CME have remained largely consistent.

	EHE children	CME children
Summer 2019	102	10
Summer 2020	114	8
Summer 2021	190	11
Summer 2022	130	19
Summer 2023	134	10

## **Issues and tensions - CME**

23. High mobility including welcoming new arrivals to Hammersmith and Fulham (most recently from Afghanistan and Ukraine) can contribute to increasing numbers of CME. These increases are usually only short term with schools admitting where vacancies exist or placing through the Fair Access Panel which enables a school to go over numbers when necessary.
24. The oversubscription of some schools in Hammersmith and Fulham can lead to parents who do not secure a first preference school failing to enrol a child elsewhere, in the mistaken belief this will improve their position on the waiting list.

## **Issues and tensions - EHE**

25. Although Local Authority officers cannot *insist* on a visit or endorsements as they need convincing evidence of suitability of EHE provision, the DfE

advise that an annual meeting, consistent with the Hammersmith and Fulham policy, should be acceptable to families.

26. The EHE policy and procedure avoids terms such as '*inspect*' or '*assess*' but aims to form a professional view of provision , *either* through meeting the child and parents/carers *or* through perusal of endorsements, to ensure the LA has sufficient evidence that the child is in receipt of a suitable education.
27. It is fully accepted that there is much flexibility on how home educators organise their provision; there is no obligation to follow traditional school hours either in number or times or to follow the National Curriculum. Parents/carers are free to decide on their preferred teaching style and may use private tutors, as long as the Local Authority can be convinced the provision in place constitutes a suitable education.
28. Professional organisations working with the EHE community over time, have frequently raised concerns about the current legislation and DfE guidance, which is believed by many to be unhelpful, potentially unsafe and in need of revision.
29. The EHE community is well supported by advocates and pressure groups, many of which encourage families *not* to work with the Local Authority and actively challenge the right of officers to have any contact with EHE families.
30. Ongoing endeavours to engage positively with the EHE community will continue with the reintroduction of the annual EHE family event hosted by the Local Authority, suspended during the pandemic.

## **LIST OF APPENDICES**

None

**Report to:** Children's and Education Policy and Accountability Committee

**Date:** 25<sup>th</sup> March 2024

**Subject:** Private Fostering Report

**Report author:** Amana Gordon, Operational Director of Children and Young People Service

**Responsible Director:** Jacqui McShannon, Strategic Director of Children's Services

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### SUMMARY

Presentation for the Committee to provide an overview of and background to Private Fostering - what it means in practice, the challenges to identification, what we are doing to raise awareness and continuous improvement activity.

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### RECOMMENDATIONS

1. For the Committee to note and comment on the report.
- 

**Wards Affected:** All

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Our Values	Summary of how this report aligns to the H&F Values
Building shared prosperity	Ensure private foster carers are offered the necessary support and guidance to help build a shared prosperity by focusing on improving outcomes for children.
Creating a compassionate council	Ensure private foster carers are offered necessary support and guidance and that privately fostered children are protected from harm.
Doing things with local residents, not to them	Raise awareness in communities about private fostering, the legal requirement of notification and support offered.
Being ruthlessly financially efficient	By early identification of private fostering placements, support can be offered earlier preventing possible statutory involvement.
Taking pride in H&F	Agencies working together to support

	marginalised members of the community.
Rising to the challenge of the climate and ecological emergency	This is an issue that is important especially to children and young people and we look for ways that we can contribute to this.

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## **Background Papers Used in Preparing This Report**

Research into Private Fostering, Department for Children Schools and Families, March 2010.

## **DETAILED ANALYSIS**

1. The Operational Director of Children and Young People Service, Amana Gordon will present an overview of Private Fostering, our duties as a Council and community, challenges we face, and further support needed.
2. The presentation will cover:
  - Definition of Private Fostering
  - Legislation and legal duties
  - Expectations around best practice and challenges
  - Local context
  - Next steps

## **LIST OF APPENDICES**

### **Appendix A**

Private Fostering presentation

## Children and Education Policy and Accountability Committee

Amana Gordon, Operational Director  
for Children and Young People Service

25<sup>th</sup> March 2024

# Private Fostering



# What is Private Fostering?

Private fostering (PF) is the term used when someone who is not a parent or a 'close relative' (e.g. great aunt, cousin, parent's friend or a neighbour) is looking after a child or young person under the age of 16 (under 18 if they are disabled) for 28 days or more in their own home.\*

A relative is defined in the Children Act 1989 as a grandparent, uncle or aunt (whether by full-blood, half-blood or by marriage or civil partnership), sibling or step-parent.

The PF carer becomes the primary carer for the child and has authority over day-to-day decisions, but they do not have parental responsibility and the child is not looked after.

It is not a private fostering arrangement if the child is accommodated under section 20 of the Children Act 1989 and therefore looked after **or** in a kinship arrangement where a child is living with a family member (as defined above).

\* It also covers children who stay at a boarding school for more than two weeks of the school holidays.

# Common situations in which children are privately fostered

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Children with parents or families overseas

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Children with parents working or studying in the UK

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Asylum seekers and refugees

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Trafficked children

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Local children living apart from their families

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Adolescents and teenagers

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Children attending language schools

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Children at independent boarding schools who do not return home for holidays

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Children brought in from abroad with a view to adoption



# Legislation

- The Laming Report (Department of Health and Home Office 2003) into the death of Victoria Climbié, led to the publication of the government's Green Paper, Every Child Matters (H.M. Treasury 2003).
  - The 2004 Children Act (Section 44) introduced a tighter framework which requires every local authority to:
    - raise awareness,
    - to assess the suitability of private foster carers before children are cared for by them,
    - to appoint a private fostering officer to monitor compliance with the notification system,
    - to include private fostering amongst the areas to be addressed by the Local Children's Safeguarding Partnership (LSCP)
    - to introduce national minimum standards for private fostering and
    - to enhance the inspection regime.
-





# Legal Duties

- Birth parents, private foster carers and persons who are arranging for a child to be privately fostered are **required by law** to notify the local authority's Children's Services department of the arrangement.
  - If you know someone in a personal or professional capacity who is privately fostering or is about to, you should encourage them to notify Children's Services and if they are not able to do so then you should take responsibility for notifying them.
  - Local authorities are then required to carry out an assessment, and to monitor the arrangement. A social worker will visit the home to speak to the carer and the child to ensure the child is safe, carry out background checks and make sure support is being provided.
    - If the child is not yet in the arrangement this is called a Regulation 4 visit
    - If the child is already in the arrangement this is called a Regulation 7 visit
  - Support for private foster carers may include:
    - advice on benefits and possible funding for some essential items
    - parenting support and advice
    - help in bringing families in crisis back together
-

# Best Practice



STAFF MUST HAVE DETAILED  
TRAINING ON PRIVATE FOSTERING  
AND CLEAR GUIDANCE ON  
PROCEDURES AND PATHWAY FOR  
REFERRALS



A SPECIALIST, KNOWLEDGEABLE  
NAMED WORKER



RAISING, AND MAINTAINING, HIGH  
LEVELS OF STAFF AWARENESS OF  
PRIVATE FOSTERING SO THAT THEY  
ARE EQUIPPED TO IDENTIFY AND  
NOTIFY



BUILDING RELATIONSHIPS WITH  
GROUPS OF PRACTITIONERS LIKELY  
TO COME IN CONTACT WITH THESE  
CHILDREN E.G. LANGUAGE  
SCHOOLS, CHURCHES AND  
SCHOOLS

# Challenges

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- The **duty to notify** local authorities that a child has been privately fostered **is not well understood**, partly through ignorance or reluctance on the part of carers or parents to bring such arrangements to the attention of the authorities.
- **Agencies are unclear** as to whether they have a legal obligation to notify local authorities of PF arrangements and some '*perceive no advantage in referring families*'.
- **Lack of awareness or confusion** as to what constitutes a private fostering arrangement. Often confused with kinship placements or cared for children.
- **Concerns about confidentiality.** It was reported that some professionals regarded notifying the local authority of an actual or potential private fostering arrangement as a breach of parent confidentiality in instances where they had no child protection concerns.
- The unlikelihood of those trafficking or abusing children to notify.

# Local context

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There are a small number of children identified as in Private Fostering (PF) arrangements in Hammersmith & Fulham.

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We are currently supporting 4 children in PF arrangements with another due to start a planned arrangement later this month.

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We started 2023/24 with two PF arrangements. We received six referrals in YTD, one of which did not progress and two have subsequently closed.

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We have a designated PF social worker located in one of the assessment teams who is allocated from point of contact to undertake an initial visit within 7 working days.

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A PF assessment is triggered once the child has been in placement for 28 days. The arrangement continues to be monitored.



# How we are supporting and raising awareness



Social workers at H&F have access to clear policies on our Tri.X page - [Private Fostering \(proceduresonline.com\)](#) including a [local protocol](#) and there are also further resources available on our [CYPs resource page](#) and app



There is a link with information on both the H&F website - [Private fostering | London Borough of Hammersmith & Fulham \(lbhf.gov.uk\)](#) & the LSCP website under *Hot Topic Issues* - [Hot Topic Issues - Hammersmith and Fulham's LSCP \(hflscp.co.uk\)](#) available to the public and practitioners from other agencies



Private Fostering leaflets and posters (translated into multiple languages) have been distributed by the PF social worker to local services such as GP and health centres



Training on Private Fostering is included as part of the induction for all social workers in our Initial Consultation and Advice team (ICAT) and will be rolled out across other teams (delivered by the PF social worker)



The safeguarding in education manager provides regular training to schools and is available for ad hoc consultation and advice. The designated PF social worker has also presented at DSL networking forums.

# Continuous Improvement



The PF social worker will regularly re-distribute leaflets to health centres, schools and other community centres to raise awareness



Private fostering information will be included in the LBHF internal newsletter every 6 months, School zone, GP forum newsletter, A&E newsletter and Director for SPCHN



Discussions are taking place with the Mosaic team to help create a more robust system to monitor and record activity around PF arrangements



We will utilise Children, Health, Education and Social Care(CHESC) and the Health and Well-Being (HWBB) boards, together with the new relationship with the Integrated Children's Board (ICB) to continuously promote private fostering.



We will explore whether changes can be made to school admission forms at point of entry to support with better identification of PF arrangements. This requires a Pan London approach.

How can members of CEPAC further support the promotion of Private Fostering through their work and contacts in the borough?



# Agenda Item 7

## LONDON BOROUGH OF HAMMERSMITH & FULHAM

**Report to:** Children and Education Policy and Accountability Committee

**Date:** 25/03/2024

**Subject:** Engagement of Young People with voter registration

**Report author:** Zoe Wilkins, Electoral Services Manager

**Responsible Director:** Nicola Ellis, Chief Operating Officer, Corporate Services

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### SUMMARY

This paper sets out the main activities being undertaken by Electoral Service and the Youth Services to encourage young people living in the borough to register to vote.

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### RECOMMENDATIONS

1. For the Committee to note and comment on the report.

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**Wards Affected:** All

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Our Values	Summary of how this report aligns to the H&F Values
Doing things with local residents, not to them	Young local residents are being enabled to create communications assets for use across the borough, are participating in Youth Mayor and UK Youth Parliament elections as both voters and candidates.

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### Background Papers Used in Preparing This Report

Public Question to Council, Full Council Meeting 28 February

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### BACKGROUND

1. The council is very keen to ensure that young people learn about, and ultimately participate in, our democratic process. We know that an estimated 10,457 12- to 17-year-olds reside in our borough.



2. 16- and 17-year-olds who meet citizenship and residency criteria can register to vote ahead of their 18<sup>th</sup> birthday, from when they can take part and vote in public elections.
3. The Electoral Commission's report that young people are under-registered across the UK, with just 70% of 18–30-year-olds registered to vote.
4. The Council provides borough-wide general audience advertising and social media campaigns and actively supports the pan-London publicity campaign for Local Democracy week every October, which encourages all Londoners to register to vote.
5. In addition to the general audience campaigns, the council also provides more targeted advertising, activities and materials for young people.

### **Inviting young people to register to vote**

6. The electoral registration officer writes to 16- or 17-year-olds individually to invite them to register to vote.
7. Eligible young people are identified through the annual household canvassing process, or by checking other council records, including extracts from school rolls where available.

### **Youth Council and Mayor**

8. The council has a very successful Youth Council, headed up by a Youth Mayor and Youth Parliament Members (*and their Deputies*) – for which all posts are voted on by young people in the borough.
9. This year elections are taking place from 17 February to 18 March for a Youth Mayor and a Youth Parliament Member, which has established links between electoral services, youth services and Politics and Citizenship Lead teachers through the Youth Mayor and Youth Parliament elections.
10. Young people from the Youth Council are being supported by Electoral Services and the communications team to create materials about voter registration, voter ID and voting ahead of the GLA elections on 2 May.
11. This includes traditional advertising, targeted social media and, in future, video formats, and will be updated and re-used ahead of the UK Parliamentary Election when that takes place.
12. The first tranche of posters and social media posts are provided in **Appendix 1**.

## **Activities in schools, young people's services and care leavers hub**

13. The council has committed to write to schools in the borough to invite them to include information about voting and registration in their PHSE classes or any other appropriate lessons.
14. Schools and services for young people are already invited by the Electoral Commission to join their "Welcome to your vote week" which takes place every January, but we will encourage schools to look at the activities designed with young people and which are available for them all year round as part of that programme.
15. Since the care leavers hub was opened in October 2023, Electoral Services have attended Independent Living Skills Workshops to promote voter registration, which have been well received and led to several of the young people attending to register to vote.

## **LIST OF APPENDICES**

Appendix 1 – Poster and social media campaign samples, designed by members of the Youth Council encouraging voter registration.

# THINKING OF YOUR FUTURE?

# ELECTIONS ARE COMING UP!



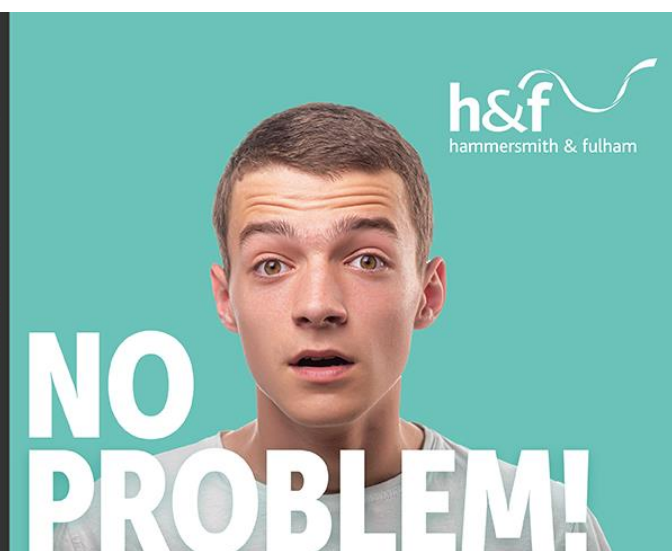
## REGISTER TO VOTE HERE

Register to vote at: [www.gov.uk/register-to-vote](https://www.gov.uk/register-to-vote)  
The deadline to register is **midnight Tuesday 16 April 2024**  
[www.lbhf.gov.uk/elections](https://www.lbhf.gov.uk/elections)



# NO VOTER ID?

Apply for a  
**Voter Authority Certificate**  
today!



# NO PROBLEM!

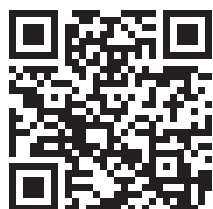
Want to vote in a polling station? Don't have ID?  
Apply for a free Voter Authority Certificate by **5pm, Weds 24 April**  
at [voter-authority-certificate.service.gov.uk](https://voter-authority-certificate.service.gov.uk)  
[www.lbhf.gov.uk/elections](https://www.lbhf.gov.uk/elections)



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**Voter Authority  
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[www.lbhf.gov.uk/elections](http://www.lbhf.gov.uk/elections) Page 52

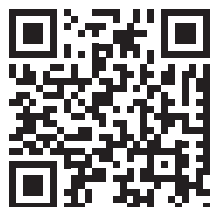


# THINKING OF YOUR FUTURE?



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