Appendix A

CENTRAL BEDFORDSHIRE'S CHILDREN AND YOUNG PEOPLE'S PLAN – ENJOY AND ACHIEVE PRIORITIES

Enjoy and Achieve - Get the most out of life and develop broad skills for life.

What we are going to do

Priority 9: Transform teaching and learning and strengthen leadership to ensure that every school and early years' setting is at least good.

Strategic actions

- Review support services to ensure schools and early years settings have effective, targeted support where it is most needed with a focus on prevention and early intervention.
- Increase the percentage of schools and early years' settings judged to be good or outstanding.
- Ensure that all schools and settings are safe and that children and young people can make informed decisions.
- Strengthen leadership in schools and early years' settings through effective self-evaluation and challenge.
- Ensure that children and young people enjoy their learning.
- Develop and implement a vision for future learning in Central Bedfordshire expressed through the 0-19 Strategy for Change which has an innovative, engaging and continuous curriculum centred on the individual needs of the learner and which promotes health and well-being, harnesses new technologies, is community-focused, global and enables achievement and enjoyment.
- Develop a shared approach to teaching and learning which ensures that children and young people experience effective transitions within and between each place of learning.

What success looks like

- Support is deployed in proportion to need, it is pre-emptive and has a positive effect.
- Increase the percentage of upper schools judged as good from 50% to 80% by 2011.
- Increase the percentage of middle/primary schools judged as good from 43% to 72% by 2011.
- Increase the percentage of lower schools judged as good from 84% to 86% by 2011.
- No schools in special measures (NI 89).
- Increase the percentage of secondary schools judged as having good or outstanding standards of behaviour from 82% to 91% by 2011 (NI 86).

- Children and young people recognise when they are at risk and can make informed and safe decisions.
- Increase to 80% Ofsted judgements on effective leadership and management in schools and/or schools' capacity for sustained improvement.
- Improve attendance rates by keeping the persistent absence rate below 4.76% (NI 87), improving exclusion rates (NI 114) and making sure more 16-18 year olds are in full-time education, training or employment (NI 117).
- School Improvement Partners and learners report that learning is continuous and builds on prior learning.
- Assessment practices and tracking of success are effective and helping to raise achievement for young people.

Priority 10: Raise achievement for all learners particularly underachieving groups and children in vulnerable circumstances.

Strategic actions

- Develop a culture for learning which is based on high aspirations for all, is inclusive and accessible, celebrates success and diversity, promotes community cohesion, promotes participation, is safe for risk-taking, promotes quality teaching, learning and assessment, harnesses technology wisely and which raises levels of achievement for all.
- Develop collaborative approaches to leadership and learning for the benefit of all learners.
- Develop high quality learning environments, approaches to teaching and learning and programmes of learning which are accessible to all and in which day-to-day teaching is at least good.
- Promote a supportive, caring climate for learning to improve enjoyment of learning for all and to reduce levels of unacceptable behaviour and persistent absence.
- Promote social and emotional health and well-being.
- Improve the core skills of literacy, numeracy and ICT by supporting schools in developing effective strategies and teaching approaches geared to narrow achievement gaps.
- Develop and commission a range of targeted, early-intervention strategies/programmes to ensure all learners make progress, attend regularly, participate in learning and enjoy their learning.

What success looks like

- High levels of learner satisfaction and well-being.
- More than 75% of young people report that they have good relationships (NI 50).
- Ofsted scores of more than 75% for effective leadership and management, promoting well-being, community cohesion and equality.
- Healthy schools targets are met.

- Increase the percentage of secondary schools judged as having good or outstanding standards of behaviour from 82% to 91% by 2011 (NI 86).
- Persistent absence rate below 4.76% (NI 87).
- No schools judged as requiring special measures (NI 89).
- A shared understanding and models of collaborative leadership that are used and developed across schools and phases.
- Learners learn effectively and make at least 'good progress'.
- At least 86% of young people achieve 2 levels of progress Key Stage 1-2 in English (NI 93).
- At least 89% of young people achieve 2 levels of progress Key Stage 1-2 in Maths (NI 94).
- 100 pupils take up the 14-19 Diplomas offered (NI 90).
- Scores of more than 75% for Ofsted judgements in relation to the quality of learning and progress for pupils' and the quality of learning and progress for pupils with special educational needs and/or disabilities
- 82.3 % of children achieve at least 78 points across all 6 areas of learning at the Early Years Foundation Stage (NI 72).
- 82% of young people achieve level 4 or above in English and Maths at Key Stage 2 (NI 73).
- 56% of young people achieve 5 or more A*-C grades at GCSE or equivalent inc. English and Maths (NI 75).
- No schools with fewer than 55% of pupils achieving Level 4 or above in English and Maths at Key Stage 2 (NI 76).
- No schools with fewer than 30% of pupils achieving A*-C inc. English and Maths at GCSE (NI 78).
- 76% of young people achieve a Level 2 qualification by the age of 19 (NI 79).
- 52% of young people achieve a Level 3 qualification by the age of 19 (NI 80).
- Reduce the inequality gap in the achievement of a Level 3 by the age of 19 to 21% (NI 81).
- Reduce the inequality gap in the achievement of a Level 2 by the age of 19 to 60% (NI 82).
- 55% of young people achieve 2 or more A*-C grades in Science GCSEs or equivalents (NI 84).
- Increase the number of young people taking physical sciences post-16 – Physics (2008 = 109), Chemistry (2008 = 100) and Maths (2008 = 148)(NI 85).
- 1414 learners achieve a Level 1 qualification in Literacy (NI 161).
- 311 learners achieve a Level 1 qualification in Numeracy (NI 162).
- Children and young people who are underachieving, disadvantaged in vulnerable circumstances, looked-after, at risk of exclusion and gifted or talented make at least the expected level of progress for their age and situation.
- Narrowing the gap between the lowest achieving 20% in Early Years Foundation Stage Profile and the rest (target: between 32-35) (NI 92).
- 2 out of 5 children in care reach level 4 in English at Key S2 (NI 99).

- 2 out of 5 children in care reach level 4 in Maths at KS2 (NI 100).
- 3 out of 21 children in care achieve 5 A*-C GCSEs or equivalents at Key Stage 4 including English and Maths (NI 101).
- Reduce the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at KS2 and KS4: KS2 = 20%; KS4 = 23% (NI 102).
- Reduce to 48% the gap between pupils who are identified as having special educational needs who achieve the expected national curriculum level 4 or above in both English and Maths at Key Stage 2 and pupils who have not been identified as having special educational needs.
- Reduce to 41% the gap between pupils who are identified as having special educational needs who achieve 5 A*-C including English and Maths (NI 105).
- Reduce the gap in attainment at Key Stage 2 between all pupils and Black and Minority ethnic groups: Gypsy, Roma Travellers = 30%; Any other white = 72%; White/Black Caribbean = 75%; Black and White African Combined: 75% (NI 107).
- Reduce the gap in attainment at GCSE level for Black and Minority ethnic groups: Gypsy, Roma, Traveller = 25%; Any Other White = 63%; White/Black Caribbean = 45%; white and Black African Combined = 0%(NI108).

Priority 11: Improve engagement and enjoyment for all children and young people

Strategic actions

- Improving extended school services, out of hours learning, and a wide range of outdoor recreational and play activities and opportunities including volunteering.
- A programme of positive, out-of-hours/extra-curricular activities for children and families that involves innovative approaches to learning, play and recreation at a range of localities.
- Pyramids of schools to produce comprehensive development plans for out-of-hours learning and positive activities and submit these to the LA along with regular financial breakdowns of spend to date.
- Develop Playing for Success study support programme within Central Bedfordshire.
- Providing effective support for children who are not engaged with learning and are at risk of exclusion.
- Review support for the most vulnerable children and young people, developing and implementing an effective integrated service structure including locality based resources such as short stay schools or other effective interventions for children who are not engaged with learning and who are at risk of exclusion.
- Establish and strengthen behaviour and attendance partnerships within four geographical localities.

- Develop parental involvement from the start regarding support and consultation structures.

What success looks like

- 85% of schools meet the full core offer of extended services by Sept 2009 and all schools meet the full core offer by 2010.
- There is an increased range of opportunities within the community for all children and young people, including those with disabilities.
- All pyramids have a development plan in place that is being implemented, monitored and evaluated.
- Study support programmes are available including the establishment of Playing for Success hubs.
- Roles and responsibilities at all levels are understood resulting in improved behaviour with the number of exclusions reduced and improved attendance and reduction in number of NEETs.
- Guidance, support materials and directories of behaviour support are agreed, published and well received by schools; Attendance rates (NI 87 Persistent absence rate below 4.76%), the number of 16-18 year olds in full-time education, training or employment (NI 117) and permanent exclusion rates (NI 114) show good improvement; Children and Young People respond positively to local and national surveys about the provision.
- Parent involvement is well established and all families and children have early access to intervention so behaviour and learning is improved and children are engaged in learning in mainstream settings.

Cross cutting priority: Develop an integrated workforce which is ambitious for all children and their families and expert in its practice

Strategic actions

Workforce development is the key to providing the right staff with the right skills to provide high quality services and transform outcomes for children, young people and their families. We are developing a workforce development strategy to ensure that we identify key areas of development and then put in place programmes to ensure new ways of working across all agencies. This is a key priority that will be monitored and reported through the 'Enjoy and Achieve' Delivery Group. To deliver this priority we will:
- Establish and promote a shared identity, vision, language, practices and services across the Children's Workforce.
- Develop integrated working and a single staff development framework based on a single needs analysis.
- Increase the use of Training hubs for learning in each area of Central Bedfordshire.
- Put safeguarding at the forefront of Workforce Development.

What success looks like

- Regular self assessment shows progress towards integrated working.
- The Children's workforce has shared goals, common language, flexible working practices and works within a common ethos.
- There is a common career development and qualifications framework that encourages movement across the Children's Workforce.
- Local needs for the recruitment, development and reform for the children's workforce are effectively identified and development programmes are matched explicitly to need.
- A single directory of workforce development has been compiled and made widely available, signposting both multi-agency (generic) and role specific development opportunities.

Enjoy and achieve – supporting plans

Transforming Learning/Building Schools for the Future (Business Transformation Project)
Locality Based Services (Business Transformation Project)
Workforce Development Strategy (Business Improvement Project)
E-Learning Strategy
Behaviour and Attendance Plan