

Cheshire West and Chester Council Helping the Borough Thrive

# Thriving Economy



*People are well educated, skilled and earn a decent living*

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The following document summarises how the outcome outlined above will be achieved by 2020 in the context of significantly reduced resources. The plan provides a clear overview of the major strategic changes over the forthcoming years to ensure that customers and communities experience the best possible outcomes.

Outcome Plan 2016-2020



Cheshire West  
and Chester

## Your Outcome

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## What is the problem we are trying to solve?

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We think the best route to a good quality of life, a strong economy and reduced inequality is through first rate education and skills. Overall, the majority of local people benefit from relatively good standards of education and skills but this is not the case for all our residents.

Educational outcomes for children from deprived backgrounds and children in the care of the Council lag behind the performance of their peers. Whilst most schools and settings are rated by OFSTED as good or outstanding, this is not the case for every school and setting. Our ambition is for educational standards to be even higher in the future.

We know that there is a mismatch between the needs of employers - particularly in businesses which specialise in science, technology, engineering, manufacturing and professional services – and the current skills of the workforce. This is an important issue due to the increasingly fluid/transient nature of today's workforce, where skills can be easily displaced. We have pockets of high unemployment that need to be tackled, and a key challenge for our Borough is to ensure vulnerable people, including those with Special Educational Needs and Learning Difficulties, are supported into employment wherever possible.

We know local workplace earnings are lower than in some neighbouring Boroughs and resident earnings lag behind the Great Britain average. There has also been an increase in part-time employment. Factors such as these are holding back our Borough's economic potential and productivity.

## What are we good at?

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The percentage of all children achieving strong GCSE results, broadly equivalent to A\*-C, is now grades 9-4 (9 being highest). Looking at grade 9-4 results, Cheshire West is 4 percentage points above national. These include English and Maths.

We continue to show strong performance as a Borough on the percentage of working age people claiming the main out of work benefits. Currently 7.3% of 16-64 year olds are claiming locally, below the national and regional averages.

The percentage of young people not in education, employment or training is lower than the national average and has continued to fall from 3.2% to 2.6% in 2017/18.

We have a high proportion of schools rated by OFSTED as good or outstanding, and the picture is improving. Currently this stands at 92% of primary schools and 96% of secondary schools.

We have increased our percentage of children with SEN at 17 years of age in employment, education and training from 81% to 87.7% in 2017/18 and this now exceeds the national average (86%).

## **What areas do we need to improve on?**

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Locally we recognise the need to continue to close the gap in educational attainment for vulnerable groups and their peers. Although the gap closed in attainment for Children in Care and their peers by 18 percentage points in 2017, more work needs to be done to ensure this gap continues to close in future years and is replicated for other vulnerable groups.

Currently, our average gross weekly earnings for residents in full time employment are below the Great Britain average by around £2 per week (£527.8 against a national figure of £529.6). Although we already outperform the North West we would like to ensure we can address this national gap by 2020.

## **What will good look like?**

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If we are successful, by 2020 we would expect to see:

- all schools and settings will be rated by Ofsted as good or outstanding;
- the gap in attainment between children on free school meals and children in the care of the Council with their peers will have narrowed;
- higher levels of employment for vulnerable groups e.g. people living with a mental health condition, those who have been, or are currently in, the social care system and those with SEN;
- more of our young people are in employment, education and training, particularly those from deprived areas;
- better overall employment rates in deprived areas of the Borough;
- higher wages for local people;
- all children and young people have access to good quality local provision

## **Resources and Partners that will help us to get there:**

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The Key Council services or functions and Partners that will support the delivery of this outcome:

### **Council Services or Functions**

- Skills & Employment (including family and adult learning in schools / children's centres)
- Education Infrastructure
- HST - Mainstream
- HST - Special
- Schools Intervention inc 14-19
- Special Education Needs – Post 16 only
- YPS
- Troubled Families Employment Advisors

### **Partners**

- Schools;
- Colleges;
- Employers;
- Job Centre Plus;
- Local Enterprise Partnership;
- University of Chester;
- Work Programme;
- Local Armed Forces and Veterans

By 2020 we are planning to spend £11.5 million a year on this priority. We will also invest £62.6 million into capital schemes that support this priority.

## What have we already achieved?

Since this Outcome Plan was first agreed in 2016 we have already achieved a number of key actions through the work of all of our partners. These key achievements include:

Cheshire West Education Improvement Board established and priorities agreed.	Development of new strategies including Child Poverty and Diminishing the Difference.	Development of Edsential services and training offer in line with the Council's priorities.
Schools are encouraged to pool resources around common areas such as Pupil Premium and within Winsford Project.	Job Centres in Chester, Ellesmere Port and Winsford relocated alongside Council Services.	Performance of vulnerable and disadvantaged groups is closely monitored and gaps tackled when they present.
Performance of all schools is monitored to celebrate achievements and challenge under-performance.	An advisor is now attached to the Virtual School and an improved offer in place to support post-16 plans.	Post-16 provision has been revised following an area review of skills needs, focusing on demand and supply.
A new Procurement Protocol and the Local Living Wage Charter have been launched.	New work and skills pathways are supporting people in low pay to progress in Winsford.	New social value guidance is assisting commissioners to consider wider factors.

## How will we measure our impact on the outcome:

KPI	Measure	Baseline	2018/19 Target	2019/20 Target
KPI	KS2, proportion of pupils achieving the Expected Standard, Reading and Writing and Maths – Reduce the gap between Disadvantaged and Non Disadvantaged Children	-	At least the same as the national average	At least the same as the national average
KPI	KS2, proportion of pupils achieving the Expected Standard, Reading and Writing and Maths – Reduce the gap between Children In Care and All Pupils	-	At least the same as the national average	At least the same as the national average
KPI	KS2, proportion pupils achieving Expected Standard, Reading and Writing and Maths – Result for All Pupils	-	64%	At least the same as the national average
KPI	KS4, Progress 8 Score – Reduce the gap between Disadvantaged and Non Disadvantaged Children	-	At least the same as the national average	At least the same as the national average

KPI	Measure	Baseline	2018/19 Target	2019/20 Target
KPI	KS4, Progress 8 Score – Reduce the gap between Children In Care and All Pupils	-	At least the same as the national average	At least the same as the national average
KPI	KS4, Progress 8 Score – Result for All Pupils	-	At least the same as the national average	At least the same as the national average
-	Increase the proportion of children attending a good or better primary school, measured by Ofsted inspection results	91.4%		100.0%
-	Increase the proportion of children attending a good or better secondary school, measured by Ofsted inspection results	85.5%	96.4%	100.0%
-	Increase the proportion of children who are offered their first preference of primary school (annual measure)	91.0%	93.9%	95.0%
-	Increase the proportion of children who are offered their first preference of secondary school (annual measure)	91.0%	94.0%	95.0%
KPI	Increase the proportion of Care Leavers who are in Education, Employment or Training (EET)	57.0%	60.0%	60.0%
-	Increase the proportion of the KS4 SEN cohort who are EET at 17 years academic age	81.0%	84.9%	86.0%
-	Reduce the proportion of young people who are Not in Education, Employment or Training (NEET)	-	2.7%	2.7%
KPI	Increase the proportion of the working age population with NVQ Level 3 or equivalent qualification or above (ONS Annual Population Survey)	58.4%	61.0%	62.0%
-	Increase the average earnings by residents of CWaC, measured by the average gross weekly pay for full time workers (ONS Survey)	£525.80	Increase by at least the rate of inflation	Increase by at least the rate of inflation
-	Increase the proportion of CWaC staff paid the Local Living Wage (staff paid via the CWaC payroll)	-	99%	100%

## How we will deliver our outcomes:

Strategic Theme	Key Initiatives		
<b>1. Narrow the gap in educational attainment</b>	<ul style="list-style-type: none"> <li>• Through the Education Improvement Board, bring together education leaders to deliver a range of actions that close the gap in educational attainment for children with free school meals and their peers. Encourage schools to pool resources to contribute to common areas of development.</li> <li>• A strong focus will be on improving the use of data to identify issues at an early stage, target additional support track progress, and monitor the effectiveness of interventions.</li> <li>• Monitor school performance annually to celebrate achievement and challenge underperformance.</li> <li>• Ensure Governing Bodies have clear understanding and oversight of targets and actions to improve performance and narrow the gap.</li> <li>• Raise attainment for children in the care of the council particularly at Key Stage 4 by using the support provided by the virtual school, ensuring high quality Personal Education Plans, targeting additional support and using the Pupil Premium Plus where appropriate.</li> <li>• Engage Secondary School Headteacher to recognise the KS4 challenge for children in care.</li> <li>• Ensure schools are well supported and experience quality services, particularly from the Council's traded services company, known as Edsential and from those services offered through eCWIP.</li> </ul>		
<b>What are the key actions that need to take place to deliver this initiative?</b>	<b>Action Deadline</b>	<b>Action Owners</b>	
A.8.1.1 – Continue to refine and deliver the priorities and supporting actions of the Cheshire West Education Improvement Board (CWEIB), with some funding from the Dedicated Schools Grant used to support this	March 2020	All members of the CWEIB	
A.8.1.2 – Work with the West Midlands Teaching School Council and interested groups of schools to increase the number of teaching school alliances as well as develop and deploy existing teaching school alliances in line with priorities of Council and CWEIB.	March 2019	All members of the CWEIB	

A.8.1.3 - Implement the action plan using the Council investment targeted on closing the attainment gap for vulnerable children and raising attainment and the action plan for the successful Strategic School Improvement fund jointly with Cheshire East.	March 2019	Director of Education and the Director of Finance
A.8.1.4 – Implement, refresh and further develop the Closing the Gap Strategy, in conjunction with the CWEIB and the North West Education Improvement Board.	Annually (September)	Strategic Lead for Closing the Gap
A.8.1.5 - Continue to monitor the performance of vulnerable and disadvantaged groups to track performance gaps. Refine data analysis to hone down to identify more clearly specific underperforming groups.	Annually (Autumn)	Senior Manager (School Intervention and Schools Causing Concern) Strategic Lead for Closing the Gap
A.8.1.6 - Annually monitor the performance of all schools and use this to celebrate achievement as well as challenge underperformance.	Annually (September)	Senior Manager (School Intervention and Schools Causing Concern)
A.8.1.7 - Engage with Secondary Head Teachers about secondary schools can further improve the outcome for Children in care and identify actions accordingly.	Annually (July)	Virtual School Head Teacher
A.8.1.8 - Working with Designated Teachers and Head Teachers, and building on the increased completion rates, improve the quality of Personal Education Plans. Provide training for Designated Teachers. Ensure that PEPs have SMART targets.	Ongoing	Virtual School Head Teacher
A.8.1.9 - Ensure that Pupil Premium Plus funding is appropriately targeted and linked to PEPs so it has increasing impact on improving the outcomes for Children in Care, especially at Key Stage 4.	Ongoing	Virtual School Head Teacher
A.8.1.10 - Continue to improve the support offered to schools through traded services (Edsential and the Schools Business Support Agreement). Ensure that the priorities for Education are reflected in the professional development opportunities offered through Edsential.	Ongoing	Director of Education
A.8.1.11 – Identify ways to offer holistic support for families through working with the Poverty Truth Commission.	March 2019	Strategic Lead – Closing the Gap

<b>Key Initiative</b>	<b>Strategic Theme</b>
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<p><b>2. Support individuals with complex needs back into employment</b></p>	<ul style="list-style-type: none"> <li>• Further develop and invest in the workzones to ensure they have the capacity to support individuals with complex needs back into employment with a particular focus on health related Worklessness.</li> <li>• Seek to further integrated mental health services such as IAPT into targeted employment support.</li> <li>• Work closely with Job Centre Plus to co-locate and integrate JCP staff with workzones and wider services.</li> <li>• Working across a wide range of partner, develop the Universal Support offer to support the full introduction of Universal Credit with a specific focus on supporting vulnerable residents through the transition.</li> <li>• Work with partners across Cheshire and Warrington and central Government to deliver a devolved approach to tackling complex worklessness to address issues such as joint assessment, data sharing, relationships with the Health and Work Programme, and performance incentives.</li> <li>• Fully embed targeted support for young people at risk of being out of education, employment and training through the Integrated Early Support Service. This will ensure a wider range of partner support is available to address complex issues.</li> <li>• Develop a new Social Value Procurement Strategy to enable the council to use its purchasing power to encourage suppliers to support local apprenticeships and local employment.</li> </ul>
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<b>What are the key actions that need to take place to deliver this Initiative?</b>	<b>Action Deadline</b>	<b>Action Owners</b>
<p>A.8.2.1 - Through increased capacity and focused activity within the Care Leavers, SEN and Virtual School teams, support vulnerable children and young people into education employment and training. Provide better Information, Advice and Guidance, develop improved pathways into employment, develop employability skills, develop more apprenticeship opportunities and consolidate work around supported internships.</p>	<p>September 2018</p>	<p>Senior Manager for Care Leavers, Virtual School Head Teacher and Senior Manager for Special Educational Needs</p>
<p>A.8.2.2 - Integrated Early Support will support adults and young people with complex needs into employment and training by ensuring they are supported via a lead worker (YPS and IES) to access a menu of training and employment interventions. IES will contribute to the 14- 19 (25 with SEN) strategy at strategic and operational</p>	<p>September 2018</p>	<p>Senior Managers in Integrated Early Support</p>

levels regarding children who are NEET at ward level, capturing the voice of young people who are NEET and identifying provision requirements. The RONI (risk of NEET indicator) will be developed for school age children/young people and rolled out to schools.		
A.8.2.3 – Undertake a review of the relocation of Job Centres alongside Council services to evidence the level of improvement brought to services offered to residents	December 2018	Director for Places Strategy
A.8.2.4 - Ensure the well managed digital rollout of Universal Credit and wider welfare reforms so that individuals are well supported through a challenging process.	February 2017 onwards	Director of Finance
A.8.2.5 - Further develop the work zones across the council area by ensuring that they are focussed on the areas of need. This will involve bringing together the relevant services so they are better able to work together to help people back into work. Ensure that there is a particular support for people where mental health issues are a barrier to employment	Ongoing	Director for Places Strategy
A.8.2.6 - Further develop priority actions plan for supported employment for adults with Learning Difficulties, with particular focus on post-16 pathways for children with SEN.	July 2018	Director for Places Strategy and Director of Education

Key Initiative	Strategic Theme
<b>3. Ensure the local skills system is more responsive and meets the needs of employers and learners</b>	<ul style="list-style-type: none"> <li>Establish an employer led skills board for Cheshire and Warrington to ensure local skills provision meets the needs of local businesses</li> <li>Support the completion of the area based review of post-16 provision to ensure that it is affordable and meets the needs of learners of employers</li> <li>Secure a devolution deal to devolve the full Adult Skill Budget to Cheshire and Warrington and the Apprenticeship Grant</li> <li>Secure Government support to deliver a Digital Learning platform pilot</li> <li>Gain flexibility to use SFA capital to implement the conclusions of the Area Based Review</li> <li>Secure devolved responsibility for Young People and Adults</li> </ul>

Career Advice		
What are the key actions that need to take place to deliver this Initiative?	Action Deadline	Action Owners
A.8.3.1 - Promote a strong, robust and affordable further education sector that can deliver the skills needed for young people to thrive, achieve better education and training outcomes and close inequality gaps	March 2019	Director of Place Strategy and Director of Education
A.8.3.2 – Evaluate the previous 14-19(25) strategy and the agreed action plan that supports the 14-19(25) Strategic Needs Analysis. Co-produce the next iteration of the strategy. Challenge schools, colleges and work-based training providers to implement the actions in order to improve the curriculum offer and outcomes across the 14-19(25) phase.	July 2018	Director of Places Strategy and Director of Education
A.8.3.3 - Work with planning team to ensure employment and skills commitments are part of planning agreements.	March 2019	Director of Places Strategy
A.8.3.4 - Work with procurement to ensure local apprenticeships and employment opportunities are included in council contracts and are part of the procurement framework.	March 2019	Director of Places Strategy

Key Initiative	Strategic Theme	
<b>4. Take action to tackle low paid employment</b>	<ul style="list-style-type: none"> <li>Introduce a Local Living Wage to ensure council staff are paid at a level that meets the cost of living</li> <li>Promote the benefits of a Living Wage to suppliers, partners and local businesses</li> </ul>	
What are the key actions that need to take place to deliver this Initiative?	Action Deadline	Action Owners
A.8.4.1 – Support and encourage schools to look to adopt the Local Living Wage	March 2019	Senior Manager – Human Resources
A.8.4.2 – Implement actions and requirements from agreement on alternative pay line to consolidate the Local Living Wage into pay.	From June 2017	Senior Manager – Human Resources
A.8.4.3 – Continue to implement communication campaign on changes to the procurement of contracts around the Procurement Protocol.	March 2019	Senior Manager – Human Resources
A.8.4.4 - Roll out and embed model to support people in low paid jobs to progress to higher paid jobs within Winsford project	March 2019	Director for Places Strategy

## Risks

<b>Risk</b>	<b>Mitigation</b>	<b>Owner</b>
National and local economic climate may affect ability to deliver employment outcomes	Build in an element of sensitivity analysis/discounting to employment projections to account for this possibility	Director of Places Strategy
Changes to the role of the Local Authority regarding school improvement may affect the ability to narrow the gap	Work through the Education Improvement Board and continue to challenge outcomes through the DfE and Regional Schools Commissioner	Director of Education
Assessment and curriculum changes make comparisons over time and comparisons between areas difficult	Aim that any new measures are reported and benchmarked, calculating trends where possible	Director of Education
Financial impact of the Living Wage on Council budgets affects ability to deliver services	Model impact of proposal and prioritise service delivery	Director of Professional Services
Demand on the care system and SEND system makes upturns in performance more difficult due to resource pressures	Prioritise/target most disadvantaged groups to ensure no vulnerable group is 'left behind' the wider population	Director of Education

## Interdependencies

<b>Programme / Project / Activity</b>	<b>Describe the dependency</b>
<b>High Needs Review</b>	
<b>Best start in life outcome</b>	The early years focus within best start in life has a large crossover with this outcome plan, primarily because school readiness is such a cross cutting priority/sub outcome and requires both school involvement, nursery and children's centre involvement and partner involvement e.g. health providers.
<b>Links to adults outcome plans</b>	The link between supporting vulnerable groups into employment and training and supporting their health and social care needs is well established, and one enables the other in terms of delivery of outcomes. We must ensure employment and health and wellbeing strategies are joined-up and initiatives to save money in one area do not undermine a key priority in another area.

<p><b>Links between Living Wage and Health and Wellbeing Outcomes</b> e.g. Vibrant/Healthy Communities</p>	<p>The Living Wage initiative underpins the ability of the Council to influence wider determinants of health and wellbeing through allowing employees more financial independence.</p>
<p><b>Link with Business Growth Outcome</b></p>	<p>Being pro-growth and pro-business requires a local workforce with the right skills to attract and retain employers/encourage them to expand. Employer engagement is a key crossover between the two outcomes, ensuring that; a. vulnerable people are supported into local jobs and b. employers get highly skilled individuals from the CWAC labour market.</p>