

Education Framework  
2017-2020



## INTRODUCTORY REMARKS FROM DIRECTOR OF PEOPLE AND PORTFOLIO HOLDER FOR EDUCATION



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Rutland's children and young people are entitled to the best possible life chances that we can give them at every stage, from early years through to adulthood and employment. Rutland County Council Corporate Plan 2017-20 sets out the ambition for all children and young people to be able to access high quality education within settings where every individual matters equally and is encouraged to aim high and achieve their very best. Success in education and engagement in lifelong learning is the key to good employment prospects, good health and well-being, and to building thriving communities.

The Education Framework 2017-20 builds on from the successes of the previous Rutland County Council Strategic Plan for School Improvement and the Education Strategic Plan and incorporates the ambition within the Council's Corporate Plan for sustainable growth across Rutland, supported by appropriate learning opportunities, and for future population and economic growth in Rutland to allow Rutland businesses, individuals, families and communities to reach their full potential.

The Learning and Skills Service, which sits within the People Directorate, drive this ambition by supporting and challenging our education settings to set high expectations within an inspirational and nurturing learning environment and promoting innovative leadership and personalised teaching and learning. Central to this will be our aim to achieve the aim within the Corporate Plan to improve performance across all Rutland schools so that all performance gaps are closed and individual needs are met, with health and wellbeing at the core.

This Framework has been written at a time of rapid change in the way education services are funded and delivered. The Academies Act 2010 set out the intention for all publicly funded schools in England to become academies, and the more recent Education Act 2011 has shifted national policy towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the local authority. Rutland County Council has been proactive in reflecting

these changes in their education policies and has supported the conversion of maintained schools to academy status to keep pace with this rapid change.

Clearly setting out how schools and settings, Rutland County Council leaders and elected politicians will continue to work in partnership to champion high expectations for all children and young people will enable us to keep a shared understanding and sustained focus on providing the very best outcomes for Rutland children and young people.

It is through the Framework that we will frame and achieve the annual education improvement priorities for state-funded early years to post-16 education provision identified through the Learning and Skills Team self-evaluation and the end of academic year scrutiny of Rutland education performance data, and reported in the Learning and Skills Annual Review. These priorities will also take into account the increased expectations of Ofsted, the Regional Schools Commissioner and the Department for Education, and reflect the growth of the academies' programme.

The Learning and Skills Services shares the annual priorities for improvement with partners through Rutland's Education Performance Board, and will work with the Education Performance Board to develop detailed partnership action plans to address these priorities.

The impact of this framework will be evaluated through a range of measurable and time-specific key performance indicators to be agreed through the Education Performance Board. The intention is for the framework to run from September 2017 to August 2020; milestones for evaluating progress within this timespan will be agreed through the Education Performance Board and amendments to the framework will be made as identified where expected success is not being achieved.

The content of this framework may be subject to amendment at any time to reflect national or local educational statutory requirements or initiatives.

# PEOPLE DIRECTORATE'S ACCOUNTABILITY AND ACTIVITY

How the Council will achieve the vision

Universal Accountability	Phase Specific Accountability		Aspect of Framework to Deliver	Additional Responsibility
<ul style="list-style-type: none"> <li>Safeguarding</li> <li>Monitoring and reporting of provision effectiveness</li> <li>Special Educational Needs and Disabilities: Ensuring education providers are effective in implementing Rutland County Council Special Educational Needs and Disabilities and Inclusion Strategy</li> <li>Including/behaviour</li> <li>Virtual School Head/Children Looked After - administration of Pupil Premium Plus, Additional Learning Fund, previously Children Looked After adopted and children with Special Guardianship Order</li> <li>Performance of Vulnerable/ disadvantaged groups including: FSM/ Ever 6, those in receipt of Pupil Premium funding and Early years Pupil Premium, MOD Children (Service Pupil Premium funding)</li> </ul>	<ul style="list-style-type: none"> <li>Rutland Adult Learning and Skills Service - post 18</li> <li>Education and Standards Funding Agency Budget - meeting statutory requirements 18+</li> <li>Not in Education, Employment or Training/Y11 destination</li> </ul>	<p>16-19+    16-19+</p>	<p>Rutland Apprenticeship and vocational educational; developing qualification options, including Special Educational Needs and Disabilities/care leavers</p> <p>Engagement with local business as Partners in educational outcomes for post-16</p>	<ul style="list-style-type: none"> <li>Reporting to DMT, Senior Management Team, Cabinet, Scrutiny and full council</li> <li>Rutland County Council Boards: Education performance Board, Corporate Parenting Board, Children's Trust</li> <li>Education data analysis evaluation and reporting, and priority action planning</li> <li>Reporting to Departments for Education, Regional Schools Commissioner, Ofsted, Education and Skills Funding Agency</li> <li>Freedom of information</li> <li>Business surveys: Early Years Childcare, 16+</li> <li>Reporting to Ofsted's East Midlands Challenge</li> <li>Attending and reporting to Sub Regional Partnership Board</li> <li>Engaging with and promoting Rutland Teaching Alliance and the East Midlands Teaching Schools Alliance</li> </ul>
	<ul style="list-style-type: none"> <li>Monitoring of school effectiveness, Schools Causing Concern: Performance, absence, exclusion, children missing education</li> <li>School effectiveness discussions with Regional Schools Commissioner/ Regional Ofsted/Diocese etc.</li> <li>Primary National Assessment, moderation and monitoring, standards testing agency investigations</li> <li>Admissions and place allocation/school capacity survey</li> <li>SACRE</li> </ul>	<p>5-16    5-16</p>	<p>Sector led school improvement model for review and challenge (including programme to support effective schools partnership)</p> <p>Commissioning of school to school support and system leaders</p> <p>Pupil outcomes - Key Stage 2 progress: assessment accuracy, teaching of maths</p> <p>Strengthening leadership and governance (including identification of National Leaders of Governance)</p>	
	<ul style="list-style-type: none"> <li>Childcare Sufficiency Arrangements and market development</li> <li>Implementation of Early Years framework</li> <li>Moderation of Profile</li> <li>Advice, support and training for providers</li> <li>Intervention where provision less than good</li> <li>Early entitlement/ 30 hours coordination</li> <li>Integrated review</li> </ul>	<p>0-5    0-5</p>	<p>East Midlands Teaching School Alliance – Early Years partnership: Effective transition in to/ out of Reception Year</p> <ul style="list-style-type: none"> <li>Assessment</li> <li>Pre-school info</li> <li></li> </ul> <p>Widening provision/ encouraging business growth to meet requirements and developing workforce</p>	

# Rutland County Council People Directorate's Key Strategic Activity

The role of the local authority with respect to education has been changing for many years; the main responsibility of the local authority now is to ensure good provision for all children in their area. Rutland County Council's Learning and Skills Team acts as the champion for education within and across the local authority ensuring all the stakeholders are clear about their respective roles and their collective responsibility for ensuring every Rutland child and young person achieves their very best. Key within this are actions to ensure elected members and senior officers remain well-informed, can hold the Learning and Skills Team to account and can lobby at higher levels as required to determine or influence educational policy and its success at national, regional or local level.

This framework promotes collaborative working through which schools and providers take collective responsibility and accountability for effective provision for all groups of children and young people, education improvement activity and high quality professional development.

Rutland County Council delivers a wide range of statutory functions to improve the life chances of children and young people. Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. All working practices with children and young people in Rutland reflect Working Together to Safeguard Children (2015) which promotes the welfare of children and makes the expectations for individuals and organisations to keep children safe.

To ensure compliance with Section 14(1) of the Education Act 1996, the local authorities undertake the assessment of the future need for early learning and childcare provision and for ensuring there are

a sufficient number of high quality school places so that all children have access to a good local school taking into account demographic change and planned new development proposals. In Rutland, we achieve this through Childcare Sufficiency Assessments undertaken annually and with reference to the Pupil Place Planning Board which looks carefully at our schools, extending these where appropriate, and building new schools where pupil numbers require it.

Rutland has a fair and transparent system for the allocation of school places through agreed admissions procedures. Rutland County Council, as Admission Authority for voluntary controlled schools in the county, has a statutory duty to determine and publish admission arrangements that are compliant with the School Admissions Code - Statutory guidance for admission authorities, governing bodies, local authorities, schools adjudicators and admission appeals panels (December 2014). In effect, this means that the local authority is responsible for drafting, if necessary consulting on, and implementing arrangements for admissions only to those schools in Rutland for which it is the admission authority as outlined in the Rutland County Council Admissions Policy. In addition, the local authority has responsibility for co-ordinating the primary and secondary school admissions process and acts as a central point of contact for all applications for a primary (Reception Class) or secondary school (Year 7) places for the start of each academic year. This ensures a common timetable, common application form and common date of allocation for the benefit of all parents and children.

In carrying out these strategic duties, the Learning and Skills Team ensures that Rutland is well prepared for external scrutiny. Ofsted inspects local authorities to evaluate how well they carry out



their statutory duties in relation to promoting high standards in schools and other education providers; Ofsted will evaluate:

- The effectiveness of corporate and strategic leadership of school improvement
- The clarity and transparency of policy and strategy for supporting school improvement and how clearly the local authority has defined its monitoring, challenge, support and intervention roles
- The extent to which the local authority knows schools and, where appropriate, other providers, their performance and the standards they achieve and how effectively support is focused on areas of greatest need
- The effectiveness of the local authority's identification of, and intervention in, under-performing maintained schools, including, where applicable, the use of formal powers available to the local authority

- The impact of local authority support and challenge over time and the rate at which schools and other providers are improving, including impact of the local authority strategy to narrow attainment gaps
- The extent to which the local authority brokers and/or commissions high quality support for maintained schools
- The effectiveness of strategies to support highly effective leadership and management in maintained schools and other providers
- Support and challenge for school governance
- The way the local authority uses any available funding to effect improvement, including how it is focused on areas of greatest need

The Learning and Skills Service uses the Inspection evaluation criteria as a benchmark for evaluating how well it is performing against nationally agreed expectations and this is reported in the Learning and Skills Annual Review.

# Rutland County Council's Learning and Skills Team

## Key Operational Activity

### Monitoring and Prioritisation of Education Provision

- The success of the Education Framework for Rutland 2017-20 and associated Annual Education Improvement Plans is dependent upon the local authority's continued engagement with all of the education providers in the authority and maintaining high level monitoring and evaluation of all provision
- The Learning and Skills Service undertake well-defined and impact focused activity to achieve the aims of the Corporate Plan and the determination that every child or young person attends good or outstanding provision
- Where any concern about effectiveness of early years providers or schools is identified, appropriate levels of intervention will be swiftly applied as identified in the Local Authority's documentation, Education Improvement – Prioritisation and Entitlement, which is consulted on with education leaders and approved annually through the Rutland Education Performance Board
- It is essential, as identified within the proposals for the sector-led school improvement model, that schools are taking greater accountability in terms of the maintaining and improving the education provision within their sector but this does not detract from the authority's statutory monitoring responsibilities

all available funds are utilised effectively and evaluated robustly to ensure we are getting best value

- The Learning and Skills Service works strategically with schools and settings, and with key partners such as teaching schools and system leaders, to address the key priorities for Rutland. Regular monitoring and reviewing of progress and priorities enables resources to be targeted to need ensuring best value is achieved
- Working with Rutland County Council Schools Forum ensures funding is delegated to the front line wherever possible and as much as possible reaches pupils. Forum is a statutory body that provides a formal channel of communication between Rutland County Council and Rutland schools and serves as a mechanism for considering financial matters relating to schools and wider education. Forum provides the principal feedback channel on funding issues, enabling the views of schools and providers to be formally communicated to local authority officers and county councillors
- Reporting to the Education Performance Board and elected members ensures that external validation of the impact of the utilisation of resources is assured

### Ensuring the Quality of Education Leadership and Teaching within Rutland Providers

- The local authority will actively develop its strategic role in the professional development of staff; it is now a strategic commissioner of educational services rather than a service provider. This role fits with the increasing diversification and autonomy within the education system.
- The quality of education in Rutland depends

on the quality of the leaders and teachers in the education sector; however the recognised national shortage of teachers is a continuing challenge. The local authority promotes Rutland Teaching Alliance as our local provider of initial teacher training for primary and secondary school teachers

- The local authority is committed to working in partnership with Rutland Teaching Alliance and the wider East Midlands Teaching School Alliance to promote the development of an effective package of professional support.

Teaching Schools are a central aspect of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system

- The local authority will monitoring processes are detailed in Education Improvement – Prioritisation and Entitlement; outcomes of peer review and/or external evaluation (e.g. Ofsted) contribute to this evaluation and enables the local authority to identify good practice and to utilise this through structured programme of system leadership and peer



### Ensuring available funding and resources for education improvement are used effectively and are allocated to areas of greatest need

- With the growing number of academies and the outcomes of fairer funding arrangements, the funding available to local authorities is increasingly restricted and so it is essential that

support

### Strengthening Education Governance:

- Effective governance is the cornerstone of education improvement
- The local authority Learning and Skills Service will work in partnership with Rutland Teaching Alliance and the wider East Midlands Teaching School Alliance to develop a programme of governor training and development; this will align to Peterborough Diocese Education events
- Key within this is ensuring National Leader of Governance representation in Rutland; National Leader of Governance provide direct support to governing bodies when it is identified, either by a school or by those supporting schools, that direct, tailored support is necessary to complement governor training and development. There are currently almost 100 National Leader of Governance in the East Midlands and Humber region who can provide this support at this time; however, at the time of publication, none of them has been designated from Rutland school governing bodies. This must be seen as a priority within the bid to strengthen governance

### Championing Children Looked After

- A child is 'looked after' if they are in the care of the local authority for more than 24 hours.
- The Learning and Skills Service includes a nominated Head of the Virtual School who is accountable for promoting the educational achievement of all the Children Looked After by the local authority they work for
- All Children Looked After belong to a Virtual School; the Virtual School does not exist in real terms as a building, and children and young

people do not attend. It is a service provided within the People Directorate to promote and co-ordinate educational support for Children Looked After and Care Leavers to succeed at early years, school and further education wherever their place of learning

- The Children and Social Work Act 2017 places new duties on local authorities in relation to previously looked after children, i.e. children who have been adopted or have Special Guardianship Orders. The local authority must make information and advice available to parents and schools in order to promote the educational achievement of such children
- The Corporate Parenting Board ensures that governance arrangements are sufficiently able to support the Virtual School while robustly holding it to account. Further details are described in Rutland County Council Corporate Parenting Board Strategy and Terms of Reference 2017

### Championing children with Special Educational Needs and Disabilities

- The Children and Families Act (2014) reformed legislation relating to children and young people with special educational needs and disabilities. The SEND Code of Practice is statutory guidance for organisations that work with and support children and young people with special educational needs and disabilities.
- The Council as education authority has specific duties in relation to provision of education for children and young people with special educational needs and disabilities. The main duties are explained in more detail in Part 3 Education Act 1996 and include the local authority's duty to educate children with special educational needs and disabilities in

mainstream schools where possible

- The Learning and Skills Service works closely with the Early Intervention and Inclusion Team to ensure the educational needs of Rutland's most vulnerable children and young people are being met and to further develop the capacity for Rutland's mainstream schools to meet the needs of Rutland children and young people who have been identified with special educational needs and disabilities wherever this is in the best interest of the child.
- The Learning and Skills Service works in partnership with local area providers to implement and embed the Rutland County Council Special Educational Needs and Disabilities Inclusion Strategy and to achieve the vision 'To support all children and young people with special educational needs and disabilities to lead healthy, independent and safe lives'.



# Early Years and Childcare in Rutland

On 3 March 2017, Ofsted published an updated version of Early Education and Childcare: Statutory guidance for local authorities, with effect from 1 September 2017. This document identifies a clear role for local authorities as champions of all children and families, with a particular focus on the most disadvantaged. Local authorities are encouraged to promote inclusion and improve outcomes for vulnerable groups and mitigate the effects of poverty, inequality and disadvantage through the provision of high quality Early Education and Childcare.

The Childcare Act 2006 places a number of statutory duties on the local authority relating to Early Education and Childcare. In summary:

- **Sections 1 to 5** require local authorities and their partners to improve the outcomes of all children under 5 and reduce inequalities.
- **Section 6** requires local authorities to secure sufficient childcare.
- **Section 7** places a duty on local authorities to secure free early years provision of the prescribed description for each young child in their area who is under compulsory school age and is of the prescribed description.
- **Section 7A** allows regulations to be made about how local authorities should discharge their duty under section 7.
- **Section 8** enables local authorities to assist others to provide childcare (including free early years provision) including giving them financial assistance but specifies that local authorities should only provide childcare themselves if no other provider is willing to or, where another person is willing, if it is appropriate in the circumstances for the local authority to provide it.



- **Section 9** gives local authorities the power to attach requirements to the arrangements they make with providers (other than the governing body of a maintained school) to deliver childcare including free early years provision.
- **Section 9A** allows regulations to be made which prescribe the requirements local authorities may or may not impose when they make arrangements.
- **Section 12** places a duty on local authorities to provide information, advice and assistance to parents about childcare in the area.

- **Section 13** places a duty on local authorities to secure the provision of information, advice and training to childcare providers and childcare workers.
- **Section 13A** makes provision for information relating to tax credits and social security information to be supplied to the Secretary of State, and to local authority.

The statutory responsibilities in the Childcare Act 2016 relating to Early Education and Childcare includes new elements relating to early years provision for two year olds from lower income families and providing information, advice and

training to childcare providers. It sets out a changed role for local authorities to enable them to focus, in particular, on identifying and supporting disadvantaged children to take up their early education place and narrowing the achievement gap between the most disadvantaged children and their non-disadvantaged peers

**Section 1:** This places a duty on the Secretary of State to secure the equivalent of 30 hours of free childcare over 38 weeks of the year for qualifying children. Children in England will qualify if they are under compulsory school age and meet the description set out in regulations made under Section 2. These regulations also set out the conditions to be met by parents in order for their children to qualify.

**Section 2:** This allows the Secretary of State to discharge her duty under section 1 of the Act by placing a duty on English local authorities to secure free childcare for qualifying children. This duty is set out at regulation 33 of the Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2016.

The revised statutory guidance reflects the changed role for local authorities, making Ofsted the sole arbiter of quality; however the local authority will continue to work with providers to meet the aim that all early years' provision should be judged good or outstanding by Ofsted. All Early Years providers delivering the Early Years Foundation Stage will be entitled to an offer of 'Core support' from the Early Years Team at Rutland County Council as identified in Rutland County Council Education Provider – Prioritisation and Entitlement

# Early Years and Childcare in Rutland

Local authorities have, under section 11 of the Childcare Act 2006, the duty to assess whether childcare provision in their area is sufficient and to keep these assessments under review, and Early Education and Childcare Statutory Guidance for local authorities published in September 2014 requires local authorities to produce an annual sufficiency report on the availability and sufficiency of childcare in their area. Every summer two key surveys are undertaken, the Childcare Demand Survey which is designed for parents to tell us about their childcare needs, and the Childcare Provider Survey which gathers information from childcare providers about various aspects of their childcare business and services they provide.

The Childcare Sufficiency Assessment report enables relevant partners to identify where further work is needed to ensure sufficient childcare is available to Rutland families and their children to enable them to access these if they wish to. The Childcare Sufficiency Assessment report provides baseline data to assist Rutland County Council in its duty to understand the childcare market and to assist in planning for sufficiency and to support and facilitate changes in the childcare market place as well as to assist current / prospective childcare providers to plan.

There is always an element of risk when assessing the number of places required for 2, 3 and 4 year olds as, although the local authority has a statutory duty to secure sufficient free education places, it is parental choice whether they do so and is not compulsory. This is compounded because families can access a place anywhere in Rutland or other local authorities and not just in their local community. Providers also change delivery models dependent on local demand and the number of

places they might offer or the age range they offer them for can change without notice. All of these factors can make exact forecasting challenging.

The Learning and Skills Service works closely with Early Years providers and a Schools Forum working party including Early Years Providers, schools and the local authorities has been set up to explore options to ensure current providers are able to continue to supply a high quality, cost-effective service and to work in partnership to identify and deliver a cohesive programme of growth of provision to ensure the needs of parents and carers can continue to be met without jeopardising the overall quality of provision within Rutland.

Evidence shows that high quality early education at age two brings benefits to children's development. The statutory guidance reflects the Government's intention that, as far as possible, early education for two-year-olds from lower income households is delivered by providers who have achieved an overall rating of 'outstanding' or 'good' in their most recent Ofsted inspection report. The Government is considering whether to require that, in future, such early education could only be delivered by 'good' and 'outstanding' providers.

The development of an improved continuity of provision, assessment and services across the 0 – 5 age range is key to retaining provision in Rutland that is judged good or outstanding by Ofsted. Early Education and Childcare in Rutland is available through a large, diverse and changing market of maintained, private, voluntary and independent providers, including childminders. This will be maintained and further developed through an increasingly integrated approach to early years and childcare provision and services which is supporting children at each of the education transitional points.



# Primary and Secondary School Education in Rutland

## 2020 Vision - A model to secure maturity in the sector-led approach within Primary and Secondary maintained schools and academies

Under The School Standards and Framework Act 1998, the local authority has a duty to raise standards in schools. This is reinforced under The Education and Inspections Act 2006, Section 1 of which places a duty on local authorities to promote high standards and the fulfillment of every child's educational potential.

The Academies Act 2010 set out the intention for all publicly funded schools in England to become academies, and the more recent Education Act 2011 has shifted national policy towards a more autonomous and diverse education system rather than the traditional structure of schools under the direct control of the local authority.

The proposals identified in 'Schools that work for everyone' Government consultation, which was launched in September 2016, reinforced the Government's approach to school improvement and the drive to build capacity in the system through the continued expansion of multi-academy trusts. Whilst education policy at Government level is liable to change, it remains the Government's ambition that all schools ultimately benefit from the autonomy and freedom to innovate and to meet the needs of their community that academy status brings, and schools will be supported in making this transition.

The existing role of the local authority in overseeing and supporting school improvement therefore is set to reduce as more schools become academies, with funding increasingly directed away from the local authority and into schools. It is anticipated the number of schools maintained by the local authority will significantly reduce during the period covered by this Framework.

Numbers of students in Rutland maintained schools

School Phase	2013	2014	2015	2016	2017
Maintained Primary	2123	1710	1073	670	656
Maintained Secondary	0	0	0	0	0
Academy Primary	436	989	1641	2150	2152
Academy Secondary	2393	2434	2509	2481	2461

As the move towards a more autonomous, sector-led, school system is being driven by the Government's expansion of academies and free schools, robust and sustainable school-to-school support and challenge is integral to success.

Schools are rightly seen as leaders of the system and we recognise that creating the necessary capacity is key for a school led system and will promote and invest in it. The development of a robust sector led model in Rutland will see schools responsible for their own school improvement, working in partnership with each other and other educational establishments, so that the education sector can be effective in challenging itself and demonstrating its own ability to be self-sustaining and self-improving. One of the most powerful ways of achieving improvement is through collaboration. The sector-led

approach is a 'systems led' model; this means that the schools work collaboratively to share and learn from the best leadership practice in order to drive improvement throughout the whole local authority. The model promotes a robust approach to effective peer review and challenge between and across school partnerships and encourages joint practice development across a number of schools. Peer review aims to provide a reflective self-evaluation process, giving insight into individual school's effectiveness in agreed areas, provided by peer colleagues who work in a similar situation, in their adopted role of 'critical professional friend' Through a programme of external support, school leaders will be able to work in partnership to agree areas of school effectiveness, and then present this in a succinct and well evidenced way which identifies strengths and development areas within the school. This will inform ongoing school improvement planning and then contribute to wider school improvement across Rutland. School leaders and teachers will be able to gain support from nationally recognised experts and experienced practitioners from within schools, and will see how effective peer-review strategies work in day to day practice. School Governors are also seen as key players in the strategy and will also be encouraged to work in collaboration to share effective practice in governance.

- The model encourages rich learning conversations between school leaders. School leaders who are engaged in reviewing, supporting and challenging other schools say that they gain a lot from undertaking this work, not only in terms of the skills they personally develop whilst working with other leaders, but also in terms of the ideas they bring back to their own schools. Additionally, this model promotes retention of high performing staff who are offered additional responsibilities and challenges through supporting and working with other schools.
- Support can be tailored to meet the needs of individual schools, thus avoiding a less effective and potentially more costly, "one size fits all"

approach. Nationally driven strategies can be developed locally to fit into the overarching national expectations and local authority strategy for school improvement.

- The development and implementation of the model will initially be centrally co-ordinated by the local authority, through a well-established programme of external training and support, to enable a consistency of approach and quality assurance of the provision. All Rutland state-funded schools will be offered the opportunity to be engaged from the outset, whatever their status, whether they are academies, maintained schools or Voluntary Aided schools.
- This level of external professional development, and the sharing of performance data through the Education Performance Board, will mean that school leaders, as well as other staff in schools, are able to get on with the business of developing effective school to school peer challenge and support.
- The success of partnerships depends on setting clear parameters, baselines and targets at the start of the process and ensuring regular reviews and adjustments. Potential conflicts of interest between schools, particularly around competition for school places, can be managed sensitively, strategically, so that these do not become barriers to effective collaboration.
- Schools are driven by a strong moral purpose and the recognition of the benefits their staff derive from working collaboratively to improve outcomes for children and providing support wider than just within their own school, but incentives such as access to funding for training would be more likely to ensure that a systematic programme of school to school support is developed and maintained.
- Systems and processes will be kept purposely simple and clear. Relationships between the local authority and schools are sustained by the opportunities for closer partnership working whilst schools retain their own autonomy.

# Post-16 Education in Rutland



The Apprenticeships, Skills, Children and Learning Act (2009) set out the requirement for all young people in England to continue in education or training until at least their 18th birthday.

Department of Education statutory guidance for local authorities, Participation of Young People in Education, Employment or Training (September 2016), states that local authorities have broad duties to encourage, enable and assist young people to participate in education or training. Specifically these are:

- To secure sufficient suitable education and training provision for all young people in their area who are over compulsory school age but under 19 or aged 19 to 25 and for whom an Education, Health and Care plan is maintained. This is a duty under the Education Act 1996. To fulfill this, local authorities need to have a strategic overview of the provision available in their area and to identify and resolve gaps in provision.
- To make available to all young people aged 13-19 and to those between 20 and 25 with special educational needs and disabilities, support that will encourage, enable or assist them to participate in education or training

under Section 68 of ESA 20082

The Children and Families Act 2014 sets out substantial new rights and protections for young people; local authorities and their partners work together with young people to help them achieve successful outcomes in the long term, such as getting a job or going into higher education. The direction of travel to date in 14-19 education has been to emphasise the difference between qualifications that prepare learners for further study, and those that prepare them for employment; the 'academic' and the 'technical'.

Within Rutland, the dominant option available for Post 16 within the county is an academic route of A- levels, currently only offered through a single provider. This route had, historically, reflected the government drive to increase university participation and, in this regards, had been positive in providing greater opportunities for Rutland young people. However, the changes to the university funding and increase in fees have, nationally, impacted on the take-up of places by young people from poorer backgrounds. The drive to the academic route has also made worse an inequality in how vocational and academic

routes are compared to one another; the National Foundation for Educational Research identifies that attitudes to vocational education have not kept up with the pace of structural change and that it remains the poor relation of academic attainment. Inequality between academic and vocational routes to work have been described in parliamentary discussion and further information on this can be found at

<https://www.publications.parliament.uk/pa/ld201516/ldselect/ldsocmob/120/12008.htm>

Following the Sainsbury Review, a report published in July 2016 by the Independent Panel on Technical Education, there has been a national re-focus on the need for wide-ranging post-16 options. The report highlighted technical and vocational qualifications as a driver for improved employment pathways for young people and the evidence showed that these qualifications are vital for economic growth and identified that "quality provision that provides choice, realistic job opportunities and career development enables local economies to grow and individuals to progress". Young people living in Rutland currently choosing a technical or vocational route need to seek these outside of the County via a range of providers. Some of these providers have been judged by Ofsted as requiring improvement and, as such, may not offer the highest quality of provision or outcome. The introduction of a post-16 broad educational and training provision for Rutland, within Rutland would support the aspirations and skills enhancement of young people, business and the communities of interest in securing well qualified young people to enhance both business and the prosperity of the county. This would allow young people to remain in county to aid their personal and educational development as well as provide savings to the public purse within Rutland by accessing additional external funding opportunities.

The establishment of a sector led partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council to developing and implementing a county-wide facility will provide greater opportunities to meet the needs of young people within the 16-18 sectors.

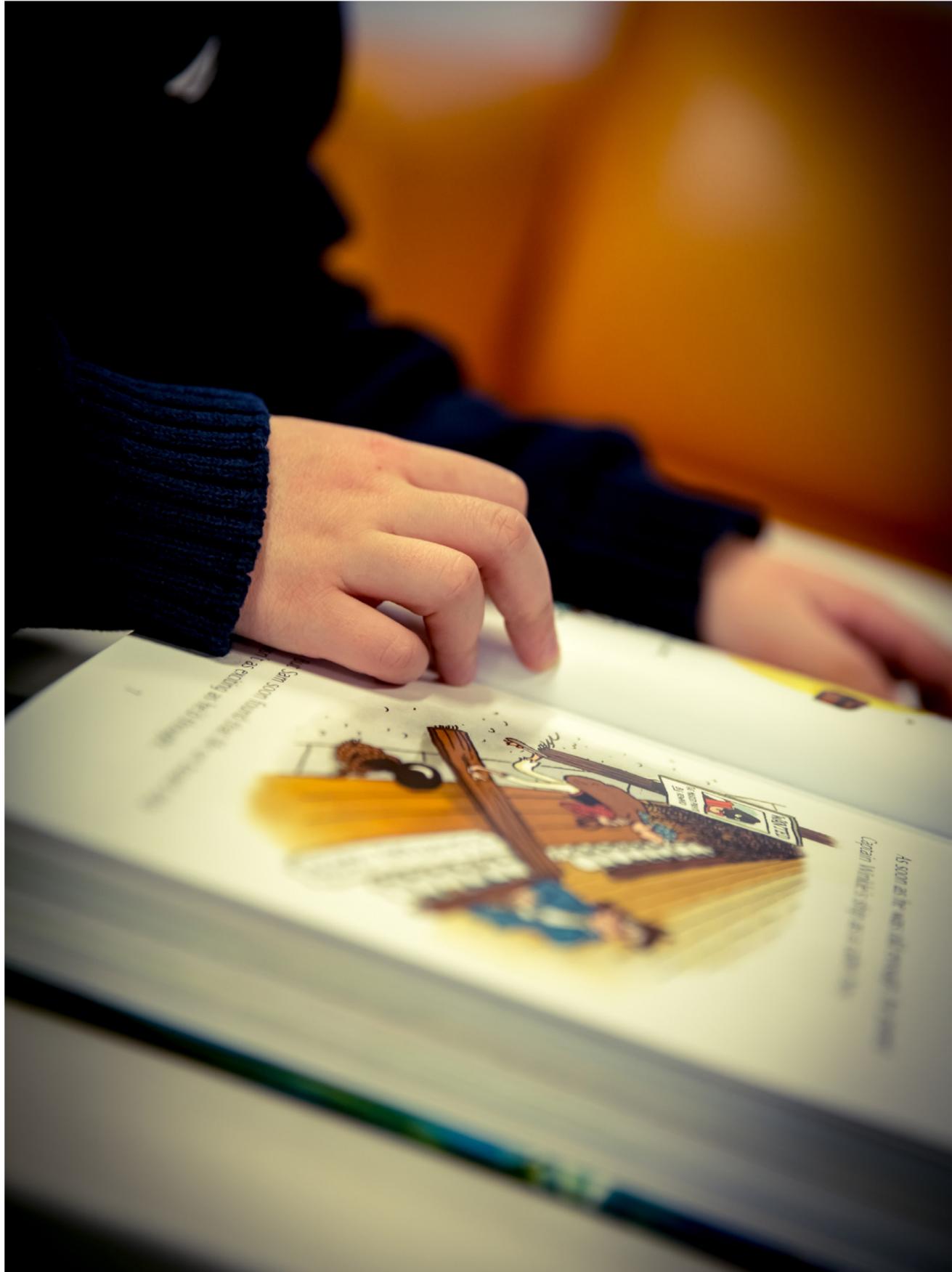
The partnership will establish the following objectives:

- Ensuring all young people receive robust targeted and inspiring information advice and guidance to help young people make informed choices
- Matching the skills required by the economy and those offered to young people by offering a curriculum for employment and enhancement
- Raising the economic awareness amongst both young people and their parents about the skills and qualifications required to secure jobs with good prospects
- Closing the gaps in the market for post 16 learning by establishing new provision meaning young people have choice and can find learning routes which both inspire them and match their aptitudes and attributes
- Linking employers with young people in meaningful ways early enough in their learning pathway to inspire young people and show them the steps to follow to secure a role in their chosen industry – building upon the examples of good practice that exist with current employers.
- Continue to develop specific targeted support which breaks down the barriers to work for young people and ensures that they are adequately prepared to succeed in the world of work

The development of a model for apprenticeship and vocational education opportunities within the county encompasses the preparation for adulthood of young people with special educational needs and disabilities. The Special Educational Needs and Disabilities Code of Practice states that preparing for adulthood means preparing for higher education and/or employment – this includes exploring different employment options, such as support for becoming self-employed and help from supported employment agencies.

# Annexe A - Timescales for implementation of revised accountabilities for Early Years and Childcare

June 2017- October 2017	Review current Early Years and CC provision within the authority	<ul style="list-style-type: none"> <li>• Develop an action plan to address priorities identified in 2016 - 2017 Childcare Sufficiency Assessment</li> <li>• Work with all partners to ensure childcare sufficiency including additional places to meet the 30 hour entitlement</li> <li>• Secure sufficient childcare for Rutland parents retaining the balance between supply and demand, reporting annually to elected council members on how they are meeting their duty to secure sufficient provision, making the report available to parents</li> <li>• Set up Schools Forum working party to ensure local authority and Early Years provider partnership approach to the potential constraints of National Funding Formula and other resource limitations and to develop a cohesive response to additional childcare requirements</li> </ul>
July 2017	Evaluate Early Years Foundation Stage profile 2017 outcomes and identify priority actions for continued improvement	<ul style="list-style-type: none"> <li>• Identify patterns or trends from 2016-17 data and other review mechanism so that action can be focused on RCC most vulnerable children</li> <li>• Remain actively involved with Early Years Strategic Leads Network and research project to explore key factors that influence and shape the early years' quality agenda</li> <li>• Ensure that children are school-ready at the end of the Early Years Foundation Stage and make a successful transition to Key Stage 1 and support the transition between the Early Years Foundation Stage and National Curriculum</li> <li>• Maintain high quality early years workforce through Continued Professional Development, training and regional and national networking opportunities</li> <li>• Early years sector led quality improvement project to support all children through transitions in their early education</li> <li>• Raise awareness of the Early Years Pupil Premium with schools and settings through annual visits</li> </ul>
July 2017 onwards	Prepare and implement the Childcare Act 2016	<ul style="list-style-type: none"> <li>• Implement 30 hours entitlement for working parents from September 2017</li> <li>• Establish processes to promote free early years education for eligible two year olds, and the universal and extended (30 hour) offer three and four year olds</li> <li>• Develop a robust process to ensure parents and prospective parents can access up to date information about childcare and early education, including free places with access to improved Early Years pages on the Rutland County Council website and wider communication networks</li> </ul>



# Annexe A - Timescales for implementation of the sector-led model

May 2017	Review current position within the authority	<ul style="list-style-type: none"> <li>Identify examples of good/ established practice in school to school collaboration (e.g. boys' writing)</li> <li>Highlight examples of school leaders undertaking peer review (approach to achievement of pupils in receipt of Pupil Premium funding)</li> <li>Identify areas of 'fledgling' practice which is ready to be developed further</li> <li>Teaching School Alliance, National Leaders of Education, Local Leaders of Education, National Leaders of Governance – clarity in how these are already identified and utilised; identify any further potential within Rutland</li> <li>Implications of any Schools Causing Concern or RI schools identified; establish level of support required beyond that received through sector</li> <li>Establish whether peer review groups already in place through current collaboration (but not within Federation or single Multi Academy Trust).</li> </ul>
May-July 2017	Clarify the sector-led approach/ model with all stakeholders	<ul style="list-style-type: none"> <li>Explore and explain 2020 vision i.e. what will be achieved in readiness for academic year 2020-21; identify potential role of local authority in influencing school improvement by 2020 (allowing for government initiatives)</li> <li>Establish 'buy in' from all schools/ academies through Head Teacher strategic events and 'what's in it for me' awareness. Ensure recognition that maturity in the approach relies on robust challenge (not just support) across the school sector, based on transparency and willingness to share and collaborate (data sharing protocols established)</li> <li>Agree criteria through which school effectiveness can be evaluated (peer to peer review and challenge partnership programme)</li> <li>Clarify role of sector evaluation and improvement within local authority statutory duties including special educational needs and disabilities, Childred Looked After, exclusions, etc.</li> </ul>
May-July 2017	Identify solutions to minimise potential challenge or limitations to impact	<ul style="list-style-type: none"> <li>Potential reluctance of local authority school(s) or Multi Academy Trust (s) to engage ('already doing it')</li> <li>Potential conflicts of interest between schools, particularly around competition for school places</li> <li>Limited uptake of training/ support leading to inconsistency of approach and effectiveness</li> <li>Peer review/ challenge needs to maintain focus on local, regional and national priorities</li> </ul>

Autumn Term 2017	Establish programme of funded peer review training to ensure robust approach include leaders at all levels including governors for implementation January 2018	<ul style="list-style-type: none"> <li>Identify external training provider to work with peer review groups to ensure consistency of approach and robustness of peer challenge;</li> <li>Potential to utilise established national providers or other support potentially available through more established local authorities/ Teaching School Alliances</li> <li>Local authority procurement processes completed in time for January 2018 start date</li> </ul>
From May 2017	Clarify local authority role	<ul style="list-style-type: none"> <li>All local authorities have a legal duty to promote high standards and the fulfillment of children and young people's potential; this will remain central to Learning and Skills team activity</li> <li>Ensuring synchronicity with Rutland Inclusion Policy to enable rapid and sustainable implementation whilst preventing overburdening of schools</li> <li>Clarifying the role of Learning and Skills Officers – validation of peer review outcomes; identification of additional support/ training; contributor to local authority statutory activity including Schools Causing Concern processes</li> <li>Promotion of expectation of sector led improvement within local authority and through collaboration across county borders</li> <li>Contributing to required funding to establish maturity within the sector</li> <li>Continuing to undertake statutory monitoring activity and/or risk assessment</li> </ul>



# Annexe A - Timescales for implementation of the post-16 education model Rutland Apprenticeship and Vocational Education

June 2017	Review current post-16 provision within the authority	<ul style="list-style-type: none"> <li>• Destination for post-16</li> <li>• A-level qualifications delivered in Rutland/surrounding Rutland</li> <li>• Vocational qualification out of Rutland</li> <li>• Apprenticeships - currently 15 through Rutland Adult Learning Skills and Service</li> <li>• Preparation for Adulthood</li> </ul>
July 2017	Encompass preparation for adulthood	<p>Engage with LLR preparation for adulthood team and engage in regional approach to:</p> <ul style="list-style-type: none"> <li>• Create an 'offer and pathway for special educational needs and disabilities young people from the early years to adulthood - supporting transitions and being ambitious for young people</li> <li>• Encourage early and active parental participation</li> <li>• Support schools to deliver impartial careers advice and information</li> <li>• Develop the year 9 offer and deliver preparation for adulthood programmes</li> </ul>
Autumn 2017	Undertake feasibility study for post-16 opportunities	<ul style="list-style-type: none"> <li>• Explore partnership approach between Rutland Adult Learning Skills Services, the Rutland Secondary Academies and sixth forms and Rutland County Council</li> <li>• Partnership seeks to establish a specialist resource to best meet the needs of young people with special educational needs</li> <li>• Explore financial options to support personal and educational development e.g. additional government funding via the Education and Skills Funding Agency</li> <li>• Explore options within 'Invest to Save'</li> </ul>
Autumn 2017	Build business links	<ul style="list-style-type: none"> <li>• Rutland Adult Learning and Skills Services existing business links</li> <li>• Greater Cambridge Greater Peterborough Local Enterprise Partnership</li> <li>• Signpost 2 skills; designed to guide students from education and into working life by bringing employers into schools and students into businesses</li> <li>• Liaise with commerce and Business Club/equivalent locally</li> </ul>
Autumn 2017	Consider how to improve availability of/ access to transport	<ul style="list-style-type: none"> <li>• Transport policy 4</li> <li>• Explore Wheels to Work</li> </ul>
Autumn 2017	Strengthen Information Advice and Guidance	<ul style="list-style-type: none"> <li>• Support schools in meeting their duty to secure independent careers guidance for pupils in years 8-13 on the full range of education and training options</li> <li>• Widen Information Advice and Guidance offer to primary schools</li> <li>• Encourage parental engagement in early Information Advice and Guidance</li> <li>• Develop programme of roadshows, local hubs (link to business links)</li> </ul>

