

Report of: Corporate Director of People's Services

Meeting of:	Date:	Ward(s):
Children's Services Scrutiny Committee	3 June 2019	All

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SUBJECT: THE ROLE OF ISLINGTON'S SUPPLEMENTARY SCHOOLS

1. Synopsis

- 1.1 The purpose of this report is to give background to Mother Tongue and Supplementary Schools covered by the MTSS Partnership (MTSSP) in Islington.
- 1.2 The report will describe the groups that are currently funded, the funding process that has existed up to now and the work that the council has carried out to ensure that MTSSs provide a quality, safe service to residents.

2. Recommendations

- 2.1 To note the contents of this report.

3. Background

- 3.1 Islington is privileged to have a strong and vibrant voluntary and community sector, which lies at the heart of our ambition for a fairer borough. The Mother Tongue and Supplementary Schools provision in Islington plays its part in that ambition.

- 3.2 The MTSSP provision has been funded by Schools' Forum for a number of years and prior to that from other funding streams and aims to support the achievement of black and minority ethnic young people: by providing additional support in English, maths and other subjects; by raising self-esteem, confidence and promoting a sense of identity in young people through classes in mother tongue and culture; and by providing role models from students' own communities in the form of the teaching staff.

Each financial year, local community organisations, including school PTAs, have been invited to bid for a share of a funding pot from Schools' Forum to provide additional tuition and support at weekends and on weekday evenings to pupils throughout the academic year.

Funding for individual schools has been decided yearly by a commissioning panel consisting of representatives from the Cripplegate Foundation, from the Mother Tongue and Supplementary Schools Partnership and from the Schools' Forum along with representation from School Improvement.

19 MTSS providers were funded in 2016-17 to a total value of £151,360. Funding was also provided for the running of the Mother Tongue and Supplementary Schools Partnership – an oversight body providing focus and training for funded bodies.

- 3.3 Provision continues to be monitored termly. Providers are expected to target Islington residents and children attending Islington schools. Key priorities (strengthened through commissioning criteria for successful applications for funding) ensure that the organisation is legally constituted, has sound financial management, has robust safeguarding policies and procedures in place, and effectiveness is maximised through working in partnership, particularly with mainstream schools. Training is provided to MTSS staff throughout the year to support the quality of provision. Commissioning, monitoring, developing MTSS capacity and reporting on MTSS provision is coordinated by one officer on grade PO1. In this role the officer has ensured the following:

Safeguarding – Each Supplementary School has a designated safeguarding lead and a deputy. Leads have been offered Group 5 training by LBI provided by the ISCB This training repeated as necessary. Schools are robustly reminded of the need for their leads to attend.

Prevent – Specific Anti-Extremism training has been provided for Supplementary Schools in line with the training offered to community schools.

Monitoring - Provision is monitored termly.

Whistle blowing – All organisations have adopted whistle blowing policies as part of their terms of operation.

- 3.4 The training programme in the past has included sessions on: teaching and learning – good practice; Child Protection (Safeguarding) L1 & L2; First Aid; PREVENT; Health & safety at Work. There are also opportunities to regularly share good practice and resources through a Community Networking lunch, the International Mother Tongue Day event and through the MTSS Partnership, a registered charity that promotes effective MTSS provision across Islington's community organisations.

- 3.5 Due to significant cost pressures for schools including supporting children with Special Educational Needs and Disabilities (SEND) in Islington, Schools' Forum decided last year to reduce funding for MTSS in the period 2018/19 and provisionally decided to end it altogether in 2019/20. Due to the continuing cost pressures, Schools' Forum have now formally agreed to end the remaining funding in 2019/20. Beyond the end of March 2019 funding for MTSS from Schools Forum ended.
- 3.6 Children's Services as was decided to use a small MTSS underspend, a contribution from Communities and a small additional source to provide a one year only bridging fund so that some provision could continue along with Council oversight while organisations were signposted to alternative sources of funding for 2019-20. A bidding process was run as in previous years with a commissioning panel deciding on how a total amount of £60,000 was to be distributed. This figure is separate to the salary of the LBI oversight officer.

Through this interim period 12 MTSS providers (8 of whom are hosted by mainstream schools) are currently funded in 2019-20, providing additional tuition and support to over 800 pupils at a cost of £75 per pupil. More than 90% are Islington residents and/or attending Islington Schools.

Organisations receiving funding from the Council for this financial year only are;

- Arab Advice Bureau
- Bangla Education & Cultural Centre
- Czech School WB
- Eritrean Community UK
- Eritrean Youth Club
- Highbury Quadrant School Association
- Islington Somali Community
- Light Project Pro International
- Minority Matters - Currently funded
- Somali Education Centre
- St Antony Greek School
- Turkish & Kurdish Children Group
- MTSSP

Subjects to be taught are Mother Tongue (Arabic, Bengali, Czech, Greek, Somali, Turkish, Tigrinya); Core subjects (Maths, English, Science); and others (Art, ICT Music, Drama, Heritage

A number of voluntary and community organisations are also funded through other Council funding streams.

4. Implications

4.1 Financial implications:

In order to meet competing cost pressures (owing to national issues with school funding), a comprehensive review of all DSG funding allocation in Islington was undertaken during 2016/17 with Schools Forum and its sub-groups. This led to a number of proposals that were considered at Schools Forum in January 2018, including phasing out funding for MTSS.

The decision by Schools Forum in January 2018 was to reduce funding to MTSS settings by half (£80k) in 2018/19 and end it all together in 2019/20, to give settings time to source alternative sources of funding. In January 2019 Schools Forum confirmed their decision to end funding for MTSS in full in 2019/20.

In order to give settings additional time to secure alternative funding the Council has identified one-off resources to enable settings to be funded for a further 12 months.

4.2 Legal Implications:

The Public Sector Equality Duty requires the council to have due regard to the need to remove or minimise disadvantages, suffered by persons who share a relevant protected characteristic, that are connected to that characteristic, to take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it, to advance equality of opportunity and to encourage persons who share a relevant protected characteristic to participate in public life.

In so doing the Council will also need to have regard, amongst other matters, to its duty to have regard to the need to promote children's welfare under the *Children Act 2004* and its duty to keep the sufficiency of education provision in its area under review under the *Children and Families Act 2014*.

The Council must also have regard to the overriding duty placed on public authorities to act fairly, lawfully and reasonably in the exercise of their functions and powers.

4.3 Environmental Implications

There are no environmental implications

4.4 Resident Impact Assessment:

The council must, in the exercise of its functions, have due regard to the need to eliminate discrimination, harassment and victimisation, and to advance equality of opportunity, and foster good relations, between those who share a relevant protected characteristic and those who do not share it (section 149 Equality Act 2010). The council has a duty to have due regard to the need to remove or minimise disadvantages, take steps to meet needs, in particular steps to take account of disabled persons' disabilities, and encourage people to participate in public life. The council must have due regard to the need to tackle prejudice and promote understanding.

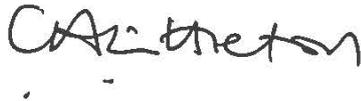
A Resident Impact Assessment has not been completed because there are no council decisions or recommendations from this report other than to note the contents. Officers will work to ensure that eligible supplementary schools are fully signposted to sources of funding to replace current funding for the next period – 2020-21.

Background papers

- None

Final report clearance:

Signed by:



Corporate Director, People

Date 17/05/2019

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