

Learning Improvement Strategy

Unlocking Opportunities for all Children

Foreword

This strategy sets out clearly how we will all work together to make a real, positive and lasting difference for all children in Bracknell Forest. It recognises what we have achieved so far through joint working but it also poses us a clear and real challenge on how to take our collective leadership and involvement to the next level. Bracknell Forest is a Borough where there will be much change in the years ahead both in terms of regeneration and new housing. We need to be sure that our children are well placed to take full advantage of all of the opportunities on offer to be active, fulfilled and engaged citizens of the future.

Cllr Gareth Barnard
Executive Member
Children, Young People & Learning

January 2017

As Director of Children, Young People and Learning, it is my great pleasure to be part of ***Unlocking opportunities for all children***, the learning improvement strategy.

This document sets the key priorities for children and young people up to the age of 25. It is rooted in a determination to make Bracknell Forest a great place to be a child.

We want the best start in life for all children in Bracknell Forest. This will be achieved through inspirational leadership which will ensure high quality school places for all of our children. A curriculum that is designed to allow children to develop their talents, maximises potential and empowers them to lead independent lives into adulthood. We want children to be proud to succeed and to experience an education that meets their individual needs. We know that this will ensure that children thrive in their learning and no-one is left behind.

We want the best possible outcomes and the brightest future for all children. Therefore we must all ensure that children enter adulthood confident and equipped to meet life's challenges and opportunities. **Working together towards a better future for all children**

Nikki Edwards
Director
Children, Young People & Learning



How are we doing and what next?

To improve the overall attainment of Bracknell Forest schools to above national average and above the mid-point of our statistical neighbour group by 2018.

To significantly narrow gaps in attainment for vulnerable groups, ensuring their attainment is at least comparable to similar children in the rest of the country

100% of secondary schools are now good or better. 74% of primary schools are good or better which is below the national average of 86%. Pupil outcomes at the end of the EYFS, Year 1 phonics screening check and KS1 are above national averages. Pupil outcomes at KS2 are broadly average for the combined score for reading, writing and mathematics at 52% compared to 53% nationally. Progress measures are -0.2 for Reading, + 0.1 writing and - 0.8 mathematics. Outcomes at KS4 are broadly in line with national with the Attainment 8 score at 51.2 compared to 49.8 nationally. The Progress 8 score is 0.09 compared to -0.03.

Narrowing the gap remains a key concern as the gap across all stages is wider than national in all subjects.

How are we doing and what next?

To raise aspirations for the most able pupils in all subjects.

Outcomes at the end of KS1 are positive for the most able pupils with the percentage of pupils achieving greater depth in all subjects being above predicted national benchmarks. Outcomes at the end of KS2 for most able pupils are broadly average in the combined reading, writing and mathematics score. The percentage of pupils at A Level attaining (A*-B) increased from 50% to 53% in 2016.

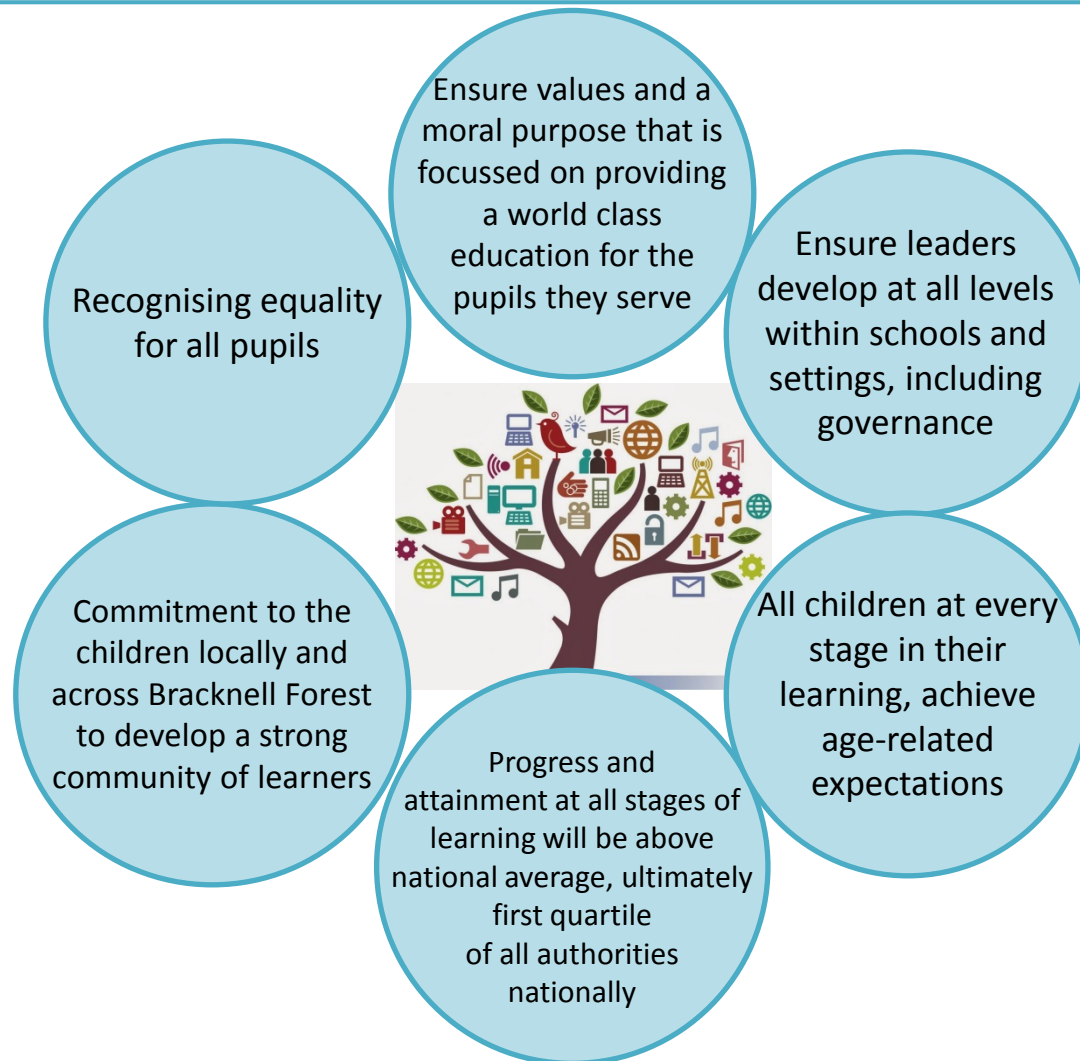
To have no schools failing to meet the national floor standard

One primary school is below the national floor standard Two primary schools and one secondary are deemed to be coasting based upon 2016 criteria



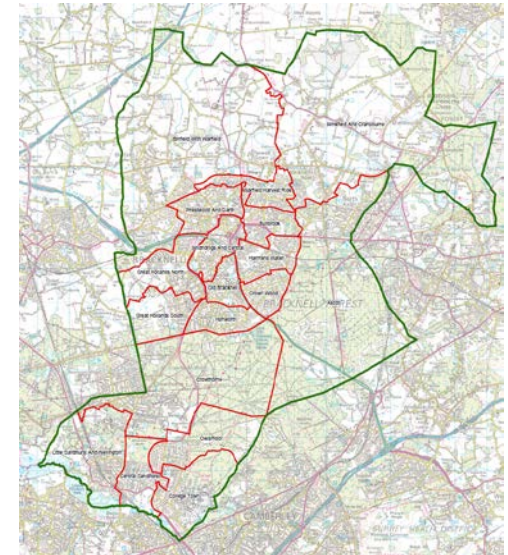
All children have the Opportunity to.....

Access inspirational leadership



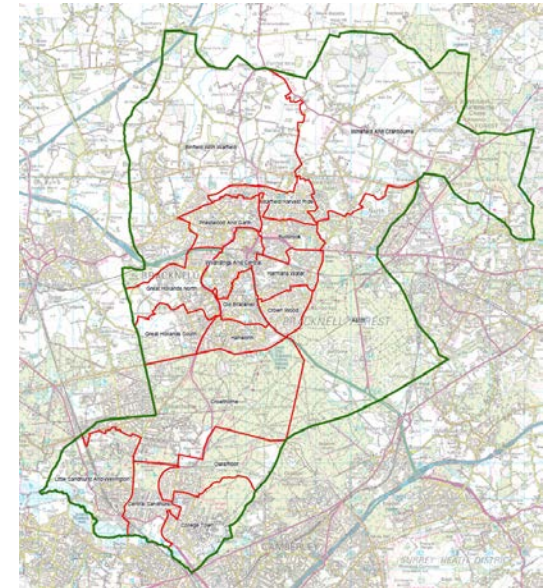
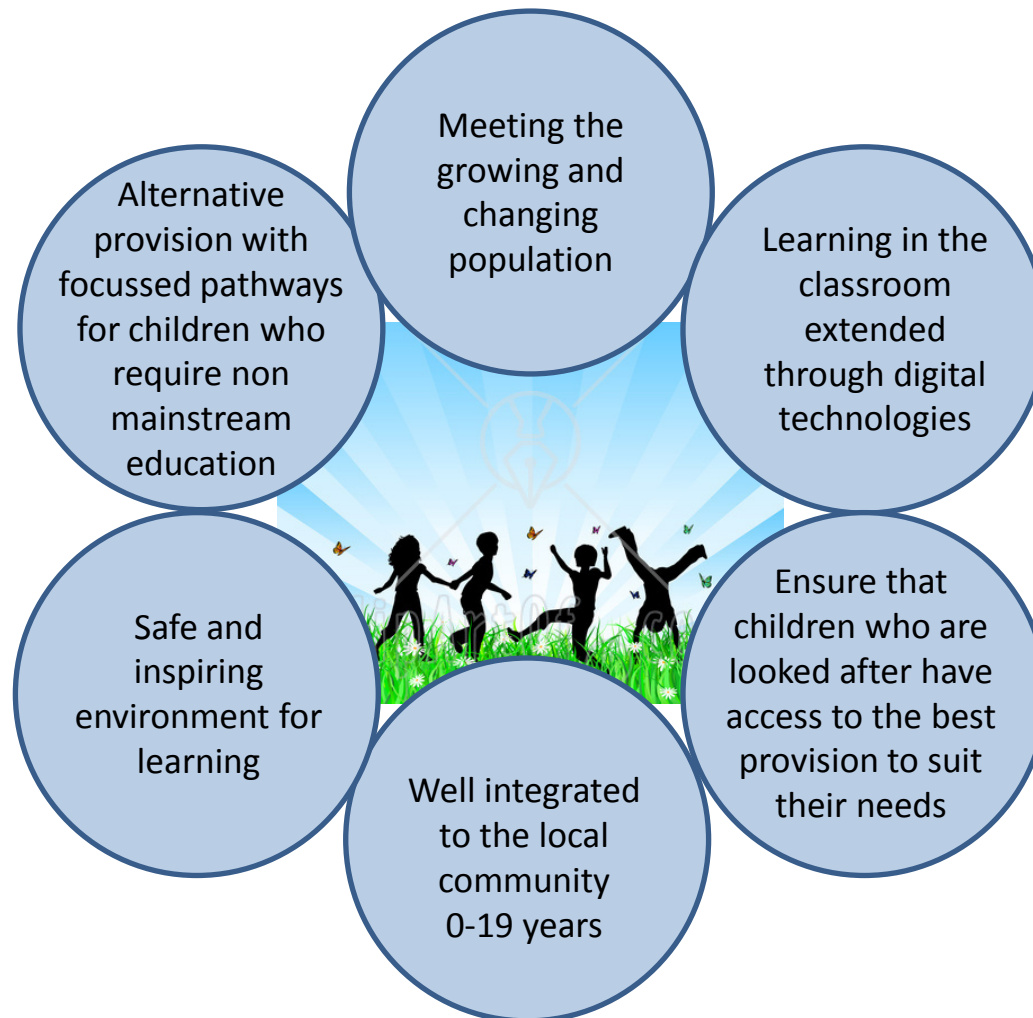
All children have the Opportunity to.....

Get the best start in life



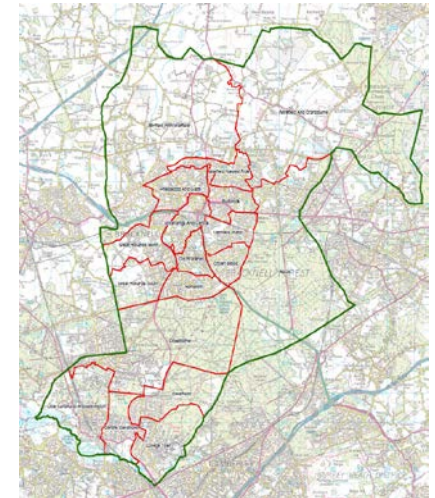
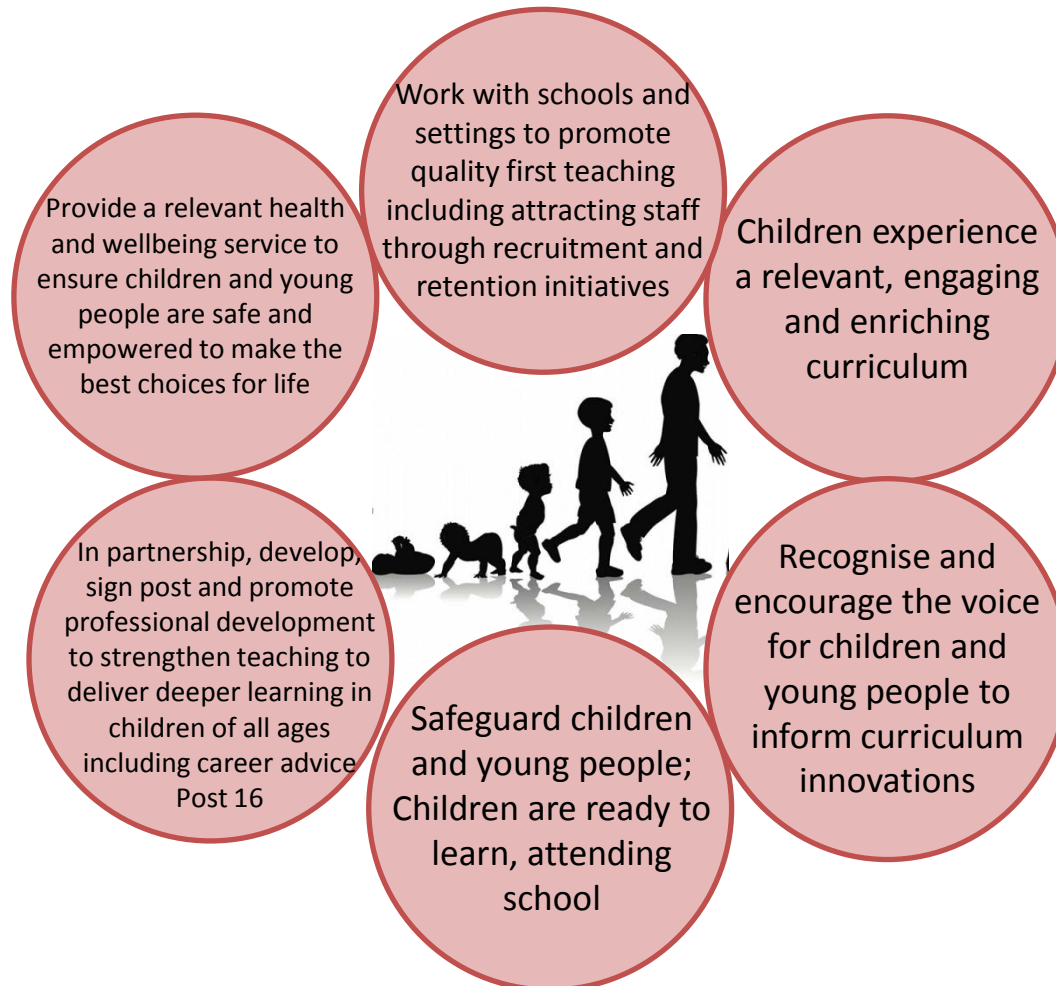
All children have the Opportunity to.....

Access a high quality school place



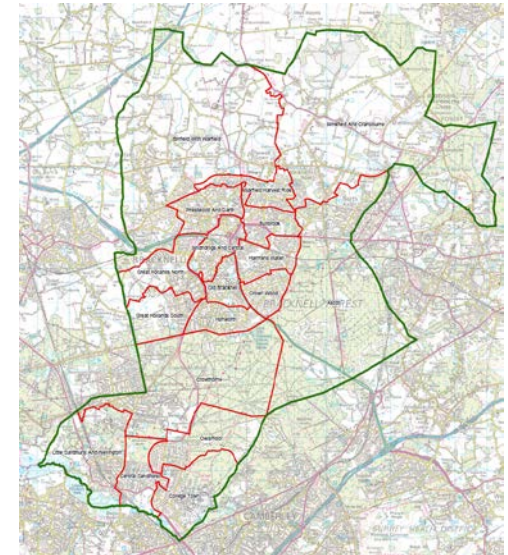
All children have the Opportunity to.....

Experience a curriculum that develops talent, maximises potential and empowers transition into adulthood



All children have the Opportunity to.....


Thrive in learning and not be 'left behind'



All children have the Opportunity to.....

Be proud to succeed





Unlocking these opportunities will create success

Bracknell Forest
acknowledged as a
place where all children
are proud to succeed

Ofsted judgements will
place Bracknell Forest first
regionally and in the top
quartile nationally

Children from more
disadvantaged backgrounds
in Bracknell Forest will
achieve and attain the same
standard as their non-
disadvantaged peers
nationally

All young people will have
the opportunity to attend
a good or outstanding
local provision

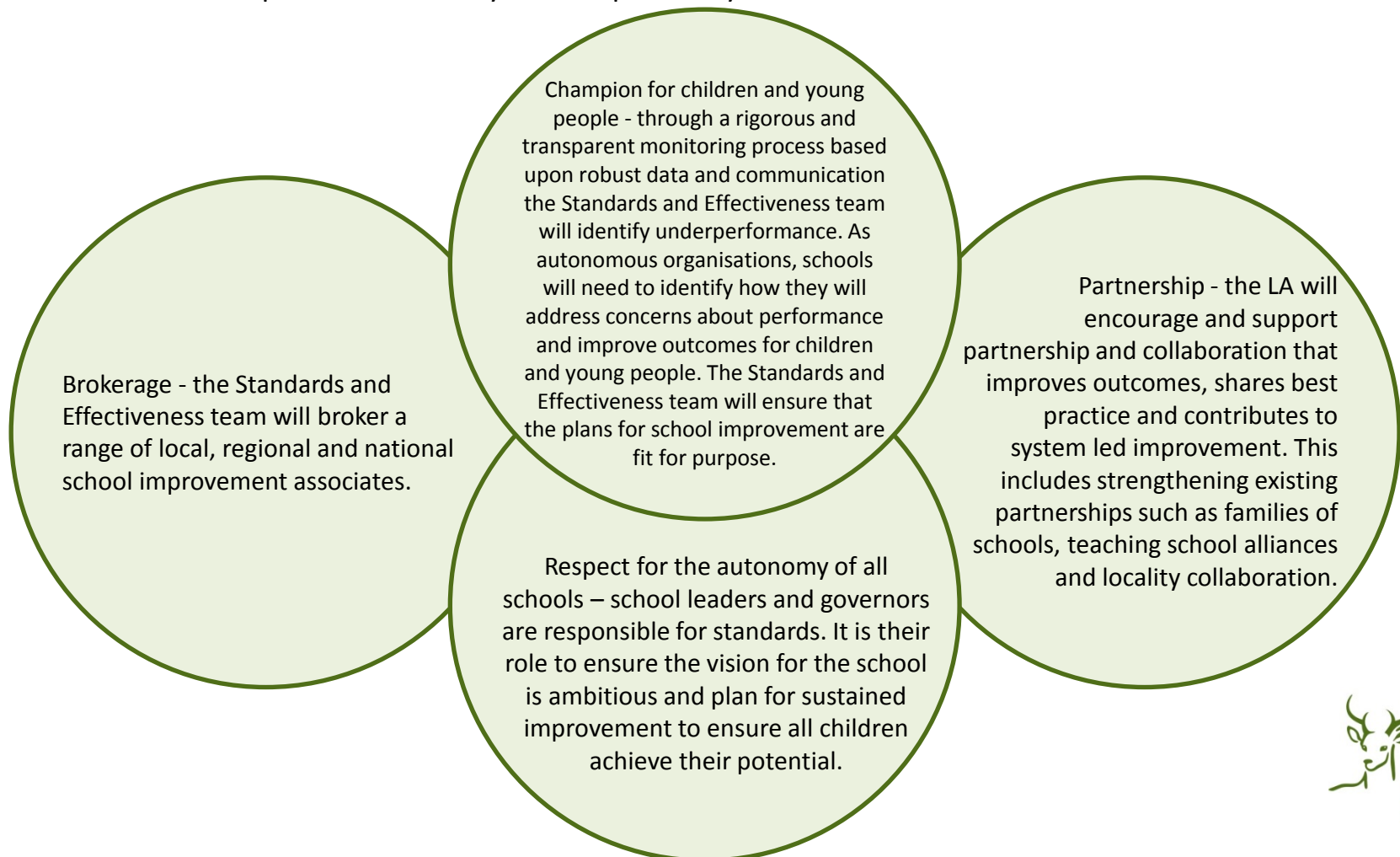
All children and young people
in Bracknell Forest will be
equipped with the skills and
abilities to prepare for the next
phase in their
learning journey
and adulthood

Values and a moral
purpose that is focussed
on providing a world
class education for all
Bracknell Forest pupils

The Bracknell Forest approach to School Improvement

The LA has a range of statutory duties in order to promote high standards and fulfilment of children and young people's potential. The Learning and Achievement team leads on the council's statutory duties regarding school improvement. All LA work will be subject to quality assurance.

The LA's school improvement activity is underpinned by a number of core functions:



LA Role in Monitoring and Challenge

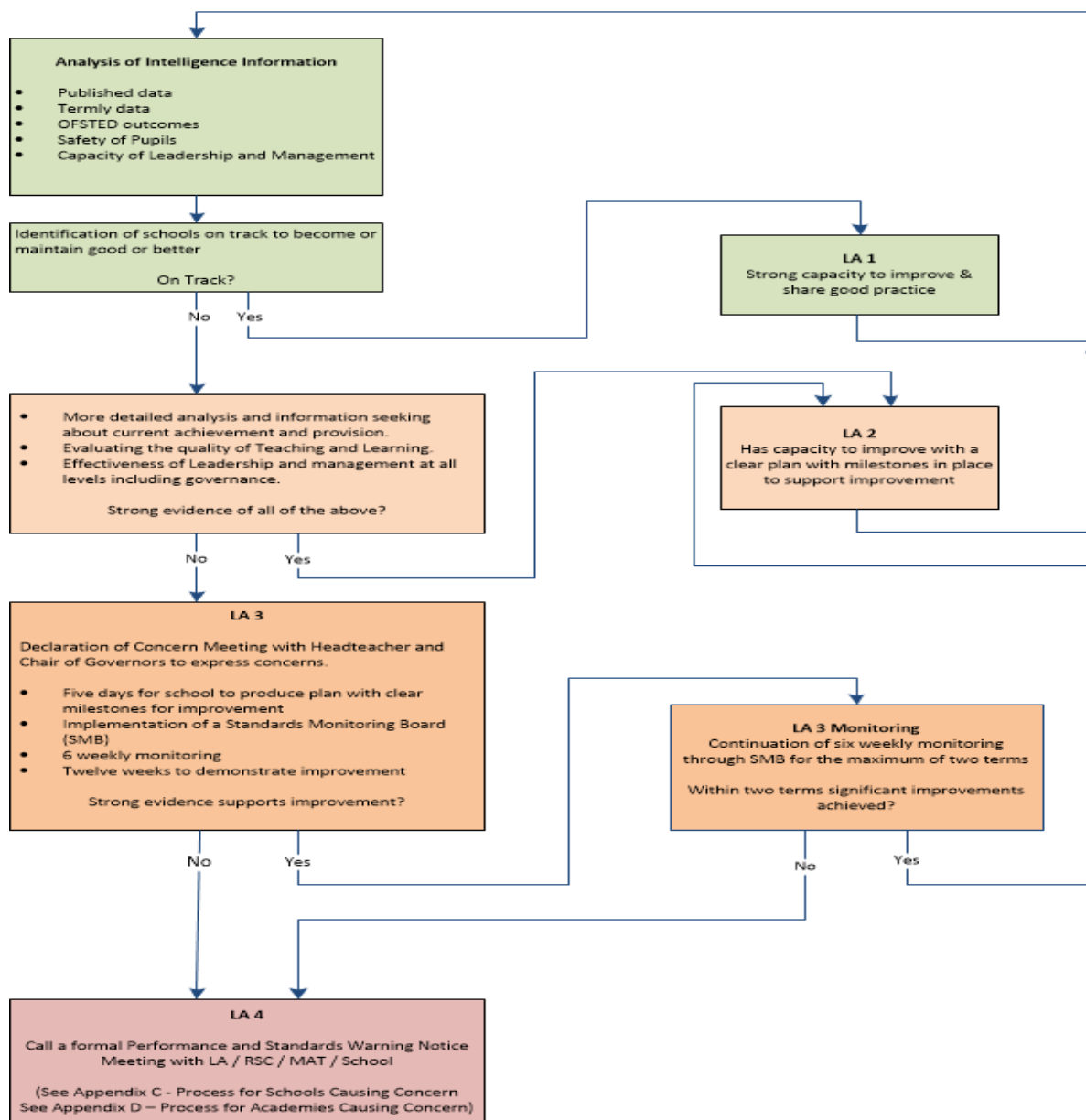
The LA has a clear duty to intervene when standards in a school are not good enough. This duty is informed by Schools Causing Concern: Statutory guidance for local authorities, Department for Education (DfE) 2016. Triggers for intervention in a school can include:

- Unacceptably low standards – standards below the national standard for either attainment or progress
- Low standards achieved by disadvantaged pupils
- A sudden drop in performance
- Historic performance
- Standards are unacceptably low in relation to expected outcomes or pupils' prior attainment
- Standards at the school are below the expected standards of schools in similar circumstances
- A serious breakdown in the way the school is managed or governed, where standards are, or are likely to be prejudiced
- Evidence of very poor financial management
- Circumstances where the safety of pupils and/or staff are compromised

Each school and academy will have an attached Standards and Effectiveness Partner (STEP) who will work with senior leaders including governors to review the school's progress each term. The LA category and support package will be clearly identified with the school and STEP on a termly basis.

The following flow charts specify actions to be taken by the LA should the need arise.

The Local Authority role in Monitoring and Intervention to ensure High Standards in all Schools



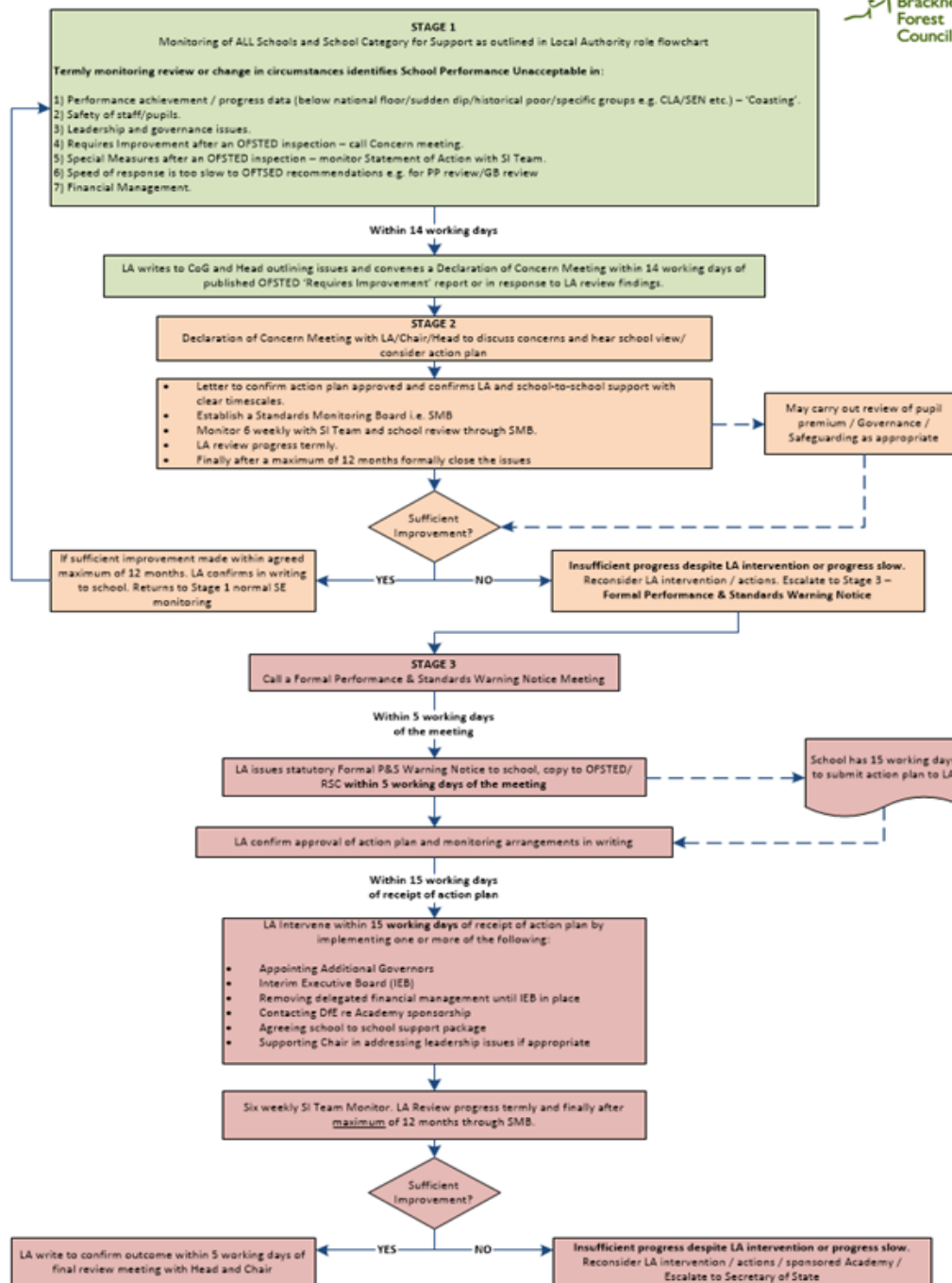
How the LA Categorises Schools and the Levels of Support Available

Categorisation and Level of Support

1	A school with no issues of concern will be in Category 1. Such a school will be judged to be capable of self-improvement on the basis of termly monitoring. Such schools are likely to have been judged as outstanding by Ofsted or have very many outstanding features.	<ul style="list-style-type: none"> The support of a School Improvement Adviser each half term. To be invited to participate in action research. To be encouraged to lead by example in embedding outstanding aspirations across the borough and offer support to other schools. To support sector lead improvement.
2	A school with very few issues of concern will be in Category 2. These will be in the nature of an alert, where speedy resolution is judged to be likely. Such schools are likely to have been judged good with some outstanding features by Ofsted.	<ul style="list-style-type: none"> The support of a School Improvement Adviser each half term. To have additional support brokered by the LA as required. To be encouraged to be actively involved in clusters, networks or alliances which offer mutual support. To be asked to offer support to other schools and share good practice where the school has particular capacity to do so.
3	<p>Schools are deemed to require an enhanced level of support and monitoring if, as a result of LA monitoring or external inspection, up to three issues have been identified from the following list:</p> <ul style="list-style-type: none"> Pupils' attainment at the end of a key stage is lower than might have been expected and/or is below floor standards. There are inconsistencies in the quality of teaching, learning and assessment. The school falls substantially below its published targets, or consistently sets unchallenging targets. Inadequate access to learning opportunities hinder the learning of pupils with a disability or special educational need. The LA is receiving significant complaints from parents, staff, governors or pupils. The School Development and Improvement Plan (SDIP) is seriously deficient. The exclusion rate in the school is considerably high. Pupil attendance is unsatisfactory. A substantial number of reported racial harassment incidents. Concerns regarding health & safety or pupil welfare. The effectiveness of the Governing Body is of concern. The behaviour of pupils in the school is adversely affecting pupils' learning and progress. High staff absence or turnover, or low staff morale. The school's budget setting process and management of resources are causing concern. Any additional factor which has an adverse impact on educational standards e.g. bullying. <p>Such schools are likely to have been judged as 'requiring improvement' (possibly with some good features) by Ofsted.</p>	<ul style="list-style-type: none"> A formal meeting 'Declaration of Concern' will take place between the Headteacher, Chair of Governors and the Director of Children, Young People and Learning or his/her representative (normally the relevant responsible officer) and the Head of Standards and Effectiveness. School will provide a plan to tackle the identified weaknesses and establish clear milestones for improvement. School will be monitored through a Standards Monitoring Board (SMB) every 6 weeks. School will be given 12 weeks to show improvement against agreed actions. If no improvement become an LA category 4. If school is showing improvement then will continue to be monitored for another 12 weeks. Impact evaluated to ensure school is on track to being judged good at its next inspection. If school has not made progress pre warning letter sent and move to a category 4. The support of a School Improvement Adviser on a fortnightly basis for a term. To monitor the impact of the School Improvement Plan and observe Teaching and Learning through lesson observations, data analysis and book scrutinies. Additional support will be brokered as appropriate between the LA and school. To participate in (LAMI's) LA Monitoring inspections with LA officers. For the school to be discussed at Schools Causing Concern meetings to ensure LA officers understand the challenges facing the school and release the appropriate level of support. To receive support from experts in other schools – NLEs, LLEs, SLEs – school will have to pay for this support. To receive support from good and outstanding schools, including academies, which can be brokered by the LA. To receive access to some courses in the LA's CPD offer free of charge.
4	<p>Schools will be judged to require a higher level of support and monitoring if, in the light of enhanced monitoring at Category 3:</p> <ul style="list-style-type: none"> Concerns are not being addressed within the agreed time scale, or; There are more than three areas causing concern (as defined under Category 3), or; There are serious concerns about the effectiveness of the senior management, or; <p>Ofsted inspection has resulted in the school being identified as one requiring significant improvement and assessed as having 'serious weaknesses'.</p>	<ul style="list-style-type: none"> Where a school is causing concern, it could also expect: <ul style="list-style-type: none"> issue of warning notice de-delegation of the school's budget establishment of an Interim Executive Board (IEB) appointment of additional governors forced academisation For a school issued with serious weaknesses or special measures the LA will produce an action plan to be submitted to Ofsted within the required timescale. To be supported to establish structural solutions (such as federation or collaboration). To be supported to establish academy status with a sponsor that is right for the school. To receive support for establishing effective senior leadership, this may involve establishing interim or acting up arrangements.

Category Level of Support	Meaning	Which Schools this generally supports
1	Very light touch	Outstanding
2	Light touch	Good or Requires Improvement with leadership judged as good
3	High level of monitoring	Good or requires improvement
4	Intensive monitoring	Requires improvement or Inadequate

Flowchart of the Process for Schools Causing Concern



Flowchart of the Process for Academies

