

Mayor and Cabinet

Report Title	School-led School Improvement – Establishment of Lewisham Learning Partnership	
Key Decision	No	Item No.
Ward	All	
Contributors	Executive Director for Children and Young People	
Class	Part 1	Date: 28 February 2018

1 Summary

- 1.1. This paper describes the progress made in developing a school improvement partnership in the London Borough of Lewisham as recommended by the Lewisham Education Commission in 2016. It describes the work carried out to date, future plans and seeks the Mayor’s agreement to the Council formally becoming part of the partnership.

2 Recommendations

- 2.1 The Mayor is asked to agree:

- 2.1.1 that the Council formally join the Lewisham Learning Partnership, working alongside all the borough’s schools to secure school improvement.
- 2.1.2 that the governance arrangements for the Partnership, including the representation from the council and the funding arrangements be noted.

3 Policy Context

- 3.1. As set out in Lewisham Council’s Sustainable Community Strategy 2008-2020, there is a Borough-wide commitment to “make Lewisham the best place in London to live, work and learn”. In particular, the establishment of Lewisham Learning will support the following priorities and principles within this strategy:
- Ambitious and achieving – where people are inspired and supported to fulfil their potential.
 - Empowered and responsible – where people are actively involved in their local area and contribute to supportive communities.
 - Reducing inequality – narrowing the gap in outcomes for citizens.
 - Delivering together efficiently, effectively and equitably – ensuring that all citizens have appropriate access to and choice of high quality local services.
- 3.2. This partnership between the LA and across all the maintained schools in the borough will also support the following council priorities:
- **community leadership and empowerment** – developing opportunities for the active participation and engagement of people in the life of the community

- **young people's achievement and involvement** – raising educational attainment and improving facilities for young people through partnership working
- **inspiring efficiency effectiveness and equity** – ensuring efficiency, effectiveness and equity in the delivery of excellent services to meet the needs of the community

3.3. The Council is committed to working with partners to:

- Inspire young people to achieve their full potential by removing the barriers to learning.
- Encourage and facilitate access to education, training and employment opportunities for all our citizens.
- Celebrate local achievements so people feel proud of their area and eager to be a part of its success.

3.4. A key priority within the Children and Young People's Plan 2015 – 2018 is "Raising the attainment of all Lewisham children and young people" and this has a number of specific outcome areas:

- AA1: Ensuring there are sufficient good quality school places for every Lewisham child.
- AA2: Ensuring all our children are ready to participate fully in school.
- AA3: Improving and maintaining attendance and engagement in school at all key stages, including at transition points.
- AA4: Raising participation in education and training, reducing the number of young people who are not in education, employment or training (NEET) at 16-19.
- AA5: Raising achievement and progress for all our children at Key Stages 1 – 4 and closing the gaps between underachieving groups at primary and secondary school.
- AA6: Raising achievement and progress for all our children and closing the gaps between under-achieving groups at Key Stage 5 and Post 16 so that all our young people are well prepared to access the best education and employment opportunities for them.
- AA7: Raising achievement and attainment for our Looked After Children at all Key Stages and Post 16.

3.5. Local authorities retain statutory responsibility for the quality of education available in its area but their resources to fulfil this role are increasingly limited and nationally there is a shift towards school-led models of school improvement.

4 Background

4.1. In December 2015, the Mayor approved the establishment of an education commission to support the development of a future vision for education in Lewisham.

- 4.2. The Lewisham Education Commission considered how the Council should best fulfil its role in ensuring high quality education for all children and young people in Lewisham, including the most vulnerable, and made recommendations on the future structures and systems based on national research and good practice.
- 4.3. The Commission recommended that there should be an agreement between the local authority, headteachers and school governors to set up a partnership to establish a school-led system of school improvement. This partnership would enable schools to work together across the borough, to draw on each other's strengths and thus complement existing improvement partnerships between smaller groups of schools.

5 Development of Lewisham Learning - the Process

- 5.1 Following the publication of the Education Commission report, the School Improvement Partnership Steering Group was established in September 2016 to deliver the Commission's recommendations in relation to school improvement and to produce and consult on a detailed set of proposals.
- 5.2 The Steering Group comprised headteachers (from early years, primary, secondary, post-16, special schools and academies), governors and local authority officers. The Steering Group was chaired by Christine Gilbert, who also chaired the Education Commission.
- 5.3 The Steering Group embarked on a process of exploring models of school improvement adopted in other London boroughs. Sub-groups were formed to pursue this work in more detail and to feed back to the Steering Group. The sub-groups considered the following three key themes:
 - Developing a school-led system of improvement
 - Assessing what sort of area-based improvement partnership would be the most appropriate for Lewisham
 - Exploring the range of legal entities used by current partnerships.
- 5.4 The School Improvement Partnership Steering Group examined school improvement partnership models across a range of London boroughs (Brent, Croydon, Greenwich and Hounslow) and Essex County Council making visits to meet with headteachers, company directors and officers, to gather information about best practice.
- 5.5 Following this, the Partnership Steering Group produced a draft vision and values, roles and details of governance and funding arrangements for the partnership. Proposals were consulted on with headteachers, governors and other stakeholders in June 2017. This consultation involved presentations and discussions at the following forums as well as dissemination via the schools' mailing:
 - Governors' Annual Conference
 - Executive Director's Briefing with all Headteachers
 - Headteachers' Leadership Forum

- Chairs of Governors' Briefing
- CYP Select Committee

- 5.6 There were 24 responses to an online survey sent to all schools in the Schools' Mailing. Respondents represented all phases and sectors, (across early years, primary, secondary and post 16 and across maintained mainstream and special schools. There was also one response from an academy). The majority of respondents were headteachers.
- 5.7 Of all respondents representing maintained schools, 100% agreed with the principle of establishing Lewisham Learning. They saw the advantage in cohesion across all the state schools in the borough.
- 5.8 All respondents agreed or strongly agreed with the vision and values as proposed by the Steering Group, mainly due to the focus on transparency and on putting children and young people first. A number of other points were made by respondents and these issues have been addressed as far as possible in the revised proposals for the partnership.

6. Lewisham Learning – interim arrangements

- 6.1 In May 2017 the Steering Group of representative school leaders agreed that alongside the consultation on Lewisham Learning, an Interim Director for the partnership would be appointed. To this end, they advertised for a senior leader from within the family of Lewisham schools to apply for this post as a secondment for two terms. Michael Roach, headteacher at John Ball Primary School was appointed on secondment, working 4 days per week, as Interim Director to lead the establishment of the partnership. Mr Roach took up his post officially on September the 1st 2017 but worked a number of days to support the partnership from June onwards. The Lewisham Learning Strategic Board decided that his secondment should continue until April 2019, to be reviewed in the autumn term 2018.
- 6.2 In the summer term of 2016 following the publication of the Education Commission Report, secondary headteachers met to initiate the Lewisham Secondary Challenge as a secondary school improvement partnership for Lewisham. It was then more formally launched with chairs of secondary school governing bodies.
- 6.3 The Interim Director of Lewisham Learning has given support to Lewisham Secondary Challenge, which has been operating successfully since September 2016 as an improvement partnership of all the secondary schools in Lewisham. He has worked on retro-fitting Lewisham Secondary Challenge into the wider Lewisham Learning partnership so that it retains its distinctive identity but with consistency of approach across all phases and types of school. This is particularly important when we have so many all through schools. During 2016/17 the Secondary Challenge operational board and ATLAS teaching school put together a bid for funding to the DfE's Strategic School Improvement Fund (SSIF) and were awarded approx. £750,000 to work with all 14 secondary schools in Lewisham on closing the gap and raising attainment in KS4.

- 6.4 In addition, since the autumn of 2015, the four Teaching School Alliances in Lewisham have been working together on a shared and co-ordinated offer with support from the local authority. They have formed the Lewisham Teaching Schools Alliance Partnership (LTSAP). The Interim Director has been working closely with LTSAP so that its work meets the school improvement needs of our schools and it is lined up to sit under the umbrella of Lewisham Learning.
- 6.5 LTSAP is also bidding to the SSIF for improvement funding for Lewisham Primaries in Spring 2018.
- 6.6 During 2016/17 the Headteachers' Leadership Forum (the self-organised meeting of all headteachers in Lewisham) spent a great deal of time discussing and researching various options for peer review. Senior Leaders already involved in national networks shared their experiences and models and the Chair of the Leadership Forum was instrumental in bringing the Specialist Schools and Academies Trust (SSAT) model to schools. The Interim Director of Lewisham Learning brought other partners on board. As of January 2018, 85% of Lewisham schools are either continuing to be engaged with or have signed up to take part in some form of peer review during the 2017 – 2018 academic year. All secondary schools are carrying out peer reviews of their schools with a combination of independent advisers (such as Hackney Learning Trust) and another secondary headteacher from the borough.
- 6.7 The Interim Director has worked on developing the governance structure for Lewisham Learning to ensure that it is democratic and transparent. To this end, a Lewisham Learning Strategic Board has been established with the initial membership set out in Appendix A. The Council is represented on this by the Executive Director for CYP and the Cabinet Member for CYP and it has had an initial meeting to agree some fundamentals about the partnership. This board sits within a wider governance structure which is set out at Appendix B and the Terms of Reference at Appendix C.

7. Lewisham Learning – vision and values

- 7.1 The consultation process described in paragraph 5.5 above consulted on proposed vision and values. These have been agreed by the Strategic Board of Lewisham Learning as follows:

Lewisham Learning : our vision

Lewisham Learning is an overarching, cross-borough partnership to ensure the very best education for all children and young people. It is a school-led system of improvement for Lewisham where all schools, regardless of status, increasingly take on the primary responsibility, collectively, for supporting improvement and raising standards.

Lewisham Learning will operate as a family, sharing strong roots and commitment to the local community with schools working individually, in a

variety of groupings and all together to add value to the whole education system.

Lewisham Learning will improve outcomes for children and young people by enabling schools to work together across the borough, to draw on each other's strengths and thus complement improvement efforts within individual schools and groups of schools

Lewisham Learning : our values

We will:

Children first

Put children first every time

Ambition

Have the highest aspiration and ambitions for children and young people

Expect continuous improvement in the quality of teaching and learning

Value and develop the best practice in our schools

Equality and inclusion

Make a positive difference to the lives of children and young people

Demonstrate moral purpose in promoting equality and inclusion and challenging inequality

Value all children and young people

Lewisham Learning : our values

We will:

Trust and support

Provide mutual support as part of a local family of schools

Always work collaboratively within Lewisham Learning

Transparency

Work transparently and in a way that makes us accountable to each other and to our stakeholders

8. The role of the partnership

- 8.1 One of the key reasons for setting up Lewisham Learning is that a school-led partnership is a mechanism for harnessing and developing learning across teachers and schools. Staff and schools learn from each other so that effective practice spreads. Many headteachers and governors in Lewisham are already demonstrating system leadership by taking responsibility for school improvement beyond their own organisations and by organising and providing school to school support.

- 8.2 The council, with its statutory responsibilities for school improvement, has a key role in the partnership. Through the partnership, the schools and the council will work together to provide support and challenge to schools to improve outcomes for children and young people in Lewisham.
- 8.3 In autumn of 2015, a school improvement (SI) framework was agreed with schools to ensure that schools at risk of poor performance or Ofsted inspection were identified as quickly as possible, with the right sort of support being targeted at schools who needed it most. This framework is still in operation but a new framework is being developed taking account of experience and changes in the national framework. This new SI Framework is being worked on currently by the Interim Director of LL and will be implemented by the School Improvement Board which will report to the Strategic Board of Lewisham Learning.
- 8.4 Whilst schools (in particular their headteachers and governing bodies) have the first responsibility for school improvement, the key roles and responsibilities of the partnership will include:
- Ensuring strong and productive relationships across all schools and the local authority in pursuit of school improvement, benefiting children and young people in Lewisham
 - Using data and intelligence to identify schools that may require support and may need to be challenged as well as supporting those already identified as requiring support and challenge i.e. lead on the development and implementation of a Lewisham School Improvement Framework including categories for schools (to be updated during the period January 2018 to July 2018 ready for implementation from September 2018)
 - Developing, supporting and monitoring the effectiveness of school to school improvement support
 - Ensuring, when it is necessary to commission school improvement support from outside the borough, that it is coordinated and value for money
 - Supporting the development and commissioning of systems for peer review
 - Ensuring schools have access and signposting to the support they need to remain good or outstanding, move from good to outstanding and in particular taking shared cross-borough approaches to new challenges and national changes where this will be helpful
 - Developing and recognizing system leadership at all levels in our schools including identifying strengths, good practice as well as schools and leaders who have the ability and capacity to provide support to others
 - Identifying trends and CPD needs for schools and their Governing Bodies. Lewisham Learning will liaise with the Standards and Inclusion Managers, SEND team and LTSAP to coordinate commissioning or providing this.
 - Taking the lead in liaising with Headteachers, Deputy and Assistant Headteachers and School Business Managers to arrange annual conferences for these groups
 - Establishing a group of experienced headteachers (School Improvement Board) to support the Director in carrying out the above functions

9. The revised School Improvement Framework

The revised School Improvement Framework will broadly cover four key elements which will all need to be monitored by the Board to ensure timely impact and value for money:

9.1 Information gathering and analysis

- 9.1.1 Lewisham Learning will have to have a good grasp of data, both hard and soft, if it is to do its job well. It will need to identify need, risk and progress in an accurate and timely manner. Lewisham Learning will also have to identify expertise and capacity in the local system that be used to support development.
- 9.1.2 Lewisham Learning will work with schools to create an approach to sharing the data outcomes of all schools across all phases with a key focus on the performance of key groups e.g. disadvantaged, LAC, SEND, EAL and ethnic groups.
- 9.1.3 The Secondary Challenge is already developing this as part of their work. A new spreadsheet for Primary Performance outcomes has been developed and has been shared with all schools. Both systems enable the transparent sharing of all schools' data in order to allow Senior Leaders and Governors to review their school within the local and emerging national context.
- 9.1.4 The data sharing mechanisms will allow the Director of LL and the LA officers and, in time, the School Improvement Board, to carry out an initial desktop triage of all schools to aid with initial categorization and targeting of support.
- 9.1.5 Alongside this, a new risk profile spreadsheet has been developed with a focus on areas such as exclusions, safeguarding, governance, health and safety, finance, early years and SEND. This will support the desktop triage process and risk assessing of schools alongside the School Improvement Framework. This promotes a holistic view of school improvement and supports the accountability of governing bodies and the LA services that support them.
- ### **9.2 Brokerage**
- 9.2.1 Good information gathering is essential for brokering support for schools in need, or pre-empting needs that may arise. Having analysed the data, Lewisham Learning will set up a range of improvement programmes or opportunities - some targeted at specific schools or groups of schools, some bespoke programmes requested by individual schools or groups of schools and some universally available opportunities or programmes designed to meet needs or interests identified locally.
- 9.2.2 The opportunities and programmes are likely to entail use of:
- individuals (e.g. National Leaders of Education (NLEs); LLEs; SLEs; NLGs)

- individual schools
- the various partnerships groupings of schools in Lewisham
- local teaching schools' alliances
- accredited consultants and external providers

9.2.3 Schools that are identified as needing further support through the School Improvement framework will have support tailored to meet their specific needs. The School Improvement Board will be responsible for discussing and agreeing this with the school, supporting the brokerage of the support including clear agreements around outcomes, roles and responsibilities and then monitoring the effectiveness of the support put in place.

9.2.4 The Secondary Challenge Operational Board alongside the Director of Lewisham Learning and the LA's Service Manager for School Improvement and Intervention will continue to identify a variety of ways to support schools within the challenge.

9.3. Peer Review

9.3.1 One of the cornerstones of Lewisham Learning is that Peer Review is a proven way of ensuring that schools learn from one another. Our own experiences as school leaders, as well as international research, tell us it is a highly effective way of allowing Senior Leaders to learn from one another through being part of the review process of one another's schools. The school being reviewed then has an external view of its strengths and areas for development and those visiting the school learn from what they see and hear as well as benchmark their own practice.

9.3.2 Lewisham Learning will signpost and support schools to access Peer Review from a range of providers, as well as schools setting up their own systems. In the first year of Lewisham Learning it is the intention that the partnership subsidizes part of the cost of establishing peer review systems as well as offering practical support and advice to schools establishing a link with a Peer Review system.

9.4 Development work, CPD and innovation

9.4.1 Good information gathering, analysis and brokerage should result in development opportunities and programmes in Lewisham that improve practice. Lewisham Learning will work in partnership with LTSAP to support and develop an appropriate range of opportunities. These might include:

- a programme of support for schools in need. This could be a school identified at risk by an analysis of data or it might be a school that identified itself at risk if, for example, three key members of staff left at the same time
- linking schools for peer review
- linking a school looking for support or development in a particular area with one which had considerable expertise
- linking individuals in schools who wanted to collaborate to improve their practice

- a strong CPD offer such as conferences for governors or headteachers, networking opportunities for teachers or specialist staff in schools, courses and programmes
- kite-marking school improvement partners
- dissemination and celebration of good and interesting practice.

9.4.2 As well as this the Director of Lewisham Learning and the LA's Service Manager for School Improvement and Intervention will meet regularly with Lewisham Teaching Schools Alliance Partnership to share trends and areas for CPD identified by the School Improvement Panel and from feedback from schools themselves e.g. information from school visits.

9.4.3 This may well include being involved in bidding to sources of funding such as the Strategic School Improvement Fund (SSIF) or Education Endowment Fund (EEF) for all schools or phase groups.

10. How will Lewisham Learning be governed?

10.1 It is crucial that there is clarity about the accountability and monitoring of the work of Lewisham Learning. A Lewisham Learning Strategic Board has therefore been established.

10.2 The Board comprises headteachers and governors across school phases plus the Executive Director for Children and Young People and the Cabinet Member with responsibility for CYP. Heads and governors have been appointed through a transparent process of nomination and election. See Appendix A.

10.3 Under this board sits the structure set out in Appendix B

10.4 The Strategic Board has agreed that it will sit for 18 months and then review its structure to ensure that it is effective, genuinely representative and meets the needs of the partnership.

11. Evidencing progress and impact

11.1 Lewisham Learning will establish ways of monitoring its progress and evidencing the impact of its work.

11.2 In terms of broad goals, by 2020 Lewisham Learning will ensure that:

- All Lewisham schools will be good or better
- Performance at Early Years Foundation Stage will be maintained above both the London and national averages
- Performance at Key Stage 2 (age 11) will be above the national average and will be at least in line with the London average
- Performance at Key Stages 4 and 5 (age 16 and 18) will be at least at the London average

- Outcomes for the most vulnerable children i.e. disadvantaged, SEND, EAL, key ethnic groups and LAC are in line or better than the London average
- All Lewisham schools are schools of choice
- Young people have huge pride in their school

12. Financial Implications

12.1 The establishment of school led School Improvement partnerships across the country has been partly a reflection of the recognition that schools can best support each other, but has also been a response to the austerity affecting local authority services to support education, which have reduced greatly in all councils and have needed to be refocused on the most vulnerable pupils, with much less capacity for support of schools. All such partnerships require a level of pump priming to get started and also shared commitment from schools via the Schools Forum. The current funding for Lewisham Learning in 2018/19 is £600k and is comprised of the following:

- £300,000 from de-delegated funding from schools (Dedicated Schools Grant) as agreed by the Schools Forum
- £100,000 from the ring-fenced sum to support 'Red and Amber' schools (schools causing concern). This is part of the Dedicated Schools Grant.
- £200,000 from the LA School Improvement budget. This is a budget which had funded daily paid school improvement advisers to schools and which has been repurposed to support the partnership.

12.2 The Mayor should note that in its first year Lewisham Learning is not establishing itself as a legal entity. Therefore, the funding as set out above will remain in the council's accounts, being paid to staff, schools or school improvement providers under the council's rules and financial regulations and to a financial plan agreed by the board of Lewisham Learning. Lewisham Learning will work towards the establishment of a legal entity as a vehicle for bidding for funding (notably the DfE's Strategic School Improvement Fund). Furthermore, it would also provide the opportunity to sell services and contract on behalf of all schools in order to save money. This is an approach adopted by the improvement partnerships in other authorities across the country. The Board will work on a model which will work in the local context. It should also be noted that in agreeing the recommendations to this report, there is no impact on the council's general fund revenue budget.

12.3 All funding which has been identified to date in paragraph 12.2 above is either already school money as part of the Dedicated Schools Grant and agreed through Schools Forum or was already funding core school improvement activity and repurposed to support the partnership. There are, therefore, no other financial implications to this report.

13. Legal Implications

13.1 Local authorities should have regard to sections 13, 13A and 14 of the Education Act 1996 which require local authorities to: ensure that efficient

primary, secondary and further education is available to meet the needs of their population; ensure that their education functions are exercised with a view to promoting high standards ensuring fair access to opportunity for education and learning, and promote the fulfilment of learning potential; and secure that sufficient schools for providing primary and secondary education are available for their area.

- 13.2 Additional to those set out elsewhere in the report local authorities are required to provide primary, secondary and further education for 16 to 18 year olds and for people aged 19 or over who have an Education Health and Care Plan.(EHC Plan)
- 13.3 Section 14 of the Education Act 1996 requires local authorities to secure the provision of 'sufficient' schools (as amplified in sub-ss (2), (3) and (4)) for their areas. This function must be exercised with a view to securing diversity and increasing opportunities for parental choice. Local authorities must have regard to the need to secure primary and secondary education in separate schools, provision for children with special educational needs and boarding provision for those for whom it is desirable. The local authority is not itself obliged to provide all the schools required, but to secure that they are available. Section 18 enables an LEA to make arrangements for the provision of education at non-maintained schools.
- 13.4 The Lewisham Learning Partnership is a collaboration of various educational establishments within the borough and is an advisory body whose key roles and responsibilities are set out at paragraph 8.4. The Lewisham Learning Partnership has no separate legal identity and any formal decisions will have to be taken in accordance with the requirements of the various constituent bodies formal decision making powers. In relation to the Council's participation any decisions made on its behalf will require compliance with the Council's Constitution and Scheme of Delegation and Financial Regulations.
- 13.5 Any proposed change to the status and structure of the Lewisham Learning Partnership will be subject to a further report to Mayor and Cabinet. Until the formulation, consideration and establishment of a formal legal structure, all decisions of the Partnership are properly for the constituent bodies and in relation to the Council will ordinarily be a matter for the Executive Director subject to her having delegated authority under the Council's constitution to make such decisions.
- 13.6 The proposals and next steps set out in this report, developed as a result of the work of the School Improvement Partnership Steering Group and the recent consultation exercise and responses will assist the local authority in complying with its general statutory responsibilities in relation to school improvement and the promotion of high standards.

Equalities Legislation

- 13.7 The Equality Act 2010 (the Act) introduced a public sector equality duty (the equality duty or the duty). It covers the following protected characteristics:

age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

13.8 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.

13.9 It is not an absolute requirement to eliminate unlawful discrimination, harassment, victimisation or other prohibited conduct, or to promote equality of opportunity or foster good relations between persons who share a protected characteristic and those who do not. It is a duty to have due regard to the need to achieve the goals listed at 10.8 above.

13.10 The weight to be attached to the duty will be dependent on the nature of the decision and the circumstances in which it is made. This is a matter for the Mayor, bearing in mind the issues of relevance and proportionality. The Mayor must understand the impact or likely impact of the decision on those with protected characteristics who are potentially affected by the decision. The extent of the duty will necessarily vary from case to case and due regard is such regard as is appropriate in all the circumstances.

13.11 The Equality and Human Rights Commission has issued Technical Guidance on the Public Sector Equality Duty and statutory guidance entitled "Equality Act 2010 Services, Public Functions & Associations Statutory Code of Practice". The Council must have regard to the statutory code in so far as it relates to the duty and attention is drawn to Chapter 11 which deals particularly with the equality duty. The Technical Guidance also covers what public authorities should do to meet the duty. This includes steps that are legally required, as well as recommended actions. The guidance does not have statutory force but nonetheless regard should be had to it, as failure to do so without compelling reason would be of evidential value. The statutory code and the technical guidance can be found at:

www.equalityhumanrights.com/en/advice-and-guidance/equality-actcodes-practice

www.equalityhumanrights.com/en/advice-and-guidance/equality-acttechnical-guidance

13.12 The Equality and Human Rights Commission (EHRC) has previously issued five guides for public authorities in England giving advice on the equality duty:

- The essential guide to the public sector equality duty
- Meeting the equality duty in policy and decision-making

- Engagement and the equality duty: A guide for public authorities
- Objectives and the equality duty. A guide for public authorities
- Equality Information and the Equality Duty: A Guide for Public Authorities

13.13 The essential guide provides an overview of the equality duty requirements including the general equality duty, the specific duties and who they apply to. It covers what public authorities should do to meet the duty including steps that are legally required, as well as recommended actions. The other four documents provide more detailed guidance on key areas and advice on good practice. Further information and resources are available at:

www.equalityhumanrights.com/en/advice-and-guidance/public-sectorequality-duty-guidance#h1

14 Equalities Implications

14.1 Education is the principal driver of equalities in an area of high deprivation such as Lewisham. Our schools have a large majority of pupils of BME origin and high proportions with special educational needs and disabilities. We also have disadvantaged pupils and those with different vulnerabilities. It is very important therefore that inclusiveness and equalities are at the core of the schools partnership for Lewisham and that the moral purpose of such a partnership is very clearly articulated and constantly re-emphasised. Equality and inclusion are key values which have been incorporated into the agreed vision and values for Lewisham Learning (see paragraph 7 above).

15 Environmental Implications

15.1 No specific environmental implications have been identified as arising from this report.

16 Crime and Disorder Implications

16.1 No specific crime and disorder implications have been identified as arising from this report.

Appendices

Appendix A - Membership of Lewisham Learning Interim Strategic Board

Appendix B – Lewisham Learning Governance Structure

Appendix C – Terms of Reference

Report Author

If you require further information about this report please contact Sara Williams (sara.williams@lewisham.gov.uk).