

The Independent
Commission on
Education and Skills
in Doncaster

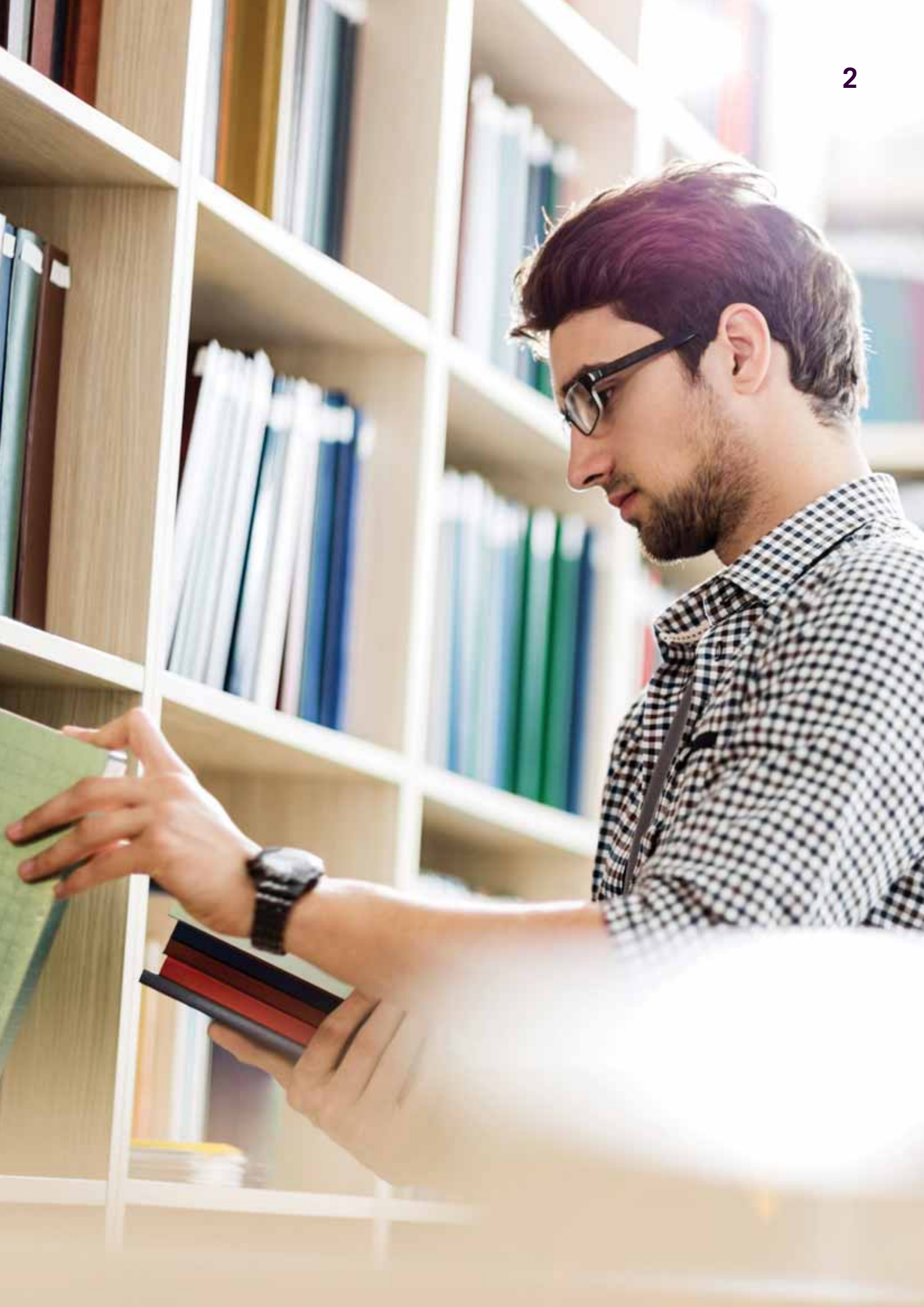


ONE DONCASTER

The report and recommendations of
The Independent Commission on Education and Skills in Doncaster



Published
October 2016



CONTENTS

Foreword	4-5
How the Commission worked	6-7
What people and organisations told us Doncaster's education and skills system needed to thrive	8
Three key messages about what a successful education and skills system for Doncaster would look like	8-9
An analysis of the strengths and challenges in Doncaster's education and skills system	10-15
Assessing the evidence and framing our recommendations	16-17
Seven key characteristics of a successful education and skills system for Doncaster	18-19
3 key messages + 7 key characteristics = the Doncaster Declaration	20-21
Recommendations	22-40
Conclusion and next steps	41
Suggested phased approach to implement recommendations	42-43
Evidence	44
General briefing and key lines of enquiry	45-46
Demographics	47

FOREWORD

The world is changing. The landscape of Europe is evolving. Demographics are shifting. New industries and employment opportunities are emerging, and Doncaster too is on its own distinctive transformational journey.

Disruptive change – in the form of environmental concerns or radical new technologies – is becoming the norm. How, then, can we best ensure that Doncaster’s citizens, young and old alike, are adequately prepared for an uncertain, challenging and hopefully better future?

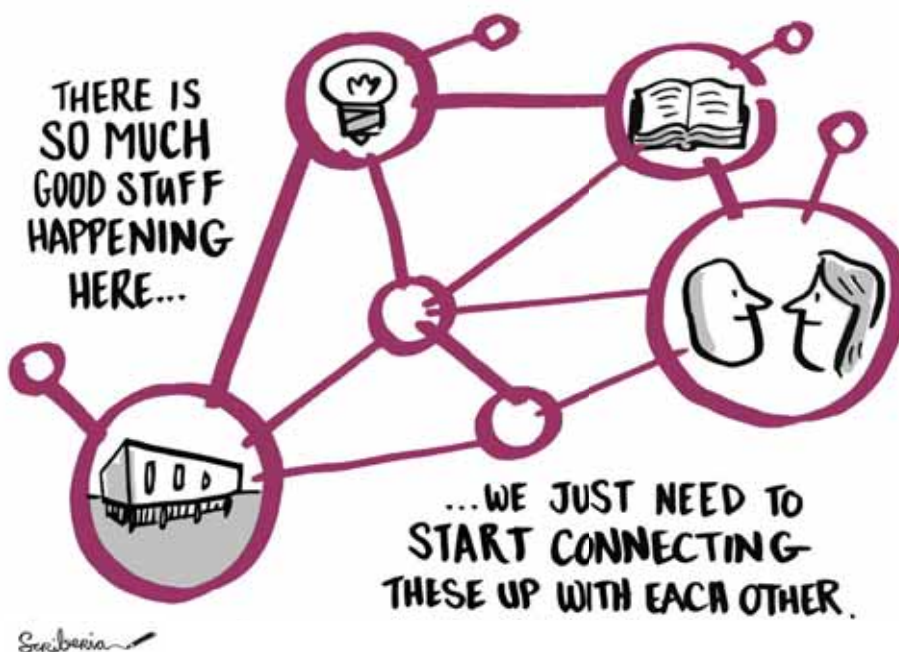
This was the remit given to the Independent Commission on Education and Skills appointed by Team Doncaster to help Doncaster manage its future collectively, consistently and confidently.

Our task was to analyse the existing system of education and skills provision to assess its fitness for purpose. We were asked to identify barriers to development, outline how existing assets and strengths could be

built upon and make recommendations for actions to be taken by a range of stakeholders.

Our analysis confirmed the picture so often drawn for us by people we met: that Doncaster comprises a set of organisations and communities, each with its own identity, traditions, strengths, resources and ambitions, that are too frequently disconnected from each other and disengaged from a cohesive sense of shared purpose and overarching aspiration.

The Commission concludes that this is holding back the development of Doncaster, obscuring what is a powerful, collective energy that can fuel and accelerate widespread positive change – and enable Doncaster to steam ahead once more.



The Commission has analysed the data collected which underlines the scale of the challenges faced. We appreciate that Doncaster is dealing with a number of long-standing economic, educational, social, and communications challenges.

It is our clear view, however, that the time is now right to tackle these challenges collectively. The whole community needs to unite to take forward a borough, rooted in bygone revolutions of the 19th and 20th centuries, that has the potential to become a shining example of post-industrial 21st century civic and community transformation.

The Commission's view is that many of Doncaster's issues can be addressed by changes in approach and working practices amongst the professional stakeholders we consulted; others require political and organisational commitment; and some are a consequence of wider social and economic pressures that require regional and national action.

The Commission's report highlights an outline 'phased approach' of how the recommendations made might be prioritised and actioned.

The Commission comprised of a group of five individuals. We were invited to take an independent and objective view of Doncaster. We saw evidence of sufficient 'change agents' and 'energy creators' amongst those we consulted in the education and skills sectors, the local authority and business communities, and across a wide range of other stakeholders, who we judge have the will, the capacity, and the vision to make a significant difference to the life chances of Doncaster's citizens.

However, to make the changes needed to move Doncaster forward, these people, working with all stakeholders, must:

- accept the inadequacies of the current system
- agree the need for change
- make a collective effort to develop a local culture of collaboration and self-confidence

It has been a huge privilege to work with the people of Doncaster on this report; we have been inspired by the openness to change we have encountered here, challenged but not daunted by the volume and scale of the ambition for transformation that is evident, and uplifted by the determination and passion of the people of Doncaster to create something better for themselves and their communities.

**Thank you,
Ann Limb, Tim Brighouse,
Amali de Alwis, Nigel Brewster,
Keri Facer.**

**The Independent Commission on
Education and Skills in Doncaster,
21 October 2016.**

The Independent Commission on Education and Skills in Doncaster

Dr.
Ann Limb
CBE DL
Chair



Prof. Sir
Tim
Brighouse
Vice Chair



Professor
Keri Facer



Amali
de Alwis



Nigel
Brewster



HOW THE COMMISSION WORKED

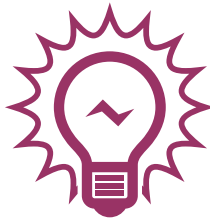
The Commission worked in both formal and informal settings and held conversations, workshops, and meetings with a range of individuals and organisations.

Over 20 weeks between March and July 2016, with the enthusiastic and welcome support of over a 1,000 individuals, the five Commissioners engaged with, listened to, and took evidence from a wide range of people and organisations living and working in the borough of Doncaster. This is summarised below and fully documented at the end of our report.

The Commission:



Met with over
400 individuals
and groups
as listed at the end of our report



Organised a borough wide
'Open Space' stakeholder event in which
80 people took part generating over
1000 ideas and
responses



Received online survey responses from:
23 adults
3 organisations
103 young people



Took evidence from
800 young
people



Received written email
submissions from
15 individuals and
organisations

The report's 30 recommendations are derived from three principal sources:

1 Data collected through our enquiry

2 Suggestions and ideas presented by individuals and organisations who submitted evidence

3 Examples of good practice that exist elsewhere that Doncaster can learn from and build on

Our report is based on the evidence we gathered from the people, and the organisations who spoke to us and submitted data and ideas. All willingly contributed to the Commission's enquiry, almost all believed they had a role to play in tackling the issues raised and offered their skills in working through the next steps. This is encouraging in terms of the delivery of the recommendations.

We published the Commission's approach, lines of enquiry, and evidence gathering process and protocol on the Commission's website. This is also reproduced at the end of our published report. We agreed with all those we interviewed and took evidence from that we would not attribute their individual named responses without prior consent. Our report does, however, contain a complete list of all the Commission's activities and the roles of the people and organisations we consulted.

What people and organisations told us
Doncaster's education and skills system

'NEEDED TO THRIVE'

We found agreement amongst everyone we consulted on three key and powerful messages that ran consistently through the Commission's consultations.

These corroborated our own analysis of evidence and have informed our recommendations and our proposed 'phased approach'.



THREE MESSA

ABOUT WHAT A SUCCESSFUL FOR DONCASTER WOULD LOOK

KEY MESSAGE 1

1 The first key message was that education and skills are the responsibility of schools, colleges and the wider community over a lifetime.

Young people are in school at most 20% of their waking time between birth and the age of 18, with the balance of at least 80% spent at home and in the community. For children and young people, therefore, parenting and the support of the whole child in the community is crucial to long-term educational success. Equally, in changing economic and social conditions, education does not finish at age 18 or 21; it takes place in workplaces, in adult training provision, in volunteering opportunities, in the home and online.

For Doncaster to thrive it is vital that its education and skills system enables everyone to thrive by learning and acquiring new skills throughout their lives.

KEY MESSAGES

EDUCATION AND SKILLS SYSTEM LIKE



KEY MESSAGE 2

2 The second key message we found to be widely shared is that individuals' capacity to flourish in changing social and economic conditions, is dependent not only upon traditional outcomes as measured by national assessments - such as literacy, numeracy, digital skills and scientific understanding – but also upon a wider set of outcomes that include: the ability to work well in teams; the ability to solve inter-disciplinary problems; empathy and commitment to contribute to the welfare of others and to the community; confidence to explore new opportunities and new technologies with creativity; and the development of physical and mental health.

For Doncaster to thrive it is vital that its education and skills system educates the whole person.

KEY MESSAGE 3

3 The third key message we heard consistently was reference to the ever-changing landscape of educational and skills. The autonomy of schools is increasing in relation to the remit of the local authority and constraints on curriculum and national accountability frameworks are tightening. New educational pathways and funding for technical, professional and vocational education are proposed, and the overall landscape of education and skills provision is diversifying rapidly. In this context, new ways of working are required and the role of the local authority is evolving, as Doncaster Council in its evidence to us fully recognise. The role of governors, the engagement of parents and employers, and the voice of students are more important than ever in ensuring that schools, colleges and other providers consistently work with the highest aspirations.

New partnerships and communications mechanisms are essential to ensure that excellent practice is shared across different institutions and to guarantee that no young people fall off the radar.

For Doncaster to thrive therefore, it is vital that its education and skills system is characterised by a shared vision and excellent partnership working with clear lines of communication and accountability.

AN ANALYSIS OF THE **STRENGTHS & CHALLENGES** IN DONCASTER'S EDUCATION AND SKILLS SYSTEM



The Commission found that Doncaster has significant resources within the education and skills system and across the wider borough, principally in its:

1 PEOPLE AND ORGANISATIONS

2 ENTERPRISE AND ENTREPRENEURSHIP

3 PLACE AND CONNECTIVITY

4 TRADITION AND INNOVATION

The key challenge is to understand how these opportunities and assets can best be realised and what actions need to be taken to optimise the use of these resources.

AN ANALYSIS OF THE STRENGTHS AND CHALLENGES IN DONCASTER'S EDUCATION AND SKILLS SYSTEM

1

PEOPLE AND ORGANISATIONS

There are existing and developing networks of individuals across the public, private, voluntary and charitable sectors, committed to working together to improve Doncaster's education and skills system.

These include but are not limited to Partners in Learning, the network of head teachers working together to create a collective approach to school improvement; other Teaching Schools Alliances; businesses; an active and well regarded Chamber of Commerce engaging with and promoting education and skills providers; the Local Cultural Education Partnership striving to mobilise Doncaster's creative and cultural assets; as well as the Doncaster Children's Services Trust and Health and Wellbeing Board seeking to create new relationships between social, health and education services. Alongside these groups, there is an active cohort of social enterprises and charities supporting education and skills development throughout life. Civic leadership is strong, with a committed senior officer team determined to effect positive change. All three of the MPs responsible for Doncaster, who welcomed the work of the Commission, signalled their commitment to actively helping take forward our recommendations.

There is considerable strength in the number and range of highly committed 'energy creators' across the borough.

The challenge is to create an education and skills system that enables these groups to work collaboratively and collectively to create high quality and coherent experiences for all learners.

There is evidence of significant challenges working against this aspiration to be addressed, namely:

- current overall low levels of educational attainment;
- difficulties in recruiting and retaining high calibre teachers;
- incoherent progression pathways for routes into further and higher education, apprenticeships and employment;
- the absence of a system-wide learner-centred approach that ensures that students do not slip through gaps in provision particularly in the 14-19 age range;
- increasing fragmentation of the education and skills system;
- lack of formal and informal opportunities to coordinate and collaborate across different sectors;
- resource contracting both locally and nationally.

The Annual Report of Her Majesty's Chief Inspector 2014/15* lists Doncaster as **one of the '16 local authority areas in England where less than 60% of the children attend good or outstanding secondary schools, have lower than national GCSE attainment and make less than national levels of expected progress'**

Educational Attainment	Doncaster	National	Regional (Yorks & Humberside)
Achievement of a Level 2 qualification by the age of 19	79.9%	85.9%	84.8%
Achievement of a Level 3 qualification by the age of 19	46.8% (2014/15)	58.7%	54.9%
16 to 18 year olds who are not in education, employment or training	4.5% (Q1 2016/17)	7.8%	
Total Apprenticeships in Doncaster (all organisations & companies) in 2015/16	3,990	-	-
Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	50% (2014/15)	53.8%	55.1%

*https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483347/Ofsted_annual_report_education_and_skills.pdf

AN ANALYSIS OF THE **STRENGTHS AND CHALLENGES** IN DONCASTER'S EDUCATION AND SKILLS SYSTEM

2

ENTERPRISE AND ENTREPRENEURSHIP

There is a diverse business base in Doncaster that includes, but is not restricted to, a number of nationally significant assets such as: the Doncaster Racecourse and the Northern Racing College, the Yorkshire Wildlife Park, the new National High Speed Rail College, Doncaster-Sheffield Airport and the new intermodal terminal at the Doncaster International iPort, as well as a high level of successful small and medium-sized business activity.

Alongside private sector activities are nationally significant social enterprises and charities (e.g. Relate, Refurnish, Doncaster Deaf Trust), a sporting and leisure offer, through for example Doncaster Rovers Football Club, and the development of Rossington Hall into a European Tour Golf destination and tournament venue. Additionally, Doncaster is home to a long established cultural and creative sector e.g. Doncaster is identified as a top ten 'musical town' in the country by the Performing Right Society, generating new opportunities such as CAST Theatre and Higher Rhythm. Doncaster's recent economic performance as a whole has been relatively strong and effective. Combined civic and business leadership offers the opportunity to take a leading role in the devolved Sheffield City Region and the Northern Powerhouse.

There is considerable strength in the approach, fabric and current successes of the business, public, voluntary and community sectors across the borough.



The challenge is how to ensure that this range of opportunities and successes are valued, visible, and accessible to all of Doncaster's young people and citizens and widely promoted both nationally and internationally.

Despite the existence of Team Doncaster, there is evidence of a number of factors that currently restrict progress, namely:

- variations in **accountable** working between voluntary and community sector organisations, public sector bodies, Business Doncaster, the Chamber of Commerce and the creative/cultural/sporting/leisure sectors;
- inadequate access to high quality career and educational information, advice and guidance for all ages and limited access to diverse work experience placements for young people;
- the absence of a dedicated Doncaster University;
- a Doncaster narrative that, whilst rightly prioritising and prizing logistics, rail, aviation and manufacturing risks, disproportionately and detrimentally undervalues employment opportunities for entrepreneurs, the self-employed, small businesses and social enterprises, especially in digital, IT, creative, health and environment sectors.

These are particularly important because they deliver a foundational economy that is essential to the wellbeing of the borough's communities and because they offer a range of opportunities for young people to progress towards high quality employment.

AN ANALYSIS OF THE STRENGTHS AND CHALLENGES IN DONCASTER'S EDUCATION AND SKILLS SYSTEM

3

PLACE AND CONNECTIVITY

Doncaster is made up of many communities with deep traditions and different strengths and challenges.

It is the largest metropolitan borough in the country, strategically and centrally located in the UK, with more potential for development than many cities derived from the combination of an attractive natural environment and vibrant villages and towns with a strong sense of local identity. It has a plethora of important local community assets including re-fashioned children's centres, volunteer-led community libraries and the emerging community hubs to support adult social care such as the work of the Edlington Hilltop Centre, that will begin to offer services and support as a basis for community action for parents, grandparents, families and children at a local level. The recent launch of the 'Doncaster Story', a private sector led place-shaping initiative clearly illustrates the strong sense of locality to be found in Doncaster based on a combination of its industrial traditions and present day connectivity.

There is significant strength in the palpable pride in and visible valuing of the 'sense of place' that emanates from a range of people and organisations across the borough.

The challenges are:

- to ensure that diversity creates strength not division and encourages aspiration not insularity;
- that high quality local community assets are shared, accessed, and collectively promoted by all;
- that a borough comprising dispersed communities also creates a thriving town centre with a distinctive high quality offer to new start-up businesses and social enterprises attracting young professionals;
- that all of Doncaster's citizens can both benefit from the strengths of small local communities and make connections with the wider opportunities of the borough, the city region, across the UK and the world.

Working against this aspiration, evidence indicates that there are a number of barriers to development that include:

- high transport costs particularly for young people;
- poor public transport routes between villages and towns;
- relatively low levels of access to and use of digital technology;
- the pull of neighbouring boroughs and the wider world outside Doncaster;
- a persistent narrative that suggests that success and achievement are in opposition to keeping connections with your home community.

Educational Attainment	Doncaster	National	Regional (Yorks & Humberside)
Employment rate for those aged 16-64	72% (135,200) 2015/16	73.9%	72.2%
Residents in highly skilled occupations	36% (50,000) 2015/16	44.9%	40.1%
Out of work benefit claimants (16-64)	11.9% (22,740) 2015/16	8.7%	10.3%
Wage rates (weekly full time - resident based)	£465.50 2015	£529.60	£480.50
Travel to Work Data* Commuting Totals for Doncaster (all methods of transport)			
Inflow: No. of persons commute into Doncaster from other local authorities	26,524		
Outflow: No. of persons commute out of Doncaster to other local authorities or abroad	32,778		
Net Change: Overall commuting in Doncaster	-6,254		

*Census date 2011

AN ANALYSIS OF THE **STRENGTHS AND CHALLENGES** IN DONCASTER'S EDUCATION AND SKILLS SYSTEM

4

TRADITION AND INNOVATION

Doncaster's proud heritage of the railways, horse racing, manufacturing and mining, as well as its connections to the Pilgrim Fathers, exemplifies a history of risk-taking and innovation on a national and international scale.

This tradition is visible today in an impressive alertness to new opportunities demonstrated by the borough combined with its capacity to generate and showcase nationally significant new initiatives. This has resulted in major infrastructure investments in recent years, notably The Finningley and Rossington Regeneration Route Scheme (FARRRS) project (now known as Great Yorkshire Way), providing a new highway from the M18 at junction 3 to Doncaster Sheffield Airport with links into Rossington and the iPort development. Doncaster has moved with the times and developed new ways of working, for example, the ground-breaking partnership between Doncaster Council and Doncopolitan in re-imagining the Bentley Training Centre, innovative procurement processes developed to enable the Refurnish social enterprise to continue to contribute to adult skills, and environmental services alongside a national provider.

There is strength in the collective leadership from the public and private sectors, including within the council and local businesses. This is combined with a passion for the past, a vision for the future, and a willingness and openness to innovate and experiment.

The challenge is to determine a consistent and long-term vision for education, skills and economic resilience that is shared by all key stakeholders and is tracked, monitored and assessed to see how it is delivering what it aims to achieve over the long term.

Working against this aspiration, evidence from a range of stakeholders reveals a number of factors that militate against progress such as:

- adopting an opportunistic rather than a strategic approach to development;
- opting for short term fixes and results at the expense of longer term investment;
- seeking to acquire highly visible, disparate national initiatives that are 'retrofitted' into local and regional strategic planning and can lead to the procurement of services from national organisations at the expense of using long-standing local expertise.



ASSESSING THE EVIDENCE AND FRAMING OUR RECOMMENDATIONS

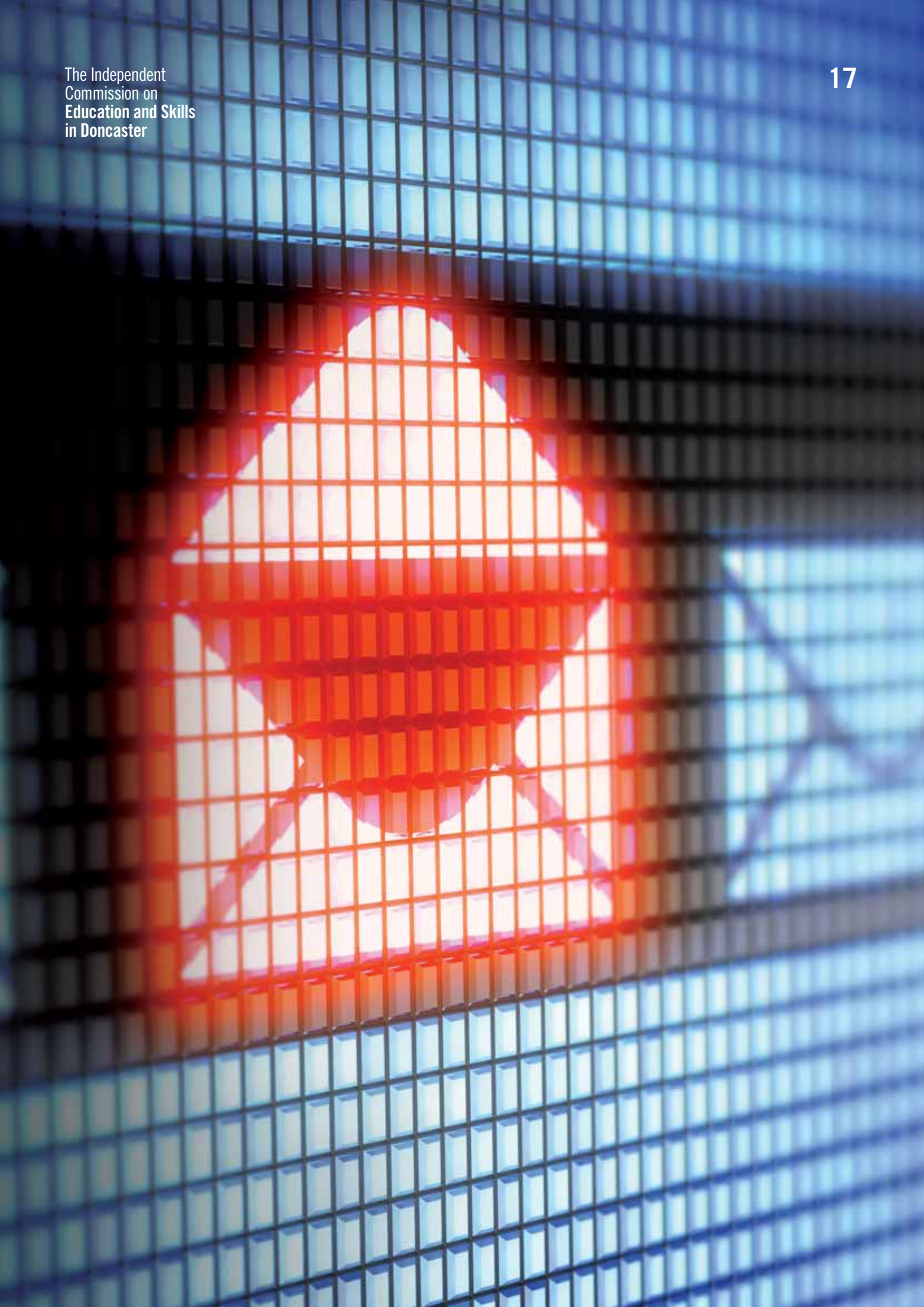
As highlighted earlier, the Commission found there was widespread agreement on the three broad characteristics needed in an education and skills system to improve overall success, namely:

A shared vision of whole person, whole life education.

With this in mind and in order to frame our recommendations, the Commission then asked the question:

What is needed for Doncaster's education and skills system to thrive in the future?

The evidence we received provided seven answers to this question indicating the essential key characteristics to put in place to create 'a fit for purpose' and 'fit for the future' education and skills system for Doncaster.



Seven key characteristics of a successful education and skills system for Doncaster

FOR DONCASTER'S EDUCATION AND SKILLS SYSTEM TO THRIVE WE NEED TO:

1 DEMONSTRATE GREAT DISTRIBUTED LEADERSHIP
that embodies a collective vision and a commitment to long-term delivery and regular monitoring of achievement
P24

2 DEVELOP A 'WHOLE PERSON WHOLE LIFE' FOCUS
that helps all children and young people and adults to find, value and use all of their talents for their own growth and for the benefit of the wider community
P25-29

3 CREATE A LOCAL ALL-AGE CAREERS AND EMPLOYMENT GUIDANCE SYSTEM
that guarantees access to high quality, independent information, advice and guidance about educational and skills choices
P30-32

4 PROMOTE AMBITION AND ASPIRATION
for all by encouraging leaders, parents, teachers, schools, education and training providers, and businesses to set the highest expectations of themselves and others, so that everyone throughout Doncaster is *'constantly improving on their previous best'*
P33-35

5 PROVIDE OUTSTANDING TEACHER DEVELOPMENT OPPORTUNITIES
that ensure that Doncaster develops, motivates, retains and recruits staff in ways that position Doncaster as the best place to teach in the country
P36-37

6 FOSTER A COMMITMENT TO CREATIVITY AND INCLUSIVITY
based on developing resilience, confidence, innovation and enterprise in every citizen through formal and informal learning opportunities
P38-39

7 COMMUNICATE AND CELEBRATE
the endeavours of all Doncaster's citizens, encouraging all of those with a stake in education and skills to work collaboratively for the good of learners
P40



3 KEY MESSAGES + 7 KEY CHARACTERISTICS

=
=
**THE DONCASTER
DECLARATION**



The Commission makes 30 recommendations for action and suggests an outline 'phased approach' for delivery.

We have based our recommendations on the evidence presented in the context of **the three key messages** and **the seven key characteristics** of what a successful education and skills system for Doncaster would look like.

Our recommendations vary in nature, complexity, resource implication and likely time scale for achievement. Some are inter-linked and co-

dependent. With the exception of references to actions to be taken by Team Doncaster itself, we leave the task of determining the specific individuals and groups responsible for taking forward the recommendations to Team Doncaster.

For the recommendations to pass the test of delivery and lasting impact, all partners need to commit to playing

their role in the collective endeavour. We suggest therefore that the starting point for this is for Team Doncaster to put in place a mechanism, e.g. something like the 'Doncaster Declaration' - a public pledge to which all stakeholders commit to the three key messages and seven key attributes needed for Doncaster to thrive in the future.



RECOMMENDATIONS

Demonstrating great distributed leadership that embodies a collective vision and

1 : Demonstrating great distributed leadership

- 1: Establish an Education & Skills Partnership Board and devise a delivery plan to ensure key actions are implemented.
P24
- 2: Benchmark ESPB progress against great practice nationally and internationally.
P24

2 : Developing a 'whole person whole life' focus

- 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 Dispensation.'
P25
- 4: Create a range of certificates 'Doncaster Diplomas' celebrating the talent of eleven-year olds on progressing from primary to secondary school.
P25
- 5: Establish a 'Made in Doncaster' immersion in employment programme.
P26
- 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.
P27
- 7: Complete and implement a review of Special Educational Needs and Disabilities provision – SEND – and consult with the Regional Schools Commissioner.
P27
- 8: Develop a Doncaster 'Healthy Schools Healthy Workplaces' Kitemark.
P28
- 9: Develop Doncaster as a University City.
P28-29

3 : Create a local all age Careers and employment guidance system

- 10: Establish a Doncaster wide, independent, all age careers information advice guidance service.
P30
- 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.
P30
- 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.
P31
- 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.
P32

IONS

a commitment to long-term delivery and regular monitoring of achievement.

4 : Promote ambition and aspiration

- 14:** Create and agree a shared language of school improvement. **P33**
- 15:** Each school and Multi Academy Trust commits to being a member of a school improvement partnership with schools within, and beyond Doncaster. **P33**
- 16:** Establish a process of peer reviews whereby each school is peer reviewed by two leaders from others schools every two years. One of these school leaders should be from an outstanding school in similar circumstances outside of Doncaster. **P33**
- 17:** Create strong and consistent messages of possibility for all young people. **P34**
- 18:** Support parents and parental aspirations. **P34**
- 19:** Conduct a Doncaster wide Post-16 Review. **P35**

5 : Provide outstanding teacher development opportunities

- 20:** Establish a new Continuing Professional Development (CPD) Kitemark **P36**
- 21:** Develop and implement a practical action plan for cross-borough teacher development and peer reviews. **P36**
- 22:** Tell 'the Doncaster Story' for Teaching. **P37**
- 23:** Develop innovative financial and other incentives to recruit and retain great teachers. **P37**

6 : Foster a commitment to creativity and inclusivity

- 24:** Establish a STEAM strategy co-owned by culture and education teams. **P38**
- 25:** Increase take-up of the National Arts Award in Doncaster Schools. **P39**
- 26:** Establish an incubator maker space in Doncaster town centre. **P39**
- 27:** Establish a women and girls' creative empowerment programme. **P39**

7 : Communicate and celebrate

- 28:** Establish an informal 'First Friday' networking event for all education, skills and community stakeholders. **P40**
- 29:** Establish formal protocols for partnership working. **P40**
- 30:** Establish a forum for adult skills and education providers. **P40**

1 : DEMONSTRATING GREAT DISTRIBUTED LEADERSHIP

RECOMMENDATION 1

Establish an Education & Skills Partnership Board and devise a delivery plan to ensure key actions are implemented

We found a widespread, strong desire for collaborative working to be enhanced and yet in gathering our evidence, one head teacher described the situation in Doncaster as being one of a 'lack of infrastructure for collaboration'.

We therefore recommend that an Education & Skills Partnership Board (ESPB) should be established as a first priority. It should ideally be independently chaired and report regularly to Team Doncaster to which it would be accountable. Its primary task would be to reinvigorate the vision of 'Doncaster – learning city' and to produce a delivery and implementation plan to take forward agreed recommendations from the Commission. In this way, it would have oversight of the delivery of the Commission's recommendations that are accepted by Team Doncaster.

The Commission envisages that the ESPB would work closely with the existing partnership theme boards, including Enterprising Doncaster and the Children & Families Strategic Partnership Board and would be responsible for:

- providing vision and system leadership;
- ongoing project management in the delivery of the Commission's recommendations;
- actively facilitating collaboration across sectors to achieve agreed goals;
- ensuring accountability and responsibility for shared goals;
- monitoring and assessment of progress of the delivery plan;

- benchmarking against comparison organisations/communities nationally and internationally;
- actively collaborating with the Sheffield City Region on skills and economic development.

The ESPB would include individuals able to report horizontally on the work of the Enterprising Doncaster and the Children and Families Strategic Partnership Board; we expect the remit of these boards could be significantly tightened and focused as a result of the creation of this new board with a vision for 'Doncaster – learning city'.

We recommend that the ESPB refers to two pieces of recent research by the RSA 'Power to Create: a place for learning - putting learning at the heart of citizenship, civic identity and community life'* by Tony Breslin and Possibility Thinking 'What if FE Colleges led a 'cities of learning' movement in the UK** by Anthony Painter, Director of RSA Action & Research Centre published by FETL/RSA.

It would be for Team Doncaster to determine the precise membership but we envisage that membership of the ESPB would comprise individuals from the key active networks across the borough and include, in particular: Partners in Learning, MAT CEOs, Diocesan Authorities, head teacher and governor representation, Regional School Commissioner, work based learning and training representation (including Post-16), the voluntary and community, sectors, Business Doncaster & the Chamber of Commerce, a Youth Parliament representative/advocate, one of Doncaster's MPs, elected members

at borough and local level and parent representatives.

It is also for Team Doncaster to determine the way in which the ESPB would work, but we recommend that individuals and groups with clear 'task and finish' obligations should be identified to produce a comprehensive delivery plan to take forward specific areas of the Commission's report over the next 18 months, giving quarterly reports to Team Doncaster who in turn would report regularly on progress to all three MPs.

RECOMMENDATION 2

Benchmark ESPB progress against great practice nationally and internationally

As the role of the local council changes, new models of educational governance and support are being developed across the UK. These include new leadership arrangements as well as new approaches to communications, staff development and partnership. Examples include Camden's 'Partnership for Educational Excellence' and Bristol's 'Learning City Partnership Board'. A core aim of the ESPB will be to continue to regularly look out beyond Doncaster to review the progress of communities across the UK and internationally (e.g. Whole Education, World Innovation Summit for Education WISE, Global Education Leaders' Partnership GELP, etc.) in relation to how they are addressing the common challenges of changing industry, demographics and education provision.

*<https://www.thersa.org/discover/publications-and-articles/reports/a-place-for-learning>

**http://www.fetl.org.uk/wp-content/uploads/2016/07/Possibility-thinking_report.pdf

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 dispensation’

We found evidence of commitment from all stakeholders to a desire for all young people to be supported in raising their aspirations and a willingness to explore innovative ways in which this might be achieved.

The work of the Children’s University, which is strong in Doncaster, could be used to support implementation of this recommendation.

The Commission suggests that the ages where a set of experiences might be spelled out are from birth to age five; aged five through to age eleven; and age eleven through to eighteen. However, it is not for us to

specify what the experiences should be, but we do suggest that at each phase there might be two which are Doncaster-wide, two which are agreed with school leaders and governors at borough and local level, and that each school makes additions to those defined experiences as parents and staff see fit.

Examples of similar projects on which the ‘Doncaster dispensation’ might be modelled to include the National Trust’s 50 Things to do before 11¾, Bristol’s 80 by 18 projects, and 10 things to do before you are 10.

RECOMMENDATION 4

Create a range of certificates ‘Doncaster Diplomas’ celebrating the talent of eleven-year olds on progressing from primary to secondary school

At the moment the national system emphasises what it calls the secondary readiness of Year 6 pupils. It focuses this on scores in Maths and English. During our open space event in May 2016, stakeholders stated that ‘only Maths and English count’ and ‘training kids to pass exams and not to learn can cause real problems’. Although crucially important, the danger of such a single focus is that children’s other talents are not noted. These may be in the arts, in sport, in craft and in service to others as well as in the

other curriculum areas including the vital areas of science and ICT. It is helpful in this respect to think about ‘how a child is intelligent’ as well as ‘how intelligent’ they are. We therefore recommend that a set of certificates, ‘Doncaster Diplomas’ for example ‘Young Engineer’, ‘Young Scientist’, ‘Young Artist’, ‘Young Entrepreneur’, ‘Young Carer’ could be created and introduced consistently across the borough – the idea being that each 11-year-old received a Doncaster Diploma for one particular talent.

2 : DEVELOPING A 'WHOLE PERSON WHOLE LIFE' FOCUS

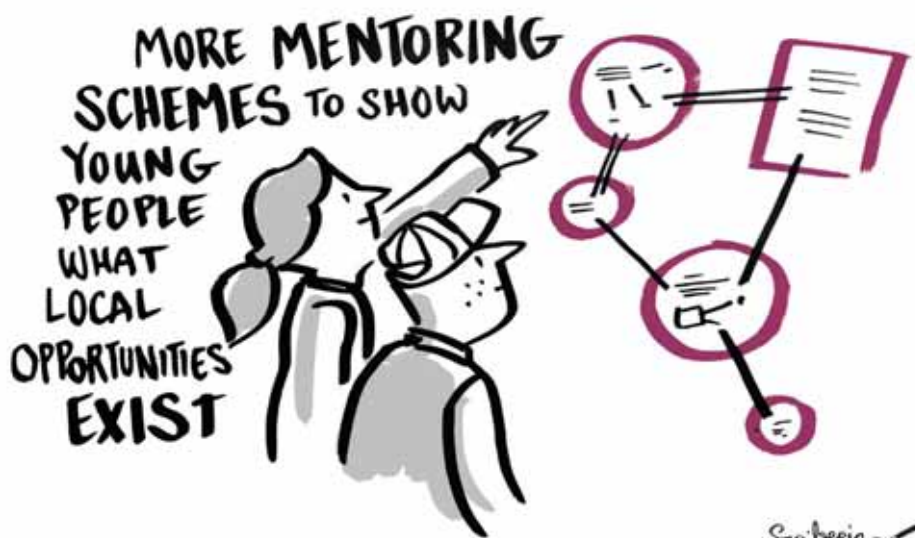
RECOMMENDATION 5

Establish a 'Made in Doncaster' immersion in employment programme

Results of peer consultation undertaken with young people in primary schools, secondary schools and specialist forums provided strong evidence suggesting the experiences of employment opportunities available to young people vary hugely depending on the school attended, parental expectation, and self-confidence of the students themselves. It follows that a more equitable and whole system approach would help address these inequalities.

We propose therefore that the Chamber of Commerce investigates setting up a bespoke 'Made in Doncaster' immersion in employment programme for youngsters between the Years 8 and 11 for whom

participation will act as a motivator to their achieving their outcomes at 16. Already the Chamber, which is a significant strength in Doncaster, has initiated a successful Skills Academy which could be used as the basis on which to develop this programme. The programme would recognise the full diversity of forms of employment in the borough and work systematically to include third sector and cultural and creative enterprises as partners. This programme would build on the 'Ambition Doncaster' initiative and the Mayor's 'Skills Made Easy' apprenticeship and her 'Move on Move Up' priorities and perhaps, as part of a self-employment project option, help young people across the borough develop valuable enterprise skills.



2 : DEVELOPING A 'WHOLE PERSON WHOLE LIFE' FOCUS

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

One of the strengths of Doncaster is its many and diverse villages and communities; without ease of movement and encouragement to explore these different communities, however, such strengths can become a problem. Communities can become insular and high quality assets in one part of the borough can become inaccessible to others. At the same time, provision can fragment across multiple smaller settings, losing the opportunity to develop centres of real excellence. As part of children's development, they need to encounter new people, new places and different ideas.

There are many barriers to mobility between towns and villages and barriers to access to the diverse social, environmental and cultural assets of the borough. These barriers include the cost of travel and the patterns of public transport provision, as well as a lack of confidence in creating Doncaster town itself as a real centre for the borough. Simple issues, such as children not having access to a travel pass after 31 July cause real difficulties for young people's participation in summer activities. Making transport cheaper, better and accessible for all was one of the top four 'Make Your Mark' issues

considered at the Young Person Democracy Event held in Doncaster in July 2016. More complex issues include fear of the unknown and of unfamiliar communities. Cultural issues – such as gender segregation – also impact on some young women's access to sporting facilities.

And then there is simply the issue of geography – it takes time and effort to get from one side of the borough to another.

We suggest therefore that a taskforce should be established to examine how to address issues of mobility including:

1. Access to lower cost fares
2. Opportunities for inter-school 'twinning' activities
3. Collaboration between schools and inter-faith groups
4. Expansion of opportunities for women-only sports activities
5. Further development of a cross-borough high speed broadband network capable of enabling live streaming of lessons, events and teaching across multiple centres.

We recommend that this forms a separate 'task and finish group' integrated into the overall delivery plan of the ESPB.

RECOMMENDATION 7

Complete and implement a review of Special Educational Needs and Disabilities provision – SEND – and consult with the Regional Schools Commissioner

There is evidence of some current mismatches of need and provision in the area of Special Educational Needs and Disabilities - SEND. This is at odds with the widespread desire for all young people to be offered equal life chances. Those most at risk of not taking advantage of changing life chances are those with the most barriers to their learning. For every young person to have the best chance in life, it will be necessary to review the gaps in SEND provision - both in the special school sector and its relationship with the mainstream schools. Solutions in this area will involve a regional dimension, with Team Doncaster consulting with the Regional Schools Commissioner.

We recommend that this forms a separate task and finish group integrated into the overall delivery plan overseen by the ESPB.

2 : DEVELOPING A 'WHOLE PERSON WHOLE LIFE' FOCUS

RECOMMENDATION 8

Develop a Doncaster 'Healthy Schools Healthy Workplaces' Kitemark

Evidence from people we consulted consistently indicated widespread agreement about the importance of the mental and physical health of Doncaster's citizens and its relationship to educational attainment and performance in the workplace; everyone agreed that health underpins educational success, future wellbeing and economic prosperity. The Health and Wellbeing Board, the Clinical Commission Group, schools, colleges, other providers and work places all have a part to play.

We propose therefore raising awareness of and encouraging attention to this issue by further developing surveys and assessments that can be implemented at age 9 and 13 to give schools a formative insight into their contributions in this area.

There exist surveys such as the Warwick/Edinburgh materials and we recommend the use of this and

other surveys to check the mental and physical health of all youngsters in late childhood and early-mid adolescence. We also recommend looking at this across the workforce and in community settings so that as wide a cross section of citizens can be involved, similar to the local Well North Denaby model's appreciative and community enquiry approaches.

We therefore propose the re-launch of the Doncaster Healthy Schools and Healthy Workplace Kitemark based on national best practice as evidence of healthy places. This would include the development of appropriate surveys, self-assessment and peer assessment tools, to capture changes in outcomes.

We recommend that this forms a separate task and finish group integrated into the overall delivery plan overseen by the ESPB.

RECOMMENDATION 9

Develop Doncaster as a University City

Almost everyone we heard from lamented the absence of Doncaster's 'own' university. People acknowledged that there are higher education opportunities available but this is not the same as Doncaster being regarded as a 'university town'. In the current climate, Doncaster partners need to find an innovative way of creating a University City. This is a major undertaking but the Commission views this as vital to the long term success of Doncaster.

The Commission believes that there is a window of opportunity to capitalise on the academic, government and business partnerships responsible for delivery of the National College for High Speed Rail. By extending these relationships through close working with universities, and the private sector, it should be possible to expand higher level skills education provision in Doncaster - swiftly and on a significant scale.

The increasing costs of degree level courses, coupled with rapid changes in the business world, create an opportunity for Doncaster in the provision of shorter technical learning at Level 4 plus with the National College for High Speed Rail set to be a national exemplar in this respect. Alongside this, the proposed UTC with its strong 'STEAM' curriculum places Doncaster in a strong position to develop as a recognised centre of excellence in professional and technical teaching, learning and assessment.

The emergence of an institution that can deliver technical mastery, industrial research and innovation capacity will help create the highly skilled employment opportunities

2 : DEVELOPING A 'WHOLE PERSON WHOLE LIFE' FOCUS

that Doncaster needs. As can be seen in nearby Lincoln or Sheffield, a university presence produces significant benefits to a town. A city centre university would assist hugely in Doncaster's town centre regeneration, visitor economy growth and business inward investment. The presence of a university in a town contributes to the creation

financial literacy. Enrichment and extension courses would bring the enthusiastic learner in contact with the leading adult practitioners in the students' particular area of interest, so they have a chance of accessing expert coaching and guidance. Leading practitioners might be teachers from another school, lecturers from local universities, or experts

and infrastructure, including high quality high speed broadband - see recommendation 4 - that will also benefit local businesses. This platform would support not only the DUfL but would act as a resource for the growing creative industry sector in Doncaster to test out and develop new applications in both education and health tech, and as a pipeline for talent.

The emergence of an institution that can deliver technical mastery, industrial research and innovation capacity will help create the highly skilled employment opportunities that Doncaster needs.

of a learning city environment by putting learning at the heart of a place. However, a university presence alone will not be sufficient to raise aspirations and meet the needs of many adults with a desire to learn but with limited time and money.

We believe there is merit in building on the success of the Children's University to explore the setting up of the Doncaster University for Life - DUfL.

The DUfL would be an institution not unlike the Open University in concept, which youngsters from any school, college or provider in Doncaster could join between age 13 and 19. It would enable them to take part in certificated activities that may help fill some of the gaps in learning opportunity which any one school inevitably leaves.

These 'gaps in learning opportunity' may lie in the fields of enrichment and extension or in compensatory education or re-enforcement, or simply lie in areas covered in school PHSE programmes e.g. family and personal

from local businesses or cultural organisations. Courses could be available at various levels and involve assessable challenges for completion and presentation.

They could also involve the creation of peer-led learning communities, in which young people would be encouraged to work collaboratively to address both conceptual and real world challenges.

Within their home school or provider, there would be DUfL tutors drawn from those excellent and experienced teachers who have very good relationships with youngsters and who would help the students access appropriate courses from the DUfL. The core aim of the DUfL is to address the repeated demand we have heard throughout the consultation, for young people to have access to both real world learning and to the highest quality learning experiences in subjects they are excited and passionate about. The DUfL would be dependent on a robust digital platform

We accept that there will be many obstacles to the creation and implementation of DUfL, not least finance and the need for high level curriculum and organisational expertise in devising and setting it up.

We think however that doing more of the same will not lead to transformed outcomes for sufficient numbers of youngsters and their families.

We believe that an initial cost of £4 million and running costs of half that figure at least will be needed.

Even if started in the short term, it would take several years before it could open a full range of courses. Over time, however, it could, in partnership with the Children's University offer a unique learning resource for Doncaster's citizens.

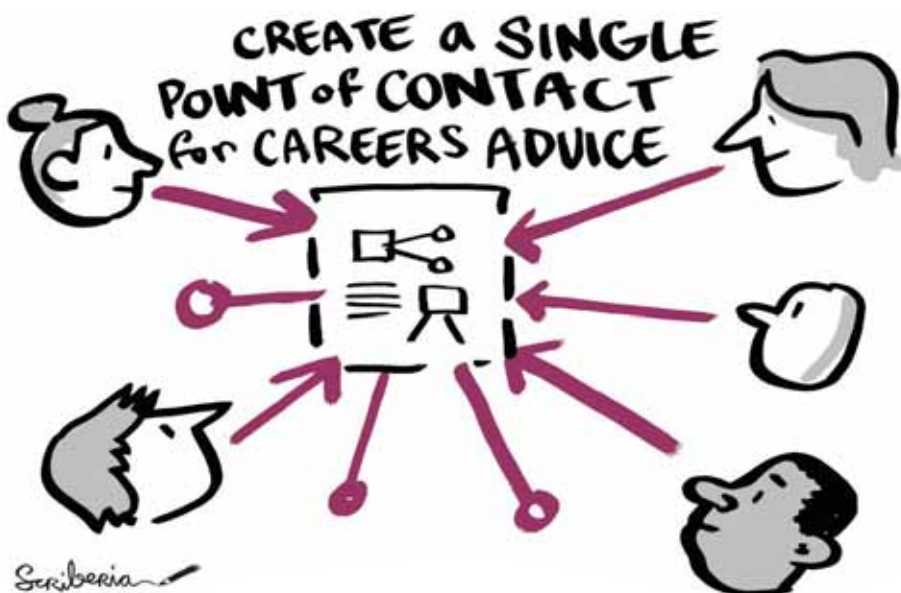
Partners should explore how to capitalise fully on the education technology revolution. One partner suggested initiatives could be combined into a Doncaster Virtual Lifelong Learning Institute. It is not for the Commission to determine the nature of university provision in Doncaster. We acknowledge this is a huge ambition. However, we suggest the time is right to 'think big' about what and how lifelong learning can be delivered across the town and to revitalise the notion of Doncaster - 'city of learning'.

3 : CREATE A LOCAL ALL AGE CAREERS AND EMPLOYMENT GUIDANCE SYSTEM

RECOMMENDATION 10

Establish a Doncaster wide, independent, all age careers information advice guidance service

The provision of careers Information Advice and Guidance (IAG) is variable across the country and across the borough, as evidenced by a recent report from the Gatsby Foundation and by the young people, adults and organisations we consulted who told us consistently that 'a single point of contact for careers advice' is needed.



Doncaster is well placed to look at innovative solutions to this issue. It has access to some excellent IAG provided by small local companies of former Careers and Connexions staff and we believe that a secondary school which acquires and keeps the Careers Quality Kitemark can only do so by adopting excellent IAG practices.

People who took part in the Commission's work indicated that careers guidance is equally as important later in life as it is to young people, particularly for adults who entering the job market for the first time or are needing to retrain. They indicated they wanted a service that is accessible both online and face to face to provide information on local job opportunities, what is required to

access them, longer term prospects, and a process for progressing from lower level qualifications to higher level qualifications and prospects.

A single careers guidance system would need to be developed in partnership with employers, Doncaster College, independent providers of adult skills and training and many other stakeholders, and would need to complement and connect with the work of the borough's Adult, Family and Community Learning team.

We recommend that this forms a separate task and finish group, set up to oversee all the recommendations relating to IAG (9,10,11 and 12) and integrated into the overall delivery plan overseen by the ESPB.

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

In July the Joint Education and Business Innovation & Skills Select Committees published a report on Careers Education, Information & Guidance*. They said;

"Careers education, information, advice and guidance in English schools is patchy and often inadequate. Too many young people are leaving education without the tools to help them consider their future options or how their skills and experiences match with opportunities in the job market. This failure is exacerbating skills shortages and having a negative impact on the country's productivity".

They suggested a number of areas the Government should concentrate on in their forthcoming careers strategy including:

"Steps should also be taken to bring order to the congested market place of service providers and websites. The Quality in Careers and matrix Standards should be merged into a single brand".

We agree that a single Kitemark for all schools would be useful.

* <http://www.publications.parliament.uk/pa/cm201617/cmselect/cmese/205/205.pdf>

3 : CREATE A LOCAL ALL AGE CAREERS AND EMPLOYMENT GUIDANCE SYSTEM

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

Survey results from young people revealed that they want improved access to real life information, guidance and support from adults working in a variety of professions.

We also found that businesses in Doncaster can struggle to recruit.

As part of the single point of access to an IAG system, a network of school advisors and local private and third sector businesses should be built upon to ensure that all IAG teachers have a range of business and community contacts who can be drawn upon to provide networks and contacts for students, as well as advice on contemporary working practices.

This should result in multiple encounters between young people and employers as well as enabling every young person in Doncaster to have project based work or self-employment experience. Working with the wider city region, Doncaster partners should set out clear expectations of what young people should be entitled to.

The Chamber of Commerce, in particular, could play to its strengths in this area by creating a borough-wide 'business speakers for schools' system that ensures that all schools have ready access to people, businesses, and organisations who represent the diversity of forms of employment available in Doncaster now and in the future.

It is important that guidance and work experience are tailored to the individual. The schools-community-business network should also work on ways to recognise the skills and experience gained by young people outside of school, for example, the fortitude and commitment demonstrated by young carers in Doncaster.

It is essential that a single, clear presentation of the data on current and future local employment opportunities (as shown right) is given to every young person consistently so that evidence of the powerful and credible story of Doncaster's future prospects becomes more widely known and believed in.

By 2024

an additional
70,000
Sheffield City Region jobs

an additional
12,000
Doncaster jobs

Job generating projects include:



Robin Hood Airport (2,900)
Unity/DN7 (2,100)
West Moor Park Extension (1,500)
Inland Port (1,500)
Town Centre Sites (500)

BIGGEST GROWTH SECTORS IN DONCASTER

Logistics and Transport
(61%)

Advanced Manufacturing
(31%)

Creative & Digital Industries
(29%)

Business Services
(24%)

Financial & Professional Services
(24%)

Low Carbon
(22%)

3 : CREATE A LOCAL ALL AGE CAREERS AND EMPLOYMENT GUIDANCE SYSTEM

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

There is a risk in the current fragmented landscape that young people fall off the radar and are not given clear guidance to navigate through the education system. The ESPB needs to identify clearly who is responsible for managing these pathways, for addressing young people’s needs and developing coherent learning plans, and for ensuring that they are supported to move between institutions as appropriate to support their learning. The clear responsibility will be to ensure that all young people aged 14-19 are in education, employment or training and to ensure that the data systems and human support provided to all young people in this age group are appropriate. This will require ensuring that all young people have access to appropriate information, and clear pathways for progression. We recognise the work done by Business Doncaster to support young people

not in education, employment and training; however, this is not sufficient and more must be done to tackle this challenge.

The proposed Doncaster Guide to Tackling Unemployment, which could take as its model ‘The City’s Business: helping young Londoners towards and into employment’* produced by a consortium of employers, politicians, educationalists and philanthropists would aim to find solutions to tackling long term unemployment – particularly amongst under 25 year olds. It might also include a clear statement of ‘what work ready looks like’ along with guidance on how the Chamber of Commerce and the voluntary and community sectors might be able to address the development of work-ready skills, in particular in relation to unemployed young people.

*<http://www.cityoflondon.gov.uk/business/support-promotion-and-advice/Documents/Citys-Business-Guide-2016.pdf>

4 : PROMOTE AMBITION AND ASPIRATION

RECOMMENDATION 14

Create and agree a shared language of school improvement

Throughout the whole of our consultation period, we did not encounter a member of the teaching profession who was not committed to school improvement. However, without a shared understanding of some basic school processes, there is a danger that attempts to lend 'school to school' support might flounder and have less effect.

It is therefore imperative that Doncaster schools are collectively able to establish agreement on the best way of sharing new knowledge around key areas of school improvement. The Commission believes that if integrated into the work of the ESPB and monitored through the delivery plan, there is no reason why an effective language of school improvement could not be effectively developed and deployed across the borough.

An example of process headings that could be used would be as follows:

- Leading creatively;
- Managing effectively;
- Teaching, learning and assessing;
- Creating an environment fit for learning;
- Creative Staff Development;
- Reviewing practice;
- Involving students optimally;
- Involving parents and the community.

Some academy chains have their own headings that would align with the above. The critical issue is for a common language of school improvement to be collectively owned and consistently used by distributed leadership across all schools.

RECOMMENDATION 15

Each school and Multi Academy Trust commits to being a member of a school improvement partnership with schools within and beyond Doncaster

There is evidence of primary schools in Doncaster working successfully and with beneficial effect on outcomes on action research, for example with the UCL Institute of Education. However, this practice needs to be extended across all schools. We suggest this, or similar action research, be expanded and that every school commits to two actions: firstly, to seek in a focused way to improve practice by looking at other schools within their National Data Dashboard family (55 in the case

of secondary schools and 125 in the case of primary) and secondly, to use one of the five occasional days to visit in twos and threes on focused enquiries affecting some aspect of school practice. Such action research can be included as part of the proposed CPD Kitemark, and if conducted systematically in partnership with universities, might be used as a basis for credits towards Masters level qualifications for staff.

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

There is evidence that peer review is effective and that it is not as widespread a practice as it could be across the borough. Partners in Learning could agree a protocol among its members for 'peer reviews' and make sure that all governing bodies

are aware of the process. This would in turn help schools inform their development plans and their self-evaluation. We emphasise that this is solely a process of professional learning; it will lose its efficacy if it becomes part of public accountability.

4 : PROMOTE AMBITION AND ASPIRATION

RECOMMENDATION 17

Create strong and consistent messages of possibility for all young people

The results of our consultations with young people highlighted that many children within Doncaster have high aspirations but experience issues such as low confidence, poor attitude to learning, a lack of motivation, feelings of uncertainty about what they want to do or what they are good at, and not being able to achieve the right grades.

In many areas that face huge social and economic challenges there are persistent and unhelpful perceptions about children's and young people's futures that need to be challenged. There are many ways to do this.

17.A Firstly, by establishing an 'achievement wall' in one of the corridors of the school, assembly hall, or college reception, which illustrates the life achievements of students who have attended the institution in the past. Examples could be taken from the careers of people still living and working in Doncaster and those who have chosen occupations that contribute to Doncaster's collective well-being, from long ago or recently. These might range from the one-time Poet Laureate, Ted Hughes, and the recent Booker Prize winner, translator

of Han Kang & Bae Suah, Deborah Smith, or to local women and men successful across a range of sectors. Systematic use could be made of former school students and staff, the 'Doncaster Diaspora' to show off in all education and training establishments the extent of the accomplishments of people from Doncaster or associated with Doncaster. We recommend looking at working with the educational charity Future First on this.

17.B Secondly, by creating a more visible public narrative of educational, economic and life success in the borough in partnership with the local media. This would involve the local press, in conjunction with stakeholders, regularly running stories and high profile campaigns (as the Evening Standard has done in London) on Doncaster student achievements and education and skills initiatives. It could also involve the local Doncopolitan magazine being supported to work with students across all communities to create a well-designed, high quality online magazine promoting past and present Doncaster students and their talents.

RECOMMENDATION 18

Support parents and parental aspirations

We recommend the further development of the '1001 critical days' strategy for every child born and living within Doncaster, based on children's centres and with a particular focus on the most challenged families. The history of successful practice in this field suggests that workers based in well-used centres, such as health clinics or children's centres, can help parents to become confident in supporting their children through positive experiences such as storytelling, nursery rhymes, singing and playing. The staff in Doncaster's children's centres, as part of the new 'Starting Well' service, are well placed to do this work with young parents, but there are also national charities (e.g. *Peeples* www.peeples.org.uk) which provide staff with support to reach the most challenged parents. Parents themselves need to be supported as learners, and to have opportunities to develop their own skills. They also need to be supported to have a strong partnership with schools in their children's education, by strengthening parent and family voice protocols in all schools. We also recommend investigating working system-wide with the educational charity Achievement for All www.afaeducation.org

4 : PROMOTE AMBITION AND ASPIRATION

RECOMMENDATION 19

Conduct a Doncaster wide Post-16 Review

Post-16 education and training across Doncaster is delivered through seventeen separate school sixth forms, a college of further education, a range of independent private training providers and some adult education and higher education institutions.

The Commission found widespread evidence of confusion and dissatisfaction with the current arrangements. Young people, employers and the business community all spoke of the urgent need to put in place a simplified, more focused, more unified and more collaborative post-16 system that works in the interests of students and employers as well as providers.

Whilst consultees acknowledged that the existing set up reflected the fragmentation of the wider education and skills system, they also told us that they found the post-16 landscape unhelpful due to the absence of overall strategic coordination of what providers had to offer combined with what was described as the competitive, and sometimes insular and aggressive nature of some providers' recruitment and marketing activities. It was also noted that this situation was probably exacerbated by funding differentials between schools and other post-16 providers. Almost everyone agreed that Doncaster was not making the best collective use of the entirety of its post-16 resources, or the opportunities presented by current government post-16 policy and funding reforms, to create the high skills, high wage economy that is predicted for the wider area over the next decade.

Some respondents also indicated that despite its recent and welcome Ofsted rating as 'good', Doncaster College - one of the key providers of

16-19 education and skills - was not regarded as playing as authoritative and as leading a coordinating role as it might in bringing providers together to enhance collective delivery of improved borough-wide, SCR-wide post-16 provision.

The Commission could not undertake a systematic review of Doncaster College, each sixth form's or each private training provider's offer. However, it is as clear to us, as it is to the broader group of stakeholders we spoke to, that a wider range of subjects and options available through clusters of excellence or federations would give more meaningful and useful choices to young people - and would better serve the economic needs of growing and incoming businesses.

To this end, and in light of the findings of the Sheffield City Region Area Based Review (SCR ABR) for 'Barnsley College and Doncaster College to merge', the Commission recommends that this is implemented. Such a step would give a strong indication that the post-16 collaborative approach yearned for across the wider community is possible and would enable Doncaster College to take an authoritative lead in moving Doncaster and the SCR forward.

The Commission also believes it would be helpful for school sixth forms, Doncaster College and independent private trading providers to publish their destination data to illustrate the pathways students take and demonstrate impact. Furthermore, using opportunities arising and data derived from the SCR ABR, and to address the concerns raised with the Commission, we recommend that the ESPB conducts its own post-16 review across Doncaster. Its aim, aligned with

the national methodology of the Area Based Reviews, and linking in with the recently launched SCR Post-16 Curriculum Review, would be to assess whether current post-16 provision is able to achieve high quality, wide ranging provision for all young people that raises their aspirations and their ability to work in high skilled local jobs and links to entrepreneurial skills acquisition. A Doncaster wide post-16 review would build on the recommendations of the Commission's report by covering the extent to which the borough-wide curriculum is geared towards future economic needs, including an assessment of the extent and nature of training for jobs that will be radically changed by automation and other new technologies.

The SCR ABR highlights the mismatch between regional aspirations for growth in highly skilled jobs in sectors such as digital, transport, construction and business services and the skills training that is currently provided.

For example, there is a predominance of further education provision at level 2 and a low proportion of learners in level 4 engineering and digital skills. It is unlikely that Doncaster will meet its aspirations for high skilled employment in next generation, data driven logistics without a shift in the skills provision towards engineering, data analytics and technology which will be able to provide companies with the pipeline of staff that have the expertise to move these businesses forward. The Commission believes that through implementation of the SCR ABR recommendations on merger, together with the SCR Post-16 Curriculum Review and the Doncaster post-16 review, these issues could be effectively, innovatively, and collaboratively addressed.

5 : PROVIDE OUTSTANDING TEACHER DEVELOPMENT OPPORTUNITIES

RECOMMENDATION 20

Establish a new Continuing Professional Development (CPD) Kitemark

In conjunction with the Sheffield Hallam University Education Department, Partners in Learning should create a CPD Kitemark for teachers and support staff to ensure that best practices for staff development can be implemented, judged and proven by individual schools within a proper and rigorous validation process. This Kitemark would be the first of its kind in the country, would signal the distinctive commitment of Doncaster's schools to professional development, and over time has promise of being in demand outside Doncaster. No school

in the country can achieve 'good' or 'outstanding' from Ofsted without having excellent CPD practices, and yet, strangely, this is unremarked nationally. We are confident that the process of defining, establishing and then implementing this Kitemark will benefit Doncaster schools, enhance staff development and retention and encourage recruitment. The Kitemark would include: coaching and personal mentoring of staff; opportunities for action research and further study; opportunities to contribute and learn from subject expertise with schools across the borough.

RECOMMENDATION 21

Develop and implement a practical action plan for cross-borough teacher development and peer reviews

There is clear evidence from successful interventions in school improvement, such as the London Challenge, that vital ingredients include schools learning from each other and teacher-to teacher sharing of practice. To that end, Partners in Learning should ensure that 'Teachmeets' happen on a twice-yearly basis and that they are organised on a regional basis, actively encourage

pooling of costs in bringing in outside expertise in training (for example, rather than individual teachers going on training courses, invite trainers into schools and offer opportunities across the borough at reduced costs), and encourage peer reviews and visits between schools, including with schools in similar circumstances outside the borough.

5 : PROVIDE OUTSTANDING TEACHER DEVELOPMENT OPPORTUNITIES

RECOMMENDATION 22

Tell 'the Doncaster Story' for Teaching

Teachers and Headteachers we met with confirmed for us that teaching in Doncaster over the next few years will be challenging - and exciting too! Where it is well supported through individual schools' commitments to CPD, Teaching Schools, Head Teachers Partnership and Partners in Learning, it has the opportunity to flourish widely and become outstanding on a significant scale.

What is required is to create a sense of a shared mission and purpose, to make it clear that it is because teaching in Doncaster is challenging that the profession can appeal to the

most committed and most talented teachers, who will feel inspired to work in a borough that encourages them to support each other and that has a genuine commitment to CPD and career development.

There is also a need to tell the stories of success involved in teaching in Doncaster and to mobilising the 'Doncaster Diaspora' referred to earlier. A new and confident public narrative needs to be developed - a 'Doncaster Story for Teaching' - about what it means to teach here and why it is both worthwhile and rewarding.

RECOMMENDATION 23

Develop innovative financial and other incentives to recruit and retain great teachers

We recommend establishing a working group of ESPB, local businesses and Partners in Learning to explore the options for incentivising teachers to work in Doncaster such as a 'Grow a Great Teacher' Bursary which could pay for degree costs and teacher training costs for up to 20 talented sixth formers each year. Students would be identified as having the intellectual and personal skills, and

vocation, to make great teachers and would be offered bursaries for university study on condition that they return to teach in Doncaster on completion. Exploring innovative ways of using current government incentives such as starter homes for young professionals seeking to get into the property market might also be worth looking at.

6 : FOSTER A COMMITMENT TO CREATIVITY AND INCLUSIVITY

RECOMMENDATION 24

Establish a STEAM strategy co-owned by culture and education teams

Steam technology was vital to Doncaster's success in the past and the Commission believes that it is key to Doncaster's future. Doncaster's projected employment growth indicates that the full range of STEAM subjects – Science, Technology, Engineering, Arts and Mathematics – is essential to Doncaster's long term economic resilience.

It will not be enough simply to develop great technicians who enter jobs that are already provided, instead, creativity and innovation are required. To recognise this, Doncaster needs to build a more systematic means of collaboration between education, business and cultural teams and sectors in the borough. To begin to build this working relationship, we propose that the groups work together to develop an annual calendar of activities in which the events, festivals

and cultural initiatives of the borough are mapped and explored to identify where there are opportunities for Doncaster students to develop skills, experience new challenges and widen their horizons. There should be systematic collaboration across cultural business and education teams to ensure that all major events are opportunities for volunteering and educational enhancement. We expect the STEAM strategy to involve Doncaster College, the planned Advanced Engineering and Digital design UTC, the National College for High Speed Rail, the proposed National Institute for Infrastructure, Construction and Engineering, the Chamber of Commerce and businesses, exploring how the arts, creative and cultural sectors can develop the resilience, creativity and innovation of the workforce.

6 : FOSTER A COMMITMENT TO CREATIVITY AND INCLUSIVITY

RECOMMENDATION 25

Increase take-up of the National Arts Award in Doncaster Schools

At present, there is a low take up of the National Arts Award within Doncaster and there is clear evidence that students are dropping arts subjects, which is compounded by the English Baccalaureate's focus on non-arts subjects. It is also clear, however, that arts and creative activities can play an important role in addressing core curriculum aims – particularly around motivation and the development of literacy and numeracy – while at the same time developing creativity and innovation, and building

confidence. All of these are essential to the long term capacity to thrive, adapt and be resilient. There is an urgent need, therefore, to examine how arts and creative practices can be better incorporated into schools, building on existing work such the activities of Doncaster Community Arts (DARTs) and Doncaster Music Education Hub. Increased take up of the Arts Award as a well-respected national programme will also support this process.

RECOMMENDATION 26

Establish an incubator maker space in Doncaster town centre

While there is strong evidence of an emergent creative and maker culture in Doncaster, it is growing despite rather than with the support of the local infrastructure. There is a strong argument to create a space with basic facilities to support local creative digital communities to begin to set up and develop new enterprises. The facilities required are: basic digital resources – software and hardware, guidance and training from more experienced individuals

and groups, mentoring, opportunities to network and to share ideas, free/very cheap space for hot-desking and co-working. This space, once up and running should also host visits for young people from schools across the borough, and successful start-ups should be encouraged to visit schools and explain how these processes work. It would be developed in collaboration with the expertise of the local creative industries and small third sector groups to encourage entrepreneurship.

RECOMMENDATION 27

Establish a women and girls' creative empowerment programme

Doncaster has many strengths, not least in its women. They are, however, less visible in public spaces, with the exception of two MPs, the Mayor and Chief Executive of Doncaster Council, and a handful of head teachers and business leaders. There is some evidence that young women are not taking up opportunities that are available in the region - for example the very low number of young women who are taking up apprenticeships at the Advanced Research and Manufacturing Centre. There is also a pattern of domestic violence in the region, with reported incidents more than doubling over the last six years. This as a whole negatively impacts not only women, but children too. At the same time, services such as crèches have been closed making it hard for young women to gain access to training and skills development; while young women from some minority ethnic groups find it difficult to participate in some public spaces. There is a strong case for developing a creative empowerment programme for women and girls that helps them to identify their strengths, develop their skills and gain access to support to start or to further their careers. This programme should include childcare provision and set clear goals for progression. We need to see what happens when the women of this borough are actively encouraged to create their own businesses and careers.

7 : COMMUNICATE AND CELEBRATE

RECOMMENDATION 28

Establish an informal 'First Friday' networking event for all education, skills and community stakeholders

Informal opportunities for conversation, networking and problem solving are essential in a highly distributed borough like Doncaster. We recommend establishing an informal networking session that brings together key change agents working to support formal and informal learning settings on a monthly basis.

The event needs to be regular, hosted by a neutral party e.g. CAST theatre has volunteered to host, sponsored by local private or public sector groups.

There should be no formal agenda or speeches, but active hosting in which individuals are encouraged to speak to each other, newcomers are welcomed and refreshments are provided. The invitation list for the first two events should be restricted to those who have been involved in consultations for the Commission. After this, participants should be encouraged to bring along others who might be interested and the event should be maintained with a simple email list and a monthly reminder the week before.

RECOMMENDATION 29

Establish formal protocols for partnership working

Both nationally and within Doncaster, the education and skills system is increasingly fragmenting. The danger is that at a time when all efforts need to be focused within schools on school improvement there will be a diversion of effort to work out how to implement the move to academisation. Once achieved, there is a risk of schools becoming tribal and insular. Currently 100% of Secondary Schools and 24% of Primary Schools within Doncaster are academies. To avoid the risks of a diversion of attention away from school improvement, we recommend establishing a formal arrangement with the Regional Schools Commissioner involving Team Doncaster, Partners

in Learning, the Teaching School Alliances, and the Multi Academy Trusts in order to provide progress reports and agree collective protocols. One element of this protocol would be to ensure that all schools have a governor elected to make connections across the borough, and that progress against Doncaster-wide collaboration should be a standing item in the annual governors' agenda for schools. The Commission also encourages Doncaster Council to continue to develop and embed its strategic approach to academisation, including building upon successful data sharing protocols.

RECOMMENDATION 30

Establish a forum for adult skills and education providers

There are a number of organisations across the borough that provide an overview of different segments of the adult skills, training and education provision within Doncaster but there is no forum in which the whole patchwork of provision comes together.

Navigating the provision can be a disorienting experience for adults, and the lack of oversight can mean that the strengths of providers can be both under and over-valued.

There is an urgent need to map the training, volunteering, development and learning opportunities for adults in the borough, to understand its strategic requirements and how it can be supported to work coherently, and to represent the choices on offer in ways that are accessible and comprehensible to adults in the borough.

CONCLUSION AND NEXT STEPS



The Commission appreciates that Doncaster is dealing with a number of long standing economic, educational, social and communication challenges.

It is clear, however, that now is the right time to tackle these collectively. Doncaster needs to unite to take forward a borough rooted in the tradition of 19th and 20th century economic revolutions to become a shining example of post-industrial 21st century civic and community transformation.

CONCLUSION

The Commission's analysis confirmed the picture so often drawn for us by the people it met. Doncaster comprises of a set of communities, each with its own identity, traditions, strengths, resources and ambitions that are too frequently disconnected from each other and disengaged from a sense of shared purpose and overarching aspiration.

The Commission concludes that this is holding back the development of Doncaster, obscuring what is a powerful, collective energy that can fuel and accelerate widespread positive change – and enable Doncaster to steam ahead once more.

NEXT STEPS

SUGGESTED PHASED APPROACH FOR STAGED IMPLEMENTATION OF THE RECOMMENDATIONS

The Commission's intention, as stated at the outset in our briefing to people and organisations with whom we consulted, was to seek to leave the people of Doncaster with a way forward that can be turned into a successful coordinated action plan. To this end, we give below a suggested route map for implementation of our recommendations, leaving specific leads and timescales to be determined by Team Doncaster.



SUGGESTED PHASED APPROACH TO IMPLEMENT RECOMMENDATIONS

DONCASTER DECLARATION	PHASE 1	PHASE 2	PHASE 3
Leadership	1 Set up ESP Board and devise a delivery plan		2 Benchmark ESPB progress nationally and internationally
Whole Person Whole Life	3 Establish the Doncaster Dispensation 4 Create the Doncaster Diplomas for 11 year olds	5 Establish a 'Made in Doncaster' immersion in employment programme 7 Complete a review of SEND	6 Set up a task and finish group as part of ESPB for removing barriers to access to resources 8 Develop a Doncaster 'Healthy Schools: Healthy Workplaces' Kitemark 9 Develop Doncaster as a University City
Information and Guidance	10 Establish a Doncaster wide all age IAG service 11 Every Secondary School gain national quality mark for IAG	12 Create school-community-business network for access to 'real world' expertise 13 Develop Doncaster Guide to tackling unemployment	
Aspiration	14 Agree a shared language of school improvement 15 Each school and MAT commits to a school improvement partnership 18 Develop 1001-day strategy 19 Conduct a Doncaster wide Post-16 Review	16 Every school commits to peer reviews 17a Every school/provider to create an 'achievement wall'	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
Teacher Development	20 Establish a new Continuing Professional Development (CPD) Kitemark 21 Develop and implement an action plan for teacher development and peer review across the borough	22 Tell the 'Doncaster Story' for teaching	23 Develop innovative financial and other incentives to recruit teachers
Creativity and Inclusivity	24 Introduce the 'STEAM' curriculum across all schools and providers	25 Increase take-up of the Arts Award in Doncaster schools 27 Establish a women and girls creative empowerment programme	26 Establish an 'incubator' maker space
Communication and Celebration	28 Establish a regular 'First Friday' networking event for all stakeholders	29 Establish formal protocols for partnership working 30 Establish a forum for adult skills and education providers	

EVIDENCE

List of people and organisations that met with or submitted evidence to the Independent Commission on Education and Skills in Doncaster

Council Leaders, Officers and

Teams: Chief Executive; Director of Learning, Opportunities and Skills; Director of Public Health; Director of Regeneration and Environment; Assistant Director of Children's Commissioning; Assistant Director of Environment; Assistant Director of Development; Assistant Director of Learning and Achievement; Access to Learning; Adults and Communities; Business Doncaster; Commissioning and Opportunities; Early Years; Leisure and Culture; Libraries and Information; Libraries and Heritage Services; Skills and Enterprise

Political: Mayor; Deputy Mayor; Cabinet Member for Children, Young People and Schools; Cabinet Member for Business, Skills, Tourism and Culture; Leaders of opposition parties; Overview and Scrutiny Members

MPs: All Doncaster MPs

Voluntary and community

organisations: Austerfield Study Centre; CapeUK; Club Doncaster Foundation; Doncaster CVS; Doncaster Community Arts (DARTS); Doncaster Ethnic Minority Regeneration Partnership; Faith and Culture Safeguarding Group; Higher Rhythm; New Horizons; Prince's Trust; Refurnish

Young People: Doncaster Deaf Trust Students; Doncaster Youth Council; Sir Thomas Wharton Community College Students

Young People Consultations received

from: Adwick Primary School; Copley Primary School; Doncaster Youth Council; Intake Primary School; Norton Primary School; Sir Thomas Wharton Academy; The Hub; Thorne Green Top Primary School; Woodlands Primary School

Schools and Providers: The Armthorpe Academy; Balby Carr Community Academy; De Warenne Academy; Hall Cross Academy; Hungerhill School; Kirk Sandall Infant School; Mexborough Academy; Outwood Academy Adwick; Ridgewood School; The Hayfield School; XP School; Coppice School; Heatherwood School; North Ridge Community School; Pennine View School; Sir Thomas Wharton Community College; Stone Hill School; Doncaster Deaf Trust; Partners in Learning Doncaster Teaching School Alliance

Higher Education and Training: Barnsley College; Doncaster College; National College for High Speed Rail; Sheffield Hallam University; University of Sheffield; Careers Inc; Engage Training and Development; Enhancement Training; YMCA Training

Other partners including Businesses:

Advanced Manufacturing Research Centre (AMRC); Agemaspark; Bishop of Doncaster; Business Doncaster; CAST; Citadel Associates (South Yorkshire) Ltd; CBI (Confederation of British Industry); Doncaster Civic Trust; Doncaster and Bassetlaw Hospitals NHS Foundation Trust; Doncaster Chamber of Commerce; Doncaster Children's Services Trust; Doncopolitan; Edlington Hilltop Centre; Equity First Ltd; FSB South Yorkshire, East Yorkshire and East Midlands; Islamic Society Doncaster; M25 Housing and Support Group; Mirata Ltd; Regional School Commissioner for East Midlands and the Humber; Resilience Wellbeing Success RWS; South Yorkshire Passenger Transport Executive; South Yorkshire Police; Sheffield City Region; Steps to Freedom/Pink Ladies; St Leger Homes of Doncaster; Unipart Rail; VolkerRail; Wabtec;

Group discussions held by or attended

by the Commission: Stakeholder Reference Group Meetings (with representatives from Schools, Higher Education, Training, Business, Doncaster Children's Services Trust, Public Health, Voluntary Organisations, Enterprise and Skills and Unions); Young Person Democracy Event; Headteacher Partnership Meeting; Primary and Special School Headteacher Conference; Governor Meetings; Children's and Families Strategic Partnership Board Meeting; Local Cultural Education Partnership (LCEP) Meeting; 'Open Space' Stakeholder Event; Doncaster Business Conference; Team Doncaster Strategic Partnership Meetings; Business Chamber Patron's Dinner

GENERAL BRIEFING AND KEY LINES OF ENQUIRY

Background

Doncaster's economy is changing – significant investment is taking place in this part of South Yorkshire and this will offer different and new job opportunities for the people of the borough. A new sort of economy is developing in which creating ideas and generating enterprise is becoming increasingly important. The Commission's role is to determine how Doncaster's residents can best be prepared to benefit from these developments as well as for the significant social, technological and environmental changes that accompany them.

The role of the independent Commission

Team Doncaster decided to invite a small group of independent national experts to assess what can be done to ensure the whole education and employment system – schools, colleges, independent private training providers, charities, social enterprises, universities as well as the landscape of informal learning opportunities across the community - can best equip Doncaster's residents and businesses for changing times. The Commission will assess the existing system and its fitness for purpose, identify barriers to growth, outline how existing local assets can be built on and make recommendations for actions to be taken by a range of stakeholders.

The Commission's members

The independent commission is chaired by Dr. Ann Limb CBE DL who is Chair of the Scouts Association and the South East Midlands Local Enterprise Partnership and is a national leading expert on further education and skills.

The Vice Chair is Professor Sir Tim Brighouse, one of the country's leading educationalists who led the London Challenge which has delivered huge improvements in the capital's secondary school performance.

Ann and Tim are supported by three specialist Commissioners. Professor Keri Facer of Bristol University, Amali de Alwis of Code First Girls and Nigel Brewster of Brewster Pratrapp Recruitment Group.

Timeline

The Commission, formed in late February 2016, will begin its initial scoping with a first full meeting in Doncaster on 10 March 2016 and will submit a final report to Team Doncaster in the autumn.

The Commission's approach

The Commission will

- focus on Doncaster's assets and how these link to new opportunities
- look to build upon Doncaster's ambitions and aspirations
- listen to a wide and diverse variety of stakeholders
- be pragmatic in its recommendations
- seek to leave the people of Doncaster with a way forward that can be turned into an action plan that will be successful

GENERAL BRIEFING AND KEY LINES OF ENQUIRY

Engagement

The Commission will take evidence from a wide range of stakeholders who contribute to the education, employment and learning landscape of the borough and to the development of Doncaster's residents' skills and capabilities. Engagement will take place through face to face meetings, open workshops and online consultation requesting the submission of written evidence.

Key Lines of Enquiry

The Commission has determined the following the seven lines of enquiry:

1. What role does your organisation/ do you play and what role might it/you play in future in the wider educational and employment landscape in Doncaster?
2. What are Doncaster's strengths in relation to supporting Doncaster residents to prepare for a new economy? Can you think of particular examples of great initiatives or activities that are working well and could be encouraged?
3. How would you want to make the broader educational system stronger? What would you want to develop?
4. What support or systems or activities are needed to help make that happen?
5. What are we up against? If there's one obstacle you can change, what would it be, particularly in education and skills?
6. What do you see as the future opportunities and challenges Doncaster is facing? What are we going to need to be able to respond to those?
7. What should all Doncaster's children experience by the time they are 18 so that they can cope with all these opportunities and challenges?

Evidence Gathering Process

Recording of discussions

To help the Commissioners focus on the conversation, the discussion with you will be recorded digitally or by a note taker. Any audio recordings and notes will only be heard/viewed by the Commission and their administrative support team. If you would like to see a copy of the notes from the meeting, please let us know at the beginning of the interview.

Anonymity and confidentiality

Organisations and the roles of people consulted will be listed in the final report. We might like to take a photograph with you or of the venue for our social media when we meet. We will not attribute any quotes directly to individuals. If we decide to include a specific example of activity from our conversation in the report, we will contact you to check the wording we are using is accurate.

Publication of the Commission's report

The final report will be available on the Commission website following the report's publication. We expect that Team Doncaster will, shortly after this, publish their responses to the Commission's recommendations.

DEMOGRAPHICS

Doncaster is the largest metropolitan borough in England, covering an area of around 57,000 hectares or 225 square miles. Doncaster has a population of 304,185 according to the 2014 mid-year estimates, with a working age population of 190,972. Continued population growth is predicted: Doncaster's total population is expected to reach 315,887 (a 4.0% increase) in 2037.

Age breakdown of population	All Persons	Males	Females
All Ages	304,813	150,976	153,837
0-15	58,044	29,549	28,495
16-64	190,596	96,099	94,497
65+	56,173	25,328	30,845

Age breakdown of young people	No.	%
Aged 0-4	18,794	6.2%
Aged 5-9	19,224	6.3%
Aged 10-14	16,714	5.5%
Aged 15-19	17,145	5.6%
All 0-19	71,877	23.6%
All ages	304,813	

There are 126,487 households within Doncaster with 260,043 (85.5%) of Doncaster's population living in an urban setting; of which 216,167 (71.1%) live within the conurbation of the town itself whilst 43,876 (14.4%) live in small towns within the borough. 44,142 (14.5%) live in a rural setting, of which 28,276 (9.3%) live within rural towns and 15,866 (5.2%) in villages and hamlets.

The ethnic profile of the Doncaster population is predominantly white (95.3%), of which 91.8% are white British. 4.7% classified themselves as non-white/black and ethnic minorities, of which 2.5% came from one ethnic group (Asian/Asian British).

It is estimated that there are between 4,000 and 6,000 gypsies and travellers living in Doncaster making it one of the largest in the UK.

There has been a reduction in the number of JSA claimants in Doncaster in the last 3 years. In June 2013, there were 9,824 claimants (5.1%). This has reduced to a figure of only 4,163 claimants (2.2%) in June 2016.

Doncaster has the second largest economy in the Sheffield city region and the sixth largest economy in the Yorkshire and Humber region in terms of the value of its goods and services.

The Independent
Commission on
Education and Skills
in Doncaster



ONE DONCASTER

The report and recommendations of
The Independent Commission on Education and Skills in Doncaster



Published October 2016