

Children and Young People's Select Committee			
Report Title	The development of Lewisham's Education Strategy 2020		
Key Decision	No	Item No.	5
Ward	All		
Contributors	Director of Education		
Class	Open	Date:	5 th December 2019

1. Purpose of Report

- 1.1. This report provides an introduction to the development of the 2020-2023 strategy for education in Lewisham.

2. Summary

- 2.1. This report will give the CYP Select Committee:
- 2.1.1 an overview of the Local Authority's statutory duties with regard to the education of children and young people.
- 2.1.2 an overview of the vision, priority areas and partnership approach to delivering education in Lewisham over the next three years.
- 2.1.3 an opportunity to comment upon and contribute to the priority setting process

3. Background

- 3.1. Government policies have significantly altered how education is provided in England, transferring more autonomy to schools with the aim of driving up educational attainment. This has impacted directly on the leadership and delivery role of the local authority (LA) in relation to education, for example in school improvement, admissions, school place planning. However, LAs still maintain strategic and specific statutory duties in the education and welfare of children and young people.
- 3.2. Lewisham Council is committed to improving educational outcomes for all its children and young people, as laid out in the Corporate Strategy and the new Children and Young People's Plan 2019-2022. The education of Lewisham's children is a council-wide endeavour.
- 3.3. In response to the changing educational landscape and the need to secure rapid improvements in educational attainment, particularly at secondary, Lewisham adopted a new approach to school improvement in 2018 with the establishment of Lewisham Learning- the schools' led partnership established by school leaders and the LA.

3.4. In response to these developments, Lewisham needs an education strategy that will support it to act more strategically in championing the interests of families, vulnerable pupils and educational excellence and in effectively and efficiently fulfilling its statutory and operational duties. This strategic role must take the form of influencing and collaborating across schools and settings (early years, Post 16 providers, alternative and specialist provision etc.) and their governors who are delivering education. Collaboration and influence must extend across the wider partnership of children's services; Health; Early Help; Community Safety; voluntary and community services; business and employment. We also recognise within the strategy that the LA is best placed to ensure that the views of children and young people and parents/families from all our local communities are taken into account when determining the shape of education provision in the borough.

3.5. Appendix 1 contains the draft Education Strategy document

4. Recommendations

4.1. The committee is recommended to:

4.1.1. comment and contribute to the setting of the strategic education priorities for Lewisham;

4.1.2. support the development of the new strategy and the ongoing implementation of the new strategy.

4. Financial implications

4.1. There are no current direct financial implications arising from this report. The work described in this report is being carried out within existing resources and the Education Strategic Development Plan will monitor and mitigate capacity to deliver on priorities in the context of budget pressures across education and children's services.

5. Legal implications

5.1. As set out in Section 13A of the Education Act 1996, local authorities have a legal duty to promote high standards and ensure that every child fulfils his or her educational potential.

5.2. The Council as an education authority has school place planning duties (s13-14 Education Act 1996), to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties

5.3. Section 9 of the Education Act 1996 places a general duty on local authorities and funding authorities to have regard to the general principle that children are educated in accordance with their parents' wishes, so far as that is compatible with the provision of efficient education and training and the avoidance of unreasonable public expenditure.

- 5.4. The Council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties include the provision of advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998).
- 5.5. Section 19 of the Children and Families Act 2014 sets out the general principles that local authorities must have regard to when supporting disabled children and young people and those with SEN.
- 5.6. Under section 436A Education Act 2006 (introduced by section 4 Education and Skills Act 2008), Local Authorities have a duty to identify children not receiving an education. Local Authorities must make arrangements to identify children of compulsory school age in their area who are not registered pupils at a school and are not receiving suitable education otherwise than at school.
- 5.7. The local authority has a duty (s45 etc. School Standards and Framework Act 1998, School Finance Regulations 2008 and 2011) to determine school and PRU budget shares in accordance with the school finance regulations; establish a schools forum for the area; maintain a scheme for financing schools and provide accounting information to the DfE under the Consistent Financial Reporting Regulations
- 5.8. The local authority has a duty to (s6,7,9 Childcare Act 2006) to secure sufficient childcare places, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children)
- 5.9. The local authority has a duty to appoint parent governor representatives to local authority committees dealing with education (s499 Education Act 1996); to appoint local authority governors to all maintained school governing bodies (s19 School Standards and Framework Act 1998); and to provide training and information for school governors (s22 Education Act 2002)
- 5.10. The local authority has a duty to produce an action plan if a school goes into special measures following an OFSTED inspection; to comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006) and to comply with any direction of the Secretary of state to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)
- 5.11. The local authority is the employer of all staff in community, voluntary-controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer. Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff with several LA duties largely devolved to schools. The LA retains the following duties:
 - To act as the Appropriate Body in the statutory induction process for maintained schools, jointly responsible with the head teacher for the supervision and training of Newly Qualified Teachers and deciding whether they have passed their induction (s19 Teaching and Higher Education Act 1998)

- To establish a performance management policy for teachers (s21 Education Act 2002)
- Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations)

6. Crime and Disorder Implications

6.1. There are no specific crime and disorder implications

7. Environmental Implication

7.1. There are no environmental implications.

8. Equalities Implications

8.1. The Equality Act 2010 (the Act) introduced a public sector equality duty (the equality duty or the duty) which replaced, broadened and expanded upon similar duties which already existed in relation to race, disability and sex. It covers the following nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.2. In summary, the Council must, in the exercise of its functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- advance equality of opportunity between people who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

8.3. The broad purpose of this duty is to integrate considerations of equality into day to day business and to keep them under review in decision making, the design of policies and the delivery of services.

8.4. Ensuring a high quality education offer for all children and young, including those with SEND is a fundamental element in delivering the Council's equalities duties. Equalities Impact Assessment is woven into the development of the education strategy and has informed the Identification of strategic priorities. The strategy will build on work to improve educational, health and wellbeing outcomes for all, with a focus protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

8.5. The strategy recognises and promotes the role of the schools, settings and education in advancing equality of opportunity between people who share a protected characteristic and people who do not share it; by fostering good relations between people who share a protected characteristic and people who do not share it.