


Haringey Council

Report for:	Cabinet – 16 October 2012	Item Number:	
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Title:	Accountable for Some, Responsible for All – the relationship between the Local Authority and Schools 2012 and beyond
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Report Authorised by:	 Libby Blake Director, Children and Young People's Service
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Lead Officer:	Jan Doust, Deputy Director, Prevention and Early Intervention
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Ward(s) affected: All	Report for Key Decisions:
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1 Describe the issue under consideration

1.1 This report sets out the current statutory responsibilities of the Local Authority for school improvement, and proposals for the development of the future relationship with schools. Schools have a key role to play in the regeneration of the local area and in securing the outcomes for this and future generations of children, young people and their families. This is set within a national context of increasing autonomy of schools and responsibility for their own improvement, separation from the Local Authority and changes to the way that schools are established, leading to a greater number of academies and free schools. The LA has a clear role as the 'champion of children and families' and retains specific responsibilities for strategic planning, vulnerable children and the identification of schools that are underperforming. The retention of a strong family of schools will be dependent on a relationship between the LA and schools that goes beyond statutory function. This report sets out a number of recommendations that will underpin this new relationship and should lead to a mature, partnership approach.

2 Cabinet Member introduction

- 2.1 The relationship between the Local Authority and schools is a Council priority and vital to the future life chances of our children and young people. As the champion for children and families, we are ambitious for our children and our schools have a pivotal role in securing their achievement, well-being and future success. We welcome the improvements in attainment that have been reported this year and intend to build on these so that progress is sustained. This report sets out our intentions for how we will develop this relationship so that we fulfil our statutory obligations to the highest standard and also facilitate the continued development of a strong family of schools that work together collaboratively, strong supporting weaker so that outcomes for all are improved. We look forward to the recommendations from the Education Commission 'Outstanding for All' and will ensure that these underpin the delivery of the recommendations in this report, making adjustments where these are necessary.

3 Recommendations

- That Cabinet note that there is consultation on Haringey's Vision for Education and ask the Cabinet Member to agree that the final version is submitted to the Education Commission 'Outstanding for All';
- That Cabinet note the development of the Haringey School to School Support system;
- That Cabinet authorise officers to explore all options for the delivery of high quality school intervention and improvement services, including commissioning external providers where this will produce the highest quality and best value;
- That Cabinet agree that the Local Authority will only directly provide school intervention and improvement services that are of high quality and good value and; that where these services cannot be provided directly by the LA, we will commission alternative providers through a quality assured framework;
- That Cabinet authorise officers to develop a detailed proposal for a Haringey School's Trust approach that will include preferred sponsor arrangements for schools converting to sponsored academy status;
- That a financial analysis of the arrangements underpinning the provision of support and challenge to schools is brought back to Cabinet for a decision in February 2013.

4 Other Options Considered

- 4.1 There are a variety of models of school improvement operating nationally and no 'one-size fits all' approach. Some LAs have retained services that deal only with statutory responsibilities with all other functions simply traded with schools, others have outsourced all functions and others have set up companies and 'not for profit' improvement partnerships. The approach set out in this paper reflects a number of months of discussions with headteachers, governors and other stakeholders and the desire that Haringey retains a strong family of schools approach with robust challenge from the LA but also the opportunity for continued collaborative working between schools supported by high quality and valued services.

5 Background Information

5.1 Champion of Children – Strategic Planner

- 5.1.1 The authority of the Local Authority (LA) in relation to schools continues to change rapidly, moving beyond the traditional concept of a national system, administered locally to a more complex pattern of relationships. There is complete clarity in that the role of the LA is to be the champion of children and families – to advocate and challenge on their behalf and to plan strategically so that local provision enables them to have access to high quality educational opportunities.
- 5.1.2 The delivery of the role of the local authority in relation to schools is emerging rather than clearly defined. The LA retains a statutory responsibility to identify schools that are performing poorly and to use its powers of intervention where maintained schools are failing. Beyond this, the responsibility for school improvement is with schools and no LA is expected to be the primary deliverer of school improvement services.
- 5.1.3 Nationally, the drive is for schools to become increasingly independent from the LA. The explicit intention of the Coalition Government is to introduce increased competition and separation within the system, with increasing support for the autonomy of schools. This is demonstrated by the national policy objectives of schools becoming academies either through voluntary conversion or sponsorship, the advent of free schools, and changes to how schools are established and funded - all of which have consequences for the local context.
- 5.1.4 The priority in Haringey now is for us to establish the mechanisms that will be used to deliver our core statutory responsibilities to the highest standards and to identify the nature of the relationship that we want with our family of schools so that good outcomes for children are secured and contribute to a broader vision and aspirations for our community.

5.2 Accountable for Some, Responsible for All

5.2.1 The Schools White Paper (2010) set out expectations about the future role of the Local Authority (LA) and its relationship with schools, with particular reference to school improvement:

- ending the requirement for every school to have a LA School Improvement Partner (SIP);
- clarifying that the responsibility for school improvement is located with schools – governors, headteachers and teachers;
- confirming that schools are key sources of support for each other; and
- enabling LAs to develop their own arrangements for supporting schools.

5.2.2 The Education Act 2011 and the Academies Act 2010 have increased the direct powers of the Secretary of State, allowing for more direct intervention in individual schools and the system overall.

5.2.3 Councils must comply with a range of statutory duties and guidance. The full list of 207 duties is available on the DfE website and the main duties in relation to schools can be summarised as:

- working with headteachers, school governors and academy sponsors and principals, local authorities should promote educational excellence for all children and young people and be ambitious in tackling underperformance;
- taking rapid and decisive action in relation to poorly performing schools, including using their intervention powers with regards to maintained schools and considering alternative structural and operational solutions;
- developing robust school improvement strategies, including choosing whether to offer such services in a competitive and open school improvement market, working beyond local authority boundaries;
- promoting high standards in education by supporting effective school to school collaboration and providing local leadership for tackling issues needing attention which cut across more than one school, such as poor performance in a particular subject area across a cluster of schools;
- supporting maintained schools in delivering an appropriate National Curriculum and early years providers in meeting the requirements of the Early Years Foundation Stage (as outlined in the EYFS Statutory Framework);
- establishing a schools forum for their area, maintain a scheme for financing maintained schools and provide financial information; and

- undertaking specified responsibilities in relation to staffing and governance of maintained schools.

5.2.4 Beyond these statutory obligations, LAs have to determine for themselves what they want their relationship with schools to be. The residual role retained by the LA directly for school improvement is minimal – quality assurance, commissioning and intervention in failing schools.

5.2.5 Statutorily, LAs have retained the fundamental role as the champion of children and families with a responsibility to ensure that the school system works for every family and to use their democratic mandate to challenge every school to do their best for the population (The Importance of Teaching, DFE November 2010). The key roles within this are to:

- Support families through promoting a good supply of strong schools, including the development of academies and free schools that reflect the local community;
- Ensure fair access to all schools for every child;
- Support vulnerable children including looked after children, children with special and additional needs and those outside the mainstream school system;
- Support maintained schools that are performing below the national floor standards or have had poor Ofsted reports to improve quickly or to become a sponsored academy and encourage stronger schools to collaborate with them to improve educational performance;
- Develop local school improvement strategies that enable the LA to discharge its statutory responsibility to tackle under performance and secure high standards.

5.2.6 Locally, it is important that there is a clear and aspirational vision shared by all so that despite different organisational structures and arrangements, there continues to be a collaborative drive to improve outcomes for all children and young people in Haringey, wherever they are educated. We are currently consulting on our vision statement with stakeholders and a copy of this is included at Appendix 1.

5.2.7 The expectation is that schools are autonomous and self-improving, but that they will work in collaboration with other parts of the system. There is an argument emerging nationally that Local Authorities continue to have a role to play as an important ‘middle tier’ between national Government and schools. Evidence suggests that the best school systems have relied on an effective middle tier whether that is provided by local authorities, academy chains or other local

arrangements, including groups of schools and 'trust-type' arrangements.

5.3 Education landscape in Haringey

- 5.3.1 The vast majority of primary, secondary and special schools are maintained community schools and headteachers and governors are expressing a strong desire to remain part of a strong local family of schools.
- 5.3.2 We now have a mixed economy of schools and this is likely to expand. Currently there are 3 secondary schools that have converted to academy status; a further 2 schools are consulting; and Haringey 6th Form Centre has also expressed an interest to the DFE in converting. 4 primary schools have converted to sponsored academy status with Academies Enterprise Trust (AET) sponsoring two of these schools and Harris Federation also sponsoring two schools. A further 2 primary schools are considering their arrangements for sponsorship following poor Ofsted outcomes.
- 5.3.3 In addition, the London Diocesan Board for Schools is currently consulting on converting five one-form entry primary schools into academies as part of a Multi-Academy Trust arrangement as they believe that smaller schools may find the rigours of the new Ofsted regime and focus on sustained high performance too challenging as single entities.
- 5.3.4 Two free schools have also opened in Haringey, both are primary schools. The Secretary of State had given approval for an all-age free school to open in September 2013 but this is being reassessed as there have been some changes to the original proposal.
- 5.3.5 There is a clear and explicit expectation from central government that schools will continue to consider whether conversion to academy status might be beneficial and the national trend is that now well over half of secondary schools are academies, although the proportion is lower in Haringey. In addition, there is also a clear expectation that schools that fail to perform to expected levels against national indicators or Ofsted inspection will also convert to sponsored academy status.
- 5.3.6 The increasing autonomy of schools may also present challenges to the management of fair access protocols. A reluctance to admit more challenging children and young people would result in a disproportionate burden on other schools that could have a detrimental effect on their capacity to manage needs as well as their overall performance. The LA will continue to challenge robustly where schools fail to comply with the agreed fair access protocols for in-year admissions and will issue directions as necessary and refer to the Office of the Schools Adjudicator and Secretary of State where appropriate.
- 5.3.7 Although some of the critical powers of local authorities have transferred to central government and to a competitive market for

establishing new provision; there remains scope for the LA to influence so that there is a strong supply of school places that promote excellence and reflect local values In Haringey.

5.3.8 There are many aspects of this environment that the LA cannot control but must seek to influence if it is to manage its strategic planning function effectively. If schools are to remain part of a strong local family, this will mean forging relationships with other providers, including academies, free schools and sponsors. It will involve encouraging development where there is a known demand and facilitation of partnerships that encourage ownership and responsibility, so that expansions and new provision reflect local needs and aspirations rather than threatening the stability of an area.

5.3.9 A failure to achieve this will mean that free school applications will continue to be made irrespective of local demand and academy sponsors identified through the direct intervention of the Secretary of State.

5.4 Supporting School Improvement

5.4.1 An effective LA has the intelligence to know its schools well, to intervene in the right way at the right time and to offer staff of sufficient calibre who can both challenge and support schools to improve further. This does not mean that schools should be dependent on the Local Authority for their improvement. Predominantly schools are expected to be responsible for their own improvement and to source their own support either from other schools, private providers or where it is available through a traded relationship with the LA.

5.4.2 The Local Authority retains statutory powers to intervene in schools causing concern. However these will only effectively secure school improvement when they are used promptly and wisely and based on a sound assessment of where the school is and what needs to happen to bring about effective change.

5.4.3 The LA retains a direct improvement responsibility only with schools causing concern and may deliver or commission support for them. The credibility of the staff delivering LA school improvement services is critical to the effective discharge of these responsibilities.

5.4.4 In September 2012, the Haringey School to School Support (S2SS) model was launched and will promote collaboration across our family of schools with the strong supporting the weaker. The model builds much greater resilience into the system as a whole, through an exchange of staff, knowledge, skills and expertise. Schools are engaged and a steering group of some of our good and outstanding headteachers, supported by officers is driving this forward.

5.4.5 In the early stages, S2SS will be dependent on the knowledge of the strengths and weaknesses of individual schools centrally and the LA will have a brokerage role in identifying the school to school support arrangements as well as quality assuring arrangements so that they are measured against impact.

- 5.4.6 A small amount of DSG resource is being used to facilitate coordination of the S2SS system whilst it is being fully established, although the expectation is that it should quickly become self-sustaining. As this becomes embedded, it is possible that the LA could commission support for underperforming schools from the S2SS model as an alternative to intervening using LA staff or alternative providers. This is in line with practise in many other LAs and is intended to enable stronger schools to support weaker schools through local solutions.
- 5.4.7 The LA recognises the capacity of outstanding schools to strengthen the local family of schools and will continue to encourage and support appropriate applications to become Local Leaders in Education (LLEs), National Leaders in Education (NLEs) and teaching schools. The LA will use local knowledge to facilitate federations (soft and hard), amalgamations, and the use of Executive Headship where this will strengthen the management of schools that are doing less well.
- 5.4.8 In Haringey, the current central School Standards Service is being restructured so that it accurately matches the demands of the new relationship with schools. This means ensuring that there is strong leadership of a team of credible professionals who can challenge and support on behalf of the local authority and ensure that our statutory duties are properly discharged.
- 5.4.9 Nationally, recruitment of credible school improvement professionals with outstanding school leadership experience is difficult. The current uncertainty about the role of the LA compounds the situation and may make it difficult to attract the best candidates who may perceive that there is more security in school positions, academy chains or private school improvement providers that work across a range of LAs. Therefore, should we fail to recruit sufficient candidates with a proven track record who can deliver robust challenge and swift improvement, we propose to supplement the service through the use of procured support from alternative providers.
- 5.4.10 We recognise that strong leadership, including governance is at the heart of good school performance and will ensure that these are high priorities, nurturing school leadership and build capacity for the future. Every school should have outstanding governance that is able to challenge, support and champion the school.
- 5.4.11 We are reviewing our support services to governors so that they are offered high quality opportunities that reflects their development needs at different stages from induction to more individualised support. We will work with schools to make sure that they recruit the governors that they need and the governors that they have are well supported and developed. This includes seeking strategic partnerships with business and other partners who can strengthen the quality and supply of governors.
- 5.4.12 Some Local Authorities have continued to offer other services to schools on a traded basis such as human resources, finance, payroll

and catering. The challenge for the Local Authority is to offer these services not only at a competitive rate but also to maintain a quality of service that supports schools in their journey to excellence. We intend to work with schools to develop criteria for measuring quality and only services that meet these criteria will be offered. We propose that the LA broker other arrangements through a framework of quality assured providers that schools can use if they wish to directly purchase support that meets their own identified needs.

5.5 Strategic Place Planning

5.5.1 LAs continue to be responsible for effective place planning so that there is a strong supply of places that meet demand and reflect local priorities, including encouraging the development of free schools and academies where additional places are needed.

5.5.2 The environment for school place-planning is becoming more complex as schools are becoming increasingly autonomous; the market less predictable as free school applications are approved in areas where demand is unproven (a recent example is a free school in Newham that was due to open in September that failed to attract sufficient parental preference); academies that may choose not to expand where there is demand and to expand where there is demand but risks to the viability of less popular schools; and maintained schools consider academy conversion to avoid expansion.

5.5.3 These factors apply to post-16 education as well as statutory school age education and have the added complexity of Studio Schools, University Technical Colleges and the impact of broader changes to further education establishments.

5.6 Funding

5.6.1 In April 2013 a new funding regime is being introduced nationally that makes fundamental changes to the way that resources are provided to schools for children with special and additional needs. The LA will lead this work in partnership with schools to make sure that our strategy to provide help early rather than later is maintained and the impact of funding changes is minimised on families. We will closely monitor the impact of these changes and the effects on inclusion, admissions, exclusion and requests for statutory assessment so that resources stay within the mainstream school system.

5.6.2 There must be complete transparency about the use of available funding to schools including the use of the Direct Schools Grant (DSG). The budget share of both the Direct Schools Grant (DSG) and Local Authority Central Spend Equivalent (LACSEG) is delegated directly to schools that choose to convert to academy status. For some schools nationally this has provided an incentive for conversion, particularly high performing schools. For schools that convert via the sponsored academy route, funding transfers to the sponsor via a funding agreement.

5.6.3 This report proposes that there should be a period of local consultation that considers whether there are further opportunities to delegate resources directly to schools, either individually or as groups. So that they too have the opportunity to decide on how they wish to purchase services and to make decisions based on highest quality and best value. Schools that wish to convert to academy status can continue to do so but for other schools, the financial incentive will be reduced as all schools, whatever their status will be treated similarly.

5.7 Local School Trusts

5.7.1 This paper sets out the changing landscape within which the local authority is developing its relationship with schools and some of the implications that a context of increasingly autonomous and self-improving schools might have for the more traditional delivery of services. These are compounded by the increasingly mixed economy of schools where some will have a relationship with either a sponsor or other partners of their choosing rather than the local authority.

5.7.2 Some Local Authorities are either developing the possibilities of setting up education trust arrangements that can accommodate this broad range of constituents and provide the separation that government policy is seeking, whilst maintaining collaboration between schools and the possibility for the efficient purchase of services that schools continue to value. The trust board would need to comprise a representation from the schools that are affiliated, the services that would be delivered through the partnership, and other partners who could contribute to sustaining high educational performance.

5.7.3 There has been broad interest in this approach from leaders and governors in Haringey schools and the Network Learning Community steering group comprising 6 leading HTs, (supported by senior officers) has already undertaken some preliminary work on a proposal. This may be an option that officers should explore more fully so that a proper options appraisal process can take place.

5.7.4 Schools that wish to pursue foundation status and become part of the trust would agree to work collaboratively with each other and partners and to develop an ethos and culture which reflect the purpose and values of the trust. The LA may be a partner in the trust and some services currently provided directly by the LA could be delegated to the trust to manage and deliver. Schools would be free to share costs, pool budgets and identify and secure the services that they believe they need to secure improvement.

5.7.5 For schools that might be required to consider sponsored academy status, evidence from other areas indicates that the trust in itself is unlikely to provide a viable structural solution as an alternative to conversion. Therefore the trust arrangement would need to include a robust arrangement that could be used for any schools requiring a sponsor – this might be through one school taking on the role of

sponsor or a 'preferred sponsor' from elsewhere that reflects local ethos and values.

5.7.6 It may be possible to include academies within the trust, some of which may be capable of sponsoring another school or another provider who could offer services and provide sponsorship for any school that would need to take this route.

5.7.7 Cabinet is asked to agree that officers complete work on the feasibility and legality of setting up a local trust arrangement.

5.8 Accountability

5.8.1 The Director of Children's Services (DCS) has professional responsibility for the leadership, strategy and effectiveness of local authority children's services and with partners, for securing the provision of services which address the needs of all young people, including the most disadvantaged and vulnerable. The Lead Member (Cabinet Member) for Children (LMCS) is responsible for ensuring that the needs of all children and young people and their families and carers are addressed and will work with local partners in order to do so.

5.8.2 Statutory guidance on the roles of the Director for Children's Services and Lead Member for Children (DfE 2012) recognises the challenges of fulfilling these roles within an increasingly diverse and autonomous education service sector. The guidance confirms the imperative that these postholders should work alongside headteachers, school governors, academy sponsors and principals to drive up education standards and are directly accountable for the following functions:

- fair access to schools for every child;
- taking rapid action in relation to poorly performing schools;
- development of robust school improvement strategies;
- promotion of high standards through school to school collaboration;
- delivery of National Curriculum and Early Years Foundation Stage;
- establish Schools Forum;
- responsibilities for staffing and governance of maintained schools where the LA is the employer
- home to school transport
- supply of strong schools
- promotion of high quality early years provision;
- access to sufficient leisure and recreational activities;
- promotion of young people's participation in public decision-making and influence local commissioning; and
- promotion of participation in education and training for young people aged 16-19 (19 LDD).

5.9 Conclusions

- 5.9.1 Provisional examination results across all age groups in Haringey for 2011-12 indicate that there has been real progress across all key stages both compared to 2010-11 and other comparators. These will be the subject of a more detailed report to Cabinet when final results are confirmed later in the year. In order to sustain these improvements, Haringey must establish an approach to school improvement that reflects statutory responsibilities but also enables the relationship with and between schools as partners to grow and develop. This report is intended to set the direction for the development of this relationship.
- 5.9.2 Nationally the picture continues to evolve and there are likely to be further changes in subsequent years as more schools convert to academy status, more free schools emerge and we have an increasingly mixed economy of provision. In recent years there have been sweeping changes to the powers of central government and the inspection framework and we cannot rule out further changes of this magnitude. At the current time, as far as can be reasonably predicted, the approach set out should withstand further change and promotes a dynamic and flexible relationship with schools.
- 5.9.3 Haringey's Education Commission 'Outstanding For All' has been undertaking its work and is due to report later in the year. The commission has developed a strong evidence base and will make recommendations that will secure longer term and sustained improvement. It is not anticipated that the basic direction set out in this report will be affected by these recommendations as they broadly reflect statutory obligations and the relationship issues that schools and other stakeholders consider to be important. However, a report to Cabinet will be made if the implications require significant shifts that necessitate further fundamental change.

6 Comments of the Chief Finance Officer and financial implications

- 6.1 The statutory School Improvement function is a responsibility of the Local Authority funded from the Council's General Fund. However, Haringey, like many other Local Authorities, has developed its 'School Improvement offer' into multi-purpose teams covering the spectrum of activities from statutory Intervention through challenge and on to Support and as such the staff discharging the function have been funded through a variety of mechanisms. This includes from traded income from schools and also, with the agreement of the Schools Forum, through the retention of the Dedicated Schools Grant (DSG) centrally.

In addition to the Local Authority's role in supporting and challenging schools, the LA will continue to have, for its maintained schools, oversight of schools' use of public money which includes consideration of value for money and the strength of schools' financial controls. This is achieved primarily through the work programme of the Internal Audit

function together with the LA's powers of intervention including, amongst other things, the removal of a governing body's right to a delegated budget.

- 6.2 The new funding arrangements will constrain still further the extent to which DSG can be retained centrally and may result in a situation where additional General Fund resources for statutory school improvement services may be required.
- 6.3 The evolving issues set out in this paper for the provision of school improvement and other school support strategies will need to be considered and addressed as part of the Children and Young People's budget strategy for 2013 including for the DSG.

7 Head of Legal Services and legal implications

- 7.1 The Head of Legal Services notes the content of this report and advises that there are no specific legal comments at this stage. If any recommendations flowed then we would need to consider specific issues, for example the setting up of a Local Schools Trust arrangement or developing a framework agreement of alternative service providers in compliance with EU Competition requirements on procurement etc. would need to be considered.

8 Equalities and Community Cohesion Comments

- 8.1 The proposals for the development of the future relationship with schools will need to explore the equality implications at the appropriate stages of the assignment. Aspects concerning elements such as: the Haringey School to Support System; the development of a Haringey's School Trust; all consultation events; and the impact of funding and resources, will need to take account of equality considerations. This should be done as an equality impact assessment either on individual tasks or as a collective assessment, to determine the impact on the protected characteristics. It is advisable to factor in at the start of the development areas where an equality impact assessment, or detailed equality considerations are required.

9 Head of Procurement Comments

N/A

10 Policy Implication

- 10.1 No specific changes in policy are proposed in this report as local practice is delivered within a national policy framework.

11 Use of Appendices
Appendix 1 - Education Vision

12 Local Government (Access to Information) Act 1985

Appendix 1

Education Vision – draft for discussion and consultation

Haringey Local Authority will be the champion of its children and families and will work in schools and other education providers to deliver an outstanding educational offer for all Haringey's children.

What will the achievement of this vision feel and look like and how will it be achieved?

Haringey will be a community where children, young people and their families are known to thrive and achieve. They will be ambitious and grow into confident, independent adults who make a difference in their families, communities and the wider world.

Children will be optimistic and excited by the possibilities of their future and use their education to enable them to achieve their aspirations. They will be able to compete with their peers whether in educational, artistic or sporting excellence. Haringey children and young people should have access the best education possible. Our overriding ambition is for the highest quality of educational opportunities offered to the children who are educated in our borough, and those we look after wherever they are educated.

We will be bold in our vision and invite school leaders and governors to commit themselves to working with us and our partners to delivering it for this and coming generations of Haringey children. We will work to achieve creative solutions rather than a 'one-size fits all' approach and will not rule out any option where it provides an opportunity for success. This means that we are focused on producing the best outcomes for children and young people and are prepared to go beyond traditional thinking and models of organisation and partnerships if that means our vision for children can be transformed into reality.

We will develop this role based on our longstanding partnership with our schools and use our wider influence to provide strategic leadership with partners and stakeholders.

Our children depend on our schools for the delivery of this vision. As partners with us we look to them to use their resources to ensure that children achieve the best outcomes. Strong schools build strong communities and we challenge our schools to be strong and autonomous and to work collaboratively to provide leadership in our communities. We are delighted when schools decide to remain as local authority schools but also welcome other providers to the Haringey family of schools with the same offer of support and challenge as to any publicly funded school based in our Borough.

We are determined that all of our schools are great schools and this means that our satisfactory schools will become good and our good schools will become outstanding. Our strong schools will support weaker schools so that the whole community of Haringey children and families benefit from their success.

We will support our schools on this journey to excellence and will offer services to schools that provide the best quality and value. Where we cannot do this ourselves we will work with schools to identify alternative providers as our children deserve nothing less than outstanding. We will focus on the areas where we can add most value and to discharge our statutory duties to the highest standards – this means that we will:

- ensure that schools receive effective challenge and support based on an intelligent understanding and interpretation of data;
- plan strategically so that we have a strong supply of local school places not just for now but for the future;
- maintain a strong supply of local governors who are supported to add value to their schools
- make sure that our support for vulnerable children is excellent.

We will have early conversations with school leaders and governors about emerging areas for improvement. We will act decisively to challenge for improved performance where we need to, always putting the interests of children first and acting with integrity and transparency in the use of our statutory powers.

We intend that Haringey will be known for the quality of its education and will develop, attract and retain inspirational leaders who share this determination that children that attend our schools have the best start in life, best teaching and great opportunities to develop as individuals. We will invest in and nurture school leadership and build capacity for the future. We believe that every school should have outstanding governance that is able to challenge, support and champion the school. We will work with schools to make sure that they recruit the governors that they need and the governors that they have are well supported and developed.