

Education & Early Years' Service Plan 1st April 2017 to 31st March 2019 (refresh Spring 2018)



Introduction

The Education & Early Years' Service and sits within the new Children, Families and Adults Directorate.

This service plan sets the direction of until March 2019. It reflects the priorities detailed in the Education Strategy for Cornwall; will show how Education & Early Years contributes to and delivers against the eight key areas of the Council's Business Plan / Strategy for 2016-20; and crucially will show how we will meet our statutory duties whilst at the same time achieving corporate saving targets. The service delivers the Cornwall Strategy for Education working with schools and settings, our partners and external agencies to deliver improvements in learning and achievement for children, families and adults in Cornwall.

The service has significant challenges to face and overcome to ensure that it achieves this whilst playing its part in delivering against the Council's Strategy and Business Plan within the context of the ever changing education landscape.

We will meet these challenges by continuing to adapt, to review the way our services are delivered, whether that be in house, externally commissioned or via other routes, to ensure that statutory duties are met and our workforce is appropriately skilled.

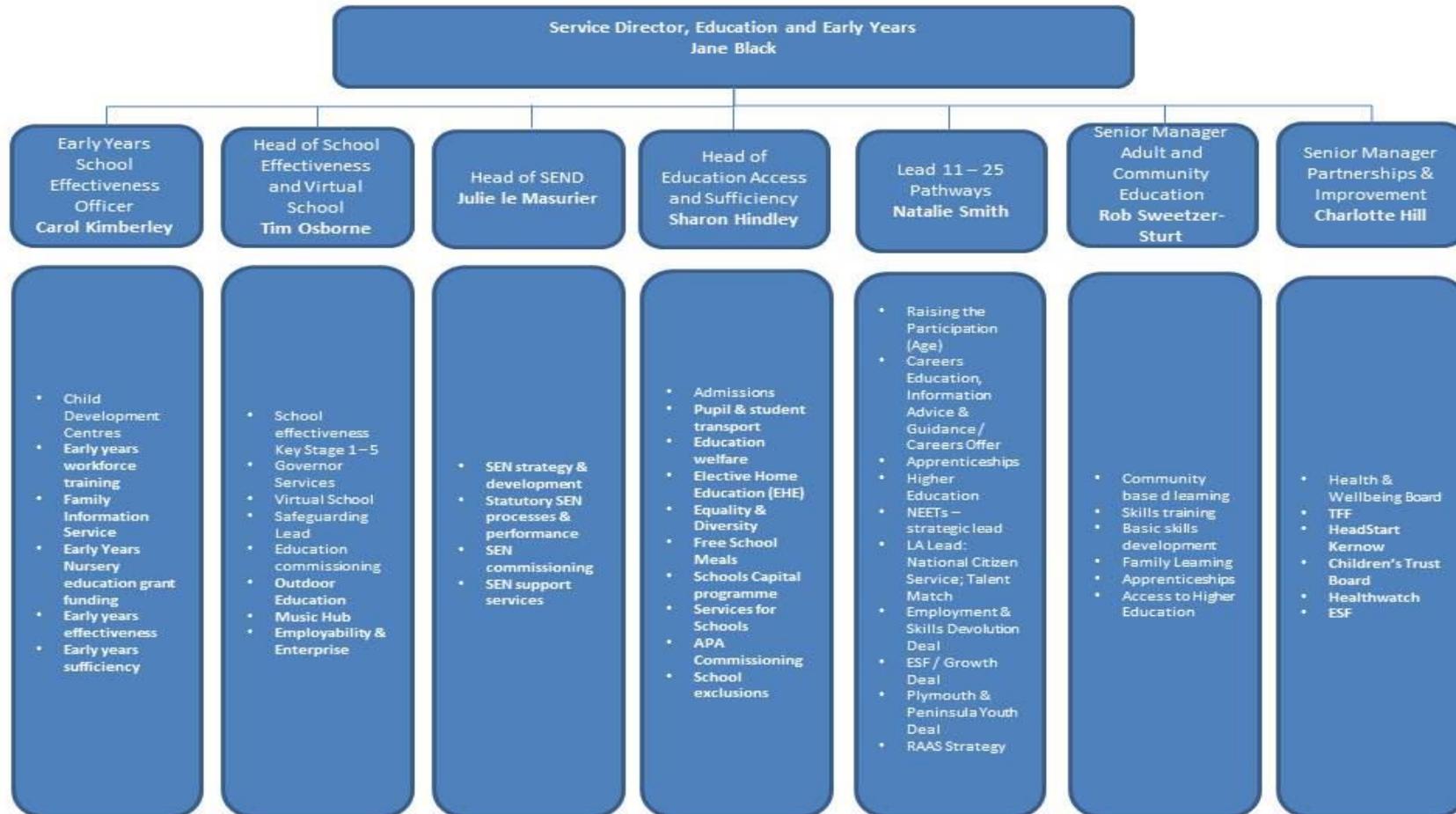
We will continue to review our aims, objectives and measures throughout the period of this plan to ensure we remain focussed on our priorities and our contribution to the Council's Business Plan / Strategy. The plan will be refreshed as necessary.

Our service plan also details who the 'people' are in Education & Early Years' Service, what the business functions are and how we will work together to achieve the Service and Council aims.

Education & Early Years Vision

All children young people and families in Cornwall are entitled to world class education that helps them to achieve the best possible outcomes at every stage. Education is a critical element of the infrastructure of Cornwall. It will be high quality, sustainable and flexible to meet the changing needs of the residents of Cornwall from birth to adulthood. The provision of world class educational opportunities underpins and drives the development of the economic prosperity for Cornwall. The Service actively engages in key partnerships such as the Children's Trust Board, Raising Aspiration and Achievement Board and Employment & Skills Board, to promote partnership working that delivers improved outcomes for children and young people in Cornwall. The Education Strategy provides ambition, focus and resources for developing world class education opportunities.

Who we are



Equality, Prosperity, Opportunity

Our partnership priorities, as detailed in the Education Strategy for Cornwall, are:

1. To champion world class education opportunities for all children, young people, families and carers and ensuring that the needs of vulnerable children and young people are met ; to provide isolated and disadvantaged adults a quality second chance opportunity when they are unable to benefit first time around.
2. To secure high quality provision, widen local opportunities and promote equalities.
3. To develop system-wide school-led improvement and facilitate the conversion of locally maintained settings to academies and Multi-Academy Trusts, for those wishing to convert, in a period of transition for both maintained and academy schools.
4. To promote, protect and improve our children and young people’s mental and physical health and wellbeing in educational settings.

The table below details the strategies that Education & Early Years lead on and identifies where they contribute to the Council’s Business Plan;

	Ambitious Cornwall	Engaging with our communities	Partners working together	Greater access to essentials for communities living together	Driving the economy	Stewardship of Cornwall’s assets	Healthier & safer communities	Being efficient, effective, innovative
Education Strategy Priorities 1- 4	✓	✓	✓	✓	✓	✓	✓	✓
Early Years Strategy		✓	✓	✓	✓		✓	✓
SEND Strategy			✓	✓	✓		✓	
Pupil Place Planning Strategy		✓	✓	✓				✓
Raising Aspiration & Achievement Strategy	✓		✓	✓	✓		✓	✓
Employment & Skills Devolution Deal	✓	✓	✓	✓	✓		✓	✓
Cornwall Careers Offer	✓	✓	✓	✓	✓			✓
Pupil / Student Transport Policy			✓	✓				
Headstart Kernow			✓	✓		✓	✓	
Together for Families		✓	✓		✓		✓	✓

Key Performance Indicators

As identified in Cornwall's Education Strategy, the Service has a number of Key Performance Indicators for which we are accountable, as follows:

- % of pupils attending a good or outstanding Primary school
- % of pupils attending a good or outstanding Secondary school
- Primary schools judged as good or outstanding by Ofsted
- Secondary schools judged as good or outstanding by Ofsted
- Permanent / fixed exclusions in primary / secondary schools
- Rate of exclusions of pupils eligible for free school meals – primary / secondary
- Children in care exclusions
- 2 year old funding no & % of settings listed as good or outstanding
- 2 year old funding no & % of eligible families taking up funding opportunities
- Special Educational Needs achieving Key Stage 2 English and Maths
- Special Educational Needs achieving 5 A*- C GCSE inc. English and Maths
- Rate of exclusion of Pupils attending Special Schools
- Special schools judged as good or outstanding by Ofsted
- % of Year 12 & 13 NEET & Not Known

Full details of the KPI's and lead officers within Education & Early Years can be found in Appendix 1.

In addition to data on these indicators the service will also capture and report data on a much wider range of indicators.

What have we done to date?

In the last two years the service has contributed to Directorate / Council Plans in the following ways;

Major budget reductions/service improvements met			
Agreed savings as per the Council's MTFP have been allocated to actions where they are fully aligned. The total of any other agreed savings are included in the respective service budget tables under 'additional income' or 'other savings including efficiencies'.			
Ref:	Activity:	Delivery period:	Expected Saving:
4.5.1	Removed the Cornwall Learning overspend through the restructure of Learning and Achievement to include core and non-core educational support, back office support, embedded services and remaining elements of the music services.	2016/17 – 2017/18	2016/17 £0.600m
4.5.2	We have developed and implemented a Raising Achievement Strategy . The Raising Achievement Board terms of reference refreshed and key priorities set and disseminated to key partners, including schools and colleges for 2015/2016. Sub-groups established as task and finish groups to deliver key priorities to enable Cornwall to be placed in the top quartile for performance: By July 2017, Cornwall's performance against key indicators as specified in the Local Authority Interactive Tool move at least one grade (ABCD) and the majority of indicators sit within the top quartile.	2015/16 – 2016/17	Nil
4.5.3	Implemented changes to the Home to School Transport Policy to remove discretionary entitlements for primary aged children 8 and above.	2015/16 – 2016/17	2016/17 £1.059m
4.5.4	Ensured that pupils / students with Special Educational Needs have suitable transport arrangements in place to meet their needs to enable them to access education.. Following a Cabinet decision to enhance arrangements for transport arrangements for individual pupils with the most complex needs (e.g. enhanced training and deployment for Passenger Assistants). This will include a pilot programme for personal transport budgets which will commence in Jan 2016.	2015/16 – 2016/17	Nil

4.5.5	We have completed the review of provision for complex Special Education Needs and are implementing a range of developments for mainstream, and specialist provision.	2016/17 2017/2018 2018/2019	Nil
4.5.6	We continue to work closely with families, young people, schools and settings, health partners and colleagues within the Council to implement the wide ranging SEND reforms.	2015/2016 2016/2017 2017/2018 2018/2019	
4.5.7	We have developed effective plans to ensure sufficient provision for children entitled to free early education places to be completed by March 2018: <ul style="list-style-type: none"> • The EYFS strategy review was completed in March 2016 to ensure that sufficiency and quality of provision can be ensured and maintained • Increase the single finding formula base rate through the use of early years unassigned DSG in order to contribute to the living wage staff costs in this sector • Review funding once government has clarified arrangements for 30 hours a week childcare. 	2016/17 – 2017/18	Nil
	The £1.059m transport saving was mitigated through one-off measures in 2016/17 (Youth Reserve). The £0.600m saving was also achieved through a one-off use of the Budget Equalisation Reserve	2016/17 £1.659m	2017/18 – 2019/20

Education and Early Years – Revenue Support Grant Budget (2017/18 – 2019/20)

	2017/18 Budget (£)	2018/19 Budget (£)	2019/20 Budget (£)
Partnerships & Improvement	151,493	153,493	159,493
School Effectiveness	3,134,500	3,173,500	3,065,500
Education Access and Sufficiency	13,945,000	14,428,000	14,464,000
Special Educational Needs and Disability	391,000	398,000	425,000
Early Years and Foundation Stage	945,500	950,500	972,500
Adult Community Education	29,000	29,000	29,000
Business Support - Education and Early Years	1,113,507	1,119,507	1,143,507
Education Services Grant	(1,650,000)	(1,000,000)	(500,000)
Education and Early Years	18,060,000	19,252,000	19,759,000

Education and Early Years – Dedicated Schools Grant (2017/18)

	2017/18 Budget (£)
Partnerships & Improvement	0
School Effectiveness	3,659,000
Education Access and Sufficiency	3,910,000
Special Educational Needs and Disability	19,883,000
Early Years and Foundation Stage	26,957,000
Adult Community Education	0
Business Support - Education and Early Years	401,000
Education Services Grant	1,094,000
Education and Early Years	55,904,000

Service Savings Plan 2017/18 - 2019/20

Savings Ref	Savings Description	2016 /17 (£m)	2017 /18 (£m)	2018 /19 (£m)	2019 /20 (£m)	Cumulative Budget Reduction (£m)
CSF2	Schools & Achievement Senior Leader Team	0.144				-
CSF4	Schools & Achievement joint use of sports centres	0.038				-
CSF6	Learning & Achievement schools reorganisation costs	0.018				-
CSF7	Learning & Achievement Post 16 transport - This will no longer be funded from the Council's revenue budget. However the service will continue but alternative funding will be sought.	1.059				-
CSF8	Access to Services Team.	0.068	0.050	0.025		0.075
CSF12	Learning & Achievement Social Inclusion - Speech and Language this will be respecified as part of the childrens health and wellbeing review.	0.074				-
CSF13a	Provision of services to schools - future options to deliver these services, to include core and non-core educational support, back office support, embedded services and remaining elements of the music service.	0.600				-
CSF45	Schools & Achievement Family information service	0.050	0.015			0.015
CSF53	Vacancy Management to offset pay award and living wage.	0.162	0.100	0.105		0.205
EHSC16-001	One-off use of Directorate BER in 2016/17 to mitigate the shortfall in savings arising from CSF13 and	0.900				-

	CSF13a					
CSF53 / MTFS / NEW	Vacancy Management to offset pay award/living wage and other staffing efficiencies	0.012	0.005	0.007	0.014	0.026
EEE11	Reduction in non-essential mileage allowance budgets across the whole authority		0.087			0.087
NEW	Reduction of supplies and services budget within the school improvement area.		0.018	0.032	0.126	0.176
NEW	Digital Improvement Plan: Modern working		0.006			0.006
NEW	Digital Improvement Plan: Other Operational Efficiencies		0.044			0.044
		3.125	0.325	0.169	0.140	0.634

Why we do what we do

Children's Education and Inclusion:

We champion children's rights to an education and promote educational achievement for all by closing the gap in attainment for all children in Cornwall and the national average for England, with a particular focus on the most vulnerable, including children from service families.

We are seeking to ensure that all children, young people and their families in Cornwall are safe and have good opportunities to achieve and improve themselves. We will close the gap between those who are doing well and those who are doing less well by raising aspirations and achievements for all. This will be achieved in the following ways:

Special Educational Needs

We will ensure effective systems are in place to support the statutory duties placed on the Council in respect of the Children and Families Act 2014 and the SEND Code of Practice 0-25 2015.

Our partners are children and young people, their families, schools and settings, health providers and commissioners, adult and children's social care and voluntary sector organisations.

We work together to:

- Ensure children and young people with special educational needs can access the educational provision they require
- Achieve positive outcomes such as independence, community inclusion and employment as well as appropriate academic attainments.
- Encourage a culture of high aspiration

Early Years and Foundation

This team, consisting of staff from the Early Years Improvement Team, the Family Information Service, Childcare Training and the Child Development Centres, works to ensure that Cornwall Council fulfils its duties under the Childcare Acts of 2006 and 2016. We also implement the Integrated Early Years Strategy (2016-18), support the delivery of the Education Strategy within Cornwall and contributes to the Raising Aspiration and Achievement Strategy. The team support the work of the School Effectiveness team with regard to children who access early years provision on school sites, both prior to and after they have started the reception year

Community Adult Education and Learning.

Cornwall Adult Education Service is a community based organisation which currently makes use of over 350 venues across the county to reflect its commitment to make learning as accessible as possible. The service seeks to provide a learning programme which enables all adults in the county to develop

their skills, knowledge, judgement, interests and creativity, whatever their particular needs

Education Access & Sufficiency

We are responsible for the Education Welfare Service and championing children's rights to education and inclusion. We implement the Council's Pupil Place Planning Strategy (2015-20) to ensure the greatest possible provision of school places and access to them throughout Cornwall which includes management of all school admissions and children's transport entitlement. We also work to ensure the quality and standards of schools' infrastructure.

Functions include;

Education welfare services for schools and pupils, including; Elective Home Education, education provision for vulnerable pupils including children excluded from or missing from school, unable to attend school for medical / health reasons and children without a school place; School Admissions, Pupil & Student Transport, Education Capital Programmes, Policy & Organisation, Equality & Diversity and Services for Schools.

School Effectiveness

The School Effectiveness Team supports the delivery and improvement of education for children and young people aged 0 - 18 years old. It identifies, develops and sustains effective partnerships with all education providers, ensuring improved outcomes for children and young people. Officers coordinate school improvement support and challenge for maintained primary and secondary schools, other schools and settings irrespective of status, as appropriate for these institutions in the delivery area.

In addition the Head of School Effectiveness provides strategic and tactical leadership for the Children in Care Education Support Service (CiCESS) and on behalf of both Children in Care to the Local Authority and those placed into Cornwall by other authorities to:

- Extend and develop educational opportunities and enable them to access such opportunities
- To improve the educational achievement of Children in Care
- Promote the social and emotional well-being of Children in Care

11-25 Pathways to Employment

Pathways to employment is the 5th priority of Cornwall's RAAS strategy (2014/15). It encompasses the key factors that impact upon the Raising the Participation Age (RPA) agenda in addition to contributing to the Employment and Skills Strategy for Cornwall and the Isles of Scilly.

The P2E team facilitates collaborative working with partners to develop & implement a shared strategy for Cornwall addressing the 11 – 25 pathways & RPA agenda. In particular, this includes:

- Cornwall Careers Offer working closely with CIOs Employment & Skills Board
- Delivery of the CIOs Enterprise Adviser programme
- Cornwall Education Business Partnerships delivering a range of work related learning projects & services for young people & schools including work experience & STEM activity.

Partnerships and Improvement

The Partnerships & Improvement Team is responsible for commissioning, strategy, partnership and funding programmes that support complex and vulnerable families and emotional resilience and wellbeing of young people. The team works closely with a range of services, organisations and partnerships including the Health and Wellbeing Board, Children's Trust Board, Safer Cornwall, the Employment & Skills Board and Local Nature Partnership to find innovative approaches to supporting wellbeing and integration of services. The team with services to identify ways of enhancing mainstream resources through transformation programmes, in particular maximising European and other sources of funding to promote participation and employment and access to work for those furthest from the labour market.

Key Priorities

TEAM(S)	Education Strategy Priority 1 To champion world class education opportunities for all children, young people, families and carers and ensuring that the needs of vulnerable children and young people are met; to provide isolated and disadvantaged adults a quality second chance opportunity when they are unable to benefit first time around.		Responsible person(s)	Links to priorities/strategy
All teams	1a	Listening to and engaging with children, young people, families, carers and the local community so we can promote effective responses to their needs in relation to high quality education provision and outcomes from early years to employment and adulthood	All Heads of Service	All priorities
	1b <small>raising aspiration & achievement strategy</small>	Championing high standards locally for all pupils and learners, recognising diversity		Priority 2b
School Effectiveness	1c <small>raising aspiration & achievement strategy</small>	Responding to the duty on LAs in the Education and Adoption Act, 2014, to continue to facilitate the conversion of all failing and coasting schools in need of a sponsored academy solution with an emphasis on finding local and regional solutions where possible	Tim Osborne	Priority 3
	1d <small>raising aspiration & achievement strategy</small>	Where necessary work in partnership with the Regional Schools Commissioner and the Regional Director of Ofsted to tackle underperformance in schools and settings		Priority 3
SEND	1e <small>raising aspiration & achievement strategy</small>	Supporting families, children and young people in relation to Cornwall's SEND arrangements e.g. through a robust Local Offer , working together to co-produce policy, commission services and evaluate provision	Julie le Masurier	SEND Strategy
	1f <small>raising aspiration & achievement strategy</small>	Identifying, assessing and making appropriate education provision for children and young people with special educational needs and disability including individuals with complex health needs and life limiting conditions		Priority 2 SEND Strategy
Education Access & Sufficiency	1h <small>raising aspiration & achievement strategy</small>	Ensuring that the LA's duty is met in respect of pupils permanently excluded from school and without school places by ensuring that all schools comply with School Exclusions Regulations (January 2015) and that suitable alternative education provision is in place	Sharon Hindley	Priority 2

	1i <small>raising aspiration & achievement strategy</small>	Developing high quality and flexible alternative provision available within Cornwall where possible for education leaders to commission for children and young people excluded from school or otherwise unable to attend a mainstream school		Priority 2
School Effectiveness	1j <small>raising aspiration & achievement strategy</small>	Supporting and raising the aspirations of vulnerable children – including acting as corporate parent for children in care	Tim Osborne	Corporate Parenting Strategy
	1k <small>raising aspiration & achievement strategy</small>	Using the statutory Head of Virtual School role to work with education settings and other agencies on promoting, monitoring, challenging and supporting their educational achievement and progress of Children in Care, determining the best use of Pupil Premium Plus		Corporate Parenting Strategy
Adult Education	1j	Provide accessible Community Learning (unaccredited engagement) and qualification opportunities for adults to progress at work and in life.	Rob Sweetzer-Sturtz	Priority 2 Priority 4

Key Success Criteria and Indicators – Strategic Priority 1

How will we know when we succeed?

- Children, young people and their families tell us they have been heard and responded to
- There will be a smooth and effective conversion of failing and coasting schools where appropriate to Academy status within agreed DfE timescales
- Schools and settings Ofsted judgements remain significantly above the national average
- Cornwall's SEND Local Offer site will be continuously developed to ensure it is up to date and accessible
- There will be a reduction in the number of permanently excluded pupils
- There will be an improvement in the standards of progress and attainment of CiC in all key stages to top quartile
- There will be a reduction in the attainment gap between children in care and their peers
- There will be PEP in place that is of good or better quality for all Children in Care
- There will be appropriate access to Early Years provision for all Children in Care below statutory school age

TEAM	Education Strategy Priority 2 To secure high quality provision, widen local opportunities and promote equalities		Responsible person	Links to priorities/strategy
Early Years and Foundation	2a <small>raising aspiration & achievement strategy</small>	Meet the duties placed on the LA to provide 15 hours per week of early education for disadvantaged 2 year olds and all 3 and 4 year olds and from September 2017 an additional 15 hours to working parents of 3 and 4 year olds	Carol Kimberley	Integrated Early Years Strategy
Pathways to Employment	2f <small>raising aspiration & achievement strategy</small>	Provision of sufficient high quality education and training pathways for all young people in line with Raising the Participation Age (RPA) duty including: <ul style="list-style-type: none"> • a good supply of opportunities for young people wishing to pursue an academic route through sixth form provision in schools and colleges • sufficient locally-based provision to meet the range of need among young people with learning difficulties and/or disabilities within reasonable travel-to-learn distances • broaden the range of local opportunities to ensure that a diverse offer of vocational, apprenticeship and work-related opportunities are available to strengthen the Cornwall offer for young people in order to ensure: • more young people go on to study and gain the skills and qualifications that lead to sustainable jobs; • fewer young people are not in education, employment or training (NEET); more young people are involved in social action and feel they can make positive changes in society and in their own lives. 	Natalie Smith	Priority 2b Priority 2c Priority 2f Priority 2g Priority 2h
	2g <small>raising aspiration & achievement strategy</small>	Work more closely in partnership with businesses and employers to seek opportunities for young people to access apprenticeships, to identify employers' needs and help direct young people to make good career choices that better match the needs of the local and national economy through a comprehensive, up-to-date offer of independent universal Careers Education Information Advice and Guidance (CEIAG)		Priority 2 f Priority 2h Priority 2 i
	2h	Extend opportunities for young people to develop enterprising mind-sets and aptitudes reflecting the importance of sustainable self-employment to the local economy		Priority 2 f Priority 2g Priority 2i

	2i	Ensure sufficiency of provision for children and young people with special educational needs 0-25 years of age.	Julie le Masurier	SEND Strategy
	2h <small>raising aspiration & achievement strategy</small>	Work in partnership to encourage more young people from Cornwall into local, national and global higher skills opportunities through the delivery of evidence based interventions and in particular improve participation in Science Technology Engineering Arts and Technology (STEAM) related subjects		Priority 2 f Priority 2g Priority 2 h
Adult Education	2j	Provide locally accessible opportunities for adults, with a key focus on: English and maths to GCSE level, Access to Higher Education for non-traditional learners and intergenerational provision through Family Learning in partnership with schools, Children’s Centres and other partners.	Rob Sweetzer-Sturtz	
Partnerships and Improvement		Secure newly identified resources which will reduce inequalities in achievement e.g. ESIF	Charlotte Hill	Priority 1 Priority 2 Priority 3 Priority 4
Education Access & Sufficiency	2b	Commission sufficient school places across primary, secondary, specialist and alternative education provision to meet demand by utilising Education Capital Funding and Government’s Free School Programme external funding	Sharon Hindley	School Place Planning Strategy
	2c	In partnership with schools and multi academy trusts, deliver places needed in local areas through the Cornwall Pupil Place Planning Strategy 2015-2020, administer the Education Capital Programme appropriately and support the Free School Programme		Priority 1d
	2d	Support families and carers in navigating the admissions system including: <ul style="list-style-type: none"> ensuring that information is accessible to families and carers who wish to apply for a school place for their child(ren) anticipating the likely requirement to continue to coordinate in-year admissions and handling the administration of the independent admissions appeals function creating a single route for escalating any complaints about the maladministration of appeals 		Priority 2b Priority 2c

	2e	The LA will provide leadership in crisis management and emergency planning in relation to school closures / incidents affecting schools		
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Key Success Criteria and Indicators – Strategic Priority 2

How will we know when we succeed?			
<ul style="list-style-type: none"> • There will be an increased the proportion of 2 year olds benefiting from funded early education • There will be sufficient places for all three and four year olds requiring 30 hours of high quality early education each week by September 2017 through implementation of the Childcare Act 2016 • There will be an increase in the percentage of pupils attending their first preference school against 2016 baseline of 94% for primary schools which will result in a reduction in the numbers of pupils receiving a transport entitlement based on nearest school with room exceeding statutory distances. • There will be an increase in the proportion of education settings with good or better Ofsted judgement • There will be an increase in the proportion of 16 – 17 year olds participating in education, employment and training and perform within the top quartile of LAs in the country • There will be reduction in the proportion of young people NEET and perform within the top quartile of LAs in the country • There will be an increase in the proportion of primary and secondary schools engaging with and embedding STEAM activities within the curriculum • There will be an increase in the proportion of young people aged under 19 that are achieving an Apprenticeship framework • We have enhanced the support young people with SEN and their families receive for planning their pathways to employment and we increase the proportion of young people with SEN into sustainable employment • We perform within the top quartile of LAs in the country for 16 – 19 measures in progress, attainment • Progress and attainment measures show a trend of improvement in Cornwall’s School Sixth Forms • There will be an increase in the proportion of students entered into STEM related A Levels • There will be an increase in the percentage of individuals achieving L2 and 3 qualifications by the age of 19 • There will be an increase in the proportion of employers from CloS reporting school and college leavers are well / very well prepared for work to be in line with or better than the national average (National Employer Skills Survey) 			

TEAM	Education Strategy Priority 3 Develop system-wide school-led improvement and facilitate the conversion of locally maintained settings to academies and Multi-Academy Trusts, for those wishing to convert, in a period of transition for both maintained and academy schools	Responsible person	Links to priorities/strategy
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Key Success Criteria and Indicators – Strategic Priority 3

How will we know when we succeed?

- All education leaders in Cornwall will be working together in coherent structures to make best use of school to school support and other local and national collaborative working to raise standards and educational outcomes for children and young people in Cornwall.
- There will be a revised collaborative structure to ensure school effectiveness and raised educational outcomes for children and young people in Cornwall in line with top quartile performance nationally.
- There will be an increased conversion rate of maintained settings to academy status to meet the Government’s target that all schools will be academies by 2020 through effective use of targeted LA resource in relation to HR, Legal and Finance
- There will be continued strong and effective relationships between academies and the local authority beyond conversion, evidenced through levels of take-up of traded services.

TEAM(s)	Education Strategy Priority 4 To promote, protect and improve our children and young people’s mental and physical health and wellbeing in educational settings		Responsible person(s)	Links to priorities/strategy
Partnerships and Improvement	4a <small>raising inspiration & achievement strategy</small>	Encourage education settings to support and champion efforts to protect, promote and improve emotional health and wellbeing and embed the eight principles as set out by Public Health England for a whole school and college approach to promoting children and young people’s emotional health and wellbeing ¹ Implement the HeadStart Kernow Programme funded by Big Lottery Fund	Charlotte Hill	Priority 1
Education Access and Sufficiency	4b <small>raising inspiration & achievement strategy</small>	Work with education settings to develop innovative approaches that improve access to services e.g. Integrated Health Centres (IHCs)	Sharon Hindley	Priority 1
Early Years & Foundation	4d <small>raising inspiration & achievement strategy</small>	Provide intergenerational Family Learning opportunities to priority children and parents to encourage the development of parental skills and the support for children’s learning and attainment outside of school. This will be done through mainstream Adult Community Learning and through other means: <ul style="list-style-type: none"> • The Community Learning Mental Health Pilot • Supporting the Troubled Families agenda through the Family and Community Essential Skills EUSIF project 	Carol Kimberley	Priority 2
School Effectiveness	4c <small>raising inspiration & achievement strategy</small>	Improve the resilience of children and young people by maintaining and developing increased access and opportunities for participation in a range of activities including, for example: <ul style="list-style-type: none"> • Outdoor Education • The Arts including music, dance and drama to encourage creativity • Sports • STEAM activity 	Tim Osborne	Priority 2
Adult Education	4d <small>raising inspiration & achievement strategy</small>	Provide intergenerational Family Learning opportunities to priority children and parents to encourage the development of parental skills and the support for children’s learning and attainment outside of school. This will be done through mainstream Adult Community	Rob Sweetzer-Sturtz	Priority 2

¹ <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>, 25/04/2016

		Learning and through other means: <ul style="list-style-type: none"> • The Community Learning Mental Health Pilot • Supporting the Troubled Families agenda through the Family and Community Essential Skills EUSIF project 		
SEND	4a	Enable children and young people to communicate and support the culture of person centred working across all education settings.		

Key Success Criteria and Indicators – Strategic Priority 4

<p>How will we know when we succeed ?</p> <ul style="list-style-type: none"> • There will be an increased proportion of early years settings where healthy early years training is embedded • There will be an increased proportion of education settings with a good or better Ofsted judgement for Personal Development and Welfare • There will be improved school attendance, attainment and progress of children 5 – 11 years and children and young people will be well prepared for their transition between education phases • There will be a reduction in exclusions • There will be a reduction in the number of managed moves • There will be a reduction in the numbers of anxiety related referrals to the Community Hospital Education Service (CHES) • Every child is physically literate and has 2hours of curriculum PE and can swim/cycle (Time 2 Move) • 10% reduction in the numbers of CYP who are inactive/10% increase in the number CYP meeting government guidelines for physical activity (CIOS Physical Activity Strategy) • There will be increased participation in Outdoor Education and Music Hub activity.
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What else do we need to focus on?

We have also identified further priorities / key themes for the service going forward;

Commercialisation

The Service will continue needs to identify ways in which to become more increasingly commercially astute. Priorities under this area include;

- Identification of additional income generation routes by increasing trading with schools.
- Different models of service delivery / provision

Strategic Needs Analysis/ Business Intelligence

- Identification of and ease of access to up to date agreed common data sets that will inform planning, analysis of progress, achievement of KPIs and Standards
 - Link to the Cornwall Intelligence Group.
- Analysis of disadvantage and vulnerability to prioritise, in conjunction with partners, key groups who may have multiple needs – escalation of risk underachievement and social isolation.
- Develop the Children and Young People Needs Assessment and Child Poverty Needs Assessment with Public Health team
- Use analysis from Together for Families and HeadStart Kernow Programmes to inform service improvement and transformation

Workforce Development

- Identify a 'core' set of skills for Education & Early Years teams / staff
- Act on responses received from employee surveys, feedback from headteacher / schools information sessions and partners.
- Improve health and wellbeing across service
- Adopt 360 review / approaches
- Enhance / improve engagement with partners, e.g. Health
- Embed effective performance management framework
- Increase the number of Apprenticeships and traineeships within the Service.

Resource (finance and people)

- Maximise strategic use of resources
- Address the ongoing issue of the Transport budget and identify ways to reduce spend whilst ensuring the Council continues to meet its duties.
- Pull together and rationalise DSG funded services as part of the Transforming Children's Services integration programme.
- Manage the impact of the national funding adjustments in relation to the High Needs Block and the wider Dedicated Schools Grant (DSG)

- Robust internal challenge – need to be receptive to ‘different ways of doing things’. By doing things differently we are able to make best use of our existing resources.
- What other options available externally eg devo transport, growth deal
- Optimising opportunities for external funding
- Explore further commissioning opportunities

Communications

Headteacher, Governor & Staff Engagement sessions – act on feedback received.
How does it fit with Council Business Plan – listening to residents.

Communications strategy (internal & external) - is School Messenger up to the job? What else?

Need to enhance / build on relationships with our customers / stakeholders / schools etc.

- Clear communication channels and engagement with stakeholders and partners
- Broad range of communications with all our stakeholders
- Quality, timeliness, most effective approach depending on audience
- Children’s Voice, children, young people and families
- Cornwall Annual Education Report – March

Responding to the Employee Survey

- We received over 3000 responses with an overall response rate of 54% (down from 58% in 2015)
- There has been an overall improvement in the Employee Engagement Index (which is calculated from responses to 5 of the questions) to 72% from 65%
- The greatest areas of improvement since the last survey include views towards CLT, feeling of job security, feeling of wellbeing, development being part of PDS discussions, morale and views about SLTs
- Areas for further attention include increasing understanding of how our work delivers the Council strategy, acting on resident/customer feedback and employees being able to recognise their impact on the way things are done in Cornwall Council

Key Success Criteria and Indicators – Strategic Priority 1

How will we know when we succeed?

- Children, young people and their families tell us they have been heard and responded to
- There will be a smooth and effective conversion of failing and coasting schools where appropriate to Academy status within agreed DfE timescales
- Schools and settings Ofsted judgements remain significantly above the national average
- Cornwall's Local Offer will be continuously developed to ensure it is up to date and accessible
- There will be a reduction in the number of permanently excluded pupils
- There will be an improvement in the standards of progress and attainment of CiC in all key stages to top quartile
- There will be a reduction in the attainment gap between children in care and their peers
- There will be PEP in place that is of good or better quality for all Children in Care
- There will be appropriate access to Early Years provision for all Children in Care below statutory school age

Key Success Criteria and Indicators – Strategic Priority 2

How will we know when we succeed?

- There will be an increased the proportion of 2 year olds benefiting from funded early education
- There will be sufficient places for all three and four year olds requiring 30 hours of high quality early education each week by September 2017 through implementation of the Childcare Act 2016
- There will be an increase in the percentage of pupils attending their first preference school against 2016 baseline of 94% for primary schools which will result in a reduction in the numbers of pupils receiving a transport entitlement based on nearest school with room exceeding statutory distances.
- There will be an increase in the proportion of education settings with good or better Ofsted judgement
- There will be an increase in the proportion of 16 – 17 year olds participating in education, employment and training and perform within the top quartile of LAs in the country
- There will be reduction in the proportion of young people NEET and perform within the top quartile of LAs in the country
- There will be an increase in the proportion of primary and secondary schools engaging with and embedding STEAM activities within the curriculum
- There will be an increase in the proportion of young people aged under 19 that are achieving an Apprenticeship framework
- We have enhanced the support young people with SEND and their families receive for planning their pathways to employment and we increase the proportion of young people with SEND into sustainable employment
- We perform within the top quartile of LAs in the country for 16 – 19 measures in progress, attainment
- Progress and attainment measures show a trend of improvement in Cornwall's School Sixth Forms
- There will be an increase in the proportion of students entered into STEM related A Levels
- There will be an increase in the percentage of individuals achieving L2 and 3 qualifications by the age of 19
- There will be an increase in the proportion of employers from CloS reporting school and college leavers are well / very well prepared for work to be in line with or better than the national average (National Employer Skills Survey)

Key Success Criteria and Indicators – Strategic Priority 3

How will we know when we succeed?

- All education leaders in Cornwall will be working together in coherent structures to make best use of school to school support and other local and national collaborative working to raise standards and educational outcomes for children and young people in Cornwall.
- There will be a revised collaborative structure to ensure school effectiveness and raised educational outcomes for children and young people in Cornwall in line with top quartile performance nationally.
- There will be an increased conversion rate of maintained settings to academy status to meet the Government's target that all schools will be academies by 2020 through effective use of targeted LA resource in relation to HR, Legal and Finance
- There will be continued strong and effective relationships between academies and the local authority beyond conversion, evidenced through levels of take-up of traded services.

Key Success Criteria and Indicators – Strategic Priority 4

How will we know when we succeed?

- There will be an increased proportion of early years settings where healthy early years training is embedded
- There will be an increased proportion of education settings with a good or better Ofsted judgement for Personal Development and Welfare
- There will be improved school attendance, attainment and progress of children 5 – 11 years and children and young people will be well prepared for their transition between education phases
- There will be a reduction in exclusions
- There will be a reduction in the number of referrals to behaviour support services
- There will be a reduction in the number of managed moves
- There will be a reduction in the numbers of anxiety related referrals to the Community Hospital Education Service (CHES)
- Every child is physically literate and has 2 hours of curriculum PE and can swim/cycle (Time 2 Move)
- 10% reduction in the numbers of CYP who are inactive/10% increase in the number CYP meeting government guidelines for physical activity (CIOS Physical Activity Strategy)
- There will be increased participation in Outdoor Education and Music Hub activity.
- School and non-school settings will have strategies to support children and young people resilience