“Where possible we will work in partnership with parents, carers and families to ensure they are involved with the implementation and future development of this strategy, embedding a whole family approach in our delivery.”

“It is our Local Authority (LA) role on behalf of the wider education system, to foster an ethos in our education settings in which every individual matters equally and is encouraged to aim high and achieve his/her very best.”
## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>04</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>07</td>
</tr>
<tr>
<td>Introduction</td>
<td>08</td>
</tr>
<tr>
<td>Working in Partnership</td>
<td>13</td>
</tr>
<tr>
<td>Partnership Priorities</td>
<td>17</td>
</tr>
<tr>
<td>Priority 1</td>
<td>17</td>
</tr>
<tr>
<td>Priority 2</td>
<td>20</td>
</tr>
<tr>
<td>Priority 3</td>
<td>25</td>
</tr>
<tr>
<td>Priority 4</td>
<td>29</td>
</tr>
<tr>
<td>Strategic Partnership Landscape</td>
<td>32</td>
</tr>
<tr>
<td>Resource and Risk Analysis</td>
<td>33</td>
</tr>
<tr>
<td>Annex A National Context</td>
<td>37</td>
</tr>
<tr>
<td>Annex B Local Context</td>
<td>39</td>
</tr>
<tr>
<td>Annex C Voices of Young People</td>
<td>45</td>
</tr>
<tr>
<td>Annex D Needs Headline Performance 2017</td>
<td>48</td>
</tr>
<tr>
<td>Acknowledgements</td>
<td>50</td>
</tr>
<tr>
<td>Glossary</td>
<td>51</td>
</tr>
</tbody>
</table>
Foreword

Cornwall’s children and young people\(^1\) are Cornwall’s future. They are entitled to the best possible life chances that we can give them at every stage from early years to their transition into employment and adulthood. This will be achieved through access to world class educational opportunities, underpinned by challenging aspirations to achieve beyond their expected potential educational outcomes.

We will do this by providing support and challenge for our education settings to provide innovative and personalised teaching and learning. Central to this will be our aim to meet individual needs, with health and wellbeing at the core. In developing this strategy, we are championing the rights of all children and young people in Cornwall so that they have the opportunity to achieve their ambitions and lead successful and happy lives. This requires a particular focus on meeting the needs of our vulnerable pupils in a timely and just fashion.

It also means promoting and supporting the mental health and wellbeing and emotional resilience of all children and young people. We recognise that children’s mental wellbeing underpins their ability to cope with life’s pressures and subsequently underpins and drives all other priorities within this strategy.

We know that parents, carers and families have the most direct and lasting impact on children’s learning and development. Where possible we will work in partnership with parents, carers and families to ensure they are involved with the implementation and future development of this strategy, embedding a whole family approach in our delivery.

We will promote inclusion and cohesion in our communities; equality of access and opportunity for all; and excellence in teaching and learning. We will achieve this through active collaboration with a wide range of educational and other partners. Our partners include the South West Regional Schools’ Commissioner; the South West Ofsted Director and senior HMIs (Her Majesty’s Inspectors); representatives of the Department for Education; leaders of all our

\(^{1}\) Children and young people include those aged 0 to 19, and up to the age of 25 for children with more complex special educational needs
educational settings (from early years to higher skills and employment) whether they be, for example, private, voluntary or independent sector, Maintained Schools, Academies, Multi-Academy Trusts, Further Education/Tertiary Colleges or Teaching Schools Alliances.

This strategy provides a partnership framework to steer our combined efforts and resources. Across the education and wider children’s workforce in Cornwall, we have committed and passionate workers, supporting families and carers to help children and young people to succeed in their education. Through working together, we know that we can make a real difference to the life chances of children and young people and to Cornwall’s future economy, providing we collectively aspire to let none slip through the net. We will celebrate success and the wonderful things that happen in our education settings on a daily basis to provide inspiration and motivation across our educational community to improve outcomes for children, young people and their families.

It is important to note that whilst this is a strategy for the Local Authority, this is an education strategy for Cornwall. As part of the strategic partnership landscape we continue to work with the Isles of Scilly through the Health and Wellbeing Board, Local Enterprise Partnership and our Safeguarding Children’s Partnership. Our strategy was developed in consultation with a number of key stakeholders set out overleaf in addition to the following groups:

- Young People including the Special Educational Needs and Disability (SEND) Young People’s Board, Emotional Wellbeing and Mental Health Shadow Board, Voice4Us
- Raising Aspiration and Achievement Strategic (RAAS) Board
- Children’s, Schools and Families Directorate Leadership Team
- Children’s Trust Board
- Young People’s Policy Advisory Committee
- Cornwall Council Cabinet

The education landscape is changing nationally and locally with an increasingly diverse range of providers in Cornwall offering opportunities to children and young people from early years through to adulthood. Clearly setting out how we will work together with our key partners to champion the interests of all children and young people will enable us to keep a clear focus on providing the very best outcomes for Cornwall’s children and young people in an unremittingly professional, outcomes-focused and highly inclusive environment. Passionate words, however, must be backed with efficient processes and a shared sense of moral purpose and responsibility across all our settings.

Our ability to articulate our shared moral purpose and the need for effective system-wide collaboration of education settings in order to improve outcomes will be key. ‘Our ability to continue to work together in old and new networks, to facilitate, broker and peer review in order to secure deep learning and accountability from within will be critical to our success in driving up standards and improving outcomes for learners’.

It is our intention to navigate and embrace change in ways that are intelligent, innovative and cost-effective. We will do this to support families and carers to be well-informed and reassured; to support and challenge our educators to be high-performing and outcomes-focused and to support and challenge our children and young people to achieve the educational outcomes they need for successful future lives.

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2 Critical success factors for effective system-wide school collaboration: Inside-out and downside-up, Steve Munby and Michel Fullan, February 2016
At the core of our work will be the LAs determination and commitment to be the champion for all children, young people, parents, carers and families in Cornwall, whatever the educational setting or whatever an individual’s vulnerability or need. Opportunities for learning and skills will continue to be extended where isolated or disadvantaged adults require a second chance to succeed.

Signatories

Associate Director of Children’s Services, Cornwall Partnership NHS Foundation Trust
Chair, Cornwall Association of Secondary Headteachers
Chair, Cornwall Association of Primary Headteachers
Chair of Governors, Mullion Community School
Chair, Young Peoples Policy Advisory Committee
Chair, Acorn Academy Alternative Provision, Cornwall
Chair, Cornwall Sixth Forms Together
Chief Executive, Cornwall Chamber of Commerce
Chief Executive, Cornwall Council
Chief Executive, Parent Carer Cornwall
Chief Executive, CloS Local Enterprise Partnership
Chief Executive Officer, Special Partnership Trust
Diocesan Director, Plymouth
Director for Schools, Diocese of Truro
Head of Children’s Early Help, Psychology and Social Care Services, Cornwall Council
Headteacher, Truro Child Development Centre, Integrated Early Years Strategy
Leader, Cornwall Council
Education and Early Years, Senior Management Team, Cornwall Council
Portfolio Holder for Young People
Principal, The Cornwall College Group
Principal, Truro and Penwith College
Public Health Consultant, Cornwall Council
Senior Commissioning Manager, Cornwall Council
Corporate Leadership Team, Cornwall Council
Senior Deputy Vice Chancellor, Falmouth University
Service Director Education and Early Years, Cornwall Council
South West Academy Headteachers’ Board, Cornwall member
South West Regional Schools Commissioner
Strategic Director, Children, Schools and Families, Cornwall Council
Executive Summary

Our 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.

Equality, Opportunity, Prosperity

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. Develop system-wide school-led improvement in a period of transition for both maintained and academy schools and to work closely with key partners.

4. To promote, protect and improve our children and young people’s mental and physical health and wellbeing in educational settings and recognise that this underpins the ability for us to achieve all other priorities

We recognise that children’s mental wellbeing underpins their ability to cope with life’s pressures and subsequently underpins and drives all other priorities within this plan.
Introduction

Our 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.

“Our children and family services are rated in the top 25% of children’s services in the country from Ofsted. Ofsted and the Care Quality Commission have also acknowledged that we are ambitious to improve outcomes for children and young people who have special educational needs and/or disabilities and we are delivering improvements despite challenging resources and increased demand for services. But we want to continue to improve the lives and outcomes for all children and young people in Cornwall. This is why one of our five priorities within the Cornwall Council Business Plan is a Healthy Cornwall, which includes increasing the aspirations of our young people, promoting children’s physical and mental health and improving the lives of our most vulnerable. The Education Strategy for Cornwall is key in us being able to deliver these priorities for a Healthy Cornwall and to deliver partnership working as part of the One Vision Partnership Plan.”

Adam Paynter Leader of the Council

This strategy is for Cornwall Council, Leaders across our education settings and wider strategic landscape.

1. Our population is changing and growing and one aspect of this currently is the continuing high demand for pupil places in primary schools - a demand which will begin to be reflected in our secondary and post 16 settings from 2017 onwards. This is not, however, a uniform increase in demand and this means that some areas, often urban, are faced with increased demand for places while education settings in other communities, often more remote, continue to experience falling rolls. This presents significant challenges in ensuring efficient, effective and sustainable pupil place planning in partnership with schools and academies and is addressed in Cornwall’s Pupil Place Planning Strategy 2015-2020. A further challenge will be to provide additional early education places for three and four year old children who will be eligible to receive
30 hours of free childcare instead of 15 hours under the provisions of the Childcare Act 2016. This must be implemented by September 2017.

2. **Our economy is still underperforming** and, in line with national expectations and perceptions, the education sector and local businesses must continue to develop our coherent working partnership. It is essential that appropriate education, training and apprenticeship opportunities exist in order to underpin local aspirations for encouraging increased local enterprise and innovation and to capitalise upon the opportunities generated by the significant infrastructure initiatives and investment through the European Social Fund aimed at transforming our economy. As part of Cornwall’s Devolution Deal⁹, the Employment and Skills strand focuses on increasing the number of people with higher level skills combating underemployment and supporting those who are further from the labour market to get the skills and experience they need to find work. Education, skills providers and employers will work together to co-construct a system that is responsive to labour market needs and economic priorities through a strategic approach. This will include improved careers education, information, advice and guidance (CEIAG) for young people to enable them to make informed choices about their potential career options and address skills shortages arising within Cornwall’s smart specialisation sectors, bedrock industries and critical service areas such as health and social care. The provision of high quality childcare, enabling parents to stay in work or to take up or return to work will be a priority in order to support the economy of Cornwall.

3. **Our geography and settlement pattern places strain on the public purse** and causes constraints. Community-based education is a concept long held dear by Cornwall communities particularly for children in the early stages of education from early years to the end of Key Stage 2. Even at the secondary stage, there are a number of small schools supporting the sparse populations of large geographic areas. One secondary community college, for example, has a prescribed admission number of only 600 students yet serves a designated area of over 150 square miles. Beyond the age of 11 years, Cornwall’s young people often have to travel long distances to learn in order to access a broad range of academic and vocational opportunities. National funding formulae which currently leave Cornwall as one of the least well-funded authorities nationally (2016) increase the challenge of being able to resource and sustain our many small schools and our ever-growing

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⁹ [https://www.gov.uk/government/publications/cornwall-devolution-deal], 18/04/2016
transport budget. Ensuring greater equality of opportunities and access to local specialist provision is an aim we hope can be realised through a new National Funding Formula which in 2016 was being consulted on by the government with anticipated implementation in 2018.

4. The cost of living is increasing inequality\(^4\). National evidence demonstrates that socio economic circumstances – as well as ethnicity, gender or social, cognitive and linguistic development - can put children and young people at risk of educational underachievement. Although children and young people with additional needs, including children in care, performed at or above the national average in Cornwall in 2015 and 2016, the attainment gap between them and other learners indicates that too many vulnerable children\(^5\) in too many of our settings are not meeting expectations or gaining work or study credentials. As young people in Cornwall progress through to adulthood, vulnerable young people (and in particular those eligible for Pupil Premium and Pupil Premium Plus funding) are over-represented among those who are not in education, employment and training (NEET). Closing the gap and ensuring all our children and young people make, and exceed, at least expected progress and go on to secure a chosen pathway through to meaningful employment remains a key focus and challenge for us.

In line with Cornwall Council’s Strategy, the primary objectives for our Education Strategy are to protect and improve the lives of our vulnerable young people, increase aspirations and promote children’s and young people’s physical and mental health.

This strategy has been written at a time of huge change and transition in the field of education both nationally and locally. The expectations of the government and Department for Education are outlined primarily, but not exclusively, in the Childcare Act 2016\(^6\); SEND Code of Practice for children and young people 0 – 25 years\(^7\); the Education and Adoption Act, 2016\(^8\); Our plan responds to these expectations but also the ‘Healthy Cornwall’ theme within the Cornwall Council Business Plan and Cabinet Priorities as well as the overall values and aims.
Our strategy will also support the vision of the South West Regional Schools Commissioner (April 2016):

"From Swindon to Cornwall, from Gloucestershire to Bournemouth our region covers some of the most beautiful areas in the country; people with families want to live here and this is good for the economic sustainability of the region. Our responsibility as educators is to ensure that our school system is as attractive as the location. When all of our schools are securely good and outstanding, we will attract more great leaders and teachers to work here.

We will produce talented young people who, having been taught in schools in our region, move on to a wide range of skilled careers and help to build cohesive communities. To do this our region must utilise our strong, collaborative ethos to deliver more consistent outcomes for young people through the establishment of Multi-Academy Trusts (MATs); committed Teaching School alliances that deliver increased impact year-on-year; and a strong pipeline of new school sponsors."

South West Regional Schools Commissioner

The values that underpin our plan, like those for the Cornwall Council Strategy are:

- We listen: we will work with the people of Cornwall;
- We are responsible: we will use resources wisely;
- We act in the best interests of Cornwall: putting people first
How will we know when we succeed?

**In order to monitor our progress and success we have set the following high level objectives:**

- The attainment measure of children in Key Stage 1, Key Stage 2 in reading, writing and maths will be in line with or better than the national benchmark with the aim of being in the top quartile by 2020
- The progress measure of children in Key Stage 2 in reading, writing and maths will be in line with or better than the national average with the aim of being in the top quartile by 2020
- The average progress 8 score for all young people will be in line with or better than the national benchmark with the aim of being in the top quartile by 2020
- The attainment 8 measure for all young people will be line with or better than the national benchmark with the aim of being in the top quartile by 2020
- The average point score per entry for A Level, Academic and Vocational subjects will be in line with or better than the national benchmark with the aim of being in the top quartile by 2020
- There will be a reduction in permanent exclusions in primary schools from 0.04% to 0.02%
- There will be a reduction in permanent exclusions in secondary schools from 0.3% to be equal or better than the latest data reported by the Local Authority Interactive Tool (LAIT)
- There will be an improvement in the standards of progress and attainment of children in care in all key stages to top quartile against the performance nationally of disadvantaged groups
- There will be a reduction in the attainment gap between children in care and their peers - improve outcomes by at least 5% in each phase
- We will be in line with or better than the National Benchmark of 70.7% of pupils achieving a good level of development at the Early Years Foundation Stage
- There will be an increase in the percentage of pupils attending their first preference school against 2016 baseline of 94% for primary schools and against 2017 baseline of 96.9% for secondary 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
- Progress and attainment measures show a trend of improvement in Cornwall’s School Sixth Forms and will be at least in line with similar settings nationally
- There will be an increase in the percentage of individuals achieving Level 2 and Level 3 qualifications by the age of 19
- 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 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 students entered into STEM related A Levels

Cornwall Education Strategy 2018-2022
Working in Partnership

Partnership working is central to the public services reform agenda across the UK and is seen as a means to address a wide range of complex issues. Defining partnership working is challenging and there is a range of overlapping activity and terminology including collaboration, multi agency working, integration and joint working. However, a strong local partnership of schools and settings, further and higher skills providers, the Local Authority, employers and other stakeholders are at the heart of this strategy bringing together combined efforts and resources to improve outcomes for Cornwall’s children and young people.

There are some common themes that emerge throughout our priorities. These include:

Integration

There is an increasing drive to integrate both commissioning and provision of services, as the best means of improving delivery of services to people. This change in the way services are delivered reflects the views of children, young people and their families. There is increasing evidence that investment in prevention and the capacity and capability of early help services is the best means of improving outcomes for children and reducing demand on high cost specialist services.

The One Vision Partnership Plan, which includes a priority to raise aspirations and achievement of children and young people towards economic wellbeing, sets the foundation for which we will shape the future integration of education, health and social care services for children, young people and their families in Cornwall and the Isles of Scilly. Key partners have agreed the need to work together and with children, young people and their families to support them to become more resilient and to find new ways of working that not only mitigate the challenges we are facing but improve the effectiveness of services and yield improved outcomes.

A Self Improving System

The newly formed Cornwall School Standards Board will represent expertise across all phases of the school education system, from Early Years through to Key Stage 5. The Board will ensure that school leaders, Multi-Academy Trusts (MATS) and Teaching School Alliances (TSAs) are central to the development of local capacity which sustains self-improvement.

Transitions

It is vital that all children and young people make sustained progress and remain fully engaged through transitions between educational stages. Research shows that those children and young people from vulnerable groups are more likely to experience difficulties. This applies to transition across educational phases and also between services where integration, cooperation and partnerships are key ingredients of improved outcomes for young people and families and where the voice of children and young people and their families is paramount.

Effective communication

Good communication is vital to working together yet it is often one of the most commonly cited barriers to partnership working. Good processes and networks to share information and good practice will be relied upon by our partnerships.
A world class education system for Cornwall
Roles and responsibilities

The LA is integral to delivering the education outcomes of children and young people in Cornwall via both its statutory duties and by working in partnership with the Cornwall School Standards Board, schools and other key partners.

Schools and Educational Settings
- that are good and outstanding, Teaching School Alliances and others such as NLGs (National Leaders of Governance) and National Support Schools and NLEs (National Leaders of Education) will contribute school improvement, taking charge of their own improvement and collaborating with others
- will ensure there are arrangements for families and carers to engage in their children’s education including arrangements for listening to and understanding the views and needs of families, carers, employees and communities, and clear channels for complaints and redress
- publish a clear scheme of delegation to set out how their governance is organised, including any functions they choose to delegate to regional or school level.
- The Cornwall School Standards Board will identify priorities of improvement, determine the local school improvement strategy, review data and progress and regularly review the impact of work of all partners

Governing Boards and Responsible Authorities for Governance
As the education system is changing, increasing focus is being placed on the role and effectiveness of governing boards in fulfilling their role within the overall system of accountability. The Responsible Authorities need to:
- set the vision and ethos for their school
- ensure financial health and efficiency of the school and provide constructive challenge on finance
- challenge the school’s Pupil Premium strategies
- focus on seeking the right people with the right skills for governance

Local Authority (LA)
- leads on raising standards for all children and young people in Cornwall
- ensures every child has a school place by commissioning sufficient and appropriate provision from early years, primary and secondary school places through to provision for education and training for young people
- delivers 15 hours per week of early education for disadvantaged 2 year olds and all 3 and 4 year olds. From September 2017 this will include an additional 15 hours to working parents of 3 and 4 year olds
- facilitates the process of Maintained Schools becoming academies for those wishing to convert
- provides advice, guidance and support on transitions across educational phases
- acts as champions for pupils, families and carers with a focus on vulnerable children and young people:
  - identifying, assessing and provision for children with SEND and looked after children
  - promoting school attendance and tackling persistent absence
  - ensuring alternative provision is available for education to commission for children and young people excluded from school or otherwise unable to attend a mainstream school
  - leading on safeguarding responsibilities for all children and working with schools to ensure that they understand their safeguarding duties.
- identify priorities for collective action through the strategic collation and analysis of data
- ensure that schools continue to build capacity to collaborate effectively and develop the infrastructure that will support all schools to succeed
- ensure productive relationships are established, developed and strengthened with all partners involved in the education community including: Academy Trusts; Dioceses; Providers in private, voluntary and independent sector
- capture the voice of children, young people, families and carers to develop accountability for the new educational landscape via our Youth Engagement Strategy (still under development).
- support children and young people with SEND to prepare for adult life, and help them go on to achieve the best outcomes in employment, independent living, health and community participation
- ensure that schools have access to and provide high quality careers education, information, advice and guidance to its young people
- provide specialist subject-specific training in areas including but not limited to early years foundation stage, mental health and wellbeing, safeguarding and SEND

Elected Members

As democratically elected representatives of their local community, every elected member has an important role in championing the needs of their residents, particularly the children and young people for whom the Council has a statutory duty. These include children with special educational needs and disabilities, children in receipt of support from its statutory social care services e.g. children in need, children subject to child protection plans, and children subject to special guardianship and adoption orders. Most importantly, under their corporate parenting responsibilities, all elected members have a direct responsibility for the welfare and development of the children in their care and care leavers. The test for every elected member is, “Would this be good enough for my child?”

In their community leadership role elected members regularly scrutinise local public services in receipt of public funds. As the Council moves from a direct provider of schools, the role for elected members comes increasingly to the fore ensuring that that the available funding is well targeted to meet the needs of vulnerable and disadvantaged children and young people, whilst maintaining an overview of the educational progress and attainment of all children in Cornwall.

Elected members have a responsibility to:
- scrutinise and support the performance of individual schools, settings and education providers
- monitor the progress and achievement of vulnerable pupils
- challenge under performance and any perceived failure to provide a full-time education
- communicate the quality of the educational offer in their area to their residents

Our four partnership priorities are set out in the following pages:
### Partnership Priorities

#### Priority 1

To champion world class education opportunities for all children, young people, families and carers and ensure 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.

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<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
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<tbody>
<tr>
<td><strong>1a</strong></td>
<td>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</td>
<td>All priorities All</td>
</tr>
<tr>
<td><strong>1b</strong></td>
<td>Championing high standards locally for all pupils and learners, recognising diversity</td>
<td>Priority 2b All</td>
</tr>
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<td><strong>1c</strong></td>
<td>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</td>
<td>Priority 3 Head of School Effectiveness</td>
</tr>
<tr>
<td><strong>1d</strong></td>
<td>Where necessary work in partnership with the Regional Schools Commissioner and the Regional Director of Ofsted to tackle underperformance in schools and settings</td>
<td>Priority 3 Head of School Effectiveness</td>
</tr>
<tr>
<td><strong>1e</strong></td>
<td>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 a policy, commission services and evaluate provision</td>
<td>SEND Strategy Head of SEND</td>
</tr>
<tr>
<td><strong>1f</strong></td>
<td>Identifying, assessing and making appropriate education provision for children with special educational needs and disability and children in care, children with complex health needs and those with life limiting conditions</td>
<td>Priority 2, SEND Strategy Head of SEND</td>
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</table>

9 [http://www.cornwall.gov.uk/education-and-learning/strategies-policies-and-plans/]
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<tr>
<th></th>
<th>Leading and working with education settings to ensure that they understand and discharge their safeguarding duties for all children and young people, including those in unregulated settings, electively home educated, children (and young people) missing education as well as children at risk of radicalisation and child sexual exploitation and addressing any safeguarding concerns that may arise in the local area</th>
<th>CIOSSCP Strategic Plan(^\text{10})</th>
<th>Head of School Effectiveness; Head of Education Access &amp; Sufficiency; Head of SEND; Head of Early Years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1g</strong></td>
<td>Ensuring that the LA’s duty is met in respect of children permanently excluded from school and children without school places by ensuring that all schools comply with School Exclusions Regulations (January 2015) and that suitable alternative education provision is in place</td>
<td>Priority 2</td>
<td>Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
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<tr>
<td><strong>1h</strong></td>
<td>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</td>
<td>Priority 2</td>
<td>Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
</tr>
<tr>
<td><strong>1i</strong></td>
<td>Supporting and raising the aspirations of vulnerable children – including acting as corporate parent for children in care</td>
<td>Corporate Parenting Strategy</td>
<td>Head of the Cornwall Virtual School</td>
</tr>
<tr>
<td><strong>1j</strong></td>
<td>Using the statutory Head of Cornwall Virtual School(^\text{11}) 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</td>
<td>Corporate Parenting Strategy</td>
<td>Head of the Cornwall Virtual School</td>
</tr>
<tr>
<td><strong>1k</strong></td>
<td>Provide accessible Community Learning (unaccredited engagement) and qualification opportunities for adults to progress at work and in life.</td>
<td>Priority 2 / 4</td>
<td>Head of Adult Education Service</td>
</tr>
</tbody>
</table>

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11 Section 52 of the Childcare Act 2004 places a duty on LAs to safeguard and promote the welfare of a child looked after by them and includes in particular, a duty to promote the child’s educational achievement.

Key deliverables

<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
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<tbody>
<tr>
<td>Ensure a variety of effective mechanisms to capture the voice of children, young people, families and carers</td>
<td>All Priorities</td>
</tr>
<tr>
<td>Deliver the Education and Early Years Business Plan</td>
<td>1a - k</td>
</tr>
<tr>
<td>Deliver the Integrated Early Years Strategy and Early Years Quality and Improvement Support Programme</td>
<td>1b</td>
</tr>
<tr>
<td>Achieve SEND Strategic priorities through ongoing self-evaluation and action</td>
<td>1b/e/f</td>
</tr>
<tr>
<td>Ensure continuous co production and development of Cornwall’s SEND Local Offer</td>
<td>1e</td>
</tr>
<tr>
<td>Deliver the actions set out in the SEND Strategy and the outcomes identified by the Ofsted and Care Quality Commission Joint SEND Area Inspection July 2017</td>
<td>1b/e/f</td>
</tr>
<tr>
<td>Commission appropriate safeguarding training to ensure that schools and settings meet their statutory duties</td>
<td>1g - k</td>
</tr>
<tr>
<td>Implement the education priorities with Cornwall’s Corporate Parenting Strategy and the Virtual School</td>
<td>1g - k</td>
</tr>
</tbody>
</table>

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 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 children in care 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
## Priority 2

To secure high quality provision, widen local opportunities and promote equalities

<table>
<thead>
<tr>
<th>2a</th>
<th>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</th>
<th>Integrated Early Years Strategy</th>
<th>Head of Early Years Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b</td>
<td>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</td>
<td>School Place Planning Strategy</td>
<td>Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
</tr>
<tr>
<td>2c</td>
<td>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</td>
<td>Priority 1d</td>
<td>Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
</tr>
</tbody>
</table>
| 2d | Support families and carers in navigating the admissions system including:  
- 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 2 | Head of Education Access & Sufficiency, Access, Inclusion |
<p>| 2e | The LA will provide leadership in crisis management and emergency planning in relation to school closures / incidents affecting schools | | Head of Education Access &amp; Sufficiency, Access, Inclusion, Head of School Effectiveness |</p>
<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2f</strong> Provision of sufficient high quality education and training pathways for all young people in line with Raising the Participation Age (RPA) duty including:</td>
<td>Priority 2 Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td>- a good supply of opportunities for young people wishing to pursue an academic route through sixth form provision in schools and colleges</td>
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</tr>
<tr>
<td>- 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</td>
<td></td>
</tr>
<tr>
<td>- 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:</td>
<td></td>
</tr>
<tr>
<td>- more young people go on to study and gain the skills and qualifications that lead to sustainable jobs;</td>
<td></td>
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<tr>
<td>- 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.</td>
<td></td>
</tr>
<tr>
<td><strong>2g</strong> 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)</td>
<td>Priority 2 Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td><strong>2h</strong> Extend opportunities for young people to develop enterprising mind-sets and aptitudes reflecting the importance of sustainable self-employment to the local economy</td>
<td>Priority 2 Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td><strong>2i</strong> 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 Mathematics (STEAM) related subjects</td>
<td>Priority 2 Lead Officer 11 – 25 Pathways</td>
</tr>
</tbody>
</table>
### Key Deliverables

<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 2a</td>
<td>Head of Early Years Service</td>
</tr>
<tr>
<td>Priority 2b/c</td>
<td>Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
</tr>
<tr>
<td>Priority 2g</td>
<td>Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td>Priority 2f/g/h/i</td>
<td>Lead Officer 11 – 25 Pathways</td>
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<tr>
<td>Priority 2f/g/h/i</td>
<td>Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td>Priority 2f/g/h/i</td>
<td>Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td>Priority 2f/g/h/i</td>
<td>Head of School Effectiveness</td>
</tr>
</tbody>
</table>


| Priority 2j | Secure newly identified resources which will reduce inequalities in achievement e.g. ESIF | All priorities | Partnership and Improvement Manager |
| Priority 2k | 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. | Senior Manager Adult Education |

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### Cornwall Education Strategy 2018-2022

**Cross-reference to priorities or other key strategies**

- **Priority 2a**: Head of Early Years Service
- **Priority 2b/c**: Head of Education Access & Sufficiency, Access, Inclusion
- **Priority 2g**: Lead Officer 11 – 25 Pathways
- **Priority 2f/g/h/i**: Lead Officer 11 – 25 Pathways
- **Priority 2f/g/h/i**: Lead Officer for 11-25 Pathways
- **Priority 2f/g/h/i**: Lead Officer 11 – 25 Pathways
- **Priority 2f/g/h/i**: Head of School Effectiveness

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<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement the post 16 provision elements of the SEN Review of Provision for those with the most complex needs</td>
<td>Priority 2f/g/h/i/j Head of SEND</td>
</tr>
<tr>
<td>Implement the Pathways to Adulthood work strand of the SEND Strategy for Cornwall</td>
<td>Priority 2f/g/h/i/j Head of SEND</td>
</tr>
<tr>
<td>Support the implementation and delivery of the Employment and Skills and Apprenticeship Strategy for Cornwall and the Isles of Scilly</td>
<td>Priority 2f/g/h/i/j Lead Officer 11 – 25 Pathways</td>
</tr>
<tr>
<td>Influence the investment of the European Social Fund in order to address priorities identified</td>
<td>Priority 2a - k Partnership and Improvement Manager</td>
</tr>
<tr>
<td>Ensure that the duties placed on the Local Authority in respect of Home to School, Post 16, SEND and Children’s Social Care transport are met through Cornwall’s Pupil / Student Transport Policy.</td>
<td>Priority 2b/2c/2f Head of Education Access &amp; Sufficiency, Access, Inclusion</td>
</tr>
<tr>
<td>Provide effective coordination and support for schools when they face a crisis situation</td>
<td>Priority 2e Head of School Effectiveness</td>
</tr>
</tbody>
</table>
How will we know when we succeed?

- There will be an increased 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.
- Outcomes at the end of a Key Stage will improve to being top quartile when compared with LAIT data.
- 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 a reduction in the proportion of young people NEET and to 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 Level 2 and Level 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).
Priority 3

Develop system-wide school-led improvement in a period of transition for both maintained and academy schools and to work closely with key partners.

A key tenet of the Education White Paper is that the driving force for improvement in the education system should come from schools themselves. This means that Academies, Multi-academy Trust CEOs, Teaching School Alliances, National Leaders of Education, National Leaders of Governance and Specialist Leaders of Education and National Support

Schools will form the new system leadership for system wide school-led improvement.

As champions of all children and young people in Cornwall, the LA holds a democratic accountability for securing good or better outcomes for all children and young people in Cornwall and will continue to do so.

System-wide school-led improvement

- **National Leaders of Education (NLE)** are leaders of excellent schools who, together with their schools (called National support Schools) support other schools to improve. NLE's will particularly support coasting schools with the capacity to improve or those schools that need extra support to ensure educational excellence.

- **National Leaders of Governance (NLG)** are highly effective chairs of governors, who support other chairs to increase leadership capacity where it is needed most.

- **Specialist Leaders of Education (SLE)** are excellent leaders in positions other than headships, who have specialist skills to support individual / teams in similar positions in other schools.

- **Teaching Schools (TS)** are excellent schools with a strong track record of working with others. They work with a range of schools in their alliance (TSA) to train and develop current and future teachers and leaders using excellent evidence based practice. They will broker school-led improvement from other system leaders. Teaching Schools designate and deploy Specialist leaders of Education.

- All of the above is co-ordinated by the Cornwall Schools Standards Board, which is independently chaired and works across all phases to raise the standards of attainment of children and young people. It does this by holding schools to account for results and oversee the deployment of resources.
At the time of publication, in 2016, there is a more diverse ‘mixed economy’ of schools across all phases than at any other time. Like many other LAs in a similar situation, Cornwall has been engaged in an ongoing process, in partnership with our maintained schools, Academies, the Regional Schools Commissioner, the Regional Ofsted Director and Senior HMIs and the National College of Teaching and Leadership (NCTL) local associates, to develop new frameworks for collaboration for school improvement supported by LA supplied county-wide data.

<table>
<thead>
<tr>
<th></th>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Develop system-wide school-led improvement in a period of transition for both maintained and academy schools</td>
<td>Priority 1</td>
</tr>
<tr>
<td>3b</td>
<td>Work closely with schools prior to conversion to provide impartial information and advice as to the financial implications of conversion through a variety of routes</td>
<td></td>
</tr>
<tr>
<td>3c</td>
<td>Provide detailed support on the closure of the maintained school accounts and assisting in setting up appropriate accounting structures for the academy/MAT. Including timely payment over of any surplus budget balances</td>
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</tr>
<tr>
<td>3d</td>
<td>Ensure that all schools are treated equitably when considering the costs associated with Private Finance Initiative schemes</td>
<td></td>
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<tr>
<td>3e</td>
<td>Provide support for Academy Schools, MATs and respond to requests for advice and guidance for sponsor organisations as and when required.</td>
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<tr>
<td>3f</td>
<td>Liaise with the ESFA on any points of difficulty, especially where an Academy has encountered a financial issue.</td>
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</tbody>
</table>

Note – support will be provided in line with Service Level Agreements (SLAs) purchased by schools. Support beyond that set out in the SLA will require further negotiation with those schools concerned / development of SLAs to ensure cost recovery.
### Key Deliverables

<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>All maintained schools will continue to be fully supported by the LA School Effectiveness team until conversion which should include collaborative working with other school improvement providers.</td>
<td>Priority 3a</td>
</tr>
<tr>
<td>Working with the education partners listed in the introduction above, the LA will continue to support the transition to the new model of school improvement for the county (including the provision of continuing professional development opportunities for teachers and support staff through teaching schools) to support children and young people in all of Cornwall’s education settings</td>
<td>Priority 3a</td>
</tr>
<tr>
<td>Develop an education workforce and succession plan for Cornwall through the CPD and Standards RAAS sub group</td>
<td>Priority 3a</td>
</tr>
<tr>
<td>Support the conversion of maintained schools to academies:</td>
<td>Priority 3b-f</td>
</tr>
<tr>
<td>• provide maintained settings with advice and guidance on the conversion process and change to academy status.</td>
<td></td>
</tr>
<tr>
<td>• facilitate and promote schools to explore collaborative opportunities for Multi-Academy Trusts that will benefit school improvement and effectiveness.</td>
<td></td>
</tr>
<tr>
<td>• liaise with the Department for Education in respect of schools exploring academy status and the conversion process.</td>
<td></td>
</tr>
<tr>
<td>• provide coordination within the local authority regarding the conversion process in respect of legal, property, HR, financial and contractual matters.</td>
<td></td>
</tr>
<tr>
<td>• communicate effectively within the Local Authority with regard to academy conversions.</td>
<td></td>
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</tbody>
</table>
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 continued strong and effective relationships between academies and the Local Authority beyond conversion, evidenced through levels of take-up of traded services.

- The Cornwall School Standards Board will meet regularly and oversee local school improvement and hold school leaders, Multi-Academy Trusts and Teaching School Alliances to account for their performance.
Priority 4

To promote, protect and improve our children and young people’s mental and physical health and wellbeing in educational settings This priority underpins our ability to meet all other priorities and therefore we recognise this is a key focus for our service.

<table>
<thead>
<tr>
<th>Priority 4</th>
<th>Cross-reference to priorities or other key strategies</th>
<th>Education and Early Years Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a</td>
<td>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</td>
<td>Priority 1</td>
</tr>
<tr>
<td>4b</td>
<td>Work with education settings to develop innovative approaches that improve access to services e.g. Integrated Health Centres (IHCs)</td>
<td>Priority 1</td>
</tr>
<tr>
<td>4c</td>
<td>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:</td>
<td>Priority 2</td>
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<tr>
<td></td>
<td>Outdoor Education</td>
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<tr>
<td></td>
<td>The Arts including music, dance and drama to encourage creativity</td>
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<tr>
<td></td>
<td>Sports</td>
<td></td>
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<tr>
<td></td>
<td>STEAM activity</td>
<td></td>
</tr>
<tr>
<td>4d</td>
<td>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:</td>
<td>Priority 2</td>
</tr>
<tr>
<td></td>
<td>The Community Learning Mental Health Pilot</td>
<td></td>
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<td></td>
<td>Supporting the Troubled Families agenda through the Family and Community Essential Skills EUSIF project</td>
<td></td>
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</table>

### Key Deliverables

<table>
<thead>
<tr>
<th>Cross-reference to priorities or other key strategies</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Priority 4a/b/c</td>
<td>Head of Early Years Service; Partnership and Improvement Manager, Head of School Effectiveness</td>
</tr>
<tr>
<td>Priority 4b</td>
<td>Partnership and Improvement Manager</td>
</tr>
<tr>
<td>Priority 4c</td>
<td>Head of School Effectiveness</td>
</tr>
<tr>
<td>Priority 4c/2i</td>
<td>Lead Officer 11 – 25 Pathways</td>
</tr>
</tbody>
</table>

#### Play a full and active role to contribute to:
- Cornwall’s Early Help Strategy
- HeadStart Kernow Strategy 2016 – 2021
- Joint CAMHS strategy and implementation plan 2015 - 2020 and in particular the development of the workforce in education setting
- Together for Families strategy
- Time to Move strategy and framework for PE and school sport in Cornwall
- Cornwall and IOS Physical Activity Strategy
- Cornwall Music Hub
- Strategy for Outdoor Education.

#### Support the development of IHCs on school sites within the county

#### Deliver the Learning and Achievement Service Plan in relation to the Music Hub and Outdoor Education

#### Contribute to the development and delivery of a STEAM strategy for Cornwall

“Encourage education settings to support and champion efforts to protect, promote and improve emotional health and wellbeing…”
How will we know when we succeed

- 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 children and young people who are inactive/10% increase in the number children and young people meeting Government guidelines for physical activity (CIOS Physical Activity Strategy)
- There will be increased participation in Outdoor Education and Music Hub activity.

“…There will be improved school attendance, attainment and progress of children 5 – 16 years. Children and young people will be well prepared for their transition between education phases…”

17 http://www.cornwall.gov.uk/togetherforfamilies
18 http://www.cornwallhealthyschools.org/physical-activity/ttm-pess/
Strategic Partnership Landscape

The diagram below shows the key strategic partnership boards and groups that will have an important role in supporting the delivery of Cornwall’s Education Strategy.

* includes One Vision Plan Project Groups

** includes Turning the Tide (Children and Adolescent Mental Health Service) and Headstart Kernow Delivery Groups
Resource and Risk Analysis

Resource Analysis

There have been major policy changes in education, health and social care over the past five years, along with new guidance for providing services for vulnerable children, young people and their families. These changes are set against a backdrop of an increasingly competitive economy where it is more important than ever to enable children and young people to secure a high quality education that prepares them for future employment and reduces dependency on benefits or low paid jobs.

However, there have also been significant reductions in funding at a time of increasing demand for services and rising expectations of performance and effectiveness.

Local partners are also facing significant challenges in funding over the next 3-4 years. These financial challenges, along with reductions in welfare support to children, young people and their families, will increase the number of children in poverty and at risk of adverse childhood experiences. While in the past, children in poverty may have been predominantly in households where no one worked, figures in 2012/13 show that 1 in 10 children living in poverty were in households where at least one adult was working.

Child poverty is a persistent issue in some areas in Cornwall. The funding challenges are the greatest risk to our capacity to support children, young people and their families to resolve their problems and improve outcomes. At the same time the demand for education, health and social care services is increasing. By 2030 we forecast additional growth in the child population of over 20,000 which will include children and young people with additional and special needs19.

The LA is high performing with limited resources and continues to perform its 200+ statutory duties for all children and young people in Cornwall, across all phases and educational settings.

National Funding Formula

The National Funding Formula (NFF) implementation has now entered a critical period of resource realignment. The results of the consultation exercises have been reviewed and the Education and Skills Funding Agency (ESFA) have published a set of proposed funding rates to be applied nationally to derive the funding quantum for each Local Authority (LA).

Currently the ESFA have opted for a soft formula approach to Schools Funding. This effectively means that the NFF is used to calculate the quantum of funding allocated to each LA and then the LA, in agreement with Schools Forum, utilise their local funding formula to calculate allocations at a school level. This allows for a more considered transitional period that minimises any negative impact of the change in funding mechanism.

The Schools and Early Years blocks are mainly based on pupil numbers and there has been some uplift applied to enhance the funding in less well funded areas. This is a sensitive area and we continue to campaign for a fairer funding allocation for Cornwall.

The implementation timetable suggests that by 2020/2021 the NFF will be fully operational. There have, however, been indications that this timetable may see some delays as the administrative burden of Brexit takes its toll.

Cornwall has adopted a measured approach to the implementation, opting to step toward the NFF published rates over three years in incremental steps.

19 http://www.cornwall.gov.uk/onevision
This allows for changes of policy or adjustments to the NFF rates to be adjusted into the funding formula as we progress.

Although Cornwall’s school based pupils stand to benefit from the changes in funding mechanism, the transitional period is still likely to be challenging and unpredictable. The close working relationship that Cornwall Council has with the Schools Forum will hopefully assist greatly in the transition process.

The term National Funding Formula is, to some extent, a misnomer as there are four distinct funding formulae that are used to calculate the funding allocations for each of the funding blocks. Since 2017/2018 the ESFA have introduced a fourth funding block, the Central School Services Block (CSSB), which sits alongside the Early Years, High Needs and Schools Blocks.

The High Needs and CSSB funding formulae rely quite heavily on a historic spend factor that protects high funded authorities to some extent. This causes significant problems for those Local Authorities that have traditionally been low funded, such as Cornwall.

The High Needs Block is coming under increasing pressure as the number of pupils requiring additional support continues to grow and the complexity of need increases. This is a national concern with many areas experiencing similar issues. The key problem for Cornwall is that it remains one of the very lowest funded authorities in England with regard to the High Needs Block. This has been partially offset in recent years with transfers of funding from the Schools Block. Proportionally Cornwall’s funding blocks are now in line with the average national profile, with Schools receiving just over 80% of the total DSG.

At the time of writing the Secretary of State for Education has earmarked funding to support the transition to NFF for 2018/2019 and 2019/2020. Currently, however, the Department for Education is anticipating that additional funds will be made available to education at the Comprehensive Spending Review to enable further transition towards a full NFF in 2020/2021.

Early Years funding was subject to a consultation and review in 2016 by the Department for Education (DfE) as part of the governments initiative to increase the number of 3 & 4 year old free entitlement hours for working parents from 15 to 30. This culminated in the introduction of a National Funding Formula (NFF) for Early Years which was implemented in April 2017.

The NFF is intended to be more transparent than previous funding mechanisms and ensure that providers across the country are funded on the same basis. The NFF takes into account a range of standard factors which are then adjusted by the Area Cost Adjustment (ACA) rate for each local authority (the ACA is intended to reflect the varying characteristics in local authorities across the country).

The NFF also introduced a minimum hourly rate at which a local authority can be funded at. As a historically low funded authority this has meant an increase in funding for Cornwall of around 11%.

This came at a point when many nursery providers in Cornwall were struggling to remain sustainable and while this has temporally alleviated some of the pressures the situation is likely to worsen again in the future as the government have confirmed that funding for 2018/19 will be frozen at the current 2017/18 rates. Providers, however, will have to absorb additional employee costs due to further increases in the living wage (April 2018) and inflationary increases in supplies and services which will put the sustainability of some settings at risk.
An additional risk is centred on the two maintained nursery schools in Cornwall. Due to the introduction of the NFF maintained nursery schools were due to lose a significant proportion of their budgets. The government have included funding to protect these settings at their previous 2016/17 rate until 2019/20 at which point it ceases. It is unlikely that either setting would be able to continue to operate if this was to happen and while the government have indicated they will look at again at the long term funding of maintained nursery schools they have yet to confirm a date when this will happen or provide any additional information.

There are currently 267 primary and secondary schools across Cornwall. Evidence\textsuperscript{20} shows that wider community use of school facilities can have positive impacts on a range of different outcomes for children, families and communities and can help to solve some of the challenges posed by declining budgets for community services. The Council will provide high level leadership to clearly articulate and support the purpose for increasing the use of school facilities as wider community assets.

<table>
<thead>
<tr>
<th>Risk</th>
<th>Mitigation</th>
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| **Reduction in Funding:** The Local Authority is operating in the context of rising need and demand for services on the one hand and the ongoing reduction in resources being made available to public services on the other hand. The increase in demand arises from a growing child population and rising numbers of children at risk of adverse childhood experiences due to poverty and deprivation. The Local Authority has had budget cuts of £3.4m in 2016/17 alone and around 15% cuts over the period of the Medium Term Financial Plan. The level of funding of Cornish schools is one of the lowest in the country. There have been overall reductions in the services budgets in excess of 30% since 2010. Health commissioners and providers also face significant pressures, including significant budget deficits\textsuperscript{21}. | - Education and Early Years will restructure within given resources aligned to respective statutory duties  
- Improved partnership and integrated working to ensure the most efficient use of resources and the needs of vulnerable groups can be met in a timely way.  
- Provide input into national funding formula consultation to ensure the needs of Cornwall are reflected |
| **Inclusion:** increasing difficulties experienced with the placement of vulnerable children particularly those with complex mental and emotional needs. The divided mechanisms for accountability currently operating cause confusion and additional work for the LA in liaising with RSC, EFA and Ofsted around provision for vulnerable children and safeguarding. Greater clarity across educational settings is required from Government on the LA powers in this respect. This is a particular risk where Academies set their own planned admissions number. | - The LA will continue dialogue / partnership work with the RSC, EFA and Ofsted to highlight and address these challenges / areas of concern. |

\textsuperscript{21} http://agendas.cornwallcouncilintranet.cc.cornwallonline.net/documents/s101676/Social\%20Care\%20Innovation\%20Programme.pdf
<table>
<thead>
<tr>
<th>Risk</th>
<th>Mitigation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Improvement:</strong></td>
<td>School Effectiveness Cornwall supports schools and academies in meeting statutory duties and emerging priorities. It has forged strong and effective links with Ofsted/HMI and the Regional Schools Commissioner to ensure that schools and academies can be confident that they are receiving the latest and most relevant advice, guidance and support from SEC officers and consultants.</td>
</tr>
<tr>
<td>1. Increased risk of inspection failure in schools and settings, irrespective of status.</td>
<td>No other organisation in Cornwall has as regular, frequent and direct access to Ofsted/HMI or the RSC, or with other Local Authorities in England which can be used to benefit schools in Cornwall.</td>
</tr>
<tr>
<td>2. Increased risk of decline in standards across all phases</td>
<td>School Effectiveness Cornwall utilises and brokers support and expertise from the most appropriate source – ranging from consultants, NLGs, NLEs, LLEs, teaching schools and MATs.</td>
</tr>
<tr>
<td>3. Increased risk of failure in improving outcomes for all children – but particularly for disadvantaged children.</td>
<td>For the LA to provide advice and support within given resources to support Academy / MAT conversions.</td>
</tr>
<tr>
<td>4. Increased risk of fragmentation within the education system which could hamper the coordination of focussed school improvement to meet the identified priorities within both the Cornwall Education Strategy and the regional priorities of the Regional Schools Commissioner.</td>
<td></td>
</tr>
<tr>
<td><strong>Sustainability of small schools:</strong> there is a risk of school closure should schools not find sustainable infrastructures / models of operation.</td>
<td></td>
</tr>
</tbody>
</table>
Annex A: National Context

Role of the 8 Regional Schools Commissioners (RSCs)
RSCs are responsible for approving and monitoring academies and free schools in their area on behalf of the Secretary of State for Education. RSCs are accountable to the National Schools’ Commissioner. The main responsibilities of RSCs are:

- Monitor performance of academies and free schools in region
- Take action when academies or free schools underperforming
- Decide on development of new academies and free schools
- Address underperformance in failing LA maintained schools through sponsored academy arrangements
- Address underperformance in coasting LA maintained schools or maintained schools requiring improvement through warning notices and notice periods for improvement
- Encourage organisations to become academy sponsors
- Approve changes to existing academies, including changes to age ranges; mergers between academies; changes to MAT arrangements
- Chair regional Academy Headteacher Boards which advise and challenge RSCs on the decisions they make and bring in additional educational expertise and local knowledge
- In the South-west, chair Regional School Improvement Partnership Boards attended by AHTB, NCTL, LA, DfE representatives and invited presenters.

To read the most up-to-date information on the role of the Regional Schools Commissioner and the plans for the South West, visit https://www.gov.uk/government/organisations/schools-commissioners-group/about
Teaching Schools
There are 6 core areas of responsibility for Teaching Schools:
1. School-led initial teacher training
2. Continuing Professional Development (CPD)
3. Supporting other schools
4. Identifying and developing leadership potential
5. Specialist Leaders of Education (SLE)
6. Research and development.
Annex B: Local Context

Cornwall’s Children and Young People and Child Poverty Plan 2015 - 2020

The Children’s Act 2004 provided the legislative underpinning for Every Child Matters requiring relevant partners to produce a Children and Young People’s Plan and to cooperate in order to improve outcomes for children’s wellbeing. The Act required putting in place Children’s Trust arrangements, requiring a strategic partnership to deliver better and more responsive integrated services. Whilst Government legislation in 2010 repealed the requirement of Local Authorities to have a plan, Cornwall continues to work with partners and through the Children’s Trust Board arrangements as a vehicle for improving outcomes and delivering change.

The 2010 Child Poverty Act requires Local Authorities and partners to cooperate to reduce child poverty. The Act imposes a legal duty on current and future governments to move towards a series of targets by 2020, including for less than 10% of children to live in low income families. The child poverty basket of local indicators shows that 16.3% of children in Cornwall live in low income families. Whilst this is below the national average (18.6%) there are some neighbourhoods in Cornwall where the percentage is more than double the national average.

As there is a significant link between poverty / deprivation and children’s outcomes, Cornwall works to a single Children Young People and Child Poverty Plan.

Fuel Poverty

There is a link between educational attainment and living in cold homes.

23,799 households were fuel poor in Cornwall in 2011. This equates to 10% of all households and is similar to the national rate. Geographic analysis shows the areas with the highest fuel poverty include the parishes of Falmouth and Penryn, Looe, Redruth and Penzance.

18/04/2016


27 Excess Winter Deaths and Fuel Poverty Analysis 2014
Our One Vision Partnership Plan priorities are:

1. **Strengthening families and communities**
2. **Promoting and protecting children’s physical, emotional and mental health**
3. **Helping and protecting children from the risk of harm**
4. **Raising aspiration and achievement, towards economic wellbeing**
5. **Making a positive contribution to the community**
Employment and Skills Strategy 2016 - 2030

The refreshed Employment and Skills Strategy for Cornwall and Isles of Scilly (CIoS) for the period 2016 to 2030 has now been completed. It includes an apprenticeship strategy which is embedded within the main text, it is fully aligned with Cornwall’s Devolution Deal.

The refreshed vision for 2030 is:
“For Cornwall and the Isles of Scilly to have a healthy, skilled and productive workforce with access to rewarding jobs, clear progression pathways and opportunities for all.”

To achieve this, the LEP’s mission will be to:
“To provide strategic leadership that synchronises supply and demand for employment and skills resulting in transformational change for current and future generations.”

Our actions will be guided by the following values:
- Being proud of and ambitious for Cornwall and the Isles of Scilly
- Establishing inclusive, engaging and empowering leadership providing clear direction
- Behaving with honesty, respect and having trust in each other
- Being open-minded to exploring ideas and new ways of working
- Being outward facing, connected to each other and the world
- Providing equality of opportunity for all our people and businesses, including those in the most remote areas
- Being focused on actions and outcomes

Strategic Objectives
Activities will be co-ordinated under four Strategic Objectives, each containing particular areas of focus that reflect local priorities. Outcomes against targets will be formally reviewed and reported on by the Employment and Skills Board on an annual basis and an external review will be undertaken every 3-5 years. This Strategy should be seen as a living document that is reviewed and updated in response to emerging opportunities and changes within the employment and skills landscape over time.

1. Develop our highly skilled workforce for tomorrow. Through which we will:
   a. Enable the demand and supply of skills to meet the needs of the future economy
   b. Retain and attract skilled individuals
   c. Improve availability of STEM/STEAM skills
   d. Develop higher and degree level apprenticeships

2. Drive employer and individual engagement and investment in skills. Through which we will:
   a. Enable the demand and supply of skills to meet the needs of high employment sectors
   b. Improve workforce health and wellbeing
   c. Support small, micro, social and community business as well as those who are self-employed to engage in training
   d. Create an effective apprenticeship service for CIoS employers

3. Enable people to access and progress in meaningful employment. Through which we will:
   a. Build on models of good practice and find new ways of working with people who are furthest from the labour market
   b. Improve earnings and progression of lower paid workers
c. Support those at risk of leaving the labour market
d. Raise awareness of apprenticeships routes to progression for all staff

4. Enable people to learn about career pathways and be equipped for the world of work. Through which we will:
   a. Ensure a high standard of Careers Education, Information, Advice and Guidance is available and accessible to all people
   b. Enable schools, colleges, employers and others to deliver sustainable employer/school engagement and experiences
   c. Encourage development of enterprise and work readiness skills in young people
   d. Promote the value of the apprenticeship and vocational routeways

Cornwall School Standards Board

Membership of the School Standards Board will represent expertise across all phases of the school education system, from Early Years through to Key Stage 5. Members will be leads from Teaching School Alliances, the Diocesan Board of Education and the Local Authority, to reflect education phases and the geographical nature of the region. We will also aim to include education leaders involved in cross border working.

Where possible and dependent on availability of appropriate people the Local Authority will appoint an Independent Chair.

The focus of the board will be on the detail of specific local priorities (Cornwall Education Strategy 2016 -2020). The Board will ensure that school leaders, MAT and TSA are central to the development of local capacity which sustains self-improvement. The Cornwall School Standards Board will contribute to:

- The determination of the local school improvement strategy
- Review of data and evidence of progress and performance of schools
- Identification of priorities of improvement and agreement on how to commission support
- Regular review of the impact of the work of all partners to support school improvement
- Provision of space for elected members to review the school standards and progress of performance of schools

The Board will work with the South West Sub-Regional Improvement Boards led by the Regional Schools Commissioner, which will focus at a strategic level across an entire sub-region with the standards board focusing at a more local level and more forensically on more individual school level performance. The timeline for meetings should be developed to link closely to the SSIF timeline for bids to maximize the role both the local standards board and the sub regional improvement board in the decision making and thinking about resource allocation.
### Role and Organisation

<table>
<thead>
<tr>
<th>Position</th>
<th>Organisation</th>
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<tbody>
<tr>
<td>Service Director, Education and Early Years</td>
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<tr>
<td>Head of School Effectiveness, Education and Early Years</td>
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<tr>
<td>Head of Early Years</td>
<td></td>
</tr>
<tr>
<td>Head of School Improvement for Newquay</td>
<td>Kernow Teaching School Alliance</td>
</tr>
<tr>
<td>Education Trust /</td>
<td>Principal Penrice Academy / Peninsula Teaching School Alliance</td>
</tr>
<tr>
<td>Headteacher Parc Eglos Academy / West</td>
<td>Cornwall Teaching School</td>
</tr>
<tr>
<td>Education Trust /</td>
<td>CEO TPAT / Local Representative on National Teaching School Council</td>
</tr>
<tr>
<td>Diocesan Director for Schools</td>
<td></td>
</tr>
<tr>
<td>Principal Mounts Bay Academy / Applied Minds Teaching School Alliance</td>
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<tr>
<td>CEO of West Country Schools Trust / South</td>
<td>West Teaching School Alliance</td>
</tr>
<tr>
<td>Executive Principal Okehampton Federation / Dartmoor Teaching Schools Alliance</td>
<td></td>
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<tr>
<td>CEO The Special Partnership Trust</td>
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</tbody>
</table>

### Operational Arrangements

All members of the group will work in accordance with the appropriate information sharing protocols and comply with legislation, regulations and statutory guidance on information sharing.

Meetings will be arranged and minutes taken by a member of staff from Education and Early Years, Cornwall Council.

Meetings will take place once each term before the Sub-Regional Improvement Board. Additional meetings may be required depending on circumstance e.g. to comply with SSIF timelines.

### Cornwall Special Educational Needs and Disability Strategy 0 - 25

#### Strategic Priorities:

Cornwall’s strategic priorities for SEND are confirmed and reviewed through partnership working, drawn together at Cornwall’s SEND Board. The Board includes young people, families and carers as well as providers and commissioners from education, health and social care. The SEND strategy is a three year rolling plan that is annually refreshed.

Central to our activity in relation to SEND is our commitment to communication, ongoing evaluation and improved outcomes for children and young people.

- We review our practice and its impact upon outcomes for children and young people through continued robust, evidence based, collaborative work with our partners including young people, families, and the providers and commissioners of education, health and care services. We have a shared ASSESS-PLAN – DO- REVIEW cycle for SEND in Cornwall.

- We are continuously improving access to information about all the arrangements, opportunities and responsibilities there are in relation to SEND. There is a particular emphasis on the further development of Cornwall’s co-produced Local Offer based upon ongoing feedback. We strive for transparency about provision and processes supported by having easily accessible information.
It is anticipated that for the duration of this Education Strategy amongst our key priorities for meeting SEND in Cornwall each year will be:

- To work with partners, support transitional arrangements and pathways for young people preparing for adulthood. The priority is developing opportunities and support for young people to access employment, this is the key enabler of the desired outcomes of independence and social inclusion.

- To deliver a wide range of SEND education provision developments delivering the priorities confirmed following a broad consultation with all partners that was undertaken September 2015 to April 2016.

- To develop further our approaches to joint commissioning at an individual child or young person, and service, level. Our focus is on timely, efficient, effective, well-co-ordinated provision in line with the One Vision Partnership Plan.

Devolution

Cornwall was the first rural authority in England to secure a devolution deal with Government, empowering public and private sector partners to reform services to make them more effective and efficient for the people who live and work here.

It is our belief that the aim of greater devolved powers for Cornwall are supported by having where possible its education assets overseen and controlled from within Cornwall, rather than at a distance from it, to ensure regular local dialogue and full engagement across Cornwall’s education system towards shared aims for our collective socio-economic future.

It is our belief that close parental and family engagement in the education of young people is enhanced by a participatory and accountable model of local governance in Cornwall.

European Structural and Investment Fund (ESIF)

The ESIF provides funds to local areas to stimulate growth, supporting investment in innovation businesses, skills and employment to improve local growth and create jobs. Cornwall will qualify for more than €600m investment through the 2014 - 2020 ESIF programme28 which provides significant opportunities for enabling the key deliverables and outcomes set out in this plan. It is critical, this strategy and its associated delivery plans influence this investment, in particular, the European Social Fund (ESF) element aimed at:

- improving employment opportunities and standards of living
- helping people to get better skills and better job prospects
- helping equip the workforce with the skills needed by business in a competitive global economy.
Annex C: Voice of Children and Young People

Make Your Mark

The UK Youth Parliament provides opportunities for 11 – 18 year olds to use their elected voice to bring about social change through meaningful representation and campaigning. In the 2017 Make Your Mark elections there were a total of 12,799 votes from young people in Cornwall. The table (right) reflects how young people in Cornwall voted against the 10 issues identified by the Make your Mark campaign. Youth Kernow29 is a website designed and developed by young people in Cornwall for young people in Cornwall. It provides a forum for young people to share their views and engage with Cornwall’s Members of Youth Parliament on the Make Your Mark issues and more.

The Cornwall Virtual School for Children in Care

The voices of children and young people in care are collated termly as part of ePEPs (Personal Education Plans) giving children and young people an opportunity to voice their opinions and concerns as well as share their achievements and aspirations for the future. This is managed by the Cornwall Virtual School for Children in Care. The LA also uses Mind of My Own30 to promote and gather the voice of children and young people in care.

Youth Engagement and Participation Strategy

The youth engagement and participation strategy is a developing strategy which is being coproduced with young people and a range of services and partners who are involved in supporting young people to participate in decision making processes. The aim of the strategy is to provide a consistent approach and to promote best practice when considering any form of involvement of young people in decision making.

The purpose of the strategy is to:

- Ensure that clear processes and principles are shaped by and developed with young people, so that any activity that requires young people’s engagement and participation is as effective and rewarding as possible.

- Ensure that such principles can be applied across a range of settings where young people’s participation takes place. For example involvement in service reviews, developing new projects, contributing to new areas of policy, as well as participation in 1-1 decision making processes, for example through Education and Health Care Plans.

<table>
<thead>
<tr>
<th>Issues</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A curriculum to prepare us for life votes at 16</td>
<td>1,807</td>
</tr>
<tr>
<td>Protect LGBT+ people</td>
<td>1,543</td>
</tr>
<tr>
<td>Support for Young Carers</td>
<td>650</td>
</tr>
<tr>
<td>Transport</td>
<td>1,429</td>
</tr>
<tr>
<td>First Aid Education for all young people</td>
<td>1,375</td>
</tr>
<tr>
<td>Mental Health</td>
<td>1,708</td>
</tr>
<tr>
<td>Make the invisible visible</td>
<td>830</td>
</tr>
<tr>
<td>Protect schools budgets from damaging cuts</td>
<td>723</td>
</tr>
<tr>
<td>Work experience hubs for 11-18 year olds</td>
<td>1,329</td>
</tr>
</tbody>
</table>

29 https://www.supportincornwall.org.uk/kb5/cornwall/directory/youth.page?youthchannel=0
Improve how we engage with young people as a significant proportion of Cornwall’s population, so that their views can be incorporated into current and future delivery and developments across Cornwall

Enable a range of transformation projects to effectively engage with and involve young people in decision making processes. For example, One Vision, The Making Integration Happen project

Enable the sharing of opportunities for engagement and participation between partners and service areas, as well as making use of previous engagement and participation work when appropriate.

Improve our impact assessment processes, such as comprehensive impact assessments via improved engagement with young people around any proposed changes which may affect them

Enable links into the wider Cornwall Council community engagement framework which is also currently under development

Headstart Kernow

HeadStart Kernow is a partnership programme to develop resilience and mental well-being in young people. It is Cornwall Council-led and Big Lottery-funded.

HeadStart Kernow is:

- focused on young people aged 10 – 16 as evidence clearly demonstrates that half of diagnosed lifetime mental ill-health cases begin before the age of 14, and 75% before the age of 18;
- co-produced with young people who inform and influence it and are key stakeholders;
- universal, and about prevention with targeted support;
- a ‘Test and Learn’ programme;
- striving to achieve system change;

- doing things differently – we embrace new and innovative ways of thinking and working and people are at the forefront of what we do.

The HeadStart Kernow partnership

The HeadStart Kernow partnership will build the resilience and mental well-being of young people who have asked us to ensure that:

- ‘We can understand our own thoughts and emotions and can talk openly when we need help.’
- ‘People around us know the signs and know what to do when we are struggling.’
- ‘Help is reliable and consistent; we will know who we can trust to help us to help ourselves.’
- ‘We are helped to cope with the pressures of life, including online.’
- We learn and share what we have learnt.

For more information about HeadStart Kernow get in touch with the team at HeadStartKernow@cornwall.gov.uk.

CAMHS Transformation Plan 2015

The CAMHS transformation plan is a 5 year plan aimed at improving young people’s emotional wellbeing and mental health. Young people have set out some of the following key priorities, which have been acknowledged as part of this strategy and responded to within the CAMHS transformation plan:

- improved mental health awareness and education in school for children and young people
- improved training in people’s mental health for professionals working with young people, families and carers
- improved accessibility to support in local communities and in accessible settings that are less clinical e.g. youth groups / services, schools, colleges or at home

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31 Cornwall was awarded £8.9m from the Big Lottery Fund for HeadStart Kernow which Cornwall Council is leading on behalf of the HeadStart Kernow Partnership Board (HSKPB). The HSKPB is a multi-agency group with representation from Schools, NHS Kernow, Cornwall Partnership Foundation Trust, Public Health and the Voluntary Community Sector on behalf of the Children’s Trust Board. The HSKPB works with the HeadStart Young People’s Board to ensure the voice of young people influences the shape and delivery of the programme, locally and nationally.
reduced waiting times for services, simpler referral systems and a relationship based key worker
more opportunities to access positive activities including in rural areas.

Review of Provision for Young People with Complex SEND in Cornwall

In 2016, Young people took part in both stages on consultation via surveys and the Young People’s SEND Board was also consulted. The general consensus across all the consultation feedback is that Cornwall is providing a slightly better than average service to children with Special Educational Needs. Key findings showed that:

- overall, staff have good relationships with children with SEND
- families, carers and young people believe their setting is ok to good at meeting their needs. Educational practitioners also think this
- families, carers of and children with autistic spectrum difficulties (ASD) scored their provision lower that the overall responses. However, scores were still generally slightly better than the possible midpoint score of 2.5
- about half of families, carers and young people do not think they are kept sufficiently informed by their setting staff about progress and issues
- a third of families, carers and young people feel their children/they have a safe place to calm down if they are upset whilst in their setting
- only a quarter of families, carers and young people feel their environmental needs at break and lunchtimes are catered for
- some families, carers and young people do not think that all the additional specialist equipment they require in their setting is effectively provided.

The consultation exercise identified our top priorities as:

- Early years High Needs
- Post 16 High Needs
- SEN Support
- Preparing for Adulthood
- Autism
- Joint Commissioning
- Local Offer and Communications

To read the views of children and young people as part of this consultation, visit http://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/send-events-consultation-feedback/

33 http://www.cornwall.gov.uk/senreview, 18/04/2016
Annex D: Headline Performance 2017

The information below gives a summary of the headline performance measures, for 2017, at all stages in education from the early years through to key stage 5.

The data given is taken from the Local Area Interactive Tool (LAIT), National Statistics and Analyse School Performance (DfE publications). Performance measures have undergone changes over the past two years, therefore trends over time are not available for all measures.

Early Years Foundation Stage

- 68.9% of all pupils in Cornwall are achieving a good level of development, compared to 70.7% nationally
- 51% of pupils eligible for free school meals are achieving a good level of development, compared to 56% nationally
- There has been an improving trend in this measure for all pupils over the past five years, both nationally and within Cornwall.
- The gap between Cornwall and national has increased from 3% in 2016 to 5% in 2017.

Key Stage 1

- 79% of all pupils are attaining the expected standard in phonics, compared to 81% nationally
- 64% of pupils eligible for free school meals are achieving the expected standard in phonics, compared to 68% nationally
- 74% of all pupils in Cornwall are achieving the expected standards in Reading, compared to 76% nationally, but we are above national average for those reading at a greater depth
- 61% of disadvantaged pupils are achieving the expected standards in Reading, compared to 79% nationally
- 65% of all pupils in Cornwall are achieving the expected standards in Writing, compared to 68% nationally
- 50% of disadvantaged pupils are achieving the expected standards in Writing, compared to 72% nationally
- 72% of all pupils in Cornwall are achieving the expected standards in Maths, compared to 75% nationally
- 57% of disadvantaged pupils are achieving the expected standards in Maths, compared to 79% nationally

51% of pupils eligible for free school meals are achieving a good level of development

72% of all pupils in Cornwall are achieving the expected standards in Maths
Key Stage 2

- 59% of all pupils in Cornwall are achieving the expected standard in reading, writing and maths, compared to 61% nationally
- 38% of pupils eligible for free school meals are achieving the expected standard in reading, writing and maths, compared to 43% nationally

Key Stage 4

- 38.4% of all pupils in Cornwall are achieving a 9-5 pass in English and Maths, compared to 39.6% nationally
- The average achievement of all pupils in Cornwall is above national average in the 8 main qualifications, except for those who are classed as disadvantaged, who are below the national average
- Pupils in Cornwall make less progress from Key Stage 2 to the end of Key Stage 4 compared to their peers nationally

Key Stage 5

- 20.8% of all pupils are achieving grades AAB or better in Cornwall, compared to 22.4% nationally
- The average point score per entry is lower than the national average point score

Working age (16-64) adult qualifications:

- 32.6% are qualified to level 4 (increased, but still below the national average)
- Those with skills at level 1 and level 2 are marginally above the national average, but
  - 6% still have no qualifications at all
- 81,200 people are not qualified to level 2, and these people are connected to low skilled, low paid and insecure employment – they also remain the key target cohort for engagement through adult education
- (Employment Strategy Evidence Base, Cornwall and the Isles of Scilly LEP, June 2016)

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The 2017 accountability measures are:
- Attainment 8 measures the average achievement of pupils in up to 8 qualifications: English and mathematics (double weighted), three subjects fulfilling the EBacc criteria and three further qualifications (open element)
- Progress 8 measures the progress a pupil makes from the end of key stage 2 to the end of key stage 4
- Attainment in English and mathematics at grades 5 or above
- English Baccalaureate (EBacc) entry and achievement (including a grade 5 or above in English and mathematics; and grade C or above in science, a language, and history or geography).
Annex E: Acknowledgements

The development of this strategy has also taken into account:

**National**
- Annex A: Clarification of Local Authority statutory duties relating to services relevant to the Education Services Grant
- Care Act 2014
- Careers guidance and inspiration in schools - March 2015
- Education and Adoption Bill - 2015
- House of Commons Education Select Committee report on Academies and Free Schools - May 2015
- Keeping Children Safe in Education – statutory guidance for schools and colleges - DfE July 2015
- Ofsted Annual Report – December 2014
- Ofsted Annual Report - South-West regional report December 2014
- Ofsted Common Inspection Framework – education, skills and early years – June 2015
- Ofsted Early Years report – July 2015
- Post-16 Skills Plan 2016
- Primary Focus: The next stage of Improvement for Primary Schools in England – September 2014
- Reviewing post-16 Education and Training Institutions, July 2015
- Schools Causing Concern – statutory guidance for Local Authorities – January 2015
- Social Enterprise as a vehicle for raising students’ achievement - July 2015
- Special Educational Needs and disability code of practice: 0 to 25 years – January 2015
- The Importance of Teaching White Paper 2010
- The Purpose of Education (speech) – Nick Gibb, Schools Minister – July 2015
- Working Together to Safeguard Children – March 2015

**Local**
- Cornwall Council Education and Early Years Business Plan 2018-2022
- Integrated Early Years Strategy 2016-2018
- CIoS Employment and Skills Strategy 2016-2030
- Cornwall Careers Offer 2016-2020
- Turning the Tide on CAMHS in Cornwall and the Isles of Scilly 2015-2020
- Cornwall SEND Strategy
- SEND Local Area Joint Inspection 2017
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>AHTB</td>
<td>Academy Headteachers’ Board</td>
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<td>CAMHS</td>
<td>Child and Adolescent Mental Health Services</td>
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<tr>
<td>CAPH</td>
<td>Cornwall Association of Primary Heads</td>
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<tr>
<td>CASH</td>
<td>Cornwall Association of Secondary Heads</td>
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<tr>
<td>CEIAG</td>
<td>Careers Education Advice and Guidance</td>
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<tr>
<td>CEO</td>
<td>Chief Executive Officer</td>
</tr>
<tr>
<td>CloS</td>
<td>Cornwall and the Isles of Scilly</td>
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<tr>
<td>CiC</td>
<td>Children in Care</td>
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<td>CME</td>
<td>Children Missing Education</td>
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<td>CMOE</td>
<td>Children Missing Out on Education</td>
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<td>EHSC</td>
<td>Education Health and Social Care</td>
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<td>EYFS</td>
<td>Early Years Foundation Stage</td>
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<tr>
<td>FE</td>
<td>Further Education</td>
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<td>HE(I)</td>
<td>Higher Education (Institutions)</td>
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<td>KS</td>
<td>Key Stage</td>
</tr>
<tr>
<td>LA</td>
<td>Local Authority</td>
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<tr>
<td>LEP</td>
<td>Local Enterprise Partnership</td>
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<tr>
<td>LSCB</td>
<td>Local Safeguarding Children’s Board</td>
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<tr>
<td>MAT</td>
<td>Multi Academy Trust</td>
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<tr>
<td>NCTL</td>
<td>National College for Teaching and Leadership</td>
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<td>RPA</td>
<td>Raising the Participation Age</td>
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<tr>
<td>RSC</td>
<td>Regional Schools Commissioner</td>
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<tr>
<td>SEND</td>
<td>Special Educational Need and Disabilities</td>
</tr>
<tr>
<td>STEAM / STEM</td>
<td>Science, Technology, Engineering, Arts, Maths</td>
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</table>
More information

If you would like more information on the Education Strategy for Cornwall please visit

www.cornwall.gov.uk/educationstrategy