

## Report to the Cabinet

Meeting to be held on Thursday, 2 December 2021

### Report of the Head of Service - Education Improvement

#### Part I

Electoral Division affected:  
(All Divisions);

**Corporate Priorities:**  
Delivering better services;  
Caring for the vulnerable;  
Supporting economic growth;  
Protecting our environment;

## Lancashire Education Strategy 2022-2025

(Appendix 'A' and Annex 'A' refer)

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### Brief Summary

This report presents Lancashire's Education Strategy 2022-2025 for approval.

The Education Strategy, at Appendix 'A', sets out Lancashire's priorities for Education for the next three years. An annual report will be presented to the Education and Children's Services Scrutiny Committee against the key priorities within the Strategy.

### Recommendation

Cabinet is asked to approve:

- (i) The Lancashire Education Strategy 2022-2025 and support the priorities set out within it.
- (ii) The implementation of the Team around the Schools and Settings model for school improvement.
- (iii) That an annual report on the Education Strategy be submitted to the Education and Children's Services Scrutiny Committee.

## Detail

Lancashire has much to celebrate in terms of educational outcomes. Year on year, at all age phases, Lancashire performs in line with national comparators. This means that most children do well academically in Lancashire schools and settings.

However, our aspiration is high for all children and young people, regardless of their starting point and, as a large and diverse county, we acknowledge that some children do much better than others. This difference in experience underpins the purpose of the Lancashire Education Strategy 2022-2025 and is articulated clearly within the Children and Young People's Strategic Board vision where the emphasis is on **'All children achieving their full potential'**.

A key objective of the Education Strategy is to support integration across services so that barriers to learning can be overcome. This will be realised through the implementation of the Team around the School and Settings model, that will facilitate a partnership response to persistent issues that are preventing children and young people from achieving their full potential.

This strategy will drive educational excellence for all children and young people in Lancashire through the pillars identified in Annex 'A' which underpin it and include:

- Championing the most vulnerable in our communities, by further developing an inclusion agenda supported by all services, agencies and wider stakeholders.
- Ensuring timely early help to unblock barriers to learning.
- Identifying local priorities informed by local intelligence.
- Building trust and improving communication across all the key stakeholders with a responsibility for supporting positive outcomes for children and young people.
- Providing continuity at key transition points.
- Supporting and engaging with families.
- Aligning resources to need (warranted variation).
- Effective tracking and monitoring of progress.
- Robust Early Help Assessment processes.
- Reducing exclusions, Persistent Absence and Elective Home Education (where this is not in the best interests of the child or young person);
- Developing learning pathways that enable all children and young people to engage with the curriculum.
- Supporting all young people to develop the skills to progress in to training and work opportunities.

## Consultations

It is vital that the Education Strategy is co-owned and co-delivered by all the key stakeholders across the County with a vested interest in education. For this reason, a consultation timeline was developed, to ensure that all key stakeholders were able to contribute to it. Those consulted include Headteacher representative groups from all phases, Diocesan and faith groups, Governing Body representatives, and Early Years providers.

The Local Authority's position within education has changed, with schools having increased autonomy through the growth of academisation. All local authorities are seeing a growth in terms of the numbers of academies, albeit that the majority of Lancashire schools are still maintained. Therefore, in Lancashire, the need for a coherent vision for education that reaches out to all schools is even more important, as more of our schools convert to academy status, by joining or becoming Multi Academy Trusts. Despite this mixed market economy of providers, there remain statutory duties set out within education legislation including the Education Act 2011, Schools Causing Concern Guidance 2020, and the Children's Act 2014, which are fully compliant with the Equality Act 2010.

Currently there are:

- 175,701 pupils at 628 schools.
- 56 schools are academies and 572 maintained by Lancashire County Council.
- 2,386 attend nursery schools.
- 101,399 children attend primary schools.
- 67,694 children attend secondary schools.
- 3,069 attend special schools.
- 906 pupils attend pupil referral units.

### **Implications:**

The implications of not endorsing a shared and collaborative approach to education articulated within the strategy will exacerbate the risks detailed below.

### **Risk management**

Despite the mixed market economy of providers, there remain statutory duties set out within legislation as outlined in the implications. The Education Strategy will make a positive contribution towards advancing equality of opportunity for children and young people.

Without a clearly articulated vision for Education, the county council is at risk of exacerbating the impact of COVID-19 on educational outcomes. Prior to the pandemic, a gap existed between all children and those in more challenging circumstances. The Education Strategy will address these inequities, through a collaborative, partnership response that uses data and local intelligence to relentlessly drive educational excellence for all.

The implications of not endorsing a shared and collaborative approach to education articulated within the strategy will exacerbate the risks detailed below.

- Outcomes are declining for all pupils in comparison to all pupils nationally.
- Performance across the combined measure at KS1 and 2 is not good enough, and, as such, is insufficient for pupils to make good progress in the next stage of their education.
- Special Educational Needs and Disabilities gaps and achievement gaps for boys, disadvantaged pupils and those from ethnic minority communities are too

large; these groups are also over-represented in exclusions data indicating that provision and practice are not sufficiently nor well adapted to local areas of need.

- Uptake of and access to quality early years provision requires improvement to ensure that more children are school ready and reach the expected level (previously Good Level of Development) at the end of the Early Years Foundation Stage.
- There is a need to improve community and family literacy and to raise aspiration for post 16 education in parts of Lancashire.
- There is significant over subscription to certain schools and in particular areas which is increasing the volume and time taken for appeals to be processed with the result that some pupils are out of education for too long.
- There is a need to develop more inclusive practice across some areas and to deliver an equitable level of support for schools to manage the needs of challenging learners in their schools, thereby reducing an over reliance on Alternative Provision. There is a lack of consistency of provision in different parts of the county.
- There is a need to strengthen the support and challenge in relation to Special Educational Needs and Disabilities provision.

### **List of Background Papers**

Paper	Date	Contact/Tel
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None

Reason for inclusion in Part II, if appropriate

N/A