

Lambeth Education and Learning Strategy 2015- 18

Welcome

Welcome to Lambeth's **Education and Learning Strategy 2015-18** which looks ahead to the next few years and outlines our shared ambition for our learners of all ages. It has been developed in partnership between schools and other educational establishments and the Council.

We want Lambeth to continue to be at the forefront of change and improvement in education, retaining good relationships between early years providers, schools, further education and the Council, building on our collective strengths and achievements.

We have very strong partnerships between schools, colleges, neighbouring authorities, families, local communities and the Council that enable us to work towards securing an autonomous and self-improving education system. This is supported by a sound infrastructure of early years provision in our Children's Centres and childcare providers. Over the next three years we will further develop integrated working between schools, the Council, health and social care.

We take the Council's role as a champion of children, families, schools and early years providers very seriously and act within a framework of democratic accountability based upon shared understanding and trust.

Introduction

In a **diverse educational landscape** the local authority (LA) must exercise a range of roles and responsibilities with a growing mix of education providers. The LA works positively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, free schools, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision.

The majority of Lambeth schools have actively chosen to retain their close working relationship with the LA. Most schools and education providers work in local **Clusters** that maintain close links with each other and the LA. We have strong **Teaching Schools** that take a strong role in sharing accountability for outcomes for all children.

*"Councils have an indispensable role to play as **champions** of vulnerable children and young people, parents and families, and educational excellence."* (The Education White Paper, The Importance of Teaching)

We view the LA 'champion' role as crucial to ensure a direct and positive impact on learners and their families. Championing is fundamentally about local leadership through influencing and generating consensus:

"It is about Councils exercising their unique, democratically mandated leadership role to create, in partnership with schools, settings, and the communities they serve, a compelling narrative that describes a shared commitment to high aspiration and achievement, equality of opportunity and access to education, and an expectation of lifelong learning." (SOLACE - 2010)

We consider the LA *champion* roles to be defined as:

1. A *champion* of vulnerable children and young people.

This means ensuring that they can access and be fully included in schools and settings of their choice. Our role is to maintain a strategic overview of admissions, inclusion, special education needs and the educational progress of all children and young people especially the most vulnerable, e.g. looked after children, whatever state-funded school or setting they attend. In discharging this responsibility we expect all educational providers to ensure access to high quality educational provision and support as needed for the most vulnerable.

2. A *champion* of parents and families.

This means encouraging and enabling parents, carers and corporate parents to participate in and have a significant impact on their children's education. It means inviting them to support and challenge their child's setting or school to continuously raise standards and to meet the needs of their child. It means involving them in debate about how well their aspirations for their children are met and listening to their views on local need in terms of educational outcomes, access, inclusion and employability. This is especially important for the most vulnerable children and for the LA as corporate parent of children in care. Encouraging learners to participate in and have a significant impact on their education at all stages.

3. A *champion* of educational excellence.

This means creating the necessary conditions and environment for success and celebrating the achievement of children and young people in education and that of their setting or schools. It means a collective commitment to setting or school improvement that challenges and tackles all forms of underperformance. It means providing support, challenge and early intervention to ensure that schools retain their autonomy.

To deliver its *champion* roles with all schools, Lambeth LA will:

- hold all schools and providers to account for how well they serve all learners, particularly the most vulnerable, through access, inclusion and pupil progress
- retain an overview of performance of all Lambeth learners and ensure a dialogue with providers where there are concerns
- ensure that we meet our statutory functions for all children and young people regardless of the setting they attend
- create and nurture strategic partnerships with and between schools and others.
- engage with partners in an influencing role that respects their autonomy and expertise, but intervening directly in schools or contacting the Secretary of State or Ofsted where there are serious concerns.

In addition, for all Lambeth schools, the LA will through the '*Working Together*' programme:

- align schools and other education providers with a shared vision and values for education in Lambeth through our *Charter for the Learning Community*
- act as broker to maximise resources and talent and as an independent mediator
- support innovative initiatives in schools
- commission high profile achievement events to celebrate success.
- undertake innovative research and share findings locally and nationally

Our Vision:

Continuing rapid early years, school and college improvement over the coming three years will make sure that all our education settings are good or better and variability in progress is reduced, continuing our drive of exceeding national averages for quality, achievement and attainment for all groups of learners.

Our increasing early years and school age population will be educated in high quality surroundings, wherever possible with access to green outside space and for younger children within easy travelling distance.

Our adult learners, particularly the most vulnerable, will be able to learn in venues near to where they live

Our looked after children and those learning out borough because of their particular educational need will be placed in schools that are judged as good or better by Ofsted.

We believe that strong schools and settings are essential to strong communities, local community cohesion, economic growth and healthy societies

Working together, our education community and other partners provide a critical universal service to ensure our children and young people are happy, healthy and have the opportunities to achieve their ambitions. Over the next three years this universal service will broaden to include greater partnership with health care and early intervention services.

Working with our adult education partners we will give Lambeth citizens the skills and confidence to make positive changes in their lives through access to further learning and/or employment.

Key Principles

The key principles of the strategy are:

- a further raising of the expected standards and shared ambition for all children and young people that live in or are educated in Lambeth; including all children in care to Lambeth who are in schools out of borough and those who attend specialist provision out of borough.
- a commitment to collective responsibility for all children and young people in Lambeth, (not just those who attend a particular setting or school), through maintaining the family of local schools with its underlying principle of inclusive provision;
- a commitment to improved outcomes and accelerated progress for children and young people through sustaining and continuously refreshing the partnership between early years and child care settings, children's centres, schools, colleges and the Council;
- continuing to ensure the pre-conditions for effective learning and high quality provision are in place through effective local authority intervention.
- continuing rigorous monitoring and use of data to identify areas that need improvement at all key stages including 16 – 18 (25 for High Needs learners)
- a commitment to promoting and providing high quality learning for adults aged 19+, especially for the most disadvantaged Lambeth residents.

Impact

Lambeth has come a long way in raising standards for its learners. Ten years ago it was near the bottom of the national league tables. Now the borough is one of the highest performing areas in the country for the attainment of pupils at GCSE; it is above national averages at all key stages for most groups of pupils and our special school and alternative education provision is all judged to be 'good' or better. Ninety percent of all our education provision is judged good or better. Lambeth Adult Learning & Morley College are judged 'Good' and Lambeth College is 'improving'.

This change has come about because of strong local leadership, an investment in the education estate and learning environments; the creation of sustainable learning communities - for example the move to all-through primary schools and the development of federations of small schools; the investment in our teachers and school leaders, believing they are the key to improvement of outcomes for learners and a continued investment by the Council in high quality school improvement advice, research, data and relevant traded services.

Key Issues

- Whilst huge progress has been made for significant groups of students: the highest attainers and some 16-25 year old young people are still not meeting the standards we expect.
- 11 and 16 year olds have overtaken the national levels for expected achievement but securing national and then London levels of performance for higher attainers are the next milestones for both phases.
- Whilst there is a real commitment to collective responsibility for all children, the capacity of different Clusters and individual schools varies.
- Secondary schools: Overall the secondary phase is strong with all but two schools now judged good or outstanding by Ofsted. Our aim is that all secondary and college provision is judged at least 'good' by 2018.
- Primary schools have improved significantly over the last 5 years and Lambeth primary schools are performing at the top of the national league tables. However, while 90% are good or better, a small number require improvement. Robust school to school support is being brokered to accelerate improvement in those schools.
- All schools are signed up to the standard of reaching at least 'good' by 2018. Strong school-to-school support and effective intervention and governance will be key to achieving this goal.
- Our schools and colleges are rapidly raising attainment in challenging circumstances. We have a rapidly increasing population with a third more children entering reception classes in September 2014 than started in 2006; high mobility; increasing cultural, faith and linguistic diversity and high levels of complex special educational needs.
- Early years settings are still behind the London and national average in terms of good and outstanding settings.

Accelerating Improvement for 2015 -2018 and beyond

- There is real evidence of continued improvement against a backdrop of increasing challenge through population growth, increasing levels of need and staffing recruitment difficulties.
- Standards are not yet all at the levels the local authority, headteachers, governors and our community want and there is still some variability of quality.
- The local authority's key strategy is to work with headteachers and other key partners to further encourage their commitment to local and pan authority partnerships for the benefit of all our children and young people.
- The LA is building on high quality examples of school-to-school support in our federations and clusters

Our overarching objectives are:

- Every educational setting and school to be good or outstanding
- Every further education provider to be a good or outstanding provider
- To reach national standards and beyond for all children and groups of pupils
- To improve opportunities and outcomes for all pupils at aged 16-18 / 19-25 (SEN)

Priority areas for action

1. To improve performance for 16-18 / 19-25 age group
2. To improve the proportion of young people who achieve the highest levels for their age
3. To provide sufficient school places
4. To embed the shared approach to early intervention and thus avoid entrance into the social care system in our schools and education settings
5. To improve the percentage of good and outstanding early years settings
6. To ensure every young person leaves school with a clear destination into further education, employment or apprenticeship
7. To encourage inclusion and reduce exclusions from primary and secondary schools
8. To improve outcomes for our children looked after by the Council

To achieve priorities these we will:

A Further support the leadership of teaching through:

1. A renewed shared recruitment strategy and aspiring leaders strategy;
2. Supporting the development of the Teaching Schools to support teacher recruitment including areas of current shortage such as specialist SEN;
3. Supporting and brokering school Clusters to develop their expertise further;
4. Signposting and brokering school-to-school support for teaching and leadership;
5. Intervening where school leadership lacks the skills or capacity to improve the quality of teaching;
6. Continuation of life long learning and progression to volunteering and where appropriate employment.

B Further support the quality of school governance through:

1. Work with the Governors' Forum to monitor and evaluate the impact of our work on improving governance;
2. Supporting access to governors with skill sets in shortage areas;
3. Providing strong professional advisory support to governors, linking with a range of partners;
4. Providing improved access to professional clerks;
5. Promoting high quality training and mentoring for governors and particularly the chairs of governing bodies;
6. Actively intervening if governing bodies are providing insufficient support and challenge to their schools.

C Further the development of school led school improvement promoting networks, clusters, partnerships, federations and support through:

1. Signposting and brokering;
2. Supporting collective models which address specific areas of underachievement;
3. Working with schools to ensure resources are directed to where they are needed;
4. Encouraging schools to work together for mutual benefit and to raise aspiration in a locality.

D Continue to focus on 14-19 / 16-18/ 16-25 outcomes at all levels through:

1. Implementing the key actions set out in the Raising Participation Strategy, through monitoring and evaluating provision, impact and suitability in the 14 to 19 Strategic Group and NEET monitoring groups;
2. Independent advice and guidance (IAG): to ensure an effective service that offers advice and feedback to students and schools;
3. Promoting quality first teaching which aims to shift performance for all students, but especially for higher attainers, so that more achieve A and A* at 16 and at 18;
4. Ensure that all schools educating looked after children are supported to maximise pupil achievement.

E. Ensuring each school has robust policies for higher achievers, those with additional or special educational needs and those with particular talent;

1. Establishing cross borough excellence groups, matching those available for music and sport, debating (Model United Nations) and mathematics (Annual Maths Olympiad);
2. Ensuring academic outcomes, including the performance of vulnerable groups and the effectiveness of intervention strategies is closely analysed by governing bodies so that they support and challenge their schools appropriately;
4. Intervening and brokering specific support where children are underachieving or where school results are too variable;
5. Ensuring our Special Educational Needs and Disability (SEND) offer is ambitious for all our children, and staff have the expertise and flexibility to meet an increased diversity of need. (*See also SEND Pledges*);
6. Ensuring all pupils have access to a broad balanced and rich curriculum focusing on STEM subjects but also maintaining emphasis on arts and music.

What will success look like by 2018?

1. Every family should be able to send their child to a good or outstanding local school or FE provider, early years setting or college – an Ofsted ‘good’ is the local expected standard.
2. Every young person leaves school with a recognised qualification and a clear destination, apprenticeship, further study or employment
3. Sufficient inclusive education places of the right quality, both mainstream and special are available to meet the full range of needs and provide best value.
4. Performance indicators – all national attainment indicators to be met plus a percentage of children and young people with a SEN statement or Education, Health Care Plan (EHCP) are educated in mainstream schools and a high percentage of children with statements or EHCPs are educated in local Special provision or Resource Bases rather than having to travel out of the borough for specialist education.
5. Our looked after children achieve at or above national expectations at age 11, 16 and 18
6. No primary or secondary school below the national floor standard in attainment or progress to keep pace with government policy and equip our young people for the next stage of their education.
7. An overall raising of expectation by the end of primary, secondary, tertiary and adult education with an increasing number of students progressing both to apprenticeships and top universities and into work.
8. A locally agreed target of 71% 5A* to C at GCSE including English and mathematics by 2018.
9. A cross phase commitment to raise the proportion of young people achieving the highest levels by 2018: 17% A/A* at GCSE in mathematics; 16% A/A* at GCSE in English; 30% Level 5 in English at the end of KS2; 35% Level 5 in mathematics at the end of KS2; A Level : A/A* to C 78%; Average Point Score (APS) per pupil 765; APS per entry 230
10. Appropriate pathways and provision for all young people, including high quality alternative provision to be in place so that all are supported to remain in education, gain a recognised qualification, and to make at least expected progress.
11. Reduction of NEET and *not known* in line with the Raising of the Participation Age requirements of full participation of young people to the age of 18 in

- learning, apprenticeships or work with learning to be in line with the Inner London average figures.
12. Achieve national average for overall attendance in primary and secondary schools, and at least in line with median trend line for similar schools.
 13. Permanent exclusions – maintain below national average performance
 14. The majority of adult learners achieve a recognised qualification as a result of their studies
 15. Local businesses work closely with our schools and education providers
 16. All education providers contribute to the local partnership working on early intervention and entrance to social care system is reduced

Key facts about Lambeth schools, colleges and young people

- Lambeth is home to 67,000 children and young people, 22% of the total population of 300,000.
- The borough is experiencing one of the fastest rising birth rates in the country.
- In September 2013, a third more children entered Reception than in 2006.
- Our forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will grow by around 10,000 over the coming five years to 2017/18.
- 52% of all primary aged children and 38% of all pupils at secondary school in Lambeth do not speak English as a first language. The average for England is 17% and 13% respectively.
- Approximately one in three children in Lambeth is born into poverty, higher than the national average of one in five.
- There are 59 primary phase schools, five special schools, five nursery schools, two all through (primary and secondary phase) schools and two pupil referral units. Of the 16 secondary schools, nine are academies. Two primary schools are academies. Two sixth form free schools are in the pipeline as is a further secondary free school and a special free school.
- As of September 2014 there are 12 schools with sixth forms, (including one special school), one further education college and one adult college.
- There are ten special educational needs resource bases attached to mainstream schools
- Lambeth is ranked 3rd out of 152 local authorities in terms of expected progress in maths, and joint 8th in writing and 73rd at GCSE in the 5+A*-C including English and maths.
- On all Ofsted measures Lambeth is ranked 4th out of 33 London boroughs for performance (2013 Ofsted performance)
- 78% of disadvantaged pupils and 88% of non disadvantaged pupils in Lambeth achieved the expected level in reading, writing and maths combined at age 11, compared with 67% and 83% nationally for each group.
- 65% of disadvantaged pupils and 50% of non disadvantaged pupils in Lambeth achieved five A* to C GCSEs or equivalent, including English and maths, compared with 37% and 64% nationally. Lambeth is ranked 10 out of 152 local authorities for achievement of pupils on free school meals at 16.
- NEET in Lambeth is 2.9% compared with the inner London average of 3.84%, while not knowns are at 22.0% compared with the inner London average of 18.57%. (Jan 14)

Appendix 1: School led Clusters and Partnerships

Cluster Partnership	Schools in cluster:
North Lambeth 6 schools	Archbishop Sumner Primary School St. Mark's Church of England Primary School Ethelred Nursery and Children's Centre Oasis Johanna Primary School (Academy) Archbishop Tenison's Church of England School (Secondary) Oasis Southbank (Academy)
Oval 12 schools	Wyvil Primary School Ashmole Primary School Herbert Morrison Primary School Henry Fawcett Primary School Reay Primary School St. Andrew's Church of England Primary School St. Stephen's Church of England Primary School Vauxhall Primary School Walnut Tree Walk Primary School Lansdowne School (Secondary Special) London Nautical School (Secondary) Lilian Baylis Technology School (Secondary) Turney School (Secondary Special)
Roman Catholic Cluster 9 schools	St. Anne's RC Primary School Corpus Christi RC Primary School (Academy) St. Andrew's RC Primary School St. Bede's RC Infant Primary School St. Bernadette's RC Junior School St. Helen's RC Primary School St. Mary's RC Primary School Bishop Thomas Grant RC School (Secondary) La Retraite RC School (Secondary)
Brixton Learning Collaborative 12 schools	Christ Church, A Church of England Primary School Effra Nursery and Children's Centre Hillmead Primary School Jessop Primary School Loughborough Primary School St. John's Angell Town Church of England Primary School St. John Divine Church of England Primary School St. Saviour's Church of England Primary School Stockwell Primary School Saint Gabriel's College (Secondary) Evelyn Grace Academy (Secondary) The Michael Tippett School (Secondary Special)
Gipsy Hill Federation 6 schools	Gipsy Hill Federation Elm Wood Primary School Fenstanton Primary School Glenbrook Primary School Kingswood Primary School Paxton Primary School Norwood School (Secondary) (Crawford Primary School, Southwark)
Tulse Hill 3 schools	Rosendale Primary School Elm Court School (Special)

Cluster Partnership	Schools in cluster:
	The Elmgreen School (Secondary)
Windmill 10 schools	Holy Trinity Church of England Primary School Christchurch Church of England Primary School, (Streatham) Holmewood Nursery and Tree House Children's Centre Jubilee Primary School Orchard Primary School Richard Atkins Primary School St. Jude's Church of England Primary School St. Martin in the Fields Church of England School (Secondary) St. Luke's Church of England Primary School Sudbourne Primary School City Heights E-ACT Academy
Clapham & Larkhall Collaborative 7 schools	Heathbrook Primary School Allen Edwards Primary School Lark Hall Primary School Macaulay Primary School Lambeth Academy (Secondary) Triangle Nursery School Clapham Manor Primary School
South Lambeth Schools' Partnership 10 schools	Julian's Primary School Crown Lane Primary School Granton Primary School Hitherfield Primary School Immanuel and St. Andrew Church of England Primary School St. Leonard's Church of England Primary School Streatham Wells Primary School Sunnyhill Primary School Woodmansterne Primary School Dunraven School (Secondary)
Streatham, Balham and Clapham (SBC) 9 schools	Henry Cavendish PS Bonnevill Primary School Henry Cavendish Primary School Iqra Primary School Kings Avenue Primary School Telferscot Primary School Maytree Nursery School and Children's Centre The Livity School (Special)

Appendix Two: Our Teaching Schools

The Lambeth Teaching Schools' Alliance (LTSA) members have a shared moral purpose to work together to improve the learning and achievement of all the young people in Lambeth schools, and to support other schools in the region to do the same.

This is being achieved by pursuing excellence in teaching and learning across Lambeth by offering training, support, research and development that is "by schools for schools".

We firmly believe that we are "stronger together" and that partnership and collaboration between practising teachers in different schools is the only way to continually develop and improve teaching and learning for the benefit of pupils, parents and the communities in which we work.

There are two lead Teaching Schools in Lambeth. LTSA@Vauxhall and LTSA@Kingswood.

The LTSA@Vauxhall is led jointly by Vauxhall Primary School and Lilian Baylis Technology School. Our strategic partners are the Institute of Education, The London Leadership Strategy and the following schools;

- Allen Edwards Primary School
- Ashmole Primary School
- Granton Primary School
- Heathbrook Primary School
- Henry Fawcett Primary School
- Hillmead Primary School
- St Andrew's Primary School
- Wyvil Primary School

Teaching School activities

- *School Direct*: School based initial teacher training delivered in partnership with the Institute of Education
- *School to School Support*: The LTSA brokers School to School Support at a subject or whole school level. In most cases this will be provided by National or Local Leaders of Education or Specialist Leaders of Education from across Lambeth
- *Specialist Leaders of Education*: As a Teaching School we are able to accredit Specialist Leaders of Education.
- *Leadership Development*: We aim to support aspiring middle and senior leaders through offering a small range of nationally accredited qualifications
- *Succession planning*: We are developing a mentoring network to support new and aspiring senior managers once they have completed Leadership Development Training
- *Research and Development*: We are working on several research projects such as a 3 year project with King's College to investigate the impact of setting on progress in English and maths at KS3.

The **LTSA@Kingswood** recognises the potential of every individual to achieve excellence. We strive to positively address underachievement and have very high expectations for all members of our school communities. We work hard to creatively remove barriers to achievement and raise esteem. We are determined to create a true culture of 'learning for all' through meaningful partnerships with the whole school community. We aim to deliver a broad, balanced and enriched curriculum in an optimum learning environment that is attractive, stimulating, informative and instills a sense of pride. Our vision for work as a Teaching School is an extension of this Federation vision. In addition, we seek to provide heightened opportunities for staff to share intelligence and outstanding practice in order to raise attainment in all pupils. As a Teaching School, we are keen to provide high quality School to School support, including generic and bespoke support, according to an individual school's needs. This may include support with tracking pupil progress, staff development and maximising pupil premium.

Our strategic partners are: Southbank University, London Institute of Education and the following Federation schools:

- Elm Wood Primary School
- Paxton Primary School
- Crawford Primary School and Children's Centre
- Fenstanton Primary School
- Glenbrook Primary School
- Phoenix Primary School
- Ilderton Primary School

Teaching School Activities include:

- School to School support
- Accreditation of Specialist Leaders of Education
- Leadership development (including hosting of local, national and international school communities)
- Initial Teacher Training support (for example School Direct)
- Research and Development

Appendix Three: Our Charter for the Lambeth Learning Community

A

CHARTER

for the Lambeth Learning Community

Partnership working between the Council, schools and other education providers to benefit all children and young people by:

- ensuring that the Council and schools continue to fulfil statutory responsibilities
- developing a positive climate of openness through dialogue, challenge and support
- maintaining a shared responsibility to achieve the highest standards
- promoting and sharing opportunities for enhancing life chances and opportunities for all in a context of diversity and socio-economic challenge
- removing barriers to learning and closing attainment gaps for underperforming groups of pupils
- promoting emotional and physical wellbeing for all
- contributing to sharing information with regard to local trends and issues
- disseminating best practice in all aspects of education

Working collaboratively to address the following areas of common interest:

- sharing of data
- safeguarding
- special educational needs and disability
- meeting the needs of the most vulnerable
- early intervention support to targeted families
- alternatives to exclusion
- liaison with police, youth offending teams, social services and public health
- admissions and pupil placement
- transfer and transition
- child employment legislation
- promotion of excellence for post-16 students
- involvement in local research

Developing a cohesive Lambeth learning community through adherence to the core principles of:

- education for the positive development of individual learners, the local community and wider society
- inclusive and equitable provision within a comprehensive intake
- open, transparent and fair practices
- financial, professional and legal probity
- early intervention and support

to provide the best educational opportunities for our children and young people through

HIGH ASPIRATION

INCLUSION AND EQUALITY

CONTINUAL IMPROVEMENT THROUGH INNOVATION AND DEVELOPMENT


Lambeth

In Conclusion

Lambeth LA and all education providers are committed to our role as champions for children and young people and to discharging our statutory responsibilities to the highest standard. We see education as the highest priority in times of austerity, since the future employability and wellbeing of Lambeth's citizens depend on it. We are proud of the strong education system across the borough. We will be energetic in supporting the continued improvement of our children's centres, schools, colleges and other education settings.

We look forward to an exciting future, secure in the knowledge that the Council and all education settings have at their heart, strong shared values and a commitment to ensuring that our children's life-chances are the very best possible.