

Building a Better Future for
Children in Buckinghamshire

Buckinghamshire Education and
Skills Strategy 2018-2022

Education and Skills Strategy for Buckinghamshire 2018-2022

“Buckinghamshire has a reputation for great education and has good and outstanding practice on which to build for the future.”
Mike Appleyard, Cabinet Member for Education and Skills

“All children and young people in Buckinghamshire deserve the best education and together with our schools, our mission is to provide them with the best opportunities to thrive.”
Tolis Vouyioukas - Executive Director, Children’s Services

“We are committed to enabling all educational providers to promote excellence and lead their own improvement.”
Sarah Callaghan, Director for Education

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Children are at the heart of Buckinghamshire County Council's Strategic Priorities



Safeguarding our vulnerable children

We want Buckinghamshire to be a great place for all children and young people to live, be safe, to learn and achieve successful and fulfilled lives. We have a strong collaborative partnership across the county with families, businesses, schools and colleges, private and voluntary Sector, police, health, district and parish councils and many more.



Creating opportunities and building self reliance

Our vision for children and young people in Buckinghamshire is:

“Children and young people are safe, happy and healthy, feel valued and value others, are treated fairly, have lives filled with learning, thrive and are able to enjoy life and spend quality time with family and friends.”



Keeping Buckinghamshire thriving and attractive

“Children and young people are the future of our country, which is why we have put them at the heart of our strategic priorities. We want Buckinghamshire to be a safe place for children, where they can have fun, grow and thrive. It is really important that all our children and young people are supported to achieve their full potential.”
**Leader of the Council,
Martin Tett**

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Education in Buckinghamshire



- There are 122,200 children and young people in Buckinghamshire under the age of 18
- There are currently 815 two year olds and 6,433 three and four year olds who are entitled to early years' provision
- We have 235 schools and academies in Buckinghamshire, attended by over 84,000 children and young people
- As a county we have a varied mix of educational provision; Buckinghamshire is one of only a handful of counties to have a highly selective secondary system
- In Buckinghamshire, 83% of secondary schools and 13% of primary schools have converted to academy status
- 90% of pupils in Buckinghamshire attend a good or outstanding school

All data November 2017

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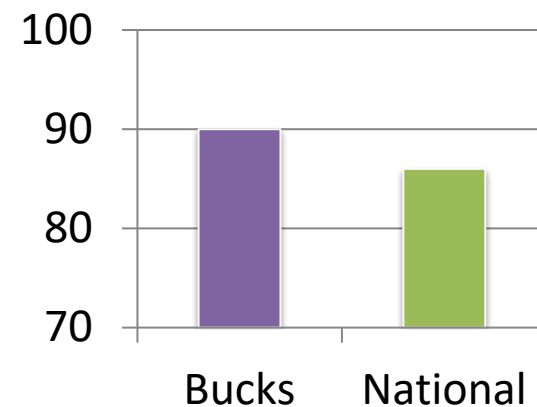


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Buckinghamshire Strengths

- We have a high percentage of good and outstanding schools (95%) which provide high quality education for our children and young people.
- Over 97% of our Early Years settings are good or outstanding.
- Overall, levels of attainment are higher than the national benchmark.
- Our education system offers variety and choice.
- We provide a wide range of valued services, many of which are provided in house and complemented by an effective commissioned service.
- We have strong, established relationships with both maintained and academy schools.
- Rigorous, systematic and timely analysis of data provides insights into performance to ensure that the needs of schools are understood.
- We have worked closely with existing schools and established new schools to meet the increase in demand for school places.

% of pupils in good or outstanding schools



| Type of School | Number |
|-------------------------|--------|
| Early Years Settings | 843 |
| Nursery | 80 |
| Combined Primary | 119 |
| Infant | 41 |
| Junior | 23 |
| Selective Secondary | 13 |
| Non Selective Secondary | 24 |
| PRUs | 3 |
| Special | 10 |

All data November 2017

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The Changing National Agenda – key issues

- The government drive to full academisation and establishment of the Free School programme is responsible for all new school development.
- The increasing remit of the role of the Regional Schools Commissioner, who is responsible for school improvement in academies.
- The role of the Local Authority is changing regarding school improvement to being that of a facilitator, broker and quality assurer in a school-led system of improvement.
- Increasing rigour of the Ofsted framework.
- Recruitment and retention of Headteachers, teachers and support staff is a critical issue nationally.
- Raising of the Participation Age to 18 years.
- Ensuring sufficient provision of places to meet the requirements of the 30 hours free childcare entitlement.
- Increasing choice for parents and increasing selective schools.



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Buckinghamshire Challenges

- Persistent underperformance of our vulnerable and disadvantaged children and young people.
- High and rising demand for services compared to other local authorities.
- Exclusion rates have increased and are too high.
- Alternative provision needs to be in place to meet the growing demand for services and increasing complex needs.
- Too many of our Looked After Children are in placements and schools out of county.
- A rising population means that we need enough school places in the right locations, with transport available for those who need it.
- The National Funding Formula is squeezing many of our school's budgets in real terms. We have a high proportion of small rural schools, which are increasingly vulnerable to budget changes.
- Our Post 16 education and training offer needs to develop to help address the local growth agenda and meet the range of skills required across the County.



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What's important to our children and young people?

Rules and expectations are made clear and applied consistently to everyone.

I get access to good information and advice on what opportunities are available when I finish 6th form/college.

My course leads to a good job.

I get a good careers education and the opportunity to gain skills I will need in the workplace.

I am helped to achieve the best results I can.



I feel happy and safe.

I feel I can reach my full potential .

I learn lots of different subjects.

I know who to turn to when I need help and support.

Pupils with additional needs have excellent support .

Everyone is supported and encouraged.

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Youth Council Voice

I want to go to a school/college which....

- Makes me feel safe and protected from bullying.
- Helps me achieve the best results I can in my exams.
- Treats everyone fairly and respectfully.
- Will support and stretch me so I get the best results.
- Has excellent support for young people with additional needs.
- Values every student for who they are and makes sure no-one feels left out.

“School are too inward facing, they need to interact with the community more.”

“Having good behaviour in schools is so important; we need all teachers to enforce the school policy fairly.”

“We shouldn’t have to travel to go to a good school. There should be good schools in all towns for everyone.”

“Schools should work together more, to offer a range of qualifications between them so there is greater choice.”

“Lack of resources is a problem. They need to be available for those that need them.”

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A Shared Vision for Education in Buckinghamshire



Our *ambition* is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point.

Our *focus* will be on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers.

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Guiding Principles for Education in Buckinghamshire

Collaboration

Developing of an ethos of collaboration and mutual respect between all educational partners and a collective responsibility for the achievement of all pupils, regardless of where they are educated or the status of establishment

Proactivity and Prevention

Anticipating issues early and developing the strengths and resources needed to proactively improve outcomes for children and young people, rather than relying on reactive and often expensive intervention

Guiding Principles

Inclusivity

An education system where every children and young people is enabled to fulfil their potential regardless of their background, ethnicity, gender, race or need

Financially Sustainable

Delivering support structures that are financially sustainable over the course of the strategy and beyond, by increasing resilience, and by utilising excellence and expertise within the system

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The Basis for Our Vision

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- Education in Buckinghamshire is **inclusive, exciting and aspirational**; it **inspires a lifelong love of learning**. It delivers **positive outcomes**, in **achievement, skills, progress and ambition** for every child and young person

Inclusive

- Children and young people feel **safe, valued and happy**; they are **resilient and empowered to overcome disadvantage** and fulfil their individual **potential**. Families feel **valued, supported and engaged** in their children's education

Collaborative

- The educational system is **collaborative and self-improving**, with all partners sharing a **collective responsibility** for all learners

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The '6 Pillars' of the Strategy

The Education and Skills Strategy for Buckinghamshire 2018-2022

Buckinghamshire County Council Strategic Aims



Safeguarding our vulnerable children



Creating opportunities and building self reliance



Keeping Buckinghamshire thriving and attractive

Infrastructure

Early Years & Childcare

School Improvement & Engagement

Inclusion: Supporting the Vulnerable

SEND

Post 16 Provision & Skills Development

Developing sufficient high quality places, in the right locations, to meet the growing need.

Providing the best start to enable all our young learners to flourish and develop a love of learning.

Working collaboratively to deliver high standards and excellent outcomes for all.

Developing a positive, safe and inclusive environment for all children and young people.

Enabling excellent outcomes for all children and young people with SEND.

Equipping young people with the knowledge, skills and experience to thrive in a modern economy.

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Key Priorities of the Strategy



Supporting Priorities

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Inclusion – Supporting the Vulnerable

Delivering a positive, safe and inclusive education for all children and young people

| | | | | |
|--------------|---|--|--|--|
| Workstreams | Raise the achievement of vulnerable and disadvantaged children and young people | Develop an inclusive mainstream educational environment which meets the needs of all children and young people | Ensure processes and procedures are in place to increase attendance and prevent exclusions | Multi-agency collaboration, working proactively and preventatively, to provide Early Help to both pupils and families in need of support |
| Deliverables | <ul style="list-style-type: none"> • Build capacity, confidence and expertise in mainstream schools to enable more children and young people with SEND to be educated in their local community. • Re-configure the Bucks ‘offer’ to ensure we better meet additional needs, by having the right provision in the right place through the work of the Inclusion Hub. • Reduce our dependency on out of area placements so that less of the high needs block funding is spent outside Buckinghamshire. • Celebrate good practice in inclusion, by developing and launching an ‘Inclusion Charter’, a stamp of recognised quality. • Reduce both fixed period and permanent exclusions from schools, particularly those pupils with SEND and ensure all Alternative Provision is inclusive, responsive, flexible and of high quality. | | | |
| Actions | <ul style="list-style-type: none"> ▪ Inclusion Hub –a partnership between schools and BCC to provide strategic oversight in order to meet the needs of all Bucks pupils with SEND locally. ▪ Buckinghamshire Inclusive Education Working Group – set up to review fair access /alternative provision, and to foster a climate in which good practice is shared. The working group has representation from primary and secondary (including 1 grammar) schools as well as from our PRUs who through sharing data and information are working together to identify opportunities for earlier intervention, alternative provision so as to reduce the number of exclusions. | | | |

Consultation comments...

“We need to work with pupils who are troubled as opposed to excluding.”

“We need more support for our vulnerable groups to help them achieve better outcomes.”



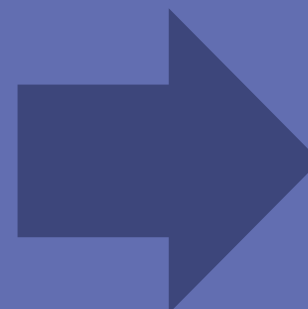
SEND (SEND Strategy 2017)

Enabling excellent outcomes for all children and young people with SEND

Consultation comments...

“We need external specialist input to mainstream schools for more complex needs.”

“Empower young people with SEND to aim high with ambition, and support them into different career paths.”



| Workstreams | Improve the experiences of families, children and young people of the statutory SEND process | Develop provision and support schools and settings through the development of skills in mainstream settings, refocusing and developing specialist provision to meet complex needs | Develop and implement improved approaches to planning and securing specialist educational places for those children with the most significant complex needs | Strengthen and develop the management, monitoring and accountability of the statutory SEND process |
|--------------|---|---|---|--|
| Deliverables | <ul style="list-style-type: none"> • Identifying the demand for SEND provision over the next 5 years to inform future planning • Proactively identifying children and families at an earlier stage of behavioral problems by closer alignment of SEND provision with Early Help services. • Review funding processes for specialist provision so as to ensure transparency and equity • Help build capacity in mainstream schools to meet the additional needs of children and young people with SEND. • Implement the Graduated Approach and the new 20 week process, including developing a shared understanding of co-production. • Ensuring the voice of the child is evident and acted upon in all EHCP's and Annual Reviews. • Reducing the number of EHCPs and the number of tribunals through earlier intervention. • Improving the experience of children and their families transitioning to adult services. • Increasing capacity in the Educational Psychology Service to improve the timeliness of assessments. • Streamlining the assessment process so joint assessments can be completed where appropriate and advice can be provided to schools without the need for an EHCP request. | | | |
| Actions | <ul style="list-style-type: none"> ▪ Development of the newly established Integrated Services Board - responsible for overseeing and driving the implementation of the SEND Reforms as outlined in the SEND strategy. ▪ A new SENDIAN pilot in Aylesbury - co-produced by BCC and parent representatives following the work of Inclusive Education Working group. First pilot area in Aylesbury in November/December 2017 with aim to roll out initiative in Spring 2018. | | | |

Infrastructure

Consultation comments...

Developing sufficient high quality places, in the right locations, to meet the growing need

| | | | | |
|--------------|--|--|--|--|
| Workstreams | Proactively ensure a sufficient supply of high quality childcare, Early Years, school and Post 16 places | Ensure that the growth of high quality places is in the right locations, to meet future need | Continually redesign and improve the admission process, cost efficiently, whilst ensuring a high quality service to parents and carers | Ensure the smooth transition of schools converting to academy status |
| Deliverables | <ul style="list-style-type: none"> ▪ Development of a capital strategy that will focus on ensuring sufficient places to meet demand now and as part of the future housing growth. ▪ Focus on expansion of existing provision to make schools more viable and sustainable in the longer term. ▪ Develop new schools where appropriate through the Free Schools initiative. ▪ Ensure our children have access to a good or outstanding school . ▪ Maintain an accessible and effective admissions and allocations process in working with all schools in Buckinghamshire and neighbouring authorities in order to accurately allocate places. ▪ Support and advise schools through the conversion process to academy status so as to secure a smooth transition. | | | |
| Actions | <ul style="list-style-type: none"> • Developments are in place to expand existing school and to provide new schools to meet growing demand e.g. new school on the Daws Hill housing development and the St Michael’s Satellite in Aylesbury. ▪ Review current transport provision through the Integrated Transport Programme in order to efficiently target resources where required as well as promoting independence where possible. ▪ School improvement initiatives are underway to increase the number of schools that are good or outstanding and thereby increasing the supply of high quality school places regardless of location. | | | |

“Housing growth is changing catchments ... schools will need support.”

“Don’t spilt up families – this places an additional strain.”



Early Years and Childcare

Providing the best start to enable all our young learners to flourish and develop a love of learning

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|--------------|--|--|--|---|
| Workstreams | Provide high quality information and advice through a variety of media to enable parental choice | Mitigate the impact of disadvantage through a comprehensive parenting strategy provided through Early Help agencies and Early Years education to diminish the difference | Engage and support parents and families to ensure the best start in life for every child | Support and embed a settings-led system of improvement in Early Years provision |
| Deliverables | <ul style="list-style-type: none"> Secure sufficient early years places to meet the introduction of the expansion to 30 hours funded early education from September 2017 onwards. Maintain over 90% of provision as good or outstanding to support improved outcomes for children. Engage parents of eligible 2 year olds to maximise the take up of funded early education as part of “diminishing the difference”. Support and challenge early years providers to make effective use of Early Years Pupil Premium, deprivation and SEND funding to improve outcomes for our most vulnerable children as well as through stronger liaison between Early Help agencies. Conduct a full review of Early Years central support to evidence effective use of resource against statutory duties to move to a provider led quality improvement framework. | | | |
| Actions | <ul style="list-style-type: none"> Develop the liaison group network of Early Years providers to forge closer working relationships with Primary schools to improve the journey of the child through education. Establish within the liaison group network a mechanism to encourage sharing of best practice between providers and primary schools to proactively support vulnerable children entering reception class, through an Early Years transition pilot. Continue to develop consistent channels of communication to support and engage parents through the review of existing digital platforms as part of our new ICT strategy. The development of a settings led model of improvement within Early Years provision needs to be closely aligned with Early Help services as part of a preventative approach. | | | |

Consultation comments...

“Support parents to engage... parents as first teachers.”

“Develop further collaboration between Early Years, Primary, Secondary (including 6th forms and colleges etc).”



School Improvement & Engagement

Working collaboratively to deliver high standards and excellent outcomes for all

| | | | | |
|--------------|---|---|--|---|
| Workstreams | Encourage and enable all schools to fully participate in an appropriate form of collaboration and partnership working | Work in collaboration with all educational partners to develop and embed a school led system of school improvement, founded on data and insight, in order to achieve high standards | Support schools and settings to work in collaboration so that all children and young people achieve a smooth, enjoyable and effective journey through the education system | Support schools to recruit and retain high quality school leaders, governors and teaching staff |
| Deliverables | <ul style="list-style-type: none"> Move all schools that are inadequate or requiring improvement to good. Encourage schools to work together through partnerships, such as federations, alliances or Multi Academy Trusts, which are best suited to the needs of schools and their learners. Improve retention and recruitment of high quality teachers. Further develop a business intelligence function that will help schools to identify their specific priorities and where the capacity lies within the system to address these priorities. To secure clarity for schools on the respective roles and responsibilities of the Regional Schools Commissioner, the local authority and the relationship between both parties. Develop a sustainable school led system model through collaboration and collective responsibility within the educational community. | | | |
| Actions | <ul style="list-style-type: none"> Piloting school to school led system of improvement through non-selective secondary schools that are not yet good through the “Side by Side” project. Developing the School Liaison offer to promote localised school improvement projects. Complete current projects underway by school improvement partners as well utilise data and insight to establish a “virtual community of support” that addresses persistent issues of underachievement amongst disadvantaged and vulnerable pupil groups. Support the development of bids with Teaching Schools for funding for school improvement. | | | |

Consultation comments...

“We need better and faster techniques of early signs of school failure.”

“Collaboration is key to School Improvement, to ensure all children achieve their full potential.”



Post 16 Provision & Skills Development

Equipping young people with the knowledge, skills and experience to thrive in a modern economy

| | | | | |
|--------------|---|---|---------------------------------------|---|
| Workstreams | Develop a strategic overview of Post 16 provision to ensure it meets the needs of both young people and employers | Support young people at risk of non-participation and becoming NEET | Promote the growth in apprenticeships | Ensure that young people have a choice of suitable provision in order to develop their skills and be work ready |
| Deliverables | <ul style="list-style-type: none"> Deliver a plan to ensure that every young person has access to high quality, appropriate post 16 education and training. Improved impartial information, advice and guidance that will enable more pupils to make decisions about their post 16 options that are informed by local market intelligence on skills needs. Post 16 providers develop their curriculum in accordance with the needs of the local economy, investing in the latest advancements in technology and facilities. Develop a local apprenticeship offer which increases supply of and demand for apprenticeships focused on growth sectors and skills shortages. Work closely with the business community and key partners to ensure there are opportunities to help young people to be work ready through the development of key transferable work skills that are needed by the local economy to address the growth agenda | | | |
| Actions | <ul style="list-style-type: none"> Explore with schools and other stakeholder whether it would be advantageous to combine 6th form provision through the development of alternative delivery models. Continue to grow our apprenticeship provision in order to help address skills shortages. Ensure that we continue to deliver targeted preventative work to support young people at risk of becoming NEET through the development of a new Early Help Service. Work with the Skills Hub and WANNABEbucks.org to further encourage the development of work readiness skills in young people, especially through work experience opportunities Work with our post 16 providers to deliver the technical education reforms, ensuring all 15 technical routes (T-Levels and Apprenticeships) into skilled employment are available. Have representation from the Skills Board on the Education Strategy Reference Group. | | | |

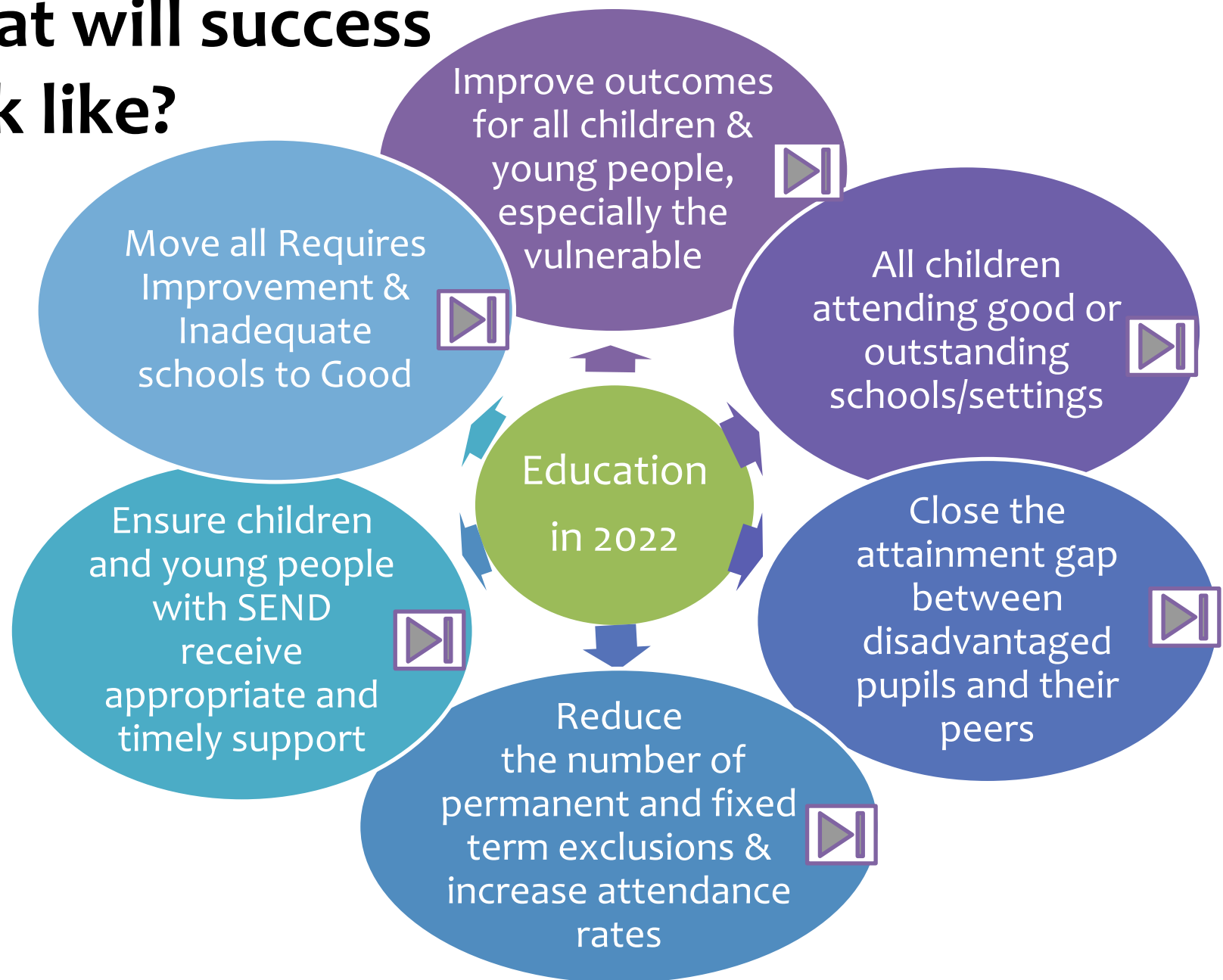
Consultation comments...

“There should be better tailoring of education to the skills required in a changing world.”

“Having a chance to develop skills outside of the curriculum is already giving us a way in to the world of work.”



What will success look like?



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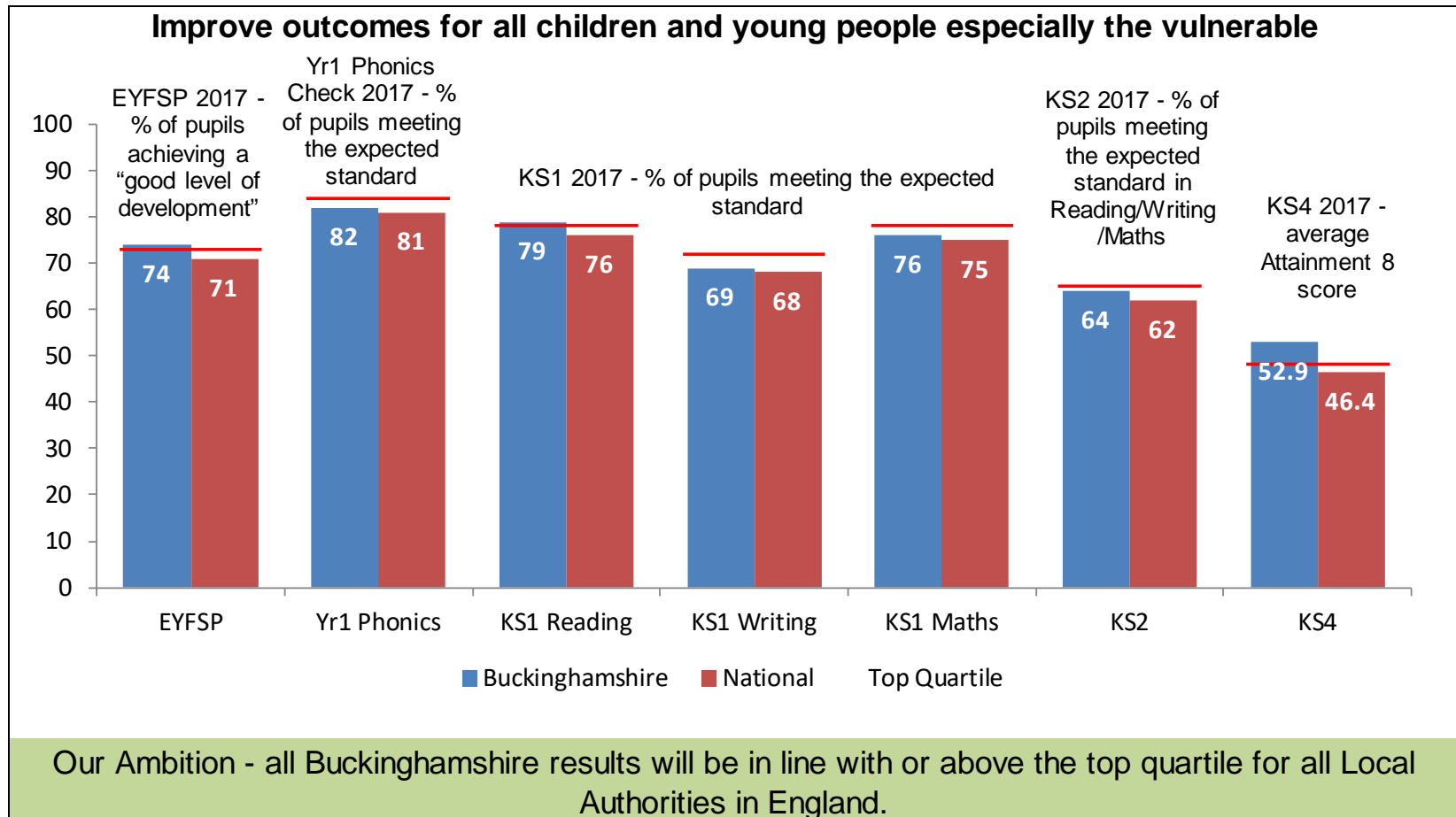


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Improve outcomes for all children & young people, especially the vulnerable



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All children attending good or outstanding schools and settings

More children attending good or outstanding schools/settings



In May 2018 **90%** of children attend a good/outstanding Buckinghamshire school (National average = 87%)

Move all schools from Requires Improvement/Inadequate to Good



3 Buckinghamshire schools are rated as **Inadequate** by Ofsted (31/05/2018)



9 Buckinghamshire schools are rated as **Requires Improvement** by Ofsted (31/05/2018)

Our Ambition - all schools will be rated good or outstanding by Ofsted, and all children will attend a good or outstanding school.



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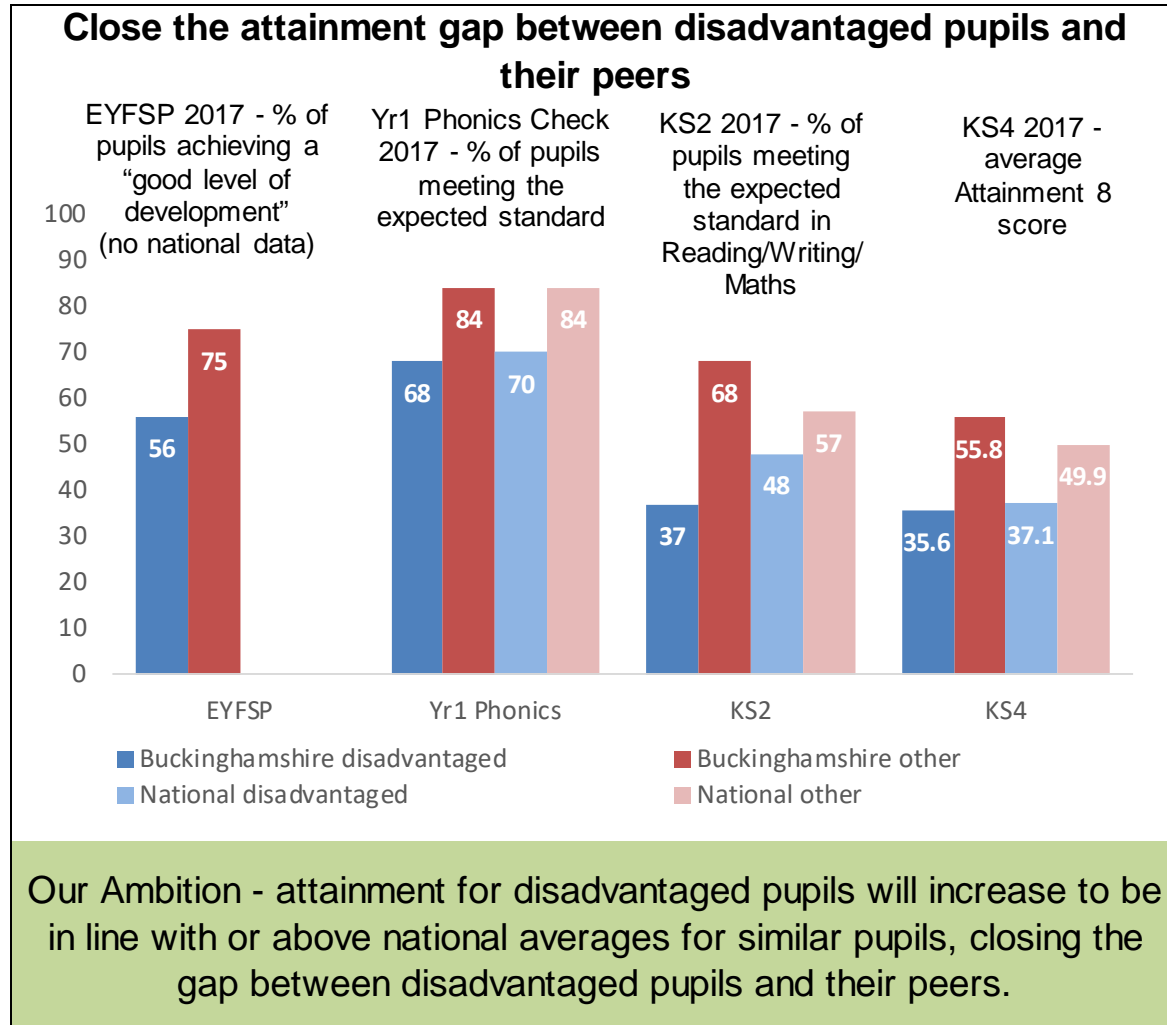


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Close the attainment gap between disadvantaged pupils and their peers



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Reduce the number of permanent and fixed term exclusions & increase attendance rates

Reduce the number of permanent and fixed term exclusions, and increase attendance

In 2015/16 there were **24** permanent exclusions in primary schools and **89** in secondary schools.



Primary exclusion rate = 0.05 (National = 0.02)

Secondary exclusion rate = 0.24 (National = 0.17)



Pupils receiving one or more fixed period exclusion

Primary = 0.54% (National = 0.56%)

Secondary = 2.77% (National = 4.26%)

Attendance Rates 2015/16

Primary = 96.1% (National = 96.0%)

Secondary = 94.5% (National = 94.8%)



Our Ambition - All exclusion rates will be at least in line or better than national rates. Overall attendance rates will increase, particularly in secondary schools, and will be in line with or better than national averages.



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Ensure children & young people with SEND receive appropriate and timely support

Ensure children and young people with SEND receive appropriate and timely support



In 2017, **19%** new Education, Health & Care plans issued within 20 weeks (England 2016 = 59%)

In January 2017, 3.1% of pupils in Buckinghamshire schools had a statement or EHCP (National 2.8%). 8.6% of pupils were on SEN Support (National = 11.6%)

In 2017 **8%** of pupils with a statement of SEN or an EHCP reaching the expected standard in reading, writing and mathematics at KS2 (national average = 8%)

In 2017 the average KS4 Attainment 8 Score for pupils with a statement of SEN or an EHCP was **16.5** (national average = 13.9)

Our Ambition - All EHCPs will be issued within 20 weeks. More children will receive SEN Support to provide the support they need in school, with EHCPs being issued where appropriate.



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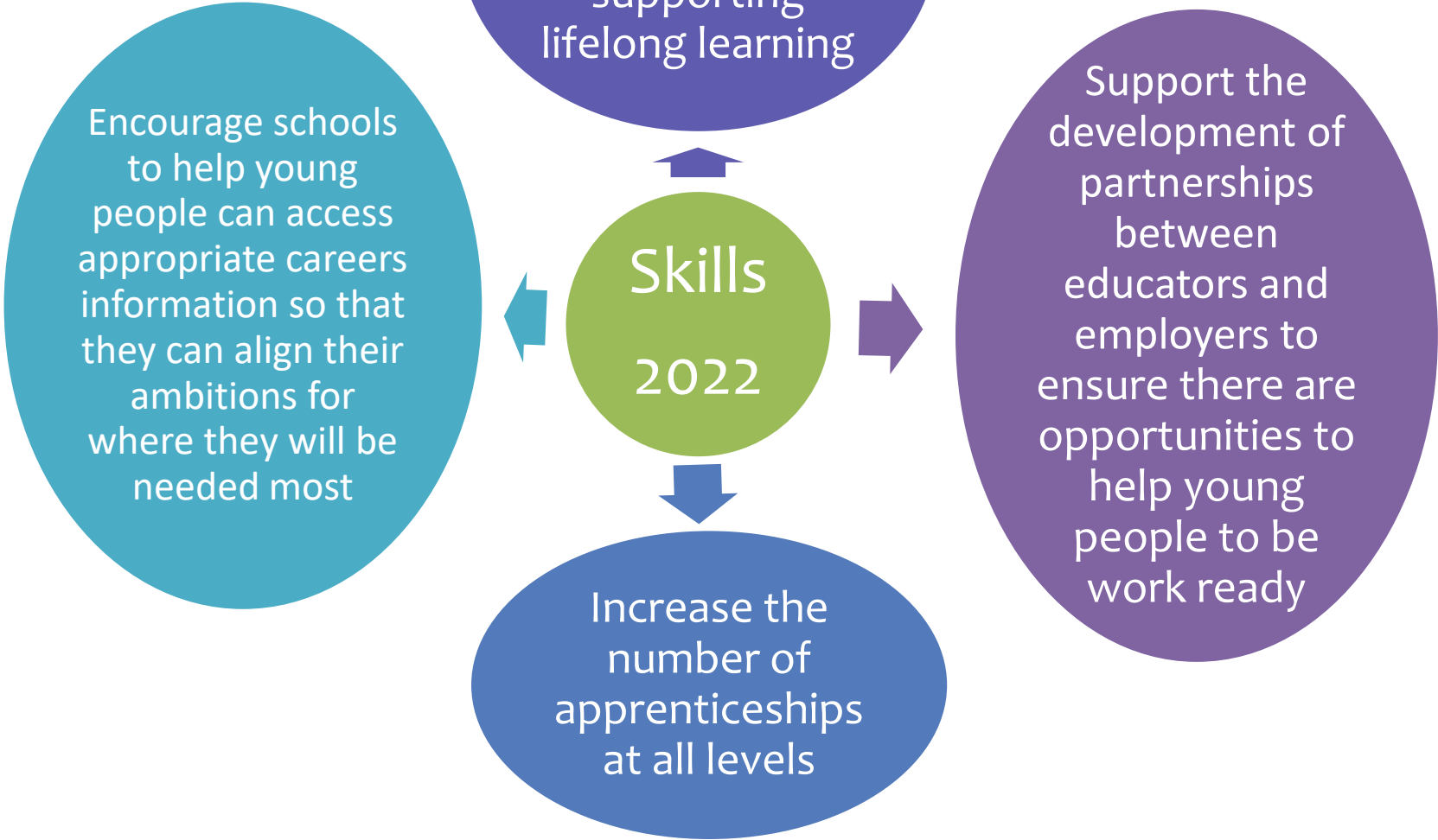


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Supporting the Buckinghamshire Skills Strategy



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Building a Better Future for Children in Buckinghamshire

