

Cabinet: 9th March 2015

Report title Education and Learning Strategy 2015-18

Wards: All

Report Authorised by: Strategic Director, Delivery: Sue Foster

Portfolio: Deputy Leader of the Council (Policy): Councillor Imogen Walker

Contact for enquiries:

Cathy Twist, Director, Education, Learning & Skills, London Borough of Lambeth

020 7926 1541 ctwist@Lambeth.gov.uk

Colm Doyle, Delivery Lead, Lambeth School Services, Education Learning & Skills, 020 7926 8942 cdoyle@lambeth.gov.uk

Report summary

The Lambeth Education & Learning Strategy outlines the Council's ambition for learners and demonstrates Lambeth Council's continued commitment to the championing of excellent educational outcomes for its children and families.

We view the LA's 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 believe strong schools are essential for strong communities and this document articulates our shared ambition between schools, partners and the Council.

Finance summary

None arising from this report

Recommendation

- (1) To agree the Education and Learning Strategy 2015-18 (attached as appendix 1)

1. Context

1.1 The 'Learning Together' strategy 2011-14 developed a new relationship between schools and the local authority following significant changes to Council resources to support education in 2010. The Learning Together strategy sought to create a new local infrastructure to support school improvement working closely with schools. It included:

- A Strategic core LA school improvement service retaining the statutory role of monitoring, challenge and intervention and brokering structural and developmental solutions to ensure high standards in all our schools. A strong traded service for schools: Lambeth School Services.

- Collaborative partnerships with Lambeth's school Clusters providing strengthened and integrated approaches to a range of outreach work for children and families, early intervention, some shared services, local networks and professional development for teachers

- Supporting High quality Teaching Schools which offer learning dialogues, high quality local research and initial teacher training

Following the embedding of the Learning Together structures the Lambeth Education & Learning Strategy 2015-18 sets out the vision and commitment of the Council, schools and other education providers to support the achievement of all learners in Lambeth. As a universal service, the success of schools, early years settings, colleges and adult learning provision underpin the successful delivery of the Council's three main priorities and many of the sub priorities underpinning these.

1.2 The Education and Learning Strategy summarises the Council's commitment to excellent education and learning provision and outcomes for learners and presents a shared aspiration for high standards over the next three years. Achievement of the Community plan outcomes to ensure residents are ready for work, that young people fulfil their ambitions and that vulnerable children are protected is underpinned by strong education performance. The Council has a statutory role to champion high education standards and to intervene when there are concerns. The Strategy has been co-produced with schools.

2. Proposal and Reasons

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

2.2 We have developed a strong partnership between schools, families, local communities and the Council that is allowing us together to work towards securing an autonomous and self-improving education system. This is supported by a sound infrastructure of early years support through children's centres and childcare providers.

2.3 We see the Council's role as champion of children, families and schools, early years providers and colleges within a framework of democratic accountability based upon

shared understanding and trust. Strong schools also allow successful early intervention with children and families, community cohesion and a strong local economy.

- 2.4 Cabinet is asked to agree the Strategy and to endorse the Council's commitment to working with schools to achieve high educational standards.

3. Finance

- 3.1 There are no specific financial implications from this report, but a poorly performing educational system would have significant implications on local residents and impede successful community working and the opportunity for effective early intervention. Reputation and the local economy would also be adversely affected.

4. Legal and Democracy

- 4.1 The Council's responsibilities to provide sufficient high quality education and champion high standards and intervene where there are concerns are outlined in the Education Acts 1996, 2010 and 2014. Whilst there are no specific comments arising from this report, legal advice will be provided as requested.

- 4.2 This proposed key decision was entered in the Forward Plan on 19th December 2014 and the necessary 28 clear days notice has been given. The report will be published for five clear days before the decision is approved by Cabinet. A further period of five clear days - the call-in period – must then elapse before the decision is enacted. If the decision is called-in during this period, it cannot be enacted until the call-in has been considered and resolved.

5. Consultation and co-production

- 5.1 The strategy has been developed in consultation with headteachers .

Drafts of the strategy have been presented at the Working Together with Headteacher termly events in 2014

The strategy drafts have been considered at the Headteachers' Council Executive (HTCE) meetings. The HTCE is made up of lead headteachers for each of the 10 Lambeth school clusters. The strategy was sent to HTCE for consultation and feedback from the individual school cluster meetings.

The strategy was presented to the Lambeth Children's Strategic Partnership Board and to the Community Wellbeing Outcome Panel in January 2015

6. Risk management

- 6.1 The key risks for consideration are linked to the Council's champion role working with schools and supporting children to achieve good outcomes.

- *Capacity to support and challenge schools*
- *Maintaining high levels of pupil achievement (meeting outcome targets)*
- *Ensuring good to outstanding school Inspection outcomes*

Failure to mitigate these risks could have a negative reputational impact on the Council

7. Equalities impact assessment

7.1 An Equalities Impact Assessment of the Strategy has been produced and submitted for consideration at the Equalities panel on 4th March 2015

7.2 Narrowing the gap in achievement between groups is at the heart of our shared work with education establishments. Tackling inequality and social exclusion is one of the key challenge and cross-cutting themes that is central to our core business supporting all education and learning provision, employers and as community leaders. By law we are also required to have due regard to eliminating unlawful discrimination, promoting equality of opportunity and good community relations when planning and carrying out our functions or policies.

7.3 The Education and Learning Strategy promotes:

- Narrowing the gap in educational achievement between groups of pupils/learners
- Targeted work with underperforming groups of pupils e.g. Somali, Portuguese and white working class pupils/learners.
- Improving key stage performance of white working class pupils, Caribbean boys, Portuguese, Somali and adult learners where groups under perform
- Reducing the disproportionate number of school exclusions of black Caribbean boys
- Ensuring that 14-19 curriculum is planned to be fully inclusive and to offer learning programmes which will contribute to the reduction of young people not in education employment and Training (NEET)
- Increasing the number of black and minority ethnic local authority governors in Lambeth schools to more closely mirror the diversity of Lambeth's population
- Continuing to improve the analysis, recording and reporting of data to early identify, target and support underperforming and vulnerable groups of pupils (refugees, asylum seekers, traveller children and white working class pupil
- Improving the representation of BME staff / teachers / leaders in all education provision.

8. Community safety

8.1 Strong, well managed schools contribute significantly to good community safety.

9. Organisational implications

None

10. Timetable for implementation

10.1 10th March – 10th April 2015 - Strategy to be designed, printed, published and distributed widely

10.2 Date of decision: 9th March 2015

Call-in deadline: 17th March 2015

Date of implementation: 18th March 2015

Audit trail				
Consultation				
Name/Position	Lambeth cluster/division or partner	Date Sent	Date Received	Comments in para:
Sue Foster	Strategic Director Delivery	26/02/15	26/02/15	
Cathy Twist	Delivery Director, Education, Learning & Skills	30/01/15	26/02/15	
Nilesh Jethwa	Business Partnering: Finance	30/01/15	05/02/15	
Legal Services: Andrew Pavlou	Enabling: Integrated Support	30/1/15	3/02/15	4.1
Democratic Services: Wayne Chandai	Enabling: Corporate Affairs	30/01/15	2/2/15	4.4 / 10.2
Councillor Imogen Walker	Deputy Leader (Policy)	26.02.15	26.02.15	

Report history	
Original discussion with Cabinet Member	
Report deadline	30.01.15
Date final report sent	27.02.15
Report no.	157/14-15
Part II Exempt from Disclosure/confidential accompanying report?	No
Key decision report	Yes
Date first appeared on forward plan	19.12.14
Key decision reasons	1. Will amend Community Plan Outcomes Framework or Budget and Policy Framework – 3. Meets community impact test
Background information	The Education White Paper, The Importance of Teaching
Appendices	The Education & Learning Strategy 2015-18