



Department  
for Education

**Social Mobility**

A photograph of a woman with long blonde hair, wearing a white shirt and a blue lanyard, smiling as she looks at a tablet computer. A young child with blonde hair, wearing a pink shirt, is also looking at the tablet. They are sitting at a red table. The photo is framed with a white, jagged border.

**Ipswich**

## Opportunity Area 2017-20

A local plan to deliver opportunities for children and young people in Ipswich



Photo credit: University of Suffolk

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A young boy with short dark hair, wearing a white short-sleeved button-down shirt and dark trousers, is smiling and looking down at a red toy car he is holding. He is in a classroom setting with colorful decorations and a bulletin board in the background. The image is framed by a white geometric border on a blue background.

## OUR VISION

## A message from the Secretary of State for Education and the Chair of the partnership board



The world economy is changing and it is through education, skills and training from the early years into adulthood that we will make sure no one is left behind. Education will be key to

achieving that goal, and is central to breaking down the barriers to social mobility that face too many young people in Ipswich.

Ipswich is a growing town, with a fantastic cultural offering. But, like many other parts of the country, some young people do not have the support to fulfil their potential.

I am delighted that local leaders in Ipswich are committed and passionate about breaking the link between a child's background and where they get to in life. We need to ensure that every child's future is determined by their talent and hard work, rather than where they began. Through this plan, we will work together to ensure that all young people in Ipswich can access high quality education at every stage. We will also create opportunities for young people outside of school that will raise sights and broaden horizons.

Social mobility is not just essential for an effective economy; it is a moral imperative. I look forward to seeing this delivery plan in action over the coming years, making a real difference for children and young people in Ipswich and contributing to a modern country that is globally competitive and fit for the future.

**The Rt Hon Damian Hinds MP**  
Secretary of State for Education



It is a privilege to have been asked to chair the Ipswich Opportunity Area partnership board. Every member of the board has given a personal commitment to work over the three year life of the

programme to improve the achievements and life chances of the children and students of our town.

Through this plan, endorsed by the Secretary of State, we are determined to show that by working as a whole community we can transform opportunities for everyone. It is important work; if we get it right our children will have the skills and achievements to face the future with ambition and self-confidence. If you would like to contribute, comment or participate please contact me directly.

### **Richard Lister**

Independent Chair of Ipswich Opportunity Area partnership board

### GET IN TOUCH



[OpportunityAreas.East@education.gov.uk](mailto:OpportunityAreas.East@education.gov.uk)



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



**WHY IPSWICH?**

## Ipswich context

Ipswich is the county town of Suffolk and East Anglia's waterfront town. A powerhouse of culture, it has a higher number of regularly funded Arts Council partners than anywhere outside of London. It is already benefiting from the 'Ipswich Vision', a five year project to support the growth of the town and to turn Ipswich into a destination that is celebrated for where it is going as much as where it has come from.

The population of Ipswich is relatively young and increasingly diverse. There are almost 11,400 children under the age of five in Ipswich, which is over 8% of the population, and around 65% of residents are of working age. Ipswich is one of the most rapidly expanding towns in the UK; it is home to almost half of all children in Suffolk whose main language is not English and over 70 languages are spoken in the town.

As a young person in Ipswich, there is an exciting network of further education and sixth-form colleges to access. Two of these colleges have partnered with the University of Suffolk, which opened its central Waterfront Campus in August 2016, to widen participation in higher education. The University itself is well integrated into the community and there are a number of industries offering employment opportunities in

and around the town, including the insurance sector (AXA and Willis) and BT's digital, technology and innovation hub, Adastral Park. The Port of Ipswich is one of the leading grain export facilities in the UK.

Despite the strengths of the area and recent investment, Ipswich has struggled economically in recent years. Traditionally an industrial town, the economy in Ipswich has become increasingly service-led.

The recession was particularly challenging for Ipswich and levels of deprivation within the town are relatively high in some areas. Employers have identified low levels of skills as a potential barrier for growth in Ipswich; fewer adults in the town are qualified to level 3 (equivalent to A-Levels) and level 4 (equivalent to a certificate of higher education) than nationally. The Ipswich City deal, an economic deal between local authorities and business groups in Ipswich, has committed to supporting thousands of young people within and around Ipswich into work through a focus on developing skills and providing access to apprenticeships and high value jobs.

## Why Ipswich?

Young people from disadvantaged backgrounds in Ipswich achieve, on average, poorer outcomes in education than disadvantaged pupils across the country<sup>1</sup>. In the 2016 'Achieving Excellence in all Areas'<sup>2</sup> analysis, used for understanding educational performance and capacity to improve, Ipswich ranked in the bottom ten of all local authority districts. This was in part because of the low educational performance amongst children eligible for free school meals at key stage 2 and key stage 4, as well as the low proportion of disadvantaged children attending a school rated good or better by Ofsted. When comparing the chances that a child eligible for free school meals will do well at school and get a good job, the 2016 Social Mobility Index ranked Ipswich 292<sup>nd</sup> out of 324 districts<sup>3</sup>.

School leaders in Ipswich are concerned that not all children in the town start school with the skills and behaviours needed to learn. They report that children and young people from more disadvantaged backgrounds can have limited experiences

outside of their immediate communities, which can limit their future horizons. According to Suffolk County Council data, young people in Ipswich are more likely to be not in employment, education or training (NEET) than nationally, and an increasing number of children and young people are being drawn into a growing drugs and gang culture within the town.

To improve outcomes for children and young people through the Ipswich Opportunity Area, we will therefore focus our time, resource and energy on supporting children to develop the behaviours they need to learn. We will also ensure that all young people, regardless of background, can access the experiences, advice and guidance they need, to be able to set and achieve ambitious goals for their future selves. Our other key focus will be to improve the educational performance of pupils from disadvantaged backgrounds by embedding research and evidence based practice in the classroom and supporting teachers to develop their professional expertise.

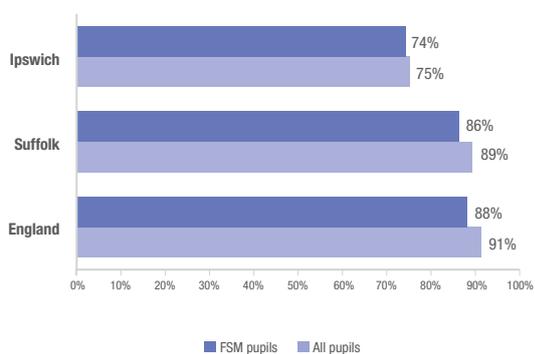
1 Within this plan, the 'disadvantaged' group varies depending on the Department for Education data source. However, they all include the number of pupils who were eligible for free school meals at any point in the previous six years. For further details about the specific definition of 'disadvantage' for each Department for Education data source, see the 'Education statistics by local authority, district and pupil disadvantage' release found on the Department for Education Statistics page.

2 <https://www.gov.uk/government/publications/defining-achieving-excellence-areas-methodology>

3 [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496103/Social\\_Mobility\\_Index.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496103/Social_Mobility_Index.pdf)

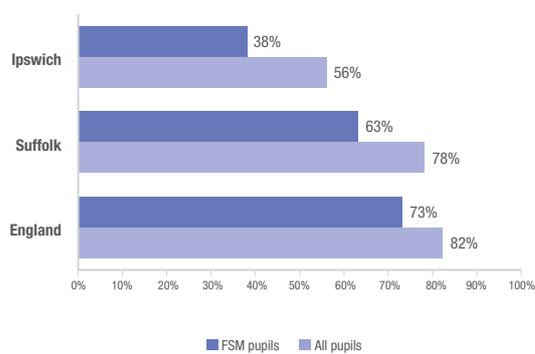
## Why this is an issue

Percentage of pupils eligible for FSM in primary schools rated outstanding or good by Ofsted (2016)



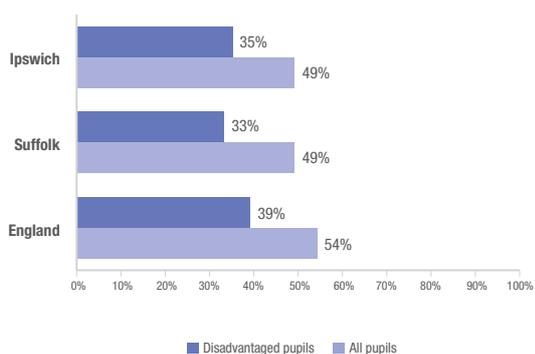
Source: School Census, Ofsted

Percentage of pupils eligible for FSM in secondary schools rated outstanding or good by Ofsted (2016)



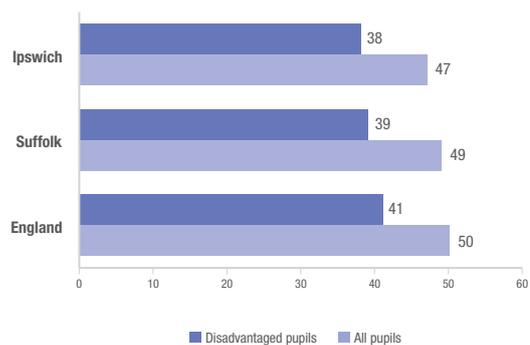
Source: School Census, Ofsted

Percentage of pupils reaching the expected standard in reading, writing and maths at the end of key stage 2 (2016)



Source: Revised KS2 assessment data

Average Attainment 8 scores of pupils at the end of key stage 4 (2016)



Source: Revised KS4 assessment data

## Our priorities

Our vision is for all young people in Ipswich to be happy, confident, ambitious and flexible lifelong learners. We want to ensure that every young person in Ipswich can fulfil their potential and access the opportunities available to them, regardless of their background. We have looked at the available data and intelligence from local partners and used our analysis of this information to establish four priorities for achieving this vision:

**“It is a privilege to be a partnership board member, working alongside others from a broad spectrum of organisations who share the same basic motivation for giving time and effort; namely to help bring about more positive futures for the young people of Ipswich. Although the plan is ambitious, if we can create the same feeling of unity and common purpose amongst the wider stakeholder group I believe this project will make a real difference to the lives of children, their families and the professionals who work so hard to unlock potential.”**

**David Hutton, Headteacher,  
Northgate High School**

**Priority 1:** Ensure all children in Ipswich are prepared to learn for life by developing key behaviours such as resilience and self-regulation.

**Priority 2:** Strengthen the teaching profession in Ipswich by providing world-class support and development.

**Priority 3:** Improve attainment for disadvantaged pupils by embedding evidence based practice in the teaching of English and maths.

**Priority 4:** Inspire and equip young people with the skills and guidance they need to pursue an ambitious career pathway.

**“Suffolk Academies Trust supports education that is inclusive. It shouldn’t matter what your background is or where you live, you should receive the best possible education with access to opportunities and connections that help you to succeed. The Opportunity Area delivery plan is a significant step to achieving that goal.”**

**Nikos Savvas, CEO, Suffolk Academies Trust**





**CREATING A LOCAL  
PARTNERSHIP TO  
DRIVE SUCCESS**

Photo credit: Suffolk New College

The Ipswich partnership board, chaired by Richard Lister, has brought together local leaders from early years providers, maintained schools and multi-academy trusts, further education, higher education, business, the voluntary sector and local government to improve social mobility in Ipswich. The board will bring its collective experience, local insight and drive to improve outcomes for children and young people in the town.

The board has been working with a wider stakeholder group to develop this plan, including delegating some of the detailed planning to four working groups

## Ipswich Opportunity Area partnership board membership

### Richard Lister: Independent Chair

Richard's career has included a relentless drive to widen participation and access to higher education. Richard worked at the Suffolk University Campus since it was established in 2006 and was instrumental in the campus gaining University status in 2016. Prior to this Richard worked at Brunel University, the University of Hull and the University of Essex where he established its Southend Campus. Richard's track record in education was recently rewarded with an OBE. He has a long-standing commitment to improving outcomes for children and young people in Ipswich, demonstrated by his involvement in the Ipswich Vision and the New Anglia Local Enterprise Partnership (LEP) skills projects, which have strong synergies with the Opportunity Area programme.

## Board members

- **Aimee Higgins:** Director of Stakeholders, Careers & Enterprise Company
- **Chris Starkie:** Managing Director, New Anglia LEP
- **Clare Flintoff:** Executive Principal, Asset Education Trust
- **David Hutton:** Headteacher, Northgate High School
- **Jonathan Legh-Smith:** Head of Partnerships & Strategic Research, BT
- **Judith Mobbs:** Assistant Director for Inclusion and Skills, Suffolk County Council
- **Lil Newton:** Headteacher, Highfield Nursery School and Children's Centre
- **Nikos Savvas:** CEO, Suffolk Academies Trust
- **Stephen Skeet:** Head of East of England, Volunteering Matters
- **Terry Baxter:** CEO, Inspire Suffolk
- **Viv Gillespie:** Principal, Suffolk New College

Board meetings are also attended by the Department for Education.

The Department's Head of Delivery for Ipswich will work alongside the Chair to set the agenda for meetings and drive progress in delivering the ambitions of this plan.

A photograph of two students, a young man and a young woman, sitting at a desk and studying. The young man on the left is wearing a dark blue Adidas jacket and is looking down at a calculator. The young woman on the right is wearing a green jacket and is writing in a notebook. The background is blurred, showing a green wall. The image is framed with white geometric shapes on a blue background.

## BUILDING ON STRONG FOUNDATIONS

Photo credit: West Suffolk College

We have designed this plan to build on, and fit around, the great progress that is already being made within the town. Strong collaboration will be required to ensure we complement and strengthen the successes already achieved through local partners, including:

- **Suffolk County Council’s ‘Raising the bar’ initiative**, which aims to increase attainment for all pupils whilst closing the attainment gap for disadvantaged pupils across the county; work is currently underway and there are some early signs of success.
- The **Suffolk Regional School Improvement Board** has been established to stimulate and identify recommendations for school improvement priorities across the county to direct funding and support where it is most needed.
- An **active network of Teaching Schools** within Ipswich including the West Ipswich Teaching School and Springfield Teaching Alliance, both of which have been engaged in developing this plan.
- The **Maths Hub** at Kesgrave High School, a secondary-phase teaching school located just outside of the Opportunity Area, which is already supporting a number of primary schools within Ipswich to deliver high quality maths teaching.
- A **strong partnership of further education and higher education institutions**. The University of Suffolk has formed a close partnership with four colleges across the county, including Suffolk New College and West Suffolk College in Ipswich, to widen access to higher education. Many students in Ipswich also attend Suffolk One, an outstanding sixth-form college, located just outside of the Opportunity Area.
- Suffolk County Council, alongside key partners, is leading the delivery of a system wide, place and sector based jobs, employment and skills strategy. **‘Developing Suffolk Talent’** is inspiring, equipping and supporting young people across the county with the skills and aspiration to progress and sustain education, employment or training.
- An **active voluntary sector**, including organisations who are already committed to improving social mobility and driving positive outcomes for disadvantaged young people.
- The **Network for East Anglian Collaborative Outreach (NEACO)** – a consortium of all of the universities in East Anglia who are working together and will help us ensure Ipswich’s young people are fully aware of and can access all of the opportunities that may transform their life chances. NEACO have already appointed four Higher Education Champions (HECs) to work with all secondary schools and sixth-form colleges in the Opportunity Area as well as Suffolk New College. The HECs are already delivering a diverse range of targeted activity with schools with pupils in years nine to thirteen.
- **MyGo**, a dedicated youth employment service, providing individually tailored support to sixteen to 24 year olds who are NEET into sustainable careers and education.

## Action already underway

To achieve our vision for all young people in Ipswich, we have already taken action alongside three national partner organisations who are offering young people a range of positive experiences:

### The **Careers & Enterprise Company (CEC)** is the

national network that connects schools, colleges and employers to create high-impact careers opportunities for young people – they are appointing volunteers from the world of work to be Enterprise Advisers in every Ipswich secondary school and college. The CEC has already appointed an Enterprise Coordinator to coordinate the work of the Enterprise Adviser Network to ensure every eleven to eighteen year old in the Ipswich Opportunity Area benefits from at least four high quality employer encounters over the life of the Opportunity Area programme.



### The **National Citizen Service**

builds essential skills for life and work, investing in our country's future talent – they are working to ensure that more of Ipswich's young people can experience and benefit from this four week programme of personal development and volunteering. In Ipswich, the National Citizen Service are already working with Suffolk County Council to ensure the National Citizen Service fully reflects the needs of all parts in Ipswich it seeks to serve, and can align its programmes sensitively to those needs.



### The **Education Endowment Foundation (EEF)** is an

independent charity dedicated to breaking the link between family income and educational achievement - they will support the partnership board and local schools to make the best use of evidence so that schools prioritise their time and resources on what works to transform outcomes in the classroom. From early 2018, Ipswich will have its own designated EEF Research School<sup>4</sup>, which will be on the front line, disseminating knowledge of what works in the classroom to improve outcomes for pupils.



<sup>4</sup> 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](http://www.educationendowmentfoundation.org.uk/our-work/research-schools)

## Partnering with employers

In Ipswich, and across the region, businesses who are committed to supporting the future workforce are already acknowledged through the New Anglia LEP's 'Youth Pledge Marque', an award which is given to businesses who commit to increasing the number of apprenticeships and work experience placements within a twelve month period or who are members of the Enterprise Adviser Network.

A number of businesses within Ipswich have already made this pledge, including, but not limited to, Ipswich Town and Waterfront, West Suffolk College, Suffolk New College, Inspire Suffolk, East of England Co-op, Ipswich Building Society, The Raedwald Trust and the Suffolk Chamber of Commerce.

Building on this success and recognising the key role that business leaders play in creating opportunities for young people, the Careers & Enterprise Company (CEC), in partnership with the New Anglia LEP, have developed a network of national and local 'cornerstone employers' who will support young people in Ipswich.

The cornerstone employers have committed to leading a much wider network of businesses who will support the area by strengthening links with schools and providing a range of valuable, evidence based encounters and activities to help young people make the transition from school to work. They will act as ambassadors and champions for best practice in engaging with employers. This is why the CEC are ensuring that every school in Ipswich has access to an Enterprise Coordinator and Enterprise Adviser to coordinate how employers and schools work together to improve opportunities for young people.

Together we are making a Business Commitment to young people in Ipswich. We will ensure that every eleven to eighteen year old benefits from at least four high quality employer encounters over the life of the Opportunity Area programme. This follows research from the Education and Employers Taskforce which shows that a young person who has four or more encounters with an employer is 86% less likely to be unemployed or not in education or training, and can earn up to 18% more during their career<sup>5</sup>. Delivering these four encounters will help schools achieve the Gatsby Benchmarks relating to 'encounters with employers', and 'experiences of workplaces'. We will also provide business mentors to support those young people most at risk of disengaging from education, employment or training.

More and more businesses are committing to improving outcomes for young people in Ipswich by becoming cornerstone employers. The businesses who have committed to become a cornerstone employer so far include:

- Adecco
- BT Adastral Park
- Barclays
- Dayle Bayliss Associates
- East of England Co-operative
- Grant Thornton
- Ipswich Building Society
- John Grose
- Lloyds Banking Group
- Morgan Sindall
- Suffolk County Council

<sup>5</sup> [https://www.educationandemployers.org/wp-content/uploads/2014/06/its\\_who\\_you\\_meet\\_final\\_26\\_06\\_12.pdf](https://www.educationandemployers.org/wp-content/uploads/2014/06/its_who_you_meet_final_26_06_12.pdf)

## Putting young people at the heart of this work

<p><b>Listening</b></p> 	<p>We will consult with young people across Ipswich about what we are doing and collect their views on how to make the programme a success, ensuring their voices are central to the programme. We will build on earlier research conducted as part of the 'Ipswich Vision Young Person Engagement Report', which examined the experiences and expectations of young people living in Ipswich. We will make sure that feedback represents those children and young people who experience disadvantage.</p>
<p><b>Action</b></p> 	<p>By April 2018, we will establish a young people's reference group. We will invite their views on the opportunities and impact of specific activities supported by the programme to test and revise our approach to ensure we affect positive change for the young people of Ipswich. The reference group will be given opportunities to input into the design of new interventions, including the comprehensive social action programme outlined in priority 1 that will be designed and led by young people aged eleven to eighteen.</p>
<p><b>Ambassadors</b></p> 	<p>Young people will be ambassadors for the programme. These ambassadors will be ten to 20 year olds who will have inspirational stories to tell that bring alive the programme's aims and a strong commitment to improving opportunities for young people. Building on the University of Suffolk's successful social media campaign, Faces of Suffolk, we will deliver a similar social media campaign that showcases these young people's stories in a way that is emotive, authentic and relatable. The young ambassadors will consult with and represent their peers, find and tell success stories and deliver a communication strategy to engage the wider community.</p>
<p><b>Research</b></p> 	<p>We will provide regular information for young people about what the programme is providing for them locally through media that works for young people in Ipswich. We will use on-line 'pulse' surveys to collect information, working closely with schools to ensure we receive maximum participation from local young people. Our national Opportunity Area programme evaluation will also allow us to understand changes in outcomes for young people in Ipswich.</p>

This approach is a starting point for putting young people at the heart of this work. We will evaluate, assess and adjust our approach as work progresses, to ensure young people remain at the centre of everything we do.



## OUR PRIORITIES

Photo credit: Suffolk New College

## Priority 1: Ensure all children in Ipswich are prepared to learn for life by developing key behaviours such as resilience and self-regulation

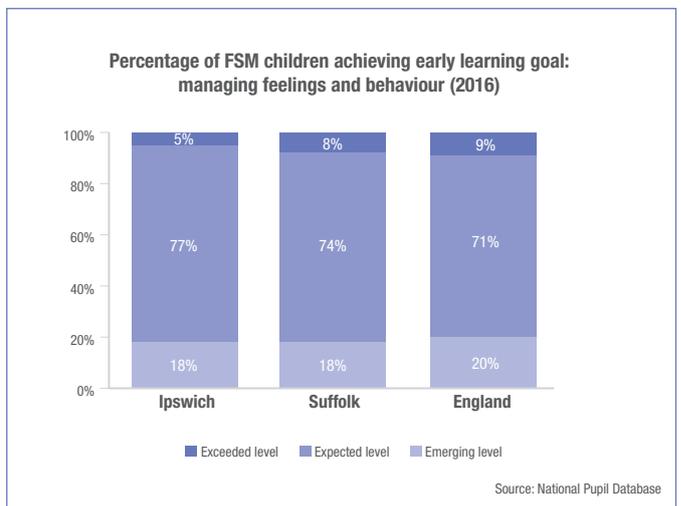
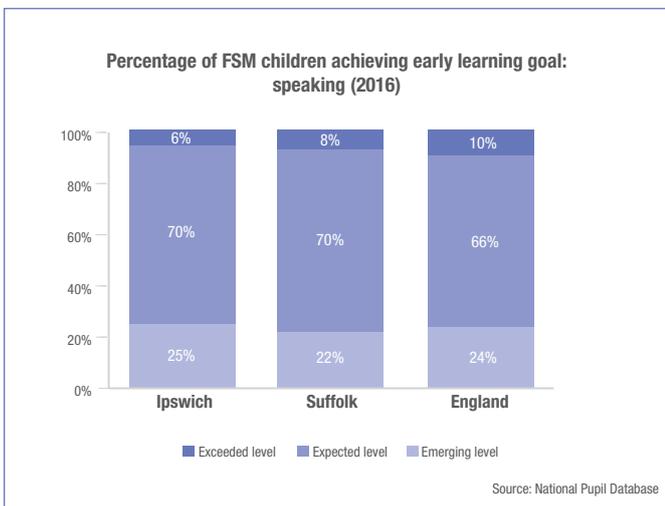
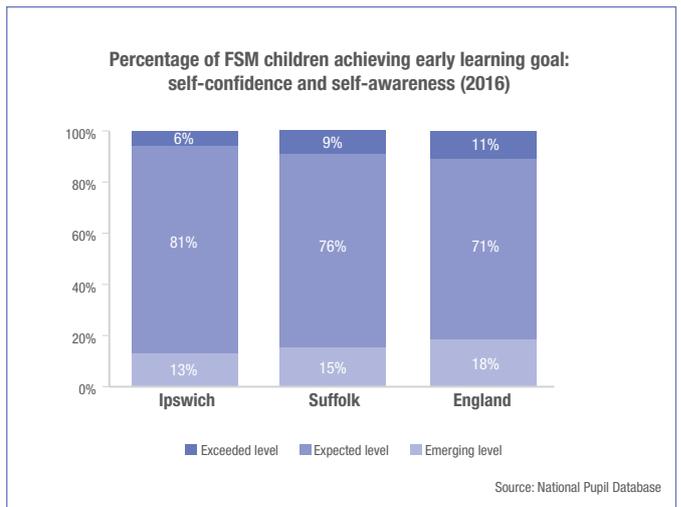
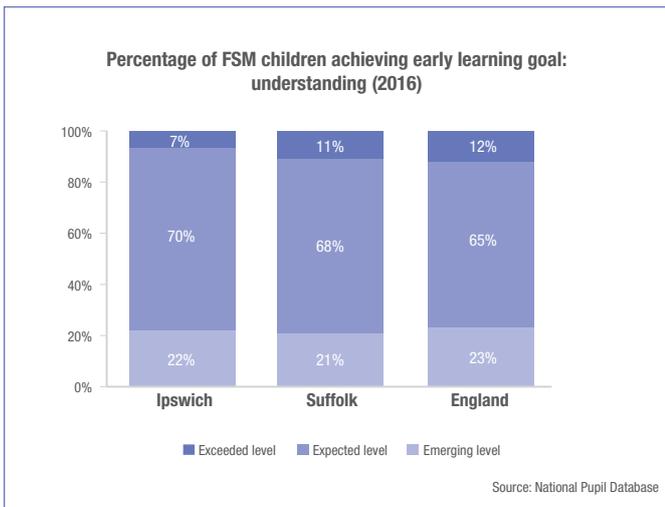
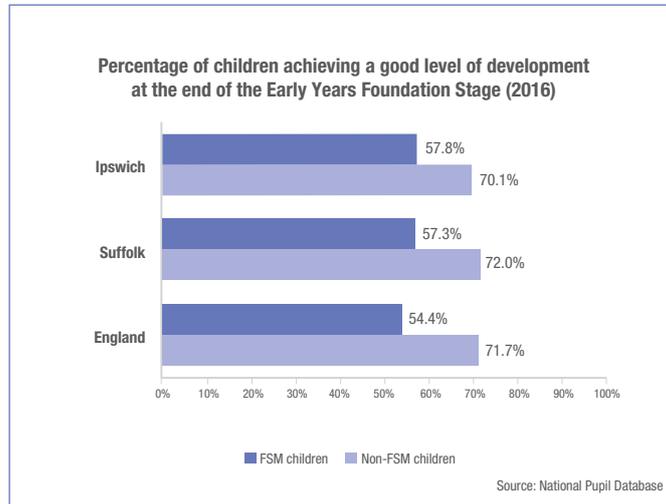
### Why this is an issue

Encouragingly, the percentage of children achieving a good level of development at the end of the Early Years Foundation Stage in Ipswich is in line with national average. However, the data shows that children from disadvantaged backgrounds consistently achieve lower levels of development than their non-disadvantaged peers. Disadvantaged children in Ipswich are also less likely to achieve an exceeded level in many of the individual early learning goals (ELGs).

School leaders report that not all children begin school having developed the behaviours they need to learn and fulfil their potential, such as agency, resilience and self-regulation. Research shows that our social and emotional development as children affects many of the things we care about in adult life, including adult physical and mental health, employment, and life satisfaction (Goodman et al. 2015).

One quarter of disadvantaged pupils in Ipswich do not meet the expected level in the speaking ELG and one fifth do not meet the expected level in the understanding ELG. We know that children who are behind in language development at age five are six times less likely to reach the expected standard in English at age eleven, and eleven times less likely to achieve the expected level in maths (Save the Children, 2016). The gap in early language development between disadvantaged children and their peers is often described as the 'word gap'. The early years provides the one chance to close this gap to ensure disadvantaged children can enter school with the skills and language development they need to thrive, without immediately having to play catch up.

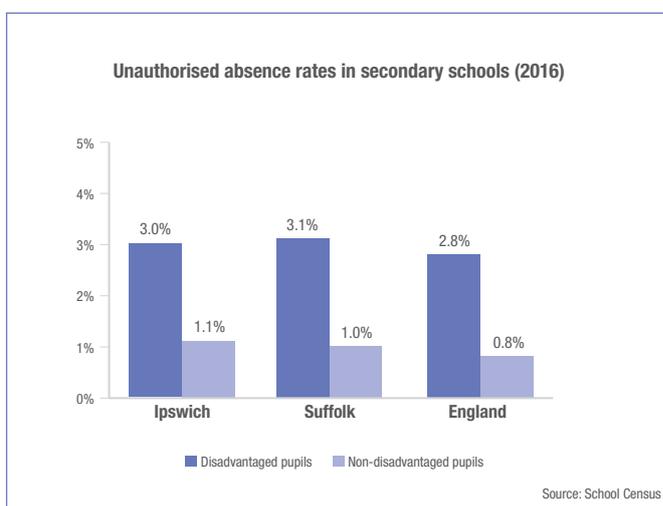
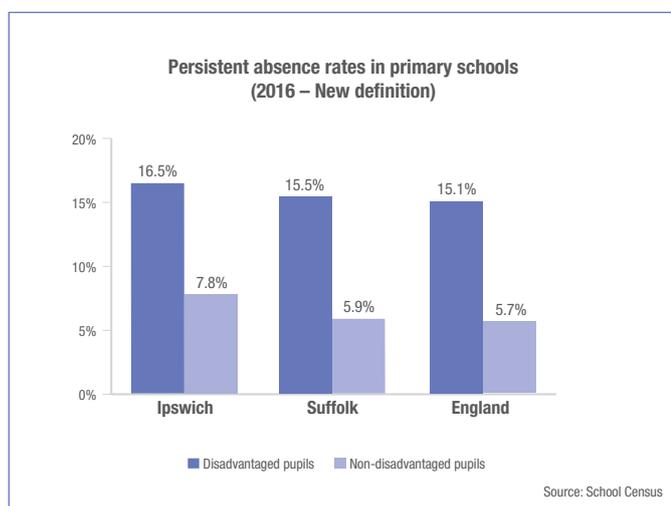
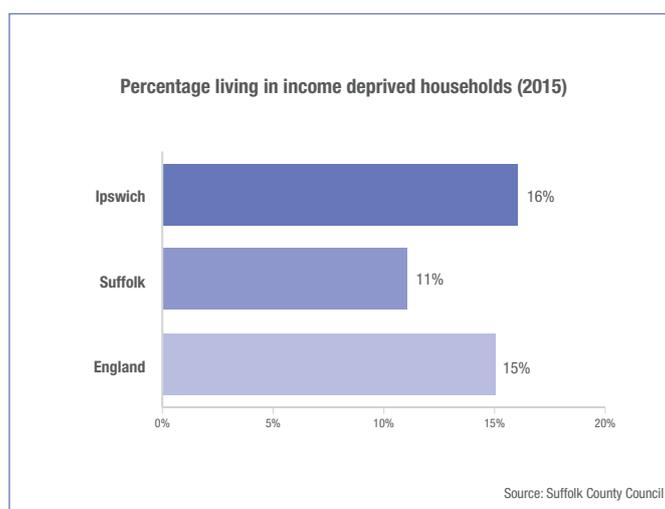
## Why this is an issue



## Why this is an issue

Both parents and formal education settings play a key role to play in supporting young people to develop early language and the behaviours they need in order to learn. However, school leaders report that parents, particularly those from disadvantaged backgrounds, can be nervous to engage with education settings. This may be reflected in the persistent pupil absence figures in primary schools which are higher in Ipswich than nationally; the percentage of disadvantaged pupils who are persistently

absent in Ipswich is over twice that of pupils from non-disadvantaged backgrounds. In secondary schools, unauthorised absence rates are also higher than nationally and higher for disadvantaged pupils than non-disadvantaged pupils, which indicates that disadvantaged pupils are more likely to be disengaged from school. Education professionals report that young people in Ipswich can lack the confidence and resilience needed to learn, which can prevent them from achieving their full potential.



## What we will do

- We will ensure that all children from disadvantaged backgrounds are supported from birth to develop the social and emotional behaviours needed to learn. We are in the process of launching a package of support for parents, early years settings and primary schools that includes:
  - Programmes for parents, carers and families to develop the knowledge and tools they need to support their children to develop early language and other positive learning behaviours. We will launch a competitive procurement process to identify delivery partners that already have a strong evidence-base either in Ipswich, the UK or abroad and we will implement the most promising of those in Ipswich, reaching at least 100 families. We will work with children's centres, health visitors and early years providers to identify and involve the parents, carers and families that would most benefit from this support, focusing primarily on those from disadvantaged backgrounds. The programmes will be subject to robust evaluation so that we know what works in Ipswich and can expand provision to more families in the future.
  - Evidence based approaches to strengthen practitioner competencies in supporting children to develop the social and emotional behaviours needed to learn in early years and primary settings, including settings for children with special educational needs. Building on research from the Early Intervention Foundation and Education Endowment Foundation, we will pilot approaches in at least four early years settings and four primary schools for two terms before recruiting more settings to the programme.
- To bridge the gap between learning at home and at school, we will ensure that parents and education settings are able to work together to support children to learn. Using insights from behavioural economics, we will run a competitive process to identify two evidence based approaches for education settings to effectively communicate with parents, focused particularly on engaging parents who are hardest to reach. We will trial each of these approaches within at least ten Ipswich schools. After two terms, we will evaluate which approach was the most effective and implement this in additional schools.
- To support young people to develop their broader skills and experience whilst benefitting their communities, we are developing a comprehensive programme of youth social action, in coordination with existing organisations in Ipswich. This programme will be designed and led by young people (aged eleven to nineteen) from disadvantaged backgrounds building on lessons learned from the national iWill campaign for youth social action and National Citizen Service programme; it will enable them to develop social skills, confidence, resilience and self-regulation by supporting them to work in a team to set and achieve clear goals that will benefit their community. We will contract with a voluntary and community sector (VCS) organisation to manage and coordinate this programme and will work with schools and voluntary organisations to identify the young people who would most benefit from being involved. The objectives of the programme will be aligned with those of the national iWill campaign.

## Our 2018 activity will include:

- In February 2018, we will issue a specification for a delivery partner to support parents, carers and families from disadvantaged backgrounds to enable their children to develop positive learning behaviours, to be implemented from September 2018.
- In February 2018, we will issue a specification for a development programme to enable education and childcare professionals to support young people from disadvantaged backgrounds to develop the social and emotional skills required to learn, to be implemented from April 2018.
- In February 2018, we will launch a competitive process to identify two evidence based approaches to improving effective communication between schools and parents. In the summer term, we will recruit schools to trial the new approaches, with trials beginning in September 2018.
- In April 2018, we will partner with a voluntary and community sector organisation to manage and coordinate the social action programme, which will be launched in the summer of 2018.

## Our targets for 2020/21 are:

- By 2021, the gap between the percentage of disadvantaged pupils and all other pupils who achieve a good level of development at the end of Early Years Foundation Stage will be half what it was in September 2017.
- By 2021, the gap between the pupil absence rates for disadvantaged pupils and non-disadvantaged pupils in Ipswich in primary and secondary schools will be half what they were in September 2017.
- By 2021, 50% of fourteen to nineteen year olds and 25% of eleven to thirteen year olds in Ipswich will be engaging regularly in youth social action.
- By 2021, parents who have been supported through this programme will perceive their child to have more developed social and emotional skills compared to a baseline established in September 2018. The views of parents will be collected via the Strengths and Difficulties questionnaire, developed by Goodman (2002), and will be distributed through health visitors, early years settings, schools and other delivery partners.



## Priority 2: Strengthen the teaching profession in Ipswich by providing world-class support and development

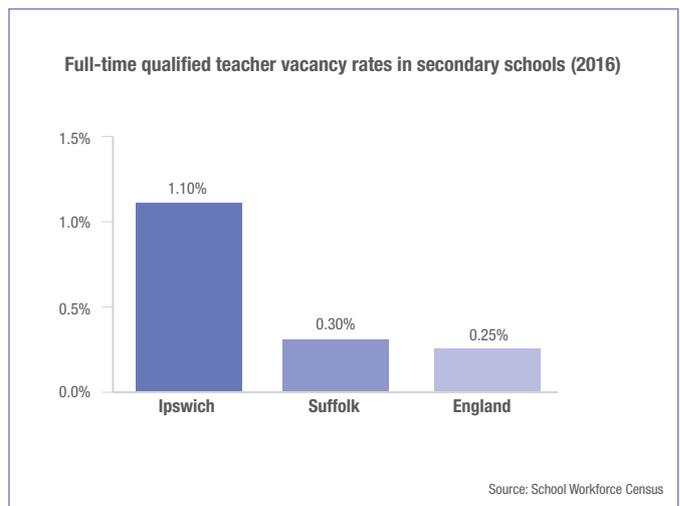
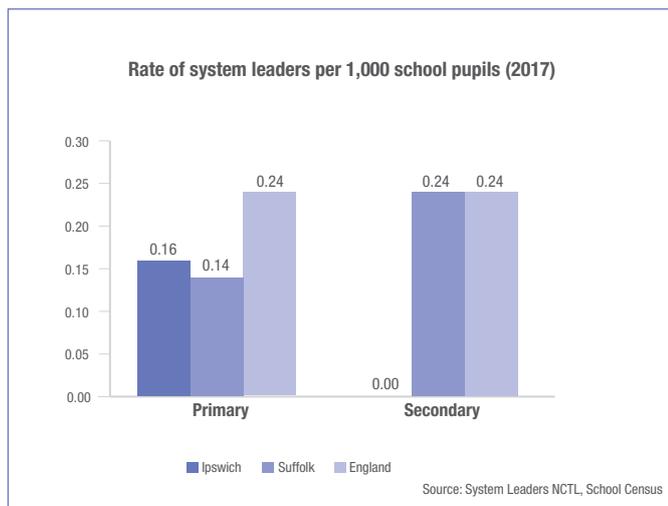
### Why this is an issue

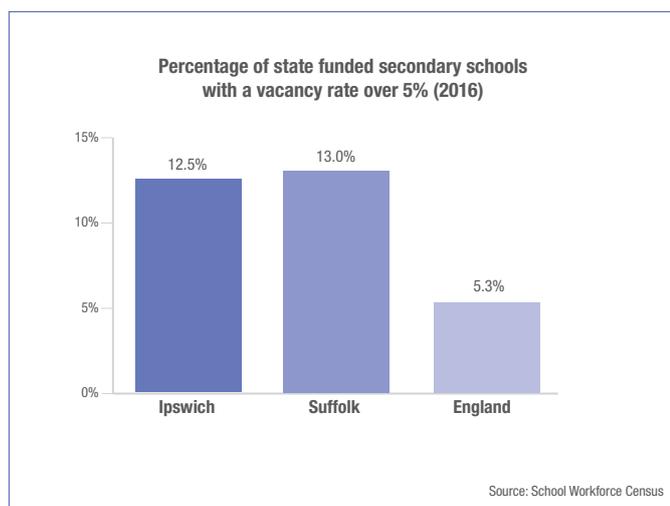
Education providers in Ipswich struggle to recruit and retain high quality education professionals and support staff. Whilst this is a national issue, the data suggests that teacher vacancy rates are particularly high in secondary schools in Ipswich compared to nationally. Local primary schools also report difficulties in recruiting and retaining high quality staff. Local leaders in further education colleges tell us that they struggle

to recruit and retain high quality teachers and subject leaders, particularly in English and science, technology engineering and maths (STEM).

Ipswich has proportionately few National Leaders of Education (NLEs) to help drive improvements in educational achievement. The number of system leaders in Ipswich compared to nationally, is low and there are no secondary NLEs in Ipswich.

### Why this is an issue





## What we will do

We will provide world-class support and development opportunities for teachers and other education professionals in Ipswich to both attract new professionals into working in the town and support education professionals already in Ipswich to develop their careers. Our approach will be agreed through a workforce development strategy for all education and childcare settings, including special schools, alternative provision and colleges. Our approach will include:

- Ensuring that every education and childcare professional can access high quality career and professional development, networks for sharing best practice and the latest research. We will create a series of bespoke 'workforce development' packages that are tailored to the phase of education a professional is working in and the stage of their career. In the first year alone, at least one third of education professionals in Ipswich will have benefited from this offer. The packages will include:
  - Access to fully funded national professional qualifications (NPQs) for existing and aspiring school leaders. In the first year alone, there will be funding for up to 80 education professionals in Ipswich to achieve a NPQ.
  - Targeted professional development programmes, such as programmes funded through the Teaching and Leadership Innovation Fund (TLIF), which include: training and in-school support to improve the teaching of literacy, provided by Ruth Miskin Training; training for STEM teachers, provided by STEM Learning (Aspire to STEM programme); support to specialist and non-specialist physics teachers, provided by the Institute of Physics (Future Physics Leaders Programme).
  - Networks for all existing professionals to share evidence based best practice, have access to the latest research and joint development opportunities.

## What we will do

- An intensive schedule of support for newly qualified teachers (NQTs) during the first and second years of their career, reaching around 150 NQTs each year. We are seeking input from NQTs, schools and initial teacher training (ITT) providers to design this support so that it complements and builds on the training NQTs already receive, and focuses on the areas in which NQTs experience most difficulty, including behaviour and workload management.
- Support for existing strong leaders within Ipswich to become NLEs. In the first year, we will work with two existing leaders to provide tailored support in their application to become a NLE.
- Supporting every school and college leader in Ipswich to create a working environment in which all professionals feel their strengths are noticed and developed. We will go out to tender for high quality leadership and management development based on partnerships with businesses, so that schools, colleges, and businesses can learn from each other. The programme will focus on building and refining the core skills needed for successful and efficient leadership such as time management, financial management, people development, crisis management and managing change.
- Attract new education professionals to work in Ipswich by broadening the routes available for graduates and non-graduates, drawing on internship, apprenticeship and ITT based approaches. We will work with training providers to present and promote Ipswich as a great place to teach within and outside of the town, presenting a clear map of the routes into the education profession so that the pathways in are clear and accessible to all.

## Our 2018 activity will include:

- By May 2018, we will launch a workforce development strategy with a tailored offer to professionals at different stages of their career, developed in collaboration with childcare settings, schools, colleges, the university and the local authority. Activity will start in September 2018 and reach at least one third of education professionals in the first year.
- We will recruit up to 80 aspiring and existing school leaders in Ipswich on to fully funded National Professional Qualifications in this academic year.
- By April 2018, we will launch a competitive process to identify a high quality leadership and development programme based on partnerships with business, which will be implemented from September 2018.

## Our targets for 2020/21 are:

- By 2021, childcare and education professionals will report a higher level of job satisfaction, as measured by a survey based on the 'job satisfaction' questions in TALIS<sup>6</sup>, compared to a baseline established in the spring term of 2018.
- By 2021, the full time teacher vacancy rates in primary and secondary schools will have reduced and will be below national average.
- By 2021, the focus on professional and career development within the education profession will mean that the proportion of NLEs per 1000 primary and secondary pupils in Ipswich is at least equal to national average.



<sup>6</sup> TALIS is the OECD Teaching and Learning International Survey. It is an international survey that offers an opportunity for teachers and school leaders to have their say in 6 areas: learning environment; appraisal and feedback; teaching practices and classroom environment; development and support; school leadership; self-efficacy and job satisfaction.  
<http://www.oecd.org/education/talis.htm>

## Priority 3: Improve attainment for disadvantaged pupils by embedding evidence based practice in the teaching of English and maths

### Why this is an issue

The educational performance of ‘all pupils’ in Ipswich is low at the end of primary school (key stage 2) and at the end of secondary school (key stage 4), with disadvantaged pupils achieving lower levels of attainment compared to all pupils in Ipswich and disadvantaged pupils nationally.

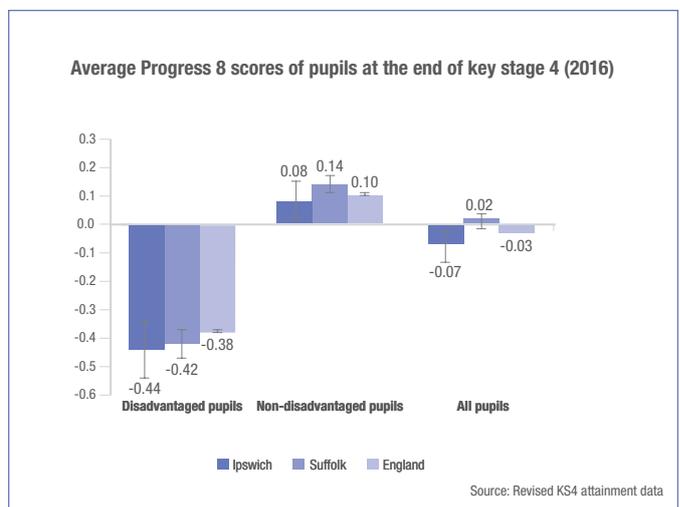
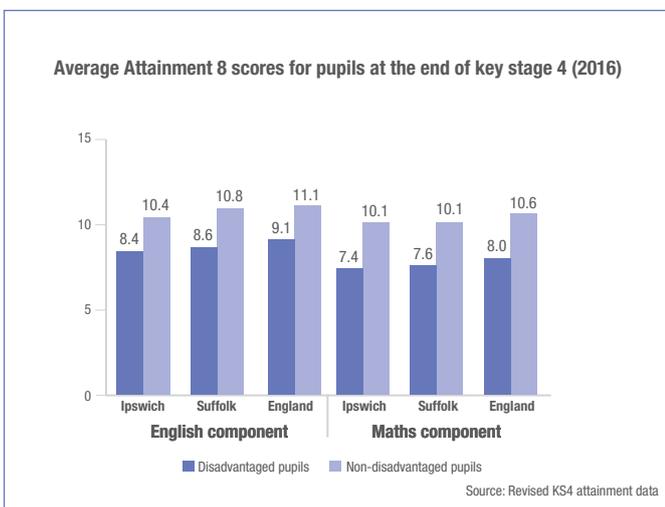
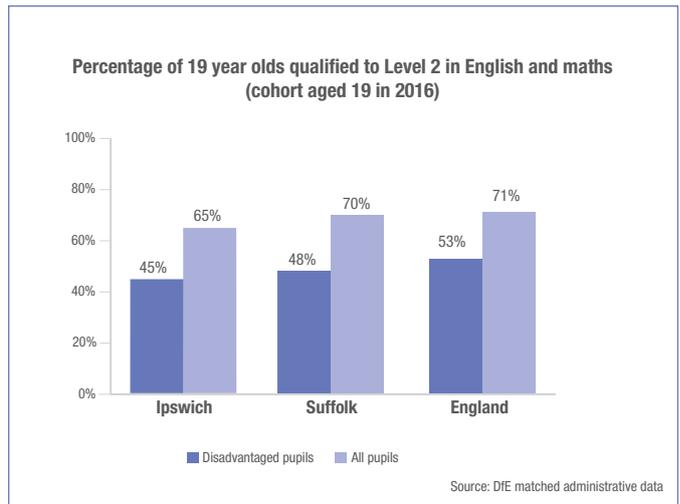
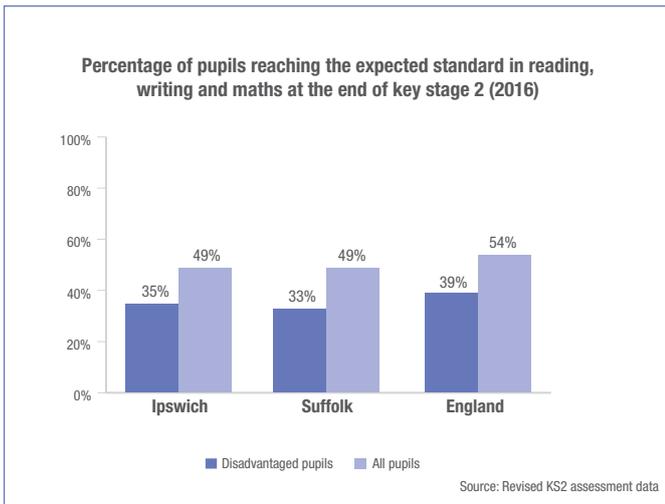
At key stage 2, approximately one third of disadvantaged pupils met the expected standard in reading, writing and maths in 2016, and around half of all pupils met this standard. At key stage 4, Attainment 8 scores were lower for pupils in Ipswich compared to nationally in 2016, with disadvantaged pupils achieving lower Attainment 8 scores than their peers nationally.

The gap between the progress made by disadvantaged and non-disadvantaged pupils at the end of key stage 4 in Ipswich

is stark and much greater than the gap nationally. School leaders report that to improve the overall attainment of young people in Ipswich, pupils need more support to develop analytical, writing and comprehension skills. It follows that if we improve attainment in English and maths throughout the education phases, overall attainment will improve also and disadvantaged pupils will be able to make more progress in subjects across the board.

Although all post-16 providers in and around Ipswich are rated at least good by Ofsted, further education colleges find it difficult to engage pupils in level 2 English and maths where they have not achieved the qualification by the age of 16. The data shows that too few pupils in Ipswich are qualified to level 2 (GCSE level or equivalent) in English and maths by age nineteen, particularly pupils who are disadvantaged.

## Why this is an issue



## What we will do

- Improve outcomes for all pupils through a focus on embedding evidence based practice in English and maths in all education settings, including special schools and colleges, with a particular focus on what works for disadvantaged pupils. We will engage all schools and colleges so they can access a range of support, including:
  - Fully funded support for all schools to embed teaching for mastery in mathematics in their classrooms.
  - Access to evidence based programmes to improve attainment specifically for disadvantaged pupils through the teaching of English and maths, with a particular focus on supporting pupils to develop analytical, writing and comprehension skills. We will launch a fund that schools and colleges can access to try approaches that are new to them but have a strong evidence base. Individual schools or small groups of schools will be able to access funding of up to £25,000 for discreet projects.
  - Support from the EEF Research School to develop their own innovative practice in this area and establish measurement systems so they know whether new approaches have worked. This will include a range of coordinated development events focused on improving attainment in English and maths. These events will be led by leading practitioners and will share the latest research and best practice from across the country.
  - Facilitating links with other schools and colleges in England who have successfully improved outcomes for disadvantaged pupils in challenging contexts. Funding will be provided for senior leaders and teachers to visit schools and colleges that perform highly in terms of the attainment of disadvantaged pupils, with the aim of stimulating long-running and mutually beneficial partnerships.
- In addition to opportunities funded from the Opportunity Area funding, schools in Ipswich will also be able to access support funded through the second round of the Strategic School Improvement Fund (SSIF) and programmes funded through the first round of the Teaching and Leadership Innovation Fund (TLIF), which includes training and in-school support to improve the teaching of literacy through phonics in primary schools, provided by Ruth Miskin Training.
- To ensure that all pupils are able to engage in their education settings to benefit from this activity, we will improve the continuity of learning between education phases for those most at risk of disengagement. We will establish a research project to determine the best way to support disadvantaged pupils in their transition between education phases. In the first year, this research project will focus on transitions from primary to secondary and from key stage 4 to college and will include three secondary schools, each with one primary feeder school, and one post-16 college with one feeder secondary school. The pupils targeted in this project will include pupils who have been eligible for free school meals for the majority of their education and are furthest behind in terms of attainment.

## Our 2018 activity will include:

- In January 2018, we designated an EEF Research School for Ipswich.
- In February 2018, we will agree with the Maths Hub and EEF Research School a plan for delivering teaching for mastery in mathematics to all schools in Ipswich, including secondary schools, to start implementation in April 2018.
- On 1 February 2018, we will launch the Ipswich Evidence Based Practice Fund, which will provide grants of up to £25,000 to individual schools or small groups of schools to improve attainment for disadvantaged pupils through the teaching of English and maths.
- From January 2018, schools will participate in projects funded through the TLIF and SSIF to embed evidence based practice in primary and secondary schools to raise attainment in English and maths subjects at key stages 2-4.
- By April 2018, we will recruit three secondary schools, each with one primary feeder school, and one post-16 college with one feeder secondary school, to participate in the research project to determine the best way to support disadvantaged pupils in their transition between education phases. The research project will begin in June 2018, to provide support for pupils moving from primary to secondary school and from secondary school to college in September 2018.

## Our targets for 2020/21 are:

- By 2021, attainment at key stage 2 and key stage 4 will be in the top half of all local authority districts in England.
- By 2021, the gap between the attainment of disadvantaged pupils and all pupils will be half of what it was in September 2017.
- By 2021, the average Progress 8 score of disadvantaged pupils will be in the top half of all local authority districts in England.
- By 2021, the proportion of pupils achieving level 2 in English and maths by age 16 will exceed the national average.



## Priority 4: Inspire and equip young people with the skills and guidance they need to pursue an ambitious career pathway

### Why this is an issue

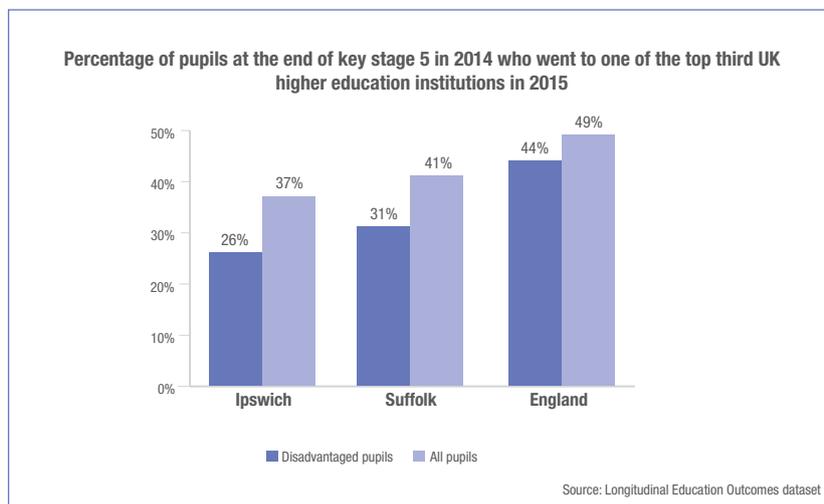
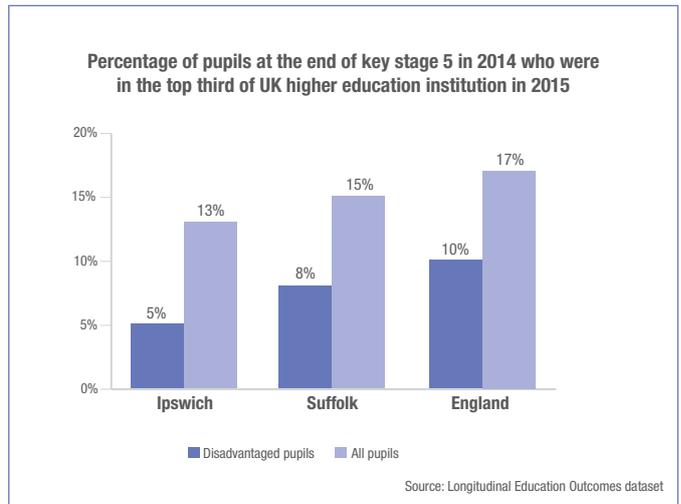
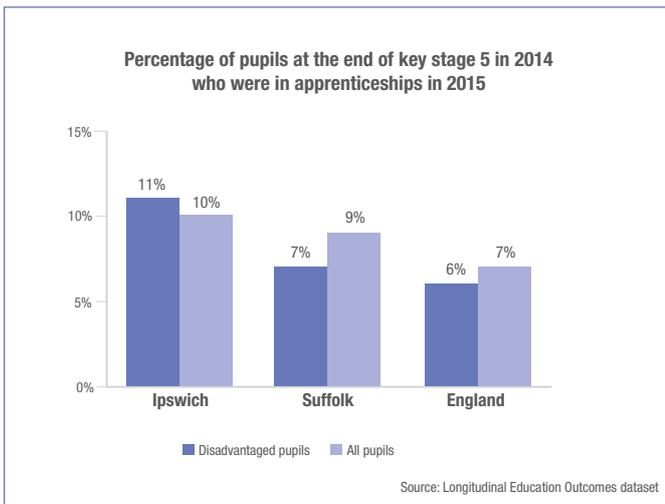
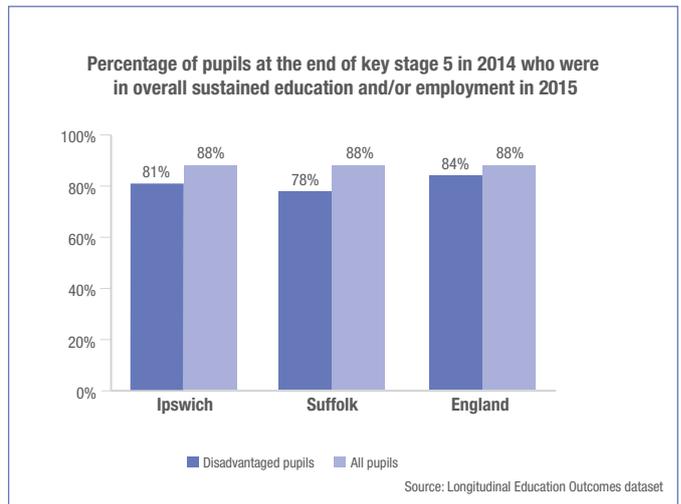
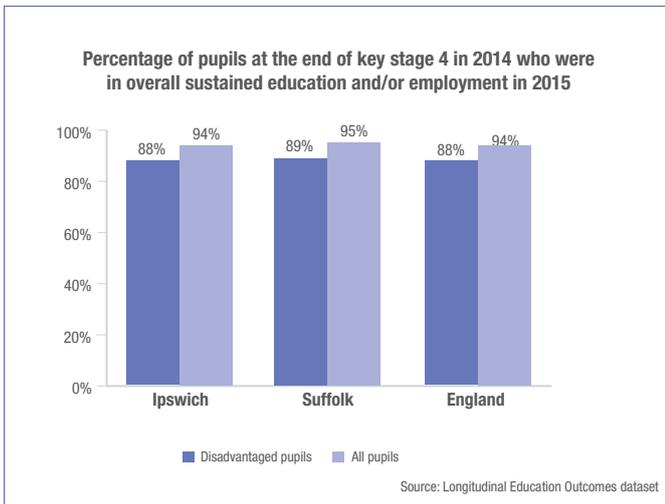
Overall, a similar proportion of pupils in Ipswich are in a sustained positive destination (in education, employment or training) for at least the first two terms (October to March) after finishing key stage 4 compared to nationally. However, disadvantaged pupils in Ipswich are less likely to be in a sustained destination during this period than other pupils in Ipswich. Similarly, the percentage of disadvantaged pupils in a sustained destination for the first two terms after key stage 5 is also low compared to nationally. Statistics provided by Suffolk County Council state that 5.4% of young people in Ipswich between the age of sixteen to eighteen are NEET, compared to 2.7% of young people nationally; this equates to around 175 young people in the town.

Encouragingly, the percentage of disadvantaged pupils who access a funded apprenticeship after key stage 5 is higher than nationally. However, pupils

in Ipswich are less likely to progress to a UK higher education institution after key stage 5 than nationally, particularly if they are disadvantaged. This difference is even starker when we look at the percentage of pupils in Ipswich who progress to a top third higher education institution, with only 5% of disadvantaged young people in Ipswich progressing to a top third university compared to 13% nationally.

The average gross weekly wage in Ipswich is low (£509 compared £552 nationally in 2017) which reflects concerns from stakeholders that workers tend to be in low skill, low pay, jobs. Businesses are finding it difficult to engage with schools but both schools and businesses agree that we need to do more to provide young people with the skills and experience to access more highly paid roles in and around the town.

## Why this is an issue



## What we will do

- Provide the strongest possible support to young people about the full range of their options and what they can do to achieve their goals, by coordinating the work of the Careers & Enterprise Company (CEC), Network for East Anglia Collaborative Outreach (NEACO) and National Citizen Service, so they work together to support young people in making decisions about their futures:
  - The **CEC** are engaging with schools to provide young people in Ipswich with over 43,000 opportunities to experience the world of work (four experiences per young person) over the life of the Opportunity Area programme, to enable them to understand what work is, explore their options and build real confidence about their future. A share of the CEC's £2m investment fund is contributing to the delivery of these employer encounters through a range of innovative careers activities from local and national careers organisations. They are bringing together employers, secondary schools and colleges to create strong connections and relationships that prioritise young people and their future. The cornerstone employers for Ipswich are already playing a key role in strengthening the links between business and schools to help young people make the transition from school to work. They are acting as ambassadors and champions for best practice in engaging with and supporting schools. Working with business, the CEC will appoint volunteers from the world of work to who will work with the schools and colleges to ensure that they develop strong careers and enterprise plans, leading to every young person receiving at least four meaningful encounters with the world of work.
  - **NEACO** is using dedicated funding to encourage and support more young people to apply to higher education or higher level apprenticeships.
  - The **National Citizen Service** will trial new approaches to encourage and support more young people to complete the National Citizen Service, and to strengthen the benefits for those that do, so that more young people are developing the broader skill set they need to complement their academic qualifications.

## What we will do

- Raise quality and availability of personal guidance to enable young people to map their individual career pathway now and in the future, including young people with special educational needs, reaching all pupils in key stage 4. To achieve this we will:
  - Create and upskill a shared resource network of qualified career leaders, who will provide relevant and tailored advice to young people in Ipswich secondary schools.
  - Work with the University of Suffolk and colleges in and around Ipswich to design and run a series of workshops to equip young people with the skills they need to develop their individual careers pathway now and in the future.
  - Support every school and college in Ipswich to embed the eight Gatsby Benchmarks for outstanding careers guidance.
- Ensure every child leaves primary school inspired by the ‘world of work’ and the wealth of career opportunities available to their future selves. We will create a ‘world of work’ offer specifically for primary-aged pupils whereby every primary school is supported to provide inspiring encounters of the world of work, further education and higher education; this will include the opportunity for pupils to hear from and interact with professionals and visit workplaces in industries such as STEM and medicine. In the first year, this offer will be accessible to all primary school pupils in year four.
- To ensure that all pupils access these experiences, support and guidance, we are:
  - Supporting Suffolk County Council to implement a programme funded by the Essential Life Skills Fund, to develop skills such as self-confidence, personal and learning skills, resilience, and mental health through learning opportunities delivered through art and sports. Developing these skills will improve the attendance of children and young people who are of school age but have low school attendance.
  - Establishing a separate fund for an evidence based programme to support the transition of fifteen to eighteen year olds who are NEET back onto a positive pathway. The initial scope of the project will be to support those young people who are NEET but are not currently engaging with any of the existing support that is already available in Ipswich to develop the skills and experience they need to engage with the world of work.

## Our 2018 activity will include:

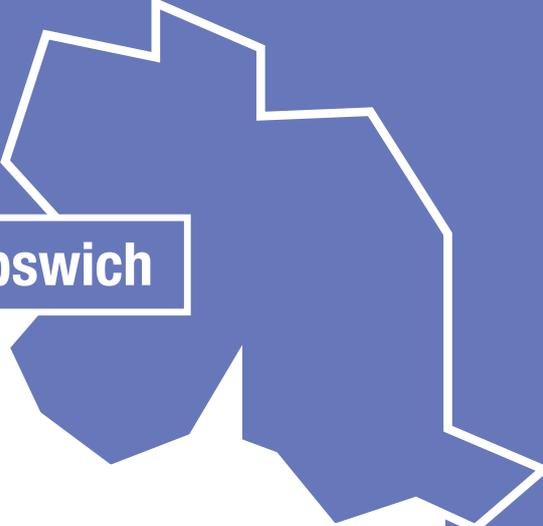
- From January 2018, CEC, NEACO and the National Citizen Service will be working collaboratively in all secondary schools in Ipswich to support young people in making choices about their education and career options after year eleven.
- In the 2017/18 academic year, all secondary school pupils in Ipswich will have access to four high quality 'encounters' with the world of work.
- From January 2018, we will begin development of the 'world of work' offer for primary aged pupils, with experiences to begin in September 2018.
- By April 2018, we will appoint a provider to deliver a programme to support young people who are NEET or at risk of becoming NEET back onto a positive pathway.

## Our targets for 2020/21 are:

- By 2021, 95% of disadvantaged young people will be in a sustained positive destination (in education, employment or training) for at least the first two terms after finishing key stage 4.
- By 2021, 90% of disadvantaged young people will be in a sustained positive destination for at least the first two terms after finishing key stage 5.
- By 2021, 44% of disadvantaged young people will go on to higher education.
- By 2021, the percentage of sixteen to eighteen year olds who are NEET will be half what it was in September 2017.
- By 2021, all schools in Ipswich will have achieved at least six of the eight Gatsby benchmarks.







Ipswich

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