

<b>CHILDREN AND EDUCATION SCRUTINY COMMITTEE</b>	AGENDA ITEM NO. 6
<b>5 JANUARY 2017</b>	PUBLIC REPORT

<b>Report of the <i>Corporate Director, People and Communities</i></b>		
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## **IMPLICATIONS OF EDUCATION BILL & PROPOSALS FOR RESTRUCTURE OF EDUCATION SERVICES**

### **1. PURPOSE**

- 1.1 To update the committee on the implications of the March 2016 White Paper “Educational Excellence Everywhere” and proposals for the future structure and functions of the Education Services division of the People and Communities Directorate.

### **2. RECOMMENDATIONS**

- 2.1 The committee is asked to note the potential future statutory duties of the council in relation to school improvement and the potential functions of the Education Services division.

### **3. LINKS TO THE CORPORATE PRIORITIES AND RELEVANT CABINET PORTFOLIO**

- 3.1 2. Improve educational attainment and skills
- To allow people to seize opportunities of new jobs and university provision
  - To keep talent and skills in the city’s economy.

- 3.2 Leader of the Council, Portfolio holder for Education, Skills, University and Communications

### **4. BACKGROUND**

- 4.1 On 17<sup>th</sup> March 2016 the Department for Education published a white paper “Educational Excellence Everywhere” which outlined a number of proposals which had implications for schools and local authorities. The most eye-catching of these were the intention that all schools would be compelled to convert to academy status and that local authorities would be compelled to step back from school improvement.

- 4.2 Subsequently, in May 2016, the issue of all schools being compelled to become academies became diluted to the intention that this would be the case only in those local authorities which were judged to be low performing, although no criteria for this were announced.

- 4.3 After this, it was announced in September 2016 that the white paper was being withdrawn and would not proceed to become a Bill. It was replaced by a green paper “Schools that Work for Everyone” which is currently at the consultation stage with a white paper expected in early 2017.

- 4.4 A further announcement was made in October 2016 that the Education Services Grant (which funds the majority of school improvement work in local authorities) will be abolished from April 2017, with no transitional arrangements in place for the remainder of the 16-17 school year.

## 5. KEY ISSUES

- 5.1 The local authority has had to pay due regard to the proposals contained within the white paper, has paid attention to the aspects which had the most serious implications and has begun drawing up plans to respond.
- 5.2 Despite the later withdrawal and replacement of the white paper, it nevertheless remains the case that a refocus of school improvement services is appropriate and necessary, not least because of the implications of the abolition of the Education Services Grant.
- 5.3 In addition, the current proposals will be informed by a review of the scope and possibility of enhanced joint working between Peterborough City Council and Cambridgeshire County Council in services provided to schools.
- 5.4 There is no indication of any great change needed to the Schools Infrastructure or SEND/Inclusion elements of education services. The greatest impact is likely to be upon the school improvement service.
- 5.5 Proposals currently being developed, but not yet finalised, assume the following:
- Education Services will consist of three divisions:
    - Schools Infrastructure (school place planning and demography, admissions to schools, asset planning and management and home to school transport) will remain largely unchanged;
    - SEND/Inclusion will remain largely unchanged and will continue to oversee the Local Offer and also referral and assessment;
    - School Improvement will be renamed Schools Standards and Effectiveness.
- 5.6 The statutory duties of Education Services in relation to schools will be:
- The provision of school places;
  - Admissions to Schools;
  - Home to School Transport;
  - SEND referral and assessment;
  - The Local Offer SEND 0-25;
  - Being the champion of vulnerable children and families, including the virtual school for looked after children;
  - Promoting good school attendance;
  - Functions in relation to the exclusions of pupils from schools;
  - Monitoring and moderation of national curriculum testing and assessment EYFS, Y1, Y2 and Y6.
- 5.7 In response to the changed focus, to the desire to step back from the provision of school improvement services and into a more prominent and focused role as the champion of children and families, the functions of the newly-created school standards and effectiveness division are envisaged as being (in no order of prominence or importance at this stage):
- Acting as professional advisers to the Chief Executive, Corporate Director, Leader of the Council, Cabinet Members, Scrutiny Committee members and Elected Members;
  - Acting as the council's representative on the School Improvement Board;
  - Facilitating liaison with primary, secondary and special school headteachers and governing board members through membership of groups and attendance at meetings;
  - Promoting and monitoring the achievements and outcomes of all pupils, analysing and reporting these as appropriate;
  - Promoting and monitoring the achievements and outcomes of vulnerable pupils (FSM, CiC, EAL and other groups as appropriate) analysing and reporting these as appropriate;

- Monitoring and reporting the effectiveness of schools as judged by the outcomes of OfSTED inspections;
- Monitoring and supporting the quality and effectiveness of the Virtual School for Children in Care;
- Liaison with and reporting to the Regional Director (OfSTED);
- Liaison with and reporting to the Regional Schools Commissioner and his staff;
- Undertaking statutory monitoring and moderation of national curriculum assessments;
- Liaison with academy schools and multi academy trusts;
- Intervening with regard to local authority maintained Schools Causing Concern, where appropriate;
- Providing clerking and other support services to governing boards on a traded basis;
- Providing support and advice to governing boards in relation to Headteacher Appraisal, on a traded basis;
- Promoting good school attendance;
- Liaison with the Standing Advisory Council for Religious Education;
- Supporting and influencing Teaching Schools, including School Centred Initial Teacher Training;
- Providing induction support services for Newly Qualified Teachers on a traded basis;
- Providing statutory monitoring of Elective Home Education.

5.8 The Department for Education released additional information on 1<sup>st</sup> December 2016. Included in this announcement was notification of a national grant to fund services such as commissioning and monitoring school improvement support. It is not yet clear how we will be able to access money from this fund and how much will be available.

5.9 There was also notification of a national “Strategic School Improvement Fund” of £140m to help to build school-led improvement in parts of the country where this is needed. It is not yet clear how and whether this pertains to Peterborough.

It may be possible to provide a verbal update at Scrutiny and a further report will be provided in due course.

## **6. IMPLICATIONS**

6.1 There are no legal, financial or HR implications to this report, although the committee is asked to note that there may be implications from the next update.

6.2 The report indicates that there may be city-wide implications as a result of the next update.

## **7. CONSULTATION**

7.1 Following the release of the white paper in March 2016, the local authority hosted a conference in May 2016 which all headteachers and chairs of governors were invited to, attended by the Regional Schools Commissioner as keynote speaker. The aim of the conference was to discuss the processes and procedures for schools to convert to academy status.

7.2 During June and July 2016 a series of focus group meetings were held, with headteachers and chairs of governors invited to participate. The focus groups centred on issues related to the recruitment and retention of high quality teachers, schools infrastructure needs and the potential structure for education services more generally.

7.3 Outcomes and views from these focus groups were then used to draw up proposals for the future of education services which have been outlined earlier in this report.

7.4 Further discussion has taken place during the autumn term 2016 at city-wide headteacher meetings and a governor forum.

7.5 There will be full consultation with elected members, trades unions and professional associations and with all affected members of staff at a date subsequent to proposals being finalised.

**8. NEXT STEPS**

8.1 Any further action taken and final proposals for consultation will be reported at future meetings of the Committee upon request and shared with the Portfolio holder for approval prior to publication.

8.2 Updates will be provided at future meetings, upon request.

**9. BACKGROUND DOCUMENTS**

9.1 None

**10. APPENDICES**

10.1 None