



**Notice of a public meeting of  
Entrepreneurship in York Schools Task Group**

**To:** Councillors Brooks, Fitzpatrick, Reid and Scott (Chair)  
**Date:** Wednesday, 17 September 2014  
**Time:** 4.00 pm  
**Venue:** The Auden Room - Ground Floor, West Offices (G047)

**AGENDA**

**1. Declarations of Interest**

At this point, Members are asked to declare:

- Any personal interests not included on the Register of Interests
- Any prejudicial interests or
- Any disclosable pecuniary interests

Which they may have in respect of business on this agenda.

**2. Minutes** (Pages 1 - 4)  
To approve and sign the minutes of the meeting held on Monday 4 August 2014.

**3. Public Participation**

At this point in the meeting members of the public who have registered to speak regarding an item on the agenda or an issue within the Board's remit can do so. The deadline for registering is 5pm the working day before the meeting, in this case **5pm on Tuesday 16 September 2014.**

To register to speak please contact the Democracy Officers for the meeting, on the details at the foot of the agenda.

## **Filming or Recording Meetings**

Residents are welcome to photograph, film or record Councillors and Officers at all meetings open to the press and public. This includes the use of social media reporting, i.e. tweeting. Anyone wishing to film, record or take photos at any public meeting should contact the Democracy Officers (whose contact details are at the foot of this agenda) in advance of the meeting.

The Council's protocol on Webcasting, Filming & Recording of Meetings ensures that these practices are carried out in a manner both respectful to the conduct of the meeting and all those present. It can be viewed at

[http://www.york.gov.uk/downloads/download/3130/protocol\\_for\\_webcasting\\_filming\\_and\\_recording\\_of\\_council\\_meetings](http://www.york.gov.uk/downloads/download/3130/protocol_for_webcasting_filming_and_recording_of_council_meetings)

### **4. Report on Entrepreneurship in York Schools (Pages 5 - 168)**

This report provides further information in support of the ongoing review on Entrepreneurship in York Schools, and asks the Task Group to agree the next stages for progressing the work on this review.

### **5. Urgent Business**

Any other business which the Chair considers urgent under the Local Government Act 1972.

#### Democracy Officers:

Name: Louise Cook/Catherine Clarke (job-share)

Contact Details:

- Telephone – (01904) 551031
- Email – [louise.cook@york.gov.uk](mailto:louise.cook@york.gov.uk)  
[catherine.clarke@york.gov.uk](mailto:catherine.clarke@york.gov.uk)

For more information about any of the following please contact the Democratic Services Officers responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

**This information can be provided in your own language.**

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

 (01904) 551550

This page is intentionally left blank



City of York Council

Committee Minutes

---

Meeting	Entrepreneurship in York Schools Task Group
Date	4 August 2014
Present	Councillors Brooks, Fitzpatrick and Scott
Apologies	Councillor Reid

---

### **1. Election of Chair**

Members were given the opportunity to nominate a Chair.

Resolved: That Cllr Scott be elected as Chair of the School Based Teaching of Skills Related to Self Employment/Entrepreneurship Task Group.

### **2. Declarations of Interest**

Members were asked to declare any personal interests not included on the Register of Interests, any prejudicial interests or any disclosable pecuniary interests which they may have in respect of business on the agenda. None were declared.

### **3. Public Participation**

It was reported that there were no registrations to speak under the Council's Public Participation Scheme.

### **4. Entrepreneurship in York Schools**

Members questioned the lengthy Task Group title and agreed Entrepreneurship in York Schools was more appropriate.

Members considered a report that provided additional information in support of the agreed review on Entrepreneurship in York Schools.

The Task Group thanked officers for the information they had received and highlighted certain areas of the report and annexes including the definitions of entrepreneurship and the behaviours of an entrepreneur. Members discussed how individuals had the aptitude to turn an idea into an action and the meaning of entrepreneurship in education, in particular, how teachers would be trained with the right skills, knowledge and attitudes to be able to provide their students with the correct support.

Members were keen to explore what was currently happening in York Primary Schools and how this developed in Secondary Schools. It was agreed that discussions with some of Ofsted's good practice example schools, Kirklees, Queens Park Community, St Mary's Catholic Primary and Manchester Academy would be beneficial. Officers suggested that Ofsted reports and prospectus' for these schools should be viewed and Members also agreed that comparisons with Independent Schools would be useful.

To gain a better understanding on developing an entrepreneur the Task Group agreed they should meet a selection of local entrepreneurs and organisations that currently offered business engagement support to schools.

Members noted Lord Young's report and felt this review could conclude with a new pilot scheme, similar to the 'Fiver Challenge', that local entrepreneurs could support.

After lengthy discussions it was agreed:

Resolved:

- i. That the name of the Task Group be changed to Entrepreneurship in York Schools.
- ii. That an update on Teacher Training be received at the next meeting.
- iii. That Ofsted reports and prospectus for Kirklees, Queens Park Community, St Mary's Catholic Primary and Manchester Academy school be received.
- iv. That a selection of Best Practice Schools be contacted and maybe visited.
- v. That an update on the Local Enterprise Partnership Strategy regarding entrepreneurial skills be received at the next meeting.
- vi. That various suitable organisations such as NYBEP, Chamber of Commerce, Science City York, Children's University, York Economic Partnership and the Small Business Federation be contacted.
- vii. That Bootham School and Steiner School be contacted.
- viii. That best practice in York be identified.
- ix. That a Pilot scheme be identified.
- x. That the next meeting takes place on Wednesday 17 September at 4:00pm.

Reason: To carry out the review in line with agreed scrutiny procedures and protocols.

Cllr Scott, Chair

[The meeting started at 5.35 pm and finished at 7.00 pm].

This page is intentionally left blank



---

**Entrepreneurship in York Schools Scrutiny Task Group**      **17 Sept 2014**  
Report of the Assistant Director, Governance & ICT

**Report on Entrepreneurship in York Schools**

**Summary**

1. This report provides further information in support of the ongoing review on Entrepreneurship in York Schools, and asks the Task Group to agree the next stages for progressing the work on this review.

**Background to Review**

2. At its meeting in June 2014 the Learning & Culture Overview & Scrutiny Committee considered a scrutiny topic proposed by Cllr Semlyen on “School based teaching of skills related to self employment / entrepreneurship at Secondary ages and at York College. Cllr Semlyen referenced York’s very low record of creating new business or graduate start ups - 316<sup>th</sup> out of 326 English districts, drawing attention to there being 28% fewer York business start ups in the first 3 months of 2014, compared to 2013.
3. In response officers suggested that the focus could rather be on broader employability skills, including the development of broader enterprising behaviours and an entrepreneurial “can do” spirit. Officers suggested that a review of this topic could research best practice in other Local Authority areas, in order that the findings could be used to influence providers of education and training to adapt successful models to the York context.
4. In June, the Learning and Culture Overview and Scrutiny Committee agreed the topic was suitable for review, and agreed to reform their CEIAG Task Group to carry out the review on their behalf. In July 2014 the Committee received a further report from officers proposing options for the review, and the Committee agreed the following review aim and objectives:

Aim:

To create a culture in York schools where entrepreneurial learning is embedded, through improving entrepreneurship education and opportunities for employability and enterprise-related activities for York pupils

Objectives:

- i. To identify best practice in other Local Authority areas which perform strongly on relevant performance indicators
- ii. Review current practices in York to identify:
  - a) The commitment of local schools and colleges to develop the relevant skills and enterprising behaviours
  - b) Local good practice
- iii. To identify appropriate sources of employability and enterprise-related activities for York schools

**Information Gathered to Date**

5. In early August 2014 the Task Group met for the first time to receive a detailed introductory report containing:
  - Background information on Entrepreneurship Education and the relevance of enterprise in education
  - Information on a number of appropriate performance indicators, as referenced in the York Skills Strategy 2013-16 and the in-house 'Create Jobs & Grow the Economy' scorecard.
  - Information on a number of National and European schemes to encourage enterprise in young people
  - An overview of how well UK schools are doing and how they fit enterprise education into an already crowded curriculum
  - Feedback from Ofsted and;
  - Specific information in support of objectives(i) & (ii)
6. The detailed report from August 2014 can be viewed at:

<http://democracy.york.gov.uk/ieListDocuments.aspx?CId=854&MId=8539&Ver=4>

## **Initial Analysis**

7. The Task Group agreed with the definitions of entrepreneurship, the behaviours of an entrepreneur, and the meaning of entrepreneurship in education as detailed in Lord Young's report.
8. The Task Group requested further information (Ofsted reports and prospectus') for the good practice example schools i.e. King James School, Queens Park Community, St Mary's Catholic Primary and Manchester Academy. They agreed to explore good practice in York Primary Schools and how this was being carried forward and developed in Secondary Schools. They also agreed to seek comparison data from an Independent School, suggesting that information be sought on the approach being taken by Bootham School.
9. The Task Group queried whether there were any local entrepreneurs and organisations currently offering business engagement support to York schools, recognising it may be helpful to seek their views in support of the review. They also noted the findings from the European Commission report on teacher education and training which evidenced the need for a complex combination of knowledge, skills and attitudes. This led the Task Group to question whether or not teachers in York schools were receiving the right training to be able to provide their students with the right kind of support.
10. Finally, the Task Group agreed the Fiver Challenge highlighted in Lord Young's report was a good way to encourage enterprising attitudes in young students. They therefore agreed that as part of their work on the review, they would like to identify a scheme suitable for introduction in York, with the intention of recommending a possible pilot scheme and identifying local entrepreneurs willing to support it.

## **Further Information Gathered**

11. Objective (i) - To identify best practice in other Local Authority Areas  
At their last meeting, the Task Group considered a number of good practice guides produced by Ofsted, on developing students' employability and enterprise skills throughout the curriculum, and the Task Group requested further information on the schools identified by those best practice examples:

12. Queen's Park Community School

The school converted to an Academy in September 2012, and there has been no inspection since. Their previous inspection took place in March 2012 all grades 2 (good). Contextually the Academy is well away from York - 41% FSM, 12% statements of SEN, Almost four out of five students are from minority ethnic backgrounds, the largest groups being Black Caribbean, Black African and any other White background. The proportion of students who speak English as an additional language is much higher than that found nationally. The inspection identified that "The school's business and enterprise specialism permeates other subjects as well as being a focus for curriculum extension days. Students enjoy these and value their relevance to their futures and the world of work". The school's latest Ofsted report and school prospectus is shown at Annex A.

13. St Mary's RC Primary, Falmouth

This school converted to an Academy in April 2014, and there has been no inspection since. It was last inspected in June 2009, and was on a reduced tariff (light touch) because the school was graded outstanding in 2006. It maintained this grade in 2009. The inspection report lists a number of awards that the school has including "Investors in Work Related Learning". In the 2009 report enterprise was referenced briefly: "The school also places a very good emphasis on promoting our national community. This is developed, for example, through School Council meetings with Members of Parliament to discuss citizenship, a visit to the 'Comic Relief' headquarters to examine national needs and pupils' investigations of Britain's business and enterprise activities. The school's latest Ofsted report and school prospectus is shown at Annex B.

14. Manchester Enterprise Academy

The Academy's last inspection in March 2013 stated "Requires Improvement", and was previously deemed inadequate in January 2012. However it did state "The sixth-form curriculum reflects the strengths of the sponsors (based on links to Manchester Airport) with travel and tourism, sport, business, and information and communication technology (ICT)". Also, "Through its links with the sponsors, the wider community and the world of business, the academy's enterprise specialism makes a positive contribution to the curriculum on offer. It is raising students' knowledge of the opportunities available to them both now and in the future, and the belief that they can achieve their goals in life". The school's latest Ofsted report and school prospectus is shown at Annex C.



15. King James's School, Kirklees

The school was last inspected in September 2009, and received a survey letter in April 2011. Their last deferral covers up to Summer Term 2014 – see report and information taken from their school website at Annex D. The Task Group may choose to make direct contact with the school if they want to explore further whether or not things are still as they were in 2011.

16. Objective (ii) – Review Current Practices in York to identify good practice

Amidst the many recent changes being proposed to the school curriculum by the Government it is clear that the study of Mathematics and Science remains a national strategic priority. In York there is a lot of activity going on around Science, Technology, Engineering and Maths (STEM), much of which is linked to product design, creative and innovative thinking and business related activity. These subjects both enrich the curriculum and help students recognise how what they study at school can lead to rich and varied career pathways.

17. In an effort to increase pupil's engagement in and motivation for the study of STEM subjects, CYC facilitates a STEM network designed to encourage exciting and innovative projects and experiences for York students. Fulford School has a particularly strong set of challenges linked to the STEM agenda. For examples of the variety of activity, see latest STEM Network newsletter (coordinated by CYC's Science Consultant) at Annex E.

18. The Network hold an annual 'Inspirations' event, involving approximately 500 students of primary and secondary school age, and over 100 teachers. The event is designed to celebrate student's achievements and raise their awareness of the careers available in the STEM sector, and give the young people the opportunity to practise their skills, and display project work. A major part of the event is the opportunity for students to enter their projects into a competition. Judges work in small teams to assess the projects, and prizes are given to individuals and groups of students demonstrating flair and skills in fields such as electronics, engineering, graphics, investigations and sustainability.

19. The latest STEM Inspirations Education Showcase took place in June 2014 at the Yorkshire Air Museum, and a number of York schools received awards. For example:

- The Intermediate Graphic Award went to a pupil from Archbishop Holgate's School



- The Senior Graphic Award went to a pupil from Archbishop Holgate's School for their innovative packaging concept



- The Senior Product Design Award went to a pupil at Fulford School for their kitchen aid designed to help a girl with cerebral palsy prepare food



20. North Yorkshire Business Education Partnership (NYBEP) is the STEMNET contract holder for the area, and they are responsible for running the annual STEM Inspirations event. For further information on this year's event and the award winners see: <http://www.steminspirations.co.uk/events/2014.html>
21. Archbishop of York's Junior School is planning to refurbish its Maths area (a late 80's play area about 10m x 10m). The school has handed it over to its school Council and Eco Committee. Both comprise pupils representing each year group. The pupils have been tasked with developing costed options for the project, to be completed by summer 2015. Other examples of good practice in York schools are currently being sought from the Children's University Co-ordinator.
22. In regard to teacher training, the PGCE Programme Director at the University of York has confirmed their history trainees regularly work with NYBEP looking at entrepreneurship and teaching. Through links to the STEM agenda they also run enterprise related events with school children for their science and maths trainees. They provide teaching sessions on citizenship education, PSHE and the role of the form tutor, all of which have small elements relating to enterprise. Trainees are required to take part in citizenship events during school placements.

They did more when 14-19 Diplomas were higher up the agenda under the last government's 14-19 reforms.

23. Objective (iii) - To identify appropriate sources of employability and enterprise-related activities for York schools

At its last meeting, the Task Group requested an update on the Local Enterprise Partnership Strategy regarding entrepreneurial skills.

24. The Leeds City Region (LCR) Skills Plan includes a section on building skills in education - see copy of plan at Annex F. The plan includes a priority entitled 'More enterprise and innovation culture in education' and a specific intention to establish an LCR Enterprise Education Task Group to:

- Review and better understand the impacts of the different approaches to enterprise education across LCR;
- Ensure that providers can benefit from good practice and lessons elsewhere;
- Exploit opportunities for joint working, shared initiatives and/ or additional funding including from businesses themselves

25. Made up of employers, this group has recently been established and is currently focussing on drawing up tender specifications for the next round of European Social Funding (ESF) with the resulting provision to start from August 2015. ESF funding focuses on disengaged young people, i.e. those who are NEET or at risk of NEET.

26. The York and North Yorkshire Local Enterprise Partnership (LEP) has not yet finalised a Skills Delivery Plan. However it's Strategic Economic Plan includes actions on:

- 'Enterprise, Education and Culture' (Priority 1: Profitable and ambitious small and micro businesses)
- 'Mainstream employability into education and roll out employability charter activity' (Priority 3: Inspired People).

27. The Task Group have already been informed that NYBEP has previously been commissioned by some York schools to provide and deliver work related activities which seek to develop enterprise and employability skills.

28. Working with its employer partners and sponsors, NYBEP can provide a range of enterprise and business related events and challenges. Some of these align with York Business Week (November each year) when CYC's 14-19 Team seek to ensure that linked events take place in York schools. Others are part of other business and enterprise events such as Venturefest.

### **Progressing the Review**

29. The Task Group has already agreed they would like to meet with a representative from NYBEP and other appropriate organisations e.g. Chamber of Commerce, Science City York, Children's University, York Economic Partnership, be invited to a future meeting of the Task Group.
30. Feedback from Bootham School is also being sought and will be provided at a future Task Group meeting.

### **Council Plan 2011-15**

31. The review of this topic will support the Council's priority to '**Create jobs and grow the economy**'.

### **Implications**

32. There are no known implications associated with the recommendations made in this report.

### **Risk Management**

33. In compliance with the Council's risk management strategy, there are no known risks associated with this report.

### **Recommendations**

34. The Task Group are asked to:
- i. Note the additional information provided in paragraphs 11-30 of this report and the associated annexes.
  - i. Agree the next stages for progressing the work on this review
  - ii. Agree a future meeting date(s).

Reason: To progress the review in line with agreed scrutiny procedures and protocols.

## Contact Details

### Author:

Melanie Carr  
Scrutiny Officer  
Scrutiny Services  
01904 552063

### Chief Officer Responsible for the report:

Andrew Docherty  
Assistant Director, Governance & ICT  
01904 55

**Report Approved**



**Date**

8 Sept 2014

### Wards Affected:

All



For further information please contact the author of the report

**Background Papers:** None

### Annexes:

**Annex A** – Ofsted Report & Prospectus for Queen’s Park Community School  
– **Pages 15-32**

**Annex B** – Ofsted Report & Prospectus for St Marys RC Primary School  
Falmouth – **Pages 33-74**

**Annex C** – Ofsted Report & Prospectus for Manchester Enterprise Academy  
- **Pages 75-84**

**Annex D** – Ofsted Report & Prospectus for St James School, Kirklees –  
**Pages 85-92**

**Annex E** – STEM Network Newsletter – **Pages 93-104**

**Annex F** – Leeds City Region Skills Plan – **Pages 105-168**

### Report Abbreviations:

CEIAG - Careers, Education, Information, Advice & Guidance

ESF - European Social Funding

ICT - Information & Communication Technology

LEP – Local Enterprise Partnership

LCR - Leeds City Region

NEET – Not in Education, Employment or Training

NYBEP – North Yorkshire Business Education Partnership

OFSTED - Office for Standards in Education

PGCE - Postgraduate Certificate in Education

SEN – Special Educational Needs

STEM - Science, Technology, Engineering and Maths

This page is intentionally left blank

# Queens Park Community School

## Inspection report

---

<b>Unique reference number</b>	101560
<b>Local authority</b>	Brent
<b>Inspection number</b>	376591
<b>Inspection dates</b>	7–8 March 2012
<b>Lead inspector</b>	Clare Gillies

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Secondary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	1202
Of which, number on roll in the sixth form	184
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Beard
<b>Headteacher</b>	Mike Hulme
<b>Date of previous school inspection</b>	12–13 November 2008
<b>School address</b>	Aylestone Avenue London NW6 7BQ
<b>Telephone number</b>	020 8438 1700
<b>Fax number</b>	020 8459 1895
<b>Email address</b>	info@qpcs.brent.sch.uk

---

<b>Age group</b>	11–18
<b>Inspection date(s)</b>	7–8 March 2012
<b>Inspection number</b>	376591



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012





## Introduction

### Inspection team

Clare Gillies	Additional inspector
Justina Ilochi	Additional inspector
Paul Metcalf	Additional inspector
Miranda Perry	Additional inspector
Jalil Shaikh	Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 50 part-lessons, several of which were observed jointly with members of the senior leadership team; they saw 55 teachers in lessons, tutor sessions and an assembly. Meetings were held with senior leaders, middle leaders, governors, staff and students. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's development plan, and at data on exclusions, attendance, current standards and progress. They also looked at the school's analysis of past performance and the quality of teaching. Inspectors considered responses to the questionnaires from 479 parents, over 100 students and over half the staff.

## Information about the school

The school is larger than average with more boys than girls. Students come from a wide range of socio-economic, ethnic and religious backgrounds. Almost four out of five students are from minority ethnic backgrounds, the largest groups being Black Caribbean, Black African and any other White background. The proportion of students who speak English as an additional language is much higher than that found nationally; few are at an early stage of learning English. The proportion of students known to be eligible for free school meals is above average. The school is oversubscribed. A number of students enter the school other than at the usual time, some of whom have experienced circumstances that make them potentially vulnerable. An above average proportion of students have disabilities or special educational needs. The sixth form shares courses with another local sixth form. The school has business and enterprise status. The school is at the heart of the local community and shares its site with a City Learning Centre and children's centre. The school meets the current floor standards which set the minimum expectations for students' attainment and progress.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school with a good sixth form. Students are happy, enjoy lessons and participate enthusiastically in the many activities on offer. A respect for diverse faiths, ethnic backgrounds and cultures permeates the extremely harmonious atmosphere. The school is not outstanding because the predominantly good progress students make is not consistent across all subjects and groups of students.
- A-level and GCSE results have gone up significantly since the previous inspection and, in many subjects, they are above average. A relentless drive to improve progress has generated good achievement for practically all students. A few students with special educational needs and/or low reading ages do not make the rapid progress required to catch up with their peers.
- Students' behaviour is good, despite a small minority of parents, carers and students being less positive about it in their questionnaire responses. A major push to improve behaviour, started 18 months ago, has made the school calmer and most lessons proceed without interruption. Exclusions have dropped, attendance is above average, students feel safe and bullying is rare.
- Teaching has improved so that it is now consistently good, and sometimes, but not often enough, outstanding. Teachers know their subjects extremely well and many deliver lessons at a good pace using imaginative resources to stimulate students' interest. The quality of their marking varies and some teachers do not regularly plan work to match students' different levels of prior attainment. The way in which the curriculum supports aspects of pupils' personal development is outstanding.
- Under the headteacher's effective leadership, leaders and managers have established an inclusive school where all students are well supported. Senior leaders assess the quality of teaching accurately and use their findings to inform relevant training for teachers and other staff. Performance management arrangements are robust and teachers know that they are responsible for the standards their students achieve.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## What does the school need to do to improve further?

- Increase the rate of progress for students with low reading ages and/or special educational needs by:
  - reducing the number of targets they are set
  - making targets more precise and measurable over a short time-span.
- Increase the proportion of outstanding teaching and learning by:
  - ensuring that teachers consistently prepare lessons which incorporate work, and questions, at different levels, to match students' abilities and prior attainment
  - generating greater consistency in teachers' marking so that students know exactly what to do to improve
  - checking that students always respond to written comments on their work.

## Main report

### Achievement of pupils

Over 90% of students, and parents and carers too, feel that they make good progress and develop their communication, reading and writing skills well. They are right because most students settle quickly in lessons and are attentive. They have positive and respectful relationships with teachers and discuss tasks and work together collaboratively. When working in groups, students were seen sensitively asking more silent ones to contribute. Students enjoy debating controversial issues, such as similarities and differences between terrorist groups in history, or statistics related to International Women's Day. Students were seen being energetic in physical education lessons and learning about health and fitness. They were seen enthusiastically participating in drama, music and other practical subjects. Even when teachers talk for too long, which happens occasionally, students mostly continue to concentrate.

The percentage of students attaining five or more A\* to C GCSE grades, including English and mathematics, has gone up every year since 2007, from below to above the national average. A-level pass grades have also increased since 2007 and students now make good progress. The school has addressed the less successful AS results, partly by having higher entry levels for sixth form courses and by strengthening teaching and learning. Nearly one in four GCSE and one in three A-level results were A\*/A grades in 2011. Based on their starting points, by the end of Year 11 in 2011, students had made significantly above average progress in English, mathematics, science and other subjects including business (the school's specialism). Black Caribbean students did not achieve as well as others but the school is aware of this and is working to improve their motivation and work ethic. Girls achieve better than boys but the gap is smaller than seen nationally.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

In English and mathematics in 2011, close to 90% of students with disabilities or special educational needs made more than the expected progress compared with similar students nationally. However, target setting and monitoring of progress are not sharp enough for a small minority of these students and a few others who have low reading ages. For the latter, this is partly because the work they do in school on letters and sounds is not always well matched to their reading books.

### **Quality of teaching**

Teaching is consistently good. This was endorsed by observations during the inspection and by students, parents and carers: 'there are some truly inspirational teachers' observed one parent. A key factor is teachers' excellent subject knowledge, especially evident in sixth form lessons. Another factor is that many teachers pose skilful questions which require students to reply in detail, explain their responses and extend their thinking. Learning in science was outstanding when students studied buoyancy, linked imaginatively to the Titanic. In a few lessons in science and some other subjects, teachers use text books and worksheets too much, restricting time for discussion, or they do not plan work that matches students' abilities and prior attainment, so some finish early and others struggle.

Teachers often move through work at a cracking pace, usually generating good learning but occasionally they try to cram too much into the 45 or 50 minute lessons. Many teachers mark books regularly and write helpful comments about how the student can improve the work but the practice is inconsistent. Even when there is high quality marking, students do not always act upon what is written.

A few parents, carers and students feel that students work alone for too long in mathematics, delivered through a programme specifically for mixed-ability classes. Not all mathematics teachers blend independent learning, exciting resources and whole-class activities well. Students do, however, achieve well in mathematics and it is the most popular A-level subject.

Mixed-ability teaching, a strong feature of the school's approach to learning, is dominant in Years 7 to 10. This has a positive effect on the way the planned curriculum is delivered. Students respect the social equality this approach represents and many of the teaching assistants provide very good support in class. This helps to make mixed-ability teaching successful but, just occasionally, a few students struggle to keep up.

Many lessons and the numerous displays around the school help to develop students' appreciation of spiritual, moral, social and cultural issues. For example, they study pilgrimages in religious education, apartheid in personal, social and health education, fair trade in geography and civil rights in the United States of America in history. Teachers often link learning to the real world, seen in a lesson on climate change which used relevant and thought-provoking visual materials.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## **Behaviour and safety of pupils**

Attendance has been above average for the last three years and punctuality is good. In the questionnaires, a small minority of parents, carers and students responded that they felt some lessons are disrupted by poor behaviour, and that this is not always managed well. However, in discussion, most students said that the introduction of a new, clear code in September 2010 had made a big difference to their behaviour in lessons and around the school. Although a few teachers may not manage behaviour as well as the large majority, during the inspection students' behaviour in lessons was predominantly good and sometimes exemplary. Movement in the corridors, though occasionally boisterous, was fine.

Exclusions, which have been above average in the past, have fallen, both in terms of the number of students involved and the number of incidents; internal exclusions have also declined. Practically all parents and carers acknowledge that their children feel very safe at school; this is confirmed by students. Senior leaders ensure that the school's zero tolerance of bullying has a high profile all year; they stamp on early signs of cyber-bullying fast, for example, by keeping a careful eye on social networking sites. Students discuss homophobic and prejudicial bullying sensitively and without embarrassment. Bullying is rare and dealt with most effectively.

Students, parents and carers have almost no concerns about safety. Governors, senior leaders and all staff are attentive to detail and ensure the site is secure. Risk assessment, particularly for the numerous trips and visits at home and abroad, is thorough. Senior leaders foster safe behaviour off site by involving themselves in the local community and by promoting the harmony which exists between different groups in the school. Students play a major role in the annual community carnival and many sixth formers do voluntary work in the local area.

## **Leadership and management**

The headteacher, described by one parent as 'approachable, friendly, effective and dynamic', is well respected. His large leadership team, including sixth form leaders, provides good support. Senior leaders evaluate the school's strengths and weaknesses, including the quality of teaching, accurately. Their analysis of development areas is honest and realistic, captured in a concise and practical development plan.

The experienced governing body combines support with challenge very effectively. Members, who have a good range of relevant expertise, receive detailed analysis and reviews of performance so they can probe what is happening. The use of data and the quality of analysis were an issue in the previous inspection. This has largely been addressed but sometimes the information given to teachers about their classes lacks uniformity and, sometimes, clarity. Governors and senior leaders ensure that safeguarding arrangements are fully in place and effective.

Fully supported by governors, the school promotes equality and tackles discrimination effectively by its ethos, its philosophy of mixed-ability teaching and by

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

giving these aspects a high profile in assemblies, lessons and displays around the school. The school celebrates diversity and different cultures very well, often through cross-curricular themes. Students who speak English as an additional language are welcomed and given good support to cope with work and understand the English examination system. Attention to students' pastoral needs is very good with strong home/school liaison and involvement of external agencies when needed. Despite this, a few parents and carers feel that the school does not respond promptly enough when they have enquiries.

An outstanding element of the curriculum is the way it promotes students' spiritual, moral, social and cultural development; the excellent personal, social and health education programme is a key element in this. The school's business and enterprise specialism permeates other subjects as well as being a focus for curriculum extension days. Students enjoy these and value their relevance to their futures and the world of work. Extra-curricular activities, clubs and residential and day trips and visits are numerous; the Duke of Edinburgh Award scheme is popular. Many of these interesting activities strengthen students' creative, artistic and sporting skills. A parent wrote that her son had been given 'opportunities to expand his horizons'.

The relentless and successful drive for improved results is testimony to the headteacher's determination to ensure that all students achieve as well as possible. He, senior leaders and governors are fully aware that results for sixth formers, a few individuals and some subjects can be improved further. Better monitoring and target setting, combined with improved teaching, have contributed to improvements in the past but the school knows that there are inconsistencies to be ironed out. Staff morale is high; on the questionnaires many of them wrote comments such as 'I feel privileged and proud to be part of the community.' Taking into account past improvements in standards and behaviour, the school has a very strong capacity to improve further.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.



**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2012

Dear Students

### **Inspection of Queen's Park Community School, Brent, NW6 7BQ**

We much enjoyed the two days we spent in your school and thank you for being so welcoming. Yours is a good school and the sixth form is flourishing. You told us you feel safe and are happy and you seem to enjoy most lessons and participate enthusiastically in the many other activities on offer. We were impressed with how well you get on together, which generates a special, harmonious atmosphere.

It is excellent that A-level and GCSE results have gone up significantly since the previous inspection and that they are above average in many subjects. However, the predominantly good progress you make is not consistent between all subjects and groups so we have asked the school to sharpen targets for those of you who need to make rapid progress to keep up.

Your behaviour is good, despite some of you, and your parents and carers, being less positive about it in the questionnaires. When we spoke to you, most of you admitted that the major push to improve behaviour, starting 18 months ago, has made the school a calmer place. We agree, as practically all the lessons we saw proceeded without interruption – do try and keep up the good behaviour.

You are taught well and teaching has clearly improved. We saw some outstanding lessons but would like to see more. Two things will help to make this happen – more regular and helpful marking (which you must read and respond to) and more lessons when teachers plan work to meet your different abilities and levels.

Under your headteacher's effective leadership, you attend an inclusive school where you are well supported to do well. We hope those of you taking examinations this summer will do even better than last year and that all of you will have happy and successful futures.

Yours sincerely  
Clare Gillies  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**



# QPCS

Excellence Through Enterprise



Queens Park Community School  
 Aylestone Avenue  
 London NW6 7BQ



t 020 8438 1700

f 020 8459 1895

e [info@qpcs.brent.sch.uk](mailto:info@qpcs.brent.sch.uk)

[www.qpcs.brent.sch.uk](http://www.qpcs.brent.sch.uk)



## QPCS: Business & Enterprise School

Queens Park Community School is a successful and popular 11-16 school. We have a long tradition of high academic standards, Business and Enterprise excellence and a commitment to providing a wide range of learning activities both in school and beyond.

"Pupils from all backgrounds and starting points are genuinely valued and make good progress, supported by good teaching".

**OFSTED**



**Mike Hulme** - Headteacher



At Queens Park Community School we aim to build on our Business and Enterprise specialism, seek to raise aspirations, generate opportunities and develop our students as global entrepreneurs.

Our aim is encapsulated in our initials - and we expect every student at QPCS to achieve:

**Quality, Progress, Creativity, Success.**





"The idea of having homework was really daunting, but now I'm here I really love the extra work we do, I love reading topics I find really interesting."

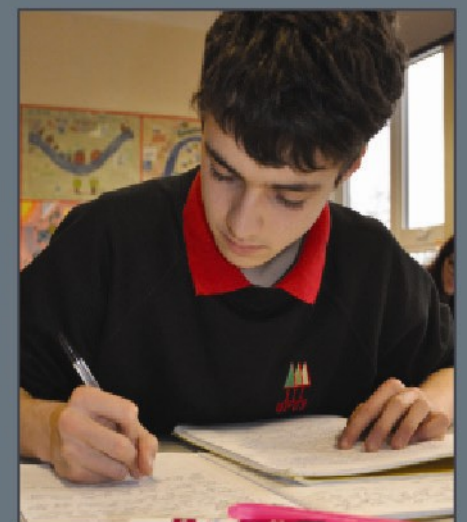
"Humanities is my favourite lesson as I enjoy all the trips we go on."  
Year 7 students



At Queens Park Community School our goal is to provide the highest quality of service and education in order to give every child the opportunity to thrive and achieve their best. We also encourage our students to develop their skills and abilities by getting them involved in a diverse range of extra activities within the school. Our specialist status enables us to enhance the learning experiences for the students. We believe there is no limit to what our students can achieve when they put their minds to it.

# quality quality ~ progress progress

To enable efficient and effective learning, all students are set targets. Progress towards these targets are monitored carefully with an emphasis on the skills each student requires to succeed at school and in the future. We offer additional support, extension lessons and have a strong pastoral system to support and guide students when they need it. The National Curriculum is planned with the interests, needs and aptitude of our students in mind. The subjects that are taught, the content and way the lessons are delivered are kept under review so that we can continually seek ways to improve, challenge and encourage our students.







"A brilliant day, the Summer Carnival was amazing! I thoroughly enjoyed being part of the parade and making the costumes in DT."

Year 7 student

"My favourite subject is Drama, I really enjoyed having a part in the play, especially the costume and the make-up. I was filled with nerves when I approached the stage, but I loved it at the end when I heard the rapturous applause from the audience."

Year 8 student



Drama production of: The Lion, The Witch & the Wardrobe

creativity  
creativity ~ success  
SUCCESS

Page 30

The arts form an important part of school life. Through our curriculum and extra-curricular provision we aim to give students a platform to excel. School productions, concerts and international music festivals add to the opportunities for students to perform. In addition, Sport, Music and Drama feature strongly in the curriculum and there are many occasions for creativity to be showcased. Sports day, film making, creative writing, debating, journalism and print making are just some of the activities students can get involved in. At QPCS we value students who have creative enquiring minds and encourage them to participate fully in all we have to offer.

At QPCS every student is encouraged to be successful in all aspects of school life. We pride ourselves on having a broad and challenging curriculum. We celebrate the students' many successes in different ways - from 'well done' postcards to commendation assemblies as well as through our weekly Queens Park Newsletter which serves as a testament to our vibrant, talented school community. Our student success is illustrated through our examination results as they continue to go from strength to strength each year.





Our specialism is Business and Enterprise. We encourage students to use enterprise skills: problem solving, team working, working independently, negotiation, communication, setting challenging targets - these are some of the necessary skills which will prepare our students to make a significant contribution to the world of work or higher education.



# excellence

~ Excellence Through Enterprise ~

# enterprise



"I love enterprise days, we get to work in teams, make things and showcase our work to the class through presentations at the end of the event."

Year 7 student

"Enterprise day has really helped to build my confidence, and develop my marketing and communications skills. This has made me better prepared in my other subjects, especially ICT."

Year 7 student





# The Sixth Form

## At QPCS

### QPCS will provide:

- A wide range of courses suited to a range of abilities and interests
- Excellent teaching by experienced staff
- Quality information so that you are in no doubt about what you need to know and do for every unit of work
- Regular assessment and reporting with one-to-one feedback from your subject teachers so that you know how to improve your work and achieve the highest standard possible
- Regular tutorials every half-term with your personal tutor to review progress and receive advice on what to do next
- A dedicated study area in the library, ICT facilities and direct access to the City Learning Centre
- An induction team-building day
- A sixth form contract setting out clearly what you can expect from us and what we expect of you
- An active sixth form council which acts as a forum for discussion and representation of your views to the school management
- Careers advice including access to careers officers, Connexions and outside speakers
- Direct links with higher education institutions including Cambridge University, Oxford University, Sussex University, Westminster University, The Royal Veterinary College, Imperial College, UCL and London Metropolitan University; a range of mentoring schemes to support you in planning for your application to university
- An enrichment programme featuring cultural visits in London, trips abroad as well as sport and other opportunities
- Participation in community activities such as mentoring projects with younger students and involvement with local primary schools
- Opportunities to develop entrepreneurial skills through the Young Enterprise scheme
- Opportunities to support the management of the school by taking on a variety of student leader roles, including becoming a student leader





# St Mary's Catholic Primary School

Inspection report

---

<b>Unique Reference Number</b>	112003
<b>Local Authority</b>	Cornwall
<b>Inspection number</b>	325507
<b>Inspection dates</b>	3 June 2009
<b>Reporting inspector</b>	Alex Baxter

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Matthew Higham
<b>Headteacher</b>	Jacqui Scarborough
<b>Date of previous school inspection</b>	20 June 2006
<b>School address</b>	Mongleath Road Falmouth Cornwall TR11 4PW
<b>Telephone number</b>	01326 314540
<b>Fax number</b>	01326 312251

---

<b>Age group</b>	4–11
<b>Inspection date</b>	3 June 2009
<b>Inspection number</b>	325507

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the use of assessment and tracking systems to ensure that provision is consistent in meeting the pupils' differing needs
- the degree to which teachers involve pupils independently and collaboratively in their learning
- the ability of leaders and managers to bring about improvement.

Evidence was gathered from observations of lessons, assembly and pupils at lunch and play. Teachers' assessment records and pupils' work were scrutinised. Discussions were held with pupils, staff, governors and parents. Parents' responses to the inspection questionnaire were analysed. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

This school is broadly average in size. Children in the Early Years Foundation Stage are taught in a designated reception class. The proportion of pupils with learning difficulties and/or disabilities is below average, but is higher than this in some year groups. Most pupils are from White British backgrounds. The school holds Healthy School, Activemark, Primary Quality Mark and Investors in Work Related Learning awards.

### Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

**Grade: 1**

St Mary's is an outstanding school. It is a very caring, inclusive school that truly places the pupil at the heart of everything it does. Because of the inspirational lead of a much-respected headteacher, the school is highly effective in monitoring its performance and in taking the necessary steps to meet the pupils' differing needs. The school's outstanding capacity to bring about improvement is fully illustrated in its creation of an exemplary curriculum. Learning opportunities are developed through topics such as 'Cornwall at Work and Play' that link subjects together. The curriculum is enriched further by a wide range of after-school clubs and visits and by the full use of excellent information and communication technology (ICT) facilities, which stimulate pupils' interest. As a result, all pupils, across the range of abilities and backgrounds, greatly enjoy school and flourish both academically and personally.

Skills are broadly average on entry to the school, but an increasing number of children arrive with lower levels of skill in communication, language and literacy. Children are taught in an exemplary way. They make excellent progress through the school, especially as they maturely learn to use and apply their skills, both individually and cooperatively. By the end of Year 6, standards are above average in English, mathematics, science and ICT. Most pupils are very articulate speakers and many pupils also develop significant skills in the expressive arts. The art on display around the school, for example, illustrates the high quality and breadth of pupils' completed work. The above average standards that pupils attain from their varying starting points indicate that achievement is outstanding.

The care, guidance and support for all pupils by the whole staff team are exemplary and contribute to the pupils' outstanding personal development and well-being. Warm, personal pastoral care is supported by robust procedures to safeguard the pupils' welfare. Staff give very effective academic guidance orally, and through marking, especially in English and mathematics. As a consequence, the pupils' behaviour and relationships are excellent in lessons and around the school. Their enthusiastic and safe participation in school and community events and clubs, especially in sports, shows their excellent adoption of healthy lifestyles. Pupils demonstrate an exceptionally mature approach towards taking on responsibilities for themselves and others, for example on the school council and as school bankers, 'playground buddies' and 'learning detectives', when older pupils help younger pupils. The pupils' excellent manners and confidence in approaching each other or adults in school if they have a problem fully reflect their exemplary spiritual, moral, social and cultural development.

Parents are very appreciative of the school's exemplary qualities and work very supportively with the staff. The pupils' excellent attendance and attitudes to work illustrate how the school's close partnership with parents enriches the pupils' learning. 'Amazing' and 'brilliant' give a flavour of the adjectives used by many parents to describe the school. Other comments within an almost unanimously positive response in the parental questionnaires included, 'Fantastic school. My children are happy and I am happy' and 'An excellent primary school which has educated my children in a loving environment.'

The school has developed very comprehensive systems for assessing and tracking pupils' progress and is using these very well to tackle pupils' needs and to set challenging targets in order to help raise standards further. The recent strong acceleration in progress in reading, for example, reflects the consistent and successful use of 'Guided Reading' to develop pupils' reading, comprehension, spelling, writing and other language skills.

The high quality of the teaching and learning across the school is typified by warm relationships, high expectations of work and behaviour and challenging questioning. Good and outstanding teaching has a cumulative and beneficial effect in promoting pupils' excellent attitudes to learning. All staff encourage pupils to become effective, independent and cooperative learners. They do this by inviting and valuing pupils' ideas during class discussions, 'Hot Seat' questioning of individual pupils and by encouraging paired work as 'Talking Partners'. The school's much-improved ICT facilities are also well used to enable individual research on topics such as 'The Aztecs'. The way that staff involve pupils in evaluating their own and each other's work in English and mathematics is a particular strength. 'Target Time', for example, when pupils think about their individual targets and seek to make the necessary improvements, plays a key role in lifting standards. The pupils really enjoy this form of learning and visibly show a pride in their work, a determination to seek improvement and a willingness to work with others to the greater good. Whilst pupils assess their work to a varying degree in other subjects, this self-evaluation is not yet as consistent or as successful as it is in English and mathematics.

The school's excellent leadership and management are clearly evident in the shared unity of purpose of the headteacher, senior staff and governors. Together they provide an exceptionally clear vision for the future and strongly promote the school's community ethos. Governors also play a key role in providing continuity and in sustaining close links with parents. Leaders and managers, including governors, promote community cohesion extremely well. Established strengths in promoting local and international aspects of community were evident in the 'New Life and Good News' assembly led by Year 2 pupils and were much valued by the many relatives in attendance. The school also places a very good emphasis on promoting our national community. This is developed, for example, through School Council meetings with Members of Parliament to discuss citizenship, a visit to the 'Comic Relief' headquarters to examine national needs and pupils' investigations of Britain's business and enterprise activities. By these means St Mary's holds a respected place of calm and continuity at the centre of its community where pupils become lively, engaged young citizens undertaking their responsibilities. When they leave, pupils are extremely well prepared for the future.

## **Effectiveness of the Early Years Foundation Stage**

**Grade: 1**

The Reception staff provide excellent leadership and pastoral care and have consistent, high expectations of children's enjoyment and behaviour. These qualities are readily recognised by newcomers to the school, both children and their parents, lifting their confidence in what can be achieved. As a result, children's personal, social and emotional development is outstanding. Excellent teaching, warm encouragement and a carefully planned programme of well-balanced adult-led or child-chosen, practical learning activities support the children's exceptional progress

in all areas of learning. By the time they enter Year 1, most children either reach or exceed the standards normally expected. The much-improved and extremely well-equipped indoor and outdoor facilities enable children to freely choose from a wide range of learning activities. The children make their choices confidently in the full knowledge that caring, questioning adults are there to interact and support. As a result, all children become independent and cooperative learners. Staff assess the children's progress very accurately and are quick to tackle areas in need of improvement. This year for example, the children's use of words and their understanding of the world have been targeted and lifted significantly. Exemplars of how this has been accomplished were evident in the deep interest children showed when discussing their recreation of a snow scene from a popular *Little Red Train* story book and when adults enter the 'Endeavour Space Shuttle' role play to join them in conversation on their 'journey through space'.

### **What the school should do to improve further**

- Increase pupils' involvement in evaluating their own and each other's work and in setting targets across the range of subjects, to be in line with the high quality evident in English and mathematics.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
---	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>1</b>
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>
How well does the school work in partnership with others to promote learners' well-being?	<b>1</b>
The effectiveness of boarding provision	
The capacity to make any necessary improvements	<b>1</b>

### Effectiveness of the Early Years Foundation Stage

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	<b>1</b>
How well do children in the EYFS achieve?	<b>1</b>
How good is the overall personal development and well-being of the children in the EYFS?	<b>1</b>
How effectively are children in the EYFS helped to learn and develop?	<b>1</b>
How effectively is the welfare of children in the EYFS promoted?	<b>1</b>
How effectively is provision in the EYFS led and managed?	<b>1</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>1</b>
The standards <sup>1</sup> reached by learners	<b>2</b>
How well learners make progress, taking account of any significant variations between groups of learners	<b>1</b>
How well learners with learning difficulties and/or disabilities make progress	<b>1</b>

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	<b>1</b>
The extent of learners' spiritual, moral, social and cultural development	<b>1</b>
The extent to which learners adopt healthy lifestyles	<b>1</b>
The extent to which learners adopt safe practices	<b>1</b>
How well learners enjoy their education	<b>1</b>
The attendance of learners	<b>1</b>
The behaviour of learners	<b>1</b>
The extent to which learners make a positive contribution to the community	<b>1</b>
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>1</b>

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>1</b>
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>1</b>
<b>How well are learners cared for, guided and supported?</b>	<b>1</b>

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>1</b>
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>1</b>
How effectively leaders and managers use challenging targets to raise standards	<b>1</b>
The effectiveness of the school's self-evaluation	<b>1</b>
How well equality of opportunity is promoted and discrimination eliminated	<b>1</b>
How well does the school contribute to community cohesion?	<b>1</b>
How effectively and efficiently resources, including staff, are deployed to achieve value for money	<b>1</b>
The extent to which governors and other supervisory boards discharge their responsibilities	<b>1</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

## Annex B

3 June 2009



Dear Pupils

**Inspection of St Mary's Catholic Primary School, Falmouth TR11 4PW**

We really enjoyed our visit to your school and would like to thank you for your warm welcome and for talking to us about your work. You told us how much you enjoy being at school and that you always feel safe and very well looked after. We were particularly impressed by your excellent behaviour and by the way you work hard and support each other in lessons. We agree with you and your parents that St Mary's is an outstanding school.

These are the other main things we found:

- You attain above average standards and do particularly well in writing and speaking and listening, where standards are even higher.
- You make outstanding progress because teaching is excellent and you benefit from very interesting learning activities. By the time you leave you are extremely well prepared for the future.
- The staff take excellent care of you. You respond confidently to their very supportive example, make excellent contributions to school activities and clearly show that you know how to keep safe and healthy.
- Your headteacher provides outstanding leadership and receives excellent support from staff and governors. They work very closely with your parents to help you to achieve your best.

Even the best of schools can improve and so we have identified one main thing for the teachers to do that would help you to achieve even more.

- As your teachers already do in English and mathematics, involve you more in evaluating your own and each other's work and in setting improvement targets in the other subjects

You can help by checking all the work that you do to see if you can improve it.

Thank you again for your kind assistance and best wishes for the future.

Yours faithfully  
Alex Baxter  
Lead inspector



As Headteacher of St Mary's School, I feel privileged and proud to be part of such a vibrant and happy school. Everyone here is valued for their contribution to our school's success and all the staff work wholeheartedly as a team for the benefit of all the pupils in our care.

At St Mary's School, we believe in the education of the whole person. We aim to provide an ethos for the child where all are learning together in a happy and secure environment, with a curriculum that is broad and balanced, relevant, differentiated and progressive.

Our aim is to match the whole curriculum to each child's needs, providing continuity and progression through the early years and beyond and offering equality of opportunity in a stimulating and challenging way. St Mary's School aims to encourage self confidence and provide opportunities for every child to reach their full potential and become life long learners.

Confidence in a school comes from knowing and understanding what is happening within it. These pages provide you with information about our school, its aims, curriculum and activities. I hope you will clearly see that at St Mary's, we really do place our children at the heart of all we do.

If you would like to find out more about our school, I would encourage you to make a personal visit to experience for yourself the happy purposeful atmosphere, exciting curriculum and the strong commitment we provide at St Mary's.

"This is a good school where pupils achieve well and thoroughly enjoy their education. Pupils' personal development is outstanding." OFSTED

Jacqui Scrimgeour



We are a Catholic school, but many families from the local community choose to send their child to St Mary's because they share our values.

You can be assured that at St Mary's School, every child matters and they will be encouraged and supported to fulfil their potential.

We recognize that some pupils need extra help and that others need a challenge to help them achieve their best.



At St Mary's we believe in forging a true partnership with parents in pursuing each child's full potential. We welcome parents into our school as we strongly believe that when teachers and parents work in partnership with one another, children benefit.

Children learn through the smiling eyes of the teacher!

At St Mary's we strive to provide the best possible learning environment for our children. Consequently, we have recently developed a superb outdoor learning space as an extension of the Reception Class.

We believe an understanding of information and communication technology is essential in modern society. It gives pupils the skills and understanding needed to use technology effectively every day and in the world of work ahead. Every child at St Mary's will therefore benefit from a newly built ICT suite, with thirty networked computers.



We are proud of the successes of all our pupils who thrive in a friendly, supportive atmosphere that challenges every child to develop high expectations, sound moral values and the desire to fulfil their potential.

Awareness of the needs of the poor and marginalized across the world is raised through our pupils' compassion, creativity and entrepreneurial spirit in their many fund raising activities.

Our pupils are encouraged to, 'Contribute locally and think globally'.



A wealth of extra curricular activities provides opportunities for pupils to attend clubs, pursue their interests in areas such as the performing arts, sport, modern foreign languages, gardening, cooking and much much more!



At St Mary's every child is heard. An active School Council ensures that pupils make a valuable contribution to ensuring that school life at St Mary's is the best it can be.



Music plays a very special part in life here at St Mary's. Many pupils learn to play a musical instrument or join the school choir.



Personal development and well being are essential and therefore a priority throughout a child's life. If your child feels safe and secure at school, everything else that is important in education follows.



"High expectations and consequently high standards both educationally and behaviourally. A very welcoming, inclusive school." PARENT



# Prospectus 2014- 2015

Dear Parents,

Welcome to St Mary's School.

We fully understand the important decision that parents have to make in choosing a school for their child. With this in mind, the following information has been provided to give you an insight into everyday life at St Mary's School.

The school is here to meet the educational needs of all our children and we hope to provide a happy, stimulating and stable learning environment for them.

Confidence in a school comes from knowing and understanding what is happening within it. These pages provide you with information about our school, its aims, curriculum and activities. I hope you will clearly see that at St Mary's, we place our children at the heart of all we do.

With your support and co-operation the task will be easier, more enjoyable and more assured of success. This collaboration of home and school is an essential ingredient in achieving our aims.

Additional information to that contained in this booklet will come to you by newsletter during the year.

If there are any items of information, which you think should be included for new parent's next year, please don't hesitate to let me know.

Warm regards

Jacqui Scarborough

**Our Mission Statement**

**"I am the way, the truth and the life."**

(John 14:6)

St Mary's is a Catholic Primary School.

**We place our children at the heart of all we do,**  
inspired by the love, life and teachings of Jesus  
and the Catholic Christian Church.

**Aims**

We aim to:-

1. Nurture children to be happy, healthy, secure and who are treated with equal dignity and respect, ensuring every child's contribution is encouraged, valued and celebrated.
2. Equip our children with all the abilities needed to regard life as a gift to be lived to the full. (John 10:10)
3. Ensure that the reality of prayer and worship become meaningful personal experiences which permeate everything we do.
4. Support parents in their role as the first educators of their children in the ways of their faith and life and develop and maintain good relationships between the school, home, parish and wider community.
5. Enable each child to reach their full potential by providing an enriching and relevant curriculum, within a caring learning environment.

**School Governors**  
September 2014

<b>M</b> atthew Higham	Chairman Foundation	Tel: 07854450438
<b>G</b> raham Boulton	Foundation Parent	Tel : 01326 316803
<b>S</b> arah Slater	Foundation Parent	
<b>T</b> ony Schorah	Foundation	
<b>J</b> ack Orders	Foundation	
<b>V</b> acancy	Foundation	
<b>F</b> ather Jon Bielawski	Foundation	Tel : 01326 312763
<b>Y</b> vonne Castle	Parent	
<b>V</b> acancy	LA Governor	
<b>J</b> ane Mills	Teacher	Tel: 01326 314540
<b>S</b> usan <b>M</b> arshalls	Support Staff	Tel: 01326 314540
<b>J</b> acqui Scarborough Ex Officio	Headteacher	Tel: 01326 314540
<b>C</b> arol Pipkin	Clerk to Governors	Tel: 01326 314540



**TEACHING STAFF**

<b>H</b> eadteacher	Mrs J. Scarborough	
<b>D</b> eputy Headteacher	Mrs Lucy Draycott	Planning, Preparation and Assessment Cover/PPA
	Mrs D. Tracey	Class 6/Yr6
	Mrs J. Mills	Class 5/Yr5
	Mr C. Scarborough	Class 4/Yr4
	Mrs L. Austin Smith	Class 3/Yr3
	Mrs S. French	Class 2/Yr2
	Mrs S. Shailes	Class 1/Yr1
	Miss S. Buscombe	Early Years Foundation Stage/YR

**NON-TEACHING STAFF**

<b>T</b> eaching Assistants	<b>A</b> dministrator/ <b>S</b> ecretary	<b>L</b> unchtime Supervisors	<b>S</b> ite Supervisor <b>C</b> aretaking Staff
Mrs A. O'Hara Mrs P. Barrett Mrs K. Higham Mrs K. Mulcahy Mrs A. Neal Vacancy x2	Mrs C. Pipkin Mrs J. Wheeler	Mrs A. Butterly Mrs Louise Martin Mrs S. Marshall Mrs P. Webber Mrs H. Stasiak Vacancy	Mrs A. Butterly Mrs P. Stephenson
			<b>S</b> chool Chef Vacancy <b>A</b> ssistant Cool Vacancy
			Kitchen Porters Georgia Young Emma Rowe



## Term and Holiday Dates 2014 / 2015

### Autumn Term

From: Thursday 4<sup>th</sup> to Friday 19<sup>th</sup> December 2014

Half Term: Monday 27<sup>th</sup> to Friday 31<sup>st</sup> October 2014

**(Reception Class children will be inducted commencing the 4<sup>th</sup> September 2014 with a staggered entry. Specific details will be sent to individual parents.)**

### Spring Term

From: Monday 5<sup>th</sup> January 2015 to Friday 27<sup>th</sup> March 2015

Half Term: Monday 16<sup>th</sup> to Friday 20<sup>th</sup> February 2015

### Summer Term

From: Monday 13<sup>th</sup> April to Thursday 23<sup>rd</sup> July 2015

May Day Holiday: Monday 4<sup>th</sup> May 2015

Half Term: Monday 25<sup>th</sup> May to Friday 29<sup>th</sup> May 2015

In addition to the above dates, the School will be closed on five additional days for staff training. Provisional dates are as follows:-

- 3<sup>rd</sup> September 2014
- 22<sup>nd</sup> May 2015
- 22<sup>nd</sup> July 2015
- 23<sup>rd</sup> July 2015
- One further date to be arranged.

These dates are given in good faith to help with future planning, but in unforeseen circumstances may be subject to change. You will be informed of any changes if they become necessary.

## School Times

### Morning Session

(Reception to Year4)  
(Year 5 & 6)

9.00am -12 noon  
9:00am – 12:30pm

### Afternoon Session

(Reception , Year 1 & 2)  
(Year 3 & 4)  
(Year 5 & 6)

1:00pm – 3:15 pm  
1:00pm – 3:30pm  
1:30pm – 3:30pm

Morning break for Key Stage 1	10.30 am - 10.45 am
Morning break for Key Stage 2	10.45 am - 11.00 am
Afternoon break for Key Stage 1	2.15 pm - 2.30 pm
Lunchtime - Reception to Class 4	12 noon – 1pm
Lunchtime - Classes 5 & 6	12:30 – 1:30pm

### **IMPORTANT**

**C**HILDREN MUST NOT ARRIVE AT SCHOOL BEFORE 8.45 AM.

A teacher is on duty from 8:45 am in both playgrounds.

**C**HILDREN MUST NOT BE ON THE SCHOOL PREMISES AFTER 3.40 PM EXCEPT WHEN ATTENDING ORGANISED AFTER SCHOOL ACTIVITIES OR MUSIC LESSONS.

### **Emergency Closure**

**O**ccasionally during severe winter weather the school may have to close. You are advised to listen to Radio Cornwall or Pirate FM for information. Alternatively log onto Radio Cornwall's website where school closures will be listed. Parents who have provided the School Office with their mobile telephone numbers will also be contacted by text message.

### **Parking Arrangements**

**T**here is very little parking areas outside the school for parents use when leaving or collecting children as the school is situated in a cul-de-sac which is closed to parent vehicles. The problem is always worse in wet weather, when more children than normal are brought to school by car.

Parents are asked to park a few streets away and walk the short distance to school or better still, enroll your child on the '**Walking Bus**' (forms are available from the school office). The bus leaves from the Clipper Way pub, where the landlord has agreed to allow parents to use their car park at the bottom of Mongleath Road at 8:40am. The children then arrive in time for 'Rise and Shine', our morning exercise regime. The children are supervised as they walk the short distance up the hill. This relieves congestion outside our school and ensures the children get a healthy start to the day. If you are able to help with supervision on the bus, please inform Mrs Butterly, the 'Driver'.

## School Meals

From September school meals will be cooked on the premises by our very own School Chef.

All pupils in the Early years Foundation Stage, Year 1 and 2 (Key Stage 1) will receive a free school meal or packed lunch from September 2014.

Pupils in Key Stage 2, should bring dinner money in on the day in a purse or wallet with your child's name and class clearly indicated. Alternatively, a weekly payment may be made on a Monday. Cheques should be made payable to 'St Mary's School'. The cost of a school dinner is **£2:20**.

## Free School Meals

Your child may be entitled to free school meals. The Government is giving money to schools to help children from lower income families do their very best. This funding is called a 'Pupil Premium'.

For every child registered St Mary's gets **£1,300** this year.

### How does it work?

1. First, check if you qualify – it is not just if you are unemployed, so please look at the list below..
2. Registering is really quick and easy – if you think you qualify, contact the School Office who will help you to register.
3. If you want your child to have a free, healthy meal at lunchtime that's great – they will get the free meal (saving you more that £350 a year), extra benefits and the school gets £1,300 extra.
4. If you don't want your child to have the school meals they can continue as normal – as long as you qualify and are registered, the school still gets £1,300 extra.

Registration is confidential and it will not affect any other benefits you are claiming.

**It is really important that eligible families register for this whether their child receives an Infant Free School Meal or is in Key Stage 2 to maximise the benefits for your child and to the school.**

### **Do you qualify for Free School Meals?**

You can register your child for Free School Meals if you get any of these benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

### **Change of Address / Emergency Contact Details**

Please notify the school secretary Mrs Pipkin of any change of address or telephone number. The school must also have an emergency contact name and number. This is particularly important should you need to be contacted if your child is sick or has an accident.

### **Arrangements for Visiting the School**

Parents wishing to visit the school in connection with the possible admission of their child or children, are invited to do so by telephoning the school for an appointment.

### **Admissions**

We encourage parents to register their child at the school as early as possible as demand for places is great. Application packs are available from the school. The placing of your child's name on a register of interest does not give automatic right of entry should we become oversubscribed which is usually the case.

### **St Mary's Catholic Primary School Admissions Criteria**

As a Catholic school we strive to nurture the faith and spiritual lives of all members of the school in accordance with the truths and teachings of Jesus Christ and the Catholic Church. Primarily therefore, the school serves the Catholic Community and aims to provide places for all Catholic children from ages 5 to 11 for whom we are the

nearest Catholic school. As a result, Catholic children are prioritised in our admission criteria.

However in the context of this priority a large number of non Catholic children are admitted who are equally valued members of our school community.

The planned admission number at Reception is 30.

As a Christian Community, our school acknowledges that some children are more vulnerable than others. Without compromising the education we exist to provide, we are committed to playing our part in reaching out to vulnerable children. The admissions committee fully recognises their requirements to admit pupils with statements of Special Educational Needs where St Mary's is the named school, subject to full discussion with the LA and relevant professional agencies. Children who are in public care will be offered places as our next priority, i.e. before all other categories below.

### **Oversubscription Criteria**

If there are more applications than the number of places available children will be admitted in order of the following criteria:-

1. Children who are in public care/looked after children
2. Children who are baptised Catholics.(Evidence: Baptismal certificate or a signature of a Catholic priest confirming their knowledge of the child's baptism) **see supplementary information form.**
3. A child who has a sibling/s who will be attending the school at the time of application for admission.
4. a) If your child is a baptised/member of another recognised Christian church. (Evidence: a Baptismal certificate or equivalent or signature from the appropriate Minister of religion.) **see supplementary information form**  
  
b.) If at least one parent is a baptised/member of the Catholic Church or other recognised Christian Church. (Evidence: Baptismal certificate or equivalent or signature from the appropriate Minister of religion.) **see supplementary information form.**
5. A child who is a member of another World faith tradition. (Evidence: signature of a designated minister of that religion confirming the child's membership) **see supplementary information form.**

6. A child whose parents seek admission for them at the school. (Evidence: submission of the Cornwall Council's Common Application form naming the school among their preferences).

### **Definitions**

(a) Child in public care/looked after child – this means a child who is looked after by a local authority in accordance with section 22 of the Children Act 1989, and also children who were looked after but have ceased to be so because they were adopted or became subject to a residence order or special guardianship order .

(b) Parents/Guardians and Family Members – a parent is any person who has parental responsibility for, or who is the legal guardian of the child.

(c) Sibling – this means a brother or sister, or half brother or sister, adopted brother or sister, step brother or sister, fostered brother or sister or the child of the parent/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling.

(d) Home Address- Each child may have one registered home address; this address should be where the child is normally resident. If there is shared custody of the child or a query is raised regarding the validity of an address, it may be necessary to request further evidence in order to make a decision e.g. a copy of a utility bill.

(e) Recognised Christian Church – includes any Church affiliated to 'Churches Together in England and Ireland.'

(f) Other faiths – examples of other faith traditions are Hinduism, Islam, Judaism, Sikhism

### **Tie Breaker**

When two or more children meet the same criterion, their rank order will be determined by distance from school measured by straight-line measurement as determined by CAPITA One and supported by the CSA's Geographical Information. Measurements will be between the home address using Ordnance Survey's Address Point dataset (usually the centre of the main building of the property) and the main gate of the school (as determined by the CSA map).

If you need any help or further information about admissions please contact the Headteacher. Application packs are available from the sch

## **New Entrants**

**P**arents of all new entrants are advised by letter of their child's starting date. Our first priority is for your child to feel secure, safe and happy at school. With this in mind, a very thorough programme of induction runs through the Summer Term prior to admission.

This includes:-

- A series of weekly drop in sessions where children and parents are introduced to the Reception Class, meet their new teacher and familiarise themselves with their new classroom. These have proved very popular!
- A story time session where the new children join with the current Reception Class for a story and other activities (parents are served tea and coffee in the hall during this session).
- An afternoon of fun at the Teddy Bears Picnic (parents leave their child for the afternoon).
- A meeting takes place in the Summer Term for new parents where information regarding the Early Years Foundation Stage Curriculum and school routines are shared.

## **School Uniform**

**W**e would like to see children wearing the correct school uniform, proudly displaying our school logo.

The school uniform is as follows:

### **Boys**

- White shirt long sleeve shirt/short sleeve shirt for the Summer months
- Grey tailored trousers or shorts
- Royal Blue V Neck Jumper
- Clip on or Elastic School Tie
- Black or brown shoes (no trainers)
- Grey socks
- Royal Blue PE T Shirt
- Navy PE Shorts

### **Girls**

- White shirt long sleeve shirt/short sleeve shirt for the Summer months
- Grey skirts or pinafore dresses or grey tailored trousers or shorts
- Royal Blue V Neck Jumper
- Clip on or Elastic School Tie
- Black or brown shoes (no trainers)
- White socks or grey tights
- Royal blue head bands
- Royal Blue PE T Shirt
- Navy PE Shorts
- There will be no Summer dress option/requirement for girls.

Uniform is available from: MC Sports, 29 High Street, Falmouth

School caps, fleeces, sweatshirts, T-shirts, ties, water bottles and book bags are available from the school office for purchase on a Tuesday. Please note that pupils must wear only school caps for easy identification on trips and protection from the sun. No jewellery is permitted.

## **PE**

**A**ll children will require plain navy PE shorts, royal blue PE T-shirts and plimsolls (preferably lace less for infants). PE kit is also available from MC Sports. Long hair must be tied back.

Boys in Classes 5 and 6 will need black football shorts, football socks and football boots. Track suit bottoms for training during cold weather are permitted during the winter months.

**A strong bag to hold PE kit is needed too.**

PLEASE LABEL ALL YOUR CHILD'S BELONGINGS

## **Parents as Partners in Education**

**A**t St Mary's we believe in forging a true partnership with parents in pursuing each child's full potential. We welcome parents into our school as we strongly believe that when teachers and parents work in partnership with one another, children benefit.

We believe that parents play a crucial role in helping the children learn. Parents can help effectively if they know what the school is trying to achieve and how they can help.

With this in mind, we aim to inform parents of activities and events going on in the school through:-

- The fortnightly newsletter
- Termly curriculum letters outlining your child's class programme of study.
- Our school website address is;-  
[www.st-marys-fal.cornwall.sch.uk](http://www.st-marys-fal.cornwall.sch.uk)
- Information Evenings to update parents on Curriculum Development and give advice on how to best help children at home.



- We ask for parental help when taking classes out on school trips and for swimming lessons.
- Parents are welcome to view School Policies on request made to the Headteacher.
- Many parents help in school with art and craft activities, hearing children read, swimming, helping in the library and making resources. As a school we actively encourage parental help. If you would like to help in any way, please speak to the Headteacher. All volunteer helpers are naturally police checked and training opportunities can sometimes be provided.
- If you have any queries, concerns, ideas for our school, please first speak to your child's class teacher or secondly to the headteacher. It is usually best to speak to teachers after school as the time before lessons begin is usually very busy. Making an appointment will ensure you are not interrupted.

### **Friends of St Mary's School (FOSMs)**

This is an active fund raising organisation in the school. The aims are to foster and promote good home/school relationships. To this end social functions are arranged by the friends of St Mary's as well as raising funds for more resources for the children. All parents are encouraged to join FOSMs and if you have any ideas for future events do let us know.

### **Pastoral Care**

It is our aim to encourage the development of the whole child physically, socially, emotionally, intellectually and spiritually. Occasions will arise when this development may be hindered by circumstances. These may be of a very personal or private nature ranging from the comparatively minor to the more serious which might cause anxiety and insecurity.

It is part of our purpose to recognize and sensitively address such circumstances in confidential collaboration with parents where necessary.

Our day to day way of dealing with such circumstances will affirm our belief in the dignity and equality of all. Confidential written records are kept when required.

### **Child Protection Procedures**

The named child protection officer at St Mary's is the Headteacher. Due to the day to day contact with children, schools are particularly well placed to observe outward signs of abuse, changes in behaviour, or failure to develop. Child protection procedures can be found in our Child Protection Policy available on written request made to the Headteacher and also posted on our school website.

### **Our Vision and Aims for Equality and Diversity**

At St Mary's School we acknowledge that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of all members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity. We will work towards eliminating all discrimination, on the grounds of race, gender, disability, age, religion and belief. We believe that all pupils, employees, stakeholders and members of our local and global community should be treated with dignity and respect at all times and we will not tolerate bullying, harassment or victimisation of any groups or individuals. Our Single Equality Scheme is available on request made to the Headteacher.

### **Sickness**

The school does not have the facilities to look after sick children. If a child is sick, the best place for him/her is at home. If a child has to be sent home or requires hospital attention, every effort will be made to contact the parents or other responsible adult. To this end parents will be asked to provide details of emergency contacts with a telephone number, where they may be contacted during the school day.

### **School Nurse**

The school nurse visits the school regularly to carry out dental and hearing checks. Parents should inform us of any health condition which the school should be aware of.

### **Medicines**

Normally a child who is prescribed medication to be taken during school hours is not considered well enough to be in school. In exceptional circumstances if a child requires prescribed medication, there are very strict procedures for the administering of medicines. The parent must bring the medication to school, not

the child. A form has to be completed by the parent giving permission for the medicine to be given at school.

### **Charging for School Activities**

**T**he Governing Body have a policy concerning charges for school activities. It states that whilst most school activities are free of charge, some do rely upon voluntary parental contributions.

Such activities would include:

- Visiting theatre groups and workshops
- Educational visits, including Year 6 residential trip.
- Costs associated with individual or whole class music tuition provided by outside agencies.
- Swimming lessons

Governors and staff are mindful that the costs in certain instances may be prohibitive for some parents. In such cases of hardship, parents may discuss the situation with the Headteacher in confidence.

### **Fire Drill**

**A** fire practice is held regularly to familiarise children staff and helpers with procedures. The fire bell and extinguishers are tested at regular intervals.

### **Attendance and Punctuality**

**A**ll staff at St Mary's, work together to promote the best possible educational experiences for your children. We need your cooperation to encourage good attendance and punctuality.

**Y**our children come to school to learn and good attendance is important if they are to gain as much as possible from their time at school. Good punctuality ensures that children are well prepared for their learning. Our Attendance Policy is posted on our school website.

### **Medical Appointments**

**I**f your child is going to be away from school for a medical appointment you must inform the school office. Parents are asked to make every effort to organise appointments outside school hours.

## **Absence**

Parents are required to send a note or to telephone school on the first day of absence to explain why their child is not at school.

Unexplained absences are monitored by the class teacher and brought to the attention of the Headteacher. The secretary or Headteacher will try to contact parents by phone or post on the first day of absence. Our immediate aim is to check on the whereabouts, safety and health of the child. We do also wish to do everything we can to promote good attendance.

Children with excellent or improved attendance throughout the year will be rewarded with a certificate.

## **Authorised / Unauthorised Attendance**

It is the school that decides whether an absence is authorised or unauthorised. It is important to note that a letter from a parent does not in itself authorise an absence, only the school's acceptance of the explanation offered by the letter authorises absence.

### **Absences which will be authorised:**

- Sickness
- Unavoidable medical / dental appointments
- Exceptional family circumstances

## **Holidays**

Holidays will not be authorised during term time.

## **Pupil Absence Rates**

Under the regulations published on 1<sup>st</sup> August 1992, schools are required to produce data on attendance, including authorised and unauthorised absences. This information is attached.

## **Behaviour Management**

We believe in the God given dignity of the individual, the equality of all and the need for justice and loving relationships.

Our code of conduct is based in our Catholic faith to maintain relationships and encourage each pupil's responsible freedom, self-esteem, welfare and the real care for one another and for our environment.

The positive ethos at St. Mary's, which is based firmly on gospel values permeate all aspects of school life and achievement and we believe high standards are a natural entitlement for all pupils.

Our behaviour policy aims to build a clear and consistent framework, which is easily understood by staff, parents, governors and pupils.

We aim to foster respect, courtesy and consideration at all times by focusing on our three golden rules:-

- **Show good manners at all times.**
- **Follow instructions with thought and care**
- **Care for everyone and everything.**

Class teachers will ensure that his or her class is aware of this code and will incorporate this into their class rules.

### **Special Educational Needs ( SEN)**

Sometimes children need extra help. They may have physical disabilities, medical, emotional, behavioural or learning difficulties. Children needing help are placed on our Record of Need. Children with more severe difficulties may be assessed for a Statement of Educational Needs. Cornwall Local Authority make the decision if a child is to receive a Statement of Special Educational Needs. If this is so, then a child may be granted additional individual help.

### **Our Principles**

- We aim to develop each child to his/her full potential.
- All teachers at St Mary's school are responsible for special educational needs. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- Provision is made through individual programmes of support either in the classroom or in a quiet area and sometimes working with the Teaching Assistant.
- Wherever possible the child must be involved in any decision about his/her work.
- The child's progress is reviewed regularly with his/her parents at termly review meetings. (The annual parent/teacher consultation meeting which takes place in the Spring Term is used to review targets with parents and set new ones.) We aim to build a good relationship with parents of

children on the Record of Need and hope for their full support when we seek to help their children. A booklet is available for parents giving further details of provision and policy regarding special educational needs.

### **Policy**

The Special Needs Co-ordinator is Mrs L. Austin-Smith who is the person responsible for coordinating the day to day provision of education for pupils with special educational needs and those on the Record of Need.

The SEN Governor is Mrs Y Castle.

The SEN policy is available on request in writing made to the Headteacher.

### **Accessibility**

The school has an accessibility plan, which outlines how the building will be made accessible to wheelchair users and how equipment and materials are adapted to ensure all can access the curriculum. In line with our Mission Statement, we ensure all are included regardless of sex, nationality, colour, creed, class, intellectual ability or emotional, social or physical handicap.

### **Activities and Community Links**

The school provides opportunities for each class to participate in educational visits and activities. These can take the form of visits to museums, gardens, art galleries and local attractions depending on the curriculum link.

There are lunchtime and many after school activities. Football, netball, cross country, rounders, athletics, computer, art, choir, dance and drama clubs take place, as well as participation in interschool, area and County competitions.

Involvement with the local community has covered a wide range of activities including the towns own Oyster Festival Parade and performances in the local community by St Mary's school choir.

Local businesses have supported the school in a number of practical ways. Visits have been encouraged with the police, fire brigade, RNLI, Eden Project, Art College, Art Gallery and Falmouth Art Centre to name a few.

The schools involvement with the Parish spreads into all areas of our school life. Many parishioners visit the school on a regular basis to share their talents and experiences and all are welcome to our school celebrations.

## **St Mary's Catholic Church, Killigrew Street, Falmouth**

Clergy: Father Jonathan Bielawski Tel: 01326-312763  
Mass Times : Saturday 6:30pm  
Sunday 10:45am

Other details can be found in the Sunday Bulletin available from our school website.

### **Religious Life of the School**

Our teaching staff are committed to Gospel Values, to the life giving values of the Sacraments and to the handing on of sound and practical Christian traditions. This is borne out in the following ways:-

- **Regular collective worship through assemblies.**

Monday	Whole school assembly led by the Headteacher
Tuesday	Key Stage One Assembly or Whole School Assembly led by teachers
Wednesday	Class based assembly/Mass
Thursday	Key Stage 2 Assembly or Whole School Assembly led by teachers
Friday	Whole School assembly led by classes on a rolling programme

Visiting Speakers are also invited to deliver assemblies throughout the term

- **Celebration of Mass** – Whole school Masses take place at the beginning and end of term and on Feast Days. Weekly Masses are timetabled for individual classes or Key Stages.
- **Sacraments** - Opportunities for Key Stage Two pupils to receive the Sacrament of Reconciliation are available during Advent and Lent.
- Termly Parish/ School celebrations take place at the Catholic Church on Killigrew Street. These include one termly Mass and the May Procession.

Parental support in bringing your child/ren to these celebrations is very much appreciated.

Parents who wish to exercise their right to withdraw their children from Acts of Worship and/or lessons in religious education should make their request in writing to the Headteacher.

### **Curriculum**

At St Mary's School, it is our belief that to enable each child to reach their full potential, an enriching and relevant curriculum must be provided. With this in

mind, an exciting cross curricular approach has been developed for all classes, ensuring creativity, challenge and motivation. OFSTED praised our curriculum as innovative and outstanding. It was designed so that subjects were taught through original topics that linked the new 2014 National Curriculum subject knowledge to progression in skills and also to the Every Child Matters agenda. The children were at the very heart of our curriculum development. They chose the topics that they would like to cover; then the staff used their expertise to ensure coverage of all areas, of all subjects, across each key stage. The topics were designed to bring learning to life for our children and thus numerous opportunities are taken to make the most of our locality. Many trips and visits are organised in the locality and enable real life experiences to embed the learning. Outdoor learning is also integral to the curriculum delivery. (Our successful School Savings Scheme enables children to save for trips, however staff endeavour to keep these costs to a minimum.)

Surveys of our pupils and parents have shown that both parties feel the learning is deeper and more exciting since we started this new approach. Topics are constantly being updated and improved. Ones currently covered are:

YR	Y1	Y2	Y3	Y4	Y5	Y6
Safari and Wild Animals	Families	Food and Festivals around the World	Chocolate	Who were the Tudors and the Victorians?	Invaders	Terrific Trees
Giants and Castles	Space		The Orchestra			All the World's a Stage
Other Cultures	Seaside	Health	Farming	Cornwall – Work and Play	Europe	Oceans
Minibeasts and Plant Hunters		The Lighthouse Keeper's Lunch			Contrasts	
Water and the Sea	Enchantment	Rainforests	Theme Parks	Africa	Ancient Egypt	Bringing the World Together – challenging stereotypes and salon a secondary school transition project
Journeys -a transition topic to Y1			WWII Evacuation	The Iron Age		

Parents receive a curriculum letter at the beginning of every term, outlining the topics covered in their child's/rens class. Full details of these can be accessed on the St Mary's School website.



## **Religious Education**

It is recognised at St Mary's that R.E. is central to all we do. Pupils are helped to develop an understanding of Catholic values and doctrines and they are encouraged to participate in the life of the parish. We follow the 'God Matters' programme of religious education from Reception to Year 6, as is advised by Plymouth Diocese.

In addition, each term the children are taught to value and respect other religious beliefs through study of other world faiths, e.g. Judaism and Hinduism.

Parents are expected to be committed to and supportive of their child's preparation for the Sacraments of Reconciliation and the Eucharist, which normally take place in Year 3.

## **Education in Personal Relationships (EPR)**

The quality of relationships, which we at St Mary's develop with each child, will influence the children themselves in all their relationships.

The children's growing awareness of the quality of relations between staff, teachers, parents and indeed their peers will influence their response to our expectations of them.

It must be remembered that sex education is but an aspect of EPR. It has always been the policy of St Mary's School that explicit sexual education is the responsibility of parents. However, this is currently under review.

We feel it is appropriate that pupils in Year 6 in their final term share a programme relating to their changing bodies. The class teacher and school nurse whenever possible, collaborate in this.

Parents who wish to withdraw their child from these sessions must put their request in writing to the Headteacher.

## **Early Years Foundation Stage (EYFS) (YR)**

The Early Years Foundation Stage (EYFS) has been implemented since September 2009. We recognise it as a crucial stage in education, both in its own right and in preparing children for learning in Year 1 and Year 2. We believe that all children should be given the best possible start to their education.

The curriculum for the Foundation Stage is organised into seven areas of learning:-

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

A record of children's development across all these areas provides a picture of the whole child at the end of the foundation stage.

The seven areas of learning form the framework for our planning, we know that children's learning is not divided into distinct areas. Our topic based curriculum ensures one experience helps a child to develop a range of skills and concepts across several areas of learning. All seven areas of learning are given equal weighting within the foundation stage curriculum. Alongside the areas of learning are the characteristics of learning in the Foundation Stage. These are playing and exploring, active learning and creating and thinking critically. These characteristics help to ensure that our children develop into independent life-long learners.

We believe that our children learn best by being actively involved in activities, through first hand experiences and using their senses. We therefore provide a range of activities which are enjoyable, challenging and fun! There is a strong focus on the outdoor learning environment. A new and exciting outdoor area has recently been created for the Foundation Stage and Key Stage 1.

We strongly believe that if a child is excited and motivated by learning, especially in the early days at our school, then we are already helping that child to become a lifelong learner.

We encourage parents to become actively involved in their children's learning by sharing curriculum information with them, and giving them plenty of opportunities to share information, experiences, thoughts, concerns and resources with us.

### **Key Stage 1 and 2**

**W**ithin the National Curriculum, English, Mathematics, Science and I.C.T. (Information and Communication Technology) are the core subjects.

The foundation subjects are R.E., Design and Technology, History, Geography, Art, Music, P.E., P.S.H.E. and Citizenship. Pupils are introduced to French in Key Stage 2.

### **English**

**O**ur topic based curriculum links to the Revised Literacy Framework, which unites the important skills of reading, writing, drama, speaking and listening. Writing genres are matched to topics to ensure that writing is relevant and meaningful to our children. Opportunities are developed to use the latest ICT

technology, film and first hand experience to produce consistently high quality literacy. A wide range of high quality poetry, fiction and non-fiction texts, ensures pupils are taught to read and write with confidence and enjoyment.

### **Mathematics**

Children are introduced to mathematics in the early years through a variety of materials and experiences such as sand, water, role-play, construction and games. From Year 1 to Year 6, the teaching of mathematics is delivered through a daily lesson, following the Revised Numeracy Framework. Emphasis is placed on the acquisition and constant rehearsal of mental and oral skills. Opportunities are provided within the Numeracy lesson for children to develop confidence and familiarity with mathematics in everyday situations. Pupils will be encouraged to measure, observe, predict and solve problems. The awareness of shape and space and data handling skills will be developed. Where appropriate, mathematical activities will be linked to our new curriculum; but for the most part this subject is independent of any topic.

### **Science**

Children explore scientific processes by predicting, observing, measuring and interpreting results in investigations designed to stimulate scientific enquiry. Much of this is achieved through investigations of phenomena in their surroundings and their own experiences.

### **ICT**

Children are made aware of the relevance of ICT in our society today. They are taught to see it as a tool for communicating, finding and presenting information and for controlling and understanding their environment.

Pupils are given the opportunity to use a variety of software and make use of the internet. I.C.T. skills are used in all subjects across the curriculum. We now have state of the art Interactive Whiteboards in all classes, a set of 32 wireless laptops and a networked computer suite with 29 computers. All classes have at least one class based computers, all networked.

### **Music**

In addition to music taught through curriculum topics, St Mary's offers additional musical opportunities:

In Year 4, all pupils learn to play a brass instrument e.g. trumpet, trombone and tuba. The class set of brass instruments are provided by the school.

Cornwall Music Service provide musical tuition in woodwind, brass, keyboard, guitar, cello, violin and viola for interested parents. The school celebrates and indeed actively involves all musicians in assemblies and celebrations.

Occasionally, musicians are invited to work with individual classes and provide additional musical experiences such as Drum Crazy.

Singing is a strength at St Mary's school. Our school choir has received much praise and is in great demand after public appearances at Truro Cathedral, local care homes and on Radio Cornwall.

## **PE**

Children are helped to develop physical skills both as individuals and as members of a team in various activities and games. This enables them to gain qualities of strength, mobility, agility, stamina and team spirit. Pupils gain experience of different sports in Key Stage Two. The pupils experience expert coaching in several different sports through school visits to our feeder secondary schools and from local visiting sports coaches. Years 3 and 4 have a weekly swimming lesson. The school fully participates in the local schools sports competitions, leagues, festivals and galas.

As a school we constantly seek opportunities to provide new and stimulating experiences for the children. The annual Year 6 residential provides pupils with the opportunity to experience;- canoeing, kayaking, archery, climbing, abseiling, mountain biking and problem solving.

## **Citizenship**

The citizenship programme of study encompasses:

- Personal development - learning about themselves, developing confidence and making the most of their abilities.
- Relationships - developing good relationships and respecting the differences between people.
- Health – developing a healthy safer lifestyle.
- Citizenship – preparing to play an active role as citizens.
- The School Council meets at least monthly or whenever required. The Council comprises of two elected pupils from each class who discuss ways of improving our school and ensuring that all pupils feel safe and secure. St Mary's School Council have achieved the highest accolade for an effective Council, being awarded the Platinum Sustainability PADL Award (Proclaiming Actively Democracy Loudly).

## **Personal, Social and Health Education (PSHE)**

**S**t Mary's School wishes to promote the spiritual, cultural, emotional and physical development of pupils and to prepare them for opportunities, responsibilities and experiences of adult life.

We believe that this is a vital element of our curriculum and we place great importance on PSHE throughout the school. Elements of PSHE are found in all curriculum areas and specifically linked to Every Child Matters.

In addition the whole school uses parts of the Social and Emotional Aspects of Learning programme (SEAL).

We believe that adults are role models encouraging children through their own example to respond positively to challenge and difficulty, to make good relationships and valuing individuals for what they are as well as what they can do. All adults in our school have responsibility to work towards developing positive self-esteem in the children in their care.

### **Homework**

**A**ll children are given homework from Reception to Year 6. It will vary in amount and frequency according to the age and needs of the children. Homework guidelines are indicated in the curriculum letter sent to parents at the beginning of each term.

Pupils from Year 1 are issued with a Reading Record Book which they take with them to the next year group.

### **Assessment**

**Y**our child's progress will be kept under continuous review and assessment. Each year:

- Parent meetings are offered early in the Autumn Term to give parents the opportunity to discuss pastoral issues with their child's class teacher.
- You will be given the opportunity to discuss your child's progress with the class teacher during the Spring Term. However, if you have concerns at any time regarding your child's progress, please contact the school to discuss the matter. Similarly, your child's teacher may contact you should the need arise.
- Your child will be assessed using the Foundation Profile in the Reception Class. This is carried out during the normal class day and parents are

invited to a meeting at the beginning and end of the school year to discuss the profile with the class teacher. At the end of the Reception Class the profile will be the main assessment record which is passed on to the Year 1 teacher.

- At the end of Key Stage 1 (Year 2), your child will be assessed by their class teacher in English, Mathematics and Science. These National Curriculum levels will be reported to you at the end of Key Stage 1 and will be based on teacher assessment.
- In Key Stage 2 (Year 6), your child will undertake Standard Assessment Tests (SATs) set by the Government in English and Mathematics. These National Curriculum results will be reported to you along with comparative data about children also sitting SATs in this school and national comparative data from the previous year. These results are also sent to your child's secondary school.
- Optional SATs Tests are administered in Year 3, 4 and 5. These are for internal purposes to track children's attainment and for target setting purposes. These results are not reported to parents.
- School Attendance will also be reported in your child's end of year report.
- You will receive a written report on your child's progress which you will receive in the Summer Term.

### **Raising Concerns and Resolving Complaints**

From time to time parents, and others connected with the school, will become aware of matters which cause them concern. To encourage resolution of such situations the Governing Body has adopted a "School Complaints Procedure".

The procedure is devised with the intention that it will:

- Usually be possible to resolve problems by informal means
- Be simple to use and understand
- Be non-adversarial
- Provide confidentiality
- Allow problems to be handled swiftly through the correct procedure
- Address all the points at issue
- Inform future practice so that the problem is unlikely to recur.

Full details of the procedure may be obtained from the School Office or from the Clerk to the Governing Body.

## **A Brief History of the School**

(With thanks to the late Mr. F. Baker)

The first school was at the rear of the Church at Stratton Terrace, which was opened in 1821.

The new Church at Kimberley Place was opened in 1869. The school was conducted in the Crypt and had an average attendance of 35.

A school to accommodate 100 children was erected in 1886 at a cost of £400. This was during the rectorate of Canon William Cassey. The Headmaster was Mr John Sliney and succeeding Mistresses were the Misses L. Joll, Mohoney and Sullivan (Miss Teresa O'Hagan also did temporary duty).

Eventually a Community of Nuns - Sisters of Mercy - took charge of the school, the Superior being the Reverend Mother Catherine. They established a Convent at St. Joseph's at Kimberley Place, opposite the school.

The Community left the Parish about the time of the First World War. The school now experienced a very difficult period and was of great concern to Canon James Burns, who had succeeded Canon Cassey as parish Priest in 1902. During this time the school was kept going by volunteers - Mrs M. Tripp (afterwards Mrs Taylor) and Misses E. Booth and Madeline O'Brien. Those parents of scholars who could afford it paid what was known as 'school money' towards the running of the school.

Canon Burns' arduous efforts were rewarded in 1918 when the school was recognised by the Board of Education and became subject to Government Grant. This enabled the school to be re-organised to cope with the requirements of those days, which necessitated the appointment of a qualified Head. The first to be appointed was Miss Crotty (who can be remembered for her long flowing locks of silver hair). She was succeeded by Misses Conway, M.F. Keane and J. McDonald and Mr D. G. Hannon, who saw the school move to its present site in 1967.

He was succeeded by Mr T. O'Brien, Mrs P. Beresford, Mr H. D'Silva and Mrs J. Scarborough – the present Headteacher.

The school building has been considerably changed since 1967. A fifth classroom and outdoor swimming pool were added in the early seventies. Later in 1990, the swimming pool was replaced with new classrooms.

In 1990 the two infant classrooms were enlarged and a new PE store built. More recently two junior classrooms have been virtually doubled in size and a new impressive reception area and a new secretary's office added.

Two new large classrooms were completed in September, 1995. An extension to the library, making it 4 times its original size, was completed in 1998. Further improvements to the reception class have enabled us to become a one-form entry school, with one class per year group and 30 pupils per class.

Accommodation was improved in 2008, with the internalizing of an outdoor area adjoining the library, which has been furnished with 30 networked computers.

All classrooms have been networked with new computers and an Interactive Whiteboard. Wireless laptops further enable classes to access ICT across all areas of the curriculum in their own classes.

The Foundation Outdoor Learning Area has also been improved with a canopy, ensuring pupils can access this area come rain or shine!

The most recent improvement in 2010, has been a new extension to the front of the school, providing additional meetings rooms and improved administration facilities. The hall has also been enlarged.

### **To conclude...**

**A**s a school we constantly endeavour to further improve our provision. Therefore any changes in policy in the forthcoming academic year will be communicated via the fortnightly newsletter or our school website.

Parents also have the opportunity to communicate their views regarding their child/rens school via questionnaires.

We welcome positive suggestions for improving our school from parents and visitors. An ideas box is placed in the entrance foyer of the school. If you have any good ideas write them down along with your name and place it in the box. We will check the box weekly. Please do not use the box for complaints. We prefer to deal with these face to face and more speedily!

### **What some parents have said about our school....**

- St Mary's is a very friendly, positive and genuine school with a strong sense of inclusion and community. Each child is treated with respect and valued as an individual. We especially appreciate the learning together sessions and the Year 5 Buddy System. The learning together allows the



- opportunity to be included in our child's learning at this stage which is vital to us. The buddy system supports our child to develop social skills and confidence, with friendships outside of her immediate peer group.
- I like the morals and respect St Mary's teaches all its pupils. My child has only been at the school for a few months but has already come on in leaps and bounds. St Mary's school is small but it has a big heart.
  - When I asked my son if he liked going to St Mary's school he said "I'm 100% happy mum!" The teachers are passionate about the children's learning and their well being. My son is confident, well behaved and wants to always do better in his academic work. I can approach the teachers at any time about my son's learning. The newsletters are a great source of valuable information which helps parents plan their month around important events and is informative about the schools achievements.
  - The welcoming feel that the school has and the nurturing and caring of the children. Aiming for the best for each child in all aspects of their development. The detailed feedback regarding my child's attainment - what has been going well and what next. We also like the additional activities - Christmas, summer fares, cinema for children once a month etc. The school has a good community feel. We are very impressed with the management of the school. The head teacher is very professional and aims for the best. All the staff we have had involvement with have been excellent. Communication is good through letters and on the website. The staff very approachable and there is a pro-active positive feel to the school and the approaches used
  - Excellent school my child could not be happier. The dedication of the head and all staff is amazing. I wouldn't want my child to be anywhere else.
  - My children are thriving at St Mary's School. The teachers put in such a lot of effort for the after school clubs, amazing choir, music lessons and ukeles for Class 2. Teachers are always informing me of any changes/requirement needed. Their topics for each term are interesting and there's always professional people coming in to meet the children. I always speak very highly of St Mary's School and would recommend to my friends. Each year is better and better. Friendly efficient and focused, lovely staff and pupils
  - All of our children have had the most thorough and enjoyable time at St Mary's including their education, care, and socialisation throughout the years at this very special school.

**(Parent Questionnaires March 2014. Originals available for inspection!)**

This page is intentionally left blank

# Manchester Enterprise Academy

Simonsway, Wythenshawe, Greater Manchester, M22 9RH

## Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although students are making better progress than they were at the time of the previous inspection, their achievement requires improvement.
- Students' attendance, although much improved in recent times, is well below average.
- From low starting points on entry to the academy, students' attainment remains significantly below average overall when they leave. There remains a considerable amount of catching up to do because the improvements already made are only recently beginning to bear fruit in students' better rates of progress.

### The school has the following strengths

- The inspirational leadership of the Principal is widely acknowledged as a key factor in the academy's rapidly improving performance. Staff morale is high; students have more belief in themselves and a growing confidence about their futures.
- The academy and its sponsors are at the heart of the local community and know it well. They are determined to provide the highest levels of care and education that the young people in this community need and deserve.
- Teaching is good and sometimes outstanding. This is due to excellent leadership of teaching and learning and the enthusiasm and commitment of teachers to improve their practice continually.
- Students' behaviour and attitudes to learning are good. They feel safe in the academy and recognise for themselves how much it has improved in the last 18 months.
- The small sixth-form provision is successful in helping those students who need more time or support to improve their GCSE grades.

## Information about this inspection

- Inspectors observed 23 lessons, of which three were joint observations with senior leaders.
- Meetings were held with leaders, teachers and three members of the governing body, representing the academy's main sponsor and partner sponsors.
- Discussions were held with several small groups of students, gathering the views of over 60 students in this process.
- There were no responses to the online questionnaire (Parent View) to take into account.
- Inspectors gathered the views of 51 members of staff who completed the optional Ofsted questionnaire for staff.
- The inspectors observed the academy's work and looked at a number of policies and other documents, including: the academy's own data on current students' progress; improvement plans and monitoring information; records relating to behaviour and attendance; minutes of recent governing body meetings; and safeguarding arrangements.

## Inspection team

Marguerite Murphy, Lead inspector

Her Majesty's Inspector

Kathleen Harris

Additional Inspector

Clarice Nelson-Rowe

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The academy is much smaller than the average-sized secondary school. Its specialism is in enterprise and its main sponsor is Manchester Airport. Partner sponsors are Willow Park Housing Trust, Manchester City Council and Manchester College.
- Over 85% of students are White British, the remainder from a range of minority ethnic backgrounds. A very small proportion of students do not speak English as their first language.
- The proportion of students supported through the pupil premium, at more than 75%, is very high. The pupil premium is additional funding based on the number of students in local authority care, from service families and those known to be eligible for free school meals.
- A well above average proportion of students have additional needs that are supported through school action, school action plus or a statement of special educational needs.
- In two of the last three academic years, the academy did not meet the current government floor standards, which are the minimum standards expected for attainment and progress.
- The academy offers alternative provision for a small number of students. These services are managed by Manchester City Council and are: Ed Start, PRU and Greenacres.

### What does the school need to do to improve further?

- Build on the recent improvements made to students' rates of progress so that attainment rises, particularly in English and mathematics, and students' overall achievement improves by:
  - making sure that improvements in the quality of teaching continue, to secure teaching that is never less than good and increase the proportion that is outstanding
  - using every opportunity to raise the profile of reading and act quickly to narrow the gaps in students' literacy skills on entry to the academy
  - capitalising on students' more positive attitudes to learning to make sure that their attendance rates improve further.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The academy's examination results in 2012 were affected by the national concern about English GCSE grades and meant that one of its key targets was not met despite some improvements, for example in mathematics. The achievement of some students was poor and reflected their lack of progress over a sustained period of time. This does not tell the full story, however, as most students are now making good progress in lessons.
- The gap between the performance of those supported by the pupil premium and other students was larger than typically found in 2012 and equivalent to a full GCSE grade lower. However, this information varies in significance due to the high proportions of eligible students across the academy and the different numbers of students in Year 11 cohorts. The academy's most recent data show that the gap is narrowing significantly in the current Year 11.
- Similarly, disabled students and those with special educational needs attained lower standards in English and mathematics than the same group nationally but this is also improving for the current Year 11.
- The academy has an early entry policy for GCSE examinations that is used appropriately in the students' best interests and does not limit their potential. Students are only entered for examinations when they are confident of meeting their personal target grades.
- Students in the sixth form make similar progress to others in the academy and some make good progress to improve on previous GCSE grades. Students have raised aspirations; more are now taking advantage of the opportunity to take Level 3 courses and consider university.
- Specialist support for the small but growing number of students who speak English as an additional language is provided on a regular basis. This helps them to improve their understanding across the different subjects studied, so that they make similar progress to their peers. The small proportion of students from a range of minority ethnic backgrounds also progress at a similar rate to their peers.
- Too many students have well below average reading skills on entry to Year 7 and are not able to catch up quickly enough, despite the good range of interventions and support provided. Students are generally willing and confident to try hard to improve their reading, as staff encourage and support them to do so. Students' progress is hindered to some extent by a lack of opportunity or motivation to read a range of books beyond those encountered within the academy day.
- Despite this, students' communication skills are continually improving, as evident in their speaking and listening in lessons. Students enjoy opportunities for questioning and discussion, often offering mature and articulate responses. It is evident in most lessons that students' talking is completely focused on the task set by the teacher and therefore adds to the quality of their learning.

### The quality of teaching

### is good

- The regular and systematic monitoring of lessons, backed up by high expectations and well-tailored professional development, have led to significant improvements in teaching and learning. Inspection evidence supported the academy's view that teaching is now good in around 75% of lessons and continues to go beyond that, as some is outstanding and none is inadequate.
- Very good relationships between adults and students contribute to the calm, busy and enjoyable working atmosphere in lessons. Teachers are not only knowledgeable but also often quite passionate about their subjects, so that this enthusiasm rubs off on the students too. There is a mutual respect that enables enough friendly banter to take place in lessons without students

overstepping the mark.

- Lessons are well planned to take into account students' previous learning and current skills, and most teachers build progressively on these, enabling students to make good progress. Teaching methods and resources are usually chosen appropriately to support students who may find the work difficult, while stretching those who are more able.
- The work of teaching assistants makes a valuable contribution to students' learning, particularly for those who lack self-esteem or require additional support.
- In the small minority of lessons when teaching is not yet good, there are few opportunities for students to take responsibility for their own work; teaching can be formulaic or mundane and therefore less motivating; and teachers do not probe the students' understanding or challenge them to their full capacity.
- Teachers assess students' work accurately and regularly. Their marking and verbal feedback to students ensure they are aware of what they need to do to move up towards the next grade. The academy's systematic tracking of students' progress allows pastoral and curriculum leaders to identify quickly students who may be falling behind and put measures in place to get them back on target.
- Most teachers have high expectations of students, who are usually keen to live up to these, working hard both independently and in group activities or discussions. This supports the students' improving pace of learning and levels of concentration. In most lessons teachers question students well, pushing them to expand on their answers and explain their reasoning in more detail.

### **The behaviour and safety of pupils** are good

- The students have become proud of their academy and represent it well, gaining positive recognition for good behaviour and attitudes within and beyond the academy. Students understand that they are expected to set a good example to others and most are able to live up to the high standards of behaviour expected of them.
- The academy's 'Lifelong Learning Centre' is successful in supporting the students who are struggling to cope with some lessons due to behaviour, emotional or learning difficulties. The impact can be seen in students' improving progress and a reduction in the visits needed to the centre by some students. Similarly, short spells in the 'Resolve' room allow students to have supervised time and space to calm down and avoid being drawn into negative or angry behaviour.
- Students in the sixth form appreciate being 'treated like adults' by the teachers and have mature attitudes towards taking responsibility for their own learning. Students across the academy are encouraged to take on roles of responsibility, for example as school council members, student ambassadors, organising charity events, helping with sports coaching and extra-curricular clubs, to name but a few.
- Students have a very good understanding of the dangers that face them in today's society and of ways in which they can keep themselves safe. They know about all different forms of bullying but insist it is not a problem in the academy. Although attendance has risen significantly since the academy opened, leaders and students continue to work at this because they know that it should be better.
- Students' good spiritual, moral, social and cultural development is an important element of academy life that is well planned for across the curriculum: in subjects, form times and assemblies. It contributes to students' positive behaviour and is enriched, for example, by trips abroad; taking part in performances with professional musicians; drama workshops; enterprise activities; and by developing students' leadership skills.

**The leadership and management are good**

- The Principal and senior leaders articulate a clear and ambitious vision through the academy's medium- and long-term plans that express a relentless pursuit of excellence. The staff team shares that vision and is enthused by the possibilities ahead.
- The academy is well placed to achieve its aim of developing a 'world-class curriculum', delivered through a range of individualised pathways that meet all students' needs and aspirations. Students are encouraged to attend a range of extended learning activities and are rewarded for doing so. These activities have improved their personal organisation and independent learning skills. An impressive number of enrichment activities and study sessions are made available outside lesson times.
- The sixth-form curriculum reflects the strengths of the sponsors with travel and tourism, sport, business, and information and communication technology (ICT) studies at its core. Year 14 provision is offered, where appropriate, to ensure students can progress successfully beyond the academy into further education, employment or training.
- A large range of extended services and learning opportunities is available to students, their families and the community, demonstrating the academy's positive impact on the local community. Feedback from a questionnaire given to parents following parents' evenings showed that most agree that their child enjoys school, feels safe, is well supported and makes good progress.
- The pupil premium funding is used effectively to supplement other sources of income, such as the Willow Park (partner sponsor) Endowment Fund, to ensure all students have equal chances to succeed and access all that the academy has to offer.
- The academy makes regular checks on the reducing number of students who require off-site provision due to more significant difficulties in managing their behaviour or engaging with education. The three providers used are regularly visited by a member of the leadership team to ensure they meet students' needs.
- Safeguarding policies and procedures are robust and meet statutory requirements.
- There are clear policies and procedures in place for the appraisal of staff. These make it clear how leaders will assess staff members' performance in relation to their professional development targets and the academy's priorities for improvement. The academy is committed to recruiting, retaining and rewarding high-performing staff.
- Through its links with the sponsors, the wider community and the world of business, the academy's enterprise specialism makes a positive contribution to the curriculum on offer. It is raising students' knowledge of the opportunities available to them both now and in the future, and the belief that they can achieve their goals in life.
- **The governance of the school:**
  - The governing body plays an important part in checking on the academy's performance, holding leaders to account for the progress students make. Governors are fully aware of the academy's strengths and areas for development. They share a commitment to tackling any underperformance and ensuring that high expectations are met.



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	135874
<b>Local authority</b>	Manchester
<b>Inspection number</b>	399737
<b>Type of school</b>	Academy sponsor-led
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	488
<b>Of which, number on roll in sixth form</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Olivia Clayton
<b>Headteacher</b>	Mr James Eldon
<b>Date of previous school inspection</b>	12 January 2012
<b>Telephone number</b>	0161 499 2726
<b>Fax number</b>	0161 499 1147
<b>Email address</b>	admin@meacad.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

This page is intentionally left blank

Aviation House  
125 Kingsway  
London  
WC2B 6SE

T 0300 123 1231  
F 020 7421 6855  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



8 April 2011

Mr R Lamb  
Headteacher  
King James's School  
St Helen's Gate  
Almondbury  
Huddersfield  
HD4 6SG

Dear Mr Lamb

**Ofsted 2010–11 subject survey inspection programme: economics and business education**

Thank you for your hospitality and cooperation, and that of the staff and students, during my visit on 30 and 31 March 2011 to look at work in enterprise education.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions but individual institutions will not be identified in the main text without their consent.

As the school does not provide formally assessed courses in economics or business, the visit focused on enterprise education and the development of economics and business understanding, and personal financial and enterprise capability for all students.

The evidence used to inform the judgements included: interviews with staff and students; scrutiny of relevant documentation; analysis of students' work; and observation of 11 lessons.

The overall effectiveness of enterprise education and the development of students' economic and business understanding and enterprise and financial capability are outstanding.

**Achievement in enterprise education**

Achievement in enterprise education is outstanding.

- As a result of the school's excellent planned provision, students are developing exceptionally strong work-related and enterprise skills together with very good personal financial awareness and basic business understanding. Their economic understanding is not quite as strong.

- Students have excellent attitudes to learning. They work very well during group-based learning activities and are developing excellent collaborative working skills. They are able to talk confidently about what they have learnt and why it is important to their futures.

### **Quality of teaching in enterprise education**

The quality of teaching in enterprise education is outstanding.

- Lessons are very well-planned and well-paced. They involve a very wide range of learning activities that fully engages and thoroughly challenges students. These activities provide students with excellent opportunities to work independently and in groups to develop enterprise and employability skills.
- Teaching across a wide range of subjects contributes very well to the development of students' economic and business understanding and their awareness of personal financial issues. Teachers consistently ensure that students recognise the relevance of their learning to their future adult and working lives.

### **Quality of the curriculum in enterprise education**

The quality of the curriculum in enterprise education is outstanding.

- The exceptionally well-planned provision for enterprise education involves discrete personal, social, health, citizenship and economics education (PSHCEE) lessons, all subjects across the curriculum, suspended timetable days and form tutor periods. An exciting range of extra-curricular and enrichment activities and extensive links with businesses and other organisations contribute very effectively to this programme. Currently there is less focus on economic understanding in the whole-school enterprise education provision.
- The BTEC work skills award is a strength of the whole-school provision and ensures that all students receive exceptional work-related preparation in readiness for their transition to further education and employment.

### **Effectiveness of leadership and management in enterprise education**

Leadership and management in enterprise education are outstanding.

- Leaders ensure that there is an exceptionally well-coordinated and coherent programme of enterprise education for all students. This reflects their vision and commitment in ensuring that all students make a successful transition to adult and working life, and the time and resources that the school devotes to this area of the curriculum.
- Self-evaluation is very thorough and is informed by regular monitoring of provision, including feedback from students and the broad-based management forum that oversees this provision. As a result, leaders know the strengths and the few remaining areas requiring further development.

- Sophisticated cross-curricular mapping and auditing identify where elements of enterprise education are delivered within subjects across the curriculum, enabling the school to plan additional provision effectively.
- The programme is supported by clear learning outcomes across the range of provision. Well-developed assessment processes at Key Stage 4 enable the school to record students' achievement in relation to work-related learning and enterprise capabilities particularly well. Assessment and recording of achievement in relation to other aspects of enterprise education are still developing.
- Staff development is matched very well to needs in this area, including specific external training for staff responsible for PSHCEE and the BTEC work-skills award, and in-school professional development for all staff. All of this is having a clear and positive impact on the quality of provision and on students' outcomes.

**Areas for improvement, which we discussed, include:**

- extending the whole-school curriculum for enterprise education to include more emphasis on economic understanding in order to ensure that this aspect of students' development is as strong as other areas
- developing the existing good practice in assessment and recording of work-related learning and enterprise capabilities in other aspects of the whole-school enterprise education provision.

I hope that these observations are useful as you continue to develop enterprise education in the school.

As I explained previously, a copy of this letter will be published on the Ofsted website. It may be used to inform decisions about any future inspection. Except in the case of academies, a copy of this letter is also being sent to your local authority.

Yours sincerely

**Gwen Coates**  
**Her Majesty's Inspector**

This page is intentionally left blank



## Prospectus Information on King James School, Kirklees

King James's School is a mixed, comprehensive school, serving a suburban area and a scatter of villages to the east and south of Huddersfield. It is situated approximately 2 miles from the centre of Huddersfield in a semi-rural position overlooking the Farnley Valley. The School was designated a Specialist Science College in 2004 and became an Academy in 2012. King James's, whose origins go back to the thirteenth century, has occupied its present site since 1547.



In the last few years we have put a huge investment into ICT. All teaching rooms are equipped with interactive whiteboards.

King James's is a truly comprehensive School. The intake has a very broad socio-economic mix and we teach children of all abilities. We also have an ethnic mix which closely resembles that of the wider British society. The intake comes predominantly from the catchment area of Lepton, Kirkheaton and Grange Moor, but as we are a popular oversubscribed school we receive a significant number of youngsters from outside the area, particularly from Dalton and Almondbury.

We endeavour to provide a stimulating learning environment that encourages all of our students to achieve to the best of their ability. We have excellent facilities including extensive grounds, six computer suites, an Independent Learning Centre and specialist teaching rooms. The School provides a broad and balanced curriculum that allows all students to reach the highest standards of education.

The curriculum is organised through ten Curriculum Teams: English, Mathematics, Science, Design, Languages, Humanities, RE/PSHCE, ICT, Physical Education and Performing Arts. In Year 7, all classes are taught in mixed-ability groups except for English, Mathematics and Science. In Year 8, English, Mathematics, Science, Languages and Humanities are taught in sets. Students in top sets in Languages continue with French but also begin the study of Spanish.

At KS4 all students follow GCSE courses in English Language, Mathematics and Science (Double Award). The majority also study GCSE English Literature, GCSE Statistics and are entered for GCSE ICT. Able students in Science have the opportunity to do extra science, leading to qualifications in Physics, Chemistry and Biology. Students choose four further subjects from a range of GCSE and BTEC courses, currently as follows: History, Geography, Spanish, Latin, Classical Civilisation, Music, Drama, Art, Textiles, Food, Graphics, Resistant Materials, Physical Education, Sports Studies, ICT, Leisure & Tourism and extra Science. Vocational Courses are also available for a number of students to take at Kirklees College. Students will usually be entered for ten GCSEs. Students also have the opportunity to take a GCSE course in Religious Studies.

In recent years Teachers at King James's School have been involved in numerous research teaching projects with a wide variety of different organisations. All of these initiatives have led to the School being at the forefront of development in Teaching and Learning. These have included the National Centre for the excellence of teaching in Mathematics (NCETM), Astra-Zeneca Science Trust, David Jesson, National College of School Leadership (NCSL), STEM, WISE, Network of Excellence for the Teaching of Computer Science and our Local Authority.

Our last OfSTED inspection (September 2009) stated that "This is a good and improving school where students of all abilities and from all backgrounds are happy and achieve well".

A further OfSTED inspection on Economics and Business Education (March 2011) rated the School as outstanding and, as a consequence, we are featured on the OfSTED Best Practice website. This has led to representatives from numerous schools visiting King James's in order to improve their own practice.



Over the years, young people from King James's have gone out into the world well equipped to live successful lives. The vast majority of our students move on to one of the several excellent post 16 centres in the area to follow a wide range of advanced courses.

King James's is now entering an exciting phase in its development. The school has expanded its facilities and new courses have been introduced into the curriculum. Our results are rising fast. In 2012 we received an award for being in the top 10% of schools nationally for making 'outstanding continuous improvement in the percentage of students achieving 5+ A\*-C GCSEs including English and Mathematics'. In 2013 we received two further awards – one for being in the top 20% nationally for 'GCSE average point scores' and one for being in the top 20% nationally for 'Key Stage 4 Value Added scores'.

The 2013 GCSE results of 99% were the best in the history of the school. In addition, almost three-quarters of our students passed 5+ A\*-C (including English and Mathematics), another record for the School. For the last seven years we have comfortably beaten the Fischer Family Trust predictions. We confidently expect that future GCSE results will be around these levels.

### **School Vision**

A happy and successful learning environment for all

### **School Aims**

- To provide all students with the support required to further develop their abilities and ensure that they are well equipped to play a full and active role in society
- To ensure that the personal development and well-being of all our students and staff is promoted and safeguarded so that they enjoy learning and teaching, develop healthy lifestyles and make a positive contribution to the school and the wider community
- To work in partnership with parents and our community to enable all our students to maximise their potential
- To ensure everyone involved in learning and teaching is engaged in an enriched, diverse, relevant and challenging curriculum that will enable students to work beyond their expectations, both inside and outside the classroom
- To provide a safe, comfortable and stimulating environment where everyone's opinions, beliefs and contributions are included and valued and their well-being is promoted
- To provide effective leadership and consistent management and to reflect, improve and take on contributions from all in the community in order to lead the school in its drive towards EXCELLENCE

This page is intentionally left blank



**STEMNET**  
Science, Technology, Engineering and Mathematics Network



# STEM Newsletter

STEM: Science Technology Engineering Mathematics

STEM: Science Technology Engineering Mathematics

**W**elcome to the third CYC STEM Newsletter.

Following the success of the first newsletter in September 2012 this one aims to again showcase some of the many exciting and innovative projects and experiences being offered to students in York to increase young people's engagement and motivation for the study of Science, Technology Engineering, & Mathematics. These subjects both enrich the curriculum and help students recognise how what they study at school can lead to rich and varied career pathways.



**Amidst the many recent changes being proposed to the school curriculum by the Government** it is clear that the study of Mathematics and Science remains a national strategic priority. As Michael Gove said in his speech to the Royal Society *'we unequivocally believe that maths and science education are at the heart of improving our society and our economy.'*

**A recent Government survey has found a sharp rise in the number of young people considering a career in engineering.**

A BIS-commissioned survey has found that the number of 11 to 14 year olds thinking about working in engineering has jumped by 6%. Significantly, the survey showed a 6% rise in the number of girls saying they would consider an engineering career, an industry that acknowledges the need to recruit more women. More parents (a rise of 4%) also said they would encourage their children to become engineers. The increases followed Tomorrow's Engineers Week, which ran from 4 to 8 November 2013, when government, employers and educators came together to enthuse young people, particularly girls, about the rewarding careers on offer in engineering.

Secretary of State for Business Innovation and Skills Vince Cable said:

*'It is encouraging to see that our efforts to highlight the importance of engineering as a career has had a positive affect and that more women and girls are seeing it as an exciting career.'*

*'As a country we excel in hi-tech industries but we need the engineers to maintain our competitive advantage.'*

*Government alone cannot solve this. We need to work with industry, universities, colleges and schools to keep momentum and guarantee the pipeline of talent so that businesses are not disadvantaged.'*

Government and industry launched Tomorrow's Engineers Week following the 'Perkins Review of Engineering Skills', which focused on the need to shore up the pipeline of skills throughout the whole engineering sector. Professor John Perkins found the challenges start when pupils are still at school and choose subjects following GCSEs. Engineers must have a strong foundation in maths and science, especially physics but the number of young people choosing these subjects post-16 is relatively low, especially among women. The government is addressing this problem through a redesign of the curriculum and teacher development.

BIS also announced a number of additional measures last year (2013) to address the shortage of engineers including:

- £30 million fund for employers to address skills shortages in sectors with specific need
- £250,000 of seed funding to enable Tomorrow's Engineers to accelerate the nationwide roll-out of its employer engagement programme aimed at encouraging children in school to consider engineering Careers.
- £40,000 to support the Daphne Jackson Trust to develop a new fellowship to support people returning to professional engineering jobs after a career break

STEM subjects remain integral to the UK's success: the UK is the world's sixth largest manufacturer, engineering turnover is around £800 billion per year, and whilst the UK makes up only 1% of the world's population, we produce 10% of the world's top scientific research. Despite this, it is remarkable to note that even though STEM graduates have the potential to earn amongst the highest salaries of all new recruits, employers are finding it difficult to recruit STEM skilled staff. And alongside our need for a skilled STEM workforce, it is crucial that all young people, regardless of their future career pathway, have the STEM knowledge and skills they need to be an informed citizen in an increasingly scientific and technological society.

York is very fortunate to be a leading city in the UK for STEM, being home to York Science Park, Science City York, the National STEM Centre, and the National Science Learning Centre to name but a few. Local partners, including NYBEP (as our local STEMNET provider), the University of York, Hull York Medical School, University of York St John, Askham Bryan College, the STEM Ambassador Programme and many local industries all offer excellent support and resources for local schools.



**The Big Bang**



**NYBEP**

nurturing talent for successful futures

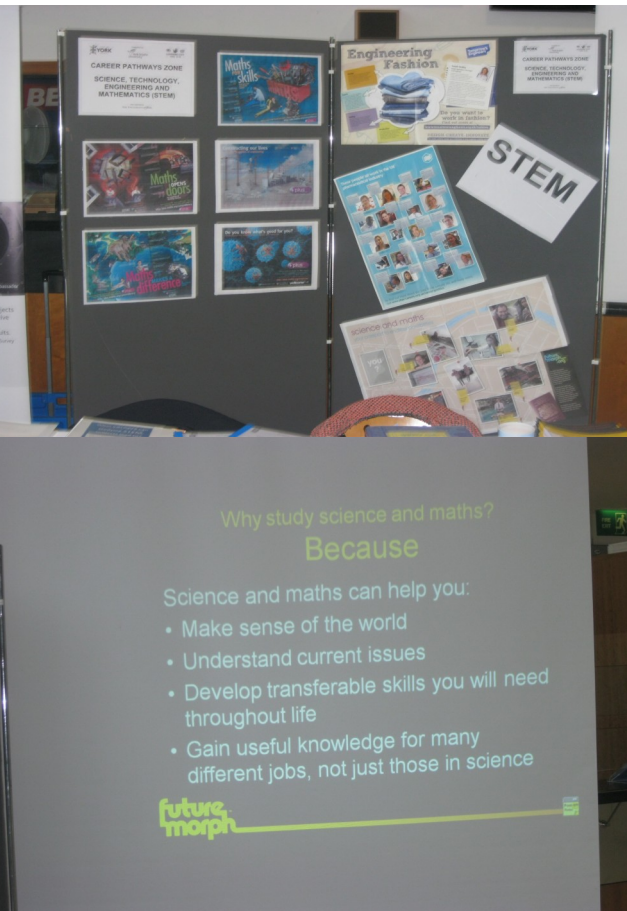




## National, Regional &amp; Local Partnership Events

**'Steps to Success' Event:**

It is estimated that almost 1800 people attended this successful annual event at York Racecourse on 22nd October 2014, including 589 students from Y9 and Y11, along with their parents/carers. The event targeted those young people moving into KS4 or Post-16 Education and Training. This year, the STEM stand in the highly successful Carers Pathways Zone was again extremely popular. Youngsters were able to explore a variety of interactive resources to find out more about where the study of STEM subjects in school could lead to. Advice was available from the LA Science Consultant, NYBEP, and the Institute of Civil Engineers. An extended area of ICT provision allowed pupils to explore the FutureMorph website to investigate the huge variety of career pathways that the study of STEM subjects opens up.



FutureMorph Website:



Want to promote STEM Careers with your students?

This website provides a wealth of information, case studies, videos and hands-on interactive quizzes and games for pupils to explore the more innovative and unusual careers and information on the routes to Higher Education that the study of STEM subjects opens up. Links to other websites and providers makes this a 'one-stop shop' for STEM Careers advice. Go to [www.futuremorph.org.uk](http://www.futuremorph.org.uk)

**St Peter's School:**

St Peter's School has continued to host a wide range of STEM events over the last year and has been very proactive in promoting regular, exciting, challenging and thought-provoking events offered to young people across the city. These have included:

- In October 2013 a group of teachers from York and surrounding area visited **Boulby Underground Mine Facility** to learn about the Search for Dark Matter.
- **The Guy Fawkes Lecture** in November 2013: *'The Large Hadron Collider and the Higgs Boson: News from the Energy Frontier'* by Professor Jon Butterworth from University College London
- **Star Gazing Live Event:**



Mark Thompson, co-presenter of the BBC show Stargazing Live, delivered a lecture at the annual Stargazing event held at St Peter's School which was attended by the Lord Mayor. The lecture was part of an evening of entertainment that included a full exhibition by

various science organisations, an inflatable cosmodome, an array of telescopes, the School's 'cloud chamber' and plenty of scientific tests and games for guests to grapple with. Their cloud chamber has also been out on loan to Fulford School for a parents' evening

**Other Events:**

- **York Schools Science Quiz:** 13th March 2014 6pm  
An interschool science quiz for teams of Y11/12 students from all York schools, who will compete to win prizes. See page 5 for further details, and photos of the event.
  - As part of National Science & Engineering Week, on Thurs 20th March 2014 St Peter's School will host a public lecture on **"Quicksilver – Britain's World Water Speed Record Challenge"**, and will be delivered by Nigel Macknight, Driver and Team Leader of the project.
  - May 16th Lecture by Dame Jocelyn Bell Burnell
  - June 13th Lecture by Ned Boulting
  - June 16th Lecture by Professor Monica Grady
- These lectures are part of a programme of events and tickets are free to all and available from [events@stpetersyork.org.uk](mailto:events@stpetersyork.org.uk)

**York Ogden Trust Schools Science Partnership:**

St Peter's School is the Hub School for this partnership. The aim of the partnership is to enhance the delivery and uptake of physics by promoting the subject within the partnership schools. Supported by the Institute of Physics and the University of York Physics Department it provides funding and resources to promote Physics. School members of the partnership include St Peter's, Fulford, Joseph Rowntree's, Archbishop Holgate's Manor Academy, Selby High School, and more recently Canon Lee School, making the partnership seven schools strong.

## National, Regional &amp; Local Partnership Events (continued)

**Institute of Engineering and Technology's Faraday Challenge Day:**

PUPILS from across York and North Yorkshire converged on Fulford School to take part in a UK engineering challenge.

Pupils from six schools – Selby High, Joseph Rowntree, Manor CE, Canon Lee, St Olave's and Fulford – became real-life engineers for a day, researching, designing and building solutions to real engineering problems.

The event was part of The Institution of Engineering and Technology's (IET) Faraday Challenge Day, which saw 45 schools across the country chosen to host events.

Teams raced against the clock to solve a genuine engineering problem, putting their engineering and technology knowledge and skills to the test.

Paul Davies, Fulford's head of physics, said: *"The day was focussed around giving pupils the full experience of being a real-life engineer. They developed skills in team work, accounting, electrical engineering and project management. While some designs worked better than others, they all persevered and produced a working prototype. The day was summed up by one pupil saying 'that was amazing, when can we do it again?'"*

The Faraday Challenge Days are part of a wider Faraday education programme, made up of a whole range of teaching resources and activities to inspire and attract the engineers of tomorrow.

Gareth James, IET head of education, said: *"There is huge demand for new engineers and technicians and we're confident that this will challenge young people's perceptions of engineers and hopefully make them consider engineering as a career choice."*

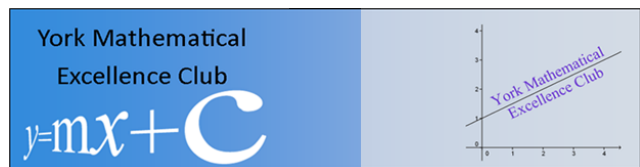


Science technician Martin O'Brien with from left, James Leaf of the teachers' team, Sam Biddlestone (Manor CE), Tom Halliday (Canon Lee), Tom Carr (Joseph Rowntree), Georgina Edwards (St Olave's), Tom Huggins (Fulford) and Keir Bennie (Selby High)

The winning group in York were from Joseph Rowntree School. They were Thomas Carr, Emma Franklin, Jamie Davies, Daniel Berry, Imogen Bell and Caitlin Gough. Each pupil were awarded a prize and a trophy for their school. The top three teams from across the UK will receive an all-expenses paid trip to the national final in Oxford to compete for a cash prize of up to £1,000 for their school.



The winning team from Joseph Rowntree School.

**New club for able mathematicians:**

**Most school students will recognise  $y=mx+c$  as the equation of a straight line.** For thirty two Y8 and Y9 pupils from schools across the City it stands for something extra: the York Mathematical Excellence Club.

The club has been set up to support our very able young mathematicians in working together on a range of problems and puzzles, and to raise aspirations about their future mathematical pathways. They meet once each half term after school and continue working together between sessions using a dedicated VLE.

Pupils work in groups of 4 or 5, all from different schools, and each group is led by a University of York mathematics student as part of the YSIS scheme. These group coaches support their teams through the problem solving (without giving away the answers!) and are powerful role models for the young people with whom they are working.

During the summer term the club members will select and research a mathematical topic that is beyond their usual school curriculum, and then work with their coaches to prepare a presentation on it. The year will culminate in a 'Dragons' Den' evening held at the University of York, when parents will be invited to watch the groups pitch their findings to a team of mathematical experts including University professors of mathematics.

$y=mx+c$  is supported by the Independent State School Partnership (ISSP) and draws pupils from independent, maintained and academy schools across York.



## National, Regional &amp; Local Partnership Events (continued)

## STEM Ambassadors programme:



Nationally coordinated by STEMNET

Ambassadors are an invaluable and **free** resource for teachers and schools. They offer their time voluntarily to enthuse and inspire students within schools about STEM subjects. They can do this through a variety of activities such as clubs, careers talks, helping with school events, lessons and competitions, and much more. Your local STEM Ambassadors Management contract holder can help you decide how best to employ an Ambassador.

**All STEM Ambassadors:**

- Have a STEM background – they are usually professionals and experts in their field
- Are volunteers and therefore free
- Have been checked by the Disclosure and Barring Service (DBS)
- Have had a basic induction about how to approach the classroom

**Benefits to teachers include:**

- Access to skilled resources to support staff in the classroom
- Gaining extra support for extra-curricular clubs
- Developing a varied teaching and learning style
- Networking with local companies and gaining further opportunities

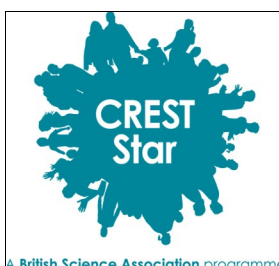
[ambassadors@nybep.org.uk](mailto:ambassadors@nybep.org.uk)

[www.stemnet.org.uk/content/teachers](http://www.stemnet.org.uk/content/teachers)

**CREST Awards:****Primary & Secondary**

CREST Awards and CREST Star are nationwide easy-to-run STEM enrichment schemes.

CREST Awards allow 11-19 year olds to link their personal passions with curriculum-based learning through creative projects.



CREST Star is a UK-wide award scheme enabling children, usually aged 5 - 11, to solve science, technology, engineering, and maths (STEM) problems through practical investigation. These are available through an online membership.

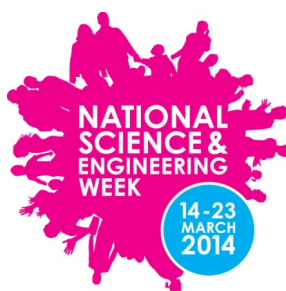
Registration costs just £40 with an annual renewal fee of £20 payable after the first 12 months. **Already bought the packs? CREST Star schools can join for free!** And there are **10 new investigations** not included in any pack.

NYBEP is your local coordinator for both schemes:

Contact [Catherine@nybep.org.uk](mailto:Catherine@nybep.org.uk)

**National Science & Engineering Week 2014:**

14<sup>th</sup> – 23<sup>rd</sup> March 2014



National Science & Engineering Week (NSEW) is a ten-day national programme of science, technology, engineering and maths events and activities across the UK aimed at people of all ages. *Explore the future* will be the common theme across competitions, new resources and online projects.

Visit their website at

<http://www.britishtscienceassociation.org/years-nsew>

to find out more about local events, activity packs, challenges and competitions.

**National STEM Centre:****Support for the New National Curriculum 2014:**

The National STEM Centre has collated a wealth of resources on its e-Library to support the introduction of the new National Curriculum for Maths, Science and D&T in September 2014.

**Resource packages to support the new primary and secondary science and mathematics curricula:**

The pages are organised into topic areas and contain resource packages which pull together a wide range of high quality resources selected by subject specialists, including:

- Activity ideas
- Worksheets
- Interactive games
- Film clips
- Lesson plans

- [Primary Science 'landing page'](#)
- [Primary Maths 'landing page':](#)
- [Secondary Science \(11-14\) 'landing page'](#)
- [Secondary Science Practicals landing page:](#)
- [Secondary Maths \(11-14\) landing page:](#)

**Community groups:**

In addition there are subject support groups which you can join, in the community area, where schools can network to share resources and best practice:

- [Primary Science, Maths and D&T:](#)
- [Secondary Maths:](#)
- [Computing:](#)
- [Secondary Biology:](#)
- [Secondary Chemistry:](#)
- [Secondary Physics:](#)
- [Triple Science Biology](#)
- [Triple Science Chemistry](#)
- [Triple Science Physics](#)



National, Regional & Local Partnership Events (continued)

**'Inspirations' Education Showcase Event 2014**

Thursday 26<sup>th</sup>  
June 2014 at  
Yorkshire Air  
Museum,  
Elvington



This major annual event will be showcasing young people's Science, Technology, Engineering and Maths (STEM) project work.

Inspirations is an annual event involving approximately 500 students of primary and secondary school age, and over 100 teachers. It is designed to celebrate their achievements and raise their awareness of the careers available in the STEM sector, and give the young people the opportunity to practise their skills, and display project work.

A major part of the event is the opportunity for students to enter their projects into a competition. Judges work in small teams to assess the projects, and prizes are given to individuals and groups of students demonstrating flair and skills in fields such as electronics, engineering, graphics, investigations and sustainability.

**York Schools Science Quiz**

On March 13th 2014 St Peter's School invited York schools to compete in its annual Science Quiz. Teams of 4, comprising of two Y11 and two Y12 students (or teams of four Y11 students for 11-16 schools) took part in an enjoyable evening in the Memorial Hall. The schools that were there were: Millthorpe School, Scarborough College, Archbishop Holgate's School, Huntington School, Fulford School, Canon Lee School, Manor School, Bootham School, All Saints RC School, Selby High School and St Peter's School, making 21 pupil teams alongside 3 teacher teams.

Huntington School won (after a tie break, photo number 145 to follow), with Archbishop Holgate's Second (photo number 142) and Bootham School Third (photo number 139). Selby High School Won the category of highest scoring school without a sixth form (photo number 138).

The winning team received 4 x £20 Amazon vouchers with the winning team without a sixth form getting 4 x £10 Amazon vouchers.



Thanks to the Ogden Trust for the funding for the 8GB memory sticks that each pupil got and the Rotary Club of York Vikings for paying for the water bottles.



*The overall winning team from Huntington School.*



*Selby High School won the prize for the highest scoring team without a Sixth Form.*



*And finally .... the winning staff team!*

**STEM: Science Technology Engineering Mathematics**

**STEM: Science Technology Engineering Mathematics**



**NYBEP**

nurturing talent for successful futures



## Secondary School Events

**Fulford School:**

**A brief history of STEM.....The Fulford STEM Challenge Cup**  
The STEM challenge cup at Fulford School has rapidly gained momentum over the last two years; now in its third season the challenges have got bigger and even gone global!

As HLTA for Science one of my key responsibilities was to raise the profile of STEM within the department and school. I thought it was about time I raised it even higher; so here is a brief synopsis of the last 2/3 years.

**Season 1**

Back in September 2011 the Science department wanted to create a club that engaged students from years 7 and 8 in a series of short challenges involving STEM.

A series of 6 challenges (one per half term) were set up involving up to teams of four pupils representing each of the four houses within the school. The general principle was all



about having fun and learning something in the process. Most students have a competitive streak so we decided to rank the teams with a points system: 1<sup>st</sup> 12pts, 2<sup>nd</sup> 8pts, 3<sup>rd</sup> 6pts and 4<sup>th</sup> 4pts; the teams accumulate points over the year, with the highest total winning the cup. In the first season the challenges were well attended and pupils enjoyed themselves although sometimes they seemed a little rushed.

**Season 2**

In the following year challenges gained more attendance and a higher profile within the school; pupils actively signed up and the numbers extended to six per team. Challenges ranged from creating some bullet proof vest material to making Christmas flavoured ice-cream. We also had our first season finale involving staff and technician teams to provide a bigger challenge to an already enthusiastic group of regular participants.

Towards the end of last year STEM student ambassadors were chosen represent their house and help coordinate and communicate ideas to members of staff running activities. An AGM was held with the ambassadors and myself to decide on activities and the direction of the STEM Challenge Cup for the 2013-14 season. This meeting came up with some fantastic ideas including the use of expert judges/visitors and the idea of having a STEM finale open evening where there will be a parent team (drawn at random) competing against their children. The school has been very supportive in allowing the STEM challenges to be extended

into tutor time directly after lunch this has allowed students time to discuss and redesign their ideas prior to the final test and reduced the frantic rush before the bell.

**Season 3**

One of the first jobs for the STEM ambassadors was to run an assembly for the new year 7 pupils joining the school. The first challenge for the year had 36 pupils in attendance so the message obviously got through. I have been overwhelmed by the numbers of pupils from the lower school asking about the next challenge. We have some very proactive sixth formers at Fulford which has facilitated the setting up of a small method development team; the sixth formers basically test ideas and possible solutions for the challenges in advance (saving any from total failure).



In September a group of visiting Head teachers/ Educationalists from the USA and Australia visited the school with a remit into looking at STEM in schools. The STEM ambassadors gave a short presentation highlighting the STEM Challenge Cup. We then decided to give our guests and the student ambassadors a challenge to complete together. Whilst this was underway I decided to table the idea of an International STEM Challenge Cup; so far we have two schools (from Seattle (US) and Townsville (AUS)) interested in running the challenges in parallel with us. The concept is simple: We coordinate and send out the paper resources (electronically), and video our students doing the challenges. The partner schools video their students completing the challenges and send to all the other schools. We can then compare the results and assign points as with the Cup at Fulford.

If anyone is interested in getting involved or wants advice on setting up a similar scheme please contact me:

**Sam Lynn, HLTA for Science,**

**Fulford School**

**lynms@fulford.york.sch.uk**

See video clips on Youtube of these events here:

[http://youtu.be/GNwLD\\_1BMuY](http://youtu.be/GNwLD_1BMuY)

<http://youtu.be/MUiXT0Uc348>

<http://youtu.be/QXyoUAnzCv4>

<http://youtu.be/S2lcBILF13k><http://youtu.be/USW5Nv8zmic>

<http://youtu.be/R3u2sWTvAVs>



NATIONAL  
**STEM**  
CENTRE



The Big  
Bang



**NYBEP**

nurturing talent for *successful* futures





**Fulford School (continued):****Xmas Ice Cream Challenge:**

In this challenge, pupils were asked to make ice cream from scratch, in just 30 minutes, flavoured with their choice of ingredients from a range of sweet and savoury 'Xmas' foods, (including such delights as turkey, stuffing, sprouts, pickled onions, fruits, brandy snaps, shortbread and chocolate, to name but a few. Amazingly all groups managed to achieve an end product which looked surprisingly appetising.

The judging panel, including the STEM Advisor from NYBEP and the Science Advisor from York LA, had the dubious pleasure of tasting the final products and voting the winners. See the challenge in action here:



<http://youtu.be/kSsszAVNDpg>  
<http://youtu.be/m5x0RxGC34w>  
<http://youtu.be/RZW2QROc1XE>  
<http://youtu.be/5jzZK8lOm5M>

The next challenge will involve catapults!

**Archbishop Holgate's CE Academy:**

**CERN trip:** A group of 18 pupils from Y12/13 plus two Physics teachers will be travelling to Switzerland in April 2014 to visit the CERN Institute for .... They will visit the ATLAS detector, and have a guided tour (3hr) of the detector and the maintenance area, where pupils can see into a section of the accelerator and understand the physics of how it works. They will then visit the Microcosm exhibition and, of course, the gift shop! There will also be time for sightseeing in Geneva and a visit to the History of Science museum.

**Annual Open Lecture Series:**

As part of their Science College community programme AHS, in conjunction with the National Science Learning Centre (NSLC) National STEM Centre and the University of York, is promoting a lecture on '**Dark Matter**' entitled: **Deep underground science at Boulby Mine—the search for Dark Matter and beyond .....**' by Dr Sean Paling, University of Sheffield On 19th March 2014 19.30 at the NSLC, this lecture is open to all.

**Millthorpe School:**

Science Club at Millthorpe School started up again in January, for KS3 students (about 10 Y7/8) running a range of experiments each week. So far we have made some messy baking soda volcanoes, some flame testing and fire writing, as well as staging a fake crime scene and dusting for finger prints. The students enjoy the practical side to science, getting to play with some of the equipment they don't get to use every lesson, as well as making requests for next weeks club (eg. if there's anything they've seen on TV that they would like to try!) We are hoping the science club will continue to grow throughout the year, and we are looking forward to getting outside during the summer months for bug collecting and coke rockets!

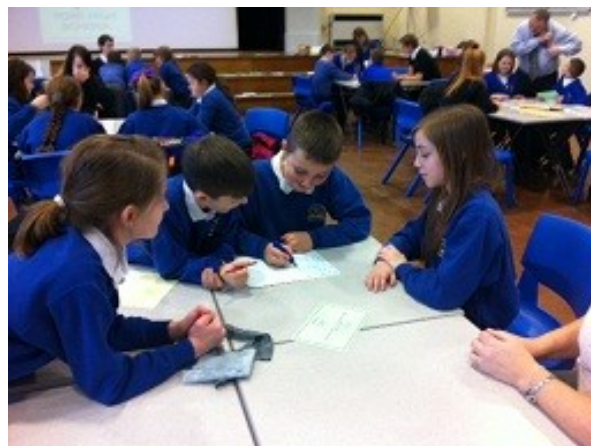
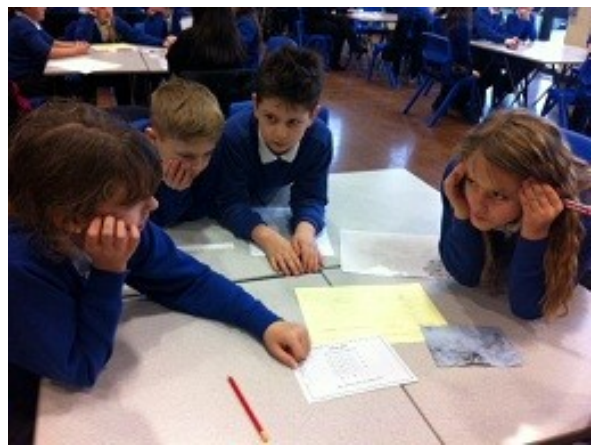
We are hoping to reward attendance at the club with a visit to the National STEM centre at York University at the end of the year.

**York High School:****Annual Maths Puzzles Day:**

In February 2014 YHS once again hosted this very popular event. About 300 Year 6 pupils from 7 primary feeder schools spent the day at York High School. The schools involved were Carr Junior, Hob Moor, Westfield, Woodthorpe, St Barnabas, Poppleton Road and Acomb Primary.

Pupils worked in teams of 4 or 5, to solve a range of Maths problems over the course of the day. Each team was supported by York High School pupils.

Teachers were extremely impressed by the pupils' Maths skills, enthusiasm and fiercely competitive spirit, and hope to see many of them back at York High School in September as year 7 pupils.



**Hempland Primary School:****ROBOT WORKSHOP AT HEMPLAND PRIMARY SCHOOL**

As part of their creative curriculum, the children in Year 3 at Hempland Primary School have been studying a topic entitled "The Rise of The Robots." Many of the literacy lessons were based around the novel *The Iron Man* by Ted Hughes. In Topic lessons the children have learnt about the different roles of robots in industry and society as well as the developments in robotics over time. During art and design lessons, the classes have been designing and making 3D robots and looking at the artwork of Eric Joyner. On 3<sup>rd</sup> February, the children enjoyed a robot workshop provided by "Stretching Minds". During the day robots were built using LEGO®MINDSTORMS® technology. The children then programmed the robots to output sound, move, change speed and direction. Everyone had a great time, the children learnt some basics of computer programming and there were many links to the ICT, D&T, maths and science curriculum.

From Dianne Barnes and Jill LePla  
Year 3 teachers

**Hempland Primary School (continued)****STAR PARTY JANUARY 2014**

Hempland Primary School teaching assistant, Sam Richardson, who is a member of York Astronomical Society, organised a Stargazing event at the school. Sam invited her friends at the Society to bring along their impressive telescopes for everyone to view the evening sky. Several activities were available for the children to try and members of YAS gave an informative talk to all those present. The YAS members were impressed with the questions and interaction that they received from everyone. Unfortunately the weather wasn't ideal. However we had great feedback from the children and parents who attended and hope to have another event soon. Meanwhile, information about public star parties, which take place on The Knavesmire



every month, can be found on the YAS website.

**Scarcroft Primary School:****Mission to Mars**

The Year 5 and 6 Topic this term is 'Mission to Mars'. We have been finding out about the planets and our solar system. We are looking at the key features of Mars and comparing it with Earth. In D&T, we are designing and building a base for humans on Mars. In ICT we are using a Control program to operate a 'Mars Rover'. We have also visited the Yorkshire Museum to participate in a number of Space-related workshops.

**Science Club**

Throughout the spring term, Mr Cole has been running a Science Club for Year 3 and 4 pupils. They have looked at: changing states of matter; acid/alkali reactions; two-stage rockets and surface area and its importance to chemical reactions. They have also tried to make as much of a mess as possible and to blow a few things up!

In July 2014 the school be holding its own Science/STEM Week!

*Sarah McClure—Science Coordinator*



Primary School Events (continued)

STEM: Science Technology Engineering Mathematics

STEM: Science Technology Engineering Mathematics

**Stockton-on-the-Forest Primary School:**

**Science Enrichment Family Event:** The school invited Dr Alex Brown from York University's outreach department to run some after school sessions. The sessions were for parents with their children, with the aim of giving parents ideas of how they can support their children with Science at home. The sessions also looked at new aspects of the new curriculum: evolution and inheritance.



**Space 'Cosmodome':**

We were also lucky to have Dr Katherine Leech from the University of York's Physics Department to join us with the exciting cosmodome.



All children had the opportunity to experience the simulation and ask questions about space to our visiting expert.

**Acomb Primary School:**

**Science Week:**

Exciting events and activities throughout the week, helped to raise the profile of science in school. Delivered by a range of local 'experts' these included:

- Space Cosmodome - Dr Katherine Leech from York University Physics Department.

*'Year 6 Leaving the cosmodome after a lot of spacey learning.'*



- Annie Hodgson from York University Chemistry Department:

A 'Superscientist' who delivered an assembly with lots of experiments on liquid reactions involving 'whizz bangs'!



Denna, a pupil at Acomb Primary said *'This is Annie from York University showing us how chemicals and liquids react with gases, such as Carbon Dioxide reacting with citrus powder.'*



- Year 3 pupils carried out investigations into 'un-popable bubbles':
- John - a 'robot specialist' - worked with Y6 to design a vacuum cleaner and bought some amazing robots in!
- John - made microbes from D&T materials to show how antibodies attack viruses.







**Dates for your diary:****'Inspirations' Education Showcase Event**  
Thursday 26<sup>th</sup> June 2014 at Yorkshire Air Museum, Elvington

Inspirations is an annual event involving approximately 500 students of primary and secondary school age, and over 100 teachers. It is designed to celebrate their achievements and raise their awareness of the careers available in the STEM sector, and give the young people the opportunity to practise their skills, and display project work.

A major part of the event is the opportunity for students to enter their projects into a competition, so .

**CPD Opportunities from York LA for 2013-2014:****Primary Subject Leaders Conferences:**

Subject	Autumn	Spring	Summer
Maths	25/09/2013	05/02/2013	01/07/2014
Science	09/10/2013	06/02/2013	24/06/2014

**Secondary Subject Leaders:**

Subject	Autumn	Spring	Summer
Maths	21/11/2013	25/03/2014	09/07/2014
Science	06/11/2013	18/03/2013	03/07/2014

**Primary Curriculum Support Groups**

Subject	Autumn	Spring	Summer
Maths	05/12/2013	27/03/2014	22/05/2014
Science	28/11/2013	06/03/2014	13/05/2014

**Summer term courses:**

- **Science: Cross phase moderation of teacher assessment levels (KS2-3 teachers)**  
1st May 2014 13.00—16.00
- **Primary Maths: Improving Maths Subject Knowledge (the new National Curriculum)**  
7th May 2014 13.00—16.00
- **Primary Science: Supporting the teaching of hard-to-teach areas of science in the new National Curriculum**  
21st May 2014 9.00 to 12.00
- **Primary Maths: Maths in the Environment**  
19th June 13.00—16.00
- **Primary Maths: New Maths Curriculum**  
KS1: 8th July 2014 13.00—16.00  
KS2: 15th July 2014 13.00—16.00

For further details of all these courses please see the To apply for any of these courses contact York LA's Workforce Development on [www.yor-ok.org/wdu](http://www.yor-ok.org/wdu)

**Where to go to find out more about resources and events in York?**

If you would like to know more about STEM support (or about any of the items described in the bulletin), or would like to share and celebrate events from your school in 2014-2015 in the next Newsletter, please contact Sue Atkinson on:

Sue Atkinson: Science Consultant (Cross-phase)

Email: [sue.atkinson@york.gov.uk](mailto:sue.atkinson@york.gov.uk)  
Mobile: 07748 657936

City of York Council Website: Resources for Teachers

For resources, information and updates, visit the Curriculum Support page at the City of York website at

[http://www.york.gov.uk/info/200690/curriculum\\_support/1151/](http://www.york.gov.uk/info/200690/curriculum_support/1151/)

Next STEM Newsletter:

The next STEM Newsletter will hopefully be scheduled for the Autumn term 2014.

We would particularly like more contributions to celebrate good practice in Maths, Technology & Engineering, as well as Science!

This page is intentionally left blank





## Skills Plan for the Leeds City Region 2013-2015



**TABLE OF CONTENTS**

**FOREWORD ..... 1**

**SUMMARY ..... 2**

**1 BACKGROUND ..... 3**

**2 LABOUR MARKET AND WORKFORCE..... 9**

**3 SUPPLY OF SKILLS AND LEARNING ..... 16**

**4 BUILDING SKILLS IN EDUCATION ..... 22**

**5 TRANSITION INTO WORK ..... 29**

**6 RAISING DEMAND AND IMPROVING SKILLS ..... 35**

**7 OUTCOMES AND MEASUREMENTS ..... 42**

**8 CONTEXTUAL ANALYSIS..... 47**

**9 ENABLING FACTORS: MAKING THE PLAN HAPPEN ..... 56**

**APPENDIX 1: CONSULTATIONS ..... 59**

**APPENDIX 2: LOCAL INFRASTRUCTURE ..... 61**

---

## FOREWORD

### LEP Ambition for Growth

I am delighted to introduce the LEP's Skills Plan. The growth of a capable, flexible and competent workforce to drive our future economic success on a sustained basis is one of the LEP's core strategic objectives.



Our LEP's ambition is to transform the future of Leeds City Region, building a knowledge-rich, creative economy fired by resurgent manufacturing, technical and engineering expertise. This will demand the highest levels of education in our entire workforce, from the youngest apprentices through to the leaders of our enterprises. This should be accompanied by a pioneering spirit of enterprise, innovation and dynamism.

We expect our future growth to come from increasing demand for and investment in:

- Engineering and innovative manufacturing, as the largest manufacturing base in the UK with supply chain strengths in precision engineering, textiles, food and drink.
- Finance and business services, second only to London as a UK professional and commercial centre for banking, finance, insurance and legal services.
- A healthcare and medical technology hub, based on world-class medical device manufacturers and linked to considerable teaching hospital and NHS centres of expertise.
- Transport and logistics, at the heart of an upgraded rail and road infrastructure.
- Low carbon and environmental industries, building on strengths in bio-energy and wind turbine supply chains.
- Creative and digital companies, including the UK's strongest cluster of games developers.
- Vibrant retail, hospitality and tourism destinations, to be showcased to the world against the backdrop of the 2014 Tour de France Grand Depart.

We want to leapfrog other city regions across the world - not play catch up. Achieving the highest possible levels of education and skills linked to our economic strengths will be one of the key determinants of whether we can raise our game to do so.

We must emphasise the role of businesses in setting the pace. Companies need to invest in future skills, offer work placements and real-world exposure to young people to inspire and engage them in developing future technologies, products and services. For this to be achieved, we need to harness the passion and commitment of leaders, teachers and advisers. Their work with young people, the unemployed and those in work, should inspire and stretch the capabilities and aspirations of their students/employees.

There are over 500,000 job opportunities forecast to be created in Leeds City Region over the next decade. The majority of these are linked to retirements in our existing workforce, so the challenge of preparing new and existing employees to grasp the opportunities ahead is immense. Knowing the drive and determination of people living in this area of Yorkshire, we can and must rise to this ambition. Our Skills Plan is the first critical step on this important and continuing journey.

Roger Marsh

Chair of Leeds City Region Local Enterprise Partnership

## SUMMARY

### Purpose

The Leeds City Region Skills Plan has been developed to enable the provision of skills and learning to meet the needs of the City Region's economic and labour market over the next three years and beyond. It builds on existing research and strategies, together with input gathered from a range of sources over the past 12 months, and is structured around the 13 skills priorities for the Leeds City Region. These have been endorsed by the City Region's Local Enterprise Partnership, Employment and Skills Board and Skills Network, as well as by the Minister for Skills.

The Skills Plan will be an integral component in the drive to achieve the Local Enterprise Partnership's ambition of *a skilled and flexible workforce to support GVA, productivity and jobs growth*. It will be implemented locally, with the precise nature of the actions reflecting the needs and priorities of local economies. Local employer led skills and economic forums, the Skills Network and the LEP will all have an important role to play in ensuring that the plan translates into positive change for learners and employers alike.

### Process

The gathering of intelligence to inform the Leeds City Region Skills Plan began in 2012, since when more than 1,500 employers, over 100 colleges and training providers, all of the City Region's local authorities and many other stakeholders have provided valuable input. The latest forecasts for the future occupational profile and skills requirements of the City Region's economy have also been taken into consideration.

The first draft of the Skills Plan was shared with the LEP Board, the Leeds City Region Leaders Board and the Employment and Skills Board. It has also been shared with members of the Skills Network for consultation and comment. This version of the plan incorporates feedback from all of those groups.

### Delivering Change

The success of the plan – and of the City Region's skills system more broadly – will be determined by measurable improvements in performance. Better educational attainment, fewer hard to fill vacancies, a more highly skilled workforce and lower youth unemployment are, amongst others, all areas in which targets have been set and where progress will be tracked. Importantly, each of these can also have a positive impact on productivity and economic prosperity.

Of course, the Skills Plan will not be the only determinant of whether, and on what scale, performance improvements occur. A host of other factors will also play a part, not least the ongoing and excellent work of the City Region's skills providers, the introduction of new policy and funding initiatives, and the evolving economic climate. The Skills Plan must therefore be a live document that can remain relevant within this changing context, accelerating the pace of change and maximising opportunity.

## 1 BACKGROUND

This Skills Plan ('the plan') has been developed in partnership with the Leeds City Region (LCR) Skills Network of colleges, universities, local authorities and other skills providers. It is designed to enable the provision of skills and learning to meet the needs of the City Region's economic and labour market over the next three years and beyond.

### Developing the Plan

1.1 The plan was developed between January and March 2013 and involved the following strands of work:

- Compiling an up to date labour market and skills profile of the Leeds City Region.
- Analysing written responses submitted by 23 of the City Region's Further Education (FE) colleges, universities and other skills/education related organisations about their current and planned activity in each of the Local Enterprise Partnership's (LEP) skills priority areas.
- Undertaking one-to-one and group interviews with skills and education stakeholders from across the City Region, including representatives from FE colleges, universities, work based learning providers, voluntary and community organisations and local authorities. A full list of the organisations consulted is provided at Appendix A.
- Identify the assessing the significance of the political, economic, social and technological factors that are likely to influence the delivery and outcomes of the actions in the plan.

1.2 The plan also takes into consideration the future skills needs of employers in the City Region and the drivers of those skills needs – see 'LEP Skills Priorities' on the following page.

### Acknowledgements

1.3 Thanks are owed to everyone that has contributed to the development of the plan through written submission and/or direct consultation. The LCR Skills Network and the LCR LEP's Employment and Skills Board are also thanked for their participation and support throughout the development process.

## LEP Skills Priorities

1.4 In 2012, a substantial research project was undertaken to identify the future skills needs of employers in the Leeds City Region and the future growth prospects of our key economic sectors<sup>1</sup>. Work has also been undertaken to provide ongoing analysis of the City Region's labour market<sup>2</sup> and, as part of negotiations with government over a City Deal, a significant focus has been placed on increasing the take-up and progression of Apprenticeships<sup>3</sup>.

1.5 These important pieces of work have given us a large evidence base which provides new insights into the opportunities and challenges facing education and skills in the City Region. They have also informed the LEP's ambition for skills, which is to develop *a skilled and flexible workforce to support GVA<sup>4</sup>, productivity and jobs growth*. Within this ambition are sectoral priorities and specific aims to increase overseas trade, attract inward investment, promote a low carbon economy, stimulate invest in infrastructure for growth and attract talent for business innovation.

1.6 To support the LEP's ambition for skills, and drawing on the intelligence gathered through the aforementioned research and analysis work, 13 skills priorities for the City Region were identified and endorsed by the LEP, the Employment and Skills Board, the Skills Network and the Minister for Skills. Shown on the following pages, and separated into two categories, these priorities provided the structure for the consultations undertaken to inform this plan.

---

<sup>1</sup> Final report available at: <http://www.leedscityregion.gov.uk/LCR-Corporate/media/Media/Research%20and%20publications/Employment%20and%20Skills/Leeds-LEP-Report-1.pdf?ext=.pdf>

<sup>2</sup> Led by the Regional Economic Intelligence Unit

<sup>3</sup> See <http://www.leedscityregion.gov.uk/LCR-Corporate/media/Media/Research%20and%20publications/Employment%20and%20Skills/Apprentices-Report-2012.pdf?ext=.pdf>

<sup>4</sup> Gross Value Added – a standard measure of economic output

**Generic Skills and Education**

- 1 Increased focus on work readiness of school, college and university leavers e.g. work ethic, positive attitude, team work, problem-solving, customer service & communication skills
- 2 Improved performance in basic maths and English for employability (to address our overall achievement at GCSE which is still below national average in Bradford, Barnsley, Leeds and Wakefield).
- 3 Importance of core skills and flexibility to adapt to as yet unknown new technologies, industries and jobs.
- 4 More enterprise and innovation culture in education.
- 5 Increase relatively low take up of Apprenticeships by employers from 12% to 20%.
- 6 Increase youth employment options to combat high levels of unemployment amongst 16-24 year olds
- 7 Promote increasing opportunities for progression into higher level skilled jobs in professional business services and other technical roles expected to grow by 10% and 8% at Levels 4 and 5 respectively to meet anticipated demand from employers.
- 8 Improved leadership and management skills to promoting better employer investment in skills of existing workforce.

**Specific Sector Needs**

9

Target workforce skills gaps in IT/software, technical/practical and customer service skills by up-skilling for existing employees

10

Stronger careers guidance in education emphasising economic value of STEM subjects & promoting rewarding careers in shortage areas e.g. advanced manufacturing, mechanical engineering and software engineering

11

Prepare for future jobs growth linked to the low carbon economy, driven by increasing demand for energy efficient heating technologies; domestic housing e.g. Green Deal; energy management legislation; and supply chain opportunities linked to wind turbine expansion in the North Sea. Skills required include: strong STEM skills, technical as well as more specialised skills e.g. electrical engineering; welding; energy management; IP and technical risk management skills.

12

Focus on skills for boosting overseas trade, including developing better awareness for market opportunities, overseas contacts and export strategy, with particular emphasis on the business culture, legal/financial systems and languages of major world markets in China/South East Asia and growth in South America and Africa.

13

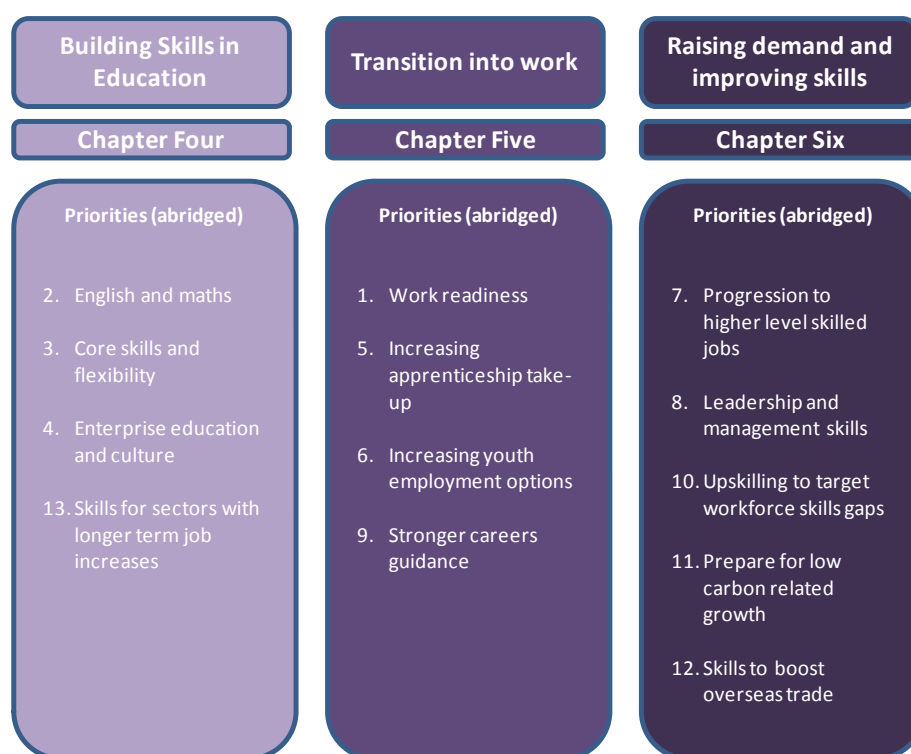
Prepare for expected longer term job increases (8%+ 2011-20) in finance business services, transport, hotel & catering, retailing & construction jobs, & the anticipated 'age tsunami' of health/social care workers due to retire which will create demand for health/care workers to cope with the needs of the ageing population.



## Structure of the Skills Plan

1.7 Chapters Two and Three of the plan provide contextual information about the City Region's workforce, labour market and skills profile. The actions are presented in Chapters Four to Six inclusive. Each of these chapters covers a number of the 13 skills priorities, grouped as shown in the diagram below. Together they represent the skills 'journey', from (mainstream) education, into employment and the ongoing development of workforce and professional skills.

1.8 The groupings are not intended to be mutually exclusive (it could be argued that work readiness, for example, would also have a place within Building Skills in Education) but from a presentational perspective, each priority is only covered once.



1.9 The later chapters of the plan cover the external factors that are likely to influence its delivery, the metrics through which it will be measured and the arrangements or enabling factors that need to be in place in order for the potential of the plan to be maximised.

## Types of actions

1.10 In broad terms, each of the actions in the plan falls into one of three categories:

- **Learning and influencing:** these actions are about deepening our knowledge of the most effective or successful elements of current practice and ensuring that the necessary structures and partnership arrangements exist to allow these to be replicated elsewhere in the City Region.
- **Delivering planned change:** these actions acknowledge the strong forward momentum that already exists against many of the LEP's skills priorities and are

designed to ensure that this momentum is continued and, where necessary, accelerated through additional support and intervention.

- **New activities and commitments:** these actions highlight where new work, joint ventures or other partnership commitments are required to ensure that the each of the LEP's skills priorities can be met in full.

## 2 LABOUR MARKET AND WORKFORCE

The Leeds City Region refers to the local authority districts of Barnsley, Bradford, Calderdale, Craven, Harrogate, Kirklees, Leeds, Selby, Wakefield and York. It is the UK's largest economy and population centre outside London, generating 4% of national economic output and employing 1.3 million people.

### Introduction

2.1 This chapter provides a summary of the Leeds City Region in terms of its population, economic activity, sectors of importance and future employment forecasts. More detailed analysis in each of these areas, including local authority level data, is available from the following two sources:

- 2012 research into the future skills needs of employers in the Leeds City Region<sup>5</sup>;
- The Employment and Skills Board's 2013/14 *Labour Market Analysis* report.

### Population growth

2.2 Between 2002 and 2012, the LCR population grew by 9%, outstripping national population growth over the same period of 7%. The working age population in LCR grew by 12% – twice the national average – fuelled by strong growth in net in-migration.

2.3 By 2021, it is estimated that the City Region's population will be 3.21 million. The largest increases (in relative terms) are expected to be in Leeds and Selby and the smallest in Harrogate and Craven.

### Economic activity

2.4 Over the last ten years, GVA in the Leeds City Region has grown by 4%, some way below the 14% growth observed nationally. The economic recession has had a stark effect on the City Region's economy, with economic activity rates declining between 2008 and late 2011. However, over the 12 month period to September 2012 there has been a notable improvement against a number of measures compared with the UK average (Table 2.1).

---

<sup>5</sup> See footnote 1.

**Table 2.1: A snapshot of economic activity in the Leeds City Region, 2011-12**

	LCR 2011		LCR Oct 2011-Sep 2012		% Change	
	No.	%	No.	%	LCR	UK
<b>Economic Activity (residents aged 16-64)</b>						
Economic activity rate	1,463,300	74.8	1,484,900	75.8	1.0	0.6
Employment rate	1,320,800	67.5	1,352,800	69	2	0.5
<b>Economic Inactivity (as above)</b>						
% who are economically inactive	492,100	25.2	474,900	24.2	-1.0	-0.6
% economically inactive who want a job	101,500	20.6	106,100	22.3	1.7	0.5
% economically inactive who do not want a job	390,600	79.4	368,900	77.7	-1.7	-0.5
<b>Unemployment (as above)</b>						
Unemployment rate	142,500	9.7	132,100	8.9	-0.8	0.1
Source: NOMIS 2013						

2.5 Whilst the above provides reason for encouragement, a notable development, especially given the forthcoming changes to the benefits system, has been the growth in the number of long-term claimants (i.e. those claiming for more than 12 months) which has increased at City Region level by 63% over the last 12 months. Youth unemployment is covered in the sub-sections below.

2.6 Looking ahead, the LCR economy is forecast to grow in GVA terms by 23% between 2012 and 2022 (Table 2.2 below). FTE employment is forecast to grow by 10% over the same period, with household spending and disposable income also expected to rise as the economy moves from recovery to sustained growth. The forecasts suggest that LCR's performance against each of the measures in the table will be close to that of the UK, but in none of the areas will it be stronger.

**Table 2.2: Economic forecast for LCR 2012-2022**

	2022	% Change 2012-2022 LCR	% Change 2012-2022 UK
Total output (GVA) (£bn)	62.93	23%	24%
Total workforce jobs (millions)	1.6	7%	7%
Working age population (millions)	2.1	8%	10%
Total population (millions)	3.2	7%	8%
Household disposable Income (£bn)	46.3	21%	23%
Household spending (£bn)	45.0	22%	25%
Source: Experian 2012			

## Youth unemployment

2.7 As at December 2012, the proportion of 16-19 year olds in the Leeds City Region that were not in employment, education or training (NEET) was 5.7%<sup>6</sup>. This was slightly lower than both the national average (5.8%) and the average for the Yorkshire and Humber region (6.2%). It also represents a reduction of 1% over the preceding 12 months, i.e. a year earlier

<sup>6</sup> Department for Education

the proportion of 16-19 year old NEETs was 6.7%, and absolute reduction of around 1,500 young people. The highest NEET levels (in proportionate terms) in LCR were recorded in Wakefield (7.1%), followed by Kirklees (6.6%) and Leeds (6%). York and North Yorkshire has the lowest levels at 4.8% and 4% respectively, although all local authority areas had recorded an improvement over the 12 month period.

2.8 Of equal, if not greater significance is that based on the latest data<sup>7</sup>, the number of youth unemployment claimants (aged 18-24) is in excess of 26,000 and has not reduced over the past 12 months. As a proportion of all claimants that have been claiming for more than six months, those aged 18-24 account for almost 60%.

### Sectors

2.9 In employment terms, health, manufacturing and retail are the largest sectors in the Leeds City Region, together accounting for a third of all jobs. Other major employment sectors include education and business administration and support services (Table 2.3).

2.10 Between 2008 and 2011, and set against a backdrop of job losses across the City Region as a whole, transport and storage and health generated the largest number of new jobs. The only other industries to grow substantially in that period were mining, quarrying and utilities, and professional, scientific and technical services. The largest job losses were in construction, accommodation and food services and manufacturing. Education and retail also suffered losses, although in percentage terms the property services sector suffered the biggest drop, losing 22% of its employment.

---

<sup>7</sup> From NOMIS

<b>Table 2.3: Employment change in LCR by industry, 2008-11</b>				
	<b>LCR (no. employees)</b>		<b>Change</b>	
	<b>2008</b>	<b>2011</b>	<b>No.</b>	<b>%</b>
Mining, quarrying and utilities	11,600	16,300	4,700	40.3%
Transport and storage	59,500	72,400	12,900	21.7%
Health	151,300	164,200	12,900	8.5%
Professional, scientific and technical	86,900	89,400	2,600	3.0%
Motor trades	25,800	26,500	700	2.7%
Business administration and support	103,100	101,500	-1,600	-1.5%
Information and Communications	40,900	40,200	-600	-1.6%
Arts, recreational and other services	53,500	52,600	-900	-1.6%
Public administration and defence	65,500	63,600	-1,900	-2.9%
Wholesale	65,300	62,900	-2,400	-3.7%
Retail	137,000	128,900	-8,100	-5.9%
Manufacturing	147,300	137,700	-9,500	-6.5%
Education	135,800	126,600	-9,200	-6.8%
Finance and insurance	66,200	60,300	-6,000	-9.0%
Accommodation and food services	91,100	78,200	-12,900	-14.2%
Construction	75,900	62,600	-13,300	-17.6%
Property	22,900	17,800	-5,100	-22.1%
<b>All industries</b>	<b>1,340,900</b>	<b>1,302,200</b>	<b>-38,800</b>	<b>-2.9%</b>
Source: Office for National Statistics				

## Occupations

2.11 The occupational profile of the LCR workforce is broadly in line with the Yorkshire and Humber<sup>8</sup> and national profiles, with professional and associate professional and technical occupations accounting for nearly a third of all jobs (Table 2.4). The proportion of the workforce in highly skilled occupations<sup>9</sup> in LCR (39%) is slightly below the national position (44%).

<b>Table 2.4: Leeds City Region occupational profile (2012)</b>				
	<b>LCR</b>		<b>Y&amp;H</b>	<b>England</b>
	<b>No.</b>	<b>%</b>	<b>%</b>	<b>%</b>
Professional	233,000	17%	17%	19%
Associate professional and technical	173,600	13%	12%	14%
Elementary	164,700	12%	12%	11%
Administrative and secretarial	154,100	11%	11%	11%
Skilled trades	152,300	11%	12%	11%
Sales and customer service	128,000	9%	9%	8%
Caring, leisure and other services	121,000	9%	9%	9%

<sup>8</sup> Covering the four LEP areas of i) Leeds City Region; ii) Sheffield City Region; iii) Humber; and iv) York, North Yorkshire and the East Riding.

<sup>9</sup> Managers, professionals and associate professionals.

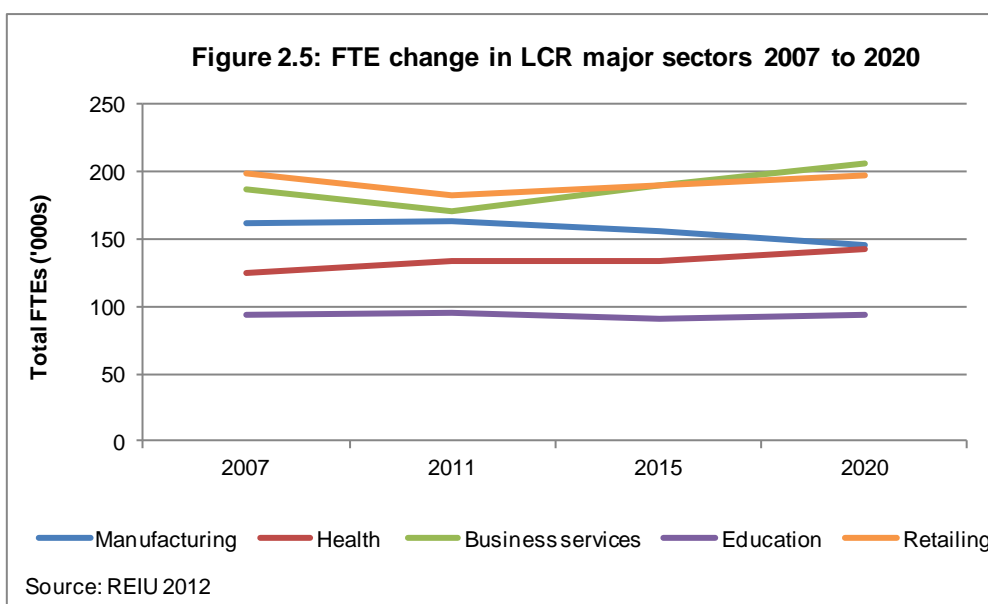
Managers, directors and senior officials	119,600	9%	9%	10%
Process, plant and machine operatives	107,300	8%	8%	6%
Source: Annual Population Survey 2012				

2.12 Differences are apparent at the local authority level in LCR. For example, York, Harrogate and Leeds have above average proportions of professional occupations, whilst Craven has an above average proportion of managers and directors (reflecting the high levels of self-employment in the area). Process, plant and machine operative and elementary occupations are most prevalent (in relative terms) in Wakefield.

### Employment forecasts

2.13 Between 2011 and 2020, LCR is expected to see net growth of more than 70,000 full time equivalent positions, with the most significant increases coming in Leeds, Wakefield and Bradford. This increase (6.4%) will be greater than across Yorkshire and Humber as a whole (5.2%) and in line with the national increase.

2.14 Business services and retail are forecast to be the main drivers of the growth, each with net employment growth of more than 8% to 2020 (and that excludes the effects of transformational developments<sup>10</sup> and replacement demand<sup>11</sup>). There is also expected to be an increase in health related employment due to the aging population, although further losses in manufacturing are predicted (Figure 2.5).



2.15 The ten sectors with the largest employment increase to 2015 and 2020 are shown in Table 2.6. The prominence of business services as a job creating sector is clear, creating more than double the FTE positions of any other sector. The top six sectors, which also

<sup>10</sup> Large investments or initiatives which will have a potentially transformative impact on growth, jobs and skills requirements.

<sup>11</sup> People who need to be brought into employment to replace those who are leaving it (usually through retirement).

include transport, hotels and catering, retailing, construction and health, account for a very large proportion of net additional FTE positions across the City Region by 2020.

**Table 2.6: Top 10 sectors by absolute rise in FTEs to 2015 and 2020**

1.	Business Services	16,034	1.	Business Services	28,573
2.	Retailing	6,314	2.	Transport	12,118
3.	Construction	6,229	3.	Hotels & Catering	10,216
4.	Hotels & Catering	5,304	4.	Retailing	10,204
5.	Transport	4,618	5.	Construction	9,735
6.	Other Services	3,649	6.	Health	9,229
7.	Other Fin. & Bus. Services	3,448	7.	Other Fin. & Bus. Services	6,877
8.	Paper, Print & Pub.	1,904	8.	Wholesaling	4,808
9.	Minerals	1,357	9.	Paper, Print & Pub.	3,761
10.	Health	1,326	10.	Other Services	3,520
Source: Regional Economic Intelligence Unit					

2.16 The largest losses are expected to be in manufacturing (around 20,000 job losses to 2020) and public administration and defence (around 6,500 job losses). The latter emphasises the importance of the private sector in GVA terms, as the public sector's contribution declines.

2.17 At an occupation level, and in absolute terms, the largest increases in employment are forecast to be in administrative, secretarial and elementary roles (Table 2.7). In proportionate terms, however, the most significant increases will be in managers, directors and senior officials, followed by sales and customer service roles. By contrast, only a very small increase is forecast in process, plant and machine operative roles.

**Table 2.7: LCR occupational projections (jobs)**

	Jobs ('000s)			Change (%)	
	2011	2015	2020	2011-2015	2011-2020
Managers, directors and senior officials	49	52	55	7%	13%
Sales and customer service	112	118	123	6%	10%
Associate prof & tech occupations	191	197	208	3%	9%
Professionals	156	160	169	3%	9%
Caring, leisure and other services	111	113	120	2%	8%
Elementary	190	197	202	4%	7%
Administrative and secretarial	342	352	364	3%	6%
Skilled trades	127	130	130	2%	2%
Process, plant and machine operatives	133	133	134	0%	1%
<b>Total</b>	<b>1,410</b>	<b>1,453</b>	<b>1,506</b>	<b>3%</b>	<b>7%</b>
Source: Regional Economic Intelligence Unit. Job numbers do not sum to totals due to rounding.					

## Future demand

2.18 Higher level qualifications will become more important to the LCR economy over the next decade, with a marked increase in employees with Level 4 and 5 qualifications between



2015 and 2020 (Table 2.8). Whilst there will be less of an increase in the number of people employed with lower level or no qualifications, in actual terms demand will remain reasonably high.

<b>Table 2.8: Forecast Demand for NVQ Level (employees)</b>					
<b>NVQ Equivalent</b>	<b>Nos. of employees required with qualification level (000s)</b>			<b>Change (%)</b>	
	<b>2011</b>	<b>2015</b>	<b>2020</b>	<b>2011-2015</b>	<b>2011-2020</b>
Level 5	104	106	112	3%	8%
Level 4	346	360	380	4%	10%
Level 3	286	294	303	3%	6%
Level 2	321	329	339	3%	6%
Level 1	254	260	267	3%	5%
Level 0	100	103	106	3%	6%

Source: Regional Economic Intelligence Unit, 2012

### 3 SUPPLY OF SKILLS AND LEARNING

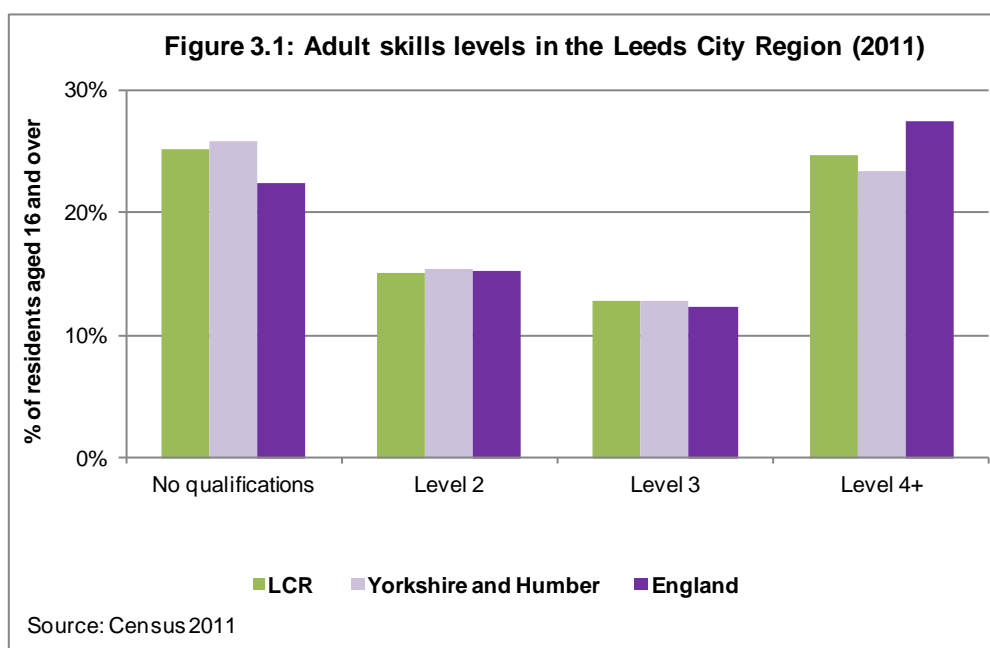
The Leeds City Region has nearly 200 state funded secondary schools, 14 FE colleges and 9 universities. It has seen significant recent growth in Apprenticeships and a narrowing of the GCSE attainment gap, although some areas remain below both the City Region and national averages.

#### Introduction

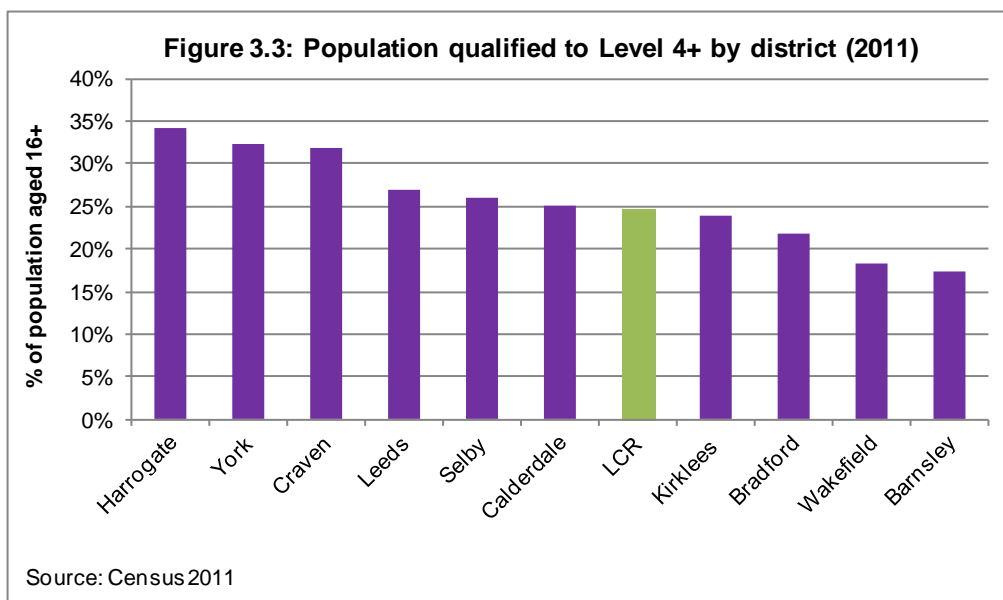
3.1 This chapter summarises the supply of skills and learning in the Leeds City Region, drawing on a range of data sources that offer the most up to date perspective at the time of writing. More detailed analysis is available through the Employment and Skills Board's 2013/14 *Labour Market Analysis* report.

#### Skills of the working age population

3.2 The profile of adult skills levels in the Leeds City Region is broadly similar to that of Yorkshire and Humber and England as a whole. Figure 3.1 nonetheless gives rise to some important observations, most notably that the Leeds City Region has a higher proportion of its working age population with no qualifications, and a lower proportion with Level 4+ qualifications, than is the case nationally.



3.3 At a local authority level, the 'no qualifications' profile (Figure 3.2) and the 'Level 4+ qualifications' profile (Figure 3.3) are mirror images of one another, with Barnsley, Wakefield and Bradford home to the highest proportions of working age residents with no qualifications and the lowest proportions of those qualified to Level 4 or above. The reverse is true of Harrogate, York and Craven.



### GCSE Performance

3.4 The majority of the Leeds City Region's eight Local Education Authorities have shown year-on-year improvements in GCSE attainment over the past five years. In 2011/12, 57.9% of pupils across the City Region<sup>12</sup> achieved five or more A\*-C GCSEs, including maths and English, which is higher than the Yorkshire and Humber figure of 57.3%, but is still below the national average of 59.4% (see Table 3.4). The gap with the national figure is, however, once again narrowing, having increased in 2009/10 and 2010/11.

<sup>12</sup> This includes all of North Yorkshire.

Table 3.4: 5+ A\*-C grades GCSEs (including English and maths) – table shows % of pupils

	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Barnsley	30.7	31.5	33.1	39.3	40.2	44.4	45.3
Bradford	34.0	36.3	36.9	41.6	44.4	47.5	52.4
Calderdale	43.8	45.7	50.3	50.6	54.5	59.4	61.1
Kirklees	40.8	42.8	45.6	47.4	52.8	59.3	62.0
Leeds	40.4	42.1	46.4	45.9	50.6	53.7	55.0
North Yorkshire	53.5	54.2	54.7	58.6	61.6	63.2	65.6
Wakefield	42.9	46.5	51.3	49.3	55.8	57.4	59.3
York	48.8	54.5	53.8	59.2	59.1	62.1	62.7
LCR Average	41.9	44.2	46.5	49.0	52.4	55.9	57.9
<b>Yorkshire and Humber</b>	<b>40.3</b>	<b>42.5</b>	<b>44.4</b>	<b>47.3</b>	<b>52.0</b>	<b>54.6</b>	<b>57.3</b>
<b>England</b>	<b>45.6</b>	<b>46.3</b>	<b>47.6</b>	<b>49.8</b>	<b>53.5</b>	<b>59.0</b>	<b>59.4</b>

Source: Department for Education statistics

3.5 Four of LCR's eight Local Education Authorities remain below the national average for GCSE achievement (although for Wakefield the difference is now only very small) and three remain below the LCR average. Given that these three areas – Barnsley, Bradford and Leeds – together have 45% of the City Region's youth population (0-19), their specific inclusion in the second of the LEP's 13 skills priorities<sup>13</sup> is justified, despite recent improvements.

### Further Education and Training

3.6 In 2010/11 (the most recent year for which data is currently available), there were approximately 360,000 starts on FE and training provision in the Leeds City Region<sup>14</sup>, which is 14% lower than the equivalent figure in 2009/10 and marginally lower than in each of the two years before that. Broadly mirroring the distribution of the City Region's population, the majority of the starts (69%) took place in Leeds, Bradford, Wakefield and Kirklees, with Leeds (26%) accounting for the highest proportion of any district.

3.7 Nearly half of the FE and training starts in 2010/11 were at either Level 1 (24%) or Level 2 (25%). Entry Level and Level 3 starts each accounted for a similar proportion of the total (15% and 18% respectively), although starts at Level 4 and above were rare by comparison, accounting for less than half of one percent<sup>15</sup>.

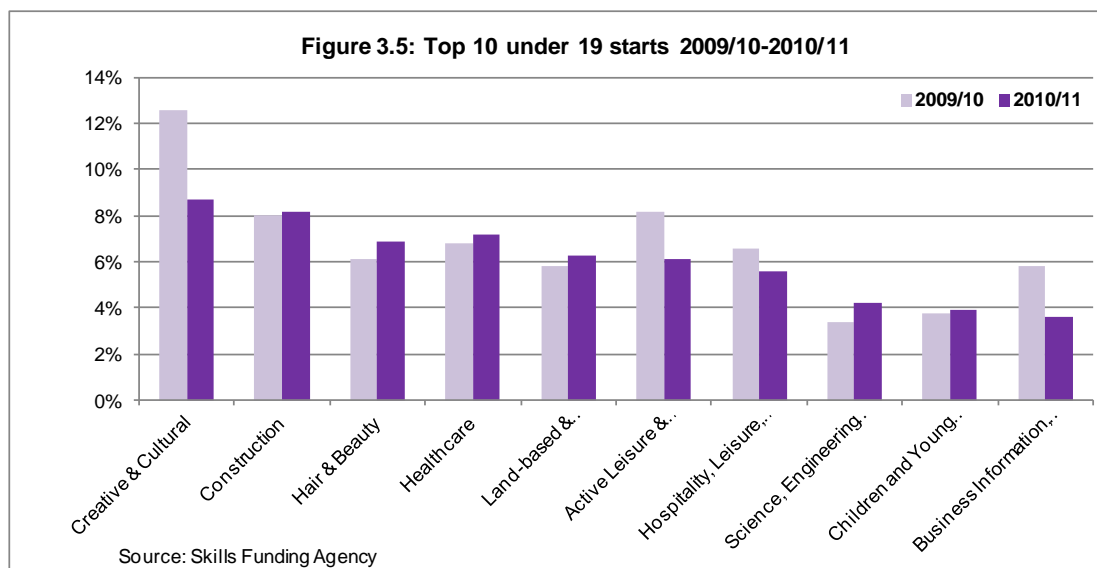
3.8 For learners aged under 19, and as shown in Figure 3.5, creative and cultural studies and construction attracted the most starts in the 2010/11 academic year. However, there are some notable differences from the previous year, including a large reduction in creative and

<sup>13</sup> Improved performance in basic maths and English for employability (to address our overall achievement at GCSE which is still below national average in Bradford, Barnsley, Leeds and Wakefield).

<sup>14</sup> A start equates to a learning aim (be that a unit or a qualification). Given that many learners will pursue several learning aims in a given academic year, the number of starts will be considerably higher than the number of individual learners.

<sup>15</sup> The remaining 16% are classified on the Skills Funding Agency's Individualised Learner Record as 'other'.

cultural starts and smaller reductions in active leisure and wellbeing, hospitality and business IT and telecoms. Encouragingly within the context of this plan, 2010/11 saw an increase in starts in science, engineering and manufacturing technologies (albeit from a low base) and healthcare<sup>16</sup>.



3.9 The profile of starts by learners aged 19+ is more evenly spread, with no sector accounting for more than 5% of starts in 2010/11. However, similar to the pre-19 position, there were notable increases from the previous year in healthcare and adult social care starts, alongside reductions in business IT and telecoms.

### Apprenticeships

3.10 Between 2009/10 and 2010/11, Apprenticeship starts in the City Region increased by 57%, driven largely by an sharp rise of 109% in Adult Apprenticeships over that period (Table 3.6). In 2010/11, Leeds (29%) accounted for the highest proportion of starts, followed by Bradford (14%), Kirklees (12%) and Wakefield (11%).

**Table 3.6: Apprenticeship starts in LCR – 2009/10 and 2010/11**

	2009/10	2010/11	Change
Adult	8,818	18,465	+9,647
Youth	8,919	9,397	+478
<b>Total</b>	<b>17,737</b>	<b>27,862</b>	<b>+10,125</b>

Source: Skills Funding Agency

3.11 Whilst the above is very encouraging from the perspective of LCR's alignment with national policy, it should also be noted that participation overall in FE and training actually fell across the two years in question, suggesting that government policy may have resulted in a shift from subsidised activity such as Train to Gain (and potentially some mainstream activity) to Apprenticeships, rather than increasing participation levels per se.

<sup>16</sup> Starts in adult social care also increased in 2010/11, although it is not shown in the chart as it was not one of the top ten sectors.

3.12 Two thirds of the 2010/11 Apprenticeship starts in LCR were intermediate (Level 2), and a third were either advanced (Level 3) or higher (Level 4+). There was relatively little variation from this profile at local authority level, although the exceptions include Harrogate, where 19% of the Apprenticeships were advanced or higher level (the lowest proportion in the City Region), and Calderdale, which at 45% had the highest proportion of its Apprenticeship starts at either advanced or higher levels.

3.13 Health and social care, retail and wholesale and business, administration and governance Apprenticeships were the most common in LCR in 2010/11 (Table 3.7). Analysing these figures by age group shows some notable differences. For example, whilst business IT and telecoms, business administration and hair and beauty were the three most popular preferences for apprentices aged 16 to 18, for those aged 19+ they were retail, adult social care and healthcare.

**Table 3.7: Apprenticeship starts by sector 2010/11**

Sector	Starts (%)	Sector	Starts (%)
Health and social care	20%	Construction	4%
Retail and wholesale	12%	Facilities management	3%
Business, admin and governance	11%	Finance	2%
Leisure and tourism	10%	Land-based industries	1%
Customer service	9%	Passenger transport	1%
Business IT and telecoms	7%	Education	1%
Manufacturing and engineering	6%	Security industry	1%
Management and leadership	5%	Utilities	1%
Hair and beauty	5%		

Source: Skills Funding Agency. Subject areas with less than 1% of starts are not shown.

## Higher Education

3.14 Based on data from the Higher Education Statistics Authority, the Leeds City Region has seen just under 100,000 Higher Education (HE) enrolments in each of the two previous academic years. Business administration and subjects allied to medicine have been the most popular, together accounting for over a quarter of all enrolments (Table 3.8).

**Table 2.5: Higher Education starts in LCR – 2009/10 and 2010/11**

	2010/11	2011/12	% Share (2011/12)
Business and administrative studies	12,185	12,818	13%
Subjects allied to medicine	12,301	12,516	13%
Social studies	9,119	9,510	10%
Languages	8,385	8,848	9%
Biological sciences	8,071	8,505	9%
Creative arts and design	7,628	8,353	8%
Education	6,753	6,503	7%
Engineering and technology	5,766	6,271	6%
Historical and philosophical studies	5,476	5,713	6%
Physical sciences	3,970	4,393	4%

Source: HESA. Subject areas with less than 4% of starts are not shown.

3.15 The latest data from the annual Destination of Leavers in Higher Education survey shows that 61% of the 2010/11 graduate cohort from the City Region's HEIs had secured graduate level employment within six months of their summer graduations. This is slightly down on the equivalent figure of 63% from the previous year.

3.16 Graduates have not surprisingly started work in a very broad range of industrial sectors, although the data suggests that wholesale and retail trade (13%), health and social care (10%), education (9%) professional, scientific and technical activities provided the most popular opportunities for graduates over the last year. It is notable that manufacturing and financial services, two of the most important sectors in the City Region, only created employment opportunities for 4% of recent graduates.



## 4 BUILDING SKILLS IN EDUCATION

The 'Building Skills in Education' theme covers those priorities that are specifically about the delivery of learning within the City Region's schools, colleges, universities and other educational institutions.

Together they will help to drive up GCSE attainment in core subjects, improve collaboration and the sharing of information across key stakeholders, and strengthen the link between the needs of the City Region's economy and the supply of skills and learning.

### What is happening now?

**Priority 2:**  
Improved performance in basic maths and English for employability (to address our overall achievement at GCSE, which is still below national average in Bradford, Barnsley, Leeds and Wakefield).

- Government policy is focusing on this issue nationally in response to employer concerns and the UK's poor performance compared with international competitors. Mandatory English and maths to age 18 is to be introduced for pupils who do not achieve grade C at GCSE (linked to the participation age reforms).
- Other schemes include Maths Champions (through NIACE), Literacy Champions (through the National Literacy Trust) and a broad range of parental education projects.
- At a City Region level, English and maths are increasingly recognised as strategic priorities for FE and work based learning providers, with an expansion of GCSE delivery in these subjects evident across many vocational areas in line with the Wolf Review and new Study Programme requirements.
- These developments (national and local) will take time to be reflected in improvements in GCSE results. There is also an emerging issue in FE over the availability of suitably qualified and skilled tutors to drive forward the new priorities.


**Priority 3:**  
Importance of core skills and flexibility to adapt to as yet unknown new technologies, industries and jobs.

- Education and learning providers across the City Region increasingly recognise and embrace the importance of core skills and flexibility, reflected in (for example) personalised programmes of soft skills development and a growing focus on equipping learners with appropriate work readiness skills.
- However, employer feedback repeatedly shows that they expect higher standards. New models of educational delivery (e.g. academies and studio schools) offer the potential for greater employer input into the content and format of core skills delivery. In other settings (e.g. mainstream schools and FE colleges), the potential exists to better understand employers' specific needs and expectations in these important areas.

**Priority 4:**  
More enterprise and innovation culture in education.

- A wide range of enterprise activity is taking place in schools, FE colleges, work based learning providers and HEIs, although relatively little is currently known about the drivers of successful practice and their transferability to other parts of the City Region.
- With a range of new and exciting local developments planned, such as the creation of learning companies and enterprise academies, a forum to share experiences, good practice and collaboration opportunities in a more formal way than happens currently would be appropriate.
- Existing initiatives with a recognised brand – most notably the Five Three One campaign – provide an ideal platform to further develop the skills and aspirations of new entrepreneurs through mentoring and other support arrangements.

**Priority 13:**  
Prepare for expected longer term job increases in finance business services, transport, hotel and catering, retailing, construction and health/care.



- Experience shows that while provision will generally respond to emerging market need, the response can be made more timely and strategic by having greater clarity from employers on their specific skills requirements. This must be achieved in a cost effective way that utilises existing structures rather than large programmes of bespoke qualitative research which are costly to resource.
- In several of the City Region's growth sectors (construction, hospitality and catering, financial services and retail) a range of new developments, capital expenditure projects and other initiatives are planned or are already in progress. These can be further supported by committing a proportion of the new ESF programme to the up-skilling and re-skilling of the workforce in growth areas, focusing in particular on the growing issue that exists in some parts of the City Region around the size of the 50+ long term unemployed cohort.
- Alongside this, it is essential that prospective learners of all ages and in all educational settings are given up to date and impartial advice on the opportunities that exist in growth sectors. At the time of writing it is evident that this is not happening universally.
- The need also remains to keep promoting to employers the commercial benefits of investing in the skills of their workforce.

## 'Building Skills in Education' actions

Key: Action Lead				
LEP		Skills Network		Employers
Local authorities		Government departments and agencies		Skills Enhancement Fund
Local Employment and Skills Boards		FE and HE sector		Regional Economic Intelligence Unit

Ref.	Skills Priority	Action	Lead
B1	2	Track the success and impact of educational initiatives on maths and English attainment and seek to influence results. Involve more businesses in schools in areas with poor performance to encourage additional motivation for pupils to see the relevance of higher aspiration and the importance of good maths and English.	Local authorities
			Local Employment and Skills Boards
B2	2	Improve the quality of GCSE English and maths delivery through the introduction of additional 'teacher education' programmes <sup>17</sup> (where college staff support the development of teachers in schools) and ongoing CPD for college and work based learning provider staff.	Skills Network
B3	3	Promote direct collaboration between employers, head teachers, colleges and universities to influence curriculum design and teaching and learning methods around: i) The core skills needed by business; ii) The skills needs associated with potential future innovations and transformational technologies, e.g. around transport (HS2, electrification etc) and low carbon.	LEP
			Local authorities (including Key Account Managers)
			Local Employment and Skills Boards

<sup>17</sup> The current programme in Bradford provides a potential blueprint for expansion or replication.

Ref.	Skills Priority	Action	Lead
B4	3	Engage with the City Region's studio schools to understand the content and impact of their core skills delivery, with a view to identifying transferable lessons for other educational settings.	Local authorities
B5	4	An LCR Enterprise Education Task Group should be established to:  i) Review and better understand the impacts of the different approaches to enterprise education across LCR; ii) Ensure that providers can benefit from good practice and lessons elsewhere; iii) Exploit opportunities for joint working, shared initiatives and/ or additional funding including from businesses themselves.	Skills Network
			ESB Enterprise Champion
B6	4	Continue to promote mentoring for new entrepreneurs and young people by members of the business community, for example through the City Region's Five Three One campaign. Extend the support for mentoring through the use of existing enterprise/skills budgets to train and co-ordinate mentors.	LEP – Five Three One campaign
			Funding bodies (DWP, BIS, SFA, ESF)
			Local authority Key Account Managers
B7	4	Promote Apprenticeships as a work-based route to a good job, higher qualifications and the opportunity to run your own business and encourage schools, teachers and parents to value this as an equal status option to the academic pathway.	LEP Apprenticeship Group via the City Deal Apprenticeship Hub and ATA Programme

Ref.	Skills Priority	Action	Lead
B8	4	Forge closer links between the LCR Employment and Skills Board and the Business Innovation and Growth Board to access employers' views on, and support for, enterprise education activities (for young people and new entrepreneurs)	Employment and Skills Board (LEP)
			LEP BIG Panel
B9	4	Assuming the idea has sufficient support from universities, there is the potential to take forward a project to involve businesses more closely in the design of degree level entrepreneurship modules and initiatives, involving 'Dragon's Den' style approaches and business skills such as accountancy and marketing. It may be possible for HEIs/Business Schools to share such initiatives or run them jointly.	Higher Education Institutions with support from HEART and Higher York
B10	13	Improve providers' knowledge of employers' specific skills needs and workforce development requirements in growth sectors through closer dialogue between the Skills Network and LEP Sector Champions.	Skills Network and Sector Champions
B11	13	ESF 2014-2020: a proportion (to be agreed between the SFA and the LEP) of funding to be targeted at up-skilling and re-skilling in growth sectors, drawing on the intelligence gathered through action B10 and working closely with the Skills Network to design an appropriate response. Older people (50+) that are out of work should be a focus in response to growing concerns over the number of people in this cohort now long term unemployed.	Skills Funding Agency
			LEP

Ref.	Skills Priority	Action	Lead
B12	13	Expand provision in growth and priority sectors to meet demand, supported by discretionary funding projects.	Skills Network
			Employers
			Funding Agencies
B13	13	Through the LEP Careers Task Group Project 'Better Informed Choices', ensure that schools, colleges, universities and other learning providers have accurate and up to date information about the City Region's growth sectors which they use to provide impartial careers guidance to their learners.	LEP Careers Task Group
B14	13	Through the Five Three One campaign, Apprenticeship Hubs, Apprenticeship Training Agencies and other new skills capacity, actively engage businesses across the City Region to promote the benefits and impact of investing in skills, both current workforce and future recruits. Focus efforts on future growth sectors and LEP priority sectors, led by Sector Champions.	LEP
B15	13	Track the City Region's economic, skills and employment forecasts annually at sector level, cascading the analysis to the provider network.	Regional Economic Intelligence Unit
B16	13	Encourage greater engagement by HEIs in contributing more directly to the skills needs of local growth sectors.	HEART and Higher York



## 5 TRANSITION INTO WORK

The “Transition into Work’ theme covers those priorities that will help the City Region’s residents to access and sustain rewarding employment opportunities.

Together these will help to increase young people’s exposure to employers (and vice versa), drive up Apprenticeship numbers, make inroads into the issue of youth unemployment and provide new and informative careers guidance materials.

### What is happening now?

#### Priority 1:

Increased focus on the work readiness of school, college and university leavers e.g. work ethic, positive attitude, team work, problem solving skills, customer service and communication skills.


- Notable progress has been made in this important area in recent years, helped by closer working between the provider network and Jobcentre Plus.
- Wholesale changes to current arrangements are therefore not justified, although there is a need to take action to address the shortage of meaningful placement opportunities for young people, especially with SMEs, which currently acts as a barrier to the development of core work readiness skills and attributes.
- Young people’s exposure to local employers whilst in learning should also be increased.

#### Priority 5:

Increase the relatively low take up of Apprenticeships by employers from 12% to 20%.


- Apprenticeships are an important strategic priority across the FE and work based learning provider network, although experiences vary considerably in how well the supply of apprentices and the demand from local employers are aligned.
- The investment in the City Region’s Apprenticeship infrastructure through the City Deal offers a unique opportunity not only to address some of the market failures that currently exist, but also to stimulate workforce development activity in priority and growth sectors.
- However, the City Deal alone will not achieve the growth target and there are barriers to overcome regarding perceptions of the Apprenticeship brand and ensuring that learners have an accurate understanding of what an Apprenticeship involves. The Government’s ‘Traineeship’ programme will help, but at a local level the importance of impartial and accurate guidance to young people on Apprenticeships should not be underestimated.

**Priority 6:**  
Increase youth employment options to combat high levels of unemployment amongst 16-24 year olds



- Across the City Region there is already a wide range of employment initiatives in place which cover young people, such as Sector Based Work Academies, taster programmes, the Youth Contract and local preparation for Apprenticeship schemes. These all have an important contribution to make to the ambitious drive towards a NEET-free City Region.
- There is little justification in adding to the current landscape with new interventions (national developments such as 'Traineeships' aside), although projects such as those in Bradford ('Get Bradford Working') and Kirklees (Jobs Fund) can help to identify valuable and transferable lessons.
- The successful delivery of the devolved Youth Contract in certain parts of the City Region supports the argument for local ownership of national schemes going forwards.
- As well as being an economic issue, youth employment can be facilitated through the development of better work readiness skills, and therefore close links exist between this skills priority and priority number 1, which is also covered in this chapter of the plan.
- The direct link between youth unemployment (and indeed unemployment generally) and social exclusion must also be recognised. There is a strong case for targeting parts of the new ESF programme at activities to reduce youth unemployment, and especially at the 18-24 age range, where numbers remain persistently high.

**Priority 9:**  
Stronger careers guidance in education emphasising economic value of STEM subjects and promoting rewarding careers in shortage areas.



- The dissolution of the Connexions service and the associated changes to the way in which careers guidance is administered in schools is generating significant concerns about how well (or otherwise) young people are informed of the full range of post-16 options available to them. Those local concerns are being echoed nationally.
- It is also recognised that to be effective, the nurturing of young people's aspirations in terms of future subject and career choices should begin during primary schooling and not be confined to Key Stage 4 option choices and beyond.
- Some STEM related careers advice in schools is led or assisted by FE or work based learning providers, but only on a very small scale. Action is needed urgently, not only relating to STEM but cross-curricula, to ensure that young people in schools have access to up to date, accurate and independent information to help them make the right choices.
- The City Region response should include the continuation of the LEP Careers Task Group Project 'Better Informed Choices'. However, this is a national issue that will not be overcome through a single intervention. Adding the City Region's voice to the active lobbying of central government should therefore be a priority.

**‘Transition into Work’ actions**

Key: Action Lead				
LEP		Skills Network		Employers
Local authorities		Government departments and agencies		Skills Enhancement Fund
Local Employment and Skills Boards		FE and HE sector		Regional Economic Intelligence Unit

Ref.	Skills Priority	Action	Lead
T1	1	Encourage more employers to host work placements (for schools and FE learners) and paid internships (for HE learners), especially in LEP priority sectors. Where possible secure funding to support projects which can offset costs/lost earnings, especially for SMEs.	LEP – including through the Five Three One campaign
			Skills Network Members – through business engagement
			Education/business projects to support
			Local authority Key Account Managers
T2	1	Extend the number of degree level sandwich course placements with local businesses and ‘knowledge transfer partnerships’ whereby recent graduates are placed with SMEs who can utilise their expertise.	Higher Education
			Employers

Ref.	Skills Priority	Action	Lead
T3	1	Encourage more employers from the City Region to visit schools, colleges and universities to share information about their industry and the skills they require now and in the future (core and job specific), job roles and career pathways <sup>18</sup> .	Skills Network Members
T4	5	Recruit, support and develop the role of local Apprenticeship Ambassadors from LEP priority sectors, and ideally from SMEs, to provide case studies and promote the benefits of Apprenticeship recruitment within the City Region.	National Apprenticeship Service
			LEP Apprenticeship Task Group LEP – Five Three One campaign
T5	5	Roll out the City Deal Apprenticeship Hub and Apprenticeship Training Agency programme, which will:  i) Ensure that employer demand at a sectoral level is reflected in the supply of places; ii) Increase the scale of Apprenticeships across the City Region; iii) Improve the profile and perceptions of Apprenticeships with parents and employers; iv) Engage many more SMEs who have not previously employed Apprentices; v) Improve employment prospects for young people across the City Region (thereby also linking with Skills Priority 6) vi) Explore the options to reduce barriers to participation through, for example, free/reduced price public transport for new starters.	LEP Apprenticeship Task Group
			Local authorities

<sup>18</sup> The Word of Work project in Northamptonshire may act as a useful reference point.

Ref.	Skills Priority	Action	Lead
T6	5	Promote Higher Apprenticeships, Foundation Degree, Degree and Masters opportunities to business (note: this is also included as action R3 under 'Raising Demand and Improving Skills').	Skills Network Members
T7	5	Introduce the government's new Traineeship programmes to help unemployed young people gain the necessary experience, qualifications and work readiness to secure an Apprenticeship (or employment with training).	Skills Network Members
T8	6	Continue, and where appropriate expand, local youth unemployment initiatives that have a proven track record in moving young people into sustained employment. Share key success factors and elements of good practice across partnerships and networks.	Local authorities
			Skills Network Members
T9	6	Work closely with Work Programme prime contractors to ensure that alignment exists with local youth unemployment initiatives and that progression to/from local initiatives is encouraged and facilitated.	Skills Network Members
			Work Programme Prime Contractors
T10	6	Ongoing delivery of the Youth Contract, highlighting effective practice and lessons learned that can benefit the design and delivery of future youth unemployment initiatives, e.g. through the new ESF programme.	Local authorities
			Skills Network Members

Ref.	Skills Priority	Action	Lead
T11	6	ESF 2014-2020: a proportion (to be agreed between the SFA and the LEP) of funding targeted at reducing youth unemployment and promoting social inclusion through participation in learning programmes and progression into employment.	Skills Funding Agency
			Skills Network Members
T12	9	Continue to fund the LEP Careers Task Group Project 'Better Informed Choices' post- 2013 in its efforts to:  i) Promote better informed IAG for schools/jobs advisers with a focus on STEM-based sectors and other sectors with good prospects in the local economy;  ii) Work alongside the LEP's Apprenticeship Group to forge closer links between schools and FE/work based learning to raise awareness of Apprenticeships and other vocational routes amongst young people.	LEP
			Local authorities
T13	9	Lobby nationally to change policy on careers guidance for young people in schools to allow more face-to-face advice that is impartial and informed by better links to business and awareness of the realities of the local labour market.	LEP
			Skills Network Members

## 6 RAISING DEMAND AND IMPROVING SKILLS

The 'Raising Demand and Improving Skills' theme covers those priorities that will help to improve the productivity of the City Region's workforce and better enable it to take advantage of new and emerging opportunities.

Together they will stimulate employer investment in the skills (including higher level skills) of their staff, address skills prominent skills gaps, consolidate and promote the City Region's low carbon skills offer and help more business to export goods and services abroad.

### What is happening now?

**Priority 7:**  
Promote increasing opportunities for progression into higher level skilled jobs in professional business services and other technical roles expected to meet anticipated demand from employers.

- Demand for higher level skills in the Leeds City Region will grow faster over the next decade than the demand for lower level skills. The provider network is well positioned to respond to this, although some additional support to stimulate SMEs co-investment in training will help to ensure that genuine barriers to workforce development at the higher end of the skills spectrum can be overcome.
- The City Region is well stocked with higher education provision, both through HEIs and FE colleges. Geographically, however, there are still some gaps which could justify the introduction of new HE facilities to meet local need and develop the higher level skills of the local workforce.
- Employer awareness of the commercial benefits of developing higher level skills could be strengthened, as could employer/employee knowledge of the new 24+ Advanced Learning Loan arrangements and the opportunities that they offer.

**Priority 8:**  
Improved leadership and management skills to promote better employer investment in skills of the existing workforce.

- Leadership and management skills are strongly correlated to business growth and success. Business planning skills are important in accessing finance, both from banks and public sources such as the Regional Growth Fund.
- There is scope to improve these skills in the City Region, especially in SMEs with growth potential. Many of the businesses that need to develop these skills may however not recognise that, so incentives and peer support businesses are likely to be important.
- There are valuable assets in the City Region, including business schools attached to universities, that can be better utilised in this regard.



**Priority 10:**  
Target workforce skills gaps in IT/software, technical/practical and customer service skills by up-skilling existing employees.

- Employers in the City Region report some specific skills gaps – such as in engineering and software design – as well as the rising importance of more general skills such as ICT, technical/practical and customer service skills.
- Tackling specific skills gaps will involve a range of measures across this plan. These include better links between employers, schools, colleges and HE so that providers are aware of local employer demand; better careers guidance that corrects outdated perceptions and highlights opportunities in sectors with skills gaps; promoting relevant courses and Apprenticeship options to prospective learners (and their parents); and extending provision where it is required.
- The new ESF programme and other funding streams can make an important contribution here through up-skilling and re-skilling support targeted at workforce skills gaps. In some areas, e.g. technical and practical skills, a further layer of detail about employers' specific needs would be beneficial.

**Priority 11:**  
Prepare for future jobs growth linked to the low carbon economy. Skills required include: strong STEM skills, technical as well as more specialised skills e.g. electrical engineering, welding, energy management, IP and technical risk management skills.

- Significant opportunities will arise from the ongoing development and growth of the low carbon economy, including renewable energy, energy efficiency, carbon capture and storage and transport.
- Whilst precision over the required skills and occupations remains at an early stage, the Leeds City Region appears well placed to respond. Major developments (capital and curriculum) are complete or in progress at various sites, e.g. Barnsley, Bradford, Calderdale, Selby and Leeds Building Colleges as well as in HE (e.g. Bradford University). However, at some, the capital investment is yet to be reflected in the take-up of provision, which remains relatively modest.
- As the requirements and implications of the Green Deal at a City Region level become clearer, and as industry's response to the low carbon agenda gathers pace, the supply of learners should increase. Targeted careers guidance materials to showcase low carbon related job opportunities and career pathways will also be beneficial.

**Priority 12:**  
Focus on skills for boosting overseas trade, including developing better awareness for market opportunities, overseas contacts and export strategy.

- Research undertaken in 2012 suggests that around 12% of LCR's businesses currently export, with the LEP keen to grow this significantly. Developing the skills needed to achieve such growth, especially amongst SMEs, is likely to require targeted and sector specific training interventions with a degree of subsidy (previous courses for employers in this area have attracted relatively little demand).
- The potential exists to better link current export campaigns with skills development initiatives and to explore ways in which the very sizeable alumni of international students leaving the City Region's universities can be better utilised to foster overseas links.

**‘Raising Demand and Improving Skills’ actions**

Key: Action Lead				
LEP		Skills Network		Employers
Local authorities		Government departments and agencies		Skills Enhancement Fund
Local Employment and Skills Boards		FE and HE sector		Regional Economic Intelligence Unit

Ref.	Skills Priority	Action	Lead
R1	7	Encourage co-investment by SMEs in <i>higher level skills</i> linked to business growth in key sectors via the proposed LCR Skills Fund.	LEP
			BIS
R2	7	Pursue options for extending higher level skills provision in areas where it is currently lacking (e.g. an HE facility in Wakefield).	Local authorities
			FE/HE providers
R3	7	Promote Higher Apprenticeships, Foundation Degree, Degree and Masters opportunities to business (note: this is also included as action T6 under ‘Transition into Work’).	National Apprenticeship Service
			Skills Network Members
			LEP Apprenticeship Task Group

Ref.	Skills Priority	Action	Lead
R4	7	Actively promote progression opportunities to existing/former students and their employers, along with the facility for 24+ Advanced Learning Loans, with a particular focus on those sectors predicted to increase demand for higher level skills.	FE and HEIs working with employers in key sectors
R5	8	Better promote existing leadership/management skills products that are available to business, through events, HE business schools, business networks and relevant websites <sup>19</sup> .	Skills Network Members
R6	8	Review the level of detail and specificity gained through the 2013 Kirklees Employer Survey on leadership and management skills needs to understand whether it could be used as the blueprint for City Region-wide intelligence gathering.	Kirklees Council
			LEP
R7	8	Encourage co-investment by SMEs in <i>leadership and management skills</i> linked to business growth via the proposed LCR Skills Fund.	LEP
			BIS
R8	10	Encourage co-investment by SMEs in <i>tackling skills gaps</i> linked to business growth via the proposed LCR Skills Fund.	LEP
			BIS

<sup>19</sup> A similar initiative is already taking place in the York, North Yorkshire and East Riding LEP area.

Ref.	Skills Priority	Action	Lead
R9	10	Proactively market/promote courses and qualifications for skills that are in demand by businesses but have insufficient student take-up in FE/work based learning (STEM subjects, especially engineering and computing). Target efforts on young people and existing workforce with potential to up-skill/change career.	Skills Network Members with support from Sector Champions to identify specific areas of unmet demand from employers.
R10	10	Skills Enhancement Fund: produce frameworks in 2013/14 to target and rectify workforce skills gaps in engineering, software design, ICT, technical/practical skills and customer service.  ESF 2014-2020: a proportion (to be agreed between the SFA and the LEP) of funding targeted at up-skilling and re-skilling in each of the above skills areas.	Skills Network Members
			Skills Enhancement Fund
			Skills Funding Agency
R11	11	Encourage co-investment by SMEs in <i>low carbon skills</i> linked to business growth via the proposed LCR Skills Fund.	LEP
			BIS
R12	11	Promote collaborative working on developments in the low carbon field, especially amongst FE and HE partners, to keep abreast of developments in technology and legislation which are driving changes in jobs and market opportunities.	Skills Network
			LEP Low Carbon Sector Champion
R13	11	Ensure that providers with appropriate capital build and courses are given maximum opportunity to participate in/benefit from the proposed £80m Green Deal in the Leeds City Region.	LEP (ESB and Green Economy Panel)
			Skills Network

Ref.	Skills Priority	Action	Lead
R14	11	Develop careers materials on low carbon related jobs and career progression opportunities to help ensure that young people (and careers advisors) better understand skills needs and opportunities in this area.	LEP Careers Task Group
R15	11	Embed low carbon content/modules into existing courses where these can help to meet the emerging skills needs of industry (e.g. trades and construction, tourism)	Skills Network Members
R16	12	Encourage co-investment by SMEs in skills/expertise vital to <i>boosting international competitiveness</i> via the proposed LCR Skills Fund.	LEP
			BIS
R17	12	Explore skills-related links to the LEP's 'We are International' export campaign to stimulate increased confidence and awareness in developing business opportunities overseas.	Joint discussions between the LEP, UKTI and the Skills Network
R18	12	Utilise the resource potential of international students and alumni to foster new trade links for the City Region.	FE and HEIs

Ref.	Skills Priority	Action	Lead
R19	12	Maximise the potential of Business Schools and language departments to support exporting businesses for, example by encouraging their students to take up placements/projects with LCR businesses (and especially SMEs).	FE and HEIs

## 7 OUTCOMES AND MEASUREMENTS

The Leeds City Region Skills Plan includes 8 measures, listed in Table 7.1. These are all areas in which progress is needed to help drive forwards the productivity and economic prosperity of the City Region. They can also all be tracked through publicly available data sources and do not introduce the need for additional programmes of research or evaluation.

### Measuring change

7.1 The extent to which the baseline position against each of the measures on the following pages changes over the next three years will be influenced by a broad array of factors. These include the actions presented in Chapters Four to Six of this document alongside a number of other political, economic, social and technological issues, the most significant of which are summarised in Chapter Eight. There will also be new developments, not yet known, which will have an influence on progress.

7.2 The correlation between the actions in the plan and measurable change at City Region level is therefore not a direct one. The actions in the plan have a very important part to play, but they will not be the sole drivers. With this in mind, and with only one exception, the targets that have been set are deliberately relative rather than absolute. They do not propose, for example, a specific percentage point increase in GCSE attainment, or a specific percentage point reduction in skills gaps. Instead, they look at how the Leeds City Region LEP is performing now relative to other areas and set ambitious goals for improvement. These goals include exceeding national averages, improving performance to be amongst the top performing LEPs in the country and, against one measure, maintaining the City Region's current position as the country's top performer.

7.3 An alternative approach would be to measure the outcomes of each individual action in the plan. Whilst this might provide a lot of detailed information, the data collection and monitoring requirements would have considerable resource implications. Of equal significance, it would risk losing sight of the larger, more strategically important issues that the plan is looking to influence and which will help to boost the City Region's economic performance.



No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
1	Building Skills in Education	Improved GCSE attainment in maths and English	% pupils achieving 5 A*-C GCSEs including English and maths	LCR: 58% England average: 59% LCR ranking: 19 <sup>th</sup> of 39 LEPs	Exceed the England average
			% pupils achieving A*-C GCSEs in English and maths	LCR: 58% England average: 60% LCR ranking: 21 <sup>st</sup> of 39 LEPs	Exceed the England average

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
2	Building Skills in Education & Raising Demand and Improving Skills	Reduction in skills shortages	% of businesses with a skills shortage vacancy/ vacancies	LCR: 2.6% Average for 'top 5' LEPs: 2.2% LCR ranking: 12 <sup>th</sup> of 39 LEPs	Exceed the average for the 'top 5' LEPs
			% of vacancies that are hard to fill due to skills shortages	LCR: 19% Average for 'top 5' LEPs: 15% LCR ranking: 32 <sup>nd</sup> of 39 LEPs	Exceed the England average

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
3	Building Skills in Education & Raising Demand and Improving Skills	Reduction in skills gaps	% of businesses with a skills gap(s)	LCR: 18% Average for 'top 5' LEPs: 15% LCR ranking: 23 <sup>rd</sup> of 39 LEPs	Exceed the average for the 'top 5' LEPs
			% of employees reported as being not fully proficient	LCR: 4.8% Average for 'top 5' LEPs: 4.5% LCR ranking: 4 <sup>th</sup> of 39 LEPs	Move into the top three places nationally

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
4	Transition into Work	Improved employer perceptions on work readiness	% employers who state that 16 year old school leavers are well prepared for work	LCR: 59% Average for 'top 5' LEPs: 65% LCR ranking: 25 <sup>th</sup> of 39 LEPs	Improve performance to halve the difference with average for the 'top 5' LEPs
			% employers who state that 17-18 year old school leavers are well prepared for work	LCR: 69% Average for 'top 5' LEPs: 74% LCR ranking: 16 <sup>th</sup> of 39 LEPs	Improve performance to halve the difference with average for the 'top 5' LEPs
			% employers who state that 17-18 FE College leavers are well prepared for work	LCR: 80% Average for 'top 5' LEPs: 82% LCR ranking: 6 <sup>th</sup> of 39 LEPs	Exceed the average for the 'top 5' LEPs
			% employers who state that university/HR leavers are well prepared for work	LCR: 89% Average for 'top 5' LEPs: 89% LCR ranking: 1 <sup>st</sup> of 39 LEPs	Maintain current position as the top performing LEP in England

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
5	Transition into Work	Reduction in youth unemployment	Unemployment rate for 16-24 year-olds	LCR: 23% England average: 21% LCR ranking: 31 <sup>st</sup> of 39 LEPs	Exceed the England average
			Jobseekers Allowance claimant rate for 18-24 year-olds	LCR: 8.1% England average: 6.3% LCR ranking: 32 <sup>nd</sup> of 39 LEPs	Exceed the England average

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
6	Transition into Work	Increase in the number of apprentices in the Leeds City Region	-	Between 2009/10 and 2010/11, apprentice numbers in LCR increased by 66%. The national increase over the same time period was 63%.	Continue to exceed the England average in the relative growth in total apprentice numbers and exceed the England average for both 16-18 and 19+.

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
7	Raising Demand and Improving Skills	Increase the qualification levels of the LCR workforce	No. employees qualified to Level 1	By 2015, it is estimated that LCR will require 260,000 people qualified to Level 1. In 2011, an estimated 254,000 people were qualified to Level 1.	Achieve the projected increase in demand
			No. employees qualified to Level 2	By 2015, it is estimated that LCR will require 329,000 people qualified to Level 2. In 2011, an estimated 321,000 people were qualified to Level 2.	Achieve the projected increase in demand
			No. employees qualified to Level 3	By 2015, it is estimated that LCR will require 294,000 people qualified to Level 3. In 2011, an estimated 286,000 people were qualified to Level 3.	Achieve the projected increase in demand
			No. employees qualified to Level 4	By 2015, it is estimated that LCR will require 360,000 people qualified to Level 4. In 2011, an estimated 346,000 people were qualified to Level 4.	Achieve the projected increase in demand

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
			No. employees qualified to Level 5	By 2015, it is estimated that LCR will require 106,000 people qualified to Level 5. In 2011, an estimated 104,000 people were qualified to Level 5.	Achieve the projected increase in demand

No.	Theme	Measure	Sub-measures	Baseline position	Target for end of 2015
8	Raising Demand and Improving Skills	Increase in the proportion of companies providing training for their staff	% employers providing any training for their staff	LCR: 66% Average for 'top 5' LEPs: 71% LCR ranking: 16 <sup>th</sup> of 39 LEPs	Achieve the average for the 'top 5' LEPs
			% employers providing on-the-job and off-the-job training for their staff	LCR: 35% Average for 'top 5' LEPs: 37% LCR ranking: 16 <sup>th</sup> of 39 LEPs	Achieve the average for the 'top 5' LEPs

## 8 CONTEXTUAL ANALYSIS

A political, economic, social and technological (PEST) analysis sets the context for the delivery of the LCR Skills Plan, highlighting the external factors that are likely to impact on the supply of and demand for skills in the City Region over the next three years. This starts with a summary of the government's latest skills strategy – *Rigour and Responsiveness in Skills* – and then considers the main issues within each of the PEST categories in turn.

### Overview

8.1 *Rigour and Responsiveness in Skills* was published in April 2013 and identifies six areas where the government believes further changes are required to create a system which ensures that provision responds to the individual and the employer. These are summarised below:

- i. **Raising standards:** the strategy announces three approaches to raising standards. The first is the introduction of a new FE Guild and 'Chartered Status', designed to become internationally recognised marks of quality for learners and employers. The second is a faster and more robust intervention regime that aims to protect learners while tackling poor provision. The third will give individuals and employers more information on the quality of provision and more power to choose training, thus sharpening the incentives for colleges and providers to achieve higher standards.
- ii. **Reforming Apprenticeships:** in response to the recommendations made in the Richard Review, significant reforms of Apprenticeships are planned. These include the introduction of an overall assessment to demonstrate competency, increased employer involvement in setting standards, and a greater focus on the achievement of GCSE English and maths at grade C or above. Underpinning this, and a theme that runs through the strategy, is enabling employers to be effective purchasers and owners of training and ensuring that employers and individuals have access to the right information and data to make informed decisions. A timetable for the reforms is due in autumn 2013, with the trialling of new arrangements already taking place through the Employer Ownership Pilots (EOP).
- iii. **Creating Traineeships:** the introduction of the Traineeship programme is intended to provide a combination of a focused period of work preparation, a high quality work placement and training in English and maths. Employers will have a clear line of sight over the design and delivery of the programme, ensuring that it provides the right skills for the workplace. The rationale supporting the introduction of Traineeships includes evidence which shows that young people who spend more than 12 months out of work in their late teens and early 20s are significantly more likely to experience greater unemployment at a later age.

- iv. **Meaningful qualifications:** a consultation is taking place on the qualifications taken between the ages of 16 and 19. For adults, up to 2,500 qualifications with little or no uptake will be removed from the funding system, and more are likely to follow. In order to remain eligible for government funding those that remain will need to be rigorous and demonstrate strong employer input.
  
- v. **Funding improving responsiveness:** the strategy makes clear that the government does not intend to pay for poor or irrelevant provision but rather will concentrate on where it can add most value. New approaches such as loans for those aged 24 or over, and direct employer funding through the EOP, are designed to provide much sharper incentives for colleges and training providers to respond to what students want to study.
  
- vi. **Better information and data:** from September 2013, FE and skills data will be available in open access formats and it will be easier to find data through data.gov.uk. A new monthly real time scorecard will be trialled on the National Careers Service website, summarising local information, including labour market trends, job opportunities and courses available for each LEP area and city region. The National Careers Service will be charged with connecting employers, education institutions and local partners. It will also will identify and promote opportunities for young people through direct work with employers, schools and colleges, including encouraging business leaders to visit schools and colleges.

8.2 Each of these six areas will, to varying degrees, impact upon the way in which the actions in this plan are taken forward. The LEP and members of the Skills Network will need to be attuned to the developments taking place through the strategy and ensure that the actions being implemented at a local level are as well aligned as possible with the national direction of travel.

**Political**

1. Public spending constraints	2. University tuition fees	3. FE loans
4. Apprenticeships	5. Traineeships	6. Social welfare reform
7. Raising the participation age	8. Qualification and schooling reforms	9. Careers advice and IAG
10. The role of LEPs	11. City Deal	

- 1. The context of a large national **financial deficit and substantial public spending cuts** has significant implications for skills. The overall FE and skills budget is reducing by 25% between 2011/12 and 2014/15, a consequence of which is that fewer courses are eligible for full funding. Large reductions in local authority discretionary budgets may also have an impact, while slower than expected progress in cutting the national deficit

may point to future austerity measures that are more severe and extended than expected.

2. Increases in **university tuition fees** (under-graduate and post-graduate) are likely to affect the demand to study. It is expected that subjects and institutions that are seen to lead to greater employment and salary prospects will fare best, a factor exacerbated by relatively high unemployment (and under-employment) rates, including amongst graduates. There is also concern that this might lead some institutions and departments to become (more) risk averse and avoid developing new provision.
3. **FE fees/loans for those aged 24 and over** will be introduced from August 2013 and mean that those studying for Level 3 and 4 qualifications (including Apprenticeships) will be expected to take out student loans on a similar basis to those in HE. No cap on course fees is to be set, but the limit for a loan will be the maximum fully funded rate for that qualification set by the Skills Funding Agency (expected to be up to around £4,000).
4. Government policy has been supportive of **Apprenticeships** for some time, resonating with the positive message from businesses about the value of Apprenticeships and the combination of work and study that they offer. The Richard Review published in late 2012 calls for only 'true' Apprenticeships to be labelled as such, with a focus on high quality training rather than a *"myriad of learning experiences which are labelled as Apprenticeships"*<sup>20</sup>. As covered in the introductory part of this chapter, the government has responded to the Richard Review and will look to involve employers to a greater extent in the design of Apprenticeships and will seek to ensure higher standards of quality assurance.
5. A new **Traineeships programme** for 16-24 year olds is to be launched in autumn 2013, offering a mixture of work experience, lessons in English and maths, CV writing tips and advice on how to prepare for an interview. Traineeships are expected to last around six months and will aim to help those young people who are motivated by work, but whose lack of experience often means they fall short of employer expectations. The introduction of traineeships is supported by the 2012 CBI annual education and skills survey, which showed that 61% of employers were unsatisfied with the self-management skills of school leavers.
6. The raft of **social welfare reforms and changes** that have and will continue to be introduced include real term cuts to benefits levels, tougher tests on ability to work, housing benefit restrictions, stronger promotion of work experience and the introduction of universal credit. A generally harsher benefits environment may act as an incentive for some people to take up study (which could see increased demand for some courses) or to consider jobs opportunities (where they exist) that they would not have done previously, which may have specific skills requirements of their own. However, very low benefit incomes may equally make it harder to study if there are travel costs involved or course/tuition fees to pay up front or as a loan.

---

<sup>20</sup> The Richard Review of Apprenticeships. Doug Richard/Department for Business, Innovation and Skills. November 2012.



7. The new **requirement to participate in education, training or work based learning to at least age 18** could have notable impacts, not least an uplift in learning and qualifications. However, a proportion of young people are still expected to drop out and furthermore, learning institutions such as colleges may have to cope with a cohort of reluctant learners amongst the additional students they take on.
8. There remains a degree of uncertainty over the current government's **educational reforms** given recent policy announcements and revisions. However, the signs are that GCSEs will move from coursework to exams and will be graded from 8 to 1, rather than A\* to G, with pass marks pushed higher. In addition, A-level reforms include changes to the structure of the qualifications, the introduction of a standalone AS qualification and arrangements for the involvement of higher education in future A-level design. Whilst these reforms might help to give employers more clarity over the value of qualification achievement, the full range of impacts is far from certain. They could include, for example, fewer learners leaving school with good qualifications and associated issues for self-confidence and employability.
9. Considerable changes to **careers advice/IAG provision** have taken place recently, with schools given much greater responsibility (but not proportionate budgets) in this area. The impacts to date are widely viewed as having been negative, with less face-to-face time available and some accusations over the genuine impartiality of the advice<sup>21</sup>.
10. **Localism** – one economic manifestation of the localism agenda has been the establishment of LEPs in place of Regional Development Agencies. Initially LEPs have had little budget other than for specific funding applications. However, the Heseltine Review ('No Stone Unturned', 2013) and the government's response to it (associated with the 2013 Budget) points to a different future. From April 2015 a 'Single Local Growth Fund' is to be created and allocated to LEPs *"through a process of negotiation and competitive tension"*. The size of this fund and the specific areas it covers are not yet agreed. However it is clear that the three areas of skills, transport and housing are seen as critical to its success, and that the government also wishes to streamline EU Structural and Investment Funds and ensure they are aligned with the multi-year strategies LEPs have now been asked to prepare. Further detail will follow in the June 2013 Spending Round, but whatever the detail, it is highly likely that LEPs, especially major ones such as LCR, will become even more significant players in the skills agenda. They will be encouraged to have significant representation on FE colleges' governing bodies, with colleges represented on LEP boards. From mid 2013, LEP priorities will also be reflected through the National Careers Service.
11. **City Deals** – an iteration of the localism agenda is the City Deals that large city regions, including Leeds, have signed with government. The Leeds City Deal gives the City Region greater control over spending and decision making and includes the creation of

---

<sup>21</sup> Careers guidance for young people: The impact of the new duty on schools. Education Committee Seventh Report

an Apprenticeship Training Academy and an Apprenticeship Hub network aiming to generate 2,500 new Apprenticeships starts.

## Economic

1. Subdued economy	2. Demand for high level skills	3. R&D and innovation
4. Specific skills shortages	5. Climate change and low carbon	6. Skills to support exports
7. Youth and long term unemployment	8. Employer requirements on work readiness	

1. **A subdued global and national economy** – the domestic and international economy is undergoing a prolonged downturn and projections are that growth will remain limited for some time, but pick up slowly (in the UK and LCR) in 2014 and more solidly after 2015. This has knock-on impacts for business markets and job opportunities in LCR<sup>22</sup>. However, major developments and initiatives, coupled with replacement demand needs, will create significant employment opportunities with their own skills implications. These will account for a substantial proportion of new employment in the short term, especially in prioritised and high employment sectors and those with an older workforce.
2. In an increasingly global and knowledge based economy, employer **demand for higher level skills** is increasing faster than for other skills levels and is correlated with overall economic success. These skills are also linked to higher salaries, and the gap between ‘low skilled low wage’ and ‘high skilled higher paid’ jobs is increasing, **widening inequalities** in the process.
3. **R&D and innovation** is becoming strongly linked to productivity and growth and requires both specialist and generic skills to support it. These include creativity and problem solving, collaboration and networking. The role of higher education in fuelling innovation is central and increasing global competition, against a background of spending cuts and increasing costs for leading edge research, places the City Region at increased risk of losing its competitive edge.
4. Some high value sectors of the economy are (potentially) being limited by **specific skills shortages** such as in engineering and software design. Addressing these shortages through both stimulating demand (to study them) and better provision will support the growth of the companies who rely on them, including priority sectors in the City Region.
5. **Climate change** coupled with rising demand for (but limited supply of) energy, water and natural resources means that **energy and resource prices** are likely to continue to rise

<sup>22</sup> For details on this topic see, <http://www.leedscityregion.gov.uk/LCR-Corporate/media/Media/Research%20and%20publications/Employment%20and%20Skills/Leeds-LEP-Report-1.pdf?ext=.pdf>

into the medium term at least. The same pressures also create opportunities in new and growing sectors (notably low carbon) with their own skills needs. Skills such as energy and environmental management within businesses will also become more important in reducing operating costs in tight fiscal conditions.

6. The goal of rebalancing the economy includes increasing **exports**. This will be assisted by **foreign language skills**, especially those relevant to major and growing markets (including Chinese/Mandarin, Spanish and Russian).
7. High levels of **youth and long term unemployment** risk creating sections of society who are cut off from job opportunities and face challenges in reconnecting with the labour market. Enhancing qualifications, confidence, attitude and generic skills and work experience will be important in countering that, including ways of 'de-risking' employment of this group by businesses, for instance through short and funded placements.
8. Employer desire for **work ready employees** is pronounced and will have a major impact on securing jobs in a tight labour market. 'Earning plus learning' models such as **Apprenticeships and placements** are an important solution. They chime with the context of increasing tuition fees which may heighten student desire to lessen study costs and to command an income as they gain qualifications and experience. Universities are increasingly seeking to extend their market penetration amongst employers by offering a mix of internships, student placements and knowledge transfer projects, all aimed at improving their record of post-graduate employment prospects.

## Social

1. LCR population growth	2. Extended retirement age	3. Ethnic diversity
4. Gender imbalances in learning and career choices	5. Personalisation of services	6. Cultural influences
7. Rising cost of living		

1. **A growing and ageing population** – LCR's total population is forecast to grow by 14% to 3.37 million by 2030, with rises varying between 5% (Craven) and 22% (Selby) depending on district<sup>23</sup>. Other notable rises include those in Leeds (17%) and Bradford (16%). However, the vast majority of growth will be in the population aged 65+ (a rise of 46% by 2030) compared with a rise of 7% for those aged 25-64. The population aged 15-24, which is of particular interest for many skills providers and recruiters in business, sees only a small rise of 4% from 2010 to 2030. What is more, it is predicted to decrease by 9% between 2010 and 2020. This could have significant impacts on the

<sup>23</sup> 2010 based sub-national population projections, ONS, 2012

numbers of learners, trainees and recruits available, presenting challenges for skills providers and reinforcing the importance of up-skilling the wider workforce.

2. Linked to an ageing population, the **state pension age** is rising to age 66 from 2020 and rising further beyond that. This will mean the average age of the workforce is likely to increase and that a smaller proportion of workers will be in the youngest groups, bringing implications for skills development and recruitment.
3. **Ethnic diversity** is expected to increase, with a larger proportion of the population accounted for by people from non-British backgrounds. Exactly how that will affect skills and employers is unclear, not least because it will be influenced by the countries from which people relocate and the language skills they possess. Government policies on migration connected to this may also have an impact, including on businesses and skills providers, especially universities which benefit from international students.
4. There are significant learning factors that vary by **gender**, often persisting despite efforts to rebalance affairs. These include fewer young women studying STEM subjects and going into related careers, a shortage of male primary school teachers and poorer educational attainment by boys in some subjects at GCSE. Whether these differences persist or decrease will affect learner demand and the number of trainees in different disciplines and their abilities. There are also gender based links to leadership and management skills and take up of these. Despite a massive shift in the proportion of women who are working and their career aspirations over recent decades, there remains a pronounced under-representation of women at boardroom level.
5. **Personalisation** – expectations are for **more tailored and rapidly delivered services**, whether that is to do with buying a product or the operation of public services including health, care and education. This is likely to impact on skills, with businesses already seeking training provision with content tailored to their needs, shorter and more flexible modules, and more delivery done in the workplace. Students too are likely to seek courses that meet their specific needs and which may take less time to complete, factors heightened by rises in tuition fees.
6. **Cultural factors** including peer pressure, the media, role models and parents will affect career aspirations, attitudes to learning (and working) and the subjects which learners want to study. Recently, cultural factors have been linked to demand for certain subjects (e.g. those relating to media) that are linked to celebrity or popular culture or otherwise seen as desirable, with others (e.g. science and engineering) suffering a decline. Predicting how these factors will change in the future is difficult, but it is clear that they will have a major impact on demand for different courses and careers and that this will affect employers and learning providers alike. Potential responses include promoting role models, information on the modern realities of workplaces in different sectors (for instance to change outdated perceptions of manufacturing and engineering), and IAG that offers good, impartial information on the range of career options and the chances and nature of employment within them.

7. **Cost pressures** – such as course fees, housing and travel costs are impacting on the disposable incomes available to students. Higher costs may make the option of living at home whilst studying at a nearby college or university (or in the workplace) more popular. The location of learning could therefore have greater impact on course take up than in the past, with colleges and universities close to large populations and in central locations with good public transport accessibility and walking/cycling options particularly advantaged.

### Technological

1. Growing importance of ICT to business	2. Availability of web-based learning	3. Broadband and mobile advances
5. Pace of technological change	4. New research and innovation	

1. The need for businesses to **apply ICT** in how they work and secure customers will continue to grow. That includes being able to take advantage of online trading and good use of social media in their marketing. The same factors are important to recruitment, in business, and also for skills providers such as colleges and universities as they seek to attract new students.
2. The ability to access a huge array of **web-based information** makes it much more possible and important for students and employees in key roles to be able to source and digest information for themselves. That has implications in business and for learning models, where **self-development and learning** will be important alongside more traditional models that are more dependent on expertise imparted through teachers, trainers and lecturers. There is also great potential to use web based information within lessons and courses, and potentially to achieve efficiencies in doing so.
3. ICT advances, especially in **broadband and mobile devices**, offer great potential for more **learning at home or on the move**. This may provide a route for young people who are disconnected from school or college settings but whom are IT savvy to re-engage with learning through a different route. It also offers potential for different learning models, such as 'flipped classrooms' where home based learning is complemented by a focus on discussion and practical exercises in the classroom.
4. The **pace of change**, especially technological, is already making it hard for skills providers to keep up with the new technologies that businesses apply rapidly to stay at the forefront of their fields. This pressure is likely to become more pronounced given resource constraints in education.
5. New research will continue to point to **more effective ways of teaching and training**, whether that be about the good use of ICT and other new technologies or good practice in teaching practice more generally. In the HEI sector, for example, ICT is transforming

teaching and learning through the introduction of Massive Open Online Courses (MOOCs), enabling students to connect, share and collaborate with virtual 'classmates' across geographical and cultural boundaries.

## **In conclusion**

Overall, the context for the next three years (and for some time beyond) is one of rapid but often uncertain change. A fragile and unpredictable economy (global, national and City Region) is coupled with widespread and fast moving policy changes introduced by the government, including in relation to employment, skills and education. However, some changes are clear. Reduced public expenditure, stretched public services, an ageing population, pressures around energy, resources and climate change, and increased localism are all highly likely and, in different ways, will all impact on skills for many years to come.

## 9 ENABLING FACTORS: MAKING THE PLAN HAPPEN

Putting in place the right capacity, partnerships and delivery mechanisms will enable the actions in this plan to be achieved and their effectiveness to be maximised. That includes ensuring that business needs and engagement drive delivery, that robust labour market intelligence informs provision and learner choices, and that barriers to implementation are identified and overcome.

### Current Position

9.1 In recent years the Leeds City Region has established valuable and productive skills partnerships and networks that provide an excellent structure through which to drive forward the delivery of this plan. These include, although are by no means limited to, the LEP's Employment and Skills Board and the City Region's Skills Network, which bring together the full range of skills partners and promote the mobilisation of resources towards shared objectives. They have been central to enabling and encouraging collaboration across sectors and organisations and to strengthening the voice of business in shaping provision. We need to ensure these structures continue and that the foundation they provide is built upon through even stronger mechanisms to connect business, education and skills providers.

9.2 The City Region has also been proactive in supporting research, analysis and intelligence to inform our work on skills. We have made good use of available resources and expertise to establish likely future economic trends and identify the implications these have for skills now. That has included actively participating in, and subsequently communicating the messages from, SFA funded skills research undertaken in 2012 to identify skills needs and issues facing the City Region (and our neighbouring LEPs), and commissioning specific intelligence (through the Regional Economic Intelligence Unit) to provide partners across the City Region with the latest insight on labour market and skills trends and forecasts.

9.3 As the City Region and the LEP move towards delivering this plan, and with a larger influencing role proposed for the future (in line with the government's response to the Heseltine Review), it is vital that existing capacity continues to be used and developed effectively. Flexibility and resources that enable the LEP and its partners to identify and tackle barriers and to deliver targeted solutions will significantly enhance the progress that can be made for and with business.

9.4 Three areas of underpinning activity are therefore proposed to support the implementation of the plan. These are:

1. Partnerships and collaboration
2. Understanding and overcoming barriers to change
3. Ensuring effective levers for delivery



**In relation to Partnerships and Collaboration, we will:**

Support the ongoing operation of the Leeds City Region Skills Network to enhance communication and co-operation between skills partners across sectors at operational level and ensure joined up and effective delivery.

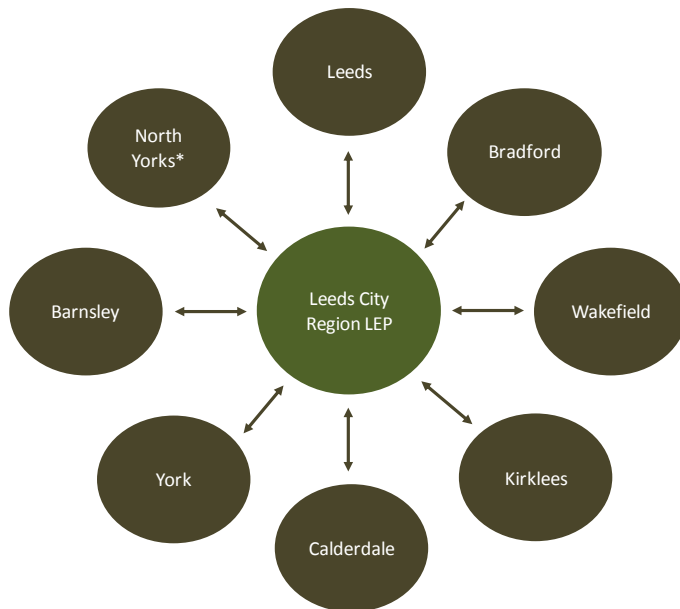
Further strengthen the operation of the LEP's Employment and Skills Board, enhancing its ability to guide skills provision, building senior level collaboration between business, local authorities and other skills partners.

Maintain an ongoing dialogue with LEP Board members and members of the Business Innovation and Growth Board to identify and respond to the skills requirements of major investments, e.g. In housing and transport.

Utilise the role of the Sector Champions to broker relationships between employers and Skills Network partners on specific (sector) development areas highlighted in this plan.

Ensure the capacity exists within the LEP and the provider network to drive and manage the delivery of the plan (see diagram and accompanying text below).

**Local delivery of the City Region Skills Plan**



\*Craven, Selby, Harrogate

The successful delivery of the Leeds City Region Skills Plan and the achievement of its targets extends far beyond the remit of the LEP alone. Local employer-led skills and economic forums (e.g. local Employment and Skills Boards and equivalents) have an extremely important role to play in translating City Region priorities into local level activity that best meets the needs of employers, residents and providers in their areas. It is recognised that in some areas these structures are further developed than others, but all will have an important role to play in the interpretation and implementation of the actions contained in this plan.

The diagram opposite shows, at a high level, the City Region's districts (grouped for North Yorkshire). For each district, Appendix 2 of this plan provides more detail on the infrastructure that is currently in place and through which the plan will be delivered.

**In relation to *Understanding and Overcoming Barriers to Change*, we will:**

Consolidate and improve labour market intelligence necessary for improved IAG, better informed learner choices and more targeted skills and employment interventions by providers.

Work with local partners to build upon and extend existing consultation exercises so that they provide a means of gaining representative employer views, including on skills needs and gaps, as well as a mechanism for monitoring business perceptions and gauging success (e.g. on perceived quality of recruits and employees).

Seek to secure resources that enable more time and capacity to engage directly with local businesses (especially SMEs), enabling them to identify very specific skills needs and providing evidence that justifies the co-design and modification of course content and future provision in response.

**In relation to *Ensuring Effective Levers for Delivery*, we will:**

Work with government to secure devolved resources and flexibilities that allow solutions to be put in place to tackle specific skills opportunities and problems that are identified locally. The focus will be on instances where targeted discretionary investment will have the largest economic benefits.

**APPENDIX 1: CONSULTATIONS**

<b>Organisation</b>	<b>Written response</b>	<b>Direct consultation</b>
Barnsley College	✓	✓
Barnsley Council	✓	✓
Bradford College	✓	✓
Bradford Metropolitan District Council		✓
C&K Careers	✓	
Calderdale College	✓	✓
Calderdale Council		✓
City of York Council		✓
Craven College	✓	✓
Department for Work and Pensions/Jobcentre Plus		✓
Dimensions	✓	
Education Funding Agency		✓
GP Skills Training Academy	✓	
Harrogate Borough Council		✓
HEART		✓
Higher York		✓
Hull College Group	✓	
Interserve	✓	✓
Kirklees College	✓	✓
Kirklees Council		✓
Leeds City College	✓	✓
Leeds City Council		✓
Leeds City Region Employment and Skills Board		✓
Leeds College of Art	✓	
Leeds College of Building	✓	✓
Leeds Metropolitan University	✓	✓

---

<b>Organisation</b>	<b>Written response</b>	<b>Direct consultation</b>
Leeds Trinity	✓	✓
Selby College	✓	✓
Selby District Council		✓
ShIPLEY College	✓	✓
Skills Funding Agency		✓
University of Huddersfield	✓	✓
University of Leeds	✓	✓
Wakefield Council		✓
West Yorkshire Learning Providers	✓	✓
YH Training Services	✓	
York College	✓	✓
Your Consortium		✓

## APPENDIX 2: LOCAL INFRASTRUCTURE

Local Delivery of the City Region Skills Plan will be coordinated by Local Authorities and their employment and skills boards, where appropriate. Contact details and links to local plans are available in the table below. Further information on this Skills Plan and the research which underpins it can be obtained from the Leeds City Region website or secretariat via [www.leedscityregion.gov.uk](http://www.leedscityregion.gov.uk) or 0113 2476947.

Local Authority	Contact	Contact Details	Strategy Links
Barnsley MBC	Sharon Pickering	<a href="mailto:sharonpickering@barnsley.gov.uk">sharonpickering@barnsley.gov.uk</a> 01226 773859 - 07792 194865	<a href="http://www.enterprisingbarnsley.co.uk/">http://www.enterprisingbarnsley.co.uk/</a> <a href="http://www.barnsleydevelopmentagency.co.uk/">http://www.barnsleydevelopmentagency.co.uk/</a> <a href="http://www.iknowican.co.uk/">http://www.iknowican.co.uk/</a>
Calderdale MBC	Fiona Thurlbeck MBE	<a href="mailto:Fiona.Thurlbeck@calderdale.gov.uk">Fiona.Thurlbeck@calderdale.gov.uk</a> 01422 392328	<a href="#">Calderdale Employment and Skills Strategy (Under Review)</a>
City of York Council	Julia Massey	<a href="mailto:julia.massey@york.gov.uk">julia.massey@york.gov.uk</a> 07769640241	<a href="#">York Economic Strategy</a> <a href="#">York Adult Care Workforce Development Strategy</a> <a href="#">York 14-19 Statement of Need and Action Plan</a>
City of Bradford MDC	Phil Hunter	<a href="mailto:phil.hunter@bradford.gov.uk">phil.hunter@bradford.gov.uk</a> 01274 385680	<a href="#">Bradford 14-19 Strategy</a> <a href="#">Bradford School Improvement Strategy</a> <a href="#">Bradford Skills Strategy</a>
Craven District Council	David Smurthwaite	<a href="mailto:dsmurthwaite@cravencd.gov.uk">dsmurthwaite@cravencd.gov.uk</a> 01756 706409	<a href="#">Craven Economic Development Strategy</a>
Harrogate Borough Council	Emily McDowell	<a href="mailto:emily.macdowell@harrogate.gov.uk">emily.macdowell@harrogate.gov.uk</a> 01423 556119	<a href="#">Harrogate Economic Action Plan</a>
Kirklees Council	Sue Weston	01484 221000	<a href="#">Kirklees Economic Assessment</a>

Local Authority	Contact	Contact Details	Strategy Links
			<a href="#">Kirklees Integrated Investment Strategy</a> <a href="#">Kirklees Labour Market and Skills Strategy</a> <a href="#">Kirklees Children's and Young People's Plan</a> <a href="#">Kirklees Business Deal</a>
Leeds City Council	Sue Wynne	<a href="mailto:sue.wynne@leeds.gov.uk">sue.wynne@leeds.gov.uk</a> 0113 3950440	<a href="#">Leeds Growth Strategy</a>
Selby District Council	Jessica Morris	<a href="mailto:jmorris@selby.gov.uk">jmorris@selby.gov.uk</a> 01757 292228	<a href="#">Selby Economic Development Strategy</a>
Wakefield Council	Mike Denby	01924 306075	<a href="#">Wakefield Jobs and Growth Plan</a>