

## EDUCATION STRATEGY ACTION PLAN

What?	Who?	How?	Success measures	Target/ date	Outcome – (report for Q1, Q2, Q3, Q4)
<b>Priority Area One – Ensure every child has a place to be educated</b>					
To develop accurate pupil projections.	TDA – School Place Planning Team	The identification and development of proposals for suitable projects to meet the need of school places and/or other elements of the Schools' Asset Management Plan, the preparation/ submission of bids to the Department for Education and other bodies and the management and allocation of Devolved Formula Capital and other sources of capital funding.	Pupil projections will be accurate and the local authority will meet its duty to have sufficient school places with a surplus need between 5 – 10 %.	<ul style="list-style-type: none"> <li>Annual SCAP return December</li> </ul>	
To create an annual sufficiency report for all phases.	TDA – School Place Planning Team	An annual sufficiency report will be written detailing need across all phases. This will set out the immediate need and the potential growth areas.	<p>Sufficiency report and action plan agreed by the Policy Development and Decision Group (PDDG).</p> <p>Action plan completed on an annual basis.</p>	<p>Early years sufficiency report – annual update (May)</p> <p>School Place Planning report – annual update (Dec)</p>	
To communicate local need to elected members, local education providers and external bodies.	Head of Education and School Place Planning Officer	<p>An annual report of sufficiency and school place planning will be presented in July.</p> <p>A members briefing and training event will be arranged to keep members updated on policy.</p>	<p>Sufficiency and school place planning understood by Members and external bodies.</p> <p>Capital plan completed and being delivered.</p>	<p>First report July 2017</p> <p>School place planning report delivered in PDDG meetings (July)</p>	

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To host an annual conference related to school place planning and wider capital assets management.	Head of Education and School Place Planning Team	An annual conference led by the TDA in relation to capital assets will be delivered for all schools/providers.	All schools are aware of pupil projections and have an understanding of current policy in relation to growth. Presumption applications to Free School programme are aligned to local need.	December conference annually.	
<b>Priority Area Two – Ensure the needs of vulnerable pupils are met</b>					
To develop a comprehensive Special Educational Needs and Disability Strategy.	Head of Education, SEND team and wider stakeholder consultation	A comprehensive strategy will be developed in consultation with partners. This strategy will set out the vision for the local area, the current performance of the area in meeting need and set out the key priority areas for delivery until 2020.	The strategy will be underpinned by a comprehensive action plan. The plan will have measured targets and success criteria which will be monitored by the SEND operational group.	Adoption of SEND Strategy by Policy Development and Decision Group (PDDG) in February 2017	
To undertake needs assessment of alternative provision and ensure the generation of sufficient alternative placements.	Head of Vulnerable Pupils	Working with the placement team (social care) and SEND team the post holder will develop a comprehensive overview of the types of provision that are available within the local area and the gaps in provision.  This will be articulated into a overview document and will be used to encourage the expansion of the provider market. Including the generation of special free school applications and the support for the registration of unregistered providers.  The work will also identify areas where capacity is out of line with statistical neighbours and drive	There will be sufficient places available to meet the educational needs of pupils within the local community for the majority of pupils.  Higher needs placement costs will demonstrate value for money. The Local Authority will be deliver the provision within the financial allocation provided through the higher needs allocation.  SEN officers able to place children in both mainstream and specialist provisions	Data report and sufficiency assessment produced annually.	

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		forward priority projects in relation to mainstream inclusion.			
<p>To gather intelligence on the number of children receiving part time packages, fixed term exclusions and permanent exclusions.</p> <p>To use this intelligence to both support and challenge schools to ensure that pupils are re-integrated and their school place retained.</p>	<p>School Improvement and Performance Officer</p> <p>Head of Education, Head of Virtual School, Head of Vulnerable Pupils, Head of SEND</p>	<p>B2B will be introduced to provide a live data feed between schools and the LA.</p> <p>Pupils coming on and off roll will be tracked and intelligence linked across departments creating a holistic picture on both a pupil and school level.</p> <p>A written report will be given to the Steering Group for Improving Outcomes for Vulnerable Pupils (SGIOVP) on a termly basis.</p> <p>School to school board and school review group will receive an annual report and the intelligence will form part of school improvement development work, strengthening the culture of a school led improvement process.</p> <p>Individual interventions will be taken for pupils that are identified where due process has not been followed, this will include escalation to OFSTED and the Regional Schools Commissioner (RSC) were mitigating actions are not taken,</p>	<p>The numbers of permanent exclusions will remain or be below the national averages</p> <p>The number of fixed term exclusions will decline in line with national averages.</p> <p>The number of part time packages will decline in line with national averages.</p> <p>No pupils in a Torbay school will be on a part time package that has not been approved by the Local Authority.</p> <p>The authorised and unauthorised absence rate of pupils across all phases.</p>	<p>Termly reporting of permanent exclusions.</p> <p>Termly reporting of permanent exclusions.</p> <p>Termly reporting of part time packages</p> <p>Termly reporting in place.</p> <p>Termly reporting in place.</p>	

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To develop the range of local policies and protocols to ensure that there is clarity in how to safeguard children in education.	TSCB Education Safeguarding and the Torbay Education Safeguarding Service (TESS)	The section 157/175 audit will be implemented on annual basis and a work plan created. This will result in the commissioning of training, policy development and individual school based conversations which the group will oversee and develop.  The group will update education safeguarding policies and secure multi agency ratification through the TSCB executive board. This will be developed in line with the TESS workers.	All providers will be compliant with the statutory regulations and will deliver “keeping children safe in education”.  OFSTED inspection outcomes will demonstrate that schools are performing at a good or better standard for safeguarding.  The quality of referrals into social care pathways (at a statutory and non-statutory level) will be fit for purpose.	Bi- annual safeguarding audit  On-going inspection framework  Quartely performance information from Social Care.	
To develop a shared raising attainment plan to enhance the outcomes of Children Looked After and hold ourselves and schools to account for the money received through pupil premium plus.	Virtual School Governing Body (VSGB)	VSGB will hold to account the Virtual School Headteacher on the Pupil Premium Plus allocated as part of the PEP process.  The PEP process will be scrutinised to ensure that funds are allocated appropriately and impact measured.	The pupil premium plus investment will demonstrate improved outcomes as a direct consequence to the interventions provided. Children and Young People’s outcomes have improved.	Annual report to VSGB	
<b>Priority Area Three – Act as a champion for all parents and families</b>					
To create specific guidance and advice for parents to enable them to raise concerns and have their questions answered	School Improvement and Performance Officer  Education Heads of Service	All Local Authority education department pages will have a link to the corporate complaints system.  The website will be updated to ensure parents know how to raise concerns. This will include how parents can use the school	Parents have the correct information to raise their concerns. Concerns are dealt with at the lowest level and less escalation is needed.  Local Authority works in partnership with parents and schools to facilitate complaints.	Website update September 2017  Individual complaints are dealt with in a timely manner.	Links not yet on website.

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	Corporate Complaints Team  Individual Education Providers	complaints process, Ofsted and the Local Authority.  Where a complaint is received by the Local Authority, the Local Authority will meet with the parent and help to ensure the complaint goes through due process, including feeding back to Ofsted.			
To develop an online space where information can be accessed.	FIS Manager/ SEND Officer/ Stakeholders	Local Offer and Family Information Service to be maintained and developed. Stake holders to update information regularly.	Parental feedback demonstrates that the online space provides relevant advice.  Professionals use the online space as a mechanism to support families and update information frequently.	September 2018	
To make information available to help parents, children and young people to make informed choices.		Ensure Local Offer is linked to Ofsted pages and reports.  Ensure media/communication is celebrating success and significant achievements.  Ensure newsletter for specific groups include good quality practice examples.  Ensure school websites are compliant and have information to parents available i.e. Performance results, pupil premium reports, SEND reports	Parents are well informed and this is evidenced in the choices that are made for children.  Parents and young people report that information can be obtained and that it is helpful in making an informed choice.	Annual review in place, continuation of embedding and improving practice.	
<b>Priority Area Four – Act as a champion for high standards</b>					
To implement a new and transparent performance monitoring system that is shared	Head of Education, School Improvement	Ensure the Local Authority has an agreed data sharing protocol across all schools.	Local Authority has a data set from EYFS to key stage 5 that sets out attainment and progress for all groups.	Annually – July/ August each year	

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with schools and used by systems leaders at the School to School Board.	and Performance Officer and Data Analyst	Centrally commission data collection systems for all phases.  Provide opportunities collectively and in each phase to review all data.	School leaders know how their own school is performing against Local Schools, regional neighbours and national data.  Schools have a collective view on what needs to improve across the system and have an agreed set of priority actions that are taken forward.	September – Primary  January – Secondary  Spring meeting of the Local Education Board	
To develop system leadership and collaborative capacity, engaging with regional partners, local leaders and accountable bodies to share local priorities and gaps.	Head of Education, Teaching Schools, Regional Schools Commissioner	Establish a local education board of system leaders to enable transparent conversation and the creation of agreed actions.	Local Education Board effectively commissioning support for system wide issues and school to school based support.	Spring 2018	
To centrally commission services targeted at local need.	Head of Education, Teaching Schools, Regional Schools Commissioner	The agreed priorities will be used to target resources into individual schools or in the whole system activity.  Capacity is expanded in areas of development.	Commissioning is aligned to the agreed priorities and evidence of impact is being noted in improved standards within individual schools or collectively.	Annual process following the data in Spring.	
To facilitate a forum beyond 2019 for collective financial decision making.	Head of Education, Chair of School Forum, School Forum Members	As national policy is developed ensure discussions take place at School Forum to consider the impact of removal of the forum and any actions that can be put in place to mitigate.	The Local Area will continue to have a mechanism for collective decision making and investment for the benefit of all pupils.	September 2019	

