



**Rutland**  
County Council

**Learning and Skills Service**  
**Education Development Plan**  
**2018 -19**

This document identifies the key priority activity for the Learning and Skills Service for the academic year 2018-19. These priorities have been identified through:

- The Learning and Skills Service Annual Review 2017-18
- Childcare Sufficiency Assessment 2017-18
- The Virtual School Annual Report for the Corporate Parenting Board 2017-18
- Rutland Adult Learning and Skills Service Annual Review 2017-18

The Education Development Plan links through to Rutland County Council's Children's Services Plan 2018-19.

Named lead for ensuring actions completed within planned timescales:

Gill Curtis (GC)	Head of Learning and Skills
Robert Shore (RS)	Team Manager Learning and Skills Service/ Rutland Adult Learning and Skills Service
Helen Bushell (HB)	Head of the Virtual School for Children Looked After
Karen Bland (KB)	Early Education and Safeguarding Through Education Officer
Caroline Croker (CC)	Early Education and Childcare Co-ordinator
Sue Hickey (SuH)	Education Adviser
Sally Hickman (SaH)	Early Years Adviser
Rachel Williams (RW)	Supported Internship Job Coach

Monitoring and evaluation of impact of actions is through the Learning and Skills Service reviews and termly Education Performance Board

**Priority One** – To support LA in meeting Early Education and Childcare statutory duties (Childcare Acts 2006 and 2016) by improving the outcomes of all children under 5 and securing sufficient childcare including free childcare for qualifying children.

Issue	Actions Required	Timeframe	Lead	Expected outcome
<p><b>1.1 IMPROVING OUTCOMES</b> Whilst Rutland EYFSP ELG outcomes are at least in line, and often above, national levels (2018 validated data), there is a decline in outcomes in communication and language, literacy and mathematics and discrepancies between performance of boys and girls which does not reflect national trends</p>	<p>Scrutinise Early Years Profile outcomes at LA and school level data, as it becomes available, for whole cohort, gender and vulnerable groups. Identify key areas of success to use for sector support, and challenge weaker or declining performance at school level</p> <p>Challenge individual settings where data indicates areas of key underperformance; outcomes used to inform quality assurance process and follow-up activity. Ensure planned actions are appropriate and timely. Use findings to contribute to Ofsted and DfE Keep in Touch discussions</p> <p>Work in partnership with external training providers and Rutland Early Years Leading Practitioners to develop and deliver/ commission high quality targeted and universal CPD for the Early Education Sector and early years school staff and leaders:</p> <ul style="list-style-type: none"> <li>• RCC Training Directory</li> <li>• Mathematics training project in partnership with Nottingham City</li> <li>• Leading Practitioner programme 2019-20</li> <li>• Externally funded support programmes – signposting and/ or commissioning</li> </ul>	<p>S: July 2018 F: Feb 2019</p> <p>S: July 2018 F: Feb 2019</p> <p>S: Sept 2018 F: July 2019</p>	<p>SaH</p> <p>SuH</p> <p>SaH</p>	<p><u>By July 2019</u> CPD, support and guidance focused on areas of most need is leading to improved outcomes and reversal of decline for end of EY Profile 2019</p> <p>Where individual school outcomes fail to reach at least expected standard, challenge provided to senior leaders with expectation of solutions to be agreed</p>
<p><b>1.2 SUFFICIENCY OF EARLY EDUCATION AND CHILDCARE PLACES</b> The Childcare Sufficiency Assessment 2017-18 identified increased locality pressures on Early Education and Childcare places from 25% availability across Rutland in 2017 falling to 20% in 2018</p> <p>The implementation of the 30 Hours Extended Entitlement and the reduction of the Early Years base rate has had an</p>	<p>Complete 30HEE Delivery Fund Project 1 to support delivery of high quality childcare for Kendrew Barracks. Work in partnership with new provider to raise profile of setting and ensure provision is utilising best early education practice and expertise. Share good practice from within the early education sector to enhance provision across the county.</p> <p>Complete 30HEE Delivery Fund Project 2 to support development of flexible workforce to provide increased availability of early education and childcare for 51 weeks per year. Monitor through Childcare Sufficiency Assessment and through monthly Provider returns.</p> <p>Work in partnership with RCC Places team to identify provider for Oakham Enterprise Park nursery. Support development and promotion of new 51 week per year nursery provision to reduce potential pressure in Oakham area for summer 2019</p> <p>Schools Forum Early Years' Working Group to continue to focus on supporting and advising early education and childcare providers in developing business</p>	<p>S: April 2018 F: April 2019</p> <p>S: April 2018 F: April 2019</p> <p>S: April 2018 F: April 2019</p> <p>S: March 2018 F: Dec 2019</p>	<p>SaH</p> <p>KB</p> <p>RS</p> <p>SaH</p>	<p><u>By May 2019</u> Childcare Sufficiency Assessment 2018-19 identifies increased place capacity within the Early Education Sector, with parents reporting wider access to childcare of their choice</p> <p><u>By December 2019</u> A shared understanding of how the Early Years block funding is allocated to the Local Authority and apportioning to providers and central services to ensure quality, viability and sufficiency of Early Years provision is maintained.</p>

<p>impact on the viability of some Early Years providers and contributed to the closure of settings.</p>	<p>effectiveness and sustainability. Encourage collaboration between providers to consider cost efficiencies and shared resources</p> <p>Engage with owners and managers through ‘Keep in Touch’ meetings to review financial pressures and viability; work with RCC Business Development team to provide advice where required</p>			
<p><b>1.3 INCREASING TAKE UP OF FUNDED PLACES AND ACCESS TO TARGETED SUPPORT</b></p> <p>The review of 2 year funding entitlement data identifies discrepancy between Department of Work and Pensions (DWP), Early Years Census data and actual take up of a places.</p> <p>Comparisons indicate lower uptake of Early Years Pupil Premium (EYPP) compared with school-aged Pupil Premium in Primary Schools</p> <p>Take up of Tax Free Childcare accounts low when compared with national take-up figures</p>	<p>Scrutinise the 2 Year old Entitlement Take-up and monitor more closely against each DWP list to ensure maximum take up of 2 year old places</p> <p>Work in partnership with Visions to ensure all families of children identified on the DWP list are contacted and informed of their entitlements and supported to access a place.</p> <p>Routinely cross reference information and data of children accessing the 2 year-old entitlement to support the identification of those children who are eligible for Early Years Pupil Premium (EYPP). Continue to promote EYPP with early years’ providers, families and RCC social media.</p> <p>Develop and publish reader friendly documentation to ensure parent/ carers are well informed of funding available; distribute to relevant services/ providers and ensure that all social media contains current information. Link with Childcare Works to promote current Government Childcare initiatives through a range of events.</p>	<p>S: Sept 2018 F: Aug 2019</p> <p>S: Sept 2018 F: Aug 2019</p> <p>S:Jan 2019 F:April 2019</p> <p>S: Sept 2018 F: July 2019</p>	<p>KB</p> <p>KB</p> <p>CC</p> <p>KB</p>	<p><u>By April 2019</u> Parental feedback, through CSA, indicates greater understanding of entitlements available</p> <p><u>By December 2019</u> An effective monitoring process in place to track the ever changing take up of the 2 year old entitlement ensuring the Rutland’s take up is at least 80% of eligible children Increased number of children accessing EYPP to reflect uptake of Pupil Premium in Reception Classes</p> <p><u>By April 2020</u> Increased number of parents accessing Tax Free Childcare accounts in line with national comparisons.</p>

**Priority Two** – To support LA in meeting statutory duty (School Standards and Framework Act 1998 and the Education and Inspections Act 2006) to promote high standards and the fulfilment of every child’s educational potential by supporting and challenging schools to improve outcomes for all groups of children and young people.

Issue	Actions Required	Timeframe	Lead	Expected outcome
<p><b>2.1 PROMOTING HIGH STANDARDS</b> Although improving, inconsistency in attainment in EYFS, Key Stage One and Key Stage Two has not been fully addressed.</p> <p>KS1 outcomes, whilst broadly in line or above national, at the expected standard show a decline in reading and writing from 2017.</p> <p>Whilst generally, expected levels are achieved, there is inconsistency in performance over time of identified groups of pupils, particularly higher and lower ability groups. Attainment of Greater Depth/ High Score is below national data in a number of subject areas at KS1 and KS2</p> <p>Inconsistency in pupil progress from KS1 to KS2 remains so that although attainment at end of KS2 is at least in line with, or above expected performance, progress, in all subjects, is only broadly average</p>	<p>Scrutinise EYFS, KS1, KS2 and KS4 pupil performance data at LA, school and pupil group level to determine key areas of underperformance; report back to individual schools (SQA process) and to Education Sector via HT Working Group (10/10/18), Education Performance Board (13/11/18) and Children’s Trust Board (13/12/18). Challenge to school leaders to develop partnership solutions</p> <p>Provide challenge and support to school leaders, including school governors, to review curriculum planning and delivery so that it is effective in meeting the needs of all groups of children. Ensure curriculum reflects pupil needs and abilities and not assessed outcomes. Work with Regional HMI to ensure schools well placed for revised Ofsted Framework from September 2019</p> <p>In partnership with Teaching Schools Alliances and Multi Academy Trusts, develop programme of targeted and universal support and guidance, to include:</p> <ul style="list-style-type: none"> <li>• moderation of KS1 and KS2 teacher assessed writing, to build confidence and capability at classroom level</li> <li>• programme of training for senior leaders in design and delivery of an effective curriculum</li> <li>• one-day conferences and briefing sessions to support curriculum leadership and teaching and learning effectiveness in meeting needs of all groups of pupils</li> <li>• planning for mixed-aged classrooms</li> </ul> <p>In partnership with SEND and Inclusion Service, build on successes identified from Inclusion Begins in the Classroom (commissioned programme) to develop programme of support to mainstream schools to greater meet the needs of children whose curriculum needs are not being met and are in danger of being identified in need of EHCP</p>	<p>S: July 2018 F: Feb 2019</p> <p>S: Sept 2018 F: July 2019</p> <p>S: October 2018 F: July 2019</p> <p>S: Jan 2019 F: July 2020</p>	<p>SuH/SaH</p> <p>GC</p> <p>GC</p> <p>GC</p>	<p><u>By July 2019</u> The extension to the Moderation and quality assurance process to include the PVI sector to provide assurance of accuracy of Teacher Assessed performance data</p> <p>Schools are well prepared for revised Ofsted Inspection Framework. School leaders, including school governors, understand requirements for curriculum plans for autumn 2019 to more accurately respond to school cohort needs not assessed outcomes.</p> <p><u>By July 2020</u> Declining trend at end of KS1 halted. Percentage of children achieving KS1 and KS2 outcomes at EXPs and EXPs+ higher than national averages resulting in improved KS1 to KS2 progress to at least in line with national progress measures.</p> <p>All groups of pupils achieving outcomes in line with, or exceeding national comparative data. Evidence of greater inclusion of pupils (SEND) within mainstream education.</p>
<p><b>2.2 DEVELOPING ROBUST SECTOR-ACCOUNTABILITY FOR PUPIL OUTCOMES</b> Whilst there is good engagement from the majority of Rutland schools (16 Rutland primary schools and 1</p>	<p>Further embed SSLIP (commissioned programme) principles and practice, with greater focus on cross cluster peer review to bring about greater rigour for the review process and clarity in actions required to address key focus areas for the local authority as a whole.</p>	<p>S: April 2018 F: Dec 2019</p>	<p>SuH</p>	<p><u>By April 2019</u> Monitoring and evaluation of programme provides evidence of impact of programme on school to school review and challenge</p>

<p>secondary), in the Sustainable Sector Led Improvement Programme (SSLIP), this has yet to impact on shared accountability wider than individual school/ MAT level. Greater autonomy in process required to develop the power of this model to ensure that school to school challenge is robust.</p>	<p>Build on the LA and Rutland Teaching School Alliance partnership to promote effective commissioning and deployment of systems leaders within LA brokering of support</p> <p>Work with schools to implement governance structure for sector-led improvement with imperative for shared accountability for LA pupil performance outcomes</p>	<p>S: Sept 2018 F: July 2019</p> <p>S: April 2019 F: July 2020</p>	<p>SuH</p> <p>GC</p>	<p><u>By July 2020</u></p> <p>Systems leaders, to include wider representation of specialist leaders of education, deployed through evidence-based evaluation of need and expertise, and effective in school improvement</p>
<p><b>2.3 PROMOTING EDUCATION OUTCOMES FOR CHILDREN LOOKED AFTER/ PREVIOUSLY LOOKED AFTER</b></p> <p>Inconsistency in the quality of the PEP process has impacted on the educational expectation and aspiration for Children Looked After (CLA)</p> <p>Attendance for Post-16 CLA consistently fails to meet national averages for all pupils</p> <p>Lack of clarity in the identification of Children Previously Looked After has impacted on the Head of the Virtual School's ability to support and challenge schools/ settings in ensuring needs are met</p>	<p>Virtual School Headteacher to continue to hold robust discussions with Designated Teachers and, where necessary, Head Teachers to ensure academic targets are suitably aspirational and Pupil Premium Plus funding allocation is clearly linked to activities which will enable pupils to achieve these targets</p> <p>Establish 0-2 year old PEP systems to ensure that young children's educational development is considered and reducing barrier to future academic success</p> <p>Pupil Premium Plus Policy to be developed and agreed for implementation for 2019 so that all stakeholders have clarity of LA expectation for PP+ utilisation and accountability</p> <p>Improve the attendance Post 16CLA to at least meet National benchmarks by ensuring agencies work together to support students.</p> <p>PEP quality assurance processes to be focused on identifying low expectations or weak target setting; DTs and HTs informed of outcome of QA. Tiered approach to be developed and shared linking through to Pupil Premium Plus allocation.</p> <p>Work with Children's Social Care and Education Sector to confirm CPLA numbers and needs and establish systems and processes to maintain statutory function in regard to CPLA/ care leavers</p>	<p>S: Jul 2018 F: April 2019</p> <p>S: Sept 2018 F: Dec 2018</p> <p>S: Sept 2018 F: April 2019</p> <p>S: Sept 2018 F: Feb 2019</p> <p>S: Dec 2018 F: April 2019</p> <p>S: April 2019 F: Nov 2019</p>	<p>HB</p> <p>HB</p> <p>HB</p> <p>HB</p> <p>HB</p> <p>HB</p>	<p><u>By April 2019</u></p> <p>Attendance Post16 CLA meets National averages. Where individual outcomes fail to reach at least National average, challenge provided to senior leaders with expectation of solutions to be agreed</p> <p><u>By July 2019</u></p> <p>All PEPs reviewed and quality assured; schools informed of outcomes. Pupil Premium Plus Policy instigated. Positive educational outcomes and gap between Rutland CLA and non-CLA closing Reduction in persistent absenteeism Improved attendance in line with National standard</p> <p><u>By April 2020</u></p> <p>Pupil Premium Plus Policy and quality assurance processes ensure all CLA have high quality PEPs and Pathway Plans, with SMART targets resulting in good pupil performance outcomes (based on starting points) Effective use of CLA premium impacts on improved outcomes for CLA</p> <p><u>By July 2020</u></p> <p>Positive educational outcomes and gap between Rutland CLA and non-CLA closed</p>

<b>Priority Three – To support LA in meeting post-16 statutory duty to secure enough suitable education and training to meet the reasonable needs of young people and to cooperate with other local authorities by:</b>				
<ul style="list-style-type: none"> <li>Influencing and shaping the provision on offer and helping to develop and improve the education and training market</li> <li>Supporting the improvement of the quality of the education and training of young people aged 16-19</li> </ul>				
<b>Issue</b>	<b>Actions Required</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Expected outcome</b>
<b>3.1 SECURE RANGE OF AVAILBLITY OF EDUCATION AND TRAINING</b> Within Rutland, students have access to a high performing, academic sixth form college with aspiration for preparation for Russell Group University acceptance. However, transition to alternative education and training opportunities are less defined.	Complete Post-16 destination project; identify key RCC and FE development considerations in liaison with out of county FE providers	S:April 2018 F:Feb 2019	RS	<u>By July 2020</u> Young people receive robust targeted and inspiring information advice and guidance to help them make informed choices  <u>By July 2020</u> Gaps in the market for post 16 learning identified; work with post16 providers enables young people to have choice and find learning routes which both inspire them and match their aptitudes and attributes
	Undertake strategic engagement with key out of county FE providers to enhance intelligence and data sharing and support with influencing and shaping the FE market	S:Jan 2019 F:July 2019	GC	
	Work with school leaders and local businesses so that all secondary schools can successfully meet requirements of 2018 Careers Strategy	S:Jan 2019 F:July 2020	RS	
	Undertake promotion activity to raise awareness and understanding amongst young people and their parent/ carers about the options for vocational education to develop skills and acquire qualifications required to secure jobs with good prospects. Ensure processes for obtaining pupil voice are utilised systematically and feedback reported back and acted upon	S: April 2019 F:Dec 2019	RS	
<b>3.2 PROMOTE HIGH STANDARDS</b> Outcomes for students attending Rutland post-16 provision are well above national, however there is less clarity in determining the outcomes for all groups of pupils attending education out of county.  Post-16 students with SEND or other vulnerable groups do not always achieve outcomes as well as similar pupils nationally	Work in partnership with providers to share data intelligence to enable effectiveness of transitions to be assured and provide feedback to schools regarding the success of pupils moving into post-16 education out of county.	S: Jan 2019 F:July 2019	GC	<u>By July 2019</u> Systems are in place to enable key post-16 providers to provide data feedback to Learning and Skills Service and ultimately back to schools  <u>By Dec 2019</u> Targeted support breaks down the barriers to work for young people, including those with SEND or other disadvantaged groups, and ensures that they are adequately prepared to succeed in the world of work
	Supported Internship Job Coach (Rachael Williams) to develop systems and processes to drive effective transition to adulthood pathways for young adults with SEND to enable them to access employment as a realistic goal to end the EHCP process and make individuals economically active and independent	S:Nov 2018 F:Nov 2019	RW	
<b>3.3 IMPROVE ACCESS TO RCC/ RALSS TRAINING</b> The Rutland Adult Learning and Skills Service 2017-19 annual review identified that whilst uptake of face to face training is high, recognition that this may not be	Explore options for building on web-based platform utilising MoD Flexible Learning Project to open up distance learning to early education providers and engage wider participation across Rutland.	S:Jan 2019 F:April 2019	RS	<u>By July 2019</u> First round of flexible learning pilot undertaken successfully with all modules completed within expected time-scales. Student successful completion indicates high quality resource and methodology
		S:April 2019 F:Dec 2019	RS	

<p>accessible to adults whose employment prevents attendance at training sessions or who have limited access to physical attendance or family commitments</p> <p>Whilst there has been reasonable attendance at RALSS and RCC early education training sessions, including at evening and Saturday morning sessions, it is recognised that work commitments could impact on access so alternative arrangements to be considered</p>	<p>Pilot to be designed to enable individuals to be able to undertake formal qualifications and/ or RCC training sessions from home or their workplace. Evaluate uptake and completion of training activities.</p>			<p><u>BY January 2020</u> Systems are in place to deliver web-based training, guidance and update sessions which enable wider access to all learners, including Early Education Providers, with potential to expand to include wider post-16/ adult learning options</p>
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