**Education and Skills Strategy Review Template 2021**

Completed by: Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Organisation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RAG Key**:

Fully achieved

Partially achieved but some more work still to do

Not achieved at all or significant work still to do

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| **Our vision** | | **How far have we achieved this? How do we know?** | **RAG** | **Gap that needs to be addressed in the new strategy** |
| 1 | Our *ambition* is to build a better future for all children and young people in Buckinghamshire so they can realise their potential whatever their starting point. |  |  |  |
| 2 | Our *focus* will be on addressing the differential of experience between the vulnerable children in Buckinghamshire and their peers. |  |  |  |
| 3 | Our vision is based on being ambitious, inclusive, and collaborative. |  |  |  |

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| **Key aims set out in the strategy** | | **How far have we achieved this? How do we know?** | **RAG** | **Gap that needs to be addressed in the new strategy** |
| 1 | Developing sufficient high quality places, in the right locations, to meet the growing need (Infrastructure). |  |  |  |
| 2 | Providing the best start to enable all our young learners to flourish and develop a love of learning (Early Years). |  |  |  |
| 3 | Working collaboratively to deliver high standards and excellent outcomes for all (School Improvement and Engagement). |  |  |  |
| 4 | Developing a positive, safe and inclusive environment for all children and young people (Inclusion). |  |  |  |
| 5 | Enabling excellent outcomes for all children and young people with SEND. (SEND). |  |  |  |
| 6. | Equipping young people with the knowledge, skills, and experience to thrive in a modern economy (Post 16 Provision and Skills). |  |  |  |

| **Deliverables as stated in the strategy** | | | **How far have we achieved this? How do we know?** | **RAG** | | **Gap that needs to be addressed in the new strategy** |
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| **Infrastructure** | | | | | | |
| 1. | Development of a capital strategy that will focus on ensuring sufficient places. | |  |  | |  |
| 2 | Expand existing provision. | |  |  | |  |
| 3 | Develop new schools where appropriate. | |  |  | |  |
| 4. | Ensure all children have access to a good or outstanding school. | |  |  | |  |
| 5. | Maintain an accessible and effective admissions and allocations process. | |  |  | |  |
| 6. | Support and advise schools through the conversion process to academy status. | |  |  | |  |
| **Early Years** | | | | | | |
| 7. | Secure sufficient early years places to meet the introduction of the expansion to 30 hours funded early education from September 2017 onwards. |  | |  | |  |
| 8. | Maintain over 90% of provision as good or outstanding to support improved outcomes for children. |  | |  | |  |
| 9. | Engage parents of eligible 2-year olds to maximise the take up of funded early education. |  | |  | |  |
| 10. | Support and challenge early years providers to make effective use of Early Years Pupil Premium, deprivation and SEND funding to improve outcomes for our most vulnerable children. |  | |  | |  |
| 11. | Conduct a full review of Early Years central support so as to develop a provider led quality improvement framework. |  | |  | |  |
| **School Improvement and Engagement** | | | | | | |
| 12. | Move all schools that are inadequate or requiring improvement to good. |  | | |  |  |
| 13. | Encourage schools to work together |  | | |  |  |
| 14. | Improve retention and recruitment of high quality teachers. |  | | |  |  |
| 15. | Further develop a business intelligence function that will help schools to identify their specific priorities and where the capacity lies within the system to address these priorities. |  | | |  |  |
| 16. | To secure clarity for schools on the respective roles and responsibilities of the Regional Schools Commissioner, the local authority, and the relationship between both parties |  | | |  |  |
| 17. | Develop a sustainable school led system model through collaboration and collective responsibility within the educational community. |  | | |  |  |
| **Inclusion** | | | | | | |
| 18. | Build capacity, confidence, and expertise in mainstream schools to enable more children and young people with SEND to be educated in their local community. |  | | |  |  |
| 19. | Re-configure the Bucks ‘offer’ to ensure we better meet additional needs, by having the right provision in the right place through the work of the Inclusion Hub. |  | | |  |  |
| 20. | Reduce our dependency on out of area placements so that less of the high needs block funding is spent outside Buckinghamshire. |  | | |  |  |
| 21. | Celebrate good practice in inclusion, by developing and launching an ‘Inclusion Charter’, a stamp of recognised quality. |  | | |  |  |
| 22. | Reduce both fixed period and permanent exclusions from schools, particularly those pupils with SEND and ensure all Alternative Provision is inclusive, responsive, flexible and of high quality. |  | | |  |  |

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| **SEND** | | | | |
| 23. | Identifying the demand for SEND provision over the next 5 years to inform future planning. |  |  |  |
| 24. | Proactively identifying children and families at an earlier stage of behavioral problems by closer alignment of SEND provision with Early Help services. |  |  |  |
| 25. | Review funding processes for specialist provision to ensure transparency and equity. |  |  |  |
| **Deliverables as stated in the strategy** | | **How far have we achieved this? How do we know?** | **RAG** | **Gap that needs to be addressed in the new strategy** |
| 26. | Help build capacity in mainstream schools to meet the additional needs of children and young people with SEND. |  |  |  |
| 27. | Implement the Graduated Approach and the new 20 -week process, including developing a shared understanding of co-production. |  |  |  |
| 28. | Ensuring the voice of the child is evident and acted upon in all EHCP’s and Annual Reviews. |  |  |  |
| 29. | Reducing the number of EHCPs and the number of tribunals. |  |  |  |
| 30. | Improving the experience of children and their families transitioning to adult services. |  |  |  |
| 31. | Increasing capacity in the Educational Psychology Service to improve the timeliness of assessments. |  |  |  |
| 32. | Streamlining the assessment process so joint assessments can be completed where appropriate. |  |  |  |
| **Deliverables as stated in the strategy** | | **How far have we achieved this? How do we know?** | **RAG** | **Gap that needs to be addressed in the new strategy** |
| **Post 16 Provision and Skills Development** | | | | |
| 33. | Every young person has access to high quality, appropriate post 16 education and training. |  |  |  |
| 34. | Improved impartial information, advice and guidance that will enable more pupils to make decisions about their post 16 options. |  |  |  |
| 35. | Post 16 providers develop their curriculum in accordance with the needs of the local economy. |  |  |  |
| 36. | Develop a local apprenticeship offer. |  |  |  |
| 37. | Work closely with the business community and key partners to ensure there are opportunities to help young people to be work ready. |  |  |  |

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| **Any other evaluation comments in relation to the strategy as a whole** |
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