

Warwickshire Education Strategy

Summary Delivery Plan 2020

*see Education Strategy Dataset document for latest results

	WE Objective	Aims / Actions 2020	Responsible	Measuring Success In 2023*	Rationale
WE1	Early Years				
	<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>Publish an integrated Early Years strategy that is endorsed by Warwickshire Cabinet and is sufficiently resourced</p> <p>Embed the work of the Early Years Board to monitor the Early years strategy</p> <p>Improve support for workforce development across the sector to improve quality standards</p> <p>Ensure sufficient high-quality childcare is available</p> <p>Secure funding for a ring-fenced budget for 2-year olds with physical disabilities to enable them to access provision</p> <p>Review safeguarding training needs for Early Years sector via an Early Years safeguarding audit</p> <p>Support practitioners though provision with documentation</p>	Early Years Board	<p>Percentage of children achieving a Good Level of Development (GLD) will be in line or better than the national average and Warwickshire's statistical neighbour position will improve from 10th out of 11 (Nov 2019)</p> <p>The gap in GLD measure at age five for disadvantaged learners compared with non-disadvantaged in Warwickshire will be halted in 19/20 and then start to decrease</p> <p>Percentage of early years providers that are judged by Ofsted as good / outstanding for overall effectiveness at least match the national figure</p> <p>Percentage of 2-year olds that are eligible and benefitting from funded early education places will be maintained at 75% or above</p>	<p>Children in Warwickshire meet the indicator for school readiness</p> <p>A diminished gap indicates that children's life chances are less influenced by disadvantage and vulnerability</p> <p>High quality Early Years education means a better start to life for children in Warwickshire</p> <p>Access to early education at a younger age will improve outcomes for those who are affected by disadvantage and vulnerability</p>



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		and resources to improve the home learning environment Support Early Years sector to improve the publicising and marketing of two-year old places			
WE2	An Empowering Curriculum				
	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.</p> <p>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>	<p>Robust systems and procedures in place that successfully identify all children vulnerable to missing education.</p> <p>The outcomes of children vulnerable to missing education will be monitored and evaluated to inform WE3's closing the gap objective.</p> <p>Develop collaborative partnerships between a variety of agencies that support the reintegration of children as they are returned to school.</p> <p>Identify an appropriate sponsor working with the dfe to open the AP free school and continue to work collaboratively with that sponsor.</p> <p>Support existing AP providers to</p>		<p>70% of all permanent exclusions are on a school roll within 12 weeks of their upheld exclusion.</p> <p>All (100%) in year fair access admissions are successfully admitted onto a school roll.</p> <p>All referrals to the Children Missing Education (CME) service are successfully closed within 20 days.</p> <p>Percentage of 16 and 17 year olds who attended alternative provision that become NEET will reduce by 1%.</p> <p>At least one Alternative Provision free school providing high quality provision for children at risk of</p>	<p>Ensure period where a child is not in Alternative provision is not more than necessary.</p> <p>Ensure all unplaced and vulnerable children are found a school place</p> <p>All Warwickshire children's whereabouts is known and for those that are unknown the relevant agencies have been engaged to ensure their safety</p> <p>Children that attended alternative provision will go onto meaningful destinations</p> <p>Increase the offer of high-quality education to vulnerable your people.</p>

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		become registered with the department of education so that they can provide full time educational support.		missing education will be built by 2023. No child in Warwickshire is placed in illegal unregistered provision by 2023.	Ensure quality of education provision is of a high standard and is regulated
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>	<p>Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools</p> <p>Establish an alternative set of measures to demonstrate impact of closing the gap work in Warwickshire</p> <p>Roll out of the Warwickshire Improving SEND & SEMH in Schools Project (WISSSP) across county schools with detailed work to take place in 24 'hub' schools</p> <p>Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions</p> <p>Working to improve the number of 11+ pupils accessing the 11+ test by disadvantages</p>		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.	Improving the attainment for disadvantaged learners shows that the gaps between the achievement of learners eligible for Pupil Premium and those of their peers, have narrowed.
2(c)	<p>Children who are Looked After;</p> <p>will be supported to reach</p>	To assess and develop the offer of Warwickshire Schools that have an offer for asylum seekers and raise awareness of Asylum		The percentage of young people in care/care leavers aged 16–19 yrs who are not in education, employment or training (NEET) will	The more young people in care/care leavers supported in education, the greater the chance they will integrate and

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	<p>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>seeker needs in all Warwickshire schools</p> <p>Support and challenge schools to understand and manage the causes of behaviour problems that lead to exclusions</p> <p>Encourage schools to continue their support for children that have moved location until they find a new permanent school place</p> <p>Refocus the current Virtual School Governance Board to better achieve its stated aims</p>		<p>be better or in line with national average.</p> <p>Attainment at key stage 2 (primary) and key stage 4 (secondary) for looked after children by Warwickshire will be better or in line with the national data for looked after children.</p> <p>An annual reduction in the number of fixed term exclusions for children looked after from 16% (2017)</p>	<p>contribute positively to the Warwickshire community.</p> <p>To remove barriers and raise educational aspirations for young people in Warwickshire.</p> <p>A lower number of exclusions would demonstrate that more schools are positively supporting children who are looked after before excluding them or that those children are placed in a more suitable provision for their needs.</p>
2(d)	<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>To review and update the SEND Provision Matrix making it clear to schools and parent and carers what is expected as a graduated response to individual needs</p> <p>To publish a Warwickshire joint commissioning plan for learners with SEND, setting out how local needs are to be met through the local offer services</p> <p>To work with employers, schools and colleges to increase the offer of supported internships</p> <p>Strengthen practice around co-production with parents and young people</p>		<p>Number of early years settings, nursery settings and childminders that have been awarded the Warwickshire Inclusion Kitemarking Scheme (WInCKS) award will increase annually from 54 (May 2019).</p> <p>Number of occupied places in designated SEND Resourced Provision settings or specialist partnerships will increase quarterly.</p> <p>Percentage of EHC plans issued within the statutory 20 week timetable of request to issue will meet the statutory expectation (90%).</p> <p>Percentage of learners with EHC plans in year groups reception to year 11 in designated mainstream</p>	<p>The more early settings meet best practice standards the better we will be at identifying support before school</p> <p>A broader spectrum of educational provision is required to meet local needs</p> <p>Improve the timeliness of issuing EHC plans</p> <p>If the local offer is meeting demand, the percentage of learners in mainstream</p>

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				<p>school settings will increase from 41% (Sept 2019).</p> <p>Percentage of learners with EHC plans in year groups reception to year 11 in designated specialist state-funded school settings will decrease from 47% (Sept 2019).</p> <p>Percentage of learners with EHC plans in year groups reception to year 11 in designated independent specialist school and non-maintained special school settings will decrease.</p> <p>Percentage of EHC plans reviewed and then amended at Year 9 will increase from 50% (July 2019).</p> <p>Number of learners with an EHC plan on a supported internship will reach 100.</p> <p>Number of young people completing commissioned independent travel training will increase annually from 19 (2018-19).</p> <p>Number of risk assessments carried</p>	<p>settings should increase.</p> <p>Whilst the number of state-funded specialist places will increase, the overall proportion of learners in specialist education should decrease, as a result of fewer learners in independent settings</p> <p>If the local offer is meeting demand, the percentage of learners in independent specialist settings should decrease</p> <p>The more EHC plans are reviewed in Year 9 and amended, the more likely it is that planning has taken place for life after school.</p> <p>The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs.</p> <p>Using transport is a life skill, preparing young people for adulthood and reducing dependence on transport assistance.</p> <p>The use of risk assessment</p>

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				out by Transport Operations specialist risk assessors will increase annually from 144 (2018-19).	will improve the quality of transport for our learners with high needs and ensure the implementation of the local home to school transport policy
2(e)	<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. 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.</p>	<p>Complete review of SEMH provision in Warwickshire Schools</p> <p>Roll out of the Warwickshire Improving SEND & SEMH in Schools Project (WISSSP) across county schools with detailed work to take place in 24 'hub' schools</p> <p>Relaunch Warwickshire Workload Charter with termly application windows</p> <p>Education Mental Health Practitioner teams will be operational in all schools identified in Wave 1 of NHS Trailblazer</p> <p>Apply for Wave 3 of the NHS Trailblazer which would reach schools in Nuneaton, North and East</p>	<p>WCC – Children's Public Health</p> <p>WCC – Education Services</p> <p>WCC – Education Services</p> <p>South Warwickshire CCG</p> <p>Coventry and Rugby CCG</p>	<p>At least 60 schools across Warwickshire will hold the Warwickshire Workload Charter accreditation.</p> <p>All WISSSP and NHS Trailblazer participating schools will have named and trained Mental Health Lead</p> <p>All Trailblazer schools will have access to Mental Health Support Teams (MHSTs) enabling them to provide support for CYP with low level mental health need</p>	<p>A clear commitment to a manageable workload for school staff will deliver a healthy workforce better placed to support CYP. Schools which hold this accreditation will be able to retain and recruit good quality staff to improve outcomes for CYP.</p> <p>A Mental Health lead demonstrates the schools' commitment to supporting CYP with SEMH</p> <p>MHSTs are intended to provide early intervention on some mental health and emotional wellbeing issues, such as mild to moderate anxiety, as well as helping staff within a school or college setting to provide a 'whole school approach' to mental health and wellbeing.</p>
WE3	Family of Schools				

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3	<p>Our challenge is for all learners to enjoy a high-quality learning experience.</p> <p>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>Produce a home to school transport plan</p> <p>Publish delivery plan for the Nuneaton Strategy and support its roll out across the three task groups; best start, ready for working life, empowering schools.</p> <p>Refresh school improvement strategy</p> <p>Improve online interface for Home to School Transport</p> <p>Support development of the Warwickshire school improvement partnership, growing the number of system leaders from 29</p> <p>Secure and make available sufficient school places in all areas of the county</p>		<p>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</p> <p>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> <p>There will be sufficient school places to meet demand in Warwickshire, including for learners with SEND.</p> <p>The number of home to school transport risk assessments will increase annually</p> <p>The number of home to school single occupancy taxis will reduce annually</p>	<p>Better schools in economically disadvantaged areas improve the chances of closing the educational outcome gap between disadvantaged and non-disadvantaged children.</p> <p>Improved Ofsted outcomes for schools previously judged as less than good shows that good practice is being shared to improve poorly performing schools and a higher standard of education is achieved.</p> <p>Higher educational outcomes indicate a high-quality learning experience in Warwickshire</p> <p>There will be enough school places so that children are able to go to their preferred school</p> <p>Ensure that transport provision is suitable</p> <p>Home to school transport is more environmentally friendly and cost efficient</p>
WE4	Employability				
4	<p>Our challenge is to champion employability by promoting the best opportunities for all learners so that:</p>	<p>Launch Warwickshire Careers strategy and implement delivery plan</p> <p>Continue to work with schools and colleges to promote</p>		<p>Percentage of 16 and 17 year olds Not in Education, Employment or Training (NEET) and not known in line with or better than statistical neighbours (5.5% national, 3.7% WCC, 3.9% stat neighbours)</p>	<p>Ensure 16 and 17 year olds are on course to contribute to Warwickshire's community</p>

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	<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 Young people have increased aspirations, and more pursue higher levels of education & training Young people make informed choices, and are more aware of local career opportunities Young people move successfully into sustainable employment Adults continue to learn and train to improve employment opportunities within a changing economy Businesses are more able to recruit the people they need 	<p>Warwickshire's Careers Hub</p> <p>Undertake and support projects and initiatives (such as My Hospitality World, My World of Work, Digital Schoolhouse, Digital Skills in North Warwickshire, Maker Space, etc.) to raise awareness and understanding of different career opportunities and pathways.</p> <p>Continue to promote apprenticeships, with a focus on key sectors and higher level apprenticeships</p> <p>Pro-actively work with businesses via the Supportive Employers Forum to support routes to employment for our more vulnerable learners</p> <p>Help enable schools and colleges to meet the requirements of the national Careers Strategy by providing grants and careers leader development activity/resources through the WCC Skills for Employment programme</p> <p>Support applications to deliver programmes to support young people who are NEET and at high risk of becoming NEET.</p> <p>Introduce digital entitlement</p>		<p>Percentage of young people in sustained education or employment / training destinations (<i>for at least two terms after leaving KS4 or KS5 study</i>) in line with or better with statistical neighbours</p> <p>Warwickshire to be in line with or better than national average for all 8 Gatsby benchmarks</p> <p>Percentage of 16-17 year olds with an EHC plan recorded as participating in Education training will be above national</p> <p>Percentage of 16 and 17 year olds with an EHCP Not in Education, Employment or Training (NEET) will be above national average</p> <p>Number of learners with an EHC plan on a supported internship will reach 100</p> <p>The number of qualifications achieved by adult learners will increase annually from 687</p>	<p>More young people in sustained Education indicate increased aspirations</p> <p>The Gatsby benchmarks are renowned 'what works' principles in career development that indicate good practice</p> <p>Young people with SEND are more likely to gain positive outcomes if they remain in Education training</p> <p>Young people with SEND are more likely to gain positive outcomes if they remain in Education training</p> <p>The more supported internships offered in the County, the better the opportunities for paid employment post-education for our learners with high needs.</p> <p>Adults in Warwickshire learning new skills can further contribute to Warwickshire's community</p>

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		courses		<p>Increase the proportion of adult learners from the 30% nationally most deprived neighbourhoods in Warwickshire (11% of Warwickshire’s population)</p> <p>The number of adults enrolled onto an Adult and Community Learning course will increase annually from 2788 (18/19)</p>	<p>Adults in Warwickshire’s deprived areas are aspiring to achieve more</p> <p>Adults in Warwickshire learning new skills can further contribute to Warwickshire’s community</p>