

Children and Young People's Select Committee			
Report Title	Lewisham Learning - Update		
Ward	All	Item No.	5
Contributors	Interim Director of Lewisham Learning, Executive Director for Children and Young People		
Class	Part 1	Date:	24 January 2019

1. Summary

- 1.1 The report provides an update on the progress and success so far of Lewisham Learning, the school improvement partnership for Lewisham.

2. Purpose

- 2.1 The report provides an update for CYP Select Committee members on the work of Lewisham Learning since its inception in September 2017, and provides information on how we know we are making progress and having an impact.

3. Recommendations

- 3.1 The Select Committee are recommended to note and comment upon the contents of the report.

4 Background

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

4.1.1 The Lewisham Education Commission considered the following key questions:

4.1.2 Given the national and regional context, what is the best form of organisation for Lewisham's schools going forward?

4.1.3 Is there a school-led model of school improvement which would put Lewisham's work on a more sustainable footing, given the council's financial constraints?

4.1.4 Lewisham needs additional secondary and special educational needs and disabilities (SEND) places. What are the best means to achieve this, alongside ensuring all our existing schools are schools of choice?

4.1.5 Given Lewisham's strong commitment to improving outcomes at KS4 and KS5, are any more radical or leading edge models or approaches that Lewisham could adopt at borough level?

4.1.6 Underpinning all these questions is the central theme of how Lewisham's system serves the most vulnerable.

4.2 The Commission recommended that there should be an agreement between the local authority, headteachers and governors to set up a partnership to establish a school-led system of school improvement. In September 2016, a Partnership Steering Group, with an independent chair, was established to produce and consult on a detailed set of proposals.

4.3 The School Improvement Partnership Steering Group examined school improvement partnership models across a range of London boroughs to gather information about best practice and then produced draft vision and values, roles and details of governance and funding arrangements for the partnership which were then consulted on with Headteachers, Governors and other stakeholders in June 2017.

5 Vision and Values

5.1 Lewisham Learning was 'soft launched' in September 2017 with the following vision and mission as Lewisham's school-led school improvement partnership:

5.1.1 VISION: Lewisham will have an ambitious and high performing education system where children thrive. Schools will work together across the borough, to draw on each other's strengths and thus complement improvement efforts within individual schools and groups of schools.

5.1.2 MISSION: Lewisham Learning will operate as an overarching, cross-borough partnership to ensure the very best education for all children and young people.

5.1.3 It will establish 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.

5.1.4 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.

5.2 Lewisham Learning has adopted the following values:

5.2.1 Children first: We put children first every time.

5.2.2 Ambition: We have the highest aspiration and ambitions for children and young people, we expect continuous improvement in the quality of teaching and learning and we value and develop the best practice in our schools.

5.2.3 Equality and inclusion: we make a positive difference to the lives of children and young people and we demonstrate moral purpose in promoting equality and inclusion and we value all children.

5.2.4 Trust and support: We provide mutual support as part of a local family of schools and demonstrate strong collaborative working within Lewisham Learning.

5.2.5 Transparency: We work transparently and in a way that makes us accountable to each other and to our stakeholders.

6 Role of the Partnership

6.1 One of the key rationales for setting up Lewisham Learning was to ensure a mechanism for harnessing and developing learning across teachers and schools so they can learn from each other and from evidence, thus spreading so that effective practice. Many headteachers and governors were already demonstrating system leadership by taking responsibility for school improvement beyond their own organisations through school to school support. Lewisham Learning has formalised and systematised this.

6.2 The council, with its statutory responsibilities for school improvement, is key within the partnership. Schools and the council work together to provide support and challenge to schools to improve outcomes. The key roles for Lewisham Learning are set out as follows:

- 6.2.1 Ensuring strong and productive relationships across all schools and the local authority in pursuit of school improvement, benefiting children and young people in Lewisham
- 6.2.2 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
- 6.2.3 Developing, supporting and monitoring the effectiveness of school to school improvement support and practice development.
- 6.2.4 Ensuring, where it is necessary to commission school improvement support from outside the borough, that it is coordinated and value for money
- 6.2.5 Developing and commissioning systems for peer review
- 6.2.6 Ensuring schools have the support they need to remain good or outstanding, in particular, taking shared cross-borough approaches to new challenges and national changes where this will be helpful
- 6.2.7 Developing and recognising system leadership at all levels in our schools.

7 Governance

7.1 In December 2017 a Lewisham Learning Strategic Board was established. It has the following membership and has met on a half termly basis:

Number	Role
1	Secondary school governor
1	Primary school governor
2	Nursery or primary headteachers
1	Secondary headteacher
1	Special school/alternative provision headteacher
1	Multi academy trust headteacher/ executive headteacher/ CEO
1	Federation executive headteacher
1	Executive Director Children and Young People's Service
1	Cabinet Member- lead for children and young people
1	Chair of Lewisham Teaching Schools Alliance Partnership (LTSAP)

7.2 The Strategic Board has now agreed the need to recruit an independent Chair to both increase its capacity and the level of challenge around the

governance of its work. This has proved a very successful approach for other school-led school Improvement partnerships and will cost the partnership approximately £10,000 per year.

8 Lewisham Learning plan and key workstreams

<p style="text-align: center;">Our vision</p> <p>To create 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 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.</p>			
Values	<p>Children first / Equality and inclusion</p> <p>Put children first every time 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</p>	<p>Ambition</p> <p>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</p>	<p>Trust and support / Transparency</p> <p>Mutual support as part of a local family of schools Strong collaborative working Work transparently and in a way that makes us accountable to each other and to our stakeholders</p>
Strategic approach	<p>Intelligent</p> <p>All of our work, actions and projects will be evidence-led</p>	<p>Outward facing</p> <p>We will support schools to look outside their own to support and learn from others</p>	<p>Focused</p> <p>We will target our time and resources where they can directly lead to improvement</p>
Priority work streams	<p>Learning and teaching</p> <p>We will work with schools to ensure that they have the capacity and information they need to focus on and improve learning and teaching that fully meets pupils' needs</p>	<p>All schools are good or outstanding</p> <p>The SIB will work with all stakeholders to ensure that schools have the right balance of support and challenge to continue to improve.</p> <p>We will continue to develop the work of Secondary Challenge with the implementation of the SSIF bid facilitated by ATLAS</p>	<p>Clear accountability</p> <p>We will establish a clearly understood governance and accountability system for the organisation</p>
	<p>Pupil groups</p> <p>We will highlight group underperformance and what works in tackling it e.g. whole-school approaches alongside targeted intervention.</p>	<p>Developing participation</p> <p>We will develop leaders to support the schools lead systems through their involvement in various groups such as the Strategic Board, SIB, Schools' Consultative, Schools Forum and various others</p>	<p>SI Framework</p> <p>We will review and establish a revised school improvement framework from Sept 2018 onwards</p>
	<p>BME</p> <p>We will work with all stakeholders to deeply understand the performance of BME pupils in our schools, including the identification and dissemination of best practice</p>	<p>Networking and partnerships</p> <p>We will create new links with other organisations, as well as nurture those already established, to ensure Lewisham is "plugged in".</p>	<p>Peer Review</p> <p>We will support and encourage peer review systems across all schools and encourage ongoing collaboration between schools</p>
	<p>SEND</p> <p>We will work with all stakeholders to improve SEND provision in schools and within the LA</p>	<p>Teaching Schools</p> <p>We will support the development of the work of LTSAP to deliver CPD and training across all sectors</p>	<p>School Governance</p> <p>We will work with Governors, GBs and the LGA to review and establish a strategy to further improve governance</p>
	<p>Alternative Provision</p> <p>We will work with schools and LA Officers to develop and improve Lewisham's AP across Primary and Secondary</p>	<p>Developing School leaders</p> <p>We will work with schools and LTSAP to establish a clear Leadership Development strategy at all levels, for Lewisham</p>	<p>Core Offer</p> <p>We will develop a clear core offer for all schools who are part of Lewisham Learning</p>
	Evaluation metrics	System measures	
	<p>How is Lewisham learning delivering against the strategy above and each of its priority work streams?</p>		

	Are our approaches, plans and actions leading to improvements in the quality of educations and outcomes for all pupils?	
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9. 2017/18 outcomes

- 9.1** Elsewhere on the agenda is a report which outlines the validated EYFS, KS1 and KS2 outcomes alongside the provisional and unvalidated data for KS4 and 5.
- 9.2 EYFS** – Lewisham’s overall outcome in 2018 dipped by 1% on the 2017 outcomes which is not statistically significant and the outcome remains well above the national average. The overall quality of EYFS provision both within primary schools and our 2 nursery schools remains good or better. The EYFS in any school has a separate judgement and currently in all our schools the EYFS provision is good or better including the 2 primary schools judged to be requiring improvement overall i.e. their EFYS was judged good. Both of Our stand alone nursery schools remain outstanding.
- 9.3 Y1 Phonics** – the overall % of pupils achieving the expected standard in the phonics check improved by 3% form 61% to 64% in 2018. This sees Lewisham in line with the national average.
- 9.4 KS1** – the overall percentage of pupils meeting the expected standard by the end of KS1 remains at or above the national average.
- 9.5 KS2** - Overall KS2 outcomes have improved significantly at KS2. The % of pupils reaching the expected standard by the end of KS2 in Reading, Writing and Maths (the combined) improved from 62% in 2017 to 69% in 2018. This was double the national average rate of improvement. In 7 schools where Lewisham Learning was targeting support, significant improvements were seen: improvement of between 11% and 40% in one year.

At 69% Lewisham is 5% above the 2018 National Average and in line with our key statistical neighbours.

Overall progress at KS2 was just above the average of 0 in both reading (+0.2) and maths (+0.3). Writing was just below at -0.6 and we are now working with schools to look at what more we can do in 2019/20 to ensure that writing attainment improves subsequently lifting progress in line with or above 0.

9.6 Secondary – Summary of unvalidated outcomes for 2018

Measure	2018	Comparison with 2017
Basic 4+ in both English & mathematics	60.8%	+2.8%
Basic 5+ in both English and mathematics	40.4%	+2.4%
English 4+	74.6%	+1.6%
Mathematics 4+	66.4%	+3.4%
English 5+	59.9%	+0.9%
Mathematics 5+	46.0%	+4%
Science (2 A*-C from 3 subjects or double award)	Ebacc (9-4) 61.3% (9-5) 43.7%	+2% N/A
Languages A*-C	Ebacc (9-4) 68% (9-5) 52.1%	= N/A
Humanities A*-C	Ebacc (9-4) 61% (9-5) 48.3%	-1% N/A

9.7 It is pleasing to see some improvements in the majority of the measures above. The improvement in mathematics was especially positive as in 2017 there had only been a 1% improvement and maths was the top priority for Secondary Challenge from its very inception.

9.8 Further work and analysis is now being completed to better understand the performance of Key groups. More information on this will be available to CYP Select Committee at the March 2019 meeting once full national comparative data is available to us. This data will also inform the future Improvement work to support secondary schools.

9.9 Post-16 outcomes

The tables below shows the outcomes for A Levels and BTECs within Lewisham.

Measure (A Levels)	Outcome	Comparison with 2017	England average
Average grade per entry	C	C	C+
A* - B	36.3%	35.5%	52.7%
A* - C	64.1%	65.1%	76.8%
A* - E	96.7%	96.8%	97.6%

BTEC	All Distinction*(D)	All D and above	All Merit and above	All Pass and above
	5.3%	38.9%	84.6%	98.9%

These figures do not include Lewisham College. However, it should be noted that Lewisham College does not enter any student for A Level courses. A more detailed report for these will be available in March 2019.

- 9.10** The Secondary Challenge board and the LA are now working on a project to further support and challenge outcomes post 16 as part of a new Post 16 Strategy which Lewisham Learning is a key partner in.

10 Ofsted outcomes

10.1 Overall Ofsted outcomes Sept 2017 – Jan 2019

Since Lewisham Learning's inception in September 2017 there have been 22 Ofsted inspections. Lewisham Learning, in conjunction with Lewisham's Education Team, has supported the vast majority of these schools before, during their inspection and, where areas requiring support are identified, continues to do so. The inspections reflected the self-assessment work supported by Lewisham Learning, so that there were 'no surprises' and post Ofsted action planning has gone well in these schools. It is harder to say that Lewisham Learning support has impacted on the outcome of those inspections given that the partnership is still in the early stages.

- 10.1.1 The data shows that Lewisham continues to have no schools in special measures.

- 10.1.2 With previously graded Outstanding schools, there can be some time since the last inspection e.g. with St Augustine's Primary School, inspected in July 2018, its last inspection had been in 2007 when it was judged Outstanding. Ofsted carries out an annual risk assessment of Outstanding schools and if concerned about standards declining this will trigger a section 8, 1 day inspection which may then convert to a full inspection and may result in the judgment being changed. This has happened three times since 2017; two schools went from OS to Gd and one from OS to RI. All were primaries and all had school improvement action plans in place.

- 10.1.3 In terms of upward trajectory, 4 previously good schools have been told during their section 8 inspection that as a good school there have been significant improvements and as such the school may now be Outstanding. These schools are now awaiting their next full section 5 inspection.

- 10.1.4 One school improved from Good to Outstanding and another from Requires Improvement to Good with Outstanding features as below.

- 10.1.5 In those schools judged Requires Improvement, all apart from one had areas judged as Good.

- 10.1.6 As mentioned above, in almost every inspection the evaluation of both the school and Lewisham Learning was validated by Ofsted.

10.2 Table of inspection outcomes from Sept 2017 – Jan 2019

School	Previous judgement	Recent inspection judgement
Watergate	OS	Remained OS
Bonus Pastor College	Gd	OS
Gordonbrock	Gd	Gd – may be OS
Drumbeat	Gd	Gd – may be OS
St Mary Magdalene's	Gd	Gd – may be OS
Dalmain	Gd	Gd – may be OS
Addey and Stanhope	Gd	Remained Gd
Perrymount	Gd	Remained Gd
Edmund Waller	Gd	Remained Gd
Holy Trinity	Gd	Remained Gd
Horniman	Gd	Remained Gd
St Bartholomew's	Gd	Remained Gd
St Joseph's	Gd	Remained Gd
Prendergast Vale College	RI	Good with EYFS OS
Haseltine	OS	Gd
St Augustine's	OS	Gd
Forest Hill	Gd	RI with Sixth Form Good
Deptford Green	RI	Remained RI with Behaviour moving to Gd
Conisborough College	RI	Remained RI
Rangefield	OS	RI with EYFS and behaviour Gd
Sir Francis Drake	Gd	RI with EYFS and behaviour Gd
Sedgehill	Special Measures	RI with Gd for Leadership and management

10.3 Percentage of all schools judged across the 4 current categories (85 schools based on all full and short inspections)

	Lewisham Num / % Jan 2018	Lewisham Num / % Jan 2019	National %
Outstanding	27 / 32%	25 / 29.4%	11%
Good	50 / 58.8%	51 / 60%	76%
RI	7 / 8.2%	9 / 10.6%	11%
Inadequate	1 / 1%	0 / 0%	2%

Nursery schools (2)

	Jan 2018	Jan 2019
Outstanding	2	2
Good	0	0
RI	0	0
Inadequate	0	0

Primary Schools (63)

Outstanding	20	18
Good	43	43
RI	0	2
Inadequate	0	0

Secondary (14)

Outstanding	3	3
Good	4	5
RI	6	6
Inadequate	1	0

Special (inc AMC PRU) (6)

Outstanding	2	2
Good	3	3
RI	1	1
Inadequate	0	0

10.4 Support for inspection

10.4.1 As part of Lewisham Learning's offer back to schools we provide support in preparation for inspection which can include a full review of the school. We also can review the school's key paperwork as well as providing training for Governing Boards. We support schools on the day of them receiving the call, as well as during the inspection itself, which also involves speaking with the inspection team. Depending on the outcome we then offer support through our targeted approach.

10.4.2 We also engage directly with Ofsted by inviting them to brief headteachers collectively and this has happened twice since September 2017. This supports schools to stay ahead of expectations and changes to the inspection framework.

11 Development of the School Improvement Framework (SIF)

11.1 During 17/18 Lewisham Learning led on the consultation and development of the existing School Improvement Framework. This was agreed and evolved during 17/18 and again for the current academic year. The full Framework can be found here: <http://schoolsservices.lewisham.gov.uk/Page/12113>

11.2 As part of the SIF a School Improvement Board (SIB) was established in January 2018. The members of the board were recruited formally from serving and experienced Head and Executive Headteachers in Lewisham. The board's membership includes:

Michael Roach	Executive Headteacher, John Ball and Interim Director (Chair)
Jackie Jones	Service Manager for School Improvement and Intervention
Kathy Palmer	Now retired Executive Headteacher of Gordonbrock and Eliot Bank Primary Schools
Maria Gilmore	Executive Headteacher of Gordonbrock and Eliot Bank Primary Schools
Elisabeth Stone	Headteacher of Kilmorie Primary school
Aine Ni Ruairc	Headteacher of Watergate school
David Lucas	Executive Headteacher of Trinity School

11.3.1 The key role of the board is to oversee the annual categorisation of all schools against the framework and monitor and broker the support in place. As well as this they are linked to all of the Yellow schools and make two visits to the school each year to provide support and challenge to leaders and governors.

11.3.2 This board along with the Strategic Board and Secondary Challenge Board has ensured that in line with our vision that we *“Create 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.”*

11.3.3 The SIF remains under review each year to ensure that it is rigorous and proactively supports schools to continue to improve. It is also aligned with the current Ofsted Framework.

11.3.4 Schools had input to amend and adjust the criteria for each of the 4 SIF categories. School leaders also suggested that part of the process of identifying the correct category for each school should be the school's self-evaluating this each year.

12 Secondary Challenge

12.1 Prior to the inception of Lewisham Learning as a result of the Education Commission, the Secondary Challenge was established.

12.2 At the start of 17/18 the governance of the Challenge was reviewed and brought into line with the overall governance of Lewisham learning. A

secondary Challenge Board has been meeting on a monthly basis to oversee and monitor the work of Secondary Challenge and includes:

Michael Roach	Executive Headteacher, John Ball and Interim Director
Angela Scattergood	Assistant Director, Education Services
Adrian Percival	CEO, Haberdasher Askes Federation (Chair)
David Sheppard	Executive Headteacher, Leathersellers Federation
Mark Phillips	Headteacher, Deptford Green
David Lucas	Executive Headteacher of Trinity School
Dr Tesca Bennett	Headteacher of Haberdasher Aske's Knights Academy
Kafilat Agboola	Director of the ATLAS Teaching School Partnership

- 12.3** During the summer term of 16/17 the Secondary Challenge, along with the ATLAS Teaching School, bid successfully to the Department for Education's Strategic School Improvement Fund (SSIF) and were successful in being awarded £750,000 for a school improvement project which is running from January 2018 to April 2019.
- 12.4** To assist the Secondary Challenge Board to decide what is working best in terms of impact on the quality of learning and teaching and pupil outcomes, ATLAS has commissioned an external review of the current SSIF programme. This will be available during the spring term 18/19. The outcomes of this review will help the Secondary Challenge Board to identify what has been most impactful and design a programme to allow the continuation of the current approach once the full funding (£750K + £250K) ceases during the 2019/20 term.
- 12.5** Currently the views of the members of the Secondary Challenge Board and the Director of the ATLAS teaching school would suggest that the most impactful strategies have been:
- The annual peer review programme between Lewisham secondaries
 - The role of Challenge Advisors in the Mid and High support schools
 - The roles of consultants / subject directors in Maths, English and Science
 - Key subject networks in particular Maths, English and Science
 - Places on the Improving Teacher and Outstanding Teacher Programmes for classroom practitioners
 - Leadership programmes to support the development of Middle Leaders
 - Access to the regular breakfast briefings for senior leaders
 - Subscription to Fisher Family Trust data website
 - Coordination of data sharing at the start of the year with fuller data profiles shared once all data is available, including analysis at LA, school and subject level
- 12.6** One of the strengths of the challenge has been the ability to offer a more bespoke and tailored programme drawn from the list above alongside other school improvement activity the school might be engaged in e.g. the Securing Good programme. As far as possible the challenge has tried to ensure that the school is having a "single conversation" with external consultants or as few as possible.

12.7.1 The key question for the future is how much of the above intervention and support can be sustained, following the national funding ceasing, through a targeted funding model for those schools which are less than good or evaluated as red or amber and what can be universal to all and which aspects might schools have to self-fund.

13 Coordinated Offer

13.1 One of the key pieces of work since September 2017 has been the designing of an offer of support back to schools using the funding drawn from them. This coordinated offer has been drawn up alongside what the EY and SEND teams within the LA are already offering to ensure there is no repetition.

13.2 Lewisham Learning tracks the uptake of the offer and will carry out a review of its effectiveness with schools as it designs the offer for 2019/20.

13.3 A key success has been the offer of data packs back to all primary and secondary schools. These have already been well received and evaluated highly by school leaders and governors.

13.4 Another key development has been the centralised offer of CPD programme back to schools. This has been a value for money in that Lewisham Learning has been able to engage training for schools that is much more affordable on a larger scale. To this end we have been able to bring some of the most respected speakers in education to Lewisham to ensure that leaders are staying abreast with the latest thinking.

14 Strategic Review of Governance

14.1.1 Along with the LA, Lewisham Learning commissioned and took part in a Strategic Review of Governance during 17/18. This review has allowed all stakeholders to best understand what is working well in the leadership and development of governance in our schools and how we might now work together to improve the offer of support and challenge to Governing Boards.

14.1.2 Lewisham Learning is already supporting the Governing bodies of all Red and Amber schools by both attending their meetings to offer further support and challenge to monitor the progress of the school, and delivering bespoke training.

14.1.3 As well as this Lewisham Learning is funding a bespoke package of support for a group of Governing Bodies via a nationally recognised consultant in school governance.

14.1.4 Lewisham Learning will also broker and fund a Review of Governance for all Green and Yellow schools.

15 Lewisham Teaching School Alliance Partnership (LTSAP)

15.1.1 Throughout 17/18 and on into 18/19 Lewisham Learning has worked to support the ongoing development of LTSAP, the overarching organisation of

the four teaching schools in Lewisham. Part of this has been to better understand how LTSAP can contribute to the overall delivery of school improvement in the borough.

- 15.1.2** One of the key successes has been the improved communication about themes and trends emerging from Lewisham Learning's direct work with schools and central data analysis. This has seen key projects being developed and delivered by the teaching schools.
- 15.1.3** Projects include the Secondary Challenge SSIF project, led by ATLAS, a Reading project for Primary Schools called Destination Reader, being led by the ETAL and Endeavour teaching schools, in conjunction with the Hackney Learning Trust and a project to develop BAME leaders being led by all four.
- 15.1.4** During 2017/18 Rathfern Primary school was designated as a Research Hub and as such we have begun to look at how the school can support and compliment the work of the teaching schools as well as contribute its expertise in a research led approach to school improvement.

16 Development of Learning Hubs

- 16.1** As part of the schools led system we want to encourage schools to work collaboratively to find solutions to some of the key priorities in Lewisham. Lewisham Learning has set aside an annual budget of £30K to encourage schools to take a lead together on developing expertise in key curriculum areas or to research solutions to some of our areas of challenge. Each hub will receive £10K to support their work each year.
- 16.2** In 2018/19 we are establishing learning hubs for the humanities, the Arts and mental health and well-being.
- 16.3** The specification for the Learning Hub includes the requirement to:
- Be the strategic leaders for the Lewisham in the area of focus.
 - Be a centre of excellence in relation to curriculum, pedagogy and assessment in the area of focus
 - Be research informed about the most effective practice in the area of focus (linked to key lines of enquiry)
 - Liaise and network with the Rathfern Research hub to ensure that the research approaches are rigorous and robust (effective and impactful)
 - Present and publish the research findings to schools in Lewisham
 - Lead and manage subject leader networks in the area of focus for the LA including regular meetings i.e. termly subject leader networks
 - Host leadership development days at the schools in the hub to share best practice - at least one a year per school.
 - Appoint a hub manager to ensure that the hub is functioning and meeting the terms of designation.
 - Hub manager to attend a termly hub manager meeting with the Director of LL to present the work of the hub, share the practice of the hub with other managers and ensure that all hubs are functioning well and delivering

outcomes

- Work with schools to ensure that sharing of practice across KS2 and 3, including transition work, is part of the hub's focus
- Provide 1 day of support to schools rated Amber or Red as needed
- Provide regular contributions to the schools mailing to ensure that all schools are signposted to developments in the area(s) of specialism

17 Future work to support the Education communication strategy

17.1 Lewisham Learning will also be working with the LA to develop a clear communication strategy for education.

17.2 During 17/18 the Education Team has benefited from a the part time post of a communications lead to support key secondary schools to improve their marketing and communication strategy and thus improve applications for 19/20. As a result of this and schools' own efforts, overall Lewisham has seen a 9% increase in the number of first and second preferences for its schools.

17.3 The key work stream and priority areas for the strategy will include:

- Continuation of the PR and marketing of our secondary schools
- Ongoing PR and marketing of good news stories about all Lewisham Schools
- Supporting the recruitment and retention agenda around "Come and Teach in Lewisham"
- Supporting the promotion of becoming a governor in a Lewisham school

18 External links to the Association of Education Partnerships

18.1 During 17/18 Lewisham Learning became one of the founding members of the Association of Education Partnerships: <https://www.aepa.org.uk/>

18.2 This new organisation is allowing the leaders of partnership like Lewisham Learning to come together and learn from one another, share knowledge about their work and benchmark their approaches.

18.3 One area being explored is a possible Peer Review model between partnerships.

19 Feedback from Senior Leaders

"Lewisham Learning has enabled me to work with colleagues across different organisations and phases to share good practice and to offer different perspectives and critical questions to enable all to reflect and improve practice. This has supported the development of strategic leadership across Lewisham. It has built up trust between colleagues and is opening further opportunities to share best practice across the local authority.

Working with the Secondary Challenge as well has given me a wider perspective in school improvement across the whole educational landscape of Lewisham.

Educational improvement has to be linked across all phases to ensure improved life chances of all children within Lewisham.”

David Lucas, EHT Trinity COE

“Since September we have received considered, informed and robust support from Lewisham Learning; validating, whilst challenging, our self-evaluation. Over the last year Lewisham Learning offered praise when praise was due, validated when judgements were made and challenged with purpose, rigour and care.”

Keith Barr, HT Kender Primary School

“Working with my colleagues at Lewisham Learning has enabled myself, and my leaders, time, space and the support to reflect on successes and next steps. As an executive headteacher, Lewisham Learning has worked with me to ensure I’m not alone, especially when making difficult decisions. Working alongside the Local Authority, Lewisham Learning has supported ETAL, and the other teaching schools in the borough, to make sure we are delivering bespoke CPD packages for our schools.”

Jeanette Brumby, EHT of Haseltine, Fairlawn, Grinling Gibbons and Lucas Vale Primary Schools

“I have found Lewisham learning to be supportive, responsive and very proactive at providing guidance when necessary. Thank you!”

Rebecca Dove, Headteacher, Sandhurst Primary School

“Lewisham Learning has supported the closing of the theory practice divide by including Rathfern CCT Research Hub as part of Lewisham's Strategic Offer. As a result of Lewisham Learning's support we look forward to developing a strong teacher research movement in Lewisham.”

Naheeda Maharasingham, Headteacher, Rathfern Primary School / Rathfern Research Hub

“Being a new headteacher and new to the borough, I am extremely grateful for the support, guidance and advice that has been given to me since I started in September 2018. From my first experience with Lewisham Learning, I have felt extremely welcomed and supported through the regular communication, email updates and information provided. The documentation I have received has detailed the different aspects of what is on offer, fully explaining the rationale and priorities for school improvement and providing a clear framework for development. The support received during my first term has been invaluable and I have found that, combined with the right amount of challenge, this has been instrumental in being able to grow into my new role and to have further confidence to drive school improvement.”

Erika Eisele, Headteacher, Dalmain Primary

19. Financial Implications

19.1.1 The future of Lewisham Learning depends on the annual vote of the Schools Forum to continue to agree delegation of funds from maintained school budgets (£300,000). In addition the partnership currently benefits from £100,000 de-delegated for 'red and amber' school support and also £200,000 of LA school improvement funding.

20 Legal Implications

20.1 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.

20.2.1 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)

20.2.2 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.

20.2.3 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 above. 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.

20.2.4 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.

21 Equalities Legislation

- 21.1** 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.
- 21.2** In summary, the Council must, in the exercise of its functions, have due regard to the need to:
- eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
 - advance equality of opportunity between people who share a protected characteristic and those who do not.
 - foster good relations between people who share a protected characteristic and those who do not.
- 21.3** 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.
- 21.4** 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.
- 21.5** 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
- 21.6** 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

21.7 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

21 Equalities Implications

21.1.1 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 paragraphs 5 and 8 above).

21.1.2 Improving educational outcomes is fundamental to promoting equality in Lewisham and equalities considerations are a key part of Lewisham Learning's work plans, including commissioning unconscious bias training for headteachers and governors.

13. Environmental Implications

None

For further information on this report please contact Michael Roach, Interim Director of Lewisham Learning: Michael.Roach@lewosham.gov.uk