

Education, Participation and Skills – Action Plan to improve pupil outcomes across key stages – April, 2018.

Overall purpose: To contribute to the improvement of educational outcomes in all schools and settings by bringing key parts of the school improvement system together to address the challenges identified.

Context: Using a number of indicators, the attainment and progress of our children, pupils and young people show improvement over time. However, it is also true that some indicators show that the outcomes of children and young people fall below that of similar pupils nationally. Further, performance data reveals that there is significant variation between different key stages and the performance of different groups of pupils including boys and girls, disadvantaged and non-disadvantaged pupils, and pupils with Special Education Needs and disabilities.

This action plan identifies the key actions taking place that encompass all groups of children, pupils and young people. It includes actions that directly involve LA Officers, and also actions where the local authority has effectively commissioned support and fulfils the role of monitoring and evaluating the work of its partners e.g. School to School support arrangements involving the Plymouth Teaching Schools Alliance.

To make sure all children are ready for school

Objectives	Actions	Responsible	Timescale/ Resources	Success Criteria	Monitoring	Evaluation
To support families to enable their children into school.	Child Poverty (CP) theme group focuses on parenting skills and adult literacy/numeracy (dependent on funding). Refer to CP plan.	Child Poverty theme groups of Narrowing the Gap and families.	Dependent on funding from business sector. Refer to CP plan.	Basic literacy, numeracy and social skills of children increased. Parenting skills increased in terms of effectively preparing children to be ready for school.	Theme group champions.	Senior Education Adviser.
Ensure all children are happy and healthy and ready to learn	Support every school to attain the Healthy Child Quality Mark.	HCQM Officer.	Refer to Public Health linked success	Refer to Public Health linked success criteria sets	Raising Attainment and Narrowing the Gap Lead	Head of School Improvement.

			criteria sets.		Officer.	
Improve the quality of teaching and learning						
Objectives	Actions	Responsible	Timescale/ Resources	Success Criteria	Monitoring	Evaluation
Improve the quality of teaching and learning of pupils with speech and language difficulties	Continue to implement the Oracy Project involving 31 schools.	Head Teachers and PTSA.	£374,000 funding secured. Two years.	Improved levels of attainment and progress in literacy, across key stages especially for the most able and disadvantaged. Improved attendance. Reduced rates of exclusion.	School to School Operational Board.	School to School Strategic Board/Plymouth Education Board (PEB).
Improve the quality of teaching and learning of numeracy skills for children under 5.	Successfully bid to develop the numeracy skills of children in the early years.	Head of Early Years.	£46,170 funding.	Numeracy levels of all pupils increase but with a particular focus on pupils eligible for Free School Meals.	Early Years Advisory Teachers.	Head of School Improvement.
Improve the quality of teaching and learning experienced by disadvantaged pupils	5 schools in partnership with 'Challenge Partners' organisation. Implement a 'Challenge the Gap' project designed to improve teaching and learning.	Head Teachers from participating schools.	12 Month project begun in September, 2017.	Gaps in attainment and progress between disadvantaged and non-disadvantaged pupils will narrow.	'Challenge Partners'.	Independent evaluator.
Improve the quality of	Schools to work with an Education Specialist in	Head Teachers	To begin in April, 2018.	Gaps in attainment and progress	Regional School	National School'

teaching and learning experienced by disadvantaged pupils (2.)	raising attainment of disadvantaged pupils and to work with high performing schools to improve classroom practice and learning strategies.	from participating Schools.		between disadvantaged and non-disadvantaged pupils will narrow.	Commissioner's Office.	
EMAT To diminish the attainment gap for children learning EAL (including ASR children)	<ol style="list-style-type: none"> 1. Provide a high quality EMA Team service for schools to buy in specialist learning support for EAL/ASR children. 2. Monitor reported racist incidents in schools and support schools in eliminating racism and ensuring equitable learning environments for BME children. 	Leadership Adviser responsible for Ethnic Minority Achievement .	<ol style="list-style-type: none"> 1. Ongoing, traded service 2. Ongoing, Leadership Adviser time/quarterly data collection & analysis and support for schools when required. 	<ol style="list-style-type: none"> 1. EAL/ASR pupils make more than expected rates of progress in order to reach national standards at the end of key stages and/in national exams Teachers are supported in developing enhanced skills in teaching EAL children. 2. Schools are supported in developing knowledge, skills and systems to effectively eliminate institutionalised racism. 	<ol style="list-style-type: none"> 1. City assessment data indicates that EAL pupils achieve national standards – annual data analysis by Leadership Adviser. 2. Quarterly analysis of racist incident data and report to Safeguarding Board by Leadership Adviser. 	Head of School Improvement.
Assessment To carry out	Provide training for schools to ensure all	Leadership Adviser	Annual training for schools and	All schools are able to carry out	DfE/STA regular	Head of School

statutory duty in assessment monitoring and moderation.	teachers understand how to carry out assessments in line with national standards. To manage statutory test monitoring and external moderation.	responsible for assessment.	traded for academies Annual test monitoring and assessment moderation for school and traded to academies. Reporting to the DfE/STA.	accurate assessment which impacts on planning for future learning. All assessment reported at the end of Y1, KS1/2 is accurate and supports school action planning for learning.	annual monitoring of LA planning and practice.	Improvement.
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Improve the quality of leadership and management

Objective	Action	Responsible	Timescale/ Resources	Success Criteria	Monitoring	Evaluation
Improve the quality of leadership and management at all levels.	Direct support from LA officers for maintained schools below floor standards	Head of School Improvement	Termly meetings. Up to £5,000 for bespoke support.	Results in 2018 will place schools above floor standards	Leadership Adviser	Head of School Improvement.
	Securing bid to improve school governance and leadership at all levels in secondary schools (18 schools involved). Draws on best practice from industry.	Plymouth Teaching Schools Alliance lead on this. Supported by other teaching schools and	£15,000 per school. 18 month project.	KS4 attainment will rise and be close to national averages	PTSA Operational Board.	Plymouth Education Board (PEB).

		LA. MATs and LA				
	Making and securing a bid to improve the quality of leadership	PTSA	To be determined	Funding secured and impact clear on improving outcomes for disadvantaged pupils	Principal Adviser/CEO	PEB
	Head Teachers of good and outstanding schools to support leaders and teachers in schools judged to be less than good. School to school support (S2S). Support package for maintained schools implemented. This Includes meetings with the RSCs office to review the progress of both academies and maintained schools and identify other sources of support	Principal adviser RSCs officer/LA	Funding varies from school to school. Up to £, 5000	Number of schools judged good or better by Ofsted increases. Quality of leadership and management improves (at all levels).	PTSA Operational Board. Leadership Advisers.	PTSA Strategic Board. Head of School Improvement.
Target support to schools where pupils with SEND make less than nationally-expected progress and / or where leadership and management of SEND is	Scrutinise data, including Ofsted, ASP, FFT and LA-prepared data to identify specific schools Plan response Focus school meetings to happen 6x year.	SAS Team.	Ongoing.	Under performing schools are identified and response is formalised with relevant Head Teacher aware. Identified schools take action to ensure SEND pupils make expected progress Key trends identified and addressed through	Focus Group Meetings.	Head of Special School Improvement.

identified as requiring improvement				SENCO briefings.		
Improve the quality of management of SEND provision.	Utilise LAIT and census data to inform planning Carry out SEND Audits 3 year rolling programme Feedback provided to HTs via Schools Forum. Feedback provided to SENCOs via briefings Feedback provided to HoS through relevant channels Key audit findings are shared.	Leadership Advisers	Ongoing	Year on year audit findings demonstrate progress towards addressing SF identified criteria year on year.	Arrow Meetings.	Head of School Improvement.
To ensure clarity and transparency around expectations for provision in order to meet the needs of all pupils.	Support schools and settings in developing and reviewing their SEN Information reports in line with national expectations Continue to develop in partnership with schools the Local Offer.	Leadership Advisers.	Ongoing.	SEN Audits demonstrate that practice is implemented consistently across city schools. Progress for pupils with SEND demonstrates a trend of improvement.	Local Area Inspection preparatory plans	Head of School Improvement.
To provide relevant, high quality and targeted training and support to senior and middle leaders.	Deliver the National Award for SEN Coordination in partnership with Plymouth University Design and update relevant training sessions	Leadership Advisers.	Ongoing.	All Plymouth SENCOs have their practice underpinned by relevant up to date research. SEN audits demonstrate	Training evaluations. Course take up numbers	Head of School Improvement.

	and disseminate across the city. Provide training for school leaders, including Governors and new HTs around statutory duties and LA SEND Inspection framework Provide responsive support as required to schools and settings.			consistency of practice including specific training outcomes.		
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Secure system improvement

Objective	Action	Responsible	Timescale/ Resources	Success Criteria	Monitoring	Evaluation
Establish a clear strategic vision for education and a robust model of accountability for all schools (including academies).	Establish and embed a Board of Education with key partners.	LA Officers and partners.	By July 2018. Meet 4x a year.	Plymouth Education Board (PEB) establish with clear terms of reference and action plan in place. Revised process for challenge and support agreed by all partners and implemented. CEOs meet with clear agendas and action points. Head Teachers meet with clear agendas and action points.	LA/RSC	Assistant Director/ DFE
	Re-vamp arrangements for School to school challenge and support.	PTSA, teaching Schools, LA and HTs.	By April, 2018. Meet every 6 weeks.		LA/Teaching School Alliances	Plymouth Education Board
	Establish regular MAT CEO/LA Meetings.	CEOs/LA Officers.	By April, 2018. Meet 6x a year.		LA Officers.	Plymouth Education Board
	Establish regular meetings for Head Teachers of maintained Schools	Head Teachers/LA officers	By April 2018. Meet 6x a year.		LA Officers.	Head of School Improvement.

Secure a co-ordinated to school improvement	Establish a 'Plymouth Challenge' involving all schools and settings	LA Officers/RSC /HTs	By April 2018	'Challenge' established and implemented. KS4 attainment and progress increases	LA/RSC	Plymouth Education Board (PEB).
Improve Post 16 students' readiness for further learning and employment						
Objective	Action	Responsible	Timescale/ Resources	Success Criteria	Monitoring	Evaluation
Improve young peoples' understanding of vocational, technical and work based learning routes.	Schools will promote to pupils all post 16 progression routes impartially. Provide up to date information on the city's and region's employment opportunities. Provide online platform to receive impartial information on learning and employment opportunities.	Post 16 Partnership.	Summer 2018. Post 16 Co-ordinator's time in each school. STEM Co-ordinator seconded.	All young people from Year 7 to have access to matrix accredited advice. Clear information provided to SEND learners and their families. All young people can access an online prospectus to all learning opportunities.	STEM Co-ordinator.	Head of Skills.
Improve the skills of young people so that they can be confident, resilient and flexible learners	Improve attainment in English and maths. Provide strategies to support and maintain positive mental health. Improve the transition arrangements and support arrangements for vulnerable learners and those with SEND.	Post 16 Partnership	June 2019.	Attainment in GCSE English and maths will increase by at least 5% by 2019. A focus on positive mental health is maintained by all providers and employers. A model for transition for the city as a whole is in place. Reduction in the	Post 16 Co-ordinator.	Head of Skills.

				numbers of NEETs and 'Not Knowns'.		
Provide work experience to young people that is related to Plymouth's priority skills sectors	<p>Business and education will provide information on skills gaps and employers' requirements. Agree a set of skills badges that young people can earn.</p> <p>Provide supported work experience and internships in priority areas.</p> <p>Provide a digital platform where young people can record achievements and competencies.</p>	Post 16 Partnership.	<p>July 2018. Post 16 Co-ordinator provided.</p> <p>Website provided.</p>	<p>Clear pathways to high quality academic and technical routes provided.</p> <p>Inspiring work experience opportunities provided to all young people.</p> <p>Increase in the number of SEND students engaged on routes into employment.</p> <p>Agreed set of sector skills digital badges piloted.</p>	<p>Post 16 Co-ordinator.</p> <p>Employer Group.</p> <p>Post 16 School Co-ordinators.</p>	Head of Skills.