

Priorities	Emerging Aims	Challenges/Opportunities
 <p>Best Start, New Start</p>	<p>1. Building strong foundations for all children and young people</p> <ul style="list-style-type: none"> ○ Continue the focus on the first 1,001 Days and Strong Early Years settings support ○ Improve levels of parental engagement ○ Focus on speech and language acquisition and development and improve levels of early years literacy ○ Continue to close the literacy and numeracy gap at the end of Key Stage 2 for disadvantaged children <p>2. Remove barriers to learning by providing a strong Early Help, health and social care offer</p> <ul style="list-style-type: none"> ○ Whole family learning to encourage and engage families with meaningful learning. ○ More social and community-based learning within communities, which utilises community assets. ○ Work with businesses to ensure family-friendly employment ○ Support parents with wrap-around support and childcare <p>3. Promote lifelong learning to enable residents to access new careers at any age</p> <ul style="list-style-type: none"> ○ Adult employment support that includes 1:1 careers, advice, information, and guidance ○ Improve access to digital learning across communities – ‘Cities of Learning’ ○ Secure funding for adult IT courses and create a network of learning assets available to all learners within communities ○ A more joined-up strategy for adult learners and career-changers; integrated with the emerging hybrid post-18 offer 	<ul style="list-style-type: none"> ➤ The need to improve level of parental engagement ➤ Nearly two thirds (62%) of 0 to 5 year olds have engaged (attended 3+ times within a year) with a Family Hub with this proportion increasing over time ➤ Outcomes in the Early Years Foundation Stage Profile (EYFSP) are a strength in Doncaster, with the percentage of pupils reaching a Good Level of Development continuing to improve and is above the national rate ➤ Within the EYFSP, Communication and Language is a strength in Doncaster with performance consistently above national average. Literacy outcomes have improved to around national average in 2019 ➤ The need to address the health and social care barriers to learning - high rates of under 18 conceptions, smoking during pregnancy, excess weight in reception year and low rates of breastfeeding and physical activity ➤ Childcare is a barrier to learning and employment, with take up of early years funded childcare varying considerably across the borough ➤ A higher of Children in Need than regionally and nationally but lower than similar local authorities. ➤ High levels of child poverty within the borough ➤ The need to respond to the 2019 ‘Intergenerational Unfairness’ report ➤ Lack of funding for adult IT courses ➤ A stigma around learning for some of our working-age population ➤ Disconnected communities with low levels of qualifications ➤ Sharp increase on enrolments across community and family learning over the past two years but a decline in the number enrolling and achieving functional skills qualifications
 <p>Accelerating Achievement</p>	<p>4. Develop a Doncaster Entitlement for all with a whole-person focus</p> <ul style="list-style-type: none"> ○ Address the health and social care barriers to learning and encourage schools to attain Healthy Learning, Healthy Lives accreditation ○ Improve numeracy and literacy and develop essential life skills ○ Facilitate partnerships between learning institutions and community assets to develop a creative curriculum ○ Embed creativity across the curriculum and encourage schools to attain Artsmark accreditation <p>5. Consistency and sustained progress towards positive outcomes</p> <ul style="list-style-type: none"> ○ Reduce Permanent and Fixed Term Exclusions and the number of those in elective home education ○ Develop consistent and effective transition planning at all stages ○ Encourage greater parental engagement ○ Ensure vulnerable learners can access appropriate, tailored learning that allows them to fulfil their potential ○ Continue to encourage school improvement <p>6. Remove barriers to achievement and develop an outstanding educational workforce</p> <ul style="list-style-type: none"> ○ Recruit and retain talented teachers and improve leadership across our wider public sector workforce ○ Increase support for our voluntary and community organisations to deliver place-based learning ○ Work collaboratively to develop pedagogical practice, shaped by international ‘best practice’ in learning design ○ Recognise and celebrate achievement across Doncaster’s education and skills sector 	<ul style="list-style-type: none"> ➤ Doncaster pupils are less likely to attend school than their national peers due to high levels of absence, fixed term exclusion and a growth in elective home education ➤ Poor parental engagement is affecting child attainment and school attendance ➤ Variable inclusion practices across the statutory education system ➤ Low levels of aspiration ➤ The need to prioritise the recruitment and retention of good teachers and to improve consistency of teaching standards ➤ Percentage of schools Ofsted rated Good or Outstanding in Doncaster is low ➤ Unequal market demand for school places ➤ Outcomes at key stage 2 have improved since 2017 but reading outcomes are a specific concern when compared to national average in 2019 ➤ GCSE outcomes have improved but are still notably below the national average ➤ The need to celebrate both the system and learner’s achievements ➤ High levels of physical inactivity; but physical activity reduces impact of Adverse Childhood Experiences; high rates of excess weight in year 6 and under 18 conceptions ➤ Ensure learning provision recognises the importance of individuality and creativity ➤ A growing desire from young people to focus on environmental issues



A New Model of Post-16 Education

7. An Education and skills system that is responsive to the needs of the local and national economy

- Forge stronger business-education relationships to ensure post-16 courses reflect the local employment offer
- Work with businesses to ensure that they are making effective use of the apprenticeship levy

8. A coordinated Post-16 education offer that gives learners the skills they need to prosper in the local economy

- Implement the Post-16 Review process
- Connect learning through formal/informal channels to create new progression opportunities for residents in their communities
- Incorporate T-levels provision into our post-16 offer

9. Transform Doncaster into a University City that provides advanced learning through centres of excellence

- Expand the HE offer through a University City joint prospectus based on 4 centres of excellence
- Build a university campus to support a vibrant student community
- Utilise 'best practice' in the creation of a place-based higher education system, tailored to the requirements of Doncaster's learners
- Unify our research assets to create centres of excellence and become a City of Research
- Work with businesses to support the creation of a local graduate community in Doncaster

- Following secondary school, the vast majority continue in education but at a rate below national average, with slightly more young people entering apprenticeships or employment in comparison to the national rate.
- Outcomes at the end of key stage 5 for Level 3 learners have been below the national average for a number of years but those doing Level 3 Applied General or Tech Level qualifications perform better above the national rate.
- There is an exodus of 18-25 year olds leaving Doncaster for University or quality work
- 19 year olds qualified to Level 2 and 3 are considerably below national average and have declined over the past few years.
- Young people have described a need to address the stigma of apprenticeships
- Fragmented Post-16 provision which does not meet the needs of learners
- Open up access to learning for residents on low pay and who work long hours
- Need more highly skilled graduates that Doncaster businesses can access
- Need to change our economic industry mix to support more vocational FE/HE that will leads to better quality work and a more resilient and diverse economy
- A University campus and more student accommodation could improve our economy
- Developing a green technology further & higher education centre of excellence could help us achieve our 2030 carbon zero target
- Could reduce costs of learning through digital badges & free online courses
- Film/TV production & Special Effects are the UK's fastest growing industry & we have an opportunity to develop qualification-led pathways to local/regional academies



Improving Pathways to Quality Employment

10. Establish learning partnerships with local and regional industries that provide quality, sustainable employment

- Develop strong links between business and education through a 'Doncaster Promise'
- Shift the focus from job placements to developing pathways into sustainable, quality work
- Develop creative and digital courses to supply film production apprenticeships at High Melton
- Build a Northern Sustainability Centre, with an environment / green tech education and research centre
- Ensure our higher education offer is aligned to shortage health professions

11. Ensure all residents have opportunity to flourish and access fulfilling careers

- Expand the online Careers, Information, Advice and Guidance platform to increase use for post-18 learners
- More effective use of their apprenticeship levy and training budget
- Help schools meet the eight Gatsby benchmarks in high quality Careers, Information, Advice and Guidance
- Increase the number of disability confident employers and supported internships
- Support residents who are long-term unemployed, or who find it hard to find work to achieve Level 2 or above qualifications
- Support people back into learning to help them find employment or change career

12. Remove barriers to employment and develop and retain local talent

- Increase awareness of learning and employment options (for children, young people, adult learners, parents and carers)
- Improve transport to learning and work (better access to opportunities)
- Ensure childcare is not a barrier to learning and employment
- Share positive communications and stories about growing up and working in Doncaster

- Working age residents with no formal qualifications is well above national average & the percentage of the population qualified to Level 3 and 4 is well below national & regional averages.
- There is an exodus of 18-25 year olds leaving Doncaster for University or quality work
- 19 year olds qualified to Level 2 and 3 are considerably below national average and have declined over the past few years.
- Levels of underemployment and unemployment are too high for those with Special Educational Needs and Disabilities as reported in the Learning Disabilities and Autism Strategy
- Apprenticeship numbers have declined sharply since the introduction of the Levy and reforms in April 2017. However, the decline in Doncaster is slower than regionally and nationally.
- Doncaster has a low weekly average gross pay compared to regional and national average (£526 compared to £591 nationally)
- The highest rates of occupation in Doncaster are for low-skilled, low-paid routine work and this sector has increased 23% over the past 10 years. Conversely, we have seen an above regional and national average rise in associate professional and technical occupations (+25% over past 10 years compared to +15% nationally)
- High transport costs, with poor public transport routes between villages & towns
- Relatively poor digital technology across the borough
- The need to improve progression pathways into further education and employment
- The need to tackle stigma of apprenticeships compared to Further/Higher Education
- The need to address the skills gap within our industrial specialisms & emerging industries (future mobility, advanced materials, engineering, and creative & digital)
- Need to develop collective learning/skills that match digital innovations & an emerging multi-job approach through remote working
- Education and training can drive the climate emergency strategy & help us achieve our 2030 zero carbon target



Extending Opportunities to All

- 13. Improve social mobility**
 - Maximise the social value return from the current capital and regeneration initiatives
 - Work to sustain the outcomes of the Doncaster Opportunity Area by securing external funding
 - Develop a whole person, whole life approach to enable residents to use their talents for the benefit of the wider community
 - Ensure good educational outcomes for all, so that socio-economic background is no barrier to achievement
 - Ensure good quality employment for all, so that socio-economic background is no barrier to achievement
 - Increasing access to higher education (including Russell Group Universities).
- 14. Support our vulnerable learners**
 - Improve support for care leavers and young carers
 - Embed trauma-informed approaches across the system
 - Improve mental health support across the system
 - Provide greater support for migrant workers through English for Speakers of Other Languages provision and recognition of foreign qualifications
 - Ensure that Alternative Provision is appropriate and meets learner needs
 - Ensure there is effective provision for students with autism
 - Promote supported apprenticeships for learners with learning disabilities
- 15. Deliver place-based lifelong education to ensure no place or person is left behind**
 - Broaden partnership working and decision-making arrangements to include the Voluntary, Community, and Faith sector
 - Improve access to digital learning to reach isolated communities – ‘Cities of Learning’
 - Build on intergenerational practice and ensure the learning system is connected with communities, health, and social care

- Low levels of aspiration and social mobility, and the need to continue the work of the Social Mobility Opportunity Area Programme
- Outcomes for certain pupil groups in Doncaster are a concern: male pupils, those receiving SEN support, those whose first language is other than English (EAL) and those who are disadvantaged. With particular reference to:
 - Education outcomes
 - Absence
 - Fixed Term Exclusions (FTE)
 - Post 16 destinations
- The need to join up local & regional approaches to innovation and to address the health and social care barriers to learning
- The need to develop a borough where arts and culture engage and inspire, within communities
- The need to address the stigma of adult learning
- Ensure that high quality local community assets are shared and accessed by all
- Respond to the 2019 ‘Intergenerational Unfairness’ report
- Levels of underemployment and unemployment are too high for those with Special Educational Needs and Disabilities as reported in the Learning Disabilities and Autism Strategy
- Working age residents with no formal qualifications is well above national average
- The need to engage Gypsy, Roma, and Traveller families with schools and professionals
- The need to support our migrant workers and learners
- Disconnected communities with low levels of qualifications
- Sharp increase on enrolments across community and family learning over the past two years, but a decline in the number enrolling and achieving functional skills qualifications



Working Better together

- 16. Improve communication and collaboration across the system**
 - Provide more consistent and consolidated communications in one place – for all stakeholders
 - Review and rationalise governance arrangements to create strategic forums that tackle systemic issues and embed a culture of bespoke support and high challenge.
 - Establish a framework of entitlement and expectation of all the key stakeholders (including residents) in shaping and delivering on the priorities.
- 17. Prioritise initiatives and secure sustainable funding**
 - Strengthen collaboration at a local, regional and national level, reflecting national policy and regional initiatives
 - Secure and allocate more sustainable long-term funding
 - Conduct a comprehensive review of initiatives to prioritise those that are adding value
 - To work closely with the Doncaster Opportunity Area to embed activity and determine future sustainability.
- 18. Improve and simplify strategy and governance arrangements**
 - Consolidate and streamline strategies and plans across programmes
 - Establish 3, 5, and 10 year delivery plans for partners to implement
 - Provide more effective and sustainable resourcing, streamlined governance arrangements

- Address the current initiative overload and streamline strategies
- Strengthen integration across Doncaster’s education institutions to provide better pathways into quality employment
- The need more formal and informal opportunities to coordinate and collaborate across sectors
- The need for consistent and consolidated comms
- The need for a coordinated and streamlined local learning offer
- Lack of awareness of the wider strategic picture
- The need to improve on communication, responsiveness and pace within the sector, including from the Local Authority
- A need to ensure all education leaders are engaged
- Limited future planning due to short-term funding
- The need to stop firefighting and be more strategic
- The need to simplify the number of core objectives within local learning strategy
- Change of focus on people, rather than organisations (more personal stories)
- Doncaster does not currently have an all-age lifelong learning strategy