

Children and Young People Select Committee			
Title	Update on School Improvement Strategy	Item No	5
Contributors	Head of Standards and Achievement		
Class	Part 1	Date	11 th November 2015

1. Purpose of the report

- 1.1 Following on from the report received by the Select Committee in September 2015 regarding provisional school results, this report outlines the borough's School Improvement and Effectiveness Strategy 2015 – 2017.

2. Recommendations

- 2.1 That the Select Committee note the contents of this report which outlines the borough's School Improvement and Effectiveness Strategy 2015 – 2017.

3. Introduction

- 3.1 In September 2015 the Select Committee received a report regarding the provisional school results for summer 2015. A brief summary of the key headline data is provided in this report at section 5 and within the first few slides of the powerpoint presentation which is attached as Appendix A. At the September meeting committee members requested a further report outlining the borough's improvement strategy. As requested this report and attached powerpoint outlines the borough's School Improvement and Effectiveness Strategy for 2015 – 2017. This strategy forms an integral part of the Lewisham Children and Young People's Plan for 2015 – 18. It sets out the strategic aims and priorities for school improvement across Lewisham's schools and educational settings from 2015 to 2017. The Strategy for School Improvement and Effectiveness also includes a Framework for School Improvement. This is attached as Appendix B to this report.
- 3.2 Lewisham's Strategy for School Improvement and Effectiveness recognises the statutory roles and responsibilities of the Local Authority within the landscape of more diverse schools and settings; an increasingly diverse marketplace of services to support school improvement and decreasing central LA funding and resources. This strategy identifies how we will need to work with key partners, all schools, settings and communities in order to work together to improve educational outcomes of our children and young people. It gives further emphasis to our commitment to target resources to meet the greatest need, and work towards a system which is led by schools for the benefit of children and young people.
- 3.3 Lewisham has a strong history of partnership arrangements with and between schools and these have led to significant improvements particularly within the primary sector. This plan demonstrates the continued commitment of partners to work together to ensure our schools and settings are of the highest quality,

continually improving to make more of a difference to our children, young people and their families. The strategy focuses efforts and resources of the Local Authority's future work on improving a number of key outcomes where our evidence shows we need to continue to improve and, in particular, where we may need to work differently in order to improve the educational outcomes and life chances of our children and young people.

- 3.4 The need to work together to make every penny of public money work as hard as it possibly can for children and young people has never been more pressing. The government cuts to funding for public services have impacted greatly on the resources and capacity available to the Local Authority and schools and settings have found themselves working even harder to meet the wide range of needs of their children and families. The pressures resulting from reductions in resources are accompanied by population growth and rising demand. In practical terms, to meet the needs of our growing population we will need to increase the number of school places during the life of this plan and we need to be courageous in how we tackle the challenges posed by the unacceptably low secondary school results.
- 3.5 Responding to growing demand and reducing budgets only increases the importance of collaboration. This means that we will continue to work with all schools and educational settings in the borough to seek out innovative ways of working together, learning from best practice and ensuring that we are better at targeting support for the children, young people and schools who need it most and working even more closely to look at how resources are used across the borough to deliver more specialist support services.
- 3.6 This plan builds on the 3'C's which have been shared with Headteachers, governors and other stakeholders as part of renewing our partnerships. To deliver School Improvement across Lewisham we will need to have **clarity** about our roles, responsibilities and plans; **collaborate** to ensure the best use of resources, knowledge, skills and experience; and have **courage** to do things differently to ensure a step-change in outcomes particularly in KS4 and KS5.
- 3.7 This strategy responds to the needs and priorities which have been identified through data analysis and needs assessments, associated plans and strategies and conversations with Headteachers, Governors, elected members and other stakeholders including children and young people.
- 3.8 It has also been informed by our analysis and understanding of what has and has not worked previously in Lewisham and elsewhere; and with our understanding of how we need to re-align our work to ensure we are delivering our statutory core roles and responsibilities with regard to:
- ✓ education excellence,
 - ✓ pupil place planning,
 - ✓ safeguarding
 - ✓ championing the needs of our most vulnerable children and young people.
- 3.9 Lewisham Council and its partner organisations have consulted during 2015 on the priorities for a new three year Children and Young People's Plan 2015 – 2018 entitled "It's Everybody's Business". Members of the CYP Select Committee

played an important role in the development of the plan. Within the plan there is a vision statement which states “Together with families, we will improve the lives and life chances of the children and young people in Lewisham”.

- 3.10 A key priority within the plan is “Raising the attainment of all Lewisham children and young people” and this has a number of specific outcome areas:
- AA1:** Ensuring there are sufficient good quality school places for every Lewisham child
 - AA2:** Ensuring all our children are ready to participate fully in school
 - AA3:** Improving and maintaining attendance and engagement in school at all key stages, including at transition points
 - AA4:** Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19
 - AA5:** Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between under-achieving groups at primary and secondary school
 - AA6:** Raising achievement and progress for all our children and closing the gaps between under-achieving groups at Key Stage 5 and Post 16 so that all our young people are well prepared to access the best education and employment opportunities for them
 - AA7:** Raising achievement and attainment for our Looked After Children at all key stages and Post 16
- 3.11 A vision for education as part of the overall Lewisham partnership vision for children and young people is that “All schools will enable children and young people to achieve their best and ensure they make at least good progress throughout their time at school. All Lewisham schools and educational settings, regardless of their governance arrangements, will be judged to be good or outstanding by Ofsted, ensuring children are confident learners, safe and happy”.
- 3.12 This report outlines the key actions we will take to achieve the 7 Raising Achievement and Attainment priorities and associated targets within Lewisham’s Children and Young People’s Plan 2015 – 2018 to ensure that all Lewisham’s schools and settings are outstanding and inclusive.
- #### **4. Legislative Context for School Improvement**
- 4.1 The overriding principle is that schools, being largely autonomous, are responsible for the standards that children and young people achieve and that schools should work together to address areas of weakness and share good practice. As far as school improvement is concerned, the local authority has a role to intervene formally when necessary. The Executive Director of Children’s Services has the overall responsibility for the safety, health, well-being and

achievement of all children and young people in Lewisham and therefore the local authority has a role to ensure all schools, including sixth forms offer the highest quality of sufficient and appropriate education, keeping children and young people safe and healthy. The local authority acts as a champion for families, children and young people, particularly vulnerable groups and convenes the children's partnership in which schools are key participants.

- 4.2 As a result of the legislation and guidance set out in Section 2 of the Lewisham School Improvement Framework and additional information, the LA recognises that a successful local authority will have the following attributes as set out by the DfE. These attributes guide the work of the school improvement work of Lewisham LA officers with its schools. The local authority will:
- 4.2.1 Have a good understanding of the performance of schools in its local area using data to identify those schools that require improvement and intervention
 - 4.2.2 Take swift and effective action when failure occurs in a maintained school, using Warning Notices and Interim Executive Boards (IEBs) and any other actions necessary to ensure leadership quickly becomes good and standards improve.
 - 4.2.3 Intervene early where performance of a maintained school is declining, ensuring that schools secure the support needed to improve to be judged at least good
 - 4.2.4 Encourage good and outstanding schools to take responsibility for their own improvement and to support other schools
 - 4.2.5 Build strong working relationships with education leaders in their areas and encourage high calibre leaders to support and challenge others
 - 4.2.6 Delegate funding to frontline so that as much as possible reaches pupils
 - 4.2.7 Enable maintained schools to purchase from a diverse market of excellent providers
 - 4.2.8 Signpost where schools can access appropriate support
 - 4.2.9 Secure strong and effective leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors and
 - 4.2.10 Seek to work constructively with academies and alert the Regional Schools Commissioner when they have concerns about standards or leadership in an academy.

5. Lewisham Context for School Improvement

- 5.1 Lewisham is an inner London borough in south east London with a rapidly growing population. There are currently two nursery schools, 65 primary schools, 10 secondary schools, seven all through schools, five special schools and one secondary age pupil referral unit which also has a sixth form. Additionally a number of schools have sixth forms and there are two stand-alone sixth form colleges. The pressure on school places is acute especially in the primary age range, with many primary schools expanding temporarily or permanently to accommodate additional children. Pressure on secondary school places is projected in the near future and Lewisham, together with neighbouring local authorities, and our schools are planning to ensure sufficient places in the coming years. The population in Lewisham has increased by 16,000 since the 2011 census. Over the next 20 years, the population of Lewisham is forecast to be amongst the fastest growing in the London boroughs.
- 5.2 In terms of the population profile, children and young people aged 0 – 19 comprise 73,000, about 25% of the borough's overall population. The borough's ethnic profile shows that 54% are white and 46% are from Black and ethnic minority groups. By contrast Lewisham's school population is 76% black and ethnic minority. When considering children's health, obesity (year 6 pupils) and under 18 conceptions are two areas where outcomes for Lewisham are significantly worse than the England average.
- 5.3 In September 2015, no publicly maintained school in Lewisham, regardless of their governance arrangements, is judged to be inadequate by Ofsted, with the overwhelming majority judged to be good or outstanding. Only 8 are judged to require improvement (3 primary and 5 secondary / all through schools; both Nursery school are judged to be outstanding and 4 special schools are judged to be good, with one judged to be outstanding).
- 5.4 Achievement in the Early Years, Key Stage 1 and Key Stage 2 has been above the national and regional averages for the last few years, and provisional 2015 results suggest this will continue to be the case. At Key Stages 4 and 5, young people's achievement overall is well below the regional and national averages. This is a key focus for Lewisham, as set out in the priorities in the Children and Young People's Plan and also in the work of Standards and Achievement team within the CYP Directorate.
- 5.5 The Council has had to find considerable savings year on year (since 2010) as a result of the national funding allocations and the local budget situation and therefore the number of school improvement professionals employed by the council has been significantly reduced over the last few years. Lewisham, in common with other LAs, has moved from employing a team of School Improvement Officers directly, to engaging external experienced educational professionals for a number of days each to carry out the majority of the support and challenge work of the local authority.
- 5.6 Where formal intervention is required in a school, including sixth forms, to rapidly improve outcomes for pupils, the small core team of local authority officers co-ordinate and lead this intervention process.

5.7 The local authority, together with headteachers and governors, has promoted a range of organisational models to strengthen leadership in some schools and raise achievement. In the primary phase there have been a number of federations and partnerships established over the last five years. The local authority has formally intervened in a number of schools using its powers to change governance arrangements, and requiring partnership arrangements between schools. Overall this policy has had a positive outcome on the effectiveness of a number of primary schools resulting in improvement in levels of pupil achievement. Some of the soft federations have now ended but others have proceeded to a hard federation arrangement. The local authority has also established several all through schools, with some existing secondary schools opening a primary phase, or partnership working between schools led by an executive headteacher role, but the success of these new models has yet to be demonstrated in improving examination results at the end of Key Stage 4. Overall the brokering of school to school support has been successful in addressing particular areas of concern in primary schools but there is much more to be done within the secondary phase.

5.8 There are 4 Teaching School Alliances in the borough: STEEP, Endeavour, ETAL, ATLAS who between them cover Nursery, Primary and Secondary phases of education. Teaching Schools have 6 key roles:

5.8.1 School-led initial teacher training

5.8.2 Continuing professional development

5.8.3 Supporting other schools

5.8.4 Identifying and developing leadership potential

5.8.5 Specialist leaders of education

5.8.6 Research and development

The LA has recently worked closely in partnership with the STEEP Teaching School to ensure a more school-led approach to the delivery of training for Early Years providers and officers are working to ensure a more strategic approach to the valuable contribution that Teaching School Alliances can make to school improvement and raising achievement in the borough. Teaching School Alliances are the new route for government funding of school improvement.

5.9 Partnership working beyond schools and settings is critically important to ensure schools can provide the early intervention and support that children, young people and families need; and to ensure that we meet our safeguarding obligations. This includes developing good partnership structures, relationships, systems and support regarding SEND, early help and safeguarding, including ensuring that we protect children and young people who are at risk of sexual exploitation or radicalisation as well as though who may be children in need.

6. Lewisham School Improvement Principles

- 6.1 To secure school improvement and school effectiveness we have the following principles:
 - 6.1.1. Taking a holistic and evidence based approach to school improvement
 - 6.1.2. Demonstrating equity and a targeted approach – meaning that we target the limited school improvement resources to meet need
 - 6.1.3. Being inclusive through championing the most vulnerable and disadvantaged children and young people including: looked after children (LAC); young carers; those with special educational needs and disability (SEND); those who are underperforming; those at risk of child sexual exploitation (CSE); those at risk of becoming a young offender, those at risk of witnessing or being a victim of domestic violence or extremism, children missing education (CME), those at risk of exclusion and those at risk of becoming not in education, employment or training (NEET)
 - 6.1.4. Being accountable and transparent by focusing on school leadership, management and governance
 - 6.1.5. Collaborating and working towards a school-led system of self-improvement which is based on peer to peer support, partnership working and school autonomy

7. Strategy for School Improvement and Effectiveness

- 7.1 Our Strategy for School Improvement and Effectiveness (see Appendix A) describes how we will deliver the priorities which relate to raising attainment and achievement of children and young people as identified within Lewisham's Children and Young People's Plan 2015 – 2018
- 7.2 The Strategy is based on the 5 principles as outlined in section 6 above, and is organised into the following 4 key areas:
 - 7.2.1 To clarify roles and responsibilities
 - 7.2.2 To review provision to ensure we can meet need
 - 7.2.3 To improve school leadership, management and governance
 - 7.2.4 To provide targeted support to individual schools
- 7.3. Each area of the Strategy for School Improvement and Effectiveness has a number of key workstreams which have been identified. Additional workstreams have also been identified to address the poor outcomes in KS3, KS4 and KS5. These are outlined in some detail in sections 8 - 12 which follow.

8. Clarifying roles and responsibilities and improving accountability

- 8.1 EDUCATION COMMISSION: A report scheduled for Mayor and Cabinet in December proposes setting up an Education Commission, learning from exercises carried out in other boroughs (Haringey, Camden, Westminster) to make recommendations regarding a long term vision for education in Lewisham by April 2016. Through an appropriate procurement process, a small team of experts will be appointed who will undertake in-depth desktop analysis and extensive stakeholder engagement to arrive at independent recommendations to the Mayor, enabling the shaping of a vision for schools in Lewisham. Key stakeholders who the Commission would meet with in focus groups and via visits would include:
- ✓ Councillors
 - ✓ Headteachers
 - ✓ School staff
 - ✓ Governors
 - ✓ Young people, including the Young Mayor and Advisors
 - ✓ Parents
 - ✓ Other key partners including trades unions, the voluntary sector and employers

In particular the commission will look to answer the following questions:

- 8.1.1 Given the national and regional context, what is the best form of organisation for our schools going forward?
- 8.1.2 Is there a school-led model of school improvement which would put our work on a more sustainable footing, given the council's financial constraints?
- 8.1.3 How well equipped are our schools (especially small schools) to withstand the forthcoming financial pressures?
- 8.1.4 We need additional secondary and SEND places. What is the best means to achieve this, alongside ensuring all our existing schools are schools of choice?
- 8.1.5 How could the system change to better equip young people for the careers and job opportunities on offer in London's economy?

Underpinning all these questions is the central theme of how our system serves the most vulnerable.

- 8.2 PARTNERSHIP BOARDS: We will ensure that effective partnership boards with appropriate membership and Terms of Reference are in place to monitor each of the strategic priorities identified in the Raising Attainment and Achievement section of the CYP Plan (AA1 – AA7) by end January 2016
- 8.3 LA RE-STRUCTURE: We will review our structure, roles and responsibilities of LA team to meet statutory obligations, focus on core business and local need by April 2016

8.4 TEACHING SCHOOLS: We will work in partnership with our 4 Lewisham Teaching Schools to agree roles and responsibilities within a strategic framework and an agreed Memorandum of Understanding so that revised delivery arrangements for the Continuing Professional Development for teaching and non-teaching staff are implemented by Sept 2016

9. Reviewing provision to ensure we can meet need

9.1 AEP REVIEW: We will review Alternative Education Provision across the borough and agree recommendations by end March 2016, sharing these at an Inclusion Conference in May 2016

9.2 HIGH NEEDS REVIEW: We will review how the High Needs Block Grant (within the Dedicated Schools Grant) is spent through the High Needs Sub-Group to School Forum to ensure appropriate allocation and value for money by March 2016 implementing changes by April 2017 – this includes a review of SEN Resource Bases and special school placements

9.3 TRADED SERVICES REVIEW: We will review LA traded services to schools and agree recommendations by April 2016

9.4 ALL-THROUGH SCHOOLS and TRANSITION STRATEGY: We will undertake peer reviews of Y6 and Y7 in our All-Through schools and use findings to develop a Lewisham strategy to improve pupil progress from Y6 – Y7 by March 2016

9.5 SMALL SCHOOLS: We will host a Small Schools Summit to consider options to ensure sustainability by February 2016

10. Improving School Leadership, Management and Governance

10.1 SI FRAMEWORK: We will implement the revised School Improvement Framework (see Appendix B) by December 2015 – this includes more focus on role of Governors, particularly the Chair and requires amber and red schools to establish Raising Attainment Boards; and more focus on collaborative learning seminars for all schools regardless of their category

10.2 ATTENDANCE: We will host termly meetings for primary and secondary attendance leads and a conference in January 2016

11. Providing targeted support to individual schools

11.1 SCHOOL CATEGORISATION: We will implement the holistic approach to categorising schools as per the School Improvement Framework which reduces the support available to green and yellow schools, and targets support to those schools which need it most (amber and red) by December 2015

11.2 TEAM AROUND THE SCHOOL: We will work with other LA teams and services to ensure a robust and joined up response when schools are in very challenging circumstances by November 2015

12. Additional workstreams for secondary schools and post-16

12.1 Clarify Roles and Responsibilities and Improve Accountability:

12.1.1 GOVERNORS: We will invite secondary Chairs of Governors, Vice-Chairs and Chairs of Raising Attainment Boards in schools to attend a regular meeting with secondary Headteachers to interrogate data and evaluate progress across the secondary sector, sharing issues and best practice incl. a recruitment strategy for outstanding leaders and a focus on attendance

12.2 Review Provision to ensure we can meet need:

12.2.1 POST-16 PROVISION: We will host a Post-16 Summit and Curriculum Summit in November 2015 and January 2016, agree and implement recommendations by April 2016; Review Post-16 provision in school 6th forms to consider options to consider viability and ensure sustainability implementing changes by September 2017

12.2.2 CAREERS GUIDANCE PEER REVIEW: We will undertake a review of Information, Advice and Guidance in secondary schools and implement recommendations by April 2016.

12.3 Improve School Leadership, Management and Governance:

12.3.1 CROSS BOROUGH CHALLENGE AND SUPPORT: We will identify outstanding leaders from nearby boroughs to provide challenge and support by January 2016

12.3.2 MIDDLE LEADER DEVELOPMENT: We will provide a middle leadership development programme open to all middle leaders from November 2015 – June 2016 and will hopefully be taken on by Teaching Schools Alliance

12.3.3 SUBJECT LEADER NETWORKS: We will stimulate subject leader networks for all main curriculum areas from October 2015 – March 2016 which will then be school-led and self-sustaining.

12.3.4 MOST ABLE PROJECT: We will continue the Most Able Project across all schools to improve outcomes for our more able children in all schools which will end in July 2016

12.3.5 ATTENDANCE: We will undertake register audits in all secondary provision including PRUs and Special Schools by end of December 2015 followed by half-termly monitoring meetings to review progress

12.4 Provide targeted support to individual schools:

12.4.1 SUBJECT SPECIALIST SUPPORT (secondary): We will provide time-limited one-off subject specific targeted support to those secondary schools which

are most vulnerable in the shortage subjects of Maths and Science. This support will end in July 2016.

12.4.2 BIG LOTTERY/ HEADSTART BID (Feb): We will provide targeted support to schools identified in the bid (subject to the bid being successful)

12.4.3 ESF BID: Apply for ESF bid to support NEET prevention 2015 - 2020

13. Conclusion

13.1 This strategy has been prepared by LA officers and is yet to be fully discussed with Headteachers and Chairs of Governors who are important partners in this work. However, many of the workstreams identified above have already commenced and LA officers are in regular dialogue with school colleagues. Improving educational outcomes for young people is a top priority for the council and its partners.

14. Financial implications

14.1 There are no direct financial implications arising from this report as all the activity identified within the strategy has been planned for within existing budgets and taking account of planned savings.

15. Legal implications

15.1 The local authority has a statutory duty to promote high standards and fulfilment by every child and young person of their educational potential.

16. Crime and disorder implications

16.1 There are no specific crime and disorder implications arising from this report.

17. Equalities implications

17.1 The strategy outlines a risk assessment and resource allocation process within the School Improvement Framework which will target our resources and support to schools (and therefore pupils) which need it most.

18. Environmental implications

18.1 There are no specific environmental implications arising from this report.

19. Background documents and originator

19.1 Report to Children and Young People's Select Committee in September 2015.

Appendix A: Strategy for School Improvement and Effectiveness 2015 – 2017

Appendix B: School Improvement Framework November 2015

If there are any queries on this report please contact Kate Bond Head of Standards and Achievement