

the Scarborough  
pledge



transforming coastal futures

# Workstream and Steering Group Meeting

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Tuesday 15<sup>th</sup> November 2016  
Coventry University – Scarborough Campus  
9am-1pm

# Agenda



|          |  |
|----------|--|
| 8.45 am  | Arrival, tea and coffee  |
| 9 am     | Project Lead meeting: <ul style="list-style-type: none"><li>• Overview of project reporting</li><li>• Data</li><li>• Communications</li></ul>  |
| 10.15 am | Arrival, tea and coffee  |
| 10.30 am | Scarborough Pledge Steering Group & work stream members invited for:<br><br>Work stream updates<br>Project Leads: <ul style="list-style-type: none"><li>• Project plans &amp; objectives</li><li>• Progress to date &amp; next steps</li><li>• Impact &amp; evaluation</li></ul> |
| 12.30 pm | Lunch  |

# Project Reporting

- Termly reporting schedule
- Work stream & project objectives



|  |  |
|--|--|
| <b>Name of project:</b>  | SALT for Primary Schools   |
| <b>Lead organisation:</b>  | Overdale Primary School – Vicki Logan  |
| <b>Workstream:</b>   | Early Help   |
| <b>Total project costs:</b>  | £94,000  |
| <b>Pledge Objectives addressing:</b><br><i>(please delete the objectives which are not relevant to your project)</i> | <ul style="list-style-type: none"> <li>• EH 1. A higher volume of parents will be helped to support the learning and progression of their children</li> <li>• EH 2. Potential problems for CYP will be identified and addressed earlier</li> <li>• EH 3. There will be an increase in collaboration and sharing of good practice between teachers, other professionals and community organisations in providing support for families</li> <li>• EH 4. Good foundations in literacy will have been laid down to support learning in subsequent years</li> <li>• EH 5. Overall attainment in the Early Years will have improved with greater improvement for young children in the two lowest socio-economic quintiles</li> <li>• EH 6. The general well-being of young people will have improved</li> </ul> |

|   |
|---|
| <p><b>Brief summary of activity and progress during pre-summer 16/summer 16 and how contributing to project objectives:</b></p><br><br><br><br> |
| <p>Brief summary of activity and progress during Autumn 16 and how contributing to project objectives:</p><br><br><br><br>                      |
| <p>Brief summary of activity and progress during Spring 17 and how contributing to project objectives:</p><br><br><br><br>                      |

# Project Reporting



- Collation of data
- Numerical output tracking

## Numerical Outputs

|                  | Summer 16 target | Summer 16 actual | Autumn 16 target | Autumn 16 actual | Spring 17 target | Spring 17 actual | Summer 17 target | Summer 17 actual | Autumn 17 target | Autumn 17 actual | Spring 18 target | Spring 18 actual | Summer 18 target | Summer 18 actual | Total target | Total actual |
|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------|--------------|
| <b>Events:</b>   | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| <b>Students</b>  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS1            | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| - KS2            | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| - KS3            | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| - KS4            | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| - KS5            | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| <b>Teachers</b>  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| <b>Employers</b> | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0                |                  | 0            |              |
| <b>Parents</b>   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS1            | 0                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS2            | 0                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS3            | 0                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS4            | 0                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| - KS5            | 0                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |
| <b>Others:</b>   | -                |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |              |              |

Do you intend to/are you using other indicators or collecting other data to measure outputs and outcomes? (please provide details of: the data you are collecting/intending to collect; how you are collecting it; and the frequency of collection).

# Project Reporting



- Financial tracking & variances

Financial Outputs

|                       | Summer 16 budget | Summer 16 actual | Autumn 16 budget | Autumn 16 actual | Spring 17 budget | Spring 17 actual | Summer 17 budget | Summer 17 actual | Autumn 17 budget | Autumn 17 actual | Spring 18 budget | Spring 18 actual | Summer 18 budget | Summer 18 actual | Total budget  | Total actual |
|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|---------------|--------------|
| Staffing:             | 0                |                  | 14,000           |                  | 14,000           |                  | 14,000           |                  | 14,000           |                  | 14,000           |                  | 14,000           |                  | 84,000        |              |
| Travel:               |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |               |              |
| Room Hire:            |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |               |              |
| Other delivery costs: | 2,000            |                  | 1,000            |                  | 1,000            |                  | 3,000            |                  | 0                |                  | 3,000            |                  | 0                |                  | 10,000        |              |
| <b>TOTAL</b>          | <b>2,000</b>     |                  | <b>15,000</b>    |                  | <b>15,000</b>    |                  | <b>17,000</b>    |                  | <b>14,000</b>    |                  | <b>17,000</b>    |                  | <b>14,000</b>    |                  | <b>94,000</b> |              |

**Explanation of any numerical and/or financial variances:**

# Project Reporting

- Changes to project plan and/or objectives
- Sustainability



Please state below any additions or changes to the original project objectives or plan. Please also include any links to existing or emerging initiatives:

Please describe any action you have taken in the period to support sustainability of the project:

Please sign and date the monitoring form below and attach your associated invoice for processing

|                 |  |
|-----------------|--|
| Completed by:   |  |
| Date completed: |  |
| Approved by:    |  |
| Date approved:  |  |

# Returned Project Plans and Reports



|                                | Project Plan | Pre-Summer 16 Report | Summer 16 Report |
|--------------------------------|--------------|----------------------|------------------|
| Literacy Strategy              |              |                      |                  |
| Partnership Coordinator        | X            | X                    | X                |
| Workforce Planning             | X            | X                    | X                |
| Extended School Day Research   |              |                      |                  |
| Employability Charter          | X            | X                    | X                |
| Mentoring Preparation          | X            | X                    | X                |
| Opportunity Event on the Coast | X            | X                    | X                |
| Careers Quality Standards      |              |                      |                  |
| Labour Market Information      |              |                      |                  |
| Potash Preparation             | X            | X                    | X                |
| Challenging STEM Stereotypes   | X            | X                    | X                |
| Culture and Heritage           | X            | X                    | X                |
| Supporting Children's Learning | X            | X                    | X                |
| Language Therapist             | X            |                      |                  |

# Additional Data



- Health Visitor visits
- NYCC data team
- Ofsted
- Growing up in North Yorkshire (GUNY)

# Communication

- Newsletter – articles
- Case Studies
- Twitter/Email Address
- Website Presence
- Media Coverage



# Innovation Awards



<https://youtu.be/vpACsNMt1Qs>

# Agenda



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# Opportunity Areas



- £60 million for 10 areas over the next three years – Scarborough amongst initial 6 areas (others are West Somerset, Norwich, Blackpool, Oldham and Derby)
- Inclusive of North Yorkshire Coast – Whitby to Filey
- Broad education initiatives for children and young people aged 0 – 18+
- Proposal to be submitted to DfE by end of Jan 17
- Requirement to link with other related initiatives/investment e.g. HE access project, CEC Enterprise Adviser Network

# Opportunity Areas

## examples of activity:



- Early Years – high quality education and workforce, engaging parents
- Schools – attracting good teachers and leaders, incentivising support from successful academy sponsors
- FE and skills – clear employer led technical routes to employment and helping adult learners develop skills
- HE – encouraging young people to go onto HE through partnership between HE colleges, FE colleges and schools in areas of disadvantage

*“The best start in early years, improve teaching and leadership in schools, increase access to university, strengthen technical pathways for young people and work with employers to improve young people’s access to the right advice and experiences.”*

*DfE*

# Opportunity Areas



## The Scarborough Pledge

- Based on Education Summit aspirations for CYP in Scarborough and Filey, 0-16 years – to enhance existing provision/initiatives
- Three work-streams: Improving Schools, Early Years & Raising Aspirations
- Two key projects in each work-stream:
  - Workforce planning (including teacher recruitment & leadership)
  - Literacy strategy
  - Parental engagement
  - Speech and language enhancement
  - Careers & employability provision
  - Cultural & heritage access

# Opportunity Areas



## The Scarborough Pledge

- Projects are progressing well and will continue through to the end of the next academic year in July 2018
- Full £750k allocated
- Some gaps in what we have been able to deliver when cross-referenced to original summit vision e.g. mentoring, key curriculum/ subject areas in addition to literacy
- Schools/partners may identify further gaps
- Some areas require further development e.g. student voice, evaluation, promotion to the local community
- Also scope for further partnership development including with employers.

# Opportunity Areas



## Could the Pledge be expanded to respond to Opportunity Areas?

- The Pledge is a good start and well aligned with DfE plans
- DfE take a positive view of the Pledge to date
- It provides some existing infrastructure to build on
- It already addresses key local priorities
- It has begun to gain momentum and recognition
- It involves a wide range of local stakeholders

However....

# Opportunity Areas



## Could the Pledge be expanded to respond to Opportunity Areas?

- The scale of Opportunity Areas, in terms of investment, is far greater which has implications for co-ordination, infrastructure and governance, accountability, evaluation and procurement
- There would need to be full incorporation of the Whitby area
- The age-range would need to be expanded to include post-16 students
- The range of stakeholders involved would need to be reviewed and become more comprehensive linked to governance and accountability
- Need to ensure integration with other initiatives which will require significant co-ordination and collaboration.

# Opportunity Areas



## Next steps:

- Consultation with local schools, colleges, businesses and other stakeholders on:
  - Opportunity Area funding and how we might build on the model of the Scarborough Pledge
  - Key priorities including - Early Years, Literacy, Numeracy (scoping), Raising Aspirations (Gatsby and co-ordination issues), Recruitment Strategy, capacity building – any gaps?
  - Governance/advisory arrangements

## ***7 December – breakfast meeting at Scarborough Rugby Club***

- Detailed planning and costings leading to a proposal to the DfE by end of January 2017
- Implementation from Easter 2017

# Improving Schools

- Literacy Strategy
- Workforce Planning

Other projects ongoing:

- Extended School Day Research
- Partnership Coordinator

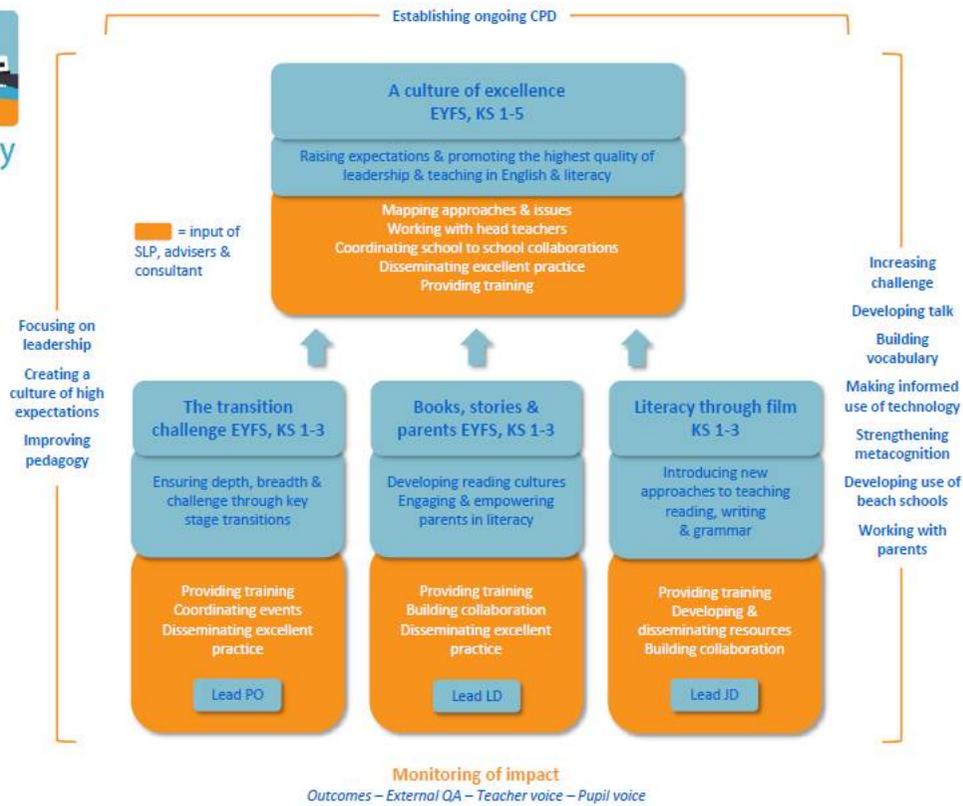


# Literacy Strategy



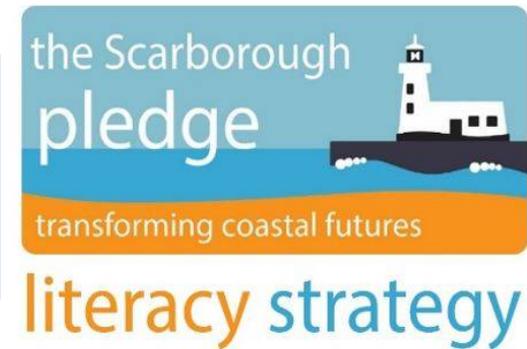
- Liz Dyer - NYCC
- James Durran - NYCC
- Alison Bailey - Consultant
- Paul Offord – Scalby School

# Project Plans & Objectives



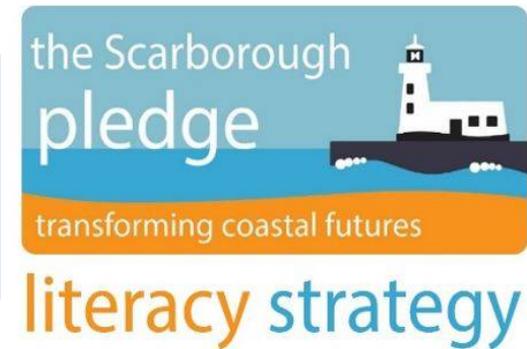
Orange box = input of SLP, advisers & consultant

# Mapping Visits



- 36 schools visited
- Meetings with head teachers and literacy subject leaders / Heads of English
- Overwhelmingly positive response and willingness to engage.

# Key barriers



What seem to be the main barriers to children's developing literacy, in and out of school? How is the school tackling these? What would help?

# Key barriers



## From most to least mentioned:

- Low language levels on entry to school;
- Limited experience of books at home. Lack of reading culture;
- Limited parental engagement and support;
- Aspirations and engagement – self-esteem, confidence;
- Social and emotional issues – children being able to focus on learning; teachers able to focus on teaching;
- Teacher subject knowledge (particularly for non-specialists in secondary schools).

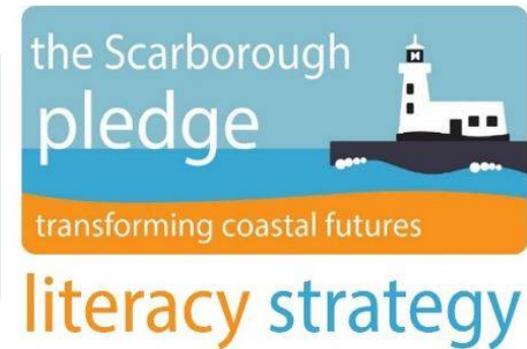
# Key barriers



## **Mentioned by one or two schools:**

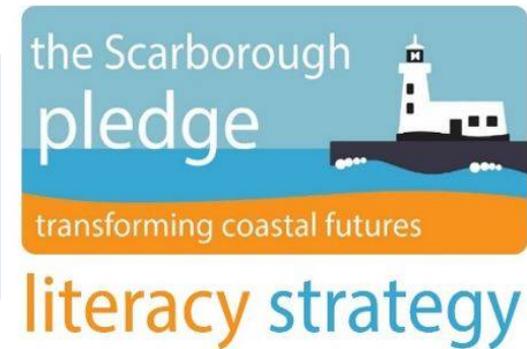
- Boys – general attitude and attainment in literacy;
- Attitude to reading – reading for enjoyment;
- Effectiveness of phonics teaching;
- Spelling;
- EAL – insufficient support in the early stages;
- Poor writing stamina;
- Difficulty finding time for settings to meet.

# Priorities



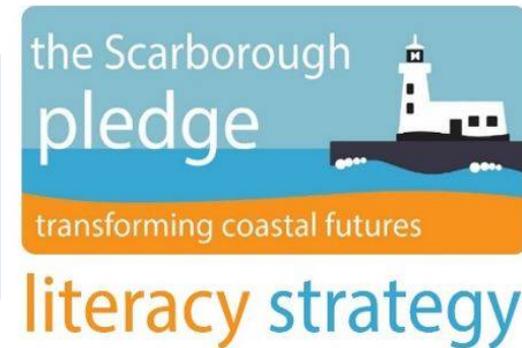
What are the school's priorities for improving literacy outcomes? What is the school currently doing to develop practice?

# Priorities



What are the school's priorities for improving literacy outcomes? What is the school currently doing to develop practice?

# Priorities for improving outcomes



## Reading

- Quality reading
- Phonics and early reading fluency
- Reciprocal reading

## Writing

- Talk for Writing
- Feedback and Marking
- Raising Attainment in Boys' Writing
- Writing KS2
- Presentation
- Creativity in writing
- Phonics
- Spelling
- SPAG

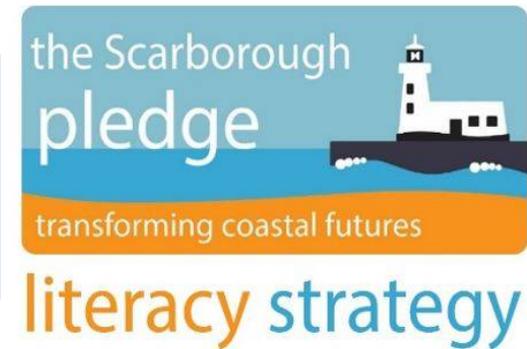
## Oracy

Speech Language & Communication, Standard English

## Other

- Everything!
- Higher Attainers – 'Greater Depth'
- Leadership
- Wild Time / Forest Schools
- Building SoWs
- Behaviour for learning
- Professional CPD
- Literacy across the curriculum
- Confidence in non-literacy specialists
- Understanding exam questions

# Key strengths



What are the school's strengths or areas of expertise in the teaching of English or the promotion of literacy?

# Key strengths 1



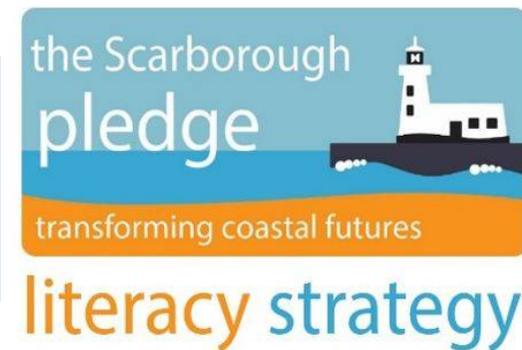
## Oracy

- Phase 1 phonics
- HELLO Project - supporting early language
- Every Child a Talker
- Developing social communication
- Drama in the round (SJT)
- Embedding oracy into lessons across the school

## Writing

- Multi-sensory handwriting programme
- Real reasons and contexts for writing
- Cross-curricular contexts
- Teaching literacy through other subjects and real world experiences
- Using the locality as a key driver for writing
- Engagement of children with writing
- Spelling and grammar
- Read Write Inc

# Key strengths 2



## Reading

- Engagement of children with reading
- Teaching of phonics
- Multi-sensory and multi-modal approaches
- Library – expert librarian
- Reading dogs
- Quality guided reading – good questioning
- Guided reading Y8-10
- 'Thinking Reading'
- Book groups
- Reading buddies
- Whole class reading

## School

- Child focused teaching
- Everyone in the school knowing what is happening and working together
- 'Dogged persistence' – doing what works, day after day in every class
- Leadership of literacy
- Individual teachers with strong literacy teaching
- Creativity and enjoyment
- Extreme differentiation
- Forensic integration of English into themes
- Barrowcliff Opportunity Programme



Orange box = input of SLP, advisers & consultant

# Project Plans & Objectives



## Overarching strand:

A culture of excellence, EYFS, KS 1-5 (Raising expectations & promoting the highest quality of leadership & teaching in English & literacy)

- Mapping approaches & issues
- Working with head teachers
- Coordinating school to school collaborations
- Disseminating excellent practice

# Project Plans & Objectives

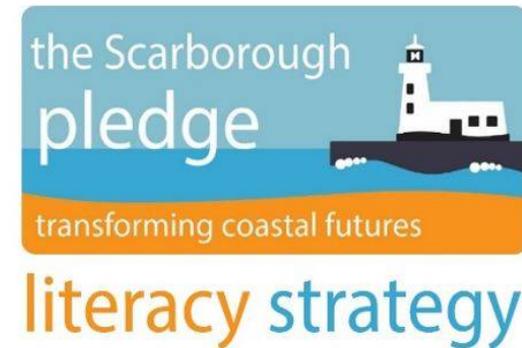


## The transition challenge:

EYFS, KS 1-3 (Ensuring depth, breadth & challenge through key stage transitions)

- Providing training
- Coordinating events
- Disseminating excellent practice and resources

# Transition Challenge – Paul Offord



- The June 2016 Literacy Conference launched this strand
- Focus first on KS2/3 transition – identified as needing improvement by most schools
- Event based training opportunity rather than working party
- Every secondary English teacher to visit a primary

23.11.16 model set up between Newby and Scalby Primary and Scalby Secondary: tour of school, presentation on key changes in Primary and sharing of practice. YCC to be involved in this.

28.11.16 Graham School to visit Gladstone Road.

Overdale will host George Pindar and Filey School;

24.4.16 St. Augustine's Diocesan training day where transition will feature.

- Forge 'pairings' between teachers – Y5/6 and Y7/8 teachers observing, teaching and collaborating to strengthen connections between the key stages
- Build challenging schemes of learning at both KS2 and 3 that will consolidate and maintain the high levels of challenge already established at KS2 into KS3.

# Project Plans & Objectives



## Books, stories & parents:

EYFS, KS 1-3 (Developing reading cultures; engaging & empowering parents in literacy)

- Providing training
- Building collaboration
- Disseminating excellent practice

# Books, Stories and Parents– Liz Dyer



- Start by bringing together group of interested parties  
Meeting date 15.11.16 at Scarborough library, Vernon Road
- Facilitate discussion and sharing priorities and successful practice
- Links with bookshop, libraries, books by the beach, author visits, SJT story times...

# Books, Stories and Parents– Liz Dyer



Paired Reading approach (with adult – see Dundee University)

- Project in Barrowcliff last year – impact
- Evidence based – ‘remarkable’

Also:

Bringing together and sharing of good practice in bringing together books /parents /children (see mapping exercise)

# Project Plans & Objectives



## Literacy through film:

KS 1-3 (Introducing new approaches to teaching reading, writing & grammar)

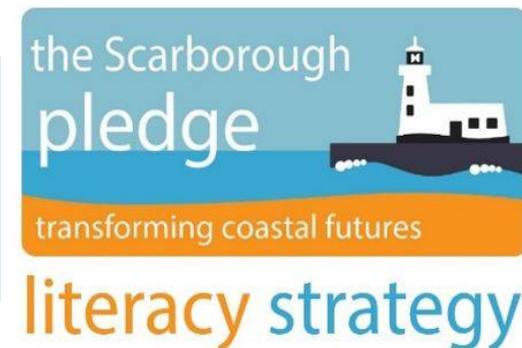
- Providing training
- Building collaboration
- Disseminating excellent practice

# Film – James Durran



- An injection of new and exciting practice, integrating work with short films into the teaching of reading and writing
- Considerable interest from schools
- Group of interested teachers to be trained, forming a core of expertise
- Aim is to build units of work that can be tested, refined and disseminated
- Initial focus will be on development of writing
- First two hour twilight (3.30-5.30) on 9<sup>th</sup> November

## Next steps:



- Overview of locally available CPD (from Smart Solutions, Scarborough TSA, Esk Valley TSA, Scalby School) to be collated and circulated. Gaps to be identified;
- Action plan for two years to be constructed;
- Work on three projects (Transition KS2/3; Books, stories and parents; Literacy through Film) to begin before Christmas;
- Support for Literacy Leadership across schools.

# Impact & Evaluation



## Literacy strategy:

- Improved outcomes from EYFS to KS4
- Improvement in school leadership as measured by various internal and external validation procedures
- Outstanding reading schools and hubs of excellence identified
- Challenging units of work are designed to raise expectations and to promote enjoyment of English
- Evidence from pupil, parent and teacher voice demonstrates greater confidence in transition arrangements
- Engaged schools show improvements in reading outcomes and achieve at least 1% above national attainment in reading in 2017 rising to 2% above national attainment in reading in 2018

# Impact & Evaluation



## Transition challenge:

- By July 2017, all Y7 English teachers to have engaged in dialogue with year 6 teachers through structured programmes of meetings.
- by July 2017: pairings to be established between 10 KS2 and 3 teachers as part of a pilot project that intends to forge a deeper understanding of curricular and pedagogical specifics between KS2 and 3. Challenging schemes of learning to emerge from this element of the strand.
- 2017-18: KS3 tracking to show improved outcomes in year 7
- 2017-18: year 6 teachers and primary school leaders report greater confidence in transition arrangements
- 2017-18: year 7 pupil voice reinforces sense of academic continuity in English and literacy.
- 2018: teacher voice suggests EYFS-KS1 and KS1-KS2 transition arrangements are robust.
- 2018: pupil voice reinforces sense of continuity in English and literacy through EYFS-KS2.

# Impact & Evaluation



## Books, stories and parents:

- SIA visits confirm investment of schools in specific strategies to develop a reading culture including: paired reading, improved monitoring of children's reading, valuing of whole class reading
- All participating schools to have engaged in training in and cascading of paired reading approaches
- Centres of strong developing practice identified and beginning to operate as hubs of excellence.
- Engaged schools show improvements in reading outcomes and achieve at least 1% above national attainment in reading in 2017 rising to 2% above national attainment in reading in 2018.
- Teacher voice suggests improved parental engagement in developing reading
- Parent and grandparent ambassadors in reading established

# Impact & Evaluation



## Literacy through film:

- 2017-18 Core of expert practitioners established and units of work created and disseminated
- Teacher voice and SIA visits indicates a shift in the way film in the classroom is perceived and used.
- Small scale action research by participating teachers indicates acceleration in development of reading and writing by pupils at all levels of attainment.
- Centres of strong developing practice identified and beginning to operate as hubs of excellence.

# Workforce Planning

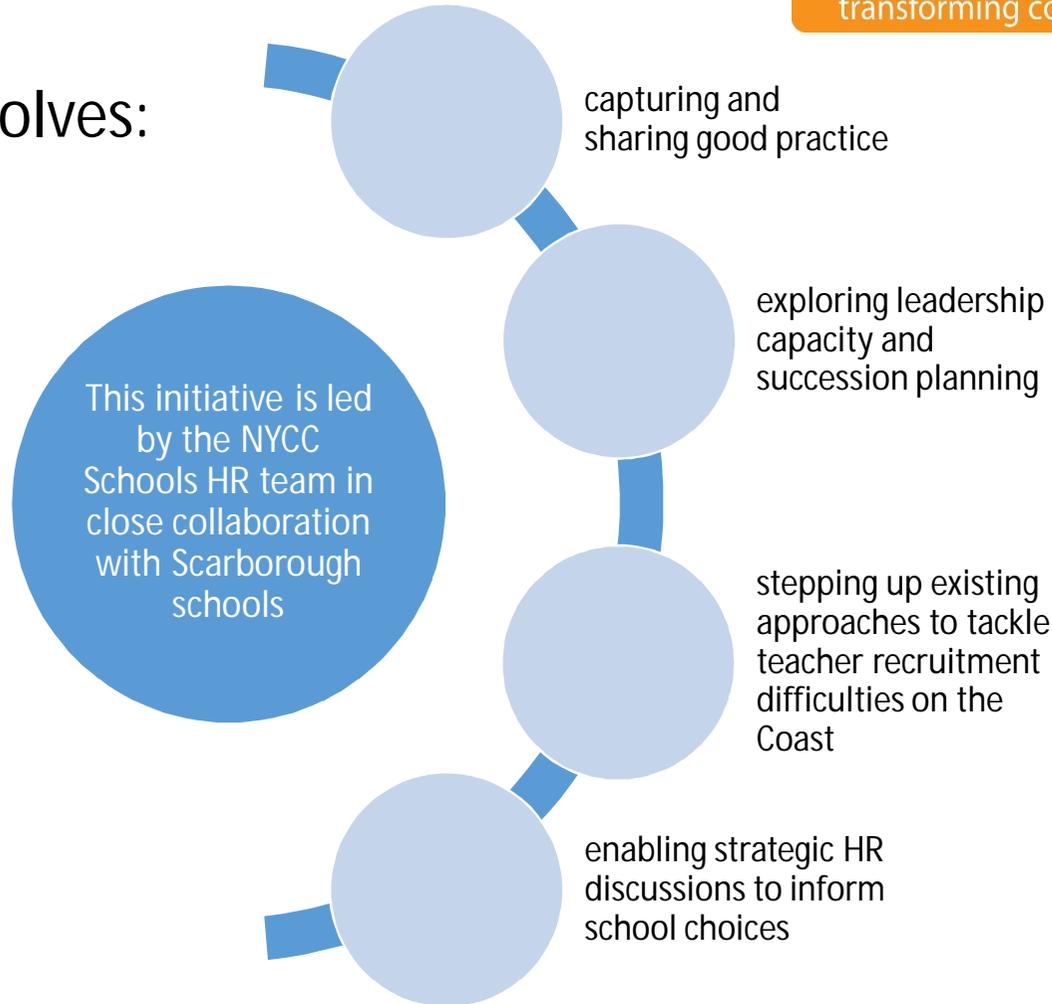


- Sarah Barron - NYCC
- Keeley Metcalfe - NYCC

# Project Plans & Objectives



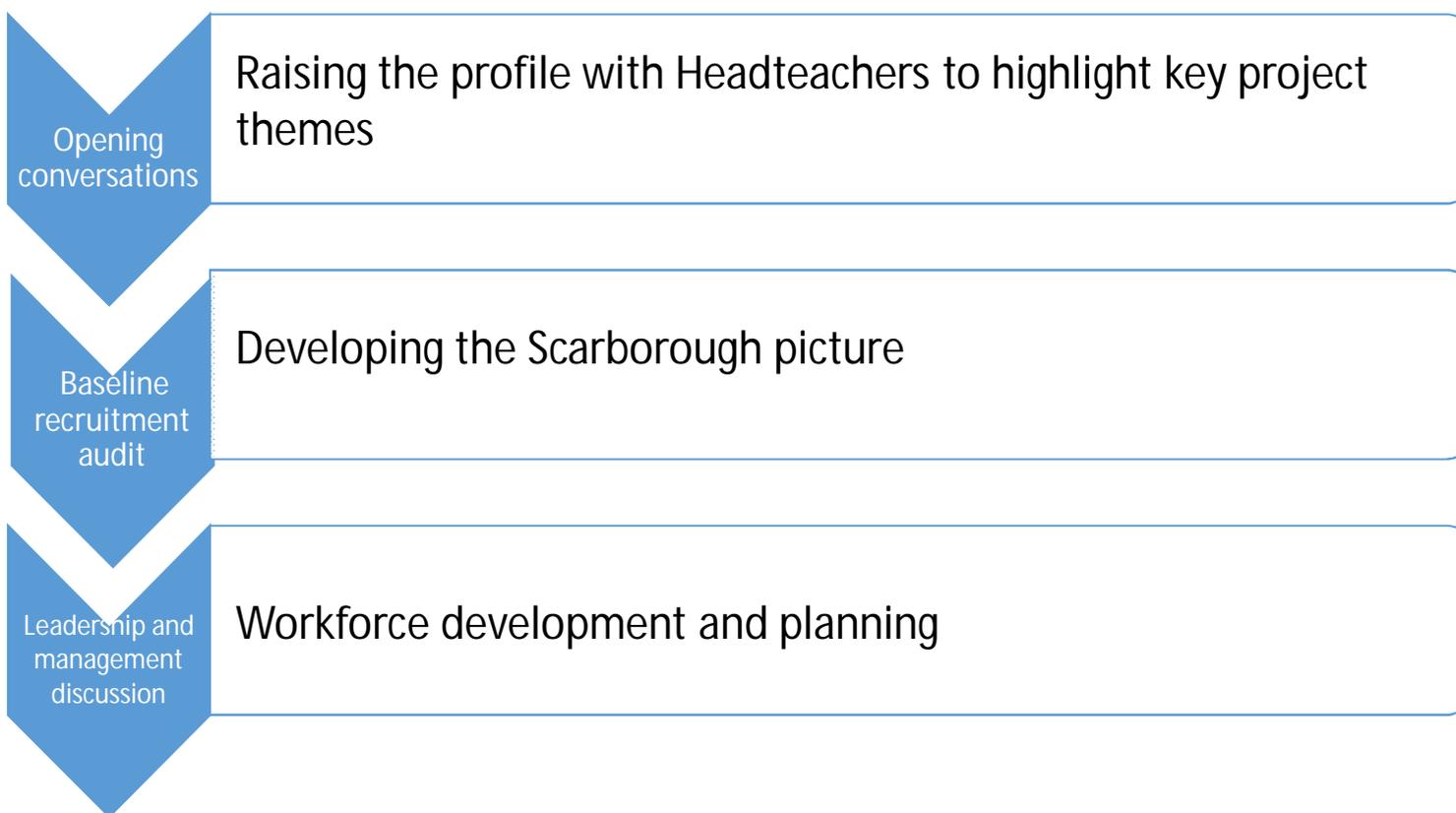
HR Initiative involves:



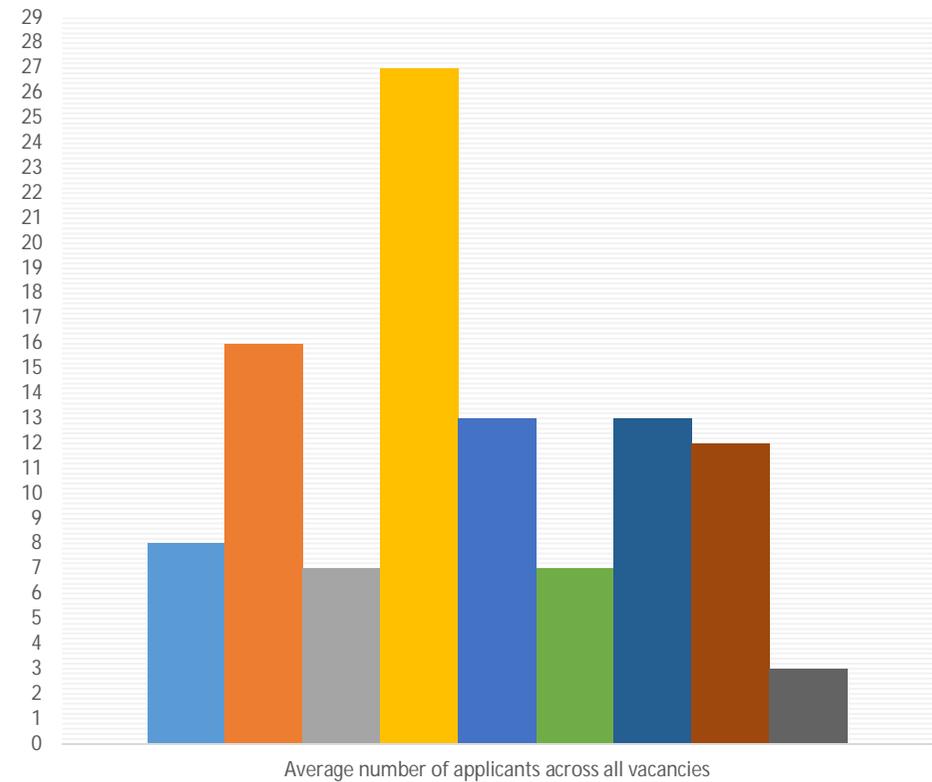
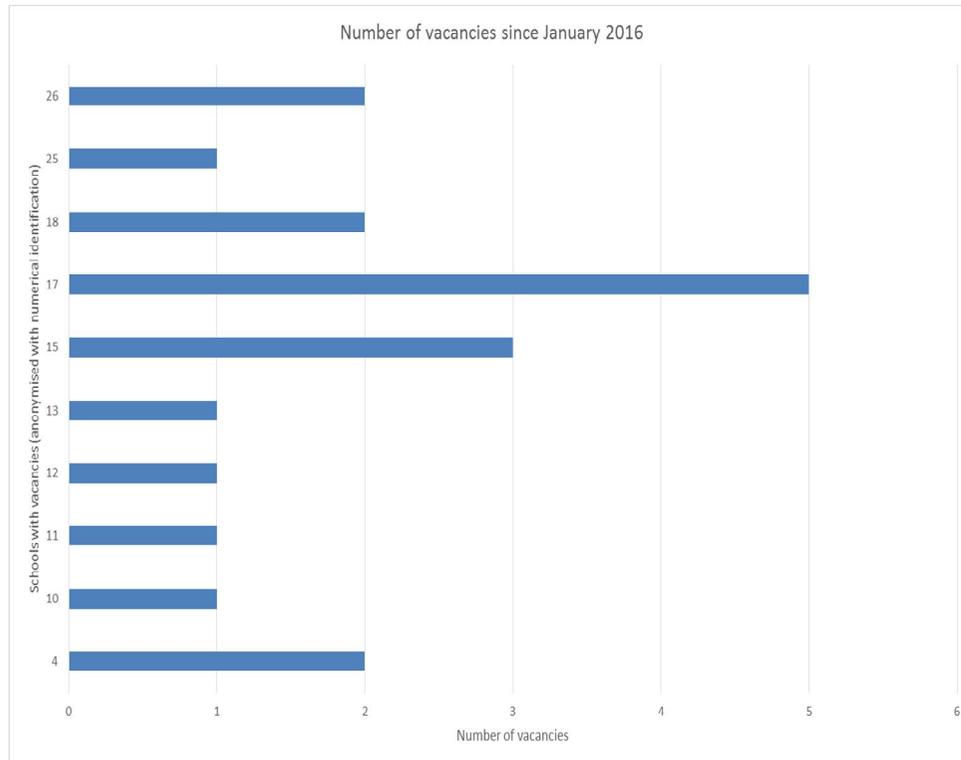
# Progress to date & next steps



## Autumn term 2016



# Early recruitment data

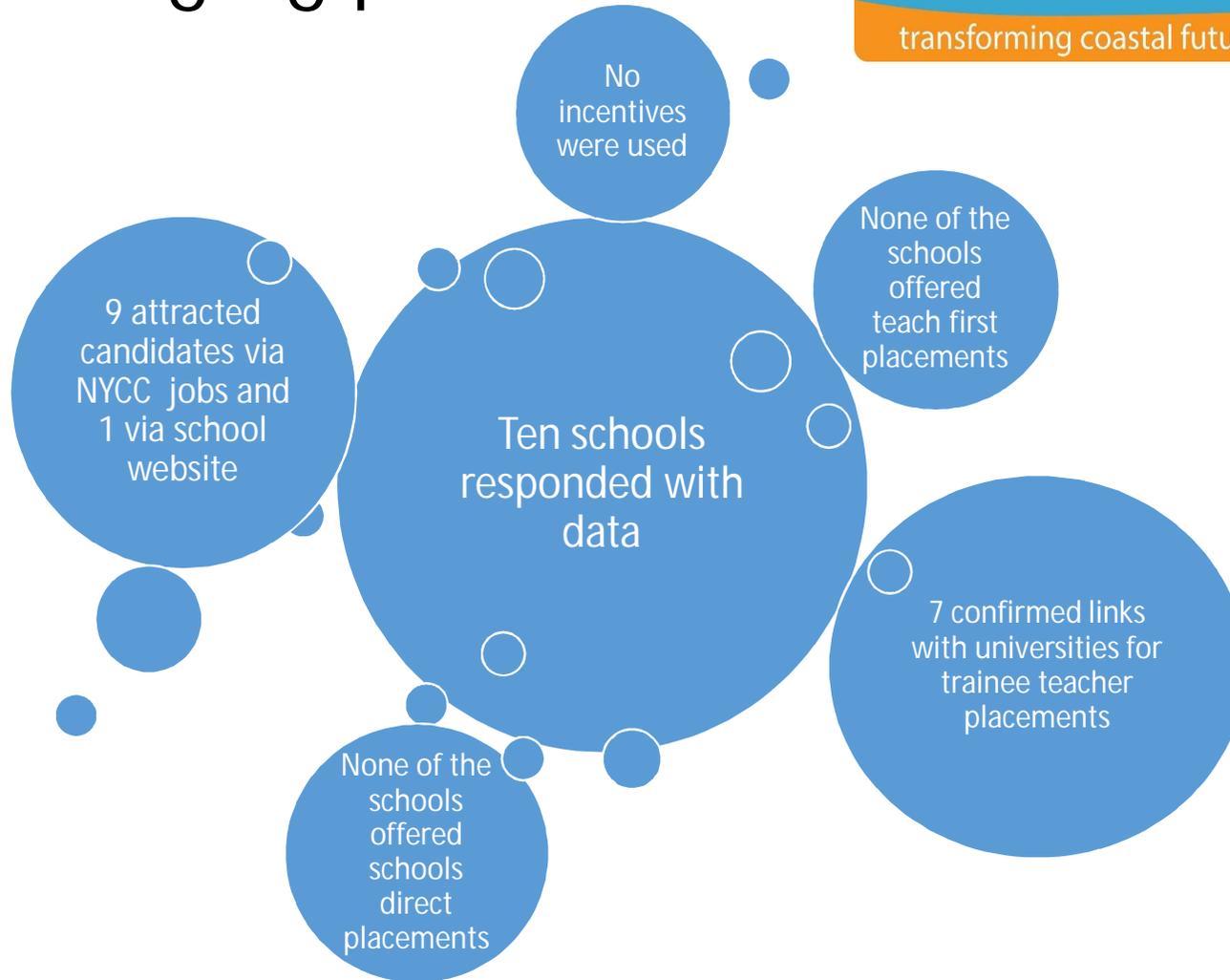


# The emerging picture

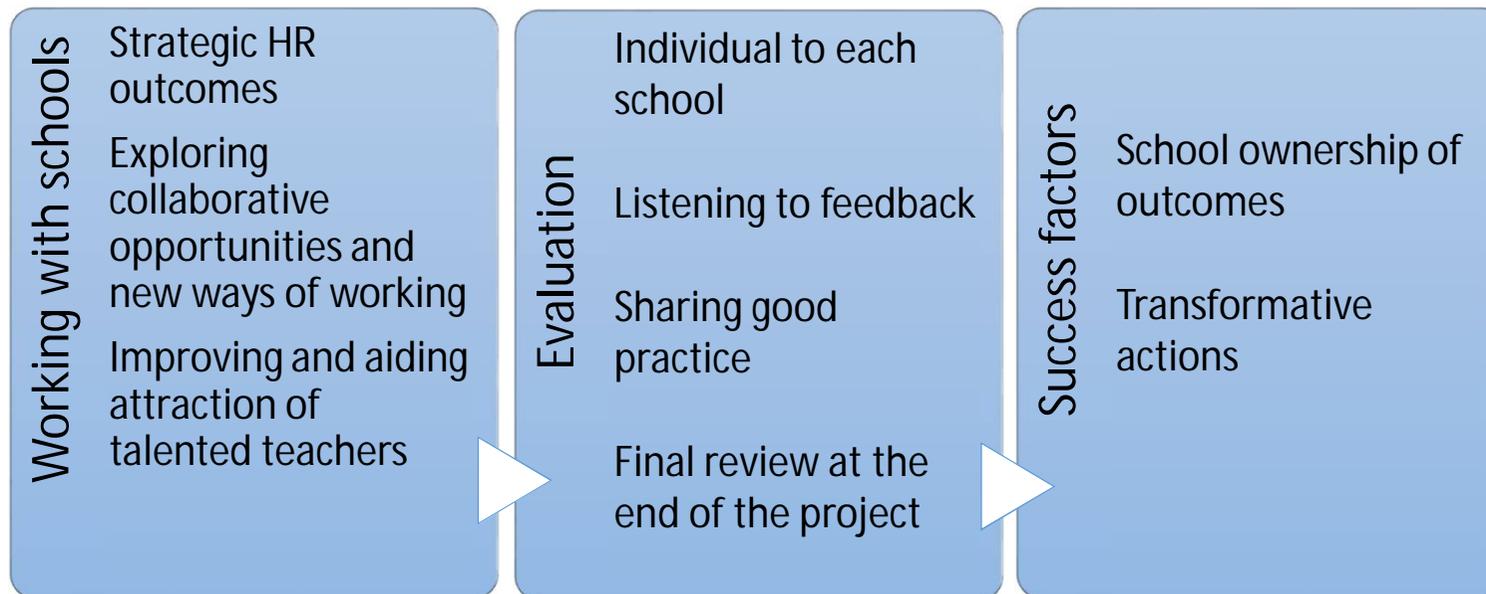
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# Impact & Evaluation



# Raising Aspirations

- Employability Charter
- Mentoring Preparation
- Opportunity Event
- Potash Preparation
- Challenging STEM Stereotypes
- Culture and Heritage

Other projects ongoing:

- Careers Quality Standards
- Labour Market Information



# Employability Charter



- Deborah Hamilton – NYBEP
- Corey Derbyshire - NYBEP

# Project Plans & Objectives



- NYBEP will build on prior investment (which ended in March 2015) to review the current status of school/employer links and re-energise the Yorkshire Coast Employability Charter.
  1. Young people will report that they feel better informed about progression pathways and supported to make future plans.
  2. Schools will have access to a 'pool' of local employers who are available to support careers/employability activities.
  3. Employers will report an improvement in their perception of young people's attitudes and readiness for work.

# Progress to date



- Employability Charter Co-ordinator and admin support engaged.
- Functionality of the online school/employer engagement database reviewed and updates to the user interface completed.
- Updated employer engagement data renewal form has been implemented.
- All original Charter signatory employers have been contacted and invited to renew their commitment to schools engagement (57 employers).
- 13 new employers recruited.
- First Employability Charter newsletter published – September 2016
- Learner and employer impact evaluation forms/process updated.

# Key Performance Indicators



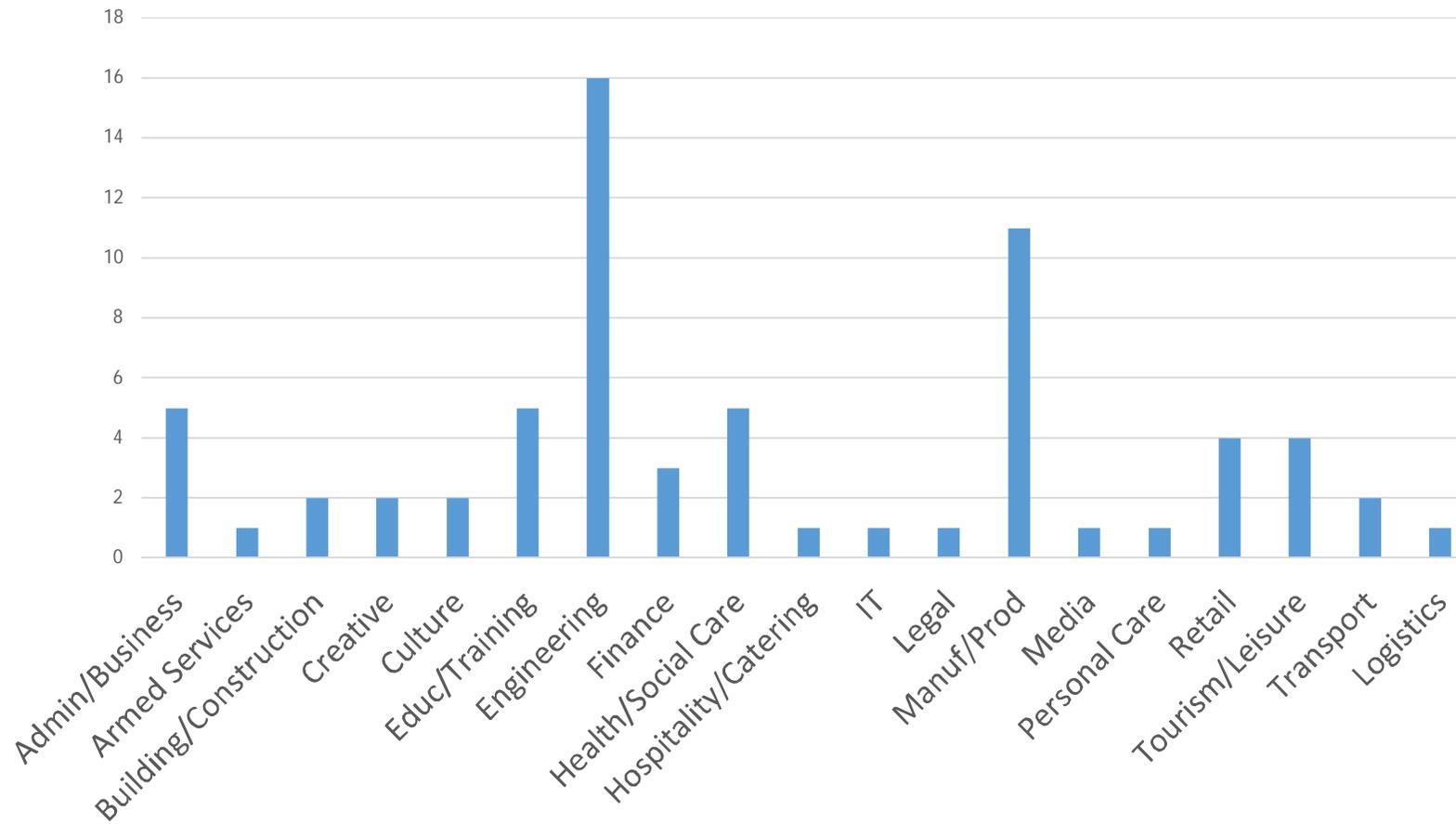
- Number of employers 'signed up' to the Employability Charter by July 2018 = 160 (70)
- % of employers who are 'actively engaged' i.e. participated in minimum of one activity per academic year = 90% (64%)
- Number of schools' reviews / meetings with key stakeholders by July 2018 = 34 (10)

# Employers by Sector

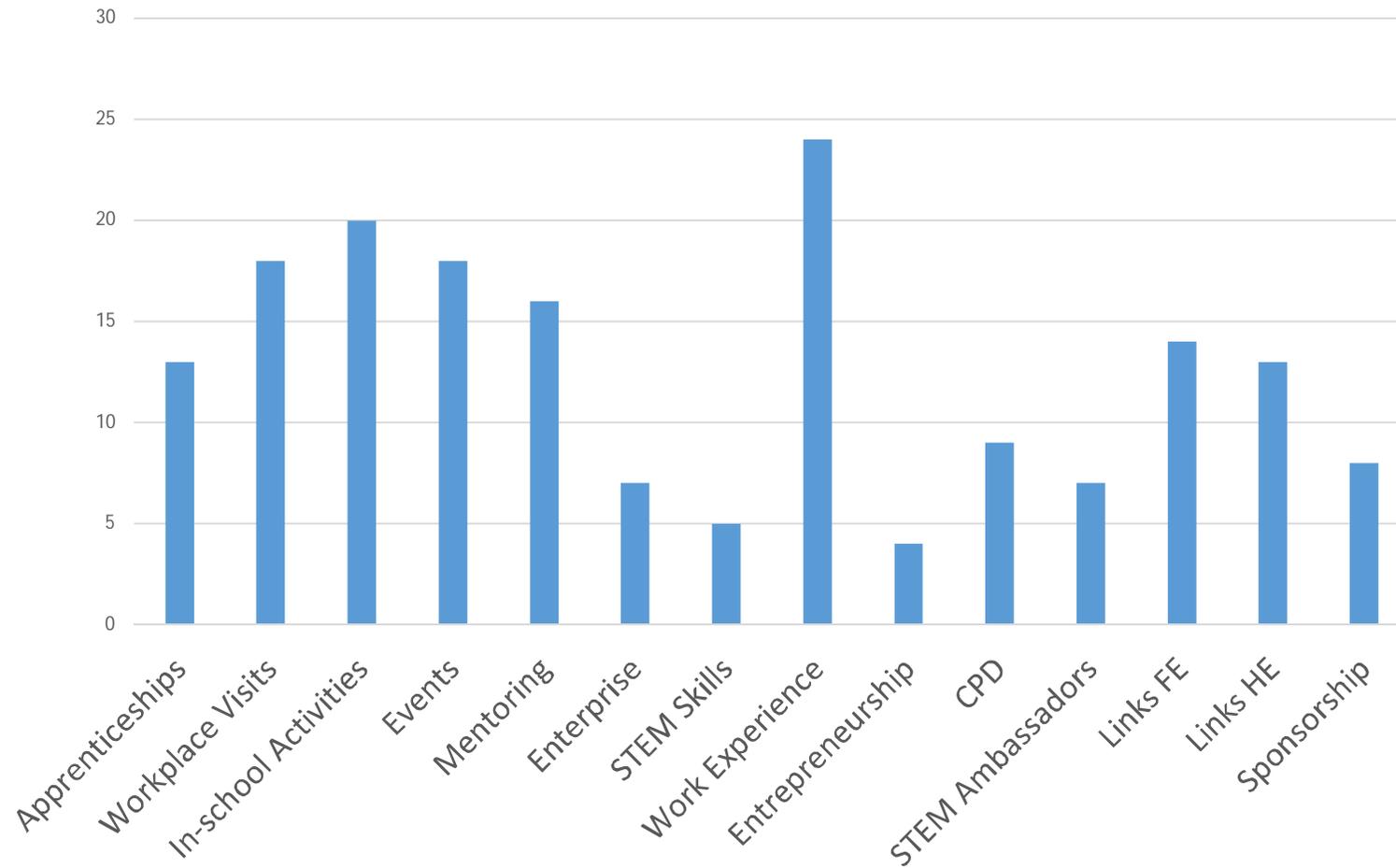
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pledge



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# Types of Support Offered...



# Next Steps



- Recruitment of additional 15 employers by end December 2016. Target:
  - Yorkshire Coast College
  - Woodend Creative
  - Retail sector
  - Federation of Small Businesses
- Source content and publish 'Winter' newsletter.
- Focus on schools' engagement.
- Attendance at Careers Co-ordinator Meeting
- Refine communication processes to increase activity.

# Mentoring Preparation



- Deborah Hamilton - NYBEP

# Project Plans & Objectives



- NYBEP will undertake planning work in order to establish the scope and focus of a mentoring programme for young people to begin in academic year 2016/17. Key outputs:
  1. Meetings held with key stakeholders, including: local employers, volunteering and mentoring support agencies.
  2. Meetings held with school leads to identify Year 1 priorities and programme scope.

# Progress to date & next steps



- Consultations taken place with key contacts in 11 local schools/other local stakeholders to discuss the potential scope and focus of a mentoring programme for learners at KS4, the operational implications of delivering such a programme, what (if anything) is already in place in relation to mentoring.
- Extensive desk research has been carried out into the scope and focus of existing mentoring programmes (local and national).
- Research has focussed on identifying benefits, barriers and understanding what constitutes best practice.
- NYBEP staff have participated in webinars and meetings in support of the National Mentoring Campaign launched by The Careers and Enterprise Company, which is aimed at connecting a new generation of mentors to pre-GSCE teens at risk of disengaging and under-performing their potential.

# Report Findings



Successful mentoring has the potential to have a positive effect on young people's preparation for the future and that there is demand for such programmes locally.

Traditional face-to-face mentoring programmes are most successful when they are targeted to the needs of specific learners (barriers to a universal offer include the risk of attracting sufficient mentors, and the practical constraints of physical space and time capacity).

Mentoring may take different forms and we would support the ambition of ensuring all learners have access to 'mentoring experiences', which includes contact with adults other than teachers. This approach would align with Gatsby's Good Career Guidance Benchmarks, specifically "encounters with employers and employees".

# Report Recommendations



- Seek funding by directing the successful provider for the Careers and Enterprise Company's Mentoring Fund (to be announced Nov 2016 to commence delivery in 2017) and/or monies available through the Dept. for Education's Opportunity Areas.
- Where research has highlighted examples of current good practice locally, explore with each organisation how their work could be supported, enhanced and/or expanded (as appropriate).
- Planning with participating providers to develop individual action plans that ensure programmes reflect the needs and culture of the organization and its learners.
- Where programmes are likely to involve external mentors a co-ordinated recruitment programme should be established.
- Encourage pilot programmes in schools where no, or limited, activity currently exists.
- Extend the scope of future work to include the primary phase.

# Opportunity Event on the Coast



- Deborah Hamilton – NYBEP
- Claire Healy - NYBEP

# Project Plans & Objectives



Carry out a scoping exercise to inform the delivery of an 'Opportunity Event' for learners at KS2/KS3/4, to inform and enthuse young people about the employment and training opportunities on the Coast.

- Establish and facilitate a student voice / working group to inform the content and focus of the event.
- Explore opportunities for parent voice.
- Produce a delivery plan for the event/s to be held during National Careers Week 2017.
- Delivery and evaluation of event/s

## Objectives:

- A greater proportion of children and young people will report that they are listened to and their views have been taken seriously.
- A greater proportion of young people will report that they are better informed about pathways and supported to make future plans.
- Children and young people will have an improved understanding of future opportunities and will have raised aspirations.

# Progress to date & next steps



- 79 student voice surveys completed.
- Working with Scalby School Student Voice Council.
- Requested input in Graham School Student Council.
- 6 parent/guardian surveys completed.
- Summary of student voice surveys in progress.
- Delivery plan for events in progress (completion upon final student voice information being received).
- Discuss delivery plan with Teachers to ensure the events will be attended.

# Impact & Evaluation



## Student Voice Survey Key Findings

- 92% of students are interested in attending a careers event.
- The majority of students are interested in Apprenticeships after their GCSEs. (Apprenticeships 40%, College/Sixth Form 29%, Employment with Training 10%, don't know 21%).
- The 5 most requested features were: workshops, Apprenticeship information, University information, local employers and College information.
- 40% did not want to attend with parents. 45% were unsure. 15% wanted to attend with parents.
- 75% wanted the event to take place during the school day. 5% in the evening. 20% didn't mind.
- The 5 most popular job sectors were: Engineering, Armed Forces, Sport & Leisure, Motor Vehicle and Construction.

# Potash Preparation



- Deborah Hamilton - NYBEP



# Preparing for Future Opportunities on the Coast (Potash): Project Plans & Objectives

- NYBEP will undertake a consultation exercise to establish the most effective way to link STEM enrichment and engagement activities with the curriculum in order to encourage young people to study STEM subjects and raise awareness of STEM career opportunities.

Key outputs:

- Meet with the Senior Lead Practitioner for STEM and school STEM leads.
- Develop a STEM engagement programme proposal which will form the basis of in-school school activity delivery as part of the Potash implementation.

# Preparing for Future Opportunities on the Coast (Potash): Progress



- Consultations have taken place with 6 secondary science/careers leads and 3 primary headteachers.
- Meeting with General Manager External Affairs at Sirius Minerals
- STEM engagement programme proposal written and available to inform next steps.



## Preparing for Future Opportunities on the Coast (Potash): Key findings - Secondary



- Changes to the curriculum/achievement grades at KS4 will have impact in terms of teacher focus 16/17
- A range of delivery styles will be required to engage the widest range of students.
- External visitors are welcomed and encouraged.
- Teachers are keen to have CPD related to local employment and careers input to lessons.
- Focus on activities that show the application and nature of STEM employment and utilisation of key topics.
- Visits to employers which include insights into roles should be considered.
- Information about Progression Pathways and Post 16 support – for teachers and students – welcomed.
- Investment in resources and kit welcomed. Teachers happy to use a centralised resource.
- Aspiration and Inspiration – focus on helping students breakdown stereotypes and be inspired to aim for high value, high skill jobs through assemblies, bespoke activities and mentoring.
- Include enrichment activities such as national awards and schemes supported with mentors.
- Competitions – timings are key – no hidden costs please!

## Preparing for Future Opportunities on the Coast (Potash): Key findings - Primary



- Content driven KS2 curriculum at has reduced the opportunities to focus on the skills agenda, but there is an appetite to avoid a 'sterile' curriculum.
- Provide learners with opportunities to have experience of the real world - "geographers not geography".
- Mode of delivery is key - make it a real experience, make it relevant. No substitute for getting out of the classroom and actually experiencing the workplace environment.
- Shortage of teachers with science/engineering expertise - any help to being in individuals who can lead investigational work, support science clubs, and particularly chemistry and physics would be encouraged.
- Events such a Scarborough Engineering Week are highly valued
- Focus on communicating local opportunities.
- Investment in resources and kit is welcomed, but be careful that they don't just remain in their box.
- Make opportunities to understand what engineering is a priority
- We need to be mindful of avoiding gender stereotypes
- Take into account practical considerations.
- Make activities free and accessible to all.

# Challenging STEM Stereotypes



- Deborah Hamilton – NYBEP
- Corey Derbyshire – NYBEP

# Challenging STEM stereotypes: Project Plans & Objectives



- Work with local employers to deliver engaging and inspiring presentations to targeted learners that challenge traditional stereotypes and encourage learners to think about their future – whatever that might be – and take control of what they are going to do to make it happen.

# Challenging STEM stereotypes: Progress to date



- Sessions have been built around delivery of 'People Like Me' training. 'People Like Me' represents a new approach to engaging girls with careers in Science, Technology, Engineering and Maths (STEM).
- Developed by WISE (Women in Science and Engineering), it uses the natural tendency of girls to articulate their self-identity using adjectives, to show them that people like them are happy and successful working in careers in STEM.

# Challenging STEM stereotypes: Progress to date



| School                    | Date     | No. of learners |    |    |     | Employer             | No. of STEM Ambassadors |
|---------------------------|----------|-----------------|----|----|-----|----------------------|-------------------------|
|                           |          | Y7              | Y8 | Y9 | Y10 |                      |                         |
| George Pindar School      | 22/06/16 | 7               | 8  | 10 |     | Dale Power           | 1                       |
| Graham School             | 24/06/16 |                 | 15 |    | 15  | Dale Power           | 1                       |
| St. Augustine's RC School | 08/07/16 |                 |    | 15 | 15  | Dale Power           | 2                       |
| Ebor Academy Filey        | 08/07/16 |                 |    |    | 8   | Arcadis UK           | 1                       |
| Scalby School             | 22/09/16 |                 |    | 15 | 15  | Dale Power, York Uni | 2                       |

# Challenging STEM stereotypes: Impact & Evaluation



## *Teacher recommendations:*

- “Session was great”; “great to have role models involved”; “good initiative”; “would like more sessions”; “appreciate the opportunity for students and we need more of this type of activity”.
- Ideas about expanding and developing this type of workshops:
  - Include a hands-on activity
  - Facilitate more sessions – subject to additional funding
  - Use to promote as part of options key dates for students
  - Build in time to promote key subjects undersubscribed by female students KS3 and KS4 e.g. Design Technology, Electronics, Computer Science and Physics
  - Link as a pre session to Scarborough Engineering Week, or National Science Week
  - Look for opportunities to secure more female STEM role models to talk at assemblies, or mentor students.

# Challenging STEM stereotypes: Impact & Evaluation



## *Learner feedback:*

- When asked to indicate on scale of 1-5 how much they felt they knew about the skills employers were looking for before and after taking part – *71% indicated that their knowledge had increased.*
- When asked if they felt they had a better awareness of future CAREER opportunities – *65% agreed*
- When asked if they felt they had a better awareness of APPRENTICESHIP opportunities – *47% agreed*
- When asked if they felt they had a better awareness of UNIVERSITY/COLLEGE opportunities – *65% agreed*
- When asked to rate the overall experience using an evaluation scale of 1 to 5 – average rating = 3 (Good)

# Challenging STEM stereotypes: Impact & Evaluation



## *Learner feedback:*

“It was great to talk about these options but I already know what I want to be”

“[I enjoyed] that there was a student who talked about her experiences”

“I enjoyed looking at different opportunities”

“You could have told us more about different jobs to do with STEM”

“They [STEM Ambassador] spoke a lot about themselves and not us”

“Could make it sound more exciting and not constant questions”

“Get the visitors to be more talkative in order to get the students involved”

“[Include] other activities rather than a lot of talking”

# Challenging STEM stereotypes: Recommendations going forward



- Target students with a programme that breaks down stereotypes from an earlier age (evidence from our feedback and WISE is that stereotypes are embedded early).
- Consider a roll out programme that targets students in Year 2 , 6 , 8 and 10 at key transition stages with a range of activities that are copied across the schools and works alongside local employers and institutes (eg ICE and IET). Example ideas:
  - Year 2 – Meet the Future Me – Hands on workshop and chance to Q&A role models
  - Year 6 – Transition or Cluster Hands on Activity and introduction to role models
  - Year 8 – Series of Speakers and Workshop with Challenging Stereotypes activity included – linked to SEW or Science Week
  - Year 10 – Targeted support for students through assemblies and maybe mentors

# Culture and Heritage



- Diana Logan – Stephen Joseph Theatre

# Project Plans & Objectives



- Improve progress and achievement across the curriculum, including progress and achievement in STEM subjects and integrating the arts.
- Bring schools and cultural organisations together to raise educational standards providing a teacher legacy equipping them to deliver this type of work in the future.
- Close the gap on attainment so that a range of young people achieve similarly.
- Improve pupil attendance, attitudes and engagement with learning.
- Raise aspirations and broaden horizons equipping students for a relationship with the wider world.
- Through engagement with the Cultural sector within education this will help to retain a joy and love of learning.

# Progress to date & next steps



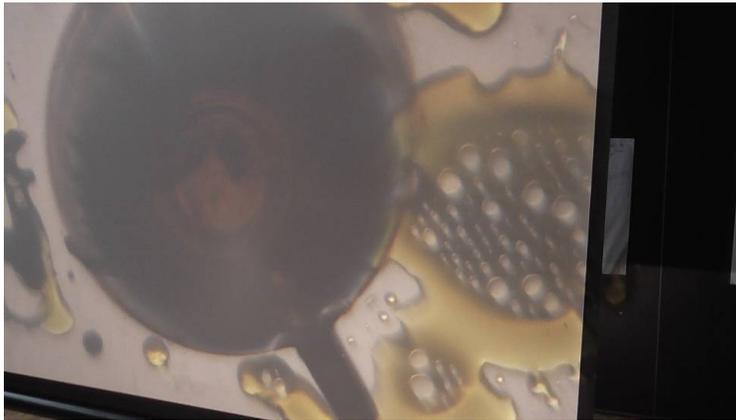
- 13 schools signed up to Broadening Horizons Scheme.
- Diagnostic discussions with schools continue and are ongoing with new schools.
- Very positive feedback regarding learning outcomes.
- 1 to 1 teacher meetings
- 5 teacher training workshops
- 49 workshops in schools with students from EYFS, KS1, KS2, KS3 and KS4
- 1150 students through the Broadening Horizons scheme are able to see the Christmas show at the SJT Pinocchio or How to Catch a Fairy: (ages 0-11)
- Students have also been to see touring shows due to tickets being made available through Broadening Horizons from some of the top theatre companies in the country, Theatre 503, Paines Plough, Live Theatre: 168 of these have been used so far this season with more being made available next season.

# Progress to date & next steps



## Next Steps:

- Garden project with recycled materials with an artist. (Infants School and Crescent Arts Collaboration)
- Cultural Immersion day with Annapurna Dance company at the SJT looking at Indian Storytelling through dance. Schools come too the SJT to work with this great company from West Yorkshire.
- Sensory garden design with Springhead Cognition college in progress.
- Multimedia and creative industries project day (Woodend and Graham School)
- Libraries collaborative project exploring script (SJT, Libraries and Graham School)
- Development of support and projects with the literacy strand in conjunction with project leads for this.



# Impact & Evaluation



Graham School:

Following the SJT Schools' Festival...

- 78% of students gained higher marks than their baseline assessment
- 9% of students gained the same marks as their baseline assessment
- 12% of students gained lower marks than their baseline assessment

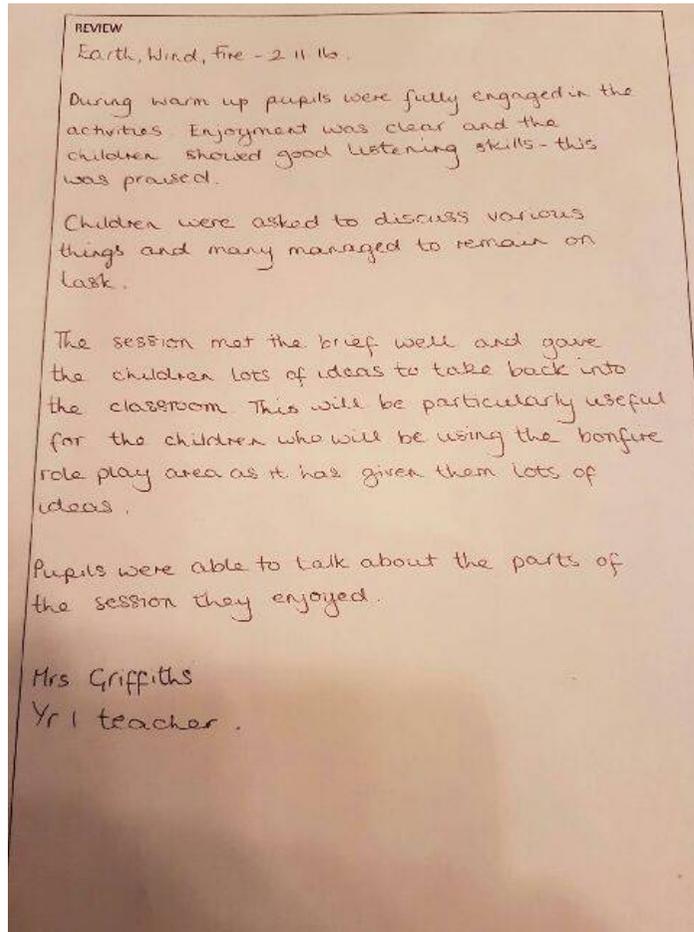
Following the SJT Extended Project...

- 84% of students gained higher marks than their baseline assessment
- 6% of students gained the same marks as their baseline assessment

Teachers' Remarks

- Since working with the SJT group work (part 1) marks have shown an increase as students appear to be able to work more collaboratively with each other.
- Those students who performed their piece in the Round and spent the day working at the SJT showed much higher levels of achievement in this project compared to any other.
- Staff CPD through observation of workshops and participation in project planning has seen positive impact in other classes as well as this one so the impact is, in fact, much greater.

# Impact & Evaluation



The workshop was absolutely brilliant, I can't thank you enough for putting together such a vibrant, interesting and varied group of activities which engaged every single one of the children. The showcase to the school at the end of the second session both challenged and captured the imagination of the children, providing an outstanding stimulus to the poetry focused literacy activities which the children completed in the following weeks.

# Early Help



- Supporting Children's Learning
- Speech and Language Therapist

# Supporting Children's Learning



- Simone Wilkinson – NYCC Prevent Services

# Background

*"We will not rest until we can confidently say that all North Yorkshire children's life chances are in their own hands rather than being determined by geography or family circumstances" (Young and Yorkshire, 2014-17, p6)*

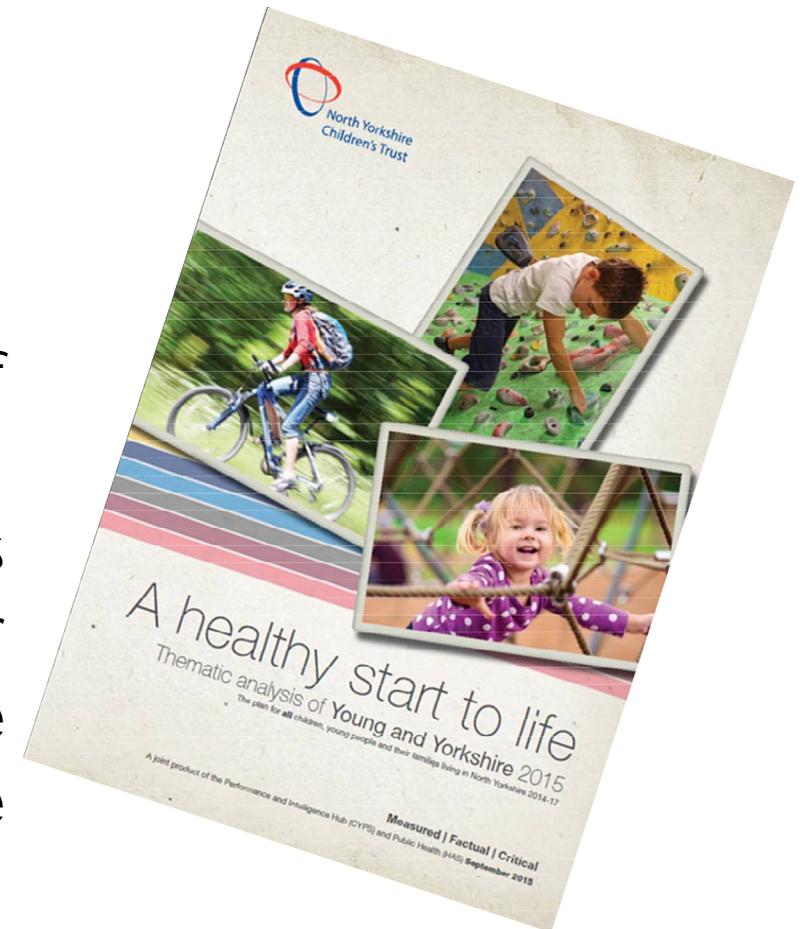
There is a growing body of evidence which shows that children who experience poorer health during the **first 1,001 days** (from conception up to age 2) will **achieve less educationally, do less well economically** and will also **suffer from poorer health during adulthood**. This period of life is vital for increasing children's life chances and breaking the cycle of intergenerational underachievement and poorer health.



# A Healthy Start to Life – Thematic analysis of Young and Yorkshire

## Oral health

Intelligence about children's oral health from the national index of decayed, missing, or filled (DMF) teeth for children at age five years old shows that 25% (one in four children) in North Yorkshire have one or more teeth which are decayed, missing or filled.



# Issues highlighted in the 4Children Report

Sue Robb – Head of Early Years at 4Children said in June 2016

We have an oral health crisis among our under fives that is set to get worse without immediate intervention. It is unacceptable that tooth decay is the most common reason for hospital admission for children under five



# Base Line Data

In June 2016 questionnaires were sent to all Early Years Settings in the Scarborough area (including Eastfield and Filey)

- ▶ There was a 13% return rate from 69 invitations to participate
- ▶ Total of 226 children audited. All children were aged between 11 months to 4 years, 8 months
- ▶ Over three quarters of the children audited were using a dummy
- ▶ More than a third of the children had difficulties with speech and language
- ▶ A third of the children were not registered with a dentist

The Health Visiting Team in the Scarborough South and Filey area in June 2016 asked parents at the One Year checks if they used a dummy. 13 out of 24 children used a dummy a total of 54%



# Feedback from Gillian Rosser (Community Dental Nurse – East)

- ▶ Average age of children seen at the clinic in York is 6 years old
  - ▶ The majority have six to eight teeth removed
  - ▶ Main causes are sugar, lack of tooth brushing
  - ▶ Her recommendation is that parents need further education and should be supporting their children to clean their teeth from as soon as one appears to the age of seven years
- 

# Ditch The Dummy Project

- ▶ Develop information packs to be given out to all parents by the Health Visiting Team during their 1 year checks.
  - ▶ Early Years setting to be given information packs and encouraged to amend their registration forms to ask parents if their children are registered with a dentist.
  - ▶ Early Years settings to be supported to be involved in the Ditch the Dummy Campaign. To ensure a consistent approach across Scarborough
  - ▶ Ditch the Dummy month – Strong marketing campaign.
- 

# Progress – Quarter 1

- ▶ Base Line data has been collected
  - ▶ Information packs have been developed
  - ▶ Dentists have been contacted regarding having information boards/power point presentations in surgeries
  - ▶ February has been identified as Ditch the Dummy month
  - ▶ Marketing campaign has been produced
  - ▶ Coventry University students have agreed to support the Ditch the Dummy Roadshow
  - ▶ Number of early years settings/school have agreed to amend their paperwork
- 

# 5 Songs

## Aim of the 5 Songs

- ▶ To support early language development by all children in the Scarborough area knowing 5 key songs/nursery rhymes before they start school
- ▶ Ensuring parents being confident to sing the 5 songs/nursery rhymes to their children
- ▶ 5 songs/nursery rhymes promoted in all early years settings, libraries and ante-natal sessions



# Progress – Quarter 1



- ▶ 5 songs identified
- ▶ Song Sheet has been produced and recorded onto the Sound Cloud by children from Overdale School
- ▶ Song Sheet given out at the Ante-natal Sessions
- ▶ Library has agreed to use the 5 songs and song sheet in all their sessions
- ▶ All Children's Centre sessions promote the 5 songs

[www.soundcloud.com](http://www.soundcloud.com)

# Starting School Course

- ▶ Primary Schools in the Scarborough area to have staff and volunteers who are skilled and confident in delivering a Starting School course to families in their reach area.
  - ▶ Consistent offer to all families in the Scarborough area
  - ▶ All parents who attend the Starting School course to receive an information pack to support their children's learning and enable them to be confident to start school in September 2017
  - ▶ Parents who attend the Starting School course to progress onto other learning opportunities.
- 

# Progress – Quarter 1

- ▶ Pilot Course has been run in 4 schools
  - ▶ Information packs have been developed. Positive feedback from parents who attended the pilot project
  - ▶ Coventry University keen to support with students available to run course in schools
  - ▶ Data provided from the Admissions Team regarding the approximate number of new starters for September to enable recourses to be ordered
  - ▶ Discussion with the Admission Team regarding sending out generic invites to the Starting School course when information is sent out to parents regarding their child's confirmed school place.
- 

# Any Questions?



# Speech and Language Therapist



- Vicki Logan – Overdale Primary School

# Project Plans & Objectives



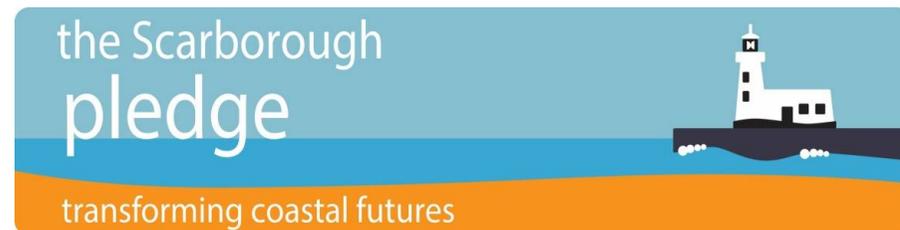
## Objective:

**To provide EARLY INTERVENTION for speech and language to enable learning to progress at age related expectations in the Early Years / KS1.**

## Plans:

- To train senior leaders and teachers, in five schools, to use Language Links Programme as a tool to identify speech and language needs for Reception children (KS1 at a later date).
- To respond to the outcomes of the Language Links assessments to produce 'start data' that will enable success of the project to be quantified.
  - Black – no intervention needed (be may be recommended to secure one area)
  - Blue – targeted input (school led interventions from the Language Links programme)
  - Red – professional input (SALT)
- To appoint a Speech and Language therapist that will work across the five schools to support the highest need children (red outcome), with a personalised development plan for delivery at school and at home.

# Progress to date & next steps



## Progress

- All five schools have received training and have access to the Language Links Programme for assessments and interventions (28.09.16).
- All five schools have assessed their Reception classes (and some KS1).
- All schools are able to identify children as: Red (high need – SALT), Blue (intervention in school) and Black (no intervention required).
- Children in the Blue band have started interventions in all five schools.

## Next steps

- York NHS are now engaging with the Pledge team to support the appointment of a Speech Therapist.... We are told this will not be a swift process (March 2017?).
- Overdale school will support an additional five schools with the Language Links training in January 2017, this will ensure that SALT needs that can be addressed within school, through intervention, will be addressed for a further five schools.

# Impact & Evaluation



## Impact

- School trained professionals are closing gaps in Speech and language through targeted interventions.
- Reception children in all five schools are identified in terms of their speech gaps, giving the project 'start data'.
- Speech and language is in the SDP for all five schools, raising the profile for this gap to be closed.

## Evaluation

- A successful start with the Language Links Programme alongside the 'team approach' for data collection for the project success and accountability, from all five schools.
- Data at the close of the interventions will show the success in closing the speech and language gap for the five schools in Oct 2017, when the children are re-screened.
- Appointing a SALT has been time consuming and lost some funding 'for no return' and this is disappointing. However, this funding will be used to introduce a further 5 schools to the Language Links Programme, hence more children will receive targeted support at the intermediate level.

# Next Meeting Dates



## Steering Group

- Monday 13<sup>th</sup> February
- Monday 3<sup>rd</sup> April
- Monday 26<sup>th</sup> June

## Work Stream

- Tuesday 31<sup>st</sup> January
- Tuesday 28<sup>th</sup> March
- Tuesday 25<sup>th</sup> May
- Tuesday 11<sup>th</sup> July