

## CHILDREN AND LEARNING OVERVIEW AND SCRUTINY COMMITTEE, 31 August 2017

**Subject Heading:****Future Education Services****SLT Lead:**

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Education and Learning

### SUMMARY

This report updates members of the Committee on plans to review services provided by the local authority to schools over the next academic year.

The relationship between the London Borough of Havering (LBH) education services and schools continues to evolve. Against a backdrop of academisation and proposed changes to schools funding it is important for schools to receive timely, coherent and quality services from the borough to enable schools to deliver quality teaching, learning and support to children locally.

Traded services are experiencing challenging economic conditions and this is anticipated to continue. The Local Authority's statutory duties to schools reduce as they become academies. The imperative to find financial savings across Children's Services makes it timely for the borough to undertake a wholesale review of both statutory and traded services available to schools and reshape our relationship locally.

Our vision is one of quality education to children and young people in a sustainable self-improving education system across the borough, with the local authority providing cost effective services within available financial resources.

### RECOMMENDATIONS

It is recommended that the Overview and Scrutiny Committee takes note of this report and the need to review education services provided by the borough. The Committee is asked to consider the content of this report and agree for updates on the review of education services to be presented to future meeting(s) of the Committee.

## REPORT DETAIL

The changing education financial environment includes significant changes to funding streams, specifically to the funding formula for schools (with the intended introduction of a National Funding Formula from 2018) reductions to the Dedicated Schools Grant and the increasing (almost exclusive) channelling of a range of funds through Teaching Schools and Multi-academy Trusts.

Earlier this year Officers commissioned a piece of work to consider a number of options (models) for the future delivery of education traded services. On completion of this work it became clear that the authority needs to review its education services in their entirety, including both statutory and traded services. A review across all services (not solely traded) will better enable us to achieve our objective of working with all educational settings to establish a sustainable self-improving education system across the borough and also deliver / commission services within available financial resources.

### Review of Education Services

In order to develop new structures and/or models of service delivery locally it is necessary to look at three broad groups of services during a period of review:

#### **Group 1: Services with exclusively statutory roles**

In broad terms, the following education functions remain with the local authority on a statutory basis:

- The provision of sufficient high quality early years and school places, and provision for vulnerable children and adults (up to the age of 25);
- Appropriate assessment and support for the borough's most vulnerable children and young people; and
- Appropriate and prompt intervention to prevent school failure in respect of maintained schools.

#### **Group 2: Services that have no statutory functions**

These are (broadly) services where the local authority does not have a statutory duty to provide a function, for example the provision of school governor training to academies, or the provision of school improvement quality assurance services to academies.

#### **Group 3: Services that have both statutory and non-statutory functions.**

In broad terms, these are services and functions where the local authority has a duty and schools and / or the local authority fund services at or beyond a statutory minimum. For example, behavioural support to schools potentially falls into this category.

### **Objectives of a review of education services**

The approach to reviewing education services is proposed to be conducted as consistent with the following objectives:

- The reconfiguration and streamlining of statutory and essential in-house services will reflect a new role for the local authority at reduced cost and with increased efficiency. To achieve this objective we will look for greater synergy between some elements of children's social care and education services, to be focused on the more vulnerable young people and families in the borough;
- Ensure that schools in Havering continue to thrive by retaining/securing high-quality non-statutory services. This objective will be achieved at significantly reduced (or zero) cost to the authority by creating financially sustainable commercial services which could remain within the council, or be part of partnership arrangements with other local authorities or 'spin out' into external organisations to trade with schools.
- Increasing the capacity and capability of schools, teaching schools and multi-academy trusts to provide support to one another via a sustainable self-improving education system.

The review of all services provided to schools will identify:

- what is potentially no longer statutory provision that can be stopped or traded;
- which currently traded services are not recovering costs and assess their future viability to become commercially viable;
- efficiencies in processes and procedures;
- the most appropriate future delivery model for services in the context of the education community's shared vision for education across the borough; and
- a plan to implement the agreed delivery model by September 2018, which is sustainable, of quality and financially sound.

### **Governance and timing**

Given the importance to continue to provide services to schools whilst managing a sustainable financial position, The Chief Executive and Director of Children's services will oversee a phased programme of reviews of services, commencing in September 2017. Following an initial scoping exercise during August and September 2017 the reviews will be carried out internally by managers and staff in the Education and Learning Department. Phasing the programme will enable engagement with staff groups and schools throughout the review and also ensure minimal disruption to services provided to schools during this period.

## IMPLICATIONS AND RISKS

### **Financial implications and risks:**

None arising directly as a result of this report. The review is intended to generate financial savings to the authority, the detail of which will be reported via the council's budgetary reporting cycle.

### **Legal implications and risks:**

It is recommended that the Overview and Scrutiny Committee notes the content of the Report and notes that further reports will be presented updating on progress against the agreed project plan resulting from the review.

### **Human Resources implications and risks:**

None arising directly as a result of this report. The result of the review could create Human Resource implications that will be managed by the Council, consistent with established processes and procedures.

### **Equalities implications and risks:**

As a public authority the Council is required to comply with the general duty as set out in the Equality Act .This states that those subject to the general equality duty must have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity between different groups
- Foster good relations between different groups.

## BACKGROUND PAPERS

None