

CABINET

20 February 2018

RUTLAND COUNTY COUNCIL EDUCATION FRAMEWORK 2017-2020

Report of the Director for People

Strategic Aim:	Reaching our Full Potential	
Key Decision: No	Forward Plan Reference: FP/151117	
Exempt Information	No	
Cabinet Member(s) Responsible:	Mr D Wilby, Portfolio Holder for Lifelong Learning, Early Years, Special Educational Needs & Disabilities, Inclusion	
Contact Officer(s):	Gill Curtis, Head of Learning and Skills	01572 758460 gcurtis@rutland.gov.uk
	Tim O'Neill, Director for People and Deputy Chief Executive	01572 758402 toneill@rutland.gov.uk
Ward Councillors	N/A	

DECISION RECOMMENDATIONS

That Cabinet:

1. **Recommends to Council** to adopt the Education Framework 2017-20 as the key driver for sustained education improvement across Rutland education settings

1 PURPOSE OF THE REPORT

- 1.1 The Education Framework 2017-20 sets out the strategic context in which the Learning and Skills Service operates and then identifies the planned activity to ensure all statutory educational duties for Early Years provision, primary and secondary schools and post-16 settings are met.
- 1.2 Through clarification of the overarching strategic direction for education within Rutland over the next three years, the intention can be shared with, and embraced by, all relevant education stakeholders and success achieved.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 There are statutory educational duties obligations placed on Local Authorities under section 13A of the Education Act 1996 which include:
 - 2.1.1 Ensuring fair access to all schools for every child;
 - 2.1.2 Supporting vulnerable pupils including Children Looked After by the Local Authority, those with SEN and those outside mainstream education;
 - 2.1.3 Supporting maintained schools performing below the floor standards to improve quickly or convert to Academy status, and to develop their own school improvement strategies.
- 2.2 The Education Framework 2017-20 aims to ensure the Local Authority is meeting these statutory duties, achieving the aims set out within Rutland County Council Corporate Plan 2017-20 and accomplishing key theme 2 (Fair Society) of Rutland's Children, Young People & Families Plan 2016-2019. The Framework provides a cohesive and transparent approach to promoting and supporting access to high quality education for children and young people from early years through to post-16.
 - 2.2.1 Good early years education is the cornerstone of social mobility; children with strong foundations will start school in a position to progress. These key years are the opportunity to make sure that all children develop the strong cognitive, social and emotional foundations on which future success is built. Through the Framework and associated annual development plans, the Learning and Skills Service will work with early years' providers, including childminders, to promote high quality early education opportunities for Rutland children so that they are well-prepared for entry into school.
 - 2.2.2 The sufficiency of good quality places for these young children will remain central to the drive for achievement and well-being, as well as supporting parents and carers in their ability to access education, training or employment. Early Education and Childcare in Rutland will be maintained and further developed through an increasingly integrated approach to early years and childcare provision to ensure that the requirements of parents, carers and associated businesses are being considered and acted upon.
 - 2.2.3 The Academies Act 2010 set out the intention for all publicly funded primary and secondary schools in England to become academies and, at the time of this report, 85% of pupils are being educated in an academy in Rutland. As the move towards a more autonomous, sector-led, school system is being driven by the

Government's expansion of academies and free schools, robust and sustainable school-to-school support and challenge is integral to success. This is promoted through the Education Framework and supported through the commissioned Sustained Sector-led Improvement Programme which begins in the spring term 2018. The aim of this programme is to enable schools to become responsible for their own improvement through outcomes-based collaboration which is rigorous in its approach. This is achieved through school leaders and teachers being supported in robust analysis of practice across a cluster of schools so that underperformance is challenged from within the system itself, and research-based effective practice is spread and embedded.

- 2.2.4 The move from education to employment should not be a blind leap but a guided journey, with the support of both education and employers. It is right and proper that young people in Rutland schools have a range of opportunities available to them that reflects their needs, abilities and aspirations. Key within the success of the Education Framework is the further development of accessible networks of advice, information and experiences of work. Whilst an academic post-16 option is appropriate for many young people, access to a distinctive, prestigious, high quality vocational offer should be seen as a respected and valued alternative. This sits centrally within the intent of the Framework.,
- 2.3 The success of the Education Framework for Rutland 2017-20 and associated Annual Education Development Plans is dependent upon the local authority's continued engagement with all of the education providers across Rutland whilst, at the same time, retaining an understanding of the overall performance of education through effective monitoring and evaluation of all provision. This quality assurance activity needs to reflect the education profile of Rutland in which all secondary and much of the primary school provision is now within academies, and that early years education is mainly within the private, voluntary and independent sector.
- 2.4 Consequently, the Education Framework is supported through the Education Provider Prioritisation and Entitlement 2017-18 guidance (Appendix 2) which provides a transparent approach to reviewing the effectiveness of provision through a range of agreed criteria. This approach aligns with the expectation of local authorities as stipulated in Department for Education (DfE) Guidance for Schools Causing Concern and for the escalating of concern to the DfE or Ofsted.
- 2.5 The Learning and Skills Service identifies strategic improvement areas through analysis of monitoring and evaluation findings and interrogation of school and provider level performance data or other benchmarked outcomes. These are shared with partners through Rutland's Education Performance Board, Headteacher and Local Authority Partnership Briefing, Early Years managers Meetings and network briefings to encourage a shared responsibility for addressing concerns and achieving sustained improvements.
- 2.6 The impact of the Education Framework will be evaluated through a range of measurable and time-specific key performance indicators to be agreed through the Education Performance Board. The intention is for the framework to run from September 2017 to August 2020; milestones for evaluating progress within this timespan will be agreed through the Education Performance Board and amendments to the framework will be made as identified where expected success is not being achieved or adjustments to strategy are required to reflect national statute.

- 2.7 Further external validation of the effectiveness of the Education Framework and the activity of the local authority in improving outcomes for children and young people in Rutland will be undertaken through regular 'keep in touch' meetings with the Regional Schools Commissioner and DfE advisers, the Regional Ofsted team, and through local authority peer challenge.
- 2.8 Additionally, all local authorities in England are currently subject to Ofsted Inspection of the Local Authority Arrangements for Supporting School Improvement. The four key areas of focus within this inspection are:
- 2.8.1 Corporate leadership and strategic planning;
 - 2.8.2 Monitoring, challenge, intervention and support;
 - 2.8.3 Support and Challenge for leadership and management;
 - 2.8.4 Use of resources.
- 2.9 Through determining and agreeing the arrangements for school improvement within the Education Framework and associated documents, including Education Provider Prioritisation and Entitlement 2017-18, Rutland local authority will be well placed for inspection or other external review.

3 CONSULTATION

- 3.1 The content and intent of the Education Framework 2017-20 was consulted on with Head Teachers and relevant stakeholders through Local Authority and Head Teacher Partnership meetings and Rutland County Council Education Performance Board. Feedback informed the final document
- 3.2 Feedback was also requested from Children and Young People's Scrutiny Panel who endorsed the intentions of the Framework.

4 ALTERNATIVE OPTIONS

- 4.1 The Education Framework 2017-20 sets out the rationale and associated strategic plans to ensure the Local Authority is meeting statutory educational duties and obligations placed on Local Authorities under section 13A of the Education Act 1996.
- 4.2 Whilst alternative plans could be drawn up, the Education Framework 2017-20 reflects the current national educational vision for a sector-led school improvement, and aims to ensure that schools and education providers have their autonomy promoted whilst ensuring that the provision for children and young people is of high quality and leads to good outcomes for all.

5 FINANCIAL IMPLICATIONS

- 5.1 Funding for implementation and success of the Education Framework has been accounted for within the Learning and Skills budget and will be monitored through RCC financial accounting processes. The implementation of the Framework is not expected to put pressure on the budget.

6 LEGAL AND GOVERNANCE CONSIDERATIONS

- 6.1 The Council's responsibilities to provide sufficient high quality education and champion high standards and intervene where there are concerns are outlined in the Education Acts 1996, 2010 and 2014. Whilst there are no specific comments arising from this report, legal advice will be provided as requested.

7 EQUALITY IMPACT ASSESSMENT

- 7.1 An Equality Impact Assessment (EqIA) has been completed. No adverse or other significant issues were found. A copy of the EqIA can be obtained from Gill Curtis

8 COMMUNITY SAFETY IMPLICATIONS

- 8.1 There are no community safety implications identified within the Education Framework.

9 HEALTH AND WELLBEING IMPLICATIONS

- 9.1 Success in education and engagement in lifelong learning is the key to social mobility, good employment prospects, good health and well-being and to building thriving communities.

10 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 10.1 It is recognised that areas with better education outcomes develop a higher skill base, higher productivity, greater economic returns and become more attractive to both highly skilled people and investment, building a capacity to improve even further.
- 10.2 The Education Framework 2017-20 contributes to the aims set out within Rutland County Council Corporate Plan 2017-20 and to the achievement of key theme 2 (Fair Society) of Rutland's Children, Young People & Families Plan 2016-2019. It also reflects the duty for all local authorities to promote educational excellence for all children and young people, being ambitious in setting high expectations for achievement and well-being and in swiftly tackling underperformance.
- 10.3 The Framework sets out an approach which builds on the positive partnership between the Local Authority and Rutland schools and early education providers, and provides a platform for further success through the development of a collective responsibility for sustained education improvement which will be achieved through shared responsibility and collective purpose.

11 BACKGROUND PAPERS

- 11.1 There are no additional background papers to the report

12 APPENDICES

- 12.1 Appendix 1 – The Education Framework 2017-20
- 12.2 Appendix 2 – The Education Provider Prioritisation and Entitlement 2017-18

A Large Print or Braille Version of this Report is available upon request – Contact 01572 722577.