



Torbay's Strategy for Achieving Educational Excellence Everywhere: Vision and Priorities 2016 to 2020

Contents

Contents	3
Foreword.....	5
Section 1	6
Our Vision and Strategic Aims	6
Legislative Framework.....	7
We consider the LA champion roles to be defined as:	7
What will success look like by 2020?	9
Section Two	11
Current Performance	11
Section Three	16
The Challenges for the Future	16
Section Four	19
Priority areas for action.....	19
PRIORITY ONE – Ensuring every child has a place to be educated	19
PRIORITY TWO – Ensuring the needs of vulnerable pupils are met	19
PRIORITY THREE – Act as champions for all parents and families	20
PRIORITY FOUR – Act as a champion for high standards.....	20
In Conclusion	20
Appendix 1	Error! Bookmark not defined.

Foreword

I am delighted to introduce the Torbay's revised strategy for educational excellence.

The pace of change within Education over recent years has been breathtaking. The academisation programme, creation of free schools, changes to the schools' funding formula and to qualifications and curricula have all taken place whilst schools grapple with meeting the day to day needs of their learners. On the whole Torbay has embraced the reform programme with most of its schools now academies and performance in most respects comparing favourably with national averages. This reflects the strength of local leadership and collaborative working that the revised strategy aims to sustain and develop.

The local authority continues to have a meaningful role within a school led system primarily as the champion for all learners in Torbay. I recognise that the role of the local authority has changed towards one of collaboration and brokerage across the whole system. This strategy exemplifies that approach and as the Lead Member for Children's Services I look forward to working with providers, stakeholders, parents and children to ensure it helps to realise our ambitions for the best educational outcomes for local children.

Thank you for your ongoing commitment and support.

Julien Parrott, Executive Lead for Children's and Adult's Services

Section 1

Our Vision and Strategic Aims

Torbay is delivering an ambitious Children and Young People plan for 2014 to 2019. This plan aims to give all children and young people the best start in life so they are safe, happy and healthy to reach their full potential.

This strategy for achieving education excellence everywhere is a key element of the framework to deliver our vision for the children and young people in Torbay. Our ambition is to ensure that through greater collaboration, we can ensure children and young people are given the best start in life and can grow and prosper within safe families and communities that give them the best start for the future.

In a diverse educational landscape the local authority must exercise a range of roles and responsibilities within a growing mix of education providers. Torbay positively works with maintained faith and community schools, alternative provision, early years settings, special schools, academies, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision.

The vast majority of Torbay schools have actively chosen to retain their close working relationship with the Local Authority. Most schools work within the context of Torbay Teaching School Alliance and maintain close links with each other and the Local Authority. Torbay has two Teaching Schools and a number of National Leaders in Education and Specialist Leaders in Education that take a strong role in sharing accountability for outcomes for all children.

We are about to enter a new phase of reform in which a significant shift in roles and responsibilities will be of profound importance. The White Paper, Education Excellence Everywhere published in March 2016 by the Department for Education has begun to provide greater clarity about the Governments plan for education reform. Whilst the majority of the White Paper represents a continuation of reforms put in place during the last two Parliaments, the White Paper envisages a further period of significant change and transformation in the education system. There are four key pillars that make up this vision:-

1. Workforce – Reforms of teacher recruitment, qualifications and development
2. System Leadership – More teaching school alliances and system leaders, such as national leaders in education
3. Funding – The introduction of a national funding formula for schools.
4. School – Autonomy and partnerships. The aim that all schools will become academies by 2022, with further support for the development of multi academy trusts and a changing role for local authorities.

Legislative Framework

Despite a period of national transformation it is important to work within the current legislative framework, whilst being aware of the future.

Torbay has a statutory duty to promote high standards and the fulfilment of children and young people's potential. Under section 13A of the Education Act 1996 Local Authorities must:

- Promote high standards in schools and other providers
- Ensure fair access to opportunity for education and training
- Promote the fulfilment of learning potential

Additionally the Children Act 2004 established a statutory chief officer post (Director of Children's Services) and Lead Member for Children in every upper tier, with responsibilities for education as well as social care services. In respect of education the DCS must ensure:

- Fair access to schools for every child
- Provision of suitable home to school transport
- Promote a diverse supply of strong schools
- Promote high quality early years provision
- Access to sufficient educational and recreational leisure time activities
- Children and young people participate in decision making
- Participation of children and young people in education and training

To deliver our statutory duties, our vision and strategic aims it is vital that the Local Authority defines its role in the future landscape. We consider the role of the Local Authority to be that of a 'champion'. We consider the role to be crucial to ensure a direct and positive impact on learners and their families. Championing is fundamentally about local leadership through influencing and generating consensus: "It is about Councils exercising their unique, democratically mandated leadership role to create, in partnership with schools, settings and the communities they serve, a compelling narrative that describes a shared commitment to high aspiration and achievement, equality of opportunity and access to education, and expectation of lifelong learning." (SOLACE – 2010).

We consider the LA champion roles to be defined as:

1. Ensuring every child has a place to be educated:

This means ensuring there are sufficient school, special school and alternative provision places to meet demand. We will build on our strong relationships with local schools to deliver the places needed, including planning ahead to support applications through the central free school programme or to seek proposals for presumption free schools. We will also champion the availability of education for 2, 3 and 4 year olds, working with our existing providers and schools to grow places and managing the

market to attract new provision. We will continue to work with schools, colleges and parents in developing local school transport policies enabling an accessible offer.

2. Ensuring the needs of vulnerable pupils are met:

This means identifying, assessing and making provision for children with special educational needs and disability. Ensuring that alternative provision is available for headteachers to commission for children and young people excluded from school and or unable to attend mainstream school. We will champion vulnerable pupils acting as the 'corporate parent' for looked after children, using the Statutory Virtual Head role to work with schools and other agencies on promoting their educational achievement and progress and deciding how to spend the Pupil Premium Plus. We will continue to promote school attendance and tackle persistence absence working in partnership with schools to build effective packages of support. We will track pupil movement outside of the normal admission round, to ensure all children are accessing provision. We will lead on safeguarding responsibilities for all children, including those in unregulated settings, educated at home and children missing education, as well as children at risk of radicalisation, working with education providers to ensure that they understand and discharge their safeguarding duties.

3. Act as champions for all parents and families:

This means encouraging and enabling parents, carers and corporate parents to participate in and have a significant impact on their children's education. We will involve parents, children and the local community in debate about how well their aspirations for children are met and work alongside elected members, system leaders and providers to bring about improvements. In doing this we will support parents in navigating the system through a continuing role in admissions, supporting children, young people and parents to understand local SEND arrangements and engage them in designing and co-producing local SEND policies, service commissioning and delivery. We will raise awareness of how to support and challenge their child's school or provider to continuously raise standards and help them to navigate the system regarding appropriate channels for complaints.

4. Act as a champion for high standards :

This means working as a partner in a school led system to empower providers to create the conditions and environments to provide educational excellence. In doing this we will both contribute to and facilitate regional and local networks bringing together system leaders from across agencies and organisations to work in partnership on shared priorities. In doing this we will share local intelligence to build area wide accountability and tackle all forms of underperformance through our teaching alliance, national leaders of education, multi academy trusts or calling for action from the Regional Schools Commissioner and Ofsted.

To deliver this champion role within the system of the future we will:-

- Seek to align schools and other providers with a shared vision and values for education in Torbay
- Engage with providers and schools in an influencing role that respects their autonomy and expertise, intervening decisively in schools or contacting the Regional Schools Commissioner or Ofsted where there are serious concerns.
- Retain a comprehensive overview of performance of all Torbay learners and ensure a dialogue with providers.
- Create and nurture strategic partnerships with and between providers, schools and others.
- Ensure we meet our statutory functions for all children and young people regardless of the type of setting they attend.
- Work with schools to ensure every child has fair access to all schools and other provision, and is included and helped to participate in education which is appropriate for their needs.
- Promote and support a smooth and effective transition for every child and young person, from any one educational stage and provision to another.
- Act as a broker to maximise resources and talent as an independent mediator.
- Deliver improved multi agency support for children and families who have additional needs by developing our early help and preventative offer in an integrated way, including co-production with parents, communities and providers to achieve better outcomes.
- Continue to develop the opportunities and pathways for all 14 – 19 year olds to participate and succeed so that they can access higher levels of learning or employment with training to age 25.
- Support our remaining maintained schools to become an academy within a strong multi academy trust.

What will success look like by 2020?

- Every family should be able to send their child to a good or outstanding local school, FE provider, early years setting or college.
- Every young person leaves school with a recognised qualification and a clear destination, apprenticeship, further study or employment.
- Sufficient inclusive education places of the right quality, both mainstream and special are available to meet the full range of needs and provide best value.
- Performance for all national attainment indicators to be met and exceeded.

- A high percentage of children and young people with a Education Health and Care Plan (EHCP) are educated in mainstream schools and a high percentage of children are educated in local special provision rather than out of area specialist education.
- Our Children Looked After (CLA) achieve good or outstanding progress from their starting points.
- No primary or secondary school below the national standard in attainment or progress to keep pace with government policy and equip our young people for the next stage of their education.
- An overall raising of expectations by the end of primary, secondary, tertiary and adult education with an increasing number of students progressing both to apprenticeships and universities and into work.
- A narrowing of the gap between disadvantaged pupils and the attainment of all pupils.
- A cross phase commitment to raise the proportion of young people achieving the highest levels at all key stages.
- Appropriate pathways and provision for all young people, including high quality alternative provision to be in place so that all are supported to remain in education, gain a recognised qualification and to make at least expected progress.
- Reduction of young people not in education, employment or training (NEET) and not known in line with the Raising of the Participation Age requirements of full participation of young people to the age of 18 in learning, apprenticeships or work with outcomes to be in line with statistical neighbours.
- Achieve better than national average for overall attendance in primary and secondary schools.
- Reduction of the number of permanent exclusions.
- All education providers contribute to the local partnership working on early intervention and entrance to social care system is reduced.

Section Two

Current Performance

Early Years

Torbay is experiencing a growth in pupil numbers as a result of an increase in birth rates and significant housing development, this is noticeable in the population of 0 – 4 year old in all wards. This growth has a direct effect on the number of services required for the age range.

In the last year we have grown the offer available to our youngest residents. Approximately 700 eligible two year olds are accessing high quality education as a result of the Two Year Scheme and take up of the funded Fifteen Hour Scheme for all three and four year olds demonstrates 100% take up. We have worked with both providers and schools to generate new childcare places and invested in seven expansion projects. Current data demonstrates that there is sufficient childcare places across Torbay to accommodate demand for funded places, however ward level data continues to identify areas where new childcare places need to be generated. The expansion to provide 30 hours of free childcare for eligible three and four years old will also result in the need for additional provision.

The quality early years education remains high, Torbay has the highest percentage of outstanding early years provision and the vast majority of children are able to access their entitlement in establishment judged as good or better. The impact of this quality has led to raised attainment year on year.

Attainment in 2015 - 2016

EYFS Profile	GLD	CL	PSED	PD	Lit	Maths	UTW	EAD
National	66.3%	80%	84%	87%	70%	76%	82%	85%
Torbay	64%	77.%	80%	84%	69%	72%	81%	82%
Academy	61%	74%	76%	83%	66%	69%	79%	77%
Maintained	70%	82%	86%	85%	74%	78%	85%	87%

Attainment in 2017/18

EYFS Profile	GLD	CL	PSED	PD	Lit	Maths	UTW	EAD
National								
Torbay								
Academy								
Maintained								

Key:

CL – Communication and Language

PSED – Personal, social and emotional development

PD - Physical development

LIT – Literacy
 MATHS – Mathematics
 UTW – Understanding the world
 EAD – Expressive arts and design

- At a local level, 64.3% of children achieved a good level of development, this is an increase of 3.1% on 2014 and shows an upward trend across Torbay.
- Maintained schools achieved higher results at the end of the Foundation Stage across all areas of learning.
- 9 out 18 academies were above Torbay Average and 7 out 18 academies were above the national average. 10 out of 13 maintained schools were above both Torbay and National average.
- There continues to be a difference in performance between children eligible for free school meals and non free school meals across Torbay. There was a 19.7% gap in 2015 (68.5% non fsm / 48.8% fsm), this was in line with the gap in 2014 signifying that the gap is not narrowing across Torbay.

Primary Phase

Since 2010, birth rate have been rising steadily and the LA has responded by expanding a number of primary schools. Since 2012, 854 additional primary school places have been created to meet demand. This programme of expansion has ensured there is sufficient capacity for the immediate future but pupil number continue to rise. In 2016 there is only 3% spare capacity, this is outside the surplus of 5 to 10% recommended to allow for unexpected growth, in year applications and parental preferences.

Torbay Association of Primary Schools (TAPS) have taken a lead role in developing services and ways of working on behalf of primary aged children. In partnership with the local authority and two teaching schools the sector have taken action to address areas of concern and instruct support. The consequence of which has resulted in maintenance of key stage 1 and key stage 2 standards against the national average.

Attainment

KS1 in 2015 - 2016

Expected Standard	Reading	Writing	Maths
National	74	65	73
Torbay	73	66	70
Academy	10/22 achieved 74+	11/22 achieved 65+	9/22 achieved 70+
Maintained	5/8 achieved	5/8 achieved	5/8 achieved

KS1 in 2017-2018

Expected Standard	Reading	Writing	Maths
National	76	70	76
Torbay	73	68	74
Academy	16/24 achieved 76+	16/24 achieved 70+	16/24 achieved 76+
Maintained	3/6 achieved	3/6 achieved	3/6 achieved

KS2 in 2015/16

Expected Standard	GPS	Reading	Writing	Maths	Combined
National	71	66	74	70	51
Torbay	71	68	68	68	51
Academy	10/22 achieved 71+	16/22 achieved 66+	9/22 achieved 74+	10/22 achieved 70+	8/22 achieved 51+
Maintained	4/8 achieved 71+	7/8 achieved 66+	4/8 achieved 74+	5/8 achieved 70+	6/8 achieved 51+

KS2 in 2017/18

Expected Standard	GPS	Reading	Writing	Maths	Combined
National	77	75	78	75	64
Torbay	73	74	75	74	63
Academy	13/24 achieved 77+	16/24 achieved 75+	15/24 achieved 78+	14/24 achieved 75+	15/24 achieved 64+
Maintained	2/6 achieved 77+	3/6 achieved 75+	1/6 achieved 78+	4/6 achieved 75+	4/6 achieved 64+

Secondary Phase

Over recent years the demand for secondary places has been fairly stable with demand being met by existing capacity. However, as the larger primary age cohorts move through the education system, the LA has been planning how to accommodate all pupils. The latest projections show that demand will exceed capacity from 2018 onwards. Options are being developed to ensure that the LA meets demand until 2020 with bulge years being admitted to one secondary school.

Inspections data demonstrates that no all pupils are able to be taught in a provision that is judged to be good or better. However leaders within provisions judged to be less than good have taken decisive action to bring about change and this has resulted in an upward trajectory for pupil outcomes.

Attainment 2014 – 2015

GCSE	5 A*-C including Eng/Maths	% achieving EBACC
National	57.3	22.9
Torbay	57.4	25.9
Academy	3 out of 7 achieved 57>	3 out of 7 achieved 23>
Maintained	0 out of 2 achieved 57>	0 out of 2 achieved 23>

- Torbay is 0.6% below the South West region for % GCSE 5A*-C including Eng/Maths
- Torbay ranks 108th nationally and 4 out 11 when compared to statistical neighbours.
- Torbay out performs the national figure 22.8% and the statistical neighbour figure 20.2% with 25.2% achieving the English baccalaureate. It positions the authority 2nd out of 11 in statistical neighbour rankings.

Attainment 2017 – 2018

GCSE	grade 9-5 Eng/Maths	% achieving EBACC
National	40	20
Torbay	45	19
Academy	3 out of 7 achieved 40 +	3 out of 7 achieved 20+
Maintained	0 out of 2 achieved 40+	0 out of 2 achieved 20+

Special Educational Needs and Disabilities (SEND)

Torbay has a high proportion of children and young people with Statements or Education Health and Care Plans (EHCP). This equates to 4.4% of the pupil population compared to 2.9% nationally. The highest primary need identified is Social, Emotional and Mental Health (SEMH), whilst there is a significantly lower identification of children and young people with Moderate Learning Difficulties (MLD).

The Local Authority has taken proactive steps to implement the new framework for SEND. The impact of effective screening and identification has resulted in help being co-ordinated and provided at the earliest stage. Strategic Leads across the local area have ensured that all school, health and social care professionals understand and consistently implement the local area's graduated approach to identify needs and plan appropriate provision.

Children with special educational needs support and education health and care plans perform better than the national group. At Key Stage 1 and 2 across all subject areas children make good progress and achieve well against their peers.

Young people with SEND achieved well in their GCSE's in 2014 – 2015. In Torbay 34% of children with SEN achieved 5+ A*- C including English and Maths, against a national picture of 23%.

However young adults with SEND are not progressing to paid employment. In Torbay 3.8% of the cohort entered employment, significantly below the national figure of 7%.

Attendance

National data shows that Torbay's overall absence for 2014 – 2015 was slightly higher than England across all settings. The percentage of sessions missed for state funded primary schools was 4.4% (England 4%) and Secondary 6.3% (England 5.3%). The percentage of persistent absentees is also higher than national figures at 5% (England 3.7%). However unauthorised absence in primary and secondary schools is slightly lower than England.

Admissions

Torbay school admissions service have allocated 1293 reception places for September in Torbay schools and a further 44 reception places have been allocated outside of Torbay. 1539 pupils have been allocated secondary schools with Torbay (including a significant number from bordering authorities) to start in September and a further 88 students will be starting in year 7 at schools outside of Torbay. The Local Authority has a Fair Access Protocol and this is working effectively. In year applications have also increased with 1127 pupils moving into Torbay or transferring schools.

The Local Authority has also considered 163 students at the Pupil Referral Panel with a view to accessing alternative provision or finding a school place than cannot be allocated by normal means.

Section Three

The Challenges for the Future

The challenge facing leaders within local education systems are complex.

Securing excellence and accountability in a landscape of overlapping partnerships, networks and alliances will be essential. We will need to work with both local, regional and national multi academy trusts that span beyond our geographical area.

The critical challenges to overcome are:-

Defining the Accountability System

It is widely recognised that there is a lack of clarity and differentiation between the various organisations operating within the system. The respective roles of Ofsted, Regional School Commissioners (RSCs) and Local Authorities have common characteristics and will inevitably overlap in some functions. This lack of clarity impacts on partners, stakeholders and parents, not knowing who you are accountable to or where to broker support.

In a time when we are aligning schools to the potential of creating a “bottom up” approach to accountability, with schools and school groups being open to support and challenge from one another, we need to take action to define the roles and responsibilities of external oversight bodies.

To overcome this challenge we will:-

- Share intelligence with schools, system leaders, Ofsted and the Regional Schools Commissioner for the benefit of improving pupil outcomes.
- Take action to host meetings with the Regional Schools Commissioner and Ofsted on shared priorities.
- Contribute to the work of the Regional Schools Commissioner Board.
- Chair the Torbay School to School Board, allocating resources using a fair and transparent criteria.

School Funding Reform

The Department for Education consulted in March 2016 on a reform that will change the current system for distributing school funding. The government has started a process of introducing a national funding formula from 2018 to 2019, the plans would remove the role of the local authority in determining how much funding schools are allocated. The Local Authority will continue to receive an allocation of funding for children and young people with high level special educational needs and early years children, however the funding level has not been determined.

Current practice allows the School Forum to maximise the use of funds across the three allocated blocks, the dedicated schools grant (DSG), higher needs block and early years block. The transfer of resources between blocks has enabled an investment in the development of quality early years practice and subsidised the additional support for pupils with complex needs. Proposed changes will lead to a significant pressure on the higher needs block and a subsequent decline in opportunities for our children and young people.

The plans would also dissolve the duty for the Local Authority to have a Schools Forum. Currently the Forum collectively invests in local area priorities.

To overcome this challenge we will:-

- Facilitate an equivalent body to School Forum.
- Apply tight thresholds to the allocation of higher needs funding.
- Work with our early years providers to plan for the impact of reduced funding.

School Place Planning

The Local Authority is one of many stakeholders who contribute to the development of creating new school placements. New policy means that the Local Authority no longer retains the power to open new schools and any expansion work for academies is by approval from the Regional Schools Commissioner, this makes the creation of additional places challenging and beyond the control of the Local Authority.

Current Free School policy (a term used for all new schools post May 2015) can be brought forward by two main routes. The presumption route or the direct route. The presumption route enables the local authority to run a competitive process to select a sponsor whilst the direct route is conducted by the Department for Education. Both routes remove the Local Authorities ability to select the provider and site/asset for accommodation . The policy could result in the generation of additional spaces in areas of least need or a lack of parental choice, with one multi academy trust delivering a large number of schools. The ability of the EFA to purchase land/assets within the authority could also lead to both negative and positive impacts for Torbay as a place.

In addition to the generation of school placements, the Local Authority will also need to balance the delivery of sufficient early years and childcare spaces. The increase in the offer to provide 30 hours of funded childcare for eligible parents will create capacity demands that will have to be balanced against the need to provide 2 year old spaces.

To overcome this challenge we will:-

- Complete an accurate School Capacity Survey (SCAP).
- Publish a needs assessment and share widely with key stakeholders for all phases of education.
- Identify sites and existing assets, inform the EFA and encourage early purchase.

- Maintain and utilise relationships with key personnel within Multi Academy Trusts, Regional School Commissioners office, Department for Education and Education Funding Agency.
- Bid to deliver new school projects on behalf of the Education Funding Agency
- Identify risks, bring forward solutions and make decision in a timely manner.

System Leadership Capacity

Government policy in the last six years has led to a major expansion of the opportunities for system leadership – the work of school leaders, governors and staff who take responsibility for improvement not only within their own school, but working with other schools to drive improvement across a wider area.

The Local Authority has welcomed the development of two teaching schools, Torbay Teaching School Alliance and All Saints Teaching School. Both Teaching Schools have worked to build and share leadership capacity, deploying the work of Specialist Leaders in Education (SLE). National Leaders in Education and Multi Academy Trusts have also developed models and capacity to impact upon school improvement.

The relatively autonomous manner in which the provider capacity has evolved, creates the potential for duplication and gaps in the nature and availability of support. It should be acknowledged that current national policy has developed a provider market with schools competing to sustain and grow pupil numbers and become a preferred supplier of improvement services.

In a full academy system, the role of the local authority in monitoring performance will change. Recent announcements and actions by both the Department for Education and Ofsted confirms that they view the Local Authority as an active player with an explicit remit to provide expertise and intelligence to enable the development and deployment of resources, in line with local need.

To overcome this challenge we will:-

- Chair the School to School Board, ensuring all system leaders can contribute resources to the school improvement process.
- Actively contribute to the strategic boards of both teaching schools.
- Help to identify gaps in leadership capacity and share these with organisations.
- Be transparent in the information we provide relating to growth opportunities.
- Maintain and strength links with Ofsted and Department for Education

Section Four

Priority areas for action

As there is much to do our planned actions are ambitious and challenging. We are determined to pursue them relentlessly and we believe we have the ways to achieve them. As part of our on-going discussions and partnership with headteachers, governors and other stakeholders there is a good level of shared ambition to achieve improvements in the period leading up to 2020.

This strategy will be supported by an action plan, created in partnership with all stakeholders, which recognises not only the need for pace and mutual challenge but also the need for ensuring that improvements are embedded. We will focus on working smarter together, with the sum being greater than the individual parts.

PRIORITY ONE – Ensuring every child has a place to be educated

- We will develop accurate pupil projections, creating an annual sufficiency report for all phases of education.
- We will actively promote and communicate the local need to elected members, local education providers and external bodies. We will do this by producing high quality documents that can be used in new school applications and as evidence to reduce or expand capacity within existing schools.
- We will host an annual conference, keeping people apprised of both local and national policy.
- We will publish an overview of potential sites and existing assets and keep these updated to support applications for new schools or possible school expansions.

PRIORITY TWO – Ensuring the needs of vulnerable pupils are met

- We will develop a comprehensive Special Education Needs and Disability Strategy.
- We will undertake a needs assessment of alternative provision and ensure the generation of sufficient alternative placements.
- We will gather intelligence on the number of children receiving part time packages, fixed term exclusions and permanent exclusions. We will both challenge and support schools to ensure that pupils are re-integrated and their school place retained.
- We will develop our local policies and protocols to ensure you are supported to safeguard children in education.
- We will 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.

PRIORITY THREE – Act as champions for all parents and families

Parents have a central role in supporting and encouraging aspiration. The majority of parents want their children to do well; the education systems need to ensure that parents are supported to achieve their ambition.

- We will create specific guidance and advice for parents to enable them to raise concerns and have their questions answered.
- We will develop an online space where information can be accessed.
- We will make available information to help parents, children and young people to make informed choices.
- We will develop our approach to co-production of key strategies and decision making.

PRIORITY FOUR – Act as a champion for high standards

- We will implement a new and transparent performance and monitoring system that is shared with schools and used by school leaders at the School to School Board.
- We will develop system leadership and collaborative capacity, engaging with regional partners, local leaders and accountable bodies to share local priorities and gaps.
- We will centrally commission services targeted at local need
- We will facilitate a forum after the removal of the school forum in 2018.

In Conclusion

Torbay Council and all education providers are committed to our role as champions for children and young people and to discharging our statutory responsibilities to the highest standard. We see education as a high priority in times of austerity, since the future employability and wellbeing of Torbay's citizens depend on it. We are proud of the strong education system across the area. We will be energetic in the delivery of our strategy and rigorous in our actions.

We look forward to an exciting future, secure in the knowledge that the Council and all education settings have at their heart, strong shared values and a commitment to ensuring that our learners' life chances are the very best possible.