Croydon Education Partnership Strategic Board Meeting

Date: Thursday 12th October 2023
Time: 12:00-14:00
Venue: The BRIT School, 60 The Crescent, SE25 5PW

Attendees/Membership:

SD	Shelley Davies (Acting Chair)	Director of Education	Local Authority	✓
CL	Christine Lonsdale	Education Partnership Manager	Local Authority	✓
DJ	Debbie Jones	Corporate Director of Children Young People & Education	Local Authority	✓
JRa	Julie Ralphs	Head of Education Services	Local Authority	✓
RM	Roisin Madden	Director of Children's Social Care	Local Authority	✓
CllrMG	Cllr Maria Gatland	Cllr	Cabinet Member for Children and Young People	X
NE	Natasha Evans	Teaching School Hub	Harris City Academy Crystal Palace	✓
NWi	Nicole Williams	CHTA	Coombe Wood High School	✓
JRo	Jolyon Roberts	Schools Forum	Pegasus Trust	X
GL	Gill Larocque	Pupil Referral Unit	Saffron Valley Collegiate	✓
JI	Jenette Indarsingh	Maintained Nursery	Thornton Heath Nursery School	X
AC	Andy Crofts	Secondary	The Quest Academy	✓
MH	Markieu Hayden	Secondary	Norbury High School for Girls	✓
SW	Stuart Worden	14-19	The BRIT School	✓
AP	Ann Pratt	Primary	Park Hill Junior School	✓
GF	Guy Fairbairn	Primary	Monks Orchard Primary School	✓
DB	Dan Bowden	Primary	Greenvale Primary School	✓
GL	Glenn Lillo	Primary	Oasis Academy Ryelands	✓
DS	Diarmuid Skehan	Primary	St Thomas Becket Primary School	✓
JC	Josephine Copeland	Primary	All Saints CofE Primary School	X
KG	Katie Goodwin	Special	St Nicholas' School	✓
EE	Emma Edwards	Independent	Cumnor Houser for Boys	X
AG-M	Aimee Gaddes-Mitchell	PVI/Childminder	Little Apples Day Nursery	✓
AG	Aleksandra Garaloska	PVI/Childminder	Modern Montessori International Ltd	✓
NG	Natalie Garner	Further Education	Croydon College	X
KD	Kam Dehal	Further Education	John Ruskin College	X
TD	Professor Tara Dean	Higher Education	London South Bank University	X
MB	Mori Bates	Clerk	Local Authority	✓

Speakers/Observers:

NWh	Nick White	Observer	Observer	✓
JH	Jess Henk	Education Strategic Lead	Local Authority	✓
MAS	Miriam Annane-Sechere	Education Development Strategic Lead	Local Authority	✓
AF	Andrea Fallon	Interim Locum Consultant	Local Authority	✓
CM	Claire Mundle	Public Health Principal	Local Authority	✓

Agenda Items

1	**Welcome & Apologies**	SD
	Apologies received from CllrMG, JRo, JI, JC, EE, NG, KD and TD SD was acting chair for the meeting as the independent chair had not yet been ratified.	
2	**Actions arising from meeting dated 13th July 2023**	SD
	2.1 Minutes were agreed by the board to be a true record of the meeting that took place in July. 2.2 Actions were reviewed from the July meeting: 2.2.1 Every Board member to inform the clerk of a named deputy – carried forwards. **ACTION: Board to nominate a deputy** 2.2.2 Rewrite 2a) within the terms of reference – **SD Completed.** Board agreed and signed off on the amended terms of reference. 2.2.3 Advertise for Chair and the LA will co-ordinate the recruitment process – **ACTION: Completed** 2.2.4 Provide data dashboard in members – Data has been collated by the LA and to be presented in the meeting under agenda item 4. – **ACTION: Completed** 2.2.5 To have an agreed upon strategy in place by the 31st December 2023 – **ACTION revised to be agreed by the end of the financial year** 2.3 It was requested to the clerk to organise actions within an action log, of which will be rectified at the end of these minutes. **ACTION – MB**	**BOARD** **BOARD** **MB**
3	**Update on Chair Recruitment**	SD
	3.1 SD informed the partnership that interviews were carried out with a panel of DJ, SD, MH, KG, DB and NG. They interviewed three candidates, to which NWh was introduced to the board as an observer whilst recruitment checks are being carried out. 3.2 It is important to note that an independent chair will help to ensure that the Croydon Education Partnership is not a local authority led partnership.	
4	**Local Authority Dashboard**	JRa/SD
	4.1 JRa presented the local authority dashboard with SD. The dashboard has been produced in the format (as in the documents pack) for years and shared within various groups to make sure that the information is accessible by everyone. 4.2 The dashboard shows how we are performing in education and children services. It is mostly updated monthly, although some data is received annually.	

	4.3 The information covered outcomes from Early Years to Key Stage 5, but are all borough measures, meaning that improving upon these would be a combination of all the involved parties working together within the partnership. 4.4 JH added that Croydon results have been improving rapidly even though it's below the national average and MAS reminded the board that the top end of the results could then be going to schools out of the borough, leading to a concern around Post 16 data. There will always be a need to look at external factors that could be affecting the data such as this. 4.5 We are now looking to close the gap as a general year. It has been a heavy year of inspections, but also a good year for them too. The increase in inspections is not targeted at Croydon specifically and is in line with what we were expecting to have. 4.6 JRa asked the board if the dashboard is useful and whether it needs to be regularly circulated amongst the partnership and the wider membership. It appeared to be of use, and it was suggested that a traffic light system be used to show areas of improvement and areas in which we are excelling at. **Q1:** DS: In relation to the EHCPs, were we not supposed to be reducing the number of plans? **A1:** SD: The idea was to meet the needs at an earlier age through early intervention. Looking at the original trajectory, we could have had more plans requested without the locality SEND support in place. However, that would require a separate discussion to be had on SEND Support. 4.7 It was agreed by the board to share the dashboard data every meeting with RAG categorising and highlighting areas where necessary.	**LA**
5	**Schools' Health & Wellbeing Survey Results**	AF/CM
	5.1 AF and CM were introduced to present statistics based on the health and wellbeing of pupils at schools within the borough of Croydon. 5.2 AF gave a brief background into reasons behind the survey, adding that our children will be the most affected generation as a result of the COVID pandemic and so it is key to gather data to make sure that their educational experience is not being affected significantly by various factors or whether there are areas within school that Croydon is doing well in. 5.3 CM informed the partnership that they have now completed one of the five total surveys, the next one scheduled for 2024. 5.4 The anonymous online survey was sent out to 58 schools, both primary and secondary, that agreed to participate. From the primary schools, the survey was completed by years 4 and 6 and from secondary schools, years 8, 10 & 12. It is important to note that that this is the Croydon pupil population and not the Croydon resident population. 5.5 Approximately 4,000 responses were received of which accounts for 18% of total children in the area, there were variation in the completion of particular questions, which could have been due to the children losing interest in the questionnaire or being unable to answer a question. 5.6 As a longitudinal process, we will be able to track data and trends over the course of the surveys being carried out. There will be an opportunity to analyse the responses based on gender or diversity, allowing for the results gathered to be meaningful. 5.7 The partnership were directed to look at the data presented in the paper. Whilst the data doesn't represent totality in that it is only a handful of data, it does single out	

	key areas. Six domains have been picked out; well-being, exercise, diet & sleep, bullying & gangs, schools, smoking, drinking, drug use & sexual harassment and pride. 5.8 The data shows the difference between primary and secondary schools in certain areas. However, when asked to rank what they are most worried about, the majority of participants ranked knife crime and terrorism for the top two, but as you go down the rankings, primary schools recorded war and bullying whereas secondaries marked bullying, war and then exams as worrying. 5.9 AF and CM confirmed that a written report will be produced to collate the data and subsequently generate a discussion about the topics. Each of the schools that participated will receive an individual pack based on their pupils' responses. By doing this, we aim to engage with children and young people, hopefully improving upon various aspects of a child's educational experience. 5.10 Upon reflection, there are areas of the survey that may need altering. Generally, there are areas that may be interpreted differently between individuals – for example with the pragmatics behind the word 'gang'. There is a possible need for the way that the survey is administered to be streamlined because it was clear to see a drop-off rate as perhaps the younger children lost interest. 5.11 In the future, AF and CM would like to include more schools to participate in the survey so that as much data can be collected. With a wider dataset, there is also a need to look at how to manage the wider publishing of the data. CM would value the support of the partnership to promote the survey. 5.12 MH commented that there is an opportunity to turn the negative of publishing data that is constantly changing into a positive. The data can be used as a catalyst for circulating information between schools and encourage key players to have discussions with one another. **Q1:** GL: Are we checking what we as schools are offering and whether there are gaps to fill? **A1:** AF: What we do next is relevant, especially the next step we take. Continually asking the questions does not generate action so it could worsen the situation. CM: More importantly, there is also a need for schools to facilitate discussions relating to the results. 5.13 AC noted that the data is interesting at a glance, especially the pride in Croydon. Only 22% of secondary school responses responded a 4 or 5 when asked 'do you feel proud to live in Croydon?'. 5.14 DB added that a breakdown of the data could show the impact of and on schools. Further investigation would allow working groups to potentially be established to attend to 3 or 4 priorities. 5.15 Following on from this, DJ reminded the partnership that we must be clear about what information will be useful to the board and what we are able to do with it. The partnership could pull something from the data and use it to develop a strategy/priority, giving way to how wider members of the Croydon Education Partnership may be able to help. 5.16 NW commented that we also need to remember how *we* as a partnership can impact the educational journeys of each child and understand the limitations that could be experienced. For instance, where secondary pupils are not particularly proud to live in Croydon, the reasons for this may be aspects that are out of our control. We should look at where we can have the most influence.	
6	**School Improvement Survey Results**	JM/ MA-S

	6.1 JH presented data and context based on the school improvements survey results. The intention of the survey was to want the key parties to work together in a collaborative manner and show a commitment to improving outcomes. Where possible, it is important for the LA to facilitate the necessary discussions. 6.2 One way in which this is being encouraged is by creating opportunities such as the Primary School Headteachers Breakfast, where after the first meeting, Heads asked for a focus on SEND. In particular, the recruitment of SEND support. It was mentioned that a breakfast meeting with Early Years may help to develop engagement further. 6.3 MAS added that along with the data from the health and wellbeing survey, we can try to set up a unified response. There will be a need for the key players to work together, especially with resources Post-16. 6.4 NE said that within the Teaching School Hub, they are sending out useful information and would be interested in joining a headteacher breakfast in order to instigate a method of communication that will send the hub information to more people.	**LA/AG M/AG** **LA/NE**
7	**Education Strategy & Priorities**	BOARD
	7.1 JRa introduced the creation of the partnership's strategy and priorities as an open discussion to be decided by the membership by the end of the financial year. It is believed that the partnership must be stable and that by picking around three to five priorities, there will be enough for the members to focus on. It was suggested that sustainability is built into the strategy. 7.2 It was put to the partnership to consider the areas of education that could be used. In order to start the discussion, the LA used Menti, an online presentation that allows the audience to engage with the questions being pitched to them. 7.3 The two questions being asked of the group are: 7.3.1 1. How will the CEP make a positive impact on education in Croydon? 7.3.2 2. What do you think the partnership's main priorities should be for the next three years? 7.4 In response to Q1, there was a variety of answers, including the following: • Development of a cohesive strategy with a proactive response • Utilising the resources, skills and expertise within the borough of Croydon • Collaboration between key players and schools • Training, recruitment and retaining teachers • A shared base value • Publicising what we are doing as a partnership • Working proactively with a smaller pool of priorities and doing them well 7.5 In response to Q2, their answers included the following, although there was some overlap between various responses, for example recruitment and SEND. For this particular question, members then voted for their top three priorities. • Recruitment and retention of staff, including SEND support – 11 votes • Restore pride in Croydon by its young people – 8 votes • Mental health and well-being of children, staff and families – 7 votes • SEND support and resources – 6 votes • Strengthening cross agency and partnership relationships – 5 votes • Alternative forms of funding – 4 votes • Post 16 outcomes – 4 votes • Activities that young people can access – 1 vote	

	7.6 Overall, Q2 responses were mainly focused on recruitment, SEND, outcomes, health and wealth being and pride. A further attachment will be sent out once the data has been collated from the Menti presentation. (Duplicates or similar answers will be deleted to reduce the range to give a general overview. 7.7 NW stated that the partnership will have to focus on what they are capable of as there will be elements of certain areas that are out of our control. There is a possibility to create a shortlist of the priorities and circulate it with the wider membership for their opinion. After all, each priority will require a tailored action plan. 7.8 Overall, the partnership has to consider a school-level response and what we are all able to promote as heads and teachers. This will then mean that we can think about positive promotion both within and beyond our schools. It is important not to underestimate the power of our voices as headteachers – the partnership has multiple voices and influence. 7.9 AGM explained that they are moving away from learning individual lessons in favour of focusing on Croydon by teaching the children about where they live. This could be with visits to the train station, going on the trams and cleaning the streets. 7.10 AC suggested a tiered appropriate where the priorities are concerned, creating an overarching strategy and vision, to which the board agrees this may be worth investigating. 7.11 A discussion followed centring around a social media account, of which requires a media officer but give the partnership the stretch of influence. It could be run by a bubble of sixth formers as it would be easier to have them manage it and spread a positive message. However, the main caveat with a social media account is that the partnership should be fully operational before we stretch ourselves too far. MH added that A level media students need to run a campaign – could that be the Croydon Education Partnership? 7.12 It was decided that a tiered response may be useful for the Croydon Education Partnership's strategy and priorities, with working groups being used for each smaller tiered points.	
8	**Any Other Business**	SD
	No AOB noted.	
9	**Date of Next Meeting**	SD
	Date TBD, but preliminarily will be late in late November/early December on a Thursday afternoon. **ACTION: Arrange the next meeting date.** Meeting to be held at the Harris City Academy Crystal Palace.	**LA/NE**

Action Log:

Past Actions Post-July Meeting – 13th July 2023:

1.	Every Board member to inform clerk of a named deputy	Board	**Carried forwards**
2.	Rewrite 2a) within terms of reference	SD	Completed
3.	Advertise for Chair and co-ordinate recruitment process	LA	Completed
4.	Provide data dashboard to members	LA	Completed
5.	Agreed education strategy in place be 31 December 2023	Board	**Carried forward**
6.	Set agenda for next meeting (potentially 28 September 2023 (PM) at the BRIT school)	LA	Completed

Agreed Actions October Meeting – 12th October 2023:

1.	Every Board member to inform clerk of a named deputy	Board	Jul'23
2.	Agreed education strategy in place by the end of the financial year	Board	Jul'23
3.	Set agenda for next meeting at Harris City Academy Crystal Palace	LA	Oct'23
4.	Actions to be displayed within an action log	MB/Clerk	Oct'23