



HEREFORDSHIRE EDUCATION STRATEGY 2014 - 2017

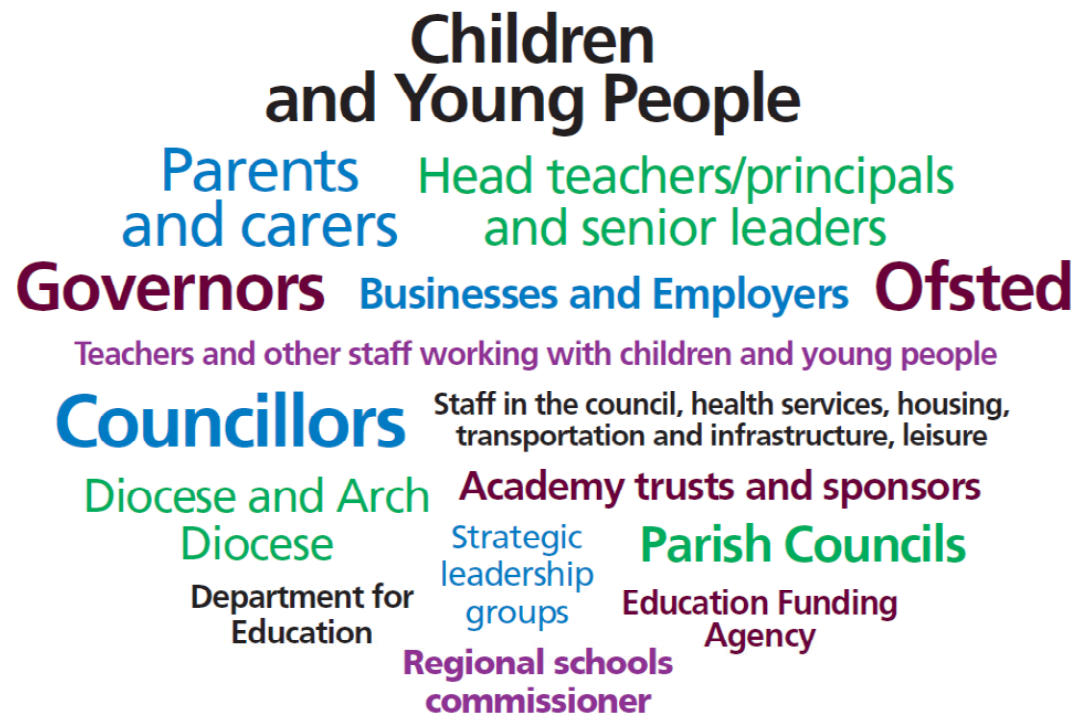


WHAT WE WANT

- Every child and young person achieving their best - Herefordshire outcomes to be in the top quartile nationally by 2016/17
- All education provision judged good or outstanding
- All education provision to be highly valued by children, young people, parents, carers, the community and employers
- And then.....



Who makes it happen....



For 2015/16

- For 2015 we are aiming for:
 - 65% of 5 year olds to reach good level of development.
 - 90% of 11 year olds to achieve level 4 reading
 - 88% of 11 year olds to achieve a level 4 maths
 - 61% of 16 year olds to achieve 5 A* - C including English and Maths
- 90% Children and young people attend good or outstanding provision.
- Young people not in education, training or employment to be less than 5 % and the total number to be reduced by 100
- Those young people who are not known to be less than 2%
- 96% of parents/carers to get their first choice of school
- Those supporting or involved with leadership groups are actively involved, are clear about their roles and the role of the local authority and contribute to wider developments such as the economic masterplan

Herefordshire

c.40,000 children and young people under 20 yrs old
c.11,000 20-25 year olds
c.22,000 in primary and high school education

15 pre- schools, 100 nurseries
78 Primary schools (5- 11 years), inc 16 academies
16 secondary schools inc 10 Academy
2 free schools within this
4 special schools
Pupil Referral Unit
Colleges

Dedicated Schools Grant 2014/15 £111m

LA schools £53.7m

Academy schools £37.2m

High needs schools & pupils £13.3m

Early years settings £6.8m

High delegating authority – money to schools

Education services provided by the council - statutory SEN services, admissions, learning and achievement, school transport, adult education £5.9m (including £4.7m on school transport).

Amount spent on children's centres, early help, safeguarding

Strengths to build on in Herefordshire

- High percentage of children that attend good or outstanding schools, early years settings and colleges
- Commitment of leaders and staff working in education
- Individual achievement of some children and young people.
- Range of good results and progress over the past year.
- Collegiate approach to improvement across all settings and with the local authority
- Developing use of external support and challenge, including regional HMI
- Recognition of the importance of the development of children and young people at a strategic level across Herefordshire, including the council and health and wellbeing board

Economic Master Plan for Herefordshire

Establish 15 yr Master Plan for Herefordshire

Unlock and drive the full economic potential of the county

Interlocked plans - ambitious, coherent, dynamic, persuasive and achievable.

Unlocking the County's Economic Potential - Challenging realities:

- Agro-economy, not a well-balanced, dynamic, strong multi-sectoral economy.
- Future economy needs 'knowledge and information' economic skills.
- Some outstanding achievements by individual settings, schools, children and young people but...
- Overall educational attainment has fallen behind average national thresholds over several years - now in the lowest quartile up to GCSE/ KS4.
- KS4 slowest improvement in the country to 2013 was 5% below the national average.
- More economically deprived students perform worse than 90% of the country – intensifying and perpetuating a low skills capability.
- 'A' level students perform among the best in the country – but most of these, who drive future economic growth, leave the county for higher education which has a very restricted offer within the county.
- Average weekly wages are the lowest in England.

KEY AREAS OF FOCUS

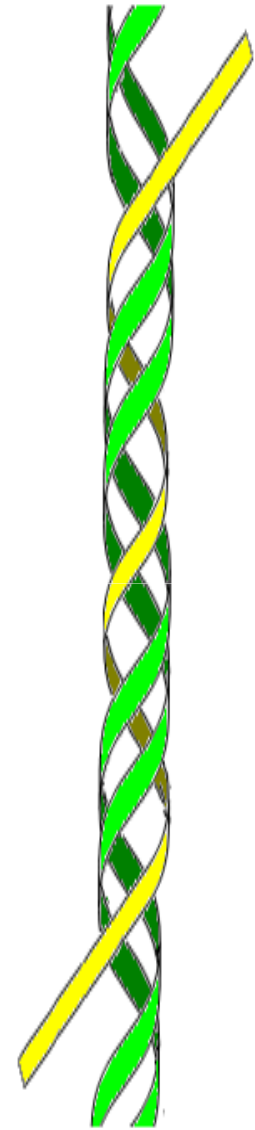
1. Quality of leadership and management, including quality and availability of governors
2. Progress and achievement of all children from birth to Key Stage 5, including:
 1. all who are at risk of not making better than their expected levels of progress
 2. children who are looked after
3. Increase the numbers of children attending good or outstanding schools and settings.
4. Plan for sustainable high quality educational provision including facilities
5. Actively contribute to specific economic development goals, including new university

This means....

- Great leaders, teachers and staff - developing and sharing skills, capacity and curriculum innovation, succession planning.
- Know every child and young person and share analysis to provide challenge and support
- Strong and collegiate leadership, working with partners across all sectors developing more detailed improvement plans for:
 - Early years
 - School improvement
 - 14 -25 year olds.
 - Adult and Community Learning
- An active strategy for buildings and grounds
- Communicate and engage locally, regionally and nationally

Connect and communicate

- Leaders – locally in Herefordshire, regionally, nationally
- Active engagement through networks, develop and strengthen them (early years and primary and with governors)
- Use digital opportunities, including the web
- Make the most of the local authority and relationships with communities and groups
- What do others do and what can they do?



Knowing every child and young person

- Track from birth all children in Herefordshire
- Expect every child to be successful and achieve
- Understand any barriers to child development for those at risk and for all at age 2 in preparation for school.
- Understand any barriers to achievement for all children identified by staff and at any national assessment point for all.
- Track those leaving statutory schooling at 16 to support them into education, employment and/or training.
- Analyse and share information and best practice
- Challenge ourselves

Strategy for school estates by June 2015

Involves whole communities, parish councils, voluntary and private sector as well as education funding, school estates, Diocese, Archdiocese, Academy Trusts, Free Schools, DfE, Education Funding Agency, Regional Commissioner

1. Gather data, including condition, suitability, forecast numbers and parental preference, requirements for children and young people with SEN and disabilities.
2. Explore funding sources, including potential releases of capital from council and community owned land, combining of facilities, developer contributions (LDF period to 2026), national funding opportunities.
3. Analyse and interpret information in conjunction with key stakeholders.
4. Set out delivery plan including resources
5. Agree first 5 years with indication of further blocks of 5 years within a 20 year Strategy Plan.

We've set out the approach...

- What do we want education to be known for in Herefordshire?
- What really are our aspirations?
- How do we get ownership?
- What will you do?
- How can we work together?