SECONDARY EDUCATION STRATEGY CREATING OPPORTUNITIES – ENSURING SUCCESS Director of Children, Young People & Learning

1 PURPOSE OF DECISION

1.1 The purpose of this report is for the Executive to approve the Secondary Education Strategy.

2 RECOMMENDATION

2.1 That the Executive approves the Secondary Education Strategy.

3 REASONS FOR RECOMMENDATIONS

- 3.1 Given recent developments in Government Policy it is timely for the Council to have a Secondary Education Strategy in order to inform further work in developing and sustaining secondary school provision in Bracknell Forest.
- 3.2 It is important for the Council to continue to strengthen partnership with and between schools, establishing a shared purpose for all those working with our young people, and continually improving our services to children, young people and families.
- 3.3 The Secondary Education Strategy is one of a number of plans and strategies that will underpin the Children and Young People's Plan *Creating Opportunities A Joint Strategic Plan for Children and Young People in Bracknell Forest,* which will be published in April 2011. The key themes for success in the Secondary Education Strategy align with the priorities in the Children and Young People's Plan, and will support the successful delivery of these outcomes for children and young people.
- 3.4 The public sector equality duty provisions will come into force in April 2011. The Council will have a general duty to pay due regard to:
 - Advance equality of opportunity
 - Eliminate discrimination, harassment and victimisation and
 - Foster good relations.

The Secondary Education Strategy will be one of a range of plans and strategies that will demonstrate the way in which the Council and its partners are achieving this duty.

4 ALTERNATIVE OPTIONS CONSIDERED

4.1 None.

5 SUPPORTING INFORMATION

5.1 The draft Secondary Education Strategy is attached as an appendix.

- 5.2 The Secondary Education Strategy has been prepared in consultation with a wide range of stakeholders, has developed seven key themes which will dictate our actions to focus on improving outcomes for young people. These are:
 - Raising levels of attainment and pupil progress across all phases of learning for all pupils.
 - Ensuring that all young people engage in their learning and actively participate in shaping their future life.
 - Ensuring that all young people and staff feel respected, confident, safe, and secure and supported in their learning.
 - Broadening the opportunities for learning, recognising the needs of the individual.
 - Promoting the physical health and emotional well-being of all young people.
 - Providing opportunities for young people to develop into active and responsible citizens within school and the wider community.
 - Encouraging active parental and family engagement in their child's learning.
- 5.3 Priorities for each of the developed themes have been identified along with key, measurable actions for Bracknell Forest Council and each of the schools. These key actions will be reviewed regularly by the 14 19 Partnership in order to ensure that we continue to respond to our identified themes for education.
- 5.4 To support the Secondary Education Strategy, a Secondary Capital Strategy is being produced that will detail a revised capital strategy, best placing Bracknell Forest Council to maximise available secondary funding. One element of this Capital Strategy will focus on best use of capital funding to meet capacity ("Basic Need") planning. Many of our schools are in need of funding to ensure capacity and suitability issues can be addressed. Pupil forecasting, new housing and general demographics indicate that we will require a new secondary school in the North of the Borough. The Secondary Capital Strategy, which will follow in due course, pending final outcome of the much delayed DfE's Sebastian James School Capital Review, coupled with Pupil Place Planning and alongside the impact from planned housing developments.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

6.1 No legal implications arise directly from the matters discussed or referred to in this report, but implementation of a strategy for Secondary Education will inevitably have legal implications to be considered.

Borough Treasurer

6.2 The Council allocates its financial resources through the budget process in the context of its medium term financial plan. Currently the medium term financial plan forecasts that the Council will need to make significant budget reductions over the next few years. That said over the same period the Council will have to develop increased effeciency in service delivery while responding to demographic changes, new legislation and the need to modernise services. This will require the reallocation of the Councils limited resources.

6.3 In order to deliver these service changes the Council publishes a range of strategies and policies to help it allocate these limited resources to the optimum effect. A strategy or policy does not represent a financial commitment. These strategies also form the basis of the annual service plan which ensures that the development of the Councils services is consistent with its medium term objectives.

Equalities Impact Assessment

- 6.4. The Strategy has been written to ensure a focus on **all** children and young people, and recognises that some children and young people may have additional needs which arise as a result of disadvantage, in these circumstances services are tailored to ensure additional needs are met.
- 6.5. An Equality Impact Assessment has been undertaken.

Strategic Risk Management Issues

6.6 N/A

7 CONSULTATION

Principal Groups Consulted

- 7.1 Extensive consultation has taken place with the key groups including:
 - The Executive
 - Corporate Management Team
 - Headteachers of Bracknell Forest secondary schools
 - Secondary School Governing Bodies (January 2011)
 - A representative group of Young People.
 - Regeneration Team
 - Planning
 - Regeneration Partnership
 - Representatives from Businesses in Bracknell Forest

Contact for further information

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