

# Education and Children's Social Care Overview and Scrutiny Committee



Date of meeting:	09 December 2022
Title of Report:	<b>Plymouth Education Improvement</b>
Lead Member:	Councillor Charlotte Carlyle (Cabinet Member for Education, Skills and Children and Young People)
Lead Strategic Director:	Sharon Muldoon (Director for Childrens Services)
Author:	Ming Zhang
Contact Email:	Ming.zhang@plymouth.gov.uk
Your Reference:	<a href="#">Click here to enter text.</a>
Key Decision:	No
Confidentiality:	Part I - Official

## **Purpose of Report**

To provide a summary of the status of the city's education improvement partnership and the priority actions of the place-based programme.

## **Recommendations and Reasons**

For information and the Panel are asked to note the priorities of the education improvement strategy delivered through a place-based partnership approach and the progress so far.

## **Alternative options considered and rejected**

Not applicable

## **Relevance to the Corporate Plan and/or the Plymouth Plan**

This decision links to the Plymouth Plan: Policy HEA2 - Delivering the best outcomes for children, young people and families.

## **Implications for the Medium Term Financial Plan and Resource Implications:**

None

## **Financial Risks**

None

## **Carbon Footprint (Environmental) Implications:**

None

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

\* When considering these proposals members have a responsibility to ensure they give due regard to the Council's duty to promote equality of opportunity, eliminate unlawful discrimination and promote good relations between people who share protected characteristics under the Equalities Act and those who do not.

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**Appendices**

\*Add rows as required to box below

Ref.	Title of Appendix	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
		1	2	3	4	5	6	7
A	Briefing report title							
B	Equalities Impact Assessment (if applicable)							

**Background papers:**

\*Add rows as required to box below

Please list all unpublished, background papers relevant to the decision in the table below. Background papers are unpublished works, relied on to a material extent in preparing the report, which disclose facts or matters on which the report or an important part of the work is based.

Title of any background paper(s)	Exemption Paragraph Number (if applicable) <i>If some/all of the information is confidential, you must indicate why it is not for publication by virtue of Part 1 of Schedule 12A of the Local Government Act 1972 by ticking the relevant box.</i>						
	1	2	3	4	5	6	7

**Sign off:**

Fin	<b>DJN. 22.23 .286</b>	Leg	EJ/388 51/17. 11.22 (4)  EJ/388 51/17. 11.22 (5)	Mon Off	<a href="#">Click here to enter text.</a>	HR	<a href="#">Click here to enter text.</a>	Assets	<a href="#">Click here to enter text.</a>	Strat Proc	<a href="#">Click here to enter text.</a>
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Originating Senior Leadership Team member: Ming Zhang

Please confirm the Strategic Director(s) has agreed the report? Yes

Date agreed: 16/11/2022

Cabinet Member approval: *Cllr Charlotte Carlyle approved by email*

Date approved: 24/11/2022

## **Plymouth Education Improvement: A Place Based Model**

### **How we started**

Prior to the Covid 19 pandemic, Plymouth had experienced, for a number of years, the lowest KS4 standards in the south west region with primary school outcomes also below the national average.

This challenging situation resulted in key partners including the local authority (LA), the Department for Education (DfE) and school leaders coalescing to develop a place-based approach to raising educational outcomes in the city starting at the secondary phase. Discussions between multi-academy trust (MAT) leaders, the LA and the Teaching School Council (TSC) led to the agreement in early 2021 that there is:

- a) a strong moral purpose that coalesces the sector to engineer a high performing system that meets the needs of *all* pupils;
- b) a fertile landscape through the presence of strong trusts on which to further build collaboration and secure a place-based approach;
- c) strategies in place to tackle key historical barriers to system improvement and bring coherence (e.g. student mobility); and
- d) a growing sense that acting as a whole gives greater opportunity to attract investment.

### **Where we are going?**

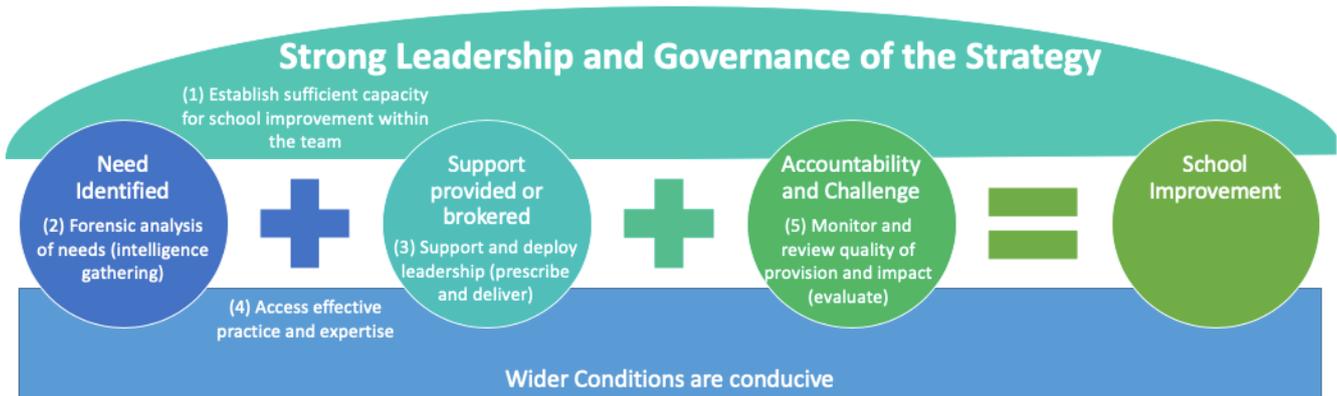
A 'place-based' approach continues to form the core of the city's strategy for education improvement. Phase two of the 'place based' strategy is now underway and builds on the work that began in 2018. The second phase will focus on ensuring that school improvement programmes are sustainable in each school within a school/MAT led system. This means that school improvement programmes are delivered by the best school and subject leaders in order to ensure that as many children as possible benefit from their skills and expertise through the sharing of practice that is outstanding. The second phase of work will also continue to embed a culture of accountability and collaboration between partners for the benefit of all Plymouth pupils.

To deliver this, the city council's education services, MAT CEOs, DfE and TSC have developed have a shared plan for phase 2 to achieve rapid and sustainable improvement.

### **Why this plan?**

- Our education improvement plan builds on the strategic direction set out in “**A Bright Future, 2021-2026**” – **Partnership Working**” (page 9) and “**Partnership for Success and Collaborating with Intent - The development of a place-based improvement and inclusion partnership for Plymouth**” and “**Developing a Place-Based School Improvement Partnership**” (pages 5-8).
- Schools leaders will receive support to navigate the “middle tier” of school improvement providers. “One Plan for Plymouth” will provide coherence and will bring wider regional and national excellence to bear on school improvement priorities.
- “One Plan for Plymouth” will provide a clear strategic direction for all to coalesce around so there is a shared ambition that we can, and must, do better for our children and young people, regardless of where they live or what school they go to.

- “One Plan for Plymouth” does not duplicate a school or MAT’s own improvement planning. It aims to identify and set out the agreed place-based focus and priorities, which individual MAT and school plans will align with.
- Through partnership working, outcomes are more likely to be improved across the City. This requires collective responsibility for schooling and working at scale to make a difference. Combining experience, sharing the best of what we do and identifying additionally what we need will lever faster rates of improvement.
- LA funding and capacity to improve schools is shifting to MATs, school-led improvement capacity is growing.
- Through working together, investment can be generated, bringing system capacity to bear through economies of scale to make our joint work more efficient and effective.



Our governance works to the following principles:



### Operationalising the Plymouth Education Improvement Plan

#### **Plymouth Priorities for Education Improvement**

Overarching Education KPIs to be agreed by Plymouth Education Board (PEB) and to be presented at PEB.

#### **Priority 1: System and Infrastructure**

Create a cohesive strategy for improvement within the school-led self-improving system.

Goal 1: Co-ordinate all aspects of Plan implementation

Goal 2 : Facilitate MAT CEO Network development ensuring school improvement work across Multi Academy Trusts.

Goal 3: Conduct a system capacity review in order to identify and align capacity to Plymouth school improvement needs.

Goal 4: Harness local, regional and national expertise for the benefit of Plymouth school improvement.

Goal 5: Improve communication across the system (Portal communications, newsletters and bulletins).

### **Priority 2: Leadership**

Goal 1: Appoint and develop high quality MAT Central Team School Improvement Leaders to build capacity in the city based for deployment within MATs and across MATs/LAMS/SATS.

Goal 2: Baseline the quality of Leadership in each Plymouth school through a programme of school improvement visits, starting at Secondary Schools.

Goal 3: Develop a high quality “menu” of leadership support for school leaders to access in order to improve. For example: Secondments (Appendix 1), Placements, Training, Coaching, Peer Review.

Goal 4: Develop a “Plymouth Young Leaders Programme as a talent management strategy and pipeline for future leaders.

Goal 5: In collaboration with the Teaching School Hub (SWIFT) ensure there is full knowledge of the new NPQ suite and active enrolment from Plymouth Schools.

### **Priority 3: Curriculum**

“Develop curriculum excellence across all Plymouth schools ensuring local, regional and national student progress to destinations of choice, locally, regionally and nationally”.

Goal 1: To provide immediate support for those schools in their Ofsted inspection window.

Goal 2: To deliver training across the city focussing on Leadership of the Curriculum: What is curriculum excellence, what does it look like and why?

Goal 3: Alongside other MATS in Plymouth explore models to extend the school day, in order to provide a wider curriculum entitlement to all learners.

### **2a English and Literacy**

Goal 4: To provide support for schools in the city to become GCSE English ready for the Summer 2022 exams.

Goal 5: In collaboration with other Plymouth MATS to agree and resource a strategy that delivers longer-term sustainable improvement in English progress and attainment outcomes, ensuring every child in Plymouth is taught by an English specialist teacher.

Goal 6: To provide ongoing and continued implementation support for EEF/PCC Literacy Programme for all engaged schools.

### **2b Maths and Numeracy**

Goal 7: To provide support for schools in the city to become GCSE Maths ready for the Summer 2022 exams.

Goal 8: In collaboration with other Plymouth MATS to agree and resource a strategy that delivers longer-term sustainable improvement in Maths progress and attainment outcomes, ensuring every child in Plymouth is taught by an Maths specialist teacher.

Goal 9: To showcase SPARX Maths as a transition tool (evidence based) to secure numeracy skills across the city at transition.

### **Priority 4: Teaching and Learning**

“Secure high-quality leadership of teaching and learning that will provide the capacity for outcome improvement.”

Goal 1: Audit the leadership of Teaching and Learning in each school, in order identify improvement support and to be confident in the capacity to improve.

Goal 2: In the immediate terms (Autumn 21/Spring 22) maximise support for Year 11 exam outcomes, through the deployment of high-quality evidence-based strategies to boost progress and attainment: "Teach to remember."

Goal 3: Develop bespoke support for each school to improve the quality of teaching and learning. For example: Short-term placements outstanding schools, focussed school visits programme. NPQ enrolment.

Goal 4: Aggregate audit outcomes to develop and deliver a placed based city-wide offer to improve teaching and learning.

Goal 5: Better subject knowledge through building on the established Plymouth professional learning communities. MAT central team members to facilitate half-termly subject leader meetings in English, Maths, Science and Guided Reading.

Goal 6: To secure and outstanding ECF offer for teachers in the city, though working with Teach First (National Provider), the South-West Institute for Teaching (SWIFT – Regional Provider) and the Plymouth Teaching School Alliance (PTSA – Local Provider)

Goal 7: In conjunction with the Research School (Kingsbridge) and Teaching School Hub (SWIFT) deliver a three-day training leadership programme. "Training and Retaining great Teachers" developing capacity to support the new ITT curriculum and ECF Framework.

### **Priority 5: Inclusion/SEND Priority**

"Secure outstanding SEND/Inclusion practice in all Plymouth schools ensuring that no child with additional needs is left behind and flourish in the future."

Goal 1a: Research further earlier intervention with pupils likely to experience reduced educational inclusion.

Goal 1b: Build on the work of the Plymouth SEND desktop audit to add further analysis of exclusions, attendance, outcomes for children at City and whole School Level (Whole School SEND offer and LA Inclusion Score Card.)

Goal 2: Analyse the impact of transition points on vulnerable learners and align systems and approaches to a Trauma Informed Approach (Gavin Gracie/Transforming Futures)

Goal 3: Audit the Trauma Informed skill sets within schools to identify further personal development plans. Further develop Trauma Informed training for all pupil facing staff.

Goal 4: Develop bespoke support for each school aligning the expertise of the LA, Transforming Futures and Whole School SEND to develop a strategic trauma informed approach to SEND (Priority Leads plus Area Co-ordinator)

Goal 5: Every Leader a Leader of SEND and Every Governor a Governor of SEND programme to ensure secure leadership and management of SEND identification, provision and outcomes. (Whole School SEND offer)

Goal 6: Ensure the successful implementation and staffing of the Plymouth Inclusion Support Centres to deliver high quality provision for vulnerable pupils and re-engage pupils in their learning.

### **Outcomes so far**

There are some impressive success in both Primary and Secondary schools' attainment results in 2022 further to the green shoots of progress in 2021. Further details can be found in the separate report tabled today on school attainment results.

**Next steps**

While the place-based education improvement work has its initial focus on Secondary Schools in the past two years, we are working on a genuine 'One Plan' to achieve sustainable improvement across all phases, from Early Years to Post-16.