



CABINET

20 November 2013

Subject Heading:

Education and Skills Delivery Strategy

Cabinet Member:

Councillor Paul Rochford

CMT Lead:

Joy Hollister

Report Author and contact details:

Mary Pattinson
Head of Learning and Achievement
mary.pattinson@havering.gov.uk
01708 433808

Policy context:

Supports the corporate goal to champion education and learning for all

Financial summary:

The implementation of the Education and Skills Delivery Strategy will be met from within existing service resources.

Is this a Key Decision?

Yes

When should this matter be reviewed?

September 2014

Reviewing OSC:

Children and Learning

The subject matter of this report deals with the following Council Objectives

Ensuring a clean, safe and green borough	<input type="checkbox"/>
Championing education and learning for all	<input checked="" type="checkbox"/>
Providing economic, social and cultural activity in thriving towns and villages	<input type="checkbox"/>
Valuing and enhancing the lives of our residents	<input checked="" type="checkbox"/>
Delivering high customer satisfaction and a stable council tax	<input type="checkbox"/>

SUMMARY

This report seeks Cabinet's approval for the Education and Skills Delivery Strategy.

The Education and Skills Delivery Strategy sets out and updates in the current context the Council's vision and ambition for education in Havering. The Strategy describes the processes that will be undertaken to achieve this vision and how success will be measured.

Discussion and consultation has taken place with all education providers, including early years settings, schools and colleges over the last 6 months. Their views and suggestions have been incorporated into the final version of the Strategy.

RECOMMENDATIONS

The Cabinet approve the attached Education and Skills Delivery Strategy.

REPORT DETAIL

1. Background

- 1.1 The Local Authority has a significant number of responsibilities in relation to children and young people. These are set out in a number of places, including in Section 136, Education and Inspections Act 1996, Section 10, Children Act 2004 and the Education Act 2011.
- 1.2 This legislation places significant responsibility on the authority to:
 - Promote high standards
 - Ensure fair access
 - Ensure the fulfilment of learning potential.
- 1.3 This role, and the associated responsibilities, of all local authorities as "Education Champions" have been helpfully summarised by the DfE following the Education Act 2011. In this summary it sets out the three key education roles that authorities must undertake, ie that:
 - **High quality provision** is available for all children and young people, by the commissioning of places for children between the ages of 2-5, ie Early Years provision, Schools (5-19) , and for those children and young people with special educational needs (up to 25) or additional needs or who have been excluded from school.

- There is **equity of provision** by ensuring strong and robust challenge and early intervention where an individual child, groups of pupils or educational providers performance falls below national expectations, there is unfair practice leading to inequality, schools are in financial difficulty or there is unfair or unsafe practice taking place or early signs of failure in the provision.
- There is **strong partnership working** with all agencies that ensure the well-being of all children and young people, irrespective of their needs or the governance arrangements of the provision.

1.4 Further details of these responsibilities are set out in Annex C of the attached Strategy Document.

2. Ofsted

2.1 In June 2013 Ofsted started inspecting local authorities in relation to how successful they are in carrying out these duties. The stated aims of these education inspections is to assist local authorities in their duty to promote high standards and the fulfilment of potential in schools and other education and training providers, so that all children and young people benefit from at least a good education.

2.2 The new Ofsted Framework acknowledges that the role of local authorities has changed in relation to schools and academies, including UTCs and Free Schools, and for those 14-19 year olds attending a college, where these sit outside of local authority control. However, Ofsted's view is that local authorities still have an important statutory duty to promote high standards and fulfilment of potential of all children and young people.

2.3 Ofsted inspections of local authorities are intended to perform four essential functions:

- provide parents, elected council members, schools and other providers and those who lead and manage the local authority with an assessment of how well the local authority is performing in supporting and challenging its schools and other providers to improve;
- provide information for the Secretary of State for Education about how well the local authority is performing its role in promoting high standards, ensuring equality of access to opportunity, fulfilling children's potential and providing support to schools causing concern;
- promote improvement in the local authority, its schools, children and young people and the education system more widely;
- require the local authority to consider the actions that it should take in the light of the report and prepare a written statement setting out those actions and the timetable for them.

2.4 It is therefore appropriate and timely to produce an Education and Skills Delivery Strategy (attached) which is fit for the current context.

3. The Education and Skills Delivery Strategy

- 3.1 This Strategy sets out the key quality indicators required of those with a responsibility to provide education and training opportunities (the providers), to ensure all children and young people reach their potential and the best possible outcomes.
- 3.2 It is focused on improving standards and quality of education provision; so that all children and young people can go to a good school and that all young people are engaged in purposeful education and training.
- 3.3 It describes how this will be achieved. This includes by learning from and spreading the influence of the best practice, working in partnership across all providers; promoting innovation and creativity and supporting and challenging all providers to be at least good.
- 3.4 To achieve high quality education provision the authority is expecting all providers to:
- improve to a 'good' or 'outstanding' judgement by Ofsted within 2 years of a 'Requires Improvement' (or worse) judgement;
 - tackle the inequality of disadvantage, by working to narrow the performance gap for pupils receiving free school meals (FSM), Looked After children and pupils with special educational needs (SEN) through early help and support;
 - ensure that the most able children and young people are challenged to thrive and attain the very highest possible level;
 - minimise within school and school-to-school variability or between providers, by maximising progress for all children and young people, and addressing inconsistency in provision across the authority.
- 3.5 In order to achieve this we will strengthen partnership working and provider networks through the authority's strategic influence with all providers. In particular through:
- a commitment to retain The Children's Trust and the Children and Young People's Plan;
 - growing and developing the Education Strategic Partnership (ESP) which is a key platform for partnership working and includes representatives across all education providers;
 - establishing a School Improvement Alliance, putting all education providers at the heart of our improvement processes;
 - establishing a Traded Services Review Board to ensure high quality traded services are available for local schools to purchase from high quality local providers.

REASONS AND OPTIONS

Reasons for the decision:

The decision is necessary in order to set out the vision, ambition and process whereby all children and young people in Havering will attend good or better education provisions.

Other options considered:

None.

IMPLICATIONS AND RISKS

Financial implications and risks:

The resources to meet the Local Authority's statutory duties set out above are mainly held within the Learning and Achievement Service in the Directorate of Children, Adults and Housing. This is funded through an Education Services Grant based on the number of children attending maintained schools. The current allocation to Havering is £3,510,598, which funds the direct costs of the provision and recharged costs from central services. This grant is reduced for every school that converts to an academy based on the number of pupils on roll. These reductions could potentially put at risk the Councils' ability to continue to meet the responsibilities to maintain high quality educational provision for all children, including those attending academies. In the current economic climate Council funding streams generally are subject to significant reductions, recent budget reports to Cabinet explore the impact of this on the Council's financial position and associated risks arising.

Legal implications and risks:

The Education and Skills Strategy is not a statutory requirement, however, in the light of the powers of the Secretary of State to inspect a Local Authority on its overall performance in relation to its education functions, it is a prudent step to devise an appropriate strategy.

There are minimal risks involved in devising the strategy. The effectiveness of the strategy to achieve its stated aims will be subject to assessment in due course.

Human Resources implications and risks:

There are no immediate Human Resources implications.

Equalities implications and risks:

This Education and Skills Delivery strategy outlines the key quality indicators for education and training providers in Havering so as to ensure that all children and young people living in the Borough, particularly the most vulnerable and disadvantaged groups reach their full potential and the best possible outcomes.

The strategy has been informed by in-depth data analysis and extensive self-evaluation of Havering's arrangements for supporting school improvements, and has also been developed in consultation with all education providers, including early years' settings, schools and colleges.

Annex

Education and Skills Delivery Strategy

BACKGROUND PAPERS

Ofsted Framework for the Inspection of Local Authorities