

# AGENDA

## Meeting Education Panel

**Date** Thursday 4 February 2016

**Time** 2.30 pm

**Place** Chamber, City Hall, The Queen's Walk, London, SE1 2AA

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### Members of the Panel

Jennette Arnold OBE AM (Chair)  
Tony Arbour AM  
Andrew Boff AM

Andrew Dismore AM  
Darren Johnson AM  
Caroline Pidgeon MBE AM

A meeting of the Panel has been called by the Chair of the Panel to deal with the business listed below.

Mark Roberts, Executive Director of Secretariat  
Wednesday 27 January 2016

### Further Information

If you have questions, would like further information about the meeting or require special facilities please contact: Victoria Lower, Committee Assistant; Telephone: 020 7983 4306;  
Email: [victoria.lower@london.gov.uk](mailto:victoria.lower@london.gov.uk)

For media enquiries please contact Mary Dolan, External Relations Officer;  
Telephone: 020 7983 4603; Email: [mary.dolan@london.gov.uk](mailto:mary.dolan@london.gov.uk). If you have any questions about individual items please contact the author whose details are at the end of the report.

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Certificate Number: FS 80233

**Agenda  
Education Panel  
Thursday 4 February 2016**

**1 Apologies for Absence and Chair's Announcements**

To receive any apologies for absence and any announcements from the Chair.

**2 Declarations of Interests** (Pages 1 - 4)

Report of the Executive Director of Secretariat.

Contact: Victoria Lower, [victoria.lower@london.gov.uk](mailto:victoria.lower@london.gov.uk), 020 7983 4306

**The Panel is recommended to:**

- (a) Note the list of offices held by Assembly Members, as set out in the table at Agenda item 2 as disclosable pecuniary interests;**
- (b) Note the declaration by any Member(s) of any disclosable pecuniary interests in specific items listed on the agenda and the necessary action taken by the Member(s) regarding withdrawal following such declaration(s); and**
- (c) Note the declaration by any Member(s) of any other interests deemed to be relevant (including any interests arising from gifts and hospitality received which are not at the time of the meeting reflected on the Authority's register of gifts and hospitality, and noting also the advice from the GLA's Monitoring Officer set out at Agenda Item 2) and to note any necessary action taken by the Member(s) following such declaration(s).**

**3 Minutes** (Pages 5 - 38)

**The Panel is recommended to confirm the minutes of the meeting of the Panel held on 25 November 2015 to be signed by the Chair as a correct record.**

The appendices to the minutes set out as pages 9 to 38 are attached for Members and officers only but are available from the following area of the GLA's website:

[www.london.gov.uk/mayor-assembly/london-assembly/education](http://www.london.gov.uk/mayor-assembly/london-assembly/education)

#### **4 Summary List of Actions** (Pages 39 - 40)

Report of the Executive Director of Secretariat.

Contact: Victoria Lower; [victoria.lower@london.gov.uk](mailto:victoria.lower@london.gov.uk); 020 7983 4306

**The Panel is recommended to note the outstanding action arising from a previous meeting of the Panel.**

#### **5 The Further Education Sector in London** (Pages 41 - 44)

Report of the Executive Director of Secretariat.

Contact: Ian O’Sullivan; [ian.osullivan@london.gov.uk](mailto:ian.osullivan@london.gov.uk); 020 7983 6540

**The Panel is recommended to note the report, put questions to invited guests and note the discussion.**

#### **6 The Education Panel Legacy Report** (Pages 45 - 50)

Report of the Executive Director of Secretariat.

Contact: Ian O’Sullivan; [ian.osullivan@london.gov.uk](mailto:ian.osullivan@london.gov.uk); 020 7983 6540

**The Panel is recommended to note the report.**

#### **7 Date of Next Meeting**

The next meeting of the Panel is to be scheduled.

#### **8 Any Other Business the Chair Considers Urgent**

# Subject: Declarations of Interests

**Report to: Education Panel**

**Report of: Executive Director of Secretariat**

**Date: 4 February 2016**

**This report will be considered in public**

## 1. Summary

- 1.1 This report sets out details of offices held by Assembly Members for noting as disclosable pecuniary interests and requires additional relevant declarations relating to disclosable pecuniary interests, and gifts and hospitality to be made.

## 2. Recommendations

- 2.1 **That the list of offices held by Assembly Members, as set out in the table below, be noted as disclosable pecuniary interests<sup>1</sup>;**
- 2.2 **That the declaration by any Member(s) of any disclosable pecuniary interests in specific items listed on the agenda and the necessary action taken by the Member(s) regarding withdrawal following such declaration(s) be noted; and**
- 2.3 **That the declaration by any Member(s) of any other interests deemed to be relevant (including any interests arising from gifts and hospitality received which are not at the time of the meeting reflected on the Authority's register of gifts and hospitality, and noting also the advice from the GLA's Monitoring Officer set out at below) and any necessary action taken by the Member(s) following such declaration(s) be noted.**

## 3. Issues for Consideration

- 3.1 Relevant offices held by Assembly Members are listed in the table overleaf:

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<sup>1</sup> The Monitoring Officer advises that: Paragraph 10 of the Code of Conduct will only preclude a Member from participating in any matter to be considered or being considered at, for example, a meeting of the Assembly, where the Member has a direct Disclosable Pecuniary Interest in that particular matter. The effect of this is that the 'matter to be considered, or being considered' must be about the Member's interest. So, by way of example, if an Assembly Member is also a councillor of London Borough X, that Assembly Member will be precluded from participating in an Assembly meeting where the Assembly is to consider a matter about the Member's role / employment as a councillor of London Borough X; the Member will not be precluded from participating in a meeting where the Assembly is to consider a matter about an activity or decision of London Borough X.

<b>Member</b>	<b>Interest</b>
Tony Arbour AM	Member, LFEPA; Member, LB Richmond
Jennette Arnold OBE AM	Committee of the Regions
Gareth Bacon AM	Chairman of LFEPA; Chairman of the London Local Resilience Forum; Member, LB Bexley
Kemi Badenoch AM	
Mayor John Biggs AM	Mayor of Tower Hamlets (LB); Member, LLDC Board
Andrew Boff AM	Member, LFEPA; Congress of Local and Regional Authorities (Council of Europe)
James Cleverly AM MP	Member of Parliament
Tom Copley AM	Member, LFEPA
Andrew Dismore AM	Member, LFEPA
Len Duvall AM	
Roger Evans AM	Deputy Mayor; Committee of the Regions; Trust for London (Trustee)
Nicky Gavron AM	
Darren Johnson AM	Member, LFEPA
Jenny Jones AM	Member, House of Lords
Stephen Knight AM	Member, LFEPA; Member, LB Richmond
Kit Malthouse AM MP	Member of Parliament
Joanne McCartney AM	
Steve O'Connell AM	Member, LB Croydon; MOPAC Non-Executive Adviser for Neighbourhoods
Caroline Pidgeon MBE AM	
Murad Qureshi AM	Congress of Local and Regional Authorities (Council of Europe)
Dr Onkar Sahota AM	
Navin Shah AM	
Valerie Shawcross CBE AM	
Richard Tracey AM	Chairman of the London Waste and Recycling Board; Mayor's Ambassador for River Transport
Fiona Twycross AM	Member, LFEPA

[Note: LB - London Borough; LFEPA - London Fire and Emergency Planning Authority; LLDC – London Legacy Development Corporation; MOPAC – Mayor's Office for Policing and Crime]

3.2 Paragraph 10 of the GLA's Code of Conduct, which reflects the relevant provisions of the Localism Act 2011, provides that:

- where an Assembly Member has a Disclosable Pecuniary Interest in any matter to be considered or being considered or at
  - (i) a meeting of the Assembly and any of its committees or sub-committees; or
  - (ii) any formal meeting held by the Mayor in connection with the exercise of the Authority's functions
- they must disclose that interest to the meeting (or, if it is a sensitive interest, disclose the fact that they have a sensitive interest to the meeting); and
- must not (i) participate, or participate any further, in any discussion of the matter at the meeting; or (ii) participate in any vote, or further vote, taken on the matter at the meeting

UNLESS

- they have obtained a dispensation from the GLA's Monitoring Officer (in accordance with section 2 of the Procedure for registration and declarations of interests, gifts and hospitality – Appendix 5 to the Code).

- 3.3 Failure to comply with the above requirements, without reasonable excuse, is a criminal offence; as is knowingly or recklessly providing information about your interests that is false or misleading.
- 3.4 In addition, the Monitoring Officer has advised Assembly Members to continue to apply the test that was previously applied to help determine whether a pecuniary / prejudicial interest was arising – namely, that Members rely on a reasonable estimation of whether a member of the public, with knowledge of the relevant facts, could, with justification, regard the matter as so significant that it would be likely to prejudice the Member's judgement of the public interest.
- 3.5 Members should then exercise their judgement as to whether or not, in view of their interests and the interests of others close to them, they should participate in any given discussions and/or decisions business of within and by the GLA. It remains the responsibility of individual Members to make further declarations about their actual or apparent interests at formal meetings noting also that a Member's failure to disclose relevant interest(s) has become a potential criminal offence.
- 3.6 Members are also required, where considering a matter which relates to or is likely to affect a person from whom they have received a gift or hospitality with an estimated value of at least £25 within the previous three years or from the date of election to the London Assembly, whichever is the later, to disclose the existence and nature of that interest at any meeting of the Authority which they attend at which that business is considered.
- 3.7 The obligation to declare any gift or hospitality at a meeting is discharged, subject to the proviso set out below, by registering gifts and hospitality received on the Authority's on-line database. The on-line database may be viewed here:  
<http://www.london.gov.uk/mayor-assembly/gifts-and-hospitality>.
- 3.8 If any gift or hospitality received by a Member is not set out on the on-line database at the time of the meeting, and under consideration is a matter which relates to or is likely to affect a person from whom a Member has received a gift or hospitality with an estimated value of at least £25, Members are asked to disclose these at the meeting, either at the declarations of interest agenda item or when the interest becomes apparent.
- 3.9 It is for Members to decide, in light of the particular circumstances, whether their receipt of a gift or hospitality, could, on a reasonable estimation of a member of the public with knowledge of the relevant facts, with justification, be regarded as so significant that it would be likely to prejudice the Member's judgement of the public interest. Where receipt of a gift or hospitality could be so regarded, the Member must exercise their judgement as to whether or not, they should participate in any given discussions and/or decisions business of within and by the GLA.

## **4. Legal Implications**

- 4.1 The legal implications are as set out in the body of this report.

## **5. Financial Implications**

- 5.1 There are no financial implications arising directly from this report.

<b>Local Government (Access to Information) Act 1985</b>
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List of Background Papers: None
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Contact Officer: Victoria Lower
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Telephone: 020 7983 4306
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E-mail: victoria.lower@london.gov.uk
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# MINUTES

**Meeting: Education Panel**

**Date: Wednesday 25 November 2015**

**Time: 2.30 pm**

**Place: Chamber, City Hall, The Queen's Walk, London, SE1 2AA**

Copies of the minutes may be found at:

<http://www.london.gov.uk/mayor-assembly/london-assembly/education>

**Present:**

Jennette Arnold OBE AM (Chair)

Tony Arbour AM

Andrew Boff AM

Andrew Dismore AM

Darren Johnson AM

## **1 Apologies for Absence and Chair's Announcements (Item 1)**

1.1 Apologies for absence were received from Caroline Pidgeon MBE AM.

## **2 Declarations of Interests (Item 2)**

2.1 **Resolved:**

**That the list of offices held by Assembly Members, as set out in the table at agenda item 2, be noted at disclosable pecuniary interests.**

### **3 Minutes (Item 3)**

#### **3.1 Resolved:**

**That the minutes of the meeting held on 16 September 2015 by the Chair as a correct record.**

### **4 Summary List of Actions (Item 4)**

4.1 The Panel received the report of the Executive Director of Secretariat.

#### **4.2 Resolved:**

**That the completed action arising from a previous meeting of the Panel be noted.**

### **5 The Mayor's Education Programme (Item 5)**

5.1 The Panel received the report of the Executive Director of Secretariat as background to putting questions on the Mayor's Education Programme to Munira Mirza, Deputy Mayor for Education and Culture

5.2 A transcript of the discussion is attached at **Appendix 1**.

5.3 During the discussion the Munira Mirza, Deputy Mayor for Education and Culture, agreed to provide the Panel with:

- Copies of any documents circulated at the annual Education Conference;
- Details on the length of time the London Schools Excellence Fund legacy fund will continue for;
- Details on the amount of GLA funding being requested for the London Schools Excellence Fund legacy fund;
- Details of Mayoral Directions used in regards to free schools; and
- Details of the boroughs that are working collaboratively with the Mayor's office, and the current situation of plans.

#### **5.4 Resolved:**

**That the report and discussion be noted.**

### **6 The Role of the Regional Schools Commissioners in London (Item 6)**

6.1 The Panel received the report of the Executive Director of Secretariat as background to Dr Tim Coulson, Regional Schools Commissioner for East of England and North-East London

6.2 A transcript of the discussion is attached at **Appendix 2.**

6.3 **Resolved:**

**That the report and discussion be noted.**

## **7 Work Programme: The Further Education Sector in London (Item 7)**

7.1 The Panel received the report of the Executive Director of Secretariat.

7.2 **Resolved:**

**(a) That the report be noted; and**

**(b) That the Panel agree to examine the current state of London's Further Education sector at the next meeting on 4 February 2016 be agreed.**

## **8 Date of Next Meeting (Item 8)**

8.1 The next meeting of the Panel was scheduled for Thursday, 4 February 2016 at 2.30pm in the Chamber, City Hall.

## **9 Any Other Business the Chair Considers Urgent (Item 9)**

9.1 There was no urgent business.

## **10 Close of Meeting**

10.1 The meeting ended at 4.20pm.

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Chair

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Date

**Contact Officer:** Victoria Lower, Committee Assistant; Telephone: 020 7983 4306;  
Email: victoria.lower@london.gov.uk

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## Education Panel – 25 November 2015

### Transcript of Item 5 – The Mayor's Education Programme

**Jennette Arnold OBE AM (Chair):** Let us go on to item 5, which is on the Mayor's Education Programme, one of our main items for today's business. Can I please welcome our guest, Munira Mirza, Deputy Mayor for Education and Culture? Munira, welcome.

Can I just start with the lead-off question in terms of what you would consider are the main successes of the Mayor's Education Programme overall? Give us your top ten hits.

**Munira Mirza (Deputy Mayor for Education and Culture):** We will be doing a full evaluation of the whole programme, which is due to come out early next year. That will cover the main projects that we run, including the London Schools Excellence Fund (LSEF), the London Gold Club and the London Curriculum. We have quite a large and extensive evaluation taking place with external evaluators.

One of the main things that we have achieved in the last three years since we started working more actively in this field is genuine engagement with schools and teachers across London. Just to talk through some of those projects that I mentioned, the LSEF is now working with 17,000 teachers in over 1,600 schools and it will benefit 680,000 students directly. That is the largest of our programmes and it reaches schools in every single London borough. We have had fantastic engagement from schools with a huge amount of interest and a great deal of learning between schools and between teachers. We are very pleased by the results from that. The initial evaluations that are coming out of the project, some of which are being externally evaluated as well, suggest that that is having a really good impact on teacher subject knowledge, teacher training and better classroom practice. In February when we hold our conference exploring how the LSEF has worked, it will demonstrate that it has had real impact.

Of the other projects that we run, we have now had 240 schools in London receive the Gold Club Award, and a very large number of those schools are engaging in sessions with other schools around London and sharing their good practice. Just to remind you, these are schools that have achieved exceptional results, particularly for their most disadvantaged students. The idea of the Gold Club is about schools learning from each other. It is very much a model of teacher-led and headteacher-led improvement, rather than top down. That has been very successful.

On the London Curriculum, half of secondary schools now have registered to use those resources and we have had really great interest from classroom teachers, whom we invite to come to sessions to meet with each other to talk about how they use their resources. Again, demonstrating the impact, we have had some external evaluation of that programme so far and it has been very positive.

I could go through every single one of our projects. We have a number of different areas. Those are the top three.

The other side of my work, and the work of the Greater London Authority (GLA), is identifying new sites for schools. We have done a huge amount of work on school places planning in London. Even though it is not the statutory responsibility of the Mayor, it is one of the biggest issues facing London and its infrastructure. This week, as you probably are aware, we are holding our annual Education Conference on Friday here at

City Hall. We are also publishing our latest numbers on the school places demand and need in London over the next ten years, which is quite a substantial piece of work. We are taking forward the campaign with the Government to try to increase the amount of funding that we get in London for that.

**Jennette Arnold OBE AM (Chair):** Let me just pick up some points that you have just said. If you like, I will come in where you have just finished. I wonder if Members can have sight of any publications – and it can be embargoed – that you will be releasing at the conference.

I do not know whether it was the same with other Members or whether other Members were thought of, but certainly an invite that I received last Friday evening just could not be accommodated in my diary.<sup>1</sup> I am sure that that is not the timeline for invitations. I am not even going to go there for that invite because it is an annual recurring thing, but any information you have that you will be releasing it would be useful for you to share, whether you want to embargo it, with Members of this Panel.

**Munira Mirza (Deputy Mayor for Education and Culture):** OK.

**Jennette Arnold OBE AM (Chair):** I look forward to receiving that. I totally accept that you do not have sight of your full evaluation until next February. I am just making the links here. Is that because most or all of the programmes will have finished by that time?

**Munira Mirza (Deputy Mayor for Education and Culture):** The LSEF will have concluded in this phase. The Gold Club will continue and the London Curriculum will continue and so other projects will carry on, but we felt that three years was a good point at which to evaluate the overall programme.

**Jennette Arnold OBE AM (Chair):** Thank you. The LSEF was, of course, linked with a fund from the national Government.

**Munira Mirza (Deputy Mayor for Education and Culture):** That is right. The LSEF of £24 million will come to an end this year, but then the GLA has also committed funding for legacy programmes. We are trying to maintain some of the subject networks that were developed out of that fund.

**Jennette Arnold OBE AM (Chair):** How are you able to identify a legacy project prior to evaluation?

**Munira Mirza (Deputy Mayor for Education and Culture):** We will have a call out for applications. We do have some evaluation of the projects. We just have not completed the full meta-evaluation of the whole programme that we work in. Applications will come in and will demonstrate the impacts of their work. We will be able to validate that and then we will make decisions about where the funding should go.

**Jennette Arnold OBE AM (Chair):** Being realistic, what is the timeline for those projects? We will be ending this mayoral administration in May. Can you just clarify, then? What is the timeline for this new programme and the legacy programmes going forward?

**Munira Mirza (Deputy Mayor for Education and Culture):** Our intention is to publish the full evaluation of the whole programme in February, possibly early, but we will have a conference in February that will talk about the impacts of the LSEF.

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<sup>1</sup> Following the meeting Munira Mirza (Deputy Mayor for Education and Culture) confirmed with the Chair that an invitation to the Mayor's Education Conference was sent in early October 2015 and a follow-up email was sent on 11 November 2015.

We have a call for applications out and a process going on inviting organisations that were involved in the LSEF - and beyond, actually; I believe that we have opened it beyond those original applicants - to continue the legacy of that work. We are using the individual evaluations that we have of the projects and their own evaluations to then make the decisions over the next year.

**Jennette Arnold OBE AM (Chair):** Will they be funded along a one-year, two-year or three-year timeline?

**Munira Mirza (Deputy Mayor for Education and Culture):** I will have to get back to you on that, actually. I am not sure.

**Jennette Arnold OBE AM (Chair):** Yes. It would be, I am sure, of concern if we were talking about just an annual programme because we know that they just do not work. By the time people have received the money and have done anything, they have hardly any chance to get into delivery.

**Munira Mirza (Deputy Mayor for Education and Culture):** This is about supporting networks and hubs that will have longer-term sustainability. Our intention is not to continue funding year-on-year. It is about trying to consolidate and establish with a bit more resilience those organisations that we think have a longer shelf life and then do not need ongoing GLA funding. I take your point, but it is about trying to get those organisations into a position where they are getting funding from other sources.

**Jennette Arnold OBE AM (Chair):** Certainly what that puts in my head is that, at a future meeting of the Panel, which we will talk to you about, we will be able to look and to be quite clear about that area of work?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes.

**Jennette Arnold OBE AM (Chair):** That is good. Then that covers what you are talking about: you are definitely looking for value for money, and you will not really know until you get your full evaluation reports done in February.

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes.

**Jennette Arnold OBE AM (Chair):** Good.

**Munira Mirza (Deputy Mayor for Education and Culture):** The early signs are that our programme has had good impacts, but I cannot give you the exact details of that until we publish the final report.

**Jennette Arnold OBE AM (Chair):** One of the issues that we raised in the past when we started talking about all of this was what I termed the 'cliff-edge effect'. Certainly, having visited a number of these projects that have been so fabulous, the real fear that was fed back to us when we visited was, "What are we going to do?" We have raised the expectations, especially with these fabulous peer-mentoring activities going on and young people going out and about doing fabulous things. Their real fear was, "What is going to happen once this LSEF stops?" Have you thought about transitional arrangements or networks for these projects?

**Munira Mirza (Deputy Mayor for Education and Culture):** That is what the legacy fund is that we are, hopefully, making a decision on in the early part of next year will do because it is about trying to manage that transition away from GLA funding. Obviously, we are only a strategic funder. We are not an ongoing funder of schools. We are trying to get those networks and those hubs into a position where they can start applying for other sources of funding and can start getting funding directly from schools themselves. Many of those schools have pupil premium budgets that they could spend in this area. It is absolutely because we recognise

that even though we had said from the start that this would be a three-year fund, some organisations just need a little bit of extra support to get them into that position. That is the transitional arrangement.

**Jennette Arnold OBE AM (Chair):** I have to ask you; you might say it is too early. In the same way that the Department for Education (DfE), if you like, listened to the case that you or the Mayor put, is there not a case for a further discussion with the DfE or are you saying, "Our administration ends in May and so we do not really care what happens in the future"?

**Munira Mirza (Deputy Mayor for Education and Culture):** I am seeing the Secretary of State tomorrow and I will be making the case for continued funding. I cannot say more than that. I had hoped that they would see the value of supporting this work, and possibly seeing it extended to the rest of the country because what we are learning in London is so positive and has so much benefit and it would be a shame to only see it have an impact here.

**Jennette Arnold OBE AM (Chair):** I can only say: do look at our reports that we have made and our recommendations and please do use them in support if they are useful for the case that you are putting forward.

**Munira Mirza (Deputy Mayor for Education and Culture):** Thank you. Yes, very useful.

**Jennette Arnold OBE AM (Chair):** Personally, I have my fingers crossed but that is because of direct access to some of those projects. We have to wait for the overall evaluation. It is good news there that you are meeting up with the DfE.

**Andrew Boff AM:** Do you say you want to continue GLA funding at £4 million?

**Munira Mirza (Deputy Mayor for Education and Culture):** For the LSEF legacy projects, yes.

**Andrew Boff AM:** That is what you are arguing for?

**Jennette Arnold OBE AM (Chair):** Is it £4 million?

**Munira Mirza (Deputy Mayor for Education and Culture):** Can I just check that exact figure and come back to you?

**Andrew Boff AM:** Yes.

**Munira Mirza (Deputy Mayor for Education and Culture):** Is that the figure that you have been given?

**Andrew Boff AM:** I am assuming. What is --

**Munira Mirza (Deputy Mayor for Education and Culture):** That is the original funds that the GLA put into the original programme, but the funding that we are giving for the legacy is not at the same level. I will have to come back to you on the exact figure.

**Andrew Boff AM:** Some of that £4 million was setup costs that we --

**Munira Mirza (Deputy Mayor for Education and Culture):** It was £24 million in total from the DfE --



**Andrew Boff AM:** It was £20 million from the Government. I am talking about the GLA's contribution.

**Munira Mirza (Deputy Mayor for Education and Culture):** The setup costs were not £4 million, though. There was a proportion spent on administration of the fund, yes.

**Andrew Boff AM:** All right. I am trying to get an idea of what the amount is that you are asking for going forward, and why it would be different from what was originally there. You put £4 million in and you are asking for the scheme to continue, but for a lesser amount of money?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes. It is not the same type of scheme. The first scheme, which ran over three years, had a very large call for applications and we funded over 100 projects. The legacy of that fund is a smaller scheme that is about supporting the networks or the hubs that emerged through the fund and helping them to transition to a position where they are more self-sustaining. It is a very different kind of scheme but it builds on the legacy of the first scheme, which is why the amount of funding that we are putting in is slightly different.

**Andrew Boff AM:** OK. Thank you.

**Darren Johnson AM:** Can you tell us what the new skills unit for London has done to increase the number of places in the capital?

**Munira Mirza (Deputy Mayor for Education and Culture):** The unit has provided land from the GLA Group portfolio for about 16 new schools. I am not sure if we have provided that list to you in previous Mayor's Question Times (MQTs), but a number of those sites already have schools allocated to them and we have worked with the Education Funding Agency (EFA) on those. They have provided approximately 10,000 school places in the pipeline for London.

The unit has also helped to support lots of other schools that are trying to set up in London, not necessarily on GLA land, but trying to find sites. We have put them in touch with developers and with boroughs. We assist and advise on planning applications.

**Darren Johnson AM:** Yes, this is what I wanted to come on to, actually. When we had evidence previously when we were looking at this, a number of witnesses expressed concern that the Mayor was focusing very much at the micro level, on a small number of sites for a small number of schools, at the expense of the more strategic level outside of GLA sites.

Do you feel you have that balance right and do you at least agree that there is a balancing act between the very site-specific around specific GLA land and the more strategic across London as a whole and supporting local authorities as a whole?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes. We have two functions, really. The first is at I suppose what you would call the micro level, trying to help schools with specific sites. For obvious reasons, the GLA is a major landowner and we have found 16 sites, which is very positive. Particularly compared to some other Government departments, it is quite a high number.

The other side of our work is the broader strategic planning, which is why we are producing this report, that will come out this week, about the number of school places that we believe London will need. We have produced that work after working with London Councils and working with their data people. We talk very actively to the EFA about the heat map of London and where the need will be. We are having a meeting later

this year with the Regional Schools Commissioners (RSCs), the EFA and London Councils to talk about strategic planning for new schools even where there are not existing free school groups trying to set one up and to think more proactively about what London might need.

**Darren Johnson AM:** Certainly when we were discussing this a year or so ago, there were a number of concerns from boroughs, from teacher representatives and so on. Do you feel now that you are doing more of the strategic big-picture work than perhaps a year or so ago when we were last discussing this here?

**Munira Mirza (Deputy Mayor for Education and Culture):** Actually, we were doing it then but they were not necessarily aware of that work because we had not published material about our intelligence on the ground. That is partly because we had been working with London Councils and we had been lobbying the Government. People had heard more about our free school sites than perhaps the other side of our work, but we have been doing both from the beginning. The Mayor's Education Inquiry, which concluded in 2012, set out very clear recommendations that we should do both the macro and the micro.

**Darren Johnson AM:** What conversations have you had with the DfE on the issue of funding new school provision? You mentioned working with London Councils. Could you say a bit about the work that you have done to lobby jointly on that with London Councils?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes. The Mayor wrote to Rt Hon. Nicky Morgan MP [Secretary of State for Education] soon after the election and I have a meeting with her tomorrow. Obviously, the biggest item there will be school places and funding for London schools.

There is another issue about the school funding formula. The Government has announced that it wants to revise this and review it around the country. That will obviously have an impact on London. Those issues are ongoing discussions with the DfE.

Then we talk regularly to the EFA about the cost of schools and building schools in London and how it is just more expensive to do it in London, which it is aware of. All the time, we are making the point that the expectations for costs here are very different to those --

**Darren Johnson AM:** That is because of both land costs and construction costs?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes.

**Darren Johnson AM:** How will you ensure the London Land Commission takes account of the need for new school provision in new developments?

**Munira Mirza (Deputy Mayor for Education and Culture):** Certainly, there is a focus on housing and infrastructure in the London Land Commission. My colleagues Sir Edward Lister [Deputy Mayor, Policy and Planning] and Amanda Coyle [Assistant Director - Health & Communities, GLA] are at those meetings and they talk about the need for wider infrastructure.

There is a possibility that we may send a stronger message through our planning networks about the need to factor school planning into all new developments. That is already provided for in the legislation and the writing, but we are looking at ways that we can make that message even stronger.

**Darren Johnson AM:** We need to ensure that there are sufficient school places not just in those places where there is a demand and a grassroots campaign but certainly in terms of population growth and so on.

There might not be established community campaigns in the first instance there anyway if there is a lot of new development going on for the future. Again, do you feel you have the balance right between looking ahead in terms of population growth and listening to existing campaign groups on the ground?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes. The EFA has started more recently to start purchasing sites proactively, anticipating that there will be a need for school places even if there is not at the moment. We have always made the point that it needs to be more proactive than just reactive.

In fact, the example of the Southwark fire station site is a very good one. There was not an existing free school group campaigning to purchase that site; we recognised that there would be a need in that borough and therefore encouraged and facilitated the development to contain a school. The EFA came in and became a financial partner in that project even though it did not have an existing free school group at that point.

It is that kind of model that we need to encourage in London because it takes four or five years to build a secondary school, and we know that there will be a massive peak in numbers in the next few years.

**Darren Johnson AM:** A number of us have previously expressed concerns about the whole move to free schools anyway, but if we are having them and if that is the only game in town that the Government is prepared to fund, we at least need to ensure that the provision is looked at on a strategic level in terms of education need, population growth and so on, not simply where local campaign groups are shouting most vociferously.

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes. There are boroughs that are expanding existing maintained school provision as well. It is partly being addressed by the creation of new free schools and also by existing borough schools. We can see that happening across the city.

Your point about the strategic forward planning is really the key and that is why we have called for the need for a single RSC in London rather than the current arrangement, but that is about having that strategic overview.

**Darren Johnson AM:** This was very much the Mayor's baby and the Mayor's objective to set up this unit and to take an interest in education even though it is not formally part of the GLA Act. How much do you feel this has now bedded down as a formal part of the GLA's day-to-day work that would naturally move into the next administration, whoever is running it?

**Munira Mirza (Deputy Mayor for Education and Culture):** It is very integrated with all of the other strands of the GLA's work. We have a very good working relationship with the Planning Department and with the Regeneration Department. They understand that schools are going to be part of the infrastructure need going forward.

The fact that the Assembly has created this Panel shows that there is a recognition that this is politically important. The fact that the DfE has been working very closely with us and with the EFA to try to solve this problem shows that there is a genuine recognition that the Mayor has a role here.

We would argue that having a single RSC for London would strengthen the strategic overview. It is a no-brainer to us that we have that. Hopefully, that case will continue to be made.

**Andrew Boff AM:** Which local authorities are still resisting free school development?

**Munira Mirza (Deputy Mayor for Education and Culture):** I do not know if any of them would say publicly that they are. I do not feel like I would have the right to announce them.

**Andrew Boff AM:** Which ones are we currently having difficulties with persuading that new developments --

**Munira Mirza (Deputy Mayor for Education and Culture):** It is very difficult for me to start accusing boroughs of being resistant to free schools.

**Andrew Boff AM:** There must be some that are saying they do not want them.

**Munira Mirza (Deputy Mayor for Education and Culture):** It would be an accusation that I am sure some would resist.

**Andrew Boff AM:** Are there any boroughs currently saying that they do not want your help in finding sites for free schools?

**Munira Mirza (Deputy Mayor for Education and Culture):** Actually, we have pretty good working relationships with most of them. I am trying to think of ones that have been very explicitly or publicly hostile. I cannot think of any. A number of boroughs have been very active in coming to us and asking for our help, certainly, on planning and --

**Andrew Boff AM:** What about Kingsland fire station and Southwark fire station? How are those mapping out as destinations for free schools?

**Munira Mirza (Deputy Mayor for Education and Culture):** The developer at Southwark fire station will submit planning probably early next year. It has a preferred school provider. It is talking very actively with the borough and so that will go through its process. It seems to be very positive.

At Kingsland fire station - let me just check my notes - I believe there is a school provider also for that and the EFA has committed support and has purchased that site. You will just have to bear with me while I check if we can announce the name. Yes, Kingsland fire station will be for Hackney New Primary. In fact, I visited the primary on its current temporary site. It is a very good school and it will be there shortly.

**Andrew Boff AM:** Has the Mayor used Mayoral Directions in particular areas with regard to free schools?

**Munira Mirza (Deputy Mayor for Education and Culture):** The Mayor used a Mayoral Direction with the Fire Authority, which was part of a longer complicated process about the disposal.

**Andrew Boff AM:** Is that the only one that the Mayor has used so far, just one Mayoral Direction for the whole of the Authority, or have there been others?

**Munira Mirza (Deputy Mayor for Education and Culture):** It was on the specific site. I believe that he also used one on ... sorry, you will have to forgive me because it was some time ago. Probably the best thing is if I can write back to you and confirm the exact number of sites where we have used a Mayoral Direction.

**Andrew Boff AM:** Yes, please. I would appreciate that.

**Andrew Dismore AM:** The Southwark one was necessary because of the desire of the Mayor for the London Fire and Emergency Planning Authority (LFEPA) not to get full market value for the site, was it not?

**Munira Mirza (Deputy Mayor for Education and Culture):** It did achieve best value. That was one of the conditions on which the site was disposed of to the developer.

**Andrew Dismore AM:** No, it did not because of the school and the Mayor had to give a comfort letter with a Mayoral Direction to achieve that objective.

**Munira Mirza (Deputy Mayor for Education and Culture):** I am sorry but I have to dispute that. It did achieve best market value. That was one of the legal conditions of the disposal of the site and the developer increased the amount it gave to purchase the site in order that it would meet that criteria.

**Andrew Dismore AM:** With a school on it?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes.

**Andrew Dismore AM:** The full market value would not have had a school on it. That is the point.

**Munira Mirza (Deputy Mayor for Education and Culture):** The independent evaluation by --

**Andrew Dismore AM:** We and the Fire Authority (LFEPa) ended up with less money than we would have done had it not had a school on the site.

**Munira Mirza (Deputy Mayor for Education and Culture):** Everyone agreed that it was better to have a school on the site than luxury housing. It was agreed that it was a condition of the --

**Andrew Dismore AM:** The reason we needed a Mayoral Direction was to get the comfort letter as well.

**Andrew Boff AM:** I am done.

**Jennette Arnold OBE AM (Chair):** OK. What did come out of that is an idea. Mr Boff asked a question about who you had difficulty with. I would like, if you could provide us with it, a list of boroughs that you are actively in collaboration with about your plans, just confirming where we are. I know locally about the Kingsland school, but we do not have an overall view. Whatever you can share with us would be really good.

**Munira Mirza (Deputy Mayor for Education and Culture):** I will ask the team to put together a note to share with you.

**Jennette Arnold OBE AM (Chair):** Yes. That will bring us up to date and so we will know where the relationships are going. That is good.

**Andrew Dismore AM:** Yes. I am just wondering what you are doing to support the further education (FE) sector in relation to the cuts in the money it is getting from the Government for English for speakers of other languages (ESOL).

We had a problem that arose with the Mayor at MQT a couple of sessions ago about the mandated ESOL courses. We had on the one hand the Department for Work and Pensions (DWP) saying to people, "If you do not go on a course, we will cut your benefits". On the other hand we had the Department for Business, Innovation & Skills (BIS) saying, "We have cut your funding for these courses". It left people somewhat in

limbo and left a lot of FE colleges, particularly Barnet and Southgate College, which services part of my constituency, in significant financial difficulties as a result.

I had a written answer from the Mayor which arrived yesterday and which seemed to suggest that he was quite supportive of the issue and I wondered what you had been doing about it.

**Munira Mirza (Deputy Mayor for Education and Culture):** We are very supportive of ESOL in London. We recognise that it is extremely valuable for all sorts of reasons, economic and also in terms of social cohesion.

On the FE sector, as you are aware, the Government has announced an intention to devolve skills funding post-2019 to the Mayor. The process of area reviews is taking place over the next year, which is a review of all FE college and sixth form college provision, with a view to reforming that sector and looking at the institutional health of it. In that process of area review and skills devolution, we want to develop a vision for the wider FE provision, of which ESOL is a key part.

There are questions about what level of ESOL the Government should fund, what level employers might fund, the quality and variability of ESOL and its accessibility in different settings, not just in FE but also in schools. You probably are aware that through the LSEF we have funded a £2 million project, part-funded by the European Union (EU), to support ESOL teaching for mothers in schools. There are a number of questions about ESOL - how it is provided, who pays for it, whether it is more targeted, how we improve the quality of ESOL - that we will be looking at over the next year. We are working very actively with colleges on that.

**Jennette Arnold OBE AM (Chair):** Munira, our first meeting next year will be in February. Because of the concern and the current state of London's FE sector, we thought that that would be something that we would look at. Are you currently involved with the London Enterprise Panel (LEP) and with the London FE group?

**Munira Mirza (Deputy Mayor for Education and Culture):** Yes.

**Jennette Arnold OBE AM (Chair):** It seems to me that we run a risk here of creating a two-tier system if we are not careful. It is just a sense. Is there anything that you can do so that they are all informed?

**Munira Mirza (Deputy Mayor for Education and Culture):** Sorry. When you say a 'two-tier system', between which --

**Jennette Arnold OBE AM (Chair):** Eventually, you will end up with the colleges that are, if you like, beneficiaries of the changes and those that are left behind.

**Munira Mirza (Deputy Mayor for Education and Culture):** Our intention is that the whole system works better. In many cases, a lot of those colleges are coming together of their own volition. They are choosing to develop strategic alliances and mergers in some cases.

Our intention is not to just pick winners and leave everyone else by the wayside. It is to look at the whole of the sector as one, which has not really been done in London. The FE sector has probably received less attention than most other parts of education, and it is aware that it has been somewhat unloved and unattended to. Our intention is that the both the current Mayor and the next Mayor will take ownership of this issue because the adult skills budget has been devolved to him - and also because he is being asked to lead on the area review process with the Government - and the whole of the sector is considered in the round. In some cases there are colleges that may well decide to increase provision in some areas or with some sectors

and reduce in others. There may be more specialisation. There may be colleges that decide to consolidate their estates and sell off buildings whilst building in other parts of the city.

That kind of review, which is a much more cohesive approach than what we currently have, will benefit everybody. The most important people, of course, are the learners rather than just the institutions themselves. We need to put together what the institutions currently need in order to survive and what the learners, businesses and employers also need. It is about bringing together that data and the supply with the demand and making sure it marries up much better than it currently does.

**Jennette Arnold OBE AM (Chair):** Clearly, Richard [Derecki] (Senior Scrutiny Manager, Education Panel) and others will be talking with your officers before we do that piece of work.

I just have to say, for instance, that - and I can quote it because it is so good at what it does - Barking & Dagenham College went along the road of consolidation and working with industry partners. It has fully utilised its site and the offer is excellent. I cannot see it not being at the forefront of any changes.

However, equally, I know of other colleges that are landlocked with programmes that have not changed for a while; let me say that. My concern is how some understanding is going to be given to that sort of difference in the sector. It would be wrong for us to deny that there is not that difference in the sector.

**Munira Mirza (Deputy Mayor for Education and Culture):** There are some excellent colleges in London and I have been able to visit a number of them in the last few months and even previously when I was not looking after FE.

What I would say is that London's schools have done phenomenally well in the last 10 to 15 years but London's FE is more variable. We know that there is a relatively high dropout rate at 17, for instance. That is not simply about blaming FE. I do not think that that is the case. However, it is recognising that while London has achieved extremely well in some areas, it needs to raise the game in others. Partly it is about, as I said, having a more strategic overview of FE, recognising where there is excellence and trying to spread that good practice.

I was at a college yesterday, Havering College, and I met the head of the department for design. He has in his course a 100% student satisfaction rating, which is a phenomenal result for an FE college. I asked him if he had had the opportunity to share his lessons and his approach with other teachers in other departments around FE and he said, "That has just not been possible. That facility does not exist". In education in schools in London, it would be unheard of for a really brilliant maths teacher not to now have the opportunity to meet with other maths teachers, particularly through our LSEF.

Bringing that model of peer-to-peer support and learning led by professionals, bringing the brilliant teachers from City and Islington to other colleges and all of that is uncharted territory but it is what we should be doing over the next year and thinking about how to have that kind of improvement in FE.

**Andrew Boff AM:** Just to pick you up, when you were referring to FE but the idea that teachers never talked to each other until the LSEF came along is a bit of a fiction, is it not?

**Munira Mirza (Deputy Mayor for Education and Culture):** I did not say that.

**Andrew Boff AM:** No, I just did not want to see the inference that it was only because of the LSEF that teachers are talking because they have been talking for years.

**Munira Mirza (Deputy Mayor for Education and Culture):** I did not say that, either.

**Andrew Boff AM:** All right. Have you met with the three RSCs who cover London and what did you discuss?

**Munira Mirza (Deputy Mayor for Education and Culture):** I have met with them a number of times. The officials here at the GLA in our Education team and Caroline Boswell, who is the head of Education, meet with them through the London education officers' group as well, which is a regular meeting.

We have discussed some of the broader strategic issues in London and we have also discussed their role. All three are excellent individuals. They have a huge amount of experience, but they are aware of our views and my views about the structure and the arrangements in London and how I think they are imperfect. We have communicated that to them.

**Andrew Boff AM:** What are your concerns about the current arrangements?

**Munira Mirza (Deputy Mayor for Education and Culture):** There are a number of issues. The first is that it seems strange to have a city like London with so many other pan-London improvement networks - a pan-London Office for Standards in Education, Children's Services and Skills (Ofsted) structure, the Mayor's Office, the GLA - and yet the RSCs do not cover the entirety of the city. There are three of them who all look after a section of London and then sections outside London. They have a very large territory that they have to look after. It does not quite make sense to have an RSC who looks after Hackney but does not also look after Islington.

**Andrew Boff AM:** Why?

**Munira Mirza (Deputy Mayor for Education and Culture):** Why is it strange?

**Andrew Boff AM:** Yes, why is it strange?

**Munira Mirza (Deputy Mayor for Education and Culture):** This goes to my next concern about it, which is that the RSCs' remit is quite narrow in the area of school improvement. The RSCs essentially, as far as I understand their role now, is to focus on failing schools and to try to encourage those schools to become academies and be managed by existing successful schools. Obviously, that is one part of the school improvement drive, but there are other things that an RSC might do; for instance, supporting those schools that are just 'good' and could be 'outstanding'. It is about how to improve London's schools, many of which are at that level as well.

There are also some strategic issues in London. I mentioned school places planning, school funding and headteacher and leadership recruitment, which is another big issue in London. Those are strategic issues that in other countries and other cities a Schools Commissioner would have some responsibility for. At the moment, there is no London-led focus on those issues and they are really crucial.

**Andrew Boff AM:** What does that matter to an individual school in terms of the people who are actually carrying out the education, rather than the people who are looking at it from above? How does it matter to a school in Hackney that it is not in the same region as a school in Islington?

**Munira Mirza (Deputy Mayor for Education and Culture):** For instance, something we are looking at is headteacher recruitment. There is a much higher re-advertising rate in London than there is in the rest of the country and we know it is harder to recruit headteachers here. As more and more headteachers retire, if I were



the chair of a school governor body, I would want to see that headteacher recruitment is something that is being looked at because I would want to be recruiting good headteachers.

**Andrew Boff AM:** That is a priority for each of those individual RSCs.

**Munira Mirza (Deputy Mayor for Education and Culture):** They are finding it more difficult because the particular challenges of London make it more difficult for them. For instance, we are looking at whether there are ways in which we can encourage and develop people who may want to be headteachers but have not yet considered doing it. Whether we could develop a talent pipeline that gives more people encouragement to try to become a headteacher in London. That is something that we think would benefit schools directly and they are, frankly, struggling to recruit.

On the issue of school places planning, there are many schools that are struggling with the number of people that are applying to them. Boroughs need to plan ahead and have enough school places for the children in their borough. They find it very difficult to do that by themselves, and so there is a case for --

**Andrew Boff AM:** You already provide statistics about school places. I am just struggling to think what the improvement will be with a London-wide body, bearing in mind that the London-wide boundary is not particularly sensible. The GLA boundary is not particularly sensible.

**Munira Mirza (Deputy Mayor for Education and Culture):** We could have an existential conversation about the Mayor's Office --

**Andrew Boff AM:** We could; we will not.

**Munira Mirza (Deputy Mayor for Education and Culture):** It takes us in very interesting directions.

**Andrew Boff AM:** I am just wondering why the boundaries matter.

**Munira Mirza (Deputy Mayor for Education and Culture):** They do. I know that Peter John, for instance, Leader of Southwark Council and the lead for education at London Councils, has said to this group previously that he believes it should be a single Regional Commissioner. A number of the boroughs that we have spoken to and Ofsted, I believe, have also made the same point. It would make sense that if you are going to have pan-London networks and pan-London agencies working to improve education in London that the RSC role should work on the same boundaries. It makes it much easier to align, to develop programmes together and to focus on the issues together. London is very different to the rest of the country. That cannot be denied.

**Andrew Boff AM:** What would you like to see a future Mayor prioritise in education?

**Munira Mirza (Deputy Mayor for Education and Culture):** The area of school improvement will continue to be important. One of the things about the way the current RSC structure is set up is that it slightly assumes that London is doing OK, and that the schools around London and in the other parts of the country need attention.

That is a mistake. We still need to address some of the key issues in London's schools to do with the gap between the advantaged and the disadvantaged students and particular groups like looked-after children, in whom we have invested quite heavily through our LSEF. There is a very large reform taking place in FE and

that will be a priority area for any Mayor. The areas that we are looking at will continue to be important in the next year.

**Andrew Boff AM:** Thank you.

**Jennette Arnold OBE AM (Chair):** Any other questions? No. Thank you, Munira, again, for the exchange that we have had. I hope you will be willing to accept that if anything arises once we have gone through the minutes, I will write to you for any additional information and we will share the action sheet or the promises that have come out of our discussion. Thank you very much.

**Munira Mirza (Deputy Mayor for Education and Culture):** Thank you.

## Education Panel – 25 November 2015

### Transcript of Item 6 – The Role of the Regional Schools Commissioners in London

**Jennette Arnold OBE AM (Chair):** Good afternoon, Dr Tim Coulson. Can I welcome you to the second part of our meeting? Dr Coulson, you are the Regional School Commissioner (RSC) for East of England and North-East London. This is the governance structure that was introduced in 2014 by the Department for Education (DfE). I do not know how long you have been with us, but certainly we had some discussions about your role since it has been formed and we had some discussions about it at our last meeting. As you can see, in a general way, the Panel and the Deputy Mayor for Education share similar concerns.

**Andrew Boff AM:** Could you tell me what you see as the key challenges facing schools in your patch of London?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** First of all, can I say thank you very much indeed for inviting me? I am keen to support your work.

I suppose I could answer your question in two ways. One is that I see my work as working with all the other people who might want to answer that question and have views and opinions on what the issues are in schools.

Secondly, I have a very specific role with academies in the part of London that I work in. The number of academies is a relatively small part of the education scene across most of the east London part of the region that I work in. There is in general a smaller proportion of academies than there are in the other parts of the region that I work in.

In terms of the academies that I work with, there are really two main issues. Some of those schools became academies because they were very poor schools in terms of the Government's agenda of very poor schools needing to become sponsored academies. That is what they have become and so they are on their route, we hope, to becoming much better schools. Some are and some are having a slower journey.

The second issue is that in order to meet the Government's agenda, which obviously is set out in the Education Bill currently going through Parliament and which says that multi-academy trusts are the route to school improvement for the poorest schools, one of the biggest issues for me in the schools that I work with is ensuring that the very best schools step forward and take up the opportunity of leading multi-academy trusts.

There is probably a much wider answer to your question, however, than just those two things. Those things are, in sense, the more limited responsibilities and are particularly part of the role that I work in. Some of the wider issues that I have seen in the papers that have been sent to you and certainly that we work on with colleagues across London about some of the performance issues are issues that I see myself as working with others to address. Those issues are well rehearsed, particularly the concern that some of the great improvements that have happened in recent years across London's schools are maintained. Some of the areas of performance that have not improved quite so well are about some of the most able pupils achieving really well and about some of the drop-off that there is after successful General Certificates of Secondary Education (GCSEs) and not really taking that forward through to Further Education (FE) and higher education. Your own officers here have been clear about the problems with young people who do not go on from school into employment or FE.

In terms of schools themselves, there is still a mixed bag. There are still areas where parents are much happier for their children to go to a school in the area and areas where parents are only happy if they are able to get

their children into a very particular school that they believe is a good one with other ones less good. We still have some of that. The history of the last few years has been that London has seen that much improved and that has been one of the big features, really.

In terms of what I see as the challenges in London's schools, I see some very specific ones in the areas that are my responsibility around academies and I see another set of issues where I am probably saying pretty much the same things that you will have heard from your previous people.

**Andrew Boff AM:** Thank you. How do you work with the other London RSCs to ensure that there is consistency in the type of advice and range of interventions that are being employed? Is consistency important?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Consistency is important, and also reacting to the specifics of a particular part of the area. Across the part of east London that I work in, it is not homogeneous in terms of the way that we work with the different schools. In general, schools in Redbridge are considerably higher performing than most of the schools in the other part of the region. It is not the same.

In terms of your question about how we work across London, we spend a lot of time working together and comparing notes. In a sense, the work is all about specific schools and problem solving and trying to come to the right judgement about a particular school. We spend quite a lot of time doing that.

In a way, one of the ways we most get consistency is through trying to have consistency in the way we try to get relationships. Part of what we are trying to do is to work with others to try to make changes. The key people we work with are local authorities, multi-academy trusts in terms of sponsors, some of the teaching schools and then, across London, the Assembly here and London Councils.

I am sure people will have already talked to you about the London Education Group that we have, which brings together what we see as the variety of us who have different roles across London. We do two things, really. One is to try to make a bit of sense of that for people who from the outside think, "It looks a bit crowded. What is everybody doing?"

Secondly, we try to tackle some very specific issues. You will be aware that at the Mayor's conference this week, collectively there is a piece of work being presented about the need for future leaders in London's schools and the fact that, although we have some really great leaders in London, quite a lot of them are probably coming towards the ends of their careers and we will need to find more. At the moment, the pipeline of new school leaders does not look secure enough. Therefore, in terms of working together, we do that very well.

In terms of the three of us who work in different parts of London, we bring together our work. We go to organisations. Where are we going this week? On Monday we have a meeting with London's Directors of Children's Services. That is a London-wide meeting with the local authorities and we talk with them extensively about the way we do our work and look to join that up. There we will be discussing schools that need an academy sponsor, and I do not know whether you are going to go on to ask me about pupil places, but we will also go on to talk about things like pupil places, where the need for new schools will be and those kinds of things.

**Andrew Boff AM:** Could you just tell me a little bit about the London Education Group and who sits on it?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** The London Education Group has representatives from the London Assembly, London Councils, the London local

authorities at both the Director of Children's Services level and the Head of School Improvement level. There is a London Head of School Improvement group. They both have representatives on that group. The three of us who are RSCs are on that group. We have someone who is a headteacher and who is the London regional representative for the Teaching Schools Council, which is the umbrella group for Teaching Schools Alliances. All of us meet each term and when we have something very specific on, like the leadership work that I was talking about, we sometimes meet in slightly smaller groups to take forward bits of work like that.

**Andrew Boff AM:** OK. It is just that I had never heard of it before.

**Jennette Arnold OBE AM (Chair):** No, we have not heard of it. Dr Coulson, we have to have a point of clarification. You said the London Assembly but it must be Greater London Authority (GLA) officers.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I apologise. I meant the GLA. I am sorry. I am talking to you as the London --

**Andrew Boff AM:** Someone from Munira Mirza's team?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** That is right. I am sorry. Yes. Thank you for putting me right. Thank you.

**Andrew Boff AM:** OK. Are that London Education Group's deliberations in any way minuted or memorialised anywhere?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** We keep notes of our meetings. Probably more significantly, we are looking to produce some work from those discussions and on Friday there will be a report published from that group. That is another contribution to try to improve leadership in particular.

**Andrew Boff AM:** Thank you very much. Can you tell me what steps you have taken to improve the performance of schools in your region in the past 12 months?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** In terms of my responsibilities, there are two main groups of schools that I am responsible for working with. One is maintained schools that reach a performance level where the Government expects them to become a sponsored academy. The other group of schools is academies that are not doing very well. For academies in general, the idea is that my role is not to monitor them, follow them, check on what they are doing or even particularly offer them advice on what they should be doing. An academy trust has been given the independence to run its affairs.

In terms of what I have done in terms of improving schools, the group of schools that I would look at particularly are poorly performing academies. Part of the reason that the role was created a year ago was that academies that have funding agreements with the Secretary of State that states on what basis that funding agreement should ever be terminated - basically if they do not manage the money properly or do not get good educational performance in their schools - can have their funding agreements terminated. My job since I have been doing it in the last year has been to exercise those responsibilities. Across the region, I meet and see a lot of schools in order to try to be content that the trust is doing a good job with their schools.

In about a dozen cases, it has been clear that the academy trust has not been doing a good enough job with the school. In that case, I issue what is called a 'warning notice'. It is similar but not quite the same as what local authorities do with maintained schools; it has a slightly different legal basis but it is a similar kind of thing, which is essentially a warning notice that unless things improve the Secretary of State will exercise her powers

to remove the school from the trust. Over the last year, I have had to issue about a dozen of those and they are all published on the DfE website if people want to see them.

In terms of schools becoming academies, we have continued the work where schools are of a poor enough nature to be required to become an academy and we have found sponsors for them. That has continued over the last year.

What we have seen also in the last year is more schools choosing to take up the opportunity to become an academy within a group of schools. In 2012 when quite a lot of secondary schools took up the opportunity if they were 'good' or 'outstanding' to make the change to become an academy, generally they did it on their own and X School became X Academy. What we are now seeing is people looking to do that in a more constructive way for both financial and educational reasons. Recently, three secondary schools in Newham, all with 'good' Office for Standards in Education, Children's Services and Skills (Ofsted) judgements, have chosen - they have not been forced - to form together a multi-academy trust. They had already been working together as a cluster of schools and had done some training and things like that together. What they have done is they have come together as a multi-academy trust and their view is that it will both give them financial savings, which they will plough back into the classrooms, and also give them a sharper edge in terms of education. One of the things I have done is very much to encourage that kind of development when schools think it is in their interests.

**Andrew Boff AM:** Thank you. How do you work with Ofsted to support schools to be 'good' and 'outstanding'?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** The relationship with Ofsted is something that we have thought a lot about and we look to have a really constructive discussion whilst maintaining quite a careful distance. Ofsted, obviously, needs to have complete independence from the rest of the system to report on the quality of education regardless of whether it has chosen to become an academy, have a sponsor or be in a multi-academy trust, or not and to report on the education in a school.

When we do have discussions, in general, it is when Ofsted has judged that a school is doing very poorly and so, typically, a school has been judged 'inadequate'. As you know, the school will then have a termly monitoring visit from Ofsted until it is judged good enough to no longer require the special measures. In those cases, we have very good discussions with Ofsted about what it is that is going to make the difference for this school. Obviously, the inspection report details the failings of the school, but in terms of the solution what is going to happen? We often say, "We think this is what we are going to do. We think we have found a sponsor here. We think we are going to introduce it and bring it in". Ofsted will want to know that so that it is able to comment when it next visits on whether or not it sees the progress in terms of that going forward.

Therefore, we have a good relationship with Ofsted in terms of trying to talk constructively in particular about the weakest schools where there are real problems. With other schools, we maintain a bit of a distance and it runs its inspection schedule. We use its information very extensively and, when a report comes out, we read it very carefully and see whether there are things we need to pick up on.

**Andrew Boff AM:** Thank you very much.

**Jennette Arnold OBE AM (Chair):** In terms of what we have covered it has been clear, but have you identified any other specific challenges in your first year of operation that you want to share with us?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Yes, I have. There are two, really, in particular. They are not entirely primary or secondary but, if you want to

stereotype them, first is more secondary and the second is more primary, but you will probably find a bit that some schools are in neither of those categories.

The issue that is predominantly secondary is that in the last Parliament we moved across the country to about 60% of secondary schools now being academies. Some of those, as I was explaining just now, are because they were expected to with a sponsor. Large numbers of those were schools that chose to when the Government gave them the opportunity to be independent and to take that route, and many of them enjoyed that independence.

However, what we are now seeing is that many of those need to move on a bit and to use that opportunity and responsibility to strengthen their governance. What we really now see is that being a school governor has always been a demanding task, but being an academy trustee has significant additional and extra responsibilities on top of what people have always known about a school governor. Therefore, what we are seeing in many academies that have been academies for two or three years and have understood the ropes of the additional responsibilities they have to do is that in a sense, also, the buck really stops with them in terms of improvement. We are seeing the need now to improve governance. We offer a scheme called the Academy Ambassadors scheme, which is looking to assist academy trusts if they have specific gaps in expertise on their trusts in terms of strengthening governance.

The second challenge, which is probably more primary but not exclusively, is that whereas 60% of secondary schools have become academies, only 15% of primary schools have become academies. The message about whether it is a good idea to become an academy has never taken root in primary schools in anything like the same sense. Those ideas of independence and going your own way for many schools was absolutely not what they wanted to do. They were very happy being part of some supportive structure that did many of those things for them and they focused on doing the very best educating they could in their schools.

A lot of primary schools are beginning to have another think about that now. They can see that the Government is very committed to the academy agenda. The Prime Minister talks very clearly about moving towards a system where in due course, he thinks, all schools will be academies. It is causing a lot of primary schools to rethink that. What they are trying to work out is, if they were to take this step and if becoming an academy is the right thing for them, what is it that they will do that will make the difference for their children? Is it finance? Are they looking for some kind of economies of scale? Is it that they are looking for some kind of real edge in education? Good schools perhaps get rather less support from their local authorities than they did in days gone by because the local authorities' resources are so much less than they were in days gone by and, if you are a school doing quite well, are you getting quite the same edge and support and challenge of your work? What is it that they are looking for?

Therefore, what I see in terms of a challenge is the real explanation of the system for primary schools. Where they go in terms of becoming an academy? Our advice is, "If this is the step for you, do it with other people. Form a group. Get some real strength. Get a board of trustees that can govern and manage a group of schools really effectively". The challenge is in primary schools looking to see how they can exploit the opportunity.

**Jennette Arnold OBE AM (Chair):** Yes, that is a real challenge given the scale of it that you showed us. In terms of your day-to-day, your region stretches from Hackney to Norfolk and you have told us - and we welcome - that you spend time with pan-London groups and that you work or liaise with your other two RSCs. However, if I look at the list, you also cover Cambridgeshire, Essex, Norfolk, Peterborough, Southend-on-Sea, Suffolk and Thurrock and so there is another set of RSCs that you have to liaise with. You are one man. Is that not a challenge?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):**

Fortunately, I do not do it on my own. In terms of the regions that were set up a year ago, we have a small office of about eight of us but we draw on the resources of the DfE. There are three big areas of civil servant colleagues whom we draw on. There is what is called the academies group which has a couple of hundred staff, there is the free schools group which has considerable staff and there is the Education Funding Agency (EFA) which broadly sorts out the money for schools. We work very extensively with all of those organisations because, as you say, we could not possibly get a feel right across that region without their support.

Part of the idea of this new system is to try to make a reality of what some people think is a bit of rhetoric of the Government moving the system to be a schools-led system, to have as little of the funding in education taken by the bureaucracy and as much as possible of the funding going into schools for teachers working with children. That any kind of bureaucracy that is needed to oversee the system and support the system should be as slim and as light as possible.

Certainly the work with academies tries to put that into practice and most of our work goes into the changes needed. When a school becomes an academy, there is some work we need to do. When the relatively small number of academies that we are very concerned about need our attention, we give them attention. However, broadly, we are not expecting to have lots of contact and lots of work with the vast majority of academies. The system is such that they took their independence and are now running their own businesses. Basically, what we are having is a fairly light-touch system that is there to be strong enough if they foul up and do not do their job properly and we can step in and use our powers and responsibilities, but it can encourage those schools that want to now still make that step.

It is a broad region but, so far, it has proved to be about right. I came into this job from having worked for a local authority, which I enjoyed very much. One of the things that we have been able to see across the region is that we have tried to help people work beyond their natural boundaries. Wherever you work, you tend to get to know people in your area and tend to network with them and every now and again you will go to an event where you meet people from wherever is next-door to you in terms of your geographical boundaries. One of the things we have tried to do - and we have had some starting success in this - is to try to say, "Across Norfolk to Hackney, how do we make sure that some of those barriers do not get in the way? How do we try to make sure that we see support going across there?"

We have seen that in terms of London's successful schools. We have a number of successful London schools that would like to take a greater role in leading in the system, in leading multi-academy trusts, in supporting failing schools and in doing better. At the moment, certainly in the part of London I work in, we have a surfeit of schools wanting to do that, to push the boat out and to say, "Yes, we have run an 'outstanding' school but we are prepared to be part of a wider system of leadership". Some of them, certainly when I started a year ago, would come to see me and be rather frustrated that the DfE was not making use of their offer to support schools.

With the boundaries both within the London boroughs and in the wider area, we are beginning to see the 'London' and 'non-London' bits change a bit. We have some of very strong sponsors in London beginning to say, "We would be just as happy to work just beyond the London as much as we would just inside it". I know that Munira [Mirza, Deputy Mayor for Education and Culture] and her colleagues have a different view about the geographical way that we should set up as RSCs and we have a lot of time for that view. Obviously, London is a really special place and we want to maintain some of the structures that help in London. However, what we are also keen to do is to ask how we can take some of the surfeit of expertise that people want to spread and make use of it beyond London. We now have some good examples of where trusts are working in London and also taking schools into their academy trusts from outside London.



**Andrew Dismore AM:** What about the other way around? You are talking about good practice coming out of London into Norfolk or whatever. What about the other way around?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** That is absolutely right. At the moment, we have not done it quite as much because we have found sufficient high-quality support in the parts of London where we have needed it.

However, certainly, we have had some of those discussions and most recently I can think of a school I visited in the last month, a school in one part of east London that really does need a sponsor, and we are looking over towards Thurrock at the possibility of what looks like some really great practice there in secondary education perhaps coming to London. It is at slightly earlier days than the examples I just gave you, but I agree with you. We hope that we would see more of that as well.

**Andrew Dismore AM:** It just seems to me bizarre that we do not have an RSC for London. That seems to be the general view around them. Do you not find it peculiar?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** No, I do not. In many ways, what London has working across London is three RSCs. In terms of our work, the experience of the last year has been that it has enabled us to work extensively with every single one of the London local authorities.

I suppose one of the reasons I do not agree with that – and I know it is a view you hold – is that some people, not saying yourselves, have a slight sense that the RSC is almost the person running the system. We very much do not see ourselves as running the system. We very much see ourselves as joining this education system, working with local authorities, working with the GLA, working with London Councils, working with the variety of Teaching School Alliances across London and joining that. In a sense, the real work is the nitty-gritty work of improving individual schools.

I accept the alternative view that there is about an RSC across London. However, we came into this role, were given our regions and given our roles and we have looked to make it work. Over the last year we have seen benefits from the way it has been set up. We have not found, or have been confronted with issues that we felt we have not been able to deal with because of not having just one.

**Jennette Arnold OBE AM (Chair):** Thank you. Dr Coulson, we cannot have you here without asking you about resources. In your annual report, if you produce an annual report, would you have to show the resources behind your particular piece? Is there an annual report for all RSCs? In that report, would you be outlining key performances?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** The requirement to date in the legislation that governs all of the academies is that the Secretary of State produces an annual report on the academy programme and the development of academies. The latest one was produced. There are discussions going on about whether or not we should do more on a regional basis. What we did for the current annual report, the last one that was produced, was contribute to it from each of the regions.

There are key performance indicators that have recently been published, which say the sorts of things that you would probably expect them to say. Certainly over the coming year I suspect that they will get greater scrutiny on a public basis. I do not think we published them until quite recently in terms of those performance indicators. They now have been published and give organisations, including people like you, the opportunity to scrutinise those and to see what you think of them. In terms of an annual report, though, your main question, at the moment it is the Secretary of State who produces an annual report.

**Jennette Arnold OBE AM (Chair):** It is just that in all the information I have looked at I was not able to see. In terms of helping your work, I understand you can use consultants. I have no idea how many consultants you are using and the cost of that. In a sense, if you were using a huge amount of consultants, it would add support to my case that maybe the structure is not right and maybe the staffing level is not right.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I accept that. Yes, I accept that.

**Jennette Arnold OBE AM (Chair):** Where would I get that information from?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** At the moment, we are not disaggregated from the DfE's work.

**Jennette Arnold OBE AM (Chair):** We cannot tell?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** In terms of that kind of detail, I do not think we have published that level of information. You might well want to say, "You should".

**Jennette Arnold OBE AM (Chair):** Do you see my situation?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I absolutely see your point, yes. I see your point.

**Jennette Arnold OBE AM (Chair):** You do use consultants?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** We use two kinds of consultants. All of us in our team are civil servants. We work for the DfE and obviously, in the job I have taken on, I have now become a civil servant. We, my colleagues and I, do most of the work that I have described to you. We have some consultants who are broadly very experienced educationalists whom we tend to use for very specific bits of work. When there is a school that is really struggling and we want to get a good diagnosis of what it is, we will ask one of our consultants to go and do a proper visit to the school, to spend the day in the school and to give us a proper understanding.

The other kind of consultant we use works with sponsors, with multi-academy trusts and with schools looking to join a multi-academy trust. You may well know of schools that have gone through that wrestling about, "Should I become an academy? If I become an academy, which multi-academy trust should I join? What is the difference between this sponsor and that sponsor? How much choice do I have?" There are all of those kinds of things. We have consultants who do that kind of work. We have about five consultants who work across our region at the moment.

**Jennette Arnold OBE AM (Chair):** Full-time?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** No.

**Jennette Arnold OBE AM (Chair):** It is just strange for me because in another department of the Government, say Health, they cannot use consultants but yet, in a new initiative and a new development in another part of Government, it would seem to me that you are dependent on consultants, who are not cheap.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** The DfE has been through a procurement exercise and has just published the outcomes of that procurement exercise, where essentially it has a framework contract with people it can call on, on a consultancy basis. I hear the point you are making but that is the way we work.

**Jennette Arnold OBE AM (Chair):** OK. Thank you very much.

**Andrew Dismore AM:** We have seen improvements in a lot of parts of London's schools but they are still underperforming in areas like white British males. We have high drop-out rates. We have a gap in attainment between free school meal recipients and others. What is being done strategically about these challenges?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** The contribution that we make to that is by looking to identify schools and academy trusts that look like they are the people who are making success in those areas.

A long time ago, I had a very different job. I worked when the Government had National Strategies. You will remember the National Literacy Strategy and the National Numeracy Strategy. In those days, we came up with what we thought was the best way of teaching, a particular pedagogy, and helped and encouraged schools to pick it up. We have moved a long way on from that time and in many ways the Government's approach now is not to tell schools, "This is the way to teach either a particular group of children or a particular curriculum", but to try to identify where it is working well.

In a way, the most important contribution that I am making to the issues you said is to look to find schools that are doing rather better with those issues than the general group of schools, for which those issues are proving pretty challenging in education. Most schools are not finding it very easy to be successful. It is to find those schools that really are being much more successful in those areas and to get them to take on a wider leadership role, typically in a multi-academy trust or a Teaching School Alliance, to spread whatever their expertise is in trying to tackle those particular issues.

In terms of the issues you raise, I recognise them, of course. They are the issues that are still holding back educational performance in lots of parts of the region that I work in. What is interesting is that across the secondary sector in the region we have seen a much stronger desire in the last year to share detailed performance data. The DfE, as you know, publishes performance tables and if you delve into it there is a huge amount of data there for people to get into. One of the difficulties with the data from a school improvement point of view is that for secondary schools, it will not come out in all its glory until probably January, by the time it has been through the mill, all the remarks have happened and all of that kind of stuff. What schools really want is to have it much earlier, soon after results day. If your English results for a particular group of disadvantaged children in your school are not very good, you want to much more quickly find somewhere where they are doing it.

What we now have in place is a data-sharing agreement across many of the secondary schools in the region where they are sharing their data before the end of August. Obviously it is at a headline level, the percentage of pupils getting five GCSEs in English and maths and those kinds of things. It is also trying to make sure schools are linking up over some of those issues that you talked about. How are we finding schools that are succeeding with a particular group of children that in general the system is finding quite challenging? The data-sharing has been a good contribution. Finding some of the best schools to lead the multi-academy trusts has been a good thing.

The third thing, which is in its very early days — I do not know if I can claim much impact yet, but there is possibility — is what I said to one of your colleagues earlier about how those of us in the system are trying to pull it together better. In our work with colleagues in local authorities and in other parts of the London

education system, how do we try to tackle some of those issues that have been intractable over the years where people have tried and not yet succeeded? How do we try to pull together a bit better? I mentioned the leadership report earlier. Some of the issues you have raised, clearly, are some of the other issues we might come to in due course.

**Andrew Dismore AM:** What can the Mayor do about them?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I am not certain that it is my place to tell you what the Mayor can do.

**Andrew Dismore AM:** Go on.

**Jennette Arnold OBE AM (Chair):** OK. Do you want to come in?

**Andrew Dismore AM:** No. I was waiting for an answer.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** What can the Mayor do? The initiatives that are already taking place we find really helpful. We very much support actions like the Gold Club, which is the recognition of schools doing well with specific groups of children. If I take that as an example of what the Mayor does in terms of using his office to give recognition to tackling key issues, it seems to me a very good example of what the Mayor could do.

**Andrew Dismore AM:** What about raising teaching standards generally?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** What can the Mayor do about raising teaching standards? It seems to me that there are two ways of raising teaching standards. One is getting good teachers in and the second is helping them all develop. There are some quite good mechanisms in place to help teachers develop. You visit schools. We know that teacher supply is not easy. It is a complex issue based on a whole number of issues as to why there are not enough teachers around.

There are real pros and cons of coming to be a teacher here in London. It is a great place to be. It is a quite expensive place to be. It seems to me any help that the Mayor can give in his much wider work that makes London a place for great teachers - often young but not necessarily only young - to want to come and live and work will help raise teaching standards.

**Andrew Boff AM:** Just carrying on from that, we have heard that the LSEF has assisted in better classroom practice. Is that something that you recognise?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Yes. In terms of the links I have had with the LSEF, I can see that it is being used effectively. I paused because in many ways I do not think I can report at first hand my work with that, but when I hear schools talk about it I hear them talk very positively about the impact that it has had in terms of stimulating development, thinking about their teaching and leading to improvements.

**Andrew Boff AM:** Is that not your job?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** In terms of my role, I do not have a role in the detail and the operation of teachers' professional development. There are many people in the system who do. My job is to make sure that academy trusts work out how they take advantage of the opportunities there are, or come up with their own ways of doing professional development. I do not get involved myself in helping teachers to teach maths better or some very detailed

matter like that. I see the opportunities of funds like that as much more hands-on for specific issues to help do that kind of thing.

**Andrew Boff AM:** There are a number of different funds that can be delivered and used, presumably, to improve classroom practice.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):**

There is that fund. In days gone by, there used to be a range of ways that grants and different organisations could get hold of funding to do that. There are really two main sources now outside of the work you have described. The main source is the school's own funding. More and more of the funding through local authorities is into schools. The second mechanism is the Teaching School Alliance mechanism, where Government accredits schools that are 'outstanding' to be Teaching School Alliances and gives them a small amount of money, essentially just pump-priming to help them set up as an organisation that can generate revenue to fund specific training activities.

**Andrew Boff AM:** Thank you very much.

**Jennette Arnold OBE AM (Chair):** In terms of what the Mayor can do, are you not able to recognise mayoral intervention in land that has been transferred into this sector to provide access to academies and free schools?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Yes.

**Jennette Arnold OBE AM (Chair):** Without a Mayor intervening on the Fire Authority (London Fire and Emergency Planning Authority - LFEPA), it would not have happened.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** You are absolutely right and I should have recognised that much earlier. In those wider planning roles, there has been a very good role. London has seen the biggest number of free schools that the DfE has opened and the DfE has needed all the help it can get in order to secure exactly what you say in terms of land and buildings. Going forward, we are going to need to do it even more in terms of the new schools that are going to be needed across London. I am very happy to say that, of course; that is a key thing.

**Jennette Arnold OBE AM (Chair):** Earlier you spoke about meeting with pan-London groups. We have to bottom this out and say that pan-London networks and groupings do not happen without facilitation. We can identify that mayoral intervention has absolutely helped create the sort of pan-London grouping and coming together. Is that not something you can acknowledge?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Of the London groupings that I go to, some very definitely have been precipitated by the Mayor. Others have been in existence for a long time in terms of some of the London local authorities' work. The mayoral facilitation has certainly added to that in a very helpful way.

**Jennette Arnold OBE AM (Chair):** In your world when all the schools, primary and secondary, go off to be academies and free schools, their relationships with local authorities weaken. It may well be that then a strategic anchorage is something that would be appreciated. That could only come from a mayoralty.

**Andrew Boff AM:** "Only come from a mayoralty"?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):**

When schools become academies, the way I tend to say it is that their relationship with the local authority

changes. The vast majority of the schools I see remain in a pretty good relationship. There are a few schools that are slight mavericks in terms of their behaviour but that has always been the case --

**Jennette Arnold OBE AM (Chair):** “Changes”?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** -- and they have had less-good relationships with any of the bureaucracy that exists. There are some academies that fall into that category.

The majority of academies I see have a good relationship with their local authority and want a local setup for discussion where they can talk about education issues, talk about place-planning for the future and talk about some of the nitty-gritty issues like how to deal with children with very specific special needs. Across London, facilitation to make sure we are keeping in track together and that we are looking at some of the big issues in terms of people and place-planning is clearly helpful.

**Jennette Arnold OBE AM (Chair):** Thank you for that. Let me just go on and ask you a question about the criticism about the apparent conflict of interest between advocacy and inspection within the RSC’s role. Do you see that? Do you recognise that criticism?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I saw it in the papers you sent me, thank you. I recognise it in terms of understanding that it is a view. I suppose I do not see it in practice, no. For me, it is clear that as civil servants we are here to implement the Government’s policy, which does include advocating for the benefits of the academy system, what multi-academy trusts can bring to the system and the improvements that that will support in the system. We are also very clear that for that to be successful there needs to be the right level of checks and balances. Our role is to be very clear that there is no excuse for poor performance, including in academies.

I recognise the advocacy role. I do not recognise the inspection role. The inspection role, for me, is very clearly Ofsted’s role. Our role is effectively to be a regulator. It is to act where poor performance has been identified. Typically, Ofsted will be one of our main sources of that information. Not only; sometimes there will be other sources of information like performance data and occasionally some other crisis in the school, but typically Ofsted will be the most significant source of that information. Our job then is to regulate according to the funding agreement. In terms of the question about whether there a conflict between those roles, I cannot say that in practice I have seen that.

**Jennette Arnold OBE AM (Chair):** OK. Thank you very much for that. The last question from me is: what is your process for recruiting private sector sponsors?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Over the last year in the region that I work in, we have moved from about 80 sponsors to just over 100 sponsors. Almost all of those sponsors are ‘outstanding’ schools that have moved from a school to developing a multi-academy trust and being a state school. We are interested in other organisations from all kinds of backgrounds - whether it be private sector, a charity or other kinds of organisations - that have the capacity and the skill to be a sponsor.

The approval process we go through for whatever background they come from, whether from the private sector or from an ‘outstanding’ school, is a sponsor application process. The sponsor application process has, first of all, an application form that asks a whole load of questions about governance and financial capacity, but crucially educational experience and experience of having made a difference and knowing what supporting schools is like.

Since this regional work was set up, we have a headteacher board across the region. The headteacher board looks at all of those sponsor applications and scrutinises them, asks questions. Sometimes when the questions are not very clear, they defer their decision and ask colleagues to go back and talk with the applicant further before coming to a view. The headteacher board will come to a view on whether it believes the applicant sponsor is financially worthy, has the kind of governance that will hold schools to account and will do that effectively and has the educational experience and capacity to make a difference that will help a school improve. That is the process we go through.

**Jennette Arnold OBE AM (Chair):** Thank you very much. The headteacher board is made up of headteachers from academies and free schools?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** That is correct.

**Jennette Arnold OBE AM (Chair):** Yes, I am just confirming that. Thank you. That has been very informative.

**Tony Arbour AM:** You have the power to oblige a coasting school to become an academy. It is possible, is it not, for a coasting school to have 'outstanding' results? Why, therefore, would you want to make it into an academy?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** I do not think it is possible for a school to be judged 'coasting' and to have 'outstanding' results.

**Tony Arbour AM:** Really?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** A school will be described as 'coasting' in 2016 if it has three years running of results where children do not reach their potential. In terms of not reaching their potential, there are numerical quantitative figures outlined.

If I take a secondary school, in order to be described as 'coasting' a school will have to have met all of these criteria. In 2014, it would have to have had less than 60% achieve five GCSEs, including English and maths, and its progress levels in English and mathematics both have to be below national averages. It is the same in 2015. In 2016, when we move to the new Progress 8 level, it will be the Progress 8 level being below the national rates that are seen by schools in general.

You could have schools below 60% where children are making remarkably good progress. If there are children coming from very low starting points in the school, achieving 55% perhaps is a great achievement. In those schools, you would expect the progress the children are showing in their English and maths to be above the national average figures. For a 'coasting' school, it would have to be below all of those figures. If you were below all of those figures, I would not call those results 'outstanding'.

**Tony Arbour AM:** That is very interesting because of course, in common parlance, 'coasting' means in effect that a school or indeed an individual is continuing at the same level all the time. It is the basis on which I posed the question. It is possible for there to be a school that has a very high level in terms of objective achievement by its pupils. I understand that it may well, by your terms, not be achieving its full potential but may be achieving high levels of GCSEs that might well be the envy of neighbouring schools. However, because it is returning those results year after year, under normal parlance that would simply be seen as 'coasting', would it not? It simply turns out the same good results year in and year out.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** 60% is close to what is now the national average. If a school is consistently achieving below those figures and is not a school with children with very low starting points, then I do not think we would describe those as great results.

**Tony Arbour AM:** In effect, you could have a school that has very good results but because the value added is lower than you think is appropriate, such a school you would wish to intervene in?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** In terms of what 'coasting' says, what will happen in 2016 is that a school either will be 'coasting' or it will not be 'coasting'. There will be a definition. There is then not an automatic process that that school will become an academy. What it means is that that school will receive an additional degree of scrutiny and it will be my responsibility to see whether or not that school, with support, has the prospect of making good progress, the kind of progress I am sure it would want itself to make. If after a period of time it does not appear possible for the school, even with support, to make that kind of progress, then what the Bill does is allow for the power to insist that the school becomes an academy.

**Tony Arbour AM:** Has that ever happened? Have you done it?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** No. It is not possible before 2016.

**Tony Arbour AM:** I see. For it to happen, would you be obliged to consult? Suppose you had a school that was in that position. Could you simply do it by fiat or would you have to consult?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** You are asking about the current Education Bill going through Parliament, which of course has not been concluded. All I can tell you is what is in the current draft of the Education Bill, which obviously could be changed in Parliament. The current draft of the Education Bill says that if that is what I believed was the right thing to do, it could happen without consultation.

**Tony Arbour AM:** OK. That is really what we were looking for.

**Jennette Arnold OBE AM (Chair):** You have no current consultations outstanding? The consultation that is going on now is about the draft Bill?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** That is right. At the moment there are three things happening. The Education Bill is going through Parliament and is going through that process. The detail of the 'coasting' definition, which I have just outlined, there is currently a consultation on.

**Jennette Arnold OBE AM (Chair):** That is what I was thinking. That is still out there, is it not?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** That is still out there. I mentioned the secondary school one. There is a similar one, but obviously with appropriate primary school measures, in primary schools. There is also a third exercise going on. There is a consultation on what is called the 'Schools Causing Concern' guidance, which is what up until now has governed local authorities' work with poorly performing schools. What the Education Bill does is to make that something that both local authorities and the DfE could use if they thought it was appropriate to. The DfE has published what it thinks is the guidance, but is inviting views under the consultation.



**Jennette Arnold OBE AM (Chair):** That is lovely. Our work is about informing as well. For anybody watching this and wanting to get involved in the consultation, where will they find that consultation?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** If you go to the DfE website, [www.gov.uk/dfe](http://www.gov.uk/dfe), on that page you will see in the top right-hand corner a little menu bar. You go to 'Consultations'. If you go into that, you will find those consultations.

**Jennette Arnold OBE AM (Chair):** I will tweet that after this meeting as my bit of help in the wider consultation.

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** Thank you.

**Tony Arbour AM:** I will retweet it.

**Jennette Arnold OBE AM (Chair):** You will retweet it? Thank you. Dr Coulson, thank you for your openness and for sharing with us your work. If we have any questions arising when we look through our minutes, is it OK if we come back to you just to seek further clarification?

**Dr Tim Coulson (Regional Schools Commissioner for East of England and North-East London):** If there is anything I can do to help your work, I would be very pleased to.

**Jennette Arnold OBE AM (Chair):** Thank you very much and good luck with your big job.

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# Subject: Summary List of Actions

**Report to: Education Panel**

**Report of: Executive Director of Secretariat**

**Date: 4 February 2016**

**This report will be considered in public**

## 1. Summary

1.1 This report sets out any actions arising from previous meetings of the Education Panel.

## 2. Recommendation

2.1 **That the Panel notes the outstanding action arising from a previous meeting of the Panel.**

**Action arising from the Panel meeting on 25 November 2015**

Item	Subject and action required	Status	For Action
5.	<p><b>The Mayor's Education Programme</b></p> <p>During the course of the discussion, the Deputy Mayor for Education and Culture agreed to provide the Panel with:</p> <ul style="list-style-type: none"> <li>Copies of any documents circulated at the annual Education Conference;</li> <li>Details on the length of time the London Schools Excellence Fund legacy fund will continue for;</li> <li>Details on the amount of GLA funding being requested for the London Schools Excellence Fund legacy fund;</li> <li>Details of Mayoral Directions used in regards to free schools; and</li> <li>Details of the boroughs that are working collaboratively with the Mayor's office, and the current situation of plans.</li> </ul>	In progress.	Deputy Mayor for Education and Culture

## 3. Legal Implications

3.1 The Panel has the power to do what is recommended in this report

## 4. Financial Implications

4.1 There are no financial implications to the GLA arising from this report.

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### List of appendices to this report:

None.

<b>Local Government (Access to Information) Act 1985</b>
List of Background Papers: None
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# The Further Education Sector in London

**Report to: Education Panel**

**Report of: Executive Director of Secretariat**

**Date: 4 February 2016**

**This report will be considered in public**

## 1. Summary

- 1.1 The Education Panel will examine the current state and future development of the Further Education (FE) sector in London. FE colleges in London provide technical and professional education and training for young people, adults and employers and include general further education colleges, sixth form colleges, specialist designated colleges and art, design and performing art colleges.

## 2. Recommendation

- 2.1 **That the Panel notes the report, puts questions to the invited experts and notes the discussion.**

## 3. Background

- 3.1 London has the highest density of FE college estates in the country, with over half a million people involved in the sector. 15 per cent of all FE estates are based in London. The FE sector is viewed by the Mayor and Government as a vital means of developing workers and ensuring they have the skills to meet the demands of a rapidly changing economy.
- 3.2 The Government is proposing major reform of the FE sector to address the significant financial pressures these institutions are facing and as a way of driving up standards. In July 2015, it launched a national programme of area reviews of post-16 education and training institutions. The reviews will be led by steering groups consisting of chairs of governors, Local Enterprise Partnerships (LEPs) and local authorities, FE and Sixth Form College Commissioners and Regional Schools Commissioners.
- 3.3 There will be four sub-regional steering groups, overseen by a pan-London steering group, chaired by the Mayor, and deputy chairs who will be a borough Leader and London Enterprise Panel (LEP) business representative. The London-wide group will ensure consistency of approach across the London reviews, as well as ensuring that recommendations produced in each sub-region take account of the London-wide skills strategy. Whilst each sub-region will produce individual reports (covering the analysis and options) the Government will not publish any London area review report until all the sub-regional reviews have been completed. This will not affect the authority of local

colleges, or other participating institutions, to make decisions on or begin to implement recommendations put forward.

## **4. Issues for Consideration**

4.1 The Panel will examine, with expert guests, the following issues:

- What is the current state of the FE sector in London, and how has it dealt with the reduction in Government funding over the last five years?
- To what degree is the FE sector meeting the needs of learners and the business community?
- How will the London Area Review be conducted and what issues will it address?
- How can devolving control of the adult skills budget to the GLA in 2019 improve the quality, efficiency and responsiveness of the FE sector?

4.2 The guests for this meeting include:

- Andrew Travers, Chief Executive, London Borough of Barnet, and London Councils lead on skills devolution;
- Sir Frank McLoughlin, Principal, City and Islington College;
- Mary Vine Morris, Regional Director, Association of Colleges;
- Dr Sue Pember OBE, Director of Policy and External Relations, Hoxex;
- Jack Morris OBE, Co-Chair of the Skills and Employment Working Group. London Enterprise Panel; and
- Michelle Cuomo Boorer, Senior Manager – Skills, SMEs and Employment, Greater London Authority.

## **5. Legal Implications**

5.1 Under Section 31 of the GLA Act, the Mayor is not permitted to incur expenditure in providing, among other things, ‘any education services’ for which provision might be made by any other public body. However, the Mayor has the power, under Section 30 of the Greater London Authority (GLA) Act 1999, to promote, among other things, social development in London and Section 186 of the Localism Act 2011 permits the Mayor to sponsor academies or facilitate their sponsorship.

## **6. Financial Implications**

6.1 There are no direct financial implications arising from this report.

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**List of appendices to this report:** None

**Local Government (Access to Information) Act 1985**

List of Background Papers: None

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# The Education Panel Legacy Report

**Report to: Education Panel**

**Report of: Executive Director of Secretariat**

**Date: 4 February 2016**

**This report will be considered in public**

## 1. Summary

- 1.1 Since 2013, the London Assembly Education Panel has worked to review and investigate the development and delivery of the Mayor's Education Programme, as well as examine key strategic issues in the capital on behalf of Londoners. It has published a report, *London Learners, London Lives*, which outlined how well London's schools are performing, and the challenges they face in maintaining this performance in the future.

## 2. Recommendation

- 2.1 **That the Panel notes the report.**

## 3. Background

- 3.1 A high quality education system is of central importance to London's continuing economic growth and social cohesion. In recognition of this, the Mayor established his Education Inquiry in December 2011, to explore the critical challenges facing London's primary and secondary schools and establish a more proactive role for the Mayor and the GLA to help drive up standards and performance. To provide oversight of this expanded Mayoral role, the GLA Oversight Committee set up the cross-party Education Panel, to review and investigate the development and delivery of the Mayor's Education Programme, as well as examine key strategic issues in the capital on behalf of Londoners.
- 3.2 This legacy report provides an overview of the Panel's work and impact over the Mayoral term 2012 – 2016. The Panel has held nine meetings exploring key areas of the education sector, produced one major report examining the performance of London's schools and exchanged a series of letters with the Mayor and central Government suggesting changes to, and seeking clarification of, policies relating to free school funding, alternative education provision and improving school performance.

### *Future Priorities*

- 3.3 Despite the admirable improvement in London's schools over the past decade, there remain challenges. These include ensuring that all children benefit from an innovative and high quality

education across the capital, and how best to maintain and develop this improved performance in light of major population growth over the next twenty years.

- 3.4 It will be up to the next Mayor to determine what role the GLA will play in education in the future. The last four years has shown that a Mayor can have a positive impact on schools and teaching, and can help to maintain a pan-London perspective in an increasingly fragmented education sector. With the devolution of the adult skills budget to the Mayor in 2019, and the ongoing challenges of maintaining performance in a complex sector, there is arguably a need to retain a robust role in supporting the education sector.

## **4. The school places crisis**

- 4.1 The school places crisis has been an issue that the Panel maintained a consistent focus on since it was established. In October 2014, the Education Panel published its report *London Learners, London Lives: Tackling the school places crisis and supporting children to achieve the best they can* which outlined the capacity crisis facing London's schools as a result of the sudden population growth over the past decade. According to the 2011 Census, London's population stood at 8.2 million, an increase of close to a million people over the previous decade. By 2021, London's population is expected to reach 9.2 million. By 2018, London will have approximately 1.3 million children in its maintained education system. The report identifies challenges around needs assessment, planning and funding, and recommends that:
- The Mayor set out a strategic pupil places needs assessment, in consultation with key stakeholders;
  - The Mayor, in partnership with London Councils, should establish a land and asset availability assessment; and
  - The Mayor should continue lobbying for increased capital funding from central Government to properly fund new schools.
- 4.2 In addition to the report, the Panel has also held annual updates in 2013, 2014 and 2015, which showed the capacity crisis moving from primary to secondary schools. In October 2015, the GLA Intelligence Unit published the first pan-London assessment of future school place need, as a result of the Panel's recommendation from its report. This will continue to be developed and refreshed annually.

## **5. Raising Standards in London's Schools**

- 5.1 In November 2013, the Education Panel looked at progress made on the Mayor's Education Inquiry, one year after it had reported its findings. The purpose of the Inquiry was to examine the most pressing issues for primary and secondary school education in London and develop recommendations for practical action. The Panel examined the newly established Gold Club and London Schools Excellence Fund (LSEF), to determine how they intend to improve pupil and teacher performance, and whether they add value to initiatives already underway in London. It called for more transparency about how decisions were taken, particularly for the LSEF. The Panel returned to this issue in November 2015 as the GLA began to evaluate the programme and determine how the lessons learned would be used in a future Mayoralty.

- 5.2 The Education Panel has also explored the performance of London's schools relative to other UK regions and other relevant nations with guests from OFSTED, the Organisation for Economic Co-Operation and Development (OECD) and the Deputy Mayor for Education and Culture. As a result of this meeting, the Chair of the Education Panel, Jennette Arnold OBE AM wrote to the Deputy Mayor for Education and Culture to urge the GLA to revisit the feasibility of compiling London specific data from OECD and PISA rankings. The GLA has since commissioned external research based on PISA data to better understand London's global standing in education performance.
- 5.3 Finally, the Panel will use its final meeting in February 2016 to examine the current state of the Further Education sector in London. This will examine the pressure on the FE sector in light of reduced Government finances, its effect on the quality of its provision and the London-wide AREA Review which will help determine its future development.

## **6. Accountability and tackling poorly performing schools**

- 6.1 Academies and Free Schools are seen by the Mayor as key to stimulating innovative thinking to improve performance, as well as making schools more accountable to parents. In 2014, London had over a third of all free schools in England, and there are now more free schools and academies in London than maintained schools. In February 2014, the Education Panel met with representatives from free schools, the National Union of Teachers and the Mayor to discuss the Mayor's support for free schools and academies. The Panel explored the type of support offered by the Mayor through the London Academies Enterprise Trust, and the New Schools Unit at the GLA.
- 6.2 As part of its examination of the Mayor's Academies Programme, the Education Panel visited Bexleyheath Academy to better understand the type of programmes that Mayoral funding was supporting. The Academy seeks to identify those at risk of becoming Not in Education, Employment or Training (NEET) at Year 9 and then to use GLA funding to design a bespoke curriculum to engage with those students and support them in enrichment activities they might not ordinarily have access to. Panel Members determined that this model is one that the Mayor should build on to provide a mechanism by which underachievement can be effectively challenged and the students offered rapid support.
- 6.3 Following the meeting, the Chair wrote to the Mayor seeking clarification on several issues including where the Mayor has used any powers to help establish a Free School and how his planning guidance prioritises the provision of Free Schools. A letter was also sent to the Education Funding Agency asking for further details on how it notifies people when viable sites for Free Schools appear.

## **7. Alternative provision and children with complex needs**

- 7.1 Alternative provision (AP), including Pupil Referral Units (PRUs), provides an alternative to mainstream education for a range of students, including: excluded pupils; those with mental health, medical needs or behavioural issues; pregnant pupils and young mothers; and others who might be identified as vulnerable due to health or social difficulties. In November 2014, the Education Panel questioned stakeholders in the AP sector on the issues they face in delivering quality education to this vulnerable group. These include the challenging relationship with mainstream schools and the

lack of information on pupils' previous record, the ongoing poor academic performance of most of their students, and the poor planning at local level for this provision.

- 7.2 In September 2014, the Education Panel examined the likely impact of the Children and Families Act 2014 on the education offer to young people with complex needs. One in every five pupils has a special education need in London, and the Panel heard that the challenge to education professionals is intensifying as the complexity of need amongst pupils increases. In a letter to the Mayor following the meeting, the Chair of the Education Panel noted that these children were increasingly becoming separated from mainstream education, which may be due to schools, and particularly academies, refusing their admission. It asked that they Mayor be more vocal in his advocacy for inclusive academies, and to be mindful ensuring that proper provision is made in new school buildings in any planning decisions the Mayor calls-in.

## **8. A Regional Identity**

- 8.1 In 2014, the Government established Regional Schools Commissioners (RSCs) to intervene where academies are underperforming, and to approve new academies and new academy sponsors. The Education Panel first examined this development in its report *London Learners, London Lives*, where it criticised the Government's decision to split London into three separate regions on the basis that much of the work to improve London's schools was done through a pan-London framework. It recommended that the decision be revised and London treated as a single region under one Commissioner. In March 2014, the Chair wrote to the Secretary of State for Education to raise concerns about the division of London, and about the manner in which RSCs had been appointed by the Secretary.
- 8.2 The Education Panel returned to this issue in November 2015, when it questioned the RSC for the East of England and North East of London about his first year in post, and the challenges he faces in monitoring and intervening across such a large and diverse region. Members of the Panel expressed concern that London's gains over the last decade could be halted by the new governance structure and reiterated support for a single London region.
- 8.3 Subsequently, the Mayor and the Education Parliamentary Select Committee have also echoed this call for a single London region.

## **9. Media Review**

- 9.1 The Education Panel has successfully highlighted London's school places shortage. The Panel's report, *London Learners, London Lives*, achieved TV coverage on ITV London as well as national coverage on ITV.com. The report also featured in London media including the *Evening Standard* – with a readership of over 900,000 – and South London Press.
- 9.2 The investigation itself – which called for parents and teachers to have their voices heard on the issue – featured widely in regional media including the *Evening Standard*, *The Wharf*, *London 24* and *Barking & Dagenham Now* in addition to the trade publication, *Children and Young People Now*.

- 9.3 The Panel has also gained media coverage through addressing topical issues such as the effectiveness of Pupil Referral Units and more recently, if London schools can compete with schools in other global cities.

## **10. Legal Implications**

- 10.1 Under Section 31 of the GLA Act, the Mayor is not permitted to incur expenditure in providing, among other things, 'any education services' for which provision might be made by any other public body. However, the Mayor has the power, under Section 30 of the Greater London Authority (GLA) Act 1999, to promote, among other things, social development in London and Section 186 of the Localism Act 2011 permits the Mayor to sponsor academies or facilitate their sponsorship.

## **11. Financial Implications**

- 11.1 There are no direct financial implications arising from this report.

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**List of appendices to this report:** None

<b>Local Government (Access to Information) Act 1985</b>
List of Background Papers: None
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