

## **Strategic Plan for Education for Children and Young People in Herefordshire 2014 – 2017**

Herefordshire Council's priority is to protect children and give them a good start in life. This means that by 2016/17

- Education & Health outcomes, particularly for vulnerable groups of children & young people, will be top quartile performance nationally
- Our safeguarding services will be good and judged so by Ofsted

and we will do this within our available resources.

We have the highest aspirations for all of our children and young people and will continually focus on building on their strengths and capacity, enhancing their opportunities and support so that they make the most of their educational experiences. This is particularly the case with children and young people who are vulnerable, for example those who are looked after.

This document sets out our strategic approach to education in Herefordshire for the next three years to achieve our aims. The approach focuses on 0-19 year olds, 0 to 25 for those with learning difficulties or disabilities. Strong links will be made with the adult and community learning agenda taking place in Herefordshire and to the economic developments that are taking place.

The strategic approach recognises the fundamental changes that have taken place with education and local authorities over the past few years with much of the responsibilities firmly placed at an individual setting (such as an early years playgroup or nursery), school and college level. The Local Authority has a critical role in strategic developments, championing outcomes for children and young people, and ensuring high quality education is available and delivered in Herefordshire. The Local Authority also has an important role in developing and enabling partnerships, including constructive working relationships with the Archdiocese of Cardiff and the Diocese of Hereford, as well as governing bodies and other organisations that are accountable for the running of settings and schools.

## **Mission statement and guiding principles of Herefordshire's Learning Community**

The following mission statement and guiding principles were created by Herefordshire's Learning Community, which incorporates all early years settings, schools, colleges and education providers, council staff and councillors.

We are committed to educating and developing EVERY child and young person within a cost effective and sustainable learning community. We will have the highest expectation and belief in every individual's talents and abilities - we will not turn our back on anyone.

We will be able to show that we

- Have the highest expectations and aspirations for every child and young person.
- Educate and develop the intellectual, physical, social and spiritual needs of every child and young person to help them achieve their best and enable them to make a positive contribution.
- Provide high quality teaching and learning, care, guidance and support.
- Have a curriculum and other learning opportunities that meet the needs of Herefordshire children and young people.
- Contribute to mutually supportive relationships with parents, carers and other agencies that put the needs and aspirations of children and young people first.
- Work with businesses to create learning experiences that are relevant to the world of work and the economic needs of Herefordshire.
- Work with partners to ensure every child and young person has barriers to their learning identified early then reduce or remove the impact.
- Implement and commission appropriate collaborative partnerships within and across education phases to deliver high quality, cost- effective, education provision.
- Ensure that all providers of education contribute to the development of their communities and to the wider community of Herefordshire.

## Context and focus

There is much to celebrate about the existing education arrangements in Herefordshire; most notable the high percentage of children that attend good or outstanding schools, the commitment of leaders and staff working in education, and the individual achievement of some children and young people. There has been a range of good results and progress over the past year, 2013/14. This Strategy is designed to build on the existing positives and bring about further sustained improvement.

Children and young people are educated in a wide variety of early years settings, schools, sixth forms, colleges, training providers, Pupil Referral Units (PRUs) and other alternative provision settings, including the home. Settings have their own accountabilities and governance and our current state system places significant responsibilities on them. Education enriches the lives of young people, enable them to develop and gain confidence, qualifications and skills to play a full and positive part in society as adults. Herefordshire has highly committed headteachers and staff, volunteers and governors who work hard to provide this education. Parents and carers play a fundamental role in the education of their children and are legally responsible. It is families and communities who bring up children and protect them; they are the biggest asset in children's lives.

Herefordshire has a mixture of city, town and rural communities. Education and the wider roles of schools and settings play important parts within these communities. Rurality and a sparse population in some areas are important considerations in education provision in Herefordshire and are reflected in the number of small rural schools and settings. As a result some primary schools have mixed age classes and a number of schools have developed arrangements to share leadership and management, teaching and learning approaches as well as administrative functions to make the most of the funding available. More details of the characteristics of Herefordshire, including issues such as child poverty, can be found on the Herefordshire [Facts and Figures](#) web page.

All young people will now have to be in education, training or employment with training until the age of 18. After the age of 18 many young people go on to continue their learning in higher education, or through work based learning. Some children and young people achieve outstanding progress and results, as do some individual schools and settings. For many however, overall levels of attainment are not meeting the expectations we have set at the different points where pupil progress and attainment are measured, from early years to age 18. Though some individual vulnerable children and the schools and settings that support them do really well, overall, the progress and performance for some vulnerable groups of children in Herefordshire is not at the level that we want them to be. We have identified trends in our performance in

Herefordshire and have a wealth of data and analysis to inform our approach. These can be found on our website and through the Education Portal (this is currently in development. To give a flavour of how it will look and work, please refer to the attached spreadsheet).

**Our priority is to work with children and young people, parents/carers, schools and settings to:**

- Improve the quality of leadership and management, including the quality and availability of governors
- Improve the progress and achievement of all pupils which includes all pupils who are at risk of not making better than their expected levels of progress throughout their education, from early years to Key Stage 5.
- Improve the achievement and progress of pupils who are looked after
- Increase the numbers of pupils who have access to good or outstanding schools and settings in Herefordshire.
- Develop a strategic approach to ensure the sustainability of high quality educational provision in Herefordshire
- Play an active part in contributing to economic development in Herefordshire

**By the end of 2016/17 we will have:**

- Achieved our aspiration of top quartile performance in education indicators for Herefordshire, including raising overall attainment, relative to other local authority areas, and particularly in relation to vulnerable groups including looked after children, those with additional needs including diversity, and those not in education, training or employment
  - This means that by 2016/17 we have :
  - Consistent trends of improvement, with no settings (including early years) or schools falling below attainment in the previous year and therefore improved achievement and attainment for individual children and young people
  - Conversion rates on Early Years Foundation Stage through to KS4 are at least at the national average for each setting and school

- improved the attainment of gifted and able children and young people e.g. at least 15% of children entered for level 6 (national target) with a higher percentage of children achieving a level 6 than reported nationally
- Enabled schools and settings to have a greater understanding of issues in Herefordshire through enhanced analysis and dissemination of key performance issues, particularly trends over time
- All schools involved in school to school practice development and include the early years settings where appropriate. The local authority will be working with teaching schools and other parties to establish and embed networks and support such as new headteacher, deputy headteacher and subject expert teacher networks.
- Enhanced the understanding and work of governors through high quality briefing sessions that focus on key issues in Herefordshire, as well as national issues
- Developed a cadre of experienced governors who can support other school governing bodies
- Establish an estates strategy for schools.

## **What we are going to do**

Our strategy contains a series of approaches that will be set out on our Education Portal (below is the proposed content of the front screen on the web). Each area of focus would provide links to where you can find out more about the work taking place.

## Education Delivery Plan

<b>1</b>	<b>What we want to achieve?</b>	For all children and young peoples to achieve and attain the best they can and for outcomes to be in the top quartile for 2016/17.										
		For all education provision to be judged good or outstanding.										
		For all education provision to be highly valued by children and young people, parents and carers, the community and employers.										
<b>2</b>	<b>Who can help us with the plan?</b>	<a href="#">Children and young people</a>	<a href="#">Parents and carers.</a>	<a href="#">Head teachers/ principals and senior leaders .</a>	<a href="#">Governors</a>	<a href="#">Businesses and Employers</a>	<a href="#">Teachers and staff</a>	<a href="#">Councillors of the Council and strategic groups</a>	<a href="#">Staff in and commissioned by Children's Wellbeing</a>	Diocese, Arch Diocese	Academy Trusts and sponsors	Parish councils, voluntary groups
<b>3</b>	<b>Things that will affect us</b>	<a href="#">Government policy</a>	The spread of the population and new housing plans.	The amount of money we have	Choices of provision by parents/carers and young people.	Condition, size and location of existing schools and settings.	Rurality and context of Herefordshire, including cross border relations					
<b>4</b>	<b>What is our approach?</b>	Provide strong collegiate leadership, working with partners across all sectors . Developing strategic plans for Early Years, School improvement, 14-19(25 for LDD) and adult and community learning plans										
		Encourage and support all educational establishments to continually improve , emphasising and developing support between and across schools and settings.										
		Track all children and young people 0- 25 years to ensure they achieve the best they can.										
		Keep provision under review so delivers:										
		* the best outcomes for children and young people and * is what the community want										
<b>5</b>	<b>In the next year we will:</b>	Drive improvement through setting to setting and school to school cooperation coordinated by Herefordshire School Improvement Partnership.	Further develop targeted programmes to improves outcomes particularly; .			Further engage those who can help so they:			Work with representatives from school clusters to plan how to best manage school places and drive improvement to the estate including:			
			disadvantaged two year olds			have clear information			securing improvements to school buildings and provision.			
			"closing the gap" in achievement and attainment for vulnerable groups and those underachieving.			the opportunity to contribute to improvement			developing shared leadership, management and governance .			
			Reduction in 16- 18 year olds NEET and unknowns									
<b>6</b>	<b>How we will judge the effectiveness of the plan ?</b>	Attainment and progress measures for all children will be in the top quartile nationally particularly in English and Maths	The % of education settings where Ofsted judge them to be good or outstanding will be in the top quartile of LA's	The % of NEET and not known will be in the top quartile of LA's .	<a href="#">There will be between 10 and 15% spare capacity in or schools and 95% of parents will get the provision they want.</a>							
<b>7</b>	<b>Links to other key plans and initiatives affecting education:</b>	Herefordshire Strategic Plan										
		Healthy Child programme										
		<a href="#">Families First</a>										
		Safeguarding and Family Support Action Plan										
		Child Poverty Strategy										



## **Governance of the Strategy**

The Director for Children's Wellbeing and the Lead Member for Young People and Children's Wellbeing fulfil their statutory responsibilities and hold this strategy to account through the Strategic Group for Education.

The Director of Children's Services (Herefordshire's Children's Wellbeing) is professionally responsible for Herefordshire's education and social services functions. The Lead Member for Children's Services (Herefordshire's Young People and Children's Wellbeing) has political responsibility. They work together to provide strong, strategic local leadership making the most of partnership arrangements to support the drive for high educational standards for all children and young people, paying particular attention to the most disadvantaged groups.

Key aspects of this work are the promotion of preventative approaches, early intervention and the offer of early help. Fair access to provision, including for those with special educational needs or disabilities is also paramount. Throughout all of this, the championing of looked after children and acting as an outstanding corporate parent is at the forefront of the work.

To address the key areas of focus we have established the following ways of involving pupils and parents, early years settings, schools, colleges, governors, the Diocese of Hereford and the Archdiocese of Cardiff.

### **Strategic Group for Education**

Aim: To determine key areas for action, promote action and carry out a cycle of reviews on key performance and educational issues in Herefordshire.

Work will be carried out through the following supporting group arrangements

### **School Improvement Partnership**

Aim: To improve outcomes for school age pupils in Herefordshire

Work will be carried out to identify key issues across Herefordshire and also on a school by school basis, to promote school to school support and learning, where necessary to provide challenge so that pupil outcomes improve



### **Early Years Strategic Group**

Aim: To co-ordinate the arrangements and provision to improve outcomes for 0-5 year olds and ensure they are school ready.

The group brings together key provides and leaders of support services (including health and social care) to consider how best to improve outcomes across, learning, health, parenting.

### **14-25 Strategic Group**

Aim: To co-ordinate the arrangements for improving provision, performance and approaches to securing the best outcomes of young people 14-19 (25 for disabilities)

The group develop a strategic plan focused on improving outcomes and ensuring children and young people are moving into adulthood with the best opportunities available to them.

### **Closing the gap**

Aim: To provide a clear focus on individual pupils at risk of not making expected levels of progress

Work will be carried out with individual schools to identify individual pupils and then put in place action at an individual, school and local area level to support pupils and enhance teaching and learning. Certain groups are more at risk of not achieving and this includes Looked After Children.

### **Educational Development programme**

Aim: To establish a programme for sustainable school provision.

Development work will be carried out initially on a local area basis with chairs of governors and then widened out to include school and community representatives

## **Schools Forum**

**Aim:** To provide leadership, consultation on local authority proposals and specific decision making on certain areas regarding the use of resources available to support pupils in early years settings, schools and other provision, primarily through the Dedicated Schools Grant.

## **Behaviour and Personal Development Strategy Group**

**Aim:** To co-ordinate the development the continuum of provision for those with emotional and social needs across the county

The group is made up of senior managers, practitioners and governors from mainstream settings, specialist settings and the LA. The group has developed and monitors a strategic plan to address improvements to the full span of provision from that offered in all settings to the most specialist provision across the full age-range.

## **Work with Herefordshire Governors and Herefordshire Governors Association (distinct body)**

**Aim:** To support the development of high quality governors in Herefordshire schools

Development work is carried out through regular engagement with the HGA sessions for governors and head teachers, and by promoting development opportunities with other organisations including arranging sessions directly with groups of governors

The following diagram sets out the governance of the strategy and the groups that oversee aspects of the work

