

# **Scrutiny review proposal**

## **1 What is the review?**

School exclusions, off-rolling and alternative provision performance

## **2 What outcomes could realistically be achieved? Which agency does the review seek to influence?**

Reducing exclusions, improving coordination  
Improving outcomes for young people in PRUs, improving PRU provision

## **3 When should the review be carried out/completed? i.e. does the review need to take place before/after a certain time?**

Immediately

## **4 What format would suit this review? (e.g. full investigation, q&a with executive member/partners, public meeting, one-off session)**

Likely multiple sessions

## **5 What are some of the key issues that you would like the review to look at?**

- Build on work of Serious Youth Violence (SYV) panel - final report and recommendations
- Clarity on numbers and data trends ; both exclusions and off-rolling
- At risk cohorts and themes: off-rolling & home schooling; SEND; young people at risk of gang involvement
- Examine information sharing ( between officers, schools, academy chains, and the police)
- Look at how far the council is utilising it's somewhat limited role and powers
- Internal exclusion / provision
- Performance of the PRU, in terms of:
  - a) young people's reintegration into mainstream education and educational outcomes
  - b) Alternative Provision good practice and meeting different young people needs (e.g. trauma, behaviour, SEND, home schooling)

## 6 Who would you like to receive evidence and advice from during the review?

- Briefing from the Education Director, Nina Dohel and Director of Children & Families Early Help, Alasdair Smith on Early Help.
- Claire Burton, Regional Schools Commissioner
- Ofsted regional inspector
- Local parent and Guardian journalist Warwick Mansell  
<https://www.theguardian.com/profile/warwick-mansell>
- Head of relevant local academy chain
- A contributor to the Timpson review
- Akala: <https://schoolsweek.co.uk/akala-schools-need-universal-code-on-exclusions/>
- FFT Education Datalab

## 7 Any suggestions for background information? Are you aware of any best practice on this topic?

**Select committee report:** Forgotten children: alternative provision and the scandal of ever increasing exclusions. July 2018.

<https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf>

### **Timpson review into exclusions**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/807862/Timpson\\_review.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf)

### **Knife Crime and Serious Violence Plan**

The theme 'PROTECTING AND EDUCATING YOUNG PEOPLE' is relevant to the commission review, and particularly the actions recognising the importance of prevention and working alongside schools:

- Point 10: Monitor exclusions data through local education arrangements and also six monthly at CSP. The aim is to improve monitoring and review; leading to more timely intervention and reducing numbers of exclusion. Lead Jenny Brennan. LBS Family Early Help & Youth Justice. Note: *This will form part of the Violent Crime dashboard discussed at the Safer Communities Delivery Group. This is only possible if we get data from schools on Fixed Term Exclusions as currently data is only sent when child is permanently excluded and the decision cannot be reversed. There are capacity and IT issues involved in monitoring this*

*data which are currently being worked through.*

- Point 2: To improve partnership works with schools. Meeting with Academy Chief Executives to be scheduled with Police Borough Commander and Council Chief Executive to discuss joint working. Improved joint working will lead to more timely response to serious youth violence with earlier discussion, implementation of prevention and intervention measures

### **Southwark Youth Violence Panel**

The Southwark Youth Violence Panel has called for more to be done to reduce school exclusions as a key way to prevent young people getting involved in crime.

Key recommendations include:

- Collective action to reduce school exclusions and ensure they are used as a **last resort**

See more summarising the work here:

<https://www.southwark.gov.uk/news/2019/jul/southwark-youth-violence-panel>

The panel sessions are detailed here:

<http://moderngov.southwark.gov.uk/mgCommitteeDetails.aspx?ID=514>

Evidence session 2: Early years and Education, Southwark Youth Violence Panel Wednesday 23 January 2019 5.30 pm is particularly relevant

<http://moderngov.southwark.gov.uk/ieListDocuments.aspx?CIId=514&MIId=6327&Ver=4>

### **Warwick Mansell journalist investigation**

Author of an article highlighting concerning trends re offrolling

<https://www.theguardian.com/education/2018/nov/06/academy-trusts-gcse-students-disappearing-prior-to-exams>

### **TES investigation into home education and off rolling**

<https://www.tes.com/news/rolling-fears-about-home-education-1-5-las>

### **Ofsted report**

<https://www.theguardian.com/education/2018/jun/26/300-schools-picked-out-in-gcse-off-rolling-investigation>

Investigation by FFT Education Datalab on children missing from school rolls

<https://www.theguardian.com/education/2018/jun/21/thousands-of-pupils-missing-from-english-school-rolls-study>

### **Government's statutory guidance on exclusions**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf)

### **Education Endowment Foundation evidence**

Report on improving behaviour in schools

[https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EF\\_Improving\\_behaviour\\_in\\_schools\\_Report.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EF_Improving_behaviour_in_schools_Report.pdf)

### **Alternative provision**

Department for Education commissioned a literature review to explore the evidence for effective strategies that support young people in alternative provision to increase attainment at key stage 4 and to make a successful transition to post-16 provision. This includes reporting on any differential effects by pupil characteristics, including gender, ethnicity and special educational needs and disability (SEND).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/585550/Alternative\\_provision\\_effective\\_practice\\_and\\_post-16\\_transition.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/585550/Alternative_provision_effective_practice_and_post-16_transition.pdf)

Case studies from NFER that are of interest

<https://www.nfer.ac.uk/publications/APSN02/APSN02.pdf>

Case studies of innovative provision:

<http://www.redballoonlearner.org/Life-at-RB-Centres-centre>

<https://www.stonesoupacademy.org.uk/about-us/>

<http://www.dallaglorugbyworks.com/what-we-do/case-studies>

## **8 What approaches could be useful for gathering evidence? What can be done outside committee meetings?**

e.g. verbal or written submissions, site visits, mystery-shopping, service observation, meeting with stakeholders, survey, consultation event

Stakeholder representation that speaks to the session and frames our work, e.g. a parent of an excluded child

Session in school in due course – e.g. a school that has had success in reducing exclusions.

Outward facing community event with high profile speakers to engage parents, carers and young people.