

Education, Participation & Skills (EPS)

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Changed Education Landscape: The role of Plymouth City Council in respect of Education, Participation and Skills:

- Championing for the city's children
- Commissioning with others to secure the highest quality services
- Convening collaborative relationships on all aspects of education to secure outstanding provision, widen opportunities and promote inclusion and equalities

We deliver these through **partnership and collaboration** in establishing and maintaining a local education improvement system

Functions of the EPS



- **Access to Education** – Admissions, Place Planning and School Organisation, School Transports, Ofsted Com
- **Special Educational Needs and Disability** – Education Health Care assessment and planning (EHCP), advisory teaching and support, educational psychology, children’s disability, short breaks
- **Skills and Post 16** – Further Education (FE), Higher Education HE), post 16 providers, skills gaps, STEM, NEET, Music Hub
- **Schools Improvement** –building partnership system moving toward a commissioning approach; School Causing Concerns interventions, Early Years, Exclusion, Attendance and Welfare
- **The Virtual School** – support Looked-after children (LAC) the education, progress and emotional welfare

Plymouth Education Landscape



	Academy		Maintained	Total
	MAT	Single		
No. of secondaries	17	0	1	18
No. of primaries	50	4	15	69
No. of special	1	0	6	7
No. of all through	1	0	0	1
No. of AP	1	0	0	1
total number	70	4	22	96
%	77%		23%	100%

- **Higher and faster academisation rate than the national average:**
 - 77% of Plymouth schools have been converted to academy
- **Strength of maintained schools:**
 - 91% of LA maintained are Good or Outstanding (national average 88%)
- **Weakness among academy schools and secondary education:**
 - 45%, 9 of 20 Secondary Schools are Good or Outstanding (45%) – national average 76%
 - 69% of Academy are Good or Outstanding – national average 88%

Managing Increased Demand & Complexity in Education & Skills



A significant increase in demands

- SEND 46% increase in requests for EHC needs assessment (279 in 2019 and 409 in 2020)
- 2282 children with EHCPs, more social/emotional needs to be addressed (24.2% SEMH primary need)
- Requests for special school provision increasing. Tribunal applications increased from 18 (2018) to 41 (2020) primarily due to requests for special school places
- Increased in Virtual School case loads by 24%
- Number of EHE increase by 19%
- School improvement capacity is minimal while the demands for improvement interventions are among the highest in the country
- Transport –24% increase in transport routes while budget is being reduced
- Admissions new Code reduces application turnaround time from 20 days to 10
- Increase in demand in bridging skills gaps due to Covid

Managing Increased Demand and Complexity in Education & Skills



Managing demand - innovation & new ways of working

- **Maximise funding opportunities:**

Skills external funding from 36% to 41% and is expected to increase to 69% in 2021/22
Investment of High Needs funding in inclusion projects with schools

- **Capacity re-alignment:**

Reducing number of Heads of Service while improving structure of EPS, making it more efficient and sustainable

- **Commissioning approach & trade opportunities:**

More commissioning and trading offer while strengthening partnership

- **Empowering schools and stakeholders**

Moving toward a more advisory and empowering role: reduce case working, more preventative project and group work

Working to embed SEND Graduated Approach in schools, innovation partnerships for inclusion, maximising special school estate.

Opportunities



Plymouth Education Board

– DfE/PCC Commitment & Collaboration

A Bright Future CS Plan

– Aspire & Achieve

Place-based Programme –
Secondary Self-Improv. System

Plymouth Standards Partnership -
Primary/Special schools collaboration.

Inclusion/SEND Strategy Board –
Refocusing on vulnerable children

Skills Plan – Bridge Skills Gap, EET

Every Child Attends a Good School -
Accountability

Success 2020-21



- High performance across the service areas
- Place-based initiative became a national trailblazer attracting funding
- Innovation and positive response to rising demand and complexity
- Strong support for schools and settings during the pandemic. Attendance and participation in learning is constantly better than the national average, in particular the vulnerable learners.
- Education partnership working has been productive further developed with PCC, schools, MATs, RSC and TSC gaining mutual trust in developing shared objectives for Plymouth education.
- The inclusion work across the city has become cohesive and better coordinated with the establishment of an Inclusion Strategic Board.
- The Skills and Post 16 strengthen their capacity for maximum impacts through a series of successful bidding for external funding. The Skill Launchpad has been held as an example of innovation.

Priorities 2021-22



- **Strengthen partnership working:** playing a central role in the place-based programme while establishing Primary and Special schools partnership system
- Refocus on **vulnerable learner and inclusion** agenda
- Establish a system of robust interventions by identifying school causing concerns, developing **Every Child Attends a Good School Strategy**
- Explore opportunities for **cross-cutting work** to move to an early intervention model
- Explore and implement **new ways of working** to mitigate the rapid increase in service demands
- Bid effectively for **external funding** for delivering Skills and Post-16 innovation projects and a new Skills plan that will connect with all phases of education and refocus on vulnerable learners
- Improve the city's school **governance support**