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## Children and Young People's Services Scrutiny Committee

### Education and Learning Strategy - Task and Finish Group Conclusion Responses

#### Report by Cabinet Member for Learning and Skills, Cllr Nigel Jupp and Assistant Director, Education and Skills, Paul Wagstaff

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## 1. Conclusions

1.1 The Task and Finish Group made the following conclusions for consideration by the Cabinet Member for Learning and Skills, for which responses have been provided as set out below:

- 1) That the wording of the Strategy is reviewed to ensure it is clear and concise and that actions and outcomes are more explicit. It also asks that the Strategy sets out what it doesn't include (e.g. business as usual functions) and where details on these can be found.

Response: A Strategy should outline forward direction and intent, therefore it will not include business as usual functions as these are multiple across Education and Skills. Instead, the Workstreams will be audited to include and reference where business as usual is complimentary or essential in achieving the outcomes of the Strategy.

The Strategy document will be edited by the communications team.

- 2) Suggests that the wording of the Strategy is strengthened to ensure that it is clear that it refers to the achievement and needs of *all* children being met.

Response: The language used throughout the strategy will be strengthened in response to reference the needs of all children, young people and learners.

- 3) That the improvement of outcomes for early years and primary are a key area of focus and the ambition for these should be clearly set out in the Strategy workstreams so that progress can be assessed, and should aim to be at least in line with our statistical neighbours (as per the Council Plan).

Response: The intended work of the Workstream Owners (Heads of Service) and Leads (Senior Managers or Subject Matter Experts) is to draw together development plans and impact targets and report on these through and against Corporate Measures. Each Workstream Stakeholder group will establish their project timeline. With overlapping priorities for key individuals and groups within Education and Skills the workflow will be carefully mapped to ensure capacity and coherence in the work being carried out and impact achieved.

- 4) That it is important to have clear targets, measures and outcomes in the Strategy so that its progress, achievement and impact can be measured and would like to see this in the Final Strategy (for example achievement, attendance and children attending outstanding and good schools).

Response: By aligning the Workstreams to our Corporate Measures we will have clear measures and outcomes. As the Workstreams develop into 2023 the baseline and target outcomes will be clearly evidenced through the Workstream Development Plans.

These plans will be used to track impact and report through the usual mechanisms of scrutiny.

- 5) That the Committee considers what outcomes, actions and workstreams it wishes to focus on so that it can measure the impact of the Strategy as it is implemented.

Response: Each Workstream, or group of Workstreams which work in combination with each other, led by specific subject matter expertise to achieve the outcomes, will be easily identifiable in the final Strategy.

- 6) Glad to hear of the well embedded work to share and learn best practice between schools and should consider referencing this work within the Strategy more explicitly under the workstreams in Theme 6.

Response: Each Workstream will draw on stakeholders from within and outside of the Council. Where relevant and necessary education settings will be invited to join the stakeholder groups to inform the work and measure impact. This will be made more explicit through Theme 6 in the final Strategy.

- 7) Recognised the national financial and recruitment issues impacting some schools and to consider if this should be referenced in the strategy as a potential risk on the delivery of the workstreams.

Response: While the financial and recruitment issues nationally will impact the work within our settings across early Years, Schools, Colleges, Further Education and into the Adult Education sector (0-19 and 19+), we must not limit our expectations. However, each Workstream will draw on the community of education to provide reasonable benchmarking and expectations, which will evolve throughout the timeline of the Strategy.

- 8) Ask that every effort is made to engage with more schools and the BAME community when co-developing the workstreams over the autumn.

Response: See response to co collaboration and stakeholder engagement within each Workstream or group of Workstreams (conclusion 6).