

WE3

Our challenge is for all learners to enjoy a high quality learning experience.

We will celebrate **Warwickshire's Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

WCC will, on an annual basis:

- Anticipate growth in demand for places, maximising use of capital funding in local areas
- Efficiently administer school admissions.
- Continue to support governors in their vital role.

The Warwickshire Challenge Board will continue to lead and coordinate school improvement and will organise support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system. In 2019 a new 'App' will be developed to promote the success of Warwickshire schools in relation to WE 1, 2, 3 and 4.



WE4

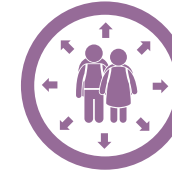
Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:

- The local economy can grow
- Young people can take on the responsibilities of adult life and wider participation in higher education
- Adult learners contribute to the local economy
- Young people make informed choices
- Young people move successfully into sustainable employment

We will develop and implement a county careers strategy, including apprenticeships, introduction of T-levels, monitoring numbers not in education, employment or training and liaison with the widening participation strategy.



WE1
Early
Years



WE2
An
Empowering
curriculum



WE3
Family of
Schools



WE4
Employability

Warwickshire Education (WE) Strategy 2018-2023

'Working in partnership, celebrating success, aiming for excellence'

Safeguarding and promoting the welfare and well-being of learners is paramount In all areas of work.



WE will:

WE1

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

Together, we will champion the **Early Years Foundation Stage (EYFS)**. In 2018/19 we will:

- co-ordinate high quality training
- help parents to provide language-rich learning at home
- secure sufficient childcare
- check that safeguarding arrangements are robust.



WE2

Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups:

WE2 (a) The wellbeing of **Learners currently missing education** will improve as will their educational outcomes.

By September 2019, all children and young people of school-age will have a suitable educational placement, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.

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WE2 (b) The gaps between the achievements of learners eligible for **Pupil Premium**: and those of their peers, will narrow, particularly at age 11 and 16.

We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.

WE2 (c) Children who are **Looked After** will be supported to reach their potential.

We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.

WE2 (d) Learners with **Special Educational Needs and Disabilities (SEND)** will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable.

We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.

WE2 (e) As a result of nurturing support from local communities, professionals, parents and learners with **social, emotional and mental health needs** will grow in confidence.

We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services.

We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.



Warwickshire Education Strategy

Summary Delivery Plan 2018/19



*see document 3 Education Strategy Dataset

	WE outcome	Actions	Responsible	Timescale	Success in August 2019*	Measuring success in 2023*	RAG / Notes
1	<p>Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.</p> <p>Together, we will champion the Early Years Foundation Stage (EYFS).</p>	<p>Establish Early Years Board</p> <p>WCC commission Aspiration Network</p> <p>New Aspiration Network deliver to specification:</p> <p>co-ordinate high quality training</p> <p>and help parents to provide language-rich learning at home</p> <p>secure sufficient childcare, checking that safeguarding arrangements are robust.</p>	<p>New Early Years Board</p> <p>WCC</p> <p>Nursery School Teaching School</p> <p>WCC</p>	<p>September 2018 – July 2019 followed by a review before the second year commences</p>	<p>The achievements of disadvantaged learners at age five in July 2019 will show gaps continuing to close in Warwickshire.</p> <p>The percentage of good and outstanding early years providers in Warwickshire will exceed the national figure and that there will be sufficient good quality places for two, three and four year-olds.</p>	<p>Good Level of Development at age five for disadvantaged learners compared with non-disadvantaged</p> <p>Percentage of early years providers that are judged by Ofsted as good / outstanding</p> <p>Percentage of 2 year olds benefitting from funded early education places</p> <p>Percentage of 2 year olds children benefitting from funded early education in Ofsted judged good / outstanding providers</p>	

2	Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups:						
2(a)	<p>Learners missing education:</p> <p>The wellbeing of Learners currently missing education will improve as will their educational outcomes. By September 2019, all children and young people of school-age will have an appropriate school place, and will be enjoying their learning. We will support children and young people who find conventional schooling difficult so that they can still achieve their potential.</p>	WCC officers will work with the Area Behaviour Partnerships, headteachers and partner organisations to develop, implement and monitor a plan to achieve this objective. The plan will include a focus on curriculum and on transition.	New Children Missing their Education Entitlement Team	September 2018 – July 2019 followed by a review before the second year commences	We will work with partners to better understand the escalating number of permanent exclusions in Warwickshire so that by July 2019 there are no excluded children without a school place in the county. We will continue to support home educating families within the regulations so that the take-up of home visits for newly registered children increases from 57% to 65%.	<p>Number of children of statutory school-age not on a school roll due to exclusion / ill health</p> <p>School leaders in Warwickshire will be taking full responsibility for ensuring that all children have a school place, especially vulnerable learners and Children Looked After. This will mean that learners finding it difficult to participate fully in school will all be on the roll of a school where they are nurtured. They will experience an appropriate education that meets their needs and allows them to achieve.</p>	
2(b)	<p>Pupil Premium:</p> <p>The gaps between the achievement of learners eligible for Pupil Premium: and those of their peers, will narrow, particularly at age 11 and 16.</p> <p>We will celebrate the achievement of pupils eligible for pupil premium funding and we will give those who need it, extra support to catch up. We will check on this every November from 2019 to 2023.</p>	A new Closing the Gap plan will be developed, implemented and monitored. It will include a focus on curriculum and on transition.	Refreshed Closing the Gap Board	September 2018 – July 2019 followed by a review before the second year commences	Disadvantaged learners in all formally assessed Key Stages (at the end of: Reception, Years 2, 6, 11 and 13) will be reaching at least the levels of the equivalent cohort nationally.	Disadvantaged learners in all formally assessed Key Stages (at the end of: Reception, Years 2, 6 and 11) will be reaching at least the levels of the equivalent cohort nationally.	

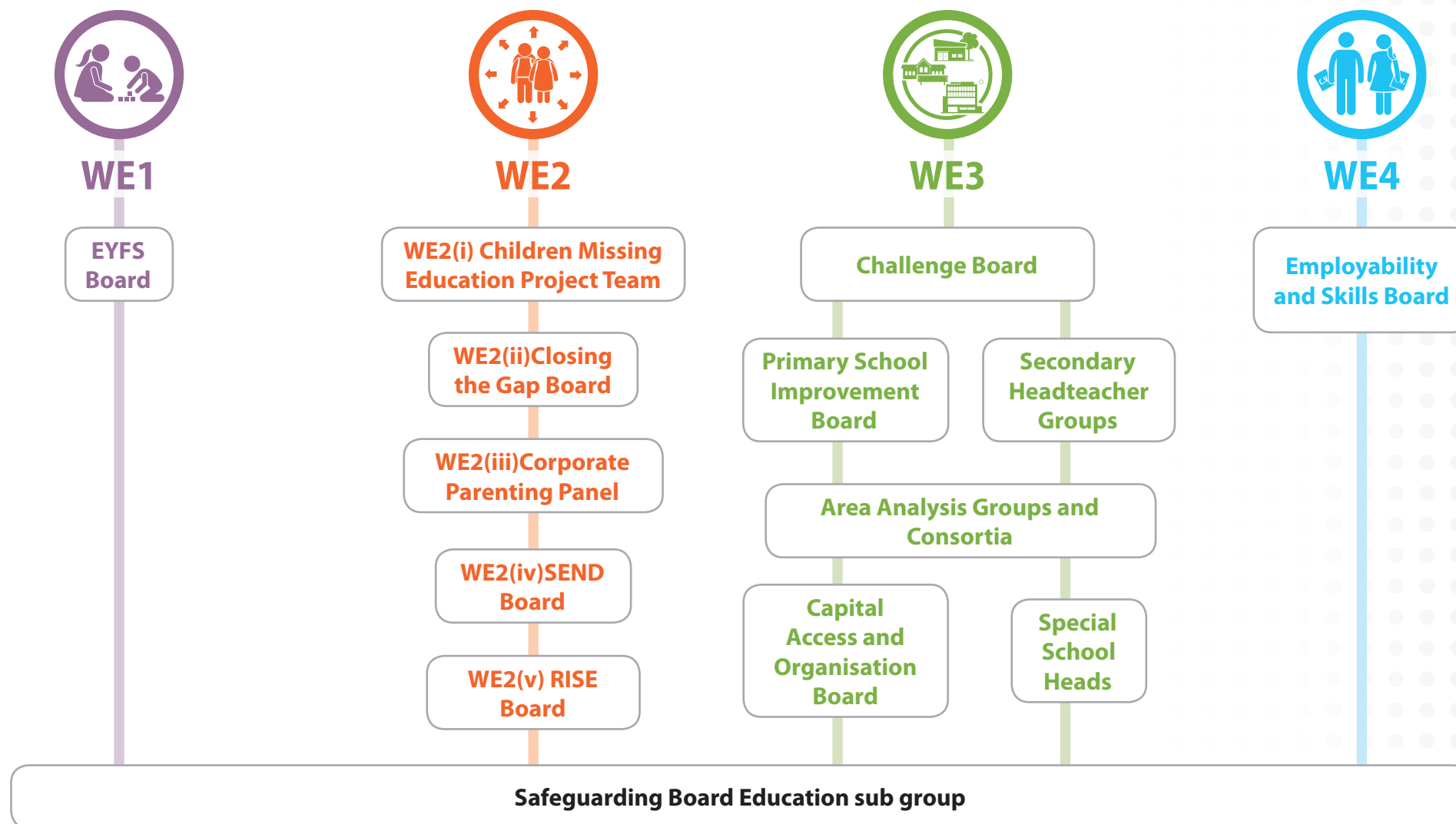
<p>2(c)</p>	<p>Children who are Looked After and Care Leavers;</p> <p>Children who are looked after will be supported to reach their potential.</p> <p>We will provide a wide range of opportunities such as leisure activities and apprenticeships. We will remove barriers and raise educational aspirations for Children who are Looked After and Care Leavers.</p>	<p>The peer review of the Virtual School will lead to an action plan which will be implemented and monitored. The plan will include a focus on curriculum and transition.</p>	<p>Corporate Parenting Panel</p>	<p>September 2018 – July 2019 followed by a review before the second year commences</p>	<p>The profile of the Council as corporate parent will be raised so that all elected Members and Council staff prioritise Children who are Looked After. A dataset will be agreed for reporting to Corporate Parenting Panel</p>	<p>The number of young people in care/care leavers aged 16 yrs. – 19 yrs. who are not in education, employment or training (NEET); Attainment at key stage 2 (primary) - the gap between the achievement of looked after pupils and those not in care; Attainment at key stage 4 (secondary) – the gap between the achievement of looked after pupils and those not in care</p>	
<p>2(d)</p>	<p>Learners with Special Educational Needs and Disabilities (SEND);</p> <p>will be able to succeed in schools and settings close to home, and they will be supported towards becoming independent and employable. We will continue to increase the number of high quality places in Warwickshire special and mainstream schools and settings. We will ensure that legal requirements for SEND assessments are met.</p>	<p>The SEND Reform implementation in Warwickshire will be fully evaluated before a new change plan is implemented and monitored. The plan will include a focus on curriculum and on transition.</p>	<p>New SEND Board</p>	<p>September 2018 – July 2019 followed by a review before the second year commences</p>	<p>All Statements will have been converted to Education, Health and Care Plans (EHCPs) by the end of the Summer Term 2018.</p> <p>All EHCPs will be finalised as soon as practicable, and within 20 weeks of receiving the request for a needs assessment.</p>	<p>Percentage of Education Health and Care Plans completed within 20 weeks. Sufficient places to meet the full range of SEND needs in Warwickshire with more good quality resource provision in local areas</p> <p>Good and outstanding special schools will be working effectively with mainstream education providers promoting effective inclusion, and there will be an increased focus on effective transitions into and between education providers. educational outcomes for children with SEND in Warwickshire at age five, seven, eleven and sixteen will at least match the national figure for SEND. A wide range of options will be in place for post-16 learners so that they can be supported to develop resilience and employability. As a result there will be an increase in the number of young people with learning disabilities moving into paid employment.</p>	

<p>2(e)</p>	<p>Learners with social, emotional and mental health needs;</p> <p>As a result of nurturing support from local communities, professionals and learners with social, emotional and mental health needs will grow in confidence.</p> <p>We will help learners to bounce back when things get tough by developing expertise in colleges, classes, schools and settings to support resilience and emotional wellbeing. We will provide clear routes to access local support services.</p> <p>We will implement a Warwickshire Workload Charter to help school leaders demonstrate that staff workload is reducing.</p>	<p>We will provide clear routes to local support services particularly at times of transition.</p> <p>We will implement the Warwickshire Workload Charter</p>	<p>RISE Board</p> <p>Workload Charter steering group</p>	<p>September 2018 – July 2019 followed by a review before the second year commences</p>	<p>Every school and college will be encouraged to appoint a designated lead for mental health</p> <p>12 schools will have achieved the Warwickshire Workload Charter by July 2019.</p>	<p>By 2020, named leads will be in place in all schools. Every school and college will have a designated lead in mental health, who works closely with the School Nurse and other relevant professionals.</p> <p>The Warwickshire Workload Charter will be embedded throughout the county and workload for education staff will be reasonable.</p>	
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<p>3</p>	<p>Our challenge is for all learners to enjoy a high quality learning experience. We will celebrate Warwickshire's Family of Schools: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.</p>	<p>Lead and coordinate school improvement organising support for schools facing difficulties. Teaching schools and multi-academy trusts will be invited to contribute to the school-led system.</p> <p>Anticipate growth in demand for places, maximising use of capital funding in local areas</p> <p>Efficiently administer school admissions.</p> <p>Continue to support governors in their vital role.</p> <p>Develop new 'App' will be developed to promote the success of Warwickshire schools in relation to WE 1, 2, 3 and 4.</p>	<p>Challenge Board, Area Analysis Groups, Consortia</p> <p>WCC</p> <p>WCC</p> <p>WCC</p> <p>WCC leading co-production</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Review and then ongoing</p> <p>Ongoing</p> <p>September to December 2018</p>	<p>Number of Teaching Schools and NLEs will increase</p> <p>More successful bids to the Strategic School Improvement Fund (SSIF).</p> <p>All schools (maintained and academy) judged as less than good should, as a result, be re-inspected to achieve a good outcome and outcomes for vulnerable learners should improve in targeted schools</p> <p>Focus on Nuneaton and Bedworth where nearly 20% of schools require improvement, supporting maintained schools and academies in to be judged by Ofsted as good or outstanding so that the quality of education in the more economically disadvantaged areas of Warwickshire is the best it can be.</p> <p>We will anticipate with accuracy the growth in demand for school places in Warwickshire. We will update the Sufficiency Strategy, maximising use of capital and growth funding to meet need in local areas.</p>	<p>Educational outcomes in Warwickshire for children at age five, seven, eleven, sixteen and eighteen will be well above the national figure. All schools and settings in the more economically disadvantaged areas of Warwickshire will all be judged as good and outstanding.</p> <p>All schools (maintained and academy) judged as less than good should, when re-inspected achieve a good outcome, with a specific focus on Nuneaton and Bedworth (N&B) Outcomes for vulnerable learners improve in schools targeted in Strategic School Improvement Fund (SSIF) bids</p> <p>There will be sufficient school places to meet demand in Warwickshire, including for learners with SEND.</p>	
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<p>4</p>	<p>Our challenge is to champion employability by promoting the best opportunities for all learners so that:</p> <ul style="list-style-type: none"> • The local economy can grow • Young people can take on the responsibilities of adult life and wider participation in higher education • Adult learners contribute to the local economy • Young people make informed choices • Young people move successfully into sustainable employment 	<p>Develop and implement a Warwickshire careers strategy</p> <p>Plan and roll out a campaign to promote apprenticeships, and the introduction of T-levels</p> <p>Continue with NEET reduction plan</p> <p>Promote the widening participation strategy</p>	<p>New Infrastructure and Skills Board</p> <p>Warwick University</p>	<p>September 2018 – July 2019 followed by a review before the second year commences</p>	<p>A Warwickshire careers strategy will be in place for 2019 with sign up from all secondary schools</p> <p>further reduction in the number of young people not in education, employment or training</p> <p>Secondary schools report increased capacity to deliver careers advice for young people least likely to enter the job market or further / higher education.</p> <p>There is an increase in the number of pupil premium students entering higher education</p> <p>The Employability and Skills Board will develop measures to assess business engagement with schools/colleges and businesses facing skills shortages</p>	<p>Percentage of 16 and 17 year olds Not in Education, Employment or Training (NEET)</p> <p>Student Destinations – Percentage in sustained education or employment / training destinations (<i>for at least two terms after leaving KS4 or KS5 study</i>)</p> <p>Building on the successful Skills for Employment programme, Warwickshire's young people will experience a wide range of career opportunities through further and higher education and apprenticeships. All secondary schools, including special schools, will build on their current relationships with Warwickshire businesses. Post-16 education will focus on ensuring choice into apprenticeships and technical or academic pathways. The Adult and Community Learning Service will be targeting areas of the county where there is most need so that we maximise the opportunities for adult learners to return to the workforce or change direction in their career.</p>	
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Responsibility for delivery of the priorities in the Education Strategy



Education Strategy Dataset 2018

WE	Measure	Monitoring frequency	Data source	Data owner	Warwickshire Data (National data in brackets)	RAG
1	Good Level of Development at age five for disadvantaged learners compared with non-disadvantaged	annual	Early Years Foundation Stage Profile (EYFSP)	DfE / WCC Insight Team	2017 Disadvantaged = 58% Non Disadvantaged = 74% All = 73%	
1	Percentage of early years providers that are judged by Ofsted as good / outstanding	termly	Inspection outcomes for childcare on non-domestic premises	Ofsted / WCC Insight Team	31/12/2017 = 95% (94%)	
1	Percentage of 2 year olds benefitting from funded early education places	annual	Education provision: children under 5 years of age	DfE / WCC Insight Team	2015 = 68% (58%) 2016 = 74% (68%) 2017 = 81% (71%)	
1	Percentage of 2 year olds children benefitting from funded early education in Ofsted judged good / outstanding providers	annual	Education provision: children under 5 years of age	DfE / WCC Insight Team	2017 = 95% (97%)	
2 a	Number of children of statutory school-age not on a school roll due to exclusion / ill health	monthly	WCC Project Team	WCC Project Team		
2 b	Disadvantaged learners in all formally assessed Key Stages (at the end of: Reception, Years 2, 6 and 11) will be reaching at least the levels of the equivalent cohort nationally.	annual	EYFSP, Phonics assessment, Key Stage 1 and 2 Reading, Writing and Maths at expected level Attainment 8	DfE / WCC Insight Team	<p>EYFSP – GLD Disadvantaged = 58% (56%) Non Disadvantaged = 74% (73%) All = 73% (71%)</p> <p>Phonics – Working at required level Disadvantaged = 69% (68%) Non Disadvantaged = 84% (83%) All = 82% (81%)</p> <p>KS1 – RWM Expected+ Disadvantaged = 46% (49%) Non Disadvantaged = 69% (68%) All = 66% (64%)</p> <p>KS2 – RWM Expected+ Disadvantaged = 42% (48%) Non Disadvantaged = 68% (68%) All = 62% (62%)</p> <p>KS4 – A8 Disadvantaged = 36.7 (37.1) Non Disadvantaged = 51.8 (49.9) All = 49.0 (46.4)</p>	

2 c	The number of young people in care/care leavers aged 16 yrs. – 19 yrs. who are not in education, employment or training (NEET) Attainment at key stage 2 (primary) - the gap between the achievement of looked after pupils and those not in care Attainment at key stage 4 (secondary) – the gap between the achievement of looked after pupils and those not in care	Quarterly annual	NEET Key Stage 2 Reading, Writing and Maths at expected standard and above Attainment 8	WCC WCC Insight Team	2017 KS2 – % RWM Expected Standard+: CLA = 43% (32%) Non-CLA = 62% (61%) GAP = -19% (-29%) KS4 – Attainment 8 CLA = 22.4 (19.3) Non-CLA = 46.4 (44.5) GAP = -24.0 (-25.2)
2 e	Percentage of Education Health and Care Plans completed within 20 weeks	monthly	WCC internal data	WCC SENDAR Team	
3	All schools (maintained and academy) judged as less than good should, when re-inspected achieve a good outcome, with a specific focus on Nuneaton and Bedworth (N&B)	quarterly	Inspection outcomes; schools	Ofsted / WCC Insight Team	28/02/2018 24 schools less than good of which 14 (58%) also previously judged less than good 7 schools less than good in N&B of which 4 (57%) also previously judged less than good
3	Outcomes for vulnerable learners improve in schools targeted in Strategic School Improvement Fund (SSIF) bids	annual	EYFSP, Phonics assessment, Key Stage 1 and 2 Reading, Writing and Maths at expected level, Attainment 8	DfE / WCC Insight Team	
4	Percentage of 16 and 17 year olds Not in Education, Employment or Training (NEET)	monthly	National Client Caseload Information System (NCCIS) portal (LA Tables)	WCC / Prospects	28/02/2018 = 1.9% (2.8%)
4	Student Destinations – Percentage in sustained education or employment / training destinations <i>(for at least two terms after leaving KS4 or KS5 study)</i>	annual	Destinations after key stage 4 and 5	DfE / WCC Insight Team	2015/16 destinations for the 2014/15 cohort After completing KS4 (GCSEs): 95% (94%) After completing KS5 (A Levels): 92% (89%)

Education Strategy Soft Measures 2018-19

WE	Evidence	Monitoring frequency	Owner	Summary of information	RAG
2v	List of mental health leads in schools	quarterly	WCC Public Health		
2v	List of schools adopting Warwickshire Workload Charter	quarterly	WCC Schools HR		
4	Warwickshire Careers Strategy in place	annual	WCC Skills for Employment		

Warwickshire Education Strategy

Contextual Data



Warwickshire is entering a period of significant growth over the next 15 years, with large scale housing development proposed across the county requiring education provision for over 30,000 additional Warwickshire children. First, we look at expanding existing schools, and then we will look to build new schools. During this fifteen year period we expect to plan for / build up to 28 new schools. Rugby is the fastest growing area in the county.

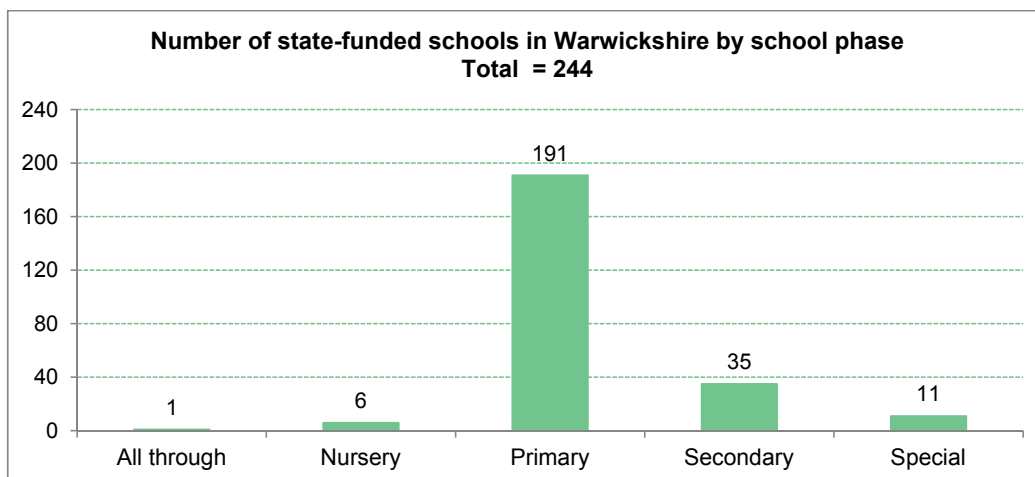
There are approximately 119,536 children and young people aged 0-18 living in Warwickshire, this represents just over 1 in five residents (21.5%), slightly lower than the England (22.5%) figure. There are just over 87,000 children being educated in 244 state-funded and 27 independent schools in Warwickshire.

Local Provision

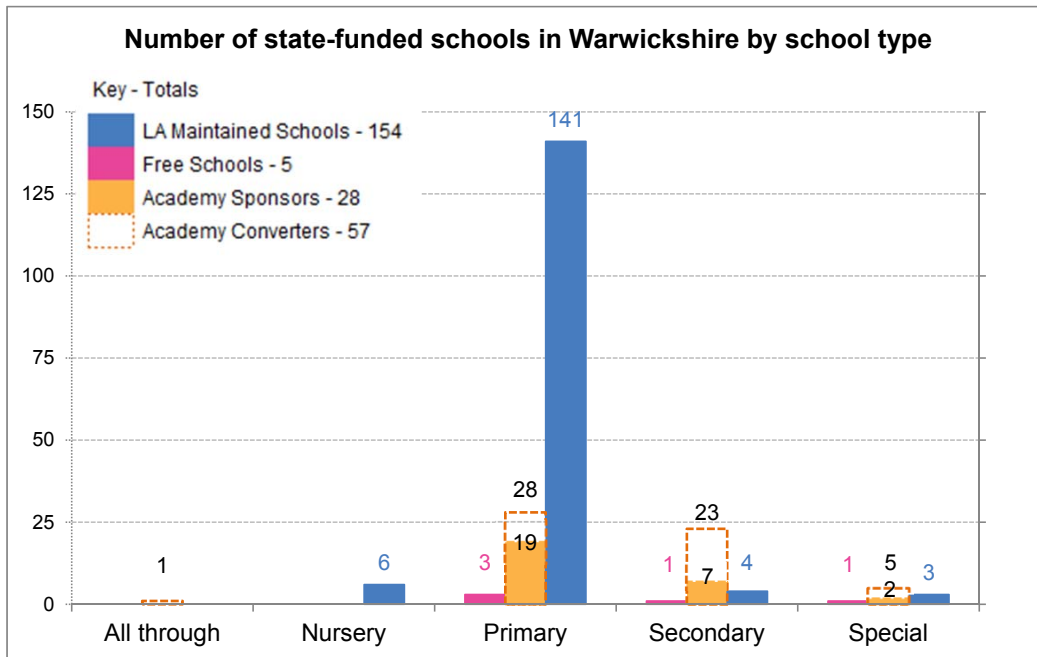
In Warwickshire there are 826 Early Years providers (private / voluntary / independent nurseries and pre-schools), 423 childminders and 121 Out of School Clubs (holiday playschemes and after school / breakfast clubs registered with Ofsted ie not managed directly by a school).

There are 244 state-funded schools in Warwickshire of which:

(correct as at 30th May 2018 Source - DfE's Get Information About Schools website)

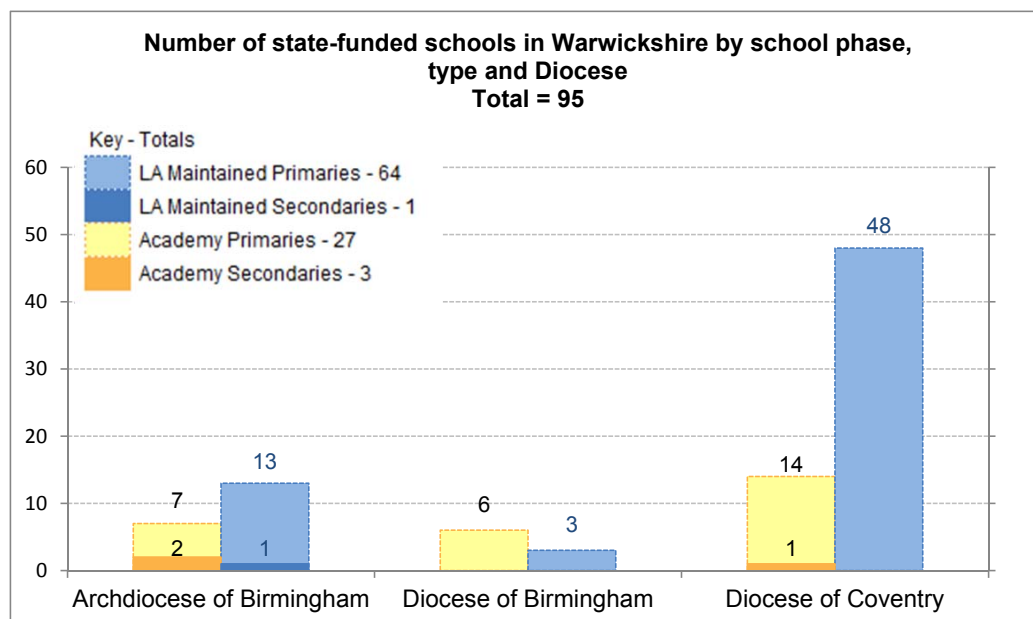


School Phase	Number
All through	1
Nursery	6
Primary	191
Secondary	35
Special	11
Total	244



School Phase	Total	LA maintained schools	Academies	Free Schools	Academy converter	Academy sponsor
All through	1		1		1	
Nursery	6	6				
Primary	191	141	47	3	28	19
Secondary	35	4	30	1	23	7
Special	11	3	7	1	5	2
Total	244	154	85	5	57	28

There are 95 state-funded schools within the following Diocese:



School Phase	School Type	Archdiocese of Birmingham	Diocese of Birmingham	Diocese of Coventry	Total
Primary	Academies	7	6	14	27
	LA Maintained	13	3	48	64
Secondary	Academies	2		1	3
	LA Maintained	1			1
Total		23	9	63	95

A number of Warwickshire's state-funded academies are part of Multi Academy Trusts (MATs). There are seven MATs with a single Warwickshire academy within their remit. There are also 19 academies that are supported by a single-academy trust.

In the county there is also one Sixth Form College, four Further Education Colleges operating from several sites, plus several independent providers of further education and Alternative Provision, and two universities. In 2016/17 there were 2,463 learners attending Adult and Community Learning classes.

The current picture indicates that 91% of schools in Warwickshire have been judged to be good or outstanding. This compares favourably to the national average of 89% meaning that 69,039 pupils in Warwickshire (89%) are being educated in a good or outstanding school. This compares to 88% of pupils nationally. The percentage of good and outstanding schools in Nuneaton and Bedworth is lower than local and national figures. The percentage of early years and childcare providers in Warwickshire that are judged good and outstanding by Ofsted matches the national figure at 94%. The Warwickshire Adult and Community Learning Service is graded good by Ofsted.

SEN headline data

There are currently **11,571** pupils with Special Educational Needs being educated in a state-funded school in Warwickshire equating to 14% of the total school population.

9188 pupils fall within the SEN Support category requiring lower levels of support and 2383 pupils have an Education, Health and Care Plan (or statement of need) and have more complex SEN needs.

Education Outcomes 2017

Across all of the headline Key Stage measures, Warwickshire's pupils have performed above the national average. This is particularly notable at Key Stage 4. This is against a back drop of changes across the entire national curriculum that resulted in more challenging tests and assessments from 2016 onwards.





	Early Years Foundation Stage Profile	Phonics (Y1)	Key Stage 1	Key Stage 2	Key Stage 4			Post 16 A-Level	
	% of pupils achieving a Good Level of Development	% of pupils working at the required level	% of pupils achieving the Expected Standard in RWM	% of pupils achieving the Expected Standard in RWM	% of pupils achieving a Strong Pass in E&M	Average Attainment 8 Score per pupil	Average Progress 8 Score	APS per entry as a grade	% achieving AAB or higher in at least 2 facilitating subjects
England	71%	81%	64%	62%	42%	46.1	-0.03	C (30.9)	13.9
Statistical Neighbours	73%	82%	n/a	63%	43%	46.2	-0.09	C (30.3)	11.80%
Warwickshire	73%	82%	66%	62%	48%	48.6	0.05	C+ (32.1)	16.20%
North Warwickshire	72%	84%	65%	55%	31%	43.4	-0.11	C (28.5)	6.70%
Nuneaton & Bedworth	68%	80%	57%	59%	37%	43.7	-0.23	C- -27.5	4.20%
Rugby	72%	83%	67%	63%	53%	50.4	0.09	C+ -34.8	21.30%
Stratford-on-Avon	77%	83%	69%	64%	59%	53.6	0.24	B-(36.2)	24.40%
Warwick	75%	84%	70%	66%	50%	49.5	0.19	C+ (34.0)	15.70%

KS1 and KS2: RWM = Reading, Writing and Maths, KS4: E&M = English and Maths GCSEs, Post 16: APS = Average Point Score Statistical Neighbours are those local authorities deemed to have similar characteristics to Warwickshire and are used for benchmarking purposes. Warwickshire's 10 statistical neighbours are Cheshire West and Chester; Worcestershire; Central Bedfordshire; Leicestershire; Staffordshire; Warrington; Cheshire East; Essex; Hampshire; North Somerset.

However, this positive picture changes when reviewing the success of some of the more vulnerable groups of children in the county. The gaps between educational outcomes for disadvantaged cohorts and their peers in Warwickshire are larger than national, and outcomes are lower than national for these groups. Gaps are narrowing year on year for five-year olds, and in the Year 1 Phonics assessment, but not at the end of Key Stages 1, 2 and 4 (formal assessment of children aged 7, 11 and 16).

Home Education

Warwickshire has seen a steep rise in parents electing to home educate: from 285 in 2012/13 to 422 in 2016/17. Between September 2017 and January 31 2018, 77 children became newly registered as home educated, showing a picture similar to the national trend.

Exclusions

Exclusions from school are increasing in Warwickshire. There were 64 permanent exclusions from Warwickshire schools in 2015/16. This increased to 76 in 2016/17. In the Autumn Term of 2017 there had already been 45 (compared with a 2016 figure for the same period of 24), so the predicted end of year figure in July 2018 is nearly double that of the previous year. Additionally, the systems in Warwickshire intended to ensure that no excluded child is without a school place are not working well. There is a growing list of over 50 secondary pupils and 12 primary pupils who have been denied a school place by Warwickshire schools. As soon as pupils are placed, more join the list.

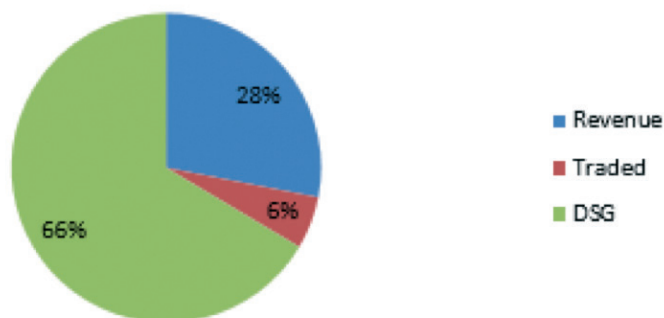
Resources to achieve our aims

From the Warwickshire One Organisation Plan (OOP): Like all local authorities Warwickshire County Council faces continuing financial pressures and we are faced with finding further savings of £67 million by 2020

Funding that supports Education services includes:

- Council funding
- Grants from the Government, Dedicated Schools Grant (DSG) being the largest
- Income from services that are traded

Education & Learning Gross Expenditure 2017/18



OOP Savings have already been made in Education services as follows:

£690,000 school improvement, further £110,000 in 2018/19

£312,000 WCC projects, further savings of £110,000 in 2018/19

£100,000 Early Years Improvement

£67,000 achieved in Attendance; £206,000 further savings in 2018/19 offset by trading income

Home to School Transport savings have not been met due to increased demand

Remaining budgets are under pressure in two main areas;

- Home to School Transport (Revenue funding)
- SEND Services (especially demand-led services including top ups; High Needs Block DSG).

The Council has agreed additional funding in both these areas in 2018/19 but increased statutory demands are meaning that there is a predicted in-year shortfall in 2018/19 of between £4 and £5 million. This is being offset by savings across Education services and by revenue from trading through Warwickshire Education Services (WES).

Warwickshire Music and Marle Hall cover their revenue costs entirely through trading with schools.

The Education Capital Programme reports regularly to both the County Council Cabinet and Council meetings. The most recent report is [here](#).

Schools Forum meetings are an opportunity for scrutiny of the Dedicated Schools Grant. Papers are in the public domain [here](#). A Review of the DSG is being conducted in the Summer Term 2018 and will report to Schools Forum in the autumn.



Warwickshire Education Strategy

'Sign Up'

Warwickshire's Education Strategy is driven by the County Council's [One Organisational Plan 2020](#). Consultation has told us that there is a shared moral imperative for us to do the best we can for all learners in Warwickshire.

The purpose of the Strategy is to:

- summarise our aspirations and priorities for education in Warwickshire
- explain how the Council will work with partners to achieve these
- bring together the work of different teams with partners so that services are more joined-up
- continue to improve education quality and learner outcomes at a time of financial challenge
- support innovation through creative and inspiring partnership working.

The following partners have signed up to the Strategy, which comprises a:

1. One page Strategy document
2. Delivery Plan and diagram of Boards responsible for implementation
3. Performance monitoring framework
4. Contextual data and information
5. The role of the Council, and statutory responsibilities for Education and Learning

Add partners



Jeremy Dibb, Director of Warwickshire Music says; 'Warwickshire Music is delighted to support the four key priorities in the Education Strategy. Our Early Years and Special Education Needs provision is second to none and we are determined to support a broad and balanced curriculum in all our Warwickshire schools.'



Chris Malone, Head of Education and Learning in Warwickshire County Council says 'Warwickshire's Education Strategy is ground-breaking. Following extensive consultation and co-production we have developed a Strategy generated from the views of children, young people, parents, staff, leaders and education professionals. I am confident that together we have identified the right priorities to change lives.'





Peter Kent, Headteacher at Lawrence Sheriff School and Chair of Warwickshire's Education Challenge Board says; 'I welcome the way in which education leaders have been placed at the heart of developing a school-led improvement system. It is exciting to see the way in which this document commits everyone in Warwickshire to work together to achieve an ambitious set of goals. Through the work of the Education Challenge Board schools have the opportunity to play a leading role in both shaping and delivering this strategy on behalf of the pupils that we serve.'



Councillor Colin Hayfield, County Council Portfolio Holder for Education and Learning, says; 'We recognise that the world of education has changed in recent years and we believe that we are unique in co-producing this Education Strategy. We have heard from many parents, children and young people, education professionals and partner organisations. As a result we have completely redrafted the original Strategy. We now look forward to working alongside you to improve learner outcomes, life chances and employability.'



Monica Fogarty, Joint Managing Director, says; 'We must celebrate Warwickshire's many educational successes, which are a result of the dedication and energy of our front-line professionals. These contribute to the flourishing local economy. Education is essential to Warwickshire's continued economic growth and to sustaining our vibrant communities. We know, from our data and from listening to you, that there is more to do to. I am confident that, following your valuable input through the consultation, the final version of the Strategy identifies the right priorities and as we implement the Strategy, together we will make a positive difference to the lives of learners in Warwickshire.'





Simon Lomax, The Nuneaton Academy Principal, "The Warwickshire Education Strategy clearly sets out the importance of securing the very best for all young people in Warwickshire, recognising the challenges that young people face, and the importance of us all working together to remove these barriers to ensure successful futures for learners and our community. The strategy prioritises getting things right from the start, and then using the expertise we have in Warwickshire to learn from the best and prepare learners for employability. A clear, well thought out strategy, taking into account the views of our community; putting learners at the heart of all we do."



Warwickshire Education (WE) Strategy 2018-2023

Directory of Statutory Education Services

Warwickshire County Council has an overarching statutory responsibility for the provision of education which underpins the council's obligations to the Warwickshire family of schools. It is a duty to:

- promote high standards
- ensure fair access to opportunity for education and training; and
- promote the fulfilment of learning potential.

The above duties apply to the provision of education to all children who are resident in Warwickshire in all types of schools.

Councils also continue to hold a wide range of statutory responsibilities for Education and can choose to exercise statutory powers. Some of the responsibilities apply to children no matter how they are educated, some apply to all schools, and some apply to maintained schools only

Plans accompanying this Strategy pack include: – [Hyperlinks to be added after strategy agreed at Council](#).

Education Sufficiency Strategy including Childcare Sufficiency Strategy
School Improvement Plan
SEND and Inclusion Plan

Plans on a page (internal WCC plans):

Education and Learning
Education Sufficiency and Access
Learning and Performance
SEND and Inclusion
Virtual School
Adult and Community Learning
Warwickshire Music
Marle Hall

Statutory education services that Councils must commission or provide

Education Sufficiency and Access

The Council has a statutory responsibility to hold the strategic overview of planning for educational places. This includes ensuring sufficiency both of early years places, and of quality places for all learners of statutory school age in state funded schools. It involves the expansion of existing schools and the commissioning of new schools as appropriate. It also includes co-ordinating school admissions and ensuring that a suitable education is available to meet the needs of all children within Warwickshire, including those who are out of schooling for any reason, such as those who are permanently excluded from school. The County Council also has a statutory responsibility to make home to school transport arrangements for eligible children and young people, processing all applications, checking eligibility and where required processing payments. The team is also responsible for policies on provision of home-to-education transport for Post 16 and Post 19 young





people, as well as non-statutory transport for those of compulsory school age.

The Education Sufficiency and Access Team is responsible for a real time online system for Free School Meals eligibility is provided for schools to maximise Pupil Premium payments.

The team also undertakes the statutory responsibility for regulating children who undertake part time work, to ensure that they are not being employed unlawfully or that their health, welfare or ability to take advantage of their education is not suffering or likely to suffer as a result of being employed.



Special Educational Needs & Inclusion

SEND and Inclusion teams offer a mix of traded capacity building services and statutory work related to SEN provision, in particular EHC Needs Assessments and the preparation, maintenance and review of Education Health and Care (EHC) Plans, as well as duties relating to school exclusions and school attendance.



The Council has a wide range of statutory responsibilities to deliver and provide information on SEND services for children and young people up to the age of 25, for example duties to publish information through a 'Local Offer', to identify children with needs and to facilitate support for them.



The Special Educational Needs and Disability Assessment and Review (SENDAR) team is the operational service for assessing, issuing and reviewing EHC Plans. This team meets the obligations set out in the Children and Families Act 2014 and the SEND Code of Practice.

Educational Psychologists assess children's learning, social and emotional needs, providing training and development work, including bespoke training packages to meet individual needs, and promoting inclusive practice. This is a combination of statutory and traded work.

The Flexible learning Team provides support to schools for pupils who are unable to attend school for periods of time as a result of ill health, in line with statutory requirements.

The Integrated Disability Service is a shared team including professionals from the NHS providing co-ordinated, multi-agency assessment, advice and training for schools. The service includes support for children with physical disabilities, complex needs, visual and hearing impairment.

The Attendance Team (ACE) offers traded work to schools for improving whole-school attendance as well as a statutory service undertaking prosecutions of parents for non-school attendance on behalf of the Council.

The Virtual School

The Virtual School is responsible for meeting the statutory duty to promote the education of children looked after (CLA) by the local authority or those who have left our care to become adopted or subject to a special guardianship order or child arrangement order. This involves maintaining a "roll" of CLA and monitoring their attainment and progress. All CLA 3-18 must have a termly Personal Education Plan. The Tiffin Club is a registered charity offering enrichment to CLA.

Learning and Performance Services

This service works with schools and headteachers to develop system leadership via school-to-school support, growing the number of Teaching Schools in Warwickshire and enabling schools to work effectively in local, county wide and sub-regional networks. Through this method, the aim is that every child in Warwickshire has the opportunity to attend a good or outstanding school. This involves risk assessing all schools ensuring that



appropriate support and intervention is in place in order to address identified needs and, where appropriate, statutory powers are used to intervene in maintained schools causing concern.

This team fulfils statutory duties in relation to promoting post-16 participation in education, employment and training.

Complaints submitted to Ofsted and the Council which identify a safeguarding risk are investigated in conjunction with the Schools' Safeguarding Manager.

Statutory assessment and moderation for all three primary phases (The Early Years Foundation Stage and Key Stages 1 and 2) is coordinated by Council officers and leading teachers are commissioned to deliver moderation in schools.

A range of other statutory responsibilities are managed by this service, such as support for recruitment of headteachers in maintained schools, induction processes for newly qualified teachers and the Standing Advisory Council for Religious Education.

Data services are provided, for example through Area Analysis Groups.



Governor Services

This team supports responsibilities for maintained schools and trades with maintained and academy schools, supporting effective governance through training, support, guidance and a clerking service.

Access to Education

A small team works to ensure children and young people receive their full educational entitlement fulfilling the Council's statutory duties for children missing education, including the identification of children who are not being suitably educated. The team is also involved in supporting parents who choose to electively home educate, and supports the work of the Area Behaviour Partnerships (ABP) for children excluded from school or at risk of permanent exclusion. This team also works in partnership with the Multi Agency Safeguarding Hub (MASH).

The Education Safeguarding Service supports schools to comply with safeguarding requirements. Children's Social Care and Early Help services work closely with education partners, schools and settings.

Public Health provides a range of services for schools and settings including the innovative Smartstart programme.

Non-Statutory Services managed by the Council that cover their costs through grants and traded income

Adult & Community Learning

The Adult and Community Learning service (ACL) provides both accredited and non-accredited learning opportunities for adults aged 19+. Provision includes Essential Skills (English, Maths and ESOL); programmes for adults with learning difficulties and/or disabilities; ICT; Family Learning; Community Learning programmes including Art, Craft, Languages and other subjects; and vocational programmes to support those not yet in employment into work. Programmes take place in community venues across the county. ACL works in partnership with many organisations and can develop bespoke programmes to meet needs identified by organisations as well as offering universal access programmes across the county.



Marle Hall Outdoor Centre

Marle Hall is a residential outdoor centre in North Wales sleeping 100+ and providing learning outside the classroom opportunities for Warwickshire schools and other groups, using adventurous outdoor activities and environmental studies. Emphasises personal and social education to help build resilience and independence in young people, or directly supports the curriculum e.g. GCSE, A Level geography.



Warwickshire Music

The Warwickshire Music service provides support and advice on all aspects of music education to Warwickshire schools and settings. It is the lead organisation for the Warwickshire Music Hub and responsible for funding administered by Arts Council England, providing instrumental and vocal lessons; music centre groups; instrumental hire to parents and schools; events, workshops and concerts through a staff team of over 100.



Heritage Education Services (LACE) offer a range of workshops in the centre of Warwick or in schools.

Non-Statutory Services managed by the Council that are working towards covering their costs through traded income

The **Ethnic Minority and Traveller Achievement Service** (EMTAS) works in partnership, with schools, parents and other agencies to improve the achievements and engagement of pupils from the Gypsy, Roma and Traveller (GRT) community and pupils with English as an Additional Language (EAL), largely on a traded basis.

The **Specialist Teaching Service** supports schools to raise standards and improve outcomes for pupils with SEND on a traded basis. Support for pupils who are at risk of permanent exclusion can also be accessed through the Primary Memorandum of Understanding.

Warwickshire Education Services (WES)

Schools also have the opportunity to purchase the following Council services: Communications and Media, Construction, Corporate Facilities, County Fleet Maintenance, Finance, HR (Advisory & Recruitment), ICT Development, Legal, Payroll, Property Risk Management, Safety and Premises, Schools Absence Insurance, Schools Insurance, the apprenticeship programme, and the Schools Library Service.

.....

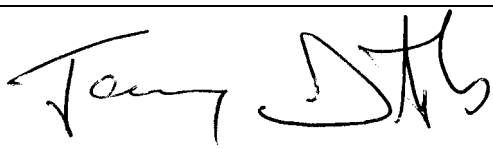
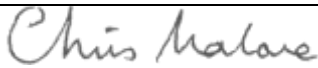
Communications

In addition the Council produces a **'Heads Up' monthly e-newsletter**, works with partners to deliver termly **head teacher briefings**, and works with the Warwickshire Teaching School Alliance to provide **manager meetings for early years and childcare providers**.

EQUALITY IMPACT ASSESSMENT/ ANALYSIS (EqIA)

Education Strategy 2018 - 2023

Equality Impact Assessment/ Analysis (EqIA)

Group	Communities
Business Units/Service Area	Education and Learning
Plan/ Strategy/ Policy/ Service being assessed	Education and Learning Strategy 2018 - 2023
Is this is a new or existing policy/service? If existing policy/service please state date of last assessment	New Equality Impact Assessment
EqIA Review team – List of members	Chris Malone Head of E & L Jeremy Dibb Director Warwickshire Music
Date of this assessment	January 29 th 2018 revised May 2018
Signature of completing officer (to be signed after the EqIA has been completed)	
Are any of the outcomes from this assessment likely to result in complaints from existing services users and/ or members of the public? If yes please flag this with your Head of Service and the Customer Relations Team as soon as possible.	NO
Name and signature of Head of Service (to be signed after the EqIA has been completed)	 Chris Malone
Signature of GLT Equalities Champion (to be signed after the EqIA is completed and signed by the completing officer)	Phil Evans PA Sam Ayton-Hill

A copy of this form including relevant data and information to be forwarded to the Group Equalities Champion and the Corporate Equalities & Diversity Team



Form A1

INITIAL SCREENING FOR STRATEGIES/POLICIES/FUNCTIONS FOR EQUALITIES RELEVANCE TO ELIMINATE DISCRIMINATION, PROMOTE EQUALITY AND FOSTER GOOD RELATIONS



High relevance/priority



Medium relevance/priority



Low or no relevance/ priority

Note:

1. Tick coloured boxes appropriately, and depending on degree of relevance to each of the equality strands
2. Summaries of the legislation/guidance should be used to assist this screening process

Business Unit/Services:	Relevance/Risk to Equalities																										
State the Function/Policy /Service/Strategy being assessed:	Gender			Race			Disability			Sexual Orientation			Religion/Belief			Age			Gender Reassignment			Pregnancy/ Maternity			Marriage/ Civil Partnership (only for staff)		
Education and Learning Strategy 2018 - 2023	✓			✓			✓			✓			✓			✓			✓			✓			✓		
Are your proposals likely to impact on social inequalities e.g. child poverty for example or our most geographically disadvantaged communities? If yes please explain how. The new Strategy is intended to improve the equality of education within Warwickshire. This improvement should impact on social mobility and therefore impact positively on social inequalities																							YES				
Are your proposals likely to impact on a carer who looks after older people or people with disabilities? If yes please explain how.																							NO				

Form A2 – Details of Plan/ Strategy/ Service/ Policy

Stage 1 – Scoping and Defining

(1) What are the aims and objectives of Plan/Strategy/Service/Policy?

It is time to update the Warwickshire County Council Education and Learning Strategy so that it reflects current challenges. An overarching vision for education in Warwickshire is needed so that one agreed strategy can guide the work of council and partners.

It has one uniting and overarching purpose: to improve educational outcomes, and thus the life chances, of learners in Warwickshire.

The purpose of this Education Strategy is to set out clearly our aspirations and priorities for education in Warwickshire, and to summarise how Council teams will be working with partners to achieve them.

This Strategy brings together the work of different teams in the Education and Learning Business Unit. As a result we hope that services will be more joined-up and, despite financial challenges, the quality of services, and the impact on learner incomes, will continue to improve.

We are going to ensure that Council plans 'join up'. All plans in the Education and Learning Business Unit, and all staff objectives, will explicitly support this Strategy. Meetings and Boards led by Education and Learning staff will all be driven by this Strategy. Following consultation we can see that partners and education professionals sign up to the Strategy and are committed to using it to enhance the effectiveness of their work.

Our aim is for a shared vision to give clarity, transparency and relative simplicity within the complex education environment of 2018.

<p>(2) How does it fit with Warwickshire County Council's wider objectives?</p>	<p>All children deserve the best possible start in life and this means making sure we get early education right.</p> <p>Warwickshire County Council has a statutory responsibility to support all vulnerable learners.</p> <p>The Warwickshire County Council One Operational Plan (OOP) outlines the need for communities to work together to support each other. The community of schools is no different and system leadership means helping schools to support each other.</p> <p>We need to help all our people to find meaningful employment or further education post 16 – to enable them to take a full and active role as young adults.</p>
<p>(3) What are the expected outcomes?</p>	<p>We are going to ensure that Council plans 'join up'. All plans in the Education and Learning Business Unit, and all staff objectives, will explicitly support this Strategy. Meetings and Boards led by Education and Learning staff will all be driven by this Strategy. Following consultation, it is clear that partners and education professionals are signed up to the Strategy and have committed to using it to enhance the effectiveness of their work.</p> <p>Our aim is for a shared vision to give clarity, transparency and relative simplicity within the complex education environment of 2018.</p>
<p>(4) Which of the groups with protected characteristics is this intended to benefit? (see form A1 for list of protected groups)</p>	<p>The following protected groups should benefit from the strategy particularly through WE2 which identifies learners vulnerable to under-achievement: race, disability, gender (eg under-achieving boys).</p> <p>The Strategy focuses on learners of all ages.</p>
<p><u>Stage 2 - Information Gathering</u></p>	

<p>(1) What type and range of evidence or information have you used to help you make a judgement about the plan/ strategy/ service/ policy?</p>	<p>The public consultation ran from March 5th - April 2nd and an online questionnaire was the main form of response. The questionnaire was anonymous and did not ask for any personal information.</p> <p>Paper copies or alternative formats were available.</p> <p>An Education and Learning Strategy leaflet was widely circulated to all educational settings and they were encouraged to make this leaflet available to parents and students. This leaflet and all other supporting documents were available online.</p> <p>Schools and other educational settings were widely consulted through informal and formal meetings, conferences and events.</p> <p>Stakeholders were able to respond to this consultation online, in writing and there were face to face opportunities.</p>
<p>(2) Have you consulted on the plan/ strategy/ service/policy and if so with whom?</p>	<p>The consultation period is March 5th – April 2nd 2018</p>
<p>(3) Which of the groups with protected characteristics have you consulted with?</p>	<p>Page 21 of the Consultation findings report lists the online respondent profile and evidences respondents with the six most relevant protected characteristics who responded to the online survey.</p> <p>For example, relating to age:</p> <p>Under 18; 4 18-29; 9 30-44; 73 45-59; 65 60-74; 14 75+; 0</p>
<p><u>Stage 3 – Analysis of impact</u></p>	

<p>(1) From your data and consultations is there any adverse or negative impact identified for any particular group which could amount to discrimination?</p> <p>If yes, identify the groups and how they are affected.</p>	<p>RACE no</p>	<p>DISABILITY no</p>	<p>GENDER no</p>
	<p>MARRIAGE/CIVIL PARTNERSHIP N/A</p>	<p>AGE no</p>	<p>GENDER REASSIGNMENT N/A</p>
	<p>RELIGION/BELIEF N/A</p>	<p>PREGNANCY MATERNITY N/A</p>	<p>SEXUAL ORIENTATION N/A</p>
<p>(2) If there is an adverse impact, can this be justified?</p>	<p>No adverse impacts were identified</p>		
<p>(3) What actions are going to be taken to reduce or eliminate negative or adverse impact? (this should form part of your action plan under Stage 4.)</p>	<p>N/A</p>		

(4) How does the plan/strategy/service/policy contribute to promotion of equality? If not what can be done?

Warwickshire County Council will work effectively with colleagues in schools, and settings, with partners and professionals, so that simple, consistent services enable all Warwickshire's learners to learn in safe and enabling environments.

Our proposed priorities for Education and Learning are:

1:

Our challenge is to foster children's love of learning from birth through early childhood and into Year 1 so that all young children achieve their potential.

2:

Our challenge is to promote a broad, empowering and creative curriculum, focusing on times of transition, and prioritising vulnerable groups:

- (i) Learners missing education
- (ii) Pupil Premium
- (iii) Children who are Looked After
- (iv) Special educational needs and disabilities (SEND)
- (v) Supporting resilience and emotional wellbeing

3:

Our challenge is for all learners to enjoy a high quality learning experience. We will celebrate **Warwickshire's Family of Schools**: teaching schools, school companies, academies, community, Diocesan, maintained, multi-academy trusts, nursery, primary, secondary, special schools and school governors.

4:

Our challenge is to champion **employability** by promoting the best opportunities for all learners so that:

- The local economy can grow
- Young people can take on the responsibilities of adult life and wider participation in higher education
- Adult learners contribute to the local economy
- Young people make informed choices

Young people move successfully into sustainable employment
constructively, where we can make a positive difference to learner outcomes

<p>(5) How does the plan/strategy/service/policy promote good relations between groups? If not what can be done?</p>	<ul style="list-style-type: none"> • Young people can take on the responsibilities of adult life and wider participation in higher education • Adult learners contribute to the local economy • Young people make informed choices • Young people move successfully into sustainable employment
<p>(6) Are there any obvious barriers to accessing the service? If yes how can they be overcome?</p>	<p>N/A</p>
<p>(7) What are the likely positive and negative consequences for health and wellbeing as a result of this plan/strategy/service/policy?</p>	<p>See WE2 (v) for positive impact on people with social, emotional and/or mental health needs</p>
<p>(8) What actions are going to be taken to reduce or eliminate negative or adverse impact on population health? (This should form part of your action plan under Stage 4.)</p>	<p>N/A</p>
<p>(9) Will the plan/strategy/service/policy increase the number of people needing to access health services? If so, what steps can be put in place to mitigate this?</p>	<p>no</p>
<p>(10) Will the plan/strategy/service/policy reduce health inequalities? If so, how, what is the evidence?</p>	<p>Not directly</p>

<u>Stage 4 – Action Planning, Review & Monitoring</u>	
If No Further Action is required then go to – Review & Monitoring (1) Action Planning – Specify any changes or improvements which can be made to the service or policy to mitigate or eradicate negative or adverse impact on specific groups, including resource implications.	
(2) Review and Monitoring State how and when you will monitor policy and Action Plan	Equality Assessment has been reviewed (18.4.18 and 30.05.18)

Please annotate your policy with the following statement:

‘An Equality Impact Assessment/ Analysis on this policy was undertaken on (date of assessment) and will be reviewed on (date three years from the date it was assessed).

CONSULTATION TIMETABLE

This timetable should include all key dates and actions for this consultation
Key milestones have been auto-added but you may need to include additional actions specific to your consultation.

<u>Action</u>	<u>Date</u>	<u>Responsible Officer</u>
Sign off of consultation brief	February 1st	

Log portfolio decision as agenda item on CMIS Forward Plan <i>(Log 6 weeks /31 days before decision date)</i>	February 1st	
Sign off on consultation documents		
Portfolio decision date <i>(Allow for call-in before starting consultation)</i>	February 23rd	
Start of consultation	March 5th	
Mid point review	March 19 th ?	
Close of consultation	April 2nd	
Allowance for receipt / input of postal and paper responses	If applicable. Assess at mid point review	
Log O&S and Cabinet reports on CMIS Forward Plan <i>(Log 6 weeks /31 days before decision date)</i>	May 18 th April 27 th for for O&S, April 30 th for Cabinet	
Analysis of results and Consultation report <i>(Minimum 2 weeks)</i>	April 3 rd – 10 th (subject to numbers)	Insights Service (Jemma Bull)
Draft Cabinet report completed <i>(Allow sufficient time for due consideration)</i>		
Informal consultation / report sign off		

Corporate board meeting (if required)	April 24 th (May 9 th)	
Upload draft O&S and Cabinet reports on CMIS. <i>(3 weeks (16 w days) before decision date.)</i>	May 18 th for O&S, May 22 nd for Cabinet	
Overview and scrutiny meeting	June 12 th	
Log Council report on CMIS Forward Plan <i>(Log 6 weeks /31 days before decision date)</i>	June 13 th	
Cabinet meeting (Decision) <i>(Allow for call-in before implementation, final feedback)</i>	June 14 th	
Upload draft Council report on CMIS. <i>(3 weeks (16 w days) before decision date.)</i>	July 4 th	
Council meeting (Endorsement)	July 26 th	
Feedback to the public		
Implementation Date	September 1 st	

Education Strategy 2018-2023 Annex 8 'You Said – We Did'

	You Said	We Did
1	All WEs 1,2,3,4 were considered relevant and were supported with over 90% of online responses supporting WE1,2 and 4, and 83% supporting WE3.	Kept WE1,2,3,4.
2	It looks more like a vision than a strategy. Aspirations of the strategy are to be commended but there is little explanation of how it will be implemented.	Reworked WE 1,2,3,4 into a Delivery Plan to include who would be responsible for actions, and how we will know that we are succeeding.
3	The Best possible start in life is too general and means that the strategy might make no tangible difference. You want a professionally trained early years workforce. You think that we should focus more on early language development, and on supporting parents to provide a language-rich home learning environment (Early Years Visioning Event, headteacher event plus online responses). A headteacher said: 'parents sometimes don't know how to support their children; things have changed since they were at school'. A parent said 'my child loves coming to school in reception. As they get older the fun is taken out of it'.	Rewrote WE1 being more specific: We changed 'Best possible start in life' to 'Champion the Early Years Foundation Stage (EYFS)'. This roots the strategy in education. We can then add value to the wider work on 'best possible start in life' by: <ul style="list-style-type: none"> • Co-ordinating high quality EYFS training • Helping parents to provide a language rich home learning environment for their young children. See 6. below
4	Primary school staff told us that 'the expectations of secondary schools for Year 7 are lower than our expectations for Year 6; 'there is a huge difference'.	Added 'focusing on times of transition' to WE2.
5	Secondary heads told us that one of their main concerns at the moment is children who are challenging, exclusions and off-rolling students.	Strengthened WE2 (i)
6	Many responses echoed the following views: 'league tables and targets create so much stress', 'students start to give up as they cannot meet expectations', 'we are producing students who are unable to communicate. We want whole, rounded students, thinking creatively and problem solving'.	Added 'promote a broad, empowering and creative curriculum in WE2. Strengthened WE4.

	<p>Parents told us that 'there is too much emphasis on English and maths when children should be learning through more active, practical experiences'. 'Not all children are academic; we want hands on children'. One parent said; 'we love maths on the move' 'we don't want our children sitting at desks all the time'</p> <p>A young person told us that 'students who constantly feel stupid will give up'. Another said 'education is there to make us ready for the outside world – over emphasis on the academic is stopping this'.</p>	<p>Committed to develop a new 'App' to promote the success of Warwickshire schools in WE1,2,3 and 4. The App can then sit alongside League Tables as an alternative measure that celebrates the qualities that you have told us you value so much, and that are reflected in the Education Strategy.</p>
7	<p>Say things plainly: in WE3, for example in WE3 call it "School Improvement". You said that there is no clear plan in the draft Strategy as to how this priority will be achieved and confusion as to what "successful system leadership" actually means.</p>	<p>Added 'The Warwickshire Challenge Board will lead and coordinate school improvement'. References to systems leadership have been removed from the Strategy so that they can be clearly explained in more detail in the School Improvement Plan.</p>
8	<p>WE3 should refer explicitly to the role of governors in the strategy</p>	<p>Of course, added to WE3.</p>
9	<p>Some feedback included a concern regarding lack of long term modelling for school places</p>	<p>Added WCC will anticipate growth in demand for places to WE3.</p>
10	<p>We were clearly told by primary children; 'call us children not pupils, pupils is weird'.</p> <p>You also told us about Fridays when you love to 'celebrate achievements in and out of school during the week'.</p>	<p>There is no reference to 'pupils' in documentation – we used 'children'</p> <p>We have increased the focus on celebrating our successes in the strapline.</p>
11	<p>Many respondents emphasized how WE2 should start with all learners, not only vulnerable learners; whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to <i>all</i> children, not just those classed as vulnerable.</p>	<p>WE2 has been changed and starts with a focus on 'all learners'.</p>

	<p>You want to be empowered: children told us 'teachers really give you a boost in your work – they come over and make sure you understand – they give a thumbs up when you do it on your own'.</p>	<p>Added '<i>empowering curriculum</i>'.</p>
12	<p>You agreed that we must focus on social, emotional and mental health needs, saying 'happy teachers make for happy classes means that children learn'.</p> <p>Several responses drew our attention to the importance of building resilience across children, young people, parents and professionals.</p>	<p>We have placed the implementation of Warwickshire's workload charter in a more prominent place in WE2 (v).</p> <p>Updated WE2 (v) to reflect this and to link WE2 (v) across all the WEs, 1,2,3 and 4.</p>
13	<p>Several people Challenged the use of Ofsted judgement words. One person said 'why do we live by Ofsted?'</p>	<p>Removed 'good' 'outstanding etc from the text and replaced with the strapline 'aiming for excellence'.</p>
14	<p>Although there was a high level of agreement with the priorities, you were less sure that the Strategy presented the Council's role with clarity.</p>	<p>We have clarified this further in document 6; local authority role and responsibilities.</p>
15	<p>Some of you read the longer document in detail but many of you used the more concise leaflet to find out about the proposals.</p>	<p>The 12 page document has been replaced by an Education Strategy 'pack'. This is a set of six short documents. The Strategy is now on one sheet of paper. We have presented the new text in a more visual way, focusing on our aspirations, actions and how we will know we are succeeding.</p>



EDUCATION STRATEGY 2018-2023

CONSULTATION RESULTS

Date published: April 2018

Report produced by the Insight Service, Performance Business Unit

Background

The consultation for the Warwickshire County Council Education and Learning Strategy 2018-2023 took place between 5th March and 2nd April 2018. The new Education and Learning Strategy will replace the current document 'Education Strategy' – Championing the Learner – Vision, Values and Priorities 2014.

The recent DfE publication 'Unlocking Talent, Fulfilling Potential, December 2017' outlines how the Government intends to improve social mobility through education. The four national ambitions outlined in the DfE publication are;

- (i) Close the 'word gap' in early years
- (ii) Close the attainment gap in school, continuing to raise standards for all
- (iii) High quality post-16 education choices for all young people
- (iv) Everyone achieving their potential in rewarding careers

The results presented in this document are based on an online questionnaire survey. Feedback from the Head Teachers' Conference in March 2018 via a Facilitated Group Survey has also been included. It should be made clear that this is part of a much wider consultation that involved face-to-face and focus group consultation events.

The online questionnaire survey received 176 responses. Respondents were provided with background information about the consultation on the Citizen Space 'Ask Warwickshire' webpage, here respondents were provided with an overview of the Education and Learning Strategy, the reasons why Warwickshire County Council was consulting and information for why the policy was being updated. The key elements of the policy were outlined and further information regarding the consultation was provided, including FAQs and the Equality Impact Assessment.

Respondents were asked for their level of agreement for each of the four priorities for education and whether they felt that the draft Education Strategy achieves clarity on the Council's role. Respondents were also asked if they would like to provide any further comments and suggestions related to the draft strategy in question.

METHODOLOGY

An online survey software tool, Citizen Space, was used to carry out the survey. All questions were loaded into this tool and the link to the online survey was shared via the Citizen Space webpage. The data was then downloaded and analysed in Microsoft Excel utilising pivot tables and graphs. The qualitative elements of the survey (open ended questions) were analysed by Osiris (an external resource). The online survey received 176 responses.

Feedback from the Head Teachers' Conference in March 2018 was included via the Facilitated Group Survey to provide an overview of educational staff responses to the draft Educational Strategy.

KEY MESSAGES

- The majority of respondents (92%) support Priority 1 regarding promoting the best possible start in life through early education.
- Almost two-thirds (65) of respondents chose to leave a comment or suggestion regarding Priority 1. A consistent message from the comments provided was that, whilst there was often broad agreement that promoting the best possible start in life through early education is crucial, there was uncertainty as to how this would be achieved in an environment of funding cuts and service closures.
- The majority of respondents (93%) support Priority 2 regarding unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.
- A total of 71 respondents chose to leave a comment or suggestion regarding Priority 2. A consistent message from the comments provided was that, whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to *all* children, not just those classed as vulnerable. Another key theme raised by respondents is the importance of mental health support and channels of communication to enable vulnerable learners to fulfil their potential.
- The majority of respondents (82%) support Priority 3 regarding supporting successful system leadership although there is less support for this in comparison to Priorities 1, 2 and 4.
- A total of 52 respondents chose to leave a comment or suggestion regarding Priority 3. A consistent message from the comments provided was that there is no clear plan in the draft Education and Learning Strategy as to how this Priority will be achieved and confusion as to what "successful system leadership" actually means.
- The majority of respondents (91%) support Priority 4 regarding promoting employability.
- A total of 51 respondents chose to leave a comment or suggestion regarding Priority 4. A consistent message from the comments provided was that promoting academic achievements should not be to the detriment of employability. Life skills, not just academic skills, are also crucial.
- Forty-one percent of respondents state that the draft Education and Learning Strategy achieves clarity on the Council's role whilst 15% believe it does not. However, 43% of respondents are unsure as to whether the draft Strategy achieves clarity on the Council's role.
- A total of 37 respondents chose to leave a comment or suggestion regarding the draft Strategy achieving clarity on the Council's role. A consistent message from the

comments provided was that no specific details or practical action points as to how these proposals/targets will be met have been provided.

- The key issues raised in the open text question regarding any comments or suggestions on what respondents would like to see in the Education Strategy are: a more inclusive Education Strategy required, a focus on life/employability skills and not just educational achievement, more support for vulnerable children, support for teacher/staff/school training and development, more funding is required to achieve the Priorities, and a clear action plan needs to be put in place in order to achieve these goals.
- Feedback from the Head Teachers’ Conference in March 2018 (via the Facilitated Group Survey) shows that there is support from Head Teachers for the Priorities. In particular, the recurring themes from the comments provided were that more funding, training and support, as well as ‘joined up thinking’ (connecting schools, other local services and parents) is required in order for the Priorities to be successful.

RESULTS - CONSULTATION ANALYSIS

About respondents

Respondents were asked to identify which category best described their interest in the survey. Table 1 gives a breakdown of survey respondents.

Table 1. Breakdown of survey respondents

Type of respondent	Total
Parent, guardian or carer	88
Other	16
General public	13
Primary education staff	12
Primary Head Teacher	9
Other specialist staff	9
Early years staff or provider	6
Secondary education staff	5
College / Further education staff	5
Other group or organisation	5
Pupil / student	4
Special school staff	3
Nursery school staff	1
Total	176

Area Respondent Lives / Works	Total
Warwick District	71
Stratford on Avon District	38
Nuneaton & Bedworth Borough	23
Rugby Borough	23
Live outside of Warwickshire	9
Countywide	6
North Warwickshire Borough	4
Other	1
Prefer not to answer	1
Total	176

Over half of respondents (57%/101) were made up of either parents/guardians/carers or general public. Those in the 'other' categories also included 11 governors, 5 speech and language therapists, as well as a number of those who considered themselves to be working in an education capacity/environment *and* a parent.

The majority of respondents to the survey were female (73%), of White British ethnicity (84%) and aged between 30-59 years (80%). When comparing the respondent profile with the proportion of residents living or working in each district and borough in Warwickshire overall, it becomes evident that the north of the county is under-represented in the sample. For example, 11.4% of the Warwickshire population reside in the North Warwickshire Borough, however in the sample just 2% of respondents are living or working in North Warwickshire. Nuneaton and Bedworth Borough is also under-represented, with only 13% of respondents living or working in this borough, compared with 22.8% of the Warwickshire population.

Survey Responses

Respondents were asked whether they agreed or disagreed with the following statements regarding the education strategy:

- *To what extent do you agree or disagree with Priority 1 Agreement 'Early Years'?*
- *To what extent do you agree or disagree with Priority 2 Agreement 'Vulnerable Learners'?*
- *To what extent do you agree or disagree with Priority 3 Agreement 'System Leadership'?*
- *To what extent do you agree or disagree with Priority 4 Agreement 'Employability'?*

Figure 1. Proportion of all respondents answering 'Strongly agree', 'Agree', 'Neither agree nor disagree', 'Disagree', 'Strongly disagree' and no answer to survey statements on education Priority Agreements

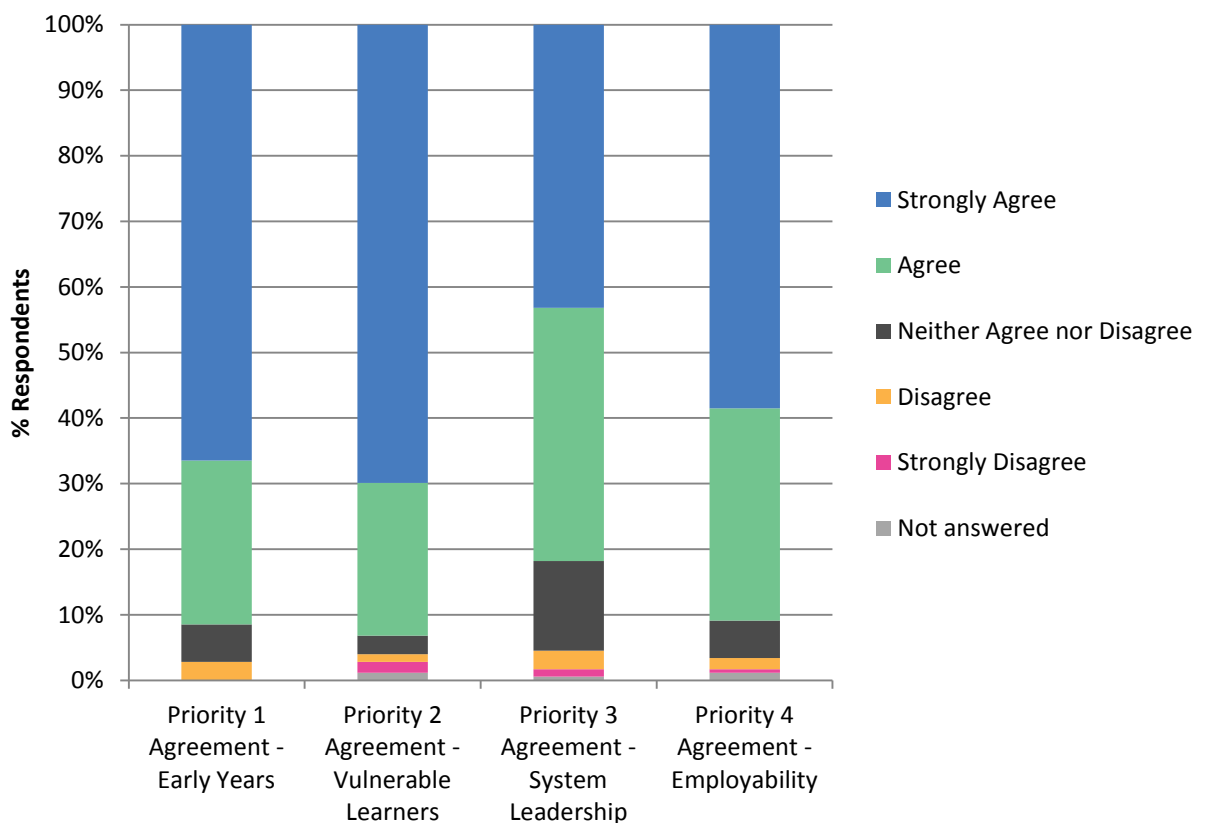


Figure 1 highlights the proportion of all respondents who agreed or disagreed with regard to the education Priorities listed. In general, agreement with all statements was relatively high; over half of respondents either strongly agreed or agreed with each Priority. For Priorities 1, 2 and 4, over 90% of respondents were in favour ('strongly agree' combined with 'agree') of these Education Priorities. There was slightly less agreement for Priority 3 where 14% 'neither agree nor disagree' with this Priority and 4% oppose it ('disagree' combined with 'strongly disagree'). Tables 2, 4, 6 and 8 highlight differences in responses between respondent categories.

Priority 1 – Promoting the best possible start in life through early education

Respondents were asked to what extent they agreed or disagreed with Priority 1 Agreement 'Early Years' – promoting the best possible start in life through early education.

Table 2. Priority 1 Agreement 'Early Years'

Type of respondent	To what extent do you agree or disagree with Priority 1?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	49	29	7	3	0	0
Other	14	2	0	0	0	0
General public	8	4	1	0	0	0
Primary education staff	10	2	0	0	0	0
Primary Head Teacher	9	0	0	0	0	0
Other specialist staff	7	1	1	0	0	0

Early years staff or provider	6	0	0	0	0	0
Secondary education staff	3	1	0	1	0	0
College / Further education staff	3	2	0	0	0	0
Other group or organisation	3	1	1	0	0	0
Pupil / student	2	1	0	1	0	0
Special school staff	2	1	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	117	44	10	5	0	0

The figures in Table 2 indicate that the majority of respondents (66%/117) ‘strongly agree’ with Priority 1 whilst a further 25% (44) agree. Only 5 respondents (3%) disagree with Priority 1.

Support for Priority 1 (respondents who ‘strongly agree’ and ‘agree’ combined) was lower for Pupils / Students (75%) than Parents / Guardians / Carers (89%) and the General Public (92%). Indeed, 98% (40 respondents) across all those respondents who work in an education capacity/environment ‘strongly agree’ or ‘agree’ with Priority 1 and promoting the best possible start in life through early education.

Support for Priority 1 was most pronounced in Rugby Borough where 70% of respondents strongly agreed with this Priority. Conversely, opposition to Priority 1 was most strongly felt in Stratford-on-Avon District (8% ‘disagree’).

Additional comments related to Priority

A total of 65 respondents chose to leave a comment or suggestion regarding Priority 1. A consistent message from the comments provided was that, whilst there was often broad agreement that promoting the best possible start in life through early education is crucial, there was uncertainty as to how this would be achieved in an environment of funding cuts and service closures.

Table 3. Qualitative themes relating to Priority 1 Agreement – online survey only

Theme	Examples for illustration	Count (base = 65)
Promoting the best possible start through early education is crucial	<p><i>“I think a good start in education sets the mindset for education later in life. If children do not enjoy schooling in early years, I think this sets the mindset of not enjoying, and not succeeding in education in later years”</i></p> <p><i>“Early help helps children begin education with a strong foundation. Without this a child can be left disadvantaged”</i></p> <p><i>“It has been proven through robust research that investment in early years education and care pays dividends for the child, society and the economy in later years”</i></p> <p><i>“A focus on the Early Years is of the utmost importance in achieving good outcomes for children. A 'bottom up' approach is far more successful in supporting this than intervening later in a 'catch up', 'reactive' way. Putting the resources into the Early Years means children have a better chance of bringing positive contributions to society as adults, as they have good foundations set for learning and life-skills development that</i></p>	35

	<p><i>follows”</i></p> <p><i>“To focus on early years education enables a twofold benefit. Firstly to give children the best possible start in life, and secondly to enthuse them to learn more. This would, I feel, reduce inequality of opportunity in later life as well as improving outcomes at key stages”</i></p>	
<p>Funding cuts and service closures (eg. closure of Children’s Centres) will hinder the success of Priority 1</p>	<p><i>“Early years education requires adequate levels of funding to provide staff who are experienced and skilled in the identification of needs and the development of individual programmes and support to ensure progress and achievement at all stages in the future”</i></p> <p><i>“Unless it is adequately funded and there is a far, far greater understanding of its importance across the breadth of Schools, the Local Authority and multi-agency partners, then it will be difficult to achieve”</i></p> <p><i>“This will only be possible if the Early Years settings are given the support that is needed. Due to the constant funding cuts all Early Years settings are facing a battle on a daily basis. Lack of support, having to buy in training, the lack of qualified level 3 staff, poor pay, Early years staff not being valued by other professionals, referral waiting lists for children to be seen by health professionals will all hinder this”</i></p> <p><i>“Why are Children’s Centres being closed? They support disadvantaged children and their parents with informal and some formal early years education”</i></p> <p><i>“[Priority 1] seems to be at odds with the reduction in Children’s Centres that will be happening. Life certainly would have been much harder for me without the excellent care and support received through the children’s centres in Kenilworth”</i></p> <p><i>“This must include the new children’s centres and private nurseries. Unless resources and suitable partnerships are enabled then Priority 1 will fail”</i></p>	<p>24</p>
<p>There should be a focus on quality early education that engages and encourages</p>	<p><i>“I don’t think it’s enough to just say we want early education - we should be aiming for the best by stating we will promote the best possible start in life through high quality early education. All young children should have the opportunity to attend Good or Outstanding early years provision. Outcomes for early years children should exceed national levels”</i></p> <p><i>“This must not be achieved by teaching to the lowest common denominator as this is closing the gap by disadvantaging other learners. Enabling all pupils to reach their potential is paramount”</i></p> <p><i>“If children do not enjoy schooling in early years, I think this sets the mindset of not enjoying, and not succeeding in education in later years”</i></p> <p><i>“Although I do strongly agree with the importance of high quality early years provision, the way the outcome is monitored at age 5 will be important. At this age they are so little and need to love learning. It is important that the outcomes focus on social and emotional wellbeing and developing this love of learning. If the outcomes become a tick box</i></p>	<p>21</p>

	<i>exercise that in any way steers away from these important goals it could be counter-productive"</i>	
No 'one-size-fits-all' approach – identification of individual needs and support	<p><i>"There needs to be enough support in place for those who aren't ready for formal learning and flexibility around learning to allow for different paced learners. One size in reality fits hardly anyone"</i></p> <p><i>"I do not necessarily agree that education in this context means 'measured or quantified' performance"</i></p> <p><i>"Other services need to be involved with disadvantaged learners to support all areas of their lives and development. Also any educational reforms need to take into account best practice and methods based on early years development across all areas of learning"</i></p> <p><i>"The gap between education and social care is too great. Joined up thinking is required"</i></p>	17

Priority 2 – Unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners

Respondents were asked to what extent they agreed or disagreed with Priority 2 'Vulnerable Learners' – Unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.

Table 4. Priority 2 Agreement 'Vulnerable Learners'

Type of respondent	To what extent do you agree or disagree with Priority 2?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	60	21	3	1	2	1
Other	15	1	0	0	0	0
General public	7	3	1	1	1	0
Primary education staff	8	4	0	0	0	0
Primary Head Teacher	6	3	0	0	0	0
Other specialist staff	7	1	1	0	0	0
Early years staff or provider	6	0	0	0	0	0
Secondary education staff	2	3	0	0	0	0
College / Further education staff	3	1	0	0	0	1
Other group or organisation	4	1	0	0	0	0
Pupil / student	1	3	0	0	0	0
Special school staff	3	0	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	123	41	5	2	3	2

The figures in Table 4 indicate that the majority of respondents (70%/123) strongly agree with Priority 2, whilst a further 23% (41) agree. Only 3 respondents (2%) strongly disagree with Priority 2.

Support for Priority 2 (respondents who ‘strongly agree’ or ‘agree’ combined) was lower for the General Public (77%) than Parents / Guardians / Carers (92%) and Pupils / Students (100%). Indeed, 98% (40 respondents) across all those respondents who work in an education capacity/environment ‘strongly agree’ or ‘agree’ with Priority 2 unlocking talent, building resilience, and fulfilling the potential of our vulnerable learners.

Support for Priority 2 was least pronounced in Warwick District with (90%) of respondents who ‘strongly agree’ or ‘agree’ combined) compared to those living or working in the other boroughs and districts in Warwickshire. Indeed, 4% of respondents living or working in Warwick District were opposed to Priority 2 (stating they ‘strongly disagree’ or ‘disagree’).

Additional comments related to Priority 2

A total of 71 respondents chose to leave a comment or suggestion regarding Priority 2. A consistent message from the comments provided was that, whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to *all* children, not just those classed as vulnerable. Another key theme raised by respondents is the importance of mental health support and channels of communication to enable vulnerable learners to fulfil their potential.

Table 5. Qualitative themes relating to Priority 2 Agreement – online survey only

Theme	Examples for illustration	Count (base = 71)
Current difficulties in accessing support for vulnerable learners (eg. specialist mental health support / training)	<p><i>“SEND awareness, understanding and action needs huge improvement. So many children are excluded and their needs unmet”</i></p> <p><i>“Additional/specially trained staff for SEND pupils, for example, is required”</i></p> <p><i>“From personal experience the woeful lack of knowledge and support of children affected by mental health issues is very apparent”</i></p> <p><i>“I think the provision of a mental health nurse or practitioner in schools should be an absolute priority”</i></p>	34
Funding cuts will hinder the success of Priority 2	<p><i>“Investment is needed in special schools”</i></p> <p><i>“Again, funding appears to be an issue. I know lots of people that have experienced difficulty in getting their child assessed let alone provided with support”</i></p>	15
A more inclusive Education Strategy required	<p><i>“This should be for every child. Not just vulnerable ones”</i></p> <p><i>“This area needs a huge improvement as children who come under this umbrella have been overlooked for too long and have been let-down by the systems in place at the moment”</i></p>	13

No 'one-size-fits-all' approach	<p><i>"Unlocking talent isn't just about the amount of GCSEs a child gets, its having social skills and the opportunity to experience vocation skills as well as academic subjects. Educate for life rather than just for OFSTED results. One size does not fit all, tailored education to suit the variety of kids abilities"</i></p> <p><i>"This is extremely important, especially for people with social, emotional and mental health needs. I feel a lot more partnership work can be done with third sector support agencies to help meet the needs of these young people"</i></p>	11
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Priority 3 – Supporting successful system leadership

Respondents were asked to what extent they agreed or disagreed with Priority 3 'System Leadership' – supporting successful system leadership, empowering communities, so that the Warwickshire Family of Schools can thrive, and no school is left behind.

Table 6. Priority 3 Agreement 'System Leadership'

Type of respondent	To what extent do you agree or disagree with Priority 3?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	40	31	13	4	0	0
Other	11	5	0	0	0	0
General public	2	8	2	0	2	1
Primary education staff	5	5	0	1	1	0
Primary Head Teacher	5	3	1	0	0	0
Other specialist staff	1	5	3	0	0	0
Early years staff or provider	3	3	0	0	0	0
Secondary education staff	1	2	1	0	1	0
College / Further education staff	1	3	1	0	0	0
Other group or organisation	4	1	0	0	0	0
Pupil / student	1	1	2	0	0	0
Special school staff	1	1	1	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	76	68	24	5	2	1

The figures in Table 6 indicate that the majority of respondents (81%/144) either strongly agree or agree with the Priority 3 Agreement. Only 2 respondents (1%) strongly disagree with Priority 3.

Support for Priority 3 (respondents who 'strongly agree' or 'agree' combined) was highest amongst all those respondents who work in an education capacity/environment (83%). The strongest opposition to Priority 3 came from Parents / Guardians / Carers where (5%) disagree with this.

Support for Priority 3 was least pronounced for respondents living or working in Nuneaton & Bedworth Borough (70% of respondents who 'strongly agree' or 'agree' combined) compared to those living or working in the other boroughs and districts in Warwickshire. Indeed, 87% in Stratford-

on-Avon District and 86% in Warwick District support Priority 3 (stating they ‘strongly agree’ or ‘agree’) with successful system leadership.

Additional comments related to Priority 3

A total of 52 respondents chose to leave a comment or suggestion regarding Priority 3. A consistent message from the comments provided was that there is no clear plan in the draft Education and Learning Strategy as to how this Priority will be achieved and confusion as to what “successful system leadership” actually means.

Table 7. Qualitative themes relating to Priority 3 Agreement – online survey only

Theme	Examples for illustration	Count (base = 52)
Support for teachers / staff	<p><i>“Teachers these days have to manage budgets, staff, premises etc. - they need business management skills, and most simply haven't got those. You are failing those teachers by not providing adequate support and budget”</i></p> <p><i>“I am concerned that more admin and bureaucracy will actually reduce the effectiveness of some schools. They are already under a great weight of administration that takes the teachers out of the classroom and the head teachers away from supporting their stretched and stressed staff members”</i></p> <p><i>“There are too many leaders and not enough basic support staff and teachers</i> <i>Class sizes are being pushed up to gain more revenue which only means vulnerable children receive less attention”</i></p> <p><i>“As a school leader, I know that it is becoming increasingly challenging to ensure provision which is at least good or outstanding for all pupils. Schools have to work closely together to share the resources that they have particularly the development of staff who are the most valuable of all resources”</i></p>	23
Pressures on schools / teachers / children to achieve high standards and targets (eg. OFSTED)	<p><i>“Whilst I agree with the principle, it seems that schools are completely driven by an Ofsted need to provide data for measurement. I would love to see an approach that judges success in other ways too - the happiness of the children for example, the values of the school, the SEND provision etc.”</i></p> <p><i>“However the OFSTED system is demanding and can be damning. Don't set unrealistic targets”</i></p> <p><i>“Too many variants. It's not just about high ratings on OFSTED. And looking good on paper. You have to have a strong infrastructure, starting with strong teachers. When a child is falling behind or struggling, they aren't to be discredited and left, similar the over achiever is to be encouraged and not left to 'get on with it' they need to be supported to show their true potential. You can't have all the resource of teaching going into under achievers just so the school gets a higher OFSTED score”</i></p>	14

	<i>"It should be noted that the pressure on academic achievement at the expense of social and emotional literacy is damaging our young people. A good or outstanding school needs to be as good at social and emotional literacy as it is at academic achievement. Without this, I do not see that the school can be measured as good or outstanding"</i>	
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Priority 4 – Promoting employability

Respondents were asked to what extent they agreed or disagreed with Priority 4 ‘Promoting employability’; offering the best possible opportunities for all learners so that the local economy can grow, and young people can take on the responsibilities of adult life.

Table 8. Priority 4 Agreement ‘Promoting employability’

Type of respondent	To what extent do you agree or disagree with Priority 3?					
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	Not Answered
Parent, guardian or carer	53	27	4	3	1	0
Other	12	4	0	0	0	0
General public	8	5	0	0	0	0
Primary education staff	4	7	1	0	0	0
Primary Head Teacher	6	3	0	0	0	0
Other specialist staff	4	2	2	0	0	0
Early years staff or provider	5	1	0	0	0	0
Secondary education staff	2	2	1	0	0	0
College / Further education staff	3	1	0	0	0	1
Other group or organisation	3	2	0	0	0	0
Pupil / student	1	1	2	0	0	0
Special school staff	1	2	0	0	0	0
Nursery school staff	1	0	0	0	0	0
Total	103	57	10	3	1	2

The figures in Table 8 indicate that the majority of respondents (59%/103) strongly agree with Priority 4, whilst a further 32% (57) agree. Only 1 respondent strongly disagrees with Priority 4.

Support for Priority 4 (respondents who ‘strongly agree’ or ‘agree’ combined) was highest amongst the General Public (100%). The strongest opposition to Priority 4 came from Parents / Guardians / Carers where (5%) disagree with this.

Support for Priority 4 was most pronounced for respondents living or working in Stratford-on-Avon District (95% of respondents who ‘strongly agree’ or ‘agree’ combined) compared to those living or working in the other boroughs and districts in Warwickshire.

Additional comments related to Priority 4

A total of 51 respondents chose to leave a comment or suggestion regarding Priority 4. A consistent message from the comments provided was that promoting academic achievements should not be to the detriment of employability. Life skills, not just academic skills, are also crucial.

Table 9. Qualitative themes relating to Priority 4 Agreement – online survey only

Theme	Examples for illustration	Count (base = 51)
Equal consideration of life/employability skills, not just educational achievement	<p><i>"I feel both primary and high schools focus on educational achievement, rather than life and employability skills at present eg. there is no guidance or learning in terms of personal/household budgeting, interview and CV techniques"</i></p> <p><i>"Promoting employability is a great aim. It would be great for students to be developing the skills they will need in the workplace alongside the traditional curriculum. For example, communication skills, teamwork, leadership, interview techniques etc."</i></p> <p><i>"Skills and exams are important but being a fully rounded person is just as important - able to adapt to situations - a wider curriculum again would help to support this"</i></p>	35
Building links and connections with employers to access jobs and apprenticeship opportunities	<p><i>"How about a central communications hub that enables schools can engage with employers? Schools could click on a button and find out which local employers offer career talks, work experience, business mentoring, site visits"</i></p> <p><i>"Any links that can be built with employers are really beneficial. I know from personal experience that inviting companies in to share what they do can really help teenagers make a much more informed career or further education choice"</i></p> <p><i>"Employability workshops and support should be given just as much importance as higher or further education"</i></p>	25
Funding cuts will hinder the success of Priority 4	<p><i>"Sufficient funding is required to achieve this priority. Schools need to source or employ fully trained careers advisors to deliver careers support and advice for young people. Schools also need to invest in staff specifically employed to target support from local businesses and building relationships to secure apprenticeships and not add this task onto already heavy staff workloads"</i></p>	10

Education Strategy and clarity on the Council's role

Respondents were asked to what extent they agreed or disagreed that the draft Education Strategy achieves clarity on the Council's role (by agreeing, respondents therefore believe that the draft Education Strategy clarifies the Council's role).

Figure 2. Proportion of all respondents answering 'Yes', 'No' and 'Not sure' to whether the Education Strategy achieves clarity on the Council's role

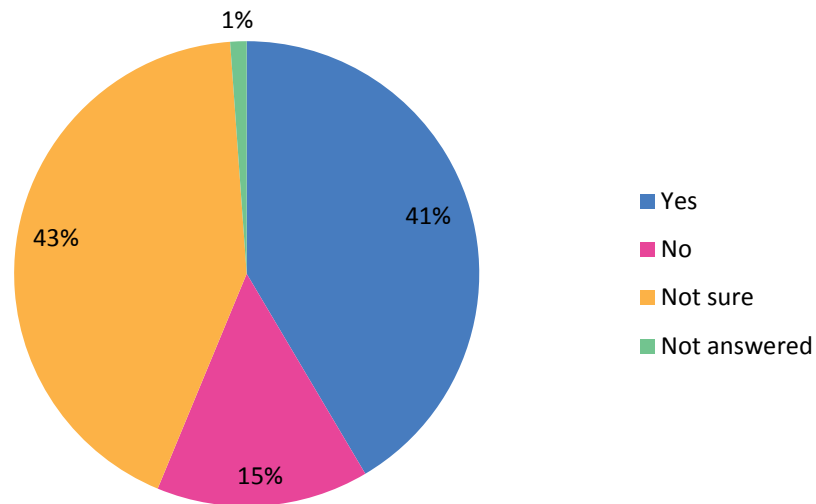


Figure 2 highlights the proportion of all respondents who agreed, disagreed or were not sure whether the draft Education Strategy achieves clarity on the Council's role. Whilst 41% (73 respondents) believe the draft Education Strategy does achieve clarity, 43% (75 respondents) were unsure. Table 10 highlights differences in responses between respondent categories.

Table 10. Does the draft Education Strategy achieve clarity on the Council's role?

Type of respondent	Does the draft Education Strategy achieve clarity on the Council's role?			
	Yes	No	Not sure	Not answered
Parent, guardian or carer	29	13	45	1
Other	9	2	5	0
General public	7	2	4	0
Primary education staff	5	3	4	0
Primary Head Teacher	6	1	2	0
Other specialist staff	4	1	4	0
Early years staff or provider	2	1	3	0
Secondary education staff	3	1	1	0
College / Further education staff	1	1	2	1
Other group or organisation	4	0	1	0
Pupil / student	1	0	3	0
Special school staff	1	1	1	0
Nursery school staff	1	0	0	0
Total	73	26	75	2

Agreement that the draft Education Strategy achieves clarity on the Council's role (respondents who stated 'yes') was highest amongst the General Public (54%). Disagreement (respondents answering 'no') was highest amongst all those respondents who work in an education capacity/environment (20%).

Agreement (respondents stating 'yes') that the draft Education Strategy achieves clarity on the Council's role was most pronounced for respondents living or working in Warwick District (45%) and Rugby Borough (43%), whilst the strongest disagreement was from respondents living or working in Nuneaton & Bedworth Borough (26% stated 'no').

Additional comments related to clarity on the Council’s role

A total of 37 respondents chose to leave a comment or suggestion regarding the draft Education Strategy achieving clarity on the Council’s role. A consistent message from the comments provided was that no specific details or practical action points as to how these proposals/targets will be met have been provided.

Table 11. Qualitative themes relating to clarity on the Council’s role – online survey only

Theme	Examples for illustration	Count (base = 37)
Practical action plan required as to how these proposals/targets will be met	<p><i>“But how will these be achieved? Until that is clear, one can’t wholly agree”</i></p> <p><i>“The language is fairly high level and does not provide detail on how these aims are to be achieved”</i></p> <p><i>“It would be helpful to have some case studies of how this would be achieved, and how this would be different from what we have currently”</i></p> <p><i>“It is a very broad statement and how is the effectiveness going to be measured?”</i></p>	28
A more inclusive Education Strategy required	<p><i>“It must maintain a broad understanding and expression of ‘education’ if the strategy is to work for all young people”</i></p> <p><i>“What I have read so far does not apply to all learners; it only appears to focus on vulnerable or disadvantaged learners. It is not clear what the council will do to support children who are not categorised as vulnerable or gifted”</i></p>	7

Additional information

Respondents were asked at the close of the survey if they had any further comments or suggestions in relation to what they would like to see in the Education Strategy. These included general comments and suggestions in relation to the draft Education Strategy with many returning to issues raised earlier in the survey.

Table 12 Key themes from ‘any other comments or suggestions in relation to what you would like to see in our Education Strategy?’ open text question

Key theme	Example for illustration	Count (base = 70)
Funding is required to achieve Priorities	<i>“Schools are having to pick up from lack of social services funding and are creaking at the seams as a result. Budgets are squeezed and the pressure and demands on schools is increasing. Moral is low. The housing being built in the area is excessive and I worry we just don’t have the education provision to match the additional population, especially with regards to</i>	34

	<i>secondary education”</i>	
A clear action plan required to achieve goals	<i>“I would like to see how the council plan to achieve their goals - not just say that they will. How will they support teachers and schools? How will they provide support for disadvantaged students?”</i>	20
Support for vulnerable children	<i>“Within the priority to ensure schools are provided with right tools and skills to recognise and flag the right support needed for vulnerable children or children who have faces early childhood trauma”</i>	16
A more inclusive Education Strategy	<i>“Whilst there was often broad agreement that unlocking talent, building resilience, and fulfilling the potential of vulnerable learners is important, this should apply to all children, not just those classed as vulnerable”</i>	10
Support for training / development	<i>“For staff working in both early years and in schools to be given more training to support them to identify and support children who are not meeting age related expectations in speech, language and communication as this has a huge impact on children's learning and outcomes in later life”</i>	9
Focus on life / employability skills, not just educational achievement	<i>“There is too much focus on academia. Not everyone is a boffin, so tailor it accordingly so those less academic don't leave school with a chip in their shoulder or feeling inferior”</i> <i>“Support should be shared equally between all levels of ability in education. Children that aren't academic should have other skills taught and encouraged”</i>	7

HEAD TEACHERS' CONFERENCE MARCH 2018

Feedback from the Head Teachers' Conference in March 2018 (comprising 130 Head Teachers of Primary, Secondary and Special Schools from across the county of Warwickshire) was included via the Facilitated Group Survey. The findings from Facilitated Group Survey show that there is support from Head Teachers for the Priorities, but a number of further thoughts are provided in the following Tables (13, 14, 15, 16 and 17) to provide an overview of educational staff responses to the draft Education Strategy. In particular, the recurring themes from the comments provided were that more funding, training and support, as well as 'joined up thinking' (connecting schools, other local services and parents) is required in order for the Priorities to be successful.

Table 13. Comments on Priority 1

Description/theme	Count (base=60)
'Joined up thinking' – connecting schools with other local services such as social care, healthcare etc.	15
Better / quicker identification of additional needs before entering school system (eg. SEND or EAL needs)	13

More funding required	10
Standardised training and testing of all nurseries (especially private) via Ofsted or other bodies to make nurseries more accountable	7
More involvement from all parties regarding school readiness and smoother transitions	6
To hold parents more accountable for their children and their behaviour	5
Update to admissions and attendance procedures to give schools more autonomy so that the child gets the 'right' place first time	4

Priority 1 examples for illustration:

"If you get WE1 right, the rest will work"

"What does 'school ready' mean? Are schools 'children ready'?"

"'Corporate' approach to transition programmes for children going from Nursery to Reception, Reception to Year 1, Year 6 to Year 7"

"Raise the profile of Early Years so that parents are more accountable to their child's learning"

Table 14. Comments on Priority 2

Description/theme	Count (base=83)
'Joined up thinking' – agencies working together to support the child – not only the responsibility of the schools	17
Regarding admissions and where children are educated. Emphasis on more special places/schools. Some contradictions on having more/less children in flex/home school learning	10
More training for staff and school support	10
Earlier identifying and referring of vulnerable learners and the pace of referrals to be picked up	9
More parental accountability, training and support	9
More scope and training for developing individuals rather than treating all children in the same way	8
More funding required	7
More mental health training and support (for teachers as well) not only vulnerable learners	7
Updating targets and school readiness to be more supportive/flexible for vulnerable children	3
More cohesion and communication between mainstream and SEND/special learning	3

Priority 2 examples for illustration: *"The strategy is wrong. Our aim should not be to force students into a school place where they are destined to fail/struggle. Other options are required."*

"We need adapted curriculum provision for 'challenging' pupils"

"Where is building resilience in this section?"

"Development of other life skills rather than just Maths/English skills"

"Every school needs a counsellor to support mental health needs. And consider the impact of a lack of resources on teachers' mental health"

Table 15. Comments on Priority 3

Description/theme	Count (base=38)
Admissions sufficiency and OFSTED ranking – make all schools better and use networking/support systems/LA to have good schools support and mentor struggling schools	12
More funding required	8
Funding and support requests for Head Teachers	7
‘Joined Up Thinking’ and extra-curricular support	5
Concerns over narrowing of curriculum	2
More training	2
More mental health training and support including for teachers	2

Priority 3 examples for illustration:

“Admissions information to parents being totally transparent and correct”

“Greater emphasis on dialogue/context in making school judgements”

“Support for ‘A’ and ‘B’ schools so that they don’t slip into ‘C’ and ‘D’

“More recognition for senior leaders working in disadvantaged schools”

“Please continue with consortiums”

“Just call it ‘Empowering Education Communities’”

“Allow schools to give pupils wider curriculum/opportunities so that they enjoy school – and leave school both academically and socially ready”

“Relieve the pressure on schools to focus heavily on teaching/tests thus narrowing the curriculum”

“Mental health around staff is an issue with workload and demanding pupils”

Table 16. Comments on Priority 4

Description/theme	Count (base=51)
Developing local business links and increasing their involvement in school and projects	16
Exam and curriculum alterations, especially including employability/skills earlier in the curriculum and feeding back information to primary how secondary children have progressed	13
Interschool support for local projects/enterprises/networks	6
More funding required	5
More apprenticeships	2
Special Schools partnerships/internships with local businesses and enterprises	2
Questions as to where adult learning fits in a school environment	2
More parent involvement and accountability	2
Issues begin with admissions	2
Change the wording to simply ‘Promoting Employability’	1

Priority 4 examples for illustration:

“Employability curriculum starting at EYFS”

“Curriculum needs to fully prepare children for the world they will be adults in – jobs that robots won’t do!”

“Shared resources across our schools: supported internship model, curriculum design, business links”

“Continuity of funding is needed rather than SFE seemingly being diverted into a series of 1 year hits

“Special schools supporting mainstream partner schools to share supported internship opportunities”

Table 17. Comments and suggestions for the Education Strategy

Description/theme
Does strategy have enough emphasis on wider community in supporting schools?
Visit each school to discuss individual needs, take ideas to senior level, little LA presence in schools
'Stretch' not 'achieve' potential
Will the LA promote itself as more than a service provider?
Why are the schools and colleges not explicit in the diagram when Children Centres and Early Year Providers are?

PUBLICISING OF EDUCATION STRATEGY 2018-2023 CONSULTATION

Publicising channel	Detail
External publication	
Ask Warwickshire	Dedicated consultation webpage (providing full information, copies of survey and policy documents and link to online survey)
Email (outbound)	Email distribution list: SEND and Inclusion; Adult and Community learning; Learning and Performance; Education Sufficiency and Access; Governors; Virtual School; Members; 250 Schools, Health and Wellbeing Board (HWBB); 250 PVI's, colleges and educational settings; Parent Carer Forum; District and Borough councillors; 500 childminders (where known); University of Warwick, ABP Co-ordinators; Prospect Services; Children and Families Partnership board; Safer Warwickshire Partnership board
Email (inbound)	Dedicated email address set up to provide an opportunity for people to respond via email
Media relations	News release sent to all local media; Presence on WCC news page; Liaison with Observer series re. consultation; interview request from Free Radio
Social media	Warwickshire County Council Facebook; Warwickshire County Council Twitter (10.5k followers, as well as retweets from other WCC accounts); WarksDemocracy Twitter (723 followers); WarksCoPro (200 Facebook followers and 400+ Twitter followers); Public Health; WCC Early Years; FIS; Libraries; Fostering; Warwickshire Parent Carer Forum (680+ Facebook followers)
Face-to-face	Face-to-face opportunities accessing various stakeholders through public consultation events. See 'Key Activities' table below for the Warwickshire Education Strategy Consultation Log list of meetings where the strategy was discussed
Newsletters	WCC channels; Heads Up, Warwickshire Weekly news release
Post (covering letter and leaflet)	1,500 to parents (via schools); 250 to schools; 1,500 to PVI's, colleges and educational settings; 500 to childminders (where known); 1,200 to E & L distribution; 40 at EY Visioning event (February 2018); Warwickshire Skills Conference with 140 delegates (heads, college leaders, university careers staff, WCC Economy staff, business leaders), Children's O & S Committee; WES focus group of MAT leaders; 300 to People Group and other internal leafletting
Paper surveys	On request
Internal publication	
Email (outbound)	See above
Email (inbound)	Dedicated email address set up to provide an opportunity for people to respond via email
Newsletters	WCC channels: Remember – 57 elected members

WARWICKSHIRE EDUCATION STRATEGY CONSULTATION LOG

Meeting consulted	Attendees and involvement
February Challenge Board 20 heads	20 heads
Early Years Visioning event	40 attendees – wide range of stakeholders
Closing The Gap Board	10 WCC attendees plus 6 heads / colleagues WE2 (ii) - Closing the Gap Board to Lead
Primary SENCos	February meeting
Secondary SENCos	February meeting
Southern Area Analysis Group	February meeting
Safer Education Board	30x leaflets distributed to meeting attendees
Primary School focus groups	12 parents, 10 pupils, 10 staff
Fair Workload Charter Group	10 leaflets
Primary Team Meeting	20 LIOs and members of the Learning Performance Team
Headteachers' Meeting	107 delegates. 105 schools represented. Coventry DBE and Midlands Academy Trust also represented. Leaflets given out in delegate packs. Strategy and four priorities introduced. Discussion on tables - summary of feedback shared and all feedback on post-it notes collected at the end of the meeting to be collated and fed into consultation
Education Challenge Board	20 heads plus colleagues and representative of Coventry Diocese and Regional Schools Commissioner
Warwickshire Skills Conference today	140 delegates (heads, college leaders, university careers staff, WCC Economy staff, and business leaders) 90 leaflets taken
Warwickshire MPs	All Warwickshire MPs sent notification of Consultation Period along with links and contact details. Inviting them to pass on to their constituents
High School	20 leaflets
Education strategy email	3 emails received, read and included, responded
	20 leaflets given out at Children's O&S Committee plus a lengthy agenda item on the consultation.
Schools forum	30 leaflets, and lengthy discussion – see minutes
Northern, Nuneaton and Bedworth Area Analysis Group	minutes
Eastern Area Analysis Group	minutes
Central Area Analysis Group	minutes
Norther, Nuneaton and Bedworth Area Analysis Group	minutes
WES focus group	20 Ed Strategy leaflets to the WES focus group of MAT leaders and heads
Schools of Concern	
Secondary Team Learning Improvement Officers	
Primary School Improvement Board	
Primary Team Learning Improvement Officers	
SEND Programme Board	
Special School Heads	
Primary Special Education Mental Health	
Governor Focus Groups	Present: 12 governors and clerks

Primary school focus groups	8 staff, 10 parents, 10 children
Special school focus groups	4 staff, 8 students
Secondary school focus groups	9 staff, 13 students
Parish Council response (in post)	

EQUALITY AND DIVERSITY ANALYSIS

The online survey asked respondents to complete information regarding equality and diversity. The results are set out in Table 18 below.

Table 18. Online respondent profile

Gender	Male (including trans man)	34
	Female (including trans woman)	129
	Other including non-binary	0
	Prefer not to answer	8
	Not answered	5
Age in years	Under 18	4
	18-29	9
	30-44	73
	45-59	65
	60-74	14
	75+	0
	Prefer not to answer	8
Long standing illness or disability	Yes	9
	No	156
	Prefer not to answer	7
	Not answered	4
Ethnicity	White- English/Welsh/Scottish/Northern Irish/ British	148
	White - Irish	2
	White - Gypsy or Irish Traveller	0
	White - Any other background please specify	3
	Mixed - White and Black Caribbean	1
	Mixed - White and Black African	0
	Mixed - White and Asian	0
	Mixed - Any other background please specify	2
	Arabic	0
	Asian or Asian British - Pakistani	0
	Asian or Asian British - Bangladeshi	0
	Asian or Asian British - Chinese	0
	Asian or Asian British - Indian	3
	Asian or Asian British - Any other background	0
	Black or Black British - African	0
	Black or Black British - Caribbean	0
	Black or Black British - Any other background	0
	Any other Ethnic group - Please specify	2

	Prefer not to answer	12
	Not answered	3
Religion	Buddhist	0
	Christian	91
	Jewish	0
	Muslim	0
	Hindu	0
	Sikh	2
	Other – Please specify	4
	None	57
	Not answered	3
Sexuality	Heterosexual or straight	150
	Gay or lesbian	1
	Bisexual	3
	Other	2
	Prefer not to answer	17
	Not answered	3