

# Hastings Opportunity Area

## Overview

The purpose of Opportunity Areas programme is to focus local and national resources on a common goal – increase social mobility.

There are twelve opportunity areas: Blackpool, North Yorkshire Coast, Oldham, Derby, Norwich, West Somerset, Doncaster, Bradford, Stoke-on-Trent, Ipswich, Hastings, Fenland and East Cambridgeshire.

We want to learn from what works in these initial 12 areas, capturing which challenges all areas share and what is unique to a particular place.

Each area will receive a share of £72 million to support targeted local work, as well as an increased share of other Department for Education (DfE) funds. In Hastings, we have already secured additional resource worth £1.8 million.

Each area has published a plan setting out its priorities and key activities to address them. They can be found at [www.gov.uk/government/publications/social-mobility-and-opportunity-areas](http://www.gov.uk/government/publications/social-mobility-and-opportunity-areas)

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# Hastings Partnership Board

Partnership board has brought together talented and committed individuals with experience across local government, education, business, health and voluntary community organisations.

Partnership board will focus on:

Problem diagnosis and prioritising the challenges to focus on;

Specific local success measures for the Hastings delivery plan;

Interventions in response to the problems – the delivery plan;

Monitoring and revising the delivery plan as necessary.

## Hastings Partnership Board membership

**Richard Meddings** is chair of TSB Bank, serves on the Supervisory Board of Deutsche Bank as Chair of the Audit Committee. Richard is also a Non-Executive Director of HM Treasury and a Trustee at Teach First. From 2002-2014 Richard was a Group Executive Director at Standard Chartered PLC and Group Finance Director for eight years. He also serves on the Boards of TSB and of Jardine Lloyds Thompson Group PLC. Richard was Chairman of Seeing is Believing, a charity focused on curing avoidable blindness, from 2004 - 2014. He is an Associate of the Institute of Chartered Accountants in England and Wales and has a Degree in Modern History from Exeter College, Oxford. Richard lives just outside Hastings.

Board members:

- **Lorraine Clarke**, Regional Director, Ark academies trust
- **Victoria Conheady**: Assistant Director, regeneration and culture, Hastings Borough Council
- **Carole Dixon**: Chief Executive, Education Futures Trust, a charity working to transform opportunities for students and families in Hastings
- **Paul Hetherington**: CEO Marshall-Tufflex Ltd
- **Maria Ludkin**: Legal Director, GMB
- **Paul Lewis**: Director of Government Communications and Relations, The Careers And Enterprise Company
- **Graham Peters**: Deputy Lieutenant, Chair of Team East Sussex and Vice-Chair of South East Local Enterprise Partnership
- **Richard Preece**: Executive Headteacher / CEO Torfield & Saxon Mount Academy Trust
- **Dan Shelley**: Vice Principal, Sussex Coast College
- **John Smith**: University of Brighton Head of School of Education and Academy CEO
- **Jessica Stubbings**: Senior Manager, Partnerships and Governance, East Sussex County Council
- **Richard Watson**: Health Inequalities Programme Manager, NHS Hastings and Rother Clinical Commissioning Group

The meetings are also attended by Dominic Herrington, the Regional Schools Commissioner and by the Deputy Head of Delivery.

## analysis and consultation

We undertook a comprehensive data analysis to understand the Hastings context, strengths, and the areas that need to improve.

We discussed this analysis with a wide range of stakeholders and sought their ideas and feedback about where we should focus our efforts.

This included the Hastings Youth council, other youth groups, head teachers, the FE college, local employers, the voluntary sector, the health sector and local government.

We drew on national and international evidence and research to understand what has worked elsewhere.

We concluded that we should focus on four priorities: Improving literacy; raising attainment in maths; mental health and resilience; and broadening horizons and preparing young people for work.

We also identified two themes that underpin everything and are critical for success: Improving attendance and teacher quality

# priorities

## giving children and young people in Hastings with the essential foundations for success

 Improving literacy	Children and young people in Hastings have the literacy skills they need to make the most of every opportunity and achieve English results in the top half of the country across all key stages.
 Raising attainment in maths	Hastings is known as a centre of excellence for teaching maths and children and young people achieve maths results that place them in the top half of the country at all key stages.
 Improving mental health and resilience	Children and young people experience positive personal and social wellbeing, understand the signs of being emotionally or mentally unwell, and receive excellent support if they need it.
 Broadening horizons and preparing young people for work	Young people are inspired, motivated and equipped for adult life.

## Supporting themes

Quality teaching – recruiting and retaining the best teachers and investing in leadership

Good attendance from early years to further education

Our ambition is that all children and young people in Hastings have the key foundations in literacy and maths to be successful, that teachers and academics visit Hastings to observe the excellent teaching practice in these subjects, that mental health and resilience are talked about openly, everyone can access support if they need it, and that children and young people have the wider life skills that are essential for future study and employment.

The Hastings partnership board has agreed a plan to achieve that ambition – to equip all children and young people with the essential foundations they need to achieve their potential and be successful in the world.

Our actions will benefit all children, young people and families, and will be targeted with greater intensity and focus at those children and young people experiencing poverty and disadvantage.

# activities

Priority	Some examples of activities – please see the delivery plan for the full list
Improving literacy	<ul style="list-style-type: none"> <li>• Hastings Town Wide literacy campaign, working with national and local organisations</li> <li>• Improve teaching of literacy for children aged three to seven</li> <li>• Improving the teaching of systematic synthetic phonics</li> <li>• Parental engagement and developing literacy in the home</li> </ul>
Improving mathematics	<ul style="list-style-type: none"> <li>• Targeted support of over £500,000 to improve the quality of maths teaching in all four mainstream secondary schools and eight target primary schools</li> <li>• Increase support from the Sussex Maths Hub for Hastings' schools</li> <li>• Leadership development for maths teachers in secondary through STEM learning</li> <li>• Improve the quality of teaching of maths post-16</li> </ul>
Improving mental health resilience	<ul style="list-style-type: none"> <li>• Training and support for schools to put in place a whole school and college approach to good mental health and resilience</li> <li>• Expand the i-ROCK service so that it is open for longer and can deliver interventions</li> <li>• Develop an emotional and well-being service for 9 to 14 year olds – delivered through schools</li> <li>• Extend the parenting support by piloting a universal approach to support earlier engagement of families and to deliver focused support, through schools and community settings, for families under stress</li> </ul>
Improving careers education and preparing young people for work	<ul style="list-style-type: none"> <li>• Improve careers education and ensure that all young people have at least four meaningful encounters with the world of work</li> <li>• We will increase access to high quality, regular enrichment for children and young people across Hastings starting at primary school. This will be delivered through schools (additional funding for all schools to deliver increased enrichment activities based on need) and through community organisations.</li> <li>• We will pilot town wide Hastings Opportunity Days – for KS4 and KS3 students across Hastings.</li> </ul>

## e update

The following slides provide an update against each priority.

We welcome any feedback on the content and the format.

# Improving literacy



By 2020, at least 85% of pupils meet the expected standard in phonics

By 2020, pupils in Hastings are in the top half of the country in reading and English at all key stages, with disadvantaged pupils making more progress than disadvantaged children nationally.

## Activity to date:

awarded a tender worth up to £125,000 for an organisation to run a Hastings wide literacy campaign, focussed on getting children and young people reading more outside of school. The organisation will set up a local hub with local partners to ensure community engagement with its delivery .

held a phonics roadshow about the importance of systematic synthetic phonics.

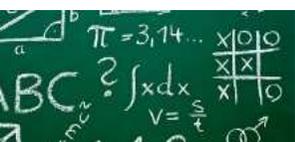
Fifteen schools are involved in a one year training programme to improve teaching of literacy in early years and KS1 through a focus on speech and language development. Those schools are: Dudley Infants, Overdale, Ark Castledown, St Leonard's CofE, The Baird, West St Leonard's, Robsack Wood, St Paul's CofE, Ore Village, Hollington, Christ Church CofE, Sandown, Churchwood, St Mary Star of the Sea, Torfield Academy.

launched a literacy fund so that schools and colleges can apply for funding to implement evidence based approaches to improve literacy. The fund was launched on Monday 4<sup>th</sup> June and we have already approved a programme for at least 11 primary schools to work together on an inset day to improve the teaching of reading.

## What's next?

19 June	We will assess the first round of proposals to improve literacy. We have had a lot of really positive interest and some strong applications. The literacy fund will be available over the course of the program with application windows every half term.
By summer	Launch the town-wide literacy campaign. Prior to the launch, the successful provider will meet local organisations with an interest in literacy and put in place partnership arrangements.
Autumn term	Primary school inset day focussed on improving the teaching of reading.

# ing attainment in maths



By 2020, schools in Hastings are expert in teaching maths for mastery approaches, as measured through evaluation surveys following the training of senior leaders, maths leaders and teachers

By 2020, pupils in Hastings are in the top half of the country in maths attainment tat all key stages, with disadvantaged pupils making more progress than disadvantaged children nationally.

## ity to date:

aining has begun for twelve schools participating in a ‘Mathematics Mastery’ programme. All schools will be given in-depth training and development sessions in a teaching for mastery approach to maths that has been shown to successfully improve pupil attainment. Participating schools will also receive specialist support to develop specific elements of the curriculum, support from senior maths advocate to guide senior leaders to embed mastery approaches across the school, and workshops to engage parents and support them to develop their child’s numeracy skills outside of the classroom. The participating schools are: William Parker, Helenswood, Hastings Academy, St Leonard’s Academy, Silverdale, Castledown, Baird, St Leonard’s CoFE Academy, West St Leonard’s, Robsack Wood, Ore Village and Christchurch.

William Parker, Helenswood, Hastings Academy, St Leonard’s Academy and Oxon Mount have all signed up for a two year STEM learning development programme

located £30,000 to the Sussex Maths Hub to support the work of the opportunity area, with a focus on early years

through National Collaborative Outreach Programme, the University of Brighton has provided support to students at Sussex Coast College re-sitting CSE

What’s next?	
29 <sup>th</sup> June	The Sussex Maths Hub is hosting a conference for Early Years practitioners
June – September	Experts in delivering ‘Mathematics Mastery’ is meeting leadership teams from each school to understand their contexts and needs.
Summer term	We will launch a maths ‘Teach Meet’ that maths teachers across Hastings meet together to share issues and best practice.

## Improving mental health and resilience



By 2020, pupils report increased personal and social wellbeing in school using the 'Stirling Children's Wellbeing Survey'. In 2017, 33% of boys and 34% of girls in Hastings aged ten recorded levels of high or maximum wellbeing for the 'Stirling Children's Wellbeing Scale'. We will increase this to 50% by 2020.

### Activity to date:

Agreed funding to allow for four days release for a lead in each school to undertake self-assessment of need. All Hastings schools have signed up to carry out a review of what is working well in their schools and to identify areas for further training and support - this will inform the commissioning of a package of training and support for schools around mental health.

Agreed funding of £100k a year to expand i-ROCK service from three days a week to five days a week and to enable i-ROCK to deliver interventions with young people

Developed a model for an emotional well-being service for 9-14 year olds and begun testing with schools and agreed funding of over £200k to roll this out. This will provide intensive support for children with emerging mental health needs in those schools with highest level of needs in Hastings.

Agreed funding for expansion of parenting support work (£250k) and detailed delivery plan to implement this. This will involve delivering increased parenting support, through schools and in the community for parents and a campaign to address stigma of asking for help. It will focus support on those communities in greatest need.

### What's next?

June and July	Consult with schools about the emotional well-being service, drawing on the insights and priorities from the self-assessment.
September	Expanded i-ROCK service for 14-25 year olds is launched.
September	Emotional well-being service for 9-14 year olds is launched.
September	Expanded parenting support service is launched.

## Broadening horizons and preparing young people for work



All secondary and college aged pupils have at least four meaningful encounters with employers over the life of the Opportunity Area programme.

All school and college pupils participate in regular extra-curricular enrichment activity by January 2019, as measured through surveys

### Activity to date:

Consulted young people, schools, providers and employers about their experiences of enrichment and careers education.

Recruited eight cornerstone employers and matched every secondary school and the college with an enterprise adviser delivered 6,635 meaningful encounters between young people and secondary schools with the world of work.

Appointed two enrichment coordinators to work with schools and local communities to maximise impact of the broadening horizons strand

Provided funding direct to all schools and colleges so that they can expand their extra-curricular offer – schools can begin to deliver additional activities this term, over summer period or from September 2018. Funding is allocated according to number of children and young people in receipt of Pupil Premium in the schools

Launched two grant programmes – one for summer holiday and one for the next academic year – to provide enrichment opportunities for children across Hastings targeted towards the most disadvantaged

### What's next?

June	Enrichment coordinators start in post.
End June	Deadline for applications for enrichment proposals for next academic year.
June	Further consultation with young people about activities that they would like to undertake as part of a Hastings 'Opportunity Day'.
By 3 <sup>rd</sup> July	Confirm funding for holiday activities.
November	Hastings 'Opportunity Day' for key stage four pupils focussed on careers.

## Underpinning themes: Teacher quality and attendance

Improving teacher quality and improving attendance are two critical underpinning themes for the programme. The most important factor in determining how well children do is the quality of teachers and teaching. If children are not attending school, then our other efforts will not have an impact.

### Activity to date:

Around 30 teachers and leaders have started a National Professional Qualification (NPQ) in Leadership, fully funded by the Hastings Opportunity Area

How Teach has launched in Hastings and recruited 100 teachers already, with more in the pipeline

How Teach First students started last September

Education Advisers have visited nearly every school, working with senior leaders to understand priorities

held a workshop with all Academy Trusts, the local authority, and local training providers to discuss teacher recruitment and retention challenges

set up working group on attendance, to review data on attendance and persistent absence and to review, with schools, how best to support those schools with highest levels of persistent absence, work with their local communities, to address this.

### What's next?

July	Teacher workload roadshow to share new research and practices to reduce teacher workload – with Ofsted delivering a session about inspections.
June and July	Work with schools to develop attendance strategy.
June	Survey to schools about teacher retention and recruitment in order to inform strategy for next academic year.