

# Partnership Vision for Education 2015 - 2019

## PARTNERSHIP VISION FOR EDUCATION IN CENTRAL BEDFORDSHIRE

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Central Bedfordshire Council's Executive last agreed to a renewed statement of the Council's Education Vision at its meeting on 27 March 2012. The Principles agreed at that time have been refreshed in line with the Vision and Priorities outlined in the 2015 – 2017 Children and Young People's Plan.

### Our Vision

*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 in education, make friends and build strong relationships with their family. As young adults, 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 a healthy, happy, contributing and confident citizen.*

Central Bedfordshire Council recognises that to achieve our vision we must take a collaborative approach across its own services and with a range of partners, including young people and their families, settings, schools, the diocese, academy sponsors, colleges and universities, health partners, local employers and the wider community.

**Alone we can do so little; together we can do so much.**

**Helen Keller**

For this to be successful, partners all need to:

- share the goal – to improve the learning, attainment and progress of all children and young people in Central Bedfordshire
- sign up to taking their part, contributing to the agreed priorities and outcomes and tackling underperformance.
- contribute to providing and sharing high quality local information and data that can be scrutinised
- take collective actions to address the issues.
- share best practice with each other.
- contribute to, work in partnership with and access the work of the two Teaching Schools (Central Bedfordshire Teaching School Partnership (CBTSP) and The Acorn Teaching School (TATS)) who are key to the improvement of schools and improvement of outcomes for children and young people in Central Bedfordshire.

### Principles

In Central Bedfordshire, all partners will work together, share information and develop successful approaches to learning which have the following principles at their heart:

- 1) School leadership has the biggest impact on outcomes for children and young people.**
- 2) That there is a need to improve achievement, progress and outcomes for young people.**

- 3) That schools should be based around communities and the needs of their learners, ensuring continuity and breadth of provision across the age range, from birth to leaving education, creating a 'one phase' approach to learning.**
- 4) That what is best for children and families should be at the centre of any change, with children, young people and their families having the opportunity to engage and participate in the shaping of services.**
- 5) That different models of leadership and governance for schools are encouraged and supported.**
- 6) That all partners will capture what is working well and publish this in ways that allow others to learn from the success.**
- 7) That all stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.**

We will utilise these principles in delivering the outcomes set out in the Children and Young People's Plan and reflected below

- Children and young people at the heart of everything we do
- All children and young people fulfil their aspirations and potential.
- Well led and managed settings, resulting in:
  - Improved attainment and progress
  - The right skills to be school ready, secondary education ready and work ready
  - Excellent behaviour
  - Early help easily accessible for all who need it
  - Wider opportunities for learning, including extra curricular activities
  - Multi agency learning and shadowing opportunities promote shared understanding of work

### **Education Landscape**

Central Bedfordshire has 50 Academies (2 special schools, 1 alternative provision free school, 16 lower schools, 8 primary schools, 12 middle schools, 5 secondary schools and 6 upper schools).

Central Bedfordshire also has 88 maintained schools (2 special schools, 4 nursery schools, 62 lower schools, 11 primary schools, 5 middle schools, 1 secondary school and 1 upper school).

There is a strong emphasis on autonomous schools taking increased responsibility for the development of local improvement capacity.

We now need to demonstrate good system leadership and as the local authority exert different influences and levers both directly and indirectly with schools to tackle underperformance and improve outcomes, making effective partnership even more important.

The local authority works increasingly closely with Regional School Commissioner. This is a new role introduced from 2014 to challenge and support underperforming academies. The Regional School Commissioner reports to central government but does not have statutory powers of intervention.

The Director of Children's Services holds statutory powers of intervention for schools maintained by the local authority i.e. those schools that are not academies or independent schools

The Director of Children's Services is responsible for commissioning sufficient numbers of school

places.

The Director of Children's Services is responsible for the quality of education provided by all schools in Central Bedfordshire

Ongoing curriculum reforms require significant changes in curriculum design in schools.

There are significant changes in assessment processes from 2015, which will impact upon every stage of education, and make comparisons with performance pre 2014 on a like for like basis impossible

A reduction in 6<sup>th</sup> form funding and increase in employer contribution is having significant impact on secondary and larger school/special school budgets due to their larger staffing complement. This significant budget pressure will need to be managed effectively by the secondary and upper schools.

### **Where are we now? (2014 data)**

3<sup>rd</sup> Quartile at the end of Early Years Foundation Stage

1<sup>st</sup> Quartile at the end of Key Stage 1

3<sup>rd</sup> Quartile at the end of Key Stage 2

2<sup>nd</sup> Quartile at the end of Key Stage 4

2<sup>nd</sup> Quartile for young people not in education, employment or training

84% schools good or better compared to 81% national average and statistical neighbour average (December 2014)

Local employers report an issue with young people entering employment with the right skills to be work ready

### **What will make the Difference?**

#### **Six key elements**

##### **1. School Leadership**

We recognise the impact of inspirational, high quality school leaders, including school governors, and the best teachers in driving educational achievement and progress for all pupils. We recognise that there is a national difficulty in recruiting head teachers and therefore strongly advocate different models of leadership across schools that support school improvement and improved outcomes for children and young people.

#### ***What we will do***

- Work with the teaching schools, academy sponsors, head teachers and National Leaders of Governance (NLGs) to

support the development of outstanding head teachers, school leaders and governors, ensuring secure succession planning eg, Leadership Ladder, mentoring scheme, enabling good and outstanding leaders from within and outside Central Bedfordshire to provide school to school support.

- Explore routes to support schools in improving results
- Provide advice and support for schools considering changed models of leadership
- Work with schools and their Governing Bodies in improving school governance by commissioning high quality training opportunities and providing communication forums/mediums that support the changing and increased accountabilities of school governors.
- Work with National Leaders of Governance to provide advice and support to Governing Bodies.
- Encourage and support council staff and local employers to become school governors so that schools have an increased pool of people with the range of skills sets schools need to fulfil their governance responsibilities and achieve our collective ambition.
- Provide local authority governors with briefings about their schools
- Ask schools for feedback on the attendance and performance of local authority governors
- Provide head teachers and chairs of governors the opportunity to discuss their school performance and the quality and impact of support they have accessed with the Director of Children's Services
- Ask chairs of governors and head teachers to share succession plans with the local authority
- Key Stage 4 Standards Improvement Board, chaired by the Executive Member to be established

### ***Intended Outcomes***

- Highly effective leadership in schools, evidenced through Ofsted judgements of Leadership and Management demonstrating continued improvement
- Pupil achievement and progress will improve and reach the top quartile at the end of every key stage of education.
- Feedback on Governor training will be at least consistently 'Good'.
- Governors report that they feel equipped to carry out their role.

## **2. Achieving results in the top quartile in Key Stage tests, including GCSEs and A Levels**

Central Bedfordshire Council wants every child to achieve their potential, including achieving well at school. Outcomes at the end of every key stage of education should be in the top quartile, we are aspirational and ambitious for our children and young people. Central Bedfordshire Council wants every school to be at least a good school. Schools are self-managing and autonomous and therefore responsible for their own performance and improvement and we recognise that the majority of schools are able to identify what is working well and what they need to do to improve. Some schools will need some focussed support or intervention.

As champions of children and parents, we tackle underperformance rigorously and broker support where required and, when necessary, use our powers of intervention to protect standards, should the provision and quality for children and young people be seriously compromised. Detail is outlined in our School Intervention Strategy.

We maintain a strong drive to narrow the gap in performance between children who are disadvantaged and those who are not, including our looked after children and those children eligible for Free School Meals.

### ***What we will do***

- Work with the Teaching Schools to ensure best practice is shared and outstanding leaders, governors and teachers are recruited, identified and supported to provide school to school support.
- Share successful practice of schools coming together to support cross school moderation and ensure confidence in and accuracy of data.
- Ensure that school leaders and Governors have access to timely performance data that can be used to drive improvement.
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding all pupils' achievement and progress.
- Ensure that governing bodies have access to training opportunities in order to effectively challenge and support school leadership teams regarding the quality of teaching and learning in classrooms.
- Ask upper and secondary schools to share headline school level predictive GCSE attainment data at two points during the academic year.
- Ask primary and middle schools to share predictive Key Stage 2 data at two points during the academic year.
- Intervene early in schools that are at risk of low performance, including performance of disadvantaged groups.
- Secure/commission a Pupil Premium Champion who will work directly with schools to challenge impact of Pupil Premium and identify and share best practice.
- Work with the Teaching Schools to ensure targeted CPD is available in areas of issue for schools and that best practice is shared.
- Draw on the community and voluntary organisations to support schools with their interventions for children and young people.
- Work together to publicise Central Bedfordshire as a Great Place to Live and Work, and utilise our housing growth to develop provision of available housing for new teachers.

### ***Intended Outcomes***

- We will be in the top quartile nationally at the end of each Key Stage
- The Free School Meals Gap and other Vulnerable Pupils Gap will narrow
- We will increase the percentage of good and outstanding schools

### **3. School Readiness:**

We recognise that 'The quality of a child's early experience is vital for their future success. It is shaped by many interrelated factors, notably the effects of socio-economic status, the impact of high-quality early education and care, and the influence of 'good parenting'. What parents and carers do on a daily basis with their children is important. Providers who forge strong partnerships with parents and carers, and work in partnership to develop the home learning environment, help them to improve their child's progress and make a better start at school'.

Ofsted April 2014

### ***What we will do***

- Make every contact count – agree key messages relating to school readiness which all professionals will reinforce upon contact with families.

- Health Visitors and Early Years professionals will work together in an integrated way with families to ensure that children in Central Bedfordshire get the best start in life. (School Readiness Partnership Plan)
- Share key health and education information with schools, in partnership with the School Nursing Service, as part of a seamless transition process into Reception in schools.
- Monitor the impact of the Early Years Pupil Premium

### ***Intended Outcomes***

- Children will have the skills to be ready for school on admission
- Central Bedfordshire will be in the top quartile at end of Early Years Foundation Stage
- The Free School Meals gap will narrow

## **4. Improving health outcomes to support improving educational outcomes**

The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full potential. (Gutman L and Vorhaus J (2012). *The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes*. London: DfE).

We recognise that promoting the health and wellbeing (including mental health) of pupils and students within settings, schools and colleges has the potential to improve their educational outcomes *and* their health and wellbeing outcomes.

- Pupils with better health and wellbeing are likely to achieve better academically.
- Effective social and emotional abilities are associated with greater health and wellbeing, better achievement and work readiness.
- A positive association exists between academic attainment and physical activity levels of pupils.

### ***What we will do***

School Improvement Services, Public Health Services, settings and schools will work together by:

- Ensuring that the School Nursing Service health offer is embedded across the whole school community.
- Ensuring all schools sign up to the 2016 School Health Education Behaviour Survey and collectively use its outcomes to inform changes in practice.
- Sharing best practice case studies of impact of Pupil Premium and Primary Sports Premium.
- Developing School Safeguarding Process self evaluation tool.
- Developing the Central Bedfordshire PSHE/SRE Partnership Network.

### ***Intended Outcomes***

- We will be in the top quartile nationally at end of each Key Stage.
- The Free School Meals Gap and Vulnerable Pupils Gap will narrow.
- School attendance rates will improve.
- Childhood obesity will reduce.
- Children's health and wellbeing will improve, and indicators will be in the top quartile nationally.

## **5. Young people have the skills to be work ready**

We recognise the importance of access early high quality independent career advice and work experience opportunities for all young people so that they understand what their further and higher education and career options and choices are.

We recognise the importance of preparing young people to understand and respond to the needs of the employment market

We recognise the importance of working with local employers to ensure that young people have opportunities to develop the skills they need for work and are able to enter the local work place successfully.

### ***What we will do***

- Support high aspirations throughout every pupil's learning journey.
- Strongly encourage all middle, upper and secondary schools to sign up to the Minimum Standards for Careers Education, Information Advice and Guidance (CEIAG), and review the effectiveness of this.
- Carry out an analysis of Post 16 learning provision with schools and FE Providers to inform whether we are making the best use of resources to meet the needs and aspirations of young people and the emerging requirements of the local labour market.
- Work across directorates to deliver the Employment and Skills Strategy, supporting employer engagement in schools, the development of Apprenticeship/Traineeship opportunities and improving access to support for our most vulnerable young people.

### ***Intended Outcomes***

- Young people will value the Information, Advice and Guidance they receive.
- Young people will have the work skills to secure and maintain employment.
- There will be clear progression routes for all young people for the next level of training/learning and into work.
- The percentage of young people achieving a level 3 qualification will improve.

## **6. Commission new school places from good or outstanding providers to serve growing communities**

- Central Bedfordshire retains its responsibility for commissioning sufficient school places and will continue to apply the following nine policy principles adopted by the Council's Executive in February 2013 for pupil place planning in schools which also support the Council's statutory responsibilities to promote parental preferences, diversity and fair access.
  - Local schools for local children, ensuring a sense of community belonging and also promoting sustainable modes of travel.
  - Creating schools that are of appropriate size to be financially and educationally viable.
  - Support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools.
  - Further promote and support robust partnerships and learning communities.
  - The ambition to achieve a single phase of education 0 -19 and reduce the negative impact of school transfer points.
  - To support the Raising of the Participation Age (RPA).
  - To seek opportunities to create inspirational learning environments for the school and to maximise community use.

- To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice.
- To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools.

### ***What we will do***

- Seek to learn further from the best commissioning systems and develop current systems into an approach that delivers high reliability, high quality improvement while at the same time embodies trust and mutual accountability and learning
- Work with headteachers, Special Educational Needs Coordinators (SENCOs), special school leaders and our parent/carer forum (SNAP) to ensure development of provision for Special Educational Needs and Disabilities (SEND) meets local need both now and into the future.
- Act upon the findings of the Special School/Specialist provision review to plan effectively for future generations of children and young people with Special Educational Needs and Disabilities.
- Ensure that community resources are considered when new schools are built.
- Work with schools to develop sixth form models

### ***Intended Outcomes***

- There are sufficient high quality local school places for all children and young people
- Parents/carers are confident in local provision and want to send their children to school in Central Bedfordshire.

### **Delivering the Partnership Vision – next steps**

- A detailed work programme with clear outcomes and measures will be developed

- Governance will be via the Partnership Vision for Education Board and progress will be reported to the Children's Trust Board and Overview and Scrutiny Committee.