



#plymcabinet

Democratic and Member Support

Chief Executive's Department
Plymouth City Council
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Cabinet

Supplement pack

Tuesday 16 January 2018
4.00 pm
Council House, Plymouth

Members:

Councillor Bowyer, Chair
Councillor Nicholson, Vice Chair
Councillors Mrs Beer, Mrs Bowyer, Darcy, Downie, Jordan, Michael Leaves, Ricketts and Riley.

Please find enclosed supplements for agenda point 11.

Tracey Lee

Chief Executive

Cabinet

II. Plan for Education (to follow):

(Pages 1 - 14)

PLYMOUTH CITY COUNCIL

| | |
|-------------------------|--|
| Subject: | Plan for Education in Plymouth to 2020 'Achieving Excellence for all' |
| Committee: | Cabinet |
| Date: | 16 January 2018 |
| Cabinet Member: | Cllr Beer, Cabinet Member for Children and Young People |
| CMT Member: | Carole Burgoyne, Strategic Director for People |
| Author: | Judith Harwood, Assistant Director Education, Participation and Skills |
| Contact details: | Tel: 01752 307465 Email: judith.harwood@plymouth.gov.uk |
| Ref: | JAH.JEG (CAB) 11 (07/12/2017) |
| Key Decision: | No |
| Part: | I |

Purpose of the report:

The Council has set out a clear and persuasive case for the importance of education within the Plymouth Plan. Government policy over recent years has radically impacted on the role of local authorities in respect of education, with more schools moving to academies.

The Plan for Education guides the strategic ambition and direction for the City Council in respect of education. The purpose of this document is to set out the options for the future shape of the Education, Participation and Skills Department in light of government policy, Council strategy and the statutory requirements placed on the Department.

Educational standards over recent years in Plymouth have shown some variation. However, in general, attainment has been below average for at all key stages and by the end of KS4, results remain below the national average in terms of attainment and progress. At Post-16 the percentage of pupils achieving three or more 'A' Levels grades A*-E is also below the national average. The new arrangements would secure the long-term commitment to schools and to support the work of the Plymouth Education Board in raising aspiration and attainment in the city.

The Plan on a Page (attached) clearly sets out the key plans and expands on the policy areas in the Plymouth Plan and Joint Local Plan.

The 5 areas are:

- Attainment/standards. Aspiration is a priority for the Children's System Design Group (Children's Partnership) and delivered through the Plymouth Education Board.
- Planning for pupil growth – a plan to develop capital need
- SEND – developing an improved, integrated system¹
- Skills/STEM – how are we educating and preparing the workforce of the future?
- Creating a strong system through partnership.

¹ SEND transformation is set out in the SEND Strategy

As a suite of plans the Plan for Education outlines how, alongside partners, we will champion better outcomes for children, commission the right support to meet the additional or special needs of children and convene partnerships to create sustainable and effective systems leadership. It is a plan that is supportive of agendas concerned with people and place: improving educational outcomes is a critical element of the city's growth agenda and the health and well-being of residents. The Plan necessarily includes a section on the physical infrastructure required to underpin our ambition. Behind this strategic plan sits a self-evaluation statement and a more detailed operational plan that guide the work of individual teams.

The Council Corporate Plan 2016/19:

Growing

- Provides sufficient education facilities for the growing number of young people in Plymouth to improve their education and employment opportunities.
- Provides the appropriate support for young people with SEND as an integral part of the city's top performing education system.

Caring

- Provides improved facilities that ensure children and young people are safe and confident in their communities, narrowing the gap in equality of access, helping them take control of their lives and communities.

Plymouth Plan

- Supports the growth and development of the city by ensuring we have sufficient school places available in the City.

Implications for Medium Term Financial Plan and Resource Implications, Including finance, human, IT and land:

All financial commitments would be met from within the Education, Participation and Skills revenue budget, the Dedicated Schools Grant or from schools buying back services which support their future progress.

Other Implications e.g. Child Poverty, Community Safety, Health and Safety and Risk Management:

Sufficiency of early education and school places in more disadvantaged neighbourhoods are a particular focus to ensure that families experiencing poverty can access high quality places close to their home.

This will then enable access to high quality provision to improve their education and employment opportunities.

This meets the priority in the Child Poverty Action Plan of narrowing the attainment gap.

Equality and Diversity:

Has an Equality Impact Assessment been undertaken? Yes

Recommendations and Reasons for recommended action:

That Cabinet approve the attached report and endorse the Plan on a Page to enable the further work to continue with schools and partners.

That Cabinet endorse that educational attainment is a priority area for the Council and support the development of a robust plan by the Plymouth Education Board alongside the DFE.

Alternative options considered and rejected:

The Council could be failing in its statutory duty to provide sufficient places in schools for parents and pupils within the city if it chose not to work with schools and partners on pupil place planning across the city.

The Regional Schools Commissioner has an expectation that the Local Authority will understand progress and attainment of all schools in the city and the work of the new Plymouth Education Board is a priority for the City. In addition, the LA will continue to have the ability to issue warning notices to maintained schools as necessary as will the Regional Schools Commissioner for all schools.

Published work / information:

Background papers:

| Title | Part I | Part II | Exemption Paragraph Number | | | | | | | |
|-------|--------|---------|----------------------------|---|---|---|---|---|---|--|
| | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
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Sign off:

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|---|----------------------|-----|-----------------------------|------------|------------------|----|-----|--------|---------|----|-----|---------------|-----|
| Fin | djn 17 18.15 2 | Leg | lt/29 588/ 1312 17 | Mon Off | lt/dvs/2 9588 | HR | N/A | Assets | N /A | IT | N/A | Strat Proc | N/A |
| Originating SMT Member: Judith Harwood | | | | | | | | | | | | | |
| Has the Cabinet Member(s) agreed the content of the report? Yes | | | | | | | | | | | | | |

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PLAN FOR EDUCATION IN PLYMOUTH TO 2020

‘ACHIEVING EXCELLENCE FOR ALL’



Introduction

The Plan for Education comprises five key plans and expands on the policy areas in the Plymouth Plan and Joint Local Plan.

The 5 areas are:

- Attainment/standards. Aspiration is a priority for the Children’s System Design Group (Childrens’ Partnership) and delivered through the Plymouth Education Board.
- Planning for pupil growth – the plan on capital need
- SEND – developing an improved, integrated system
- Skills/STEM – how are we educating and preparing the workforce of the future?
- Creating a strong system through partnership.

As a suite of plans the Plan for Education outlines how, alongside partners, we will champion better outcomes for children, commission the right support to meet the additional or special needs of children and convene partnerships to create sustainable and effective systems leadership. It is a plan that is supportive of agendas concerned with people and place: improving educational outcomes is a critical element of the city’s growth agenda and the health and well-being of residents. The Plan necessarily includes a section on the physical infrastructure required to underpin our ambition. Behind this strategic plan sits a self-evaluation statement and a more detailed operational plan that guide the work of individual teams.

The Vision: We will provide vibrant, effective and modern educational settings that enable our children and young people to develop as active citizens in the community and enjoy a good quality of life in a dynamic and modern economy.

The Approach: Our work will encompass three key roles for the local authority. We will champion the interests of parents and pupils by monitoring and challenging the work of all providers and schools. Through our stewardship, parents and pupils will have their voices clearly heard and their interests effectively met. We will commission a range of services and educational provision from a range of providers, including early years’ settings, schools and health, as a means of securing improved outcomes for all learners. As a convenor we will promote and organise ways in which schools and the LA can collaborate and work in partnership with providers to secure improvement through networks and cooperative trusts. Through integration, where feasible we will promote a shared vision of aspiration and reduce inequality.

We recognise that public accountability for those who work in schools has never been greater and that all educational settings are under increasing pressure to reach ever-higher outcomes.

We all accept that there is no room for complacency: standards are improving only variably and need to improve more quickly. Head Teachers know that expectations are rising and are working in a system where autonomy is to be earned, enjoyed and embraced, but they know that being isolated is not ideal. External support from and collaboration between schools and MATs, can accelerate improvement and remove barriers. In Plymouth, the Local Authority and schools acknowledge the shared responsibility for the outcomes for all children and young people and ‘blended’ approaches to improvement are now well embedded. The new system requires different leadership and a new

relationship and to be sustained it must adapt approaches to support, challenge and intervention and use available resource creatively and dynamically. A consequence of this new shared approach is the establishment of the Plymouth Education Board, Chaired by the Chief Executive of Plymouth City Council. Membership includes Officers of the Council, representatives of Academies and Multi Academy Trusts, Maintained Schools, Regional Schools Commissioner's office, Higher Education and Further Education.

Our context

Plymouth has a diverse educational estate with 99 schools and 125 private, voluntary and independent early years' settings. 45 childminders are registered to provide early years' education and care. There are 69 primary schools (includes 3 infants and 3 juniors), 2 nursery schools and 8 special schools including a pupil referral service. There are 19 secondary schools, all with post 16 provision, with diverse offerings, including grammar schools. In addition, we have one all through primary/secondary free school.

Educational standards over recent years in Plymouth have shown some variation. However, in general, attainment has been below average for at all key stages and by the end of KS4, results remain below the national average in terms of attainment and progress. At Post-16 the percentage of pupils achieving three or more 'A' Levels grades A*-E is also below the national average. We are currently seeing the need to stabilise the evolving new system with standards at KS4 in particular continuing to decline, in some cases rapidly. The Plan for Education represents a significant move towards creating a coherent and high performing education system.

In terms of disadvantaged pupils, the data highlights the fact that disadvantaged pupils attain less well than non-disadvantaged pupils. This is true from the end of Reception Year to the end of KS4. Attainment of children with special educational needs or disabilities performance data shows that pupils attain less well than non-SEND pupils.

With regards to Looked after children, while remaining significantly below national averages, KS1 and 2 cohorts showed an improvement in attainment compared to 2016. At KS4, 70% of students achieved an English or maths qualification of some kind.

Destinations data for the city shows that the percentage of pupils in education, training or employment post-16 is on a rising trend with the latest figures showing that 95% of pupils secure employment with training or taking a place in further education.

In terms of the quality of provision, 100% of children attend a good or better nursery; 84% of pupils attend good or outstanding primary schools and 65% of pupils are educated in secondary schools judged to be at least good. In addition, a number of secondary schools are awaiting inspection and the data suggests vulnerability. 100% of special schools are good or outstanding. Absence and exclusions are rising across the city as is complexity of need. Social, emotional and mental health needs are a predominant category of special need. The number of children in elective home education is rising as are safeguarding concerns and complaints.

Strategic partnerships

PCC has adapted well to the changing educational philosophy and has actively supported school run organisations and accountability by:

- Having LA representatives sit on the Boards of the Plymouth Learning Partnership (PLP), the Plymouth Teaching School Alliance (PTSA), Plymouth Excellence Cluster (PEC), Plymouth School Sports Partnership (PSSP) and CATERed.

- Establishing CATERed, a co-operative trading company. The company is jointly owned (49% schools and 51% Council) and is run as a co-operative trading company with all surpluses reinvested back into the Company to be used for its ongoing development and management of the school kitchens and services to children. 51% of the company is the Council, but the company is not funded by the Council. The company operates using schools' budgets which they have, for the last three years, "pooled" in an entirely altruistic, shared and co-operative manner to support each other for the greater good of all schools and all pupils. CATERed was created to ensure that children and young people in schools across the City could have access to high quality food whatever their background or school they attended. With reductions in public spending 'blending' our joint resources is one way of securing the vital frontline services that vulnerable children and families require.
- Working in partnership with the PTSA, where school-to-school support is targeted to ensure performance issues are tackled effectively. Support is provided for all schools including academies. Schools Forum has invested £1.35m over 2012-2018 of unallocated DSG to fund PTSA which is providing the resource to secure school-to-school support. The LA has been working in closer partnership with PTSA over the last four years and schools that have been supported during this period have shown improved performance over time. In many cases, the rate of improvement has been greater for supported schools than non-supported schools in the city.

The plan on a page attached illustrates the priority areas of our work and the actions that have been identified and are being undertaken.

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PLAN FOR EDUCATION ON A PAGE

What we will do:

STANDARDS – the Class of 2020

We will work within the new education system to champion children, young people and their families. Schools will be supported and challenged to raise educational standards of attainment across the city.

Plymouth City Council will :

- Facilitate and coordinate the Plymouth Education Board
- Support a school improvement system that is led and driven by schools and act quickly to challenge any underperformance in schools and secure improvement.
- Advocate and secure inclusivity so that we effectively meet the needs of all our learners in the city
- Focus on system leadership that increases the proportion of pupils educated in high performing schools and settings

Schools will:

- Increase the proportion of children reaching a Good Level of Development at the end of Reception Year
- Increase the proportion of pupils gaining a good GCSE in English and maths to exceed national averages
- Reduce the gaps in attainment between disadvantaged and non-disadvantaged pupils by 50% at the end of KS4
- Raise the attainment of boys by 10% by the end of KS4
- Increase the achievement of pupils with special educational needs

CAPITAL – the learning spaces we're building

We will support better outcomes for children and their families through the provision of high quality learning environments and access to schools.

We will:

- Provide sufficient school places as an integral part of the city's education system ensuring that children achieve better qualifications
- Help to address the growing need for additional facilities for all children, using resources efficiently
- Provide improved facilities that ensure children and young people are safe and confident in their communities, narrow the gap in equality of access and help them take control of their lives
- Support the proposed major developments in the Plymouth Plan which plans to provide new housing, new investment and infrastructure
- Plymouth City Council will support the condition/maintenance of Local Authority school buildings taking into account Health and Safety/safeguarding and breakdowns.

SKILLS – achieving economic potential

We will coordinate information and advice guidance to ensure that all our young people are well informed to pursue careers of choice, backed by an education system that provides opportunity through:

- The delivery of the STEM Plan
- Helping young people link to and access local jobs and careers
- Increasing the number of young people entering apprenticeships
- Having in place a system of education and training that provide a coherent and clear path of progression from early years to FE, HE and employment post 16
- Supporting the full participation of young people and their progression to sustainable employment by building partnerships between employers, schools, Colleges and settings.

How we will do it:

Through PARTNERSHIPS – with schools, settings, industry and health.

Plymouth City Council will convene and support partnerships in order to champion better outcomes for children and their families and ensure the needs of all are met.

Work with schools and Teaching School Alliances to ensure school to school support is well-coordinated and effective PCC will:

- Use the Plymouth Education Board to bring parts of the school improvement system together effectively (including liaison with the RSC office)
- Participate in and drive the priorities of the Plymouth Children Safeguarding Board through timely support and challenge for schools and settings
- Support the integration of education, well-being and health outputs to achieve better outcomes for children
- Bring Multi Academy Trust and maintained school leaders together to address improvement in schools
- Develop, through the Children's Partnership System Design Group, an education offer that raises aspiration and opportunity from early years and is on-going.
- Work with schools to develop effective advice and guidance with existing and new partners and ensure that aspiration and opportunity is met.
- Work with the Police, other agencies and schools to create the right conditions to address radicalisation, extremism and implement the Prevent programme
- Support a pan regional dialogue that brings coherence to work in schools on SEND, place planning, inclusion, transport, skills and admissions.
- Work with FE and HE to ensure the ongoing development of skills.

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EQUALITY IMPACT ASSESSMENT

Education Participation & Skills



STAGE 1: WHAT IS BEING ASSESSED AND BY WHOM?

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| <p>What is being assessed - including a brief description of aims and objectives?</p> | <p>This EIA assesses the Education, Participation and Skills Transformation: Plan for the Department – Options for the Future. Recommending a preferred option for the future of the Education, Participation and Skills Department. The document sets out the options for the future shape of the Department in light of Government policy, Council Strategy and the statutory requirements placed on the Department. The Plan will show how the Department will achieve the Council’s ambition within available resources.</p> <p>Positive Impacts:</p> <ul style="list-style-type: none"> • Plymouth city council can demonstrate a positive impact on the future of children and young people in the City by supporting an education system that is flourishing and delivering high quality outcomes. • The Council can deliver on its statutory responsibilities and its ambition set out in the Plan for Education. The Plan for Education 2020 remains the critical statement of intent and ambition of Plymouth City Council. • In addition to statutory functions, work with schools to agree a partnership or range of partnerships to deliver key priority and beneficial functions, with shared risk and reward. • Would maximize the Council’s influence on education in the City. • The Department of Education, Participation and Skills is sustainable – the role and expectations of the Department must match with the budget available • The Department has a balanced approach to risks and potential liabilities, bearing a share of these within a partnership approach, but not exposing the Council to significant future potential costs. |
| <p>Author</p> | <p>Jayne Gorton</p> |
| <p>Department and service</p> | <p>Education, Participation and Skills</p> |
| <p>Date of assessment</p> | <p>20/10/17</p> |

STAGE 2: EVIDENCE AND IMPACT

| Protected characteristics (Equality Act) | Evidence and information (eg data and feedback) | Any adverse impact See guidance on how to make judgement | Actions | Timescale and who is responsible |
|--|---|---|---------|----------------------------------|
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| Age | There are 38,965 children in the City between nursery and 19 years old | No adverse impact is expected. The preferred option is designed to facilitate delivery of the Plan for Education. | Facilitating partnerships so that all children, young people and their families in Plymouth have the best access and opportunities | |
| Disability | 16% have an additional need / SEND | No adverse impact is expected. The purpose of the Department includes convening collaborative relationships on all aspects of education to secure outstanding provision, widen opportunities and promote inclusion and equalities. | Commissioning for those with additional need or vulnerability and alternative provision | |
| Faith/religion or belief | Data sets relating to faith/religion are not recorded centrally. | No adverse impact is expected. | Parents and pupils will have their voices clearly heard and their interests effectively met. | |
| Gender - including marriage, pregnancy and maternity | 49% are Female | No adverse impact is expected. | Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people | |
| Gender reassignment | Data sets are not recorded centrally. | No adverse impact is expected. | Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people | |
| Race | 78% are White British | No adverse impact is expected. The Department will continue | Discharge our statutory responsibilities in a way | |

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| | | to collate racist incident reports from schools. | that supports local schools to deliver the best outcomes for children and young people | |
| Sexual orientation - including civil partnership | Data sets are not recorded centrally. | No adverse impact is expected. | Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people | |

STAGE 3: ARE THERE ANY IMPLICATIONS FOR THE FOLLOWING? IF SO, PLEASE RECORD ACTIONS TO BE TAKEN

| Local priorities | Implications | Timescale and who is responsible |
|---|---|----------------------------------|
| Reduce the gap in average hourly pay between men and women by 2020. | The Plan for Education is supportive of agendas concerned with people and place: improving educational outcomes is a critical element of the city's growth agenda and the health and well-being of residents. Destinations data for the city shows that the percentage of pupils in education, training or employment post-16 is on a rising trend. | |
| Increase the number of hate crime incidents reported and maintain good satisfaction rates in dealing with racist, disablist, homophobic, transphobic and faith, religion and belief incidents by 2020. | To provide vibrant and effective educational settings that enable children and young people to develop as active citizens and enjoy a good quality of life in a productive and resilient economy. The Department will continue to collate racist incident reports from schools. | |
| Good relations between different communities (community cohesion) | Convening collaborative relationships on all aspects of education to secure outstanding provision, widen opportunities and promote inclusion and equalities for children and young people in the City. | |
| Human rights Please refer to guidance | The right to an education: In terms of quality of provision, 85% of pupils attend good or outstanding primary schools and 71% of pupils are educated in secondary schools judged to be at least good. | |

STAGE 4: PUBLICATION

Responsible Officer Judith Harwood

Date

Director, Assistant Director or Head of Service