

Appendix C

Dunstable and Houghton Regis

Review Group

Setting of Criteria for the Vision – November 2010 Update.

The Vision	Criteria / Principles	Possible Implications
Raising Standards & improved outcomes	<ul style="list-style-type: none"> • KS1 results at above National average. • Improved results at KS2 • Improved GCSE A-C results • Higher attainment at both GCSE and equivalent qualifications • pre-schools need to be operating to at least national average • Pre-school and schools should be the start of life long learning. 	<ul style="list-style-type: none"> • Schools working together to ensure learning journey of pupils is as smooth as possible • Agreement on sharing best practice. • How are the results improved and how do we change the structures and leadership to get the results better?
A 0-19 one phase approach	<ul style="list-style-type: none"> • Improved stay-on rates at College & FE, and decrease drop-out rates • Being able to set or recognise the best transition point for pupils • Better sharing of good practice. • Better knowledge of pedagogy across the phases • Higher outcomes at 16 and 18. • Reduce pupil mobility • A holistic, whole child approach 	<ul style="list-style-type: none"> • A move to Trusts / Federations / Partnerships • New models of leadership need to be explored. • When will pupils transfer and what building stock exists to enable this to happen? • One transfer? At 11? At 13? • Quality agreed pupil information sharing across key stages / phases / services.

	throughout the age range.	
Based around communities	<ul style="list-style-type: none"> • Training Opportunities for staff and parents delivered locally • Pupils who are at risk of exclusion should have access to local specialist support. • Excluded pupils must be dealt with in their own community 	<ul style="list-style-type: none"> • Closer alignment to the D / H-R review, and co-location of services • Setting up of PRU type facilities in Dunstable / H-R
Children & family at centre	<ul style="list-style-type: none"> • Pupils being emotionally resilient to cope in school • Better engagement of D / H-R families • High quality early years intervention 	<ul style="list-style-type: none"> • Children's Centres at the heart of the schools • Alternative provision for vulnerable pupils • Changes in catchments and admissions within the area • Working closer with other partners & agencies • Faith groups within the locality being offered appropriate school places.
Locally delivered services	<ul style="list-style-type: none"> • Easier access to school improvement for curriculum areas • Close links and total alignment with the SEN review • Young mothers and pregnancy training • No child to leave their community to be educated • A definite learning journey for pupils and families • Maintain and build relationships with academies, independent schools, and third 	<ul style="list-style-type: none"> • Closer alignment to the D / H-R review, and co-location of services • Local SEN provision • The development of short-stay schools

	<p>sector provision.</p> <ul style="list-style-type: none"> • Access to local 'short stay' provision. 	
New models of leadership	<ul style="list-style-type: none"> • Increase in number of applicants, Improved retention • Governors to grasp and understand the local and national context • Improve the quality of our leadership by attracting the very best leaders • Transparency in the discussions of quality of leadership • Improved grades at Ofsted for Middle & Upper Schools • Effective Communication of principles to a wider audience • Strengthen 3rd sector liaison. • Governors involved and engaged. • All stakeholders involved and engaged. 	<ul style="list-style-type: none"> • Building capacity within our federations etc, to keep best leaders locally • Investigation into school size and best size and viability of school size on recruitment of Heads • Governor training and hearts and minds to be won of Governing Bodies • Make the area attractive to leaders / future leaders
Reflect recent curriculum reform	<ul style="list-style-type: none"> • Increase numbers with GCSE or Diploma • The 14-19 strategy to be reflected • Locally agreed curriculum which raises aspirations. • An emphasis on family and life long learning. 	<ul style="list-style-type: none"> • Improved delivery of Diplomas and non-GCSE qualifications • Curriculum reform from early years onwards • Board curriculum not just based on academic progress.