

Plymouth Standards Partnership Recovery and Improvement Plan (August 2020)

Aim: To compile and implement a robust recovery plan that incorporates renewed focus on the breadth of school improvement, alongside clear strategies to address the 'new' needs of disadvantaged and SEN/D pupils and specific aspects arising from the COVID-19 crisis and the return to full-time schooling.

Strand 1
Renewed focus on
School Improvement

Strand 2
Meeting the 'new' and existing needs of
disadvantaged and SEN/D pupils

Strand 3
COVID-19 specific issues for
schools, individuals and services

Overarching Key Performance Indicators (KPI):

- School leaders demonstrate commitment to the PSP Recovery and Improvement Plan through the memorandum of agreement/understanding.
- Effective due diligence, strategic planning and implementation of improvement strategies in all schools, supported by the LA, PC and TSSW, results in improving outcomes for all pupils and an increase in schools (academies and maintained schools) judged to be good or better by Ofsted (when routine inspections return).
- The elements that contribute to a self-improving school system (including specific workstreams) are re-established, relaunched and implemented at all levels.
- Established projects that are proven to impact positively on the outcomes for disadvantaged pupils are reinstated and expanded.
- Schools are supported to determine and implement specific interventions that will narrow the gap in learning for their disadvantaged pupils.
- All schools have ready access to national and local guidance to facilitate safe practice during each phase of the repopulation of schools and future operations.

Key: *PEB* – Plymouth Education Board *PSP* - Plymouth Standards Partnership *PLA* – Plymouth Local Authority *PC* – Plymouth Commission *TSSW* – Teaching Schools South West *RSC* Regional School's Commissioner

Strand 1 – KPI

School improvement visits to Primary, Secondary and Special Schools by PLA officers, the Office of the RSC, PC contractors and NLEs deployed through TSSW provide evidence of:

- Robust, accurate and precise self-evaluation in all schools;
- Aligned and prioritised improvement and implementation plans, linked to SEF, using evidence-based school improvement strategies to achieve pre-defined impact;

Strand 2 - KPI

The gap between the outcomes for disadvantaged pupils and their non-disadvantaged peers is amongst the highest in the country.

Re-establish and build upon successful projects that have a proven positive impact on narrowing the attainment gap for disadvantaged pupils

- Restate the underlying causes of deprivation in the city to as a means to:
- understand unique and common challenges faced by the city

Strand 3 - KPI

All schools receive effective communication about managing the COVID-19 restrictions, including government and PLA guidance:

- Signposting school leaders to all relevant documentation;
- Maintaining safe working practices for pupils and adults in the school environment;
- Safeguarding pupils being educated at home;
- Additional support for vulnerable families
- MAT CEO and LA schools meetings to continue

| Strand 1- contd | Strand 2 – contd | Strand 3 - contd |
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| <ul style="list-style-type: none"> - Supporting links and external relationships that underpin the self-improving school system <p>The developing elements of the self-improving school system are re-established:</p> <ul style="list-style-type: none"> - Activity and accountability is defined for schools through a cross-agency agreement - Networks, leadership training and coaching resumes - School-to- school support is reinstated - The work of the PLA and PC resumes - The development of a strategy group to oversee the implementation of the PC workstream - The TSSW offer (including and launch of traded services commence <p>The activity of specific workstreams and support mechanisms, such as the PLA, PC and the work of the TSSW and are reinstated and seen to have a positive impact on school improvement by:</p> <ul style="list-style-type: none"> - Implementing the graduated approach to inclusion - Providing individual school support - Sharing best practice and examples of evidenced based change - Brokering training for school leaders | <ul style="list-style-type: none"> - target and evaluate intervention with greater accuracy - Revisit the aims, activity and outcomes of the Plymouth Oracy Project and through PC, extend for secondary pupils. - Establish/re-establish guided reading in all schools (including secondary through PC) <p>Schools are supported to utilise existing and any additional pupil premium/disadvantaged funding to achieve greatest positive impact and prevent disadvantaged pupils from falling further behind:</p> <ul style="list-style-type: none"> - Supporting individual schools to develop an evidenced based plan (an implementation strategies) to best meet the needs of their pupils - Providing examples of best practice for supporting pupils entering Y1, Y7, Y11 and Y13 - Supporting nurseries and Early Years settings to address the additional challenges faced by the youngest children - Early Years team provide advice and guidance for implementation of the Early Years support package to help close the gap in language acquisition - Supporting headteachers to utilise the post-Covid ‘Catch-up Premium’ to best advantage by sharing good practice within and beyond the city; facilitating the sharing of good practice between Trusts - Providing focused support for Looked After Children and (if funding is extended) those on the Child Protection Register | <ul style="list-style-type: none"> - communicate and implement temporary changes to EHC assessments and plans - POD hosted communication platform to support reopening and ongoing advice and guidance - Ongoing dialogue with school leaders to ensure that advice is relevant and required <p>Schools are supported to meet the government expectations for repopulating schools:</p> <ul style="list-style-type: none"> - Reception, Year 1 and Year 6 (01 June 2020) - Year 10 and Year 12 (15 June 2020) - Special School pupils (by priority) - Alternative Provision to mirror mainstream - Other year groups (as per government timeline) - Whole school opening (Sept 2020) <p>by:</p> <ul style="list-style-type: none"> - signposting medical and public safety advice - providing risk assessments and planning support at each phase - reviewing risk assessments and securing additional support - providing guidance on statutory responsibilities that have changed as a result of COVID-19 eg. attendance coding - sharing good practice and ideas for effective implementation of government guidance - POD hosted communication platform to support reopening and ongoing advice and guidance - Weekly TEAMS surgery for Headteachers with PLA officers - PLA manned inbox for Headteacher questions to be answered and shared daily |

| Strand 1- contd | Strand 2 - contd | Strand 3 - contd |
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| <ul style="list-style-type: none"> - Supporting school improvement at MAT level - Addressing city-wide issues that impact on the school improvement of individual schools eg. mobility and disadvantage - Improving communication and collaborative working with all schools regardless of designation by establishing a culture of working together <p>Data sharing is used to establish patterns of performance and need across the city, securing collaborative school improvement practice and support:</p> <ul style="list-style-type: none"> - TSSW performance data sharing initiative is utilised by all schools (removing the need for the PLA analysis of first release information) - Identification of city-wide improvement needs and establishment of collaborative activity to address specific issues – eg. Emerging issues from the data book for EYFS, KS1, KS2 and KS4 <p>Support schools in their preparation for Ofsted visits and when Ofsted inspections resume</p> <ul style="list-style-type: none"> - PLA to continue to provide briefings from Ofsted on the new framework. - TSSW to provide support for senior and middle leaders for effective inspection preparation - Support for schools experiencing the Ofsted non-judgement visits throughout the autumn 2020 term | <ul style="list-style-type: none"> - Case studies of effective intervention provision modelling operational solutions are shared with all Plymouth Schools <p>Special Schools and the parents/carers of children with special educational needs/disabilities are supported to achieve a safe and appropriate return to full time schooling:</p> <ul style="list-style-type: none"> - Educational Psychology service circulate support for pupils, parents/carers and teachers to address anxieties around return to school, subsequent behaviours and appropriate interventions - If additional funding is made available from the government, schools are supported to find appropriate alternative provision for pupils with behavioural or health issues - SEN team to work with schools to appropriately identify pupils for whom attendance at school is a priority (due to key transitions/life chances/development). - SEN team to work with schools and parents/carers to ensure that home tuition and therapies that can take place at home are available for children with SEN/D who are unable to attend school. <p>Services and provision that addresses the needs pupils (other than when at school) are expanded where possible and facilitators work collaboratively to best meet the needs of disadvantaged and vulnerable pupils:</p> | <p>Schools with additional challenges that could hamper a return to full-schooling, are offered Leadership support to ease the transition:</p> <ul style="list-style-type: none"> - DFE support for named schools that fit their criteria for additional support - PLA support for schools that have been identified by PLA as having additional challenges (eg. new or absent Headteacher) <p>Schools are supported to address practical challenges that inhibit effective schooling for individuals, class groups or the school as a whole:</p> <ul style="list-style-type: none"> - Education Welfare Officer support for schools with high levels of absence and supporting the 'At Risk' pupils - Supporting schools with low levels of 'take-up' from vulnerable pupils - Establishing a means for colleges to identify students with additional English and Mathematics needs - Providing estates and Health and Safety advice and support for schools struggling to make the environment safe <p>Summer 2020 school leavers are supported to engage in further education, employment or training to prevent high levels of 'NEET' by:</p> <ul style="list-style-type: none"> - Publicising access to the Youth Hub to support school leavers (Y11 and Y13) into academic and vocational training; traineeships and apprenticeships; jobs and work experience |

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| | <ul style="list-style-type: none"> - Re-establishing the Early Help Creative Solutions Panel to support the EHAT process. - Out of hours digital access is available to all disadvantaged pupils - Information about summer school provision and childcare provision is made available to all schools to ensure parents understand how and where provision is available. | <ul style="list-style-type: none"> - Supporting schools to respond to parental challenges appertaining to centre grades and Ofqual standardisation - Supporting schools to navigate the Autumn 2020 examination series <p>Schools are supported through a period of challenge, in respect of staffing by:</p> <ul style="list-style-type: none"> - Limiting or consolidating requests for information by the Council and the Department for Education - Providing summary information of key documents related to government guidance - Public sharing of frequently asked questions and documents to support the September opening and operational changes - Supporting the use of volunteers by providing guidance material and HR advice to schools - Brokering links between schools |
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