

OUR VISION

We will work in partnership and integrate where possible to provide vibrant and effective educational settings that enable children and young people to develop as active citizens and enjoy a good quality of life in a productive and resilient economy.

OUR PURPOSE

The Council has set out a clear and persuasive case for the importance of education within the Plymouth Plan. Within the Corporate Plan the focus is highlighted under:

Growing

- Provides sufficient education facilities for the growing number of young people in Plymouth to improve their education and employment opportunities.
- Provides the appropriate support for young people with SEND (Special Educational Needs and Disabilities) as an integral part of the city's top performing education system.

Caring

- Provides improved facilities that ensure children and young people are safe and confident in their communities, narrowing the gap in equality of access, helping them take control of their lives and communities.
- We listen to our children, young people, families and communities to help shape the educational provision within Plymouth

The Plan for Education, Plan for Employment and Skills and SEND Strategic Plan guide the strategic ambition and direction for the City Council in respect of education, participation and skills. The Plan for Education represents a significant move towards creating a coherent and high performing education system and is supportive of agendas concerned with people and place: improving educational outcomes is a critical element of the city's growth agenda and the health and well-being of residents. The plan includes a section on the physical infrastructure required. Alongside the Commissioning Strategy (c.f. Strategic Commissioning) and SEND Strategy we outline how our ambition is to meet need in a timely and effective way with productive partnership working ensuring that value and efficiency are strong.

The functions undertaken by the Education, Participation and Skills Department have changed markedly over recent years. The remaining functions of the Department are a core of co-ordinating statutory functions in respect of Academies (approximately 80% of Plymouth schools currently) with some additional improvement and oversight functions in respect of maintained schools. This dual system has operated well in the city for a number of years with the local authority supporting and challenging the education system irrespective of the governance arrangements of schools.

The core remaining statutory functions for the City Council are:

- Promote high standards of education and ensure fair access to education
- General duty to secure sufficient schools (Placement Planning)
- School improvement in maintained schools and challenge to academies

- Promoting and coordinating cooperation
- Championing the best outcomes for children and young people including safeguarding
- Commissioning for those with additional need or vulnerability & alternative provision
- Admissions and transport
- Special Educational Needs and Disabilities

We deliver our statutory and non-statutory functions through our teams:

Business and Access – provides Home to School Transport, School Crossing Patrols, place planning, school organisation, school capital projects, school admissions and early years advice and support. The clerking and support for a number of partnerships come from this service area; for example Schools Forum and Services to Schools traded offer.

SEND (Special Educational Needs and Disability) and Inclusion – provides a range of services and support to children and families where there is additional or special need and/or disability. This includes educational psychology, assessment, Education Health Care Planning, the children's disability team, short breaks, speech and language, Occupational Therapy, the commissioning of placements and the work with special schools, alternative provision and support units. The service also addresses inclusion, attendance and welfare including CME (Children Missing Education) and EHE (Elective Home Education).

Skills and employability – oversees the work with FE (Further Education), HE (Higher Education), post 16 providers, business and employers to address the skills gaps in the city, STEM, careers advice, the needs of young people Not in Education, Employment or Training and the quality and sufficiency of the 'offer' across the local area.

Schools and Settings – works with all schools to ensure we are addressing the priorities for school improvement. This team also oversees health, well-being, and citizenship in schools and has a particular focus on disadvantage and child poverty. The team specifically works with maintained schools to monitor progress, challenge, and support where necessary and intervene. This area also supports the Plymouth Challenge and Plymouth Education Board.

The Virtual School – support the education and progress of all children in the city who are looked after. Whilst these children are on roll at a school or in a setting, the team ensure they do not fall behind by working with and challenging schools to provide the right, high quality support to the children.

OUR SERVICE PRIORITIES FOR 2018/19

This financial year has seen the department face the challenge of delivering £1.8m of budget savings. In the last 5 years we have reduced the departmental budget by half. The savings this year were a combination of delivery plans for 18/19, a vacancy target and one-off savings from 17/18 brought forward. We anticipate the budget will balance by the end of the financial year. One of the challenges going forward is to achieve all delivery plans as permanent reductions given that each year some savings are for example, grant maximisation. The department had a high level of statutory duties that it delivers and our responsibilities remain the same. Trend analysis also indicates that there is an increase in demand particularly for SEND services. The rise in demand and complexity of the educational landscape stretch the resources available and we have amended the way we work to ensure that customers continue to receive the right services at the right time and staff morale remains high.

OUR PROGRESS SO FAR

Review of Educational Psychology Service

An independent review of our Educational Psychology Service has been completed and we are currently working through the outcomes of this review to shape how the service will look in the future.

Alignment of business support functions

All business support functions within EPS have been aligned and are now delivered from one central team. Further work is underway to extend this alignment across the whole of Children's Services to create a single administrative hub.

Partnership with Nursery Schools and Centre of Excellence

We have co-located our Early Years Advisory Teachers and Plymouth Nursery School Federation and created a centre of excellence for early years. This partnership will build upon existing practices, whilst developing and enhancing new models of training and support for the childcare sector. The initiative will create greater synergy across the city, will bring financial benefits and will ensure that statutory duties are met and will improve outcomes for children.

Community health, Well-Being and SEND Access launched

We have integrated Community Health, Wellbeing and SEND. This incorporates processes currently delivered by Plymouth City Council, Livewell South West and University Hospital Plymouth NHS Trust when a new request for support is made. The integrating will provide a coordinated approach to enable families to access the right services that can help meet the needs of individual children and young people who require specific support around SEND, emotional health and wellbeing or speech and language.

Accommodation Review

A comprehensive review of our accommodation has been completed and we are working towards bringing together the services that sit within Education, Participation and Skills (EPS) and currently are accommodated across two floors within Windsor House. This will enable closer working relationships between team and will facilitate a more joined up approach to support families. Currently there are approximately 600 staff members within EPS and 205 of these have an office base within Windsor House. Our vision is to enable all of the office based staff to be accommodated on the same floor within Windsor House. However this accommodation move has been delayed to enable more feasibility studies to be completed regarding Windsor House as a whole.

The Way We Work implementation

EPS has implemented The Way We Work Project, which give a more flexible approach to technology and connectivity. This will enable more flexibility of working for staff and has enabled us to reduce our staff to desk ration across the department. Many of our staff work closely with settings in the community and more connectivity is facilitating a higher quality of service provision and partnership working.

DELIVERY PLANS 2019/20

We intend to reshape the Educational Psychology Service – We are confident that this will be delivered and will result in better cross phase services.

Alignment of Business Support functions across Children's Services – This piece of work is only in its very early stages and once completed and implemented will result in efficiencies with associated savings.

Accommodation move – This piece of work is currently on hold until feasibility studies are completed as part of the wider accommodation strategy for the Local Authority.

Develop Community Health, Wellbeing and SEND Access arrangements – We are currently in the early stages of implementing the current arrangements. The evaluation and learning from this will inform the next stage of development.

Engagement with Torbay Council – Work is starting to explore options for future shared provision between Plymouth and Torbay. EPS is already offering management support to the School Admissions and School Transport Team within Torbay to cover long term sickness. The learning from these arrangements will be used to help shape future opportunities. We will also explore options to combine our Educational Psychology Service. If a radical sharing of provision is proposed this could result in efficiencies and associated savings for both Local Authorities.

Restructure – We have taken serious steps to restructure the department and have prepared consultation documents and briefings for all involved. We are now waiting for a comprehensive end to end review of the newly formed Children’s Directorate to be completed so that we can shape the structure further before launching the consultation. The current proposals bring financial benefits to the department in the region of £350,000.

Review of EPS departmental functions – A key area of focus for 19/20 will be a comprehensive review of all the functions that are within the department. The department delivers a high level of statutory functions as well as non-statutory and blended functions. Our responsibilities as a department remain the same and demand on our statutory services is on the increase however we will be exploring which of our non-statutory functions we could safely stop delivering. If functions are identified that are safe to cease then this could result in financial benefits. The remaining challenge will be that many of our non-statutory and blended services enhance the customer experience for families within the city and also underpin the statutory work. If we cease these functions we are assessing the risk of a rise in statutory work at a higher cost.

Maximise Community Health, Wellbeing and SEND Access arrangements – Phase One of implementation is underway. The evaluation of this will be used to facilitate the implementation of Phase Two. Phase Two will move towards requests for support being made to a single point using an overarching one page request for support form. Currently requests are still being made to individual services and then these are brought together with the Access arrangements.

| Service Priority <i>What it is and why you’re focussing on it</i> | ‘Must do’ actions <i>What do you have to do to make the successful deliver against your priorities</i> | Dependencies <i>Who or what (e.g. systems; other departments) are you dependent on to achieve your actions</i> | Progress and updates |
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| <p>The Department lead on the Children and Young People’s Plan (2017-2020) priority – Raising Aspirations’</p> <p>The Plan for Education is important as is the role of the Plymouth Education Board as the attainment for children and young people across the City is below national averages in many areas:</p> | <p>Our work will encompass three key roles for the system and within that the Local Authority: that of ‘Champion’, ‘Commissioner’ and ‘Convenor’. Together we will champion the interests of parents and pupils by monitoring and challenging the work of all providers and schools. Parents and pupils will have their voices clearly heard and their interests effectively met.</p> | <p>Teaching School Alliances and Multi Academy Trusts.</p> <p>The Department For Education and Regional Schools Commissioner through commitment to the Plymouth Challenge</p> <p>The Plymouth Education Board</p> <p>Schools</p> | <p>Provisional data for 2018</p> <p>Early Years Foundation Stage results:</p> <p>Meeting expected standard (GLD)</p> <p>68% (66% 2017)</p> <p>Key Stage I</p> |

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| <ul style="list-style-type: none"> • Attainment is below average for reception year of primary school despite a rising trend over the last four years. • At key stage 1, phonics results are improving, but are just below the national average. • At the end of key stage 1, attainment across subjects is below the national average. • At the end of Key Stage 2, results are below the national average for reading, writing and maths combined. Individually they are also below the national averages.' • By the end of Key Stage 4, attainment in English and maths combined, is below the national average • At Post-16 the percentage of pupils achieving three or more 'A' Levels grades A*-E is below the national average. • Disadvantaged pupils attain less well than non-disadvantaged pupils and this is true for Early Years through to KS4. • Attendance is falling and exclusions are rising <p>PLEDGE NUMBER 40</p> <p>PLEDGE NUMBER 42</p> | <p>Commissioner: We will commission (jointly where possible) a range of services and educational provision from a range of providers, including early years settings, schools and health, as a means of securing improved outcomes for all learners.</p> <p>Convenor: We will promote and organise ways in which schools and the LA can integrate and collaborate with providers to secure improvement through networks and partnerships.</p> <p>Specifically we will focus on school performance to:</p> <ul style="list-style-type: none"> • Increase the number of children reaching a good level of development • Increase the proportion of pupils gaining a good GCSE in English and Maths • Reduce the gaps in attainment between disadvantaged and non-disadvantaged pupils • Raise the attainment of boys • Increase the achievement of pupils with Special Educational Needs • Improve attendance and inclusion | | <p>results:</p> <p>Reaching the expected standard:</p> <ul style="list-style-type: none"> • Reading 72% (73% in 2017). • Writing 67% (65% in 2017). • Maths 73% (72% in 2017). <p>Key Stage 2 results:</p> <p>Reaching the expected standard:</p> <ul style="list-style-type: none"> • Reading, writing and maths combined: 61% (60% in 2017). NA for 2018 = 64%. • Reading = 72% (69% 2017) • Writing = 74% (74%, 2017). • Maths = 72% (72.2% 2017) • GPS = 74% (75% 2017). <p>Results for individual subjects are below national averages except for GPS.</p> |
| <p>To complete the work recognised by Ofsted (November 2016) transforming the SEND offer</p> <p>To lead on the priority within the Children and Young People's Plan, 'Deliver an integrated education, health and care offer'.</p> | <p>Improve the transition to adulthood and post 16</p> <p>Develop the Short Breaks Statement</p> <p>Complete Safeguarding Disabled Children work plans</p> <p>Complete the Community Health, Wellbeing and SEND Integration Project Plan</p> <p>Develop the SEND Pathway for</p> | <p>Strategic commissioning team</p> <p>Children's Partnership</p> <p>Livewell SW</p> <p>PHNT</p> <p>Schools</p> <p>Parents</p> <p>SEND strategy group</p> | <p>Project Executive established and Pathway Plan launched (April 2018). Action plan agreed and in the process of implementation</p> <p>Short Breaks Statement reviewed</p> |

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| <p>PLEDGE NUMBER 41</p> | <p>Support</p> <p>Continue the timely implementation of high quality EHCPs and integrated reviews</p> <p>Create a strong voice for children, young people and their families</p> <p>Review educational provision including alternative provision</p> | | <p>January 2018 with all stakeholders and uploaded on to the Local Offer</p> <p>Youth Ascend and Plymouth Parent Carer Voice participate in the SEND Steering group and contribute to strategic planning and decision making</p> <p>SEN Review was completed.</p> <p>Ongoing project work to review all alternative provision in the city and how it is commissioned. This includes children with medical conditions.</p> <p>Review of special school estate complete. Consultation on re-designation of special schools completed.</p> |
| <p>STEM (Science, Technology, Engineering and Maths)</p> <p>Deliver the aims and objectives of the STEM Plan.</p> <ul style="list-style-type: none"> To match STEM skills with demand to enable our STEM economy to grow... and attract STEM talent Grow and keep STEM talent in Plymouth to drive productivity across our city and our region Promote and attract STEM excellence, increasing Plymouth's national and international standing. <p>PLEDGE NUMBER 43</p> | <p>Progress and impact will be demonstrated through improved economic, educational and community outcomes.</p> <p>We will grow talent by:</p> <ul style="list-style-type: none"> Completing 6 cutting edge infrastructure projects Increasing STEM opportunities through a career related learning plan and careers advice Bringing a strategic focus to school leaders to support them linking to STEM employers, providers and activities Coordinating volunteers Developing subject learning hubs Supporting trainee teachers Creating a digital employability platform | <p>Schools, FE and HE</p> <p>The STEM Forum</p> <p>Industry</p> <p>The Royal Navy</p> <p>National for a such as the Digital Policy Alliance</p> | <p>STEM delivery plan is nearing completion</p> |

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| | <ul style="list-style-type: none"> Increasing take up of learners and a trained workforce <p>We will keep STEM people by:</p> <ul style="list-style-type: none"> Providing high quality training Involving employers in schools Keeping teachers, careers advisors and learners up to date with cutting edge industry Promoting Britain's Ocean City and the Mayflower 400 project with live STEM education schemes Prioritising the regional recruitment of STEM talent <p>We will attract STEM talent by:</p> <ul style="list-style-type: none"> Developing coaching and career flexibility incentives Building on the STEM Ambassador model Promoting our worth as a place to grow and develop your career. Linking in and leading on national STEM initiatives Develop a recruitment campaign to go to key Universities promoting Plymouth as a great place for great careers | | |
| <p>Delivery of the Skills Plan –</p> <p>We will coordinate information and advice guidance to ensure young people are well informed to pursue careers of choice, backed by a strong education system</p> <p>PLEDGES NUMBER 44 & 48</p> | <p>Specifically we will:</p> <ul style="list-style-type: none"> Work with the National Careers Strategy and develop our local offer to support and enhance this. Help young people to link to and access local jobs and careers Increase the number of young people entering apprenticeships Have in place a system of education and training that provide a coherent and clear path of progression from early years to FE, HE and employment post 16 Closer links need to be | <p>The Plymouth Education Board</p> <p>The Learning, Skills and Employability group</p> <p>The Employment and Skills Board</p> <p>Economic Development team</p> <p>Schools</p> <p>Further Education</p> <p>Growth Board</p> | <p>Links need to be developed to join the Skills Plan with the wider Plymouth Challenge</p> |

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| | <p>developed with the HTSW LEP Careers Hub for Plymouth</p> <ul style="list-style-type: none"> • Link CEC Enterprise Advisers to each secondary school • Ensure Education has a representative at the Growth Board and the Employment and Skills Board • Build partnerships between employers, schools, colleges and settings to support young people with their progression to sustainable employment | | |
| <p>We will plan for the provision of high quality learning environments and access to school for all learners irrespective of need</p> <p>PLEDGE NUMBER 45</p> | <p>We will:</p> <ul style="list-style-type: none"> • Provide sufficient school places as an integral part of the city's education system ensuring that children achieve better qualifications • Help to address the growing need for additional facilities for all children, using resources efficiently • Provide improved facilities that ensure children and young people are safe and confident in their communities, narrow the gap in equality of access and help them take control of their lives • Support the proposed major developments in the Plymouth Plan which plans to provide new housing, new investment and infrastructure • Plymouth City Council will support the condition/maintenance of Local Authority school buildings taking into account Health and Safety/safeguarding and breakdowns. | <p>Planning team CCIB and Members Schools DFE</p> | <p>Plans have been developed to expand provision within Plymouth</p> <p>An additional 90 secondary spaces have been provided for academic year 2019/20</p> |
| <p>Safeguarding in schools and settings</p> <p>Through participation in the Plymouth Children</p> | <ul style="list-style-type: none"> • Key messages from PCSB will be disseminated and training provided to education leaders and designated staff • We will conduct safeguarding reviews and | <p>Plymouth Children's Safeguarding Board Children Young People Families Schools</p> | <p>The department now has a presentative that sits on the PCSB</p> <p>Lessons learned are</p> |

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| <p>Safeguarding Board and through learning from cases, inspections and research we will bring timely and effective support and challenge to schools and settings</p> <p>PLEDGE NUMBER 49</p> | <p>audits with and on behalf of schools</p> <ul style="list-style-type: none"> • We will maintain policy advice and guidance and publish up to date information • We will develop e safety to include cybersecurity and Prevent • We will support children and their families who are vulnerable and at risk • We will challenge schools and MATs where practice is not compliant • We will engage with and implement Operation Encompass | <p>Settings</p> <p>Digital Policy Alliance</p> <p>Health and Police partners</p> | <p>disseminated via regular newsletters to all settings and a termly briefing for schools safeguarding leads.</p> |
| <p>Improve internal and external communication</p> <p>To help staff and partners understand what is happening in PCC, in the city and region</p> | <p>Develop an internal communications and engagement plan</p> <p>Develop an external communications and engagement plan</p> <p>Ensure we have a range of vehicles to disseminate messages and encourage participation</p> <p>Develop a consistent and coherent narrative and a positive 'story'</p> <p>Encourage attendance at 'Headline' meetings and also 'shout outs' for staff</p> <p>Facilitate a cultural shift within the workforce to enhance partnership working</p> | <p>Needs to link to People Strategy and Corporate Communications</p> <p>Schools</p> <p>RSC and DFE</p> | <p>Regular newsletters and briefing sessions are now in place</p> <p>PCC School Room is being refreshed to enhance information exchange</p> <p>A series of team and service development events are planned for the next academic year</p> <p>Customer feedback mechanisms are being reviewed to ensure children, young people and their families can comment on the services that they receive</p> |
| <p>Continue work on staff development and workforce / succession planning</p> <p>Staff survey reinforced sense by staff that there are few career or development opportunities</p> | <p>Continue innovative role profile development to aid greater movement between areas of the Department</p> <p>Continue to align staff teams to blend skillsets and encourage the development of new ones</p> <p>Formalise the 'development opportunity' programme</p> <p>Consider more secondments</p> | <p>Human Resources/Occupational Development</p> <p>Schools</p> | <p>A series of team and service development events are planned for the next academic year</p> <p>Alignment of teams continues and integration with partners (e.g. Early</p> |

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| | <p>within partner agencies</p> <p>Look to use the Apprenticeship Levy as part of workforce development and planning</p> | HR/OD | Years Advisory team) |
| <p>Develop a new model of working to reflect that everything we do is about facilitating partnerships so that all children, young people and their families in Plymouth have the best access and opportunities</p> | <p>Work with a range of strategic and operational partnerships to improve outcomes</p> <p>Discharge our statutory responsibilities in a way that supports local schools to deliver the best outcomes for children and young people</p> <p>Encourage and facilitate collaboration between all involved in education – between schools, local partners and regional bodies</p> <p>Look to influence the ‘best deal’ through facilitating partnerships that deliver economies of scale and collective buying power.</p> <p>Develop the education work stream of the Torbay Programme</p> | <p>Schools</p> <p>Settings</p> <p>HR</p> <p>Transformation</p> <p>Colleagues in Torbay</p> | <p>Partnerships have been refreshed in line with the Plan for Education (SEND, STEM and the Plymouth Education Board)</p> |

CUSTOMER SERVICE STANDARDS

EDUCATION, PARTICIPATION AND SKILLS

School Improvement

| Service Description | Standard(s) for delivery |
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| Response to a school/academy query | One working day to acknowledge Five working days to respond/resolve enquiry |
| Complaint from School/Academy/provider | One working day to acknowledge Ten working days to respond |
| Request for support from a maintained school | One working day to respond Ten working days to agree next steps |
| Ofsted Referrals | One working day to acknowledge Ten working days to respond |

Skills and employability

| Service Description | Standard(s) for delivery |
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| Response to query from stakeholder/individual | Five working days to respond/resolve enquiry |
| Complaint from individual/stakeholder | One day to acknowledge Ten working days to respond |

Transport

| Service Description | Standard(s) for delivery |
|------------------------|---|
| Transport applications | 5 working days to respond |
| Complaints | One working day to acknowledge Ten working days to respond |

Special Educational Needs and Disabilities

| Service Description | Standard(s) for delivery |
|---|---|
| Service response to query from stakeholder/individual | Five working days to respond/resolve enquiry/agree next steps |
| Statutory Assessment for Education Health and Care Plan | Request to assess acknowledged within 5 working days Decision whether to assess is made within 6 weeks of accepting the referral Completion of statutory assessment within 20 weeks of accepting the referral |
| Children's Disability Team Social Care Single Assessments | Assessments will be completed within 45 working days of accepting the referral |
| Complaint from an individual/stakeholder | One day to acknowledge Ten working days to respond |

School Admissions

| Service Description | Standard(s) for delivery |
|---|--|
| Primary (Inc. Infant) and Junior Schools by 15 January. | All applications received by that date will be allocated school places by 16 April (or next nearest working day) |
| Key Stage 3 and 4 Secondary applications by 31 October. | All applications received by that date will be allocated school places by 1 March (or next nearest working day) |
| In year applications | 20 school days to respond |
| Complaints | One working day to acknowledge Ten working days to respond |

Corporate Standards

| Service Description | Standard(s) for delivery |
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| Respond to casework/an enquiry from a Councillor | One working day to acknowledge Five working days to respond/resolve casework/enquiry |
| MP enquiries | One working day to acknowledge Five working days to respond/resolve casework/enquiry |
| Freedom of Information Requests | Twenty working days to respond |
| Subject Access Requests | Forty working days to respond |
| Complaints | Ten working days to respond |
| Health and Safety incident | Ten working days to report |
| Annual Performance Review | Complete by 31 August |