



Liverpool
City Council

Liverpool

Education

Improvement Plan 2021



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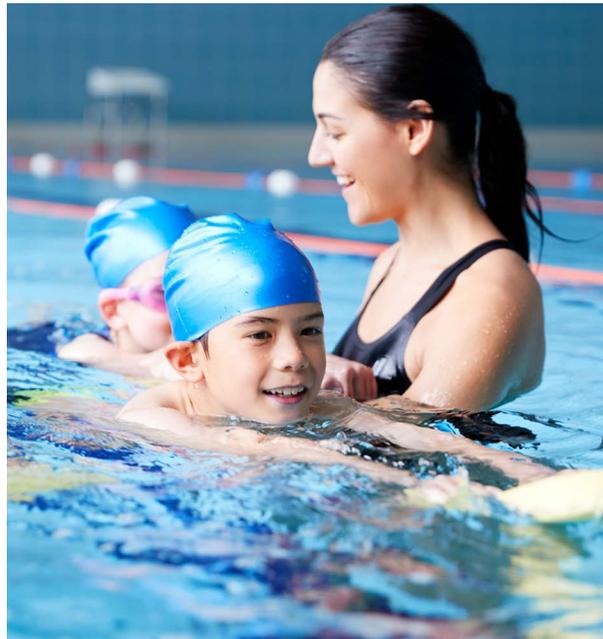
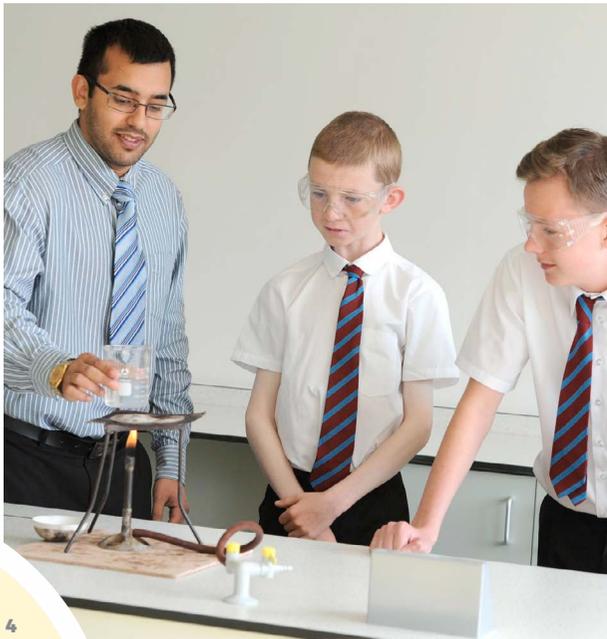
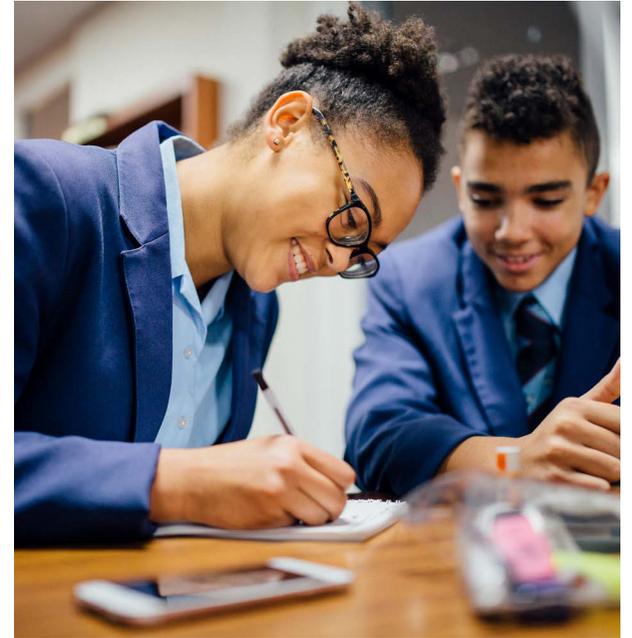


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Foreword

In the most unprecedented of times we have seen how important education and schools are in society. During the serious COVID crisis we have been working and planning on how we can do things differently. The City Plan firmly puts education at the forefront of our recovery.

Recently, Mayor Joe Anderson and his Cabinet committed to investing £12million over the next three years to improving education for our children. This is a clear sign of his commitment to ensuring the very best educational provision for the children and young people of our city. We know that investment in education always provides the best returns.

No-one denies that we need to improve. But we need to make sure that we are focusing on the right priorities - the issues that will make a difference to the lives of children now and in the future. I am confident that the five priorities will do that. For example, teaching children to read is one of the most important gifts we will ever give to our children. Whenever I think of the importance of reading I am reminded of Ruth Bader Ginsberg who reminisced that “Reading shaped my dreams, and more reading helped me make my

dreams come true”. We know only too well how being unable to read impoverishes so many aspects of life later on.

As the champion for children and young people, we will rightly be judged by how well we meet the needs of those with special educational needs and/or disabilities or those who are looked after. Our SEND provision is in need of drastic improvement and I will see that it happens.

It is the collective commitment of head teachers, governors, elected members and officers for all pupils to attend an excellent school. All children and young people have a right to the very best from the education system. Children and young people deserve the best leaders and teachers contributing to our ambition for Liverpool to be not only the best city to live and work in but the best city in which to go to school.

We will strengthen our partnership with schools and all providers in order to ensure future success for our communities and local businesses. We want our young people to enter adulthood with the very best life chances to lead successful, happy and prosperous lives.

In recent months, we have appointed a

Director of Education and established an Education Improvement Board to hold the system to account. I am delighted that we have members of such acumen and reputation who are committed to playing their part in improving education in our city.

The purpose of this document is to ensure that all those working in and with Liverpool schools have a shared understanding of our priorities and how we can work together to achieve them.

If we continue to put children first and at the heart of all we do we won't go wrong.



Councillor Barbara Murray
Cabinet Member Education and Skills

Introduction

City leaders recognise the unique and significant challenges facing Liverpool schools. The large proportion of pupils, particularly from deprived areas, who fall behind during the earliest stages of development rarely close the gap and struggle to keep up for the rest of their educational lives. Educational outcomes in Liverpool are in the bottom quintile across all key stages.

These challenges were there before the outbreak of COVID-19. If we do not address them, they will only be exacerbated. The pandemic has provided a unique opportunity to ensure that we do not just 'return to normal'. There is the commitment to do things differently and better than before. Nonetheless, education is imperative during this pandemic and after it.

The Education Improvement Plan is a key component in delivering the City Plan Aim 2: to provide an inclusive and high-quality education that enables people to live fulfilled, happy and productive lives. Good educational outcomes are inextricably linked to living successful and happy lives.

The priorities were determined following an informal consultation with 400 plus responses from a range of stakeholders. They demonstrate how we have refocused our decisions and aims in order to make the right interventions in a proactive way. It shapes new ways of working in tackling inequalities by prioritising resources according to need and has a stronger focus on prevention and early help.

This Plan sets out the five priorities for the next three years and what we intend to do in Year 1. This will enable us to ensure that we adapt to new challenges and opportunities each year.



Liverpool - An educational profile

Early years

Liverpool has 407 childcare providers offering a maximum of 11,286 early years places. 171 of the providers are child minders, 90 are maintained nursery classes and 141 are private, voluntary and independent (PVI) nurseries. 97% of private voluntary and independent nurseries and 100% of LA maintained nursery schools have been judged as good or outstanding by Ofsted and 9 out of 10 childminders are good or outstanding.

There has been a 1.2% decline in EYFS good level of development following an improving trend over 8 years, from 66.1% to 64.9% - increasing the gap between the local and national average to 6.9%. Liverpool now has the lowest percentage of pupils reaching GLD out of all the core cities.

Children residing the north of the city are less likely to reach a good level of development than those in the more 'affluent' areas in the south of city.

Phonics

78% of children pass the phonics screening check - in the bottom 10% nationally

Key stages

For the past 3 years attainment and progress have improved at KS1 and were largely upheld in 2019, especially in greater depth outcomes. However, although gaps to national average have been narrowed significantly since 2016, they have not yet been eliminated in any measure.

Attainment and progress in KS2 have also improved since 2016, building on improved KS1 outcomes. Further improvement is required as Liverpool continues to perform poorly in comparison to average performance figures for England.

The City has the lowest Progress 8 score of all the core cities, and is ranked 13th lowest nationally. Attainment 8 was ranked 26th lowest nationally in 2018 - it now stands as the 17th lowest and is the second lowest of the core cities.

Absence

More than half a million school days were lost to absence in Liverpool in 2018/19 - which equates to 9.3 school days of absence per pupil.

Pupils in Liverpool schools continue to be more likely to be persistently absent than have 100% attendance. 7,923 pupils in the City's schools were persistently absent in 2018/19 while 5,773

Absence	
Primary Persistent Absence 2018/19	
10.5% 2.3% higher than the national average and higher than the core city and statistical neighbour averages	5th highest nationally
Secondary Persistent Absence 2018/19	
15.5% 1.8% higher than the national average and higher than the core city average	25th highest nationally
Special Persistent Absence 2018/19	
30.1% 1.3% higher than the national average but lowest of the core cities	51st highest nationally

pupils had 100% attendance. Special school pupils were 6 times more likely to be persistently absent than have 100% attendance.

Unauthorised absence is a significant issue in Liverpool – particularly in the secondary sector. Whilst “Illness” remains the most common reason for absence, the percentage of absences lost to “Unauthorised Absence” is increasing and is notably higher than the national percentage.

48,750 school days were lost to unauthorised holidays in term time.

Exclusions

- 75 Secondary
- 18 Primary
- 1 Special

94 pupils were permanently excluded from Liverpool schools in 2018/19 - by the time schools closed on the 20th March 2020, 84 pupils had already been permanently excluded in the academic year 2019/20.

There were 3021 fixed term exclusions in 2018/19 – resulting in 6301 schools days lost. By March 20th 2020 there had been 2744 FT exclusions.

Pupils with SEN, FSM and those living in the most deprived areas continue to be disproportionately represented amongst excluded children. 49% of all pupils permanently excluded had SEN (up from 43% last year); 57% were eligible for free school meals and 65% lived in the top 10% of most deprived areas in the country.

50% of all permanent exclusions and 55% of fixed term exclusions occur in national curriculum years 9 or above.

Ofsted Judgements

- **100%** of early years settings are good or outstanding
- **90%** of primary schools are good or outstanding
- **47%** of secondary schools are good or outstanding
- **100%** of special schools are good or outstanding.

Liverpool - An education profile



KEY STAGE 1 & 2

Outcomes in reading, writing and mathematics are in the bottom 10% nationally

62% of children reach the expected standard in reading, writing and mathematics – in the bottom 20% nationally

KEY STAGE 4

Outcomes at Key Stage 4 are below national and core city averages across all measures. 57.4% of young people achieved a strong GCSE pass (Grades 9-4) in English and Maths compared to **64.6%** nationally.

57% of pupils achieve 9-4 in English and mathematics – in the bottom 10% nationally



73,961 pupils

27.3% BME
(33.2.6% National)

16.7% EAL
(19.5% National)

16.1% SEN
(12.1% National)

28% FSM eligible
(17.3% National)

49% of pupils live in IDACI 1
(13.4% National)

3.1% EHCP
(3.3% National)



168 Schools

5 Nursery
118 Primary
32 Secondary
12 Special
1 PRU

26 are Academies

**76 schools are voluntary aided
or voluntary controlled**



Early Years 64.9%

**of children reached a good
level of development in 2019 -
the 2nd lowest percentage in
the country**



Phonics

**78% of children pass the
phonics screening check - in
the bottom 10% nationally**

Underlying principle for improvement

Ensure a strong culture of excellence and collaboration; a commitment to the highest standards and an environment where every child and young person's rights are respected so that they can achieve great things.

There is real substantive and persuasive value in adopting a “children’s rights” based approach as an overarching principle of the delivery of children’s education in the city. This sits well with Liverpool’s work with Unicef to become a Child Friendly City. This essentially is invoking the Convention on the Rights of the Child (1989) as its backdrop, in particular:

Article 2 The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 6 Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times.

Article 23 A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Article 24 Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy.

Articles 28 & 29 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Articles 2, 3, 6 and 12 are guiding principles and should always underpin any policy.



The five priorities

Although each school and setting will have its own priorities, the evidence is clear as to where we need to improve as a city. Our greatest strength is that we see Liverpool children as our own and so work together to improve their chances.

The local authority has clear statutory duties to promote excellence and the highest standards for all Liverpool children; irrespective of what establishment they attend. These are our priorities as we set out together on shaping the bright future for our children.

Priority One

Ensure the mental health and emotional wellbeing of children and young people are supported in order that they can flourish in their education.

Why it is important?

Even before COVID-19, school leaders, health providers and other agencies identified the mental health and well-being of our children and young people as of increasing importance.

Focusing on mental health and well-being has been shown to play a role in both influencing academic and non-academic outcomes. It is



often a child or young person's mental health and emotional well-being that impacts upon attendance and behaviour.

This priority is to deliver the support of good mental health and well-being to all in our schools and not just those who require the specialist support of health professionals.

What success looks like?

- We have an up-to-date view of the mental health and well-being of our children and young people.
- Support and appropriate preventions and interventions are meeting the needs of children and young people.
- Settings across all phases in the city have a culture and ethos that supports the emotional and mental well-being of pupils, as evidenced in high attendance and low exclusion rates.
- Services that deliver mental health and well-being training and support to parents, pupils, settings and schools have clear roles, responsibilities and accountability measures that demonstrate impact.

What we will do in Year 1?

- Develop a pupil well-being index and resources for children and young people to access to support needed.
- Develop a graduated approach of support; integrated across all services to deliver the identified priorities, training and actions.
- Formulate a City recommended approach for all schools in relation to pupils with SEMH.
- Develop a systematic structured programme available for all settings and phases that develops physical, mental and nutritional knowledge and health and metacognition.
- Develop a programme of training, support and outreach that would enable schools to embed the principles of resilient children, parents and staff.
- Develop and embed the links with Universities of Liverpool and Oxford research initiatives in children and young people's mental health.

Priority Two

Ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.

Why it is important?

Teaching a child to read is one of the most important aspects of education. The early education of a child is critical. Children who are behind their peers at the age of seven do not catch up later and everything stacks up against them. Reading is imperative to this.

If our children leave primary school with an enthusiasm for – and proficiency in – reading they are best prepared to be successful in the opportunities that their secondary education offers. Children who are unable to read find all sorts of mechanisms to hide that reality and it can be manifested in poor mental health, persistent absenteeism, exclusions and an inability to pursue education, employment and training.

This priority is to ensure that we support children in learning and being taught how to read. It seeks to address the consequences for older children and that we act quickly to lay the foundations for younger children.

What success looks like?

- All teaching and education support staff in all settings across all phases in the city understand how to teach pupils to read.
- The overwhelming majority of children leave primary school able to read and children's outcomes in early learning and phonics improves to at least national average.
- The proportion of children identified as SEND for cognition and learning reduces.

What we will do in Year 1?

- Implement the Liverpool Reading Programme in conjunction with Read Write Inc and Ruth Miskin Training.
- Roll out a screening tool for communication and language with appropriate strategies for early intervention and help.
- Develop an early reading tool for children aged 0-5 in schools and PVI settings.
- Develop the subject knowledge of secondary staff into the theory of early reading and systematic synthetic phonics and implement a programme that teaches pupils of secondary school age to read.
- Develop a programme of training for leaders at all levels to organise and develop pupils'

vocabulary across the wider curriculum, focusing on Tier 2 and Tier 3 vocabulary.

Priority Three

Ensure educational establishments are inclusive so as to meet the needs of children and young people with SEND.

Why it is important?

Inclusive education is a right not a privilege. Too many of our children who underachieve, are persistently absent, excluded, attend alternative provision or are electively home educated are children with SEND.

Excellence and effective SEND provision are part of the same picture. Children and young people with SEND can achieve and be successful if they have their needs identified early and met; but it is dependent on all agencies working together.

We need to better support and resource mainstream schools to meet the needs of children. The proportion of children attending special schools in Liverpool is more than double the national average and this is contrary to the aims and ambitions of the SEND reforms.

What success looks like?

- There is a cohesive graduated approach to SEND across all educational settings and services that is underpinned by the SEN Code of practice.
- All settings have a curriculum that is ambitious for pupils with SEND which contributes to them leading happy and successful lives.
- All settings have the capability to make reasonable adjustments to meet the needs of pupils with SEND and the structure, knowledge and skills and ethos to deliver this.
- Children and young people with SEND have their needs identified and met in a timely fashion, attend well and are less likely to be excluded.

What we will do in Year 1?

- Review the spending of the high-needs block and conduct a full review of specialist provision and determine actions to ensure that children's needs are best met; including the expansion of enhanced resource bases.
- Implement the SEN offer and graduated approach to SEND.
- Review all AEP and PRU provision, leadership,

funding and outcomes and determine actions to improve provision in city.

- Develop non-negotiables and guidance for expectations of settings and services for their work with pupils for SEND.
- Provide specific training and specialist expertise to inform the skills, knowledge and understanding of SEND and share good practice.

Priority Four

Ensure Liverpool recruits, develops, supports and retains the best teachers and leaders.

Why it is important?

The most significant factor in successful outcomes for children and young people is being taught by great teachers. Great leaders create great teachers.

High-quality, well-motivated staff are essential to bringing about improved outcomes for all children and young people in Liverpool. To this, there needs to be excellent professional support and training, appropriate career pathways and opportunities as well as fewer obstacles to recruitment and retention.

This priority is to ensure that we invest in the training, development and well-being of staff and are proactive in succession planning.

What success looks like?

- Staff and leaders have access to the highest quality CPD that is appropriate and targeted to their needs and career stage.
- Pupils access high quality curriculum delivery through teachers trained and developed to the highest quality.
- A framework is in place for those who wish to pursue and develop their career in the city.

What we will do in Year 1?

- Develop a Liverpool model of career progression to ensure a seamless programme of support from ITT to NPQ.
- Develop a programme in conjunction with prominent partner agencies, including Teach First and the Ambition Institute.
- Develop a programme of support to improve subject specific curriculum knowledge and teaching expertise.
- Develop a 'Liverpool Standards' that sets out the expectations of leaders and teachers and supports their well-being.

Priority Five

Ensure children and young people are equipped to engage in lifelong learning with clear pathways towards successful employment.

Why it is important?

Liverpool has a strong history in delivering apprenticeships, with overall starts increasing year on year. However, following the introduction of a range of national apprenticeship reforms, starts since then have fallen sharply in line with the national trends. Unemployment rates for particular groups are still higher than the overall total unemployment rate.

Transition arrangements, especially for those with SEND, is key in ensuring that young people are best placed to move on to meaningful and appropriate employment, education and training.

Businesses and schools working in partnership produce substantial benefits for everybody involved - most importantly, young people's awareness and experience of the workplace. Good practice shows that successful partnerships between businesses and schools happen at a local level. Many businesses and

schools have built up strategic and long term partnerships which have enabled them to work together to mutual benefit.

What success looks like?

- Schools develop the skills and knowledge pupils need to be successful citizens and lifelong learners.
- High-quality further education provision is available to all young people that meets their needs and as a result more move on to and are sustained in education, employment, or training.
- The quality and content of careers education information advice and guidance (CEIAG) in all settings and phases ensure that all children and young people can plan how they want to achieve their goals and aspirations.
- Low levels of young people not employed in education, employment and training and high employment rates for under 25s in the city.
- More young people with disabilities in independent living and paid employment.

What we will do in Year 1?

- Review post 16 provision across the city to ensure that it is viable; both financially and in terms of providing qualifications that prepare all pupils for the stage of their life.
- Engage businesses (local, national, international) to increase the access of schools and colleges to work placements, apprenticeships and supportive internships.
- Strengthen existing links with careers education organisations and identify further national organisations that will widen the scope of opportunities beyond Liverpool.
- Deliver a city wide continuing professional development programme to teachers to support the design and delivery of contextualised skills-based learning that complements the existing curriculum.
- Deliver city wide professional development to improve the quality and use of SEN Support Plans across Liverpool's education and Post 16 providers to ensure consistent practice.

Governance and accountability

Strong governance is essential to success.

An Education Improvement Board has been established and its Terms of Reference and membership can be found in the next section. This Board is accountable to Education Select Committee and to the parents, children and young people of the city.

Each of the five priorities will be underpinned by specific action plans that will be set each year. Progress within each of the 5 priorities will be reviewed and monitored regularly to ensure that our approach is responsive to emerging needs, challenges and opportunities.

As part of the cycle, the Director of Education will provide updates to headteachers at the request of the Chairs of the Headteacher Associations. Similar requests can be made via the organisations that represent governors, parents and young people.

Good governance and accountability is a two-way relationship and where LCC has concerns regarding the provision in schools, the process as set out in School Improvement Liverpool's School Improvement Strategy will be followed.

Education Improvement Board terms of reference

Purpose:	<p>The Board will develop, promote and sustain the Education Improvement Plan in Liverpool. It will ensure that there is a coherent and strategic oversight and leadership of education through collaborative strategic leadership, scrutiny, challenge and coordinated activity between partners.</p> <p>The Board's accountability, and scope of the Education Improvement plan, is limited to the statutory powers that fall under the Director of Children's Services. Any aspects that arise beyond this scope, the DCS is to action with the relevant bodies.</p>
Responsibilities:	<ul style="list-style-type: none"> • Provide challenge and support to the strategic leaders of education in Liverpool for actions in the Education Improvement Plan. • Hold education officers to account for the delivery of educational priorities. • Monitor the progress of the successful implementation of the Education Improvement Plan. • Maintain a strategic overview of the Liverpool educational landscape and support leaders in ensuring solutions to challenges can be found. • Ensure collective and accountable leadership for the EIB strategic aims. engage and support from peers. • Have an overview for spending of education improvement funds. • Act as an advisory and pressure group where necessary. • Secure a comprehensive and on-going needs analysis, informed by hard and soft performance data. • Encourage and sustain robust professional challenge and support from peers.

<p>Success Criteria:</p>	<ul style="list-style-type: none"> • LCC Education Select Committee. • Children, young people and families.
<p>Meeting arrangements:</p>	<ul style="list-style-type: none"> • Meetings to take place each half term. Additional meetings maybe held to discuss specific issues. • Papers will be circulated in advance of each meeting. Any major items of Any Other Business should be notified to the Chair in advance of the meeting. The Chair is responsible for ensuring that all participants have the opportunity to contribute to the meeting if they wish. Unconfirmed minutes of the meeting will be circulated within two weeks of the meeting taking place. Appropriate actions to be taken, by whom and agreed timescales will be indicated. • Agenda and minutes of meetings will be published. • Non-members / advisory members will be invited by the Chair to attend a meeting if this is considered appropriate. • The board can set up sub-groups if required. • Every effort will be made by the group members to attend meetings. • Secretariat support will be organised by the Education team.
<p>Decision making:</p>	<ul style="list-style-type: none"> • Decisions are expected to be reached by a consensus. • Any matter requiring a vote will be determined by a simple majority of those present and voting. • In the event of decisions needing to be taken, a meeting will be considered quorate if there are 60% of the members present.
<p>Links to other Boards</p>	<ul style="list-style-type: none"> • Health and Well-Being Board. • SEND Partnership Board. • Liverpool Safeguarding Children’s Board. • Liverpool City Region.
<p>Review Date:</p>	<ul style="list-style-type: none"> • Six months in first instance and then annually.

Membership

Dame Janet Beer

Professor Dame Janet Beer is Vice-Chancellor of the University of Liverpool, having formerly been Vice-Chancellor of Oxford Brookes University. She was awarded a Damehood for services to higher education and equality and diversity in the New Year's Honours list 2018.

Dame Janet is a Trustee of the British Council, a member of the Arts and Humanities Research Council, Universities UK Board and the National Leadership Advisory Board.

Janet chairs the Liverpool Knowledge Quarter Board and is a member of the Liverpool City Region Local Enterprise Partnership (LEP) Board as well as being an adviser to the Metro Mayor, Steve Rotheram, on Higher Education for the Liverpool City Region.

Dr Elaine Allen

Elaine Allen is currently Headteacher of St John Vianney school, Blackpool, Chair of the English Hubs nationally and Strategic Lead for the NW English Hub.

Elaine has considerable and exceptional experience in promoting a love of reading

and supporting schools across the country to provide excellent phonics and early language teaching.

Elaine is a member of Blackpool's Children and Young People's Scrutiny Committee. Recently she joined the University of Lancaster's Doctoral Programme in Education and Social Justice having gained her PhD.

Prof Seamus Byrne

Seamus Byrne is Lecturer in Law at the University of Liverpool. Prior to joining Liverpool Law School, Seamus practiced law as a barrister in the areas of general civil, criminal and family law.

Seamus's research interests lie primarily in the area of children's socio-economic rights and in particular the right to education and school exclusions. He has a particular interest in the law around SEND and recently published a paper on 'Children, Disability and Service Provision: A Liverpool Perspective'.

He is currently leading research into how COVID-19 has affected children's education.

Paul Cherpeau

Paul Cherpeau is the Chief Executive of the Liverpool Chamber of Commerce CIC Group.

Paul joined the Chamber in 2006 as a graduate of the University of Liverpool. Paul subsequently worked his way up through the organisation, gaining responsibility for membership services, policy, marketing and apprenticeship delivery within a substantial portfolio as Head of Business Engagement and Director of Learning and Skills.

Paul undertook his MBA at the University of Liverpool whilst working at the Chamber and was subsequently appointed as CEO in September 2017 with the brief to modernise and improve the Chamber business to achieve maximum impact for, and on behalf of, its members in the areas of business services, advocacy and international trade.

Zia Choudhry MBE

Zia Choudhry is currently Director of the Foundation for Citizenship at Liverpool John Moores University. Zia is a British born Muslim whose parents originated from Pakistan. Having grown up in Liverpool, he went on

to establish his legal career as a barrister specialising in criminal law.

Outside of his practice, Zia has been actively involved in interfaith work for over fifteen years, with a particular emphasis on dispelling misunderstanding about Islam and Muslims. In 2005 he became the first Muslim Chair of the Merseyside Council of Faiths. In 2006 he was one of the founding members of the North West Forum of Faiths and later founded the Spirit of Cordoba, a charity seeking to rekindle the spirit of cooperation which was so evident between the Abrahamic faiths in Muslim Spain.

Zia is a trustee of Gladstone Library having earlier been involved in establishing of the House of Wisdom. More recently, Zia authored his own book 'Just Your Average Muslim'. This was a timely story of his personal journey growing up as a Muslim in the UK. Originally intended to serve as a guide for his own children, the book quickly developed to address wider issues.

Colin Diamond CBE

Colin Diamond is currently Professor of Educational Leadership at University of Birmingham. He was born in L8 and attended Shorefields School. He began his career working in inner-London secondary schools. He also worked as a youth worker. His main responsibility at school was to ensure that pupils with special educational needs and disabilities were successfully included in all aspects of school life. His school became a pioneer of inclusion and he was asked to work across many secondary schools in London to advise them on inclusion. He also took on a school in challenged circumstances as associate head.

Colin's career then moved into local education authority senior roles in the north east and south west of England culminating in being appointed as Director of Education. In North Somerset he took the authority from government intervention to the best performing in the south west. He worked as a senior civil servant in Whitehall.

When the Trojan horse crisis emerged in Birmingham he was asked to become Deputy Commissioner to build and implement

an improvement plan. This was judged to be successful within 18 months. He then became Executive Director of Education in Birmingham.

In 2016 he was awarded a CBE for services to education.

Claire Dove CBE

Claire Dove is the Crown Representative for the Voluntary, Community and Social Enterprise (VCSE), acting as an intermediary between government and the voluntary sector to champion the Social Value Act and an improvement in commissioning practices.

Claire was appointed as VCSE Crown Representative in February 2018. As a key player in the social enterprise movement for over 30 years she brings a wealth of experience to the role.

Claire has led the award-winning Blackburne House since its inception. From December 2007 to January 2017 Claire was Chair of Social Enterprise UK (SEUK). She is a member of the Alder Hey Hospital Trust and, until recently, was a Board Member for the Charity Commission. She has chaired the Liverpool

Fairness Commission on behalf of Liverpool City Council, is currently serving on the Liverpool Mayoral Development Board and is chair of the Society Advisory Board for the British Council.

Anita Marsland MBE

Anita began her career in local government in 1974 and is a qualified social worker. She later held a range of senior management posts, rising to Chief Officer. In 2002 Anita became one of the country's first joint Chief Executive appointments between an NHS organisation and a local authority. Anita has pioneered integrated working between local government and the NHS for many years and the model of partnership working that she has developed has been adopted and implemented successfully in other parts of the country.

Anita has a strong reputation nationally for promoting and implementing innovative solutions to tackle health inequalities. Her work has been acknowledged through several awards including an MBE for services to health and social care in 2008. In 2010 Anita was seconded to the Department of Health

as Managing Director to lead the setting up of Public Health England as the delivery arm for public health policy, in line with the changes introduced by the Health and Social Care Act 2012. This included oversight of the transition phase of the transfer of responsibility for the local public health system from the NHS to local government. In 2017 Anita was awarded Honorary Membership of the Faculty of Public Health.

Anita is a Director of Unique Health Solutions; Chair of Sefton Transformation Board; and Chair of the Board of Trustees at The Reader Organisation.

Frank Norris MBE

Frank Norris was the Chief Executive Officer of Coop Academies Trust until last year and previously senior manager in Ofsted. Frank has overseen considerable growth and success during his tenure in ensuring the very best for children and young people based. His considerable experience as a teacher and headteacher were evident.

While at Ofsted he was responsible for Joint Area Reviews leading nine other inspectorates

including social care, health, police and probation. He was also divisional manager with responsibility for development work in education and care. Frank was responsible for the writing of a number of Ofsted frameworks.

Until recently he was a member of the Northern Powerhouse education committee.

Councillor Barbara Murray

Cabinet Member Education

OFFICERS

Tony Reeves

Chief Executive, Liverpool City Council

Steve Reddy

Director of Children and Young People's Services, Liverpool City Council

Jonathan Jones

Director of Education, Liverpool City Council

Education Improvement Plan Scorecard

The outcomes for children and young people need to be at least at national average by the end of the next three years. This would be a significant improvement given Liverpool's starting point

Area	2020/21							Autumn 1st Half Term 19/20	Annual			3 year trend	2018/19
	Autumn 1st half term	Autumn full term	Spring 1st half term	Spring full term	Summer 1st half term	Summer full term	Annual		2016/17	2017/18	2018/19		National

Absence

Total absence - cumulative													
All pupils								4.6	5.4	5.4	5.2		4.7
FSM Ever 6								6.8	7.5	7.4	7.2		6.9
BME pupils								3.6	4.4	4.2	4.2		4.5
SEN pupils								6.5	7.4	7.5	7.4		6.9
SEN support pupils								6.0	7.1	6.9	6.9		6.5
Persistent absence - cumulative													
All pupils								14.5	14.1	14.2	13.1		10.9
FSM Ever 6								22.2	23.3	23.4	21.4		20.4
BME pupils								10.9	10.7	10.6	9.1		10.2
SEN pupils								20.8	22.8	22.6	21.5		19.2
SEN support pupils								19.7	22.1	27.3	20.5		17.9

Area	2020/21							Annual					3 year trend	National
	Autumn 1st half term	Autumn full term	Spring 1st half term	Spring full term	Summer 1st half term	Summer full term	Annual	Autumn 1st Half Term 19/20	2016/17	2017/18	2018/19			

Exclusions / Alternative provision

Total absence - cumulative																
All pupils								4.6	155	0.22	90	0.13	92	0.13		0.10
FSM Ever 6								6.8	90	0.53	49	0.28	53	0.28		0.27
BME pupils								3.6	30	0.18	25	0.14	15	0.08		0.08
SEN pupils								6.5	88	0.70	37	0.28	44	0.32		0.29
SEN support pupils								6.0	85	0.79	36	0.32	42	0.36		0.32
Fixed Term Exclusions - Cumulative																
All pupils								14.5	2464	4.05	2464	3.44	2764	3.80		5.36
FSM Ever 6								22.2	1397	8.15	1306	7.54	1555	8.34		13.76
BME pupils								10.9	560	3.31	451	2.51	456	2.39		3.91
SEN pupils								20.8	1395	11.13	1126	8.59	1251	9.13		15.7
SEN support pupils								19.7	1165	10.77	943	8.38	997	8.59		15.59
Alternative provision								July 2020								
Number of AP pupils attending registered provision								103	Not available							
% Absence								47.2								
% Persistent absence								89.6								

Area	2020/21							Annual				3 year trend	2018/19 National
	Autumn 1st half term	Autumn full term	Spring 1st half term	Spring full term	Summer 1st half term	Summer full term	Annual	Autumn 1st Half Term 19/20	2016/17	2017/18	2018/19		

Education, Health and Care Plans

Provision													
% young people with an EHCP maintained by Liverpool schools attending maintsteam provision								18.7	17.1	18.4	19.5		39
FSM Ever 6								6.8	76	46.4	7.5		60.4

Post 16

NEET													
NEET rate								14.6	12.5	11.9	10.8		5.5
FSM Ever 6								45.4	48.2	50.9	45.4		53.8

Education Improvement Plan Scorecard

Area	2017	2018	2019	3 Year Trend	Compared to 2018	National		
						2017	2018	2019

Early Years Foundations Profile

% reaching good level of development															
All pupils	62.1	66.1	64.9		●	70.7	●	-9	71.8	●	-5.7	71.8	●	-6.9	
Disadvantaged Pupils	50.2	53.3	51.7		●	Not Available			57.2	●	-3.9	56.4	●	-4.7	
BME Pupils	56	61.5	60						69.4	●		69.6	●		
SEN pupils	20.1	25.8	27.5		●				23.9	●	1.9	24.3	●	3.2	
SEN support pupils	21.3	27.2	29.1		●				27.6	●	-0.4	28.5	●	0.6	

Phonics

% meeting required standard															
All pupils	76	79	78		●	8.1	●	-5	81	●	-2	82	●	-4	
Disadvantaged Pupils	68	59	69		●	Not Available			72	●	-1	71	●	-2	
BME pupils	77	67	78		●				83	●	-5	83	●	-5	
SEN pupils	46	31	46		●				44	●	2	43	●	3	
SEN support pupils	47	33	49		●				48	●	1	48	●	1	

Area	2017	2018	2019	3 Year Trend	Compared to 2018	National								
						2017	2018	2019						
Key Stage 1														
Reading - % reaching expected standard														
All pupils	67	70	78		●	76	●	-9	75	●	-5	75	●	-4
Disadvantaged Pupils	55	59	69		●	63	●	-8	62	●	-3	62	●	-2
BME Pupils	62	67	78		●	74	●	-12	75	●	-8	74	●	-5
SEN pupils	25.5	31	46		●	31	●	-6	30	●	1	30	●	3
SEN support pupils	27.4	33	49		●	34	●	-7	33	●	0	33	●	1
Writing - % reaching expected standard														
All pupils	57	64	64		●	68	●	-11	70	●	-6	69	●	-5
Disadvantaged Pupils	47	53	53		●	54		-8	55	●	-2	55	●	-2
BME pupils	56	64	62		●	68		-12	70	●	-6	70	●	-8
SEN pupils	16	24	26		●	21		-5	22	●	2	22	●	4
SEN support pupils	17.1	25	28		●	23		-6	24	●	1	24	●	4

Area	2017	2018	2019	3 Year Trend	Compared to 2018	National								
						2017	2018	2019						
Key Stage 2														
Reading - % reaching expected standard														
All pupils	69	73	71.5		●	72	●	-3	75	●	-2	73	●	-2
Disadvantaged Pupils	59	64.7	62.1		●	60	●	-1	64.3	●	0	62.3	●	0
BME Pupils	66	69	67.3		●	68	●	-2	73.1	●	-4	73.4	●	-6
SEN pupils	33.5	41.1	40.8		●	34	●	-1	38.4	●	3	36.4	●	4
SEN support pupils	37.3	45.7	46.0		●	37	●	0	43.1	●	3	41	●	5
Writing - % reaching expected standard														
All pupils	71	75	75.0		●	76	●	-5	78	●	-3	78	●	-3
Disadvantaged Pupils	60.6	67.1	66.3		●	66	●	-5	67.4	●	0	67.9	●	-2
BME pupils	71	75	74.3		●	76	●	-5	77.9	●	-3	79.9	●	-6
SEN pupils	24.8	35.2	35.8		●	30	●	-5	33	●	2	34.1	●	2
SEN support pupils	28	39.5	40.6		●	34	●	-6	38	●	2	38.9	●	2

Area	2017	2018	2019	3 Year Trend	Compared to 2018	National								
						2017	2018	2019						
Key Stage 4														
Reading - % reaching expected standard														
All pupils	44.2	43.5	43.1		●	46.3	●	-2.10	46.5	●	-3.00	46.7	●	-3.60
Disadvantaged Pupils	36.4	34.6	34.5		●	37.0	●	-0.60	36.7	●	-2.10	36.7	●	-2.20
BME Pupils	41.8	42.2	40.1		●	44.1	●	-2.30	45.1	●	-2.90	45.4	●	-5.30
SEN pupils	25.4	24.9	26.4		●	27.1	●	-1.70	27.2	●	-2.30	27.6	●	-1.20
SEN support pupils	30.1	29.8	31.1		●	31.9	●	-1.80	32.2	●	-2.40	32.6	●	-1.50
Writing - % reaching expected standard														
All pupils	37.3	35.9	36.1		●	42.6	●	-5	43.3	●	-7	43.2	●	-7
Disadvantaged Pupils	22	20.4	20.9		●	24.5	●	-3	24.9	●	-5	24.7	●	-4
BME pupils	41.8	42.2	40.1		●	44.1	●	-2	45.1	●	-3	45.4	●	-5
SEN pupils	10.6	11.6	11.9		●	12.8	●	-2	13.5	●	-2	13.8	●	-2
SEN support pupils	14.2	14.5	14		●	15.5	●	-1	16.5	●	-2	16.8	●	-3

Section Title

Area	2017	2018	2019	3 Year Trend	Compared to 2018	2017	2018	2019
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Key Stage 4 (continued)

% achieving grades 9-4 in English and Maths														
All pupils	42.5	57.4	57.4		●	63.9	●	-21	64.2	●	-7	64.6	●	-7
Disadvantaged Pupils	42.4	39.3	40.8		●	44.3	●	-2	44.5	●	-5	44.7	●	-4
BME Pupils	60.7	61.1	59.9		●	65.2	●	-5	64.8	●	-4	64	●	-5
SEN pupils	20.6	22.7	25.3		●	25.0	●	-4	25.8	●	-3	26.7	●	-1
SEN support pupils	24.5	27.5	29.8		●	30.1	●	-6	31.3	●	-4	32.3	●	-3