Cabinet – 13 January 2010

The Strategy for Transforming Learning in Secondary Education

Portfolio: Councillor R Walker, Children's services

Service: Children's Services

Wards: All

Key decision: Yes

Forward plan: Yes

1. Summary of report

This report provides the information in relation to the consultation of the "Strategy for Transforming Learning in Secondary Education", which provides an over arching vision for Secondary education across the borough of Walsall.

This strategy summarises the various documents and strategies that have been produced and shows how we will transform learning through the BSF programme. It has been developed over a period of time in consultation with schools, governors, government departments and a wide range of members of the local community.

2. Recommendations

That cabinet approve the adoption of the revised Strategy for Transforming Learning in Secondary Education **(Appendix A).**

3. Background information

3.1 On 21 October 2009 Cabinet approved a consultation on the draft Strategy for Transforming Learning in Secondary Education which has been developed to create a shared understanding of the future of secondary education.

3.2 Consultation took place schools, partners, agencies and professional associations including governmental departments. The consultation period closed on October 30 2009.

3.3 Results of the Consultation

There were seventeen full responses to the consultation using the on line facility and views were noted during presentations to groups of partners during the consultation timeframe. A response was also received from the Office of the Schools Commissioner. In addition on October 29 the Children & Young People

Scrutiny panel endorsed the strategy and requested that greater emphasis was placed on how we support the needs of vulnerable groups and support given to parents, carers and the wider community.

The Strategy has been amended to reflect issues raised during the consultation and **Appendix B** summaries changes to reflect feedback which included suggestions to:

- Clarify what we mean by a successful school.
- Provide examples of recreational activities included.
- Place a stronger emphasis on the role of parents, carers and the wider community and the impact of locality and integrated working to support them.
- Provide information to demonstrate the need for an information relating to the labour market and its influence on specialisms within the borough an Engineering facility (The University Technical College)
- Provide reference to the role of short stay and special schools and their contribution to the strategy, in particular the impact on vulnerable groups of children and young people.

3.4 It should be noted that pupil numbers have been updated in accordance with agreements now reached with Partnership for Schools and these are detailed in a separate report to Cabinet (Provision of School Places in 2020)

3.5 Partnership for Schools and the Office of the Schools Commission have stated that we have made a strong case of need for a 14-19 University Technical College. The DCSF have now indicated that they will consider favourably the allocation of funding for such a facility if the formal Expression of Interest is approved by Ministers.

3.6 Reference has been made to reducing the number of students who are absent from schools.

3.7 Reference has been made to the more able, gifted and talented young people in the Borough to clarify a commitment to their needs and to demonstrate that we intend to narrow performance gaps across all ability groups.

3.8 The report gives the current position in relation to Ofsted inspections, the improvements of GCSE over the last three years and how the attainment gap continues to narrow.

3.9 Ambitious performance targets are projected which takes into account the additionally BSF will bring to schools coupled with continued drive to improve attainment.

3.10 Performance targets reflect the relevant aspects of school improvement including progress, standards and leadership.

4. Resource considerations

Resource implications relate to individual school plans and the Building Schools for the Future programme

4.1 **Financial**: There are no direct financial issues

4.2 **Legal**: There are no direct legal issues.

4.3 **Staffing**: There are no direct staffing issues.

5. Citizen impact

The Strategy acknowledges and relates directly to the priorities of the Children's and Young People's Plan to improve outcomes for children within the Every Child matters agenda

- Be healthy
- Be safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

"We believe that all children and young people in Walsall have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for a successful future"
(Children and Young People's Plan 2009)

6. Community safety

There are no direct community safety issues.

7. Environmental impact

There are no direct environmental issues.

8. Performance and risk management issues

8.1 **Risk**:

The implementation of the strategy will link closely to the Building Schools for the Future strategy for change which is monitored through the governance arrangements of the Building Schools for the Future programme board.

8.2 **Performance management**:

Schools will continue to be supported by Children Service Improvement Advisers and School Improvement Partners to monitor performance. Senior Leadership Teams, within schools, will receive additional resource to help with the additional responsibilities during the implementation of any structural solutions or activity. The Council and its partners will monitor progress.

9. Equality implications

9.1 The secondary strategy will help to improve choice and access for pupils and their parents creating learning communities that are at the heart of their local community.

9.2 Our vision supports the improvement of a wide view of inclusion by embracing the challenges of community cohesion and safety.

10. Consultation

The following people were consulted during the writing of this report

Ward Councillors
Legal
Finance
Property services
HRD

Background papers

The Strategy for Secondary Education across Walsall

Author

Sue Wedgwood
Assistant managing Director – Improvement and Effectiveness
☎ 01922 686239
✉ sue.wedgwood@walsallcs.serco.com

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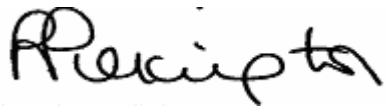

Executive Director: Pauline Pilkington
Date: 4 January 2010

Signed:

Portfolio Holder: Councillor Rachel Walker
Date: 4 January 2010

Signed:
Managing Director, Walsall Children's Services - Serco
Date: 4 January 2010

Transforming Learning in Walsall

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THE STRATEGY FOR TRANSFORMING LEARNING IN SECONDARY EDUCATION ACROSS WALSALL

We believe that every place has its time and now it's Walsall's time

Walsall Council

"My Walsall, my future"

FOREWORD

We are re-creating Walsall as a town known for enterprise: a place where businesses invest because of the good environment, lack of unnecessary bureaucracy and availability of a work-ready, skilled and knowledgeable labour-force. Walsall will be a place where entrepreneurs can flourish and many businesses are established with a high degree of success and growth.

Our children and young people and their families are the future and so we place them at the heart of all our work. Our future prosperity depends on our young people having up-to-date knowledge and relevant skills, appropriate experience and a good education so that new companies want to relocate or establish in the area. This should also encourage our young people to stay in the borough because there will be good jobs, progression and career opportunities found within a vibrant and fun town with a good quality of life. Our Children and Young People's Plan and Change for Children Programmeprovide the detail of how we are working together so that children and young people are employed, healthy and safe and enjoying success whilst contributing to their families, neighbourhoods and communities, and that they are able to achieve in the workplace."

Walsall Sustainable Community Strategy

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Introduction

This document sets out our strategy for transforming learning for Walsall students aged between 11 and 19 and between 11-25 for young people with learning difficulties and disabilities. It provides a direction for the Borough over the next ten years and shows the approaches we will be taking to ensure that every learner in Walsall is provided with the best opportunity to fulfil their future ambitions.

Underachievement is a fundamental cause of poverty and a consequence of it. Our transforming learning strategy for secondary schools is designed to break the cycle of deprivation across Walsall. To achieve this we must create world class 21st century learning environments, which are genuinely inspirational and responsive to the needs of our young people and adults alike and their neighbourhoods, through building on the collaboration within schools, between schools and beyond schools. We will use technology to help us, building upon the innovative work already implemented in our schools and colleges. To bring about a step change in our overall achievement, we must be radical and rigorous in the way we develop the learning experiences which we provide for all our citizens.

We are pleased to present this strategy which has been developed using a wide range of consultation.

Strategic Intent

Walsall will be an outstanding provider of children's services with student performance in the top quartile nationally.

Our context

There is a high level of deprivation in Walsall, ranking 47th of 354 Councils on the income deprivation affecting children index (IDACI 2007) placing it in the 13% most deprived councils. Over a quarter of children in Walsall live in poverty. Deprivation and child poverty is set to worsen with the current economic recession. 20.7% of children in the borough are

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eligible for free school meals compared with 14.3% nationally. Over the last year there has been a significant 5.2% rise in the number of children eligible for free school meals.

Walsall's under 18 population is estimated to be 60,729 and projections from the Office for National Statistics estimate the under 18 population will rise to 61,500 by 2012. For the last 4 years (2005-2008), approximately 30% of births each year have been within the Black and Minority Ethnic (BME) population. The BME proportion of children in primary schools currently stands at 29%.

The recent 2008/09 Place Survey (postal survey) identified that education was in little need for improvement and only around a third of respondents thought this as important. This low level of aspiration and expectation provides us with our greatest challenge. Our context is demanding.

As from September 2009 Walsall has 19 secondary schools, three pupil referral units and four special schools catering for secondary aged pupils. A number also attend courses at the Walsall College as part of their curriculum experience.

Of these schools three are academies (two opened in 2009), five are voluntary aided (including 2 grammar (one boys and one girls), 2 catholic and one Church of England); six are community schools and five are foundation schools. The secondary school population is set to decline over the next five years and is then expected to increase up to 2019 and beyond. One secondary school is not viable and Cabinet is consulting on the closure of this school. Our 'pupil, places and planning' demonstrates clearly that Walsall will require the remaining 18 schools for the next ten years and beyond.

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Our Vision

We believe that all children and young people in Walsall have the right to be healthy, happy and safe, to be loved, valued and respected and to have high aspirations for a successful future.

We want healthy, safe and cohesive communities whose members understand the possibilities that their talents and the world can give them; who have high self- esteem which promotes ambition; who are aware of the contribution they can

make to others; and who enjoy emotional, social, cultural and economic fulfilment. The opportunity provided through the Building Schools for the Future investment in Walsall will provide significant additional resource to help us achieve our vision.

Walsall's Sustainable Community Strategy unites us all in a common goal and so will enable the whole of Walsall and all of its communities to thrive, making the most of what we already have, generating additional new resources and creating opportunities. There is a strong focus on engaging the private sector and attracting additional investment to provide training and generate jobs for local people. We will link local market information, with careers education, information advice and guidance and the curriculum changes across the secondary phase, to prepare our young people to embrace the opportunities created through regeneration.

Principles behind this strategy

Schools:

- are responsible for their own performance and the achievements of their pupils;
- must plan for continuous improvement with the freedom to make decisions and manage resources effectively;
- are accountable to their Governing Bodies for their own performance and the achievements of their pupils.

Walsall Children's Services – Serco is expected to:

- know schools sufficiently well to make effective judgements about the progress they are making towards agreed targets;
- support and challenge all schools to improve;
- target support in inverse proportion to success, to secure improvement in schools causing concern or schools at risk of failing;
- intervene in schools as appropriate, to secure improvement;
- facilitate the sharing of good practice and school to school support.

Together through the Transforming Learning Programme we will:

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- develop viable 11-19 schools, ensuring every school is a good school, whilst maintaining choice and diversity across the Borough;
- develop and implement new and innovative partnerships including school collaborations in order to maximise opportunity for learners;
- develop high quality, shared, industry relevant facilities which meet the needs of schools, settings, training providers and business partners;
- encourage family learning approaches and provide help and advice to parents/carers through our extended services provision;
- develop co-location of services within the principles of extended schools and where this provides best value;
- embrace new technologies to ensure that systemic and structural changes are embedded to support the above;
- continuously review the capital provision for secondary schools including sports and leisure facilities and ensure that all is done to maximise the carbon efficiency;
- develop young people as good Walsall citizens;
- interpret and support schools so that they gain maximum benefit from new government initiatives; and
- commit ourselves to continued workforce development.

How Ofsted has judged our secondary schools over the last three years

Over the last three years those schools inspected in year three were performing better than in the first year of the cycle. We need to increase the number of good or better schools whilst ensuring no school is inadequate. Improving teaching and learning through appropriate curriculum offers; improving pupil attendance and attitude towards learning through raised aspirations; and ensuring more pupils make faster progress in their learning are all key to the future economic well being of our secondary aged students. All of our secondary special schools are currently graded good or better; 1 pupil referral unit is graded outstanding, another satisfactory and a third inadequate.

OFSTED INSPECTIONS	Overall Effectiveness	Standards	Pupil Progress	SEN Pupil Progress	Behaviour	Attendance	Teaching & Learning	Leadership & Management	Governance

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% Outstanding	22	11	5	6	28	17	0	6	0
% Good	11	17	28	33	38	22	33	50	39
% Satisfactory	56	50	56	50	28	44	56	22	44
% Inadequate	11	22	11	11	6	17	11	22	17

Note: Excludes Shelfield as this is classed as a new school

Value Added Measures

Based on School Contextual Value Added	Schools in Top Quartile		Schools in Bottom Quartile	
	Number	**%**	**Number**	**%**
2007	0	0%	9	50%
2009	nk	nk	nk	nk

Nk – not yet known – awaiting publication of national results

GCSE Performance (5 Graded A*-C including English and mathematics) – at school level

	Below 30%	**30%-39.9%**	**40%-40.9%**	**50% -50.9%**	**Above 70%**
2007	9	2	2	3	2
2009	4	7	0	5	2

Note: Excludes Walsall Academy

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Over the last three years there has been a significant reduction in the number of schools performing below the national threshold. A greater challenge is getting more schools performing above 50% and 70% on this measure. We also need to increase the number of students achieving Grade A and A* in English and mathematics.

	A* English	A* Maths	A English	A Maths	B English	B Maths	C English	C Maths
2007	2.0	2.8	7.2	8.3	16.5	14.3	26.6	19.6
2009	2.4	2.8	8.6	9.0	18.2	14.8	29.3	27.0

GCSE Performance Local Authority Level

Year	% 5+A*-C incl E/Ma			% 5+A*-C			% 5+A*-G			% 1+ A*-G		
	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap
2007	35.5	46.0	-10.5	50.5	60.8	-10.3	87.0	90.0	-3.0	94.5	nk	-
2009	43.2	49.7	-6.5	64.1	69.7	-5.6	91.5	92.5	-1.0	97.0	nk	-
2007-2009	7.7	3.7	-4.0	13.6	8.9	-4.7	4.5	2.5	-2.0	3.5	nk	-

The performance gap between students in Walsall and all students nationally has reduced significantly over the last three years.

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Performance Indicator	Current performance
Reduce % who are not in education, employment or training (Projection takes account of teenagers continuing in education/training to 17 in 2013 and to 18 from 2015)	8.3% (2008/9 confirmed)
Increase % level 2 qualifications @ 19 (Projection takes account of national targets and closing the All Eng gap)	65.5% (2007/8)
Increase % level 3 qualifications @ 19 (Projection takes account of national targets and closing the All Eng gap)	36.5% (2007/8)
Improve 6th form average points score (Projection based on local improvement aspiration (+20 %pts) and that All Eng improvement trend continues at +10%pts; meaning that gap would be halved by 2014 and eradicated by 2019))	627 (2008)

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Attendance

Overall Absence – Data for 2009 is not yet available. We anticipate the gap will narrow.

	2006-07 Year End			2007-08 Year End			2007-08 Provisional Autumn & Spring terms			2008-09 Provisional Autumn & Spring terms		
	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap
Secondary	8.18%	7.86%	0.32%	7.56%	7.3%	0.26%	7.58%	7.27%	0.31%	7.89%	7.24%	0.65%

Persistent Absence – over a two year period there has been a significant decrease in persistent absence and we remain on course to meet agreed targets. The gap has not narrowed. Data for 2009 is not yet available.

Year	2006-7 Year End			2007-08 Year End			2007-08 Provisional autumn and spring terms			2008-09 Provisional autumn and spring terms		
	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap	Walsall	National	Gap
2007	5.8%	5.6%	0.2%	5.8%	5.6%	0.2%	6.9%	6.4%	0.5%	6.1%	5.6%	0.5%

Exclusions

Permanent – Number of Incidents

Year	2006-07	2007-08	2008-09
2007	35	44	60

Fixed Term: Incidents and days lost

Year	2006-07		2007-08		2008-09 Unvalidated Data	
	Incidents	Days	Incidents	Days	Incidents	Days
Secondary	1565	1993.5	1962	3014.5	2032	5405

School Places

	No of schools over 10% surplus	Overall Local Authority Surplus	% gaining first preference
2007	0 (January 2007)	6% (January 2007)	75% (Walsall-resident pupils) (September 2007)
2009	2 (January 2009)	9.9% (January 2009)	74.2% (Walsall-resident pupils) (September 2009)

The secondary population is set to decline for a further 4 years owing to the decline in primary population. We expect this to increase up to 2019. Reducing the overall number of surplus places to around 5% remains a priority throughout this period. We will also ensure all schools are viable by planning for no school to have more than 10% surplus places.

Performance of groups against 5+A*-C or equivalent incl En/Ma (Gap with all Walsall students)

	All students	Looked after children		White Boys		All Boys		Pakistani		Bangladeshi		Pupils on SA and SA+		Free School Meals/Non free schools meals	
		Group	Gap	Group	Gap	Group	Gap	Group	Gap	Group	Gap	Group	Gap	Group	Gap
2007	**35.5**	10.3	-25.2	31.0	-4.5	30.9	-4.6	23	-13	28	-8	5.1	-30.4	12.9	-22.6
2009	**43.2**	0	-43.2	36.2	-7.0	37.9	-5.3	30.4	-12.8	32.0	-11.2	15.3	-27.9	20.0	-23.0
Cohort size 2009	**3711**	28		1319		1937		181		50		SA 510 SA+ 71		643 on Free School Meals	

Narrowing performance gaps is critical if we are to ensure better equality of opportunity for a range of students – including those who are academically gifted or those with a range of specific talents.

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Our performance targets

Performance Indicator	Current performance	Projection 2014	Projection 2019
% secondary schools graded good or better – overall effectiveness	33	61	100
% secondary schools graded satisfactory or better - overall effectiveness	89	100	100
% secondary schools graded good or better – standards	28	56	72
% secondary schools graded satisfactory or better - standards	78	100	100
% secondary schools graded good or better – pupil progress	33	61	72
% secondary schools graded satisfactory or better - pupil progress	89	100	100
% secondary schools graded good or better – SEN pupil progress	39	61	72
% secondary schools graded satisfactory or better - SEN pupil progress	89	100	100
% secondary schools graded good or better – behaviour	66	83	88
% secondary schools graded satisfactory or better – behaviour	94	100	100
% secondary schools graded good or better – attendance	39	61	72
% secondary schools graded satisfactory or better – attendance	83	100	100
% secondary schools graded good or better – teaching/learning	33	61	72
% secondary schools graded satisfactory or better - teaching/learning	89	100	100
% secondary schools graded good or better – lead/management	56	100	100
% secondary schools graded satisfactory or better - lead/management	78	100	100
% secondary schools graded good or better – governance	39	61	72
% secondary schools graded satisfactory or better - governance	83	100	100
Number schools below 30% 5+ A*-C inc En/ma	4	0	0
Number schools below 50% 5+A*-C inc En/ma	11	7	3

Number schools above 70% 50% 5+A*-C inc En/ma	2	4	6

Performance Indicator	Current performance	Projection 2014	Projection 2019
Number of schools in top quartile – CVA	0	6	9
Number of schools in bottom quartile - CVA	9	4	0
GCSE performance for Walsall MBC – %5+ A*-C inc En/ma – narrow gap with national	-6.5	-3.0	0
GCSE performance for Walsall MBC – %5+ A*-C – narrow gap with national	-5.6	-2.5	0
GCSE performance for Walsall MBC – %5+ A*-G – narrow gap with national	-1.0	0.0	0.0
GCSE performance for Walsall MBC – %1+ A*-G – narrow gap with national	Nk	TBA	TBA
Reduce % who are not in education, employment or training	8.3	5.0	2.0
Increase % level 2 qualifications	65.5	78.0	86.0
Increase % level 3 qualifications	36.5	49.0	65.0
Improve 6th form average points score	627	750	850
Improve the performance of looked after students (5+A*-C inc En/ma) – narrow gap with all Walsall students	-43.2	-30.0	-20.0
Improve the performance of boys (5+A*-C inc En/ma) – narrow gap with all Walsall students	-5.3	-2.5	0
Improve the performance of white boys (5+A*-C inc En/ma)- narrow gap with all Walsall students	-7.0	-3.5	0
Improve the performance of Pakistani pupils (5+A*-C inc En/ma) – narrow gap with all Walsall students	-12.8	-6.4	0
Improve the performance of Bangladeshi pupils (5+A*-C inc En/ma) – narrow gap with all Walsall students	-11.2	-5.6	0
Improve the performance of pupils with SEN (5+A*-C inc En/ma) – narrow gap with all Walsall students	-27.9	-15.0	-7.5

Improve the performance of pupils eligible for free school meals – narrow gap with all Walsall students	-23.0	-15.0	-7.5
Reduce persistence absence	931	701	679
Reduce the number of days lost to exclusions	5405	5135	4864
Increase % of parents gaining first preference secondary school	74.2	80.0	90.0

The Transforming Learning Programme will ensure that every secondary school in the Borough has an individual plan which has been consulted upon widely with each school community and will seek to achieve the long-term strategic intent of the Council. The Building Schools for the Future Programme will help the Local Authority improve the quality of learning environments across the Borough over the next ten years as it brings significant financial investment from Central Government. These two programmes together will deliver better learning opportunities to our young people and lead to a significant improvement in qualifications in appropriate learning environments.

What are our top challenges?

Every three years we will review our progress in implementing this strategy as part of the required Children and Young People's Plan process in Walsall. We will review progress towards targets and detail actions in order to achieve our targets across the whole of Children's Services. Our top priorities over the next ten years are to:

1. **improve the rate of progress made by underperforming groups in order to raise overall attainment** – including those who are looked after, narrow gender gaps across subjects, white boys, those eligible for free school meals, and those with learning difficulties or disabilities. This will need high quality teachers who assess accurately and ensure learning is personalised to the needs of each learner;
2. **improve leadership of our underachieving schools.** To do this we will establish new governance structures across our schools;
3. **improve the curriculum offer** through a range of varied pathways for learning. To do this we will encourage new partnerships with private, voluntary, business and community groups as we provide new ways of learning through diplomas, work-based learning and apprenticeships for example;
4. **provide targeted support to those schools who struggle** to raise standards of performance to a good level;
5. **encourage the development of more good and outstanding schools as evaluated by Ofsted.** In order to achieve this we will encourage and support school partnerships such as federations, within and across phases of learning

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where appropriate. School to school support and the dissemination of good practice will be central to our approach;

6. **improve school learning environments** through the investment of money through the Building Schools for The Future programme. Our new places for learning will provide more flexible space that ensure we have sufficient and appropriate learning spaces;
7. **ensure all young people, particularly those with learning difficulties and disabilities, develop alongside young people of their own age** (improved progress by Special Education Needs pupils)
8. **ensure that Every Child in Walsall Matters** - Reduce child protection referrals, reduce teenage pregnancy, reduce numbers of Looked After Children, reduce obesity, reduce drugs and alcohol misuse, ensure children are safe from bullying – issues dealt within the Children and Young People's Plan;
9. **ensure we have the right number of schools.** We are required to plan for no more than 5% surplus places across the Borough and to ensure no school has more than 10% surplus places overall. To do this we are required to consider the secondary school population in the Borough in ten years time and determine how many schools we will need; and
10. **develop our workforce** so that they have the required skills and abilities to implement our ambitions

Special Schools

Our vision for inclusion states that we will develop a culture that involves the views of both parent/carer and child, with services that are inclusive of children and young people and their families from the start, through partnerships that focus our resources to support and achieve this. We will give priority to removing barriers that particular groups of children, young people and adults may face in becoming included, valued and self-confident and achieving learners within and beyond their local community.

Between 2004 and 2008 there was a significant reorganisation of special school education in the Borough. We are currently discussing with two schools who cater for children with moderate learning difficulties how their provision will be met in future years. Both schools are successful schools within their own right with one graded by Ofsted as outstanding (Castle Business and Enterprise College for pupils aged 4-19) and the other graded good with outstanding features in 2008 (Jane Lane - A College for Cognition and Learning for pupils aged 5-19).

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Elmwood School for pupils aged 11-16 with Behavioural, Emotional and Social Difficulties was graded good by Ofsted in 2009. The school moved into refurbished accommodation in an ex-secondary school in September 2008.

Mary Elliott School which caters for students aged 11-19 with severe learning difficulties, those with profound and multiple learning difficulties and those with a diagnosis of autistic spectrum disorder was graded by Ofsted as a good school with outstanding features in 2009. Mary Elliott was opened in a purpose built new school building in September 2008 on the Frank F Harrison/Hatherton 'campus'. This provides future opportunity to develop a full scale learning village with a range of service providers integrated within the Federation. At present the special school works in cooperation with the Federated schools and this is proving highly successful.

The Local Authority is currently reviewing provision for short stay schools and it is intended that a single short stay school for students aged 11-16 will be established from January 2010 as part of our plans to implement a new continuum of provision for pupils permanently excluded from school or at risk of exclusion. This will quickly bring our provision, which in part is inadequate, in line with new proposed government approaches and will align with our two new behaviour partnerships. We will retain another short stay school for those students with additional vulnerabilities, particularly of an emotional or social nature and those with medical conditions that prevent attendance at school for periods of time. This facility is currently graded outstanding by Ofsted.

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Improving pupil performance strategy: summary of approach

The Children and Young People's Plan details exactly how we will set about achieving our improvement targets. The Plan is reviewed every year and updated every three years; the next update will take place in 2012. Performance is monitored through the Council's Performance Information Management System and corrective actions and progress monitored by the Children's Trust Board and Executive Group. This document provides the reader with a brief summary of the approach to be adopted in achieving our demanding targets. A wealth of strategies and plans support the delivery of our ambition to transform learning across the secondary sector and these are summarised in Appendix 3 (p30)

Key Objective	Performance Indicators	The actions we will take	Who is responsible	What plans support this work
Improve the rate of progress made by underperforming groups in order to raise overall attainment	GCSE Performance gaps across underachieving groups.	We will establish new ways of working to improve the engagement in education of **looked after children** in residential homes and develop integrated teams that are focused on early intervention, identification and prevention. We will encourage more schools to achieve the NACE **Gifted and Talented** Challenge Award **We will develop one to one tuition** with targeted groups of young people **We will provide mentors to targeted students** (academic and pastoral) to support in Key Stage 4 We will support schools to effectively **implement the progression guidance** (SEN)	Virtual School Headteacher and Head of Corporate Parenting Assistant Managing Director – Quality & Effectiveness Head of	Corporate Parenting Plan GAP Plans 1 to 1 tuition plan Assessing Pupil Progress Plan BC Challenge Plan Progression guidance

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		We will implement a series of corrective action plans through the Children's Trust arrangements (Free Meals, Children in Care, Bangladeshi and Pakistani pupils)	Service – Learning Support & Innovations	
Key Objective	**Performance Indicators**	**The actions we will take**	**Who is responsible**	**What plans support this work**
Improve leadership of our underachieving schools. *See Appendix 4, p31 for the Map of School Governance proposals*	New Trusts established by 2010. Ofsted judgement of leadership in schools.	**We will establish** a new academy (Darlaston) three majority Trusts (Alumwell, Brownhills and Frank F Harrison) **and** two other Trusts (Pool Hayes and Willenhall). **Develop improvement plans** for each school and through School Improvement Partners ensure effective monitoring and challenge. Ensure support for schools is effective and this is monitored through progress groups attached to schools. **Use intervention strategies** where necessary in accordance with our Intervention procedures as agreed between the Local Authority and Schools.	Assistant Managing Director – Quality and Effectiveness	Individual School Improvement Plans. School Improvement Strategy. Workforce Development Plan

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Key Objective	Performance Indicators	The actions we will take	Who is responsible	What plans support this work
Improve the curriculum offer *See Appendix 4, p31 for the Diploma Development Map*	Reduction of NEET Exclusion rate decreases Attendance improves GCSE passes improve Opening of new facilities	**Close a pupil referral unit** and open a short stay school 11-16. **Establish a borough-wide approach to the delivery of 14-19** We will e stablish three area partnerships to support the local delivery of 14-19 learning and provide a focus for integrated youth work and school improvement. We will ensure effective information, advice and guidance is provided through a commissioned service provider. **Rationalise post-16 provision** to provide choice and diversity but to provide value for money and to raise standards. All Diploma lines will be supported within the Borough through the delivery of Diplomas and apprenticeships. **We will establish a regional University Technical College (UTC) for Engineering.** Sponsors are Walsall College (lead sponsor) and Wolverhampton University. Potential Business partners for the venture will also be identified thus providing wider opportunities for employment in the future. **We will establish three skills centres across the Borough** covering health (Alumwell Health Tec), SEN/Health Elmwood Special School) and eskills (West Walsall – TBC). Along with the UTC these new facilities will ensure that our students develop skills	Head of Service - Access and Inclusion Head of Service - Economic Well Being Head of Service - Integrated Young Peoples Support Services UTC Project Team (Serco and Council) Project Team (Serco and	Short Stay School Action Plan Integrated Youth Services Support Plan 14-19 Implementation Plan Statement of Intent and Expression of Interest for UTC

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		that will meet future employer needs in the region as identified through the Labour Market Intelligence which forecasts a high projected employee growth in the region across Manufacturing (+31%) and Building Technologies (+17%) and provides a regional focus on Creative Arts, Business and Professional, Technical and Digital, Care and Public Services and a range of Personal Services such as hairdressing, catering and retail.	Council)	
Key Objective	**Performance Indicators**	**The actions we will take**	**Who is responsible**	**What plans support this work**
Provide targeted support to those schools who struggle		We will **analyse performance of every** school on an annual basis and provide every governing body with an annual review of performance. This will be based on discussions held between Headteacher and school improvement partner – following national guidance. We will **challenge schools** to ensure they set appropriate improvement targets. We will ensure **support is directly provided or commissioned** to enable these schools to make the necessary improvements. We will intervene if necessary in accordance with agreed local procedures. We will **seek alternative governance structures in those schools who fail to improve and sustain that**	Head of Service - Quality and Improvement	School Intervention – agreed protocol Black Country Challenge Plan Transforming Learning Plans for schools in Wave 6a

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		improvement without significant levels of support from the Local Authority - in accordance with agreed local and national procedures. Where safeguarding is not satisfactory we will take immediate action – in any school – to ensure that required improvements are made in a swift and timely manner.		

Key Objective	**Performance Indicators**	**The actions we will take**	**Who is responsible**	**What plans support this work**
Encourage the development of more good and outstanding schools as evaluated by Ofsted		We will **scrutinise performance data to** trace improvement/ deterioration in three year and one year trends. Local intelligence including that provided by SIPs will be used to identify areas for development, provide early intervention and sharing of best practices to increase the number of schools that are good or better and to stop any slipping in effectiveness.	Head of Service - Quality & Effectiveness Head of Service - Learning	School Intervention Policy Black Country Challenge Plan 14-19 Implementation

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		We will **provide all schools with an allocated Children Services Improvement Adviser** who will coordinate closely the priorities across the children area partnerships Consultant support will be provided to support the schools' capacity to improve. **We will work with the National College and other partners on succession planning** and developing and monitoring the effectiveness of middle and senior managers. **School leaders and governing bodies will be supported in improving the quality of their self-evaluation** and their intervention strategies to improve on previous best. We will encourage the provision of **school to school support**, including brokering short term secondments, to give future leaders a range of opportunities to develop their skills in different contexts.	Support & Innovations	Plan Transforming Learning Plans for schools in Wave 6a

Key Objective	**Performance Indicators**	**The actions we will take**	**Who is responsible**	**What plans support this work**
Improve school learning	Sample schemes delivered on time	Implement Wave 6a of the BSF programme.	BSF Director	Strategy for Change

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environments *See Appendix 2, p29*	Wave 6a completed Approval of future projects through the programme.			Transforming Learning Plans for schools in Wave 6a

Key Objective	**Performance Indicators**	**The actions we will take**	**Who is responsible**	**What plans support this work**
Ensure all young people, particularly those with learning difficulties and disabilities, develop alongside young people of their own age	% secondary schools graded good or better – SEN pupil progress % secondary schools graded good or better – behaviour Reduce the number of days lost to exclusions Reduce % who are not in education, employment or training	**Develop provision for pupils with complex needs** by ensuring that BSF extends the continuum of support across special and mainstream provision. More effectively meeting the needs of those with Autistic Spectrum Disorders and complex communication needs. Developing our response to the Bercow Report on Speech Language and Communication Disorders. Developing opportunities for co-location and building on Additionally Resourced Provision to develop effective satellite arrangements reaching out from special schools **Develop a partnership with schools** to extend the continuum of support for those pupils who are at risk of permanent exclusion so that	Assistant Managing Director - Participation Head of Service - Access and Entitlement Head of Service - Access and Inclusion	SEN Strategy and Plan Short Stay School Action Plan

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		provision is available on school sites. To support this work through development of an effective Behaviour Challenge that engages both schools and support services. **Ensure the effective use of data** to support co-ordinated intervention and provision planning. Developing and extending the use of SID (School Improvement Data) to support tracking of pupil progress. Implementation of Progression Guidance to promote progress of SEN pupils and secure an increasingly narrowing gap between them and their peers. **Promote effective transition planning** and implementing the national Transition Support Programme. Strengthening the transition into adult life through consistent multi-agency transition plans from 14 years. Ensuring access to appropriate work experience. Developing progression routes by ensuring through appropriate curriculum options in through 14-19 learning pathways. Establishing a strong alignment with the 14-19 Strategy reducing LDD NEETs and effective collaboration with adult services to support the development of clear transition pathways up to 25 years. **All schools**	Head of Service - Integrated Early Years and Disabilities	14-19 Implementation Plan Children with Disability Plan

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		meet statutory requirements for disability.		

Key Objective: Ensure that every child in Walsall matters

The Children and Young People's Plan 2009-20012 details the priorities, targets and actions across the wider Children Services agenda. This strategy refers the reader to this statutory plan for further detail. As a result of wide consultation the 6 cross-cutting priorities that have been developed are that we will:

1. Encourage healthy lifestyles
2. Promote mental health, well-being and enjoyment of school life
3. Target early intervention to ensure safety
4. Promote social inclusion and reduce child poverty
5. Value and support our young people
6. Improve service delivery

Key Objective	Performance Indicators	The actions we will take	Who is responsible	What plans support this work
Ensure we have the right number of schools. *See planning and tables in Appendix 1*	Number of schools with 10% surplus places. The number of parents who gain the first preference school. Planning approval from Partnership for	Establish our requirements based on numbers for 2019. See Appendix 1 (p. 26-28) Close 1 school to ensure we have no more that 5% surplus places overall. Lower the intake of one school and increase the intake of two others to ensure we have places where they are needed. Evaluate the number of places on an annual basis and maintain an up to date estimate of	Head of Service – Planning & Development	Pupil Places Plan

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	Schools.	required places.		

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Key Objective	Performance Indicators	The actions we will take	Who is responsible	What plans support this work
Develop our *[school]* workforce	Ofsted judgement of the effectiveness with which schools deploy resources to achieve value for money, including how effectively the staff are deployed and the impact of their professional development (schools). Training and Development Agency's judgement on how effectively Walsall Children's Services – Serco enables schools to meet the training and development needs of all staff (WCS – Serco).	Continue to support the ongoing reform, deployment and development of the children's workforce in schools by: • promoting and sharing best practice regarding staff deployment, performance management and professional development through relevant information, advice, support and events • promoting and providing support for CPD leadership in schools through our Strategic Leadership of CPD programme • ensuring CPD explicitly addresses development needs identified in the performance management/review process and school improvement planning processes via a training needs analysis	Assistant Managing Director – Management & Development Workforce Development Manager	Workforce Development Plan

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CONCLUSION

We believe BSF will act as a catalyst for change across all aspects of school life and enhance our capability to deliver the five outcomes of the ECM agenda. BSF will support our shared endeavours with schools to:

- Reappraise what learning might look like.
- Create learning communities that are at the heart of their local communities through offering extended services, including health provision, community education, parent engagement and recreation for at least 50 weeks of the year with hours appropriate to the needs of communities.
- Improve choice and access for pupils and their parents/carers by rebuilding or remodelling schools in the areas of greatest social, economic and educational need against our criteria; by ensuring that performance improves in all schools.
- Engage with parents/carers to better support the progress of their children, including through the enhanced use of technology for communicating with parents/carers.

As a key enabler for the transformation of integrated teaching, learning and services to schools, our ICT strategy supports BSF by reinforcing the connection between the learning experience and ICT innovation working together to deliver measurable educational success. Through our planned development of wireless networking we will enable anytime, anywhere access to learning materials and to the management information that supports learners. Learners will be able to collaborate at local and area levels across our networked learning community. This will assist our ambition to enable the provision of high quality, shared resources through collaboration, not only between schools, but also with other key providers of education, training and employment. ICT provision will enhance and accelerate the learning of young people with LDD, enabling them to develop independence and employability skills.

BSF will support a continually improving approach to access and entitlement in learning across the Borough. In sustaining our Virtual School strategy for the support of Children in Care we will seek to extend the concept and its delivery mechanisms to include other groups vulnerable to underachievement. Our vision takes a strategically integrated approach to a wide view of inclusion for identified groups who are vulnerable to underachievement, embracing the challenges of community cohesion and safety, including the prevention of violent extremism. Driving interagency

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collaboration through CAF and ContactPoint, the alignment of our Children's Area Partnerships within the BSF framework for service integration will support the strategic locality-based approach to integrated service delivery, with increasing devolved local decision-making and commissioning capacity.

We believe that every place has its time and now it's Walsall's time.

Appendix 1 : PLANNING THE PLACES – summary and overview

In November 2009 Partnership for Schools approved the needs analysis presented and the figures and information in this section are based on that analysis. Partnership for Schools is satisfied that we can demonstrate a need for a University Technical College without negative impact on other schools and the DCSF have stated an intention to continue to pursue this project. The main components of pupil projections are:

- Births data
- Pre-school children data provided by Walsall NHS
- Cohort survival rates
- Trends in actual pupil number changes over the previous 3 year period
- Admissions data relating to school preferences
- Cross border movements
- New residential developments with planning consent
- No more than 10% surplus places in any one school (BSF requirement)
- No more than 5% surplus places across the authority as a whole (BSF requirement)

The projections take account of pupil yield from approved planning applications for residential developments; it does not take account of major regeneration developments which are expected to be taken forward during the planning period to 2019/20 as this is not allowed within our planning for BSF. However, data will be reviewed as further information becomes available. Major housing-led regeneration is being taken forward by the Council in several areas of the borough, especially in Willenhall and Darlaston, and as these become more fully developed, pupil projections will be revised. In the present economic situation there is some uncertainty about the timescale in which housing developments will be completed.

Table A shows projected pupil numbers for the period to 2019 and Table B details the admission numbers for schools until 2019/20. As part of our planning Partnerships for Schools has accepted an alternative plan should the government decide to

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establish a University Technical College in the Borough. In this case plans to increase or reduce school intakes will remain the same as numbers are small. During this ten year period we will manage the initial decrease in pupil numbers followed by an increase in the number of places across schools whilst increasing choice and diversity for parents/carers and students through our new school partner arrangements. In order to respond to changing demographics from 2013 (or shortly thereafter), it is proposed to increase the number of places at Frank F Harrison and Pool Hayes. In addition to the places detailed below, Pool Hayes, Shire Oak and St Francis of Assisi have designated SEN provision. These places form part of the continuum of SEN provision in the borough.

Table A: Projected Pupil Numbers and Year 7 Intakes

In October 2008, there were 17,716 pupils aged 11-16 years on roll at secondary schools and this is projected to fall to 17,120 in 2014/15 and then to increase to 18,192 by 2019. Further increases are expected beyond 2019 and 3,737 Year 7 places will be required in 2020. This is mainly a result of an increase in the birth rate in recent years and the major residential developments in the borough are also a contributory factor. Details of these projections together with projected intakes into Year 7 are provided in the table below.

School Year	Number of 11-16 year old pupils	Year 7 intake
2010/11	17,414	3,449
2011/12	17,459	3,488
2012/13	17,330	3,326
2013/14	17,158	3,344
2014/15	17,120	3,453

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2015/16	17,155	3,484
2016/17	17,286	3,619
2017/18	17,726	3,774
2018/19	17,944	3,576
2019/20	18,192	3,720

TABLE B: Planned admission numbers until 2019/20 (required BSF planning year) – mainstream schools

School Name	Adm No 2010	Adm No 2011	Adm No 2012	Adm No 2013	Adm No 2014	Adm No 2015	Adm No 2016	Adm No 2017	Adm No 2018	Adm No 2019
Aldridge	259	259	259	259	259	259	259	260	260	260
Alumwell	195	195	195	195	195	195	195	195	195	195
Barr Beacon	260	260	260	260	260	260	260	260	260	260
Blue Coat	180	180	180	180	180	180	180	180	180	180
Brownhills	168	168	168	168	168	150	150	150	150	150
Grace Academy, Darlaston	240	240	240	240	240	240	240	240	240	240
Frank F Harrison	180	180	180	180	180	180	240	240	240	240
Joseph Leckie	240	240	240	240	240	240	240	240	240	240
Pool Hayes Community #	213	213	213	213	240	240	240	240	240	240
Queen Mary's Grammar	96	96	96	96	96	96	96	96	96	96

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Queen Mary's High	96	96	96	96	96	96	96	96	96	96
Shelfield Community Academy	240	240	240	240	240	240	240	240	240	240
Shire Oak #	240	240	240	240	240	240	240	240	240	240
Sneyd	0	0	0	0	0	0	0	0	0	0
St Francis of Assisi ##	184	184	184	184	184	184	184	184	184	184
St Thomas More	243	243	243	243	243	243	243	243	243	243
Streetly	243	243	243	243	243	243	243	243	243	243
Walsall Academy	168	168	168	168	168	168	168	168	168	168
Willenhall	270	270	270	270	270	270	270	270	270	270
Number of places available	**3,715**	**3,715**	**3,715**	**3,715**	**3,742**	**3,724**	**3,784**	**3,785**	**3,785**	**3,785**
Number of places required	**3,449**	**3,488**	**3,326**	**3,344**	**3,453**	**3,484**	**3,619**	**3,774**	**3,576**	**3,720**
Surplus places in Year 7	266	227	389	371	289	240	165	11	209	65
% surplus places in Year 7	7.16%	6.11%	10.47%	9.99%	7.72%	6.44%	4.36%	0.29%	5.52%	1.72%

Admission number includes 2 places in resources provision

##Admission number includes 4 places in resources provision

Appendix 2: PROPOSED WAVES OF DEVELOPMENT

A full needs assessment was conducted and considered key criteria including school academic performance, building conditions, affordability and deliverability. Cabinet approved both the first six projects for Wave 6a investment (Frank F Harrison was added to the original list of five projects after being promoted from the list of follow-on projects, in turn promoting Blue Coat from an original Wave 8 position to Wave 7 as the school next in line in terms of need) and proposed follow-on projects a result of this needs analysis. It is the aim of the authority to address those facing the greatest challenges in raising standards across the first two phases of implementation. Wave 6a of BSF will generate somewhere in the region of £100m of investment in Walsall school buildings in order to support the transformation of learning.

Wave 6a	Wave 7*	Wave 8*	Wave 9*

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Alumwell	Brownhills	Aldridge	Barr Beacon
Joseph Leckie	**Ruiz Centre (KS3 PRU)	Castle Special	Queen Mary's High
Pool Hayes Frank F Harrison	Elmwood Willenhall	Jane Lane Special **New Leaf Centre (KS4 PRU)	Queen Mary's Grammar St Francis of Assisi
The Streetly	Blue Coat	Mary Elliot Special	St Thomas More
Shire Oak			The Shepwell Centre (PRU)

*Follow-on projects are those which were originally identified as part of the Wave 7, 8 and 9 Expression of Interest to secure future BSF investment. The current BSF methodology now requires authorities to demonstrate a readiness to deliver for follow-on projects. The authority will revisit this project selection to ensure that the follow-on phase of projects from Wave 6a represent an up to date picture of needs analysis which addresses those facing the greatest challenge combined with readiness to deliver.

** Provision under review.

Finance for Skills Centres:

LSC: £7million; **14-19 diplomas, SEN/Disability Grant:** £8million; phased as £2m in 2009/10 and £6min 2010/11

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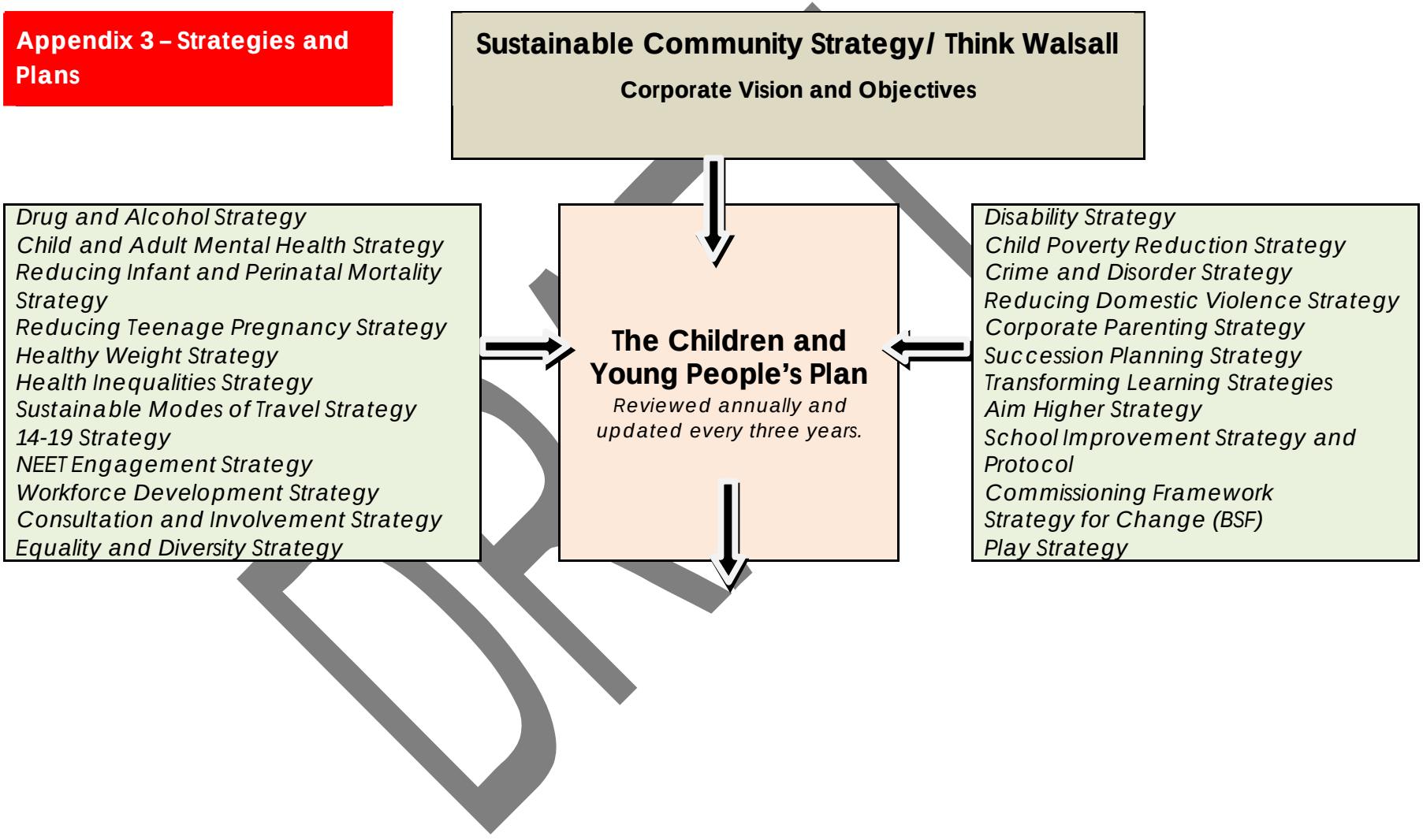
Appendix 3 – Strategies and Plans



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APPENDIX

- *te Plan*
- *ate Plans*
- *Divisional Service Plans*
- *Team and Unit Plans*
- *Individual Performance Plans*
- *Transforming Learning Plan*
- *Pupil Places Plan*
- *Sustainable Modes of Travel Plan*
- *Wave 6a Transforming Learning Plans*
- *Individual School Improvement Plans*
- *1 to 1 Tuition Plan*
- *Assessing Pupil Progress Plan*
- *Black Country Challenge Plan*
- *14-19 Implementation Plan*
- *Narrowing Performance Gaps Plans*
- *Children with Disability Plan*
- *Short Stay School Action Plan*
- *Access and Entitlement Plans*
- *Safeguarding Board Business Plan*
- *Youth Justice Plan*
- *Corporate Parenting Plan*
- *Reducing Child Poverty Plan*
- *National Services Framework*
- *Crime and Disorder Plan*
- *Integrated Young People Services Plan*
- *Workforce Development Plan*

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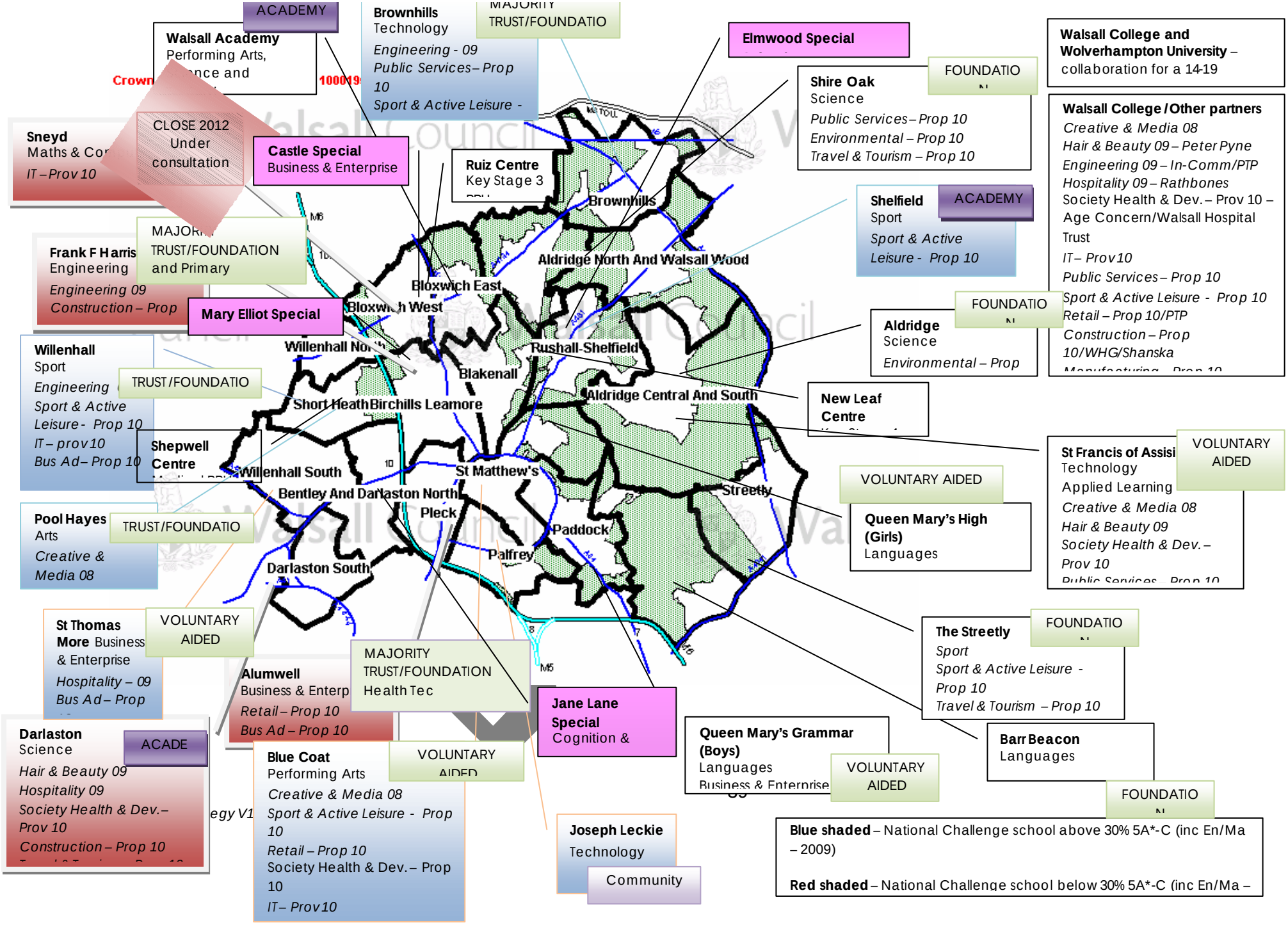
ACADEMY
Walsall Academy
Performing Arts,
CLOSE 2012
Under
consultation
Brownhills
Technology
Engineering - 09
Public Services– Prop 10
Sport & Active Leisure -
MAJORITY
TRUST/FOUNDATIO
Elmwood Special
Walsall College and Wolverhampton University – collaboration for a 14-19
Shire Oak
Science
Public Services– Prop 10
Environmental – Prop 10
Travel & Tourism – Prop 10
FOUNDATIO
Walsall College /Other partners
Creative & Media 08
Hair & Beauty 09 – Peter Pyne
Engineering 09 – In-Comm/PTP
Hospitality 09 – Rathbones
Society Health & Dev. – Prov 10 – Age Concern/Walsall Hospital Trust
IT– Prov10
Public Services– Prop 10
Sport & Active Leisure - Prop 10
Retail – Prop 10/PTP
Construction – Prop 10/WHG/Shanska
Sneyd
Maths & Co
IT – Prov 10
Castle Special
Business & Enterprise
Ruiz Centre
Key Stage 3
Shelfield
Sport
Sport & Active Leisure - Prop 10
ACADEMY
MAJORITY
TRUST/FOUNDATION
and Primary
Frank F Harris
Engineering
Engineering 09
Construction – Prop
Mary Elliot Special
Aldridge
Science
Environmental – Prop
FOUNDATIO
Willenhall
Sport
Engineering
Sport & Active Leisure - Prop 10
IT – prov10
Bus Ad– Prop 10
TRUST/FOUNDATIO
New Leaf
Centre
Shepwell
Centre
St Francis of Assisi
Technology
Applied Learning
Creative & Media 08
Hair & Beauty 09
Society Health & Dev. – Prov 10
VOLUNTARY AIDED
VOLUNTARY AIDED
Queen Mary's High (Girls)
Languages
Pool Hayes
Arts
Creative & Media 08
TRUST/FOUNDATIO
St Thomas More Business & Enterprise
Hospitality – 09
Bus Ad– Prop
VOLUNTARY AIDED
MAJORITY
TRUST/FOUNDATION
Health Tec
Alumwell
Business & Enterp
Retail – Prop 10
Bus Ad – Prop 10
Jane Lane Special
Cognition &
The Streetly
Sport
Sport & Active Leisure - Prop 10
Travel & Tourism – Prop 10
FOUNDATIO
Queen Mary's Grammar (Boys)
Languages
Business & Enterprise
VOLUNTARY AIDED
Barr Beacon
Languages
FOUNDATIO
Darlaston
Science
Hair & Beauty 09
Hospitality 09
Society Health & Dev.– Prov 10
Construction – Prop 10
ACADE
Blue Coat
Performing Arts
Creative & Media 08
Sport & Active Leisure - Prop 10
Retail – Prop 10
Society Health & Dev. – Prop 10
IT– Prov10
VOLUNTARY AIDED
Joseph Leckie
Technology
Community
Blue shaded – National Challenge school above 30% 5A*-C (inc En/Ma – 2009)
Red shaded – National Challenge school below 30% 5A*-C (inc En/Ma –
Brownhills
Aldridge North And Walsall Wood
Bloxwich East
Bloxwich West
Willenhall North
Rushall-Shelfield
Blakenall
Aldridge Central And South
Short Heath
Birchills Leamore
Willenhall South
St Matthew's
Streetly
Bentley And Darlaston North
Pleck
Paddock
Palfrey
Darlaston South
M6 TOLL
M6
M5

Appendix B
Summary of Changes to The Secondary Strategy Document

- A Strategic Intent has been added (Page 4)
- Principles behind this strategy – streamlined as suggested and principles sorted to show who is responsible for what. This is now clearer and less text. (Page 6)
- A data review has been added (Pages 7-11)
- A list of performance targets has been added (Pages 12-13).
- We have reverted to the previous version of our top challenges as these were derived from the data and agreed with schools. A much better linkage is now evident between data, targets and priorities.
- Reference to Special Schools provides clearer detail about support for secondary pupils educated in specialist provision and in Special Schools. This includes an intention to reform our short stay school provision.
- A Summary of high-level actions has been added showing the kinds of things we will do for each priority. (Pages 16-24). A clear link is made to the planning/review processes of the Children and Young People's Plan. (Page 16).
- It is now intended to establish three majority trusts
- We have included 4 appendices and these are referred to within the main body of the document.
- Significant update of pupil places planning following discussion with Partnership fro Schools and the Remit discussion held on 17th November is included. The charts assume an estate without a University Technical College as this has not been formally agreed. However, The Cabinet paper entitled Provision of Secondary School Places in 2019 (December 2009) contains a separate summary of secondary school place provision that includes a UTC should this be opened. Partnership for Schools and the DCSF have approved this alternative Plan B and recognise that it will have no detrimental effect on other schools (Appendix 1).
- We have signposted that we will manage the decrease and increase over the ten year period as detailed in the Secondary School Places report (December 2009) (Appendix 1)
- Appendix 3 added – showing how our strategies and plans link
- The Map is now referred to in the text of the document and identified as appendix 4.