

<b>COUNCIL</b>		
<b>Report Title</b>	Motion 1 in the name of Councillor Sorba to be seconded by Councillor Moore	
<b>Key Decision</b>	n/a	Item No.
<b>Ward</b>	n/a	
<b>Contributors</b>	Chief Executive (Head of Business & Committee)	
<b>Class</b>	Part 1	Date: September 21 2016

“This Council contests both the claims in the government’s White Paper “Educational Excellence Everywhere” and the proposals put forward by the Prime Minister, Theresa May:

Specifically:-

1. The re-introduction of the Grammar School system; resulting in the segregation of children from the age of 11 and a two tier education system. Ofsted’s Chief Inspector, Sir Michael Wilshaw said this month, “The notion that the poor stand to benefit from the return of grammar schools strikes me as quite palpable tosh and nonsense – and is very clearly refuted by the London experience.” Neil Carmichael the Chair of the House of Commons Education Select Committee and Alan Milburn the Chair of the Government’s Social Mobility and Child Poverty Commission are also opposed.
2. The removal of the 50% cap which will now allow new Faith Schools to admit the entirety of their intake on the basis of their religious practices.
3. The over-riding objective eventually to make *all* schools Academies without consulting stakeholders such as Governing Bodies, Senior Leadership Teams, Elected Members etc. – despite the fact that Academies are (a) not obliged to teach Personal, Social and Health Education, (b) are permitted to hire unqualified teachers and that (c) there is no solid evidence to indicate conversion leads to a rise in performance;
4. The abolition of Parent-Governors on School Governing Bodies and thus the parental voice;

In contrast, this Council urges national government policy to:-

1. Move away from a fixation with changing school structure and governance and a prejudice against local authorities;
2. Adequately fund an inclusive, not selective educative school system that serves both equal opportunity and social diversity.

3. Prioritize closing gaps in achievement linked to race, gender and socio-economic class;
4. Redefine educational achievement as more than just the accumulation of rising exam grades and include within it the successful development of wider attributes such as curiosity, self-confidence, creativity and collaborative and technical skills;
5. Utilise and adequately resource the school environment such that it nurtures the wellbeing and resilience of children;
6. Meet the challenge of recruiting and retaining sufficient numbers of both teachers and support staff and so reach education policy objectives;
7. Recognise that the interaction between the child and the teacher is more likely to improve learning than continual and disruptive top-down institutional reorganization.

The Council resolves to communicate these views to the Department for Education, the Shadow Secretary for Education and the Local Government Association.”