

Scrutiny Commission Referral Form

Referral from:
The Role of the Local Authority
in Education Select Committee

To: Mayor and Cabinet 5th December
2013

Date: 26th November 2013

Contact Officer: Shana Johnson, Scrutiny Officer extn 22908

Subject: Report and Recommendations from the Overview and Scrutiny Select Committee: “Altogether Now” – The Role of the Local Authority in Education

1. Reason for referral

At its Annual Meeting on the 6th June 2013 the Overview and Scrutiny Management Board agreed to establish a Select Committee on the role of the local authority in education. The aim of the Select Committee was to carry out a discreet examination of:

- The role of the Council in school improvement and raising standards
- The role of individual Councillors; and
- The role of Councillors collectively through overview and scrutiny.

The investigation was complementary to the “Education Directions for Bristol’ consultation launched by the Mayor and Cabinet on the 23rd July 2013.

The report and recommendations have been referred to Cabinet for consideration alongside the outcome of that consultation.

2. Recommendations

- The Mayor and Cabinet are requested to consider the attached report alongside the Education Policy Directions report.
- To note that the Overview and Scrutiny Management Board has agreed to refer the report of the Select Committee to Full Council on the 17th December at which point financial and legal implications will be considered.
- That a formal response be requested to the recommendations within 2 months.

3. Accompanying papers (as attached)

Final Report of the Overview and Scrutiny Select Committee:
'Altogether Now' The Role of the Local Authority in Education

'ALTOGETHER NOW' THE ROLE OF THE LOCAL AUTHORITY IN EDUCATION

Report of the Overview and
Scrutiny Select Committee
November 2013





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Appendix 3 Ofsted - Bristol Local Authority focused inspection: 3 to 14 June 2013 (letter dated 6 September 2013 from Lorna Fitzjohn, HMI Regional Director South West)

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Foreword – Councillor Peter Hammond, Chair of the Select Committee

Arising from OFSTED's recent visit to Bristol the Select Committee was shocked by the stark figures that **Bristol has 4,626 students who attend a primary school which requires improvement or is inadequate and 4,805 students attend a secondary institution which similarly requires improvement or is inadequate.**

These figures alone justify the fresh approach we are proposing.

There is an often-quoted saying to the effect that continuing to do the same thing again and again, and expecting a different result is a sign of madness. So we must change Bristol's longstanding practice of making only incremental change to a system that has been failing to deliver our young people's full potential lest we demonstrate the truth behind the saying.

The Council has statutory roles in relation to keeping children safe, providing school places, fair access and admissions, school attendance, school standards, children with SEN and Disabilities, but now is the time to abandon a 'managerial' approach to education. The Council and in particular Councillors, both in their own communities and collectively with the Mayor, should be champions and advocates of children, parents and families and the voice of communities. Our role is that of leadership and influence, based on democratic accountability and moral purpose whereas in the past we have believed ourselves to have to act as managers (with less and less schools to 'manage'). We must abandon that approach and instead **place ourselves at the head of the improvement agenda for all Bristol's schools and become the voice of young people, parents and the community in owning the education of Bristol's young people.**

We must also end the 'wagon train in a circle' mentality whenever Bristol's leadership or performance is challenged. Not every criticism can be deflected by claiming the wrong figures were used or by diverting attention to areas which have better statistics. Even in challenging times we should stop blaming others for our shortcomings. Far better to accept the criticism and welcome the critics in to help us – whether they are experts or local parents and pupils. Let us also recognise where Bristol has innovated and done well and apply those lessons to this fresh approach.

If we accept our 'new' role of leadership and influence there is a real opportunity for Mayor and Councillors together to truly make education improvement a top priority and to deliver this for our children and young people rather than repeat the stale phrases which have appeared in numerous successive strategy documents. But we cannot do this in isolation. This must be in a partnership of Council, all education providers in the city, other stakeholders, parents and communities. There must be a consistent message about education in the City – we will not tolerate poor standards – every child has a right to the best educational opportunities.



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There needs to be greater clarity and purpose in school improvement to ensure standards are raised across the whole City and particularly for those 9,000 children who are being let down by a failure of the system.

Because of the need for the Council to speak with one voice we also make recommendations about the roles of the Mayor and Council Leaders, Councillors individually and collectively, and their roles and relationships in school improvement and democratic accountability. We also make a crucial statement about the relationship between the Mayor's role and that of Scrutiny in education provision that may have wider resonance – but that is outside our Terms of Reference.

The outcome of the broader consultation on Education Directions for the City and our contribution to that debate must result in an ambitious vision and expectation for the education of children and young people in the City but also a different leading role for the local authority which it can confidently articulate and occupy.



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Acknowledgments

I would very much like to thank everyone involved with the Select Committee and particularly Heads, Governors and Councillors who took the time to fill out our survey. This has been an opportunity for a collaborative approach on a key issue for the local authority and I would like to thank committee members and Cllr Brenda Massey Assistant Mayor for Children and Young People for their contributions.

Additionally, particular thanks go Shana Johnson, Scrutiny Co-ordinator for the research that made this report possible.

We have also been greatly helped by the following witnesses who gave us their time and very valued expertise and experience:

Isobel Cattermole – Interim Strategic Director of Children’s Services

Jay Mercer – Interim Service Director Education

Lesley Ann Jones – Regional Ofsted Inspector for the South West

Professor Geoff Whitty CBE – Professor of Public Sector Policy and Management, University of Bath and former Director of the Institute of Education, University of London

Leigh Sandals – The ISOS Partnership

Professor Ron Ritchie, Pro Vice-Chancellor, Partnerships, Diversity and Civic Engagement, University of the West of England

Select Committee Membership

Councillor Barry Clark (Labour)

Councillor Clare Champion-Smith (Liberal Democrat)

Councillor Peter Hammond (Chair) (Labour)

Councillor Charles Lucas (Conservative)

Councillor Glenise Morgan (Liberal Democrat)

Councillor Rob Telford (Green)

Councillor Alastair Watson (Conservative)

Councillor Brenda Massey – Assistant Mayor for Children, Young People and Education was also invited to attend all meetings of the committee.

Cllr Peter Hammond

Chair of the Select Committee



Executive Summary

At its Annual Meeting on the 6th June 2013 the Overview and Scrutiny Management Board agreed to establish a Select Committee on 'The Role of the Local Authority in Education' as a contribution towards the 'Education Directions for Bristol' consultation being launched by the Mayor at Cabinet on 25th July 2013. The work was set against a background of national and local drivers including:

- An increasing number of academies and free schools aiming to create a better and more diverse school system
- A Government drive to make inspections of schools, colleges and children's services more effective, with *new school improvement inspections* from Ofsted inspectors in June 2013
- Raising the quality of teaching and leadership
- Improving behaviour and attendance in schools
- Driving forward improvement in Bristol's schools

Looking at evidence drawn from across the country including meetings with education professionals, a survey of schools and literature review and research, the Select Committee has set out a view of the future role of the local authority in education and how that role could be successfully delivered. Key to our approach was an examination of:

- the role of the Council in school improvement and raising standards
- the role of Councillors collectively through overview and scrutiny
- the role of individual Councillors

In our work we have focused on schools serving the 5-16 age group due to constraints of time, believing post-16 provision warrants its own detailed work.

The report makes recommendations in each of the three key areas set out above. They offer a range of both practical and more strategic approaches. They are intended to set a general direction in which the Committee believes the Council should be moving. It is also recognised that there are potentially different ways in which their intentions can be achieved. They are only a starting point but we believe that they are key to marking a step change in the way the Council fulfills its role in relation to education. In addition to the 15 principal recommendations, there are a number of additional points in each of the sections which could also be followed up if the report is endorsed.

Bristol has one of the most diverse education systems in the country which can offer real opportunities to be one of the best. Evidence to the Committee supports a role in



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education which not only delivers statutory duties but provides clear leadership and vision, champions children and young people, monitors standards and provides challenge and support to schools. In order to effect the change necessary there needs to be a transformation in thinking reflected structurally and in the way in which current partnerships are delivered to create a 'whole system' approach.

The report also recommends an increased emphasis on school to school support and sharing local and national best practice to drive improvement.

Councillors have many roles to play in relation to education in the city and can be a key lever in driving school improvement both individually and collectively by holding the 'system' to account. The report makes recommendations about the role of Overview and Scrutiny as a mechanism for achieving this, regardless of the form of school governance, by exercising its powers to scrutinize services provided by the Council and in engaging with all schools whilst recognizing their autonomy.

Councillors also clearly have a democratic mandate to promote schools and educational aspiration in the city. They have a role as the voice of children, young people, families and communities in the city. Both Councillors themselves and schools agree that there is room for an improved relationship both at a strategic and local level and the report makes recommendations aimed at achieving this.

The Committee recognises that there are potential resource implications to the recommendations but that they should be achievable by re-focussing and redeploying existing resources and that there are significant benefits to be realised. We also believe that the partnership approach can bring resources into a shared pool for school improvement.



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Recommendations

School Improvement and Raising Standards

1. That building on the work identified below the Council develops, in conjunction with schools and other partners, “a partnership for educational excellence” which could potentially subsume existing partnership arrangements such as the Children’s Outcomes Board, Education Strategy Group, the Schools Forum etc. We would recommend that the partnership have a membership including schools, FE and Training Providers, Diocesan Boards, Governors, Parents, HE, employers, voluntary and community organisations, public sector and other partners as appropriate. The Partnership should be one with resources in order to commission activity which will lead to significant improvements in schools’ performance. The Council should be a leading partner in such arrangements, but a collaborator rather than a manager.
2. That there should be a focus on school to school support and sharing best practice across the whole system to raise standards and improve outcomes for particular groups and schools and that, local expertise and support/advice from Ofsted is brokered by the Council to form the initial basis of that work.
3. That clearly understood processes are established for dealing with underperforming schools and these are made explicit to schools depending on governance arrangements.
4. That the Council initiates work now to ensure that governance structures of schools are fit for purpose and the Council engage with non-local authority maintained schools/academies as part of this work.
5. That the Council continues to encourage a more federated approach amongst schools (whether this is a ‘hard’ or ‘soft’ model is a local decision) and specifically that single ‘converter’ academies are supported as part of this process.

The Role of Overview and Scrutiny

6. That the LGA Publication *Back to School – Ways for Scrutiny to influence local education and support school leaders to improve results* be adopted as the basis for induction training for Councillors and for officers engaged in scrutiny and the delivery of the Council’s education role.
7. That attention of the Centre for Public Scrutiny should be drawn to the Select Committee’s comments relating to Executive/Scrutiny under the current governance arrangements during their work on Bristol’s scrutiny process.
8. That the review of scrutiny by the Centre for Public Scrutiny considers as a matter of priority ways of working to address the governance issues identified in this report



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and discusses these with the Overview and Scrutiny Management Board and the Mayor.

9. That the Children's Services Scrutiny Commission should create a body, possibly along the lines of Manchester City Council's Ofsted Scrutiny Sub Group, charged with a similar role, to examine inspection reports and progress around school improvement. Such a group would meet in public and thus be open to public scrutiny and allow Councillors a fuller engagement in the improvement agenda and an opportunity to engage strategically with schools.
10. That Council scrutiny bodies involved in education issues should ensure that their focus is on an all Bristol approach to schools and other institutions regardless of their governance arrangements (working in partnership with them) and that Council based scrutiny becomes an integral part of new partnerships that develop.
11. That Council Scrutiny processes seek to develop relationships with new partners and take their work outside the City Hall environment.

The Role of Individual Councillors

12. That a new training programme for governors be developed open to governors (including Councillors) from the local authority based upon the roles identified above, but also open to others sitting on governing bodies on non-local authority schools.
13. That the political groups on the Council be invited to sign up to a commitment that all their nominees to governing bodies will undertake such an appropriate training programme within 6 months of appointment.
14. That a protocol be drawn up around school and Councillor working relationships.
15. That as part of a new model of working between schools, the Council, Councillors and local communities, Neighbourhood Partnerships are developed as the local forum where all can engage with their local school.



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School Improvement and Raising Standards

Evidence from Ofsted - Bristol local authority focussed inspection: 3 to 14 June 2013 (letter dated 6 September 2013 from Lorna Fitzjohn, HMI Regional Director South West)

1.1 Bristol was the subject of a targeted inspection by Ofsted in June this year which included a telephone survey of a sample of school leaders about their perception of the support and challenge from the Council. All 15 schools inspected plus those surveyed by phone were asked by Ofsted's lead inspectors 3 questions around the quality and impact of Council support for school improvement:

- How well does the local authority know your school, your performance and the standards your pupils achieve?
- What measures are in place to support and challenge your school and how do these meet the needs of your school?
- What is the impact of the local authority support and challenge over time to help your school improve?

1.2 The letter highlighted the following strengths:

- Schools value the engagement with the school improvement officers, many of whom have worked with the same schools for a number of years. As a result, schools comment that these officers know their schools well and offer a high level of support and challenge in order to promote improvement.
- There is widespread praise for the high quality of the local authority's governor support services. Many of the schools comment positively about the quality of training their governing body has received. In particular, school leaders value the input on data analysis, which has helped governing bodies develop the capability to hold their schools accountable for students' progress.
- The local authority has established a strong support network for clerks of governing bodies. School leaders praise this arrangement, which along with the local authority's regular briefings, ensures that the clerks are knowledgeable about educational issues and are well supported in their work.
- The collaboration and partnership work that has developed through strong headteacher networks and the increasing levels of inter-school support that is facilitating school improvement initiatives.

1.3 In addition Ofsted identified the following areas for improvement relevant to the Select Committee's terms of reference:

- School leaders' understanding of the local authority's strategic plan for school improvement is too variable. Many are unclear about the local authority's vision and



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long-term priorities and actions to support schools. There is also a negative perception among school leaders that Bristol focuses unduly on underperformance rather than on strategically commissioning the best practice found in some schools to benefit those in need of improvement.

- The local authority's relationship with its schools is too inconsistent. There is a widespread culture of mistrust and uncertainty across schools that has hindered open and transparent communications with the local authority and inhibited the development of a dynamic and strategic approach to school improvement.
- Although schools comment positively about the role of the School Improvement Officers, many school leaders are less confident that the local authority's senior officers have a good knowledge of the wider achievements taking place in their schools.
- The relationship between the local authority and academies located within Bristol is not strong enough. Leaders of the academies state that, despite sharing their data with the local authority, the authority's senior leaders do not have an up-to-date knowledge of current strengths and weaknesses. Currently, the nature of the relationship between academies and the local authority has not been defined precisely enough and this is diminishing the capacity of the local authority to commission school improvement activity from these resources.
- Evidence gathered from schools that have previously been inadequate or have not improved their inspection grades indicates that the local authority has been slow to recognise the issues and instigate early intervention.

1.4 Ofsted concludes:

'In summary, the improving quality of education provided by Bristol schools is encouraging. While recognising this improvement, it is important to emphasise that much more needs to be done to ensure that all pupils in Bristol receive the high quality of education expected. There is still some way to go in establishing a widely understood and methodically delivered strategy for improvement. It is clear that schools' views about the quality and impact of the local authority and its ability to initiate and sustain improvement strategies are too variable. This finding alone highlights the urgent need for the local authority to promote strong and positive relationships with all its schools in order to make best use of the expertise that resides within the city'. (Appendix 1 Full Ofsted Letter)

1.5 As a result of the outcomes of the Ofsted inspection, the Select Committee decided to invite Lesley Ann Jones the newly appointed Regional Director of Ofsted to meet the committee and outline Ofsted's approach to Bristol's improvement agenda.



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Evidence from Lesley Ann Jones Regional Director OFSTED - The current situation in Bristol Schools

The current situation in Bristol Schools

1.6 OFSTED’s view is that all children have a right to attend a “good” or “outstanding” school which was a view shared by members of the Select Committee. However in Bristol the stark fact is that:¹

4626 students attend a primary school that requires improvement or is inadequate

4805 students attend a secondary that requires improvement or is inadequate

1.7 The challenge for the Authority is to work with schools and the community to find ways to reduce this figure. The table below shows how Bristol ranks alongside the other authorities in the SW region.

Proportion of students in South West LAs attending a good or better primary school

Local Authority	%	Region Rank	National Rank ¹
Dorset	89	1	18
Poole	88	2	23
Plymouth	87	3	25
Devon	87	4	26
Gloucestershire	86	5	31
Torbay	85	6	34
Bristol City of	83	7	46
South Gloucestershire	83	8	49
Wiltshire	83	9	52
Somerset	81	10	64
Swindon	80	11	75
Cornwall	80	12	79
Bath and NE Somerset	76	13	96
Bournemouth	72	14	120
North Somerset	71	15	127
Isles Of Scilly	0	16	152

Source: Ofsted Management Information, 31 August 2013

— national proportion



Proportion of students in South West LAs attending a good or better secondary school

Local Authority	%	Region Rank	National Rank ¹
Bath and NE Somerset	100	1	1
Torbay	100	1	1
North Somerset	88	3	31
Dorset	85	4	41
Poole	85	5	42
Cornwall	84	6	46
Wiltshire	81	7	54
Plymouth	76	8	74
Devon	75	9	78
Bristol City of	71	10	96
Somerset	70	11	105
Gloucestershire	69	12	108
South Gloucestershire	63	13	118
Swindon	61	14	123
Bournemouth	60	15	125

Source: Big Schools Spread sheet August 2013

¹National Rank: is out of 150

1.8 Whilst there had been significant improvements in the educational achievements for pupils receiving five GCSEs A*-C since 2007, other authorities’ results were also improving at a similar rate. This meant that there was still a constant gap between Bristol’s results and its

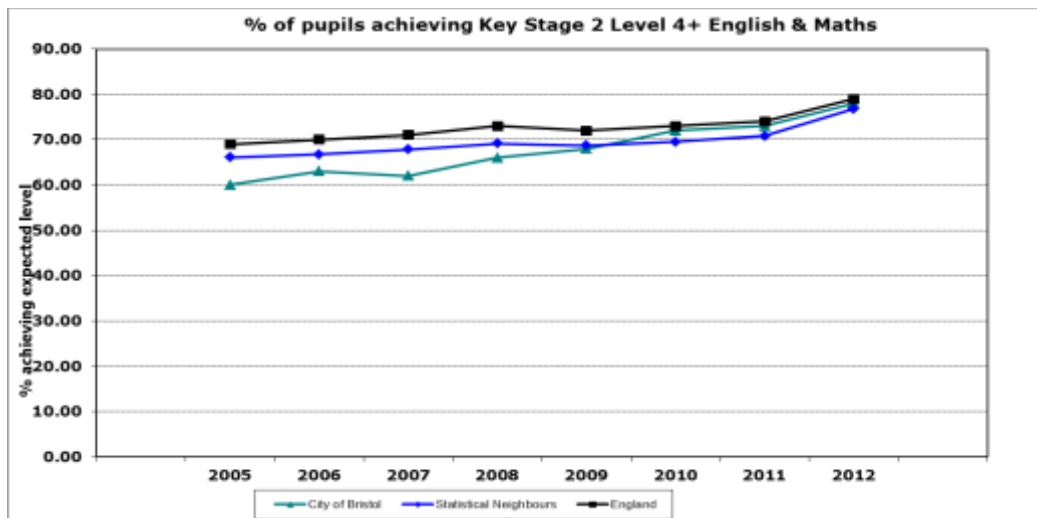
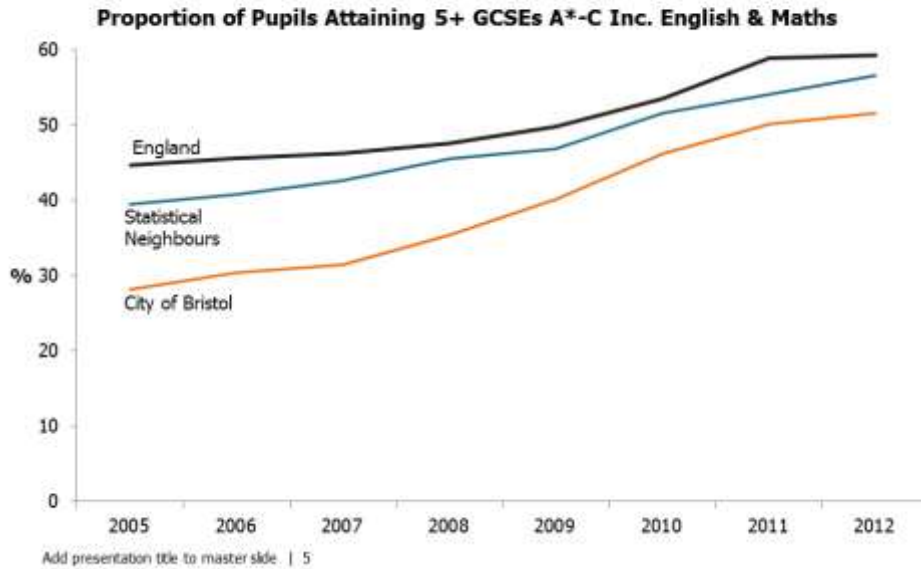
¹ These figures were supplied by Ofsted in August 2013. Based on latest figures the percentage of pupils in primary schools requiring improvement or classified as inadequate is 17% and the percentage of pupils at secondary schools requiring improvement or inadequate is 34%



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comparators (statistical neighbours) and England as a whole. The graph below illustrates the situation.²

GCSE attainment in Bristol is below both the national level and its statistical neighbours.



² All inspection data taken from Ofsted Management Information 31st August 2013
<http://www.ofsted.gov.uk/resources/latest-monthly-management-information-outcomes-of-school-inspections>



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1.9 Deeper analysis of the broad statistics yielded a number of a number of particular challenges. In certain areas of the city life chances were poor because of the quality of educational provision and there were concerns about the underperformance of particular groups, namely

- children receiving free school meals;
- boys' results compared with girls;
- ethnicity factors;
- children looked after;
- children with special educational needs

1.10 The best schools were allocating resources to the above categories of children, particularly with the use of pupil premium.

1.11 The Select Committee then focussed on potential models of school improvement at a strategic level and received evidence from Professor Geoff Whitty of the Institute of Education (and former Chair of Bristol's Education Partnership Board 2001- 2003)



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Evidence from Professor Geoff Whitty CBE – Professor of Public Sector Policy and Management, University of Bath and former Director of the Institute of Education, University of London

A National Perspective

2. The local authority is now the only democratically elected body (with the exception of the Secretary of State and his ministers!) that is accountable for the provision of education. However, it is no longer clear how it can exercise this responsibility on behalf of the community it represents in the ever changing landscape of educational provision in places like Bristol. There is a danger it will see its responsibilities limited to the following statutory areas:

- Planning of school places
- Safeguarding of children and young people
- Special Educational Needs
- a minor provider of schools
- a continuing role as Commissioner of provision
- Home Education

2.1 There is, though, a wider role which authorities need to grasp. This includes:

- Providing leadership and vision
- Champion/advocate of children, young people and learners
- Monitoring of standards
- School Improvement – challenge and support to schools
- Independent source of advice, guidance and information

2.2 However, these important roles are not clearly identified and authorities in general are struggling to adapt to them.

Standards and School Improvement

2.3 Monitoring of standards and school improvement are particularly important and Her Majesty's Chief Inspector (HMCI) is using the provisions of the 1996 Education Act to hold local authorities to account in these areas. There is the expectation that this will include academies but that will require them to collaborate. This is difficult as many academies have their own improvement services and there is some ambiguity about their legal responsibilities and the degree of autonomy that they actually have. This is particularly true of multi-academy chains with complex governance structures. Additionally, local authorities find it difficult to find the necessary power and resources to exercise these responsibilities.



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2.4 The situation is made worse in Bristol by the multiplicity of academies all with differing governance arrangements. This makes it difficult, if not impossible, to rely on existing systems and a new approach is necessary.

2.5 A possible approach would be for the local authority to establish a stakeholder body which brings together all the partners concerned with the education, training and well-being of children and young people in Bristol. This body would have the resources to challenge providers of education/training and commission effective improvement activity. This is the approach favoured by Camden with their Partnership for Educational Excellence (PEE).

2.6 Alternatively, there could be an approach to school improvement which involves working in partnership with other LAs, particularly as some of the academy chains operate across boundaries, to pool expertise and resources and benefit from economies of scale.

2.7 A third approach which is being talked about at national level is the possibility of a “new middle tier” which might involve a partnership with OFSTED, Government Offices or Regionalised School Commissioners.



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Evidence from Professor Ron Ritchie – UWE Partnership, Chair of Cabot Learning Federation, Acting Chair Trust in Learning, Co-optee on the Children, Young People and Families Scrutiny Commission

3.1 There is an important role for the local authority in education although this is probably not quite right yet and schools don't as a whole fully understand that role.

3.2 The boundaries of Bristol are irrelevant to many stakeholders in education – for example, the Cabot Learning Federation operates cross LA borders and is not limited by looking simply towards Bristol.

3.3 The Leadership model at Cabot allows school improvement and engagement in a very different way to how this was exercised by the local authority. There is a real challenge for LAs – what do they bring to the table and what's the value added? In part it's about what the LA does in support of Partnerships – the Trust in Learning Academies group is a good example with the LA being a member of that Partnership. One role of the LA is to encourage effective and sustainable partnerships and this is a very important role. The issue of school governance is also important and there is a role for the local authority in being involved in developing good school governance. The Council needs to get up to speed on how new forms of governance can contribute to school improvement. Are some current school governance models fit for purpose?

3.4 The local authority also has a role in promoting and disseminating good practice and joining up the diverse schools' landscape – but it has to add value and at the moment schools don't always see what this added value is.

3.5 The local authority has a role in championing the needs and interests of young people and communities and there needs to be more thought about how this is done. The local authority has a 'moral purpose' and should share that moral purpose more explicitly with schools. Clearly it is not just about vested interest in a single institution but in the education of each and every child in the city. It is about city leadership. So how do you deliver on moral purpose? Ward level interests of Councillors, or as governors at a school or in the community, can involve potential conflicts of interest when it comes to wider issues of moral purpose pertinent to the City. Moral purpose, as a goal for Bristol, also needs to be owned by schools.

3.6 The role of school governors has changed and they need the tools and training to offer robust challenge. They also need to understand the benefits of different governance systems and the role governance has to play in raising standards. Governors need up-skilling and to be confident in their accountability and challenge roles. Good governance means asking hard questions but also celebrating achievements.



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3.7 The LA has a significant role in system leadership which we see demonstrated in a range of activities but again more consideration and thought needs to be given to this in the new context.

3.8 Bristol is very good at starting things up – lots of initiatives with different drivers/vested interests but these are not always well joined up or complementary. There is a challenge for the LA with regard to holistic benefits - how do you make the whole greater than the sums of the parts? The local authority has a role in oversight of the whole system and ensuring it is well joined up – for example, schools are looking to share more good practice.

3.9 The local authority has put effort in the past into underperforming schools but has perhaps not paid sufficient attention to schools that are doing well. The LA has made efforts in the past to support schools but this is fragmented, inconsistent and not really evaluated and good examples of collaboration such as between business and schools is not shared. Bristol is seen as a very 'traditional' Council and it needs to get up to speed on new practices in school improvement and be clear and explicit about its role and the processes it will go through when schools are underperforming. For example the recent letters from the Strategic Director to underperforming schools - what is the intention behind these – how do they fit with Department for Education (DfE) monitoring role and how this is communicated is vitally important. Very clearly the DfE has a role when schools are underperforming and the LA needs to be clear about what its role is and how this is different. Also what happens in terms of schools that may have fallen back in terms of results but are not under the floor target?

3.10 There is also the issue of ensuring that schools are not left isolated and there is a real benefit to be had from federated structures and the culture of collaboration that they bring.

3.11 The local authority needs to get schools believing in the Bristol vision and offer – there is also an opportunity, in a diverse landscape, to create the best education system in the country. For this Councillors also need a coherent view of what that vision and offer is. They need to be champions of the vision. At the moment the local authority does not have a coherent narrative about what education in Bristol means. It has a responsibility to be more articulate about that vision and to send out consistent messages. There are partnerships to build on – secondary and primary heads partnerships where this message could be more clearly articulated. Children get one chance at their schooling and we shouldn't tolerate poor standards, poor teaching and an inadequate educational offer. Bristol can and should do better.



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Evidence from Leigh Sandals – The ISOS Partnership

4.1 The Partnership has worked with government on research into the Role of the local authority in Education and particularly that changing role in a new diverse schools environment. The main findings are the 3 c's

4.2 Champion of children and young people - the local authority has a role in articulating an ambitious vision for the education of all children and young people, the expectations of what that means and the outcomes which are expected – regardless of type of school.

4.3 Ofsted's expectation is that the LA knows its schools, and can respond if there are concerns regardless of school type. It has a role in monitoring data and for community schools providing challenge, regular dialogue, improvement plans. With Academies it is about understanding concerns and saying how can we help? The key is to articulate the steps it will take as a local authority and being explicit about these – active monitoring and challenge.

4.4 Convenor and facilitator of partnerships – make sure schools are not alone. It should broker relationships, promote collaborate working and federated governance structures.

4.5 Commissioner – traditionally LA's have had their own practitioners in relation to school improvement but the issue now is about brokering school to school support – freeing up budgets to commission support from experts in schools, for example teaching schools where they are working well bring real capacity. Outstanding schools could also contribute to this in terms of system leadership. Local Authorities are finding their own solutions and there are different models across the country, for example in Kingston there is a Board with reps from 9 schools and an LA rep to govern trading with schools. It is important for schools to drive how school improvement is delivered. The commissioning approach enables a flexible approach to support which is targeted and relevant and can change over time. In this model the local authority would provide less school improvement support itself. It would, however, be champion of all children bringing schools, LA, members together – we need inspirational and respected leadership to do this.

4.6 Bristol has one of the most diverse school landscapes and the quality of relationships and dialogue in that system is key. An issue for Bristol is around school places provision and making sure that there is the right capacity looking ahead – a planned strategic approach not just focussing on a problem in one area, for example primary places.

4.7 In a whole city approach then Independent schools are also part of the system. If the LA embraces its role as convenor of partnerships then the Independent sector is part of this. But it has to be a genuine two way relationship. The City could also look at forming local link chains.



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Evidence from the Survey of Heads, Governors and Councillors on the future role of the local authority in education

5.1 Below is a summary of general comments from the survey commissioned by the Select Committee:

- A need for clear strategic leadership and decision making
- An understanding of respective roles and duties of different stakeholders and partners
- Education as a top priority for the city
- Promoting a strong vision and expectation with a consistent long-term approach
- The Council as a guiding light and catalyst to bring together all interested parties for the good of all children
- A clearly identified role in raising educational standards of all children
- The role of the Council in sharing good practice and facilitating school to school support, particularly in raising standards and governance models
- Early intervention and understanding what is going on in individual schools
- A whole City approach to encouraging aspiration and school improvement regardless of school type
- Clear interface between all Council departments and schools – particularly in relation to Trading with Schools
- To act in an open and transparent manner, engaging with all stakeholders and partners on an equal basis
- Effective support and training for school governors to ensure they have the skills to carry out their role – in particular in relation to school governance and challenge

Conclusions

6.1 We have looked at a number of different approaches to delivering school improvement elements of which are repeated in our survey results and findings locally. In June 2013, the LGA and SOLACE published a report [‘The Council role in school improvement: Case studies of emerging models’](#) illustrating how different Councils have responded to the changing accountability landscape and what is being done to support school improvement. This also coincides with the new Ofsted Inspection regime for school improvement support by Councils. The report shows how Councils are adapting to increasing school autonomy by strengthening and deepening their relations with local schools. We also looked at the recommendations in the report from the [RSA ‘No School is an Island’ Suffolk Education Inquiry Final Report’](#) and of the [Camden Education Commission](#), in particular relating to partnership models for school improvement. We were particularly taken by the cogent views of Professor Geoff Whitty, Professor Ron Ritchie and Leigh Sandals.



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6.2 The common feature of all of these models is that there is a common, shared and coherent educational vision for the area covered. The greatest criticism that Bristol schools have is that there does not appear to be a consistent vision or narrative that can be shared by all schools, regardless of governance. Their greatest hope is that one can be established which is understood, shared and repeated with confidence by Mayor, Councillors and the strategic leadership of the Council.

6.3 In order to effect the change that is necessary there needs to be a transformation in thinking reflected structurally and the way in which current partnerships are delivered to create a 'whole system approach' across the City. We have one of the most diverse education systems in the country which can offer real opportunities to develop one of the best. In this whole system approach all schools in the city have a part to play in contributing to improved outcomes. There is real value to be gained from sharing best practice and school to school support, regardless of school type. This point was re-iterated in evidence we heard, both in relation to the state and independent sectors and we acknowledge the clear mutual benefits and opportunities this can afford. In addition we also recognise the role the local authority has in relation to maintained schools and recommend that the authority continues to work and develop those schools to play their part in this whole system.

6.4 We also acknowledge points made about 'false boundaries' in relation to schools and the local authority area and there are already very good examples of schools working across city boundaries with neighbouring authorities. We would support and encourage further collaborations of this kind.

6.5 The transfer of responsibility for public health to the local authority and the establishment of the Statutory Health and Wellbeing Board, with its remit to promote greater integration of services, also offers a unique opportunity to develop a more joined and holistic approach to improve educational outcomes and the wellbeing of all children and young people in the City.

6.6 The Education Policy Directions consultation paper published by the Mayor makes reference to the development of the '3 c's' referred by Leigh Sandals of ISOS in his evidence to the Select Committee. They reflect concepts of the Council:

- a) acting as the **champion** of children and young people - to which we would add parents and local communities
- b) acting as **convenor** and facilitator of partnerships to ensure schools are not alone (as is possible with 'converter' academies) by brokering relationships, promoting relationships and collaborative working and federated governance structures



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- c) acting as a **commissioner** of support to bring about school improvement by brokering school to school support – freeing up school budgets to obtain support and expertise from outstanding schools (including systems of leadership)

6.7 We believe that these concepts should guide the Council's approach along with recognition that:

- a) The local authority should work in partnership with Ofsted in producing structures to provide vision and leadership.
- b) In the context of secondary schools becoming free schools or academies, the role of the local authority is to be responsible for the children in their care, regardless of the type of school they attend.
- c) It is the local authority's role to monitor the standards of the education in its area, and to hold all schools to account through governors, influence and the support of monitoring bodies.
- d) The local authority does still have a number of statutory powers which have to be exercised, and there was a challenge in delivering those powers in partnership with schools with different governance arrangements (maintained, free school, academy or independent).

6.8 We also recognise the integral role of governors in delivering an effective and improving school system. However governors' roles have significantly changed and regardless of the type of institution they operate in, all need the right skills to carry out their challenge and accountability roles. There is a need to share governor support and training programmes across the range of institutions with the ability to commission across peer institutions to obtain the most appropriate support for governors. This will need to be facilitated by greater co-ordination, signposting and access to the most appropriate types of support across the whole system.

6.9 Our recommendations in this section, however, recognise that change to a different ethos and way of working is a process and won't come about as a big bang, so we have included both short/medium term recommendations and those designed to meet longer term objectives.

7. In the course of our deliberation, another area which came up again and again was the issue of Post- 16 education and training and advice and guidance to young people. Whilst this was outside the main remit of the Committee, there are issues about the appropriateness of post-16 provision which need to be addressed and a need for the Council to strengthen its strategic role in this area, to ensure that children are receiving the best support and guidance to help them in the transition from school to further/higher education and the workplace.



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Recommendations

1. That building on the work identified below the Council develops, in conjunction with schools and other partners, a “partnership for educational excellence” which could potentially subsume existing partnership arrangements such as the Children’s Outcomes Board, Education Strategy Group, the Schools Forum etc. We would recommend that the partnership have a membership including schools, FE and Training Providers, Diocesan Boards, Governors, Parents, HE, employers, voluntary and community organisations, public sector and other partners as appropriate. The Partnership should be one with resources in order to commission activity which will lead to significant improvements in schools’ performance. The Council should be a leading partner in such arrangements but a collaborator rather than a manager.
2. That there should be a focus on school to school support and sharing best practice across the whole system to raise standards and improve outcomes for particular groups and schools and that, local expertise and support/advice from Ofsted is brokered by the Council to form the initial basis of that work.
3. That clearly understood processes are established for dealing with underperforming schools and these are made explicit to schools depending on governance arrangements.
4. That the Council initiates work now to ensure that governance structures of schools are fit for purpose and the Council engage with non-local authority maintained schools/academies as part of this work.
5. That the Council continues to encourage a more federated approach amongst schools (whether this is a ‘hard’ or ‘soft’ model is a local decision) and specifically that single ‘converter’ academies are supported as part of this process.



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The Role of Councillors Collectively

Overview and Scrutiny

2.1 The role of Overview and Scrutiny is recognised in the Council's recent consultation on Education Policy Directions as an important lever for school improvement in a diverse system and that there is a role to be further developed in holding the 'system' to account. It is important that Overview and Scrutiny's role in school improvement is explicitly championed as part of the Council's role, recognizing the accountability of local elected members in relation to individual schools and settings as an important on-going feature of effective local arrangements. This is echoed in Centre for Public Scrutiny and LGA research:

"There are many ways in which scrutiny can develop in regard to the continuing responsibilities of Councils for education, as well as providing a means to ensure accountability of all schools. From our work and the case studies, it is clear that Council scrutiny has a significant role to play in relation to education.

Furthermore we are convinced that scrutiny has a role in education regardless of the form of governance of schools. This applies both in exercising its powers to scrutinize services directly provided by the Council and in engaging with all schools whilst recognizing their autonomy. Scrutiny may use its influence and credibility to act on behalf of its community, engage stakeholders, work with decision-makers and providers to seek to improve education and where appropriate to hold decision-makers and providers to account."

2.2 Over the last 2 – 3 years, the Council's Children's Services Overview and Scrutiny Commission has been developing that role and grappling with how it can effectively carry out its role, including its role in school improvement.

2.3 In April 2012, the Commission agreed the following key principles about how it would work:

- The Commission will use its statutory overview (policy development) and scrutiny (holding to account) roles to contribute to improved outcomes and well-being for children, young people and families.
- The Commission recognises that it is part of an accountability web but that it also has a unique role to play in relation to public accountability. Councillors as elected representatives have a democratic mandate and can 'shine a spotlight' on key issues and can do so in an open and transparent way.
- The Commission will engage collaboratively with the public, relevant bodies, partners and stakeholders to ensure a broad range of voices are heard and are able to contribute to improved outcomes for children, young people and families in the city.



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2.4 The Commission also recognised that whilst there is no statutory accountability role in relation to non-maintained schools, the Commission has an important 'influencing role' and can use performance data to look strategically at school performance and impact on particular groups of children and young people.

The Commission has carried out reviews in the past in relation to:

- Primary School Admissions
- Innovation in School Organisation
- Encouraging Aspiration and Creating Opportunity
- Services for Children with SEN and Disabilities
- School Places

2.5 Whilst the Commission has periodically reviewed schools' results, the role of Scrutiny in school improvement and raising standards now needs to be seen in a fresh light. It should have an enhanced role as part of a new approach to school improvement and as part of its role as the voice for local parents, pupils and the wider community.

Examples of Overview and Scrutiny Approaches in other Authorities

2.6 The recent LGA publication ['Back to School'](#) gives examples of different approaches to overview and scrutiny of education and children's services across the country. Examples are summarized below:

2.7 Buckinghamshire, Hackney, East Riding, Richmond on Thames and Solihull Councils have reviewed their role in relation to schools in response to the challenge of delivering accountability, transparency and statutory responsibilities in the context of a growing number of academies and free schools. Richmond's review was also about ensuring scrutiny was fit for purpose for a Fully Commissioning Council model.

2.8 All five authorities saw scrutiny as a tool for defining and supporting the role of the local authority in relation to schools and school performance, and in particular as a vehicle to enable the local authority to deliver its statutory duties for children.

2.9 Most emphasised that the appropriate executive member and the strategic director should be held accountable for school performance across the local authority. East Riding created a strong role for scrutiny and Councillors in improving school performance, including quarterly scrutiny of all Ofsted reports on East Riding schools and detailed scrutiny of individual school performance. Both these include heads and schools governors and have resulted in strong relationships with schools. In Hackney, Scrutiny has a role in engaging with schools about performance but the Cabinet Member and Head of Education are held to account for how effectively they challenge and support schools to improve.

2.10 There was a common emphasis on collaborative and partnership working and on building strong links as the most effective means of implementing the local authority's



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leadership role, voicing its expectations, and delivering its statutory responsibilities. All authorities identified a strong and integral role for local Councillors in developing productive relationships with schools, as school governors and/or as links between school, Council and other organisations. Richmond upon Thames also established an agreed way of involving Councillors as fully as possible in commissioning and procurement from needs assessment right through to monitoring of contracts.

2.11 In Buckinghamshire, it was considered key that the local authority should explicitly define its new strategic role, and that this should centre on collaboration with academies. Further scrutiny reviews were built in to monitor what was recognised as a process of cultural change, and in Hackney scrutiny reviews were seen as a key mechanism for continuing to shape and understand the local authority's role. In all the authorities, regular scrutiny review was used as a way of reinforcing this role

2.12 Hackney's review specifically focused on what the Council expects from and the role of ward Councillors in improving the local authority's relationship with schools.

2.13 Manchester City Council has an Ofsted Sub Group of its Young People and Children's Scrutiny Committee which considers inspection reports and performance information for Manchester schools. It undertakes visits where appropriate to schools in the city. Its role has recently been extended to consider inspection reports of Children's Centres, Ofsted inspections and guidance into how local authorities secure school improvement.

2.14 It is interesting that the traditional scrutiny toolbox emerged as highly effective in helping Councils to define and maintain their role in relations to schools, in a context where the old top-down relationships are no longer in place.

2.15 In terms of challenging and supporting performance, these five authorities' findings recommended the effectiveness of:

- taking reviews out to schools and communities,
- involving a wide range of witnesses,
- plenty of pre-decision scrutiny on key planning issues,
- cultivating a critical friend relationship,
- involving young people,
- in-depth task and finish reviews.

Conclusion

2.16 We concur with the roles for Scrutiny identified by the Children's Services Scrutiny Commission in Jan 2012 - *Scrutinising how the LA discharges its statutory roles by holding its elected members and officers to account, and making sure there is oversight of how well*



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*the diverse education sector in Bristol is delivering to children and young people. We also support the excellent practical advice and analysis given in the publication *Back to School – Ways for scrutiny to influence local education and support school leaders to improve results* in October 2013 referred to earlier.*

2.17 However Scrutiny needs to get out of City Hall and engage with different partners recognising that its role will inevitably change dependent on an evolving education system. The Council must be prepared to re-evaluate how Scrutiny's role will change over time.

2.18 There remains however a difficulty in Bristol's governance arrangements. In November 2012, executive power became vested in a newly elected Mayor without the delegation of any formal responsibility vested in the Assistant Mayor holding portfolio responsibility for education and young people. That portfolio holder is also the designated Lead Member for Children and Young People that is required by statute and yet has no formal power. All the scrutiny examples utilised by the Select Committee were predicated upon a close inter-relationship between executive and scrutiny and crucially implied pre-decision scrutiny and even more importantly close policy development work between scrutiny and executive (Mayor) . The Select Committee makes no personal criticism whatsoever of those appointed to these executive roles but there needs to be a critical re-examination of the relationship between Mayor and Scrutiny in both its policy development role and its Scrutiny role to ensure that this work is carried out on a Council-wide, co-operative basis rather than in separate Scrutiny/Mayor silos. We have noted that the Centre for Public Scrutiny will be working with the Council in reviewing the effectiveness of our scrutiny function and would draw our comments to their attention.

Recommendations

6. That the LGA Publication *Back to School – Ways for Scrutiny to influence local education and support school leaders to improve results* be adopted as the basis for induction training for Councillors and for officers engaged in scrutiny and the delivery of the Council's education role.
7. That attention of the Centre for Public Scrutiny should be drawn to the Select Committee's comments relating to Executive/Scrutiny under the current governance arrangements during their work on Bristol's scrutiny process.
8. That the review of scrutiny by the Centre for Public Scrutiny considers as a matter of priority ways of working to address the governance issues identified in this report and discusses these with the Overview and Scrutiny Management Board and the Mayor.
9. That the Children's Services Scrutiny Commission should create a body, possibly along the lines of Manchester City Council's Ofsted Scrutiny Sub Group, charged with a similar role, to examine inspection reports and progress around school improvement. Such a group would meet in public and thus be open to public scrutiny



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and allow Councillors a fuller engagement in the improvement agenda and an opportunity to engage strategically with schools.

10. That Council scrutiny bodies involved in education issues should ensure that their focus is on an all Bristol approach to schools and other institutions regardless of their governance arrangements (working in partnership with them) and that Council based scrutiny becomes an integral part of new partnerships that develop.
11. That the Council Scrutiny processes seek to develop relationships with new partners and take their work outside the City Hall environment.



The Role of individual Councillors

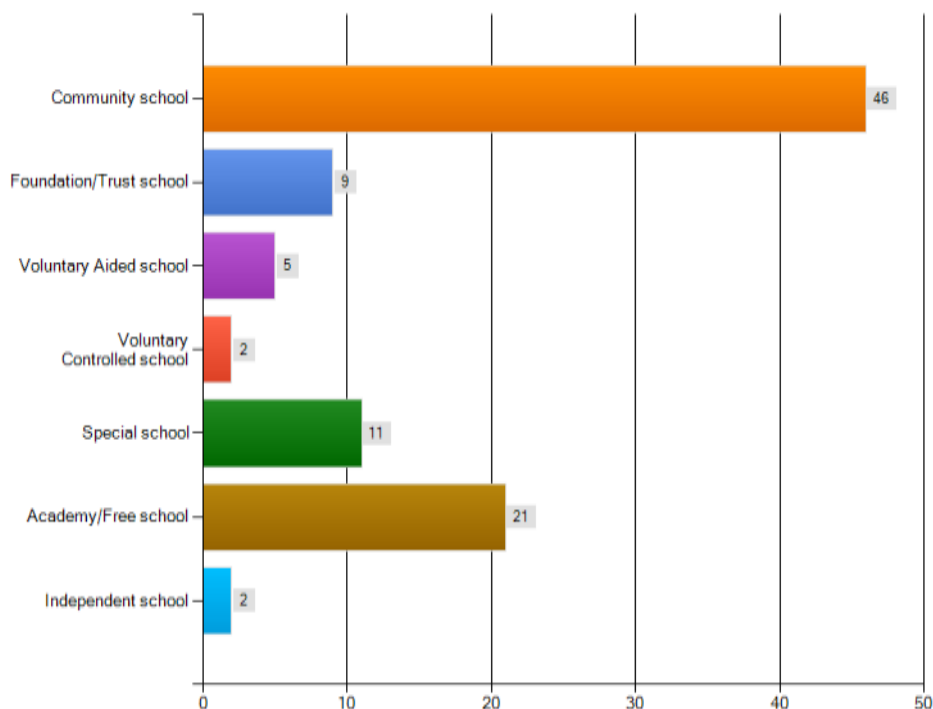
Results of Survey of Headteachers, Governors and Councillors

3.1 In October 2013, the Centre for Public Scrutiny and Local Government Association published the report *Back to School – Ways for scrutiny to influence local education and support school leaders to Improve Results.*

3.2 The report highlighted the unique role that Councillors have in their community and how they are best placed to ensure that schools are aware of the community that they are within. It emphasised the importance of strengthening links between local Councillors and school in their wards.

3.3 The Select Committee commissioned a survey of all Bristol Schools (including Independent schools) and Councillors to find out what the current level of engagement is with schools and what the links between Councillors and schools should be. The survey also had a general question about the role of the local authority in education.

3.4 55 head teachers, 40 governors and 23 Councillors responded to the survey. The Table below illustrates that there was a wide range of responses from different types of schools within the city.





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Current engagement of Councillors with schools

3.5 Analysis of the responses highlighted the following:

- The majority of head teachers and governors say Councillors have no involvement, and those that do act primarily as school governors
- 15 of 21 academy/free schools state there is no involvement of Councillors
- The majority of schools who answered 'our Councillor serves as a school governor' were from community and special schools
- 17 of the 23 Councillors that took part say they are involved with schools, only 6 said they had no involvement. 12 Councillors said they serve as a school governor

What do schools and Councillors think the role of Councillors should be in relation to schools?

3.6 We listed 6 roles, in relation to schools, that ward Councillors might fulfil. We then asked respondents to rank these roles in order of importance with 1 being the most important and 6 the least important.

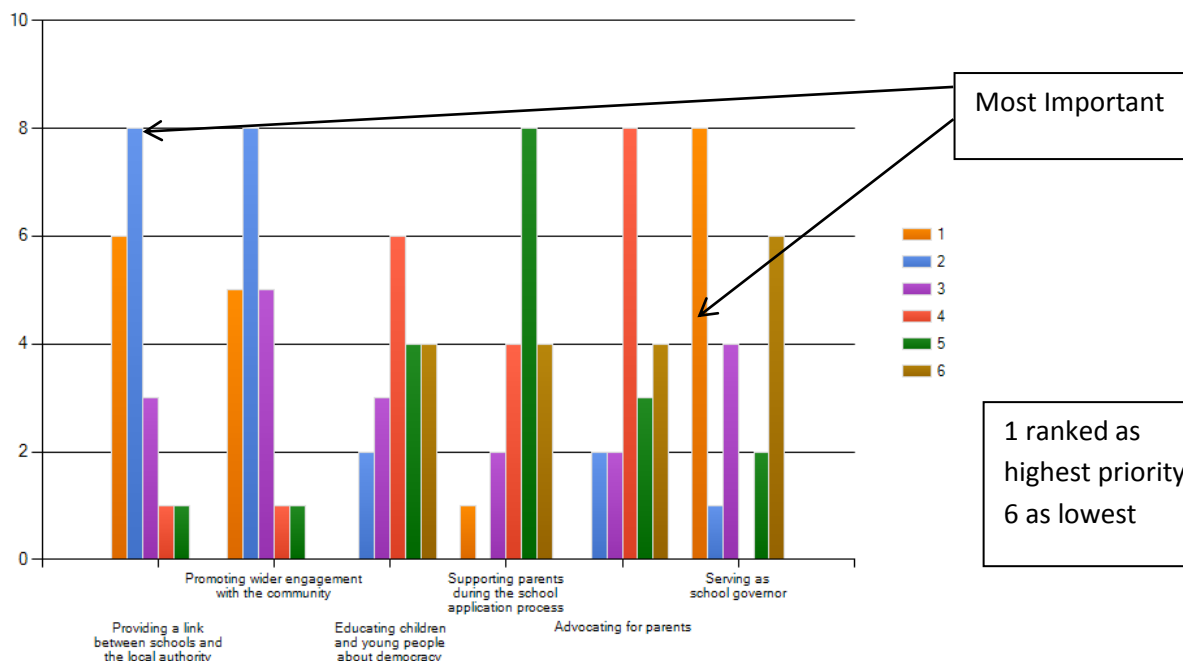
- Councillors responded that they saw their main roles as serving as a governor, followed by providing a link between schools and the local authority and promoting wider engagement with the community.
- Head teachers and Governors envisaged that the main roles of Councillors should be promoting wider engagement with the community and providing a link between schools and the local authority. However serving as a school governor is a lower priority.
- Councillors' ranking of priorities correlates with their involvement with schools. 8 Councillors said serving as a governor was the main priority, 6 said providing a link between schools and local authority was most important, whilst 5 thought that promoting wider engagement with the community was of prime importance.
- The majority of head teachers and governors would like Councillors to be more involved with their schools.
- Two thirds (15) of the Councillors who responded would like to be more involved with schools



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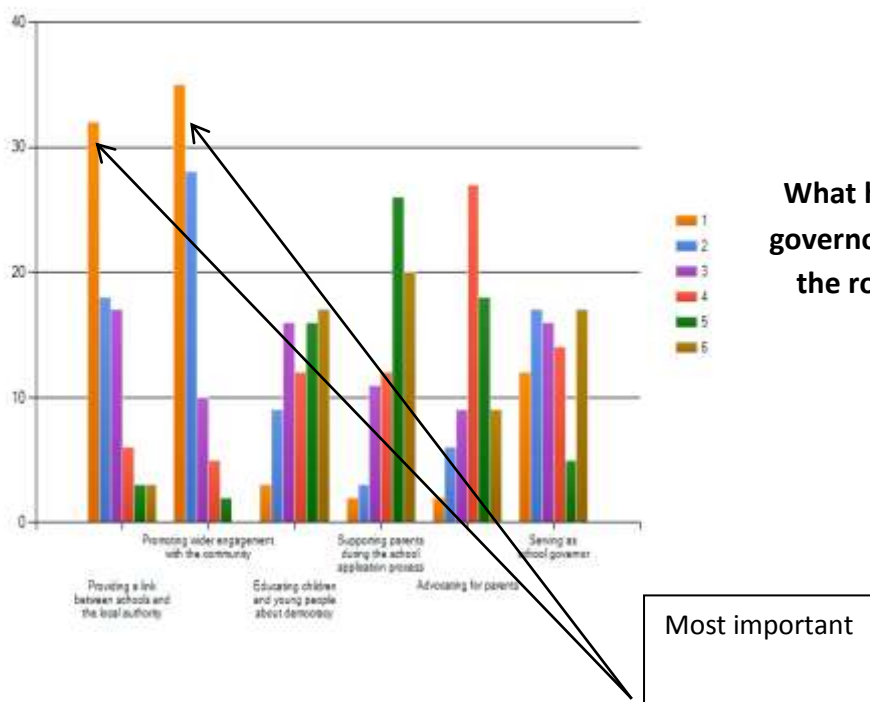
What do you think the main role(s) of ward councillors should be in relation to schools? (please rank in priority order, 1 being the most important role)

Councillors



What do you think the main role(s) of ward councillors should be in relation to schools? (please rank in priority order, 1 being the most important role)

What headteachers and governors think should be the role of Councillors



The survey also invited respondents to make general comments on the current and future role of the Council more generally in education. The following key issues emerged:



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Comments on Councillor Roles

3.7 Set out below is a summary of main comments:

- A clearly identified challenge role to help drive improvement across the city
- A role for Councillors in recognising and celebrating success
- A role for Councillors both at local level and strategic level
- A role for Councillors providing a link between the local authority and schools
- More visible presence of Councillors at schools in their wards and to be generally more accessible and available
- Councillors need to have advance information about issues affecting schools in their wards and be able to share this with schools
- Councillors should use their democratic mandate to promote schools and educational aspiration in the city
- Councillors need first-hand experience of what is going on in schools rather than arms-length information from officers
- The role of Councillors should be as a voice of children, young people, families and communities
- A wider role in making linkages in the community e.g. encouraging schools to open their facilities to the community, engagement with business community, fundraising

Conclusion

3.8 There is clearly a role for Councillors in relation to local schools and not just as school governors, and the Select Committee endorses the comments made above about the role of Councillors. Councillors are not Ofsted Inspectors or school improvement officers, but they should carry out a local and strategic role in relation to communities, the Council, schools and local stakeholders. During the Select Committee's discussions around Councillors' community role within education, it was felt that Neighbourhood Partnerships were an under-utilised tool that could give great community ownership of local schools. Members observed that engagement by local schools (regardless of type and management) and by the Council's education officials in Neighbourhood Partnerships overall was poor, and if it occurred at all was only at times of crisis (such as a shortage of primary school places in particular localities) or at other times when demanded by local people. The forthcoming review of neighbourhood governance offers an opportunity to strengthen links with schools, Councillors and communities.

Recommendations

12. That a new training programme for governors be developed open to governors (including Councillors) from the local authority based upon the roles identified



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above, but also open to others sitting on governing bodies on non-local authority schools.

13. That the political groups on the Council be invited to sign up to a commitment that all their nominees to governing bodies will undertake such an appropriate training programme within 6 months of appointment.
14. That a protocol be drawn up around school and Councillor working relationships.
15. That as part of a new model of working between schools, the Council, Councillors and local communities and Neighbourhood Partnerships are developed as the local forum where all can engage with their local school

Total by Type

12	nursery
9	infant
6	junior
57	primary
72	
5	secondary
31	primary academies
15	secondary academies
46	
2	academy free school (1 x primary, 1 x secondary)
9	special
4	PRU
150	total

Total by phase

12	nursery
104	primary
21	secondary
9	special
4	PRU
150	Total

Legislation	Year	Title of duty
PLACE PLANNING		
School Standards and Framework Act 1998 Sections 1 and 138(7). Secondary legislation - Infant Class Size Regulations 2012	1998 / 045	Duty placed upon local authorities and other relevant bodies to restrict class sizes for pupils aged 4-7 to thirty pupils per class.
Education Act (EA) 1996 Section 14 . General duty on local authorities to secure sufficient schools in their area. Section 14 (3A) added by Section 2 of Education and Inspections Act (EIA) 2006 – to secure diversity of provision of schools and increasing opportunities for parental choice. Secondary legislation - The Information as to Provision of Education (England) Regulations 2008	2006 / 019	Referred to as place planning duty but is in fact general duty to secure sufficient schools in their area. Local authorities to secure sufficient primary and secondary schools. To complete the annual Surplus Places Survey (renamed for 2010 as the School Capacity Collection). This data has been gathered in some form since 1994.
Education Act (EA) 1996 Section 14A, added by Section 3 of Education and Inspections Act (EIA) 2006.	2006 / 020	Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of the Education Act 1996.
School Standards and Framework Act 1998 Section 22, as amended by Education Act 2002 and Education and Inspections Act 2006.	2006 / 053	Duty for local authorities to maintain schools in their areas.
School Standards and Framework Act 1998 Section 77 as amended by schedule 4 to the Education and Inspections Act 2006	1998 / 054	Legislation governing disposal of land on schools sites.
Education Act 1996 Section 543. Secondary - The Education (School Premises) Regulations 1999.	1996 / 033	Sets minimum standards for school premises.
Education and Inspections Act 2006. Secondary - The School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2007.	2006 / 120	Transfer of land on the change of a school category
Equality Act 2010 Section 88 and Schedule 10. This came into force on 1 October, replicating duties under the Disability Discrimination Act 1995. The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools).	2010 /158	Accessibility for Disabled Pupils
Academies Act 2010 section 8 and schedule, amended by Education Act 2011 sections 59 and 63 and schedule 14.	2010 /197	Allows the Secretary of State to transfer to converter academies property (including land), rights or liabilities held by local authorities on behalf of schools which convert.
ADMISSIONS		

Legislation	Year	Title of duty
School Standards and Framework Act (SSFA) 1998 Section 84 - the School Admissions Code and School Admissions Appeal Code - duty on governing bodies to act in accordance with the Codes. Secondary legislation - The School Admissions (Admission Arrangements) (England) Regulations 2008 ('the Admission Arrangements Regulations'); The School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2008 ('the Co-ordination Regulations'); The School Admissions (Local Authority Reports and Admission Forums) (England) Regulations 2008 ('the Local Authority Reports Regulations'); The Education (Admissions Appeals Arrangements) (England) (Amendment) Regulations 2008 which amend the Education (Admissions Appeals Arrangements) (England) Regulations 2002 ('the Appeals Regulations'); The School Information (England) Regulations 2008 ('the School Information Regulations'); The Education (School Sessions and Charges and Remissions Policies) (Information) (England) Regulations 1999; The Information as to Provision of Education (England) Regulations 2008	1998 /046	To comply with the legislative Code on Admissions in exercise and discharge of local authority functions in relation to admissions under the School Standards and Framework Act (SSFA) 1998. The SSFA and relevant regulations confers a number of duties which require the LA to carry out different functions at different times of the admissions cycle.
School Standards and Framework Act 1998 Section 86(1A) as amended by section 42 of the Education and Inspections Act 2006.	1998 / 047	To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference.
School Standards and Framework Act 1998 Section 88P amended by Education Act 2011 section 34.	1998 / 048	Reports by local authority to adjudicator about matters relevant to schools admission as may be required by the School Admissions Code.
School Standards and Framework Act 1998 Section 92.	1998 /049	For each school year, the local authority must publish the prescribed information about the admission arrangements for each of the maintained schools in their area, and if regulations so provide, such maintained schools outside their area.
School Standards and Framework Act 1998. School Admission Appeals Code Section 94.	1998 / 050	A local authority shall make arrangements for enabling the parent of a child to appeal against admissions decisions.
The Information as to Provision of Education (England) Regulations 2008 No. 4	2008 / 139	Information to be provided by authorities to the Secretary of State
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 sections 48-52 insert various clauses into the Education Act (1996). Amended by Education Act 2011 section 30	2009 / 155	Provision of education for persons subject to youth detention
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 section 44 inserts section 51A into Further and Higher Education Act 1992	2009 / 151	Duty to provide for named individuals
The Education School Information (England) Regulations 2008 SI 2008/3093 Regulation 5.	2008 / 141	Local authority to publish composite prospectus

Legislation	Year	Title of duty
SPECIAL EDUCATIONAL NEEDS		
Education Act 1996 Part IV, Chapter 1 (sections 312-332B) and Schedules 26 and 27 . Secondary - The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 (SI 2001/3455).	1996 / 034	Children with Special Educational Needs
Education Act 1996 Section 14 .	1996 / 035	Functions in respect of provision in primary and secondary schools.
Learning and Skills Act 2000 Section 139A (as amended by Education and Skills Act 2008, Section 80)	2008 / 059	Expands and transfers to the local authorities the duty currently on the Secretary of State to arrange for assessments of a person's educational and training needs in certain circumstances, and his power to arrange such assessments. The duty on local authorities is to arrange for an assessment of a person in respect of whom it maintains a statement of Special Educational Needs - who is either in his or her last year of compulsory schooling or is over compulsory school age but still at school - at some time during the person's last year of schooling.
The Special Educational Needs (Provision of Information by Local Education Authorities) (England) Regulations 2001 (SI 2001/2218).	2001 / 061	Publication of information about Special Educational Needs (SEN).
The Education (Special Educational Needs) (City Colleges) (England) Regulations 2002 (SI 2002/2071).	2002 / 065	SEN payments to Academies in relation to pupils with statements.
Education Act (EA) 1996 Section 14A, added by Section 3 of Education and Inspections Act (EIA) 2006.	2006 / 020	Local authorities to consider and respond appropriately to parental representations about school provision in relation to local authorities' functions under Section 14 of the Education Act 1996.
Education Act 1996 Section 457	1996 / 021	Charges and remissions policies required by all governing bodies.
Education Act 1996 Section 458	1996 / 022	Charges for board and lodging at boarding schools.
Education Act 1996 Section 499. Secondary - Parent Governor Representatives (England) Regulations 2001	1996 / 023	To appoint Parent Governor Representatives to local authority committees dealing with education.
Education Act 2011 section 75 inserts sections 532A, 532B and 532C into Education Act 1996	2011 / 199	Allows local authorities to make direct payments for services for children with special educational needs, and allows the Secretary of State to set up pilots for such direct payments.

Legislation	Year	Title of duty
Education Act 2011 section 61 inserts section 10A into Academies Act 2010.	2011 / 198	Requires local authorities to <u>consider</u> whether to pay the cost of board and lodging at an academy for pupils if they believe that <u>boarding</u> is the only way to meet their educational needs <u>or</u> if a boarding pupils' parents fall into financial hardship, to pay that part of the boarding fee which is necessary to enable the pupils to continue as a boarder. This duty only applies to pupils already on roll of a boarding school and who would normally reside in the local authority's area. It mirrors the duty local authorities have in respect of pupils at maintained schools (s 458 Education Act 1996)
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 section 46 inserts section 514A - in the Education Act (1996)	2009 / 153	Provision of boarding accommodation for persons subject to learning difficulty assessment
The Education School Information (England) Regulations 2008 Regulation 8 of SI 2008/3093.	2008 / 142	Local authority to publish other information for parents
EDUCATION WELFARE		
Children and Young Persons Act 1963 Section 37. Secondary - The Children (Performances) Regulations 1968.	1963 / 001	Duty on local authority to consider licence applications for children to take part in performance or take part in paid sports or paid modelling work.
Education Act 1996 Section 447	1996 / 030	Duty for local authorities to consider an Education Supervision Order instead or alongside a prosecution under section 36 of the Children Act 1989 before prosecuting a parent under section 444 of the Education Act 1996.
Education Act 1996 Section 436A.	1996 / 031	Duty on all local authorities to make arrangements to enable them to establish (so far as it is possible to do) the identities of children residing in their area who are not receiving suitable education by attendance at school or otherwise
Education Act 1996 Section 19 (3A) and (3B). Secondary: Education (Provision of Full-Time Education for Excluded Pupils) England Regs 2007(SI 2007/1870)	1996 / 026	Statutory duty for the local authority to provide full time education from the sixth day of exclusion for permanently excluded pupils and for pupils who are excluded from a pupil referral unit for a fixed period of more than 5 days.
Education Act 1996 Section 494. Section 47 of the Schools Standards and Framework Act 1998. Secondary - The School Finance (England) Regulations 2008 (No. 228). The School Finance (England) (Amendment) Regulations 2007 (No. 365). The Education (Amount to Follow Permanently Excluded Pupil) (Amendment) (England) Regulations 2001 (No. 870). Secondary - The School Finance (England) Regulations 2006 (No. 468). The School Finance (England) (Amendment) Regulations 2007 (No. 365).	1998 / 027	Determination of schools' budget shares in the case of excluded pupils and determination of the amount to be paid by one local authority to another when a pupil permanently excluded from a school maintained by one local authority is, in the same financial year, admitted by a school maintained by another authority. Redetermination of a school's budget share where a permanently excluded pupil is subsequently reinstated in a maintained school.
Children Act 1989 Section 47	1989 / 008	Local authority's duty to investigate: the local authority is required to make enquiries when it is suspected that a child may be suffering harm and to decide whether they should take action to safeguard or promote the child's welfare.

Legislation	Year	Title of duty
Education Act 1996 Section 437.	1996 / 032	If it appears to the local authority that a child of compulsory school age is not receiving a suitable education, either by regular attendance at school or otherwise, they must begin procedures for issuing a School Attendance Order.
Education Act 2002 section 51A, inserted by Education Act 2011 section 4. Secondary - The Education (Pupil Exclusions and Appeals) (Maintained Schools) (England) Regulations 2002 (No. 3178). The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (England) Regulations 2002.	2002 / 080	Prescribes the duties of the local authority with regard to an exclusion from a school and appeals against exclusions. Duties include: receiving information from schools on exclusions (permanent and fixed term); passing this information to the Secretary of State for Education when prescribed; and establishing review panels.
Education Act 2002 (introduced 1 June 2004) Section 175	2002 / 092	Duty on local authorities in relation to their education functions to ensure that these functions are exercised with a view to safeguarding and promoting the welfare of children. The authority must have regard to guidance given by the Secretary of State (in England)/ Welsh Ministers (in Wales).
SCHOOL IMPROVEMENT		
Education Act 1996 Sections 3A and 19 and schedule 1, amended by section 3 of the Children Schools and Families Act 2010. Secondary - Enactment regulations apply other areas of education law to Pupil Referral Unit (PRU).	1996 / 028	To make arrangements for the provision of suitable education at school or otherwise for each child of compulsory school age who, for reasons of illness, exclusion or otherwise, would not receive it unless such arrangements were made. Local authorities may establish pupil referral units to discharge their duty but do not have a duty to do so.
Children Act 1989 as amended by section 52 of the Children Act 2004 Section 22(3)a. Secondary - Section 22(3)a of the Children Act 1989 placed a duty on local authorities to safeguard and promote the welfare of a child looked after by them. Section 52 of the Children Act 2004 amended that to include a particular duty on local authorities to promote their educational achievement.	2004 / 002	Promoting the educational achievement of looked after children.
Education Act 1996 Section 409 & Part 10, Chapter 2 of the Apprenticeships, Skills, Children & Learning Act (ASCL) 2009, amended by Education Act 2011 section 45.	2009 / 024	Complaints about the curriculum in maintained schools.
Education Act 1996 Section 390-391, Schedule 31. Section 375, Education Act 1996.	1996 / 025	A local authority must establish a permanent body called a standing advisory council on religious education. .
School Standards and Framework Act 1998 Section 69.	1998 / 051	Duty to secure due provision of religious education. Subject to section 71, in relation to any community, foundation or voluntary school— (a)the local education authority and the governing body shall exercise their functions with a view to securing, and .

Legislation	Year	Title of duty
School Standards and Framework Act 1998 Section 70.	1998 / 052	All registered pupils attending a maintained school should take part in a daily act of collective worship which is wholly or mainly of a broadly Christian character. The local authority must exercise its functions with a view to securing this.
Education Act 2002 Part 8 Sections 135A-135C and 141A-141E, inserted by Education Act 2011 sections 8 and 9	2002 / 056	Sets out the Secretary of State's disciplinary powers with regard to teachers, and the Secretary of State's powers to create regulations requiring teachers to serve induction periods.
Teaching and Higher Education Act 1998 Section 19. Secondary - The Education (Induction Arrangements for School Teachers) (England) Regulations 2008.	1998 / 057	Duty to act as Appropriate Body in statutory induction process for maintained schools and non-maintained special schools, which includes: joint responsibility with the head teacher for the supervision and training of Newly Qualified Teachers (NQTs) during their induction; responsibility for deciding whether or not NQTs have passed induction; where they are the employer, responsibility for terminating the employment of NQTs who have failed their induction; responsibility for granting extensions or reductions to the induction period in certain circumstances; and where they are the employer, responsibility for terminating the employment of NQTs who have failed their induction.
The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 (article 6) (made under section 87 of the Education Act 2002).	2002 / 070	Key Stage 1: Local authorities must make provision for moderating teacher assessments in respect of the schools which they maintain in relation to at least 25% of all relevant schools.
Assessment and reporting arrangements for Early Year Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance to local authorities	2004 / 071	Key Stage 1: Local authorities must collect teacher assessment information from their maintained schools, quality assure it and submit it to the Department for Education.
Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance.	2002 / 072	Key Stage 1: Local authorities should offer schools training and advice on all aspects of assessment at Key Stage 1 and ensure they have an electronic system to submit Key Stage 1 data.
Assessment and reporting arrangements for Early Years Foundation Stage and Key Stage 1 – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783, but also includes non-statutory guidance.	2002 / 073	Key Stage 1: Local authorities should ensure schools are aware of the need to store Key Stage 1 task and test materials responsibly.
The Education (National Curriculum) (Key Stage 2 Assessment Arrangements) (England) Order 2003 (article 6) (made under section 87 of the Education Act 2002 and article 11 of the Order).	2003 / 074	Key Stage 2: Local authorities must visit 10% of schools administering National Curriculum Tests (NCTs) for monitoring purposes.
Education Act 2002 Section 79	2002 / 075	Local authorities, governing bodies and head teachers have a duty to exercise their curriculum functions with a view to securing that the curriculum in their school satisfies the requirements of section 78 of the Education Act 2002

Legislation	Year	Title of duty
Education Act 2002 Section 85(9)	2002 / 076	The local authority, governing body or head teacher shall have regard to any guidance issued by the Secretary of State
Education Act 2002 Section 85A(5), amended by Education Act 2011 section 31	2002 / 077	The local authority, governing body or head teacher shall have regard to any guidance relating to work-related learning or the entitlement areas which is issued by the Secretary of State.
Education Act 2002 Section 88 (1A)	2002 / 078	The local authority and governing body of each school is required to exercise their functions with a view to ensuring, and the head teacher must ensure, that the National Curriculum for England and the assessment arrangements specified in the National Curriculum, are implemented.
Education Act 2002 Sections 21, 131 and 210 . Secondary - 'The Education (School Teacher Performance Management) (England) Regulations 2006'.	2002 / 084	The local authority has to establish a performance management policy and is responsible for establishing a written policy. Prior to the policy being established or revised, there must be consultation with all unattached teachers and the recognised unions. The local authority must appoint a reviewer for unattached teachers
Education Act 2005 Section 15, amended by Education Act 2011 section 40.	2005	If after a section 5 inspection the Chief Inspector considers a school to require special measures or significant improvement, local authorities are required to prepare a written statement of action they propose to take in light of the report and to send a copy to the Chief Inspector, and in the case of a voluntary aided school, the person who appoints the foundation governors and the appropriate appointing authority.
Education and Inspections Act 2006 Section 64	2006	If a local authority appoints additional governors to a school eligible for intervention where a warning notice has been given, it must do so within 2 months following the end of the compliance period.
Education and Inspections Act 2006 Section 65	2006 / 118	If local authorities want to put in place an Interim Executive Board (IEB) in a school eligible for intervention, they must apply to the Secretary of State for consent and before doing so, must consult the Governing Body and in the case of foundation or voluntary schools, the appropriate diocesan or appointing authority.
Education and Inspections Act 2006 Section 66	2006 / 199	If a local authority decides to give notice to a governing body of a school eligible for intervention that it is suspending its right to a delegated budget, the power must be exercised within 2 months following the end of the defined compliance period where it is eligible for intervention for failing to comply with a warning notice.
The School Staffing (England) Regulations 2009.	2009 / 146	The appointment, management and dismissal of staff.
School Staffing (England) Regulations 2009	2009 / 147	Require schools in England to keep a register or single central record of the recruitment and vetting checks carried out on staff.

Legislation	Year	Title of duty
The Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) Order 2004 article 6A, inserted by the Education (National Curriculum) (Key Stage 1 Assessment Arrangements) (England) (Amendment) Order 2011 (made under section 87 of the Education Act 2002).	2011 / 200	Key Stage 1: Local authorities must exercise their functions to monitor at least 10% of relevant schools to ensure the Year 1 phonics screening check is being administered correctly.
Assessment and reporting arrangements for Year 1 phonics screening check – document has statutory force by virtue of section 87(11) of the Education Act 2002 and article 9 of SI 2004/2783 as amended by article 7 of SI 2011/3057, but also includes non-statutory guidance to local authorities	2011 / 201	Key Stage 1: Local authorities must visit at least 10% of relevant schools before, during and / or after the phonics screening check, and submit information / data to the Department.
Education Act 1996 Section 390	1996 / 160	A Standard Advisory Council for Religious Education (SACRE) (convened by the LA) must consider and approve applications for a determination from a school to modify the type of collective worship (CW) provided to reflect the backgrounds and traditions of the school community.
Education Act 2005 Section 94, as amended by Education Act 2011 section 15	2011 / 192	Duty to provide the Secretary of State with any information necessary for school workforce training.
Apprenticeships, Skills, Children and Learning Act 2009 section 45, as amended by Education Act 2011 section 30, inserts section 17A - 17D in the Education Act 1996.	2009 / 152	Duties in relation to the core entitlement

GOVERNANCE

Education Act 2002 section 19, amended by Education Act 2011 sections 38 and 39. Secondary - School Governance (Constitution) (England) Regulations 2007	2002 / 066	To appoint (local) authority governors to all maintained school governing bodies.
Education Act 2002 section 20 . Secondary - School Governance (Constitution) (England) Regulations 2007. School Governance (Federations) England Regulations 2007	2002 / 067	To make the Instrument of Government for all maintained schools and federations of maintained schools
Section 22 of the Education Act 2002.	2002 / 068	To provide training and information for school governors.
Education Act 2002 section 34. Secondary - School Governance (New Schools) (England) Regulations 2007.	2002 / 069	To set up temporary governing bodies for new maintained schools.

RAISING PARTICIPATION AND ATTAINMENT

Legislation	Year	Title of duty
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 section 41 inserts sections 15ZA and 15ZB into the Education Act (1996)	2009 / 149	Duty in respect of education and training for persons over compulsory school age:
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 section 42 inserts section 15ZC into Education Act (1996)	2009 / 150	Encouragement of education and training for persons over compulsory school age.
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 section 47 inserts section 560A into the Education Act (1996)	2009 / 154	Work experience for persons over compulsory school age: England
Education Act 1997 section 42A, inserted by Education Act 2011 section 29	2011 / 193	Duty to provide independent careers guidance to all pupils in Pupil Referral Units from the ages of 14 to 16. This guidance must be impartial, and include information on all training options available both at ages 16 and 18, including apprenticeships.
Education and Skills Act 2008 Section 68.	2008 / 143	To make available to young people and relevant young adults such services as they consider appropriate to encourage, enable or assist them to engage and remain in education or training. The services are currently known as Connexions services. Local authorities can fulfil the duty to make services available either by providing them itself or by making arrangements with others which could include other local authorities.
SCHOOL TRANSPORT		
Education Act 1996 Section 508B. Inserted by section 77 of the Education and Inspections Act 2006.	2006 / 037	Requirement for the Local Authority to make provision for suitable home to school travel arrangements for eligible children of compulsory school age (5-16) to facilitate attendance at a relevant educational establishment. Travel arrangements are provided free of charge.
Education Act 1996 Section 508A . Secondary - Statutory Instrument 2008 No 3093 The School Information (England) Regulations 2008.	1996 / 038	Duty on Local Authorities to Promote Sustainable Modes of Travel to assess general school travel needs. The Local Authority must publish each academic year a document containing their strategy to promote the use of sustainable modes of travel to meet the school travel needs of their area and must also publish a summary.
Education Act 1996 Section 509AD as inserted by section 84 of the Education and Inspections Act 2006.	1996 / 039	Duty to have regard to religion and belief in exercise of travel functions.
Education Act 1996 Section 508E and Schedule 35C as inserted by section 78 of the Education and Inspections Act 2006.	1996 / 040	Requirements on Local Authorities to give effect to school travel schemes should they choose to make one.
Education Act 1996 Section 509AB.	1996 / 041	Further provision about transport policy statements. Requires local authorities to specify to what extent the arrangements they include in their annual transport policy statement facilitate the attendance of disabled persons and persons with learning difficulties.

Legislation	Year	Title of duty
Education Act 1996 Section 509AA. Amended with additional criteria for local authority post 16 transport policy statements in Education & Skills Act 2002, Education and Inspections Act 2006, Education and Skills Act 2008 and Apprenticeships, Skills, Children and Learning Act 2009	1996 / 042	Duty on local authorities to publish annual Post 16 Transport Policy Statement. Statement must set out the arrangements for the provision of transport, and for financial assistance towards transports costs, it considers necessary to facilitate attendance of students of 6th form age.
Education Act 1996 as amended by the sections 54-57 of the Apprenticeships, Skills, Children and Learning Act 2009.	2009 / 043	New additional requirements for Post 16 Transport Policy Statements for 2011/12 academic year and thereafter including: linking consideration of transport arrangements to commissioning duty (15ZA(1)); re-enacting Adult Transport Duty (section 509 of Education Act 1996); adding young people of sixth form age and their parents to the list of named stakeholders local authorities have to consult in drawing up their statements; and power for Local authorities to amend and republish their statement in year in response to complaints or direction from the Secretary of State.
Education Act 1996 Section 507B- introduced through section 6 of the Education and Inspections Act 2006.	2006 / 044	The duty to secure access to positive activities.

OTHER

Education Act 2002 Section 32	2002 / 081	Responsibility for fixing dates of school terms and holidays in community, voluntary controlled, community special; and maintained nursery schools.
School Standards and Framework Act 1998 Sections 45, 45A, 45AA, 47, 47ZA, 47A and 48 and Schedule 14, as amended by Education Act 2011 sections 46 and 50. Secondary - School Finance (England) Regulations 2008 (as amended), School Finance (England) Regulations 2011 - due to come into force 28/2/11, Schools Forums (England) Regulations 2010.	1998 / 055	Local authorities must determine their school and pupil referral unit budgets and budget shares in accordance with the school finance regulations. They must establish a schools forum for their area in accordance with the schools forums regulations and maintain a scheme for financing their maintained schools in accordance with the school finance regulations.
School Standards and Framework Act 1998 Section 114A. Secondary - Education (Nutritional Standards and Requirements for School Food) (England) Regulations 2007.	1998 / 058	Food provided to pupils by local authorities, where the school meals budget has not been delegated to the school, must comply with the standards and requirements specified in the regulations.
Education Act 2002 Section 44 enables the Secretary of State to make regulations to: require maintained schools to supply accounting information to the LA which maintains them; and to require Local authorities to provide accounting information provided by the schools to the Secretary of State. Secondary - The Consistent Financial Reporting (England) Regulations 2003 (made under section 44) came into force on 1 April 2003. Several minor changes have been made to them since then.	2003 / 082	Consistent Financial Reporting (CFR) in Schools – CFR returns are required for all maintained schools in England (other than maintained nursery schools or pupil referral units). In practice local authorities fill out the returns for most primary schools, whereas most secondary schools do their own.

Legislation	Year	Title of duty
Education Act 2002 Section 88(2)	2002 / 079	In relation to any maintained school and any school year, the local authority, the governing body and the head teacher shall exercise their functions with a view to securing that courses of study within all of the entitlement areas specified by the Secretary of State by order for the purposes of section 85A(1)(b) ("the specified entitlement areas") are made available by or on behalf of the school, unless the local authority determine that the making available of a course of study within a particular specified entitlement area would involve disproportionate expenditure.
Education Act 2002 Sections 79 (6) and (7).	2002 / 093	General duties in respect of the curriculum. .
The Education (School Teachers Qualifications) (England) Regulations 2003	2003 / 094	Require maintained and non maintained special schools in England to check that their teachers have Qualified Teacher Status or fall within the special categories outlined in the regulations.
The Education (Health Standards) (England) Regulations 2003	2003 / 095	Require schools to ensure that staff involved in relevant activity or teaching meet the necessary health and physical capacity required to do their job.
The Education (Specified Work and Registration) (England) Regulations 2003	2003 / 096	Require schools to check that teachers they employ are registered with the General Teaching Council for England (unless they are exempt from the requirements to have Qualified Teacher Status.) The General Teaching Council England has been abolished with effect from 1 April 2012. Although the Education Act 2011 does not specifically revoke these regulations, Section 11 will give the Secretary of State the power to make changes to subordinate legislation in consequence of this change.
Education and Inspections Act 2006 Section 63	2006 / 116	If a local authority requires a school eligible for intervention (other than where a warning notice has been given under section 60A) to enter in to 'arrangements' (e.g. collaboration/federation etc), the local authority must consult the Governing Body of the school and, in the case of foundation or voluntary schools, the appropriate diocesan or appointing authority. If the school is eligible for intervention because a warning notice has been given under section 60 of the Act, the power must be exercised within 2 months following the end of the compliance period.

Legislation	Year	Title of duty
Childcare Act 2006 Section 1	2006 / 123	General duty to improve the well-being of children under five and reduce inequalities.
Childcare Act 2006 Section 1(3) and (4). Secondary - Local Authority Targets (Well-Being of Young Children) Regulations 2007 (SI 2007 / 1415).	2006 / 124	Local authorities are required to act in manner best calculated to meet targets set for them by the Secretary of State.
Childcare Act 2006 Section 3	2006 / 125	Specific duties in relation to early years services. Includes duties to: make arrangements to ensure integrated provision of early years services; take steps to identify parents not using services and to encourage them to do so; take reasonable steps to encourage the involvement of various interested parties in the making and implementation of arrangements made under this section of the Act; have regard to such information about the views of young children as is available; and have regard to statutory guidance.
Childcare Act 2006 Section 4	2006 / 126	Duty to make arrangements to work with the Primary Care Trust (PCT) and Job Centre Plus in performance of the local authority's duties under sections 1 and 3 of Childcare Act 2006
Childcare Act 2006 Section 99 . Secondary - The Childcare (Provision of Information About Young Children) Regulations 2009 (SI 2009 / 1554).	2006 / 127	Annual collection of Early Years Foundation Stage Profile data. Gives power to local authorities to collect information about individual children receiving early years provision, but also places a duty on local authorities to supply that information to the Secretary of State if requested.
Childcare Act 2006 Section 12. Secondary - SI 2007 No 3490: Children and Young Persons, England – The Childcare Act 2006 (Provision of Information to Parents (England) Regulations 2007.	2006 / 128	Duty to provide information, advice and assistance
Childcare Act 2006 Section 5A	2006 / 129	Duty to secure sufficient children's centres to meet local need, so far as this is reasonably practicable
Childcare Act 2006 Section 5C	2006 / 130	Duty to secure that each children's centre is within the remit of an advisory board
Childcare Act 2006 Section 5D	2006 /131	Duty to secure that consultation is carried out before children's centres are opened or closed or have significant changes made to services
Childcare Act 2006 Section 5E(2)	2006 / 132	Duty to consider whether early childhood services should be delivered through one of the children's centres in the area
Childcare Act 2006 Section 98C(3)	2006 / 133	Duty to produce and publish an action plan after an Ofsted inspection
Childcare Act 2006 Section 6	2006 / 134	Duty to secure sufficient childcare for working parents (or parents in education/training)
Childcare Act 2006 Section 7, as amended by Education Act 2011 Section 1	2006 / 135	Duty to secure prescribed early years provision free of charge

Legislation	Year	Title of duty
Childcare Act 2006 Section 11	2006 / 136	Duty to assess childcare provision
Childcare Act 2006 Section 13	2006 / 137	Duty to provide information, advice and training to childcare providers, and prospective providers.
The Early Years Foundation Stage (Learning and Development Requirements) Order 2007	2007 / 138	Early Years Foundation Stage: Places a duty on local authorities to make provision to ensure that early years foundation profile assessments made by providers in their areas are accurate and consistent, and have regard to any guidance given by the Department for Education.
The Education (Induction Arrangements for School Teachers) (England) Regulations 2008	2008 / 140	Sets out the regulations relating to the need for registered teachers to complete formal induction periods and for schools not to employ a person as a teacher unless they have satisfactorily completed their induction period. This relates to local authorities in their capacity as employers of teachers in maintained schools.
Education and Skills Act (2008) chapter 2 section 10	2008 / 144	Required to promote the effective participation in education or training of the young people in their area to 18 (or 25 for those with learning difficulties or disabilities). The duty is already enacted but comes into force in June 2013.
Apprenticeships Skills Children and Learning Act 2009 Sections 251 and 252 .	2009 / 145	Local authorities must provide information about their planned and actual expenditure (annual budget and outturn statements) on their education functions and their children's social services functions, in accordance with directions given by the Secretary of State.
Apprenticeships, Skills, Children and Learning Act (2009) Part 2 sections 56-57	2009 / 156	Power of Local Education Authorities to arrange provision of education at non-maintained schools
Academies Act 2010 section 6, amended by Education Act 2011 section 58	2010 / 195	Requires that local authorities cease to maintain a school once it becomes an academy. This does not, however, prevent them from providing goods or services to the academy or making payments for some but not all of its expenses.
Academies Act 2010 section 7, amended by Education Act 2011 section 57	2010 / 196	Requires local authorities to pay the proprietor of an academy any surplus in a school's budget when it converts.

Local Authority Education Responsibilities

1 Introduction: a brief summary and policy background

1.1 The 2010 schools white paper best encapsulated this government's policy approach to education in schools. It remains the main policy statement of the coalition government and was the prelude to the Education Act, 2011. The white paper sought to:

- 'free' schools from 'the constraints of central government' and place teachers firmly at the heart of school improvement;
- raise 'the prestige' of the teaching profession;
- transform the quality of initial training and continuous professional development" for teachers;
- abolish 'unnecessary duties, processes and requirements'; and
- set out proposals to increase significantly and rapidly the number of academies and free schools, 'transform' the school curriculum, including significant changes to assessments and qualifications, changes to school performance tables, and changing the role of OfSTED.

1.2 The white paper established a vision of 'a system in which schools are better able to raise standards, narrow the gap in attainment between rich and poor and enable all young people to stay in education or training until at least the age of 18'.

1.3 The purpose of this report is to summarise the current role of the local authority in relation to settings and schools, which forms only a small part of the white paper, and the government's intention to redefine this. Local Authorities' duties still remain crucial.

2 The role of the local authority

2.1 Proposals concerning the new role of local authorities are contained within section five of the white paper (the new schools system). In his statement to Parliament, Michael Gove referred to local authorities as the government's 'indispensable partners' in the drive to improve all schools. The white paper summarises the role as follows:

'we will...ensure that local authorities play a new critical role as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring there are sufficient high-quality school places, coordinating fair admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve'.

2.2 In this strategic role local authorities will:

- *have a strong strategic role as champions for parents and families, for vulnerable pupils and of educational excellence:* promoting a 'good supply of strong schools', encouraging the development of academies and free schools, ensuring fair access to all schools for every child, 'stand up for' parents and children, support vulnerable pupils (including looked after children (LAC), children with special educational needs (SEN) and 'those outside mainstream education', support improvement of underperforming schools or convert them to academies with a strong sponsor, develop their own school improvement strategies and market school improvement services to all schools and 'not just those in their immediate geographical area'.
- *encourage good schools to expand and encourage free schools or academies to meet demand:* this is particularly important in authorities like Essex, where there is significant demographic growth, where birth rates have risen and there is a high level need for new primary places, and secondary places from xxx onwards;
- *coordinate admissions and ensure fair access to all schools, including academies and free schools:* while there will be no requirement to maintain admissions forums, this is a significant function, and moreover one of great importance to the 12,000 children and their parents who use the service annually;
- *stand up for the interests of parents and children, and promote high standards:* authorities will be expected to use data on school performance and act in their residents' best interests, led by the DCS and lead member for children but also engaging, for example, their scrutiny function – note that, if necessary, authorities can inform Ofsted or the secretary of state of any specific concerns and may have a future commissioning role with new academies/free schools;
- *act as the champion for vulnerable pupils in their area:* current responsibilities for SEN, LAC and young people in custody remain; and
- *move over time to a strategic commissioning role, championing educational excellence:* authorities will no longer have to provide a sip to every school or set targets originating from central government, although they are invited to offer support to schools as a traded service, which could be made available outside their own geographic boundaries.

2.3 The role as the distributor of funding by local authorities remains: proposals for a national formula have been delayed until after the next General Election.

2.4 In summary, the main roles proposed for councils in relation to schools and pupils are redefined to ensuring place sufficiency; admissions; the 'commissioning of new places', the promotion of the interests of the most vulnerable, and a safety net role with regard to school improvement. There is a clear emphasis on commissioning, rather than service provision, unless as a part of a 'traded' environment.

2.5 Notwithstanding the government's changing of the role of local authorities in functions associated with education, there are several education-related functions where a crucial statutory role remains, or where local authorities have powers, and / or a local expectation to provide school and pupil support services. These are:

- School improvement: while the role of Local Authorities in this area are different, it remains a crucial duty, particularly but not solely in a key area – schools of concern. Governments will always want to remove themselves from the reputational risk with failing schools, and local authorities will still be expected to identify these schools and take action. Councils will therefore need to maintain key data on schools and act decisively to intervene where schools are underperforming. OfSTED have recently introduced their framework for the inspection of Local Authorities' school improvement functions and HMCI has been spoken publicly about his expectation that LAs will also monitor and seek to influence the academies in their area to maintain a high quality of education;
- Special Educational Needs: councils retain statutory responsibility for assessment, the writing and maintaining of statements of Special Educational Need and ensuring that appropriate placements are made: this is a major strategic and operational area of responsibility;
- Behaviour support and provision for pupils educated other than at school: the management of pupil behaviour is prominent in the white paper, and while the focus is on classroom behaviour, and the support for teachers in disciplining pupils, there remains an important role for local authorities in managing the placement of disruptive pupils, as well as managing provision, until and unless pupil referral units become independent and market-based;
- School attendance: key statutory duties relating to school attendance will remain – the duty to enforce school attendance through penalty notices, prosecution and education supervision orders, issuing parenting orders and contracts and establishing the identities of children missing education, as will compliance functions – child entertainment and chaperone licences, and the inspection of school registers. In addition, the offer of traded service to provide functions legally the responsibility of schools is an option;

- Admissions and school place provision: these are crucial functions, which remain a local authority responsibility, and which carry significant reputational risk, due to the importance of meeting parental choice as closely as possible and the current demographic pressures on primary places;
- Raising participation and achievement levels: The Local Authority's role is one of leadership and coordination, bringing together partners (schools, colleges, local authorities, further education institutions, training providers, employers and the voluntary and community sector) to ensure each is fulfilling its role to support 16 and 17 year olds in education and training through RPA plans; it is also responsible for coordinating data (CCIS reporting and tracking), commissioning places and enforcement;
- Traded services: Local Authorities need to undertake detailed reviews of traded services to ensure that a) they are effective and efficient and b) financially viable – which means at least full cost recovering or profit-making.

3 Concluding comments

- 3.1 The government's 2010 white paper and subsequent legislation has already led to significant changes in teaching and leadership in schools, the management of pupil behaviour, the curriculum, the assessment of learning, and qualifications, the independence of schools and their accountability, and the funding of the school system.

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6 September 2013

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Regional Director, South West

Dear Isobel Cattermole

Bristol local authority focused inspection: 3 to 14 June 2013

I would like to take this opportunity to congratulate you on your recent appointment to lead the improvement work with Bristol schools.

As you will know, Ofsted has been focusing section 5 school inspection activity in targeted local authorities into concentrated periods. We are doing this in areas where we have concerns about the low proportions of good and outstanding schools, and in consequence too few pupils benefit from an acceptable standard of education. This approach, coupled with the outcomes of a telephone survey of a sample of school leaders about their perception of the support and challenge from the local authority, enables us to obtain a clearer picture of the quality of education provided for children and young people in those areas.

You will be aware that Ofsted recently carried out a focused inspection of Bristol schools. Since announcing the focused inspection of Bristol schools on 3 June 2013, I have spoken, or met, with Bristol colleagues on three separate occasions. During the phone call on 3 June 2013, I explained that the focused inspection had been organised because Ofsted's official data, released in December 2012, showed that 32% of schools in Bristol were less than good, which is higher than average for England (26%).

I am now in a position to be able to inform you of the outcomes of the school inspections and the survey carried out in Bristol during the focused period of 3 to 14 June 2013.

Outline of inspection activities

Fifteen schools were inspected as part of the focused inspection activity, including: one infant school; two junior schools; seven primary schools; one special school; one pupil referral unit; and three secondary schools. Four of the schools visited, one primary and three secondary, were academies.

Thirteen schools were judged to be satisfactory at their last inspection and two were found to be good. Schools were selected on the basis that they were due for inspection by the end of the academic year 2012-13.

During the inspections, lead inspectors gathered information on the quality and impact of local authority support for school improvement by asking the following three additional key questions of headteachers, governors and, where possible, local authority representatives:

- How well does the local authority know your school, your performance and the standards your pupils achieve?
- What measures are in place to support and challenge your school and how do these meet the needs of your school?
- What is the impact of the local authority support and challenge over time to help your school improve?

A further 16 schools were surveyed by telephone during the focused inspection period. These included two nursery schools, one infant school, nine primary schools and four secondary schools. Four of the schools contacted, one primary and three secondary, were academies. All of these schools were selected randomly from the city's good and outstanding schools: six were outstanding and 10 were judged to be good at their last inspection. Headteachers in these schools were asked the same three questions and a fourth, which reflected their status as good or outstanding schools:

- How well is the local authority making use of your schools' strengths to help others improve?

Inspection and survey outcomes

Of the 15 schools inspected as part of the focused inspection activity:

- one school improved from being judged good at its previous inspection to outstanding
- ten schools were judged to be good; one school sustained this outcome from its previous inspection and nine improved from being satisfactory
- three schools were judged to require improvement; previously these were all judged to be satisfactory

- one school declined from a satisfactory overall effectiveness grade and was placed in special measures.

Importantly, two thirds of the schools inspected during the focused inspection improved their overall effectiveness grade. This is a cause for optimism and reflects well upon the hard work of the senior leaders, teachers and pupils since the schools were last inspected. Of the five schools that did not improve their inspection grade, one was judged to be maintaining a good quality of education; three others were identified as requiring improvement to be good and one school declined and was placed in special measures. The three schools requiring improvement, along with the inadequate school, represent just over a quarter of the schools visited that were judged not to be providing the quality of education expected.

This is a matter of concern to Ofsted and will be worrying to parents and carers. It means that the pupils in these schools continue not to have access to a good quality of education with the subsequent impact on their chances of further education, training and employability.

Responses to the key questions asked of those schools inspected during the focused period and those contacted by telephone were analysed. The key findings are outlined below.

Strengths

- Schools value the engagement with the school improvement officers, many of whom have worked with the same schools for a number of years. As a result, schools comment that these officers know their schools well and offer a high level of support and challenge in order to promote improvement.
- There is widespread praise for the high quality of the authority's governor support services. Many of the schools comment positively about the quality of training their governing body has received. In particular, school leaders value the input on data analysis, which has helped governing bodies develop the capability to hold their schools accountable for students' progress.
- The authority has established a strong support network for clerks of governing bodies. School leaders praise this arrangement, which along with the authority's regular briefings, ensures that the clerks are knowledgeable about educational issues and are well supported in their work.
- The collaboration and partnership work that has developed through strong headteacher networks and the increasing levels of inter-school support that is facilitating school improvement initiatives.

Areas for improvement

- School leaders' understanding of the local authority's strategic plan for school improvement is too variable. Many are unclear about the authority's vision and long term priorities and actions to support schools. There is also a negative perception among school leaders that Bristol focusses unduly on underperformance rather than on strategically commissioning the best practice found in some schools to benefit those in need of improvement.
- The local authority's relationship with its schools is too inconsistent. There is a widespread culture of mistrust and uncertainty across schools that has hindered open and transparent communications with the authority and inhibited the development of a dynamic and strategic approach to school improvement.
- Although schools comment positively about the role of the school improvement officers, many school leaders are less confident that the authority's senior officers have a good knowledge of the wider achievements taking place in their schools.
- The relationship between the authority and academies located within Bristol is not strong enough. Leaders of the academies state that, despite sharing their data with the local authority, the authority's senior leaders do not have an up-to-date knowledge of current strengths and weaknesses. Currently, the nature of the relationship between academies and the local authority has not been defined precisely enough and this is diminishing the capacity of the local authority to commission school improvement activity from these resources.
- Evidence gathered from schools that have previously been inadequate or have not improved their inspection grade indicates that the authority has been slow to recognise the issues and instigate early intervention.
- There is general agreement across schools that the authority's human resource team do not deliver an efficient or effective service. Despite recent restructuring many schools have chosen to use external providers to deliver this service to their schools.
- As a result of lack of availability and some dissatisfaction with quality, many schools opt to purchase support services from neighbouring local authorities and other providers.

In summary, the improving quality of education provided by Bristol schools is encouraging. While recognising this improvement, it is important to emphasise that much more remains to be done to ensure that all pupils in Bristol receive the high quality of education expected. There is still some way to go in establishing a widely understood and methodically delivered strategy for improvement. It is clear that schools' views about the quality and impact of the local authority and its ability to initiate and sustain improvement strategies are too variable. This finding alone highlights the urgent need for the authority to promote strong and positive relationships with all its schools in order to make best use of the expertise that resides within the city.

I hope these observations are useful as you seek to improve the quality of education for the children and young people in Bristol. We note the change in leadership for children's services in the authority. The new Regional Director for the South West, Lesley Ann Jones, will be in touch to arrange to meet with you to discuss your plan of action. She will decide on any further inspection activity needed in relation to the local authority.

Please pass on my thanks to the young people, parents, headteachers and their staff, governors and local authority officers who gave their time to talk to our inspectors. Please do not hesitate to contact me if you wish to discuss anything in this letter further. I am looking forward to meeting officers in September to discuss the findings of Ofsted's focused inspection.

Yours sincerely

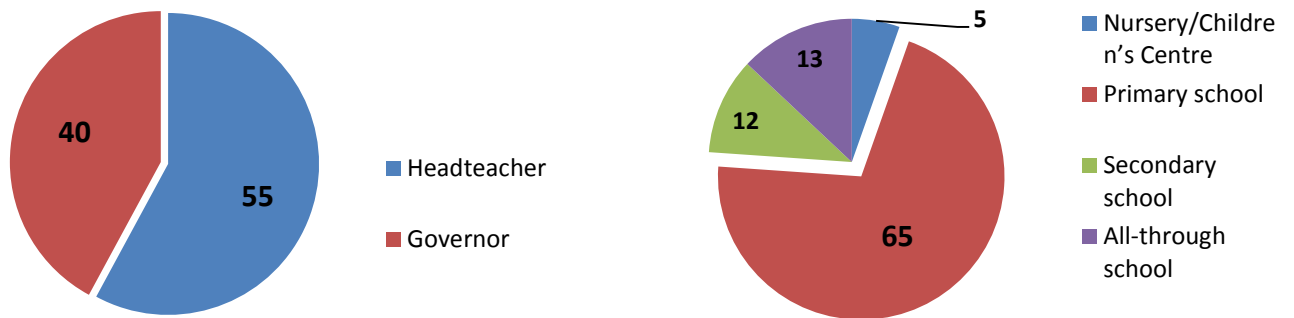
A handwritten signature in blue ink that reads "Lorna Fitzjohn".

Lorna Fitzjohn, HMI
Regional Director, South West

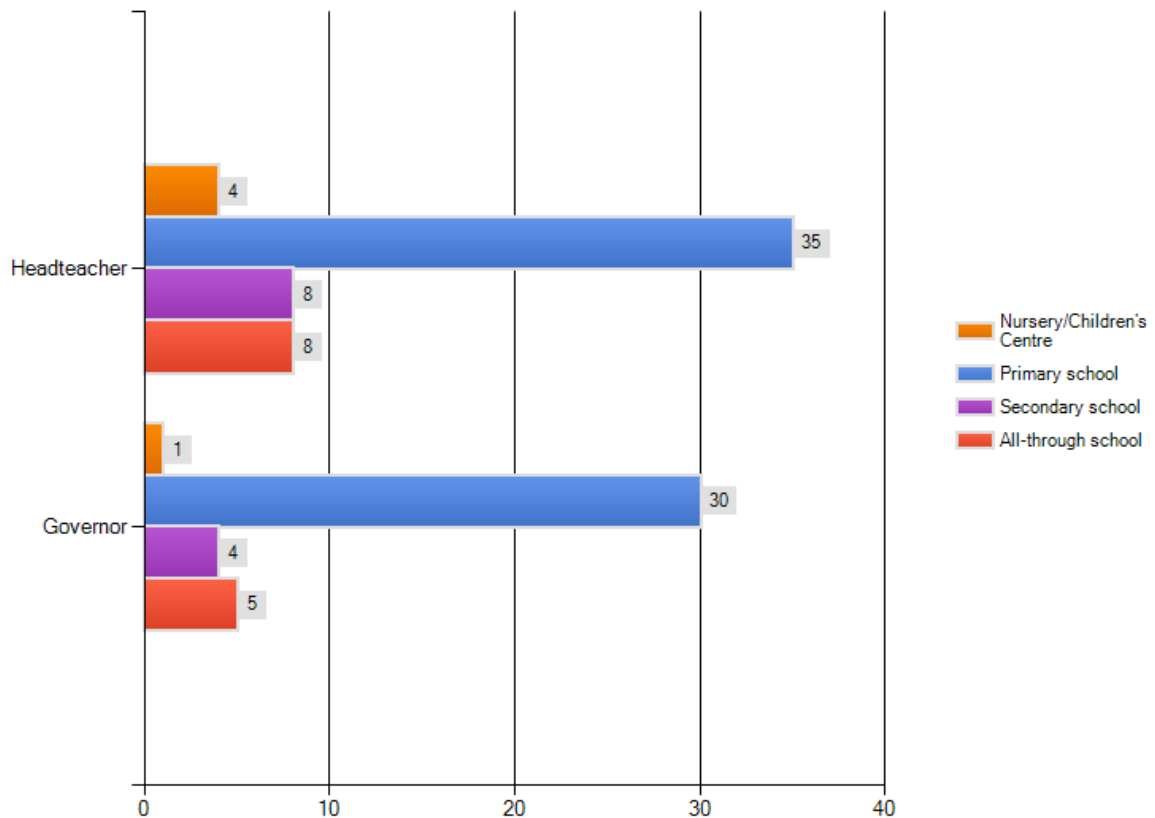
cc Rt Hon Michael Gove MP, Secretary of State for Education

The Role of the Authority in Education Survey

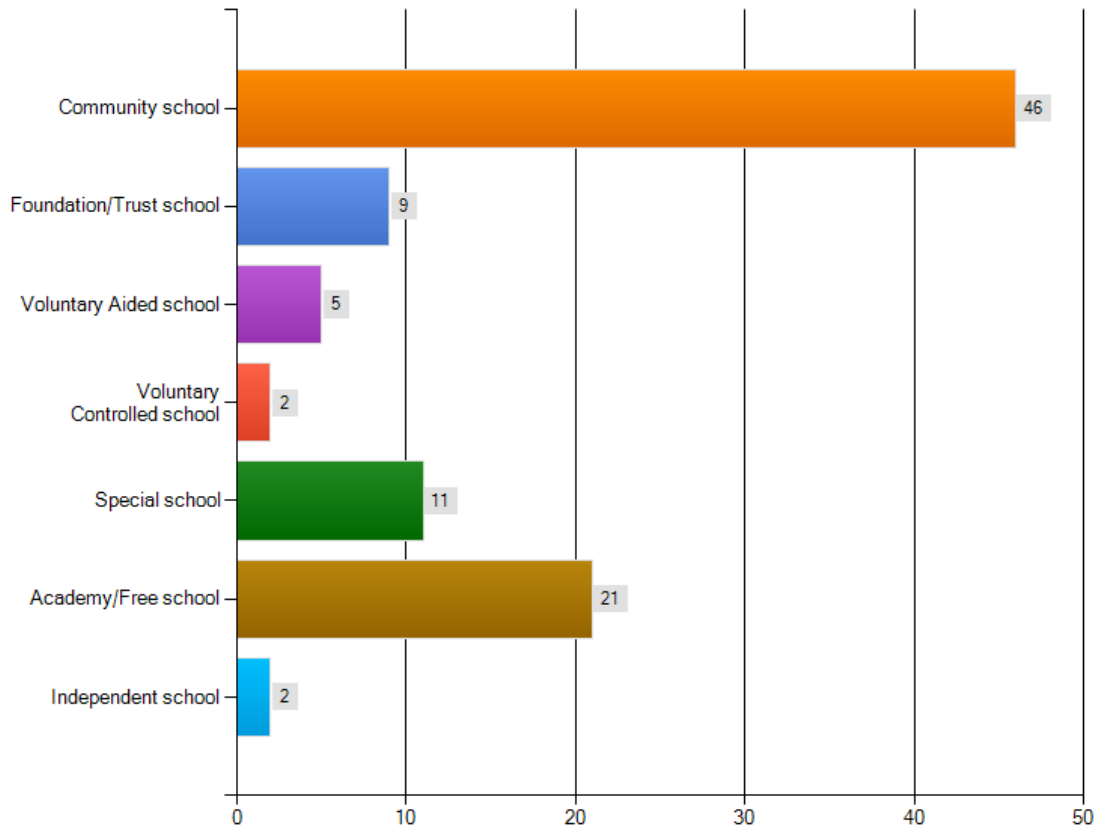
1a. Who took part – Headteachers and Governors



- 55 headteachers, 40 governors and 23 councillors took part in the survey.



- A majority (65) of headteachers and governors are from primary schools
- Only 2 from independent schools. Whilst 46 are from community schools and 21 from academy/free schools
- Large representation from community primary schools, whilst the two independent schools are a secondary and an all through school

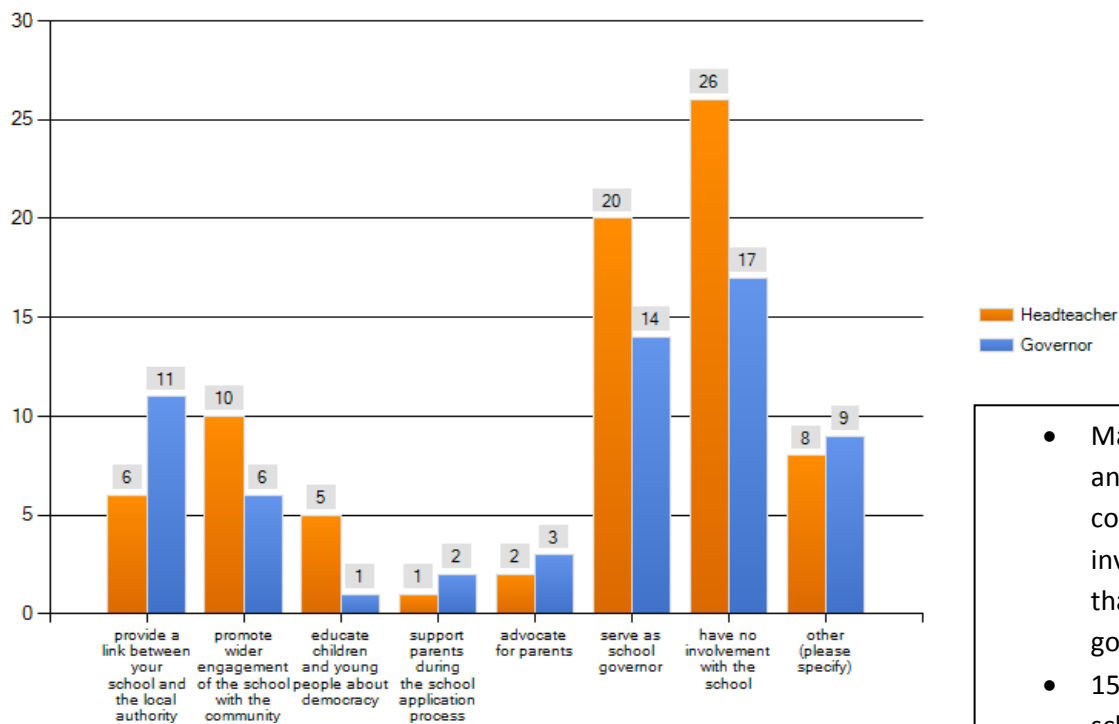


1b. Councillors who responded to the survey → what types of schools they are involved with

Nursery	1
Primary	21
Secondary	4
All Through	2
Total	28
Community	11
Foundation	2
Academy	12
Special	2
Voluntary aided	1
Voluntary controlled	1
Total	29

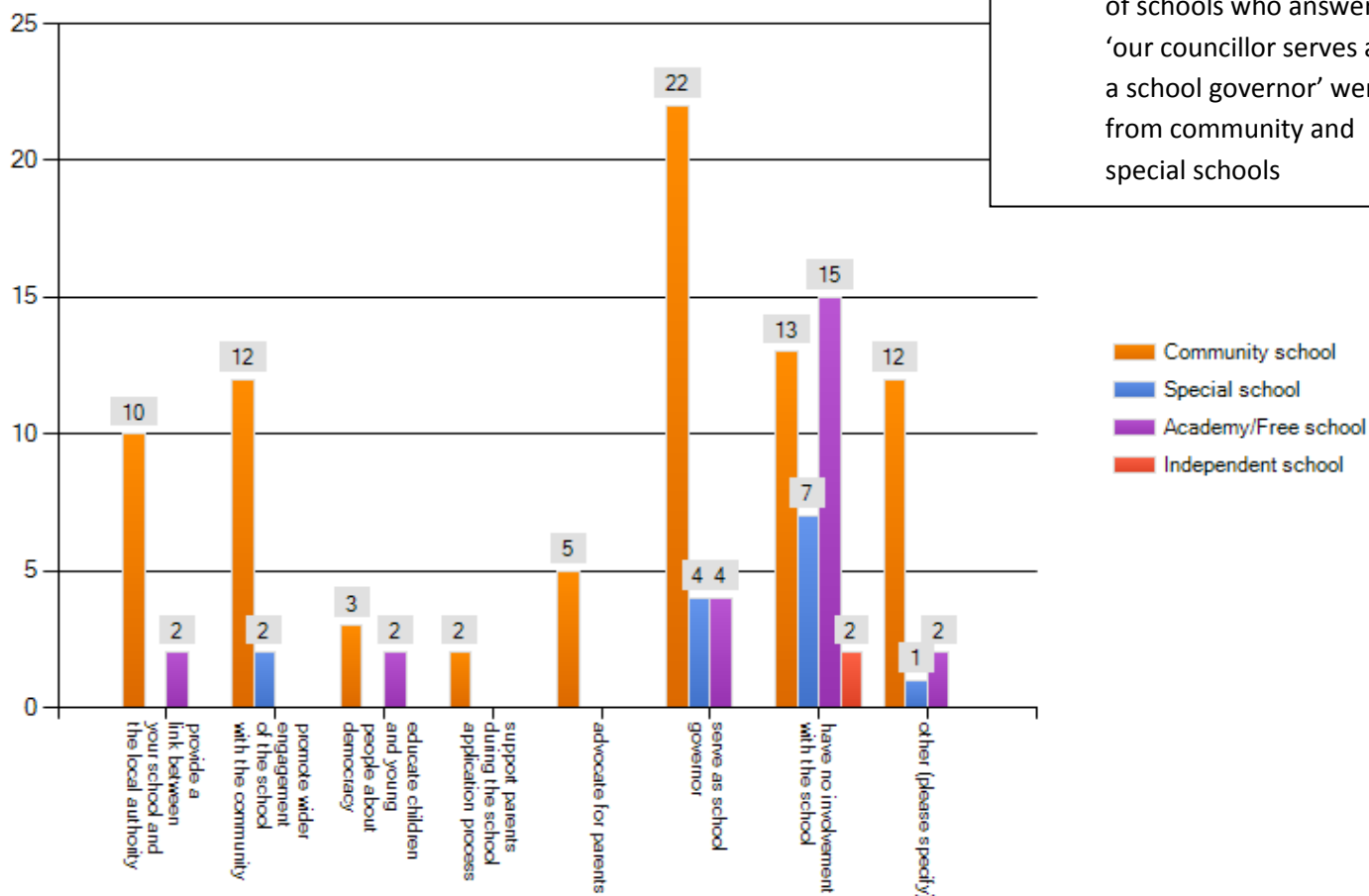
2. Councillor engagement with local schools

Councillor engagement in the experience of headteachers and governors



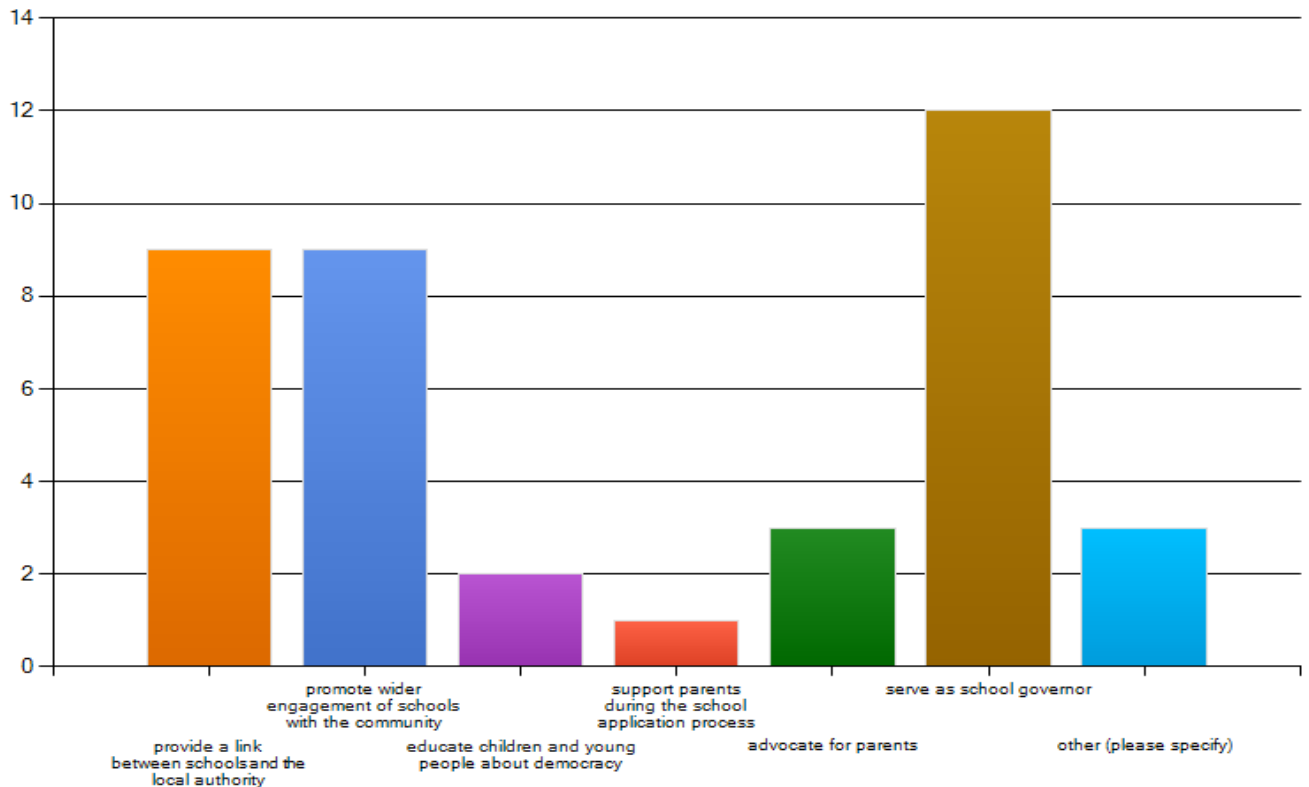
- Majority of headteachers and governors say councillors have no involvement, and those that do, act as a school governor.
- 15 of 21 academy/free schools state there is no involvement from councillors. The majority of schools who answered 'our councillor serves as a school governor' were from community and special schools

Councillor engagement by type of school



- 17 of the 23 councillors that took part say they are involved with schools, only 6 said they had no involvement. 12 councillors said they serve as a school governor.

Councillors involvement with schools according to the councillors themselves

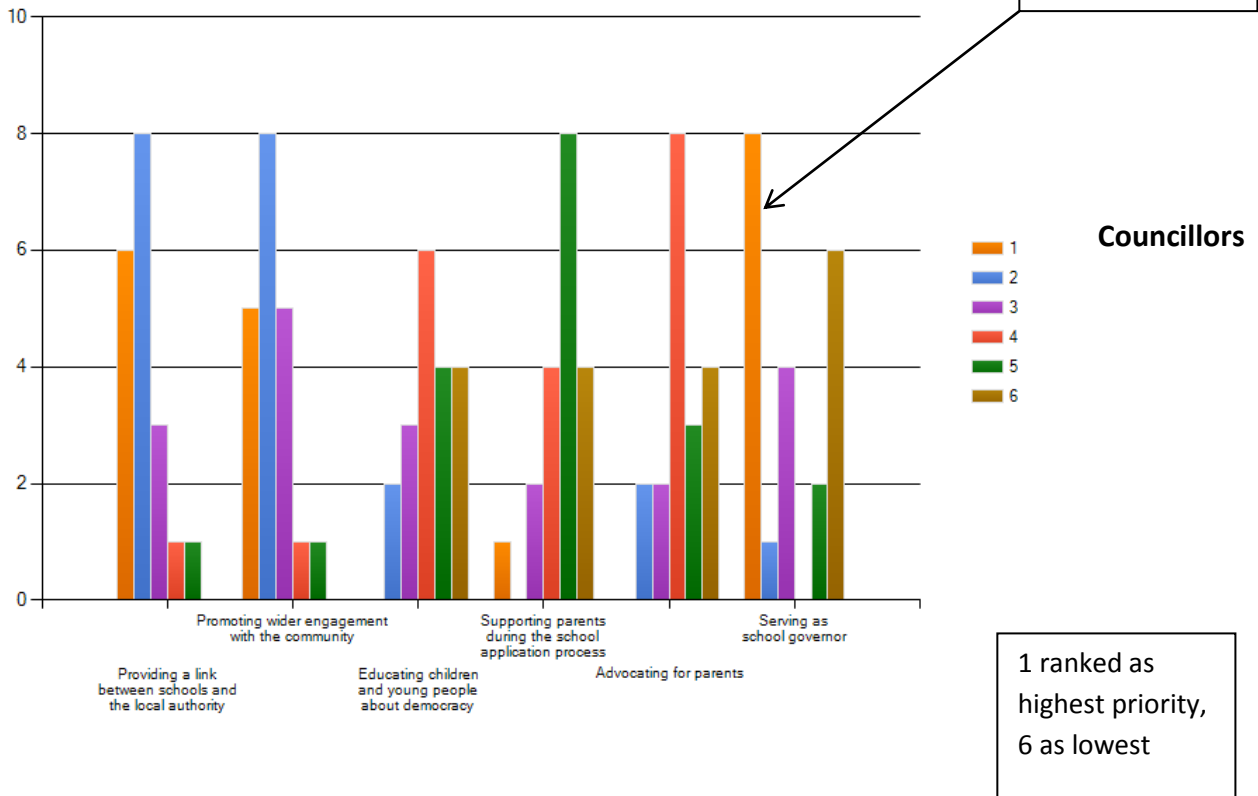


3. What should be the main roles and priorities of ward councillors

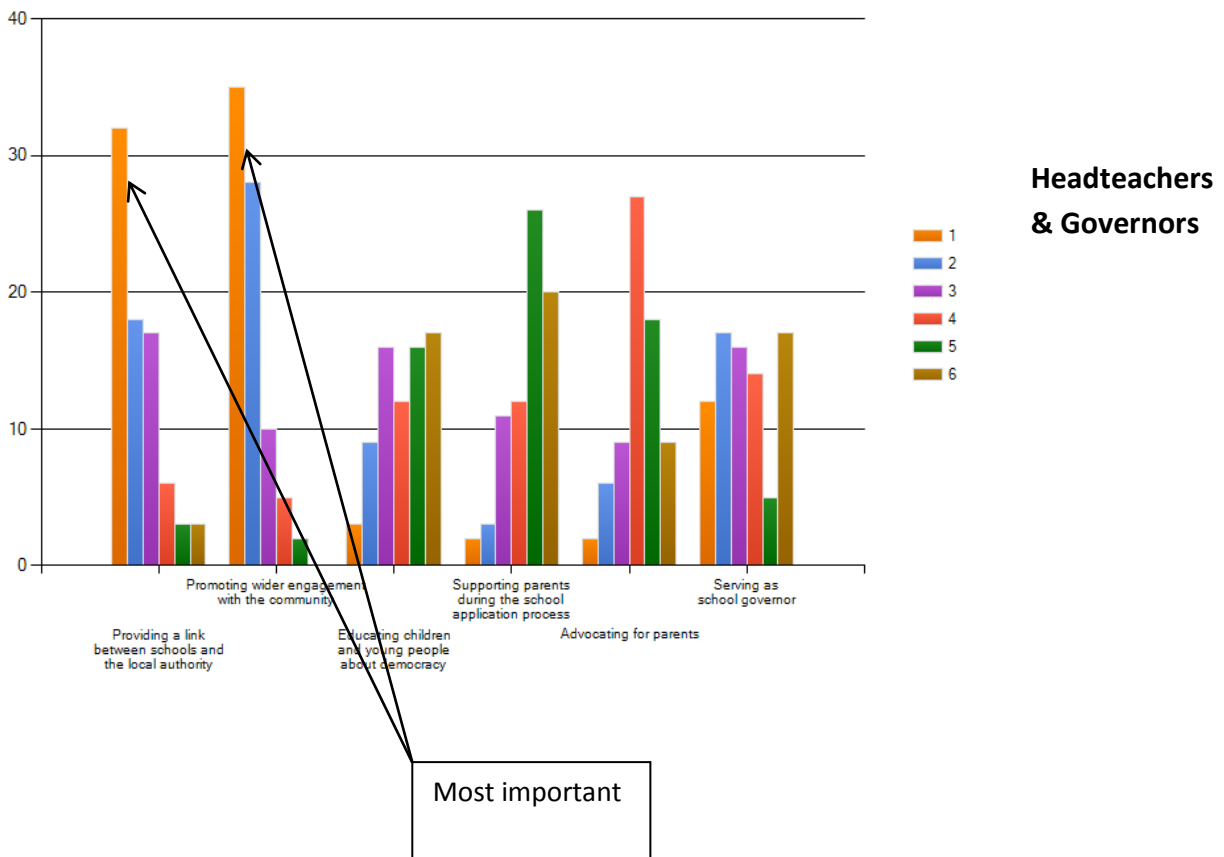
We listed 6 roles, in relation to schools, that ward councillors might fulfil. We then asked respondents to rank these roles in order of importance with 1 being the most important and 6 the least important.

- Councillors → Main roles of councillors should include serving as a governor followed by providing a link between schools and the local authority and promoting wider engagement with the community.
- Headteachers and Governors → Main roles of councillors should be promoting wider engagement with the community and providing a link between schools and the local authority, however serving as a school governor is a lower priority. (This is also shown in the free comments section later on)
- Councillors ranking of priorities correlates with their involvement with schools. 8 councillors said serving as a governor was the main priority, 6 said providing a link between schools and local authority was most important, whilst 5 thought that promoting wider engagement with the community was of prime importance.

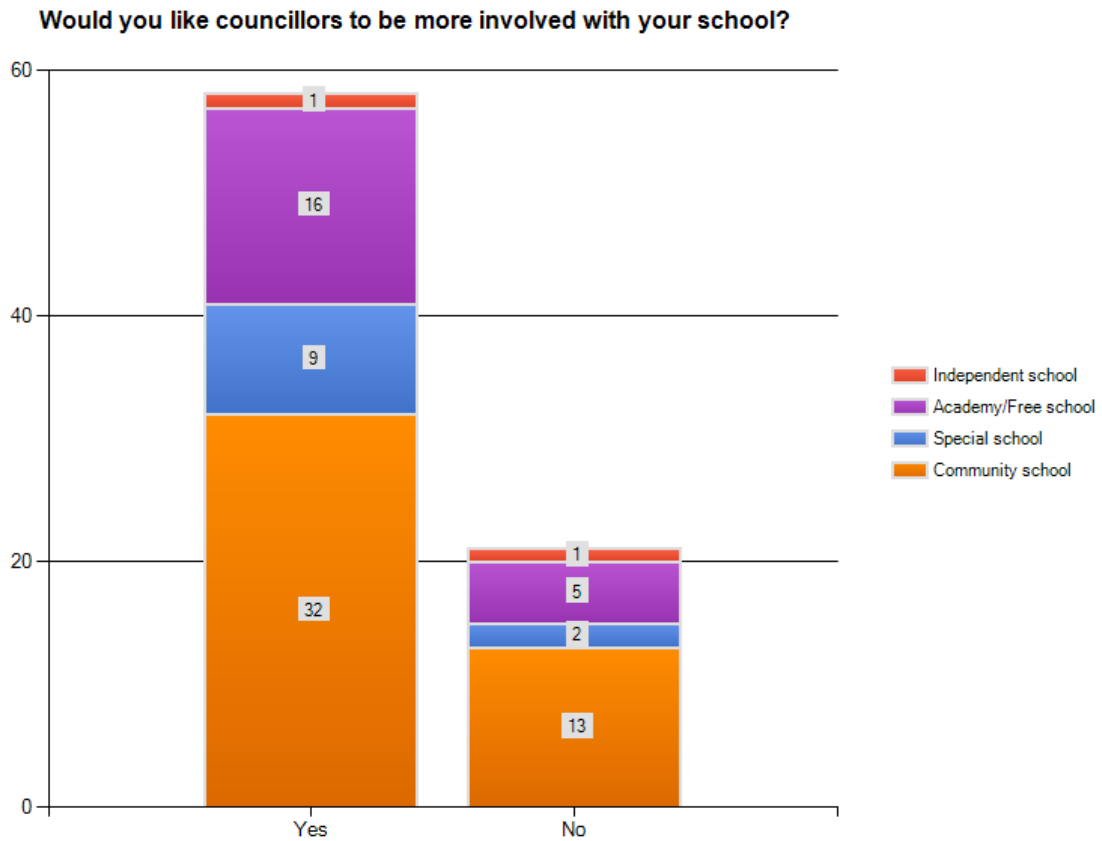
What councillors think should be the role of councillors



What headteachers and governors think should be the role of councillors

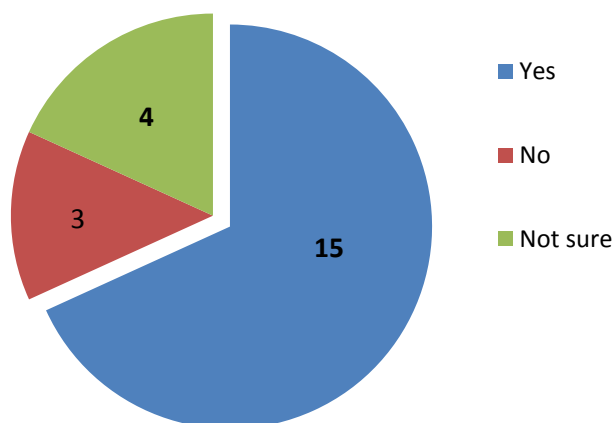


4. Would you like councillors to be more involved with your school?



- The majority of headteachers and governors would like councillors to be more involved with their schools.
- Two thirds (15) of the councillors who responded would like to be more involved.

Would councillors like to be more involved in their school?



5. Are there any other roles a ward councillor should have in relation to schools?

Headteachers & Governors from Community Schools

- **There are times when a school is in need of close links with a councillor e.g. when the community is changing, when the school has development plans etc. The councillor can support the school in understanding the wider issues in the area.**
- Monitor and act supportively around ward schools' performance
- But I know they are very busy!
- **They should be familiar with every school in their ward**
- **It would be nice if one came to see us, I've been here 7 yrs and have yet to see a local councillor. We are an LA maintained nursery school with 174 children under 5yrs old.**
- Question 8 is impossible to answer with yes or no. Our councillors who are both school governors are very involved with our school. If I answer no it suggests they are too involved If I answer yes it would suggest they are not doing their job properly!
- providing feedback about the Mayor's and the councils view on education - what is it ?
- **Would be a start to even know who they are. One ward councillor turned up to my academy consultation and took a very aggressive anti stance when he knew nothing about the school and admitted he had never set foot in it. He then said it was my responsibility to find out whom my local councillors were and engage with them not the other way round!!**
- **briefing schools on upcoming discussions and plans by LA.** Looking to improve standards and child protection standards. This should be by rigorous questioning to the FGB 2 times a year, perhaps a set pro forma, whether a governor or not. Setting out their expectations. The LA at representative level need a clear picture not a modified one by officers. This problem of not knowing what is really going on leads to schools failing and everyone being surprised! From this information officers can be held to account by councillors as well as Ofsted. It is non-interventionist at the moment and that isn't any help to parents. Use the democratic power councillors have. The other issue is that councillors are overwhelmed with LA work so I understand their reluctance to sit at yet more meetings. Therefore the answer may be to meet Head and Chair of their 'patch' at other times as a formal process. It would be even better if an MP attended once a year as well. Politicians are only as good as the information they get, so who's giving it to them. It needs to be schools not officers..
- Question 8 is impossible to answer with yes or no. Our councillors who are both school governors are very involved with our school. If I answer no it suggests they are too involved if I answer yes it would suggest they are not doing their job properly!
- **Briefing governors on local authority matters that may affect the schools and education in the area more broadly.**
- To be accessible when issues arise that we need to engage with them on, and show an interest in our school and its successes and/or problems.

General themes – there's a lack of communication and presence; ward councillors need to provide a better link between LA.

Academy/Free Schools

- Education is a key political issue in Bristol. The role of councillors should be to be an advocate for schools in difficulty and to enhance educational provision in their local area. There are many complex issues affecting families and of course young people particularly in the deprived areas around St George and into Easton.
- **promoting a positive attitude towards Bristol schools**
- **Visiting the schools**, to get a clearer knowledge of what they offer, is the most important thing a councillor should do.
- **Promoting Local Schools within the community**. Celebrating the success of schools. Making sure priority is given when resourcing schools.
- Encourage schools to open their facilities to their **community**, and engage with other issues such as apprentice schemes to provide learning places for over 16s.
- At least make the staff and children aware of who they are and what their role is.
- I think they should be actively more involved in the school, **I couldn't even tell you who our ward councillor is**

General themes – creating a better link between the community and schools and a greater presence and awareness of schools by frequent visits

Independent Schools

- Independent schools are major employers and save the council millions of pounds by educating children who would otherwise be in LEA schools. Council lots should bear this in mind when dealing with planning and other matters relating to independent schools.

Special Schools

- A school should know who the councillor are and how to contact them if needed.
- I have answered the above relating to my school specifically but I feel these would be different in a mainstream school
- 'Link' is not the right word. They need to be making Education the priority for the LA and ensuring all children get the facilities and education they deserve.

Foundation/ Trust Schools

- Termly visits to classroom. Support fund raising activities
- No

Voluntary Aided Schools

- acknowledging the work of the school being an advocate for local education
- Visiting schools so they can understand the on-going demands of educational life, support and celebrate alongside the school community, realise the problems of parents who they represent(that goes for the school as well)and most importantly to give them a first-hand knowledge of the variety of experiences children have.....to allow them to talk confidently

about issues that arise, rather than just play lip service and waffle about the real needs of schools in an ever changing political and cultural climate.

- Gaining an understanding of the challenges faced day by day by teachers in classrooms by visiting schools (without a camera crew which serves to promote councillors own reputations.) Focusing on issues which have a direct impact on young families such as overcrowding. Learning to listen and hear what is being said by their constituents. Question 8 is ticked yes only when the above is in place.

Voluntary Controlled Schools

- Providing feedback about the school from the local community

6. How would councillors like to be more involved in their school?

- I simply wish I had **more time to spend** in the schools rather than just attending meetings
- I would wish to be more **consistent** in making contact with the schools where I am not a governor
- I would like to have **the time to go into schools** to help with reading and to talk to older children about democracy and its role in society
- I'd like to be a school governor at orchard school
- more involvement in day to day affairs
- I would like opportunities to visit schools in my ward to explain the role of councillors and the Neighbourhood Partnership and I would like earlier warning of problems of insufficient places, building work or changes which impinge on neighbours.
- Don't see how I could be more involved - being a Governor is so important.
- Keen to help the school provide the service parents want
- Regular meetings with the headteacher to discuss issues that arise that have a bearing on the ward and students progress and attainment.
- This is more challenging as there is a Free School in my ward, and several of the other primaries are now academies
- I would like councillors to be able to be governors at academies
- At the moment, fairly happy with the involvement I already have.
- Do more on promoting the links with the community and on promoting democracy. Also encouraging young people to get involved with Neighbourhood Partnerships and volunteering.
- more community based projects

Councillor recognition of lack of presence in schools and its importance

7. General comments grouped by type of school

Headteachers & Governors from Community Schools

- Come and visit schools and see how standards are being raised. The LA also needs to see for themselves how early years provision is being forced to change (not necessarily for the better) because of significant budget cuts.

- Our LA Improvement Officer has a very important role in raising standards, but not the councillor.
- I think the LA should be involved in education and a guiding light as it is a key area for the whole community, both those currently in it and those not (by the influence it has on others). The LA should be supporting schools to raise standards and linking schools together to share good practise. We need the LA to gather information from government and disseminate to us in a useable way
- My experiences with the authority and their efforts to raise standards have not been good. They seem to work in the background talking with school leaders who may have differing points of view. This leads to different school leaders giving the same message with a different slant which may protect their position but which poisons the efforts to improve standards for all. They also seem to intervene too late, when standards are already declining.
- Bristol needs consistency - since the break up of Avon there have been far too many people pulling in different directions. Bristol needs someone who understands the city, not someone driven by OfSTED and DfE dogma and misconceptions.
- To act as strongly as an academy sponsor for the schools that have chosen to remain under local government control and to stop eroding the level of support schools receive and thus creating a two tier system where LA schools are seen as a poor choice due to lack of investment in them financially, educationally and supportively.
- The authority should work with Heads' to map out strengths across the city and help identify support packages for schools in difficulty (RI / I) This should be transparent and coordinated far more effectively than it currently is. Greater engagement with PHAB could be a way of doing this.
- This is a shared responsibility. The children going to school today are the adults of tomorrow. Raising standards includes raising aspirations, hopes and dreams. It means making a community that every child can be proud of, be a part of and thrive within. In return those adults will give back. The city needs to ensure that all children have a basic entitlement that enables each to have the opportunity to become the person they hope to be. We should not have this quashed by lack of understanding and knowledge. The city is a rich one, vibrant and opportune. Every youngster should have the door opened for them. This is a wide responsibility. Not just of educators, parents and the children themselves, but also for the community. To ensure this happens everyone must work together. There should not be a notion of two halves - the 'haves' and 'have not's'. This community should celebrate its differences and understand the difficulties and advantages that both elements can bring. This is the role of the authority. It should also be clear that to take from one to give to the other can also cause detriment. Careful steps need to be taken to give assurance that every child may achieve, not to the detriment of another.
- When local councillors become school governors it gives them a deeper understanding of front line issues and they can then take issues back to the Council house for further debate
- There needs to be an improvement of the interface between council departments and schools. With trading with schools the relationship has changed, but this is not always

reflected in practice. This can encourage schools to look elsewhere for better service from external providers.

- I have found School Improvement Partners very helpful in identifying and supporting ways forward for the school and would like this sort of relationship to continue.
- Promoting partnership (not acadamisation) is a good development in recent years.
- I think the LA needs clear strategic leadership and clear decision making. It needs to be supported and not keep having to cut millions of pound from local services.
- Having an honest conversation with schools about the operation of power in their relationships with schools including school governors. It is right that the local authority has certain powers to hold schools accountable, but these powers are not always made explicit and governors can therefore be left feeling either that there is no point in doing anything because the local authority holds all the cards anyway; or that they are caught up in a world where they have to work out what the subtext is of any particular conversation is. So for example, when a 'helpful chat' turns out to be a meeting which is part of a process that has considerable consequences. Or exactly what the status is of 'advice' that is being offered without an explanation of the scope for pursuing other options or what action the local authority might take if the advice is not followed.
- Apart from exhorting schools to greater efforts the ability of the LA to raise standards is now somewhat limited. They have no control over academies and if their results are holding back the City's national average there is absolutely nothing they can do about it.
- yes- education and raising skills and attainment should be the number one priority it doesn't look as if it is
- If the LA did its job properly and operated at a level that meant Headteachers valued its advice and input then it would have a key role to play. Unfortunately it seems more concerned with residents parking rather than the education across the city. It is not just about raising standards - what is the LA doing to countermand the number of children who leave the city to be educated in neighbouring authorities - this is something that should be tackled centrally with a city wide campaign about education in the city rather than being left to individual schools
- I think the authority should take a greater role in school improvement and health and safety within academies as well as LA schools
- I think the local authority should stop sending out mixed messages as to the involvement they want to have in local education. There needs to be more consistency.
- As more and more schools switch to academy status we need a plan to say what role the LA will play. A really clear one as they are still responsible for standards overall. The LA needs to look at fairness for funding such as where the children actually live rather than the postcode of the school. This should lead to fairer funding and be based on Jan numbers. The LA needs to do a surveymonkey of ordinary teachers and support staff. SLT are consulted but never the ordinary staff. What do they think?
- Given the pressure to academies, the authority can facilitate collaboration among schools (already happens, but can be increased) to avoid this necessity. Or bite the bullet and help all schools make this leap, but ensuring they will do so under a sustainable structure and with minimal stress during the process.

- Apart from being a Chair of an Outstanding School I am a Local Authority Governor for schools in Special Measures. I think the authority needs to provide more support/training etc for school governors to cope with the increased workload.

Academy/Free Schools

- We see the Authority as a provider of services so the quality and accessibility of those are our greatest interests.
- Bristol City Council must promote the value of Bristol Schools, deal more effectively with social problems thereby enabling pupils to engage in learning. Delivering a constant message that education will shape a person's future and ensuring enough apprenticeships, excellent post 16 college places .
- The reason Bristol look so low in GCSE league tables is because the "fee-paying" secondary schools GCSE results to not get taken into the statistics. Bristol should produce its own table of GCSE results which includes the results of BGS, QEH and Colston's. Many of the children at these schools came from the public funded LA Primary schools who built a strong foundation on which to get these results.
- Councillors role, which has not been our experience can have an important role in raising standards as governors, but I don't think this should be a general expectation. Where councillors are governors, they must play an active
- We need Inspirational Leadership if the LA wishes to play a significant role in the future of Education within the city. There is good leadership now in many schools and they are confident to go alone. Without great leadership at the centre the system will continue to be fragmented.
- A difficult area given the movement towards autonomy of schools or chains of schools; the authority is in a difficult place in relation to schools. I think they just need to try to get schools across the authority to understand the wider City view and support system leadership across the schools and encourage all schools to look beyond their own institutions. The difficulty is how to broker this without actual power or authority to do so. It requires a very good influencing strategy.
- Please make sure that you continue to engage with all the schools that provide education for children within the city. Since becoming an Academy there has been no contact with BCC and it seems that we have been outcast from the system.
- It is about time that our Mayor began to put education first.
- Education of Bristol Children should be given a higher profile in the political agenda. These children are the future of our city.

Independent Schools

- It would be great if the LEA recognised the value of the independent sector. For years in Bristol the council has been hostile. Why not use the independent sector to solve the problem of lack of places?

Foundation/ Trust Schools

- I am concerned that the LA is being eroded under present legislation
- The authority needs to provide a lot of support to schools with low attainment in deprived areas .
- Local politics have not served Bristol schools well in the past and I'd like to see more support and encouragement that is cross-party and not political.

Voluntary Aided Schools

- Just because councillors once went to school does not make them experts in education. Councillors need to get out of their offices on a cold, rainy day and walk to their local primary schools, experience the journey families have to make. Ask head teachers if they can visit without expecting special treatment, shadow a head, a teacher, a pupil, a family for a day and experience the barriers facing them. Head teachers are unlikely and probably unable to attend more meetings. I am happy to communicate by e-mail

Voluntary Controlled Schools

- I would like clarity about: a) The authority's role in relation to free schools and academies b) I would like some clear presentation of what the LA actually does in working with schools.

Special Schools

- It would be good to see some real vision from the elected mayor about bristols education. Championing the good work and value added progress that is being made in Bristols schools and countering the rather myopic 5A*-C view of education that is peddled by cent gov. and the media. Unless students in Bristol are acquiring the skills that are needed by employers in the city then business growth will be weak and not sustained.
- Very important.
- The role is crucial as an advocate for children and young people, contributing to coherence in the development of strategy with core values of equality and ambition for all at it's heart.
- HR , TWS are not providing a good service
- As the LA officers involved in Education decline, the importance of Councillors knowing whats going on increases.

8. General comments by councillors

- Well, Bristol hasn't done very well so far, so I think the more of our schools outside of the authority's remit the better. Academies and free school seem to be the way forward. sorry if that is too straight!
- You have not mentioned independent schools and some link with them would be useful. Red Miads did contact us about their development plans which was good. Other contacts which councillors might make is with secondary schools outside the ward which local children attend
- With more schools becoming academies, the LA cannot be held accountable for the failures of private enterprises overseen by central government.

- Academies and Free schools will have a different relationship with BCC - for instance as a council we could take enforcement action against these schools if they infringe planning conditions. It is in the interests of every school to engage with local councillors and many do, but we need to open dialogue with those who do not.
- In raising standards a federation of schools can help.
- Local Authority's still have a role to play in the day to day monitoring of community cohesion and exclusions in our schools.
- As more and more schools become academies I feel that it will be hard for the LA to raise standards across the city, as it will not have direct influence over them. The LA is still valuable to LA schools.
- The authority has to provide sufficient support for schools to maintain, and improve standards across the board, including twinning them with similar schools who have particular expertise in areas they may require help with. Shared experiences help staff to learn and benefit from others who have already gone through similar circumstances. Funding is also an area of concern, given recent government proposals, as local authorities need budgets that enable them to carry out new initiatives,
- There should be a lead role for the authority in setting education policy locally and its direction of travel. It should have an overall monitoring role on the quality of education locally. It should have responsibility for facilitating a bringing to get her of schools of providing training of ensuring that there are sufficient schools. We also have a responsibility for children with special needs and ensuring that they there is appropriate educational facilities available for them. There is an overarching role of responsibility and co-ordination that should be set in law.
- The authority's role in raising standards is diminishing because it has less and less influence over schools within its area. We are moving to a state of educational anarchy as academies, free schools and other fad schemes make planned improvements for children's life chances increasingly impossible/
- Again, at present, I think Bristol is a good authority for raising standards in schools and trying to keep them in the top ranks.
- With more academies, I think the role of the LEA will decline. However, councillors will continue to play a role and ideally as school governors
- I think the LA should take an overview of Bristol and the wider area and encourage and facilitate networks where issues can be raised and best practice noted in all sorts of areas, not just standards but staff terms and conditions, pupils wellbeing, eg healthy eating, the local environment, etc, etc. Transparency should be sought and evidence of performance in all these important diverse areas publicised to councillors, assistant mayor and the mayor.
- I have already stated that the Governors' job is to hold the Head to task in raising standards