



Doncaster Council

Report

Date: 12th March

To the Chair and Members of the Children and Young People Overview and Scrutiny Panel

Education and Skills 2030 Strategy Development Update

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Cllr Nuala Fennelly – Portfolio Holder for Children, Young People, and Schools	All	No

EXECUTIVE SUMMARY

1. The Education & Skills 2030 Strategy is entering the final development phase and we would like the update the Panel on the final set of priorities and aims, prior to the strategy being written. An overview of this is provided in Appendix A and in a presentation that will be delivered at the meeting.
2. The results of an independent review and extensive consultation of education and skills in Doncaster were previously presented to the panel in August 2019 and it was agreed for an update to be provided in respect of the strategy development. The presentation will therefore update the panel on:
 - ‘You said, we did’ – how the Panel’s feedback from the previous meeting has influenced the strategy
 - The steps taken since the last meeting
 - The Strategic Statement of Intent
 - Developing the Statement of Intent into a full Strategy
 - Timeline for ongoing development and next steps

EXEMPT REPORT

3. This report is not an exempt item.

RECOMMENDATIONS

4. That Members consider the appended reports (Appendix 1 & 2), together with the presentation that will be delivered at the meeting.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

5. The Education and Skills 2030 strategy will develop the life-long learning offer within the borough, enabling people, places and businesses to participate in a growing and productive economy.

BACKGROUND

6. Subsequent to the convening of the Independent Commission for Education and Skills and the publication of the One Doncaster Report (2016), Team Doncaster has transformed its approach to the delivery of learning provision. We adopted the thirty recommendations, which included transformational projects such as developing the borough as a University City. When the Independent Commission returned in October 2018, they confirmed that Doncaster had entered into a 'virtuous circle' of improvement and noted both the pace of progress and the ambition that the Local Authority had shown in improving outcomes for all learners.
7. A combination of national and local policy imperatives led to a reconfiguration of Team Doncaster's governance of learning and opportunities. Notably, Doncaster was designated as one of the country's *Opportunity Areas* and allocated £6m (plus £2.75m in Essential Life Skills funding) to transform outcomes for disadvantaged pupils.
8. In tandem with this reconfiguration of governance, Doncaster has undertaken an ambitious inclusion programme, which resulted in Doncaster opening the first Big Picture Learning UK school (February 2019). The Children and Young People's Plan has also been instrumental in raising standards in schools and supporting learners through a partnership-led whole-family approach. The commitment to transform education and skills has received strong praise from the Independent Commission.
9. Looking to the future, it is now important to build on successes to date and to be open and realistic about the challenges the borough faces. This is why there is a necessity to take a long-term view for Education and Skills. It is for these reasons that there is a need to develop a long-term strategy for learning and skills.
10. Strategy development to date has followed the following process:
 - a. An independent review (including consultation) and development of a Framework for Education and Skills by an Independent Advisor for Education and Skills.
 - b. A second phase of consultation, focusing on the Framework, and development of a Strategic Statement of Intent.
 - c. Two special workshops to review the Statement of Intent (the 6 priorities and 18 aims) prior to the final strategy development.
11. SPU is now working to develop the Statement of Intent into a final strategy document.
12. In order to ensure the strategy is shaped by international best practice, and delivers systemic change, SPU is also working with a Senior Advisor from the Organisation for Economic Co-operation and Development (OECD).
13. Once the final strategy document has been developed, we will work closely with stakeholders to develop action plans to deliver the strategy.

OPTIONS CONSIDERED AND RECOMMENDED OPTION

14. There are no specific options to consider within this report. It provides an opportunity for the Panel to consider the information provided in the appendices and presentation, and to provide feedback and comments.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

15.

Outcomes	Implications
<p>Doncaster Working: Our vision is for more people to be able to pursue their ambitions through work that gives them and Doncaster a brighter and prosperous future;</p> <ul style="list-style-type: none"> • Better access to good fulfilling work • Doncaster businesses are supported to flourish • Inward Investment 	<p>The Statement of Intent is deliberately broad in scope to ensure a whole-person, cradle-through career focus.</p> <p>Priority 4 supports the vision for all residents to have line of sight to good, fulfilling work as they move through the education system.</p> <p>Priority 1 aims to ensure that residents are supported to access lifelong learning, as well as to retrain and access new careers at any stage.</p> <p>Priority 3 focusses on ensuring post-16 education is closely connected with the local economy; supporting people to develop the skills required to participate in a growing and inclusive economy.</p>
<p>Doncaster Living: Our vision is for Doncaster's people to live in a borough that is vibrant and full of opportunity, where people enjoy spending time;</p> <ul style="list-style-type: none"> • The town centres are the beating heart of Doncaster • More people can live in a good quality, affordable home • Healthy and Vibrant Communities through Physical Activity and Sport • Everyone takes responsibility for keeping Doncaster Clean • Building on our cultural, artistic and sporting heritage 	<p>The Statement of Intent recognises the need for a whole-person, cradle-through career approach that places culture and heritage at the heart of the system.</p> <p>Priority 1 aims to remove barriers to learning by providing a strong Early Help, health and social care offer.</p> <p>Priority 5 aims to deliver place-based lifelong education that builds on our cultural, artistic, and sporting heritage.</p> <p>Priority 3 aims to support the Doncaster Living vision through developing a University City joint prospectus that includes centres of excellence for green technology, health and social care, and creative and digital.</p>
<p>Doncaster Learning: Our vision is for learning that prepares all children, young people and adults for a life that is fulfilling;</p> <ul style="list-style-type: none"> • Every child has life-changing learning experiences within and beyond school • Many more great teachers work in Doncaster Schools that are good or better • Learning in Doncaster prepares young people for the world of work 	<p>The sole aim of the Statement of Intent is to develop an all-age Education and Skills Strategy that will ensure delivery of this vision over the next ten years. All six priority areas for action are deliberately broad in scope to ensure a whole-person, cradle-through career focus.</p> <p>Priority 2 'Accelerating Achievement' supports the vision for all learners to have life-changing experiences beyond traditional educational settings, as well as to develop an outstanding educational workforce. The priority also includes an aim to develop a Doncaster Entitlement and Curriculum for All, to improve numeracy, literacy,</p>

	<p>and essential life skills.</p> <p>Priority 5, 'Improving Pathways to Quality Employment and Lifelong Learning' has the explicit intention of preparing young people for the world of work.</p>
<p>Doncaster Caring: Our vision is for a borough that cares together for its most vulnerable residents;</p> <ul style="list-style-type: none"> • Children have the best start in life • Vulnerable families and individuals have support from someone they trust • Older people can live well and independently in their own homes 	<p>This vision is fully supported by priorities 1 and 5</p> <p>Priority 1, 'Best Start, New Start' aims to ensure that all 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.</p> <p>Priority 5, 'Extending Opportunities to All' aims to ensure that all of our communities can access opportunities and share in the proceeds of growth, with no place or person left behind. It also includes an objective to build on intergenerational practice and ensure the learning system is connected with communities, health and social care. This objective aims to as this build community assets and promote connections across the place.</p>
<p>Connected Council:</p> <ul style="list-style-type: none"> • A modern, efficient and flexible workforce • Modern, accessible customer interactions • Operating within our resources and delivering value for money • A co-ordinated, whole person, whole life focus on the needs and aspirations of residents • Building community resilience and self-reliance by connecting community assets and strengths • Working with our partners and residents to provide effective leadership and governance 	<p>The Statement of Intent takes a strong whole-person, whole-life focus, with crosscutting and all-age priority areas for action. Each of the system characteristics – particularly 'great distributed leadership', 'cradle to career approach', and 'culture and heritage at the centre' – strongly reflect the Connected Council vision.</p> <p>Strong distributed leadership, and a high quality educational workforce are also reflected by the system characteristics, and are also at the heart of priorities 2, 5, and 6.</p> <p>A key feature of Priority 6, 'Working Better Together', is to ensure responsibility for delivery of the strategy is shared across the Council, Educational Institutions, the Voluntary and Community Sector and Businesses.</p> <p>Priority 6 also aims to improve communication, coordination and collaboration across the system, as well as to improve governance arrangements.</p> <p>Priority 6 also includes a key aim to strengthen collaboration at a local, regional and national level, reflecting national policy and regional initiatives, lobby for more sustainable funding etc.</p>

RISKS AND ASSUMPTIONS

15. There is a risk that the Strategy, once developed, is not owned and delivered by the Team Doncaster partnership. This will be mitigated by:
- Fully consulting the partnership on the development of the Education and Skills 2030 Strategy;
 - Making it clear within the Education and Skills Strategy that a substantial part of the Strategic Mission is dependent upon achieving the ambitions already established within Doncaster Growing Together; and
 - Embedding the priorities within the Doncaster Growing Together governance and performance management arrangements.
 - Developing 3, 5, 10 year delivery plans (emerging aim 18), with periodic reporting arrangements.

LEGAL IMPLICATIONS [Officer Initials NC Date 27/2/20]

16. A Local Authority has a number of specific statutory duties in relation to children and young people.

Under sections 13-14 Education Act 1996 the Council as an education authority has a duty to promote high standards of education and fair access to education. It also has a general duty to secure sufficient schools in their area, and to consider the need to secure provision for children with special education needs (SEN). S17 of the Children Act 1989 provides that it shall be the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as is consistent with that duty, to promote the upbringing of such children by their families, by providing a range and level of services appropriate to those children's needs. The authority must also arrange suitable full-time education for the pupils of compulsory school age, to begin no later than the 6th day of the exclusion. The authority must identify those children not receiving education and to investigate the whereabouts of pupils who have poor attendance and are at risk of being deleted from schools' admission register.

Members must also be aware of the Council's obligations under the public sector equality duty in s149 of the Equality Act 2010. It requires public authorities when exercising their functions to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between people who share relevant protected characteristics and those who do not. The relevant protected characteristics under the Equality Act are age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This has particular relevance to children and young people who have a SEN.

The proposed strategy should assist the Council in complying with its statutory duties. As the programs of activity to deliver the strategy develops further, specific and detailed legal advice will be required.

FINANCIAL IMPLICATIONS [Officer Initial SB Date 27/02/20]

17. There are no specific financial implications arising directly from this report however, the delivery of any outcomes from the Education and Skills 2030 Strategic Statement of Intent will need to take place within agreed budgets. Any financial implications relating to specific areas of the strategy will need to be included within further reports.

HUMAN RESOURCES IMPLICATIONS [Officer Initials KW Date 27/02/20]

18. There are no Human Resources Implications contained within this report.

TECHNOLOGY IMPLICATIONS [Officer Initials PW Date 28/02/20]

19. There are no specific technology implications at this stage. However, consultation would need to take place with ICT in relation to any technology requirements to support the delivery of the Education and Skills 2030 Strategy and its associated priorities and aims.

HEALTH IMPLICATIONS [Officer Initials CW 27/02/20]

20. Learning outcomes and health outcomes are intrinsically linked. Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes (PHE 2014). Given the links between health, wellbeing and educational attainment, it is disappointing to see a lack of input from health colleagues in the consultation phase.

Although there are some basic references to health and wellbeing, there are several areas of the 'Statement of Intent' that would benefit from a greater emphasis on the role physical and emotional health plays in a person's ability to access education and to achieve their full potential.

It is not an expectation that educational settings are solely responsible improving the health and wellbeing of their community. However, there are steps settings can take to support and promote health and wellbeing, and help to mitigate the effects of the adverse circumstances some of their community will experience.

Priority one

Building strong foundations for all children and young people

- Acknowledge the 'School Readiness' Needs Assessment findings and recommendations
- Ensure there is an emphasis on the role health visiting plays to ensure a child is ready to learn/school ready via delivery of Healthy Child Programme

Remove barriers to learning by providing a strong Early Help, health and social care offer

- Acknowledgement that poor mental and/or physical health can be a barrier to learning
- Seek opportunities to mitigate the effects of adverse circumstances that may prevent someone from accessing learning (e.g. transportation, poverty)

Priority two

Remove barriers to achievement and develop an outstanding educational workforce

- Acknowledgement that poor mental and/or physical health can be a barrier to learning (therefore attainment)
- Seek opportunities to mitigate the effects of adverse circumstances that may prevent someone from accessing learning (e.g. transportation, poverty)
- Recognising the importance of staff wellbeing, and supporting this through promoting a healthy environment for all.

Consistency and sustained progress towards positive outcomes

- A strong emphasis on the implementation of quality Relationship, Sex, and Health Education in line with new legislative requirements

- A strong emphasis on the role of movement and physical activity within learning environments; it's role in improving mental and physical health, as an aid to learning, and as a protective factor in relation to people who have experience trauma and/or adverse childhood experiences.

Priority five

Improve social mobility

- Seek opportunities to mitigate the effects of adverse circumstances that may prevent someone from accessing learning (e.g. transportation, poverty)

Support our vulnerable learners

- A strong emphasis on the role of movement and physical activity and it's role not only in improving mental and physical health, but also as a protective factor in relation to people who have experience trauma and/or adverse childhood experiences.
- Seek opportunities to mitigate the effects of adverse circumstances that may prevent someone from accessing learning (e.g. transportation, poverty)

EQUALITY IMPLICATIONS [Officer Initials DA Date 27/02/20]

21. Decision makers must consider the Council's duties under the Public Sector Equality Duty at s149 of the Equality Act 2010. The duty requires the Council, when exercising its functions, to have 'due regard' to the need to eliminate discrimination, harassment and victimisation and other conduct prohibited under the Act, and to advance equality of opportunity and foster good relations between those who share a 'protected characteristic' and those who do not share that protected characteristic.

The Education and Skills 2030 Strategy will sharpen Team Doncaster's focus on the key actions that will have the biggest impact on learning, continuous development, and access to quality employment. The development of new interventions and improvements to service delivery processes that are made as result of these priorities may require a due regard statement to be completed and reported as and when appropriate. Improved outcomes in all six priority areas will ensure that educational, developmental, and employment outcomes will improve for persons of all backgrounds, regardless of their sexual orientation, marital status, disability, gender, pregnancy, religion or belief. The proposed areas for action will increase and strengthen our Local Offer and support our obligations under the Equality Act 2010.

CONSULTATION

22. Extensive consultation on the development of the Statement of Intent has been undertaken with a range of stakeholders over the last 6 months. This included an online survey ([available here](#)), as well as targeted stakeholder discussions with the following groups:
 - Primary, Secondary, and Special Schools Headteachers; and Chief Executive Officers of Multi-Academy Trusts
 - Higher and Further Education Leaders
 - Youth Council and Young Advisors
 - Adult Learners
 - Parents and Carers
 - Learning, Opportunities, Children and Young People Officers
 - Schools Forum
 - Strategy and Performance Unit Officers
 - Doncaster Chamber of Commerce
 - Key industry sectors
 - Team Doncaster Strategic Partnership Board

- Doncaster Growing Together Portfolio Group
 - Business Doncaster Team
 - Public Health Team
 - Children and Young People Overview and Scrutiny Panel
 - Voluntary, Community, and Faith Sector Forum
23. Public consultation on the future of Education and Skills has taken the form of the Doncaster Talks process, and we have, and will continue to, ensure that the outcomes from this consultation exercise are fed into the developing strategy.
24. The Team Doncaster summit on the 8th November included a dedicated session on Education and Skills 2030.
25. Once approval to develop the strategy has been received, work with stakeholder groups to focus on the six priority areas to review the aims/objectives and start to further develop a set of key actions will begin. Preparations for each of the planning session will include: summary of challenges and opportunities; review of business intelligence; and consolidation of existing activity. The outputs from these sessions will be a smart set of objectives and a small number of Key Performance Indicators. It should be noted that the stakeholder workshops may lead to some amendments in the priority area aims and system characteristics. The Statement of Intent sets out our direction at this current time, and elements of this may change as a result of further stakeholder engagement.
26. Consultation with stakeholder groups, as well as further engagement with members of the public will continue into 2020, and will be used to develop a detailed action plan following publication of the strategy document.

BACKGROUND PAPERS

27. Appendix 1: Education & Skills 2030 – Strategic Statement of Intent
28. Appendix 2: Education & Skills 2030 – Emerging Priority Aims and Context

GLOSSARY OF ACRONYMS AND ABBREVIATIONS

SPU – Strategic Policy Unit

OECD – Organisation for Economic Co-operation and Development

SEN – Special Educational Needs

ICT – Information and Communications Technology

PHE – Public Health England

REPORT AUTHOR & CONTRIBUTORS

Dani Adams, Strategy and Performance Improvement Manager

Strategy and Performance Unit

01302 736414 Danielle.Adams@doncaster.gov.uk

Peter Lowe, Senior Strategy and Performance Improvement Manager

Strategy and Performance Unit

01302 736936 Peter.Lowe@doncaster.gov.uk

Riana Nelson
Director of Learning, Opportunities, and Skills (DCS)