



Department
for Education

Social Mobility

North Yorkshire Coast



Opportunity Area 2017-20

A delivery plan to drive social mobility on the North Yorkshire Coast





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Our vision



A message from the Secretary of State for Education and the Chair of the North Yorkshire Coast partnership board



Raising outcomes and broadening horizons for young people on the North Yorkshire Coast

I grew up in Yorkshire, so I know how much talent there is in this fantastic county. I am determined to level up opportunity across this country so that all young people can go as far as their talents and drive will take them. This ambitious plan for the North Yorkshire Coast is about driving this agenda and opening up opportunity for children and young people in this part of the country.

It was great to visit Scarborough earlier this year. During my visit I met passionate and committed people who share my vision to get rid of the barriers to children and young people realising their ambitions. I have seen for myself the proud history of the area and heard about the many new investments that have been secured, or which will come to fruition in the next few years. Now is the time to bring all that together and use the Opportunity Area to make sure it translates into good opportunities, great outcomes and careers for young people. We want to make sure that young people in this area see and feel the benefit of these opportunities, and aren't held back from reaching where their talents should take them. This is why I have designated the North Yorkshire Coast as one of twelve Opportunity Areas in England – to help us to address this lost opportunity for too many.

It will take everyone working together to truly make a difference and I hope that this is a plan we can all get behind. I am grateful to everyone who has contributed to developing this plan and who will support its implementation over the lifetime of the programme.

Rt. Hon. Justine Greening MP

Secretary of State for Education and Minister for Women and Equalities



I was born in Middlesbrough in 1955. Although no one knew it at that time, I was very fortunate because I was born into a period of rapid social mobility. My father was a labourer in the Teesside

steelworks but I enjoyed opportunities of which he could only dream. Like almost half of all boys born in the mid fifties, I was able to climb the social mobility ladder into more rewarding - and much easier - jobs.

Social mobility has since slowed and it's particularly poor here on the North Yorkshire Coast. That is why I'm delighted to chair this Opportunity Area partnership board and I am proud of the ambition in this plan which will focus on things we know will make a difference, because they have done so elsewhere.

We'll improve early years education, literacy and numeracy and we'll help more of our secondary schools to become good or outstanding.

And as our work develops, we'll add to this plan and do more to ensure that opportunities for young people here catch up with those in other areas of the country. Our children deserve nothing less.

Sir Martin Narey

Independent Chair – North Yorkshire Coast partnership board

GET IN TOUCH



opportunity.areas@education.gov.uk



[@coastOA](https://twitter.com/coastOA)

**DELIVERING OPPORTUNITY FOR NORTH
YORKSHIRE COAST'S YOUNG PEOPLE**



Building on some strong foundations

Strengths and opportunities

- **Significant job growth** is expected in the coming years, particularly in engineering, construction, IT and health and social care. The £2.3bn Sirius Minerals project to develop multi-nutrient fertilisers for global export markets is expected to bring 1,000 direct jobs and a further 2,000 jobs in the supply chain. Further investment is also expected in the tourism, health and housing sectors.
- **The Scarborough Pledge, led by North Yorkshire County Council**, was launched in 2015 to invest £750,000 to improve the life chances of young people. It was mainly focused on the communities of Scarborough and Filey. Progress has been made on speech, language and communication skills, as well as the development of literacy skills and partnerships with the area's cultural organisations. The Opportunity Area programme will build on this work.
- **Employers work together well in the area** and are committed to making sure young people are prepared to benefit from opportunities. For example, Scarborough Business Ambassadors run the highly successful Scarborough Engineering Week. This event secures significant support from employers across the area and will deliver an exciting programme of science, technology, engineering and maths (STEM) activities for schools and the community in October 2017 – marking its 8th year.
- **No Wrong Door** – a new and highly effective way of supporting children and young people in, or at the edge of care. The local authority's 'No Wrong Door' centre in Scarborough combines residential care with fostering along with: on-site support from clinical psychologists; life coaches; speech and language therapists; and trusted and skilled workers. It has been rated outstanding by Ofsted.
- **New facilities:**
 - a new sports village with Olympic Legacy swimming pool – 'Everyone Active' – which will help improve the health and wellbeing of communities.
 - a new 14-19 University Technical College – supported by employers in the area and the University of Hull.
 - a new University Campus – Coventry University's new site offers a range of courses with a strong link to local employer need in the area.
 - a redeveloped further education campus for Scarborough TEC.
- **Post-16 provision is strong:**
 - Caedmon College and Scarborough Sixth Form College are rated as good by Ofsted. The Grimsby Institute Group, of which Scarborough TEC is part, secured an outstanding judgement in summer 2017.
 - a high proportion of young people who have not secured English and maths pre-16 go on to secure these essential skills in post-16 settings.
 - there is a post-16 taskforce working to make sure curriculum options are joined up and offer clear progression pathways for all young people.

With much already underway...

Work already underway

Over the last nine months, we have built a strong partnership and got work started. Further activity is planned to deliver real change on the North Yorkshire Coast. Some of the work already underway includes:

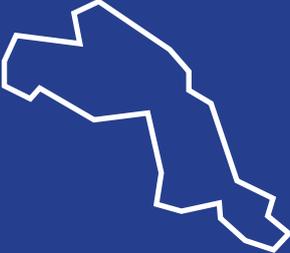
- **Building a community of support** for our aim to drive social mobility on the coast. Establishing the partnership board and developing communication campaigns to raise awareness of the programme (@coastOA on Twitter contains all the latest updates). Open-door community events will take place regularly and information about the programme will be shared in places where people meet, such as libraries and community centres.
- **An Enterprise Co-ordinator** in place and working with all secondary schools on the North Yorkshire Coast to help young people secure at least four high quality encounters with the world of work. Six 'cornerstone' employers have been announced who will help to inspire and prepare young people for the fast changing world of work and the employment opportunities available to them.
- **A National Citizen Service** champion funded in each school, driving up participation in this programme for future years.
- **Mental Health First Aid training** ready to commence in each secondary school in the area.
- **A phonics roadshow** at a local primary school in July attended by over a dozen local primary schools – showcasing some of the best evidence based approaches to teaching phonics.
- **An approved new Research School*** – the North Yorkshire Coast Research School by the Esk Valley Teaching School Alliance. From its base at Settrington All Saints' Church of England Primary School, this school will champion the use of evidence of what works to improve teaching across the area.
- **An approved Strategic School Improvement Fund (SSIF) package** that will develop the skills of teachers to craft learning conversations that support pupils' understanding of their own thought processes ('meta-cognition') and to embed self-regulation approaches.
- **A professional development package for the area's schools**, including training to: improve the teaching of phonics and STEM and a whole school leadership training package.
- **The Higher York National Collaborative Outreach Programme** which is supporting young people from areas on the North Yorkshire Coast where there is low participation in higher education and helping them to aspire to a place at university.

* The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice.
www.educationendowmentfoundation.org.uk/our-work/research-schools

WHY THE NORTH YORKSHIRE COAST?

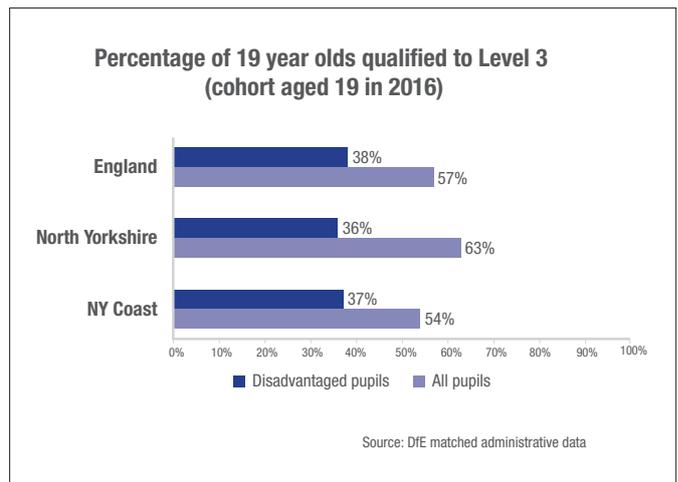
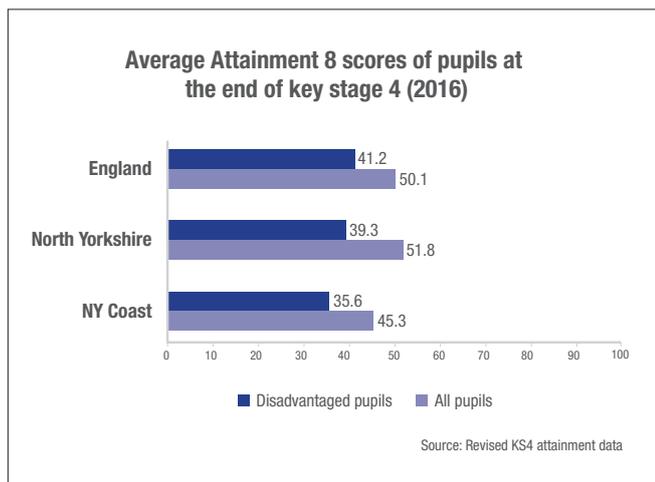
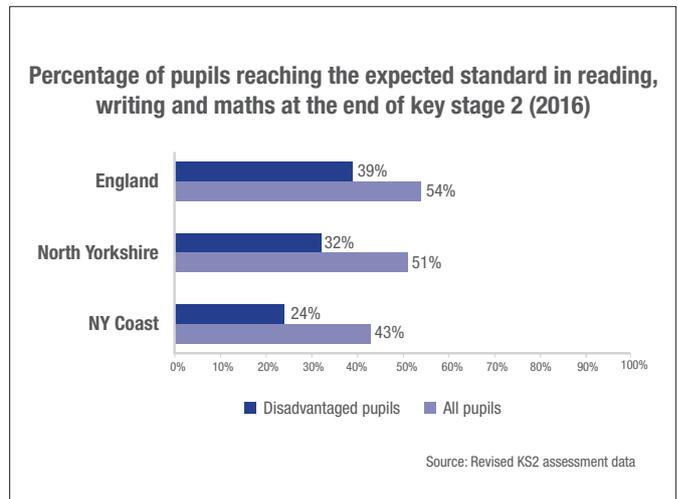
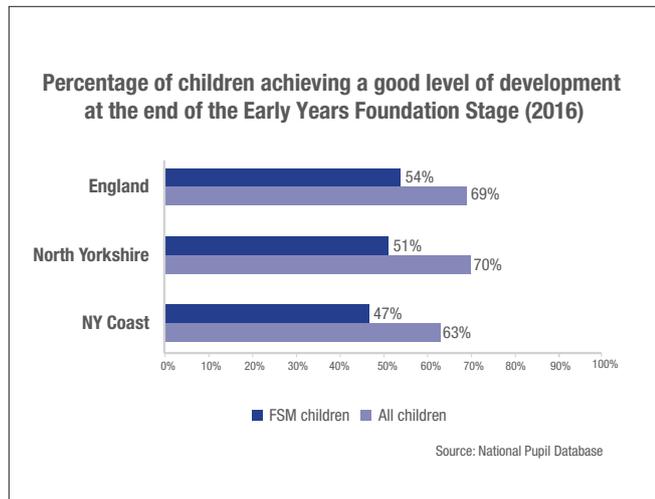


Despite strengths and recent achievements – there are huge challenges



312th
out of 324 districts

– the North Yorkshire Coast’s ranking in the Social Mobility Index*. The Index compares the chances that a child from a disadvantaged background will do well at school and get a good job in areas across the country.



*<https://www.gov.uk/government/publications/social-mobility-index>

*The North Yorkshire Coast encompasses all of the Scarborough Local Authority District (LAD). Data published in support of this plan by the Department for Education refers to Scarborough LAD.

*Within this plan, the ‘disadvantaged’ group varies depending on the DfE data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of ‘disadvantage’ for each DfE data source, see the “Education statistics by local authority, district and pupil disadvantage” release found on the [DfE Statistics page](#).

Our key challenges

- Our comprehensive data analysis (spring 2017) highlighted the following as areas of concern:
 - the proportion of children securing a good level of development at the end of the early years phase (i.e. end of reception class), particularly where those children come from disadvantaged backgrounds;
 - the attainment of children in literacy and numeracy through primary and into secondary education; and
 - the availability of a good school place in secondary schools and poor outcomes for young people at the end of key stage 4. This then creates challenges in young people's ability to move into higher level learning or high skilled jobs.
- Underpinning these issues, data analysis and consultation highlight there is a need to do more to:
 - improve children and young people's mental health;
 - build great teaching through a strong education workforce – from early years through to post-16;
 - build routes to successful and prosperous careers with progression; and
 - raise young people's aspirations and ambition for themselves.
- All of these issues require the intensive involvement of communities and businesses to embed change.

From children's early education to their post-16 learning, outcomes for disadvantaged children and young people on the North Yorkshire Coast are below the national average.



STRENGTH THROUGH PARTNERSHIP

“The Opportunity Area programme is already making a positive impact on the North Yorkshire Coast – it’s bringing people together and encouraging us to work more effectively together towards a common goal. We look forward to continuing that collaborative approach.”

Jane Douglass - Executive Headteacher and NLE

“The Opportunity Area programme comes at a time when more support is needed for young people living on the Coast to pursue their passions, whatever they may be. At the heart of this programme, must be the aspirations of parents and communities. I look forward to being involved in this partnership so that any change achieved is real and sustainable.”

Mel Bonney-Kane - CEO, Coast and Vale Community Action

The North Yorkshire Coast partnership board

The North Yorkshire Coast partnership board brings together senior leaders from schools, communities, business and central and local government who bring experience, insight, and ambition for the North Yorkshire Coast and its young people. We have built a partnership that reflects the expertise we will need to succeed in delivering against the priorities emerging from this plan and draws on strong connections to the communities of Scarborough, Whitby, Filey and the rural areas. The board will meet regularly to oversee progress, working alongside the Department for Education and other national organisations to ensure that the programme is ambitious, coherent, effective and represents good value for money.

North Yorkshire Coast partnership board membership

Sir Martin Narey: a highly experienced senior leader – and resident of Whitby. Sir Martin’s career developed in the Prison Service culminating in his appointment as CEO and Director General for the National Offender Management Service from 2003. In 2005, he took the role of CEO for leading children’s charity Banardos. Sir Martin is currently a non-executive director at the Ministry of Justice and adviser to government on children’s social care. Sir Martin was made Knight Bachelor in 2013 for services to vulnerable people.

Partnership board members

- **Andrew Galbraith:** Headteacher, Ebor Academy Filey
- **Annabel Jelley:** Head of Skills, York, North Yorkshire & East Riding Enterprise Partnership
- **Craig Gaskell:** Provost, Coventry University, Scarborough Campus
- **David Read:** Headteacher, Scalby School, CEO the Scalby Learning Trust
- **Gareth Edmunds:** Director of External Affairs, Sirius Minerals
- **Jane Douglass:** Executive Headteacher and National Leader of Education (NLE), Castleton and Glaisdale Primary Schools. Teaching school lead for the Esk Valley Teaching School Alliance
- **Jane Pepper:** Headteacher of Childhaven Nursery School, NLE and teaching school lead for the Scarborough Teaching School Alliance
- **Judith Hay:** Assistant Director for Children and Families, North Yorkshire County Council
- **Mel Bonney-Kane:** CEO Coast and Vale Community Action
- **Paul Brennan:** Assistant Director for Education and Skills, North Yorkshire County Council

The meetings are also attended by the Regional Schools Commissioner and by the Department for Education Head of Delivery and Area Lead, who provide advice and support to the partnership board.



The North Yorkshire Coast partnership board believes that working in partnership with local partners and drawing on support from national organisations will help ensure this plan is a success on the North Yorkshire Coast. We are working with **three national partner organisations** who are delivering a comprehensive offer to the area for the benefit of children and young people:

The Careers and Enterprise Company (CEC) – every secondary school and post-16 provider on the Coast now has access to an Enterprise Adviser, a senior business volunteer, and a share of around £115,000 to support schools to access at least four high quality encounters with the world of work for their young people. Through this work we are ramping up the scale, ambition and quality of work to connect employers and young people.

To help achieve these ambitious plans, the CEC has identified six ‘cornerstone’ employers who have committed to make a significant contribution to work with young people in schools on the North Yorkshire Coast and who will work alongside the wider business community who are already very actively supporting schools:

- **Askew Brook** – insight into jobs in the digital industries, including school assemblies, mock interviews and career days.
- **Barclays** – delivering their Life Skills Programme to young people across the Coast.
- **Burberry** – with a Yorkshire operation, support will include company mentors and work placements.

- **Dale Power** – supporting career development in engineering.
- **GCHQ** – from their site just outside Scarborough, will help young people develop digital and cyber skills.
- **Sirius Minerals** – linked to their significant investment on the Coast, their involvement will include STEM support in the curriculum, workplace visits and engagement through companies within their significant supply chain.

This additional investment will complement the area’s Employability Charter to create dynamic and co-ordinated relationships between employers and schools. This will mean schools get the support they need and businesses will effectively deploy their skills to grow the ambitions of young people.

Over the lifetime of this plan, we expect almost 32,000 high quality encounters with the world of work will be delivered for some 8,800 young people on the Coast.

National Citizen Service are working to ensure that more of the North Yorkshire Coast's young people can experience and benefit from this four week programme of personal development and volunteering. On the North Yorkshire Coast, The National Citizen Service have placed coordinators in secondary schools in the area to increase engagement with pupils and are supporting schools to help recruit young people to this life-changing programme. They are also building partnerships with voluntary organisations, universities and businesses to offer additional incentives to young people to take part, and targeting those least likely currently to step forward for this programme.

Our aim is to ensure every young person who seeks a place on the programme can access one.

The Education Endowment Foundation (EEF) will support the partnership board and North Yorkshire Coast schools to make the best use of evidence about what works in educational improvement. Together with the Institute of Effective Education, they appointed and will support the new Research School* – The North Yorkshire Coast Research School by the Esk Valley Teaching School Alliance. From its base at Settrington All Saints' Church of England Primary School, the Research School will champion the use of evidence of what works to improve teaching across the area.

Research Schools aim to lead the way in the use of evidence based practice and bring research closer to schools. Using their expertise and that of the wider Research School Network, the North Yorkshire Coast Research School will support all schools to make better use of evidence to inform their teaching and accelerate improvement across the Coast's classrooms.

Huntington School (an established Research School in York) will also work alongside the North Yorkshire Coast Research School to offer their expertise to secondary schools in the area.

*The Research Schools Network is a collaboration between the Education Endowment Foundation (EEF) and the Institute for Effective Education (IEE) to fund a network of schools which will support the use of evidence to improve teaching practice.
www.educationendowmentfoundation.org.uk/our-work/research-schools.

We will ensure young people are at the heart of our plan

<p>Listening</p> 	<ul style="list-style-type: none"> • We want young people in the district to feel engaged in the programme and see this plan as something they can get involved in. We have drawn on the findings of ‘Growing Up in North Yorkshire’ to think about the priorities in this plan and have undertaken initial engagement with youth groups and the members of the Youth Parliament. We want young people to have positive role models from the area, drawn from successful alumni of the area’s education system – whether that is higher level apprentices working their way up in manufacturing business, or the many Michelin Star chefs who have graduated from Scarborough TEC. • The involvement of young people will take place alongside a commitment to putting the ideas and aspirations of parents and communities at the centre of the programme. We will be transparent about what the programme is doing and create opportunities for everyone to contribute their ideas and time.
<p>Representation</p> 	<ul style="list-style-type: none"> • Young people’s views will be heard at key meetings where the Opportunity Area programme is developed. We know that young people in the area are not waiting to be empowered, but are doing something now about the things that matter to them. National Citizen Service participants in summer 2017 campaigned about mental health and the area’s member of the Youth Parliament is leading the drive to get young people to vote in the 2017 Make Your Mark ballot. Where this is happening, we will ask these young people how the programme can support their work.
<p>Action</p> 	<ul style="list-style-type: none"> • Partnering with the North Yorkshire Coast’s cultural and civil society organisations, we will try different approaches that allow young people to talk about their future in a way that is meaningful to them. • We are following cohorts of National Citizen Service participants – to follow their stories and successes and are looking to do similar with young people supported by the National Collaborative Outreach Programme which aims to widen participation in higher education. • We will involve young people in the development of our work on ambition and aspirations and mental health.
<p>Ambassadors</p> 	<ul style="list-style-type: none"> • In September, we will ask young people to step forward to get involved in the programme. We will work with children and young people of all ages who are committed to improving social mobility in their community. They will be selected because they demonstrate a strong commitment and have inspirational stories to tell – stories which bring alive the programme’s aims.
<p>Research</p> 	<ul style="list-style-type: none"> • Our programme evaluation will allow us to understand changes in outcomes for young people on the Coast. • Also, the local authority’s ‘Growing Up in North Yorkshire’ survey will be run again in 2018 and 2020 and will give us ongoing indications of progress through this programme and how it is changing young people’s outcomes, their resilience, wellbeing and optimism about their future.

OUR PRIORITIES



Our priorities

The North Yorkshire Coast partnership board has agreed a plan that will focus on four areas where improvement will help children and young people to overcome the barriers that hold them back. We have also identified four 'critical enabling themes' which will support these priorities and which are vital to the improvement of social mobility for children, families and communities in the area.

We will bring together communities and businesses in support of this work. Over the three years of the programme, we expect this plan to develop to reflect the programme's achievements and ambition. We have focused on the key priorities and activities we think we need to get right early to enable young people's potential to be unlocked.

All children and young people are able to go as far as their talents and potential allow them – creating strong foundations for positive change across the North Yorkshire Coast.



1. Early years

Children get a head start in life through a high quality early years education.



2. Maths

The North Yorkshire Coast becomes an area where children excel in maths.



3. Literacy

A generation of readers who use the power of literacy skills and a love of reading to unlock future opportunities.



4. More good secondary school places

A good secondary school place for every young person on the North Yorkshire Coast.

Critical enabling themes

Skills for employment and professional development

Ambition and aspiration

An outstanding education workforce

Children and young people's mental health



Priority 1: Early years

Children get a head start in life through a high quality early years education.

Why this is an area of focus

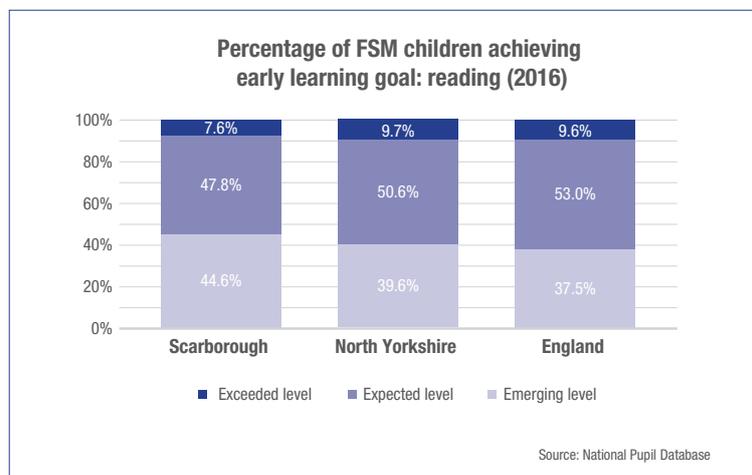
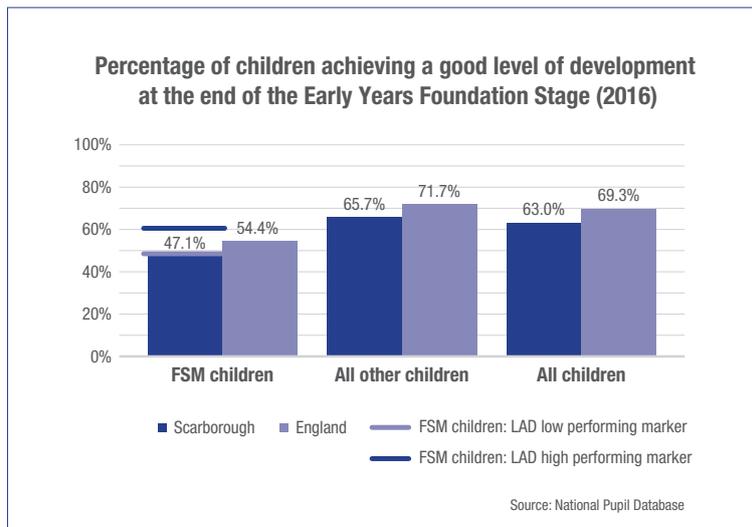
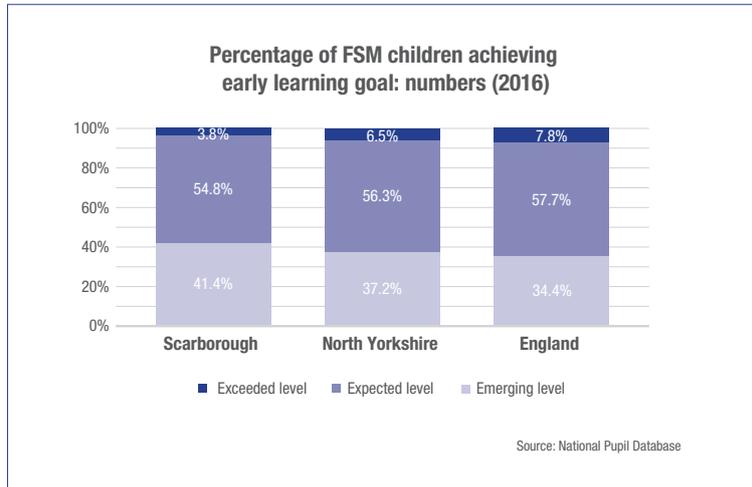
- Early education is a critical and enduring foundation for children's success through the rest of their schooling. The Effective Education of Pre School Education (EPPE) study* has shown that quality pre-schooling continues to have a positive effect on literacy and numeracy after a child has been in school for five years – underpinning its importance as a foundation for life.
- Too few children on the North Yorkshire Coast, particularly from disadvantaged backgrounds, are achieving a good level of development across the Early Learning Goals (ELG). Across the Opportunity Area, some 400 children last year failed to reach this level – at a time of critical development in a child's life.
- A review of ELGs for children on the North Yorkshire Coast highlights that in the core skill areas of both reading and numbers, disadvantaged children perform particularly poorly, compared to similar children nationally.
- Our conversations with professionals from private and voluntary sector nurseries and primary schools have also highlighted a significant concern about delayed speech and language skills and a rising prevalence of speech disorders which are not being addressed quickly enough because of delays in referrals to therapeutic services. Early years leaders are clear that they see a role for themselves in early intervention and supporting children with speech, language and communication needs that are not meeting the threshold for an NHS referral. They would welcome support and training to do this, alongside finding better ways to engage with therapists where their children have been referred to NHS services.

*The Effective Education of Pre School Education Project – a longitudinal study of children from age 3 to the end of key stage 2

Priority 1: Early years

Children get a head start in life through a high quality early years education.

2016 position



For this analysis, we have grouped local authority districts into six groups (sextiles). The markers on the graphs described as 'high performing' and 'low performing' relate to the top and bottom local authority district sextile.

What we will do

This part of the programme is focussed on children (and their families) from birth to the end of reception class. We are proposing three interventions in this area which we will commission in the autumn term:

1. Improving early years pedagogy

– the theory and practice of teaching:

we will commission a programme to offer private and voluntary sector nurseries and early years provision in schools a developmental assessment leading to both setting wide and individual staff development plans. This will support the area's settings to improve their pedagogy and the quality of adults' interactions with children. Using research scales (an assessment framework) to secure quality improvement is a relatively new and innovative approach but has been tested in a number of recent evaluations and has been shown to have robust emerging evidence of positive impact on children's learning outcomes. The North Yorkshire Coast hopes to contribute towards this evidence base through this work. There is good capacity on the North Yorkshire Coast to deliver this programme, working with local expert practitioners and the local authority's early years team. A peer to peer approach would be used, building setting to setting supportive relationships and to help with implementation and monitoring of actions undertaken following the initial assessment.

2. Parental engagement and developing early literacy in the home:

early years practitioners are clear that more must be done to develop very young children's early speech, language and literacy skills and help parents to support this development effectively in the home. We will develop a parental engagement programme for children from birth to school age. This will be commissioned and informed by the evidence base and selected to fit with the capacity of the area to take such a project forward on a sustainable basis.

3. Speech and language:

we have already commissioned work from The Communication Trust, working with specialists in North Yorkshire County Council, to develop a strategy for improved speech, language and communication support for children in the early years on the Coast. The strategy development work will be completed in the autumn term 2017/18 and implementation thereafter. Alongside this, and to alleviate immediate pressure, we will consider ways to build on the Scarborough Pledge's Speech and Language Therapy project and involvement in HELLO – an early speech and literacy programme led by National Literacy Trust.

In 2017/18 our activities will include:

- Ensuring 20 settings (both schools and private and voluntary sector nurseries) have had an assessment and action plan for development by the end of 2017/18.
- Commissioning (autumn term) and launching (spring term) a parental engagement and early literacy in the home programme, drawing on the evidence base of proven home learning environment programmes. This programme will work intensively with 50-75 families across the Coast with children aged 0-2.
- Completing work on a strategy for improved speech, language and communication support by December 2017 with actions ready to take forward in spring 2018.

Our targets for 2020/21 are:

- The percentage of children reaching a good level of development increases to 70% for all children and 55% for children eligible for free school meals. This will mean in 2020/21, 75 more children reach this level than was the case in 2016.





Priority 2: Maths

The North Yorkshire Coast becomes an area where children excel in maths.

Why this is an area of focus

- Success in maths can have a huge impact on outcomes in later life – research suggests that children with high mathematics scores at age ten earn 7% more at age 30 than others*. Around half of individuals in jobs where mathematical sciences qualifications are essential have been found to have salaries of £29,000 or more, compared with only 19 per cent of the UK workforce overall**. We know that there are exciting future opportunities in STEM industries on the North Yorkshire Coast, including in the many successful engineering companies, in health and construction. We want young people in the area leaving school poised to take advantage of those exciting and high skilled careers.
- Sadly, however, this is not yet happening. Young people's circumstances play too big a part in determining their outcomes in maths. Our analysis of performance data shows that this trend starts in the early years, progress remains poor in primary schools as key stage 1-2 progress data highlights and this then continues into secondary schools. On average, all pupils in the area are underperforming in the maths element of the English Baccalaureate (EBacc), but deprived pupils fare particularly poorly. Last year (2016), at the end of key stage 4, disadvantaged pupils attained almost nine percentage points lower than disadvantaged pupils nationally.
- There are already pockets of great maths teaching in primary schools in the area – like St Peter's Catholic Primary School in Scarborough where children's progress in maths places the school within the top 10% of primary schools nationally. We need to learn from these pockets of good practice and help to sustain and embed that high quality teaching and enthusiasm for maths in all schools. Underlying the activity focused on developing high quality maths teaching, we need to work through leaders in the area - with teachers, families and the wider community - to change the perception that not being good at maths is ok and encourage all children to share a love of maths.

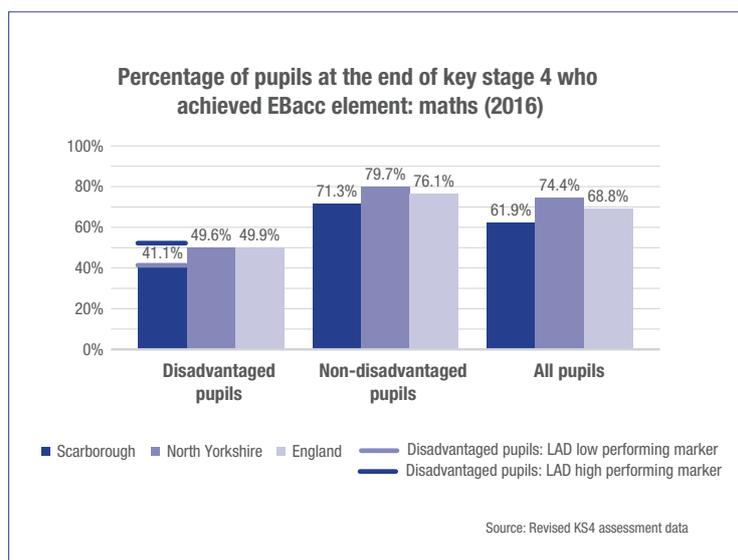
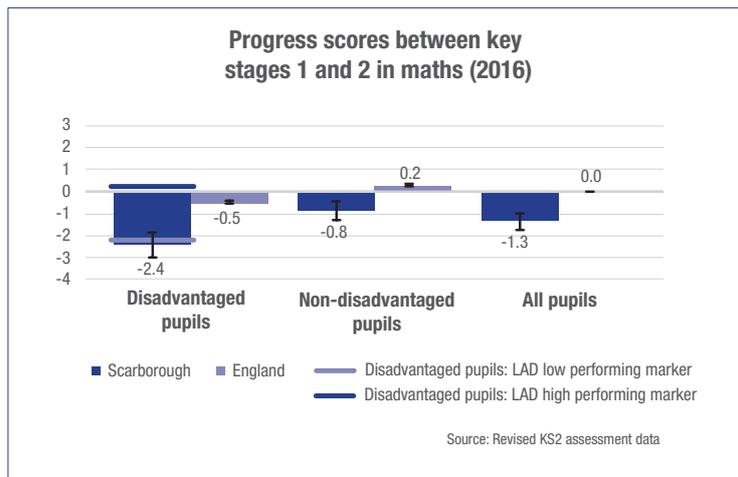
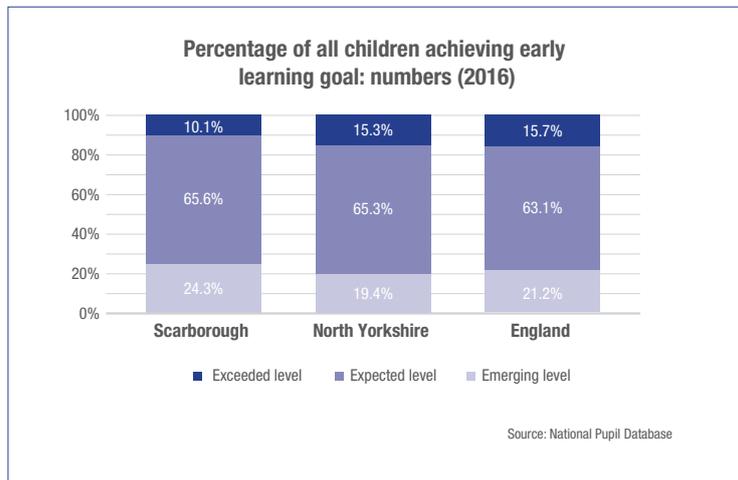
*This is after pupil characteristics & later qualifications are controlled for - Institute of Fiscal Studies, British Cohort Study 2012.

**See Council for Mathematical Sciences (CMS) (2015): http://www.cms.ac.uk/files/News/article_5630c69e789971.96989222.pdf

Priority 2: Maths

The North Yorkshire Coast becomes an area where children excel in maths.

2016 position



What we will do

We are proposing four linked activities as part of this priority:

1. **A maths centre to build leadership in maths:** we will work with leaders on the North Yorkshire Coast and the Yorkshire Ridings Maths Hub to establish a maths centre, located within a school on the North Yorkshire Coast and easily accessible to the teachers and leaders in the area. The maths centre will work closely with the Yorkshire Ridings Maths Hub to provide support and CPD for teachers in the area. It will build on existing maths specialists and networks to share good practice and will work closely with the Research Schools, to ensure that schools are supported to embed evidence based practice in maths.
2. **Developing great maths teaching:** the North Yorkshire Coast will benefit from the best training and CPD opportunities in order to develop the skills of primary and secondary teachers in maths. We will use the principles of teaching for mastery to create a shared vision of what great maths teaching looks like and we will support those schools in the area that have already started to implement the principles of this.
3. **Supporting maths transition between primary and secondary schools:** in order to share a common vision of what great maths teaching is, we need to support transition between key stage 2 and key stage 3. Primary and secondary schools should have a shared understanding of the common areas that children struggle with in maths and where there are common strengths.
4. **Love of maths:** we will involve local leaders, STEM ambassadors recruited by STEM Learning and other businesses on the North Yorkshire Coast, parents and the community to help change perceptions and encourage high aspirations in maths. We will look at the evidence base around parental engagement in numeracy and the area's maths working group will commission interventions based on proven approaches.

In 2017/18 our activities will include:

- Identifying a maths centre on the North Yorkshire Coast – with links to the Yorkshire Ridings Maths Hub and the North Yorkshire Coast Research School. This centre will also lead on developing an evidence based approach to improve the support children receive from home with maths and increase parents' engagement with their children's learning in maths.
- Extending the Yorkshire Riding Maths Hub project for deepening understanding in number and calculation in the Early Years Foundation Stage, currently focusing on three to five year olds and involving five North Yorkshire Coast schools in its second cohort running in the autumn term 2017/18.
- Building foundations for moving all schools towards the principles of teaching for mastery and improving maths outcomes. We will encourage every school / further education college / sixth form in the area to take part in at least two training events run with the support of the maths hub and the local maths centre – these could include: attendance at the regional secondary leadership conference in June 2018; a post-16 training event, including core maths; observing good practice at the January 2018 Shanghai teacher exchange; taking up places on the NCETM accredited professional development lead qualification; CPD offered through STEM Learning; or a four day professional development training course in maths subject leadership for those schools with teaching for mastery principles already being implemented.
- Helping more schools move towards developing teaching for mastery, ensure seven primary schools are ready to join maths teacher research groups in March 2018 and identify two maths teachers for specialist training through the maths hub to apply for 'cohort 3' in September 2018.
- Developing a project to assess the themes emerging from year 6 maths national assessments in order to develop a shared understanding of where children are facing challenges in transition to key stage 3. This will help schools to plan and adapt their key stage 3 maths curriculum to the needs of their year 7 pupils. Additionally, secondary schools in the area will work with the local authority and the Regional Schools Commissioner in the autumn term to consider the maths support they need beyond this offer.

Our targets for 2020/21 are:

- 80% of primary schools are adopting the principles of teaching for mastery, having been involved in teacher research groups led by trained maths specialists.
- 75% of all pupils reach expected standard in maths in key stage 1 (at the end of year two in primary school). In 2015/16, 64% reached this standard. Our target is based on key stage 1 improvement because a mastery approach is typically implemented in key stage one first.
- Primary and secondary schools in the area sharing a strong understanding of excellent evidence based maths teaching, through for example maths centre-led Teach Meets, and a shared understanding of the areas of strengths and weaknesses of their pupils on transition between key stage 2 and key stage 3.





Priority 3: Literacy

A generation of readers who use the power of literacy and a love of reading to unlock opportunities.

Why this is an area of focus

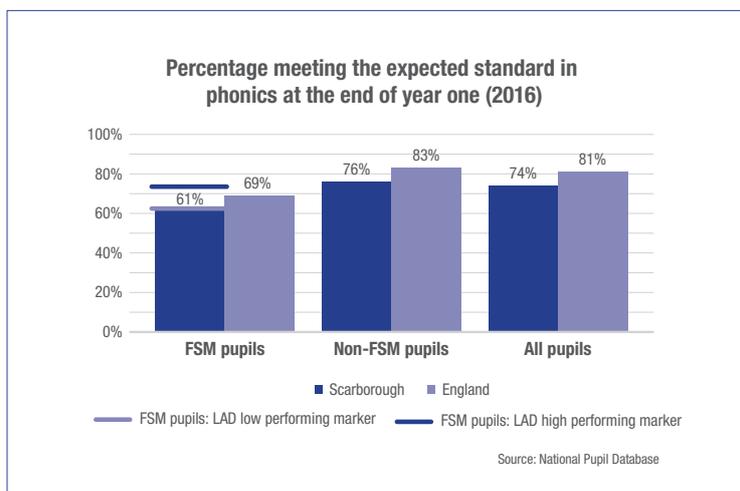
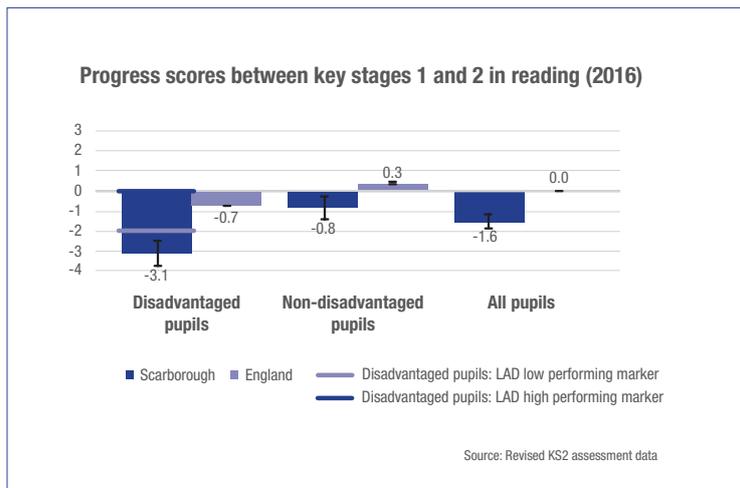
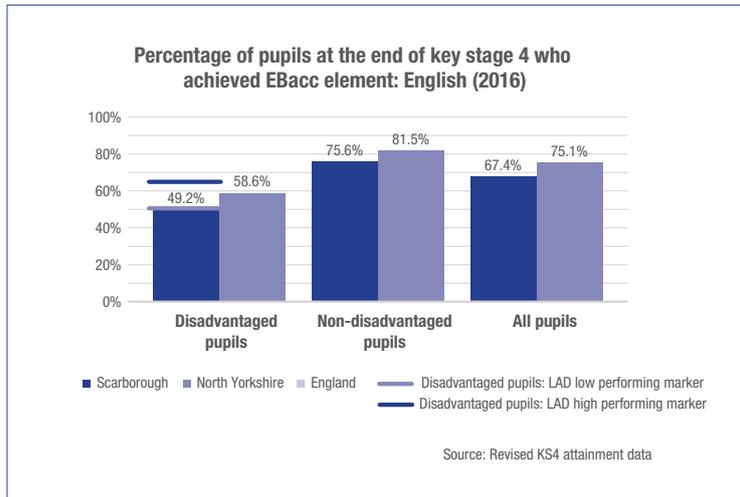
- There has been promising work undertaken to support children and families' engagement with literacy and, working with schools, the area's theatres, arts venues and cultural institutions are working hard to support this and engage the area's communities. There is significant ambition and commitment across the North Yorkshire Coast to develop literacy skills and this has been a focus of the Scarborough Pledge. A 'lead practitioner' for literacy has been working across Scarborough and Filey secondary schools, as well as with a number of primary schools on transition between key stage 2 and key stage 3.
- But more work is needed. At the end of the early years, and each key stage, children and young people on the North Yorkshire Coast have less developed literacy skills than compared to the national average. Professionals report significant concerns in communication skills more generally, giving rise to weaker social skills – essential ultimately to success in the world of work.
- At the end of year one, just over a quarter of children do not reach the expected standard in phonics, with almost 40% of disadvantaged children not doing so. Evidence collated by the Education Endowment Foundation shows that good phonics teaching can help children secure up to four months of additional progress in reading*. Children not securing sound phonetic knowledge fall behind their peers from the start of their schooling.
- Key stage 2 attainment and progress in reading is below national average for all children and disadvantaged children. Too few young people complete secondary school achieving well in English and have to continue to secure a pass into their post-16 learning.
- A phonics roadshow kick-started this work in July, where around 25 teachers came together to develop practice in the use of a systematic approach to phonics teaching – delegates attending agreed they wanted more of this type of support and training, including observing teaching in other schools.

*see <https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/phonics>

Priority 3: Literacy

A generation of readers who use the power of literacy and a love of reading to unlock opportunities.

2016 position



What we will do

We will implement three specific strands of work to develop children's literacy skills on the North Yorkshire Coast:

1. **A North Yorkshire Coast literacy campaign and hub** – we will commission a hub model that will work with parents and carers, schools and settings, businesses and community champions across the area. The aim of the hub approach will be to nurture a love of reading for all children and young people on the Coast – particularly the most disengaged and disadvantaged. The hub will make the most of the extensive evidence base on approaches to improving literacy skills and reading comprehension and secure broad and innovative community engagement – harnessing the area's assets to support this campaign and extending the benefits of this programme to families and parents with low levels of adult literacy. The approach will be honed to work for children and families in the three main towns, but also for those who live in the more rural areas.
2. **Support to improve phonics teaching in schools** – up to five primary schools in the Opportunity Area will be supported with a significant training package

to implement a strong systematic synthetic phonics approach – proven to have significant impact on children's development of reading. We will work with schools with greatest need for support in phonics through this Teaching and Leadership Innovation Fund offer. Because strong phonics teaching has even more of a significant impact for disadvantaged pupils, we will work with schools with high numbers of disadvantaged pupils. For schools not supported by this programme, we will scope the potential for a locally developed Strategic School Improvement Fund proposal for phonics, with the aim of working with all schools in need of support.

3. **Strategic school improvement support for literacy teaching in primary, transition to secondary and in key stage 3:** we will commission work to develop support for literacy leads and class teachers to improve reading and comprehension and where needed for literacy catch up for children in key stage 2 and key stage 3.

In 2017/18 our activities will include:

- Developing the specification for the North Yorkshire Coast Literacy Campaign and Hub in the autumn term, with a contract in place and delivery started early summer term 2017/18.
- Ensuring up to five schools commence intensive phonics training – January 2018.
- Securing a further Strategic School Improvement Fund proposal(s) to improve phonics teaching and reading comprehension and catch-up– building on principles of the Education Endowment Foundation’s Literacy Guides and Toolkit and other robust evidence.

Our targets for 2020/21 are:

- Through two years of delivery of the literacy campaign, school improvement in phonics and wider reading comprehension work, (on average) all children on the North Yorkshire Coast make expected progress in reading at end of key stage 2. Disadvantaged children on the coast (on average) make equal or better progress than disadvantaged children nationally.
- Year one phonics outcomes rise to over 80% for all children and over 70% for disadvantaged children. Over 200 more children in primary schools reach the expected standard in phonics.





Priority 4: More good secondary school places

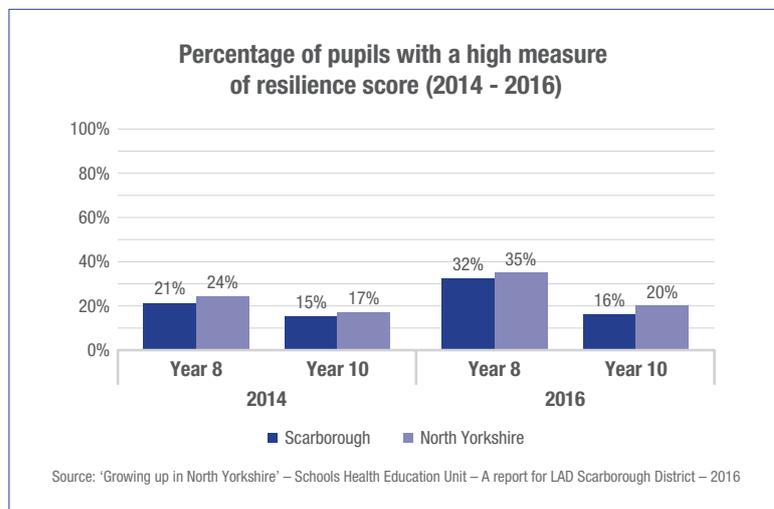
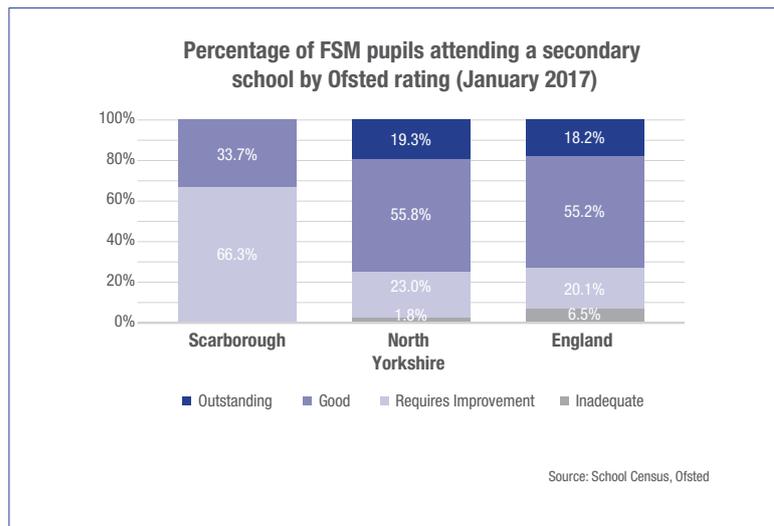
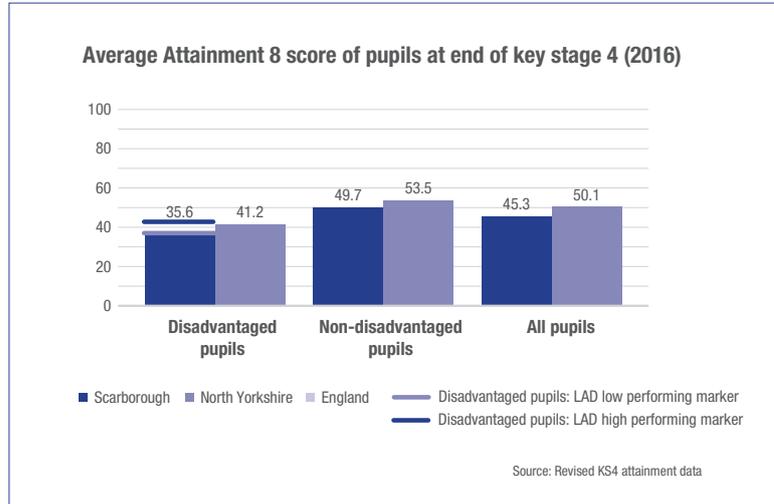
A good secondary school place for every young person on the North Yorkshire Coast.

Why this is an area of focus

1. The North Yorkshire Coast is a fantastic area in which to live. However its residents don't currently benefit from sufficient good secondary places, often citing the relative isolation of the area as the reason for this. We need to do more to market the area to the best teachers and their families. Some good secondary schools demonstrate very well what can be achieved but there is more we can do to bring alive the market for great teachers on the North Yorkshire Coast.
2. The 'school led system' has not worked here as well as it has in some areas. Whilst the Coast's relative isolation and rurality provides great benefits to living in the area, in a school system predicated on collaboration and sharing good practice between schools, the distance from the conurbations of the Tees, York, Leeds and the Humber can be off putting to those looking to progress their career in teaching. This is highlighted not least by the shortage of strong secondary leadership in the area – for example, there are no secondary National Leaders of Education or secondary teaching schools based within or relatively near to the area.
3. This deficiency in capacity within the school system to support and collaborate with other schools (including with feeder primary schools) is one of the factors leading to poor outcomes in some schools. This is exacerbated in the most deprived areas of the Opportunity Area – those schools with the highest levels of deprivation have the weakest outcomes for pupils at end of key stage 4 – achievement (measured by 'Attainment 8') is lower than the national average for all, but particularly for disadvantaged pupils (35.6% compared to 41.2% nationally). Some 2,000 young people are currently in a school that does not have a good or outstanding judgement.
4. There is a correlation between schools with the highest levels of deprivation, poor attendance and poor outcomes; and secondary leaders have been clear that managing challenging behaviour is an issue in some of the area's secondary schools.
5. Great teaching has the potential to drive attainment and crucially social mobility. There is an ambition and confidence amongst secondary leaders in the area to engage in greater collaboration, and to attract, retain and invest in talent for the future. Within some schools there are pockets of good practice of strong continuous professional development offers to teachers and effective strategies to recruit high quality teachers and leaders. We need to build on this, to develop positive and, crucially, sustainable change in secondary schools.

Priority 4: More good secondary school places

A good secondary school place for every young person on the North Yorkshire Coast.



What we will do

We will deliver two programmes of work as part of this priority focussing on capacity and leadership and readiness to learn:

1. Developing and implementing an area wide secondary school improvement plan:

we will work with schools, North Yorkshire County Council and the Regional Schools Commissioner to develop an area wide secondary school improvement plan – supporting all eight schools in the secondary phase and drawing on leaders from the North Yorkshire Coast, and expertise from outside the area. As part of this we will:

- **Support talented leaders** on the North Yorkshire Coast and good schools where leaders and governors aspire to support others through teaching school status and / or developing a locally based multi-academy trust (MAT). We will help MATs to access support to develop, both financially and in expert advice and guidance.
- **Build capacity** in the area through attracting in strong leaders to support schools most in need –including securing strong sponsors for two secondary schools that have recently been judged to be inadequate.
- **Develop a comprehensive CPD offer for teachers and leaders** in the area –including the fully funded National Professional Qualifications (NPQs) for middle and senior leaders and STEM CPD funded through the Teaching and Leadership Innovation Fund (TLIF). We particularly want those schools facing the greatest challenges to take up these offers and we will support them to do so.
- **Implement the recent successful collaborative bid to the Strategic School Improvement Fund** across targeted secondary schools. The bid from two local teaching school alliances (Scarborough and Esk Valley) will help to craft learning conversations that support pupils’ understanding of their own thought processes (‘meta-cognition’) and to embed self-regulation approaches.
- We will **promote the area as a great place to live and work** for new teachers and experienced leaders. We hope to attract both new teachers (through, for example, work with Teach First) and experienced leaders. We will continue and develop the work done by North Yorkshire County Council in improving recruitment of teachers to the area.

What we will do

- 2. Readiness to learn:** we will tackle the challenges that go beyond the classroom but impact on a young person's readiness to learn in school. There are high absence rates in some of the most challenging secondary schools on the North Yorkshire Coast and markedly lower personal resilience scores compared to the wider county as identified through the local authority's comprehensive survey of young people – 'Growing Up in North Yorkshire'. We will do three things to address this:
- **Resilience:** a successful programme has been developed in the primary phase focused on academic resilience. This has been delivered through the Esk Valley Alliance and North Yorkshire County Council and has been evaluated by the University of York. We will review how this innovative project could be expanded to the secondary schools in the area. The project has supported the development of a bespoke whole school approach to secure early identification of risk of disengagement and build resilience in staff and pupils. This will enable staff to understand the role of resilience in learning and to implement strategies to achieve academic resilience, particularly for vulnerable children and those at risk.
 - **Parental engagement:** we will support secondary schools to commission evidence based approaches around successful parental engagement, using the Education Endowment Foundation Teaching and Leadership Toolkit or other robust evidence.
 - **Young people with Special Educational Needs and Disability (SEND):** we will build capacity for more school-to-school support to review and improve SEND provision on the North Yorkshire Coast. Training will be provided for six experienced practitioners to become SEND reviewers and we will establish a SEND regional leader for the North Yorkshire Coast.

In 2017/18 our activities will include:

- Supporting a strong secondary school to apply to become a secondary teaching school for the area. In future, this teaching school will lead on identifying, developing and coordinating expertise for the benefit of young people across a wider network of schools and will support a self-improving school system on the North Yorkshire Coast. We will use performance data to map schools in and around the North Yorkshire Coast, to identify those that could be effective teaching schools. Where a school may not be ready to apply, but has potential to apply in the future, we will look to broker support from other strong teaching schools to help them develop readiness.
- Securing strong sponsorship for two secondary schools judged inadequate in the area in order for those schools to quickly improve outcomes for young people.
- Ensuring up to 40 middle and senior leaders take up the fully funded National Professional Qualifications offer across all phases, but with a clear first priority being to meet secondary need.
- Commissioning parental engagement intervention(s) for secondary schools, bringing in practice from outside the area but building on schools' understanding of what works on the North Yorkshire Coast in engaging families in older children's learning.

Our targets for 2020/21 are:

- 100% of secondary schools in the area will be either good or outstanding, or be on track to achieve this Ofsted judgement at their next inspection – enabling 2,000 young people to study in a good or outstanding school.*
- One or more teaching schools in the secondary phase actively working in the area to support secondary schools.



* Achievement of this target by the end of the programme will be contingent on Ofsted inspection timescales. This may mean for any sponsored academies opening during the programme, inspections may not have taken place prior to the end date of the programme.

CRITICAL ENABLING THEMES



Critical enabling themes

Skills for employment and professional development 	Year one activities
<ul style="list-style-type: none"> • Just over 54% of young people on the North Yorkshire Coast secure a level three qualification by nineteen (compared to 57% nationally). The area is in the top sextile nationally for the proportion of disadvantaged young people achieving level three through vocational routes and in the bottom sextile nationally for those achieving level three through academic courses. • Good careers guidance is critical to ensure that young people understand how their studies in school enable them to progress into further and higher education and ultimately into a successful and prosperous job. Post-16 options on the North Yorkshire Coast must be joined up and offer clear progression pathways for all young people. This must include vocational options such as apprenticeships as well as multiple routes into academic and vocational skills reflecting the Government's Post-16 Skills Plan. • As part of a broad and balanced curriculum, it is also imperative that young people gain employability skills that will enable them to engage with the world of work effectively. These include problem-solving, resilience, team work and communication skills. • The transition to post-16 education is critical to ensure that young people can access appropriate provision. There is some concern about high levels of drop out from programmes for young people aged seventeen and eighteen, indicating that they are not accessing the option that is right for them. 	<ul style="list-style-type: none"> • The final report of the York, North Yorkshire, East Riding and Hull Area Review of Post-16 Further Education Provision recognised the need to continue progress made during the review towards a more integrated and sustainable post-16 tertiary offer that aligns provision with the Local Enterprise Partnership's (LEP) priorities, builds collaboration with other post-16 providers and monitors implementation locally. We will work with the existing Learning and Skills Post-16 group to deliver this work and ensure the north of the area (including Whitby) is included in discussion about an equally integrated and sustainable offer. • Post-16 providers in the area show encouraging levels of success in supporting young people who have not secured a good pass in English and maths whilst at school. Because of this, we will facilitate greater links between the workforce in post-16 providers and eleven to sixteen secondary schools to ensure that good practice and learning is shared. This will help ensure young people have the English and maths skills they need to broaden their options in post-16 education. • The maths hub is bringing its post-16 programmes to the area, including core maths (a more practical problem solving maths curriculum), working collaboratively with providers to develop better post-16 maths pathways. • We will help young people, particularly those from disadvantaged backgrounds and with SEND, to develop important life skills through access to regular and high quality extra-curricular activities available within their communities.

Ambition and aspiration 	Year one activities
<ul style="list-style-type: none"> • There are unprecedented economic opportunities on the North Yorkshire Coast such as the Sirius Minerals potash mine, expansion at GCHQ and creation of the off-shore wind farm at Dogger Bank as well as many thriving engineering businesses requiring a highly qualified workforce. We must ensure that young people have a direct line of sight to these opportunities, have the self-belief to achieve their ambitions and ultimately take up these highly paid jobs. Also, as one in five people in the North Yorkshire workforce is self-employed*, we need to ensure that young people have the opportunity to develop enterprise skills. • ‘Growing Up in North Yorkshire’ provides information about children and young people’s views on their future, aspirations and ambition and how well their schools and colleges support this. The Scarborough picture is less positive than for North Yorkshire as a whole with the exception around the quality of careers education and sufficiency of information on options. 	<ul style="list-style-type: none"> • We are working with the Careers and Enterprise Company to ensure that every young person has at least four high quality encounters with business and have put in place an enterprise coordinator service with funding for all secondary schools in the area. We will develop ways for young people to consider all routes available to them after they leave formal education, this will include apprenticeships or technical/vocational education routes. This will bring together existing support on careers advice from CEC, National Careers Service and an initiative funded by Sirius Minerals. • We will work with the National Development Team for Inclusion (NDTI) to develop greater ambition for employment outcomes for young people with special educational needs and disability (SEND). This will support a number of mainstream and special schools to have more ambitious employment pathways for young people set out in their Education, Health and Care Plans. • We will ensure that schools participate in activities that encourage careers in science, technology, engineering and maths (STEM) related industries such as Scarborough Engineering Week. • A co-ordinator has been placed in every school to encourage more participation in National Citizen Service. • The National Collaborative Outreach Programme, delivered by Higher York, is supporting young people from low participation areas to access higher education. We are also exploring wider links with the most selective universities to open up opportunities for young people with the very highest potential from the area.

*See ONS annual population survey, April 2016 to March 2017.

Ambition and aspiration (Continued): 	Year one activities
<ul style="list-style-type: none"> • Take up of National Citizen Service has been weak in the area, markedly lower than national levels. We also know that many young people don't access the many assets the area offers: from the seaside and surrounding countryside to the theatres and arts venues. We need to do more to inspire ambition and aspiration in our communities and open the doors to the assets which belong to them as residents of this area. 	<ul style="list-style-type: none"> • A Saturday Club will be put in place in the Opportunity Area, supported by the Arts Council England, to develop the ambition of young people with interest in art and design. • Ensure the continued success of the Children's University in the area – helping to get more children from disadvantaged backgrounds participating in this programme which opens up local experiences to them. Alongside this, we will work with our Arts Council bridge organisation to help ensure access to wider arts and cultural experiences for children and young people of the area.

Children and young people’s mental health 	Year one activities
<ul style="list-style-type: none"> Public Health England data for 2014 suggests there were some 1260 children and young people with mental health disorders, slightly above national and regional prevalence. The ‘Growing up in North Yorkshire’ survey highlights that children on the coast have lower levels of resilience compared to their peers in the wider county, though the gap is narrowing. A University of York evaluated Academic Resilience project delivered in the area in 2016/17 has had a positive impact in primary schools in the area. It is proposed to develop this local programme further and expand it to more schools. 	<ul style="list-style-type: none"> All secondary schools in the area to have benefited from mental health first aid training, delivered by end of July 2018. Schools in the area will be invited to participate in pilot activity being developed by the department including the Mental Health Services and Schools Link Programme. Locally developed Academic Resilience programme to be expanded to more schools to develop children and young people’s ability to thrive in school and with their learning. This will test a new approach and build robust evidence of impact. The Compass Project, developed and funded by partners in North Yorkshire (Clinical Commissioning Groups and LA), will expand mental health provision for young people across the OA, in a school centred service.

An outstanding education workforce 	Year one activities
<ul style="list-style-type: none"> • Stakeholders have reported difficulties in attracting and developing a strong field of candidates for teaching posts in the area and attracting good teachers. • Embedded throughout the core priorities, is a focus on the education and early years workforce but improving strategies for attracting and retaining talent is critical in the area. 	<ul style="list-style-type: none"> • We will continue to support work commenced under the Scarborough Pledge to help schools develop recruitment strategies and stronger recruitment campaigns that capture more candidates’ attention and interest. We will take professional advice on how we can better market our schools, and the area, in order to help headteachers attract and retain the very best staff. • The area will benefit from three Teaching and Leadership Innovation Fund (TLIF) programmes to develop the teaching and leadership workforce. • The area will benefit from up to 40 fully funded places on new National Professional Qualifications at middle, senior, head and executive headteacher level. • The area will benefit from additional support for the teaching profession. This will include support to access national CPD programmes and events with talks from national experts and discussions about the role of teaching in support social mobility.



North Yorkshire Coast

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