

CHILDREN'S SCRUTINY PANEL

Date 17 September 2015

REPORT ON: REVIEW OF RCC LEARNING AND SKILLS STRATEGY

Report of the Director for PEOPLE

Strategic Aim:	<i>Creating a Brighter Future for All</i>	
Exempt Information	NO	
Cabinet Member(s) Responsible:	Councillor David Wilby, Portfolio Holder for Lifelong Learning	
Contact Officer(s):	Tim O'Neill, Director Services for People	
	Mark Fowler, Head of Education	
Ward Councillors		

DECISION RECOMMENDATIONS

That the Panel:

1. Approves the outline Education Strategic Plan (Appendix 1)

1. PURPOSE OF THE REPORT

- 1.1. To inform the Council of the **process and conclusions** drawn up in the light of:
- 1.2. the review of the performance of Education Services undertaken in July and August 2015;
- 1.3. the priorities drawn up by the ES team;
- 1.4. the emerging vision of future performance.
- 1.5. The intention to identify key actions following approval.

2. BACKGROUND AND MAIN CONSIDERATIONS

- 2.1. The merger of two teams within People directorate – the Learning and Skills team and the Special Educational Needs and Inclusion team – provided an opportunity to review performance and plan for the future as a single team.
- 2.2. The performance of the Service is highly critical to the performance of the young people of Rutland and the schools in which they are educated.

- 2.3. Effective planning requires both the Education Services team and schools to share common aspirations. For this reason, priorities in the plan are established for both the broader learning system of Rutland (including schools and colleges) and the Education Services of Rutland County Council.
- 2.4. Detailed action planning is currently in hand and is based upon this outline Education Strategic Plan

3. CONSULTATION

- 3.1. Consultation has involved all members of the Education Services, all head teachers and a cross-section of Chairs of Governors.
- 3.2. Further consultation will take place with head teachers, governors and children via the appropriate fora.

4. ALTERNATIVE OPTIONS

- 4.1. None.

5. FINANCIAL IMPLICATIONS

- 5.1. At present, it is expected that all actions will be completed within current funding levels.
- 5.2. Further academisation foreseen within the plan will lead to a reduction in the duties of the Council and a concomitant reduction in its funding for schools.

6. LEGAL AND GOVERNANCE CONSIDERATIONS

- 6.1. Some actions, e.g., collaboration of schools and academisation, will require governance decisions by governing bodies and multi-academy trusts.
- 6.2. A proposal affecting the response of Council Members to OFSTED inspection reports of schools affects the relationship with schools but does not affect the statutory governance arrangements.
- 6.3. Legal considerations will include the creation of academies and associated legal services.

7. EQUALITY IMPACT ASSESSMENT

- 7.1. An Equality Impact Assessment (EqIA) has been completed. Positive impacts were identified. These may improve, in particular, the outcomes for children who receive free school meals. It is expected that their learning outcomes will improve as a result of the implementation of the plan. A copy of the EqIA can be obtained from Mark Fowler.

8. COMMUNITY SAFETY IMPLICATIONS

- 8.1. None identified.

9. HEALTH AND WELLBEING IMPLICATIONS

- 9.1. The well-being of young people is safeguarded and improved via the improvements in the learning and development of children and young people.

10. ORGANISATIONAL IMPLICATIONS

Increased collaboration with school personnel.

10.1. Environmental implications

None foreseen.

10.2. Human Resource implications

- 10.3. Increased numbers of academies will impact upon employment arrangements, in line with statutory guidance.

10.4. Procurement Implications

None foreseen.

11. CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 11.1. The plan represents the collaborative thinking and planning of all involved in the Education Services as well as key leaders in schools and colleges.
- 11.2. The priorities set a clear direction for the Education Services over the next 3 years.
- 11.3. These will set the context for collaboration with schools and colleges which are expected to deliver substantially higher performance, particularly for current underperformers, in the next 3 years.

12. BACKGROUND PAPERS

No additional papers.

13. APPENDICES

No appendices

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