

WORKING TOGETHER

Sefton Council's Education Strategy 2016-2020

Sefton Council 

sefton.gov.uk/education

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Introduction

We believe that every young person in Sefton is entitled to receive a good education. The value of a good education cannot be underestimated. Giving children the best possible start in life helps them fulfil their true potential, living happier, healthier and more prosperous lives.





Research shows how the life chances of children can be determined at an early age; for example fewer than one in six children from low-income families who have fallen behind by the age of seven will go on to achieve five good GCSEs, including English and mathematics and for children from better off families it is a one in four chance. This can go on to affect the type of job and level of wages they can expect during their working life and the standard of living for them and their family.

This in turn can affect society as a whole through more reliance on the state, poorer health outcomes and reduced life expectancy. A good education for every young person in Sefton is therefore vital. A recent OECD (Organisation for Economic Co-operation and Development) report stated that if everyone in the UK had a basic level of skills in mathematics and science the UK economy would be over £2 trillion better off each year.





Sefton has a rich variety of educational provision from early years providers, primary schools, secondary schools, special schools and alternative provision. Within the schools sector there are a range of choices, including maintained schools, faith schools, converter academies, sponsored academies and a free school. There is also a range of 6th Forms and Further Education (FE) providers who are starting to provide 14-16 curriculum, and outline Studio School proposals. Young people in the Borough also have the option to access an Apprenticeship which, promotes continuation of learning whilst being employed.

In order to ensure that every young person receives a good education, we all need to work together to meet the strategic as well as the everyday demands and challenges of working in the education sector. This strategy sets out how the Education community in the borough will ensure that all young people in Sefton receive a good education.



EDUCATION AND SKILLS VISION FOR SEFTON



Our Vision is to ensure all children and young people in Sefton are equipped with the knowledge, skills, and desire needed to fulfil their potential. The best start in life through good early years provision is vitally important as is the continuation of progress at good and outstanding primary and secondary schools and further education (FE) colleges.

Learning does not stop once a young person leaves school and we want them to have the desire to keep on learning, and developing to shape our future society.



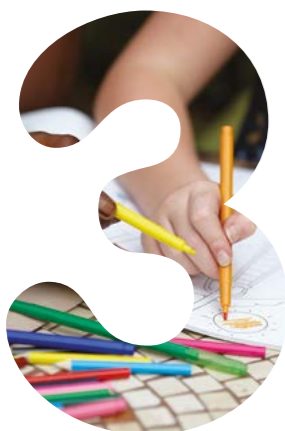
To achieve this vision we have identified the following four key priorities:



Ensure at least good leadership, governance and progress for all young people across all educational settings.



Ensure that barriers to participation and progress are addressed.



Ensure children are ready for school and to move onto the next stage of their lives.



Ensure young people leave education with the knowledge and life skills to continue developing and achieving.



WHERE WE ARE NOW



If Sefton's Parliamentary Constituencies had 100 Children (0-18yrs), as they grow up...

Southport Constituency



15

will live in poverty



7

will be low birth weight babies (below 2500g)



93

will make expected progress at primary school



58

will achieve A*-C GCSE's including English and Mathematics

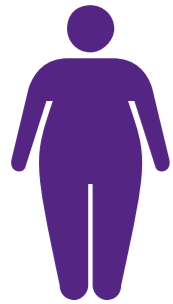


22

will be overweight / obese in reception



Southport Constituency



36

will be overweight /obese by Year 6



13

will be eligible for free school meals



8

will be persistently absent from secondary school

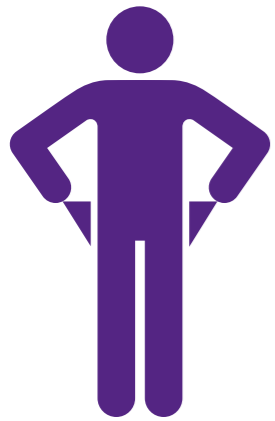


19

will live in lone parent families

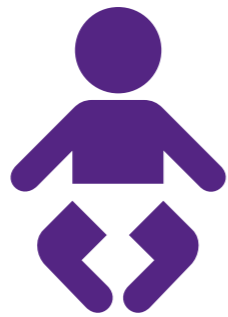


Central Constituency



9

will live in poverty



6

will be low birth weight babies (below 2500g)



96

will make expected progress at primary school



58

will achieve A*-C GCSE's including English and Mathematics

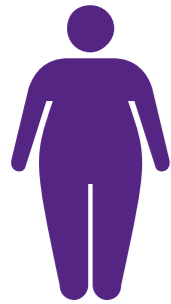


23

will be overweight /obese in reception



Central Constituency



31

will be overweight /obese by Year 6



13

will be eligible for free school meals



7

will be persistently absent from secondary school



15

will live in lone parent families



Bootle Constituency



29

will live in poverty



8

will be low birth weight babies (below 2500g)



92

will make expected progress at primary school



52

will achieve A*-C GCSE's including English and Mathematics

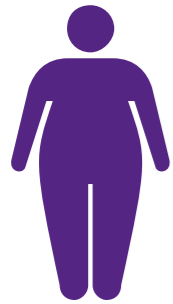


28

will be overweight /obese in reception



Bootle Constituency



39

will be overweight /obese by Year 6



28

will be eligible for free school meals



9

will be persistently absent from secondary school



31

will live in lone parent families



WHERE WE WANT TO BE





Outcome

All children and young people in Sefton are equipped with the knowledge, skills, and desire needed to fulfil their potential.

How this will be achieved

Children are ready for school with good social and emotional development.

Ensure that barriers to participation and progress are addressed.

Ensure all pupils make at least 'good' progress in every year of their education.

Ensure young people leave formal education with the skills to continue achieving.

How we will know

Health visitors in conjunction with early years providers highlight children at two not reaching expected milestones and early intervention is activated.

Effective and agreed transition arrangements between early years providers and the maintained sector ensure children are taken from their starting points.

Children exceed the expected levels against each of the early learning goals and disadvantaged children attain in line with all other children.

All pupils attend school every day.

Pupils have appropriate pathways to achieve good progression and attainment.

Disadvantaged pupils and pupils with additional needs are able to make good progress throughout all school years.

Pupils develop strong phonics, reading, writing and mathematical skills in early primary years.

Pupils make good levels of progress by the end of school.

Pupils achieve well against end of KS expectations.

All pupils attend a school which is good or better (as defined by Ofsted).

Young people leave education with the knowledge, skills and qualifications to access training, apprenticeships and employment opportunities.

Young people achieve well against the progress 8 measure



HOW WE WILL GET THERE



PRIORITY ONE

Ensure at least good leadership, governance and progress for all young people across all educational settings.

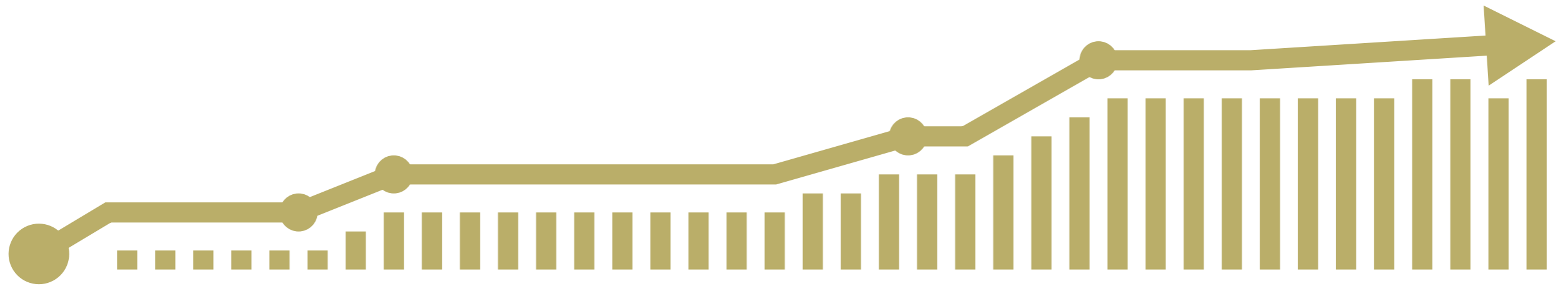
Why is this key to success?

In Her Majesty's Chief Inspector's Annual Report 2013-14, he stated that strong leadership is crucial; "good headteachers have a relentless focus on high standards. They refuse to be distracted from their core purpose of school improvement and they take decisive steps to ensure that their vision is not compromised by weak teaching or poor leadership and management within the school." The role of senior and middle leadership in schools and settings is, therefore, crucial to achieving the vision set by the Governing Board..

The role of the school governor has grown in levels of complexity and responsibility. Governors are the strategic leaders of our schools and have a vital role to play in making sure every child in Sefton gets the best possible education.

The key roles of the governing body are: (DfE, Governance Handbook January 2015).

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c. Overseeing the financial performance of the school and making sure its money is well spent.



All children need to make good progress in relation to their starting point in each phase of their education so that they fulfil their potential and achieve. It is much more difficult for children to catch up once they have fallen behind their peers than it is to maintain progress in every year of their education. The best schools have strong systems in place to swiftly identify when and why a child's progress slows. Teachers adjust

provision to respond to the identified learning needs and as a result children continue to make the progress expected over time. Securing children's progress is therefore essential in ensuring children are able to attain and achieve in line with their peers nationally.

Given that the progress gap is already established by the time children start school, it is essential that early years providers and

children's centres work together to target those at the greatest risk of not meeting educational milestones.

Settings that are good or outstanding will be much better placed to ensure pupils continue to progress.



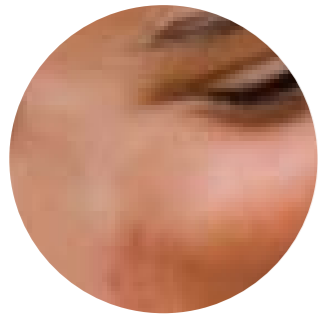
Aims

All schools to be at least good.

To ensure all children have a good level of development at the end of EYFS.

To ensure all primary pupils make at least good progress and the percentage achieving above national averages English and Mathematics.

To ensure all secondary pupils make good progress in key subjects and perform well against the Progress 8 measure.





How will we do this?

This will be achieved through a relentless focus on standards and outcomes for children and young people. A rigorous review of data will enable challenge and support to those schools not performing as well as others. Decisive action will be taken with those schools where there are signs of decline and intensive support will be targeted at those who need it most.

Strong links with the Archdiocese and Diocese will enable co-ordinated support and resourcing. Partnerships with teaching schools will ensure that system leaders are deployed effectively to support leadership and management in other schools.





Local Authority Intervention

Leadership and governance is fundamental to a school providing a high standard of education for its pupils and the Local Authority will use its statutory powers to intervene in cases where standards fall unacceptably short of requirements. The Schools Causing Concern (SCC) Panel will consider individual schools which are causing concern where there are issues likely to affect standards. Governor Services will be proactive

on the SCC panel, and with information gained through External Reviews and attendance at Governing Board Meetings and training will enable swift use of the LA statutory powers of intervention. The Local Authority and the Secretary of State have statutory powers of intervention in failing schools and we will use experienced/skilled governors to strengthen Governing Boards, and to be part of Interim Executive

Boards and shadow or temporary Governing Boards. Governor Services may analyse minutes of Governing Boards meetings to ensure challenge or failure to challenge is highlighted to schools and will be available to attend meetings to go through minutes with governors, Headteachers, and Clerks to highlight critical areas such as pupil performance or attainment data.



Early Years Trustees and Management Committees

A number of mechanisms to support leadership and management across the early years are operational. This includes a termly forum which is run explicitly for trustees, management committees and owners. This forum is a way of helping them remain up to date with current developments and changes to legislation. It also allows for the sharing of best practice and as support group for other leaders in a similar situation.





Establishing a system-led model for improvement in Sefton

School leaders are best placed to support each other in improvement and work is ongoing with schools to further develop and refine the model of an effective school-led system. The local authority has developed strong links with its teaching schools in order to deploy system leaders appropriately and effectively. There are a growing number of National Leaders in Education; Local Leaders in Education; National Leaders in Governance; and Specialist Leaders

in Education (primary and secondary). The Local Authority will broker a range of training or signpost governors to relevant opportunities, both nationally and locally. A coherent strategy is in place for the recruitment and retention of high quality governors, including the use of the School Governors One Stop Shop. All prospective governors are required to complete a skills audit and application form which

helps to raise the skill levels on governing bodies. Leadership forums are on offer to childcare managers and staff in senior roles. These sessions are used to share best practice, roll out new initiatives and projects and offer ways of supporting self-evaluation to drive improvement.

All Sefton schools are in at least one network. Primary and Secondary Heads Groups, School Clusters and Regional Networks will be used to develop leadership skills and share best practice.



Quality of Provision

To ensure that all schools are at least 'good', the Local Authority is committed to the implementation of the peer support model. Schools and settings will collaborate to support and share best practice with a view to improving the quality of provision. Primary and Secondary Heads Groups, School Clusters and Regional Networks will be used to develop skills and share best practice.

Schools will use processes and systems to monitor pupil progress, identify areas where improvement is needed and apply interventions to get progress back on track. Through its thorough risk assessment analysis, the Local Authority will provide support and challenge to schools deemed at being at risk of being less than 'good', and will provide appropriate support and intervention.

Inspection

Ofsted inspect and regulate services which care for children and young people, and those providing education and skills for learners of all ages. Their strategic plan aims to ensure better outcomes by driving improvement for children and learners of all ages.



How will we measure this?

Inspection Outcomes:

The percentage of schools by sector judged 'good' or 'outstanding' for leadership and management at inspection will be compared against regional and national averages.





Early Years and Foundation Stage (EFYS)



Continue to improve the percentage of children achieving expected level in Prime Areas of Learning plus literacy and maths (Good Level of Development).



Continue to reduce the inequality gap.



Key Stage 1



Percentage of pupils achieving end of KS1 national expectations for attainment in English and mathematics.



Percentage of Year 1 pupils reaching the required standard in Phonics.

Key Stage 2



Percentage of pupils achieving at or above national expectations in English and mathematics.



Percentage of pupils making expected and better than their expected levels of progress between KS1 and KS2 in English and mathematics.



Narrow the gap between disadvantaged pupils and others nationally

Key Stage 4



Percentage of students' performance against end of national KS4 expectations



PRIORITY TWO

Ensure that barriers to participation and progress are addressed.

Why is this key to success?

Attendance at school is vital if children and young people are to make the progress they are capable of and begin to develop their potential. Research shows that pupils who miss a significant amount of school are far less likely to achieve the same outcomes as their peers. Nationally, 74% of pupils with less than 4% of overall absence in 2011/12 achieved 5 or more A* to C grades at GCSE including English and Mathematics. When pupils miss more than half of the Key Stage 4 period, only 3% of them achieve the same grades. It is a similar story in primary schools.

Of pupils with less than 4% overall absence at Key Stage 2, six in seven achieved the minimum expected level in both English and Mathematics, and just over a third of pupils achieved the higher level (Level 5) in both English and Mathematics. As overall absences increase, the likelihood of pupils achieving the expected level decreases. Of pupils with overall absences between 20% and 30%, around a half achieved Level 4 or above in both English and Mathematics and less than 7% achieved Level 5.



The life chances of children can be determined at an early age; for example fewer than one in six children from low-income families who have fallen behind by the age of seven will go on to achieve five good GCSEs, including English and Mathematics and for children from better off families it is a one in four chance. This can go on to adversely affect social mobility, the type of job and level of wages they can expect during their working life and their standard of living. In 2014 the national attainment gap at KS4 between pupils on free school meals and their peers was -28.4%.

Children and young people with additional needs are significantly less likely to achieve than their peers. They are more likely to have lower levels of attendance, less likely to achieve the same outcomes, and less likely to progress into training or FE and to be in employment in adulthood. In Sefton, high quality provision within the early years forms part of a menu of services that support improved life chances for children. It is a crucial element of Early Intervention and Prevention (EIP) strategies to improve outcomes for children, families and communities and for reducing inequalities in the long term. The long term benefits of high quality pre-school provision where young children are supported are well documented and set the foundation for future achievement.



Aims

To ensure that all pupils on free school meals receive the support they need to achieve as well as their peers.

To ensure all pupils attend school regularly.

To ensure all pupils with special educational needs and/or disabilities (SEND) receive the additional support they need to achieve.





How will we do this?

Quality First Teaching

All children and young people have the right to a good education and all schools need to ensure that a 'Quality First Teaching' approach is adopted, which is well planned, engaging, active and differentiated so that all pupils progress in every lesson.

Use of the Pupil Premium

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils. Schools are required to use this funding to improve the performance of disadvantaged pupils compared to their peers. The Local Authority reviews performance of disadvantaged pupils and targets support to those schools where data gives cause for concern. Schools that do well with disadvantaged pupils have been identified and will be encouraged to share good practice with those schools doing less well.





Attendance Strategy

Sefton Council has developed an attendance strategy to support schools in ensuring high levels of attendance. This strategy incorporates:

- Measures to improve the attendance of children who have not yet reached statutory school age in order to instil the importance of attendance and to promote good habits as early as possible.
- Focused work with primary schools and secondary schools with attendance below the national average (95.3% primary) (94.2% secondary) for 2012/13 which will include development of an action plan.
- Increased use of penalty notices. In December 2013, Sefton introduced the use of penalty notices to address term time holidays and unauthorised absence in line with amendments to the Education (Penalty Notices) (England) Regulations 2007.
- Identification of families where poor attendance is systemic, for example, via engagement with the 'Troubled Families' programme to offer intensive support and intervention.
- EIP Panel Gateway. The Panel operates as a single referral point into Early Intervention and Prevention (EIP) services. At the panel following an assessment, and Common Assessment Framework (CAF) where necessary, the members of the panel agree a support offer. Each case will have a key worker identified to lead on a package of support, which can be tailored to the individual needs of the family.
- Making the legal process more robust, streamlined and effective across all schools by utilising the fast track model to improve school attendance, the School Attendance Panel will set clear expectations for attendance and punctuality and gives a 12-week period for improvement to be made. Parents and carers will be made aware of the procedures should they fail to meet their legal responsibility.



Implementation of SEND Reforms

The SEND reforms came into effect as part of the Children and Families Act 2014 in September 2014. The objective of the reforms is to improve outcomes for children and young people with SEND and ensure they are more engaged in the process. Sefton has established a Stakeholder Steering Group to oversee implementation of the SEND reforms. This group is accountable to the Health and Wellbeing Board. Implementation is in line with statutory guidance and includes:

- The Local Offer, which provides clear and accessible information about the provision Sefton Council expects to be available locally for our children

and young people from 0 to 25 who have special educational needs and/or disability (SEND). The Local Offer makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

- Education, Health and Care Plans (EHCPs): where the special educational provision required cannot be provided through the resources and services that are available to the educational setting and there is evidence that the child/young person is not making the educational progress expected despite being provided with relevant and purposeful action to identify, assess and meet the young person's special educational

needs by the educational provision it may be necessary to apply for an EHC assessment which may result in an EHC Plan to define the support needed to enable the child or young person to progress.

- A personalised approach; young people and their families will be at the heart of the process and have choice and control over decision making and support. Sefton have adopted person-centred approaches where children with SEND and their families are put at the centre of processes, enabling them to express their views, wishes and feelings and be included in decision making. Information, advice and guidance is available through a variety of sources.



Review Specialist Provision

This will ensure that there is sufficient provision of the right type and quality for children and young people in Sefton with SEND. This includes ensuring that mainstream settings can provide the support outlined on the Local Offer. The SEND Working Group considers these issues.

Virtual School

Sefton Virtual School (L.A.C.E.S) promotes and supports the education of all Looked After Children (Children in Care) to ensure that each child is able to achieve his or her potential and make progress in school. There are a number of barriers that can prevent Looked After Children from Achieving in School. L.A.C.E.S Virtual School aims to improve the life chances of Looked After Children by:

- Making sure that there are effective systems and processes to track and monitor their attainment, progress and attendance.
- Ensuring effective support is in place to enable children to succeed.
- Ensuring that all Looked After Children have a robust and effective personal education plan that focuses on learning outcomes and access to one-to-one support, including personal tuition.



- Championing the educational needs of Looked After Children across the Local Authority and those placed out of the Local Authority.
- Ensuring the promotion of high standards of educational attainment, as well as the progress and achievement of all Looked After Children on roll.
- Driving effective strategies for managing attendance, engaging young people in their education and early intervention to support improvement, having high aspirations and raising the profile of Looked After Children.
- Careers Information, Advice and Guidance and 'September Offer' – Sefton will develop a quality standard with schools, colleges and Connexions to ensure consistency and quality of information, advice and guidance provided to young people. The Local Authority, schools, colleges and training providers will collaborate to ensure all young people receive a suitable offer of progression when they move on from formal education at the end of Year 11.



How will we measure this?

NEET

Young people not in education, employment or training (NEET) rates will be monitored against National and Regional averages.

Participation rates

Participation rates for young people progressing beyond Year 11. These will be monitored against National and Regional averages.

Attendance Rates

Overall absence rates, persistent absence and exclusion rates will be monitored against National and Regional averages and individual schools will be advised of their progress.

Closing the Gap

The proportion of children attaining a good level of development; progress in English and Mathematics and attainment at KS2 and KS4 will be compared for pupils with SEND, LAC and pupils from disadvantaged backgrounds against their peers. This will be monitored against national and regional averages and individual schools will be advised of their progress.



PRIORITY THREE

Ensure young people leave education with the knowledge and life skills to continue developing and achieving

Why is this key to success?

Sir Michael Wilshaw reported that: “More than two-thirds of our poorest children - and in some of our poorest communities that goes up to eight children out of 10 - go to school unprepared. It is therefore crucial that young children and in particular those most disadvantaged get the best start in life.” (April 2014) Our children’s centres, private, voluntary and school based early years and childcare providers all play a vital part in partnership with and if necessary supporting parents, towards helping children achieve their learning potential so that they are not just school

ready but also life ready. It is important that this partnership with young children and their families continues into formal education and beyond to help them achieve their potential. It is important that children and young people receive proper advice, guidance and support at transition points in their lives: starting school, moving into secondary education and progressing to Further Education, training and employment, as well as between different key stages.



Aims

To ensure all children are ready to start school.

To ensure all primary pupils are ready for secondary school.

To ensure all secondary pupils are ready for further education, employment or training.





How will we do this?

School Readiness Framework

Sefton's Early Help Strategy sets out an approach for the provision of targeted services which alleviate against poor outcomes for children, young people and families; preventing them moving into specialist and expensive services. School readiness is at the heart of this approach with early years settings, schools and children's centre services playing a major part in the delivery of high quality universal provision for the youngest children, whilst also identifying and targeting children and families considered vulnerable for whatever reason. Sefton's approach to school readiness consists of three interconnected strands – child ready, family ready and school ready. Considered together and connected appropriately, these pillars maximise each child's likelihood of success as they progress through their time in school.



The Sefton School Readiness Framework advocates that: **'All children should be able to enjoy their childhood in a supportive and nurturing environment and be protected from harm. Children's physical, emotional, language and cognitive development from pregnancy to age 5 are the foundations for the rest of their lives, influencing what and how they learn, their physical and mental health, friendships and relationships.'**

Two Year Old Offer

Sefton's School Readiness Service will identify sufficient places so that two year olds eligible for free early learning and childcare take up their places.

The service will further develop the pathway for children accessing the Two Year Old Offer, to ensure they make good progress in their learning and development and that their families receive the support they need in order to improve outcomes for the lowest achieving at age 5.





Early Assessment

The integrated review at two years old is a key area of focus as in many cases this is the first step in highlighting development concerns or issues. Recent developments and changes to early years assessment will require close monitoring to ensure all children are ready for school. Schools will require support with standardising information due to the introduction of an on entry baseline. Outcomes of this new assessment will need to be monitored to ensure children are meeting or working beyond age related expectations at the start of reception, and are making expected or accelerated progress by the end of reception.

Transition into school or a childcare setting is a major event in any child's life and ensuring a smooth and seamless transition is absolutely key. This process relies solely on the adults in the child's life, both those who have been involved so far and those who are about to become important to the child. A successful transition is a crucial factor in the positive development of children's confidence and well being. Research clearly indicates that a successful transition not only impacts on the child's well being but also their future social and academic progression.



A successful transition involves:



Ensuring the child's voice is heard.



Enjoying a joined up approach.



Ensuring that the individuality of children and families is respected and catered for.



Understanding that communication and relationship building is core.



Support for parents and home learning

There is compelling evidence (The Effective Provision of Pre-school Education (EPPE) Project, final report A Longitudinal Study 1997-2004; National Evaluation of Sure Start (2008) to show that what a child experiences in their early years (including in the womb), lays down the foundation for their later life; we know how important good parenting is to successful outcomes. Parents have the most significant influence on a child's early development and learning.

Children with a positive home learning environment, where parents play and talk to their babies, sing rhymes and read stories, achieve better outcomes in the early years and throughout their school life. It is therefore important that any strategy to improve outcomes for young children includes support for parents, which gives them confidence to engage in their child's learning and development. The role of children's centres and childcare providers in this is critical. In Sefton we are committed to offering home visits and work in children's centres and childcare settings to provide support and guidance for parents as their child's first educator.



Transitions

Secondary schools will adopt best practice for transitions and work closely with feeder schools to ensure smooth transition from primary school. Sefton schools adopt the following approach:

- Visits by secondary school year 7 co-ordinator and SENCO (Special Educational Needs Coordinator) to discuss pupils transferring with primary SENCO and Year 6 teachers.
- Identify most able, those with SEN, CLA, Ever6, vulnerable students, who may require additional support.
- Transfer data, including KS2 outcomes, used to group pupils.
- Pupils put into forms prior to transition day(s) which are intended to be reassuring and ensure pupils are ready for secondary school in September.
- Meetings with new parents prior to transition and early in autumn term to reassure and identify and resolve issues quickly.
- Peer support and summer schools for identified cohorts.
- Shared 'best work' across from primary to secondary.
- Secondary taster lessons and staff in secondary schools co-teaching primary classes.



SEN Transitions

Education, Health and Care Plans (EHCPs) will be reviewed at transition points in accordance with best practice to ensure smooth transition and appropriate placement.

Admissions

The Schools Admissions Team provide support for families regarding admissions. The Sefton Fair Access protocol will be used to ensure smooth transitions for in-year moves.

Preparation for adulthood

A strategy for transition to adulthood will be developed to support young people with additional needs and disabilities.

Careers Information, Advice and Guidance and 'September Offer'

Sefton Council will develop a quality standard with schools, colleges and Connexions to ensure consistency and quality of information, advice and guidance provided to young people. The Local Authority, schools, colleges and training providers will collaborate to ensure all young people receive a suitable offer of progression when they move on from formal education at the end of Year 11.



How will we measure this?



Two Year Old Offer

Percentage take up of the Two Year Old Offer in relation to eligible children. This will be monitored against National and Regional averages.

Good Level of Development

Percentage of pupils achieving a good level of development. This will be monitored against National and Regional averages.

Quality of Early Years Settings

Percentage of childminders, childcare settings and children's centres judged 'good' or 'outstanding'. These will be monitored against National and Regional averages.

Participation rates

For young people progressing beyond Year 11. This will be monitored against National and Regional averages.



PRIORITY FOUR

Ensure children are ready for school and to move onto the next stage of their lives

Why is this key to success?

Whilst achieving good outcomes in terms of exams is important, education is much more than this. It is about being ready to become an adult, to have the skills, desire and confidence to be part of society. We live in an ever changing world and young people need the skills to embrace and be part of that change. Education is vital for the economic prosperity of a nation; countries with high literacy rates are generally more prosperous and the citizens have a higher per capita income than nations where the literacy rate is not as high.

A recent OECD (Organisation for Economic Co-operation and Development) report stated that if everyone in the UK had a basic level of skills in Mathematics and Science, the UK economy would be over £2 trillion better off each year. It is, therefore, vitally important that young people in Sefton fully participate in education and training; to ensure that residents are appropriately skilled and are able to get into and progress in work. It is important to improve outcomes for our most vulnerable young people and through education and



training these young people will gain the basic skills, knowledge and qualifications that will enable them to enter the highly competitive labour market and gain employment. It is particularly important to ensure that the most disadvantaged in society have appropriate opportunities to allow them to lead productive and fulfilling lives.





Aims

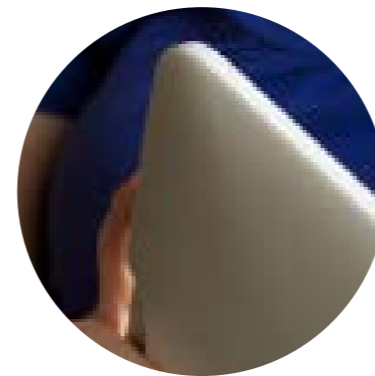
To ensure that all young people have the opportunity to be involved in a range of enrichment activities.

To ensure young people develop skills for life and work.

To ensure all young people have access to good or better FE and 6th form provision or a suitable alternative for continuation of learning or employment opportunity.

To ensure all pupils with SEND receive the additional support they need to move into adulthood.

To ensure young people receive quality information, advice and guidance and knowledge to enable them to make informed choices on how to continue to achieve.





How will we do this?

Raising Aspiration

It is important that we all develop a culture of aspiration and that we encourage all of our children, young people, their parents, carers and teachers to aim high. This theme is supported in all settings through, the creative work undertaken through the curriculum, school collaboration and the innovative use of technology to broaden students' understanding of the world and the environment.





The following initiatives support this:



School visits, Duke of Edinburgh's Award programmes, National Citizen Service and youth provision enable students to have experiences they would not otherwise have had. Outdoor education opportunities available for Sefton students are many and varied and show a proven impact on attainment.



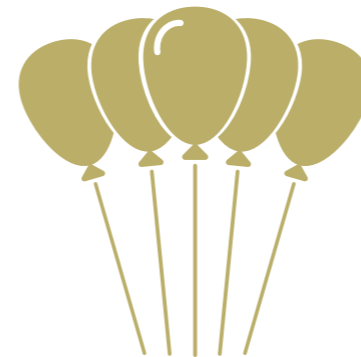
The Sefton Music Service has an established track record of delivering high quality music education and provides abundant opportunities for all our young people to participate in music events.



The following initiatives support this:



Sefton Council's Leisure Strategy has provided for a range of high quality provision throughout the Borough and Sefton has one of the largest network of sports clubs in the region which provide a diverse range of sporting and leisure opportunity.



Schools and settings are encouraged to celebrate achievement and success through celebration events and awards ceremonies; and the Local Authority supports a range of celebration events as the No Limits Challenge Awards for looked after children and the Bootle and District School Football Awards.



A Full and Enriching Curriculum

Which develops a young person's social and emotional learning and provides the skills they need for life and work.

Quality Provision and Progression

Work with education providers and local employers through the 14-19 Partnership, ensuring young people have access to high quality educational provision and appropriate progression into training and employment. Ensure that education and training providers offer appropriate programmes, including A-Level provision, that more effectively promote progression and leads to an increase in attainment at both Level 2 and 3 by age 19.

SEND

Increase the range of local learning and progression opportunities to better meet the learning needs of young people with learning difficulties and/or disabilities.

Targeted Support

Provide targeted support for young people to secure their engagement and retention in education or training so that participation rates are increased.



How will we measure this?



Percentage of 16 to 19-year-olds NEET (not in education, employment or training) monitored against National and Regional averages.



Percentage achieving a Level 2 by age 19 monitored against National and Regional averages.



Percentage age achieving a Level 3 qualification or above by age 19 monitored against National and Regional averages.



Percentage of care leavers in education, employment or training by age 19 monitored against National and Regional averages.





IMPLEMENTATION AND MONITORING





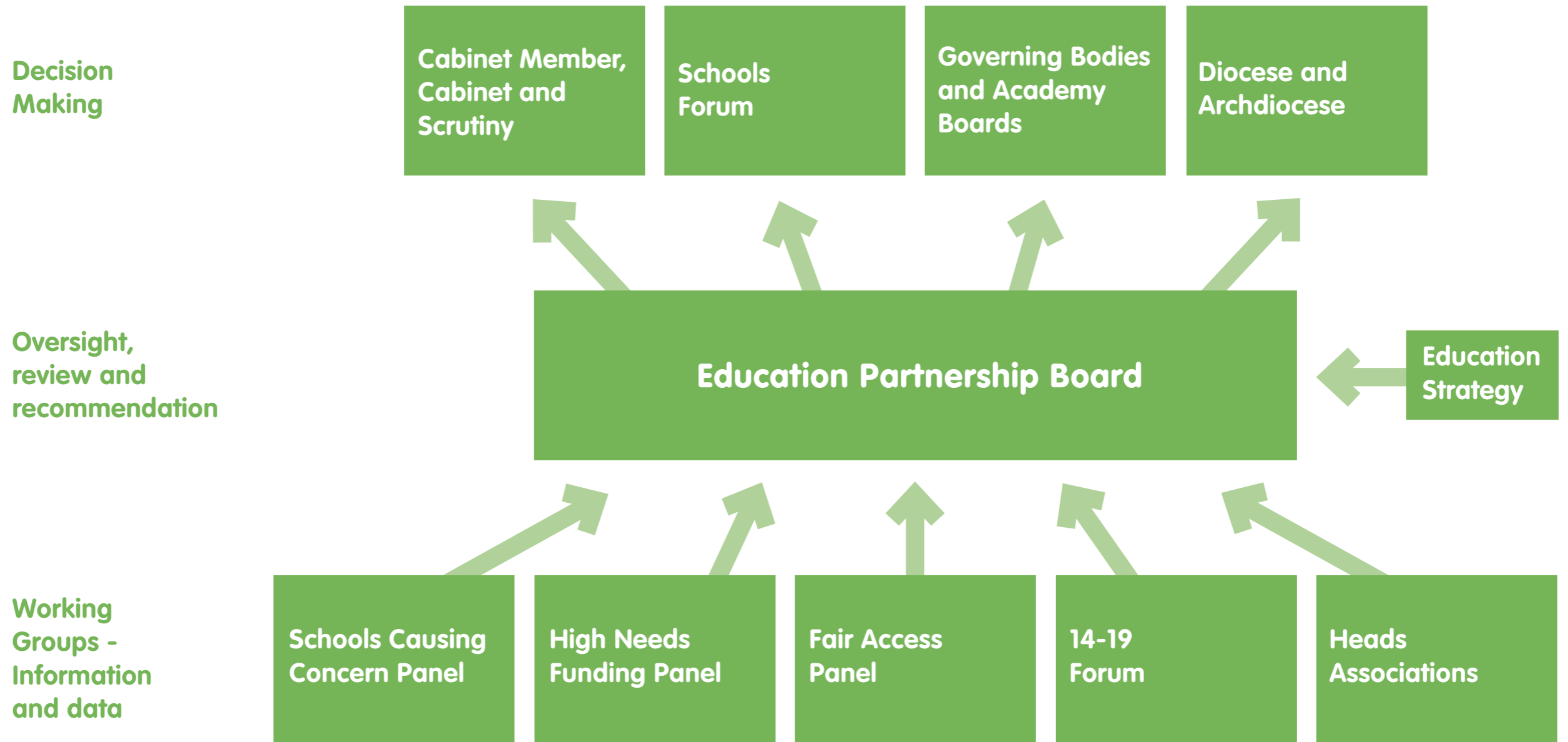
Ownership and Governance

The Sefton Education Partnership has been set up to play a key role in implementing our shared vision and delivering the key aims. The Partnership will build on and enhance existing working relationships in the education sector. The Partnership Board is an autonomous organisation accountable to the whole education community in Sefton.





The Partnership structure is shown below:





The Board comprises representatives from agencies who contribute to improving the lives of children, young people and their families. They will be the owners of the strategy and will monitor outcomes and hold the 'Owners' of the action plan elements to account, ensuring outcomes are also reported into the decision making fora shown above. The success of this strategy is dependent on the leadership and support of all partners. The plan will be delivered via a wide network of organisations and partnerships. Partners' commitments are set out in a range of specific strategies and action plans, alongside measures and targets to assess the impact and effectiveness of our approach.

Implementation and Monitoring

The Education Partnership Board will receive monitoring and evaluation reports to ensure the strategy is being effective and that the actions outlined are having the greatest impact on achieving the outcome 'All children and young people in Sefton are equipped with the knowledge, skills, and desire needed to fulfil their potential'. The strategy will be supported through a range of interventions and action plans and specific strategies. These strategies and plans detail practical steps which are being taken to achieve the five priorities and will include annual targets. The Partnership Board is taking a commissioning approach to meeting the needs of our communities. An essential part of this (see diagram above) is to monitor performance at regular intervals and review and evaluate the services or interventions that have been commissioned. This will include looking at what we have done; how well we did it; and the impact this has had.



WORKING TOGETHER

Sefton Council's Education Strategy
2016-2020

Sefton Council 

sefton.gov.uk/education