



Mayor and Cabinet

Report title: Lewisham Education strategy

Date: 5 October 2022

Key decision: Yes

Class: Part 1

Ward(s) affected: All wards

Contributors: Angela Scattergood, Director of Education

Outline and recommendations

This report is asking Mayor and Cabinet to approve the new Education Strategy for Lewisham. The strategy has been developed in partnership with schools, parents and pupils during the 2021/22 academic year and seeks to improve the education outcomes that our children and young people achieve.

It is recommended that the Mayor and Cabinet:

- Approve the new Education Strategy for the period 2022 – 2027

Timeline of engagement and decision-making

- In October 2021, the Executive Director for Children & Young People and Director of Education launched an engagement and consultation programme with school leaders and key stakeholders to develop a new vision and strategy for education & learning in Lewisham. The views and priorities of stakeholders have been included in the strategy and informed the development of the principles and priorities. Consultation events included:
 - 14/10/21 Headteachers, Executive Headteachers, Principals
 - 26/01/22 School Improvement Partners
 - 10/03/22 Headteachers, Executive Headteachers, Principals
 - 28/03/22 Young people (Young Mayor's advisers)
 - 22/04/22 Parents & community (including representatives from Lewisham Education Group and Parent Engage)
 - 25/04/22 Lewisham Learning Strategic Board
 - 09/05/22 Chairs of Governors
 - 26/05/22 Chief Executive and Corporate Senior Leadership Team
 - 16/06/22 Headteachers, Executive Headteachers, Principals
 - 13/09/22 Children and Young People Select Committee
- A first draft of the key principles and priorities was shared with headteachers at Lewisham's Education Conference on 16 June 2022. Feedback from this event further informed the development of the strategy

1. Summary

- 1.1. Lewisham is ambitious and aspirational for our children and young people and with recent changes both nationally and locally, now is a great time for us to reset our priorities for their education and learning.
- 1.2. We have needed to use the lessons learned during the pandemic in our planning. We cannot underestimate its impact upon children, young people and families. Lewisham schools and settings showed great resilience and dedication in facing the challenges of the pandemic, making sure learning could continue, whilst keeping everyone safe. At the heart of their communities, schools supported children and their families, particularly those who were more vulnerable, in partnership with one another, the Council, including Public Health, and community organisations. We want to ensure that we build on these experiences to develop the very best education and learning partnership for Lewisham and for our children and young people.
- 1.3. Global events in recent years have shone a light on long standing inequalities and discrimination in society, including education outcomes in the UK, London and in Lewisham, particularly for Black Caribbean and dual heritage (White/Black Caribbean) pupils. Children and young people have told us about their determination to strive for race, gender, disability and LGBTQ+ equity and equality of opportunity for everyone. This strategy builds on the work of Lewisham schools (through the Tackling Race Inequalities in Education programme). Children and Young people also told us that the school curriculum should take into consideration the rapid changes taking place in society, technology, employment and leisure.

2. Recommendations

- 2.1 It is recommended that the Mayor and Cabinet approve the new Education Strategy for Lewisham for the period 2022 - 2027

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3. Policy Context

- 3.1. The Education Strategy is in line with Lewisham's Corporate Strategy and its ambition in ensuring that Children and Young People have the best start in life
- 3.2. The 2022 Schools White Paper was published in 2022, mid way through the development of this strategy and so the strategy has also sought to take into consideration the key elements of this White Paper, which has subsequently become a Bill. However, in Lewisham we also need to be clear about what we want locally for our children and young people and the principle of partnership working across the borough, including the role of the Local Authority. While the White Paper states that all schools should be in a multi-academy trust by 2030, schools locally have expressed no ambitions to make such a change. Currently there are just 12 academies in Lewisham.
- 3.3. In a shifting policy landscape, the Local Authority (LA) still has a legal duty, *'to promote high standards and ensure that every child fulfils his or her educational potential.'* We see our role as championing all children and young people, particularly those who are vulnerable and those with special educational needs and disabilities (SEND).
- 3.4. Lewisham remains committed to supporting the 'family of Lewisham schools' and playing a brokering role amongst schools and settings and between schools and key partners which we know is key to driving up standards, promoting inclusion, broadening opportunities for all.
- 3.5. Lewisham Learning is the schools/LA partnership which delivers and brokers school improvement to Lewisham schools. It is overseen by a partnership board and has developed successful collaboration, school to school support and strategic curriculum hub models which have supported improved Ofsted outcomes. There is still work to do however, to improve outcomes, particularly for our 16 year olds and for those groups who our system has not supported well enough to achieve their potential. We are working with school leaders and governors to plan the next steps for school improvement in Lewisham.
- 3.6. Children and young people are at the heart of our Education Strategy as well as that of the Council's Corporate Strategy. The strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Lewisham, including:
 - Special Education Needs and Disability Strategy
 - Early Help and Prevention Strategy
 - Play Strategy
 - Corporate Parenting Strategy
 - Child Exploitation Strategy

4. Background

- 4.1. Lewisham has good schools (96% judged good or outstanding by Ofsted), run by highly skilled, committed leaders and governors, who are managing a range of challenges, notably financial challenges.
- 4.2. Primary pupil numbers have fallen by 10% in the last five years impacted by lower birth-rates and high mobility (exacerbated by Brexit and the cost of living in London). Secondary schools face competition for applications from cross-border schools, although work to promote our secondary schools resulted in a 9.3% increase in first preferences for Lewisham secondaries between 2021 and 2022.

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- 4.3. The DfE did not collect or publish any statistics for primary school assessments for the 2019/20 and 2020/21 academic years. Therefore, the latest benchmarked results we have are for the 2018/19 academic year. At key Stage 2, in 2019 67% of Lewisham pupils achieved the expected combined standard in Reading, Writing and Mathematics, which was above the national average of 65%.
- 4.4. At Key stage 4, in 2019 59% of Lewisham pupils achieved GCSE Maths and English Standard Pass (Grade 9-4) which was below the national average of 65%. 38% of Lewisham pupils achieved GCSE Maths and English Strong Pass (Grade 9-5) which was below the national average of 43%.
- 4.5. In 2020/21 GCSE exams did not take place; teacher-assessed grades were used. At key stage 4, in 2021 68% of Lewisham pupils achieved GCSE Maths and English Standard Pass (Grade 9-4) which was below the national average of 72%. 48% of Lewisham pupils achieved GCSE Maths and English Strong Pass (Grade 9-5) which was below the national average of 52%

5. Shared Vision for Education in Lewisham

- 5.1. In Lewisham we have high aspirations for all our children and young people, whatever their starting point. We want all our children and young people to have access to excellent education in Lewisham and we want them to have quality learning pathways from early childhood to adulthood which enable them to thrive and develop the life skills they will need. We have identified six fundamentals or key principles underpinning and guiding the Lewisham Education Strategy:
- Collective responsibility – for all our children and young people
 - Inclusion – where every child knows they belong, are celebrated and can fulfil their potential
 - Equity – promoting respect and equity and actively tackling inequality
 - Collaboration – harnessing our collective capacity and fostering innovation
 - Proactivity and Prevention – anticipating issues early and developing the strengths and resources we need to improve outcomes
 - Sustainability – ensuring our system is financially sustainable
- 5.2. In support of this the strategy has identified five priorities which are described in more detail in the strategy itself, with the key actions we need to take to achieve them and the success measures we will use to identify if these have been achieved (the detail can be found in the Strategy document – Appendix 1):
1. A place in a good school/setting for all our children and young people
 2. Supporting all children and young people to reach their potential
 3. Embedding a culture of inclusion and equity
 4. Collaborative school improvement to raise standards
 5. Supporting the physical and emotional health and wellbeing of all our children and young people
- 5.3. Following the decision of Mayor & Cabinet, and in collaboration with our education and learning providers locally we will produce an annual delivery plan identifying key outcomes, measures and timeframes. Our annual plan will identify how we will work on the priorities.
- 5.4. Strong leadership, management and governance structures across the partnership will

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drive the work of the Education Strategy forward providing quality and assurance.

6. Financial implications

- 6.1. There is no direct additional expenditure arising from this report. Services are expected to be delivered within the approved budget, should there be any changes in service delivery then a further report with the appropriate financial implications will need to be considered.

7. Legal implications

- 7.1. 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.
- 7.2. 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
- 7.3. 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.
- 7.4. 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).
- 7.5. Section 19 of the Children and Families Act 2014 ("CAFA") sets out the general principles that local authorities must have regard to when supporting disabled children and young people and those with SEN. Under section 22 of CAFA local authorities are to use [their] functions with a view to securing that they identify children and young people in their areas who have or may have SEN, and all those who have a disability.
- 7.6. 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.
- 7.7. 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.
- 7.8. Under sections 6,7,9 Childcare Act 2006 ("CA") the local authority has a duty 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). S 17 of the CA the local authority is to
- 7.9. 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

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Standards and Framework Act 1998); and to provide training and information for school governors (s22 Education Act 2002)

- 7.10. 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).
- 7.11. The local authority is the employer together with the governing body 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:
- 7.12. 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)
- 7.13. To establish a performance management policy for teachers (s21 Education Act 2002)
- 7.14. Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations)
- 7.15. Section 6.10.2. - "Legal implications" in the guidance for more information

8. Equalities implications

- 8.1. Maintained schools, academies and the Council must, in the exercise of their functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). They have a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, and encourage people to participate in public life. Schools and the council must have due regard to the need to tackle prejudice and promote understanding.
- 8.2. Equalities, equity and inclusion are key principles informing the priorities of the strategy. Any subsequent plans will outline actions and initiatives which will seek to contribute to the Council's duty to eliminate discrimination and advance equality of opportunity by seeking to close achievement gaps and foster inclusive cultures. In analysing data, consideration will at all times be given to gaining an understanding of the inequality issues for specific groups of children and young people, by gender, ethnicity, first language, special educational needs and disabilities. Plans will seek to improve the attainment and progress of all groups of pupils, including BAME and disadvantaged groups, where there is underachievement. The strategy will build on the work underway across all Lewishams schools to improve outcomes for pupils.

9. Climate change and environmental implications

- 9.1. There are no direct climate change or environmental implications arising from the implementation of the recommendations in this report. In February 2019 Lewisham Council declared a Climate Emergency and proposed a target to make the borough carbon neutral by 2030. Plans devised under the Education Strategy will consider opportunities to support this commitment.

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10. Crime and disorder implications

- 10.1. The Crime and Disorder Act 1998 places a duty on local authorities to identify community safety implications in all our activities. Plans under the Education Strategy will seek to promote school inclusion and community cohesion and consider the evidence base for educational policy, practice and initiatives which are shown to increase engagement, safeguard and reduce risk of offending and exploitation for children and young people.

11. Health and wellbeing implications

- 11.1. Health and wellbeing is a key strand in the Education Strategy, with a focus on supporting schools and settings, through a multi-disciplinary approach in providing early support for those children and young people who may be at risk or showing signs of needing further help. Plans under the Education Strategy will take account of the evidence base for educational policy, practice and initiatives which are shown to promote healthy physical and emotional development.

12. Glossary

12.1.

Term	Definition
Academy	A state-funded school which is run by an academy trust (not-for-profit companies) and directly funded by the Department for Education
GCSE	General Certificate of Secondary Education: main qualification at year 11 (age 16)
Key Stage 2	School years 3 to 6 (juniors) (ages 8 to 11)
Key Stage 4:	school years 10 and 11 (ages 15 to 16)
Multi Academy Trust	A not-for profit company which runs more than one state-funded school which is directly funded by the Department for Education
OFSTED	Office for Standards in Education, Children's Services and Skills. Inspects services providing education and skills for learners of all ages. It also inspects and regulates services that care for children and young people

13. Report author(s) and contact

- 13.1. Angela Scattergood, Director of Education
- 13.2. Comments for and on behalf of the Executive Director for Corporate Resources provided by Nick Penny, Head of Service Finance
- 13.3. Comments for and on behalf of the Director of Law, Governance and HR provided by Sohagi Patel, Commercial Education and Employment Lawyer

14. Appendices

- 14.1. Appendix 1, Lewisham Education Strategy

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