

The Luton Education Strategy for Children and Young People

Education Service:
Children, Families and Education Directorate



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1. Introduction

Luton's children and young people are the future of Luton. They are entitled to the best possible life opportunities that we can give them at every stage through their education from early years to their transition into adulthood and employment.

It is our responsibility to oversee the education system in Luton to ensure the very best possible provision is made available to all our learners.

This document sets out the current context for education in Luton; the successes we have seen in recent years; our vision and values by which we will judge our future actions; and the strategic priorities we will focus on to achieve our vision. This is the Luton Education Strategy.

John Wigglesworth
Service Director, Education
Children, Families and Education Directorate



2. Vision and Values

Our Vision

We are ambitious for all children and young people in Luton. We are committed to providing them with the best life chances whatever their background, needs or circumstances. This means our children will be safe, confident, resilient, enthusiastic, happy and successful learners, well prepared for adulthood, and able to become positive and engaged citizens. We are committed to using education to break the cycle of deprivation and provide the platform for harmonious and diverse communities. We believe in the power of education to transform lives and to enable individuals, communities and humanity to flourish.



We ensure that Luton is a stimulating, happy and popular place for school leaders, teachers, other staff and educationalists to work, where their professional development is fostered and their career ambitions met.

Our Shared Values

In Luton we:

- » are ambitious for, and have high expectations of, all of our children and young people
- » make sure all children are safe and thrive in order that they reach their educational potential
- » put the interests of children and young people first at all times
- » are inclusive, ensuring children whether disabled, disadvantaged or vulnerable have access to every opportunity
- » share accountability for the best educational outcomes for every pupil in all maintained and academy schools
- » operate a culture of openness and trust, with mutual respect but personal responsibility
- » seek equality and community cohesion by valuing the diversity of the Luton community
- » are committed to supporting and developing education provision
- » foster partnership and collaboration between the council, all designations of schools, Multi Academy Trusts and other settings, ensuring no schools are left isolated
- » involve key stakeholders, including children and their parents and carers
- » maintain and promote the highest personal and professional standards
- » encourage creativity and innovation with desire to take on new ideas and opportunities

3. Local Context

Population

Luton is a small, densely populated Local Authority with a total population of 214,700 and a population density of 50 persons per hectare - greater than many London boroughs.

Luton has a very mobile population: approximately 50% of the current residents were not born or living in Luton at the time of the 2011 census. This results in very high levels of 'churn' in some schools. The population is also very young: in Luton over a quarter of the population are aged between 0 and 17, compared to 21.1% nationally. Approximately 37,000 children and young people attend Luton schools.

Diversity

Luton is one of the most vibrant and diverse places in the country. No single ethnic group make up more than half the population, making Luton a 'super-diverse' town.

Over 80% of school pupils are from Black or Minority Ethnic (BME) backgrounds. At the time of the 2011 census, the largest minority ethnic population was Asian/ Asian British (40%). More recent immigration patterns show Romania and Poland as the countries from which most people have emigrated.

Approximately 56% of primary school pupils and 49% of secondary school pupils have English as an Additional Language (EAL). Nationally, only 21% of primary and 16% of secondary pupils have EAL. In a number of our schools, over 20 languages are spoken, and in total 165 languages are spoken in schools across the town.

Deprivation

Luton is ranked as the 59th (out of 326) most deprived local authority and has the 7th highest levels of child poverty in the country. 46% of children in Luton are living in poverty. Nine areas in Luton fall within the 10% most deprived areas in England. Six of these areas are in the south and central areas of the town. This is also where the shortage of school places is most acute.

The levels of poverty are not always reflected in take up of free school meals. Overall, 14% of pupils in primary schools and 15% of pupils in secondary schools are eligible for free school meals. This is in line with the national equivalent for primary at 14% and above for secondary at 12%. There are significant differences between schools and great effort is made to ensure children receive free school meals to which they are entitled.

Health and Wellbeing

The most densely populated areas of Biscot and Dallow wards have the highest birth rates and are home to approximately 20% of Luton's child population. A significant number of children in Luton are likely to be living in over-crowded conditions. Health and life expectancy are worse across Luton than the England average. Rates of infant mortality, still births and babies born with a low birth weight are consistently higher than national averages.

In Luton, 25% of children aged 10-11 are obese; this is above the England average of 20%.

Children with Special Educational Needs and Disabilities (SEND)

In Luton, approximately 1,700 children have Education, Health and Care Plans (EHCP). A further 4,500 pupils are identified by schools as having SEND. In total, this represents approximately 17% of the school population.

Looked After Children (LAC)

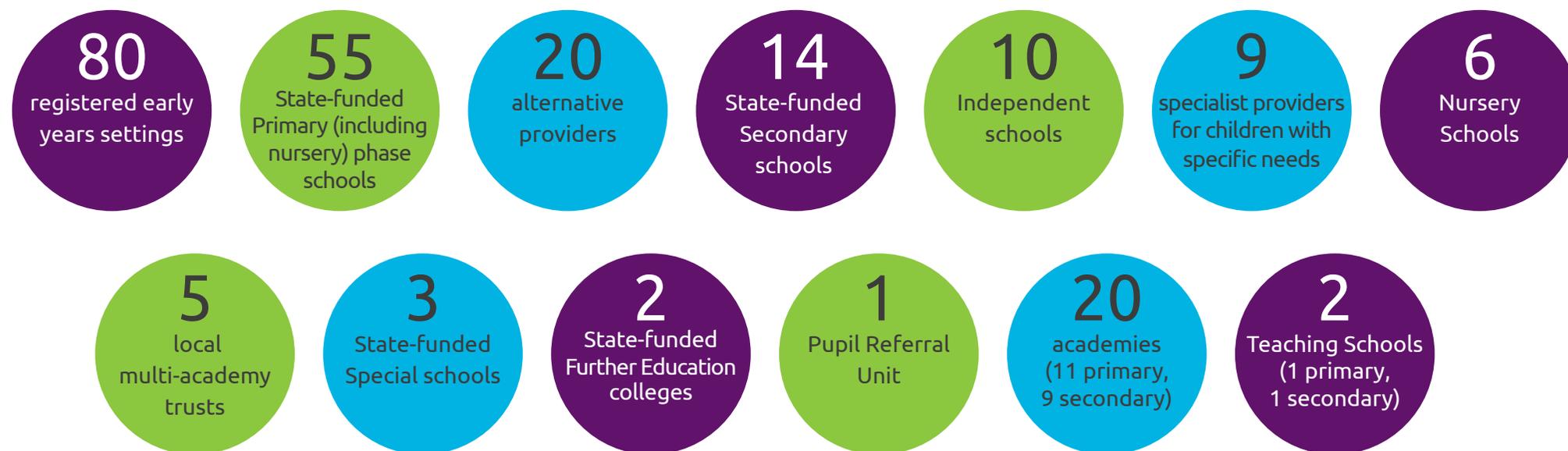
Overall numbers remain relatively stable throughout the year with between 370 and 380 children classed as looked after. A proportion of these LAC are Unaccompanied Asylum Seeking Children (UASC). Luton significantly exceeds its quota of 38, as agreed through the national and regional dispersal scheme and usually has around 45 UASC.



Elective Home Education

There are around 200 children electively home educated, approximately 0.5% of the school population. This fluctuates as children move in and out of Luton or return to school.

Education settings profile



In Luton there are:

School performance indicators

At the current time:

- » 81% of schools are judged good or outstanding (compared to 86% nationally) and no school is inadequate (compared to 3.4% nationally). A higher than average proportion of schools require improvement (19% compared to 12% nationally)
- » 79% of primary aged children attend a school which is good or better, compared to 88% nationally
- » 76% of secondary aged pupils attend a school which is good or better compared to 79% nationally
- » primary school standards are generally below national averages with 61% of pupils achieving expected standard at the end of KS2 in 2019 in reading, writing and maths combined compared to 65% nationally
- » young people leave secondary school with results slightly below national, having made good progress from low starting points. Overall Luton's Progress 8 score in 2019 was 0.03 which is broadly in line with national (-0.03). 37% of students left Luton secondary schools with a high pass in both maths and English. This compared to 43% nationally
- » post-16 participation rates continue to rise. The proportion of young people Not in Education, Employment or Training (NEET) is in line with national at around 3%

Eliminating Poverty by 2040

The overarching strategic priority for Luton Council is to eliminate poverty by 2040. Education is central to achieving this aim. Luton Education Service is committed to ensuring that Luton schools enable our children and young people to achieve the highest levels of qualifications and develop the skills necessary to lead fulfilling and economically productive lives as adults.

Luton 2020 - 2040
A place to thrive

The central role education plays in the strategic developments of Luton Council is reflected in the range of strategies in which education is referenced. A range of these strategies are detailed in Appendix D. The Education Service is committed to working collaboratively with other Luton Council services to ensure successful pathways to adulthood for all children and young people.

Education sits within the Children, Families and Education directorate operating within its Performance Management and Quality Assurance Framework. A key focus in Children, Families and Education is to address the recommendations and priorities arising from peer reviews and Ofsted inspections.

Luton Education Service works to ensure all children and young people have access to high quality careers education through supporting schools in achieving the eight Gatsby Benchmarks. The Progression and Transition Board has the strategic overview to ensure the full range of pathways are available to all children and young people to enable them to lead fulfilling adult lives and to take full advantage of all the opportunities that Luton has to offer. The 14-19 Progression and Transition Team lead on securing effective links between employers and schools through partnership working with the South East Midlands Local Enterprise Partnership (SEMLEP) and local initiatives such as the Business, Education and Skills Partnership (BESP).

Adult Learning and Skills

In Luton, leadership of adult learning and skills sits within Economic Development. The Education Service is committed to collaborative working with other council departments to ensure smooth transitions for young people from school to Further Education and to ensure young people are fully equipped for the world of work.

4. The Education Landscape – National Policy and Local Context

The government's 2010 White Paper (The Importance of Teaching) stated that "the primary responsibility for improvements rests with schools themselves" and made the case for a self-improving school system. As a result of this push for greater school autonomy and academy groups, the role of the Local Authority (LA) became less clear, at times confused and complex in nature. Councils across England adopted a variety of strategies focused around acting as champion for children and families, a commissioner of services and the body of last resort for failing schools.

In the years that immediately followed the White Paper educationalists focused on how a self-improving school system might work. This included the publication of two papers by the National College of School Leadership (Creating a self-improving school system, 2010, and A self-improving school system: Towards maturity, 2012). A McKinsey report published in 2010 placed increasing importance on collaboration between education institutions and the evolving more complex relationship between LAs and their schools.

By 2014 a number of themes were emerging and were identified in an ISOS report for the Department for Education (DfE) (The Evolving Education System in England: a temperature check, 2014). The report identified four factors that impact on the evolution of local education provision. These factors are listed below with a brief comment on Luton's position.

1

The perceived quality of LA education services and access to alternatives.

Luton was an early mover into the traded services arena and in many services a confident and successful customer focused provision has evolved.

2

The strength of connections among schools, the LA and other local partners.

Luton has responded in this area through local cluster partnerships and a commitment to work with all education providers.

3

Past performance of the system.

Luton schools' performance, although improving through strategies such as "Spotlight on Standards", has been below national averages and this remains a key priority.

4

Leadership of (system) change.

Luton's approach has been based on what is best for its children and it has evolved its strategy to practical need, preferring collaborative to prescriptive solutions.

The 2016 White Paper (Educational Excellence Everywhere) sought to set out the role for LAs within an education system in which all schools were compelled to become academies. It proposed the council's role should focus on ensuring every child had a place, ensuring the needs of vulnerable pupils were met, and acting as champions for all parents and families. However central government decided not to enact legislation to compel schools to become academies and so, for the foreseeable future, local systems will remain a mixture of different types of schools, with a range of different structures and organisations.

In Luton we take an 'academy-neutral' stance, taking a view on what is the best provision for the community as a whole, fulfilling our statutory duty on promoting high standards of education for all children and young people.

Impact of National Policy on Local Context

Over the last five years there has been a significant reduction in the resource made available by central government to support councils in their delivery of their responsibilities and duties around education. These reductions have come at a time when pressures on wider council budgets have meant grant reductions have had to be fully compensated for through savings. Most of this reduction has been associated with the loss of the Education Services Grant. In Luton the core Education budget has fallen from £3.6m in 2013-14, to £1.6m in 2019-20. The £2 million of savings have been achieved primarily through reductions in staffing (mainly in the school improvement area) and included:

- » reducing numbers of School Improvement Advisers, consultants and associated administrative staff
- » increasing trading with schools - selling to schools aspects of services that they once received free

Over this period the School Improvement Adviser Team in Luton has been reduced from eight people to three, with additional leadership and management responsibilities added to the roles of remaining members of the team. The consultant team has been reduced from nine people (fully funded from grant income) to two (one fully traded and one currently funded through the Dedicated Schools Grant). A key focus of the remaining consultants is on the further improvement of Key Stage 2 outcomes and providing support to schools most in need.

A significant proportion of the funding to support school improvement that was once available to be deployed through LAs has now been centralised by the DfE. These resources go either directly to schools or to specific centrally controlled projects. As such we are highly targeted in the use of our own resources and work hard to make the right connections between our local schools and DfE funded resources.

Examples include:

- » the establishment of a national network of teaching schools and the associated Specialist Leader in Education (SLE) role. There are two teaching schools in Luton
- » the National Leader of Education (NLE) and Local Leader of Education (LLE) networks. Luton NLE's provide support within Luton and surrounding areas and NLE's from areas outside Luton provide support where needed in Luton
- » the appointment of Regional School Commissioners (RSCs). Our RSC covers North-West London and South-Central England and is located in Watford. RSC departments increasingly focus on school improvement initiatives for the DfE
- » funding to support local and regional school projects, eg Strategic School Improvement Fund – Compton Teaching School in North London working with five Luton High Schools and the Peter Pan Nursery School in Bedford working with selected schools to improve early years outcomes
- » funding for approved organisations to offer programmes on a national or regional basis through the Teaching and Leadership Innovation Fund. These programmes are available for Luton as a Priority 5 area
- » hubs for specialist subjects such as mathematics, English and computing
- » National Research Schools

Safeguarding

The council is responsible for safeguarding all children and young people in Luton, irrespective of where they receive their education. We work in a multi-agency environment with issues around contextual safeguarding. We continue to address robustly, in partnership with the DfE, Ofsted and the Home Office, aspects of national policy which are a significant priority for Luton:

- » we work on safeguarding children and young people from the risks of radicalisation and extremism, both in schools and in out of school settings
- » we have addressed the risk of unregistered ('illegal') schools through a whole-council Unregistered Schools Strategy and in partnership with Ofsted's Unregistered Schools Team
- » we review local safeguarding intelligence in relation to independent schools located in the town, and share concerns appropriately with the DfE



5. Improving Education Settings

Luton has retained oversight for improving education settings within the self-improving model advocated by national policy. We believe that headteachers improve their schools; the council ensures schools improve.

The council ensures that schools and settings improve through a range of strategies including:

- » direct support and delivery
- » effective monitoring and challenge
- » brokering partnerships between schools
- » engaging with effective initiatives
- » School Improvement Groups (SIGs)
- » structural change

Increasingly, Luton Education Service curates, promotes and targets the most effective, evidence-based school improvement initiatives and resources available to schools, and carries out less direct delivery of professional development and in-school support. The Education Service carries out the statutory duties of the council in relation to intervention in schools causing concern. The full range of statutory duties of the Local Authority in relation to education are described in Appendix C.

Transparency and collaboration are key principles for our education teams. Luton works with teaching schools and other organisations responsible for school improvement through the School Improvement Advisory Board (SIAB). The main role of SIAB is to:

- » identify schools to receive support
- » share the identification of school improvement initiatives and school to school support in order to address LA educational standards priorities
- » provide coordination and drive in relation to resources and organisations with responsibility for school improvement

The Leagrave Centre on Strangers Way is the hub of education in Luton. It is the training base for education CPD, the venue for central meetings of the education community and the home of many services to schools. Services for children with SEND operate from Futures House at Marsh Farm.

Categorisation of Education Settings for Support

The council prioritises its work with schools and settings so that those most in need receive the highest levels of support. The aim of the council is for all schools to be autonomous and self-improving. To this end, the LA categorises each school. These categories of support drive the work of School Improvement Advisers. See Appendix A for categorisation criteria.

School Improvement Advisers deliver and broker support and interventions specific to the school's needs and monitor the impact of this support. Schools in category C and D receive more support free at the point of delivery than schools in category A and B. All schools and academies can purchase school improvement support through Luton School Support Services, using Service Level Agreements (SLAs).

Early Years settings are supported based on their Ofsted grading by the Early Years team.

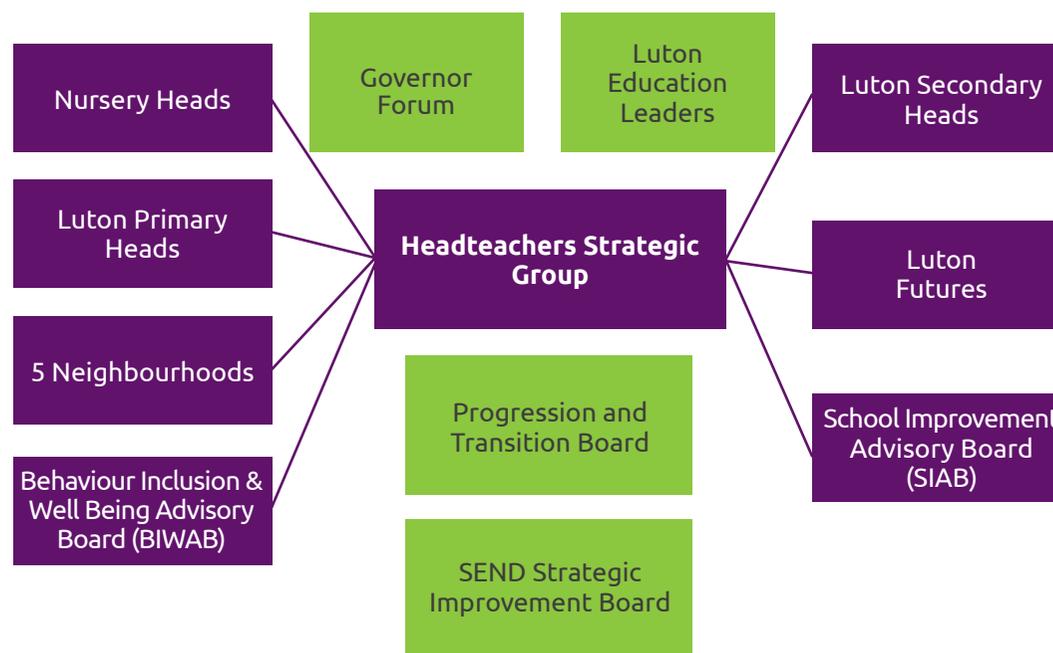
Grant Funding

The LA receives a small annual grant from the DfE (Support and Intervention Grant) to support its work with schools. This is used to fund School Improvement Groups, school reviews and additional bespoke support. In addition, the LA applies for, and utilises, grants from a range of sources to ensure high quality education for all children and young people.

Governance structure

The Local Authority involves schools and governors in its strategic development using the following governance structure:

The Education Service is accountable to the Portfolio Holder for Children's Services and reports to scrutiny panel (Children's Services Review Group).



Neighbourhoods

Schools belong to geographically based neighbourhood partnerships. These provide mutual support for headteachers, are a source of representation on consultative groups, and develop shared practice for school improvement.

Neighbourhoods hold funding for the provision of behaviour support in the primary sector, with each neighbourhood having a school-based resourced behaviour provision.

Neighbourhoods provide a structure for dissemination of resources, location of initiatives and links with wider council services.

See Appendix B for details of membership of neighbourhoods.



6. Strategic Priorities

To deliver our vision for education in Luton, we have developed six Strategic Priorities (SPs). These strategic priorities inform our planning, resource allocation and actions, and are used to develop the key performance indicators against which success is measured. These strategic priorities form the basis of our service plans and team delivery plans, against which the Education Service is held to account.

SP1 Education standards and effectiveness

- » Raise school standards through collaboration, challenge and support for all pupils
- » Increase the proportion of children and young people attending good and outstanding schools and education settings
- » Ensure all schools and early years settings experience regular high challenge and development support to drive continuous improvement, particularly for the achievement of children and young people at risk of under-achieving and young children with additional needs
- » Ensure all schools have high expectations and high ambition for all of their pupils
- » Build capacity by sharing best-practice within and between schools and other partners, including services supporting children and young people with additional needs, ensuring successful continuous support and professional development for all
- » Promote and support leadership development at all levels with a focus on improving the quality of teaching and learning; facilitate innovation and creativity within the curriculum and wider provision and ensure practice and development strategies are informed by local, national and international research
- » Ensure effective use of local school system leaders and brokerage of school to school support
- » Maintain effective school monitoring and intervention procedures and work effectively with Ofsted and other outside agencies

SP2 Vulnerable learners

- » Support mainstream schools to effectively identify and meet the needs of all children and young people, particularly vulnerable learners, to enable them to succeed as adults and to improve accountability and outcomes for all vulnerable learners
- » Ensure that all children and young people with SEND have their needs accurately identified in a timely way
- » Ensure that all children with SEND have their needs met through access to the most appropriate provision and support
- » Support schools to identify and address barriers to good behaviour, including the quality of teaching, and reduce exclusions
- » Ensure schools understand issues around attachment and behaviour as a form of communication

- » Promote effective evidence based models to improve behaviour in schools
- » Ensure high quality and safe Alternative and Specialist Provision is in place for those with complex needs or extreme behaviours across all age ranges
- » Ensure all schools and settings experience high quality safeguarding support and guidance, promoting education's role as a safeguarding partner
- » Actively promote and secure emotional health, well-being and resilience for all children and young people within education settings
- » Facilitate and promote well-co-ordinated support beyond schools with Health and Social Service

SP3 Preparation for adulthood

- » Prepare children and young learners for their next steps in learning, work and life
- » Promote ambition and high expectations for all of our children and young people and provide opportunities for them to have a wide range of experiences
- » Ensure all pupils receive high quality information, advice and guidance to enable effective transition to further education, higher education and employment
- » Ensure pupils of all ages have multiple opportunities to engage with local employers and promote excellent Career Information, Advice and Guidance to minimise the proportion of young people who are NEET
- » Ensure all pupils have access to a wide range of high quality arts and cultural education in school and encourage activities that develop the social, emotional and mental well-being of all children and young people.
- » Promote innovative provision encompassing vocational and other employment related skills relevant to Luton's labour market
- » Promote community awareness and engagement, including through local support networks

SP4 Access to education for all

- » Plan effectively to ensure sufficient school places
- » Place children, families and communities at the centre of decision making around school organisation
- » Support parents in ensuring their children access education provision, including through monitoring Elective Home Education
- » Ensure all key partners are involved in supporting improved school attendance, including intervening early with children who are at risk of persistent absence

- » Encourage schools to involve pupils, parents, carers and local stakeholders in order to take account of the needs and aspirations of the community
- » Champion the needs of all learners, particularly those who are vulnerable or at risk of exclusion, ensuring all children and young people receive education which meets their needs
- » Ensure that all points of transition are well managed through a variety of approaches, including at early years, primary, post 16 and pathways into work

SP5 A robust and resilient education system for Luton

- » Build robust and collaborative relationships with all education settings in Luton and work collaboratively with system leaders
- » Work effectively with the DfE, Ofsted and other national and local organisations related to the Luton education system
- » Ensure effective governance in Luton schools
- » Lead and manage the development of the education system in Luton as changes arise at national and local level
- » Maintain and develop proficient and cost-effective Traded Services offerings for schools
- » Promote the recruitment of the best school leaders, teachers and support staff to the town and ensure wider Luton Council policies support recruitment and retention of teachers
- » Ensure there are clear career progression routes within the education sector

SP6 A fully integrated Children, Families and Education Directorate

- » Identify needs early and effectively share information to improve the targeting and delivery of preventative services so that child and family needs are supported at the earliest opportunity
- » Influence and support the progress of Children's Services in Luton
- » Work with all agencies to ensure Child Protection remains a priority with effective monitoring and intervention practices
- » Collaborate with other service providers in health and social services to create an innovative and complete wrap-around for children and young people
- » Work in a multi-agency environment in relation to contextual safeguarding

7. Glossary

Academy:	state-funded independent school outside of the direct control of the Local Authority, funded directly by the DfE and accountable to the DfE.
Alternative Provider:	specialist provision for children and young people who are not in school.
DSG:	Dedicated Schools Grant.
Early Years:	age 2 - 5
Governor forum:	meeting of chairs of governors.
Headteachers Strategic Group:	representatives from neighbourhoods, Luton Futures, academies and nursery schools to consult and feedback to LA.
Key Stage 1:	age 5 - 7
Key Stage 2:	age 7 - 11
Key Stage 3:	age 11 - 14
Key Stage 4:	age 14 - 16
Local Leader of Education (LLE):	locally accredited headteachers of successful schools who are willing to share practice and support others.
Luton Education Leaders:	meeting of all headteachers and principals.
Luton Futures:	soft federation of maintained secondary schools.
Luton Primary Heads:	primary headteachers' network led by heads.
Luton Secondary Heads Group:	secondary headteachers' network led by heads.
Multi Academy Trust:	a group of academies run by a trust.
Neighbourhood partnership:	Luton has been divided into five neighbourhoods: North, South, East, West and Central.
National Leader of Education (NLE):	nationally accredited headteachers of outstanding schools who provide support to other schools.

Nursery Heads:	nursery headteachers' network led by heads.
Progress 8:	a measure of the extent to which a cohort of GCSE students have made progress since they left primary school compared to students with similar starting points.
Specialist Leader of Education (SLE):	locally accredited leader within a school who can provide support to other schools in particular subjects or aspects eg mathematics, assessment.
Stand Alone Academy:	an academy which is not part of a multi academy trust.
Teaching School:	designated by the DfE to provide teacher training, school to school support and Continued Professional Development (CPD).

Appendix A - Luton Education Support Categorisation Criteria - all phases

Category	Criteria
A	<ul style="list-style-type: none"> » The school's results are stable or improving and above national in all measures » Leadership and management are strong with some very good or outstanding features » The profile of teaching and learning is strong » The school has been judged to be at least good in its most recent OfSTED inspection with some outstanding judgements » The school is a Local Support School
B	<ul style="list-style-type: none"> » The school's results are broadly in line with national averages » Leadership and management are strong » The profile of teaching and learning is sound and improving » The school has been judged to be at least good in its most recent OfSTED inspection » The school provides some support to other schools
C One or more	<ul style="list-style-type: none"> » The school has results below national standards » The school has low attainment which has been static or falling over three years in all or specific core subjects » There has been a marked drop in performance against one or more of the key indicators in one year » Gaps in performance for significant groups are wider than national and not improving » The LA judges that there are weaknesses in leadership and management and/or teaching and learning and/or standards that are sufficient to be a cause for concern. <i>For a secondary school this may be specific to the English, mathematics or science department.</i> » The school has been judged as Requires Improvement in its most recent OfSTED inspection, or is considered to be at risk of being judged as Requires Improvement. » The school is in the first year after exit from Category D
D One or more	<ul style="list-style-type: none"> » The school has results below national standards for more than one year. » Ofsted has judged the school to require special measures or have serious weaknesses » Ofsted has judged the school as Requires Improvement in two consecutive inspections » The Local Authority judges that there are weaknesses in leadership and management and/or teaching and learning and/or standards sufficient to put the school at serious risk of requiring special measures or having serious weaknesses. » The Local Authority has issued a 2006 Act statutory 'Warning Notice' or a 'Local Authority Pre-warning Notice'. » There is a serious breakdown in management or governance » The safety of pupils or staff at the school is threatened



Appendix B - Neighbourhood Partnerships

SOUTH	CENTRAL	EAST	NORTH	WEST
Beech Hill Primary Chapel St Nursery Dallow Primary* (CLT) Farley Junior Foxdell Infant Foxdell Junior Hillborough Infant Hillborough Junior Rothesay Nursery St Margaret of Scotland Primary* (SACAT) Surrey Street Primary Tennyson Road Primary* (TLC) The Linden Academy* (SLT) Whipperley Infant Academy*	Bushmead Primary Denbigh Primary Maidenhall Primary Norton Road Primary River Bank Primary* St Joseph's Primary St Matthew's Primary William Austin Infant William Austin Junior	Crawley Green Infant Hart Hill Nursery Lady Zia Wernher (Sp) Putteridge Primary Ramridge Primary Richmond Hill (Sp) Sacred Heart Primary Someries Infant Someries Junior Stopsley Primary Wenlock Junior Wigmore Primary	Bramingham Primary Gill Blowers Nursery (Leabank) Grasmere Nursery Icknield Primary Parklea Primary The Meads Primary Warden Hill Infant Warden Hill Junior Waulud Primary Whitefield Primary* (PLT)	Beechwood Primary Chantry Primary Academy** (PLT) Downside Primary Ferrars Junior Gill Blowers Nursery (Mossdale) Leagrave Primary Pastures Way Nursery Pirton Hill Primary Southfield Primary* (PLT) St Martin de Porres Primary* (SACAT) The Ferrars Academy*
Associate members – Secondary schools The Stockwood Park Academy* (SLT) Alternative Learning & Progression Service / ACE The Chiltern Academy* (CLT)	Associate members – Secondary schools Denbigh High* (CLT)	Associate members – Secondary schools Ashcroft High School Putteridge High* (CLT) Stopsley High	Associate members – Secondary schools Icknield High School* Cardinal Newman* (SACAT) Lealands High Lea Manor High Woodlands Secondary School (Sp)	Associate members – Secondary schools Secondary schools The Chalk Hills Academy* (SLT) Challney High School for Boys* (CLT) Challney High School for Girls* (SLT)

*Denotes academies

Academy Trusts: Chiltern Learning Trust (CLT); Pioneer Learning Trust (PLT); Shared Learning Trust (SLT); St Albans Academy Trust (SACAT); Tennyson Learning Community (TLC)

Appendix C - Local Authority Statutory Duties

The Local Authority has a wide range of statutory duties in relation to education. The table below provides information in relation to these duties. This list of duties is not exhaustive. Information is correct at the time of publication.

Aspect	Statutory Requirement
Academy conversions	The local authority has a duty to, where the Secretary of State has made an academy order, to arrange to transfer the land and buildings to the academy trust on a 125 year lease and assist with the preparation of the lease and Commercial Transfer Agreement (CTA) within reasonable timescales.
Additional duties	<p>The Education Acts also impose some more specific duties to:</p> <ul style="list-style-type: none"> Determine the dates of school holidays (s32 Education Act 2002) Provide independent careers advice for pupils aged 14-16 in pupil referral units Secure access to positive activities, to ensure young people have access to sufficient educational leisure-time activities which are for the improvement of their well-being and personal and social development (s507B Education Act 1996)
Admissions duties	<p>The council has duties in relation to school admissions both as local authority and as the admission authority for all community and voluntary controlled schools. These duties are:</p> <ul style="list-style-type: none"> To provide advice and assistance to parents when deciding on a school place and allow parents to express a preference (s86(1A) School Standards and Framework Act 1998) 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 (s92 SSFA) To publish each year a composite prospectus for all publicly funded schools in the area To formulate, publish and adopt a scheme to co-ordinate admission arrangements for all publicly-funded schools in the area, which allows parents to apply to schools in other local authority areas, and to provide information to the Secretary of State on secondary school admissions on National Offer Day To make arrangements for parents to appeal against admissions decisions To establish and manage a Fair Access protocol for in year admissions To annually write to parents of prospective schools in their locality with information about schools with atypical admission ages within the local authority or within reasonable travelling distance. (Implementation from 14th February 2017) To include details of schools with atypical admission ages in the local authority or within reasonable travelling distance in their composite prospectus. (Implementation from 14th February 2017) As an admissions authority, the council has to determine each year the admissions arrangements for community and voluntary-controlled schools in Luton.



Curriculum and assessment

The local authority, and governing bodies have a duty to exercise their functions with a view to securing, and a head teacher has a duty to ensure, that the curriculum provided is:

broad and balanced

comprises the National Curriculum, including implementing key stage test arrangements (SATs)

includes provision for religious education and

for pupils in secondary school, sex education

and that they have regard to statutory guidance issued by the Secretary of State (Education Act 2002, s79,85(9) and 88 1(A))

In relation to key stage 1 assessment, the local authority must:

make provision for moderating teacher assessments in respect of 25% of relevant schools

collect teacher assessment information from relevant schools and quality assure it, and submit it to the DfE

ensure schools have training and advice in all aspects of key stage 1 assessment and electronic systems to submit data

In relation to key stage 2 assessment, local authorities must visit 10% of schools administering tests for monitoring purposes.

Local authorities must monitor at least 10% of relevant schools to ensure Yr 1 phonics screening check is being administered correctly. They must visit at least 10% of relevant schools before, during and after the check and submit information to the DfE. (Key Stage 1 assessment Order and statutory guidance).

The Early Years Foundation Stage (Learning and Development Requirements) Order 2007

4.—(1) An English local authority must make provision to ensure the accuracy and consistency of the assessments made by early years providers in their area.

Assessment and Reporting Arrangements (ARA) – Standards and Testing Agency

LAs have a statutory duty to ensure the accuracy and consistency of the assessments made by early years providers in their area.

LAs must ensure that all providers are visited at least once every 4 years as part of a cycle of moderation visits.

At least 25% of providers within an LA must receive a moderation visit each year.

LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it.

LAs must ensure that EYFS profile assessment judgements are moderated.

In terms of data, LAs must:

- ensure schools have a secure electronic system to submit EYFS profile data
- ensure all other EYFS providers have an appropriate means for accurately recording profile results, and submitting data to their LA if requested (see section 2)
- collect EYFS profile data, and quality assure and submit it to DfE in the required format

Early Education and Childcare	<p>The local authority has a duty to (s6,7,9 Childcare Act 2006):</p> <p>Secure sufficient childcare places, so far as is reasonably practicable, for working parents or parents who are studying or training for employment, for children aged 0-14 (or up to 18 for disabled children)</p> <p>Take into account what is 'reasonably practicable' when assessing what sufficient childcare means in their area and:</p> <ul style="list-style-type: none"> the state of the local childcare market, including the demand for specific types of providers in a particular locality and the amount and type of supply that currently exists the state of the labour market the quality and capacity of childcare providers and childminders registered with a childminder agency, including their funding, staff, premises, experience and expertise <p>encourage schools in their area to offer out-of-hours childcare from 8.00am and 6.00pm</p> <p>encourage existing providers to expand their provision and new providers to enter the local childcare market</p> <p>To report annually to elected council members on how they are meeting their duty to secure sufficient childcare, and make this report available and accessible to parents</p> <p>The Childcare Providers (Information, Advice and Training) Regulations 2014</p> <p>An English local authority must secure the provision of information, advice and training to early years providers registered in the cases when:</p> <ul style="list-style-type: none"> (i) an early years provision inspection report has not yet been published in respect of the provision; or (ii) the overall effectiveness of the provision was awarded a grade weaker than "good" in the most recent early years provision inspection report.
Education otherwise than at school, including exclusions	<p>The council as an education authority has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made.</p> <p>LAs may establish pupil referral units but do not have a duty to do so (s19 Education Act 1996). However:</p> <p>Where a PRU is established, the LA has duties to set up a management committee and to delegate its duties to the management committee</p> <p>The LA has a duty to provide education for a permanently excluded child from the sixth day after the exclusion.</p>
Inspection/ intervention	<p>The local authority has a duty to:</p> <p>Provide information, distribute report and to produce and distribute a post-inspection action plan for Joint Area Reviews and OFSTED inspections.</p> <p>Comply with statutory requirements if the authority decides to use its powers to intervene (s64-66 of the Education and Inspections Act 2006)</p> <p>To comply with a direction of the Secretary of State to give a school a warning notice (s60A and 69B of the Education & Inspections Act 2006)</p>
Local Authority Designated Officer (LADO)	<p>The LADO has responsibility under Working Together to Safeguard Children 2013 to manage allegations against individuals who work with children.</p>



Participation of Young People in Education, Employment or Training	<p>Statutory Guidance on the Participation of Young People in Education, Employment or Training (September 2016) is for councils to support with their legal duty to raise the participation of young people and identifies implications for providers and young people.</p> <p>The LA has a duty to</p> <ul style="list-style-type: none"> secure sufficient suitable education and training provision for all young people aged under 19 and 19-25 with EHC plans provide support to young people 13-19 and 20-25 with SEND to encourage, enable or assist them to participate fully in education or training promote effective participation Identify those not participating.
Religious Education	<p>The local authority must establish a body called a Standing Advisory Council on Religious Education (SACRE). (s390-391 Education Act 1996). The local authority must ensure that head teachers comply with their duties to secure due provision of religious education, and that all pupils take part in a daily act of collective worship. (ss 69-70 School Standards and Framework Act 1998)</p>
Safeguarding	<p>The Education Act 2002 s175 duty of LA and Governing Bodies in relation to welfare of children.</p> <p>A local authority shall make arrangements for ensuring that the functions conferred on them in their capacity as a local education authority are exercised with a view to safeguarding and promoting the welfare of children</p>
School Finance	<p>The local authority has a duty to (s45 etc School Standards and Framework Act 1998, School Finance Regulations 2008 and 2011):</p> <ul style="list-style-type: none"> Determine school and PRU budget shares in accordance with the school finance regulations Establish a schools forum for the area Maintain a scheme for financing schools Provide accounting information to the DfE under the Consistent Financial Reporting Regulations.
School Governors	<p>The local authority has a duty to:</p> <ul style="list-style-type: none"> Appoint parent governor representatives to local authority committees dealing with education (s499 Education Act 1996) Appoint local authority governors to all maintained school governing bodies (s19 School Standards and Framework Act 1998) Provide training and information for school governors (s22 Education Act 2002) Set up temporary governing bodies for new maintained schools (s34 Education Act 2002)
School Meals	<p>The authority has a duty to provide school lunches for those eligible for free school meals, and to ensure that the food provide is nutritious. In practice, this duty is delegated to schools.</p>
School Place Planning	<p>(S13-14 Education Act 1996). The council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN. This includes a duty to respond to parents' representations about school provision. These are referred to as the school place planning duties.</p> <p>The LA has a duty to follow statutory processes when establishing, closing, or making alterations to a school (s6A, 7, 9, 10, 11, 15 and 19 Education and Inspections Act 2006 and school organisation regulations).</p> <p>The class size duty requires the LA to restrict class sizes for 4-7 year olds to 30 pupils per class (s1 School Standards and Framework Act 1998).</p>



School sites and buildings	<p>The local authority has a duty for maintained schools to:</p> <ul style="list-style-type: none"> Ensure that school buildings meet minimum standards (s543 Education Act 1996 and School Premises Regulations 1999) Maintain school premises (s22 School Standards and Framework Act 1998) Comply with legislation governing disposal of land on school sites (s77 School Standards and Framework Act 1998) Transfer land when school changes category or becomes an Academy (Education and Inspections Act 2006).
School transport duties	<p>The local authority has a duty:</p> <ul style="list-style-type: none"> 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. (s508B Education Act 1996) 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 school travel. (s508A Education Act 1996) To have regard to religion and belief in exercise of travel functions (s509 AD Education Act 1996) 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 To publish annual Post-16 Transport Policy Statement which 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.
Special Educational Needs and disabilities (SEND)	<p>The council as education authority has specific duties in relation to provision of education for children with SEND.</p> <p>The SEND Code of Practice (2015) provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people. The main duties are:</p> <ul style="list-style-type: none"> To publish information about SEND provision available in and outside the area To identify whether a child for whom they are responsible has SEN To assess a child who in their opinion has SEN If the assessment shows that it is necessary, to make an EHC Plan determining the child's needs and the educational provision required To ensure the specific provision set out in the Plan is made To keep the Plan under review To educate children with SEN in mainstream schools where possible To inform parents when SEN provision is made To arrange for and participate in mediation where required To make all decisions with regard to: <ul style="list-style-type: none"> The views, wishes and feelings of the child and his/her parent or the young person The importance of involving them in decisions and providing the right information and support to allow them to do so The need to support the child or young person and help them achieve the best possible educational and other outcomes To promote integration of education and training provision with health and social care To make joint commissioning arrangements about education, health and care provision To make arrangements for an advice and information service and a dispute resolution service for parents of children with SEN.
Standards	<p>A local authority must exercise its education functions with a view to promoting high standards.</p>



Teachers and Staff	<p>The local authority is the employer of all staff in community, voluntary-controlled and special schools. In foundation, voluntary-aided and foundation special schools, the governing body is the employer.</p> <p>Under the school staffing regulations, the governing body and head teacher in all schools are responsible for the day-to-day management of staff. The following duties are therefore largely delegated to schools, although the local authority will have supervisory or residual role, particularly where they are the employer.</p> <p>The local authority has:</p> <ul style="list-style-type: none"> Duties in relation to teachers pay (s122 Education Act 2002 and School Teachers Pay and Conditions Document) A duty to check that teachers have Qualified Teacher Status (School Teachers Qualifications Regulations) A duty to ensure that staff have the necessary health and physical capacity (Education Health Standards Regulations 2003) Duties in relation to the appointment, management and dismissal of staff (School Staffing Regulations) A duty to keep a register of vetting checks carried out on staff (School Staffing Regulations) <p>The local authority retains the following duties in relation to staff:</p> <ul style="list-style-type: none"> To act as the Appropriate Body in the statutory induction process for maintained schools, jointly responsible with the head teacher for the supervision and training of Newly Qualified Teachers and deciding whether they have passed their induction (s19 Teaching and Higher Education Act 1998) To establish a performance management policy for teachers (s21 Education Act 2002) Duties as employer for pension purposes of all teachers in maintained schools relating to service and contribution remittance (Teachers' Pension Regulations 2010)
The Prevent duty	<p>This duty arises from the Counter Terrorism and Security Act 2015 and relates to a range of organisations including schools and LAs. They must take steps to prevent people from being drawn into extremism.</p> <p>Local authorities must work with local partners to protect public, prevent crime and promote strong integrated communities. Some local authorities do this through Community Safety Partnerships.</p>
Virtual school	<p>The Children and Families Act 2014 included a provision which requires Local Authorities to appoint at least one person who is tasked with promoting the educational achievement of all the children looked after by the local authority they work for, including children placed out of authority.</p>

Welfare/Inclusion

The local authority has a duty:

To make arrangements to establish the identities of children residing in the area who are not receiving suitable education (s436A Education Act 1996)

To begin procedures for issuing a School Attendance Order 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 (s437 Education Act 1996)

To consider serving an education supervision order before prosecuting for truancy (s 447 Education Act 1996)

In relation to pupils excluded from school to receive information from schools and pass it to the Secretary of State and to establish review panels (s51A Education Act 2002)

To develop accessibility strategies to facilitate better access to education for disabled pupils. Schools also have to develop access plans which build upon the local authority access strategy. (s88 Equality Act 2010).



Appendix D - Links to other Luton Council Strategies

Education Service Strategic Priorities						
Luton Council Strategies	SP1 Education standards and effectiveness	SP2 Vulnerable learners	SP3 Preparation for adulthood	SP4 Access to education for all	SP5 A robust and resilient education system for Luton	SP6 A fully integrated Children, Families and Education Directorate
A Strategic Vision for the Arts, Cultural and Creative Industries in Luton 2017-2027				Luton schools will have embedded programmes and activities to engage children, young people and school communities in arts activity and events.		
Better Together Strategy 2017/19			Making sure education services support young people to develop their independence and skills in preparation for adulthood.			
Digital strategy 2017-20			Engage with the business community and link our schools, colleges and universities to support the development of digital skills to help people into digital roles and enable school leavers to be work ready in the digital environment			

Education Service Strategic Priorities						
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Homelessness Prevention Strategy 2016-21		Provide appropriate support to overcrowded families in social housing to enable them to live in their home without it affecting their health and educational achievement.				
Local plan 2011-34	There will be improved high standards in educational establishments, with students achieving high levels of educational attainment.	Reduce social, economic and environmental deprivation, particularly where it is spatially concentrated, by taking priority measures to reduce unemployment, improve skills and education and renew housing, community and environmental conditions.	There is also a need to build on rising education standards to improve local skill levels, attract employers and increase job opportunities.	The supply of school places will be sufficient and of good quality to meet local demand and provide for parental choice.	To safeguard and enable new community, educational and cultural facilities to be delivered and expanded to meet the needs of a growing and diverse borough.	
Local Transport Plan 2011-26			Improve access to further education for young adults.			



Education Service Strategic Priorities

Luton Council Strategies	SP1 Education standards and effectiveness	SP2 Vulnerable learners	SP3 Preparation for adulthood	SP4 Access to education for all	SP5 A robust and resilient education system for Luton	SP6 A fully integrated Children, Families and Education Directorate
<p>Luton Arts and Cultural Education Strategy 2018-22</p>	<p>Deepen and broaden the nature of the creative and cultural learning opportunities for Luton’s children and young people and ensure the offer enables progression</p>			<p>Engagement will be built through development of new, joined-up participation opportunities with a focus on - local neighbourhood activity; engagement of diverse communities; embedded arts within healthcare, fitness and sporting activity; and embedded arts within curriculum and extra- curricular activity in schools.</p>		



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