



Wards affected

All Wards – Corporate issue

EDUCATION AND LIFELONG LEARNING SCRUTINY COMMITTEE
25TH APRIL 2002

CABINET **22ND APRIL 2002**

**FROM THE PARTNERSHIP BOARD TO AN EDUCATION PARTNERSHIP
BOARD FOR THE CITY**

REPORT OF THE DIRECTOR OF EDUCATION

1. PURPOSE OF THE REPORT

- 1.1. This report sets out proposals for the transmutation of the current Partnership Board into a wider Education Partnership Board for the city. This board will also act as the education theme group of the Local Strategic Partnership (LSP) and as such be responsible for coordinating the education programmes supported by Neighbourhood Renewal Funds available through the LSP.
- 1.2. The report also sets out the steps to be taken to effect the transmutation and the broad remit of the new Partnership Board.

2. SUMMARY

- 2.1. The Partnership Board that was established as a result of the intervention of the Secretary of State will complete its work by August this year. It has been judged to have made an important contribution to the LEA's improvement programme.
- 2.2. The LSP has established education as a key priority for its work along with other community plan priorities. An ad hoc group based on the existing Partnership Board is currently acting as the theme group for the LSP and is developing proposals for an education programme.
- 2.3. A new Education Partnership Board could continue the strategic drive to improve quality and standards in education across the city. It could also bring together key stakeholders to ensure aspirations for a learning city are met. A transition needs to be made from the current arrangements to the proposed model over the coming months.

3. RECOMMENDATIONS

The Education and Lifelong Learning Scrutiny Committee is recommended to:

- a) Note and comment on the success of the Partnership Board in the recovery of Leicester City LEA;
- b) Comment and advise on the proposal to establish a new Education Partnership Board for the city to build on the success of the former Partnership Board.

The Cabinet is recommended to:

- a) Note and comment on the success of the Partnership Board in the recovery of Leicester City LEA;
- b) Support the proposal to establish a new Education Partnership Board for the city to build on the success of the former Partnership Board.

4. FINANCIAL AND LEGAL IMPLICATIONS

Financial Implications

- 4.1. The Partnership Board will have modest costs associated with its operation. The day to day costs and any costs associated with servicing the role of chair will be met from Education Department resources whilst other costs such as retreats and conferences will need to be planned in advance with contributions from partners.

b) Legal Implications

- 4.2. There are no legal implications arising from this report. The new Education Partnership Board will have only an advisory role in relation to LEA duties and responsibilities.

5. REPORT AUTHOR/OFFICER TO CONTACT

Steven Andrews, Director of Education, 2527700



SCRUTINY

10TH APRIL 2002

CABINET

22TH APRIL 2002

**FROM THE PARTNERSHIP BOARD TO AN EDUCATION PARTNERSHIP
BOARD FOR THE CITY**

Report of the Director of Education

SUPPORTING INFORMATION

1. REPORT

- 1.1. The Partnership Board was established following the intervention by the Secretary of State arising from the inspection of the LEA in 1999. The consultants OPM had recommended a package of measures to improve the performance of the LEA including the establishment of a Partnership Board and an associated Support Development Agency (SDA). The Partnership Board was established early in 2000 and was chaired by Professor David Hopkins. Its membership included local leading members from all three political parties, local headteachers and a number of people external to the LEA who had particular expertise to contribute to the improvement programme.
- 1.2. The remit of the Partnership Board was established by OPM and is set out in appendix one. After a consultation with stakeholders the Partnership Board redrafted its remit which is also set out in appendix one. Broadly the Partnership Board has added strategic drive to the improvement programme for the LEA. It has done this through a judicious combination of pressure and support to officers and members of the LEA.
- 1.3. The Partnership Board has been judged effective in its contribution to the LEA's recovery. The re-inspection of the LEA in 2001 found that "Leadership is now good... Members and the Chief Executive have been helped by the challenge and support provided by the Partnership Board and in particular by the high expectations and energy of its chair. Members are now given clear advice on policy formulation by officers and are provided with improving data to inform the decision-taking

process. There is cross party agreement on education priorities, and vital decisions on education, for example, to reorganise the standards and effectiveness division have been taken quickly and efficiently.” (para. 99 pp. 24-25). The Board has also carried out its own evaluation and set out some of the lessons to be learned from this intervention experiment.

- 1.4. The Partnership Board’s life is scheduled to end in August 2002. There has also been significant turnover in membership recently as key members of the Board have secured promotion to posts in other parts of the education service. Most significantly the Chair of the Partnership Board will be taking up the post of Head of the Standards and Effectiveness Unit at the DfES at the end of February. It is timely therefore to review the future of the Partnership Board and what needs to be put in its place to maintain the momentum of improvement and meet new challenges such as the establishment of the LSP.
- 1.5. The establishment of the Partnership Board was one of a series of innovations the DfES explored through interventions in LEAs following adverse OFSTED inspections. Over the last two years a number of partnership variations have been tried with differing balances of power between private and public agencies. The Partnership Board represents a public-public partnership where overall responsibility still rests with the LEA but is enhanced by external support from colleagues in other public agencies and organisations. The DfES continues to innovate in this area of policy and is interested in the next phase of the LEA’s development.
- 1.6. Since the Partnership Board was established the local authority has set up its Local Strategic Partnership. Professor Hopkins has represented education on the LSP and has made a presentation to it on the importance of language and literacy to the future success of the City. The local members of the Partnership Board, along with its Chair and the Director of Education have constituted an ad hoc group to act as the education theme group for the LSP. This group has been taking forward the requirement to establish an education programme for the next two years work of the LSP. There is clearly a need for a coherent education voice on the LSP and the Partnership Board concept lends itself to this role.
- 1.7. There are a number of roles that a new Partnership Board could fulfil:
 - Ongoing support and challenge to the LEA as a whole.
 - A coherent voice for education issues at the LSP as part of the city’s neighbourhood renewal strategy.
 - A strategic drive to ensure high quality across all providers through the maintenance of a relentless focus on teaching and learning.

- Articulate a common aspiration for a dynamic, thriving and multi-cultural city that celebrates its diversity and has education at its heart.
- 1.8. A new Education Partnership Board would need to bring together the key players in the education services across the city. It could also provide a forum to enable stakeholders with an interest in education to engage at a strategic level. Finally, there are a number of important strategic partnerships that cover different parts of the education service that would benefit from working within a wider overarching framework. A schematic representation of the Education Partnership Board and its relationship with the LSP is set out in appendix two.
 - 1.9. Some steps have already been taken in the transmutation from the current to the anticipated arrangements. The ad hoc sub-group of the Partnership Board has already established itself in relation to the LSP. However there needs to be a clear transit from the current arrangements to the new model. A potential route is set out at the end of appendix two. Over the next month a series of meetings and events will take place which will bring together the different agents in order to specify and then populate the new Education Partnership Board. A critical step is the determination of the final membership of the core Board, its relationship with the wider group of stakeholders and the appointment of a chair with credibility and commitment. Appendix two sets out some of the key groups who have an interest in the Education Partnership Board. There are clearly linkages to be made with the Education Strategic Board set up recently that brings together senior officers of the council. The linkages with the Leicester Children's Planning Partnership and its widening brief also need to be explored. Members of Cabinet and Scrutiny Committee may wish to give a view on how the core Board might best be populated.

2. CONSULTATION

- 2.1. The proposals have been discussed within the ad hoc group that is acting as the Education Theme Group for the Leicester Partnership.

3. FINANCIAL LEGAL AND OTHER IMPLICATIONS

a) Financial Implications

- 3.1. The Partnership Board will have modest costs associated with its operation. The day to day costs and any costs associated with servicing the role of chair will be met from Education Department resources whilst other costs such as retreats and conferences will need to be planned in advance with contributions from partners.

b) Legal Implications

3.2. There are no legal implications arising from this report. The new Education Partnership Board will have only an advisory role in relation to LEA duties and responsibilities.

c) Other Implications

OTHER IMPLICATIONS	YES/NO	Paragraph References within this report
School Improvement	Yes	1.7
Equal Opportunities	No	
Policy	No	
Sustainable and Environmental	No	
Crime and Disorder	No	
Human Rights Act	No	

4. RECOMMENDATIONS

The Education and Life-Long Learning Scrutiny committee is recommended to:

- a) Note and comment on the success of the Partnership Board in the recovery of Leicester City LEA;
- b) Comment and advise on the proposal to establish a new Education Partnership Board for the city to build on the success of the former Partnership Board.

The Cabinet is recommended to:

- c) Note and comment on the success of the Partnership Board in the recovery of Leicester City LEA;
- d) Support the proposal to establish a new Education Partnership Board for the city to build on the success of the former Partnership Board.

5. BACKGROUND PAPERS – LOCAL GOVERNMENT ACT 1972

Partnership Board papers and reports

APPENDIX ONE: REMIT OF THE ORIGINAL PARTNERSHIP BOARD

From the Partnership Board manifesto (April 2000)

Leicester City Partnership Board was set up to provide help and support to the city and its schools in their mission to secure high expectations, enhance the quality of teaching and learning, and raise the standards of achievement for all young people in the city. We have a responsibility to oversee the changes and improvements defined in the OfSTED Action Plan and by the seven Key Levers of the OPM (Office for Public Management) Report.

The seven levers in brief are:

- **leadership**, particularly by the Director of Education to create an education agenda within the City Council and with partners;
- **performance management** for the whole system at individual and organisational levels;
- **link advisers or similar** to intervene/support school performance and projected performance;
- external support for the development and use of **performance and ethnic monitoring data**;
- building **client side capacity** - to promote high expectations in schools of themselves, of the LEA and external providers - through the activities of a School Development Support Agency;
- a **Partnership Board** to add strategic drive;
- building **partnerships with communities** to generate processes in localities to support learning and raise educational expectations.

Revised remit taken from the first addendum to the Manifesto

At the July 2000 meeting, a slightly different role was proposed for the Partnership Board which concentrates effort on monitoring and support, rather than on initiating activity:

- monitoring the work of the Education Department and the implementation of the OPM report and OfSTED Action Plan;
- providing wise counsel and critical friendship to the Education Department and the LEA;
- scoping, supporting and evaluating the work on the School Development Support Agency and Development Groups;

- providing specific advice in areas where we have competence and the LEA has a need. Individual Board members each have a role to link with stakeholder groups such as governors, parents' groups, heads of primary, secondary and special schools, youth and community teams and to take on specific tasks such as literacy, Key Stage 3 teaching and learning and school improvement networks, as well as to progress the tasks arising out of working groups. Each member is also linked with a Development Group.

APPENDIX TWO: FROM THE PARTNERSHIP BOARD TO AN EDUCATION PARTNERSHIP BOARD

Exhibit 1: A Partnership Board and the Education Theme Group of the LSP

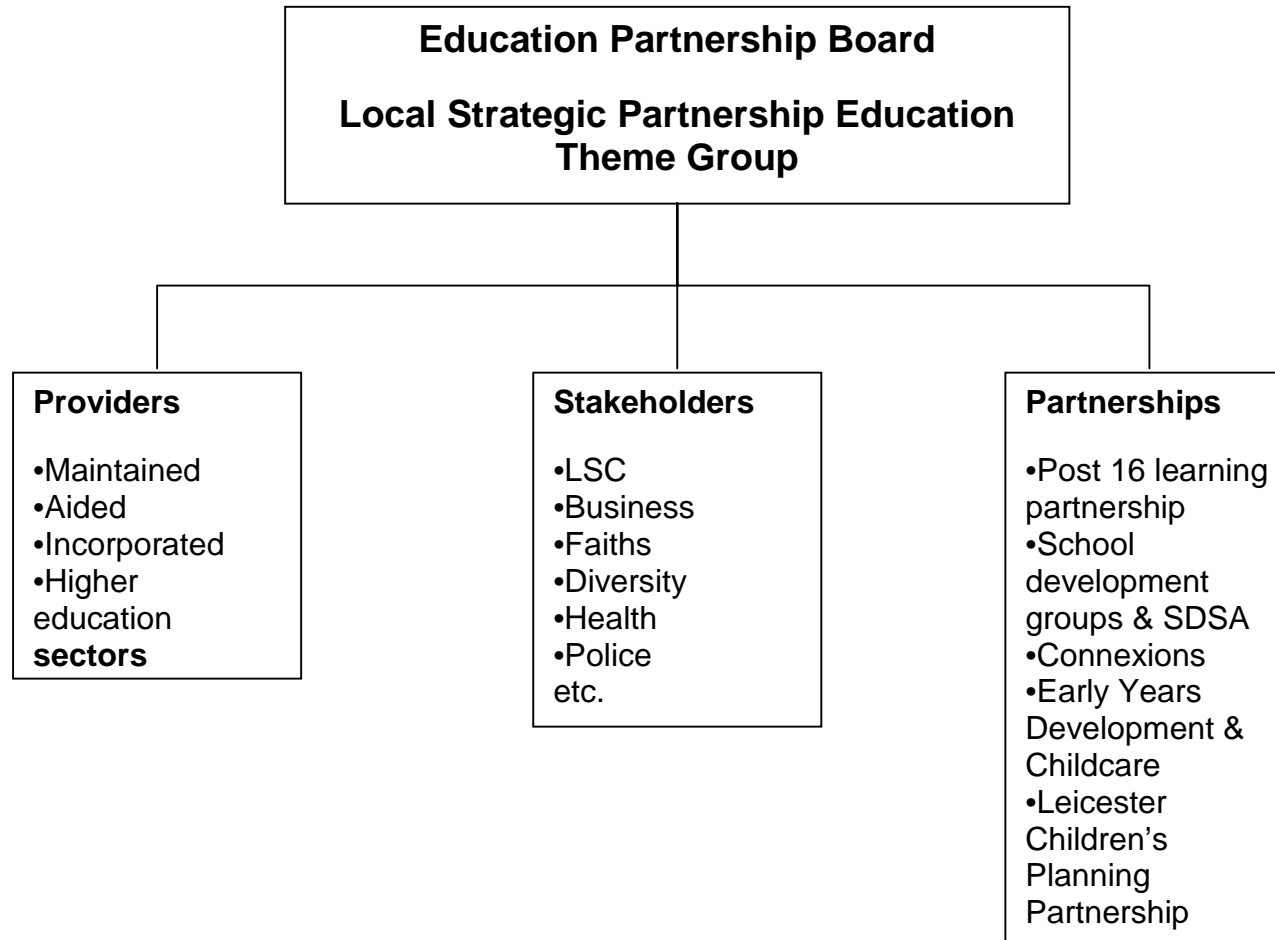
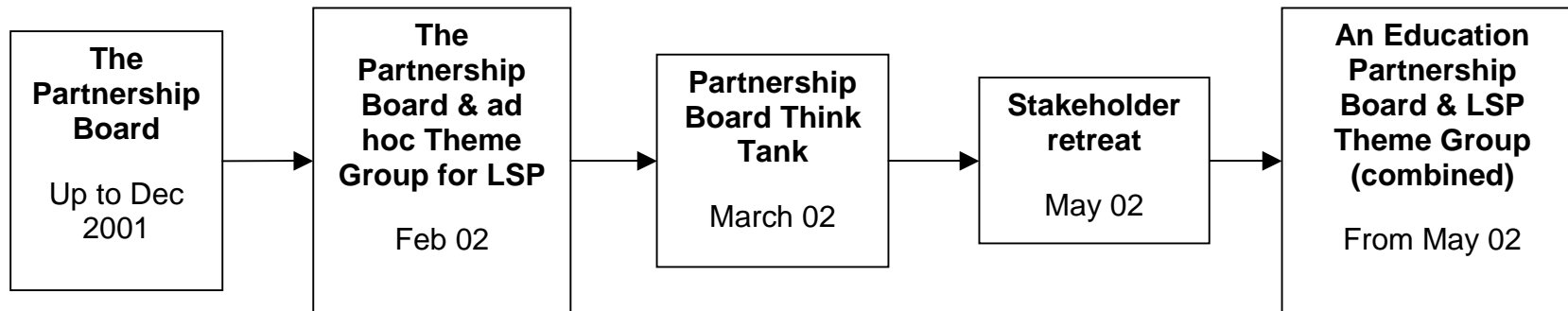


Exhibit 2: An outline timetable for transformation of the Partnership Board to an Education Partnership Board



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