

CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL

07 September 2017

EDUCATION FRAMEWORK 2017-20

Report of the Director for People

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|-----------------------------------|--|--|
| Strategic Aim: | Creating a brighter future for all | |
| Exempt Information | No | |
| Cabinet Member(s) Responsible: | Cllr D Wilby, Portfolio Holder for Education | |
| Contact Officer(s): | Gill Curtis Head of Learning and Skills | Telephone: 01572 758460 email: gcurtis@rutland.gov.uk |
| Ward Councillors | N/A | |

DECISION RECOMMENDATIONS

That the Panel:

- Comments on the content of the Education Framework 2017-20.
- Endorses the intentions within the Education Framework 2017-20 and the Provider Prioritisation and Entitlement 2017-18

Please note: The Education Framework is currently in draft form so that comments from consultation, including Scrutiny Panel, can be considered prior to final publication. The final version of the Education Framework will include photographs provided by Rutland Early Years Providers and Schools, and the layout of text adjusted to reflect amendments.

1 PURPOSE OF THE REPORT

- There are statutory educational duties obligations placed on Local Authorities under section 13A of the Education Act 1996 which include:
 - Ensuring fair access to all schools for every child;
 - Supporting vulnerable pupils including Children Looked After by the Local Authority, those with SEN and those outside mainstream education;

- 1.1.3 Supporting maintained schools performing below the floor standards to improve quickly or convert to Academy status, and to develop their own school improvement strategies.
- 1.2 The Learning and Skills Service, in consultation with school leaders and early years' providers, is developing the Education Framework 2017-20 (Appendix A) which ensures the Local Authority is meeting statutory duties through a cohesive and transparent approach to the education of children and young people from early years through to post-16. It sets out an approach which builds on the successful partnership between the Local Authority and Rutland schools and settings, and promotes a collective responsibility for sustained education improvement.
- 1.3 The Education Framework contributes to the aims set out within Rutland County Council Corporate Plan 2017-20 and 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. Success in education and engagement in lifelong learning is the key to good employment prospects, good health and well-being, and to building thriving communities.
- 1.4 In Rutland, all of our secondary and much of our primary school provision is now within academies and, as such, we need to ensure that the Council's school improvement model reflects this profile and fulfils the commitment that all Rutland children have access to a range of good or outstanding schools. To this end, the Education Framework 2017-20 is supported through the Provider Prioritisation and Entitlement 2017-18 (Appendix B) and the Learning and Skills Annual Review 2016-17 (September 2017).
- 1.5 The Provider Prioritisation and Entitlement 2017-18, which is supported by school leaders and early years' providers, ensures transparency and consistency in the approach the Local Authority takes to reduce the risk of children and young people being educated in a school or setting that is offering provision that is not at least good.
- 1.6 The Learning and Skills Annual Review 2016-17 is currently being completed to reflect 2016-17 academic outcomes and will be published early September, along with the subsequent Education Improvement Plan 2017-18. The Review identifies the impact of previous actions on improving the quality of education in Rutland schools and settings and the actions required to enable the intention of the Education Framework to be achieved. A draft summary document is attached to this report (Appendix C).
- 1.7 Taken together, these documents will contribute to the achievement of key theme 2 (Fair Society) of Rutland's Children, Young People & Families Plan 2016-2019 with particular impact on the intention to reduce the development and achievement gap at all key stages through championing children and young people to meet their full potential. The impact of these documents will be reviewed regularly by the Education Performance Board.

2 BACKGROUND AND MAIN CONSIDERATIONS

- 2.1 The Education Framework 2017-20 has been developed to identify the

overarching strategic direction for education within Rutland over the next three years so that it can be shared with and embraced by all relevant stakeholders. The Framework sets out the strategic context in which the Learning and Skills Service works and then identifies the proposed activity to ensure all statutory duties for Early Years provision, primary and secondary schools and post-16 settings are met.

- 2.2 The sufficiency of good quality places for young children will remain central to the drive for achievement and well-being and to 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.
- 2.3 As an outcome of the Academies Act in 2010, the profile of Rutland schools has changed, with the majority of schools choosing to convert to academy status. This has impacted on the number of pupils educated in Local Authority maintained schools as shown in the table below:

| School Phase | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------|------|------|------|------|------|
| Maintained primary | 2123 | 1710 | 1073 | 670 | 656 |
| Maintained secondary | 0 | 0 | 0 | 0 | 0 |
| Academy primary | 436 | 989 | 1641 | 2150 | 2152 |
| Academy secondary | 2393 | 2434 | 2509 | 2481 | 2461 |

- 2.4 This trend, driven by the government's expansion of academies and free schools, will continue and the role of the Local Authority in supporting and overseeing school improvement is set to reduce as funding is delegated directly to those schools. It is, therefore, vital that the Local Authority's strategy for maintaining high quality education provision reflects the autonomy of the education sector and emphasises the importance of school-to-school partnerships and the strategic ambition for schools to lead improvement across the system.
- 2.5 The Education Framework promotes the development of a sustainable self-improving school-led system, where schools are jointly responsible and accountable for the improvement of themselves and others. We recognise that this cannot be fully developed by the schools themselves but requires support and guidance from an external provider with well-proven expertise in developing a culture of partnership working through school self-evaluation, peer review and school-to-school support, backed up by research and innovation.
- 2.6 The development of the peer review and challenge model will commence in

January 2018 so that capacity and capability is built across clusters of Rutland maintained schools and academies so they can gradually take more responsibility for their own development and maturity and lead their own improvement over time.

- 2.7 Post-16 education will be further enhanced in Rutland through the establishment of a sector-led partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council to develop a broader post-16 education and training provision for Rutland, within Rutland. This would support the aspiration to improve employment prospects with the intention of retaining well qualified young people to enhance both business and the prosperity of the county.
- 2.8 The quality of education provision is reviewed regularly as identified in the Education Provider Prioritisation and Entitlement 2017-18 document. This sets out the actions taken by the Learning and Skills Service to identify any potential underperformance or vulnerability within education provision in Rutland and the options available to the Local Authority when issues or concerns arise. This document has been consulted on with Early Years providers and school leaders and agreed as the process through which the Local Authority will determine any vulnerability within the sectors and the subsequent actions. This will be reviewed on an annual basis to ensure it fully reflects statutory expectations and national and regional education strategies as well as being effective in identifying and challenging local concerns.
- 2.9 School leaders and governors are responsible for the standards in their schools; it is their role to ensure the vision for the school is ambitious and to plan for sustained improvement to ensure all children achieve well. However, the Local Authority retains functions in respect of maintained schools causing concern. Where concerns are raised over the performance of a maintained school and/or there is a lack of engagement with the Local Authority, the Local Authority uses the full range of statutory powers at its disposal to secure improvement as stated in the 2016 DfE Guidance ‘Schools causing concern - intervening in failing, underperforming and coasting schools for Local Authorities and Regional Schools Commissioners’.
- 2.10 Priorities for education improvement are identified through the Learning and Skills Service evaluation and monitoring and reported outcomes of peer review and will inform the Annual Education Improvement Plan 2017-2018. Evaluation will include scrutiny of education performance data, locally, regionally and nationally, and identification of trends or patterns linked to education outcomes or local performance. The priorities will reflect the Local Authority’s contribution to improving the outcomes for all groups of children and young people across the East Midlands and particularly within the Regional Schools Commissioner sub-region (Rutland, Leicester, Leicestershire and Lincolnshire) when these are relevant to the context of Rutland.

3 ORGANISATIONAL IMPLICATIONS

- 3.1 Local Authorities are subject to Ofsted Inspections of the Local Authority Arrangements for Supporting School Improvement and the four key areas of focus within this inspection are:
- 3.1.1 Corporate leadership and strategic planning;

- 3.1.2 Monitoring, challenge, intervention and support;
 - 3.1.3 Support and Challenge for leadership and management;
 - 3.1.4 Use of resources.
- 3.2 Through determining and agreeing the framework for school improvement within the Education Framework and associated documents, including the Education Provider Prioritisation and Entitlement 2017-18 and the Learning and Skills Annual Review and Education Improvement Action Plan (to be finalised when all relevant data available), the Local Authority will be well placed for inspection or other external review.

4 CONCLUSION AND SUMMARY OF REASONS FOR THE RECOMMENDATIONS

- 4.1 The Education Framework 2017-20 sets out a clearly defined strategy for future direction of education improvement in Rutland and the role of the Local Authority within that strategy.
- 4.2 The Learning and Skills Service has undertaken a thorough review of activities undertaken by the Local Authority to bring about improvement in the performance of schools and early years provision to date and evaluated sustained impact. This has informed the Education Framework, taking account of the changing role of the Local Authority in school improvement.
- 4.3 The Education Framework and associated documents will enable the Local Authority to maintain the successes from previous actions and continue to ensure effective working relationships with schools and providers leading to sustained education improvement.
- 4.4 The Local Authority will be well prepared for inspection and will have a clear evidence impact of impact on education effectiveness and outcomes for children and young people.

5 BACKGROUND PAPERS

- 5.1 There are no background papers to the report

6 APPENDICES

- 6.1 Appendix A - RCC Education Framework 2017-20
- 6.2 Appendix B - RCC Education Provider Prioritisation and Entitlement 2017-18
- 6.3 Appendix C - Learning and Skills 2016-17 Annual Report Summary

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