



# Education and Learning

Strategy 2018/22



# Welcome

Welcome to Lambeth's Education and Learning Strategy 2018–22 which looks ahead to the next few years and outlines our shared ambition for our learners of all ages. It has been developed in partnership between schools, other educational establishments and the Council.

We want Lambeth to continue to be at the forefront of change and improvement in education, retaining good relationships between education providers and the Council and building on our collective strengths and achievements.

We have strong partnerships between schools, colleges, neighbouring authorities, families, local communities and the Council that enable us to work towards securing an autonomous and self-improving education system. This commitment to raising standards is supported by a sound infrastructure of early years provision in our childcare, nursery school and children centre provision. Our charter for education and learning encapsulates our aspirations and ways of working together (see appendix 1, page 8).

The overwhelming majority of Lambeth schools have chosen to retain their close working relationship with the Council. In 2017 the Lambeth Schools Partnership was launched to sustain high quality outcomes and excellent teaching and learning across the borough. The partnership is united in its vision that schools and other education settings should build on an existing culture of collaborative working to enable all the borough's children and young people to experience the best possible education opportunities, outcomes and life chances.

This Strategy is aligned to the overall role of the Council in supporting growth, improving community resilience, enhancing place and providing support to the vulnerable. It complements the Council's guiding principles particularly around tackling inequality, collaboration with residents and partners, providing value for money and enhancing trust and transparency. In its development it has been informed by a number of other key borough plans which aim to improve opportunities for Lambeth citizens:

- Future Lambeth – Our Borough Plan
- Lambeth Made – The Children & Young People's Plan
- SEND Local Area Strategy
- Health & Wellbeing Strategy
- The Early Help Strategy
- Adult Learning vision and strategy

Over the next three years we will continue to develop and embed our partnership working between schools, education providers, the Council, health and children's social care.

This document summarises the overarching strategy for education and learning in Lambeth between 2018 and 2022.

## **Cllr Jennifer Brathwaite**

Deputy Leader of the Council (Children and Young People)

## Education and Learning in Lambeth: the current context

- Lambeth is home to 67,900 children and young people, 21% of the total population of 318,000.
- The borough has experienced one of the fastest rising birth rates in the country and is the 5th most densely populated borough nationally. We are the 8th most deprived London Borough and yet the 6th highest performing borough for primary and secondary aged pupils for social mobility. The birth rate growth is now falling.
- 29% of our young people are aged 0-5, 54% 5-16 and 17% 16-19. Over time this increasing population is moving from our primary into our secondary schools and beyond.
- 52% of all primary aged children and 38% of all pupils at secondary school in Lambeth do not speak English as a first language. The average for England is 17% and 13% respectively.
- Approximately one in three children in Lambeth is born into poverty, higher than the national average of one in five.
- There are 60 primary phase schools, five special schools, five nursery schools, three all through (primary and secondary phase) schools and two pupil referral units. Of the 17 secondary schools, nine are academies. Six primary schools are academies. There is one sixth form 'free' school that specialises in Mathematics. A further secondary academy, 'free' sixth form and a special 'free' school are in the pipeline.
- As of September 2018 there are 12 schools with sixth forms and four special schools with sixth forms, one further education college and one adult college.
- In the last 10 years most schools have been rebuilt, expanded or refurbished to cope with the rising pupil population. Of our 17 secondary schools, 7 are new schools built over the last 12 years.
- There are ten special educational needs resource bases attached to mainstream schools.
- As of September 2018, there are 116 PVI's (private, voluntary and independent) nursery schools of which 106 have been inspected and 96% of these are good or outstanding. There are 232 childminders of which 152 have been inspected whilst having children and 92% of these are good or outstanding.
- 93% of Lambeth's schools are graded good or better by Ofsted and 41% are judged outstanding.
- Those young people aged 16+ who are not in education, employment or training (NEET) in Lambeth is 1.42% compared with statistical neighbours' average of 1.43%, however those 'not known' (where we have been able to trace their destination) are at 8.8% compared with the statistical neighbour average of 7.3%.
- Lambeth pupils achieve above national averages at Key Stage 1 and 2 and at just above national averages at the end of the Early Years Foundation Stage.
- Secondary aged pupils achieve in line with national outcomes and post 16 pupils achieve above national averages.
- Our special school and alternative education provision is all judged to be 'good' or better.
- Our nursery school provision is all 'good' or 'outstanding'
- Lambeth Adult Learning enrolls about 4,500 part-time learners each year, all aged over 19. About 72% of learning programmes are non-accredited with 28% leading to a qualification.
- Pupils at our Virtual School for looked after children (between 400-450 at any time) achieved joint highest in the country for reading, writing and maths combined at key stage 2 and above national and London averages at Key Stage 2 and 4 in 2017.



## The role of the LA

In a diverse and changing educational landscape, the local authority (LA) exercises a range of roles and responsibilities with local education providers. The LA works positively with maintained faith and community schools, alternative provision, early years settings, special schools, academies, free schools, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision.

We view the local authority as a ‘champion’ for all the learners in the borough. Championing is fundamentally about local leadership through influencing and generating consensus.

**We consider the LA roles to be defined as:**

### **1. A champion of all vulnerable children and young people**

This means ensuring that all children can access and be fully included in schools and settings in line with parental/carer preference. The LA role is to maintain a strategic overview of admissions, inclusion, special education needs, safeguarding and the educational progress of all children and young people especially the most vulnerable, e.g. looked after children, whatever state-funded school or setting they attend. In discharging this responsibility we expect all educational providers to ensure access to high quality educational provision and support as needed for the most vulnerable. We keep partners updated about our SEND local offer through our website [lambeth.gov.uk/send-local-offer](https://www.lambeth.gov.uk/send-local-offer)

## 2. A champion of parents, carers and families

This means encouraging and enabling parents, carers and corporate parents to participate in and have a significant impact on their children's education. It means inviting them to support and challenge their child's setting or school to continuously raise standards and to meet the needs of their child. It means involving them in debate about how well aspirations for their children are met and listening to their views on local needs in terms of educational outcomes, access, inclusion and employability. This is especially important for the most vulnerable children and for the LA as the corporate parent of children in care, encouraging learners to participate in and have a significant impact on their education at all stages.

## 3. A champion of educational excellence and good governance

This means creating the necessary conditions and environment for success and celebrating the achievement of learners, both children and adults, and that of their setting and/or schools. It means a collective commitment to school or setting improvement that challenges and tackles all forms of underperformance. It means providing support, challenging pupils and early intervention to ensure that schools retain their autonomy. The LA will take an active interest in and promote high standards of governance and probity.

## 4. A champion of outstanding provision through collaboration and challenge

Through the collegiate approach of the Lambeth Schools Partnership the LA will demonstrate its commitment to working with schools and providers. Together we will provide challenge and support to raise achievement and ensure all children and adult learners are included effectively in high quality learning. The LA, in partnership with the LSP, will conduct rigorous monitoring of data at all key stages to identify areas of development.

To deliver its champion roles, the LA will:

- 1 Challenge all schools and providers as to how well they serve all learners, particularly the most vulnerable, through access, inclusion and pupil progress
- 2 Maintain an oversight of the performance of all Lambeth learners and ensure a dialogue with providers where concerns arise
- 3 Ensure we meet our statutory functions for all children, young people and adults regardless of the setting they attend
- 4 Promote and support high standards of governance
- 5 Create, develop and maintain strategic partnerships with and between schools and others
- 6 Support the objectives of the Children and Young People's Plan for Lambeth (Lambeth Made)
- 7 Engage with schools and providers fully respecting their autonomy and expertise, but intervening directly in schools or contacting the Secretary of State, Regional Schools Commissioner or Ofsted where there are serious concerns.

In addition we will work together with the Lambeth Schools Partnership to:

- Act as broker to maximise resources and talent and as an independent mediator
- Support innovation and research in schools
- Commission high profile achievement events to celebrate success
- Undertake innovative research and share findings locally and nationally.



# The Education and Learning Strategy 2018–2022

Lambeth LA in partnership with the Lambeth Schools Partnership and education providers is committed to our role as champion for children and young people and to discharging our statutory responsibilities to the highest standard. We see education as the highest priority in times of austerity, since the future employability and wellbeing of Lambeth's citizens depend on it. We are proud of the strong education system across the borough. We will be energetic in supporting the continued improvement of our early years provision, schools, colleges and other education providers.

Most schools work in local geographic clusters that maintain close links with each other (see appendix appendix 3 page 10–12). This is strengthened by local Teaching Schools and a National Research School which offer a range of data, information, training and events to improve professional practice in our schools. Through the Lambeth Schools partnership (LSP) these elements work together with the LA to ensure a wide range of support is available that supports the best outcomes for pupils.

Ensuring positive pathways to adulthood is crucial for all pupils including access to apprenticeships further education and training. The Council's Adult Learning Service commissions and works closely with a network of local adult education providers and community partner organisations to plan, deliver and sustain high quality and appropriate adult learning and employability skills training for the borough's most disadvantaged residents particularly those who are furthest away from employment.

We look forward to an exciting future, secure in the knowledge that the Council and all education settings have strong shared values and a commitment to ensuring that our children's life chances and opportunities for adult learners are the very best possible.



## Our vision

For all learners in Lambeth to acquire the knowledge and develop the skills and attributes they need to fulfil their potential now and in the future.

## Priority areas to be addressed

### Standards

- Some cohorts of pupils do not make as good progress as their peers. These currently include black Caribbean pupils, Portuguese pupils, looked after children, disadvantaged and those with additional needs
- 'More able' pupils need further support to achieve the highest level for their age
- Not all schools are yet good or outstanding. In September 2018 there were four schools requiring improvement and one judged 'inadequate' by Ofsted

- FE College provision is not yet 'good'. The merger with London Southbank University (LSBU) is a very positive step forwards.
- The number of students with unknown destinations at age 18 is above national figures and we are working to address this.

### **Inclusion**

- Exclusions for some groups of pupils is disproportionately high. This includes boys, and Caribbean heritage pupils. We have a number of initiatives including a two year project 'Raising the Game' to address this issue.

### **Finance / funding**

- Funding challenges and constraints, both national and local, reduce the capacity of partners to deliver the desired outcomes and we work collectively to address these issues.
- SEND budget pressures, caused by national funding pressures and an increase in children with Education Health and Care Plans mean it is more difficult to allocate increased funding to schools to support these children.
- The capacity of Clusters and individual schools to support each other is an area we are developing through the Lambeth Schools Partnership (LSP).
- Temporarily reducing school rolls in some areas of the borough to reflect the decline in pupil population after several years of significant growth means schools are working with reduced funding.

### **Recruitment and retention**

- National and local recruitment issues are challenging and may start to impact on the quality of teaching and learning in our schools and other education providers.

### **Provision**

- Sufficient high quality places will need to be available as the increased number of primary pupils move into secondary and an over-provision in primary must be avoided.

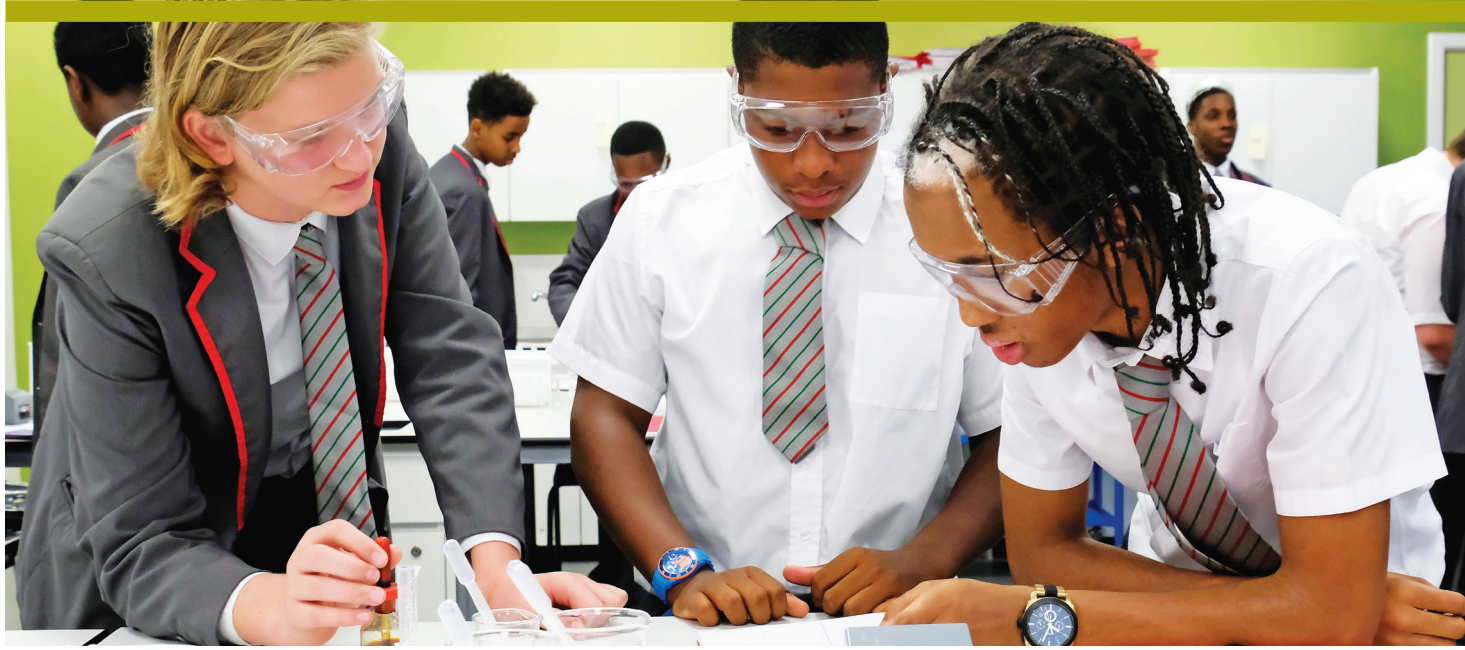
### **Adult Learning**

- As national funding for adult learning is devolved to the Greater London Authority we must work closely with partners to maintain a focus on localities.

## **Our overarching objectives**

- To improve performance for all Lambeth pupils and support them to achieve in line with their peers nationally
- To support all early years settings, schools, further and adult education and other education providers to be 'good' or 'outstanding'
- To provide sufficient high quality school places
- To ensure our youngest children make the best possible start in their learning so that they can fulfil potential in primary and secondary schools
- To increase the number of young people who enter further education, employment and training post 18 and 19
- To reduce exclusions from schools so that all pupils have a positive education experience and fulfil their potential
- To improve outcomes for our most vulnerable learners for example those with special or additional learning needs and those who are in care to the Council
- To narrow the achievement gap between groups of pupils and their peers including those who are disadvantaged and reduce education inequality
- To support adult learners, particularly those who are disengaged, to participate in learning which improves their lives and/or employment opportunities
- To recruit high quality teachers and provide good quality professional development and training to ensure they continue to teach in the borough.





## Expected outcomes by 2022

- To exceed national expectations of pupil levels of achievement at the end of the Early Years Foundation Stage, primary, secondary and post 16 education for all children and groups of pupils
- At the end of primary education, Lambeth pupils will exceed the national and London average progress measures
- At the end of secondary education, pupils will show accelerated progress in a wide range of academic, vocational and technical qualifications and will exceed London average progress measures
- At the end Key Stage 5, students have the skills and support that enable them to go on to successful employment or further study
- Identified groups of pupils including Black Caribbean and disadvantaged will achieve in line with their peers
- Looked after children (LAC) will achieve at or above the national averages for LAC at age 11, 16, 18
- Every educational setting and school to be judged as 'good' or 'outstanding'
- A reduction in fixed term and permanent exclusions and no exclusions from primary schools
- More children and young people with SEND will be in local mainstream education settings
- The number and cost of independent non-maintained placements and out-of-borough placements will be further decreased
- Lambeth schools will continue to be well-governed, financially stable organisations able to meet all pupil needs
- In Adult Education, vulnerable adults and those furthest from learning and the workplace will successfully access a range of courses and resources to improve their skills and enhance their employability.

# Appendix 1: Our Charter for Education and Learning

## **Partnership working between the Council, schools and other education providers with the Lambeth Schools Partnership to benefit all young people by:**

- ensuring that the Council and schools continue to fulfil statutory responsibilities
- encouraging a positive climate of openness, collaboration, dialogue, support and challenge
- maintaining a shared responsibility to achieve the highest standards
- promoting and sharing opportunities to enhance outcomes and opportunities for all in the context of diversity and socio-economic challenge
- removing barriers to learning and closing attainment gaps for underperforming groups of pupils
- promoting emotional and physical wellbeing for all
- contributing to sharing information with regard to local trends and issues
- disseminating best practice in all aspects of education

## **Working collaboratively to address the following areas of common interest:**

- sharing of data
- safeguarding
- special educational needs and disability
- meeting the needs of the most vulnerable
- early help for vulnerable families and children
- seeking alternatives to exclusion
- by liaison with police, youth offending teams, social services and public health
- admissions and place planning
- ensuring young people of statutory school age are in education, employment or training
- transfer and transition
- promotion of excellence at all educational stages
- involvement in local research

## **Developing a cohesive Lambeth local education and learning community through the adherence to the core principles of:**

- education for the positive development of individual learners, the local community and the wider society
- safe, inclusive and equitable provision
- open, transparent and fair practices
- good governance and financial, professional and legal probity
- early intervention and support for schools and other education providers

## **To provide the best educational opportunities for our children, young people and vulnerable adults through:**

- high aspiration
- inclusion and equality
- continual improvement through innovation and development

## Appendix 2: Collaboration

Lambeth Council's approach to excellence in education and learning is a collaborative one. It works in partnership with key groups to improve knowledge and expertise across the borough.

### Lambeth Schools Partnership (LSP)

The Lambeth Schools Partnership is a collaboration between the local authority, schools and settings to take responsibility to improve standards across the borough. Schools pay an annual subscription to join the LSP which focuses exclusively on school improvement and excellent communication. The partnership is governed by schools, members of the local authority, governors and representatives of teaching schools.

### School Clusters

Lambeth has a well-established network of 10 school clusters which work together to create self-sustaining support systems. This ranges from informal leadership support to continuing professional development for staff and moderation activities to ensure consistently high expectations in schools.

Each of the ten clusters has a representative on the Lambeth Schools Partnership board.

### Lambeth Teaching Schools

There are three schools in Lambeth designated as teaching schools. Teaching schools are strong schools led by effective leaders that work with others to provide high-quality training, development and support to new and experienced school staff.

The 'Lambeth Teaching School Alliance' is based at Vauxhall Primary School; the 'Sharing Excellence Partnership' is based at Dunraven School and the Gipsy Hill Federation Teaching School based at Kingswood Primary School. They work with the Lambeth Schools Partnership to provide a coordinated offer of continuing professional development to schools within and outside Lambeth.

Their remit includes:

- Providing routes into initial teacher training
- School to school support
- Provision of specialist leaders of education
- Research and development

### Research School

Rosendale Primary School is London's only 'research' school. Its work focuses on evidence-based strategies to tackle some of the challenges in the education system. These include:

- Ensuring that school leaders adopt research informed, long-term approaches to securing achievement for all.
- Use evidence-based strategies and activities to maximise the impact of the Pupil Premium and other grants
- Consider what research indicates about adapting the learning environment to maximise achievement.
- Adopt evidence-based strategies to improve outcomes for pupils with English as an additional language.



## Appendix 3: School Cluster Groups

Cluster partnership	Schools in cluster
<p><b>Brixton Learning Collaborative</b></p> <p><b>14 schools</b></p> <p><b>LSP Lead: Elena Mauro, Loughborough PS</b></p>	<p><b>Lead - Catherine Warland, St. John Divine CE Primary School</b></p> <p>Archbishop Sumner Primary School            Christ Church Primary School, SW9            Effra Nursery and Children's Centre            Ethelred Nursery and Children's Centre            Hill Mead Primary School            Jessop Primary School            Loughborough Primary School            St. John Angell Town CE Primary School            St. Saviour's CE Primary School            Stockwell Primary School            Saint Gabriel's College (Secondary)            Evelyn Grace Academy (Secondary)            The Michael Tippett School (Special)</p>
<p><b>Clapham &amp; Lark Hall Collaborative</b></p> <p><b>6 schools</b></p> <p><b>LSP Lead: Jo Samways, Macaulay PS</b></p>	<p><b>Lead – Jo Samways, Macaulay PS</b></p> <p>Allen Edwards Primary School            Heathbrook Primary School            Triangle Nursery School            Clapham Manor Primary School            Lambeth Academy (Secondary)</p>
<p><b>Gipsy Hill Federation</b></p> <p><b>5 schools</b></p> <p><b>LSP Lead: Michelle Bennett, Glenbrook PS</b></p>	<p><b>Lead/s – Susan Holt / Laleh Laverick, Gipsy Hill Federation</b></p> <p>Elm Wood Primary School            Fenstanton Primary School            Glenbrook Primary School            Kingswood Primary School            Paxton Primary School</p>
<p><b>Lambeth Catholic Schools Partnership</b></p> <p><b>9 schools</b></p> <p><b>LSP lead: Denise Assid, St. Andrew's RC</b></p>	<p><b>Lead – Deborah Hogan, St. Bernadette RC Junior School</b></p> <p>Corpus Christi RC Primary School            St. Andrew's RC Primary School            St. Anne's RC Primary School            St. Bede's RC Infant Primary School            St. Helen's RC Primary School            St. Mary's RC Primary School            Bishop Thomas Grant RC School (Secondary)            La Retraite RC School (Secondary)</p>

<p><b>Oval</b></p> <p><b>15 schools</b></p> <p><b>LSP Lead: Jayne Mitchell, St. Andrew's CE</b></p>	<p><b>Lead – Chris Toye, Wyvil Primary School</b></p> <p>Archbishop Tenison's CE School (Secondary)  Ashmole Primary School  Herbert Morrison Primary School  Henry Fawcett Primary School  Lansdowne School (Secondary Special)  Lilian Baylis Technology School (Secondary)  Oasis Johanna Primary School  Reay Primary School  St. Andrew's CE Primary School  St. Mark's CE Primary School  St. Stephen's CE Primary School  Turney School – (All through Special)  Vauxhall Primary School  Walnut Tree Walk Primary School</p>
<p><b>South Lambeth Schools' Partnership</b></p> <p><b>10 schools</b></p> <p><b>LSP Lead: David Boyle, Dunraven School</b></p>	<p><b>Lead - Alison Moller, Julian's Primary School</b></p> <p>Crown Lane Primary School  Dunraven School (All through)  Granton Primary School  Hitherfield Primary School  Immanuel and St. Andrew CE Primary School  St. Leonard's CE Primary School  Streatham Wells Primary School  Sunnyhill Primary School  Woodmansterne School</p>
<p><b>Streatham, Balham and Clapham (SBC)</b></p> <p><b>7 schools</b></p> <p><b>LSP Lead: Andrea Parker, Bonneville PS</b></p>	<p><b>Lead - Sandy Hardy, Henry Cavendish PS</b></p> <p>Bonneville Primary School  Iqra Primary School  Kings Avenue Primary School  Telferscot Primary School  Maytree Nursery School and Children's Centre  The Livity School (Special)</p>
<p><b>The Tenth Cluster</b></p> <p><b>6 schools</b></p> <p><b>LSP Lead: Andrew Bull, London Nautical School</b></p>	<p><b>Lead - Andrew Bull, The London Nautical School</b></p> <p>Membership to be confirmed  Van Gogh Primary School  Lark Hall Primary School  Oasis Southbank – (Secondary)  South Bank Engineering UTC (Secondary)  Platanos College (Secondary)</p>

Cluster partnership	Schools in cluster
<p><b>Tulse Hill</b></p> <p><b>4 schools</b></p> <p><b>LSP Lead: Dominic Bergin, The Elmgreen school</b></p>	<p><b>Lead: Kate Atkins, Rosendale Primary School</b></p> <p>Elm Court School (Special) The Elmgreen School (Secondary) Norwood School (Secondary)</p>
<p><b>Windmill</b></p> <p><b>12 schools</b></p> <p><b>LSP Lead: Nikki Zeronian-Dalley, Exec Head Christ Church Streatham and St. Luke's CE PS</b></p>	<p><b>Lead - Lascelles Haughton, Holy Trinity Primary School</b></p> <p>Christchurch CE Streatham Primary School Holmewood Nursery and Tree House Children's Centre Jubilee Primary School Orchard Primary School Richard Atkins Primary School St. Jude's CE Primary School St. Luke's CE Primary School Sudbourne Primary School City Heights E-ACT Academy (Secondary) St. Martin in the Fields (Secondary) Trinity Academy (Secondary)</p>

## Appendix 4: Further reading

**Lambeth Schools Partnership:** [lambethschoolspartnership.uk](http://lambethschoolspartnership.uk)

**Special Education Needs Local offer:** [lambeth.gov.uk/send-local-offer](http://lambeth.gov.uk/send-local-offer)

**Special Education Needs Local Area Strategy:** [lambeth.gov.uk/send-local-offer/about-send-and-the-local-offer/lambeth-send-strategy](http://lambeth.gov.uk/send-local-offer/about-send-and-the-local-offer/lambeth-send-strategy)

**Lambeth Made: The Children & Young People's Plan:** [love.lambeth.gov.uk/our-children-our-future-launch/](http://love.lambeth.gov.uk/our-children-our-future-launch/)

**Future Lambeth: Our Borough Plan:** [lambeth.gov.uk/elections-and-council/about-lambeth/future-lambeth-our-borough-plan](http://lambeth.gov.uk/elections-and-council/about-lambeth/future-lambeth-our-borough-plan)



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