



Partnership Vision for Education 2015-2019

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Central Bedfordshire Vision for Children and Young People

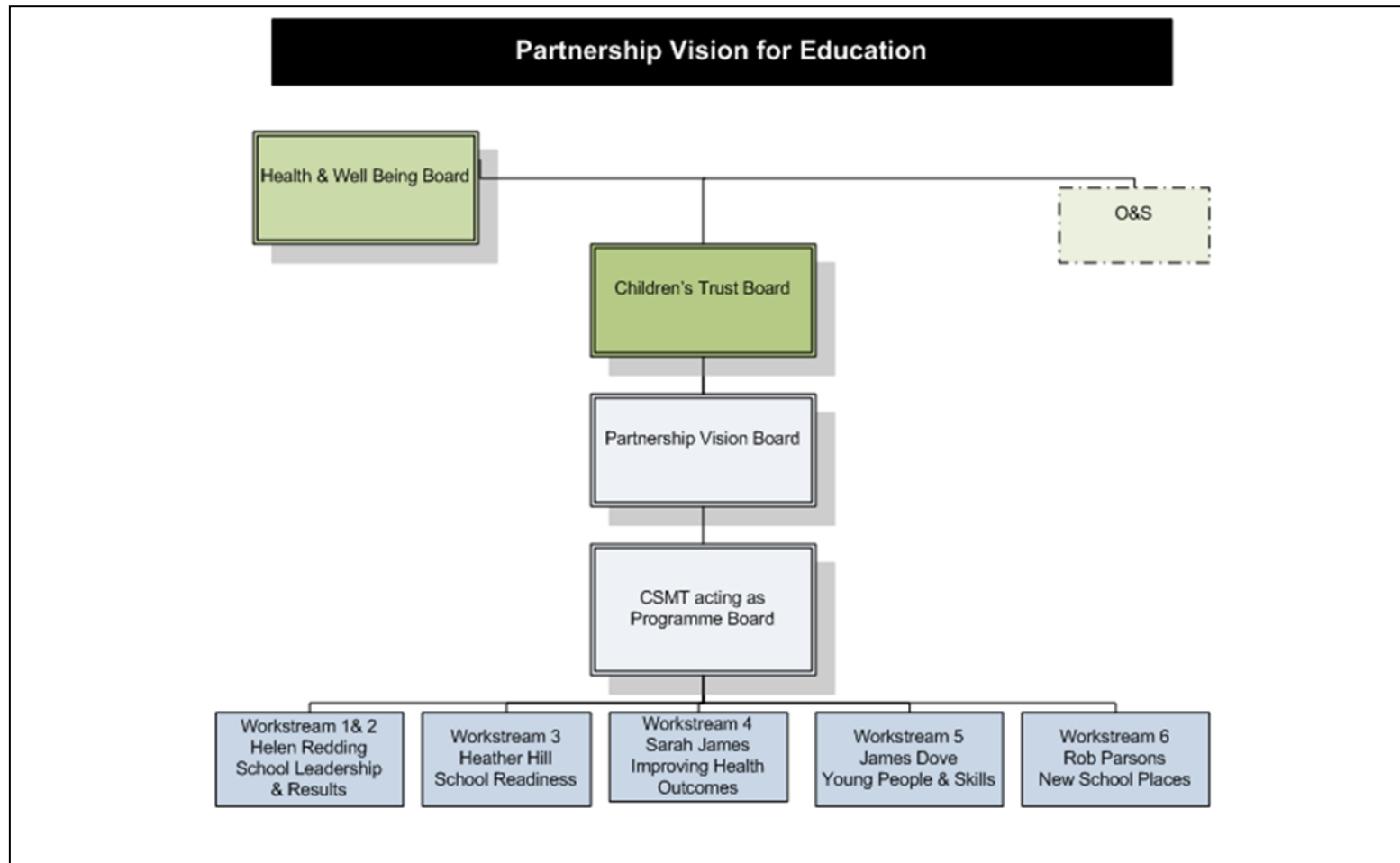
We want every child in Central Bedfordshire to enjoy their childhood and have the best possible start in life. We want every child to do well in education, make friends and build strong relationships with their family. As young adults, we want every young person to have the knowledge, skills and qualifications 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.

Principles for delivering the Partnership Vision

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

Programme Board and Structure



About the Programme

Central Bedfordshire's Partnership Vision for Education has been developed following engagement with a range of key partners to support implementation of the Children and Young People's Plan. Delivery of the vision document will be through a programme management approach. This document serves as the overarching programme plan detailing six key action plans that aim to deliver the identified priorities.

The six work streams are

- School Leadership
- Achieving results in the top quartile in key stage tests including GCSEs and A levels
- School Readiness
- Improving health outcomes to support improving educational outcomes
- Youth people have the skills to be work ready
- Commission new school places from good or outstanding providers to serve growing communities

The programme reaches and involves numerous groups and individuals from many sectors including

- Children and Young People
- Parents and carers
- Health Services
- Voluntary Sector
- Disability Services
- Schools and Colleges
- School Governors
- Youth Services

Programme Approach

A programme board to be known as the **Partnership Vision for Education Board** will be in place and will be responsible for monitoring delivery and the impact of the actions of the six work streams.

The specific responsibilities of the Board are as follows:

- Receive highlight report for each work stream on progress to date
- Provide challenge and support to work stream leads
- Review data and identify trends
- Identify additional actions required to implement successful change
- Through appropriate communication ensure a two-way progress of the vision
- Agree the communication plan

The agreed work stream leads will set up and work with a core group of colleagues and partners to identify the key deliverables, activity and measures to demonstrate delivery of the desired outcomes. A detailed action plan will be developed by each work stream and extracts from that will form the highlight report to be received by the Board.

It is expected the action plan will be subject to constant refresh and review to ensure deliverable fully realised and sustainable and to ensure ongoing development and delivery of vision.

Partnership Vision for Education Board

TERMS OF REFERENCE

Introduction

The Partnership Vision was developed with partners, including schools, from the 2012 Education Vision and approved by the Council's Executive in August 2015. In order to oversee delivery of the vision and provide professional challenge and support to all partners, the previously named Head Teachers and Partners Reference Group will be reconstituted as the Partnership Vision for Education Board

This Board is responsible for monitoring delivery and the impact of the actions of the work streams of the Partnership Vision for Education Strategy. The group will do this by overseeing the actions of the six work streams as follows:

1. School Leadership
2. Improving Educational Outcomes
3. School Readiness
4. Improve Health Outcomes
5. Young People and Skills
6. School Places

Specific Responsibilities

1. Receive highlight report for each work stream on progress to date
2. Provide challenge and support to work stream leads
3. Review data and identify trends
4. Identify additional actions required to implement successful change
5. Through appropriate communication ensure a two-way progress of the vision
6. Agree the communication plan

Membership

The Partnership Vision for Education Board will be chaired by Central Bedfordshire Council's Director of Children's Services. This will be undertaken by the Assistant Director for School Improvement in her absence.

Core membership of the group will include:

Director of Children's Services (Chair)

Assistant Director School Improvement (Strategy Lead)

Central Bedfordshire Teaching School Partnership (CBTSP)

The Acorn Teaching School (TATS)

Head teacher - Aspley Guise Lower School (LLE) - Representing Lower/Primary Schools

Head teacher - Parkfields Middle School (NLE) - Representing Middle Schools

Head teacher - Redborne Upper School (LLE) - Representing Upper Schools

Chair of Schools Forum

Head teacher - Weatherfield Special School - Representing Special Schools

NLG Rep

Early Years Rep

Public Health Rep

Post 16 Rep

Local Academy Sponsor

Voluntary Organisations for Children, young people and families

It is expected that the work streams leads will be members of the Board. The seniority of these roles is fundamental and it is expected that deputies will only be sent in exceptional circumstances. Where a Partnership Vision for Education Board member needs to send a deputy it is expected they will be:

- of sufficient seniority
- able to speak with authority
- able to commit resources
- able to make decisions
- suitably briefed

The meeting will be deemed to be quorate if there is representation from at least fifty percent of the Board member.

Frequency of meetings

The Partnership Vision for Education Board will meet half-termly/six times a year.

Governance

This Board is accountable to the Children's Trust. The Board will receive highlight reports on the six work streams focusing on actions, risks and issues this will be by exception reporting.

Communication

Communicating the Partnership Vision for Education will be the responsibility of all those actively involved in the programme. Ensuring stakeholders and partners are aware of change, new initiatives, progress and opportunity to be involved will be some of the key messages for the communication plan. The outline communication plan is as follows.

What	Who/Target	Purpose	When/Frequency	Type/Method(s)
Work stream planning and updates	Those actively involved with the work streams	To engage in actions planning, reporting and raising of issues impacting on programme deliverables	Half termly before Board meetings	Group meetings, email exchange, conference calls
Work stream Highlight Reports	Programme Board	Update board members on the progress of the programme and all work stream delivery/action plans	Six times a year (half termly)	Distribute electronically with board papers
Cascade	Board Members and work stream leads	Board representatives to use their position to ensure colleagues	After each Board meeting as relevant	Email, briefing update
Briefing documents/progress reports	All stakeholders and key partner groups inc HT and Governor group meetings, CTB, HWBB	To update and raise awareness on progress of the delivery/action plans, engage and seek support/input as required for ongoing development	Once a term when action plans firmly established	Distribute electronically to stakeholder list and /or via Central and Governor essentials
Annual Review	Programme Board members, Council members and key stakeholders/partner groups inc HT and Governor group meetings CTB, HWBB	Inform on actions and activity, reflect on distance travelled in delivering the vision, focus on performance data and the difference made to lives of children and young people	Annual (September))	Formal Report to Overview and Scrutiny Committee; head teacher and governor meetings
Conferences and other events	Delegates and interested parties*	To update and raise awareness on progress of the delivery/action plans, engage and seek support/input as required for ongoing development	As appropriate	Presentations, briefing notes
Breaking News	To be determined by the Programme Board	General communications to inform	As needed	email lists

Programme Work Streams

Work Stream 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

Desired 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.

Work stream 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 focused support or intervention.

Desired 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

Work stream 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’

Desired 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

Work stream 4: Improving health outcomes to support improving educational outcomes

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.

Desired 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.

Work stream: 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.

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

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

Desired 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

Work stream: 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.

Desired 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.

Programme Deliverables

Ref	Work Stream 1 - Key Deliverables
1.1	School leadership is improved, including succession planning, through implementation of a clear leadership strategy and programme
1.2	School governance is improved through development and implementation of a clear 'Improving Governance' Strategy.

Ref	Work Stream 2 - Key Deliverables
2.1	High quality teachers are recruited and retained in Central Bedfordshire schools.
2.2	Improved outcomes at each Key Stage

Ref	Work Stream 3 - Key Deliverables
3.1	Improving communications with parents and professionals
3.2	Improving assessment and observation
3.3	Developing clear pathways for children who are identified as needing support in order to be ready for school

Ref	Work Stream 4 - Key Deliverables
4.1	Improving communications with parents and professionals
4.2	Improving assessment and observation

Ref	Work Stream 5 - Key Deliverables
5.1	Bringing together partners to ensure that the skills needs of employers, schools, individuals and the growing economy are understood and met
5.2	Understanding employer skills and employment needs and building employer ownership
5.3	Supporting careers advice to incorporate local labour market intelligence to better equip young people and adults to make better informed decisions
5.4	Supporting the access and provision of learning opportunities that are appropriate to the needs of all
5.5	Ensuring that Central Bedfordshire businesses can improve their competitiveness through investment in the workforce

Ref	Work Stream 6 - Key Deliverables
6.1	The commissioning of new school places by applying the Council's 9 Policy Principles and ensuring sufficient school buildings and places are available in the right area to meet required demand

Programme Milestones and Targets

For each work stream key deliverables and timescales will be identified and recorded in the action plan. These following reflect key milestones which will impact on achievement of the Partnership Vision for Education.

Milestones	Targets and Timelines	Status Reporting
<p>School Leadership and skills – 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.</p> <ul style="list-style-type: none"> • improve key stage 2 results by working alongside underperforming primary and middle schools and brokering school to school support from top performing schools • Improve key stage 4 results by working alongside underperforming upper and secondary schools and brokering school to school support from top performing schools • Identify schools causing concern and drive improvement through the CBC school improvement strategy and commissioned support 	<p>Key stage 2 results improve to 3rd quartile by 2016 Key stage 2 results improve to 2nd quartile by 2017 Key stage 2 results improve to top quartile by 2018 Key stage 4 results improve to top quartile by 2016</p>	
<p>School Readiness – give every child a good start particularly in communications, language and literacy skills so that they are ready for school</p> <ul style="list-style-type: none"> • Identify those children who are likely to have language and communications issues early and ensure they get the right help at the right time • 	<p>Continued improvement in Language, Communication and Literacy in order to be in line with statistical neighbours by 2017 and top quartile by 2019</p>	

Improving health outcomes to support improving educational outcomes – School Improvement services, Public Health services, setting and schools will work together as pupils with better health and wellbeing are likely to achieve better academically.	2019	
<p>Young people have the skills to be work ready – supporting high aspirations throughout every pupil's learning journey</p> <p>All schools sign up for the minimum IAG standards so that there is early high quality independent career advice and work experience opportunities so that young people understand what their career options and choices are</p>	<p>All schools signed up in 2016</p> <p>Young people report positive work experience in 2017 through the annual Youth Audit</p>	
<p>Commission new school places from good or outstanding providers to serve growing communities.</p> <p>Spend £75m building new schools with inspirational learning environments and spaces for community use</p>	<p>Deliver 1045 school places by September 2016</p> <p>Deliver 1380 school places by September 2017</p> <p>Deliver 510 school places by September 2018</p> <p>Deliver 1770 school places by September 2019</p> <p>Deliver 980 school places by September 2020</p>	