

Our ambition is for all Bury’s children and young people¹ to have access to quality learning, make excellent progress and to be supported effectively throughout their learning journey.

Bury Council, early years providers, schools, colleges and other partners will work together supporting and challenging each other to drive improvements, check on success and build resilience across the partnership.

Key facts:

- 45,320 children and young people aged 0-18 live in Bury and this is expected to rise by 6% by 2026
- 126 languages are spoken
- 15% of school aged children are entitled to free school meals
- 4,754 school aged children have special educational needs and/or disabilities
- 816 children under 5 attended the Children’s Centres across the five hubs throughout August 2018
- There are 218 childcare settings, 86 schools and two post-16 providers within Bury
- There are 212 children and young people in the care of Bury, 134 are educated in Bury schools
- 94% of school leavers eligible for pupil premium are in education, employment or training
- 96% of early years settings are judged good or better
- 84% of primary schools and 64% secondary schools of are judged good or outstanding
- The percentage of children and young people attaining the expected standard aged 5, 6, 7 and 16 was below the national average
- Permanent exclusions from secondary schools are over double the national average
- School absence and persistent absence figures are above national
- Educational progress outcomes for children in care and those with special educational needs and/ or disabilities are lower than the national average

Our three Strategic Priorities

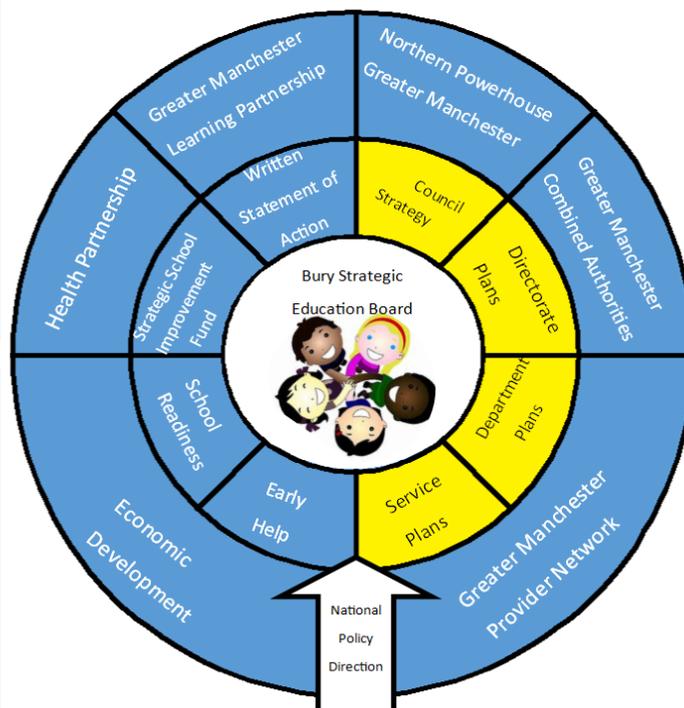
1. Inclusion
Person-centred and inclusive learning opportunities are accessible for all

2. Achievement
Rates of progress in learning improve for all, especially the most vulnerable

3. Transition
Effective transition at key points leads to successful, sustained engagement in learning and positive progression

What we want to achieve

- Inclusive policy and practice in all schools reflects agreed expectations
- Early and accurate identification of barriers to learning, including social and emotional mental health needs
- Learning provision matches the needs of all children and young people
- Integrated services work collaboratively to promote inclusion
- Inclusion needs, at a range of levels, are met through partnership working
- Effective inclusion partnerships work towards the phasing out of permanent exclusions
- A needs-led targeted approach improves attendance
- Clear, accessible pathways to specialist services are known by all partners
- Sufficient, high quality early years provision up to age 5
- Improved number of children who are school ready at age 5
- Improved progress at age 16 so that more pupils are well prepared for post-16 education
- An autonomous school-led system with greater capacity to lead improvements together
- A good level of achievement for disadvantaged children and young people, especially those with special educational needs and/ or disabilities and those in care
- Curriculum provision includes a range of pathways which match the needs and aspirations of young people in our secondary schools & colleges
- Transitions within the early years and into primary are effective by ensuring children and their families are well supported and ready for school
- Primary/secondary transition is effective, supported by a mutual understanding of curricular expectations
- Young people have the skills and knowledge required to make well informed choices on leaving school
- Young people with special educational needs and/or disabilities, in care or care leavers are in sustained education, employment or training
- Young people are prepared for working life
- Effective transition pathways are in place for young people with special educational needs and/or disabilities; including preparation for adulthood



¹ For the purposes of this strategy, Bury’s children and young people are defined as 0–18 years and 0–25 years for young people with special educational needs and/or disabilities

The first academic year 2018—2019

What Education and Inclusion services are going to do in 2018/19		How success will be measured
Inclusion	1.1 Increase the take up of two year-old funding for vulnerable children	1a) Increase the number of children accessing 2 year-old places (Baseline 809 spring 2017)
	1.2 Re-alignment of the attendance service to target the most vulnerable children and young people	1b)
	1.3 Develop the inclusion partnerships as agents for change	1c) No increase to permanent and fixed term exclusion rates—needs updating 1d) Services are aligned against the geographical inclusion partnerships 1e) A range of approved alternative provision can be rigorously commissioned against pupil needs
Achievement	2.1 Develop and improve pathways for physical activity and for speech, language and communication	2a) Physical activity pathway developed with partners 2b) Speech, language and communication pathway baseline established
	2.2 Contribute to delivery of the strategic school improvement fund project 'Reducing barriers to accessing learning for disadvantaged pupils'	2c) 83% of pupils reach the expected standard in the Year 1 phonics screening check; gap to national for free school meals narrows to 9% and gap between EAL children and other narrows to 7% 2d) Analyses of impact of pupil premium strategies are sharper recording impact against measurable success criteria
	2.3 Develop and implement a two year strategy for improving progress in mathematics across secondary schools	2e) Strategy is developed in partnership and actions agreed with measurable success criteria
	2.4 Further develop the school-led system to drive school-wide improvements; particularly in schools causing concern	2f) Analysis of borough-wide performance informs strategic planning 2g) School to school support plans for all schools of concern are quality assured as fit for purpose
Transition	3.1 Roll-out a pilot school readiness project and submit an application to the education endowment foundation to build upon this work	3a) 73% of children attain a good level of development; gap to national for lowest 20% narrows to 1%
	3.2 Contribute to delivery of the strategic school improvements fund project Strand 3	3b) Greater understanding of primary and secondary curricular expectations ensures improved use of assessment to inform planning
	3.3 Further develop progression pathways including post-16 apprenticeships, traineeships and supported internships for vulnerable young people	3c) The gap between the percentage of disadvantaged young people and all learners in education, employment and training reduces to 2.5% 3d) The care leavers' education, employment and training offer is implemented with participation in line with targets set 3e) Level 3 Attainment gap for young people at 19 who were eligible for free school meals and their peers continues to narrow and is below 20 percentage points
	3.4 Ensure information, advice and guidance (IAG) is accessible and available for vulnerable young people entering education, employment and training and that IAG is a priority for schools and colleges	3f) Information about post-16 and post 18 pathways is provided through a range of channels. 3g) Schools and colleges meet the expectations within the Careers statutory guidance as a minimum

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