

**ONE  
DONCASTER**



**August 2019**

---

# Developing a 2030 Education and Skills Framework for Doncaster

*Consultation Slides*

*Michael Jameson  
Strategic Advisor for Education and Skills to  
Doncaster Council*

# Key Questions

- What would a successful learning and skills system look like in 2030?
- Where are we now in terms of strengths and areas for development?
- Are we pursuing the right goals to get there?
- Are we working in the right way?

The brief considered learning and skills for all residents as well as children and young people.

Through this process, I have met with many leader representatives from schools, governors, HE and FE, CEO MATs, RSC, Opportunity Area Board members, chamber of commerce, industry specialists, health and public sector agencies, leads for VCS, adult skills, adult services and economic growth, Children's Trust, lead member, the Mayor and her Cabinet and most importantly young people and parents.

# Methodology

Specifically, I wanted to examine:

- What the characteristics of a successful Education & Skills system would look like in Doncaster and whether these have changed since the publication of the *One Doncaster* Report in 2016.
- What common, unifying key themes could be focussed on to address some of the areas of development highlighted by initial consultees.



# Key Strengths – Strong Foundations

- **Lots of known core strength areas** – Early Years, the Business-Education link ('a business sector to die for' with sectoral strengths in rail, engineering, creative, media and digital), improved attainment at KS2 and our open approach to innovation.
- **Learning and skills assets** – e.g. Doncaster and Bassetlaw Teaching Hospital; National College for High Speed Rail; Partners in Learning; Opportunity Area and some outstanding practice across the education system.

Initial Consultation has also highlighted...

- **The current political leadership and chief officers offer good support and challenge, with political leaders acting as strong and visible advocates for positive change.**
- **A strengthening local infrastructure for collaboration** – With the Local Authority playing a strong 'broker' role and more partners than ever before engaged (e.g. the successful Inclusion Summit process).
- **A greater sense of place and increasing pride in Doncaster.**

# Key Areas for Development – Much More to Do

- **Still contending with many of our known historic challenges** – Child poverty, social mobility, low levels of attainment and aspiration within the secondary sector, low levels of access to and attainment within Further and Higher Education
- Low skills and low wage economy with low levels of productivity.
- **Faced with a national policy framework that has fragmented learning provision and disconnected it from the place-context**

Initial Consultation has also highlighted:

- **The Collaborative infrastructure is still fragmented in places** – There are issues with secondary sector and wider partners collaborating and a perception of ‘preferred partners’ within the system.
- **The need for a renewed focus on clear, consistent straplines and objectives for success within the system, supported by realistic plans for delivery and improved evaluation arrangements.**
- **The need to ensure that projects and programmes are effectively aligned to strategic priorities with on the ground delivery.**

# Much More to Do II

- **A requirement for a sustained focus on numeracy and literacy and essential life skills.**
- **Variable inclusion practice across the secondary sector – a need to reduce the numbers of Fixed Term, Permanent Exclusions and Elective Home Education.**
- **A requirement to improve on communication, responsiveness and pace within the sector and from the LA.**
- **The need for a comprehensive strategy for lifelong learning.**
- **The need to improve the quality of job placements and link them to career pathways.**
- **To simplify and consolidate the number of strategies and delivery plans and to focus closely on a number of core objectives – ‘what sits on the top of the chandelier?’**
- **Recruitment and retention of the best teachers and leaders.**
- **Further develop the collaborative infrastructure for business, education and community organisations.**
- **Joining up regional and local approaches to innovation and address health and social care barriers to learning.**
- **Address the aspirations, expectations and engagement of parents and learners.**

**Do these feel like the right areas for development? Are there any more?**

# Findings from Consultation with Parents, Children, & Young People

- **Young people from across the borough** – feel they've been **designated for an 'academic' or a 'vocational' education too early** and would appreciate transparent routes between the two modes of learning, allowing them to build a curriculum which works for them.
- **The Youth Council** – highlighted the need for **improved mental health and well-being support; improved careers advice** on the range of options open to young people leaving statutory education; **more consistent behaviour approaches and all schools being held to account.**
- **Parents** – raised the importance of a **positive school ethos – one which values each child as an individual, raises aspirations, and respects difference.** They've also expressed a desire for **greater mental and emotional health provision**, and have stressed the importance of making time in the school day for pastoral support. The education system must become **more child friendly**; with a curriculum that celebrates creativity.
- **Parents of children with SEND** – would like to see **improved transition planning at all ages**, and a curriculum which offers **more creativity** and provides **bespoke support.** They cited a **lack of clear pathways and opportunities into life and work.**

# The Vision for Consultation

*“Our vision is to create a learning city, where life-long education and culture engage and inspire, giving everybody the opportunity to flourish. Learning is at the heart of our ambitious plans for inclusive growth, where everybody has the chance to access a fulfilling career and share in the proceeds of economic development, with no limitations arising from their social background. This will be achieved through maximising the borough’s social capital through the effective utilisation of technology, community assets and the pre-existing talents of our people. To achieve this, Team Doncaster will forge a strong relationship with business to create industry-driven career pathways, ensuring that training is linked to employer needs and that everybody has the opportunity to develop their skills and fulfil their aspirations.”*

# Key Characteristics

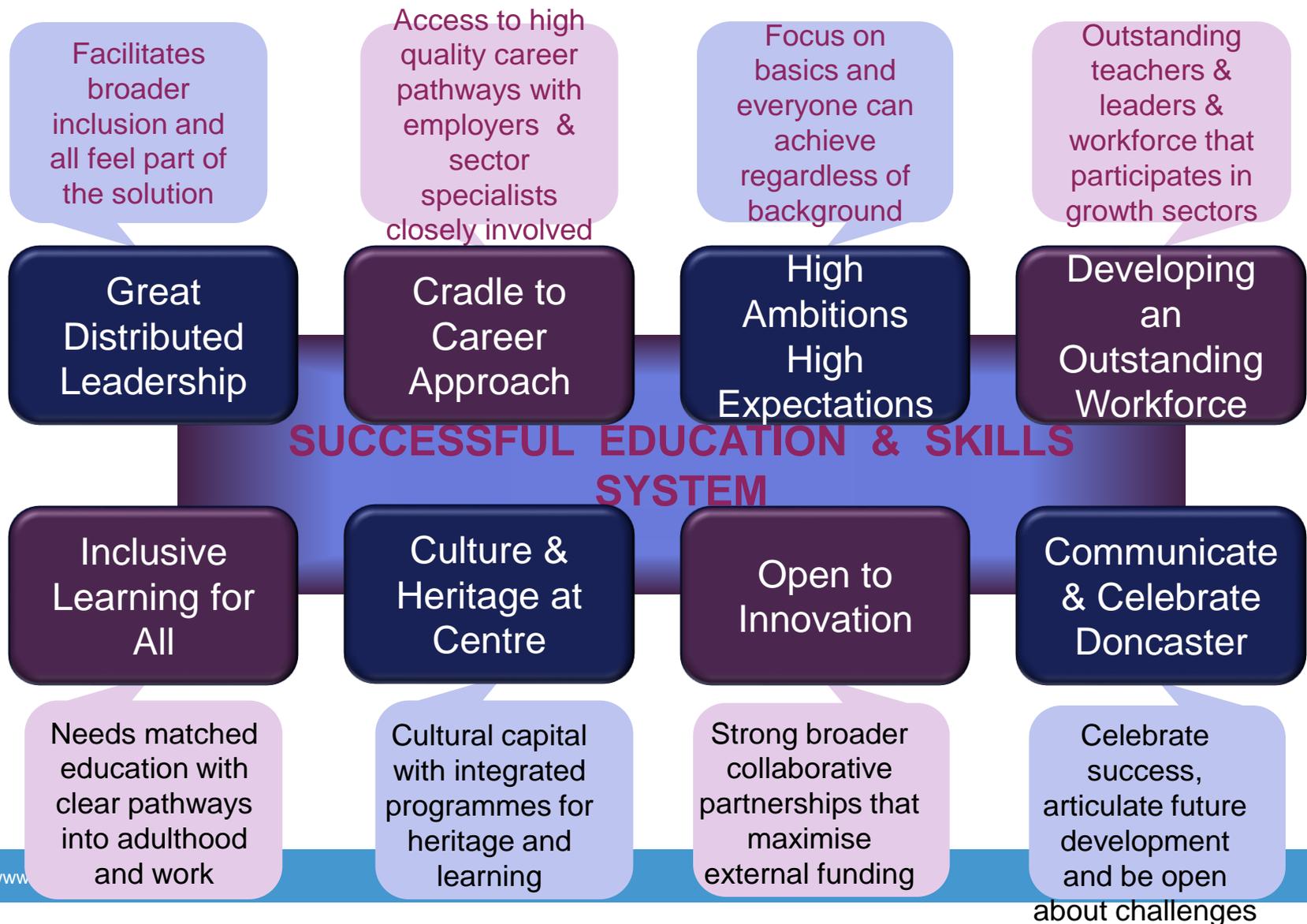
In the initial consultation, stakeholders answered some of these questions and described the features of what a successful Education and Skills system for Doncaster might look like. These responses have been distilled into **eight key characteristics of a successful E&S System**:

- 1. Great Distributed Leadership**
- 2. A 'Cradle to Career' Approach**
- 3. High Ambitions, High Expectations**
- 4. Developing an Outstanding Workforce**
- 5. An Inclusive Learning System, that delivers for all**
- 6. Culture and Heritage at the Centre of the System**
- 7. An Open Approach to Innovation**
- 8. Communicating and Celebrating Doncaster as a Place**

As each characteristic is explained, think:

- Is this right for Doncaster? What can be added or subtracted from this?
- Are there any further characteristics which demonstrate a successful learning and skills System.

# Characteristics



# 1. Great Distributed Leadership

“The focus here is on developing strong leadership in all areas of the sector – from leadership at the Local Authority to Head Teachers, middle leaders in schools, the wider public sector and also business and community leaders. **Some system leaders have wider, regional remits and an effective system is one which facilitates their inclusion – they need to feel that they are part of the solution for Doncaster.** This requires a strong Team Doncaster commitment, with investment, to the development for all system-leaders within the sector and the creation of a vibrant middle tier for the effective and specialised provision of services. Developing great new leadership within the sector will be vital in forging the new partnerships and delivery mechanisms that are required to respond to our rapidly changing and improving local educational landscape.”



## 2. A 'Cradle to Career' Approach

“This characteristic is about ensuring that all Doncaster residents **have access to high-quality career pathways with supporting services that are tailored** to their individual needs and aspirations. This will mean that people of all ages will be effectively supported to access fulfilling and rewarding forms of learning that will enable them to pursue a fulfilling career that will also meet the skills challenge posed by our local economy....This will be supported by a wrap-around Careers Information, Advice and Guidance service for Doncaster. **Employers and sector specialists will be at the heart of this characteristic**; with their reach extending into all sectors as champions for the development of progression pathways. This will ensure that all residents, regardless of age, demographic or background, will be supported to access the highly skilled, highly paid jobs of tomorrow.”



# 3. High Ambitions, High Expectations

“This is about ensuring that all in our locality have the tools they need to fulfil their aspirations and participate in the highly skilled, highly paid employment of the future. What is **key is ensuring that all in Doncaster can achieve what they want in life, no matter what their background**. Central to achieving this is the development of progression pathways into Further Education, Higher Education, vocational qualifications and careers. Alongside this, **a relentless focus on the basics** – outstanding literacy and numeracy skills – in statutory education and lifelong learning are required in order to support achievement in the borough. This is to be complimented by a wider essential life skills offer, in order to ensure that all young people have the tools they need to participate in our local economy and society.”



# 4. Developing an Outstanding Workforce

“Central to fulfilling the borough’s ambitious Inclusive Growth strategy is ensuring that the workforce is able to participate in the highly paid, highly skilled future growth sectors and in so doing, reap the benefits of higher living standards and a more prosperous borough. Education and Skills are vital to this. **Team Doncaster must work collaboratively to ensure that we have more outstanding teachers and leaders** in our schools through a focus on investment, recruitment and retention. Furthermore, for those who are already in work, it is necessary to develop a collaborative infrastructure between the public sector and business to provide an effective, vocationally-relevant lifelong learning strategy for Doncaster.”



# 5. An Inclusive Learning System, which delivers for all

“Inclusive growth means no individual or community is ‘left behind’ in Doncaster. A successful learning system is one which meets the needs of all learners and Doncaster’s should be no exception. **An inclusive learning system is a system where vulnerable pupils are supported with an education that is appropriately matched to their needs and capabilities and they have clear defined pathways into adulthood and the world of work.** No child should be excluded from opportunity on account of their SEND status. An inclusive learning and skills system is one which is characterised by low exclusion rates and high participation in education. For gifted learners, a successful system works together to provide them with the opportunity to access either a world-class technical education or some of the country’s top universities. These three core elements represent an inclusive learning system, which delivers for all learners in a place.”



# 6. Culture, Arts & Heritage at the Centre of the System

“The capacity of an individual to flourish lies beyond formal assessment and should include a wider set of life skills, including creativity and appreciation of the shared local cultural and historic context. **A characteristic of a successful Education and Skills system would be placing this cultural capital at the centre of a borough-wide offer to all learners, with integrated programmes for participation in heritage, culture and learning activities.**”



# 7. An Open Approach to Innovation

“A successful learning system utilises both nationally-recognised and internationally successful ‘best practice’ models to engender continuous improvement in the local learning sector. This includes using technology and community assets to drive forward change in education and skills provision. **A successful learning system forges strong and lasting partnerships with local, regional and national organisations**, as well as academic institutions to ensure that practice in the classroom is robust, innovative and evidence based. **This characteristic is also key to addressing the health and social care barriers to learning**, which represent an important challenge to Doncaster’s learners. Furthermore, in a landscape of continuing public sector retrenchment, **we should be open to working collaboratively to secure external funding in order to build capacity and capability within our Education and Skills system.**”



**DONCASTER**

The UK's Big Picture Learning Pioneer

Cities of Learning

# 8. Communicating and Celebrating Doncaster as a Place

**“This characteristic is about a developing a system which is open about its challenges, celebrates and praises the successes of its residents and workforce, and being confident in articulating its requirements for future development. This is about promoting Doncaster as the most child friendly borough in the country and ensuring that our borough is viewed as one of the best places to live, learn and develop a successful and fulfilling career.”**



# Priority Themes for Consultation

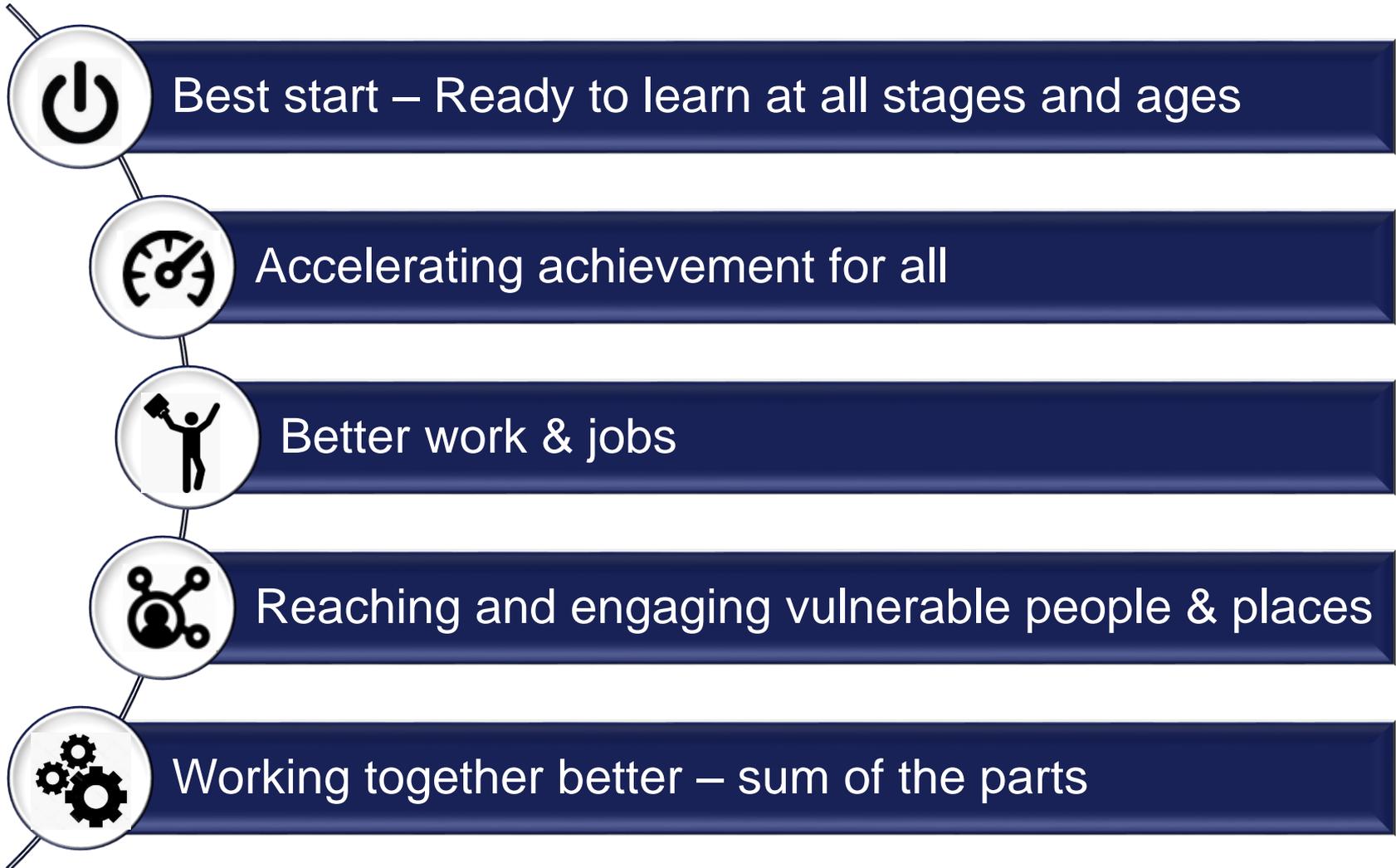
To achieve a system which displays successful and positive characteristics associated with achievement and transformation, it is necessary to focus resources on priority areas. From the initial consultation process, **the following emerged as 'priority themes'** to focus on over the course of the next ten years:

- **The Best Start: Ready to Learn at all Stages and Ages**
- **Accelerating Achievement for All**
- **Better Work & Jobs**
- **Reaching and Engaging with Vulnerable People and Places**
- **How we can work better together – the sum of the parts.**

## Key Questions:

- Are these the right areas to focus on over the course of the next ten years?
- Are there any further priorities?
- What should be a priority within each of these areas?

# Priority Themes



# The Best Start: Ready to Learn at all Stages and Ages

A successful education system and a growing, inclusive economy is one where people of all ages face no social or economic barriers to accessing the enriching, fulfilling learning that will allow them to pursue the career of their dreams. Doncaster wants to be the most child-friendly borough in the country. Proposed cornerstone areas of this theme are:

- Continuing the focus on the first 1,000 Days.
- Renewing the focus on speech and language acquisition and development.
- Continuing the strong EY settings support provided by the Local Authority.
- A **strong all-age early help offer** which provides families with the services they need to give their children the best start in life and ensures that **young people and adults remain engaged through their learning and employment.**

# Accelerating Expectations & Achievement for All

**Outcomes need to improve for all at pace.** High performing systems are characterised by a culture of high support and challenge. Within this theme, areas of focus could include:

- Working with schools and families to **improve the delivery of the basics** (numeracy and literacy) but also to develop the delivery of essential life skills – A ‘**Doncaster Entitlement or Curriculum**’.
- Reducing the level of Permanent, and Fixed Term Exclusion from school and the numbers electively home educated in the borough.
- Ensuring that all SEND pupils and vulnerable learners can access appropriate, tailored learning and career pathways that allow them to fulfil their potential.
- Development of effective transition planning at all stages
- Working collaboratively to embed a culture and clear strategy of bespoke support and high challenge across the Education and Skills sector in Doncaster,
- A joined up local and regional approach to innovation.
- Working to sustain the outcomes of the Doncaster OA subsequent to the end of the programme in 2021.
- Prioritising the recruitment and retention of the brightest and the best to teaching, leadership and the wider public sector workforce in Doncaster.
- Recognising and celebrating the achievements of all.

# Better Work & Jobs

To move from a low paid, low skilled economy to a productive, modern local economy with a highly skilled workforce driving economic development means placing our education and skills system at the very heart of our ambitions plans for inclusive growth. Specifically:

- **To move away from a system which has historically delivered job placements to one that adds value** (e.g. Doncaster's Advance Programme).
- Rationalising Post-16 Provision and implementing the Post-16 Review.
- Developing a University Centre for Health and Social Care at the Waterfront site
- Working through the University City Partnership to significantly expand the proportion of the workforce qualified to Level 4 and above.
- **Forging a strong relationship between business and education and creating a series of sectoral career progression pathways** (e.g. for health and social care, engineering, creative, media and digital).

# Reaching and Engaging Vulnerable People & Places

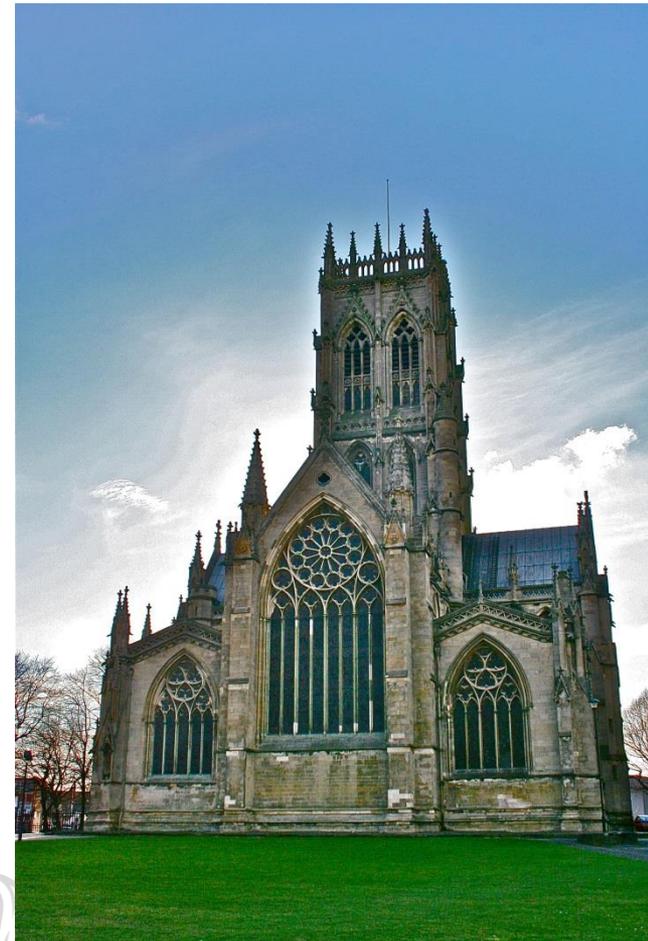
Through reaching and engaging vulnerable people and places, we can **ensure that all of our communities can access opportunity** and share in the proceeds of growth, with **no place or person left behind**:

- Working together to **explore developing** Doncaster as an accredited RSA 'City of Learning'.
- Developing a borough where arts and culture engage and inspire, ensuring that all in our local society can engage and interact with their culture and heritage.
- Broaden partnership working arrangements across the borough, specifically including the Voluntary and Community Sector in decision making.
- Localism: delivering our services within communities, close to residents.
- **Maximising the social value return** for local residents, communities and businesses from the significant capital and regeneration initiatives currently being undertaken across the Borough

# The Sum of its Parts – working better together

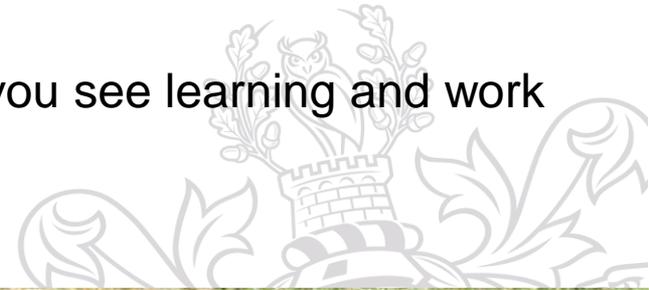
Together, we **need to achieve much more and everybody has a role that they can play** in securing the future for our Education & Skills system. What is now required is a **long-term perspective** and a clear strategy for delivery to 2030 with:

- **A framework of entitlements and expectations** of all the key stakeholders including learners and parents in shaping and delivering on the key priorities to accelerate education outcomes and develop confident and skilled employees.
- Provision for **the arrangement of strategic forums** to consider and address key strategic issues attended by system leaders.
- **Deeper engagement with young people and parents on the changes they would want for** learning, living and working in Doncaster.
- Provision for **developing an infrastructure to further strengthen collaboration** at a local, regional and national level.
- **Clear delivery mechanisms** to implement the partner owned strategy with delivery plans on a **3, 5 and 10-year basis**.
- **Sustainable and partner-led governance arrangements, supported by appropriate levels of capability** and implemented after the conclusion of the OA Programme in 2020.



# Discussion Points

- Are the themes and characteristics right for Doncaster?
- What more could we do/what else can we focus on to deliver an inclusive, successful learning system in our borough?
- Will a focus on these areas make growing up, learning and working in Doncaster better?
- Should there be a focus study by young people on growing up, learning and living in Doncaster?
- Should an engagement strategy for and with families be developed?
- Will the themes proposed deliver on the characteristics of a successful Education and Skills system outlined?
- Do these characteristics and themes align with where you see learning and work in Doncaster in ten years' time?

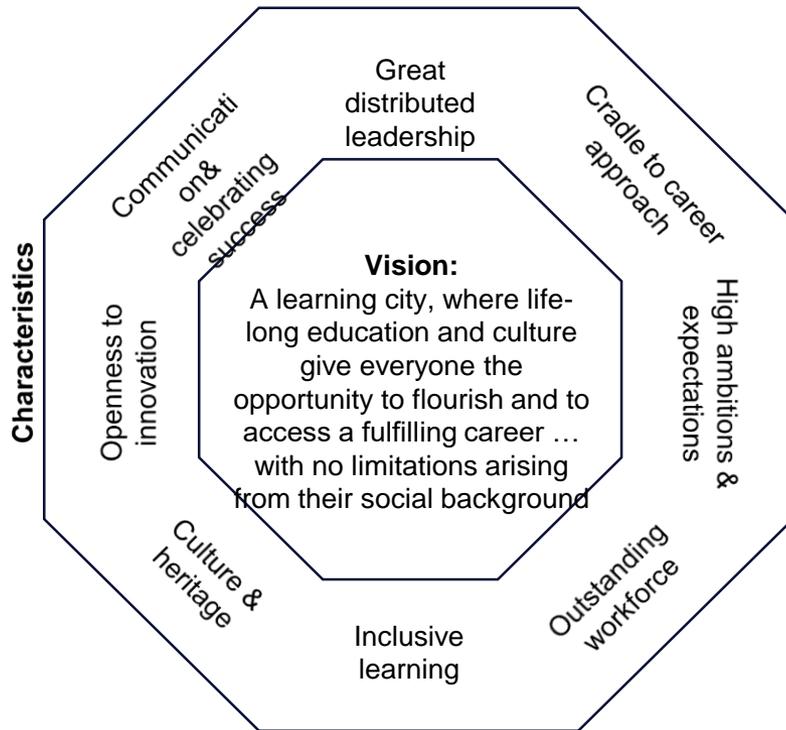


# Next Steps

- **28<sup>th</sup> May** – Presentation at Team Doncaster
- **3<sup>rd</sup> June** - University City Steering Group/Directors
- **11<sup>th</sup> June** – Presentation at Executive Board
- **19<sup>th</sup> June** – Youth Parliament
- **June** – Head Teachers (Secondary, Primary and Special) Consultation/Schools Forum.
- **June** – Internal Consultation
- **June/July** – Business Consultation Event
- **11<sup>th</sup> July** – Opportunity Area Board
- **16<sup>th</sup> July** – Governors Seminar/CIAG Launch
- **8<sup>th</sup> August** – Overview & Scrutiny
- **September** - Open Space Event
- **September/October** – Head Teacher’s summit
- **November** – Launch



## A PICTURE OF THE 2030 EDUCATION & SKILLS SYSTEM



## HOW WE WILL ACHIEVE IT

### Key actions

