

Partnership Vision For Education 2016

"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 healthy, happy, contributing and confident citizens." (Children and Young People's Plan)

A great 0-19 learning journey for every child

Overarching Principles

- Children who are happy, healthy and safe will achieve better outcomes.
- Enabling and ensuring great teaching for all of our children.
- Raising the aspirations of the whole education community.
- Creating and supporting a culture of success across the whole education community.
- Improving the attainment and progression of all of our children.
- Facilitating the social mobility of vulnerable children.

Governance.

Schools and the Local Authority will work in partnership to:

- Support effective collaboration that raises aspirations and leads to improved outcomes for all children and young people.
- Agree and share Terms of Reference for each Cluster.
- Redefine the Terms of Reference for the Partnership Vision for Education Board that reflect the redefined cluster structures and priorities.
- Develop a clear and agreed remit for all cluster chairs that supports them in acting as the key conduit between the Partnership Vision for Education Board and the locality clusters.
- Support half termly cluster meetings that develop and implement actions against cluster priorities and have tangible outcomes.
- Ensure strong communication between clusters and the Partnership Vision for Education Board, and between clusters, collecting and sharing examples of best practice that impacts on outcomes.
- Further develop school to school support and a school led school improvement model.
- Further develop the directory of quality assured best practice that is impacting on improving outcomes.

Improve attainment and progress in every cluster to support improving outcomes across Central Bedfordshire

Each cluster will:

- Identify the key actions for their cluster that will support improving outcomes at every Key Stage in their cluster.
- Utilise cluster data to support identification of cluster issues and measure progress.

The Local Authority will:

- Work with cluster chairs to agree data sets that schools will find useful and add these to the cluster data reports.
- Work with clusters to analyse the data and support actions against emerging priorities.
- Work with cluster chairs to share best practice in data analysis that is leading to improved outcomes.
- Work with cluster chairs to identify best practice that is impacting on improved outcomes for all groups of children and young people and ensure that this is shared across all clusters.
- Work with the Teaching Schools to facilitate and broker school to school support and CPD against identified short and medium term priorities.
- Further develop framework for cross school and cross cluster moderation, skilling up an increased numbers of moderators.

- Outcomes at each key stage improve in each cluster year on year.
- Best practice is shared and implemented across Central Bedfordshire schools.
- There will be broader consistency in assessment processes and judgements across schools.
- Schools will have confidence in outcome data.

Improve children and family resilience

School clusters and the Local Authority will work together to:

- Develop the Children's Services Transformation and development of broader locality based services across education, health and care services.
- Identify children's needs early and ensure right support at the right time.
- Identify and share best practice in early intervention and prevention activities.
- Develop and share roles of all services, and clear pathways for accessing more specialist services.
- Strengthen engagement in locality meetings with specialist services.
- Identify non threatening engagement opportunities for parents.
- Identify and share actions that have led to improved attendance of all pupils.

- Updated Wellbeing Survey data (SHEU Survey) will demonstrate that children and young people have improved self esteem and resilience.
- Attendance improves for all children and in particular for vulnerable groups of children.
- Children and young people have high aspirations.
- Increase in young people in employment, education or training (EET).

Improve transition across every stage

- Cluster chairs will work with the Local Authority to
- Identify best practice in transition.
- Identify school representatives to co-develop steps to success guidance in line with School Readiness Guidance and Leaving Key Stage 2 Passport to Success Guidance for:
 - Transition Year 4 – Year 5
 - Transition Key Stage 1 – Key Stage 2 (Year 2 to Year 3)
 - Transition Year 8 – Year 9
 - Transition to Post 16 (A levels, work place, college and university)
- Provide accessible versions of all of the above in animations and/or You Tube clips.

- Schools, governors and parents report improved practices in transition.
- Best practice in transition is common across all transition points.
- Children and young people and their parents report that they are more confident to transition to the next stage of their education/life.

Recruitment and Retention of the best school leaders and teachers

We will:

- Seek further information from schools through a survey regarding the specific issues regarding recruitment and retention.
- Review the outcome of the survey and develop a recruitment and retention strategy which will support schools in delivering a great education.
- Work with the Teaching Schools to ensure delivery of a leadership training programme that leads to career promotion in Central Bedfordshire schools.

- Central Bedfordshire schools will recruit and retain the best teachers and leaders.
- Great teachers will develop into great leaders for Central Bedfordshire schools.

Refresh of the Partnership Vision For Education 2016



A great 0 -19 learning journey for every child

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(Children and Young People’s Plan)

We will achieve delivery of our vision by supporting collaboration in school clusters, working together to identify issues and actions in each cluster, including support from other partners and Council services, and sharing best practice to improve outcomes.

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Rationale for collaboration within and across cluster

- Together we can deliver improved outcomes for children and young people in Central Bedfordshire and deliver our Partnership Vision for Education.
- All schools and the local authority stand to gain from working collaboratively in locality clusters.
- We will build on the successful collaboration that has already been established.
- Clusters will be led by schools and supported by the Council to develop, agree and deliver on their agreed priorities.
- The Local Authority will champion children and support school clusters to enable children and young people to achieve great outcomes.

The cluster meetings will provide:

- A forum for developing, agreeing and delivering shared priorities across the 0-19 journey of the child within geographical areas.
- A place to share and develop innovative and creative ideas which improve outcomes for children and young people.
- A forum for understanding and acting on locality data.
- A forum for open challenge and support.
- A mechanism through which to develop leaders at all levels, share skills, resources and purchasing power.
- An effective support network for new headteachers.
- A conduit between all school clusters and the Partnership Vision For Education board.
- Opportunity for all clusters to be more outward looking, drawing on best practice across and beyond Central Bedfordshire.