

PLYMOUTH CITY COUNCIL

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| Subject: | Plymouth Education Board |
| Committee: | Education and Children's Social Care Overview and Scrutiny Committee |
| Date: | 28 November 2018 |
| Cabinet Member: | Councillor Sue McDonald (Cabinet Member for Children and Young People) Councillor Jon Taylor (Cabinet Member for Education, Skills and Transformation) |
| CMT Member: | Alison Botham (Director of Children's Services) |
| Author: | David Bowles (Head of Education) |
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| Ref: | DB/AB/JAH/060718 |
| Key Decision: | No |
| Part: | I |

Purpose of the report:

To provide Members with an overview of the key purpose of the Plymouth Education Board together with a clear picture of its membership and structure. To provide details of its key work streams and its contribution to raising educational standards across the city.

Corporate Plan

This supports 'A growing city'. It helps to make sure children and young people enjoy the highest standards of education; develop the necessary skills to be productive citizens who can make a sustained contribution to both the society and economy of the city. It will also help to reduce inequalities within the city.

The work reflects our values of co-operation between partners and the recognition that as a society we are responsible for each other.

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

All resources are met from the present Revenue/Dedicated School Budgets.

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

- It will support the reduction of child poverty by giving children a better opportunity to achieve at school.

Equality and Diversity

Has an Equality Impact Assessment been undertaken? No.

Recommendations and Reasons for recommended action:

For the Education and Children's Social Care Overview and Scrutiny Committee to receive the report for consideration.

Alternative options considered and rejected:

This is a briefing report only.

Published work / information:

N/A

Background papers:

N/A

| Title | Part I | Part II | Exemption Paragraph Number | | | | | | |
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Sign off:

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| Fin | djn.1 8.19. 128 | Leg | It/31 519/ 021 1 | Mon Off | | HR | | Assets | | IT | | Strat Proc | |
| Originating SMT Member: Judith Harwood, Service Director (Education, Participation and Skills) | | | | | | | | | | | | | |
| Has the Cabinet Member(s) agreed the contents of the report? Yes | | | | | | | | | | | | | |

Background

Educational provision in the city:

The educational landscape has undergone considerable change in the last eight years. The city hosts a range of different types of settings and schools catering for the needs of children aged 0 – 25. These include child minders, private nurseries, nursery schools, maintained schools, special schools, academies, multi – academy trusts, 14 – 19 schools, a Further Education College and Higher Educational Institutions. Indeed, the rise of academies and the development of multi academy trusts in particular (15 in the authority), alongside maintained or local authority controlled schools, means a ‘dual system’ for accountability exists.

Given such a diverse and rapidly changing estate, the need to maintain coherence in provision together with clear lines of accountability that all partners understand and subscribe to becomes paramount if we are to improve standards and increase the life chances of our children and young people.

The Plymouth Board of Education is a partnership designed to ensure that such clear lines of accountability exist for all educational providers as well as being a catalyst for educational improvement that is strategic in nature, coherent, and carefully planned to meet the needs of all learners.

Educational achievement – the challenges we face:

It is clear from pupils’ performance data and conversations with Head Teachers and other partners that we face a number of challenges in raising levels of achievement both in terms of the standards our pupils reach, and the progress that they make. Challenges can be seen in every phase of education ranging from early years to post 16 education and training and involve all groups of young people especially boys and the disadvantaged. More specifically;

- Whilst results in early years and the infants show an improvement over time, they remain below national averages.
- Results at the end of Primary school show improvement but remain below national averages.
- Secondary school performance remains below national averages and shows little sign of improvement.
- Generally boys perform less well than girls and disadvantaged pupils attain less well than non-disadvantaged pupils.
- The proportion of our schools judged to be good or better by Ofsted place the LA in the bottom 10 local authorities in England.

The Plymouth Education Board:

The purpose of the Plymouth Education Board is to improve educational outcomes in all settings and schools by bringing key parts of the school improvement system together to address issues. More specifically the Board:

- determines the overall strategy for school improvement and promotes this to schools;
- reviews the performance data and other outcomes based evidence relating to the progress of schools individually and collectively;
- sets school improvement priorities for Plymouth as a whole;
- commissions, brokers and signposts school improvement support;
- encourages and sustains robust professional challenge and support between schools/MATs;
- communicates Plymouth’s school improvement offer;
- uses intelligence to advise and guide on the future system planning
- ensures that no schools are left out; and
- evaluates the impact of support;
- provides up to date information to the Sub-Regional School Improvement Board.

Membership and structure:

Membership of the Board consists of a number of local authority officers, educational specialists and members of the Council. There are 18 Board members.

The Board is chaired by the Chief Executive of Plymouth City Council (PCC) and PCC administers the work of the Board. Educational specialists are drawn from all stages of education including Further and Higher Education. Board members include representatives of Head Teacher Associations; CEOs from Multi Academy Trusts; a colleague from The Regional School Commissioners office (DFE) and the Service Director for Education Participation and Skills (PCC). The Member for Education and Shadow Portfolio Holder also have seats on the Board.

The Board meet four times a year and decisions are made by consensus and by majority voting if required. Minutes and 'Key Messages' are distributed to all Board members and all Head Teachers in the city.

Accountability across the educational landscape:

The need to develop a new system of accountability as the result of a rise in different types of schools and settings (who answer to a number of organisations) is paramount. To this end, the Board has produced and agreed a new model of accountability for all schools in the city (See appendix 2). Such a model allows all educational providers to have a clear idea of their relationship with the Board.

Key work streams:

The Board has identified three key work streams for all partners to work on:

1. Raising attainment and progress in secondary schools through the 'Plymouth Challenge'
2. Reduce gaps in attainment between disadvantaged and non- disadvantaged pupils.
3. Improve the speech and language skills of all pupils through the Oracy Project.

Progress to date concerning these work streams:

1. The Plymouth Challenge has identified clear areas to work on and are presently developing a detailed action plan The LA is closely involved in supporting the Challenge by developing and implementing the careers strategy associated with the plan and overseeing the communications plan for the Challenge .The Board is overseeing further developments.
2. Leadership improvement programmes for school leaders are underway. Secondary schools have come together in clusters to work together to develop leadership skills at all levels. This is being supported with funding and the expertise of the Plymouth Schools Teaching Alliance.
3. Report on the Oracy Project show that real gains are being made to pupils' oracy skills The DFE has commented on how well the programme is developing.

Progress of the board to date and future developments:

The Board has undergone significant development since its inception over a year ago. It has a clear remit for school improvement and accountability through its Terms of Reference. Membership is inclusive involving a number of partners directly involved in raising standards across the city The Board has a clear plan of action in place designed to maximise its effectiveness and it is developing its role in both supporting and challenging schools,

Board members are keen to raise the profile of education throughout the city and is developing ways of communicating its work not only to educationalists but also to all members of the community including parents and business.

D. Bowles – Head of Education

Appendices:

- 1. Terms of Reference**
- 2. Accountability System diagram**

PLYMOUTH EDUCATION BOARD

TERMS OF REFERENCE

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| Purpose: | <p>The purpose of the Plymouth Education Board is to improve educational outcomes in all schools by bringing key parts of the school improvement system together to address issues.</p> <p>Specifically, the Board will:</p> <ol style="list-style-type: none"> 1. determine the overall strategy for school improvement and promote this to schools; 2. review the performance data and other outcomes based evidence relating to the progress of schools individually and collectively; 3. set school improvement priorities for Plymouth as a whole; 4. commission, broker and signpost school improvement support; 5. encourage and sustain robust professional challenge and support between schools/MATs; 6. communicate Plymouth's school improvement offer; 7. use intelligence to advise and guide on the future system planning 8. ensure that no schools are left out; and 9. evaluate the impact of support; 10. provide up to date information to the Sub-Regional School Improvement Board. |
| Accountability: | <ul style="list-style-type: none"> • the Corporate Management Team, Plymouth City Council • RSC Sub Regional Improvement Board • schools, through their representative forums • children, young people and families. |
| Success criteria: | <p>Progress against priorities and measures identified in Plymouth's Plan for Education.</p> |
| Responsibility of members: | <p>Members will be nominated by their group and will contribute on behalf of their group as system leaders.</p> <p>Members are expected to attend each meeting or to send a substitute. Notification of a substitute member must be made in writing or by e-mail to the Administrator. Substitute members will have full voting rights when taking the place of the ordinary member for whom they are designated substitute.</p> <p>If a member fails to attend two consecutive meetings, the Chairperson will write to the relevant group to bring it to their attention. If the situation continues, the Chairperson will make every effort to resolve the situation.</p> <p>All members of the Plymouth Education Board are responsible for ensuring effective two-way communication between the Board and the group that they represent.</p> |
| Working arrangements: | <p>The Board will meet four times a year. By mutual agreement, additional meetings may be held in order to discuss specific issues. A schedule of meetings will be agreed in advance on a twelve-month cycle.</p> |

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| | <p>Venues for meetings will be arranged by the City Council. The Board will agree the location of meetings.</p> <p>Meetings will usually last no more than two hours. The involvement of schools, parents, children and young people will be developed as part of the Board's working arrangements.</p> <p>The Board can set up sub-groups and working groups as required.</p> <p>The Board, through the Chairperson is responsible for preparing an annual report for the Corporate Management Team of PCC and the RSC.</p> <p>The draft agenda for a meeting will be circulated electronically to all members of the Board two weeks in advance of the meeting and any major Items for the agenda should be forwarded to the Chairperson at least three weeks in advance of the meeting. The Chairperson is responsible for ensuring that all participants have the opportunity to contribute to the meeting if they wish.</p> <p>Unconfirmed minutes of the meeting will be circulated within two weeks of the meeting taking place. Appropriate actions to be taken, by whom and agreed timescales will be circulated.</p> |
| <p>Chairing arrangements:</p> | <p>In the first instance, the Chairperson will be appointed by PCC</p> <p>The Board will elect a vice-chair from amongst itself to conduct meetings in the Chair's absence</p> <p>The Independent Chairperson will:</p> <ul style="list-style-type: none"> • act as the spokesperson for the Board • preside over Board meetings • manage Board meetings effectively, adhering to agenda and time • develop partnership work through consensus management • secure agreement and clarity over actions • maintain regular contact with the Regional Schools Commissioner and the Sub-Regional Improvement Board |
| <p>Decision making:</p> | <p>Decisions will be reached by a consensus; however, voting may take place, in which case each representative will hold one vote. Any matter requiring a vote will be determined by a simple majority of those present and voting.</p> <p>Quoracy rules should not be needed as members are expected to attend, but in the event of decisions needing to be taken, a meeting will be considered quorate if there are 60% of the members present.</p> |
| <p>Membership list:</p> | <ol style="list-style-type: none"> i. The Chief Executive Officer, PCC. ii. The Service Director for Education, Participation and Skills, PCC. iii. A representative each from PAPH, PLT and SHAP. iv. A regional representative for teaching schools alliances. v. Five representatives from the City's Multi Academy Trusts. |

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| | <ul style="list-style-type: none">vi. A representative from an FE College.vii. A representative from each of the city's HE providers.viii. A representative from the RSC.ix. Portfolio Holder for Children's Servicesx. Shadow Portfolio Holder for Children's Services |
| Support: | Support will be provided by the City Council's Education, Participation and Skills Department. |

ACCOUNTABILITY SYSTEM

Revised



Key: Blue arrow = reports to
Green arrow = commissions from

