

**Lewisham Education
Strategy
2020-2023
November 2019 draft for
consultation**

Education in Lewisham- a commitment to our children and young people.

Lewisham's mission and ambition for the education and wellbeing of its children and young people is a council-wide endeavour which is driven by the key commitment within the Council's [Corporate Strategy](#) for giving children and young people the best start in life:

Every child has access to an outstanding and inspiring education and is given the support they need to keep them safe, well and able to achieve their full potential

[Lewisham's Children and Young people's Plan 2019-2022](#), which informs this Education Strategy, defines the key priorities the Council is adopting in order to fulfil this commitment; making it *“everyone's business to ensure we support our children to cope with the complexity of life and emerge from challenging experiences with a positive sense of themselves and their future.”*

Lewisham's education service provides a range of statutory and traded services to support the education of children and young people, aged 0-19 and 0-25 for those young people with Special Education Needs and Disabilities, (SEND) and their families in the borough. It sits within the Children and Young People's directorate of the London Borough of Lewisham and works with a range of Council departments to deliver its work.

Education in Lewisham- defining role of the Local Authority (LA)

In a shifting educational landscape, Local Authorities maintain a clear legal duty, as set out in Section 13A of the Education Act 1996, **to promote high standards and ensure that every child fulfils his or her educational potential.**

We see our key role as championing all children and young people and particularly those who are vulnerable. We do this through a number of statutory functions (those we have a duty to provide) and functions that we choose to provide to support education in the Borough. We are committed to playing an innovative and wider brokering role between schools/settings and key partners in promoting high achievement and broadening opportunities for all. This partnership facilitation is also crucial to keeping children and young people safe and well- physically and mentally; developing their resilience and enabling them to enjoy, participate and contribute to their communities.

We must make sure that our first and foremost partners are parents/carers/families (including corporate parents) and, of course children and young people themselves. In all we do, we are committed to developing strategies to ensure that children, young people and their families can contribute to planning and design of their services, at school/setting and local level and to celebrating the successes of all our children and young people.

Lewisham Learning- the school improvement partnership for Lewisham

[Lewisham Learning](#) is the schools' led partnership established by school leaders and the LA to deliver high quality school improvement to all Lewisham schools. It is rooted in successful collaboration which has underpinned education in the borough for some time. Our schools collaborate to support, challenge and encourage each other in their determination to do the very best for every child.

All of our schools are members of Lewisham Learning and have access to the school improvement offer. Working alongside the LA, it also works closely with Lewisham Partnership of Teaching School Alliances (LTSAP) and a range of other local organisations, who are determined to give our children and young people the best possible start in life.

We are committed to maintaining a 'family' of Lewisham schools and the LA works proactively with maintained, faith and community schools, academies, independent schools, early years providers, alternative provision providers, special schools, sixth form and further education colleges and adult education providers. We do this with the understanding that we have a duty to champion a successful education for Lewisham children whichever type of school/setting they attend.

Delivering Lewisham LA Education role

Sufficiency	Monitoring and planning to ensure sufficient, appropriate, high quality early years, primary, secondary and post 16 places for all our children and young people and the right specialist provision for those who need it, particularly for vulnerable children and those with SEND.
Quality and securing improvement.	Commissioned through Lewisham Learning partnership , encouraging and challenging all Lewisham schools/settings, individually and collectively, to develop and sustain exceptional education provision that meets the needs and improves outcomes of all children. Promoting and supporting high standards of school governance. Delivering a co-ordinated professional development and training offer.
Equitable Access	Ensuring that all children, particularly those who are vulnerable have fair and equitable access to schools and settings reflecting parental/carer preference through our information for parents/carers; co-ordination and overview of school admissions, Early Years free entitlements and ECHP processes.

Delivering Lewisham LA Education role

clusion	<p>Making sure that all children are fully included in schools/settings through robust SEND processes and work to challenge and support reducing exclusions and meeting the needs of all learners, including those who are vulnerable; those identifying within the Protected Characteristics by age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.</p> <p>Maintaining Lewisham's Virtual school for children who are looked after (CLA) and the Hospital Outreach Provision; and working with those who are electively home educated.</p>
ainment & qualities	<p>Maintaining oversight of the performance of all Lewisham children and young people, including by vulnerability and characteristic (gender, ethnicity, free school meals, SEND etc.) and developing and supporting a strategic, partnership response to narrowing achievement gaps for identified groups.</p>
Safeguarding	<p>Supporting schools and settings to adopt the highest standards to keep all children and young people safe; LA processes for children missing from education; brokering effective partnership between schools and Children's Social Care. Implementing priorities of Lewisham Safeguarding Children's Partnership.</p>

Delivering Lewisham LA Education role:

Curriculum & Assessment	<p>Arrange for moderating of assessments for the Early Years Foundation Stage, Key Stages 1 and 2 and facilitate reporting on assessments to the DfE.</p> <p>Facilitate the standing advisory council on religious education and make sure schools comply with their duties around religious education.</p>
Early Years	<p>Secure sufficient childcare (as far as practicably possible) for working and studying parents/carers; and places to deliver the early years free entitlement.</p> <p>Working in partnership with early years providers in Lewisham- child-minders; private, voluntary and independent nursery settings and maintained schools to help them improve outcomes, provide the early intervention and support children and families need and meet safeguarding obligations.</p>
Post 16	<p>Secure sufficient suitable, quality education and training provision for 16-19 (25) year olds in Lewisham within the Borough and provide support that encourages, enables or assists them to participate in it.</p> <p>The Post 16 strategy is under revision to provide a strategic overview of the provision available, identify and resolve gaps in provision and facilitate partnership delivery of Post 16 provision.</p>

Delivering Lewisham LA Education role:

<p>Championing parents/carers and families</p>	<p>Encouraging and enabling parents/carers and corporate parents to participate in their children's education and learning at home and to support and challenge their child's school/setting to raise standards.</p> <p>Develop mechanisms to share their views on local needs and solutions in terms of educational outcomes, access, inclusion and preparation for adulthood.</p>
<p>SEND</p>	<p>Leading the local area SEND partnership strategy.</p> <p>Ensuring compliance of EHC assessment and plans and delivery of education, social care and specific health services to meet the needs of children and young people with SEND.</p> <p>Informing children, young people, parents/carers and partners of local services available, through our SEND local offer</p>
<p>Health & Wellbeing</p>	<p>Working in partnership with wider council services, Children's Social Care, Health services, Public Health, Early help services, Community Safety, Voluntary and Community organisations and a host of other partners so that schools and other education provision and services can play their role in ensuring Lewisham children, particularly those who are vulnerable are happy and healthy.</p>

Delivering Lewisham LA Education role:

Services for schools	<p>Providing a range of statutory (free), traded and procured services to schools/settings to support them in the functions that contribute to improving the education of children & young people and the working environment for staff. Services include Human Resources & payroll; Health & Safety; catering; estates management; legal and data protection; emergency planning and the Education Business Partnership.</p>
Schools finance	<p>Statutory duty in determining school budget shares; supporting schools forum; receiving information from schools to provide accounting information to the DfE. Commitment to supporting schools to develop sound financial planning towards sustainability and increasing leaders' and governing bodies' capacity and effectiveness in financial management.</p>
School governance	<p>Appointing parent governor representatives to LA committees and LA governors to all maintained school governing bodies. Lewisham Governor Services and Lewisham Learning provide training and information for school governors to enable them to offer the necessary support and challenge to schools leaders and fulfil their statutory functions to a high standard.</p>

Delivering Lewisham LA Education role:

Facilitating wider council agenda for schools	Facilitating partnerships between schools and the Council, local and regional/national bodies and amongst schools and settings themselves to contribute to delivery of local agenda priorities (e.g. Climate Change Emergency; cleaner air; sustainable communities; violence reduction; Open Lewisham) and to incorporate learning for children and young people.
Brokering regulatory relationships	Acting as a conduit of information and brokering relationships between schools/settings and Ofsted, the Regional Schools Commissioner and the DfE.
Schools causing concern	Seeking to engage with all schools/settings (through the commissioned Lewisham Learning partnership arrangements), recognising their autonomy, but intervening directly in schools or contacting the Secretary of State, Regional Schools Commissioner or Ofsted where there are serious concerns in line with our statutory duty.

Education in Lewisham- measuring our performance

Each service area within Education Services reports regularly against a suite of key performance indicators (KPIs) allowing us to track and plan for progress towards achieving identified priorities. From these service KPIs we have identified critical success indicators (CSIs) which can be usefully benchmarked and reflect the essential areas of our work where we must succeed consistently to achieve our mission and priorities. They ultimately demonstrate how successfully we are performing as a service and as a whole rather than year to year priorities.

Area	Critical Success Indicators
Early Years	% of eligible 2 year olds accessing the free entitlement % of 3&4 year olds accessing the universal free entitlement % of pupils achieving Good Level of Development at the end of Reception- overall, CLA and specific groups
Primary	% of Lewisham primary schools judged to be good or better by Ofsted
Key stage 2	% of pupils at KS2 reaching the expected standard in reading, writing and maths- overall, CLA and specific groups
Secondary	% of Lewisham secondary schools judged to be good or better by Ofsted
Key stage 4	% of pupils achieving standard passes in both English and maths GCSEs (9-4 pass)- overall, CLA and specific groups % of pupils achieving good passes in both English and maths GCSEs (9-5 pass)- overall, CLA and specific groups
Post 16	Proportion of 16-17 year olds recorded in education and training- overall, CLA and specific groups
Key stage 5	KS5 A Level Students – Average Point Score per entry – overall, CLA and specific groups
Additional needs	% of EHCP (with exception cases) completed within 20 weeks % of EHCP (without exception cases) completed with 20 weeks
Admissions	% of parents offered a place at one of their first three preferences for Reception entry % of parents offered a place at one of their first three preferences at Secondary transfer,
Attendance	The total absence from primary schools (unauthorised and authorised)
Attendance	The total absence from secondary schools (authorised and unauthorised)
Exclusions	The permanent exclusion rate for Lewisham secondary schools- overall and specific groups

Setting priorities

The CSIs help us set our priorities. Alongside these we have developed our evidence base for analysing by characteristics (ethnicity, gender, SEND, disadvantage and the combinations of these) against a range of outcomes for children and young people. This is crucial for predicating and preventing under achievement for groups and individuals. Equally important is the evidence and information we gather from talking to children and young people, parents/carers and working with schools, their governing bodies and our partners.

We have identified 15 key priorities to focus on over the next three years. They will be worked up in our Education Strategic Plan 2020-2023 and our annual service plans. In our strategic plan, we outline how we will engage and co-produce our plans with children and young people, parents/carers, corporate parents, schools/settings, governors, partners and the community and how we will communicate our plans and successes.

1. Early years (EY)

We want more of our under fives to access high quality provision, which helps them get good outcomes at school and develop better social, emotional and cognitive abilities necessary for life-long learning.

We will continue to increase take up of the early years free entitlement through sufficiency assessments, with the work of our parent champions at the heart of marketing and communication, particularly amongst groups with low take-up, to address inequalities in outcomes for five year olds.

We will strengthen capacity in our settings for helping families in their role as parents, supporting home learning and healthy lifestyles, facilitating initiatives such as the integrated health/education review for two year olds and an innovative EY mental health first aid programme.

2a. Improving the quality of education and raising attainment for learners

We want all Lewisham's schools and settings to be good or outstanding so that all our children and young people have access to the education they deserve.

We will work as part of the Lewisham Learning partnership to develop the next stage of the school improvement framework, particularly at secondary. Supporting school leaders and governors in identifying the strengths and areas for development in their schools and planning for driving rapid improvement is a fundamental element for success. We will do this through brokering and commissioning high quality school to school and bought in support, developing robust monitoring and impact evaluations. We will support a progressive, rich and culturally relevant curriculum which prepares young people for adulthood as active members and contributors to their communities through sharing good practice, the new learning hubs, the Young Mayor's team Curriculum for Life and promoting innovative action research in our schools.

Over the next two years we will work as part of Lewisham Learning Strategic Board to strengthen the partnership by clearly defining roles and responsibilities, accountability and reporting mechanisms for the key stakeholders and the LA.

2b. Improving the quality of education and raising attainment for learners- secondary focus

We want young people to achieve the qualifications at age 16 and 18, that they need to be successful in life.

Whilst children in early years and primary are doing well and in 2018 outcomes at secondary school level improved at a greater rate than they did nationally, provisional data shows that this improvement has not been sustained and not enough of our young people are achieving good GCSE passes, particularly in Maths and English. Through Lewisham Learning partnership strategic plan, we will support our school leaders and governors in planning for the next phase of Lewisham Secondary challenge, delivering bespoke and impactful support to secure rapid improvements.

3. Equalities- raising achievement for all

We want all children and young people to achieve their full potential and to reduce gaps and inequality in progress and achievement.

Whilst many children and young people achieve well in their education, we know that children from some groups are underachieving or at risk of doing so at all key stages of their education from their early years to adulthood, for example our children who receive free school meals and our young people of Black Caribbean heritage. Whilst this mirrors national and London pictures, it is unacceptable.

Several initiatives are already underway and in 2020 we will bring together an innovative coalition of schools, governors, parents, young people and the resource and expertise from within our local community and the regional/national education community to maximise our creative potential to tackle this issue.

4. Transition

We want all our 11 year olds to have easy transitions from primary to secondary school so that they can get on with learning as quickly as possible in their new school and be confident and resilient at this crucial stage in their development.

Parents and schools and indeed young people themselves have expressed to us that greater support is needed for children at the point of secondary transition, particularly in terms of social and emotional support for vulnerable children and those with SEND.

We will facilitate partnerships between primary and secondary schools to improve preparation at primary and secondary and make sure that children who are likely to find the transition challenging are identified early on and get the support they need. Initiatives such as the new Mental Health Teams in Schools will be galvanised to support transition.

Lewisham Learning school improvement work will focus on curriculum progression which supports high aspirations for children at transition. We will support schools to help parents to understand the expectations of their children's new schools and how they can contribute to school and home learning.

5. Reducing exclusions

We want all children and young people to be able to stay in school and participate in their education.

Permanent exclusions remain unacceptably high in Lewisham schools and exclusions for some groups of pupils are disproportionately high. This includes boys and particularly those of Caribbean heritage. The Reducing Exclusion strategy has seen positive results.

We will facilitate work by schools and partners, coming together to identify early intervention strategies for children at risk of exclusion including short-term intervention arrangements; mentoring and coaching with a range of mentors to be considered; work experience / shadowing opportunities; directory of external agency support and greater clarity around referrals; Lewisham Outreach Inclusion; speedy access to assessment of needs; CAHMs support and Early Help programmes; enrichment and afterschool activity.

We will review the Fair Access Protocols to ensure that they are fair and equitable and meet the needs of all children and young people.

We will conduct a deep-dive into exclusions from Lewisham schools with a focus on disproportionality and inequality in order to understand the journey of the child/ young person; improving information, advocacy and guidance for parents; professional development needs in schools; support for governors. We will learn from good practice elsewhere.

6. Post 16

We want more young people to successfully access education, employment and training to enable them to achieve better outcomes which prepare them for life and work.

In recent years we have been successful in reducing the number of young people who are not in education, employment, or training (NEET) at ages 16-18 and up to 25 for those with SEND.

We will continue to bring together key partners and stakeholders within the Borough to facilitate stronger relationships between the 11-16 schools and post-16 providers to benefit students both at secondary and post-16. We will implement an ambitious strategy that will address the following priorities:

- The rapid improvement of A Level outcomes for students in Lewisham
- The effective promotion of a high quality, comprehensive and inclusive local post-16 offer
- 14-19 progression routes that are clear, challenging, accessible and attractive to students in the Borough

Progression needs of all students must be considered in the context of what is nationally becoming an increasingly selective post-16 offer. Those of vulnerable groups (e.g. CLA, Pupil Premium, students with SEND, carers, etc.) need to be considered to ensure that the post-16 offer is inclusive, accessible and a motivator for pupils at the secondary stage.

7. Special Educational Needs and Disabilities

We want Lewisham to be an inclusive community that is welcoming of all and has the knowledge and skills to meet the needs of children and young people (0-25 years) with Special Educational Needs and/ or Disabilities to enable them to play, learn and work.

Lewisham is facing SEND budget pressures due to national funding levels and an increase in the age range children with EHCPs mean it is more difficult to allocate increased funding to schools to support these children. The local area SEND strategic plan ([link](#)) which links closely with our wider education plan addresses priorities in this area

8. Keeping children safe and well

We want all children and young people to be safe and in good physical and mental health. We also want them to learn how to stay safe and healthy (physically and mentally) and to develop positive, respectful relationships. We also want to support parents to help their children to be safe and healthy.

We play a key role in influencing and collaborating with partners in this area- in supporting schools to access services and initiatives to keep children safe and well; and enabling partners to influence the curriculum that supports children to learn about how to be safe and well.

In 2020, initiatives will include:

- Setting up the new schools safeguarding forum of the Lewisham Safeguarding Children Partnership
- Trailblazers Mental Health Teams in Schools, within the wider context of strengthening pathways to mental health early and targeted help for children and young people.
- Public health support for schools in meeting the new Health, Relation & Sex Education requirements
- Promoting Healthy Schools and support schools in working towards it
- Continued promotion of the Daily Mile
- Lewisham Learning Mental Health and Wellbeing Hub
- Developing schools' catering

9a. Sustainable schools- finance and place planning

We want all our schools to be sustainable, high quality settings to be in the best position to provide the best education for children and young people.

School finances are increasingly stretched and are set to reduce the capacity to deliver the desired outcomes. We have strengthened the school finance offer and will work collectively with schools forum to continue to do so, to support schools to face the known and unknown challenges ahead. This involves maintaining our understanding of changes to education finance at national level and working with London Councils to make sure that there is a two-way dialogue with the DfE. Through place planning we will continue working with schools to manage falling rolls in areas of the borough where there is significant decline in pupil population after several years of significant growth.

9b. Sustainable schools- schools of choice for secondary and post 16 in Lewisham

We want all our children and their families to make Lewisham schools their first choices for education.

In 2019, 3,299 Lewisham resident children applied for Lewisham secondary schools, an increase of 175 on the previous year. However, many Lewisham children are choosing out of borough provision at secondary and Post 16. Our priority is to work with school, parents and partners to build confidence in the system; develop our Post 16 provision and opportunities, such as apprenticeships (including for those with SEND) and celebrate the achievements of our schools and young people to make Lewisham schools the schools of choice.

We will continue with Lewisham Education Communications Strategy with particular focus on marketing Lewisham secondary and post 16 provision including the September 2020 Secondary School Fayre.

10. Staff recruitment and retention

We want all our children and young people to be taught by good teachers and support staff in schools and settings where staff are happy, committed and able to work in fair, supportive, respectful environments that enable them to fulfil their commitments to learners.

Recruitment and retention of high quality education and support staff is a national issue, with specific challenges in London and in Lewisham which impact on the quality of teaching and learning in our schools. To make our schools and education services attractive and fulfilling workplaces, we will ensure issues such as workload, professional development and working relationships remain key priorities. We will continue to work in collaboration with key stakeholders, including school leaders and trade unions to develop fair, equitable policies which support shared aims and objectives. We will co-ordinate high quality ongoing support to recruit and retain Newly Qualified Teachers.

11. School governance

We want all governing boards to be confident and effective in providing support and challenge on school improvement, outcomes for learners and narrowing achievement gaps, staff workload, finance and safeguarding in schools and to fulfil their statutory duties successfully so that they contribute to improved outcomes for all children and young people.

Lewisham Learning and LA governor services work in partnership to support governing boards to support and challenge their schools. Our key focus in this area will be:

- Working with governors to ensure the best channels of communication with governors at Borough and individual school level.
- Strengthen the offer of review of governance and support and challenge to governors to monitor the progress of the school, delivering bespoke training where appropriate.
- Ensure a comprehensive training offer to governing boards.
- Continue our commitment to recruitment to increase diversity on governing boards to better reflect the local community, recruiting more BAME governors.

12. Excellent services to schools:

We want all our schools to be successful in delivering all aspects of their work in educating our children and young people.

We understand that a range of services contribute to schools' capacity to secure improvement, besides support for teaching and learning. Successfully trading a full range of high quality, responsive services to schools and settings needs a focus on customer service, making every contact count in its impact. Deploying innovative commercial development and quality assurance will contribute to the school improvement process and the sustainability of education services in these challenging times for LA service sustainability.

13. Schools, and children and young people at the heart of the local agenda

We want all children and young people to learn and make decisions about the important local, national and global issues that affect them today and will do so in the future. We want schools to be able to make informed decisions in contributing to the agendas for such issues.

Some examples of how we will do this:

Climate Change- sharing good practice of climate change in the curriculum; supporting schools to explore options for improving sustainability and contributing to the Council's carbon reduction commitment in procurement and operational functions; supporting schools in their traffic reducing campaigns.

Open Lewisham- developing curriculum opportunities for children and young people to learn about democracy in action, including developing mechanisms for children and young people to ask questions and share views with local leaders.

Curriculum For Life- working with Lewisham Young Mayor's team schools, the youth sector, voluntary sector and public health to consult implement a curriculum that they feel they need to learn to become active citizens.

Fair Trading- supporting schools to explore ethical, fair trading initiatives in their operations and achieve Fair Trade School Awards.

14. Good quality data informs us

We want to make sure that we set the most important and effective priorities in delivering services to children and families so that we can rapidly improve the quality of the education they receive.

A secure evidence base is fundamental to setting the right priorities, identifying where to focus resource, influencing partners and winning hearts and minds in securing improvements for children, young people and their families. We will develop a streamlined, effective data management and performance management framework which does not place unnecessary burden on schools and supports them and us on our improvement journey

15. The voices of children, young people and families.

We want children and young people and their parents/families from all our local communities to help shape education provision in the Borough. We want young people to participate and their parents/families to contribute to their own education as much as possible.

The next phase of the strategy planning is to work with children and young people and parents/carers to plan how we maximise every opportunity for their voices to be heard and their contributions to be made.

Each priority will be woven into the Education Strategic Plan which will outline the specific roles for children, young people and parents/carers and when and how we will continue to consult and update them.

We will use existing forums for young people, such as the Young Mayor's advisors and the children in care council and work with established parent/carer groups. We will also explore good practice in establishing new forums for consultation and collaboration.

Underpinning our work



Everything counts and impacts on children and young people

Next steps

Dec 2019/ Jan 2020

- Consultation with Lewisham Young Mayor's Advisors
- Parent/carer consultations

Consultation:

1. What would you add to the priorities?
2. How can you contribute to achieving them?
3. How can you let us know how things are going?

February 2019

- Final draft consultation with key stakeholders
- 24th Feb 2020- Education Strategy & Strategic Plan launch