

CABINET

21st JULY 2023

REPORT OF PARTNERSHIPS PORTFOLIO HOLDER

A.5 UPDATE ON THE TENDRING EDUCATION STRATEGIC BOARD

PART 1 – KEY INFORMATION

PURPOSE OF THE REPORT

To provide an update on the work of the Tendring Education Strategic Board (TESB).

EXECUTIVE SUMMARY

Established in 2020, the Tendring Education Strategic Board aims to work in partnership to raise the aspirations, attainment and skills levels of children and young people (CYP) across the district. The Board sits within the North East Essex Health and Wellbeing Alliance to support their work as a system to ensure that “children get the best start in life (Start Well domain),” as well as contributing positively to tackling the wider determinants of health.

The purpose of the TESSB is to:

- Raise educational outcomes for the children and young people of Tendring
- Positively impact on the wider society of Tendring through improvement of education
- Influence other programmes to specifically support CYP and their families
- Connect with other organisations to target funding and initiatives towards Tendring e.g. lottery funding, commissioned contracts
- Identifying and delivering collective solutions which increase the consistency of best practice and offer for CYP in Tendring

The Board meets quarterly, however priorities (set for the academic year) are progressed through the work of Task & Finish Groups. Memberships of these groups include school representatives, Board members and relevant partners, supported by ECC/TDC officers and partners.

During the 2022/23 academic year, the TESSB is currently working on the following agreed priorities:-

- Speech, Language & Communication
- Reading
- Skills
- Social, Emotional Mental Health
- Pupil Attendance

It is important to recognise that there are many strategies already in place within Tendring schools which are having a positive impact on C&YP, however the TESSB aims to identify the gaps and work collaboratively to address common identified areas of need.

Below provides highlights of progress to date:-

In its first year, the TESB worked with the Department for Education (DfE) funded Opportunity Areas Programme to deliver a Twinning Partnership Project in Tendring to support the delivery of its aims. The Tendring Twinning Partnership was established to share delivery activities that have seen positive impacts in Norwich and Ipswich Opportunity Areas. This partnership brought additional funding into Tendring, and work continues into this academic year:-

The Tendring Twinning project had 2 priorities:-

- To improve language and communication development.
- To strengthen professional development and deployment of Teaching Assistants to support pupils' learning behaviours and emotional literacy

Using DfE funding, to date progress has been made in delivering these priorities by facilitating:

- **2 Communication Hubs Schools**

'Good' or 'Outstanding' primaries with an EYFS are funded to undertake the Eklan accredited Communication Friendly Setting (CFSe) Primary (5-11 yrs) Award, becoming centres of excellence in speech, language and communication.

- **Communication Champions**

Over 100 Teachers, TAs and EY Practitioners are funded to undertake Eklan Speech Language and Communication Level 3 accredited training (3-5 yrs or 5-11yrs) to become Communication Champions.

- 15 Teaching Assistants across 9 schools have undertaken Education Endowment Foundation (EEF) training to become **Learning Behaviour Leads**.
- 29 TAs have undertaken specialist training from Educational Psychologists to become **Emotional Literacy Support Assistants (ELSAs)**. Schools will then fund yearly costs for their ELSA to have ongoing ½ termly 2-hour group supervision sessions facilitated by two EPs.

Skills

A newly formed Task & Finish Group from October 2022. The work of this group has developed significantly recognising the need to work collaboratively across a wider network of partners, increasing capacity and to ensure the delivery of a broad spectrum of skills and development opportunities for C&YP.

The **aims** of the skills group is to:-

- Support young people in Tendring to reach their potential through good career guidance and inspiration and activities that support employability and the development of skills for local employers.
- Ensure good career guidance is available with effective pathways to facilitate Tendring jobs for Tendring children.
- Support the long-term Levelling Up ambition to increase household incomes by ensuring Tendring residents can access high value jobs provided by local employers.
- Work with external partners to develop a bespoke offer of support for supporting attainment through inspiration with links to our local employers and growth sectors to avoid gaps between aspiration and opportunity for young people in Tendring.
- Support Careers Leader development and information

Progress to date:

- Establishing new Task & Finish group and membership and key linkages to other Boards/strategic groups e.g. Tendring Regeneration Board
- Planning for the delivery of the Future Skills Programme over the next 2 years, with the possibility of extending this for another 2 years beyond that (following a review).

For further information on this programme, ref Part 3 – Supporting Information

- Mapping of what offers are currently in place and available, to identify gaps and what should be supported via the Future Skills Programme
- Planning for a hands on career/skills events for both Primary and Secondary schools working with partners who are keen to support the area e.g. Greater Essex Careers Hub, Into University, Make Happen, University of Essex, ECC Skills Team, Tendring District Council, NHS North East Essex Clinical Commissioning Group & Freeport Skills Partnership Board

Pupil Attendance

The TESB Task & Finish group is working on a number of aspects relating to pupil attendance:-

- Membership of the group has been extended to wider partners who support vulnerable children, young people and families e.g Family Solutions.
- Produced and circulated a survey for school staff across Tendring schools to gain feedback on attendance issues. In addition to engage with parent/carers to gain their feedback and a greater understanding of their experiences and issues. Analysis of results in progress.
- In addition to the above, gaining feedback from pupils on their experiences of being absent from school, and those who have managed to return to school following a period of absence to inform actions going forward.
- Planning for a Home school liaison pilot – this role will build links between the school and families (this will be targeted to an identified number of schools and rural areas of the district) and help children return to the school after a period of absence.

RECOMMENDATION(S)

It is recommended that:

Cabinet endorses the work of the TESB and associated priorities/projects as listed within the report, which will continue to be supported in the 2022/2023 academic year in alignment with the Corporate Plan priorities.

REASON(S) FOR THE RECOMMENDATION(S)

To provide continued support from Tendring District Council for the work of the TESB and its priorities.

ALTERNATIVE OPTIONS CONSIDERED

The Council supports this work as it supports the Corporate Plan priority relating to Community Leadership and supporting children and young people within the District to improve attainment levels and raise aspirations. To not support this work would be out of line with the Council's current priorities.

PART 2 – IMPLICATIONS OF THE DECISION

DELIVERING PRIORITIES

The work of the TESB supports a number of strategic priorities at district, County and national level which include:-

- TDC’s Corporate Business Plan 2020-2024;
Education - for improved outcomes,
Health and Wellbeing – effective services & improved public health, and
More & better jobs
Tending Economic Growth Strategy 2020 – 2024
Tending Health & Wellbeing Strategy 2019
- Levelling Up programme
- ECC Children and Young People Plan, 2016 onwards
- ECC’s Joint Health & Wellbeing Strategy 2022 – 2026, and
- ECC Early Years and Childcare, and Disadvantaged Strategies

OUTCOME OF CONSULTATION AND ENGAGEMENT

The TESB continues to consult and work with schools/partners on its agreed priorities, wider consultation and engagement of the school community is carried out on specific work streams to inform action planning.

LEGAL REQUIREMENTS (including legislation & constitutional powers)

Is the recommendation a Key Decision (see the criteria stated here)	YES/NO	If Yes, indicate which by which criteria it is a Key Decision	<input type="checkbox"/> Significant effect on two or more wards <input type="checkbox"/> Involves £100,000 expenditure/income <input type="checkbox"/> Is otherwise significant for the service budget
		And when was the proposed decision published in the Notice of forthcoming decisions for the Council (must be 28 days at the latest prior to the meeting date)	

X	The Monitoring Officer confirms they have been made aware of the above and any additional comments from them are below:
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None

FINANCE AND OTHER RESOURCE IMPLICATIONS

All projects are within agreed budgets/funding allocations. There are no direct TDC financial implications, other than Officer time.

X	The Section 151 Officer confirms they have been made aware of the above and any additional comments from them are below:
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None

USE OF RESOURCES AND VALUE FOR MONEY	
The following are submitted in respect of the indicated use of resources and value for money indicators:	
A) Financial sustainability: how the body plans and manages its resources to ensure it can continue to deliver its services;	TESB MOU in place. All priorities, proposals are costed in line with funding available, and agreed and monitored at the TESB.
B) Governance: how the body ensures that it makes informed decisions and properly manages its risks, including; and	Evidence base through feedback from schools and pupils/parent/carers and partners as required, as well as relevant public data sets informs TESB decision making.
C) Improving economy, efficiency and effectiveness: how the body uses information about its costs and performance to improve the way it manages and delivers its services.	In current academic year 2022/23, the TESB will be running pilot projects to test and learn from new initiatives. This will inform decision making and effectiveness of any projects going forward/and any scaling up.
MILESTONES AND DELIVERY	
Key deliverables, outputs/outcomes and monitoring/data identified for each TESB priority.	
ASSOCIATED RISKS AND MITIGATION	
There is minimal risk to Tendring District Council (TDC) in the implementation of this proposal other than reputational damage if successful outcomes are not delivered.	
EQUALITY IMPLICATIONS	
TESB has representation/membership from across all schools settings.	
SOCIAL VALUE CONSIDERATIONS	
The work relating to children and young people supports the Council priority relating to Community Leadership and has a social value as it aims to provide further opportunities to support children and young people to reach their full potential.	
IMPLICATIONS FOR THE COUNCIL'S AIM TO BE NET ZERO BY 2030	
N/A	
OTHER RELEVANT CONSIDERATIONS OR IMPLICATIONS	
Consideration has been given to the implications of the proposed decision in respect of the following and any significant issues are set out below.	
Crime and Disorder	ALL TESB activity is carried out in line with ECC/schools safeguarding policies.
Health Inequalities	All TESB Board priorities aim to improve outcomes for disadvantaged and vulnerable children and young people. As well as positively contribute to the work to improve the wider determinants of health within our community.
Area or Ward affected	All schools/wards.

PART 3 – SUPPORTING INFORMATION

BACKGROUND

The TESB has a Memorandum of Understanding in place which identifies membership, sets out aims, activities and details the terms agreed between the partners in working together. Membership of the TESB includes; Essex County Council, TDC, secondary and primary school representatives, Department for Education, local education partners e.g. Colchester Institute, Essex University, IntoUniversity, Career Ready and Health.

Additional information - progress on the TESB priorities 2022/23:-

Speech, Language & Communication

The Tendring Twinning project has 2 priorities:-

- To improve language and communication development.
- To strengthen professional development and deployment of Teaching Assistants to support pupils' learning behaviours and emotional literacy

Work in progress 2022/23:

- Enrol an additional one/possibly two Communication Hub Schools – training to commence April 2023
- Level 3 – Communication Champion training to commence April 2023. Teachers, TAs and EY Practitioners are funded to undertake Elklan Speech Language and Communication Level 3 accredited training (3-5 yrs or 5-11yrs) to become Communication Champions.
- Communication Friendly Setting (CFSe) accreditation – Elklan Communication Friendly Setting (CFSe) accreditation is awarded to schools that have trained and support all their staff in communication and language development. To commence working towards this from September 2023

Skills

What is The Future Skills Programme?

“Skills partners in Tendring would like to see the district and county’s major projects and developments make a significant contribution to support the local skills and employment landscape”

Our focus is to:

- Drive strong strategic leadership and partnerships, which promote the development of a highly-skilled local workforce and sustainable employment.
- Increase the skill levels of learners, local residents and workers by upskilling and re-skilling, allowing them to access new employment opportunities.
- Link educators and developers to create a shared understanding of future skills needs that will drive local prosperity.

Therefore, working collaboratively to:

1. Support and align investment in existing skills facilities, projects and programmes.
2. Assist developers' to promote immediate and future workforce needs that benefit residents by informing them of skills for all existing and future jobs.
3. Offer targeted opportunities for the hard to reach and those furthest away from the job

market e.g. low skilled, long term unemployment or areas with high levels of NEET (Not in Education, Employment or Training).

4. Address workforce imbalances and promote a culture of fairness, inclusion and respect for all.
5. Increase the percentage of residents with skills at Level 2, 3 and above.
6. Develop a systematic culture of education and industry knowledge sharing.
7. Support the delivery of vocational pathways such as apprenticeships, T-Levels and new models of Work Based Learning.

It is the intention to commission a provider to deliver this two year programme.”

Source: ECC Future Skills Team

Reading

A new task and finish group for this academic year. To date the group has focused on:-

- Widening membership of the group to other school networks e.g. NE ASH, Harlow Futures
- Establishing links with Myland English Hub
- Promotion of current funded support to schools via Tendring headteachers meeting
- Mapping across schools to inform where targeted work is required
- Creating a one page ECC website reading resources page (with links) for all schools (in progress)

Social Emotional Mental Health

A new task and finish group for this academic year. To date the group has focused on:-

- Surveying Tendring Schools on what's working and where best practice lies (in progress)
- Mapping Parents Inclusion for SEMH across Tendring
- Looking at primary GROW provision in Harwich
- Researching preferred 'top 3' from Essex programmes e.g., Harlow Futures (PATHS, RISE, Myhappymind, The Peer Education Project, BROOK) and Tendring-based Wellbeing Hubs

Tendring Education Levelling Up

The TESB is supported through the Tendring Education Levelling up programme which, “Is a two to three year multi-dimensional approach to tackling educational inequality across Tendring to be achieved by:-

Working as a system to deliver the North East Essex Children's Partnership (Start Well) outcomes by providing opportunities for disadvantaged and vulnerable Children and Young People by equipping them with the skills they need to learn for life.

- ensuring children's early learning and development is expertly supported by a strong, skilled, and knowledgeable workforce and that the workforce is confident and competent to deliver targeted interventions, supporting parents, adapting the environment and identifying children who need additional support.
- supporting the workforce to develop sustainable professional networks to share

expertise and level up good practice across the district.

- trialling new and innovative pilots/initiatives to increase pupil attendance across the district
- engaging with parents to feel confident to support pupil attendance and develop the skills to support with Language, communications and/or social emotional mental health.
- broadening the work of the TESB and the Disadvantaged Strategy by providing wrap around support to embed and sustain whole-school improvement.”

Source: ECC Education Tending Levelling Up

PREVIOUS RELEVANT DECISIONS

N/A

BACKGROUND PAPERS AND PUBLISHED REFERENCE MATERIAL

None

APPENDICES

None

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