

Draft

West Somerset Opportunity Area

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Cabinet Member: Frances Nicholson; Children's and Families

Division and Local Members: Cllr Mandy Chilcott – Minehead; Cllr Hugh Davies – Watchet and Stogursey; Cllr Frances Nicholson - Dulverton and Exmoor and Cllr Christine Lawrence - Dunster

1. Summary

- 1.1. The Opportunity Area Programme is a key part of the Education Secretary's priority of tackling social mobility, and improving opportunities for young people across the country. Twelve areas with both poor social mobility and schools that face challenges, will receive a share of £72 million to boost opportunities for young people in these communities.
- 1.2. The areas chosen were amongst the weakest in both the 2016 Social Mobility Commission's index, and the Department for Education's data on school standards and capacity to improve. West Somerset was 324th out of 324 Council areas in the social mobility index in both 2016 and 2017.
- 1.3. The original plan was published in October 2017 by the DFE working across business, education and community to create and maintain more opportunity for our young people. It is important that this is a community wide initiative, supported by Early Years providers, Schools, Colleges, Businesses, The Voluntary Sector, Health, Council services, and most importantly young people and their families. The programme runs to March 2020, with a detailed delivery plan for 2018/20.

Key Challenges for West Somerset

The initial work identified the key challenges as:

- The geography – rurality and connectivity.
- Ageing population – an older demographic (av. age 54 years) and comparatively fewer opportunities for young people.
- Low aspirations among young people and disadvantaged families.
- Low wages and a high incidence of seasonal, part-time and low-skilled employment.
- The need to accelerate early years development.

- Access to Child care
- Narrowing the gap in educational attainment between FSM children and the rest of their peer group.
- Complex Accountabilities for Education provision across Trusts and Local Authority Schools.
- Access and Transport
- Lack of access to post 16 training and apprenticeships
- Sparsity of population – unviable service provision despite the need.

1.4 This paper outlines what constitutes Social mobility and considers the lessons learnt from the two years of the opportunity area, and the legacy planning once the Opportunity area comes to an end in March 2020.

2. Issues for consideration / Recommendations

2.1 Members are asked to note the issues initially targeted for development across West Somerset and the performance of the West Somerset Opportunity Area so far.

2.2 Members are asked to comment on the planned development of the legacy for the West Somerset Opportunity Area

3. Background

3.1 What is Social Mobility

Social mobility is overseen by the Social Mobility Commission. It is about ensuring that everyone has the opportunity to build a good life for themselves regardless of their family background. In a socially mobile society, every individual has a fair chance of reaching their potential. But in today's Britain, where you start from has a big influence on where you end up. Indeed, for young people it seems that the link between demography and destiny is becoming stronger rather than weaker. But Britain's social mobility problem is not just one of income or class background. It is increasingly one of geography. The Social Mobility Commission report that there is a stark social mobility postcode lottery, where the chances of someone from a disadvantaged background getting on in life is closely linked to where they grow up and choose to make a life for themselves. The Social Mobility Commission has focused on

the place-based social mobility lotter ranking all 324 lower-tier local authorities according to 16 social mobility indicators.

3.2 The Social Mobility Index, which is at the heart of this report, provides a unique picture of England’s social mobility problem at the local level (see Figure 1.1 and Table 1.1). It builds on the initial version of the index that we published in January 2016.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/662744/State_of_the_Nation_2017_-_Social_Mobility_in_Great_Britain.pdf

3.3 West Somerset is 324 out of 324th with Weymouth and Portland 322th; whilst Westminster, Kensington and Chelsea and Tower Hamlets are the top three Council areas for Social mobility.

The overall picture is complex, but the broad patterns are clear. London (and the commuter belt areas around it) is advantaged compared with the rest of the country. If you live in isolated rural and coastal towns and former industrial areas feature heavily as social mobility cold spots. Young people growing up in these areas have less chance of achieving good educational outcomes and often end up trapped by a lack of access to further education and employment opportunities.

The table below considers the five district Councils in Somerset.

State of the Nation 2017 – Social Mobility Commission

Performance of District Council areas against social mobility indicators.

Statement	West Somerset	Taunton	Sedgemoor	Mendip	South Somerset
All Performance	10% No 1 324 th	40-50%	30-40%	30-40%	30-40%
Early Years Performance	10% No 1 324 th	20-30%	40-50%	10/20%	30-40%
Schools Performance	40-50%	40-50%	30-40%	60-70%	60-70%
Youth Performance	30-40%	60-70%	20-30%	50-60%	20-30%
Working Lives Performance	10% No 1 324 th	40-50%	10-20%	30-40%	30-40%

Under 10% of Authorities'	10% to 20%	20.1% to 30%	30.1% to 40%	40.1% to 50%	50.1% to 60%	60.1% to 70%	70.1% to 80%	80.1% to 90%	90.1% to 100%

It is noted that from the 1st April 2019 West Somerset and Taunton Deane

Councils now form one Council. It is likely that the data for 2019 will move the whole area to the 40 to 50%, reducing the spotlight on the significant need in West Somerset.

Rural and coastal areas also suffer from poor connectivity by transport, so restricting opportunities still further. The residents of coastal areas, which make up over a fifth of England's local authority areas, experience extremely poor outcomes for social mobility. Over a quarter of these areas are social mobility cold spots and only 6 per cent are social mobility hotspots. One explanation for this is that many parts of the coast suffer from poor transport links, both in terms of public transport and roads. Young people then have limited post-16 opportunities – many of the worst-performing areas are about an hour each way from the nearest university by public transport – and often even further from a selective university. With the exception of Copeland and Suffolk Coastal, all coastal areas are in the bottom decile for working lives. This conclusion is supported by recent analysis, which found poorer outcomes in work for coastal residents including higher rates of low pay and more unemployment. Economic growth also tends to be weaker in coastal communities, compared with other parts of Great Britain.

3.4 What is the Opportunity Area Programme?

West Somerset will receive up to £5.4m over three years as part of the DFE flagship policy to drive up social mobility. One of twelve Opportunity Areas, located across England, to benefit from local initiatives that bring together local stakeholders to deliver tailored solutions to the area's problems. Each OA has a published plan written in collaboration with the DfE, local authorities, charities, businesses and other delivery partners setting out the key priority areas. The West Somerset plan had four priorities with a fifth added after year one. This is the final year of expenditure however the DFE have agreed to activities continuing till the end of August 2020.

3.4.1 Priority one: Early years

West Somerset was 324th out of 324 for the Early Years indicators.

In 2014 in West Somerset only 30% of disadvantaged five-year-olds reach a good level of development. Appendix 1 Details the Early years settings and schools in West Somerset.

The programme was devised by local stakeholders, including settings, The Voluntary Sector, Public Health Somerset County Council Advisers, and Sector leads. It concentrated on improving maternal health, speech language, special educational needs and the overall quality of the provision within West Somerset.

The programme developed the established cluster model where settings worked together, this is now being rolled out across the county.

The programme brings together the voluntary sector, health and early years settings. Working with Home start funding their "Bump start" programme and Clowns facilitating holiday activities we have seen improved access to a number of activities outside of early years settings. Programs within the settings including "Healthy movers" ([Healthy Movers YouTube Video](#)) delivered by the Youth Sports Trust and Speech and Language programs delivered by ICAN supported children develop their speech and language. This has further been supported by children and the families enjoying performances by "Hopping

higher” (<https://takeart.org/news/take-art-brings-amazing-theatre-experiences-to-hundreds-of-young-children-in-west-somerset>)

The programme has funded additional health visitor time to ensure the correct assessment of young people’s ability is in place between health and education.

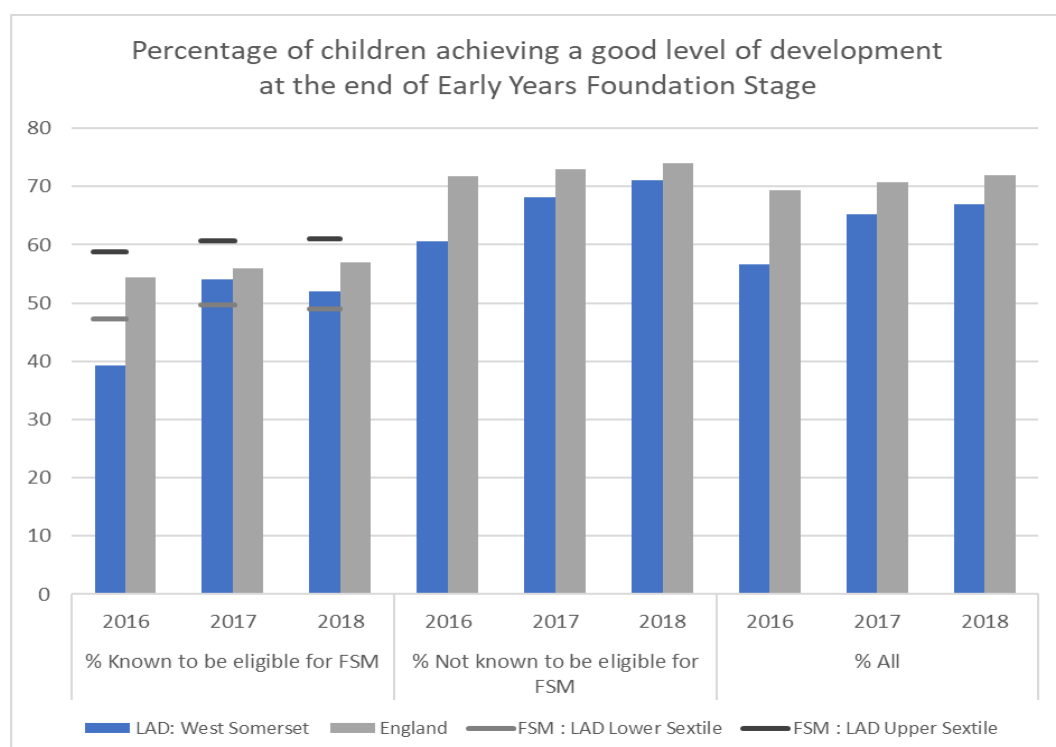
The challenge for many settings is the low number of pupils available within the community compared with the optimum number required for a financially viable early year setting.

The key measure is Good Levels of Development which is recorded following the reception year in school prior to the start of priority one.

Our targets are:

- Increase the proportion of children achieving a **good level of development** at the end of the early years foundation stage to at least 70%, so that it is above the national average.
- Increase the proportion of **fsm** children achieving a **good level of development** at the end of the early years foundation stage, so it is above the current national average.
- Increase take up, so that at least 80% of disadvantaged **two year olds** **access early education**, which is well above the current national rate of take up

Good level of development is assessed at the end of the Early Years Foundation Stage. Our results are rising steadily. In 2018 gap between West Somerset and England average was closing.



The provisional, unpublished results, for 2019 show even more significant improvements and this element of the programme is on course to exceed its targets.

This priority supports The Somerset Plan for Children, Young People and Families 2019 2022 “Great Education”

3.4.2

Priority two: Excellence in the classroom

There are 18 schools across a three-tier system and the upper school has sixth form. There are 3000 pupils and all but two school is good or outstanding. Key stage 2 results are low, particularly for disadvantaged boys. . Appendix 1 Details the Early years settings and schools in West Somerset.

West Somerset is predominantly a three-tier system, with transfers halfway through key stage 2 from the first to the middle schools where the key stage 2 tests are taken, and with a second transfer partway through key stage 3. There is substantial research about the benefits or not of the three-tier system, and this program agreed the outset to focus on improving teaching and learning regardless of the school system. It is noted that due to the number of academies the school system is the responsibility of the Academies. The key concern was the low level of key stage 2 results especially for pupil premium children. The improvement programme was designed by local head teachers with support from the Regional Schools Commissioner, Somerset County Council advisers, and the West Somerset Research school who have supported evidence-based approaches promoted by the Education Endowment Fund. The programme is focused on improving literacy predominantly with Read Write Inc, maths with Boolean maths, Leadership training, SEND with Inclusion expert and support for pupil’s mental health.

The plan has focused on improving teaching and learning for all pupils with the expectation that this will also increase standards for pupil premium children. The programme is also planning to support improving transitions with an increased knowledge of the curriculum across phases and plans for vulnerable children.

West Somerset schools have seen significant change during the first two years of the Opportunity Area with a reduction in the number of head teachers and the majority schools having new head teachers.

The challenge for some West Somerset schools is the low population numbers in the villages mean that it is not possible to have the optimum number of pupils in each school.

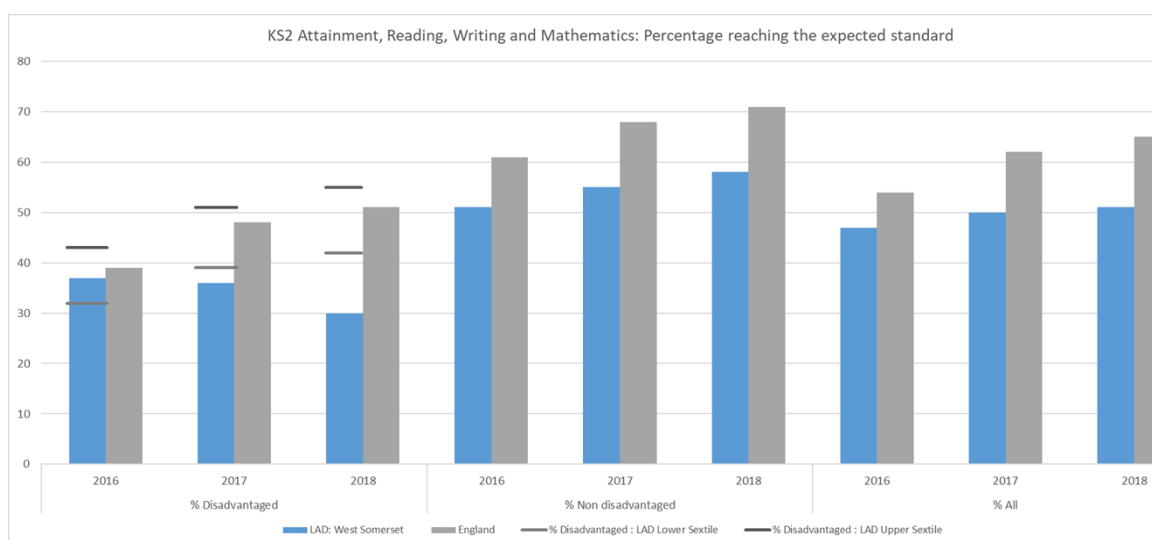
The programme is also focused on improving life opportunities for Vulnerable pupils. We have worked in partnership with the Voluntary Sector, including Minehead Eye and Lifebeat <https://lifebeat.uk/somerset/> to provide staff to support young people in and out of school.

This priority supports The Somerset Plan for Children, Young People and Families 2019 2022 “Great Education” and “Healthy lives”

Our target is:

- At least 85% of children will meet **the expected standards in phonics** in all schools in West Somerset. Based on current numbers this would mean up to 30 more children reaching the standard
- The proportion of children reaching the **expected standard in reading, writing and maths outcomes at key stage 1** will put West Somerset in the top half of the country, and the attainment gap between disadvantaged pupils and all pupils will be half what it was in September 2017
- expected standard in **reading** outcomes at key stage 1 **reading** outcomes at KS1 attainment gap between disadvantaged pupils and all pupils
- expected standard in **writing** outcomes at key stage 1 **writing** outcomes at KS1 attainment gap between disadvantaged pupils and all pupils.
- expected standard in **maths** outcomes at key stage 1
- Outcomes at **key stage 2 will be in the top half of the country** and we will close the gap in West Somerset between disadvantaged pupils and all pupils s for key stage 2

Key Stage 2 results



While standards are improving overall the results for pupil premium pupils are not improving as yet. There is a risk that we may not meet our targets.

3.4.3

Priority three: Transition to adult hood

Disadvantaged young people find themselves trapped as they have limited access to education employment opportunities and lack the means to move home or travel to access them. Nationally those who face the biggest barriers to success are disadvantaged youngsters and very hard to reach the sparsely

populated areas. Indeed, nine of the 10 worst performing local authority areas are poorly connected (often coastal) and sparsely populated. In such areas, disadvantaged youngsters not only have fewer local services, but also received less support from universities and other third sector organisations. The problem is not just travel time. Remote schools often have too few low-income pupils to be eligible for outreach from employers or universities – meaning that people slip through the net. Isolated rural areas also suffer from weaker partnerships between local organisations – due to the distance between them local authorities and other stakeholders in rural or isolated areas need to make more consistent action to improve access to opportunities stop this can involve better transport links, better systems to ensure rural schools receive outreach and service providers, and better connection between school’s charities universities and businesses. Local enterprise partnerships, or universities are well-positioned to leave such efforts. Rural isolation can have major consequences for youth social mobility, as it limits access to further education, higher education, and a range of inspiration and support activities from employers, universities and charities. In remote rural and coastal areas, disadvantaged young people are half as likely to gain two or more A-levels (or equivalent qualifications) and half as likely to enter university as those in our country’s major cities. There are six local authority areas in the country where just 9 to 11 per cent of disadvantaged young people go to university – less than half the average rate. In West Somerset, the percentage of all pupils who went on to University at the end of Key Stage 5 was only 26% compared to 49% nationally.

4% of West Somerset students move on to apprenticeships, half the national average.

The programme has looked at how to bring back vocational training to West Somerset, along with improving the A-level offer. With the support of a number of DFE initiatives a substantial commitment has been made to introduce West Somerset students to the world of work.

Short-term targets for the programme have seen the return of catering, construction and hairdressing to the college and a more than doubling of the number of students staying take A-levels.

The challenge of the college, is the low population numbers in West Somerset compared with the optimum numbers required to deliver post-16 learning.

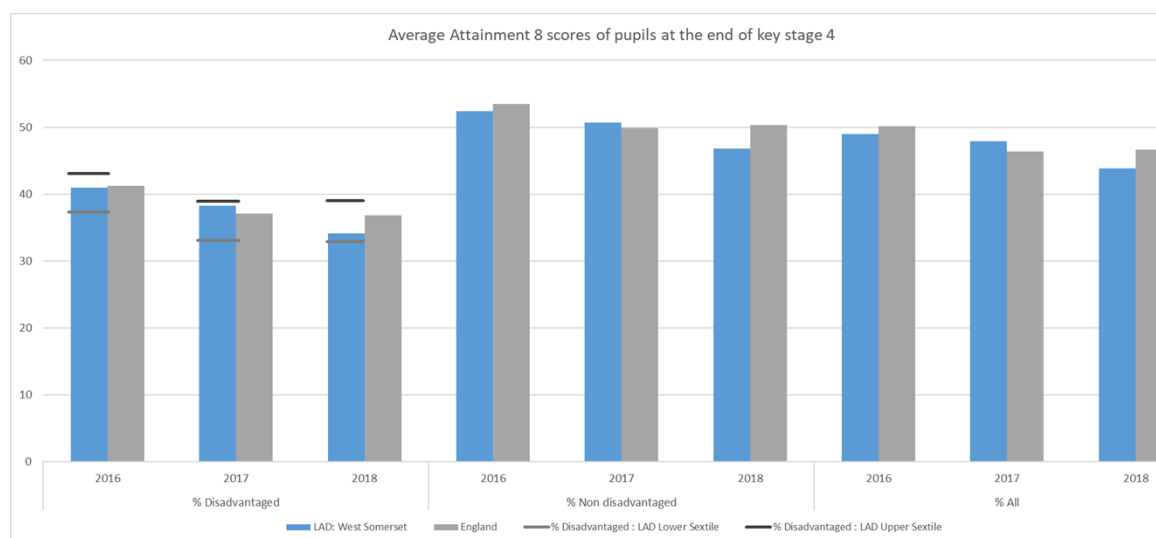
The programme had no key stage 4 targets as a college was performing well.

Our target is:

- We will increase the percentage of young people achieving **level three qualifications such as A levels, at age nineteen** and close the gap between **West Somerset and Somerset** in both academic and vocational qualifications. By 2020/21 we want achievement in West Somerset to equal the strong results already being achieved in the **best performing parts of Somerset**
- Level 3 by age 19 through **Academic** qualifications
- Level 3 by age 19 through **Vocational** qualifications
- All young people leaving West Somerset College will go **onto further education, employment or training**

- The proportion of young people **progressing to higher education** will put West Somerset in the top half of the country
- We will increase apprenticeship starts so **start rates are as high**, or better than, the rest of Somerset and so completion rates are as high, or better than, the rest of Somerset.

KS4 results



The West Somerset college its standards at key stage 4 are strong.

Numbers enrolled in year 12 (sixth form) at the College have risen by a 131% from 48 in 2017/18 to 111 in 2019.

Also we are seeing strong improvements in A level results, A*/A have doubled from 8% in 2017 to 16% in 2019, and A*/B from 21% in 2017 to 31% in 2019.

3.4.4 Priority 4: Business and enterprise

In West Somerset there are limited business networking opportunities as Minehead and the wider West Somerset area did not have a strong local Chamber of Commerce but as part of the OA we are developing an employer forum, led by Jim Whittaker of Channel Training.

The Education Business Partnership has to date engaged 21 businesses with a presence in West Somerset in careers inspiration activity. We have also engaged businesses from Bridgwater and Taunton with activity in West Somerset. It is recognised in West Somerset that the majority of businesses are

small and therefore difficult for them to engage in a similar level of joint working with schools. The Programme created by local stakeholders, including West Somerset council now Somerset West and Taunton, businesses, training providers, in the current development had four key priorities.

In areas of depopulation, strategies that build businesses and encourage young people that there are options locally to earn a living seem to be most effective.

The depopulation is most keenly felt on Exmoor particularly around the hinterland of Dulverton.

Priority five: Enablers

- 3.4.5** It is recognised that there are some constraints beyond education for the young people West Somerset, including transport, digital connectivity and participation. This are similar findings to other rural and coastal communities.

The programme has explored whether new ways of working across West Somerset can enable our young people to participate in education employment training.

Digital

Our libraries, Minehead, Porlock, Dulverton, Williton and Watchet have supported the programme of a number of initiatives which enable young people to access digital technology and homework club's locally. The Onion Collective is supporting young people develop digital skills outside of school.

Transport

Transport the post 16's the West Somerset is very challenging due to the limited number of buses, bus timetables and the lengthy journeys. This affects the ability of young people to go to college, attend social events or employment opportunities such as apprenticeships. The programme is funding initiative with Somerset community council for a "transport agent" to work to find local solutions and in time will use the new developed county council total transport app which is designed to marry the need for transport with transport available within the community.

We also noticed the effect of the changes to driving licence requirements in that all persons under the age of 35 now have to have additional training to be able to drive minibuses. This reduced the opportunity for teachers to driving people to collaborative and sporting events. The fund is paying for 45 teachers and members of the community under 35 to qualify to drive minibuses.

Working in conjunction with the Somerset Road safety we are also looking at how to support young people pass their driving test as quickly and as economically as possible.

Capital Investment

It is noted that within the community, funding has previously been awarded to support buildings to meet the needs of local people. However due to low population numbers the revenue streams have not been in place to sustain them. In a number of assets across West Somerset that require different

business models to ensure their effective use. Where this is the case the project is exploring different business models utilise them to their full potential.

Holiday Clubs

There is a lack of child care and holiday clubs in West Somerset which makes it harder for parents in West Somerset to work. However there is a strong voluntary sector organising events across the community. The programme has funded a coordinator to market and promote the activities within the community so that they are well supported. Where there is no provision the project has explored a number of new models. One model has been busing young people from communities without child care to Kilve Court for activities which has been successful.

Food

Within the project we have been approached by Fare share, a national Bristol-based charity to provide food to community groups. During the last two years we have provided food at Christmas and during the summer holidays where families who benefit from free school meals during term time struggle with the additional costs of feeding their children. This is proven that sadly there is a need and that fair share is a very efficient and effective partner to work with. As a result, lessons learnt were looking to roll this out across the rest of the authority.

Participation of young people

The programme has engaged youth sports trust to undertake a research project to understand the challenges facing young people participating in activities outside school.

This priority supports The Somerset Plan for Children, Young People and Families 2019 2022 “Positive Activities”

5.0 Review: What has this opportunity area done for West Somerset?

West Somerset Opportunity area has enabled key strategic leads to consider the data and needs of West Somerset focused on one place rather than looking at data for a wider area. It has facilitated a wide variety of organisations working together across the five priorities.

5.1 The opportunity area has identified within West Somerset

- The power and energy of the community with capacity to help children and young people
- Partnership working including improved joint working between agencies.
- Joint identification the issues facing community - lack of post-18 training opportunities, transport, data and services

- Significant community resources which are underused due to revenue funding challenges.
- Joint problem-solving beyond schools
- Willingness the community to offer its resources to work with young people
- National Collaboration Outreach project working with Careers and Enterprise Company to develop aspirations and help young people plan their post-16 and post-19 progression routes
- Small businesses with limited capacity to support Apprenticeships but a keenness to help develop skills.

5.2 The Opportunity Area is benefitting from interventions which include:

- Voluntary groups working with parents
- Focusing on early years development
- Locally-based training
- Training Teaching Assistants
- Review of SEND and SEND provision
- Professional training opportunities for teachers
- The national programmes supporting early years and local schools.
- Local Employment engagement
- Improved partnership working.

5.3 Following the first two years of interventions by the OA there are still areas for improvement including:

- learners experience to be consistent, transition to be effective and not the cause of delayed progress.
- Academies collaborating across their communities.
- Capacity issues in small schools and making the programme offer work for them
- Improved joint working between community services for adults and those for young people
- Access to opportunities locally, transport and data
- Support for business

6.0 Legacy planning.

The ambition for the legacy is that the benefits realised in the OA are inherited by local partners and stakeholders and shared more widely to improve outcomes of young people in rural and coastal districts.

It is important that the OA delivers degree of sustainability with the effects and

positive changes be maintained and normalised for West Somerset.

The original vision for West Somerset was

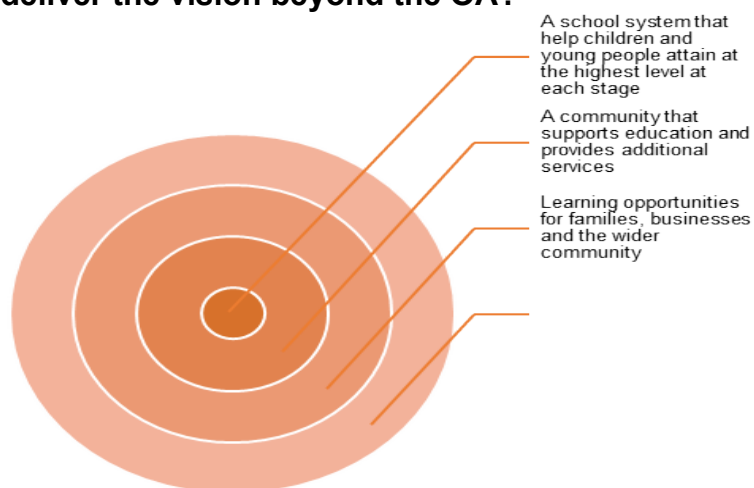
“Our vision is to create a culture where all children West Somerset have the best opportunities to learn, achieve and gain worthwhile and progressive employment. We want to change attitudes to learning within families, achieve it a shift in how education is viewed in the area and to create enduring bonds between, enterprise and education”

WSOA delivery plan, October 2017

Our programme board (appendix 2) made up of stakeholders across the community and from a number of sectors has demonstrated that by having a greater understanding of each other’s needs and offers that synergies and improvements can be achieved.

We believe going forward that this partnership working is fundamental to maintaining the momentum.

How can we deliver the vision beyond the OA?



Alternatively, linked and overlapping actions that have a common purpose of achieving the vision.



The legacy work so far has looked at the impact of the OA interventions, the risk of not being sustained, along with the challenges of sustaining that impact. A legacy plan is required to take on the work when the programme comes to a conclusion at the end of August 2020.

Strategically we have been working with a number of partners including:

Somerset Community Foundation, The Regional Schools Commissioner, Somerset West and Taunton, The Voluntary Sector as well as the Education sector to identify the elements for the programme which need to be secured to ensure the future legacy of the programme. In our final year we are proposing systematic legacy planning approach, with three key elements:

- Project level sustainability
- Priority working groups developing legacy plans which identify future goals and alternative funding routes if the work is to remain sustainable
- Strategic level planning developing working relationships to drive the improvement going forward.

It is likely that creative ways of partnership working including community interest companies and social action investment will enable the work to continue to drive standards for Somerset.

7 Consultations Undertaken

- 7.1** The DFE & Somerset County Council have worked with West Somerset District Council, early year's providers, schools, colleges, employers, the voluntary sector, and the LEP to draw together plans for the West Somerset Opportunity Area. Each priority area is led by an experienced group of local stakeholders who understand the community and can develop appropriate interventions to support the work of the opportunity area.

- 7.2** The DFE have committed to making sure that young people are at the heart of the work. The DFE will be consulting with young people building on research already commissioned from the Somerset Rural Youth Project which will examines the experiences and expectations of young people living in rural parts of West Somerset along with on line pulse surveys.
- 7.3** There are a number of surveys including one to understand the barriers facing women returning to work in West Somerset. There are also surveys for pupils and staff to monitor the impact of the work undertaken as part of the West Somerset Opportunity Area.

8 Implications

- 8.1** The activities within the plan will be funded by the DFE through a grant to Somerset County Council. The grant will be held by Somerset County Council and subject to Somerset County Council procurement rules. Somerset County Council will report to the DFE.
- 8.2** Each priority has a number of targets which the opportunity area has to achieve to improve outcomes for all learners.
- 8.3** Partners will be involved in the development of the legacy plan so they can individually and collectively consider the implications as they emerge.

9 Background Papers

- 9.1** **The West Somerset Opportunity plan can be found at:**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/650231/Social_Mobility_Delivery_Plan__West_Somerset.pdf
- 9.2** **Data References**
Here is the social mobility data for Somerset
<http://www.somersetintelligence.org.uk/social-mobility.html>
- 9.3** **Data on all areas:**
<https://www.gov.uk/government/publications/social-mobility-index>
- 9.4** **Digital inclusion data for Somerset**
<http://www.somersetintelligence.org.uk/digital-inclusion/>
- 9.5** **West Somerset Opportunity Area Newsletters are available on the West Somerset opportunity Area web site.**
<https://westsomersetopportunityarea.co.uk/>

9.6 Note:

For sight of individual background papers please contact the report author

Appendix 1

West Somerset Schools (latest Ofsted rating and date)

All Saints, Dulverton (good 2016)
Crowcombe (good 2019)
Cutcombe (outstanding 2011)
Danesfield, Williton West Somerset Academies Trust (requires Improvement 2019)
Dulverton Juniors (good 2017)
Dunster First (good 2018)
Exford First (good 2017)
Knights Templar First (good 2017)
Minehead First West Somerset Academies Trust (inadequate 2019)
Minehead Middle West Somerset Academies Trust (good 2017)
Old Cleeve First West Somerset Academies Trust (outstanding 2011)
St. Dubricius, (good 2017)
St. Michael's First West Somerset Academies Trust (good 2019)
S. Peter's West Somerset Academies Trust (good 2017)
Stogumber Primary (good 2019)
Stogursey Quantock Academy Trust (good 2016)
Timberscombe (good 2017)
West Somerset College Bridgwater College Academies Trust (good 2016)

There are no special schools, pupil referral units, Adult training Centres or FE colleges in West Somerset.

Appendix 2

Partnership Board

A Partnership board of key local stakeholders was created to address the challenges and developed the Opportunity Area plan.

These included:

Alison Bell – Public Health, Fiona McMillan – Chair, Frances Nicholson – Somerset CC Councillor, Julian Wooster – Director of Childrens Services, Chris Booth – West Somerset DC Councillor, Melanie Roberts – Economic Development, Naomi Griffiths – Onion Collective, Paul Rushforth – West Somerset Academies Trust, Peter Elliott – Bridgwater College Academy Trust, Giles De Rivaz – Regional Schools Commissioner, Tom Thayer – EDF, Jim Whittaker – Channel Group, David Ralph – CEO Heart of SWLEP, Gregg Mockeridge – West Somerset College, Naomi Philp – Head Teacher Dunster School, Brendan Cleere – Somerset West and Taunton Council, Richards Dorney-Savage – Careers and Enterprise, Andrew Hanson – Education Business Partnership, Mark Nettle – Bridgwater & Taunton College, and Jan Downie – DfE Lead for the WSOA.

The four key priorities and areas of work

Early years: Every child has a great start in life

Improving educational outcomes: Educational excellence in the classroom

Supporting teenagers as they leave school: Transition to adulthood

[Scrutiny Report Oct 19]

Supporting the local workforce: Skills for employment and business

The four-additional cross cutting priorities were identified.

SEND, Mental Health, Access to services, and Extra-Curricular - Residentials