



Children and Young People Select Committee

Holistic School Improvement

Date: 12th March 2024

Key decision: No. Information item.

Ward(s) affected: All

Contributors: Angela Scattergood, Director of Education

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Outline and recommendations

Outline

The Committee has requested a report on Lewisham's pupil outcomes 2022-23 and 'Holistic School Improvement'. Officers produce such a report annually as part of accountability and performance monitoring.

Recommendations

The Select Committee is asked to note the content of this report that focuses on:

- An update from the previous paper provided to the Select Committee

1. Summary

- 1.1 The Committee has requested an updated report on outcomes 2022-23 and Lewisham's 'Holistic School Improvement'.

2. Recommendations

- 2.1 The Select Committee is asked to note the content of this report that focuses on:
 - An update from the previous paper provided to the Select Committee

3. Policy Context

- 3.1 Lewisham's 2022-26 Corporate Strategy will continue the fantastic work of the last four years, supporting our schools to improve and increasing the opportunities for young people in Lewisham. Lewisham's Education Strategy 2022-27 has high aspirations for all our children and young people, whatever their starting point. We want all children and young people to have access to excellent education in Lewisham, so they can fulfil their true potential.

4. Ofsted Judgements

4.1 Lewisham schools

98.8% of maintained schools and academies in Lewisham are 'Good' or 'Outstanding'. This compares well to National (90% in January 2024). No schools are inadequate compared to 2% in England.

4.2 Primary Phase Ofsted judgements

100% of primary provision in Lewisham maintained schools and academies are 'Good' or 'Outstanding'. This compares well to National (91% in January 2024).

4.3 Secondary Phase Ofsted Outcomes

93% of secondary provision in Lewisham maintained schools and academies is 'Good' or 'Outstanding'. This compares well to National (83% in January 2024).

4.4 Special School Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

4.5 Maintained Nursery Schools Ofsted outcomes

100% of Lewisham special schools are 'Good' or 'Outstanding'.

4.6 Quality of post-16 provision in Lewisham

Ofsted inspects post-16 providers. Of the 10 current post-16 providers, all sixth forms are graded by Ofsted as good and better:

5. Lewisham Learning offer to schools to support holistic school improvement

5.1 Working collaboratively in School Development Groups (SDGs) – school led, school improvement

- Currently Lewisham Learning is supporting the development of 12 SDGs across the borough. This is facilitated by a School Improvement Partner who works with groups of two or three schools to deliver a holistic approach to school improvement.
- All schools are judge good or better and involves a total of 35 schools
- School Development Groups working collaboratively in groups of two or three to seek solutions to their common school improvement journey. Emerging themes across all SDGs include:
 - Ongoing development and support of middle leaders to improve the quality of education
 - Embedding writing by sharing effective practice and being solution focussed on challenges faced by schools so that children and young people are effective writers and prepared for the next stage of their education
 - Providing professional development across schools in specific subject areas identified by schools
 - Effective transitions from the Early Years to Year One so that the learning journey is continuous and ensures effective progress for learners
 - SEND provision

5.2 Moving forward into 2024 - 25

- Lewisham Learning is exploring how to expand this offer to include more schools so that school improvement is school led. Effective school improvement is data driven, outward looking collaboration and secures improvements to the quality of education.

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- Schools will be provided with a potential menu for SDGs to choose from that supports the ambitions of the Education Strategy 2022 – 27. This offer will include evidence-based pedagogy that makes the biggest difference to the experiences of all learners in Lewisham.

5.3 **Violence Reduction Unit (VRU) – Talking Matters**

- Lewisham was successful in securing funding to implement Talking Matters – a three-year project working with six other local authorities to develop effective practice that supports the developing of oracy in schools.
- 5 Lewisham schools are participating in the project and will be joined by five “new” schools in the 3rd year of the programme.
- Funding has been prioritised to ensure that the support to schools can be extended into an additional year to extend the programme so that it is embedded in schools.
- 180 staff have been trained in implementing a whole school approach to oracy. All schools have identified an Oracy Lead who will drive the initiative in their school
- Coordinating teacher development days across all five schools are currently being organised so that staff have opportunities to share effective practice and find solutions to challenges.
- Interventions at Early Years and Key Stage 1 are being implemented in the summer term for identified pupils so referrals to Speech and Language are reduced
- Schools are being supported to develop mental health and well being strategies to involve parents/carers to be more involved in school and developing a sense that the school is the hub of the community

6. **Tackling Race Inequality in Education (TRIIE)**

6.1 Following the report tabled at the Select Committee on the 11th January 2024, Lewisham Learning in conjunction with the TRIIE Steering Board are reviewing the next steps of the programme of work

6.2 Focus areas will include:

- Engaging with the Young Mayors Team to work closely with Years 5 – 9 in both primary and secondary schools to deliver Anti racist and equalities workshops in schools
- Building on the success of Community Conversations to include more schools engaging with issues relating to their local community and finding solutions to ongoing challenges
- Increasing the engagement of the diverse staff across all Lewisham schools and encourage people from racially diverse backgrounds to become school leaders in the borough
- Developing “Relationship Safe” schools so that Lewisham schools are a place of belonging that support the development of school behaviour policies, continues the positive work on attendance and exclusions.
- Lewisham Learning Conference – 21st June 2024 – Lewisham is place of Belonging

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7. Financial implications

7.1 There are no financial implications arising from this report.

8. Legal implications

8.1. Section 13A of the Education Act 1996 requires local authorities to promote high standards and ensure that every child fulfils his or her educational potential. This report, which is for noting, sets out what the local authority has been doing towards meeting that statutory obligation as well as priorities for the future.

9. Equalities implications

9.1 Under the Equality Act 2010, public authorities are required to have due regard to equality impacts when making decisions in the exercise of their functions (Public Sector Equality Duty, PSED). In particular, public authorities are required to have due regard to the need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- b) advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- c) foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

The Equality Act 2010 identifies the following as protected characteristics for the purpose of the PSED:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race (including ethnicity)
- religion or belief
- sex
- sexual orientation

10. Climate change and environmental implications

10.1. There are no climate change and environmental implications.

11. Health and wellbeing implications

11.1. There are no health and wellbeing implications.

12. Report author(s) and contact

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Comments for and on behalf of the Director of Law and Corporate Governance

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