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Lancashire Ambition

School Improvement and Learning and Skills

A vision for educational settings in Lancashire
from the earliest years to young people aged
up to 25.

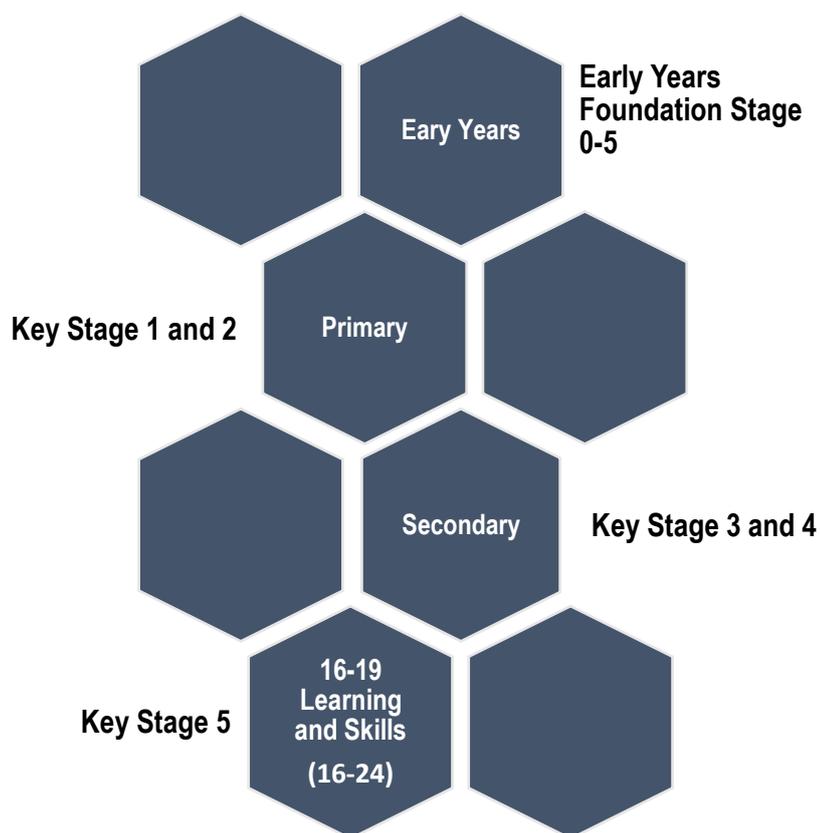
September 2017

Working in close partnership with our strategic partners in health, educational settings, and governing bodies, with our parents and of course our children and young people.

Lancashire Ambition

We are proud to celebrate the wide diversity of the children and young people who attend our schools. In any typical cohort, over 25% of children are deemed to be disadvantaged and one in every thousand will be looked after. One child in every ten may have special needs. One in every ten may have English as an additional language. Many children are vulnerable or face multiple barriers to learning. For some, levels of attendance and punctuality are below the average of other children. For the sake of all Lancashire children, we will fulfil our statutory duty to act as their champion.

For all children, irrespective of background, culture or religion, we aspire to the highest levels of achievement. We provide dedicated services to support our children. We liaise with a wealth of professional partners working together to provide cohesive support, so that children are able to achieve their potential and narrow the gap with their peers.



If your child goes to a school in Lancashire, our ambition is that:

- every child goes to a school or educational setting that is at least good, and is safe and secure;
- wherever possible, every community has a local school or provider that serves and is responsive to the local need;
- all children leave school fully literate and numerate, able to excel in their chosen academic or vocational subjects, and able to compete with others nationally, ready to take their next steps;
- each school has a rich and broad curriculum that matches the needs of the children, is designed by the school and is exciting, creative and innovative.

Document purpose

Lancashire Ambition joins up our vision, across all phases of education, for all groups and individuals. All Lancashire's children and young people have the right to achieve and aspire to be the very best they can, to make the most of their lives and to do so within a safe, secure environment. Ensuring all our children and young people have access to a suitable educational offer is one important aspect in achieving this. We will work in partnership with all our stakeholders to achieve this.

Through working together with schools and other educational settings such as early years settings, colleges of further education, sixth form colleges and learning providers, with children, young people and their parents and carers, we can take ownership for crucial stages of a person's life, supporting the ambitions this document presents.

Lancashire County Council want to work 'with', and not 'to' our partners, both undertaking and sharing responsibility in order to keep all children and young people safe and able to perform to the very best of their abilities. This principle is underpinned by the commitment to ensure the views of children and young people are heard. It is about challenge for all, to maximise the outcomes for all.

Children and young people of compulsory school age¹ have a right to a suitable education. However, some are missing out on full time education and this increases the risk of them failing academically and the possibility of them becoming NEET (not in education, employment or training) in later life.

This document has been prepared to provide an overview of key policy areas and work in key stages. The residents of Lancashire learn in many settings. Therefore, this document is not limited to a specific setting but to all. When we refer to Lancashire we are not referring to Lancashire County Council but to all that serve the children and young people of Lancashire. This has to be partnership working.

This document affirms the commitment of Lancashire County Council officers particularly in the service areas of School Improvement and Learning and Skills. It aims to bring understanding to the priorities of the respective key stages and of our work with local delivery and strategic partners. This guides the principle of working in partnership.



¹ Including RPA (Raising of the Participation Age)

0 – 5: Early Years Education.

Lancashire is committed to working in partnership to achieve the very best start for its youngest children in delivering the Early Years Foundation Stage (EYFS) Statutory Framework for children between birth and age five with fidelity and consistency. The framework is mandatory for all early years providers in England.

Lancashire's key responsibilities are outlined in the *"Early education and childcare statutory guidance for local authorities"*. This guidance applies to the free entitlements for two-, three- and four-year-olds, both the universal entitlement and the extended entitlement which secures sufficient childcare for working parents, provides information advice and assistance to parents and provides information, advice and training to childcare providers.

Lancashire's vision is for all children to be able to take up their free hours in a high quality setting. Evidence shows that higher quality provision has greater developmental benefits for children, particularly for the most disadvantaged children leading to better outcomes. The EYFS sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. Lancashire's work with free education providers is designed to help shape and secure quality provision in accordance with the EYFS and, notably, its guiding principles.

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

What will achievement/success look like? Key Performance Indicators.

The proportion of settings (daycare, PVI childminders and out-of-school clubs) judged good or better in Ofsted inspections is at least in line with the national average (based on annual figures).

The performance of children in the Early Years Foundation Stage Profile (EYFSP) is above the national average and in line with statistical neighbours.

The achievement of all groups of children, particularly vulnerable children at the end of the Foundation Stage is above national averages and in line with statistical neighbours.

PVI: private, voluntary and independent

4 – 11: Primary Education.

Our vision for primary education is that each pupil builds on these excellent foundations and moves with smooth transition into a school which is at least good. We aspire that by the time children leave at the age of eleven, they are able to read, write and are numerate. We aim to provide schools that:

- provide an education that prepares pupils for the challenges of the 21st century and the next steps in their learning;
- provide excellent teaching and the extra help each child needs;
- have outstanding leadership and management, including governance;
- sustain improvements over time, and are supported to make improvements;
- support children to become resilient, independent, tolerant, motivated and confident;
- work in partnerships because no school can do it alone.

What will achievement/success look like? Key Performance Indicators.

Key Stage 1

The attainment of pupils at KS1 improves and is at least in line with statistical neighbours

Key Stage 2

The attainment and progress of pupils at KS2 is in line with or above the average for statistical neighbours.

The number of primary schools below the floor standard is below statistical neighbours and the national average.

The number of schools identified as coasting is reduced.

The proportion of schools judged *good* or *better* in Ofsted inspections is above the median and the proportion of children attending a *good* or *better* school in Lancashire is above the national average.

The number of schools judged to be inadequate during the 2017/18 inspection cycle is minimised.

11 – 16: Secondary Education

Our vision for secondary education is that each pupil builds on the strong foundations laid in the primary phase and moves with smooth transition into a school which is at least good. We aim to provide world-class schools that:

- provide a broad, balanced education and learning experiences that lead to good quality qualifications and ensure that all learners develop the skills, knowledge and understanding they need as a secure foundation for further learning, training or employment and the challenges of the 21st century;
- provide excellent teaching, high quality impartial information, advice and guidance and the extra help each child needs;
- have world-class leadership, management and governance at all levels;
- provide high quality continuous professional development opportunities for their workforce;
- are supported to make continuous improvements which are sustained over time;

- are helped to work in partnership with other schools and agencies to share best practice and achieve more than they can do in isolation.

What will achievement/success look like? Key Performance Indicators.

Key Stage 4

The attainment and progress of pupils at KS4 is in line with or above the average for statistical neighbours.

The number of secondary schools below the floor standard is below statistical neighbours and the national average.

The number of schools identified as *coasting* is reduced.

The proportion of schools judged *good* or *better* in Ofsted inspections is above the median and the proportion of children attending a *good* or *better* school in Lancashire is above the national average.

The number of schools judged to be inadequate during the 2017/18 inspection cycle is minimised.

Key Stage 5 - Post-16

Under section 15ZA of the Education Act 1996, **Lancashire County Council** with other local authorities has a statutory duty to secure sufficient and suitable education and training provision to meet the reasonable needs of all young people in their area by influencing and shaping provision through local partnerships and by identifying gaps, enabling new provision and developing the market. The young people covered by this statutory duty are those aged 16-19 and those aged 19-24 who have an Education, Health and Care Plan (EHCP). Therefore, our vision for post 16 education and training aims to reflect this.

Our main priorities for this phase of education are as follows:

- post 16 providers will support each young person to build on the foundations laid in the secondary phase, enabling smooth and sustained transition into post 16 provision which is rated as at least good by OfSTED, helping to ensure they are successfully retained in their post 16 destination
- for specific groups of young people, we will work with partners to ensure that there is appropriate and accessible provision to meet the reasonable needs of disadvantaged and vulnerable young people, including children looked after and care leavers
- for those Lancashire young people aged 16-19 year olds and 19-24 year olds with an Education, Health Care Plan continue to increase participation in relevant and appropriate education or training by encouraging, enabling and assisting them to do so
- align Skills 16+ to the corporate objectives and emerging priorities of Lancashire Enterprise Partnership and ensure that Skills priorities are responsive to the needs of businesses and residents based on strategic analysis of a range of datasets
- ensure that young people have gained appropriate and transferrable employability skills which enable them make a successful progression into sustainable employment, contributing to the County's economic growth
- recognise and discharge our commissioning and influencing role as strategic enabler in developing the post 16 market
- reduce the number of young people not in education, employment or training (NEET) and the number of young people whose destination is not known.
- work with partners to reduce the number of NEET and Not Knowns in Lancashire through a range of actions such as information exchange, focused and personalised impartial IAG (Information, Advice and Guidance). Improve the support for those young people identified as at risk of becoming NEET to improve their chances of making a sustained transition into further education or training. This includes the targeted IAG offer made by the Wellbeing, Prevention and Early Help service to children looked after when they start year 11, with the aim of preventing these young people becoming NEET when they leave Key Stage 4

Our aim is to ensure we have excellent post 16 education and training providers throughout the county that:

- are responsive to the communities they serve;
- maximise core funding to ensure their offer meets the Study Programme principles, and the offer of non-qualification learning experiences such as work experience, so that all young people develop the skills, knowledge and understanding they need as a secure foundation for further learning, training or employment and the challenges of the 21st century;
- provide high quality apprenticeship opportunities at all levels across Lancashire;
- provide excellent teaching and learning and have excellent leadership, management and governance at all levels;
- provide high quality impartial information, advice and guidance and fully support all young people, allowing them to achieve and progress to their full potential;
- are working to narrow the attainment gap at level 2 and level 3 at 19 for all including children looked after, those eligible for free school meals and those with SEN;
- are encouraged to work collaboratively and share good practice, thereby achieving more than they can do in isolation;
- work together to develop an inclusive provision offer across the different learning routes to ensure that the needs of high needs students can be met locally, wherever reasonably possible;
- work with the LEP (Lancashire Enterprise Partnership) and the LA

(Local Authority) to improve the availability and take-up of high quality supported internships across the County;

- work with the LEP and the LA to increase aspiration and attainment where “worklessness” exists supporting those economically inactive;
- work with the LEP and the LA to support working parents/adults across Lancashire to gain employability skills which allow them to progress into sustained employment or moves them closer to the labour market.

What will be the Key performance indicators supporting achievement/success?

The five headline 16-19 Accountability Measures of Progress, Attainment, Progress in English and maths, Destinations and Retention are in line with or above the national average. These will present as a data scorecard.

All providers meet the minimum standard for Progress.

Reduce the combined NEET and Not Known number and percentage indicators and improve the key indicators on the NEET Scorecard.

Support continuous improvement, share the Post 16 Early Warning System with School Intervention and Challenge Board on a termly basis as with individual providers.

Develop and communicate a Statement of Priorities for this key stage annually at district and County level.

Special and Short Stay Schools

Lancashire is committed to developing its special schools to meet the full range of more complex special educational needs and disabilities, whilst also working ever more closely with early years' providers, primary and secondary schools to ensure the vast majority of children with special educational needs and disabilities are able to prosper in mainstream settings. Our aim is to ensure children with special educational needs and disabilities receive the support they need to make successes of their school careers in order to be in the best possible position to take advantage of the education, life and career opportunities available to them when they leave school.

There are a total of nine short-stay schools situated across Lancashire. These cover the primary and secondary age ranges. The Local Authority commission these schools to provide places for pupils excluded from mainstream schools for a fixed period of time, with the intention of returning these pupils back to mainstream schools at an appropriate stage in their academic, social and behaviour development. They provide a bespoke curriculum, designed to enable pupils to re-engage in learning and to ensure their educational needs are identified and addressed.

Our special and short stay schools are committed to:

- having high class leadership to ensure school provision is constantly evolving and developing to meet changing needs and high expectations;

- working collaboratively with families, other schools and agencies to ensure the learning needs of children, pupils and students are fully recognised and understood;
- developing the skills of staff so they are able to accurately assess needs and plan learning programmes which address each individual's learning requirements;
- constantly striving to maximise the progress children make so that any gaps in their learning are closed as rapidly as possible;
- ensuring smooth transitions into and from school, and between phases, and in preparation for adult life;
- developing enjoyment in learning, so that children can be happy, adaptable and resilient.

What will achievement/success look like? Key Performance Indicators

The proportion of schools judged *good* or *better* in Ofsted inspections is above the median and the proportion of children attending a *good* or *better* school in Lancashire is above the national average.

The number of schools judged to be inadequate during the 2017/18 inspection cycle is minimised.

Promote greater independent living into adult life.

Support access into employment through an appropriate curriculum.

A Place Where Everybody Matters.

Lancashire provides a broad range of support and services, so that the needs of all our children and young people are met. Our ambition is that every child accesses high quality education, and they are supported to progress and thrive.

The Virtual School.

The Lancashire Virtual School for Looked After Children aims to provide support and challenge to schools, education providers, social work teams, and other key partners (especially around Personal Educational Plans), as well as monitoring and tracking of individual educational outcomes and targets for all our looked after children

The Virtual School consists of the Head teacher, Educational Consultants and administrative staff, who together focus on improving the attainment and achievements of Looked After Children, improving attendance and reducing the number of exclusions

The Virtual School seeks to work with all key partners, including schools, the children and young people, the Corporate Parenting Board, elected members and a range of other service providers to ensure: 'Our Looked After Children are safe, secure and achieve their full potential.'

Children Looked After.

Lancashire County Council is committed to opening doors to educational opportunities for children in care by identifying underachievement and tackling barriers to learning. Every child in care has the right to realise their true potential and we encourage this by promoting educational achievements, emotional resilience, play opportunities and engagement with hobbies, sports, cultural and arts and enrichment activities. We understand that our responsibilities to children in care demand an integrated response across the Council and to be successful, requires effort, commitment, creativity and determination from all corporate parents.

A good experience of education is the single most important factor in improving children's economic life chances. Our commitment to provide the best possible education for our children in care begins with our priorities which describe how educational achievement will be promoted, improved, sustained and addressed across a range of services.

Our priorities are to:

- ensure all children start school healthy and ready to learn;
- ensure that from each starting point, the proportion of children in care making expected progress and the proportion exceeding expected progress, in English and mathematics are similar to, or above, those for other pupils in the school and are improving;
- improve attainment, progress and attendance at all Key Stages so that it is within the upper quartile of statistical neighbour authorities and above national averages;
- ensure all our young people are ready for the world of work.

Ethnic Minority and Gypsy, Roma & Traveller Achievement

Lancashire's cultural, social and linguistic diversity continues to be reflected in our schools, where almost one in ten pupils is from an ethnic minority, including Gypsy, Roma or Traveller, background and where over 140 languages and dialects are spoken. This cultural diversity enriches the learning experiences of all pupils and prepares them to take advantage of, and succeed in, a global social and economic environment

Lancashire has high aspirations for all learners, and is committed to supporting the success of students from all backgrounds. This vision is equally true for our minority ethnic pupils who may need English language support, or face risk of underachieving for other reasons.

The Ethnic Minority and Gypsy, Roma and Traveller Achievement Service aims to provide additional support to Lancashire schools to enable their ethnic minority and GRT pupils to fully embrace the educational opportunities available in Lancashire.

We are clear that the focus for our service is to prioritise support for the most vulnerable ethnic minority pupils and those groups who are underachieving. We therefore work hard to ensure that we provide proportionally more support and resources for these children.

We aim to provide high quality support that will:

- ensure that teaching staff can accurately assess the needs of their EAL pupils and can provide tailored support to help English as an additional language (EAL) new arrivals to settle in to school;
- enable schools to develop their EAL pupils' English language skills and access the curriculum and become independent and confident learners;
- assist schools in working collaboratively with ethnic minority and GRT families and communities and with other agencies to ensure that there is a shared commitment to education and to school values.

Our service is committed to working in ways that:

- increase the skills of Lancashire's teachers and school leaders to develop and embed best practice around support for ethnic minority pupils;
- facilitate school-to-school sharing of knowledge and experience around improving the performance of their EAL and ethnic minority learners;
- focus on the improvement of attendance, engagement and progress of ethnic minority and GRT children so that gaps in their learning are closed as rapidly as possible.

What will success look like? Additional key performance indicators

Groups and districts

Variation in the proportion of schools judged *good* or *better* following Ofsted inspection across all districts reduces, including in:

- Burnley, Pendle and Hyndburn

The attainment and progress in disadvantaged areas is increased, including in:

- Burnley
- Fleetwood
- Hyndburn
- Pendle
- Preston

The attainment and progress of underperforming groups in Key Stages 1 – 4 in Lancashire is increased for:

- FSM pupils
- boys
- underachieving ethnic minority groups
- SEN pupils
- Children Looked After (CLA)
- Children in Need (CIN)

The overall absence rates on 2016/17 levels in primary, secondary and special schools and short stay schools reduces. The proportion of Persistent Absentees reduces.

The rate of permanent and fixed term exclusion is reduced.

Enjoyment of school is increased as shown in more positive results in the Pupil Attitude Questionnaire (PAQ)

Children missing education are effectively identified to ensure they receive a suitable educational offer.

The attainment of CLA pupils at KS1, KS2 and KS4 continues to improve and is in line with statistical neighbours.

The *individual* academic, emotional, social and behavioural progress of all CLA continues to improve.

The needs of pupils accessing alternative provision are met, supported by clear and consistent local authority systems, and provision is at least good.

The number of families receiving one of their preferred primary or secondary schools at the time of place allocation is maximised.

The number of pupils who meet the Fair Access criteria accessing a mainstream school placement within 15 days is increased.

The Reality - Shared Challenge

We recognise that our schools and other educational providers, like ourselves as an Authority, face many challenges.

- The current financial climate over the last ten years has placed unparalleled strains on the resources of schools and providers, and equally, the Local Authority. This is unlikely to change in the near future.
- There is no national strategy, though we do have shared values and objectives and as such we must work together to devise local solutions.
- We are not starting from a deficit position. In fact, there is much to celebrate in Lancashire at all key stages. What we celebrate we aim to maintain. In parts of the County children and young people face many barriers to learning, they may not even want to learn. Mental health, family breakdown, domestic violence, the consequences of drug addiction, alcoholism and unemployment, all impact on children in our care. This is an issue that challenges our society and communities across Lancashire. How do we work to overcome these barriers, across all arms and branches of the authority, to support families and children?
- Our authority covers a wide geographical area, one of the largest in the country. It represents different communities, each with differing needs. How do we represent each and every child and young person, in each locality area, to meet their needs and aspirations?
- How do we support those where education and perhaps society at large, appears to have let them down? Where education is not valued, how do we support those who leave school without a rounded education, without qualifications, without a desire to participate in future learning, perhaps without hope?
- Children in relatively affluent areas may leave school having under achieved, academically or socially. How do we challenge low expectations, complacency and acceptance of only an adequate education?
- For some schools and providers it is about attracting the best teachers and senior leaders.

Our shared challenge

We are confident you will agree with the contents of this document. You will probably share our hopes and aspirations. But how do we *together* deliver on this, challenging this status quo at a time of diminishing resources and competing demands? How do we alter existing provision to achieve this ambition?

We will seek:

- to strengthen our partnership with health professionals, police, special needs, and social care. We will seek to reduce the many conversations, and provide for the vulnerable;
- local solutions, engage with local councils, local schools, providers and local businesses, to find the right solutions in each corner of Lancashire;
- broad political consensus to raise the hope, ambition, and the worth of education in our society, for the benefit of the future of our Lancashire, its young people and broader society;
- to raise aspiration for all; to listen to the views of our children, our young people as, above all, their voices should be heard.

For each sector, we will write detailed and ambitious actions that raise achievement for all. Enclosed within our Statement of Priorities, Learning Improvement Plan - these plans will demonstrate how we meet our corporate aims and statutory responsibilities. We will report on progress towards the success criteria to our Partnership Delivery Group on a termly basis and within stakeholder forums.

With widespread agreement about our core purpose and common purpose, we will:

- ensure children and young people come first, always informing our priorities;
- align our services to support our schools achieve their ambitions;
- ensure school improvement guides our work, with a goal that all schools are self-sustaining;
- go the extra mile to help our schools, and we always put school need first;
- take uncompromising choices if necessary;
- support, and if necessary, challenge;
- develop strong partnerships with all concerned;
- be both responsible and accountable for school improvement;
- act at all times with integrity, honesty and moral purpose;
- look to the long-term, of building sustainable improvements;
- prioritise our most vulnerable children and young people.