

Name of meeting: Children’s Scrutiny

Date: 01/10/20

Title of report: Learning Strategy

Purpose of report: This report provides an update on progress and next steps for developing a Learning Strategy

Key Decision - Is it likely to result in spending or saving £250k or more, or to have a significant effect on two or more electoral wards?	Not Applicable
Key Decision - Is it in the <u>Council’s Forward Plan (key decisions and private reports)</u> ?	Key Decision – N/A Private Report/Private Appendix – N/A
The Decision - Is it eligible for call in by Scrutiny?	N/A
Date signed off by <u>Strategic Director</u> & name Is it also signed off by the Service Director for Finance? Is it also signed off by the Service Director for Legal Governance and Commissioning?	Give name and date for Cabinet / Scrutiny reports Jo-Anne Sanders for Mel Meggs 02/11/20
Cabinet member <u>portfolio</u>	Cllr Carole Pattison – Lead Members for Schools, Aspiration and Communities

Electoral wards affected: All

Ward councillors consulted: N/A

Public or private: public

Has GDPR been considered? Yes

1. Summary

This report provides an update for Children's Scrutiny about the development of the Kirklees Council Learning Strategy and the proposed approach and timeline.

2. Overview of activity

Kirklees Council has a long and rich tradition of very high-quality education provision with many excellent: schools, settings, colleges, and a highly regarded university. Building on this, the council and its partners are ambitious that many more children and young people across Kirklees achieve more success.

Analysis indicates that the children and young people most likely not to achieve at the highest levels are those that suffer some form of disadvantage. A successful and thriving education and skills system across Kirklees will drive both social and economic development. It will reduce public sector spend on remedial health care and crime whilst promoting inward investment.

Above all it will improve the life chances of children, young people and communities making Kirklees a better place to live, work and visit for everyone.

The role of the Local Authority and the Education and Learning Partnership Board

Amongst the many organisations that have a vested interest in the achievement of children, young people and communities the local authority, through the Education and Learning Partnership Board, is uniquely positioned in that it has a holistic ambition for every child, every young person and every community in Kirklees. With that in mind it also is unique in that it is the one strategic leadership organisation that has a statutory responsibility to all its people.

At a local level Kirklees Council is also unique in having both a comprehensive and a holistic overview of population outcomes (economic, environmental, social, health and educational). Emerging from this unique position there is both a mandate and a responsibility for the LA, working in partnership, to lead a cohesive strategy for education.

Key moment in time

Given that the points above could have been written at any point over the past 10+ years, any interested stakeholder might scrutinise any further developments or proposals for a strategy with an eye to what will actually be done differently this time?

The global pandemic and the impact that it has brought for individuals and communities, has meant that world-wide it is the most disadvantaged that have been the hardest hit, and has brought into sharp focus the impact of pre-existing inequalities.





At the same time, the education system in Kirklees has come together with the other 'key-worker' agencies to tackle the impact of the pandemic. The reviews of parents and carers of this support has been overwhelmingly positive. The response of the agencies to Covid19 has been notable for its coordination, collaboration and for its breadth. It has seen health colleagues work *with* education and schools and settings working *with* social care colleagues. It has crossed boundaries of public, private and third sectors and it has been driven by a strong sense of common purpose.

Kirklees benefits from healthy and positive relationships with key stakeholder groups as has been exemplified in the local response to the pandemic. It is therefore a moment in time to build upon this experience and the lessons learnt and apply them to the long-term task of improving the life chances of its children and young people and their families.

In July, the Education and Learning Partnership Board reflected upon the partnership approach and the strengths that were exemplified over the last academic year;

- collaboration and challenge in equal measure
- Building capital, capacity and creativity to respond and react to the impact of the pandemic – children and their families being at the centre of all activity
- Assessed risk balanced with practical possibilities, advice, expertise and guidance to enable decision making
- A restorative approach to system leadership – working with, not directing or instructing

In doing so, the key areas below emerged as priorities to underpin the development of our approach for not just this academic year, but for the long term Learning Strategy.

	Curriculum – ambitious, rich and broad, needs based, curriculum intent that meets the needs of the children we educate – the whole child, Black Lives Matter, RSHE
	Relationships and Trust – working restoratively between professionals, between and within schools, with our families and children, ethical system leadership
	Healthy – tackling poverty, sport and physical activity, health inequalities
	Wellbeing – personal and collective resilience, support for families, mental health
	Climate – Green and sustainable the opportunity to change the future environment
	Happiness, inclusion and kindness – mutual respect
	Inquisitive and independent – skills and entrepreneurial ambition
	Technology and connectivity – accessibility to IT , data and intelligence to drive improvement and narrow gaps
	Nurturing growth, development and research – invest in personal, individual and collective capacity
	Resources, funding and investment – not just money, expertise, ideas, practise...what's in it for our children...not what's in it for me



The proposal for a co-produced strategy is therefore made in such a way as to enable the LA to work with partners and address the key points of:

- Building upon the existing strengths and expertise in Kirklees
- Addressing the issues that face the children, young people and communities of Kirklees
- Bring together the entire community of Kirklees
- Enable the LA to clarify and fulfil its role and meet both its moral and statutory duties
- Learn from best practice both within the district and elsewhere
- Develop policy and strategy that is informed by the voice of children, young people and Communities
- Science: the evidence from both research and data

So, in short the answer to what will be done differently this time is that the entire commonwealth of Kirklees is proposed to come together to tackle the issues and will draw on the best practise and research locally, nationally and internationally.

Principles

In developing a strategy for Kirklees it will aim to be:

- Ambitious and visionary: high expectations and inspirational for all citizens
- Innovative: creative, risk-taking, entrepreneurial and adventurous
- Inclusive: prioritising disadvantage & promoting diversity
- Holistic: developing academic, social, physical and emotional

- Collaborative: professionals working cooperatively to a common good
- Realistic but optimistic: promoting a “can do” approach with resource led realism

Values

There are some non-negotiable values that will underpin the development of the strategy:

- **Aspiration:** the system will have high aspirations for all its children and families, it will expect professionals to do the same and will challenge.
- **Diversity:** Kirklees will celebrate the diversity of its citizens and promote cohesion, and understanding. It will explicitly tackle disadvantage and inequality and it will challenge discrimination.
- **Restorative:** the system will be one that prioritises the building of strong relationships and empowers working ‘with’ children, families and communities and does not “do to” or “do for” them. It will provide high levels of support with high levels of challenge.

Proposed approach

Phase 1: Vision and commission Oct 20 -Jan 21

Working with the Education and Learning Partnership Board, identify a high-level Kirklees Education Commission Steering Group to lead, commission and drive a long term comprehensive multi agency education and skills strategy.

And,

Research, data analysis and engagement Nov 20 - Feb 21

Listening to key stakeholders across Kirklees:

- Children, young people and families
- Strategic leaders including: elected members, headteachers, principals, governors and trustees, LA officers.
- University and College leaders
- Educational and children’s services professionals
- Community and faith leaders
- Business and economic leaders
- Arts, cultural and sporting organisations
- Relevant national and regional agencies eg: DFE, RSC, OFSTED, Dioceses, TUs, etc

These individuals and groups will be engaged through a range of mechanisms including:

- One to one and group discussions (notably with existing groups)
- Surveys
- Through written submissions
- Workshops

Closely looking at:

- Outcomes for children and young people across Kirklees. A forensic and detailed analysis of outcomes for different groups, localities, organisations and communities
- Other successful models of system leadership: both nationally such as the ‘London Challenge’ and also internationally.
- Academic research into best practice for school and education systems
- Key national policy frameworks eg: OFSTED inspection framework, national curriculum, relevant legislation.

The commission will synthesise the learning from phase 1 and create an interim report for the Kirklees community. Following a period of feedback based on the recommendations the final report and recommendations will be developed.

Phase 2: Moving from Vision to strategy May 21 - Jul 21

Adoption of the strategy and launch

Phase 3: Implement and Review Sept 21 onwards

The strategy would be regularly monitored for its implementation and evaluated for its effectiveness. In terms of the latter any information garnered would inform amendment and iteration of policy and strategy.

3. Information required to take a decision

N/A

4. Implications for the Council

4.1 Working with People

The proposed approach is to have Kirklees people at the centre of the development of the strategy and that the strategy is meaningful for our children and young people and their families.

4.2 Working with Partners

The Education and Learning Partnership Board provides strategic system leadership. Representation is included from all phases and types of schools, Governors, MAT leaders, Trade Unions and Council Officers. The proposed approach seeks to widen engagement with partners.

4.3 Place Based Working

Kirklees as a place is made up of different communities and the diversity of its communities is one of its key strengths. It is proposed that the strategy meets and reaches the needs of all children and their families.

4.4 Climate Change and Air Quality

There are real opportunities to consider climate and the environment in developing the strategy and has been identified by the Education and Learning Partnership Board as a key consideration.

4.5 Improving outcomes for children

The entire purpose of the strategy is to collaborate and use every opportunity available to improve our children and families outcomes.

5. Officer recommendations and reasons

This report is for information and to provide an overview of activity. No decision is required.

6. Cabinet Portfolio Holder's recommendations

N/A

7. Contact officer

Jo-Anne Sanders – Service Director for Learning and Early Support

8. Service Director responsible

Jo-Anne Sanders – Service Director for Learning and Early Support