

The Independent
Commission on
Education and Skills
in Doncaster



ONE DONCASTER

RESPONSE AND STATEMENT OF IMPLEMENTATION



February
2017

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Team Doncaster

INTRODUCTION

After an intensive review, the independent Doncaster Education and Skills Commission published its report 'One Doncaster' on 21st October 2016.

The report identified seven characteristics of an effective education and skills system, and made thirty recommendations to enhance, improve and strengthen our provision in the borough. The Commission also pointed out that there is a lot of great work and good practice already going on and, in many cases, Doncaster simply needs to start connecting better.

The 'One Doncaster' report has subsequently been subject to intensive consultation. We have asked for opinions from teachers and academics; from skills and training professionals; from the business community; from parents and, perhaps most importantly, from the young people who these changes will most affect. The response has been overwhelmingly positive, and any reservations have centred around implementation, not the actions themselves. The Commission's time was well-spent, as its report is accurate, fair and incisive – and it provides us with a platform to make a very positive change.

In order to make good on the promise of this important document, the consultation has indicated a few changes to its structure, a reconfiguring of some of the details in order to enable us to move forward to delivery. We formally adopt the three key messages of the 'One Doncaster' report, and we fully accept the four strengths and challenges it identifies. We intend to adopt four of its seven characteristics and add one of our own (innovation and enterprise). The remaining three characteristics are moved into recommendations. We have also



reduced the number of recommendations from thirty to five: the remainder become actions for implementation. Nothing has been lost, simply re-ordered and re-prioritised as appropriate.

We would like to thank the Commissioners for their hard work and their insight and we are happy to state clearly that Team Doncaster

formally adopts 'One Doncaster', the report of the independent Doncaster Education and Skills Commission, and intends to proceed to implement its recommendations.

This document sets out some details. We are already acting upon the recommendation to create a partnership board specifically concerned with Education and Skills and we will shortly appoint a Chair. Their first task will be to help us create a detailed implementation plan, a first draft of which will be circulated in the next few weeks.

The Commission's 'One Doncaster' report sets Doncaster a challenge and we will do everything we can to rise to it. As ever, the best results will be gained from us doing things the way that we do best - together.

Mayor Ros Jones
Chair of Team Doncaster Strategic Partnership
Date: 1st February 2017



CONSULTATION

For the borough to get the very best from the opportunities afforded by the 'One Doncaster' report, it must be a living, breathing document that we are all in agreement with and committed to.

Two online surveys were published: one for professionals, one for members of the public and children and young people. The results show that, on average, 80% of people taking the survey 'strongly agree' or 'agree' with the proposals. Where there were specific recommendations around the borough as a place, it was suggested that we did not become too insular: a strong local community is vital, but we can also learn from national and international trends and partners.

A number of meetings and interviews were conducted with key players across the sectors, and these were supplemented by presentations and a workshop. The annual Team Doncaster Partnership Summit was dominated by the report, and the Team Doncaster theme boards, covering every aspect of life and work in the borough were fully briefed and the constituent members were asked for their comments and formal commitment going forward. Across the three month consultation period, the response was overwhelmingly positive, with the vast majority of people recognising not only the hard work and vision that went into writing the report, but the sheer range of ideas and positive opportunities that it presented.

There were too many individual responses to capture fully in such a short document, but we'd like to briefly give a flavour of the sort of things that people were saying, and how these opinions have shaped the report going forward, particularly where there were reservations around specific elements. As we start to shape the work programme to take forward the 'One Doncaster' recommendations we intend to include those areas, which as part of the consultation responses, were identified as missed in the report. We would like to thank everyone who took the time to undertake this consultation and we aim to reply to those who provided a detailed response.

CHILDREN AND YOUNG PEOPLE

Children and young people are not just the subject of this report; they are the heart of it. Their views were of paramount importance to the Commission, and are vital to us as we move towards implementing change. From the launch event, where primary, secondary and higher education students spoke eloquently and passionately about the sort of world they wanted to grow up in; to a formal consultation with members of the Youth Parliament, children and young people have consistently let us know, in no uncertain terms, that it is not good enough

for us to inflict things upon them, we must include them at every stage. Our children and young people are incredibly ambitious – not only for themselves, but for Doncaster, and we must ensure that we use their energy and ideas to help shape what is, after all, their future.

SCHOOLS AND EDUCATION PROFESSIONALS

People working in education were already aware of the credentials of the Commission and generally felt that they had very clear insight into the borough; and what it needed to do to maximise opportunities for our children and young people. In many cases, it was pointed out that some of the recommendations were already being acted upon, but that it had not been identified. Good practice was not always shared across the borough and could be joined up better.

There were concerns, not least around the practicalities of implementing such an ambitious programme of change in what is already a very high pressure environment. We were reminded that schools and colleges have very specific challenges: performance targets, set syllabuses; and statutory duties. So they were understandably wary of committing to too many additional, perhaps even contradictory, activities. This understandable concern led directly to the thirty recommendations being changed to five key recommendations, with the rest recorded as actions.

The notion of a Professor Sir Tim Brighouse Challenge is attractive given the admiration and respect Professor Sir Tim is held in, but its additional demands must be achievable and complement the day to day elements of education.

BUSINESS

Business representatives, including the Chamber of Commerce, have played an integral role in the creation of the 'One Doncaster' report, and are amongst its staunchest supporters, although they did have some reservations.

Although business commends the scope and ambition of the report, it sought clarity around the exciting concept of Doncaster as a university city. Although they fully understand that learning networks and education hubs are changing, they wanted to ensure that our future University is not just virtual or conceptual, but includes a bricks and mortar offer.

Business also challenged the terms 'the Doncaster Dispensation' and 'Made in Doncaster', feeling that these were not dynamic or interesting enough to fire the imagination, and will need to be reviewed, as well as raising concerns about the capacity of resilience of the voluntary sector in supporting the changes. There was also a reminder that recommendations must be balanced against what is already happening in the borough, the ongoing policies and objectives that are having such positive results in terms of economic growth, employment and marketing Doncaster as a place to live, work, visit and do business in.

'One Doncaster' places great importance on the role of organisations, agencies and the community in shaping the future of education and skills in the borough, but business representatives felt that commerce was not perhaps given the prominence it deserved, or recognition of the extent that their work helps to shape aspiration and opportunity. Business also felt that the message needed to be stronger and sharper in terms of the serious skills gap that Doncaster faces. We fully accept both points and have added a characteristic – Innovation and Enterprise – to ensure that this vital area is included as an integral part of our way forward.

TEAM DONCASTER

Team Doncaster is a strategic partnership that brings together a raft of organisations in order to provide a comprehensive platform for discussing and directing where we are going as a borough. It includes representatives from the NHS, from the emergency services, from the public, private and voluntary sector. Team Doncaster's formal response is captured in Mayor Ros Jones' opening statement, made as the chair of Team Doncaster and the representative for this diverse group of people with diverse views.

Consultation here was perhaps at its most intense and most varied, but the response was extremely positive and very encouraging. Overall there is a genuine and urgent desire to implement positive change, to make the borough the best it can be, and to afford our children and young people, and, indeed, everyone in the borough, every chance to get the best possible education and career, and to have a happy and fulfilling life.

EDUCATION AND SKILLS PARTNERSHIP BOARD
Led by Team Doncaster Strategic Partnership
Recommendation 1: Establish an Education & Skills Partnership Board and devise a delivery plan to ensure key actions are implemented. Pg24
Recommendation 2: Benchmark ESPB progress against great practice nationally and internationally. Pg24
Recommendation 29: Establish formal protocols for partnership working. Pg40

For Doncaster’s Education and Skills System to thrive we need to:

- Demonstrate great distributed leadership
- Promote ambition and aspiration
- Foster a commitment to creativity and inclusivity
- Communicate and celebrate
- Promote innovation and enterprise.

WHOLE PERSON WHOLE LIFE FOCUS	
Led by Doncaster MBC and Public Sector Partners	
CH 2 Developing a ‘whole person whole life’ focus	
**Recommendation 3: <i>Agree a guaranteed set of experiences for all young people at key stages of their life that help broaden their ambitions, grow their confidence and realise their ambitions. This might be known as the ‘Doncaster Dispensation.’</i> Pg25 (Co-owned with Schools Partnership)	**Recommendation 9: Develop Doncaster as a university city. Pg28-29 *Development of a Learning City Infrastructure (Co-owned with Skills for Life) *The Doncaster University for Life *The Connected City – developing dynamic learning networks (Links to Skills for Growth)
*Recommendation 4: <i>Create a range of certificates ‘Doncaster Diplomas’ celebrating the talent of eleven-year olds on progressing from primary to secondary school.</i> Pg25 (Co-owned with Schools Partnership)	Recommendation 17b: Create strong and consistent messages of possibility for all young people. Pg34 (Links to Skills for Growth)
Recommendation 6: Set up a task and finish group, as part of the Education & Skills Partnership Board to address ways of removing barriers to access to Doncaster’s diverse resources. Pg27	Recommendation 18: Support parents and parental aspirations. Pg34 (Links to Schools Partnership)
Recommendation 8: Develop a Doncaster ‘Healthy Schools Healthy Workplaces’ Kitemark. Pg28	

SKILLS FOR GROWTH	
Led by Chamber of Commerce & Enterprising Doncaster	
CH 3 Create a local all age Careers and Employment guidance system	
Recommendation 5: Establish a ‘Made in Doncaster’ immersion in employment programme. Pg26	** Recommendation 24: Establish a STEAM strategy co-owned by culture and education teams. Pg39 (Co-owned with Schools Partnerships)
**Recommendation 9: Develop Doncaster as a University City. Pg28-29 *Development of a Learning City Infrastructure (Co-owned with Whole Person Whole Life)	Recommendation 26: Establish an incubator maker space in Doncaster town centre. Pg39
Recommendation 10: Establish a Doncaster wide, independent, all age careers information advice guidance service. Pg30	Recommendation 27: Establish a women and girls creative empowerment programme. Pg39
Recommendation 11: Each secondary school should seek to gain the national quality mark validated by the National Institute for Careers Education and Counselling for Independent Advice and Guidance. Pg30	Recommendation 28: Establish an informal ‘First Friday’ networking event for all education, skills and community stakeholders. Pg40
Recommendation 12: Create a schools – community - business network to enhance school access to ‘real world’ expertise and find ways to recognise young people’s experience to assist their transition to the world of work. Pg31	Recommendation 30: Establish a forum for adult skills and education providers. Pg40 (Links to Whole person Whole Life)
** Recommendation 13: Develop a ‘Doncaster Guide to Tackling Unemployment’ which clarifies responsibilities for ensuring that all young people aged 14-19 are in education, employment and training. Pg32 (Co-owned with Schools Partnership)	

STATEMENT OF IMPLEMENTATION

SCHOOLS PARTNERSHIP THE PROFESSOR SIR TIM BRIGHOUSE CHALLENGE			
Led by Doncaster Schools/ PiL with Sheffield Universities			
CH 5 Provide outstanding teacher development opportunities			
**Recommendation 3: <i>Agree a guaranteed set of experiences for all young people at key stages of their life that help broaden their ambitions, grow their confidence and realise their ambitions. This might be known as the ‘Doncaster Dispensation.’</i> Pg25 (Co-owned with Whole Person Whole Life)	*Recommendation 20: Professional Development (CPD) Kitemark. Pg36 (Links to Whole Person Whole Life)	*Recommendation 16: Establish a process of peer reviews whereby each school is peer reviewed by two leaders from others schools every two years. One of these school leaders should be from an outstanding school in similar circumstances outside of Doncaster. Pg33 (Links to Whole Person Whole Life and Skills for Growth)	Recommendation 25: Increase take-up of the National Arts Award in Doncaster Schools. Pg39
*Recommendation 4: Create a range of certificates ‘Doncaster Diplomas’ celebrating the talent of eleven-year olds on progressing from primary to secondary school. Pg25 (Co-owned with Whole Person Whole Life)	*Recommendation 21: Develop and implement a practical action plan for cross borough teacher development and peer reviews. Pg36 (Links to Whole Person Whole Life)	Recommendation 17a Establishing ‘achievement walls’. Pg34	Recommendation 29: Establish formal protocols for partnership working. Pg40
** Recommendation 13: Develop a ‘Doncaster guide to tackling unemployment’ which clarifies responsibilities for ensuring that all young people aged 14-19 are in education, employment and training. Pg32 (Co-owned with Skills for Growth)	*Recommendation 22: Tell ‘the Doncaster Story’ for Teaching. Pg37 (Links to Whole Person Whole Life)		
*Recommendation 14: Create and agree a shared language of school improvement. Pg33 (Links to Whole Person Whole Life and Skills for Growth)	*Recommendation 23: Develop innovative financial and other incentives to recruit and retain great teachers. Pg37 (Links to Whole Person Whole Life and Skills for Growth)		
*Recommendation 15: Each school and Multi Academy Trust commits to being a member of a school improvement partnership with schools within, and beyond Doncaster. Pg33 (Links to Whole Person Whole Life and Skills for Growth)	**Recommendation 24: Establish a STEAM strategy co-owned by culture and education teams. Pg39 (Co-owned with Skills for Growth)		



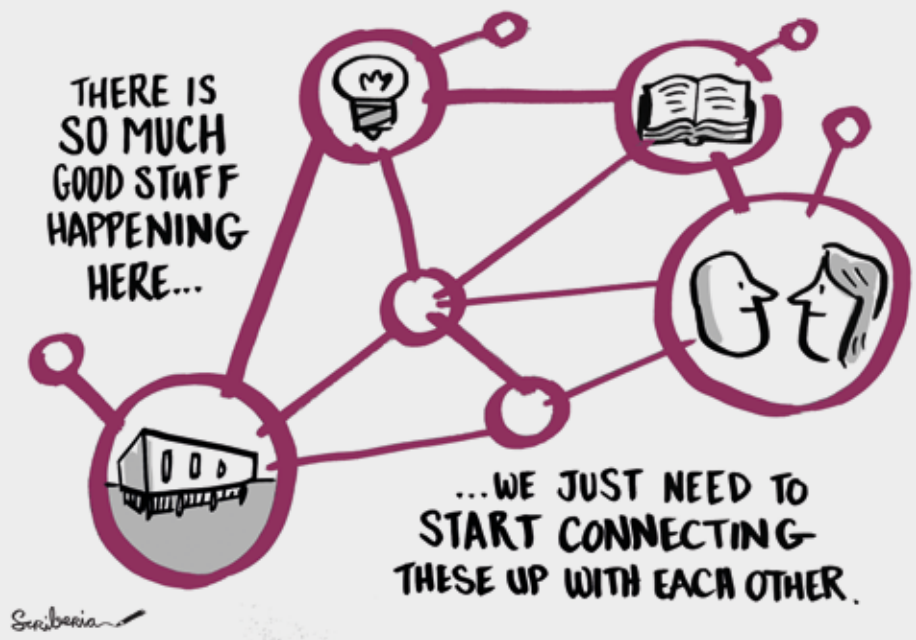
*These recommendations make up the Professor Sir Tim Brighouse Challenge R3, R4, R14-16, R20-23
**These recommendations are co-owned by two or more themes

Further details on each recommendation can be found in the One Doncaster Report at pages 24-40

SUGGESTED PHASED APPROACH TO IMPLEMENT THE RECOMMENDATIONS

AREA OF FOCUS	Phase 1	Phase 2	Phase 3
LEADERSHIP	1. Set up an Education and Skills Partnership Board (ESPB) and devise a delivery plan		2. Benchmark ESPB progress nationally and internationally
WHOLE PERSON WHOLE LIFE	3. Establish the Doncaster Dispensation		6. Set up a task and finish group as part of the ESPB for removing barriers to access to resources
	4. Create the Doncaster Diplomas for 11 year olds		8. Develop a Doncaster 'Healthy Schools: Healthy Workplaces' Kitemark
	18. Develop 1001-day strategy		9. Develop Doncaster as a university city
			17b.Create a strong, positive, public narrative campaign with local media to promote education and skills campaign across Doncaster and use the Doncaster Diaspora, with all schools working with Future First
SKILLS FOR GROWTH	10. Establish a Doncaster wide all age Information Advice and Guidance service	5. Establish a 'Made in Doncaster' immersion in employment programme	26. Establish an 'incubator' maker space
	11. Every secondary school gains national quality mark for Information Advice and Guidance	12. Create school-community-business network for access to 'real world' expertise	
	28. Establish a regular 'First Friday' networking event for all stakeholders	13. Develop a Doncaster Guide to Tackling Unemployment	
		27. Establish a women and girls creative empowerment programme	
		30. Establish a forum for adult skills and education providers	

AREA OF FOCUS	Phase 1	Phase 2	Phase 3
SCHOOLS PARTNERSHIP	14. Agree a shared language of school improvement	16. Every school commits to peer reviews	23. Develop innovative financial and other incentives to recruit teachers
	15. Each school and Multi Academy Trust commits to a school improvement partnership	17a. Every school/provider to create an 'achievement wall'	
	20. Establish a new Continuing Professional Development (CPD) Kitemark	22. Tell the 'Doncaster Story' for teaching	
	21. Develop and implement an action plan for teacher development and peer review across the borough	25. Increase take-up of the Arts Award in Doncaster schools	
	24. Introduce the 'STEAM' curriculum across all schools and providers	29. Establish formal protocols for partnership working	
REVIEWS	19. Conduct a Doncaster-wide Post-16 review	7. Complete an Inclusion Review covering Special Educational Needs and Disabilities provision and behaviour	



ONE DONCASTER STATEMENT OF IMPLEMENTATION



ONE DONCASTER



A copy of the Independent Commission on Education and Skills in Doncaster's 'One Doncaster' Report is available
@: www.teamdoncaster.org.uk/One_Doncaster/Done_Doncaster.asp

Email: partnerships@doncaster.gov.uk
Website: www.teamdoncaster.org.uk
Twitter: [@teamdoncaster1](https://twitter.com/teamdoncaster1)

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