



## An Educational Vision for Central Bedfordshire

January 2010

### Purpose

**Central Bedfordshire is a new Authority. It aims to provide an outstanding 0-19 education for all of its young people. This vision will demonstrate how this will be achieved.**

### 1. Context

- 1.1. Central Bedfordshire is home to 252,000 people. 49,200 of our children are under 16 (19.3% of the population); 26,800 (10.5%) are aged 16-24. By 2021 it is forecast that there will be about 2,000 more children aged under 16.
- 1.2. There are 138 maintained schools in Central Bedfordshire which are organised in a three-tier system (lower, middle, upper). They are divided between four geographical areas:
  - Dunstable and Houghton Regis
  - Leighton and Linslade
  - Sandy and Biggleswade
  - Rural Mid-Bedfordshire (Flitwick, Ampthill, Shefford)
- 1.3. In terms of areas of improvement, these geographical locations have been prioritised in the above order based on social and economic indicators and pupil performance. The Dunstable and Houghton Regis area has been identified for review first.
- 1.4. Education results for Central Bedfordshire are similar to the England average but below statistical neighbours at both GCSE and Key-Stage 2. However, there is a difference in performance across Central Bedfordshire, with children in the south performing less well than in the other areas. More than 80 different languages are spoken at home by children and young people in Central Bedfordshire schools. Children from Indian, Pakistani and Bangladeshi families achieve the same as other children. Children from the travelling community do not achieve as well and more are excluded from school.
- 1.5. Most services for the youngest children, including child minders, non-domestic childcare providers and nursery schools are judged good by Ofsted. Children are

helped to achieve well and enjoy what they do. Good performance continues into primary (mostly lower) schools where a high proportion of schools ensure that children learn well. However, less than half of middle and upper schools and less than a half of school sixth forms are judged to be good by Ofsted, which is below both similar authorities and national averages. In five of the six special schools provision is at least good, pupils enjoy their education and they learn well.

- 1.6. The percentage of school leavers going on to higher education is above the regional and national average but the numbers of young people going on to higher education are low in Tithe Farm (8 per cent), Parkside (10 per cent), Biggleswade Stratton (12 per cent) and Sandy Pinnacle (13 per cent) compared to the England average of 24 per cent. The percentage of young people not in employment, education or training (NEET) is better than the regional and national average.
- 1.7. Forecasts for 2010 onwards show an increase in primary school numbers by about 200-300 pupils (1-1.5%) per annum to 2014. The net effect of this is an overall growth in numbers between 2010 and 2014 of about 140-150 pupils (0.4 -0.5%) per annum. This will not be evenly spread and there will be differential areas of growth and decline, particularly related to the impact and timing of new housing developments.
- 1.8. There are proposals within the Local Development Framework for some significant areas of growth which will result in the need for major investment in the schools sector in the medium to long term. The impact of these areas of growth is currently being assessed, but it is likely that they will begin to impact from 2014/15 onwards. This is when it is expected that pupil numbers in the secondary sector will begin to increase as a result of natural population increases which are already beginning to impact on the Primary sector.
- 1.9. In addition to meeting the anticipated growth in pupil places, there are challenges in improving the condition of existing school buildings within Central Bedfordshire. All schools were inspected by building surveyors during 2009 and the results of those surveys are being analysed in order to address the key findings and to assist in the prioritisation of the Council's Modernisation capital programme.
- 1.10. The Authority's commitment to the reduction of carbon emissions will have a qualitative impact on many of the plant replacement and building improvement decisions, which affect the energy efficiency of our schools. This sits hand in hand with rising utility costs and the need for schools to seek greater efficiencies to minimise energy costs.

## **2. Our vision**

- 2.1. We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well at school, make friends and build strong relationships with their family. By the age of 19 we want every young person to have the knowledge, skills and qualifications that will give them the best chance of success, so that they are prepared to take their full place in society as happy, healthy, contributing and confident citizens. We will encourage high participation in both Further and Higher Education.

- 2.2. Central Bedfordshire believes the best vehicle for raising standards is through the 0-19 journey. The pattern of provision, as in, the 2-tier and 3-tier debate is irrelevant. We want education and training to suit the local area and the needs of the young people and the community.
- 2.3. As a new unitary Authority we have set up a Children's Trust, put in place a Trust Board, a Commissioning Group and five *Every Child Matters* Outcome Delivery Groups to develop and implement our first *Children and Young People's Plan*.
- 2.4. Our vision acknowledges the aspirations of the *Children and Young People's Plan*, and reflects the priorities outlined to meet the challenges of *Every Child Matters*.
- 2.5. More specifically, our vision is driven by seven guiding principles:
- 1) The need to raise standards and improve outcomes for young people.
  - 2) To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning.
  - 3) Schools should be based around communities and their needs.
  - 4) That what is best for children and families should be at the centre of any change.
  - 5) That as far as possible services should be delivered locally.
  - 6) New models of leadership and governance for schools should be considered.
  - 7) That the vision should reflect recent curriculum reform.

### **3. The need to raise standards and improve outcomes for young people.**

- 3.1. The *Raising Achievement Policy*, and the sharing of best practice between schools will have a positive impact upon the standards within Central Bedfordshire. The key aspects of the policy are:
- for schools to develop strong, governed partnerships which have the core purpose of improving outcomes and raising achievement by providing a well planned, continuous curriculum and high quality learning experiences for young people from the age of 0 to 19;
  - to use all available resources to support the priorities set out in the Enjoy and Achieve section of the *Children and Young People's Plan*;
  - to adopt a differentiated model for the support given to schools, through the *School Improvement Strategy*, in order to accelerate the improvement of satisfactory schools;
  - to re-commission School Support and School Improvement Services so that support is increasingly commissioned from the strongest partnerships and schools or from other providers.

- 3.2. Schools in Central Bedfordshire's three-tier system must have robust and reliable means of accurately assessing pupils' performance. *Assessing Pupils' Progress (APP)* will be supported through the provision of training and development with groups of schools. We will continue to improve data analysis systems leading to identification of underperformance through the early analysis of assessments, statutory tests and examinations.
- 4. To ensure there is continuity of provision across the 0 to 19 age range so there is a 'one phase' approach to learning.**
- 4.1. Partnerships of schools are important in improving continuity of provision, leadership and recruitment, all of which will enhance teaching and learning and improve outcomes. In line with the white paper *Your child, your schools, our future: building a 21st century schools system*, Central Bedfordshire will encourage schools to develop strong partnerships. These partnerships will allow schools to make shared curriculum decisions and ensure equality of opportunity and the sharing of best practice across all schools within the partnership.
- 4.2. During the next two years there will be a significant shift in the way support is given to schools. The intention is to provide less centralised support and increasingly commission support from the strongest partnerships and schools or from other providers. Innovative practice needs to be developed across the areas which will lead to the greatest improvement in schools. All schools and communities need to benefit from leaders with the vision and skills to ensure that this practice is embedded across communities of schools so that there is shared high expectations; skilled delivery of the curriculum and improved outcomes for all children and young people.
- 5. Schools should be based around communities and their needs.**
- 5.1. Schools should be responsible for children and young people within their community and should work closely together to ensure that they move smoothly between schools so there is no stalling in progress. This means that schools within communities should establish core policies, such as in the curriculum and assessment, and ensure that there are common approaches to areas such as attendance and inclusion. In working together schools should take responsibility for the achievements of children and young people and be prepared to celebrate these and make collective decisions about where resources should be targeted to narrow achievement gaps and improve early prevention and intervention.
- 5.2. Central Bedfordshire is determined to provide greater community access to school facilities and ensure that schools are at the centre of communities in line with the priorities outlined the *Children and Young People's Plan*, including:
- Improving extended school services
  - Developing a programme of extra curricular out of hours activities for children, young people and families
  - Supporting school development plans for out of hours learning

5.3. Good progress has been made with these strategic actions and there is now a focus on ensuring that these activities support the needs of children and young people in vulnerable circumstances through developing further ways of measuring the difference such activities make to these groups.

**6. That what is best for children and families should be at the centre of any change.**

6.1. Extending the range and accessibility of services which schools offer will make a significant contribution to early identification. It will also contribute to improving pupil and, by extension, school performance, by removing the barriers to learning.

**7. That as far as possible services should be delivered locally.**

7.1. The Business Transformation Plan, *Locally Delivered Integrated Services*, is being developed to show how services can be delivered locally in proportion to need, and based around clusters of schools.

7.2. This will require a commitment to embed the extended schools concept in the strategic vision for learning, both in terms of school structures and buildings, and in developing a financial strategy to sustain extended services once the ring-fenced grant ceases in April 2011.

**8. New models of leadership and governance for schools should be considered.**

8.1. In line with the white paper, *Your child, your schools, our future: building a 21st century schools system*, Central Bedfordshire will promote and prompt governors to consider leadership arrangements, including considering local collaborations such as federations and trusts, in order to attract the highest quality leaders to schools and to improve continuity for learners.

**9. That the vision should reflect recent curriculum reform.**

9.1. Central Bedfordshire will support headteachers to help children and young people develop the skills, qualities, competences and capabilities necessary for a 21st century society and economy, enabling them to become flexible, culturally aware and independent both in and outside the classroom. The way schools work together should enable the best models of delivery for the curriculum particularly around:

- Early Years Foundation Stage
- *Independent Review of the Primary Curriculum: Final Report 2009*
- Secondary Curriculum
- Accelerated Key Stages
- 14-19 Curriculum

9.2. These principles form the basis of our vision, and will be at the heart of our consultation with all stakeholders.

## **10. How success will be measured – Key Performance Indicators**

10.1. Success will be based on a range of indicators, which will include the following:

- At least 86% of young people achieve 2 levels of progress Key Stage 1-2 in English, and 89% in Maths (NI 93 & 94)
- 82.3% of children achieve at least 78 points across all six areas of learning at Early Years Foundation Stage (NI 72)
- 56% achieve five or more A-C grades at GCSE or equivalent, including English and Maths (NI 75)
- No schools with fewer than 55% of pupils achieving Level 4 or above in English and Maths at KS2 (NI 76)
- No schools with fewer than 30% of pupils achieving A-C including English and Maths at GCSE (NI 78)

## **11. Realising our vision**

11.1. *Choice, diversity and access based around the community*

11.1.1. Central Bedfordshire will play a strategic role in:

- helping schools develop plans which include other schools and the wider community;
- encouraging schools to establish formal partnerships and innovative ways of easing transition and improving recruitment;
- encouraging schools to identify which specialism is appropriate to them in collaboration with other upper schools, increasing diversity and maximizing the impact of specialist schools; and
- promoting collaborative learning communities, inclusion, sharing of good practice and innovation.

11.2. *Identifying and tackling underperformance of schools and groups raising standards and continuity*

11.2.1. Central Bedfordshire is determined to improve outcomes for all children and young people. The implementation of our Raising Achievement Policy is central to this, and success is dependent on the extent and quality of our partnership working with all stakeholders across Central Bedfordshire. Through this Policy we aim to ensure that every school is a good school. We will ensure early identification of underperformance by

schools, groups and individual pupils through evidence based challenge and through identifying proportionate support for school leadership, governors and individual staff to address their needs.

11.2.2. We will focus on narrowing the achievement gaps for all young people in groups which underperform by:

- promoting social and emotional health and wellbeing;
- improving the core skills of literacy, numeracy and ICT by supporting schools in developing effective strategies and teaching approaches; and,
- developing and commissioning a range of targeted, early-intervention strategies and programmes to ensure all learners make progress, attend regularly, participate and enjoy their learning.

### 11.3. *Curriculum continuity of provision, curriculum reform*

11.3.1. Central Bedfordshire aims to create a curriculum model which ensures that our vision becomes a reality by:

- working in partnership with our schools in and across locality networks;
- promoting current leading edge practice in curriculum design and developing local models;
- supporting headteachers and senior leaders to review and redesign curricula;
- providing and supporting collaborative research and planning;
- providing support and challenge through existing programmes to ensure that the curriculum delivers excellent outcomes; and,
- identifying support to develop the skills of planning, teaching and building relationships.

11.3.2. We will establish a separate 14-19 Strategic Partnership in Central Bedfordshire from 1 April 2010, as a sub group of the Children's Trust. The Partnership will review the 14 -19 plan to ensure that all children and young people are able to access the full range of curriculum opportunities and will also address the following issues:

- raising the participation age;
- planning, commissioning and evaluating provision.

11.3.3. We will look into joint curriculum planning with providers to engage them in the 14 – 19 reforms and to secure commitment to change, particularly around how provision can be jointly planned and managed.

11.3.4. We will set out our 14-19 commissioning plans showing how commissioning intentions for Further Education provision sit alongside commissioning intentions for school sixth forms and apprenticeship provision to serve the needs of the population.

11.4. *Integrated Children's Services, Every Child Matters and extended schools*

11.4.1. We will move towards creating a fully integrated workforce of localised multi-agency support teams who will help to create the vision around the family and child, addressing all five strands of Every Child Matters to create strong and sustainable local communities.

11.4.2. We aim to create flexible, dynamic and innovative learning communities, which promote excellence and embrace diversity, whilst meeting the needs of the individual learner.

11.4.3. We will provide a curriculum fit for purpose that will enable children and young people to access a variety of quality learning pathways, both academic and vocational, encompassing our 14 – 19 strategy.

11.4.4. We will take every opportunity available to maximize the potential of co-location of services with partner agencies in order to enhance the roles of the school in the community

11.4.5. Strong groupings of schools such as trusts, federations and partnerships may enable existing school buildings and other local resources to be used flexibly and creatively to meet the needs of the children, young people and families in their locality.

11.4.6. We aim to work with our schools in order to deliver the core offer of extended services, to be in place by 2010. These are:

- childcare (in primary and special schools) giving children a good start in the crucial early years, supporting working parents to the benefit of the whole family;
- a varied menu of activities including study support, sport and music clubs giving children a choice of opportunities to enjoy and excel in outside the classroom;
- swift and easy access to targeted and specialist services working in partnership to ensure the wellbeing of all children;
- helping parents engage with their children's learning by offering support where needed; and,
- access to facilities including adult and family learning, ICT and sports facilities available for the whole community.

11.4.7. As outlined in Locally Delivered Integrated Services we will improve outcomes for children and young people by:



- further embedding integrated processes;
- improving multi-disciplinary practice; and,
- developing an appropriate range of pathways for service delivery.

11.4.8. We will work with schools and school based extended schools coordinators to help them to:

- engage in regular consultation with both children and parents;
- assess demand and need for services that meet the required elements of the 'Full Core Offer';
- produce a regular audit of provision within each of their school clusters to ensure services are maintained as well as sustainable; and,
- build strong working relationships with local sports partnerships.

11.4.9. Through the Extended Schools programme we will offer pupils a range of activities, opportunities and support. By working in partnership with other agencies which have an interest in similar outcomes, we aim to help meet not only the school's objectives but also help to meet the wider needs of children and young people, families and the local community. The development of co-located integrated teams will support and accelerate this process.

## 11.5. *Inclusion and Special Educational Needs*

11.5.1. Central Bedfordshire values special schools as having an important and continuing role within the range of provision and sees special schools as an integral part of local service delivery, closely linked to Children's Services developments. Special schools have a role in providing high quality education for the growing population of children and young people with severe and complex needs as well as supporting mainstream schools to become more inclusive by developing and improving their capacity, through advice, support and training.

11.5.2. We will champion the needs of all pupils, including underperforming groups, vulnerable groups, those at risk of exclusion and hard to reach pupils and families. Our Inclusion Strategy is closely linked to the cross cutting priorities of the Vision and aims to:

- create an inclusive system that supports closer links between mainstream and specialist provision, linking to individual needs and ensuring that it matches current and future needs;
- address issues of social exclusion, behaviour, attendance and truancy;
- provide opportunities for all, including the gifted and talented;

- provide a curriculum that is personalised to the needs of individuals;
  - reduce unnecessary expenditure and reinvest to meet identified and unmet needs;
  - ensure there is access to equivalent provision wherever a child lives.
- 11.5.3. We will support federations, trusts and partnerships in developing locally delivered targeted services to support prevention, early identification and effective interventions that support inclusion. This will include commissioned outreach from special schools and schools and settings with identified good practice.
- 11.5.4. We will continually review cases where children and young people are being placed out of Central Bedfordshire and consider whether resources could be re-allocated to make provision that meets those children and young people's needs available locally.
- 11.5.5. We will develop the concept of Area Special Schools as part of the continuum of provision for our children and young people with the most significant needs, as recommended following consultations carried out by Bedfordshire County Council in 2007.
- 11.5.6. We will consider the option, where possible, of co-location to enable mainstream and special schools to share their resources and facilities and work more effectively in partnership. Special schools and services based on these sites could deliver support to mainstream schools in the area. Special schools have much to offer in this regard, in terms of curriculum development and access, individual and personalised planning, positive behaviour management, augmented communication systems and ICT, as well as more specific inputs on access and support for pupils with disabilities.
- 11.5.7. We will commission provision for learners with learning difficulties and disabilities aged between 16 and 19 and up to 25 from April 2010 within the sub-regional group of Central Bedfordshire, Bedford Borough, Luton and Hertfordshire.

## 11.6. *Leadership and change management*

- 11.6.1. Central Bedfordshire is committed to leadership and change management and will focus on the following areas:
- developing cross school leadership models; and,
  - creating opportunities for leaders of clusters of schools and leaders of multi-agency localised provision.
- 11.6.2. New models of governance are likely to emerge as trusts, federations and partnerships of schools become stronger and we will provide opportunities to develop governing bodies which will link in with other children's workforce providers.

- 11.6.3. Central Bedfordshire will draft a change management plan to include:
- developing the strategic role of school governance;
  - strengthening student leadership and the student voice, so that students act as agents for change.
- 11.6.4. In order to facilitate an effective multi-agency approach to education delivery, the change management plan will take into account the needs of non school based staff such as those from other children's services, leisure, libraries and museums.
- 11.6.5. In the three tier system, there are fewer opportunities for new entrants to teaching to undergo phase specific training. There is evidence that this exacerbates issues of recruitment at teacher and leadership levels because of a perception that experience in these schools will limit career development opportunities.
- 11.6.6. Some of our schools have found ways of creating cross phase posts through collaborative approaches, which have proved to be very helpful for learner transition and attractive to the profession. Opportunities for leaders to work across different schools, for secondary school teachers to teach their subject across Key Stages 2, 3 and beyond, and for primary teachers to experience Key Stage 3 teaching will be increased by any proposals to strengthen clusters of schools through hard or soft federations.
- 11.6.7. This places our schools in a unique position to provide attractive and innovative opportunities, and to attract the very best professionals interested in improving transition between key stages.
- 11.6.8. Our rural areas have the most clearly defined pyramid families of schools and are therefore well placed to develop effective cluster groups. The relationships between different phase schools in Leighton Linlade and Dunstable are more complex and the configuration of confederations will provide greater challenges in these areas.

## 11.7. *Information Communication Technology (ICT)*

- 11.7.1. Central Bedfordshire will place a strong emphasis on the importance of e-Learning for children and young people, helping to create independent, confident and successful learners capable of broadening their own life chances and playing a full part in a changing global society as informed and responsible citizens.
- 11.7.2. We will provide for all learners flexible access to rich, broad and balanced high quality personalised learning experiences which are inspiring and stimulate attainment. Our key priorities will be:
- Extending online learning facilities to all learners through implementing the introduction of learning platforms for every student.

- Developing online learning provision for students and meeting the DCSF International Strategy objective of every school having a sustainable shared learning link with a school abroad.
  - Developing e-Learning to support staff in the development of ICT knowledge, skills and understanding and in using this ICT capability to support learning and teaching in the wider curriculum.
  - Developing a web portal to rationalise existing education websites and to accommodate the new web based systems providing easy, relevant and safe access for all users.
  - Promoting the ICT Mark framework as a means of raising e-Learning standards.
  - Improving connectivity and systems support to increase reliability.
  - Establishing a fully integrated Management Information System across all school phases which can be accessed any time, anywhere to inform teachers, parents and their children about their learning as well as providing key school management information.
- 11.7.3. We have already invested in facilities to allow children and young people, parents and staff access to information, learning resources and management information via a learning platform. Using ICT engages pupils in their own learning, and evidence which supports this view is widespread across all phases.
- 11.7.4. Using ICT helps children and young people to manage their own learning. Using a learning platform enables access to:
- resources and learning opportunities that are available at all times;
  - 'learning pathways' (e-Learning Folio);
  - engaging in collaborative working;
  - assessment opportunities with instant feedback;
  - high quality e-Learning resources;
  - online software applications;
  - video conferencing allowing access to specialist teaching (where it might otherwise be available);
  - personalised learning opportunities; and,
  - developing extended schools and services provision.
- 11.7.5. Currently the majority of schools are using one learning platform and it is the aim to have all schools using one web based Management

Information System. This will allow for close integration and sharing of information and data.

## 11.8. *Sport and physical activity in the community*

11.8.1. Central Bedfordshire is committed to providing a framework for the development, management and marketing of quality sport and physical activity in Central Bedfordshire, which will provide the community with a quality sport and physical activity experience, and allow all to benefit from the social, health, economic and environmental advantages that sport and physical activity is known to provide, and so reduce inequalities. The following five strategic objectives will help deliver the vision, as well as improving community access.

- Access - To pursue innovative ways of providing convenient PE, sport and physical activity opportunities for the Central Bedfordshire community, particularly those who may be subject to barriers such as cost, rural location or disability.
- Young people - To increase the number of young people who take part, in a variety of quality PE, sport and physical activities, to achieve the 5 hour offer, and enhance their social and physical well being.
- Active lifestyles - To actively promote a positive image of the benefits of PE, sport and physical activity for all, through the use of appropriate role models, media exposure and highlighting the advantages to be gained through a healthy and active lifestyle.
- Partnership - To make the most efficient use of all available resources from partners, to ensure that a variety of quality opportunities to participate in PE, sport and physical activity, are not inhibited through lack of information, finance or opportunity.
- Facilities - To provide, maintain and enhance in partnership existing PE, sport and physical activity facilities and to support the provision of suitable new facilities where a local need has been identified.

## 11.9. *Sustainable schools*

11.9.1. Schools represent a significant challenge as we develop and implement a carbon reduction and climate change strategy. Currently emissions from schools make up 52% of our carbon footprint and just over 1% of the area's carbon footprint.

11.9.2. Each school will be provided with data on its carbon footprint and we will work closely with schools to maximise energy efficiency and the use of renewable technologies alongside other issues such as waste minimisation and recycling, water conservation and biodiversity.

11.9.3. Any new schools and major refurbishments will be designed to ensure they meet high standards to minimise environmental impact.

- 11.9.4. We are also developing a strategy on sustainable modes of travel for educational establishments to promote walking, cycling and the use of sustainable transport to school.
- 11.9.5. We will encourage schools to showcase good sustainability practices in energy, water, waste, travel, food and procurement in buildings and grounds to their pupils, staff and communities. This will place schools at the centre of community action on climate change and promote learning about the environmental features of buildings and also about wider sustainability and environmental issues.
- 11.9.6. Our vision is central to our plans to deliver community regeneration and economic growth with schools recognising that their role in raising standards and aspirations can have a real impact on employment in deprived communities. It is critical that schools contribute to addressing skills shortages within the area they serve and can act as the catalyst for families who have suffered unemployment or incapacity to break the cycle of worklessness.
- 11.9.7. As an area that will witness significant housing growth over the coming decade we will ensure that new schools are planned at the heart of new communities ensuring that strong foundations are built for delivering a skilled but flexible workforce for sustainable economic growth in the local and global economy.

## **12. What are the next steps?**

- 12.1 Following the publication of the vision we will prepare an area review for each of the four geographical areas, beginning with Dunstable and Houghton Regis, to determine how school organisation in each area can best meet the aspirations set out in this Vision. We will review the number of transition points and reduce these where possible.
- 12.2 We will consult with schools and other stakeholders to agree prioritised objectives reflecting the local situation e.g. community regeneration priorities and housing growth and will consult with parents, young people, the community and other key partners to ascertain their needs and wishes for educational provision.
- 12.3 To prepare each area review we will:
- use the criteria agreed previously by the Learning Transformation Board;
  - involve schools in scoping the broad range of possible options for reorganisation and/or greater local collaboration;
  - evaluate each of the options against the agreed weighted objectives;
  - provide a detailed appraisal of the short listed options;
  - recommend preferred options, supported by a capital investment strategy and the development of change management plans.

### 13. Glossary of Terms

<b>BSF</b>	Building Schools for the Future. The government programme for the re-generation of secondary schools.
<b>KS</b>	Key-Stage 1 is the National Curriculum programme of study for children between ages 5 and 7, KS2 is for children aged 7-11, KS3 is 11-14 years, and KS4 is 14-16 years
<b>ECM</b>	The government 2004 Children's Act introduced the <i>Every Child Matters</i> Agenda. The five principles are for children to be healthy, safe, enjoy and achieve, make positive contributions and achieve economic wellbeing
<b>CYPP</b>	The Children and Young People's Plan
<b>SEN</b>	Special Educational Needs
<b>VA or VC</b>	Voluntary-Aided or Voluntary-Controlled – church schools
<b>LA</b>	Local Authority
<b>SIP</b>	School Improvement Partner – a Local Authority appointed person that holds the school accountable
<b>ASIA</b>	Area School Improvement Adviser, the Local Authority appointed person, to maintain standards and educational provision in a certain geographical area
<b>APP</b>	Assessing Pupil Progress – the new assessment tool, by which schools can assess pupil outcomes and standards
<b>AFL</b>	Assessment for Learning – classroom techniques and school based practices to help pupils move forwards
<b>QCA</b>	The national Qualifications and Curriculum Authority
<b>LSC</b>	Learning and Skills Council
<b>NEET</b>	Not in Education, Employment or Training – usually 16-19 year-olds
<b>ES</b>	Extended Schools
<b>ICT</b>	Information and Communication Technology – usually associated with computer practices
<b>EWO</b>	Educational Welfare Officers
<b>CPD</b>	Continuing Professional Development
<b>MIS</b>	Management Information System
<b>KPI</b>	Key Performance Indicators
<b>PFI</b>	Private Finance Initiative – a method of getting private companies to pay for large-scale school re-building
<b>NI</b>	National Indicator