



Doncaster Council

Agenda

To all Members of the

CABINET

Notice is given that a Meeting of the Cabinet is to be held as follows:

Venue: Council Chamber, Civic Office, Waterdale, Doncaster, DN1 3BU

Date: Wednesday, 2nd February, 2022

Time: 10.00 am

Please Note: Due to current restrictions arising from the Covid-19 pandemic, there will be limited capacity in the public gallery for observers of the meeting. If you would like to attend to observe in person, please contact Governance Services on 01302 737462/ 736723/736716/736712 to request a place, no later than **12.00 noon on Tuesday, 1st February 2022**. Please note that the pre-booked places will be allocated on a 'first come, first served' basis and once pre-booked capacity has been reached there will be no further public admittance to the meeting. If you do not notify the Governance Services in advance, you may still be able attend the meeting on the day if there are spaces available, however, this cannot be guaranteed. You are therefore strongly encouraged to contact us in advance, if you wish to attend to avoid any disappointment or inconvenience. Anyone attending the meeting must wear a face covering throughout the meeting and when using all communal areas in the Civic Office, including washrooms and lifts, unless they are exempt or experience discomfort. Face coverings can be removed when speaking.

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Damian Allen
Chief Executive

Issued on: Tuesday, 25 January 2022

Governance Services Officer for this meeting:

Amber Torrington
01302 737462

Doncaster Metropolitan Borough Council
www.doncaster.gov.uk

Item

1. Apologies for Absence
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting
3. Public Questions and Statements
(A period not exceeding 20 minutes for questions and statements from members of the public and Elected Members to the Mayor of Doncaster, Ros Jones. Questions/Statements should relate specifically to an item of business on the agenda and be limited to a maximum of 100 words. As stated within Executive Procedure Rule 3.3 each person will be allowed to submit one question/statement per meeting. A question may only be asked if notice has been given by delivering it in writing or by e-mail to the Governance Team no later than 5.00 p.m. on Friday 28th January, 2022. Each question or statement must give the name and address of the person submitting it. Questions/Statements should be sent to the Governance Team, Floor 2, Civic Office, Waterdale, Doncaster, DN1 3BU, or by email to Democratic.Services@doncaster.gov.uk)
4. Declarations of Interest, if any.
5. Decision Record Forms from the meeting held on 19th January, 2022, for noting (previously circulated)

A. Reports where the public and press may not be excluded

Key Decisions

- | | | |
|----|--|---------|
| 6. | School Admissions Arrangements for 2023/24 Academic Year | 1 - 18 |
| 7. | Education and Skills 2030 Strategy | 19 - 50 |

Cabinet Members

Cabinet Responsibility For:

**Chair – Ros Jones, Mayor of
Doncaster**

Budget and Policy Framework

**Vice-Chair – Deputy Mayor
Councillor Glyn Jones**

Housing and Business

Councillor Lani-Mae Ball

Portfolio Holder for Education, Skills and
Young People

Councillor Nigel Ball

Portfolio Holder for Public Health, Leisure,
Culture and Planning

Councillor Joe Blackham

Portfolio Holder for Highways, Infrastructure
and Enforcement

Councillor Rachael Blake

Portfolio Holder for Children's Social Care,
Communities and Equalities

Councillor Phil Cole

Portfolio Holder for Finance and Trading
Services

Councillor Mark Houlbrook

Portfolio Holder for Sustainability and Waste

Councillor Jane Nightingale

Portfolio Holder for Corporate Resources

Councillor Andrea Robinson

Portfolio Holder for Adult Social Care

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Doncaster Council

Report

Date: 2 February 2022

To the Chair and Members of the
CABINET

SCHOOL ADMISSIONS ARRANGEMENTS FOR 2023/2024 ACADEMIC YEAR

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Lani-Mae Ball, Education, Skills and Young People	All	Yes

EXECUTIVE SUMMARY

1. This report outlines the requirements for the adoption of schemes for Co-ordinating the Admission Arrangements for Primary and Secondary Schools and the approval of the Admission Arrangements for Community Schools in the 2023/2024 School Year.
2. The co-ordinated admission arrangements for the year of entry to all types of mainstream schools are a statutory responsibility of the Council and must be determined annually.
3. Separately, each admission authority is required to set its own admission arrangements. The various bodies, responsible for admission to schools in Doncaster, are summarised below:

Type of School	Community Schools	Church Schools	Free Schools	Academies	Total
Responsible Body	Doncaster Council	Governing Body	Trust	Trust	
Infant Schools	3	0	0	6	9
Junior Schools	2	0	0	5	7
Primary Schools	19	10	0	53	82
Secondary Schools	0	0	3	17	20
TOTAL	24	10	3	81	118

RECOMMENDATIONS

5. The Mayor and members of Cabinet is asked to approve the following admission arrangements for the 2023/2024 school year:
 - Community School Admission Arrangements (paragraphs 13 to 14 below).
 - Community School Nursery Admission Arrangements (paragraphs 13 to 14 below).

- Primary Co-ordinated Admission Arrangements (paragraphs 15 to 17 below).
- Secondary Co-ordinated Admission Arrangements (paragraphs 15 to 17 below).
- Notification of parents of the arrangements for admission including those to the Doncaster University Technology College (paragraph 18 below).

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

6. The Co-ordinated Arrangements noted above are intended to provide an equal opportunity for all parents to apply for school places at the same time through a process co-ordinated by the Council.
7. The School and Nursery Admission Arrangements set out the process by which applications by parents for community schools are considered and ensure that they are administered consistently and in a fair and equitable manner.

BACKGROUND

8. The Council has a duty under Section 86 of the School Standards and Framework Act 1998 to make arrangements for enabling the parents of children in its area to express a preference for a maintained school and to give reasons for that preference.
9. By 1 January in the relevant determination year the Council is required to formulate schemes for co-ordinating the admission arrangements for all maintained schools and academies in the Borough and to seek the agreement of other admission authorities to the co-ordinated admission arrangements. These are intended to make school admissions easier, more transparent and less stressful for parents. They require parents to rank preferences on a single common application form which they must submit to their home Council. Parents will then receive a single offer of a school place for their child from the Council on a designated day.
10. By 28 February each year the Council is required to determine the admission arrangements that will apply to schools for which it is the admission authority i.e. community schools. This has been brought forward from previous years by the Department for Education to allow more time for any necessary objections to be lodged with the School Adjudicator.
11. In drawing up its arrangements the Council has to have regard to relevant legislation, the School Admissions Code (the Code) and guidance from the Department for Education. These contain a number of mandatory requirements which all admission authorities are required to follow and those requirements have been taken into account in the proposed arrangements.
12. The Private, Voluntary or Independent sector make their own arrangements for places within the Borough for 3 and 4 year old early years places. However the Council has a duty to ensure that there are sufficient accessible and affordable places for children across a range of provision types and provides support and guidance as necessary.

Admission Arrangements 2023/2024

13. The Council is required to set arrangements for admission to community schools. Community schools are maintained schools for which the Council employs the school's staff, is responsible for the school's admissions and owns the school's estate. This represents 24 of the 118 mainstream schools in Doncaster. The arrangements are determined in relation to the Code and relevant regulations published by the Department for Education. The only

changes proposed relate to changes to admission numbers for schools as a result of building modifications and to comply with changes made to the Code in September 2021.

14. Whilst the Council is not responsible for setting the arrangements for academies, voluntary aided or free schools it undertakes an important role to ensure that they are as compliant with any changes required of them and that they adhere to the guidance set within the Code. The Council holds those schools to account and robustly challenges non compliance, initially through the schools governance structure and when necessary by requesting support from the Regional Schools Commissioner and the Secretary of State.

Co-ordinated Admission Arrangements 2023/2024

15. The Co-ordinated Admission Arrangements for the normal year of entry remain unchanged; parents will continue to apply to their home local authority from which they will receive their decisions.
16. Applications at each phase of education; nursery, primary and secondary are all available digitally through the Council's website. For the initial round of year of entry school applications, the Council continues to receive a high percentage of online applications. For September 2021, the online rates for all applications increased again to 99% up from 98% in the previous year. The benefit to parent/carers is the ability for them to receive their decisions by email on national offer day (1 March 2023 for secondary schools and 16 April 2023 for primary schools). Paper applications are available for parents on the Council's website and this will remain the case until the Council is satisfied that all parents will have equal access to the admission process.
17. Co-ordination remains an important arrangement between schools and local authorities in terms of safeguarding and good working relations. A key component of this is the identification of potential applicants from data held by Health and schools through appropriate data sharing agreements which contribute significantly to the success of the process.
18. The success of the arrangements can be seen in increases in each of the last three years where a consistently high rate of pupil preference has been met. Most recently, for September 2021, offer rates for any preference made by parents stood at 96.6% (secondary) and 98.8% (primary), above local and national outcomes for those parents who have applied by the national closing dates. This success is replicated for first preferences which were again above local and national outcomes at 88% (secondary) and 97.1% (primary).

Publication of Information for Parents

19. The Council is required to publish information for parents detailing the arrangements for admission to schools and local University Technology Colleges by 12 September each year. In addition, the Council is required to write to parents of prospective pupils of Technology Colleges directly to explain the appropriate admission arrangements and makes reference to the Doncaster University Technology College.
20. The admissions and co-ordination arrangements are included as part of a wider Learning Provision Organisation Strategy, integrating education settings place planning, admissions arrangements/co-ordination and capital developments into one area.

OPTIONS CONSIDERED

Admission Arrangements

21. The Council is required to set arrangements for admission to community schools. It must include in its arrangements, information on the order in which places will be offered when a year group is oversubscribed. These are usually referred to as the admission criteria.
22. In Doncaster, each school serves a local community, usually referred to as the 'catchment area'. This reflects the philosophy that 'efficient education' is particularly fostered by closely associating a secondary school and a group of linked primary schools, in a pyramid. In this way, each school becomes part of the provision for a community and the education of the community's children benefits greatly from the association of its schools.
23. The admission criteria for admission to community schools and community school nurseries reflect the requirement to give first priority to children in care. The next criterion gives priority to those who live within a particular catchment area. The remaining school admission criteria also recognise the importance of children attending the same school as siblings and a school which is linked to their present school in the pyramid structure. In circumstances where a place is only available in any of the criterion for one child from a multiple birth i.e. twins, the Council has undertaken to offer each child a place together.

Co-ordinated Admission Arrangements

24. The Council is required to determine arrangements which co-ordinate the admission process to all schools and academies for the year of entry. They must allow for parents to express up to three preferences and require them to apply to their own local authority. These must be considered equally and the eligibility for places will be determined using each schools admission criteria.
25. A pupil will be offered a single place which is the highest ranked school for which they are eligible. Where no place is available the child will be offered an alternative place.
26. Although the mandatory requirement to co-ordinate in year was removed from September 2013 it is proposed that the Council reaffirms its commitment to continue to co-ordinate the admission arrangements during the school year and to seek the agreement of other admission authorities to continue to do so.

REASONS FOR RECOMMENDED OPTION

Community School and Nursery Admission Arrangements

27. The Council must ensure that its arrangements take into account the relevant regulations and comply with the mandatory provisions of the Code. They include guidelines in setting oversubscription criteria which ensure that the arrangements are fair to all children and their families, and promote social equity. They must also be consistent with the co-ordinated arrangements for the area.
28. The proposed arrangements are based upon those currently in place and have been subjected to the required consultation. The admission criteria and the retention of Catchment areas, which gives the majority of children in the Borough priority though not a guarantee to an individual school, have been reaffirmed annually. To date, this principle has also been adopted by the majority of those schools which have become academies and so determine their own arrangements.

29. The admission arrangements contain details of the admission number for each school. These are reviewed annually and where necessary are revised to take into account changes in the net capacity assessment and variations in the number of pupils expected.

Co-ordinated Admission Arrangements - Primary and Secondary

30. Minor changes have been made to the relevant dates currently in place. These dates are within statutory timescales and have been agreed with the majority of our neighbouring authorities.
31. The mandatory requirement to co-ordinate in-year applications was removed for admission from September 2013. However the Council, in agreement with schools, has previously determined that this should continue and this position is reaffirmed in the proposed arrangements. Continuing to co-ordinate in-year admissions strengthens the Local Council's safeguarding role by continuing to monitor the movement of pupils and manage the Children Missing Education database. To do otherwise would rely on schools notifying the Council of applications it receives and their outcomes. It would also mean parents would have to contend with differing arrangements at each school.
32. The Council experiences a large number of in-year applications, the majority of which are due to changes of address, both into and around the Borough.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

33. The main impact of the proposals set out in this report on the Council's key priorities are set out below:

	Outcomes	Implications
	Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future; <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	
	Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling; <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	The proposal supports the Council's key Outcomes in terms of:- Encouraging local schools to work together in a co-ordinated way; Supporting ease of access for all residents to school places; Prioritising places for local pupils and their siblings;
	Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents; <ul style="list-style-type: none"> • Children have the best start in life 	Improve attendance and reduce risk for students out of

	<ul style="list-style-type: none"> • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>school;</p> <p>Raising education standards and aspirations of young people;</p> <p>Improving services for Children, Young People and their families.</p> <p>Provide better value for money in simplifying the admission process;</p> <p>Raise the awareness of parents to future proposals for the Doncaster University Technology College.</p>
	<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	

RISKS AND ASSUMPTIONS

34. If the arrangements fail to comply with the regulations and the Code they may be subject to challenge from parents through objections to Schools Adjudicator or the Local Government Ombudsman. This may have a detrimental impact on other pupils in a school or a financial impact on the Council or schools.
35. If schools do not wish to take part in the in-year co-ordination process the Council will put in place appropriate processes and safeguards to monitor the movement of pupils.

LEGAL IMPLICATIONS (HP 7/12/21)

36. Section 88C of the School Standards and Framework Act 1998, as amended, requires, before the beginning of each school year, the admission authority for a maintained school in England to determine the admission arrangements which are to apply for that year. Before

determining the admission arrangements that are to apply for a year, the admission authority must carry out such consultation about the proposed arrangements as is prescribed in the Regulations below.

37. The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012, as amended, state that every admission authority must determine their admission arrangements on or before 28 February in the determination year.
38. The Regulations also require a local authority to formulate, in relation to each academic year, a qualifying scheme in relation to each primary and secondary school in their area. The local authority must formulate a qualifying scheme by 1 January in the relevant determination year and must inform the Secretary of State on or before 28 February in the relevant determination year whether they have secured the adoption of a qualifying scheme or not.
39. The School Information (England) Regulations 2008 require that local authorities publish a composite prospectus for parents by 12 September each year which contains the admissions arrangements. An amendment has been published to the regulations which came into force on 14 February 2017. This requires local authorities to include details of local University Technology Colleges (UTCs) in the prospectus and to write to parents of prospective pupils to confirm the appropriate admission arrangements to UTCs.

FINANCIAL IMPLICATIONS (SB 03/12/21)

40. This report refers to the schemes for admission arrangements to schools but has no effect on either the total number of pupils admitted or on the resources required to administer these admissions.
41. As such there are no financial implications arising directly from this report.

HUMAN RESOURCES IMPLICATIONS (KW 06/12/21)

42. There are no HR implications arising from this report.

TECHNOLOGY IMPLICATIONS (PW Date 06/12/21)

43. There are no specific technology implications arising from this report. The Synergy Schools Admissions Management solution supports the admission arrangements outlined in this report, with parents encouraged to make their applications on line via the Parent Portal.

HEALTH IMPLICATIONS (RS 02/12/21)

44. Learning outcomes and health outcomes are intrinsically linked. Evidence shows that education, training and employment are key socio-economic factors in determining health status (Marmot, 2010). The admission arrangements described should be mindful of the impact on ease of access to education and in particular for those families who suffer disadvantage. Programmes that aim to improve attendance and reduce the gap in educational attainment are likely to impact positively on reducing long-term health inequalities in Doncaster.

EQUALITY IMPLICATIONS (NMc 02/12/21)

45. In taking this decision, the decision maker must be aware of their obligations under section 149 Equality Act 2010. This section contains the Public Sector Equality Duty. It obliges public authorities, when exercising their functions, to have 'due regard' to the need to:
- a) Eliminate discrimination, harassment and victimisation and other conduct which the Act prohibits;
 - b) Advance equality of opportunity; and
 - c) Foster good relations between people who share relevant protected characteristics and those who do not.

A Due Regard Statement has been completed and is included at Appendix 1.

46. The relevant protected characteristics under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The duty also covers marriage and civil partnerships, but only in respect of eliminating unlawful discrimination.
47. In addition to the requirements of the Equalities Act, the Code, published by the Department for Education, makes it clear that all admission authorities, including Doncaster Council must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.
48. In accordance with the Code, the arrangements and admission criteria, must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation. The Council must ensure that the arrangements do not disadvantage unfairly, either directly or indirectly, a child from a particular social or racial group, or a child with a disability or special educational needs.
49. Special provision has also been made within the In Year Fair Access protocol to prioritise applications for service personnel and crown servants in the line with the requirements of the Code and the Service Forces Covenant. The arrangements also include provision for applications from service personnel and crown servants moving to Doncaster will be considered one term in advance of a change of address in accordance with the guidance from the Department for Education providing that the application is accompanied by an official letter that declares a relocation date and a Unit postal address or quartering area address.

CONSULTATION

50. The following stakeholders are being consulted in accordance with the appropriate regulations and have been informed that the draft arrangements have been placed on the Council's website:-
- i) Community School Admission Arrangements (School and Nursery)
 - Community schools
 - Public and interested parties
 - Free Schools
 - Voluntary Aided Schools
 - Neighbouring local authorities
 - Academies
 - ii) Co-ordinated Admission Arrangements
 - Voluntary Aided Schools
 - Academies
 - Free Schools
 - Neighbouring local authorities
51. The deadline for consultation was 1 December 2021. No comments were received.

52. Following approval of the determined admission arrangements the Council will publish a copy of those arrangements on its website. An appropriate person or parents may object to the arrangements by writing to the Schools Adjudicator by 15 May 2022.

BACKGROUND PAPERS

53. The following background papers are available:-

- Draft Community Schools Admission Policy 2023/24 - www.doncaster.gov.uk/services/schools/admission-arrangements
- Draft Community Schools Nursery Admission Policy 2023/24 - www.doncaster.gov.uk/services/schools/admission-arrangements
- Draft Qualifying Co-ordinated Admissions Scheme for Primary Schools in Doncaster 2023/24 - www.doncaster.gov.uk/services/schools/admission-arrangements
- Draft Qualifying Co-ordinated Admissions Scheme for Secondary Schools in Doncaster 2023/24 - www.doncaster.gov.uk/services/schools/admission-arrangements
- Department for Education - School Admissions Code - www.gov.uk/government/publications/school-admissions-code--2
- Department for Education - School Admissions Appeal Code - www.gov.uk/government/publications/school-admissions-appeals-code
- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012 – www.legislation.gov.uk/ukxi/2012/8/made
- The Education (Relevant Areas For Consultation On Admission Arrangements) Regulations 1999 - www.legislation.gov.uk/ukxi/1999/124/pdfs/ukxi_19990124_en.pdf
- The School Admissions (Admissions Appeals Arrangements) Regulations 2012 - www.legislation.gov.uk/ukxi/2012/9/pdfs/ukxi_20120009_en.pdf
- The School Admissions (Infant Class Size) England Regulations 2012 - www.legislation.gov.uk/ukxi/2012/10/pdfs/ukxi_20120010_en.pdf
- The School Information (England) Regulations 2008 - www.legislation.gov.uk/ukxi/2008/3093/pdfs/ukxi_20083093_en.pdf
- Cabinet Report 10 December 2008 - Discretionary Transport Efficiency Savings
- The Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999 <http://www.legislation.gov.uk/ukxi/1999/124/contents/made>

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

The Code	The School Admissions Code
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REPORT AUTHOR & CONTRIBUTORS

Neil McAllister, Learning Provision Organisation Service Manager

Telephone: 01302 735283

Email: neil.mcallister@doncaster.gov.uk

Riana Nelson
Director of Learning Opportunities, Skills & Culture

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**Doncaster
Council**

EQUALITY, DIVERSITY AND INCLUSION

DONCASTER METROPLITAN BOROUGH COUNCIL

Due Regard Statement

School Admission Arrangements 2023/24 Academic Year

Due Regard Statement

A **Due Regard Statement** (DRS) is the tool for capturing the evidence to demonstrate that due regard has been shown when the council plans and delivers its functions. A Due Regard Statement must be completed for all programmes, projects and changes to service delivery.

- A DRS should be initiated at the beginning of the programme, project or change to inform project planning
- The DRS runs adjacent to the programme, project or change and is reviewed and completed at the relevant points
- Any reports produced needs to reference “Due Regard” in the main body of the report and the DRS should be attached as an appendix
- The DRS cannot be fully completed until the programme, project or change is delivered.

1	<p>Name of the 'policy' and briefly describe the activity being considered including aims and expected outcomes. This will help to determine how relevant the 'policy' is to equality.</p>	<p>The document relates to the annual determination of the following statutory school admission arrangements for the 2023/2024 school year:-</p> <ul style="list-style-type: none"> • Primary School Co-ordinated Admission Arrangements; • Secondary School Co-ordinated Admission Arrangements; • Community School Admission Arrangements; • Community School Nursery Admission Arrangements. <p>The above arrangements cover two areas; the Council's duty to co-ordinate the application processes for all pupils resident within the area i.e. the mechanism by which parents may apply for a school place and the Community School Admission arrangements for both school and school nurseries i.e. the mechanism by which priority for places is determined for admission to community schools.</p>
2	<p>Service area responsible for completing this statement.</p>	<p>Learning and Opportunities, Children and Young People: Learning Provision Organisation Service</p>
3	<p>Summary of the information considered across the protected groups.</p> <p>Service users/residents</p> <p>Doncaster Workforce</p>	<p>In addition to the requirements of the Equalities Act, the School Admissions Code published by the Department for Education make it clear that all admission authorities, including Doncaster Council must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.</p> <p>The Co-ordinated Admission Arrangements</p> <p>The co-ordinated admission arrangements allow a parent or carer to make an application for a school place. The status of the applicant is not a factor in the application process.</p> <p>The application process is available predominantly through the internet in line with the Council's Digital Strategy and the movement of online access to services. Parents make applications</p>

through the Synergy Online software which is used by a large number of councils. The software has an accessible version for parents to use.

Due regard is given to those residents who do not wish to access services online and continue to require more traditional access methods. These access channels will remain for customers wishing to contact the Council in this way. Direct assistance is available in person or over the telephone through the Customer Contact Centre or School Admission Officers.

Where necessary, paper applications are available through other channels i.e. by requesting one in person, by telephone or email through the Customer Contact Centre. Assistance is also available in person or over the telephone through the Customer Contact Centre or School Admission Officers. In addition, the majority of applicants will already have their child in a school or nursery. In these cases further assistance is available directly from the school which will be familiar with their individual communities and the support which they require.

Community School Admission Arrangements

The Community School Admission Arrangements contain the oversubscription criteria. The status of the applicant is not a factor in determining eligibility for a school place. The Code requires that the oversubscription criteria must be reasonable, clear, objective, procedurally fair, and comply with all relevant legislation, including equalities legislation.

The School Admission Code sets out permissible criteria as well as those which must not be used. The criteria set by the Local Authority i.e. Catchment areas, Siblings, Feeder School Link and distance are all permissible criteria within the Code and so are compliant with the Equalities Act.

In cases where an application is unsuccessful, parents are offered the right to an independent appeal and language support is provided as necessary for the family.

Equalities Act Protected Characteristics

Age – These arrangements will have no negative impact on this protected group.

		<p>Disability – These arrangements will have no negative impact on this protected group. (Where a child has an Education, Health and Care Plan, applications are considered under separate provisions.)</p> <p>Race – These arrangements will have no negative impact on this protected group.</p> <p>Sex – These arrangements will have no negative impact on this protected group</p> <p>Sexual Orientation – These arrangements will have no negative impact on this protected group.</p> <p>Religion or Belief – These arrangements will have no negative impact on this protected group.</p> <p>Whilst parents may apply for a school on the basis of their faith or religion, the relevant schools adhere to strict arrangements in compliance with the School Admissions Code. The Council does not determine admission to these schools.</p> <p>Maternity and Pregnancy - These arrangements will have no negative impact on this protected group.</p> <p>Gender Reassignment – These arrangements will have no negative impact on this protected group.</p> <p>Service Personnel and Crown Servants</p> <p>Special provision has also been made within the In Year Fair Access protocol to prioritise applications in the line with the requirements of the Code and the Service Forces Covenant. The admission policies include provision for applications to be considered one term in advance of a change of address in accordance with the guidance from the DfE.</p>
4	Summary of the consultation/engagement activities	<p>The consultation undertaken is determined by regulation. This includes consultation with all schools and neighbouring local authorities. Governing Bodies, which include parent representatives, are consulted during the autumn term and the arrangements are placed on the Council's website. A feedback form is also provided within the various admission to school booklets which are also available on the website.</p>
5	Real Consideration: Summary of what the evidence shows and how has it been used	<p>Co-ordinated Admission Arrangements - Admission Process</p> <p>In accordance with the Council's Digital Strategy and the movement of online access for service provision, significant changes were to the mechanism for parents to apply for school places from 2015 and the application process is now available predominantly online. Applications through this method have risen significantly since being introduced fully in 2015 demonstrated by the following table:-</p>

% of Parents Making On-line Applications*										
Year	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Secondary	14	21	34	85	86	89	93	93	98	99
Primary	13	24	15	81	89	89	88	93	98	99

*

Additional support is made available where schools are identified as having significant numbers of paper applications.

Admission Arrangements – Community School Admission Criteria

A consistently high proportion of applicants have been offered a place at a preferred school. These rates compares favourably with local and national outcomes.

	Secondary (Year of Entry 2021/22)			Primary (Year of Entry 2021/22)		
	Doncaster	Yorkshire and The Humber	National	Doncaster	Yorkshire and The Humber	National
Parents First Preference	88.00%	86.90%	81.10%	97.10%	93.30%	91.80%
One of 3 Preferences	96.60%	95.20%	93.40%	98.80%	98.30%	98.40%
Online Applications	95.58%	95.32%	93.92%	98.04%	97.60%	97.30%

Those pupils not offered a school place at one of their preferred schools were allocated a local alternative school.

6 Decision Making

This Due Regard Statement will be specifically referred to and deliberated within the agenda item at Cabinet meeting on 2 February 2022.

		The Mayor and Portfolio holder will be provided with the statement in advance of the Cabinet meeting.
7	Monitoring and Review	The arrangements are determined on an annual basis in line with statutory requirements and guidance from the Department for Education. Progress at a more operational level is covered under the council's standard performance management framework; and is monitored on an on-going basis.
8	Sign off and approval for publication	Learning Provision Organisation Service Manager Learning and Opportunities: Children and Young People

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**Doncaster
Council**

To the Mayor and Cabinet

2nd February 2022

Education and Skills 2030 Strategy

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Lani-Mae Ball – Portfolio Holder for Education, Skills, & Young People	All	Yes

EXECUTIVE SUMMARY

1. The purpose of this report is to:
 1. Outline the actions and progress that has been made since the Education and Skills 2030 Strategy was agreed by the Council and Team Doncaster partnership more widely
 2. Provide an overview of the resources that have been committed to the development of the strategy to this point
 3. Present a timeline for strategy implementation and next steps more broadly
 4. Identify a number of gaps in additional funding and resources and request that these are agreed in order to ensure the success of these next steps.
2. In September of this year, the Mayor and Cabinet agreed the new Borough Strategy – Doncaster Delivering Together. This prospectus set out Team Doncaster’s vision for post-pandemic recovery and a confident, bold ambition for Doncaster’s future. It set out a central mission for Thriving People, Places and Planet which balances the well-being of people and places with the planet.
3. The strategy put forward six wellbeing goals that collectively represent our vision for

our future:

- Greener and Cleaner Doncaster
- Skilled and Creative Doncaster
- Prosperous and Connected Doncaster
- Safe and Resilient Doncaster
- Healthy and Compassionate Doncaster
- Fair and Inclusive Doncaster

4. In order for us to deliver this longer-term vision, the strategy also put forward eight cross-cutting priorities (the 'Great 8') will drive the delivery of the work:
 - i. Tackle climate change
 - ii. Skills to thrive in life & work
 - iii. Best place to do business & create good jobs
 - iv. Build opportunities for healthier, happier & longer lives for all
 - v. Safer, cleaner & stronger communities where everyone belongs
 - vi. A child & family-friendly borough
 - vii. Transport & digital connections fit for the future
 - viii. Promote the borough & its cultural, sporting & heritage opportunities
5. The Doncaster Delivering Together Strategy, its goals, and priorities make clear that developing and promoting engagement in the lifelong learning offer across the borough is fundamental to Doncaster's future. The mission for the Prosperous and Connected Goal is to achieve a stronger, greener and fairer economy that provides good, well paid jobs supported by improved connectivity.
6. Following publication of the borough strategy, a series of meetings have taken place to inform the development of the emerging economic strategy. This strategy will build on the work of the Inclusive Growth Strategy 2018-21, specifically with respect to three progressive concepts: (1) a regenerative economy; (2) a wellbeing economy; and (3) an ecosystemic approach. Each three of these concepts reflects and has been influenced by the Education and Skills 2030 Strategy and the Talent and Innovation Ecosystem (see §28 below).
7. The new Education and Skills 2030 Strategy recognises and is motivated by the changing educational, social, economic, and technological landscape:
 1. It recognises that Team Doncaster has transformed its approach to the delivery of learning provision over the past four years, undertaking key transformational programmes relating to University City, Inclusion, and Social Mobility. Such activity has been instrumental in raising standards and outcomes in learning; but outcomes must continue to improve at pace to make sure that we continue to close the gap between ourselves and the national average, as well as between

disadvantaged learners and their peers.

2. It recognises that with employment and society increasingly requiring a solid foundation in traditional core academic skills and knowledge, as well as technical skills and essential life skills, and with younger generations facing longer working careers which requires re-skilling multiple times, how we deliver learning needs to adapt and respond to these changes.
3. In addition to this, the Covid-19 pandemic has created the largest disruption of education systems in history. There is a pressing need to address the widening levels of disparity in outcomes for our residents and to develop resilience for future challenges through capitalising on the innovations that have arisen through this period.
8. The long-term all-age strategy, co-produced and co-owned by Team Doncaster, commits to deliver a system fit for the future; one that benefits everyone, and goes beyond 'catching up with the national average' to forge our own path as a leading location for talent development and innovation learning.
9. The Strategy's **Vision** is for: *Equitable and inclusive lifelong learning that empowers people to fulfil their aspirations and thrive in life and work*. Five life-stage priorities outline the strategic direction that will be taken to realise this vision. In addition, the chapter 'Working Better Together' includes nine delivery principles, and a transformative blueprint for the future (the **Talent and Innovation Ecosystem**, 'TIE').

EXEMPT REPORT

10. This report is not an exempt item.

RECOMMENDATIONS

11. It is recommended that Cabinet:

- I. Note the actions taken since the adoption of the Education and Skills Strategy 2030.
- II. Approve the allocation of £784k one-off funding to support the delivery programme for this strategy as detailed below in §68-§75.
- III. Note the commitment to return to Cabinet with a follow-up report in December 2022 to outline:
 - How this funding has been used to build capacity in the system, and transitioned to 'business as usual'.
 - What additional resources and funding will be required to support the action plans, and where this funding will be sought from.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

12. The Education and Skills 2030 Strategy will develop the life-long learning offer within the borough, enabling people, places and businesses to participate in a growing regenerative and inclusive economy.
13. Educational outcomes have a profound influence on people's ability to live a fulfilling life and engage in quality employment. Enabling all residents to have access to high quality education and training is one of the most effective ways to improve wellbeing, boosting self-confidence and self-esteem, building a sense of purpose, and providing opportunities to connect with others.
14. An ambitious delivery programme to implement the Education and Skills Strategy at this point will enable the Council and its partners to refocus resources and efforts. Notably, in terms of enabling residents to retrain and reskill at any age and stage of life, supporting people to access the jobs of the future, fulfil their aspirations, and to develop the full remit of skills needed to live well.

BACKGROUND

Drivers for Change

A number of international, national, regional and local developments provide a set of imperatives for change across the remit of lifelong learning, including, but not limited to, the following:

International and National Drivers

15. The past few years have seen introduced a new National Curriculum and reformed qualifications and assessment at GCSE and A Level. The curriculum has been transformed, with a focus on the 'essential knowledge and skills every child should have'. The bar has been raised for children's learning in the areas of maths, English, computing and science.
16. Further major changes to the national education and skills agenda include: the introduction of the Apprenticeship Levy, changes to the Ofsted framework, increasing academisation of schools, the introduction of T (Technical) Level courses, and an unfolding devolution agenda has seen the Adult Education Budget devolved to Mayoral Combined Authorities.
17. The 'Fourth Industrial Revolution' has brought inventions such as artificial intelligence, 3D printing, autonomous vehicles, and biotechnology. These rapidly developing technologies are changing the way we work and the jobs and skills required to do them. The useful skills in the workplace of the future are likely to be different from those needed today.
18. At the same time, the climate and biodiversity crisis calls for a transition to a net zero carbon future. It calls for new green technology (including hydrogen fuels and biogas), as well as changing working practices and the skills to develop this technology. It also requires people of all ages to be equipped and educated to make the personal

changes that facilitate wider changes. Green skills for a 'just' transition are key to this – ensuring both residents and businesses benefit from a zero carbon future.

19. A series of papers – including The Government Office for Science's Foresight Report 'the Future of Skills & Lifelong Learning' (2017) and 'Rebuilding a Resilient Britain: Local and National Growth' (2020), the Learning & Work Institute's 'England's Skills Puzzle' (2020), the Government's Skills for Jobs White Paper (2021), and subsequent Skills and Post-16 Education Bill (2021) – have identified numerous challenges facing the system. These include:

- Young adults in the UK have relatively poor literacy and numeracy by international comparisons.
- Employers believe labour market entrants are not properly prepared for the workforce.
- The UK has relatively large mismatches between the supply of and the demand for skills.
- Many places and sectors in the UK are in 'low skills equilibrium'.
- Participation in formal learning declines with age, and adult learning is in decline.
- Only 4% of young people achieve a qualification at higher technical level by the age of 25 compared to the 33% who get a degree or above
- There is an increasing need to develop analytical and scientific skills in a post-pandemic world.
- There is a need to establish partnerships with local businesses to design courses which directly meet the demand of employers, and address skills gaps
- Opportunities to access education are not always available to everyone due to student finance restrictions and a lack of flexibility in how courses are delivered

20. The notion of societal well-being has changed over the years to encompass far more than economic and material prosperity. Linked to the UN Sustainable Development Goals, the Organisation for Economic Co-operation and Development's (OECD) sets out the competencies students need to thrive in 2030. These include core literacy and numeracy skills, as well as data and digital literacy, good physical and mental health, and social and emotional skills and competencies.

21. The House of Lords report: Tackling Intergenerational Unfairness (2019) highlights a number of challenges that are posed by an ageing population, the global financial crisis, and government policies that have failed to consider generational issues:

- Younger people are disadvantaged by an education system that is ill equipped for the rapidly changing labour market, and all generations need support in adapting to technological change.
- Post-16 vocational education is underfunded and under-acknowledged by government policy.
- The options to retrain and reskill in later life are incoherent and underfunded.

- Younger generations are seeing slowing pay progression and increasingly precarious employment.

Regional Drivers

22. The Sheffield City Region (now South Yorkshire Mayoral Combined Authority, or 'SYMCA') Strategic Economic Plan 2020-2040 aims to grow the economy and transform the lives and wellbeing of people across the region. Skills, Education, and Employment is a major priority within the plan, with the following intervention areas:

- Establishing the region as a place for world class technical education with leadership and investment;
- Delivering an all-age careers service that is truly best in class and meets the needs of our people and employers;
- Deep and effective collaborations between businesses, education, and training providers to drive skills development;
- Investing in our apprenticeship system to build upon existing high-quality education assets;
- Maximising devolution levers and investment to support education quality and progression;
- Working with UK Government, institutions, and businesses to raise aspirations, careers knowledge and investment in skills.

Local Drivers

23. **Borough Strategy and Wellbeing Goals** - *Doncaster Delivering Together* is team Doncaster's partnership strategy to 2030. Its central mission is: thriving people, places, & planet. It is geared towards six wellbeing goals. These are the long-term 'beacons in the distance' we will work towards, and they all interconnect. For example, reducing unemployment must go hand-in-hand with plans to improve health outcomes, skills and transport connections.

24. The 2030 strategy has been embedded within the new Borough Strategy, covering all six wellbeing goals to deliver thriving people and places and planet through life-long learning. For example:

1. Under Safe and Resilient, we hope to support reskilling develop increased community cohesion and economic prosperity through a place based, community driven learning – something that is crucial in a place like Doncaster, with multiple dispersed towns and neighbourhoods.

2. Under Greener and cleaner, we plan to tap into the green jobs expansion we are hearing about at COP26 and see massive potential to increase participation on real-world challenges and solutions on a subject that is close to young people's



hearts and has strong public support.

Education and Skills 2030 Strategy

25. The 2030 Strategy is centred on a 10 year **Vision** for 'Equitable and inclusive lifelong learning that empowers people to fulfil their aspirations and thrive in life and work'.
26. The **Priorities** are four life-stage priorities (1-4), and one cross-cutting all-age priority (5):
 - Priority 1: Best Start
 - Priority 2: Accelerating Achievement
 - Priority 3: A New Model of Post-16 Education
 - Priority 4: New Skills and Pathways to Fulfilling Life and Work
 - Priority 5: Equitable and Inclusive Lifelong Learning
27. At the end of each priority section of the strategy, a number of aims, key areas for action and key measures for success have been listed to indicate how progress to the 'delivery phase' of this strategy.
28. The final section of the strategy called '**Working Better Together – Our Approach to System Transformation**', makes the case for developing a whole-system approach to transformation through establishing an effective **Talent & Innovation Ecosystem** (TIE). The TIE is the major transformative element of the 2030 Strategy, and is the key driving force behind our five strategic priorities.
29. Team Doncaster has committed to the TIE model because it recognises that in order to have sustained resonance and impact, some fundamental changes to our existing education and skills delivery model must be made. Historically, learning provision has been biased towards traditional, academic, formal routes that are not always suited to learner strengths and needs. We need to offer a range of lifelong learning options for

training, retraining, upskilling and reskilling for flexible careers and well lived lives.

30. Indeed, whilst the full scale of the impact of COVID-19 on our people and economy is not yet known, it's clear that this has fast-tracked many opportunities for change the system in a way that ensures our residents and organisations are better equipped to deal with future uncertainties. Recent events have shown that there are other ways of doing things; methods that may not have previously been seen as 'best practice' are now emerging as having potential to meet the changing needs of people in more dynamic, flexible, and inclusive ways.
31. There is even further scope to adopt new and innovative approaches that fit well with Doncaster's ambitions. A good place to start is to understand the variety of learning pathways and destinations that are available for our residents. This is why we have worked closely together with a Senior Advisor from the Organisation for Economic Cooperation and Development (OECD), to ensure the strategy – through its commitment to TIE model – reflects international thinking and best practice.
32. **Outline of the TIE model:** TIE will support a more diverse and inclusive borough-wide learning community that caters to the individual needs of residents and encourages them to get and stay involved. This requires a whole-system approach involving partners from across and outside of the sector, and perhaps most importantly, learners. The TIE is characterised by four key themes:
33. Learning for the real world - Bringing together learners of all ages, employers and community partners to collaborate on meeting real-world design and commercial challenges. This includes national and global issues such as climate change, artificial intelligence, and pandemics. By putting learners at the forefront of innovation, the TIE will provide learners with opportunities to develop both soft and hard skills, as well as conceptual and practical knowledge that will allow them to flourish in life and work. Working to establish innovative forms of teaching, assessment and accreditation for these wider capabilities alongside the more traditional assessments dealing with the mastery of content will be crucial enablers for this.
34. Education to employment through hybrid learning - Making available informal and formal, traditional and non-traditional, academic and vocational learning opportunities in a way that creates pathways to high quality employment for people of all abilities. Establishing this Doncaster-specific hybrid model of education will require a number of collaborative developments across the system. Within and across formal education settings, this will involve curriculum enrichment to ensure that skills and qualifications support local jobs. The informal learning offer will also be enhanced through a digital learning platform that develops existing skills and often-unrecognised ability through digital micro-credentials, and makes available local learning and employment opportunities.
35. Strengths-based and demand-led - Combining further and higher education, aligning learning to areas of economic growth potential with existing skills gaps within Doncaster and the South Yorkshire Region to ensure the skills offer is demand-led. Building on our University City ambitions, the TIE will align to four Centres of Excellence: Health and Medical and Engineering are the two most developed,

providing a clear pathway to specialist learning and a training offer from levels 1 to 6. Creative and Digital and Green Technology are identified as local growth sectors to work alongside education and skills providers to enable a sustainable and future developing skills supply.

36. Learning coordinated by local experts - Utilising the wealth of expertise and assets across the system by establishing a local partnership with representation from across education, business, and the community, to develop and coordinate the local ecosystem, in alignment with our Centres of Excellence and local industry specialisms. The partnership will act as: (1) Provider – co-designing and co-delivering learning experiences, including through assessment and accreditation; (2) Curator – creating a digital library of learning resources; (3) Enabler – supporting learners' progress through new and existing pathways; (4) Broker – building relationships between business, communities and education providers.
37. As well as drawing on expertise from within the local area, the partnership will also look outwards to draw on best practice and expertise from regional, national and international arenas, to develop accreditation, curriculum enhancement and professional development; putting Doncaster at the forefront of innovation.

ACTIONS FOLLOWING ADOPTION OF THE STRATEGY*

38. Since the strategy was adopted at the beginning of this year, a number of key pieces of activity have been progressed. Key examples of this activity *(not exhaustive) are outlined under the following thematic areas (though, please note, many of these overlap):

Governance

39. A governance structure has been established, which includes a Board and Steering Group. The latter will be supported by business leads and co-leads. Co-leads, including subject matter experts and community champions, will shape the requirements for each of the 5 priorities and TIE model to ensure that the future pathways are developed with and for the people of Doncaster. Following expressions of interest, shortlisting and interview, a number of appointments have been made, but another round of applications will be invited to fill remaining roles. This group will form the basis of the 'engine room' for the delivery of the Education and Skills Strategy, working across the system, partnership and within communities.

Policy Development & Funding

40. Alignment with other local strategies: The Policy, Insight, and Change Team have ensured that the Education and Skills 2030 Strategy has been reflected in and complemented by other key and emerging strategic plans. This includes the forthcoming Culture Strategy, and the Doncaster Delivering Together Borough Strategy. Education and Skills are central to this strategy, featuring within the six well-being goals (see §19 above) and the 'Great 8' Priorities:



41. Alignment with SYMCA Activity and National Funding: Work has also been undertaken to ensure these local strategic developments align with activity at the regional level. This includes consultation on the plans for a new SYMCA Skills Strategy, and use of the Adult Education Budget (see §50 & §40). It also includes working with the SYMCA and other partners locally to submit a bid for the Community Renewal Fund that is centred on a 'skills escalator model' that is complementary to the TIE. (See also §40: Funding).
42. Lifelong Learning Commission: The thinktank ResPublica are facilitating a Lifelong Education Commission, chaired by former Universities Minister Chris Skidmore MP. The Commission is seeking to recommend how the multiple and varied barriers to lifelong learning can be removed, what future investment is needed to support this, and what regulatory change is needed to deliver on the promise of a whole system change for education post-18. Doncaster Council is a member of the Commission. The findings of this Commission are intended to influence the Skills and Post-16 Education Bill as it works its way through Parliament.
43. In conjunction with ResPublica, we are in the process of drafting a report on why Education and Skills is a driver to transform Doncaster as a place. This report, which will be presented to the Commission as part of its evidence base, will seek to place Doncaster at the forefront of the national skills agenda and set out a series of asks of Government to enable the local strategy.
44. As a precursor to this report, Damian Allen, Chief Executive and Michael Stevenson (OECD) delivered an address to Chris Skidmore and Luke Hall MP on why the skills agenda (and TIE model) is key to Levelling-Up. With support from Policy, Insight, and Change, Michael Stevenson also presented Doncaster's TIE plans to an evidence session on 12th October.
45. Funding: We have been working and collaborating to influence the system, ensuring that funding bids are aligned to the 2030 strategy priorities:
- Community Renewal Fund: We worked with wider partners to shape four applications around a 'skills escalator' model. In early November we received confirmation that 3 out of 4 bids had been approved with an award of £2,215,816. The successful bids will target: Progression (short flexible training and development interventions); Thriving (stimulating innovation/entrepreneurial activity); Decarbonising (including a specialised skills element to target a specific shortage of retro-fit engineers).
 - LSIP Trailblazer Pilot and Strategic Development Funding: We have liaised with the

Chamber and other partners to support a successful bid for a South Yorkshire Local Skills Improvement Plan Trailblazer Pilot and Development Fund. In line with the TIE model, these will support the changes needed to better align technical skills provision to the priority needs of the local area.

- Extension to Social Mobility Opportunity Area (SMOA) funding: In May this year, the Government confirmed that the Opportunity Area programme would again be extended into a fifth year, covering the 2021/2022 academic year, therefore funding is current set to cease at the end of August 2022. It is unclear at this stage if this funding will be extended further, therefore transitional arrangements and sustainability plans are already underway.

Priorities One & Two

46. Reading, Writing, and Maths (RWM) Strategy: In partnership with the Opportunity Area and National Literacy Trust, the Council has produced an all age Reading, Writing and Maths (RWM) Strategy, which is now in its second year of delivery, engaging children, young people and their families in learning to improve reading, writing and maths skills. As well as supporting Priorities 1 and 2 of the 2030 Strategy, the RWM strategy is also aligned to and complimentary with services offered through Adult Family Learning, early years, South Yorkshire Maths Hub, Partners in Learning, Research School, Doncaster Library Service and National Literacy Trust.

Priorities Three & Four

47. University City and the Development of Centres of Excellence: The University City Steering Group has been working to develop a joint post-16 prospectus centred around four Centres of Excellence; two of which have well established industry sectors locally (Engineering and Health & Medical) and a further two require greater local sector growth alongside skills supply (Green Technology and Creative and Digital). Work is underway to align the TIE development with these Centres of Excellence, providing a unique specialist learning and training offer, utilising close partnership working to deliver a joined up post-16 offer across a range of partners, sharing assets and alignment of learning pathways between local and regional partners.
48. The South Yorkshire Local Skills Improvement Plan (LSIP): South Yorkshire Chambers of Commerce, led by the Doncaster Chamber have secured funding to undertake one of the Government's LSIP Trailblazer Pilots. The pilot involves working closely with colleges and other providers to provide skills solutions for employers in Science, Technology, Engineering, Arts and Mathematics ('STEAM') related industries. As well as putting businesses in the driving seat when it comes to articulating skills demand, the pilot will also seek to encourage businesses to increase the level of investment in their workforce.
49. START in Doncaster – Start in Doncaster and Opportunities Doncaster are working in partnership to bring many of the Borough's careers resources into one place as a single point of contact for skills and careers in Doncaster. Jointly funded by Business Doncaster and the Opportunity Area, this online Careers, Advice, Information, and Guidance Service (Doncaster START) has been revamped to provide an improved

more accessible experience. START in Doncaster provides support and information for young people (GCSE to Post 18 pathways), information for graduates, adults, parents and careers, educators and employers. Given its success, this service has now also been shared across the SYMCA.

50. Doncaster Careers Hub – The hub is partly funded by the Opportunity Area programme and Careers Enterprise. Its purpose is to help schools and colleges provide high quality careers information education advice and guidance. They bring together a partnerships of schools, colleges, Local Enterprise Partnerships, local authorities, businesses, and careers providers, to develop and share good practice to help schools and colleges best support their students to young people connect closely to local skills and economic needs. The Doncaster Careers Hub has now merged with the Sheffield City Region Careers Hub working with 112 schools (33 Doncaster Schools). This includes Further Education/Sixth Form Colleges, University Technical Colleges, Mainstream Secondary, Special Schools and Pupil Referral Units.

1. A developed work experience programme to support young people in schools includes sharing local and national best practice, funded Opportunities Doncaster/North Yorkshire Business Education Partnership to deliver work experience to every Doncaster mainstream school, sign posting schools to funded virtual opportunities via providers such as Speaker for Schools/Pathway and fully funded Virtual Work Experience (VWEX) in the Gaming sector delivered by Speakers for Schools and Game Academy, Black, Asian and Minority Ethnic (BAME) into Science, Technology, Engineering and Mathematics (STEM) Summer Academy, girls into STEM Summer Academy, the Bridge project work experience placements for young people with Special Educational Needs/Disabilities (SEND).
2. The Careers Hub has also implemented a fully funded apprenticeship support and knowledge programme, available to all schools and delivered by Opportunities Doncaster, a primary aspiration programme, to support education in primary schools, a widening participation project, in partnership with Zero gravity to support young people in accessing university, including Oxbridge and Russell Group, a post 16 project to improve the quality of A level and vocational provision targeted at young people at risk of Not being in Education, Employment or Training (NEET) and the development of an all age careers platform focussing on Doncaster employers, opportunities, learning providers and labour market information.

51. Employment Hub - A single Access Gateway into Employment Skills and Enterprise support established in 2020 to help people affected by the Covid Pandemic to navigate the employment and landscape. Services were brought together to provide one easy channel to find support and help, for example for people made redundant, furloughed, those looking to change career to move into demand roles e.g. social care and healthcare. The Hub provides web, email and telephone channels for engagement.

1. The online gateway to the hub, is built onto the START in Doncaster (all age careers platform) and a re-vamp and re-design of START is underway with smarter functionality and improved user interface particularly from an Adults perspective. The developments will improve the adult user journey and will include the provision

of a CV builder, skills profiling, exploring industries and job search. The project is also now being rolled out across the SYMCA.

2. Employment, Skills and Enterprise activity is aligned to the Employment Hub to ensure residents can find information, get support and benefit from opportunities easily, this includes:

52. Employment Academies - Employment Academies are being established to ensure local residents can access employment opportunities at major development sites across Doncaster, as well as recruitment support for employers located on site.

- [The iPort Academy](#) is live
- [The Gateway East Academy](#) (Airport Business Park) is live
- The Unity Academy will be launched later this year

53. Youth Hub 2 – The local Youth Employment Hub delivered by Business Doncaster is set up to support 18-24 year olds Universal Credit (UC) Claimants into; work, training or self-employment. Doncaster has highest levels of young people claiming Universal Credit in South Yorkshire. This service is grant funded by DWP from its Flexible Support Fund and is delivered in partnership with Doncaster Chamber. Referrals are made directly by Job centre staff (Work and Youth Coaches) and young people are supported with employability skills, development and careers action planning, CV development, and job applications, with the key aim to reduce claimant numbers. A physical Youth Hub has been set up in the One Stop Shop in the Civic Office where the delivery team meet and support Youth Hub customers, as well as engagement and delivery focussed across Doncaster where it's needed most, including currently Hexthorpe and Thorne.

54. Launchpad – Delivered by Business Doncaster and Doncaster Chamber this is our well known self-employment and new business start-up offer - available to anyone 16 or over, as well as existing micro businesses. Launchpad can be accessed via the employment hub or directly.

Priority Five

55. Adult and Family Community Learning (AFCL) – Doncaster's AFCL service is fully funded through the recently devolved SYMCA Adult Education Budget. It provides a vital role in supporting residents aged 19+ to enter, return or progress in the areas of education and/or employment. By taking delivery out to communities, learning becomes more accessible and begins to break down the barriers that many adults face when (re-)entering education or employment.

1. The AFCL curriculum strategy is aligned to the 2030 Strategy and the Reading, Writing and Maths Strategy. The provision of a Functional Skills offer in maths and English, an Essential Digital Skills offer and English to Speakers of Other Languages (ESOL) qualifications enables adults across the Borough to better engage with society and begin their journey to employment or up-skilling. The Family Learning offer supports parents/carers to support their children's learning at home, preparing and supporting the future generation of workers; and the

Community Learning offer builds community resilience and reduces social isolation and mental health issues.

2. Throughout the Covid pandemic, the service successfully changed its delivery model to enable it to continue reaching out to communities, from predominantly face to face delivery they created Google classrooms, delivered learning via Teams sessions and delivered resources to beneficiaries across the Borough to enable them to take part in learning. Tutors diversified their delivery, looking to offer programmes of learning that would support mental health and well-being in difficult times away from their usual curriculum areas.

56. Equity and Diversity Policy: We have developed an Equity and Diversity Policy which is to be rolled out across schools in the next academic year.

57. Equity and Diversity Champions: We have recruited over 40 Equity and Diversity Champions from schools to drive positive change in terms of equity, diversity and closing the attainment gaps.

58. Wellbeing and Curriculum Group: Partly as a response to the pandemic, we established a collaborative partnership Wellbeing and Curriculum Group across the school system, with a borough-wide framework and curriculum principles aligned to the 2030 Strategy. The purpose of this is to support children and young people's emotional health and wellbeing in a way that is tailored to individual settings according to their values, characteristics and needs. This activity has since been progressed to include:

1. Facilitating a leadership network with a focus on wellbeing and curriculum, where best practice, including expert speakers are invited to inform our local approach
2. Developing a borough wide set of resources for supporting the overall transition back to educational settings.
3. Developing a borough wide approach to positive behaviour management, including the establishment of safe and inclusive behaviour routines again, in light of the formal disruption as a result of COVID-19, especially for some of our most vulnerable pupils.

The Talent & Innovation Ecosystem

59. Partnership workshops: In order to progress the development of the TIE model two partnership workshops have taken place to co-create a set of cross-cutting programmes:

- A Doncaster Curriculum and Credentialing system
- A programme of engagement, driven by a Doncaster Centre for Applied Learning, which seeks to engage every person in the borough as a learner
- Developing a multi-faceted learning ecosystem for thriving communities
- Ensuring the TIE model delivers for vulnerable learners and older learners

These themes were the subject of local and international discussion at the GELP event (see below).

60. The Global Education Leaders Partnership (GELP): The 2030 strategy has led to

Doncaster hosting the first ever UK convening of GELP this year – with an online conference in May, and a physical three day conference in November (with backing from the Northern Powerhouse Partnership and South Yorkshire Mayoral Combined Authority). GELP comprises of a set of education system leaders who are committed to transforming education through the development of learning ecosystems partnerships, pedagogies, curricula, and assessments that enable well-being.

1. These events have showcased the 2030 Strategy and examples of provision in Doncaster that exemplify the TIE model. Over the course of the three-day conference called Designing Doncaster's Education Future, some of the world's leading education experts from the GELP community chaired locally-focussed discussions to progress the TIE, covering topics such as: the recognition of learning, transformational learning spaces, whole-place engagement in learning, and ecosystems for broader purposes. Each evening the international GELP community held further discussions, based on the Doncaster sessions.

DEMONSTRABLE PROGRESS IN PERFORMANCE FOLLOWING ADOPTION OF THE STRATEGY*

61. *As above, achievements to date supported through the Social Mobility Opportunity Area fund and also maximising existing resources across the Council and partnership. The following is not exhaustive:
62. Exclusions: We have seen an 87% reduction in permanent exclusions and a 63% reduction in fixed term exclusions, including the development of a Memorandum of Understanding and refined In Year Fair Access Protocol (IYFAP) developed with schools to adopt an early intervention and prevention approach to inclusion,. Additionally, through the Big Picture Learning School, and an early-intervention approach, 60 children have been reintegrated into the school system.
63. Attendance: Doncaster has historically had high levels of school exclusions, but school attendance had stabilised prior to the pandemic with a number of key outcomes having moved significantly since 2018, with primary absence moving in line with national figures and secondary persistent absence improving from 19% to 17% during the first year of our attendance strategy. Despite the challenges with Covid, and against a national trend, these outcomes continued to improve, with gaps closing with the National Average and overall absence being close to the national averages for most of the last year:
 1. For 2020-2021 Autumn term figures show that primary attendance was slightly below average and secondary attendance being slightly below the national average, having been in line with average during November but affected by bubble closures during December. For the spring term 2021, primary school attendance has been above national average and secondary school attendance has been consistently in line with average.
 2. Since then primary attendance has been consistently above or in line with the national average until July 2021, whilst secondary has been broadly in line or slightly below for much of 2021, then impacted by the sharp rise in Covid infections

during June-July.

64. Attainment: In terms of the broad attainment and outcomes, we have had no 'official' external data since 2019, but feedback from schools and colleges indicate that the trajectory of improvement continues at all stages and ages (although disruption to school will have slowed this down). The Office for National Statistics bases this data on Annual Population Survey responses, which are weighted to official population projections. The current projections are 2018-based and therefore pre-date the COVID-19 pandemic.
65. OFSTED: There were no OFSTED inspections in Doncaster schools between February 2020 and September 2021, which has prevented a large proportion of schools from being able to formally demonstrate significant improvement. However, there has been very positive outcomes from those schools which have been inspected since September. 86% of Primaries and 100% of Secondaries were rated Good or Better. This represents a highly positive 2 percentage point (pp) and an 11pp increase in schools rated Good or Better at primary and secondary overall, respectively.
66. NEETs: Joint work between the Opportunity Area, Opportunities Doncaster, Learning Opportunities, Skills and Culture at Doncaster Council, and other partner organisations to provide universal and targeted support for young people at risk of becoming 'NEET' (Not In Education, Employment or Training) following education is better than nationally. Doncaster's combined average NEET/Not Known figure at the end of October 2021 (6.8%) is well below the Yorkshire & Humber average (12.5%) and also well below the national average (14.5%). In terms of NEETs only, the 2 month average for December to February 2021 is 4.9% respectively.
67. Russell Group offer rate: Joint working between the SMOA and Council brought the Zero gravity mentoring programme to Doncaster, the first locality based project for Zero Gravity. This was actively promoted by Ed Miliband MP and significantly exceeded the target of increasing Doncaster's Russell Group offer rate from 38% to 78%, by resulting in a 100% offer rate.

RESOURCES COMMITTED TO STRATEGY DEVELOPMENT & IMPLEMENTATION TO DATE

68. To date the core team supporting the development of the strategy and associated work has included support from the Policy, Insight, and Change Team, through policy and project management, and consultancy support from the OECD, as well as leadership from the Learning and Opportunities Directorate.
69. This small team has also drawn on the expertise of international education leaders through the GELP event and community and has established a subsequent partnership with Learn Life, Rethinking Assessment and Global Education Futures, underpinned by research undertaken in partnership with the Brookings Institute.
70. Additional support for the programme to date as identified in the activity highlighted from §33 above, includes that provided by the Opportunity Area Fund, Centres of Excellence, Opportunities Doncaster, voluntary sector organisations, Doncaster Academies and Schools, Early Years settings, Post 16, Further Education and Higher

Education providers i.e. University Technical College (UTC), National College of Advanced Transport Infrastructure (NCATI), Doncaster Colleges Group, University of Sheffield, Sheffield Hallam University, Doncaster and Bassetlaw Teaching Hospitals, Doncaster Chamber, and the Workers Educational Association (WEA).

71. Doncaster Opportunity Area has also funded a sustainability post to support the transition from Opportunity Area to Education and Skills Strategy 2030.

INDICATIVE TIMELINE FOR IMPLEMENTATION

72. The following table presents an indicative timeline for implementation of the strategy:

Activity	Date	Status/Update
TIE development workshops	July	Complete
Identify Service Leads	October	Complete
Round 1 Recruitment of Co-Leads	November	Partially complete (50% SME and 25% Community co-leads recruited). Second round of interviews to take place post-GELP
Host GELP Doncaster 2021	November	Complete
Post-GELP reflection & discussions with Health, Economy, and Localities Leads	November (Ongoing)	Initial reflections complete Further sessions to continue to be held on a regular but flexible basis*
Co-Leads-Recruitment stage 2 – Advertise and Shortlist	January/February	Utilising GELP attendees to recruit remaining leads (including community leads). To campaign and shortlists
GELP Roadshow - Planning	January/February	Utilising the momentum of the GELP convention to engage the community directly.
GELP Roadshow - Product production	January/February	Creating a suite of products to support delivery of roadshow and identify opportunities.
Stage 2 SME Co-Leads Interview and Selection	January/February	Remaining specialist co-leads selection
Continuing community Co-Leads Recruitment	January/February	Remaining 75% community co-leads selection
Leads and Co-leads Workshop	February	Estimated February to bring together all leads (service/co-leads and community leads) to establish implementation planning and engagement with steering group/portfolio board.

Full portfolio board and steering group	February	Shadow Board in place. Formal inauguration of the portfolio Board will be onwards the end of February.
Community engagement through post-GELP roadshow	February (On going)	To be led by co-leads
Action-planning workshops	February onwards	To be led by co-leads

* These discussions include informing the development of the new regenerative and inclusive growth strategy.

ADDITIONAL RESOURCE REQUIREMENTS

73. Where possible, Learning, Opportunities, Skills and Culture have made every effort to utilise existing resources to support this programme and will continue to prioritise existing resources and redesign any services within the current budget envelope.

74. However, whilst the above activity has been extensive, additional resources and funding are required on an interim basis to ensure the success of the 2030 Strategy. These requirements (and the rationale for them) is set out below:

- a. A requirement to fund interim dedicated skills lead posts: At this time, there is no post, other than the Assistant Director for Education, Skills, Culture and Heritage, which has explicit responsibility for skills. Through a planned Directorate Head of Service review, a post will have responsibility in the longer term. However, given that there is currently no post within Policy, Learning and Opportunities, or Economy and Environment with explicit responsibility in the shorter term, and given the scale of the agenda set out by Priorities 3 and 4 and TIE model, coupled with the impact of the pandemic, additional interim capacity is therefore crucial to enable the strategy's successful implementation.
- b. A requirement to commission external expertise: Whole-scale systems change represented by the TIE model (i.e. the implementation of an ecosystemic lifelong learning model) requires knowledge and expertise that is currently unavailable 'in house'. Funds to commission external advice on international best-practice is therefore crucial to take forward our plans.
- c. A requirement to fund the development of a Doncaster Curriculum and Credentialing System: In line with a number of priorities and aims within the 2030 strategy, as well as the TIE model, there is a clear imperative to develop a Doncaster Lifelong Curriculum and Credentialing System; one which develops and recognises the full remit of skills, dispositions, knowledge our learners require both now and in the future. The development of such a system requires:
 - i. A programme of employer engagement to better-align curricula with the needs of the local labour market, community contexts and education requirements across all ages to ensure the curriculum develops the full remit of social, emotional, technical, practical and academic skills, and to develop opportunities for problem based learning. This requires a novel developmental approach not undertaken before at a local level, therefore

requiring some initial funding to support. This can then be aligned to broader funding sources to be considered in the future, whilst also ensuring that where possible, a clear target for embedding the delivery in business as usual, creating a clear and sustainable model.

- ii. A project to support the development of microcredentialling – to develop a Doncaster offer that is supported across business and wider partners to enable people to have recognisable credentials beyond formal qualifications to access employment opportunities; where learning is facilitated through an online platform that also rewards and recognises learning outcomes through ‘digital badging’. This may for example include a passport, essentially more tangible and transferable version of a record of achievement/passport/accreditation, and it would support the recognition of broader learner dispositions as well as in-demand career specific skills. Since this requires software and expertise that we do not currently have ‘in house’, additional funds are required for concept development and prototyping (see §73 below).
 - d. A requirement to invest in community leadership: As noted above, we have worked to establish relationships with a number of external organisations and international experts, but we have done so largely free of charge. We have also developed relationships with partners to co-produce the 2030 strategy and TIE model; again, free of charge. However, in order to sustain these relationships for the period required to establish the TIE model, it is necessary to invest in this leadership and expertise. The reason for this is twofold, firstly to draw on this expertise to build capacity within the local authority, partner organisations, and the community directly utilising the localities model and secondly, to promote, secure, recognise, and reward genuine co-production and partnership buy-in from communities and partners for system-wide transformation, including a commitment in social value from employers and partner organisations.
 - e. A requirement to bolster the resources to promote Equity and Inclusion: It is essential that we develop a clear and equitable approach to Education and Skills, specifically the TIE model, to enable all learners whatever their starting point or need to know that they matter and have equitable and fair access to opportunity. Whilst there are a number of existing resources within the Learning, Opportunities, Skills and Culture directorate and across partners, that are dedicated to the Equity and Inclusion agenda (and additional work has taken place to support this – see §50-53), there is a need to provide sustained and innovative support to extend this work through investing additional capacity in the short-term, particularly with respect to all-age SEND support. This will be required to work with existing and new forums to develop a clear support and curriculum offer for those who need it most, and to ensure this development is truly representative of the rich diversity of people, culture and communities of the place. This would capitalise on exemplar projects such as ‘The Bridge’ in partnership with Nexus and Opportunity Area, Big Picture Doncaster, the Vega College and the Healthy and Happiness programme in heritage services.
75. Further to this, it should be noted that a range of existing education and skills related funding is ending/not available to all:
- 1. Kickstart scheme ends at the end of the calendar year
 - 2. Lifetime skills guarantee not set to launch until 2025

3. New Restart scheme only eligible for those unemployed for +12 months
 4. Social Mobility Opportunity Area is due to end August 2022.
76. To be clear, the above requests are being made in order to pump-prime the system for the programme of activity that will follow from the action plan. Investing in these resources now will ensure savings are made later. For example, by investing in SEND support to support learners with additional needs earlier on, we reduce the costs incurred through addressing this need later on in the learning journey.
77. A breakdown of the financial costs to support the programme across the five priorities identified above and journey into the TIE is shown in *Table 1* below. The total cost of the additional interim resources and additional investment is £784,035 (£26,000 in 21/22, £578,525 in 2022/23 and £179,510 in 2022/23). Resources identified for 21/22 are related to an extension of existing resources.
78. These resources are being requested in line with the Council's commitment to an early intervention and prevention approach as set out in Doncaster Delivering Together. Investing, for example, in support for equity and inclusion through providing additional capacity to extend across all-age SEND and inclusion support into employment pathways support will mean that costs (both financially to the partnership, and in terms of outcomes for residents) incurred from not having this support in place now will not be incurred later. Putting such support in place will mean (in this example) that people with additional needs and disabilities will be supported into meaningful employment and education as they progress through statutory education. This will, therefore, mean that fewer resources will be committed to supporting these individuals when they have become disengaged from the system and as a consequence will require a higher level of support to transition.

Table 1: Additional Interim Resources Requested

Additional Interim Resource		TOTAL Projected cost £	21/22 cost £	22/23 cost £	23/24 cost £
A	Additional interim capacity to support the development of the strategy to ensure a sustainable pathway and development of skills, the five priorities of the strategy, TIE and Centres of Excellence.	359,035	0	179,525	179,510
B	Talent Innovation Eco-system and International Development through procurement of international expertise (linked to GELP and OECD advice to date)	61,500	6,000	55,500	0

c.i	Co-design of a Doncaster offer across employers and education, with local communities and education providers	50,000	0	50,000	0
c.i i	Micro-credentialing - concept development and prototyping (Phase 1 and 2 respectively)*	49,000	0	49,000	0
d	Co-design, development and community leadership	125,000	0	125,000	
e	Equity and Inclusion - investing additional capacity to extend across all-age SEND and inclusion support ie Early Years – Post 16+, into employment pathways support. The following areas are included in this area of development and support: <ul style="list-style-type: none"> • All age SEND support from early years through to employment. • All age reading, writing and maths strategy and implementation plan for support and development. • A programme to provide learning mentors to support young people into university, including, but not exclusively Russell Group and Oxbridge. • Support and development programme for young people at risk of NEET 	139,500	20,000	119,500	0
	TOTAL	784,035	26,000	578,525	179,510

79. *Costs cited under 'micro-credentialing' are for concept development and prototyping.

Evidence of successful completion of these phases would be used to attract additional external funding for Phases 3 and 4 (Piloting and Steady State, respectively). This funding would be sought from relevant grant funding agencies, including technological innovation trusts or public sector bodies (e.g. National Lottery Community Development Fund).

80. These funds are being requested as an interim measure only, in order to transition through to implementation. Once the projects and programmes have been established, the relevant activity will be embedded within the relevant services and organisations, ensuring that this activity transitions to become 'business as usual'. As such, these posts, activity, and initial investments will not be required over the long term – as services respond to the relevant transformation.

81. The action plans and approach to implementation will be the subject of a further Cabinet report which will be presented in December 2022. This Cabinet report will also outline the impact to date and how the interim funding has been used to develop

capacity and transition activity into business as usual, as well as funding options and future proposals to underpin the action plans and subsequent phases.

82. Funding bids already in progress include:

- Youth Futures: Connected Futures Fund – addressing systemic barriers to employment faced by disadvantaged young people aged 16-24. This fund has been identified for equitable and inclusive pathways into employment (interim resource 'e'). This includes two phases of funding: up to £125,000 in phase 1 (18 months), and up to £1.5m in phase 2 (3-4 years). Deadline 17th January.
- VocTech: Seed Funding – improving vocational learning through digital technology. This fund has been identified for development of micro-credentialing (interim resource 'c.ii'). The amount being requested is £50,000 for 12 months. Deadline 9th February.

OPTIONS CONSIDERED

83.

Option 1: Create and implement the Education and Skills 2030 action plan with no additional funding or resources.

Option 2: Approve the additional interim allocation of £784k one-off funding to support the delivery programme for this strategy as detailed above (recommended).

Option 3: Create and implement the action plan, but with additional funding sought from elsewhere.

REASONS FOR RECOMMENDED OPTION

84. Option 1 is not recommended. The TIE model, priorities and outcomes we are seeking to achieve through the 2030 strategy require significant transformational activity. This work therefore cannot be progressed within the confines of existing budgets (i.e. without significant additional funding and staffing).

85. Option 3 is not recommended. External funding sources alone do not offer the stability or longevity of service and transformational activity that is required to ensure this work will have sustained impact. (However, please note §81-84, Risks and Assumptions, below).

86. Option 2 is recommended. Approval of the Education and Skills 2030 Budget will ensure that the programme can be developed in line with the Council's ambition for both the Borough strategy and Education and Skills Strategy and where possible additional funding sources will be sought to ensure future sustainability.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

87.

Outcomes	Implications
<p>Skilled & Creative: Residents have improved skills and a creative culture supports wellbeing, business success and solutions to the borough's challenges.</p>	<p>By investing in each of these interim resources, capacity will be built across the lifelong learning ecosystem to facilitate the development of a programme of work, and to identify any sources of external funding necessary to deliver this. Securing dedicated skills leads will ensure this work has appropriate and sufficient leadership capacity at Head of Service Level. Investment in co-production and community leadership will ensure that the learning ecosystem supports better outcomes beyond the purely academic or economic, but wellbeing more generally.</p> <p>The procurement of international expertise will ensure that the action plan development is informed by best-practice, and that the system is shaped in line with those ecosystems which have been proven to deliver better outcomes for citizens in similar locales.</p> <p>The development of the TIE model and the innovation it supports will provide greater opportunities to engage in problem-based learning that addresses wider borough challenges.</p> <p>By investing in the development of a micro-credentialing system, as well as an employer-shaped lifelong learning curriculum, the above resources will providing more accessible, smaller, targeted, flexible forms of learning that can either re-engage residents in learning or allow them to explore their creativity and develop a wide variety of skills and dispositions not currently formally cultivated by the existing system.</p>
<p>Prosperous & Connected: A stronger, greener and fairer economy that provides good, well paid jobs and is supported by improved transport and active travel infrastructure and access to good broadband.</p>	<p>By investing in the development of a micro-credentialing system, as well as an employer-shaped lifelong learning curriculum, the above resources will (create and facilitate existing) pathways into employment; connecting more local people into good, skilled, well paid, employment, as well as allowing them to progress. More specifically, it will lay the foundations to:</p> <ul style="list-style-type: none"> • Provide, smaller, targeted, flexible forms of learning that can either re-engage residents in learning or allow them to progress within employment. • Provide a coherent all-age curriculum that gives residents 'line of sight' to rewarding careers. • Provide a relevant and engaging curriculum and

	<p>credentialing system that develops the technical, academic, and practical skills, as well as broader dispositions required by local employers.</p> <p>Increasing skills levels across the population, and offering employers opportunities to shape the curriculum will serve to attract more high skilled, high waged employers (and therefore jobs) to the borough.</p>
<p>Greener & Cleaner: All residents, communities and organisations working together to protect and enhance the local and global environment to improve wellbeing.</p>	<p>Investment in the ecosystem model, and the leadership and expertise required to develop it, as well as in curriculum and credentialing, will create more opportunities for learners, businesses, community groups, and public sector organisations to engage in problem-based learning, and will further support the development of the Centre of Excellence for Green Technology.</p>
<p>Fair & Inclusive: A borough with reduced inequalities and improved access to social and economic opportunities for all.</p>	<p>Investing in additional capacity to extend across all-age SEND and inclusion support i.e. Early Years – Post 16+, into employment pathways support will enable all learners whatever their starting point or need to know that they matter and have equitable and fair access to opportunity.</p>
<p>Healthy & Compassionate: A compassionate borough where collectively everyone is supported to add life to years and years to life.</p>	<p>The requested resources will facilitate the development of a series of projects and interventions that will better-connect the learning eco-system to health and care, promoting positive mental and physical wellbeing, for example through embedding trauma-informed approaches, multi-agency working and access to early help and intervention.</p>
<p>Safe & Resilient: Residents feel safe and communities are more resilient to challenges and emergencies.</p>	<p>Investment in community leadership, co-production, and community-based learning will improve the safety and resilience of local communities by improving community cohesion, skills levels, and pride of place.</p>

88.

Outcomes	Implications
<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p>	<p>The Strategy takes a whole-person, whole-life focus. The priorities and aims will ensure that:</p> <ul style="list-style-type: none"> • All residents have line of sight to good, fulfilling work as they move through the

<ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>education system, through a strong careers information, education, advice, and guidance offer.</p> <ul style="list-style-type: none"> • All that residents have opportunities to retrain, up-skill, and re-skill at any age and stage, in order to access new careers. • Our post-16 education offer is closely connected with the local economy; with skills pathways that are shaped by local employers.
<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>The Strategy recognises the need for a place-based education and skills offer that connects with local culture and heritage:</p> <ul style="list-style-type: none"> • Through supporting schools to tie the school curriculum to local culture and heritage and promoting physical activity. • Through engaging residents in learning via local community groups, forums, and projects, including Adult and Family Community Learning. • Through developing a University City joint prospectus that includes centres of excellence for green technology, health and social care, and creative and digital.
<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>The Strategy that will ensure delivery of this vision over the next ten years, and, moreover, extends this to an <i>all-age</i> offer:</p> <ul style="list-style-type: none"> • Providing the best-start in learning through increasing levels of parental engagement, renewing our focus on speech and language acquisition and development, and providing a strong Early Help, Health, and Social Care offer. • Ensuring that every child and young person achieves their full potential at Key Stages 2 to 4, through implementing consistent behavioural approaches, offering an inclusive and well-rounded curriculum that develops essential life skills and supports emotional and physical wellbeing, and recruiting and retaining the best teachers and leaders.

	<ul style="list-style-type: none"> • Reforming our Post-16 education and skills system to equip residents with the skills, ambition and attributes needed to thrive in the 21st Century. • Providing opportunities for residents to learn and acquire new skills throughout life, and to access (and progress within) secure, rewarding employment through working closely with industry to develop sectoral career pathways, strengthening our all-age careers, advice, and guidance offer, and improving the availability and accessibility of adult learning. • Addressing educational and skills disparities across our communities, by extending the work of the Social Mobility Opportunity Area, increasing support for vulnerable learners, and utilising our local assets to extend our community learning offer.
<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>The Strategy recognises the need to address the socio-economic and health barriers to learning. It therefore advocates for an education and skills system that is well-connected with health and social care, which promotes positive mental and physical wellbeing, for example through embedding trauma-informed approaches, multi-agency working and access to early help and intervention. It also aims to build community assets and promote connections across the place.</p>

<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>The strategic approach outlined – Working Better Together – and the accompanying Delivery Principles strongly reflect the Connected Council vision. Our approach to ‘Working Better Together’ will:</p> <ul style="list-style-type: none"> • Ensure responsibility for delivery of the strategy is shared across the partnership – including the education, employment, and community sectors, thereby embedding a whole-person, whole-life focus. • Improve communication, coordination across the system, as well as to improve governance arrangements. • Strengthen collaboration at a local, regional and national level, embedding best-practice reflecting national policy and regional initiatives, and seeking opportunities to secure sustainable funding.
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RISKS AND ASSUMPTIONS

89. Whilst the Education and Skills Strategy is well defined, there is a risk that without the investment identified in this report Doncaster will not achieve the outcomes identified as critical in the strategy, including an increase in the gap for local people accessing good quality employment.
90. Central government proposals or funding announcements (such as an extension to the Social Mobility Opportunity Area funding) will influence the delivery of the Education and Skills strategy objectives. We will therefore continuously review spending and funding announcements, and continue to apply for external funding where possible to ensure activity is funded by central government where possible. However, at this stage, there is no indication that this funding will be extended beyond August 2022.
91. The Education and Skills Portfolio Board, with support from the Policy, Insight and Change Team, will also ensure that external funding searches are embedded into the implementation plan, to negate the need for additional spend where possible.
92. We are seeking UK Government support for our transformational proposals, and will continue to lobby and influence the system through means such as engagement local MPs, think tanks and international agencies such as GELP to influence policy reform. However, we are developing our plans such that they do not contradict national policy. We are seeking to ‘influence the system and system-change from within’. This will ensure that this work would be catalysed by (e.g. through funding), rather than dependent on, Government endorsement.

LEGAL IMPLICATIONS [Officer Initials HMP, Date: 20.10.21]

93. A local authority has a number of specific statutory duties to children and young people. S17 of the Children Act 1989 provides that it shall be the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs. Under the Education Act 1996 the Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with SEN.
94. The authority must also arrange suitable full-time education for the pupils of compulsory school age, to begin no later than the 6th day of the exclusion. The authority must identify those children not receiving education and to investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from schools' admission register.
95. The Local Authority and schools have duties toward employees and children under the Health and Safety at Work Act 1974 and related legislation.
96. Members must also be aware of the Council's obligations under the public sector equality duty in s149 of the Equality Act 2010. It requires public authorities when exercising their functions to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share relevant protected characteristics and those who do not. The relevant protected characteristics under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This has particular relevance to children and young people who have a SEN.
97. The actions set out in the proposed strategy should assist the Council in complying with its statutory duties. As the programs of activity to deliver the strategy develops further, specific and detailed legal advice will be required.

FINANCIAL IMPLICATIONS [Officer Initials: SB; Date: 14/12/2021]

98. The cost of the additional temporary resources required to support the Education and Skills 2030 Strategy is £784k (£26k in 2021-22, £579k in 2022-23 and £179k in 2023-24 as detailed within the table in paragraph 72 of this report).
99. Temporary one off funding is requested as per paragraph 74 of this report. Once the projects and programmes have been established, it is expected that the relevant activity will be embedded within existing services and therefore funded using existing budgets.
100. The £784k cost of this strategy is proposed to be funded from a newly created earmarked reserve specifically for the Education and Skills 2030 Strategy, should this report be approved, which will be created by allocating funds from the Service

Transformation Fund Reserve (STF). The STF was established to fund activity leading to service improvements and efficiencies.

101. Other options for funding the £784k cost of this strategy have been considered. It may be possible for the project to be considered for SYMCA Gainshare funding however this won't become clear until the process for allocating the Gainshare grant through the investment framework is established. Another potential funding option is the Shared Prosperity Fund however again this won't become clear until the process for allocating the grant is confirmed.
102. The report outlines the actions taken so far since the adoption of the strategy including the support provided from the Social Mobility Opportunity Area Grant. A budget of £95k exists for the GELP conference which was held in November 2021. This was funded through £60k Council resources and £35k sponsorship funding.
103. The report also highlights that additional external funding may be sought to finance future phases of the strategy. A risk remains that no external funding will be received however as stated above at paragraph 75, a detailed feasibility study will be undertaken with a detailed plan and funding options will be brought back to Cabinet in December 2022. Any financial implications (either capital or revenue) relating to specific areas of the strategy will need to be included within further reports at this stage.

HUMAN RESOURCES IMPLICATIONS [Officer Initials: KJ; Date: 08/12/2021]

104. There are no HR implications specific to the recommendations in the report, however, any emerging matters that impact on the workforce will require HR engagement at the appropriate time.

TECHNOLOGY IMPLICATIONS [Officer Initials NR Date: 07/12/21]

105. Technology continues to be an evolving key essential enabler to support the delivery of all services and the key strategic themes outlined in this report. Robust and effective ICT governance arrangements will continue to be needed to ensure the delivery of the key priorities. This will be monitored and continuously reviewed via the Council's Technology Governance Board.

HEALTH IMPLICATIONS [Officer Initials: RL; Date: 08/12/21]

106. Education is a determinant of future health and wellbeing and lifelong learning is one of the promoted 5 ways to wellbeing. For adults, continued learning through life enhances self-esteem and encourages social interaction and a more active life. The practice of setting goals, is strongly associated with higher levels of wellbeing. The opportunity to engage in learning and educational activities helps to lift older people out of depression.
107. The paper describes a plan to provide all Doncaster residents with the opportunity to access and succeed in opportunities for learning and development that best suits both the aspirations of individuals and the current and future local labour market need. Regular monitoring of progress will enable additional support to be focussed on individuals and groups who may face barriers when trying to find, access or maintain

engagement with learning opportunities.

EQUALITY IMPLICATIONS [Officer Initials: DA; Date: 08/12/21]

108. Decision makers must consider the Council's duties under the Public Sector Equality Duty at s149 of the Equality Act 2010. The duty requires the Council, when exercising its functions, to have 'due regard' to the need to eliminate discrimination, harassment and victimisation and other conduct prohibited under the Act, and to advance equality of opportunity and foster good relations between those who share a 'protected characteristic' and those who do not share that protected characteristic.
109. The Education and Skills 2030 Strategy will sharpen Team Doncaster's focus on the key actions that will have the biggest impact on learning, continuous development, and access to quality employment. The development of new interventions and improvements to service delivery processes that are made as result of these priorities may require a due regard statement to be completed and reported as and when appropriate. Improved outcomes in all five priority areas will ensure that educational, developmental, and employment outcomes will improve for persons of all backgrounds, regardless of their sexual orientation, marital status, disability, gender, pregnancy, religion or belief. The proposed areas for action will increase and strengthen our local offer and support our obligations under the Equality Act 2010.

BACKGROUND PAPERS

Appendix 1: [Education & Skills 2030 – Strategy Document](#)

Appendix 2: [Doncaster Delivering Together Borough Strategy](#)

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

AFCL:	Adult and Family Community Learning
BAME:	Black and Minority Ethnic
ESOL:	English to Speakers of Other Languages
GELP:	Global Education Leaders Partnership
OECD:	Organisation for Economic Cooperation and Development
RWM:	Reading, Writing, and Maths
STEM:	Science, Technology, English and Maths
SYMCA:	South Yorkshire Mayoral Combined Authority
TIE:	Talent and Innovation Ecosystem

VWEX: Virtual Work Experience

REPORT AUTHOR & CONTRIBUTORS

Dani Adams, Policy & Insight Manager

Policy, Insight, & Change

Email: Dani.Adams@doncaster.gov.uk Tel: 01302 736414

Claire Cardwell, Employment & Enterprise Manager

Economy and Environment

Email: Claire.Cardwell@doncaster.gov.uk Tel: 01302 737196

Leanne Hornsby

Assistant Director, Education, Skills, Culture and Heritage

Email: leanne.hornsby@doncaster.gov.uk Tel: 01302 734865

Riana Nelson

Director of Learning, Opportunities, Skills and Culture (DCS)

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