

The Independent  
Commission on  
**Education and Skills**  
in Doncaster



# ONE DONCASTER

RESPONSE AND STATEMENT OF IMPLEMENTATION



February  
2017

**TD**  
Team Doncaster



# INTRODUCTION

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



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

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

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

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

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

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

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

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

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



# CONSULTATION

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

Two direct surveys were published online for professionals, one for members of the public and children and young people. The results show that on average, 80% of people taking the survey strongly agree or agree with the proposals. Whilst there were specific recommendations around the borough as a place, it was recognised that we did not become too modular, a strong local community still, but we can also learn from national and international forces and schemes.

A number of meetings and interviews were conducted with key players across the sectors, and these were supplemented by presentations and a workshop. The initial Team Doncaster Partnership Summit was dominated by the report and the Team Doncaster theme tracks – covering early, middle, late and work in the borough were fully briefed and the committee members were asked for their comments and formal comments to go forward. Across the three month consultation period, the response was overwhelmingly positive, but we did have a few points that we did not fully address and we did not fully address all of the issues raised in the report, but the great majority of cases and positive opportunities that were presented.

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

## CHILDREN AND YOUNG PEOPLE

Children and young people are not just the subject of this report, they are the heart of it. Their views were of paramount importance to the Commission, and are vital to us as we move towards implementing change. From the launch event, where primary, secondary and higher education students spoke extensively and passionately about the sort of work we wanted to grow, right to a formal consultation with members of the Youth Partnership, children and young people have shown us how well we know, but we can't know it all. It is not good enough

to just think about things, upon which, we must include them at every stage. Our children and young people are incredibly ambitious – not only for ourselves, but for Doncaster, and we must ensure that we use our energy and ideas to help future generations, after all, the future.

## SCHOOLS AND EDUCATION PROFESSIONALS

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

There were comments, not least around the challenges of implementing such an ambitious programme, change in what is already a very tight, crowded environment. We were reminded that schools and colleges have very specific challenges, and certainly tight staff, syllabus, and statutory duties. So they were under a serious way of committing to lots of many additional, perhaps even costly, activities. This underscores concern and directly to the fully recommended, leading to the very important recommendations with the next recorded action.

The notion of a Professor, Sir Tim Brighouse Challenge is strong, we given the opportunity, and respect Professor Sir Tim to hold on, but as additional demands must be achievable and prominent in the day to day examples of education.

## BUSINESS

Business representatives, including the Chamber of Commerce, have played an important role in the creation of the 'One Doncaster' report, and amongst its successful outcomes, although they did raise some reservations.

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

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

One Doncaster places great importance on the role of organisations, agencies and the community in supporting the future of education and skills in the borough, but business representatives also felt that business representatives felt that the Commission was not perhaps given the opportunity to develop, or recognition of the extent that their work helps to shape legislation and opportunity. Business also felt that the message needed to be stronger and clearer in terms of the serious skills and training focus. We fully accept that we need to have a clear, achievable plan to develop and to ensure that the way areas is indeed an integral part of our way forward.

## TEAM DONCASTER

Team Doncaster is a strategic partnership that brings together a range of organisations in order to provide a comprehensive platform for debating and creating where we are going as a borough. It includes representatives from the NHS, from the emergency services, from the police, private and voluntary sectors, from Doncaster's formal, professional and academic representatives, from the business, from the representative of the Doncaster and of people with diverse views.

Consultation has not, perhaps, at all times, please and most valued, but the response was extremely positive and very encouraging. Overall, there is a genuine and urgent desire to implement positive change to make the borough the best it can be, and to do our children and young people, and indeed, everyone in the borough, every chance to get the best possible education and career, and to leave a happy and fulfilling life.



**EDUCATION AND SKILLS PARTNERSHIP BOARD**

Led by **Jan Doncaster** (Mayor Doncaster)

- Recommendation 1: Establish an Education & Skills Partnership Board and devise a delivery plan to ensure key actions are implemented. Pg24
- Recommendation 2: Benchmark ESPB progress against great practice nationally and internationally. Pg24
- Recommendation 28: Establish formal protocols for partnership working. Pg40

**WHOLE PERSON WHOLE LIFE FOCUS**

Led by **Doncaster MBC and Public Sector Partners**

CH 2: Developing a whole person whole life focus

- Recommendation 3: Agree a guaranteed set of experiences for all young people at key stages of their life that help broaden their ambitions, grow their confidence and realise their ambitions. This might be known as the 'Doncaster Dispersal'. Pg25 (Co-owned with Schools Partnership)
- Recommendation 17b: Create strong and consistent messages of possibility for all young people. Pg34 (Links to Skills for Growth)
- Recommendation 18: Support parents and parental aspirations. Pg34 (Links to Schools Partnership)
- Recommendation 8: Develop a Doncaster Healthy Schools Workplace (HWP). Pg28

- Recommendation 6: Set up a task and finish group, as part of the Education & Skills Partnership Board to address ways of removing barriers to access to Doncaster's diverse resources. Pg27
- Recommendation 17a: Develop and implement a practical action plan for cross borough teacher development and peer reviews. Pg28 (Links to Whole Person Whole Life)
- Recommendation 21: Develop and implement a practical action plan for cross borough teacher development and peer reviews. Pg28 (Links to Whole Person Whole Life)

- Recommendation 14: Create and agree a shared language of school improvement. Pg35 (Links to Whole Person Whole Life and Skills for Growth)
- Recommendation 15: Each school and Multi Academy Trust commits to being a member of a school improvement partnership with schools within, and beyond Doncaster. Pg33 (Links to Whole Person Whole Life and Skills for Growth)
- Recommendation 16: Each school and Multi Academy Trust commits to being a member of a school improvement partnership with schools within, and beyond Doncaster. Pg33 (Links to Whole Person Whole Life and Skills for Growth)

- Recommendation 13: Develop a 'Doncaster Guide to Tackling Unemployment' which clarifies responsibilities for ensuring that all young people aged 14-19 are in education, employment and training. Pg32 (Co-owned with Schools Partnership)
- Recommendation 19: Complete an Inclusion Review covering Special Educational Needs and Disabilities provision and behaviour. Pg27 (Links to Whole Person Whole Life)
- Recommendation 18: Complete an Inclusion Review covering Special Educational Needs and Disabilities provision and behaviour. Pg27 (Links to Whole Person Whole Life)

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

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

**SKILLS FOR GROWTH**

Led by **Chamber of Commerce & Employing Doncaster**

CH 3: Create a local skills, careers and employment public system

- Recommendation 5: Establish a 'Wade in Doncaster' immersion in employment programme. Pg26
- Recommendation 28: Establish an incubator maker space in Doncaster town centre. Pg39
- Recommendation 9: Develop Doncaster as a University City. Pg28-29
- Recommendation 28: Establish an incubator maker space in Doncaster town centre. Pg39
- Recommendation 10: Establish a careers information advice guidance service. Pg30
- Recommendation 27: Establish a women and girls creative empowerment programme. Pg39
- Recommendation 26: Establish an informal 'First Friday' networking event for all education, skills and community stakeholders. Pg40

- Recommendation 11: Each secondary school should seek to gain the national quality mark validated by the National Institute for Careers Education and Counselling for Independent Advice and Guidance. Pg30
- Recommendation 12: Create a schools - community - business network to enhance school access to 'real world' expertise and find ways to recognise young people's experience to assist their transition to the world of work. Pg31
- Recommendation 13: Develop a 'Doncaster Guide to Tackling Unemployment' which clarifies responsibilities for ensuring that all young people aged 14-19 are in education, employment and training. Pg32 (Co-owned with Schools Partnership)

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**STATEMENT OF IMPLEMENTATION**

**SCHOOLS' PARTNERSHIP**  
**THE PROFESSOR SIR TIM BRIGHOUSE CHALLENGE**

Led by **Doncaster Education Trust and Doncaster Schools**

CH 4: Establish a learning system to support local employers

- Recommendation 3: Agree a guaranteed set of experiences for all young people at key stages of their life that help broaden their ambitions, grow their confidence and realise their ambitions. This might be known as the 'Doncaster Dispersal'. Pg25 (Co-owned with Whole Person Whole Life)
- Recommendation 21: Develop and implement a practical action plan for cross borough teacher development and peer reviews. Pg28 (Links to Whole Person Whole Life)
- Recommendation 22: Tell 'the Doncaster Story' for teaching. Pg37 (Links to Whole Person Whole Life)
- Recommendation 23: Develop innovative financial and other incentives to recruit and retain great teachers. Pg37 (Links to Whole Person Whole Life and Skills for Growth)
- Recommendation 24: Establish a STEAM strategy co-owned by culture and education teams. Pg38 (Co-owned with Skills for Growth)

- Recommendation 16: Establish a process of peer reviews whereby each school is peer reviewed by two leaders from other schools every two years. One of these school leaders should be from an outstanding school in similar circumstances outside of Doncaster. Pg33 (Links to Whole Person Whole Life and Skills for Growth)
- Recommendation 17a: Establishing 'achievement walks'. Pg34
- Recommendation 28: Establish formal working. Pg40

- Recommendation 7: Complete an Inclusion Review covering Special Educational Needs and Disabilities provision and behaviour. Pg27 (Links to Whole Person Whole Life)
- Recommendation 19: Conduct a Doncaster wide Post-16 Review. Pg35 (Links to School Partnership Theme)

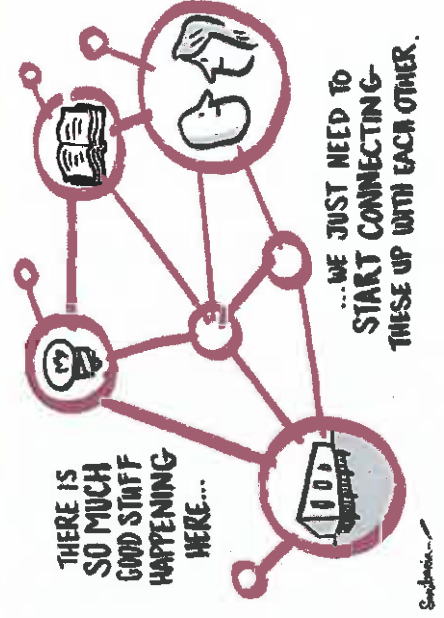


Young people in school uniforms standing together outdoors.

# SUGGESTED PHASED APPROACH TO IMPLEMENT THE RECOMMENDATIONS

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

AREA OF FOCUS	Phase 1	Phase 2	Phase 3
<b>SCHOOLS PARTNERSHIP</b>	14. Agree a shared language of school improvement	16. Every school commits to peer reviews	23. Develop innovative financial and other incentives to recruit teachers
	15. Each school and Multi Academy Trust commits to a school improvement partnership	17a. Every school/provider to create an 'achievement wall'	
	20. Establish a new Continuing Professional Development (CPD) Kitemark	22. Tell the 'Doncaster Story' for teaching	
	21. Develop and implement an action plan for teacher development and peer review across the borough	25. Increase take-up of the Arts Award in Doncaster schools	
	24. Introduce the 'STEAM' curriculum across all schools and providers	28. Establish formal protocols for partnership working	
<b>REVIEWS</b>	19. Conduct a Doncaster-wide Post-16 review	7. Complete an Inclusion Review covering Special Educational Needs and Disabilities provision and behaviour	



*Sandrine*



# ONE DONCASTER STATEMENT OF IMPLEMENTATION



# ONE DONCASTER



A copy of the Independent Commission on Education and Skills in Doncaster's 'One Doncaster' Report is available  
@: [www.teamdoncaster.org.uk/One\\_Doncaster/Done\\_Doncaster.asp](http://www.teamdoncaster.org.uk/One_Doncaster/Done_Doncaster.asp)

Email: [partnerships@doncaster.gov.uk](mailto:partnerships@doncaster.gov.uk)  
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