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# **Creating Opportunities – Ensuring Success**

**Bracknell Forest Secondary Education Strategy  
January 2011**

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## **Foreword**

Our Secondary Education Strategy has been developed following detailed consultation with all the secondary schools in Bracknell Forest and Bracknell and Wokingham College. It provides an overarching view of our ambitions for secondary provision which reflect the future intention to raise the participation age to 17 in 2013 and 18 in 2015. We want all young people to participate fully in their secondary education to build the knowledge, skills, experience and life skills they need to succeed in the modern world. We want every young person to have the necessary tools to get a good job and maximise their potential.

Our ambitions are underpinned by a wide range of exciting and dynamic curriculum options through programmes offering Apprenticeships, Diplomas, and Vocational Programmes, General Qualifications like GCSE and A Levels and Foundation Learning. We want all young people to find opportunities that excite and inspire them to continue to engage in their education, training and in planning for their future.

Bracknell Forest is the Borough of Opportunity and over recent years we have invested in our building stock, including the development of the Wick Hill Vocational Skills Centre, (in partnership with Wokingham Borough Council and the Bracknell and Wokingham College), the new Sixth Form Centre at Edgbarrow Secondary School and the rebuilding of Garth Hill College through the successful Pathfinder bid. We have a growing population and ageing school buildings with many condition issues. We want to be well placed to take advantage of any future capital allocations and see the Secondary Education Strategy as an important step in that positioning.

We want to deliver the best outcomes for all our young people in terms of participation, attainment and progression. The Secondary Education Strategy is important in that it helps to draw together both our ambitions and provision.

**Alan Kendall**  
**Executive Member for Education**

## Ready for Change

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 ensure successful delivery of these outcomes for children and young people.

In relation to education, we anticipate considerable change in our role moving forward. Funding for services has been reduced and priorities re-focussed. New legislation, brought forward by the Department for Education in July 2010, along with proposals set out in the White Paper (published November 2010 and implemented through the Education Bill (published in January 2011) has the potential to create a new landscape.

We recognise the need to consider how we can best prepare to respond to these changing conditions. Our Strategy will support us to be ready and responsive to change, ensuring a sustained focus on learner outcomes for all young people in Bracknell Forest.

Our Strategy '**Creating Opportunities – Ensuring Success**' responds directly to current Local Authority, school, pupil and family issues identified through consultation and engagement with a wide group of stakeholders. Our schools have been working closely with us in the development of this strategy. Measurable actions for the Local Authority and the schools to achieve agreed priorities are detailed in this document. We will continue to undertake a regular review of the strategy as a whole to ensure that we recognise and respond to change and that our focus remains on creating opportunities and ensuring success for every learner in Bracknell Forest.

## Values

Our schools and students have told us that 'Values' are important. In response to working with our schools, we will seek to encourage all young learners to adopt the 'Values for Life' to become confident, rounded, caring and contented individuals with the best possible chance for success in later life.

The Values for Life agreed with schools and young people are:

- **Confidence and personal satisfaction** – we want our young people to have an understanding of their potential and a confidence in their ability to succeed.
- **Caring, mutual respect and community spirit** – we hope that our young people will recognise the value of respect for all. As our community continues to change and grow we seek to achieve an understanding and celebration of diversity to strengthen communities and increase inter-community support.
- **High personal standards and attainment** – all young people should be supported to achieve to their abilities. We seek to nurture an understanding of personal ability and the confidence to strive to exceed perceived boundaries.
- **Resilience and positive ethos** – we want all of our young people to develop strength of character to support them through all challenges in life.
- **Equality, fairness and justice** – we promote equal opportunity, fairness and justice for all. This value continues to be a key focus within our schools and communities for young and old alike.

## Student Views

We engaged with students from the secondary schools to test the developing values against pupil expectations.

A selection of the comments received is included below. Feedback was positive, with all students agreeing that values are necessary to provide personal guidelines for life.

### Pupil Comments:

- ❖ The 'Values' are 'Spot On'
- ❖ People from some schools don't always want to listen to what is good and what will help them. They want to abide by their own rules. We all need values.
- ❖ 'High Standards' means being positive and trying your best. Your high standards don't mean that you have to be the best but until you try hard for yourself you may not know how much you can achieve.
- ❖ All 5 of the values identified are good but independence and confidence are the most important - you need them to be successful in everything that you do.
- ❖ You can't force people to learn. They will if they want to. This also applies to values.
- ❖ Values should not just be for secondary schools but it will be difficult to get community members to adopt them.
- ❖ What can we do with people who don't want to adopt these values – We can't make them go somewhere else as this goes against the value of mutual respect and community spirit
- ❖ Group spirit needs to be improved in Bracknell Forest. Bullies and teenage groups make us feel uncomfortable sometimes. They don't have values!
- ❖ Mutual respect and community spirit links to all other values. Links to confidence – respect each other
- ❖ Respect – equality fairness and justice – ensure respect for individual opinion. Don't make someone suffer because they are different.
- ❖ High personal standards is the main value. When you are in a group – don't just do what everyone else does. You can't let others do your work. You have to take responsibility too.
- ❖ Fairness is important. In every year there is normally 1 popular person – everyone needs to know that they are popular in their own way.
- ❖ We need to be fair to the average learners in our schools. Not the brightest or most challenged but the normal learners who sometimes go unnoticed

## Key Themes for Success

Seven key themes sit at the heart of our Secondary Education Strategy ‘**Creating Opportunities – Securing Success**’.

Our focus remains clearly on:

- **Raising levels of attainment and pupil progress across all phases of learning for all students**
- **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, safe, secure and supported in their learning**
- **Broadening the opportunities for learning**
- **Promoting the physical health and emotional wellbeing of all young people**
- **Providing opportunities for all 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**

Key actions, both for the Local Authority and our schools, have been identified to respond to the themes. These are detailed in this document.

All agreed actions will be monitored through the 14 – 19 Partnership and regular progress will be reported to the Children and Young People’s Partnership.

The key themes for success are linked to the Children and Young People’s Strategic Plan and will support the successful delivery of priorities as detailed in the table below:

### Outcome Priorities

<b>OP 1</b>	Raise levels of attainment and pupil progress across all phases of learning for all pupils
<b>OP 2</b>	Improve physical and emotional health and wellbeing from conception to birth and throughout life
<b>OP 3</b>	Safeguard and protect children and young people
<b>OP 4</b>	Improve outcomes for all children and young people, especially the more vulnerable [e.g. ethnic minority groups, vulnerable learners, children looked after, children with learning difficulties / disabilities, post 16, those not in employment, education or training, young carers, children living in poverty, young offenders or those at risk of offending]

**Underpinning Priorities:**

<b>UP 5</b>	Support children and young people through key transitions in their lives
<b>UP 6</b>	Embed prevention and early intervention into the routine delivery of all services to children, young people and families
<b>UP 7</b>	Close the gap between children from low income backgrounds and their peers
<b>UP 8</b>	Strengthen parents and families through effective family support and engagement
<b>UP 9</b>	Support children and young people to become active citizens within their communities
<b>UP 10</b>	Ensure good quality service provision through effective commissioning

Our full strategy in summary is detailed overleaf.



# Secondary Education Strategy - Creating Opportunities, Ensuring Success



	Themes	Secondary Education Priorities	Actions	
<p><b>Emerging Values</b></p> <p><b>Confidence &amp; personal satisfaction</b></p> <p><b>Caring Mutual respect &amp; community spirit</b></p> <p><b>High personal standards and attainment</b></p> <p><b>Resilience &amp; positive ethos</b></p> <p><b>Equality, fairness and justice</b></p>	1	<p>Raise levels of attainment and pupil progress across all phases of learning for all pupils</p>	<ul style="list-style-type: none"> <li>➢ Review and improve school performance</li> <li>➢ Increase leadership in schools with support for subject leaders, stronger management systems and recruitment and retention.</li> <li>➢ Improve analysis and use of data to support schools in the identification of underperforming groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Review, agree and implement strategy to improve standards across all levels of learning, including principles for joint working/partnership</li> <li>➢ Undertake a review of all support services provided to schools and agree strategy for future improved delivery and implement.</li> <li>➢ Undertake a leadership needs-gap analysis with all schools and agree support plans.</li> <li>➢ Establish the concept of Bracknell Forest Challenge and agree implementation with programme and measurable timescales.</li> <li>➢ Undertake a school data support needs analysis including the use of FFT and EPAS data - agree strategy and implement</li> </ul>
	2	<p>Ensure that all young people engage in their learning and, where possible, actively participate in shaping their future life.</p>	<ul style="list-style-type: none"> <li>➢ Develop additional support for vulnerable learners with focus on the reduction in number of young people who are NEET or at risk.</li> <li>➢ Provide opportunities for all young people to speak out, and engage in assessment and feedback to make a full contribution to shaping their own learning.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Review and update the arrangements for vulnerable young people to access enhanced levels of support to continue to engage in learning</li> <li>➢ Ensure alignment between the NEET Action Plan and the Economic Well Being Plan. Establish measured deliverables for the EWB.</li> <li>➢ Develop and implement Person Centre Planning for all students with learning difficulties and disabilities</li> <li>➢ Establish strategy with schools to reduce the number of exclusions – implement</li> <li>➢ Increase opportunities for students to engage in Bracknell Forest development</li> <li>➢ Establish strategy to include education on wider department agendas to achieve a greater 'Council wide' engagement with schools</li> </ul>
	3	<p>Ensure that all young people and staff feel respected, confident, safe, secure and supported in their learning</p>	<ul style="list-style-type: none"> <li>➢ Develop more effective key transition points and transition projects to support improved learner confidence.</li> <li>➢ Implement strategies to celebrate diversity, improve behaviour, further reduce bullying and support community cohesion.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Establish and implement strategy for increased secondary participation to support assessment of literacy and numeracy in primary schools prior to transition.</li> <li>➢ Establish best practice for transfer from primary to secondary and implement</li> <li>➢ Evaluate 1-1 tuition and identify transferable process/messages</li> <li>➢ Review current transition projects and retain or implement new</li> <li>➢ Develop improved access to specialist provision to support Gifted and Talented.</li> <li>➢ Undertake joint behaviour and attendance assessment. Establish measurable strategy to implement best practice</li> <li>➢ Review the effectiveness and the role of the Behaviour and Attendance Partnership and investigate options for establishing a Secondary Partnership with wider remit than that of the Behaviour and Attendance Partnership – to implement in tandem with the review of B&amp;AP.</li> </ul>
	4	<p>Broaden the opportunities for learning, recognising the need and capability of the individual</p>	<ul style="list-style-type: none"> <li>➢ Invest in the provision and maintenance of excellent inclusive learning facilities for all Bracknell Forest students.</li> <li>➢ Provide exciting and creative curriculum with a wider range of 11 – 19 provision, including expansion of courses and vocational learning, strengthening of local business links and support for entrepreneurship.</li> <li>➢ Further develop quality of teaching and learning, and the continued sharing of best practice, supported through maintained partnership between all schools.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Review Pupil Place Planning – current efficiency and gap analysis process</li> <li>➢ Establish and implement strategy to increase inclusive learning in Bracknell Forest</li> <li>➢ Review 14 – 19 plan with focus on level 2 &amp; 3 vocational courses – establish and implement post 16 commissioning priorities</li> <li>➢ Support Wick Hill (Vocational Skills Centre) and establish strategy of engagement with local business to improve access to mentorship for young entrepreneurs</li> <li>➢ Encourage an improved system of school collaboration to widen access to specialism and courses</li> <li>➢ Encourage wider departmental focus on education to increase opportunities for students.</li> <li>➢ Explore the options for training needs analysis for all staff in schools</li> <li>➢ Examine/assess a cluster approach between schools to support training needs</li> <li>➢ Undertake a review of current partnerships and support groups assess outcomes and identify strategy for improved delivery</li> </ul>
	5	<p>Promote the physical health and emotional wellbeing of all young people and staff</p>	<ul style="list-style-type: none"> <li>➢ Increase opportunities for sports, arts and creativity, both in school and through wider opportunities.</li> <li>➢ Deliver effective programmes to enhance physical, mental and emotional health.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Establish strategy to increase sporting initiatives with increased support from local businesses and the community</li> <li>➢ Support wider discussion to identify opportunities for integrated support to schools to provide additional sporting opportunities</li> <li>➢ Work with all parties to establish a coordinated approach to joint provision and commissioning of support along with improved understanding of all party objectives and focus on benefit to all</li> <li>➢ Implement agreed strategy with measured outcomes</li> </ul>
	6	<p>Provide opportunities for all young people to develop into active and responsible citizens within school and the wider community.</p>	<ul style="list-style-type: none"> <li>➢ Increase opportunities for community involvement, promoting respect for the diversity of people, their circumstances and communities, to achieve improved civic values and community cohesion.</li> <li>➢ Develop strategies to support increased understanding of the environment and an improved focus on sustainability.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Establish and implement strategy to encourage and achieve increased and sustained community use of the schools.</li> <li>➢ Establish and implement strategy to encourage and achieve planned best use of school facilities</li> <li>➢ Increase participation of schools re :Rights Respecting Schools Agenda</li> <li>➢ Review options for utilisation of existing partnerships</li> <li>➢ Increase Eco School participation and accreditation</li> <li>➢ Achieve focus on energy efficiency and reduced carbon footprint</li> </ul>
	7	<p>Encourage active parental and family engagement in their child's learning</p>	<ul style="list-style-type: none"> <li>➢ Increase opportunities for parent engagement, assessment and feedback.</li> <li>➢ Implement strategies to address negative parenting cycle and the potential impact on learner outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>➢ Review the role and efficiencies of the Family Support Advisors with all schools, implementing best practice across schools</li> <li>➢ Assess and implement measureable strategy for engaging the least engaged parents and families</li> <li>➢ Agree strategy to encourage parent participation with the schools through increased engagement with learning and enrichment/leisure for adults</li> </ul>

## Theme 1 - Raise levels of attainment and pupil progress across all levels of learning

### Priority 1.1 – Review and improve school performance.

#### Actions:

There are six co-educational secondary schools in Bracknell Forest, all with sixth forms. We also have one all-age special school in the Borough. Two of the schools have been assessed by Ofsted as 'Outstanding'. Two of our schools were included in the National Challenge Programme, although results have improved significantly with both schools now above the benchmark figure of 30% GCSE 5A\*-C including English and mathematics. All of our schools achieved improved results in 2010.

The existing, strong relationship between all of our secondary schools has resulted in effective sharing of best practice, improved performance and the achievement of broader curriculum opportunities for students. All schools have expressed support for this to continue and we believe that the ability to achieve sustained improved performance will be maximised through continued partnership between our schools.

#### ➤ **1.1.1 Review, agree and implement strategy to improve standards across all levels of learning, including principles for joint working/partnership (Chief Adviser).**

We sought wide input for the development of our Secondary Education Strategy to agree key measurable actions to further support improved standards of learning.

Our strategy focuses on providing the right support to suit the needs of each individual. Provision for all remains a key thread through our strategy which recognises diversity, disability, the gifted and talented and the average learner – all of whom deserve equal focus. We have noted Ofsted assessments and have responded to suggestions regarding a wider breadth of opportunities for sixth form learning and additional support for vulnerable learners. Reducing NEET figures and supporting those at risk of becoming NEET remains a key priority.

Recognition and celebration of our diverse and changing community has been fundamental to the development of our education priorities. We have sought to identify actions which will support our young people to be active and responsible citizens, both within their schools and the wider community.

Continued engagement and partnership working with and between our schools will continue to be a focus. We will liaise closely with our schools to continue to sustain the strength of partnership working.

#### ➤ **1.1.2 Undertake a review of all support services provided to schools and agree strategy for future improved delivery and implement (SEN and School Improvement Team).**

We will undertake a review of all services currently offered to our schools, both for mainstream learners and all students with special needs. We will examine efficiency, effectiveness and integration of services. We will establish where improvements can or should be made and we will set out a strategy for stronger integration in cases where we believe that improved joint working will benefit our students. We will seek to establish opportunities where joint working will support sustained services to our schools. Our overall objectives are equality of provision across all age groups, value for money, high quality provision and improved outcomes.

**Priority 1.2 – Increase leadership in schools with support for subject leaders, stronger management systems and recruitment and retention.**

**Actions:**

We acknowledge that excellent teaching staff with strong senior and middle leadership will ensure consistent, high quality of teaching within our schools. Each one of our schools is focused on maintaining and improving leadership. Positive results have been achieved where leadership teams have been strengthened and agreed standards of practice have been adopted and delivered across departments.

The sharing of best practice and school challenge is delivering successful outcomes and is genuinely supported through our established school partnership.

➤ **1.2.1 Undertake a leadership needs-gap analysis with all schools and agree support plans. (Chief Adviser).**

We will ensure that appropriate leadership and needs-gap analysis continue as key agenda items through discussions with our schools. We will seek to agree where action is required and we will work with the schools to establish how and by whom this will be delivered. Succession plans for maintaining the quality of leadership.

We will undertake a review of current brokered services with the schools to ensure continued quality, outcomes and value for money. Our duty to appoint a School Improvement Partner for each maintained school has been repealed. We will examine and identify the nature of future LA support, included that brokered through external partners, and will continue to develop this with schools.

➤ **1.2.2 Establish the concept of Bracknell Forest Challenge and agree implementation and measurable timescales (Chief Adviser).**

In March 2011, the support provided through National Challenge, the Department for Children, Schools and Families programme to ensure at least 5 higher grade GCSEs, including English and Maths for at least 30 per cent of all students in every maintained secondary school and Academy in England will cease. It is our intention that Bracknell Forest Challenge will take the place of National Challenge, providing similar support following identification of any underachievement.

Our objective is the continued achievement for all of our schools which will in time negate any need for Bracknell Forest Challenge in terms of minimum levels of performance. Our strategy will focus on achievement and will be developed jointly with our schools. We will continually seek the best possible outcomes for students.

**Priority 1.3 – Improve analysis and use of data to support schools in the identification of underperforming groups of students.**

Bracknell Forest is hugely effective at capturing and monitoring data. We need to achieve improvement in the evaluation and utilisation of all data captured. This will enable us to ensure speedier and more integrated support for our students. Key to our success will be earlier assessment resulting in swifter action to reduce underachievement.

A large number of specialist support services have worked closely with schools in Bracknell Forest, including Kennel Lane, to develop and evaluate practice and provision to meet the needs of students with SEN. LA officers routinely discussed performance data alongside schools' self-evaluation procedures to ensure that the progress of all students is monitored and that any underachievement is challenged and addressed. Working with the schools we will continually seek to achieve the most appropriate support for learner achievement.

**Actions:**

➤ **1.3.1 Undertake a school data support needs analysis, including the use of FFT and EPAS data - agree strategy and implement (SEN and School Improvement Team).**

We will undertake a school analysis to identify where improved sharing of data can deliver improvements. We will agree what information held by the Authority will be most useful to the schools and establish how best it can be utilised. We will also agree how improvements and/or results will be measured as a result of improved data sharing.

We will look specifically at the use of EPAS data (e.g. for mathematics, English and science), agreeing how this may benefit the schools in assessing success or underachievement. We will seek to achieve the agreement of schools to change where underachievement is noted with sharing of best practice where attainment is increased.

We will undertake a desktop exercise to update and develop SEN data provided, with an analysis of actions to be undertaken by the LA and those required by other/alternative providers.

## Student Views

We met with students from years 9, 10 and 11 to discuss and assess the developing secondary education strategy. We asked each group what they thought could be delivered to achieve a rise in levels of attainment. We received the following responses.

- ❖ Smaller class sizes are better, you get better support from your tutor.
- ❖ Give different levels of work to different students (as in primary school).
- ❖ Don't have bad children in the same class all the time.
- ❖ Don't let lower achievers set the standard of the lesson.
- ❖ Focus on each person to make them want to learn and make them understand how much they can achieve – possibly more than they thought.
- ❖ Help everyone to be positive and try their best – whatever their best is.
- ❖ Ensure an effective, efficient and inclusive school which includes provision of integrated care with education.
- ❖ Promote the school as achievement rises
- ❖ Help students to know that real support is there for them. Without this it is very difficult for the student to take the risks necessary to really succeed.
- ❖ Sir Isaac Newton said ' If I have seen further than others, it is by standing on the shoulders of giants' – I really believe that this is true and we can only be as good as the people supporting us.

**The Schools have each agreed actions to further support and raise levels of attainment. Some of these include:**

**Review and improve school performance.**

- Revisit strategy focussed on support, nurture, celebration and reward for success.
- Expand focus from year 11 – to further improve GCSE grades
- Involvement in the PiXL school improvement initiative
- Develop more strategies for meeting students' different starting points.
- Establish strategy to develop creative inter-department partnerships and learning communities

**Increase leadership in schools with support for subject leaders, stronger management systems and recruitment and retention.**

- Establish a clear system of senior and middle leadership which takes responsibility for outcomes.
- Reduce class size, where appropriate
- Ensure high quality teaching and learning marked by high pupil aspirations and teacher expectations.
- Ensure all lessons contain the appropriate level of challenge to enable students to achieve their potential
- Achieve a corporate look for the school – house colours/development

**Improve analysis and use of data to support schools in the identification of underperforming groups of students.**

- Review school policy on assessment
- Review/Monitor impact on teaching and learning
- Improve the practice of all teachers
- Evaluate Teaching Induction

**Full details regarding school specific actions for each of our secondary schools are included within individual school strategies.**

## Theme 2 – Ensure that all young people engage in their learning and actively participate in shaping their future life

### Priority 2.1 – Develop additional support for vulnerable learners with focus on the reduction in number of young people who are NEET or at risk.

#### Actions:

In 2010, Ofsted identified that the gap between the majority of students and those whose circumstances make them vulnerable, was continuing to close but that there were areas where the picture was inconsistent for different groups of children and young people. The report noted the low proportion of young people in learning at age 17 and the rising proportion not in education, employment and training which was identified to be above average for similar areas.

We will facilitate early assessment and actions for those we believe are at risk of falling away from support and service provision to reduce numbers of young people not in education, employment or training (NEET). In direct response to recent assessment we will seek to reduce NEETs through early intervention and establishment of clear and agreed action planning.

The Early Intervention Grant (EIG) has been established to help local authorities to support vulnerable young people to engage in education and training, intervening early with those who are at risk of disengagement. We understand that we will be required to prioritise services where they have the greatest effect and look at opportunities for delivering services more cost effectively and/or in partnership.

- **2.1.1 Review and update the arrangements for vulnerable young people to access enhanced levels of support to continue to engage in learning. (School Improvement Team )**  
Data in relation to NEETs and those at risk of becoming NEET indicate this is an ongoing area for further improvement. We will seek to identify the level of future need using the Risk of NEET Indicators (RONI) and further improve systems to identify those most at risk of becoming NEET, and to intervene early wherever possible to prevent vulnerable young people becoming NEET.
- **2.1.2 Ensure alignment between the NEET Action Plan, the Economic Well Being Plan , and the Economic Development Strategy and establish measured deliverables for the EWBP (Chief Adviser)**

The NEET Action Plan includes a prioritised set of actions that are intended to address the needs of young people who are NEET for three months or more. The Economic Well Being Plan is focussed on addressing certain risk factors that would otherwise lead to a young person becoming NEET. The Economic Development Strategy has a broad focus on economic prosperity and development, and within this has a focus on skills and learning for all ages, with an emphasis on those young people who are NEET. Recommendations in these plans and strategies focus on the appropriateness of provision in schools and the College and access to skills and learning. Our strategy for the reduction in numbers at risk of becoming NEET includes:

- Review of service requirements and agreement to the most appropriate utilisation of the Early Intervention Grant.
- More effective use of assessment, with more constructive and regular feedback
- More regular analysis of the performance of students with Special Needs to ensure support and secure improvements in achievement;
- Early identification and focussed intervention programmes targeted at the most vulnerable;
- A more systematic analysis of the impact of interventions and policies;
- Centrally coordinated management information to maximise the outcomes for learners and other stakeholders.

External research reports that no single intervention will solve all needs; targeted interventions are most effective to meet the precise needs of different groups. Interventions are being developed and

implemented. It is intended that we align both the NEET Action Plan and Economic Well Being Plan to develop robust intervention and support.

**Priority 2.2 – Provide opportunities for all young people to speak out, and engage in assessment and feedback to make a full contribution to shaping their own learning.**

**Actions:**

Pupil Voice continues to be supported in our schools. Our students are encouraged to take part in a wide range of activities which offer them the opportunity to engage and discuss views about a range of issues that directly affect them, both in school and within the wider community. Students are also encouraged to take an active part in the Bracknell Forest Youth Council.

Our schools have already begun to focus on the expansion of engagement in areas such as self assessment, peer assessment and direct feedback regarding the type of learning available within our schools. The promotion of the Rights Respecting Schools initiative remains a key focus within our overall strategy.

Peer mentoring is increasingly successful within our schools and all students are actively encouraged to take part in school and community events.

➤ **2.2.1 Develop and implement Person Centred Planning for all students with learning difficulties and disabilities (SEN team)**

As a result of our Strategic Transition Group Action Plan, Person Centred Planning has commenced in Kennel Lane. The concept is to work with the young people and their families to identify life aspirations and needs (including work, social housing needs etc.) and to look at how these can be achieved. This work will ensure that every young person with special needs is engaged in planning for their future and will ensure early identification of the level of additional support that may be required.

Our strategy will support all students, Year 9 and over, to have a Person Centred Plan by 2012. We intend to broaden the strategy to encompass mainstream and independent schools where we place students. Delivery will be based on lessons learned from Kennel Lane and will focus on preparing long-term plans.

➤ **2.2.2 Establish strategy with schools to reduce the number of exclusions - implement (Chief Adviser )**

We understand that Schools will retain responsibility for funding/provision for excluded pupils and that process regarding appeals has changed. In addressing rising numbers of young people not in education, employment or training, we understand the need to focus on the reduction in numbers of exclusions. We will engage with our schools to review current figures and agree the best strategy to combat the problem working to better address root causes.

➤ **2.2.3 Establish strategy to increase opportunities for students to engage in Bracknell Forest development (Town Centre, Leisure, Housing, Planning)**

We will improve opportunities for communication and engagement with the Regeneration Partnership to agree/identify available support/initiatives for the schools through engagement with the partnership and/or retailers. Identify a key contact point and set out a clear communication policy/process to sustain engagement.



➤ **2.2.4 Establish strategy to include education on wider department agendas to achieve a greater 'Council wide' engagement with schools (Regeneration team)**

We will include Education and opportunities for wider student engagement to be within wider department agendas. The Town Centre Regeneration team will more widely introduce discussion regarding schools within the agendas for the Town Centre Partnership and the Local Economic Partnership. This will be driven by the Assistant Chief Executive.

ACE will review strategy for effective and sustained communication between partnerships in relation to school engagement/participation.

## Student Views

Students were asked what they believed was the best way to encourage young people to engage in their learning. Response included:

- ❖ Some people don't want to learn in the same way as others.
- ❖ Don't criticise those who don't wish to learn from books.
- ❖ Life is not just about what you love to do – everyone needs to understand this and get engaged to get on in life.
- ❖ Help students to be confident about moving up into a higher stream and not worrying about falling back down again or not being able to keep up.
- ❖ Focus on the way students enjoy learning
- ❖ Focus on how well learners develop workplace and other skills to contribute to their future economic wellbeing.
- ❖ Ensure learning is exciting
- ❖ Everyone should have a driver – help students to identify their interests/drivers.
- ❖ Support students to be confident to make the next step a bigger step than they thought was possible
- ❖ Help students to understand how to manage their school work and not to worry about exams and end of unit tests (how they are going to find revision time, particularly when they take part in extra-curricular clubs and community engagement).

**The Schools have each agreed actions to support engagement in learning. Some of these include:**

**Develop additional support for vulnerable learners with focus on the reduction in number of young people who are NEET or at risk of becoming NEET.**

- Review and implement strategy to improve levels of literacy – develop a two-way process with local primary schools (both assessing and recognising any literacy problems at primary level)
- Provide learning opportunities to enable all students to reflect well on personal achievement and attainment through school life
- Maintain the highest expectations of students at all times
- Identify 'near miss' students and look at characteristics of their profile
- Write action plan to ensure all pupils achieve their potential in English and Mathematics
- Ensure visits/focus on borderline classes
- Identify best practice where intervention is required for each student or class
- Monitor integration of higher levels of SEN
- Embed SEAL policy and practice across the school

**Provide opportunities for all young people to speak out, and engage in assessment and feedback to make a full contribution to shaping their own learning.**

- Increase student mentoring.
- Increase number of 6th form students acting as support managers.
- Restructure the organisation within the school with modelled opportunities for house identity. Students to plan/contribute to the running of the houses – school council etc.
- Ensure that the student body is fully engaged in evaluating teaching and learning, and that their views impact upon practice.
- Survey student satisfaction on curriculum progress

**Full details regarding school specific actions are included within individual school strategies.**

## Theme 3 – Ensure that all young people feel respected, confident, safe secure and supported in their learning.

### Priority 3.1 - Develop more effective key transition points and transition projects to improve learner confidence

#### Actions:

The transfer from primary to secondary school is just one of the transition points within a child's life. It is important that we seek to identify key points of change for each individual ensuring early assessment and planning for the provision of support. This is particularly relevant for students with special needs who require continued intervention and/or wider service support. Person Centred Planning, as described in Theme 2, Priority 2, Action 1, above, will support us in the early identification of transition points.

Ofsted recommendations in 2010 suggested a focus on additional support for literacy and numeracy. Early and effective assessment, with greater engagement between secondary and primary schools, prior to transition, as an increasing focus for our schools, to support early assessment of ability and establishment of appropriate action plans to address underperformance.

- **3.1.1 Establish and implement strategy for increased secondary participation to support early assessment of literacy and numeracy in primary schools prior to transition (SEN and School Improvement Team, EAL/ Diversity Team)**  
We acknowledge the Coalition Government's drive to ensure that all children have a chance to follow and enriching curriculum with children mastering the basic skills of early reading. Our schools are recognising the increased need to engage with primary schools to assess and address any potential gaps in achievement prior to the move to secondary school. Literacy is a key focus. We will work with our schools to establish a transition strategy. We will seek to establish who is at risk of underachievement and engage with the schools to agree the right course of action (e.g. early intensive literacy support or booster classes for Year 7). A working group set up to identify practices for pupils with English as an additional language [EAL] who have a Special Educational Need or EAL pupils in the Early Years Foundation stage.
- **3.1.2 Establish best practice for transfer from primary to secondary and implement (Chief Adviser EAL / Diversity Team)**  
We will engage with our schools to agree where best practice relating to transition should be shared and adopted across all schools. We will encourage take up where relevant and will continue to monitor and assess results. The EAL / Diversity Team provide effective support for schools helping them to establish positive links with parents and carers from minority ethnic backgrounds and with community groups.
- **3.1.3 Evaluate 1-1 tuition and identify transferable process/messages (School Improvement Team)**  
The benefits and results achieved from 1-1 tuition, currently offered to students in years 9, 10 & 11, are being evaluated. We will examine current delivery and the way support is utilised to agree a strategy for the best use of 1-1 engagement/tuition.

- **3.1.4 Review current transition projects and retain or implement new (School Improvement Team)**

All existing transition projects will be reviewed. A joint decision will be made regarding the suitability of a project and whether it should be retained or a new project devised. We will work with schools to identify the immediate tasks, agree the projects that should be delivered and how, and by whom, these will be supported. The School Improvement Advisers / School Improvement Partners actively engage with Headteachers to identify cohorts for concern and focus. Information to be shared with the EAL and Diversity Team to supports pupils.
  
- **3.1.5 Develop improved access to specialist provision to support Gifted and Talented (School Improvement Team to link with wider departments)**

All existing transition projects will be reviewed in relation to improving support for Gifted and Talented. All schools will be consulted in order to reach agreement on how Gifted and Talented students will be further supported and stretched through periods of transition. Support will include wider engagement and direct experience of local business and key professionals/specialists.

**Priority 3.2 – Implement strategies to celebrate diversity, improve behaviour, further reduce bullying and support community cohesion.**

**Actions:**

Diversity and community cohesion is currently supported through a wide range of projects delivered within our schools to create stronger school communities.

The increase in diversity within Bracknell Forest will continue to be celebrated and supported. We will review how best we can prepare for any increase of specific cultures in order to ensure the right support within our schools and continued cohesion within our communities.

Behaviour will continue to be a focus. Ofsted recommendations in 2010 suggested a focus on continuity of delivery of agreed policy regarding behaviour. Our schools are focussing on tackling low level disruption to reduce incidents of escalation which cause wider disruption to students.

House systems within our schools have resulted in improved cohesion and family atmosphere with students relating that they feel more respected, can make friends more easily within their houses and receive more support from peers.

➤ **3.2.1 Undertake joint behaviour and attendance assessment. Establish measurable strategy to implement best practice. (EWS team EAL/Diversity Team)**

We will work with the schools to agree best practice regarding behaviour and attendance and will encourage all schools to adopt 'best practice' policy. We will more effectively utilise Authority and School data and will continue engagement with the schools to monitor vulnerable students and ensure an ongoing focus on the reduction in the number of exclusions within our schools. We will provide effective support for schools helping them to establish positive links with parents and carers from minority ethnic backgrounds and with community groups. The links will be used to monitor the behaviour and attendance of pupils of BME / EAL origin and advise communities on acceptable best practice.

➤ **3.2.2 Review the effectiveness and the role of the Behaviour and Attendance Partnership and investigate options for establishing a Secondary Partnership with wider remit than that of the Behaviour and Attendance Partnership – implemented in tandem with review of B&AP (Chief Adviser)**

We have undertaken a review of the roles of the 14 – 19 Partnership and the Behaviour and Attendance Partnerships. We believe that there is an element of commonality between both partnerships which results in the need for headteachers to attend more meetings than we believe necessary. We wish to focus on the possibility of either combining partnerships or more effectively allocating responsibility to ensure the most efficient time utilisation of all partnership members.

## Student Views

**Pupils were asked how we could ensure that young people felt respected, confident, safe, secure and supported in their learning.  
Response included:**

- ❖ Bracknell Forest is a safe environment for a young person. You don't feel worried about safety at any point.
- ❖ Everyone has positives and negatives. You should always be proud of the positives.
- ❖ Help everyone to feel ok about wanting to learn and do well.
- ❖ Don't teach to the level of the bad people in the class.
- ❖ Treat everyone well and gain respect and trust
- ❖ Encourage everyone to think about the welfare and happiness of others
- ❖ Help communities to understand that students are ok and not a bunch of layabouts
- ❖ Help us to raise the profile of our school
- ❖ Don't ask us to show respect when we don't get it from the community
- ❖ Make the town centre feel safer – it doesn't currently
- ❖ Look at providing more over ground road crossings to make our journey to school feel safer

**The Schools have each agreed actions to support confidence in young people. Some of these include :**

**Develop more effective key transition points and transition projects to improve learner confidence**

- Establish strategy to expand work with Primary Schools
- Ensure that all students understand that they are valued (School aims)
- Establish year 9 bridge – KS3 & 4
- Review KS3 transition guidance
- Visit other schools to see how transition is supported

**Implement strategies to celebrate diversity, improve behaviour, further reduce bullying and support community cohesion.**

- Continue the provision of extended services to meet the needs of students, families and the wider community. (School aims)
- Same age activity collaboration
- Passive supervision – reduce areas within the schools where bullying can take place
- Include Citizenship as a short course GCSE
- Increase mentoring and community activity
- Utilise sport as a driver for cohesion and improved behaviour

**Full details regarding school specific actions are included within individual school strategies.**



## Theme 4 – Broaden the opportunities for learning, recognising the needs of the individual

### Priority 4.1 – Invest in the provision and maintenance of excellent inclusive learning facilities for all Bracknell Forest students.

#### Actions:

Pupil attainment is not achieved solely through the provision of excellent buildings but we realise the impact that aspects such as condition and sufficiency play on learning and achievement. For this reason, the provision and maintenance of excellent, inclusive learning facilities must remain a priority within our education strategy.

With increasing pupil numbers, many of our schools are in need of funding to ensure capacity and suitability. Funding allocation is very clearly allocated for 'need' and we are focussing on the development of whole estate plan to support an improved understanding of the level of required development across the education estate as opposed to separate secondary and primary planning.

Garth Hill was successfully re-developed as one of the BSF pathfinder schools. Future funding will not be sufficient to undertake similar development for our remaining schools and refurbishment options will be considered within our development planning.

Kennel Lane is the only special needs school in the Borough. The school is full and in great need of immediate investment both to renew poor facilities and to support greater integration with agencies and other service providers. Further provision is required.

Pupil place planning indicates that we will require a new secondary school in the North of the Borough in order to respond to need in relation to increased housing.

#### ➤ 4.1.1 Review Pupil Place Planning - current efficiency and gap analysis process (Performance and Resources)

We have undertaken a review of pupil place planning to establish a beacon of best practice which will:

- Strengthen and expand the forum within which Pupil Place Planning data is discussed, examined, collected and collated to support robust planning
- Support a clear understanding of when and where to invest capital funding,
- Inform the development of the capital programme for forthcoming years
- Provide a solid business case to support discussion relating to S106 funding.
- Ensure that the Council is able to make the best possible use of capital resources and maximise the opportunities to secure external funding from, for example the DfE and Section 106 Developer contributions.
- Ensure continued communication and links with our neighbouring boroughs.

#### ➤ 4.1.2 Establish and implement strategy to increase inclusive learning in Bracknell Forest (Procurement, SEN and School Improvement Team )

Kennel Lane is full and we are in need of improved and expanded facilities for our Special Needs learners. The size of Bracknell Forest means that we will not be able to fully support all needs within our schools, however, a large number of students opt to attend schools outside of the Borough and we must focus on the delivery of wider provision for our SEN students in order to reduce these numbers. We will review our strategy for special needs provision and identify how and where we can provide additional learning space or a new school. We will contribute to a sub regional group needs analysis across Berkshire to better inform needs. We will also engage with local parents to more keenly understand future needs and will work with them to seek to appropriately widen provision.

We will implement an improved process for collating needs data to support the Pupil Places Plan.

**Priority 4.2 – Provide exciting and creative curriculum with a wider range of 11 – 19 provision, including expansion of courses and vocational learning, strengthening of local business links and support for entrepreneurship.**

**Actions:**

2010 Ofsted recommendations suggested:

- Focus on the provision of lessons that provide the necessary enjoyment and challenge for middle and lower attainers, particularly boys;
- More relevant curriculum that matches the needs of the wide range of students that the school caters for;
- A wider range of curriculum opportunities including sixth form;
- A more diversified curriculum to match more closely the varying needs and aptitudes of the students.

We wish to ensure an adequate range of provision for all young people with a range of high-quality courses and qualifications which are respected and valued by universities and employers.

Our schools acknowledge the need to widen opportunities (encouraging focus on employability) and we are working with them to achieve and support a broader provision of courses that match our student needs. We have noted Ofsted recommendation for focus on 6th form provision and also recognise that in many cases level 2 vocational courses will not stretch our students' capabilities. Our intention is that all of our students will be supported to achieve and progress to employment and joint working will ensure that this continues to be the case whether learning is provided in schools, at colleges or at Wick Hill.

➤ **4.2.1 Review 14 – 19 plan with focus on level 2 & 3 vocational courses– establish and implement post 16 commissioning priorities. (School Improvement Team)**

We will undertake a review of our 14 – 19 plans and examine all opportunities to encourage an expansion of post 16 courses. Increased utilisation of BTEC and a wider opportunity for vocational courses will be explored. Engagement with Bracknell and Wokingham College and our schools will support us to explore the opportunity to increase level 2 & 3 vocational courses available to our learners (supported through Wick Hill). Expansion of opportunity is genuinely supported through collaboration and we will work with our schools to improve joint working. We will identify commissioning priorities focussing on gaps or oversupply.

➤ **4.2.2 Support Wick Hill (Vocational Skills Centre) and establish a strategy of engagement with local business to improve access to mentorship for young entrepreneurs. (School Improvement Team and Education Business Partnership)**

Wick Hill provides specialist vocational opportunities through partnership with Wokingham Council and Bracknell and Wokingham College. The facilities have been refurbished and will provide a wide range of opportunities for additional practical, technical and vocational study for 14 – 19s, including hairdressing, construction and motor vehicle works.

Further engagement is required with the College and our schools to agree the level and type of course available at Wick Hill. We will continue to consult to agree the most appropriate courses and the level of course/qualification sought in order to more appropriately respond to the needs of our students.

We will work more closely with local business to establish a wider strategy to support young people who are disengaged. We will work with the Education Business Partnership to agree a strategy to encourage young people to participate with business to support enjoyment in learning. We will look for an increase in the number of ambassadors and mentors from industry seeking engagement and participation from all future developers/business. We recognise the need to support an increase in apprenticeships and will engage with our schools to examine how best to improve the take up of apprenticeships and training opportunities.

➤ **4.2.3 Encourage an improved system of collaboration to widen access to specialism and courses. (School Improvement Team)**

Partnership between our secondary schools is strengthened through regular meetings with headteachers and Local Authority representatives. Focus is retained on individual school targets and issues. However, the benefits of continued sharing of resources and best practice are recognised. We will explore opportunities for widening and/or improving this collaboration, to encourage more schools to participate in joint initiatives, such as the post 16 partnership.

We will engage to establish clear engagement principles with the schools in order to sustain partnership through any changes that may take place in relation to policy, role or funding.

➤ **4.2.4 Encourage wider departmental focus on education to increase opportunities for students. (School Improvement Team and Town Centre, Regeneration, Leisure)**

Where it is agreed that other Council Departments can support, we will seek increased focus on supportive links with schools and learners. Education will be included in wider partnership agendas (to include the Local Economic Partnership and Town Centre Partnership) to expand opportunities for students to gain employment and engagement with local business and retail.

**Priority 4.3 – Further develop quality of teaching and learning and the continued sharing of best practice, supported through maintained partnership between all schools.**

**Actions:**

In order to encourage greater participation and engagement from learners we recognise the need to ensure excitement and creativity within the curriculum and in the way learning is delivered. Delivery which encourages active involvement, instils interest and expands on course sheet and text book delivery remains a focus in all of our schools.

The quality of teaching within our schools will support more children and young people to continue in education and training to 18, benefitting from a broad selection of academic courses and vocational qualification to support a route to employment.

➤ **4.3.1 Explore the options for training needs analysis for all staff in schools (School Improvement Team)**

Our schools continue to focus on the recruitment, training and retention of excellent staff. Positive CPD, additional learning walks, improved support for weaker teachers, action regarding low level disruption and wider/joint school improvement planning are all included as actions within our school strategy.

Staff will be supported to develop and expand on skills. As focus on the individual increases, the need to develop extended staff skills and understanding is also increasing. We will continue to encourage our schools to undertake training needs analysis for staff and will discuss strategy for support and how best this can be delivered and by whom.

➤ **4.3.2 Examine/assess a cluster approach between schools to support training needs (Chief Adviser)**

We will explore opportunities to establish a cluster strategy between schools, including strengthened links with Higher Education and the National College, to support best practice for training and staff support. We will encourage this expanded form of partnership to more widely share resource and expertise. This will also involve work with National and Local Leaders in Education.

➤ **4.3.3 Undertake a review of current partnerships and support groups, assess outcomes and identify strategy for improved delivery (Chief Adviser)**

We have undertaken a review of current partnerships and support groups including: 14-19 Partnership, Behaviour and Attendance Partnership, Social Inclusion Group, Curriculum Managers Group, Strategy Managers, IAG Strategy Group, Examination Officers and Heads of Sixth Form.

We will assess the role and effectiveness of each group and we will develop terms of reference to detail clearly how work from other groups can be integrated.

## Student Views

### **Students were asked how we could broaden opportunities for learning. Response included:**

- ❖ I wanted to take a law course that wasn't on offer to me at my school. Also the younger years have a lot better options to get more GCSEs
- ❖ There are good opportunities for College and University close to Bracknell but students should be encouraged to go further afield.
- ❖ Improve movement between schools – establish a bike system between schools
- ❖ Be helped to have a back up plan for life.
- ❖ I think they should widen the options and not make us do certain courses we don't want to do like IT,
- ❖ Try and have a second option, don't only aim for one thing in case it falls through.
- ❖ Ask students when undertaking reviews about the type of courses on offer
- ❖ Help us to get more work experience
- ❖ Help us to get holiday jobs

**The Schools have each agreed actions to support broader opportunities. Some of these include:**

**Invest in the provision and maintenance of excellent inclusive learning facilities for all Bracknell Forest students.**

- Improve/widen ICT provision in the school (ICT Manager appointment)
- Expand 6th Form – build from pathway approach
- Establish strategy for specialism
- Review strategy to sustain extended services with genuine investment in vulnerable learners and families

**Provide exciting and creative curriculum with a wider range of 11 – 19 provision, including expansion of courses and vocational learning, strengthening of local business links and support for entrepreneurship.**

- Expand and develop performing arts
- Increased pathways for all subjects – KS3 & KS4 to start in year 9 – bridge.
- Improve links to business and partnership with other schools and learning providers.
- Continue to seek individual company engagement
- Work to sustain the 14 – 19 partnership (ensure readiness for change e.g. loss of funding/travel)

**Further develop quality of teaching and learning and the continued sharing of best practice, supported through maintained partnership between all schools.**

- Visit other sixth forms to see range of provision and curriculum
- Work more closely with primary schools

**Full details regarding school specific actions are included within individual school strategies.**

## Theme 5 – Promote the physical health and emotional well being of all young people

### Priority 5.1 – Increase opportunities for sports, arts, and creativity, both in school and through wider opportunities

#### Actions:

The benefits of increased activity, team work, and challenge through performance are recognised to support health and nurture life skills through team work and stretching of boundaries.

Sporting and arts activities delivered to date in Bracknell Forest have supported cohesion, improved team working and improved confidence. Parents have been engaged in their children's learning through attending various art and sporting events held at the schools or independently at leisure or other centres in Bracknell Forest.

Reduced funding may impact on the opportunity to increase the number of hours of sport per week and deliver initiatives that support arts and creativity. We will maintain a clear focus on the benefits of these initiatives and seek every opportunity to sustain provision and support for our schools.

This is particularly relevant for Easthampstead Park which wishes to utilise Sports Specialism to more widely benefit students and community.

#### ➤ **5.1.1 Establish strategy to increase sporting initiatives with increased support from local business and community (School Sports Partnership, Performance and Resources Team)**

We will establish a strategy to increase support from local business to expand on initiatives/projects available to our students. We will work with the Education Business Partnership to explore the benefit of a coordinated approach to funding, looking at models utilised by other authorities, including Leeds Ahead.

We will work more closely with the Regeneration Partnership to improve communication with the schools in order that supportive initiatives can be more easily identified and more readily available through retailers and the Partnership as the regeneration progresses.

We will work more closely with Retailers and Business expanding on discussions already undertaken with Waterstones (Andrew Chart) in order to achieve wider and more coordinated support for our schools with specific focus on creativity.

#### ➤ **5.1.2 Support wider discussion to identify opportunities for integrated support to schools to provide additional sporting opportunities (Leisure)**

We will seek to include discussion regarding support for secondary schools as specific agenda items within Cultural Partnership meetings. Attendees will be engaged to examine if opportunities currently offered to primary schools can be extended to secondary schools.

We will seek to examine if the available 'smart card' system can be utilised to effectively increase leisure opportunities to Bracknell Forest students. Initiatives will be examined which include the potential for rewarding students with improved access to local leisure centres and sporting initiatives.

**Priority 5.2 – Deliver effective programmes to enhance physical, mental and emotional health.**

**Actions:**

Our schools currently have strong, established relationships with additional services, particularly Kennel Lane, where wider and more tailored support is required to address the complex needs of our students.

The changing diversity within our community is resulting in an increased need for a keener focus on the individual. Improved understanding of differing needs and issues, gained through better and sustained communication with joint planning will enable us to address individual issues and support learner wellbeing.

➤ **5.2.1 Work with all parties to establish a coordinated approach to joint provision and commissioning of support along with improved understanding of all party objectives and focus on benefit to all.(Director, 14 – 19 and Performance and Resources, EAL/Diversity Team)**

The strengthening of partnership between all parties involved in the delivery of support to our young people has been identified as necessary to expand and improve on current provision.

A need for improved partnership has been identified by the schools, in order to achieve a higher level of integration and effectiveness of delivery. It is believed that a better understanding of all party objectives is needed in order to agree effective joint goals. We will work with our schools to facilitate wider engagement and closer working with support services. This work will align with an assessment of services being undertaken by our SEN team in response to Theme 1, Priority 1, Action 2.

Data on free school meals, SEN, attendance, exclusions and racist incidents [offset with EAL for all categories] will be fed into the information for the development of the school's single plan (RAP).

➤ **5.2.2 Implement agreed strategy with measured outcomes (Chief Adviser and Performance and Resources)**

We will measure and monitor the success achieved in relation to any jointly established strategy resulting from 5.2.1 above.



## Student Views

### **Pupils were asked how we could more effectively promote physical health and wellbeing. Response included:**

- ❖ How can the mentorship experienced at school continue after school?
- ❖ There is not much going on in Bracknell to support health and wellbeing.
- ❖ Bracknell Town Centre is not somewhere that offers us anything.
- ❖ If the town centre was changed people would be given more opportunities and young people would be better off with youth clubs etc.
- ❖ We want to keep after school support and extended services
- ❖ Focus on the extent of learner's spiritual, moral, social and cultural development
- ❖ Recognise when students are having problems at home and find someone to mentor or support until the problem is solved.
- ❖ Offer us a reduced admission to leisure facilities – so that we can go more than we do now.
- ❖ Increase the feeling of 'family' in schools through adoption of 'house' systems and improved mentoring.
- ❖ Help us not to worry about our exams and the amount of revision that we have to do.
- ❖ We love sport – we feel better when we do sport.
- ❖ Clean up the graffiti and take away the rubbish from the town centre.

**The Schools have each agreed actions to promote health and wellbeing. Some of these include:**

**Increase opportunities for sports, arts, and creativity, both in school and through wider opportunities**

- Agree a strategy to increase wellbeing through art and performing arts.
- Engage with the rights respecting schools agenda
- Increase 2 hours of sports per week through extended school provision and the trampoline centre
- Expand on community to open opportunities for students
- Establish strategy to expand on resource and curriculum projects that can be planned in a different/innovative way.

**Deliver effective programmes to enhance physical, mental and emotional health.**

- Continue to implement extended schools – health and wellbeing, drop in clinic, training sessions – Emotional, spiritual and Moral development
- Ensure that the school organisation supports all students
- Review transition guidance
- Work more closely with primary schools
- Embed the Healthy Schools' initiative in practice across the curriculum

**Full details regarding school specific actions are included within individual school strategies.**

## Theme 6 – Provide opportunities for all young people to develop into active and responsible citizens within the school and the wider community

### Priority 6.1 – Increase opportunities for community involvement, promoting respect for the diversity of people, their circumstances and communities, to achieve improved civic values and community cohesion.

#### Actions:

The vast majority of our schools are established as community schools, engaging and offering support to local communities. Students are encouraged to take an active part in the school community as well as the local community surrounding the school. The Rights Respecting Schools initiative continues to be a focus to nurture the development of rounded and responsible citizens.

We will continue to encourage and support the development of life skills through the continued adoption of our 'Values'.

- **6.1.1 Establish and implement strategy to encourage increased and sustained community use of the schools. (Chief Adviser working with headteachers)**  
We will engage with our schools to examine the benefits of a more effective strategy to increase community use of school facilities which in turn will support a widening of opportunity for our students. Our schools have been approached by Schools Plus, a community management company – we will engage with our schools and Leisure department to explore similar opportunities and to identify if there is genuine benefit in adopting a more structured approach to the management of community use across our secondary school and leisure estate.
- **6.1.2 Establish and implement strategy to encourage planned, best use of school facilities (Chief Adviser, Property and Admissions, Adult Services, Leisure)**  
Our schools are some of our largest and most valuable council assets. We will jointly examine opportunities regarding the best use of our school facilities, to establish genuine community centres that are populated and respected by their communities.
- **6.1.3 Increase participation of schools re: the Rights Respecting Schools Agenda (Chief Adviser Performance and Resources)**  
In a Rights Respecting school, children learn about their rights and the responsibilities that are implied. Young people learn to associate rights with needs and distinguish between their rights and 'wants'. They learn that they need to develop respect regarding the rights of others. These qualities support young people to develop into active citizens and we will encourage our schools to seek a wider engagement with the Respecting Schools Award.
- **6.1.4 Review options for utilisation of existing partnerships**  
We will continue to explore options and links with emerging developments around community engagement and joint working with the community and 3<sup>rd</sup> sector.

**Priority 6.2 – Develop strategies to support increased understanding of the environment and improved focus on sustainability.**

The Coalition Government commissioned a review of all education capital investment and procurement (The James Review) in order to establish a speedier and more effective process and achieve greater value for money. Reductions in available funding will see the delivery of more refurbishment or refresh development options for our schools which will require us to maintain a keen focus on sustainability through all/any development to continue to achieve sustainable targets.

**Actions:**

➤ **6.2.1 Increase Eco School participation and accreditation (Property and Admissions)**

We wish all of our schools to be Eco Schools. The new facilities for Garth Hill College are excellent in supporting every student to understand how the building works, with a BMS system that can be utilised within the curriculum to indicate the building's efficiencies resulting in support for the local environment. Unfortunately all of our schools cannot share this experience through older school buildings which failing to support sustainable outcomes.

We will examine options to increase sustainability within our schools, with a focus on encouraging all of our students to embrace sustainable and more environmentally friendly standards. For all new development, we set out clear directives which will seek to achieve BREEAM very good, focussing specifically on areas of refurbishment, where this may be difficult to achieve.

➤ **6.2.2 Achieve focus on energy efficiency and reduced carbon footprint (Property and Admissions)**

We will focus on the achievement of sustainable solutions through any/all opportunities to refurbish and redevelop our school buildings. Contractors will be encouraged to utilise recycled materials with continued focus on recycling of waste and reduced water utilisation. We will ask to see clear evidence that sustainable solutions have been identified for the design, construction and operation of all developed facilities to support reduction in carbon levels and improved energy efficiency.

## Student Views

**Pupils were asked how we could more effectively provide opportunities for our young people to develop into active and responsible citizens. Response included:**

- ❖ We can go out to the Community around our school but there is no certainty that the Community will come back.
- ❖ School community is strong in all years – particularly year 11 and sixth form. This should last through life.
- ❖ If values are drummed in (rather like times tables) these should be automatically remembered by all. This should mean that they are taken by each of us through life.
- ❖ Students enjoy being mentors - our schools do this very well.
- ❖ We would like more opportunities to prepare for adult life – information on gap years, safety, driving, finance etc.
- ❖ Everyone enjoys taking part in something to do with the community.
- ❖ When you show respect to someone, they will respect you back – at least you hope they will.
- ❖ I am shy but I have been encouraged to take part in pupil voice sessions and I am now a bit more confident.
- ❖ We need more technology to help us to see how our good our schools are about energy conservation and water savings.
- ❖ We have lots of sustainable events at school.
- ❖ Can we have wind turbines?
- ❖ Our water should be collected and used to flush our toilets.
- ❖ Bracknell town centre is dirty and full of rubbish.

**The Schools have each agreed actions to support citizenship. Some of these include:**

**Increase opportunities for community involvement, promoting respect for the diversity of people, their circumstances and communities, to achieve improved civic values and community cohesion.**

- Establish strategy to continue the development of a truly Comprehensive school
- Continue strategy to maintain values at the heart of school delivery
- Establish strategy to achieve wider community presence
- Expand peer mentors
- Increase primary school tournaments
- Increase post 16 community support
- Continue to support the development of rounded students who are confident, motivated and responsible citizens
- Further increase opportunities for student voice
- Monitor student involvement in voluntary activities
- Review post 16 programme in context of partnership/new courses

**Develop strategies to support increased understanding of the environment and improved focus on sustainability.**

- Prepare Eco School Gold Award
- Review sustainable schools programme – energy and water

**Full details regarding school specific actions are included within individual school strategies.**

## Theme 7 – Encourage active parent and family engagement in their child’s learning

### Priority 7.1 - Increase opportunities for parent engagement, assessment and feedback

2010 Ofsted recommendations suggested a more effective involvement of parents in the process of school improvement by improving communications. We will ensure greater focus on parent/carer engagement, particularly looking at the increase in opportunities within the schools for parents and families. We will continue to seek ways to encourage wider community use of facilities and the expansion of the school community.

### Actions:

#### ➤ 7.1.1 Review the role and efficiencies of the Family Support Advisors with all schools, implementing best practice across schools (Chief Adviser and headteachers)

We will encourage engagement with the least engaged parents to increase parent participation. Family Support Advisors (FSA) provide one option to achieve these aims. Their role focuses on the most vulnerable and disadvantaged, who are typically those who are less well engaged. FSA are well placed to facilitate and support other initiatives. We will examine these options and with our FSAs, we will seek to develop a strategy for:

- increased family and adult learning (noting, and working with current provision for adult learning);
- more appropriate and regular information for parents;
- ensuring school meetings take place at suitable times for parents;
- more parenting courses for parents of older teenagers; and
- increased identification of parent mentors and support for all who engage.

**Priority 7.2 – Implement strategies to address negative parenting cycle and the potential impact on learner outcomes.**

**Actions:**

Some parents do not have a positive experience of school and learning. This can impact on a young person's desire to attend school which can affect learning and ultimately success. We also wish to reduce the risk of NEET and in doing so, we recognise the need to encourage and support parental participation to attempt to develop a changed perspective of education and school through positive engagement.

We will examine options to support a positive experience of school and learning to encourage parental engagement and an overall understanding that parents have a voice.

- **7.2.1 Assess and implement measurable strategy for engaging the least engaged parents and families (Chief Adviser and School Improvement Team)**  
Through the work with the FSA, we will establish a strategy for assessment of outcomes relating to our objectives regarding increased parent engagement. We will assess achievement, identify best practice and encourage adoption of strategy within all schools.
- **7.2.2 Agree strategy to encourage parent participation with the schools through increased engagement with learning and enrichment/leisure for adults. (Chief Adviser, School Improvement Team – Leisure)**  
We believe that increased community use of our schools will result in wider opportunities for students and community members and support the development of community respect and ownership of the school and the facilities. We will engage with leisure, adult services and the schools to examine how we can further encourage community use to widen opportunities for parents to engage with the schools and ultimately their child's learning. A key focus for our strategy and our schools is sport and performing arts, where specific events can encourage attendance and potentially participation. We will seek to establish an estate wide strategy for increased school use.



## Student Views

**Pupils were asked how we could more effectively encourage active parental and family engagement in their child's learning.  
Response included:**

- ❖ I don't want my mum to come to school.
- ❖ Certain areas of Bracknell Forest are full of unemployed people. We should encourage them to come to school to learn so that they can find a job.
- ❖ Lots of people in Bracknell Forest need help to understand how to dress and be clean. People could come to school to learn this.
- ❖ My dad is good at sport and it would be good if he could run a football club after school.
- ❖ My dad isn't very good at maths and can't help me with my work. It would be good if he could come to school to learn so that he could help me.
- ❖ My mum is always at my school – she's a teacher.
- ❖ I like to discuss things with my parents but sometimes there are things that I need a friend or mentor to discuss with – not my parents
- ❖ It is good to be able to sit with my mum and dad to talk about my homework but I need to be able to do things myself – this is important as I get older
- ❖ More parent consultation evenings and information evenings
- ❖ More opportunities to allow my mum and dad to come in and support the school (painting evenings etc.)
- ❖ More engagement helps parents to understand that we may be different people at home than we are at school – there are different pressures at home compared with school.

**The Schools have each agreed actions to improve parental engagement. Some of these include:**

**Increase opportunities for parent engagement, assessment and feedback**

- Review strategy for membership and community where everyone nurtures and embraces sense of belonging and family.
- Increase number of bring your parents to school events
- Sports/fitness for mums, dads and families
- Progress and attainment of students available to parents via secure on-line access
- Improved communication / sharing information

**Implement strategies to address negative parenting cycle and the potential impact on learner outcomes.**

- Coffee mornings and informal events to encourage parents into the school to create relationships.
- Workshop programme for parents
- Increase opportunities for parents to engage in sports and arts
- Increase family support work – identify how to sustain the family support work through cuts.

**Full details regarding school specific actions are included within individual school strategies.**