# Education Strategy 2018—2021
## Children and young people in Bury

**Bury** COUNCIL

**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:

- 45,130 children and young people aged 0-18 live in Bury and this is expected to rise by 6% by 2026
- 122 languages are spoken
- 4,859 school aged children have special educational needs and/or disabilities
- 15% of school aged children are entitled to free school meals
- xxx children under 5 use the Children's Centres across the five hubs
- There are xx childcare settings, 86 schools and two post-16 providers within Bury

- There are xxx children and young people in the care of Bury
- 94% of school leavers eligible for pupil premium are in education, employment or training
- 82% of Bury schools 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
- Exclusions from secondary schools are xx% above the national average
- 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
- No permanent exclusions
- Clear pathways to specialist services

- 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
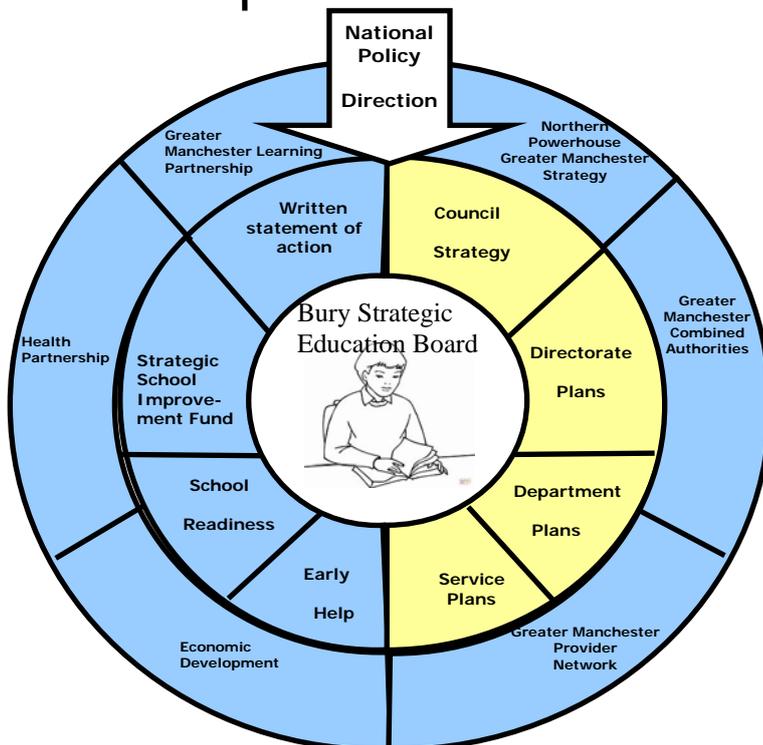


¹ For the purposes of this strategy, Bury's children and young people are defined as 0—18 years and 0—25 years for young people with special educational needs and/or disabilities

| | **What we are going to do in 2018/19** | **How we will measure success** |
|---|---|---|
| **Inclusion** | 1.1 Increase the take up of 30 hours two year-old funding | 1a) |
| | 1.2 Deliver a pilot school readiness project and submit an application for a strategic school improvement fund to build on this work | 1b) 71% of children attain a good level of development; gap to national for lowest 20% narrows to 1% |
| | 1.2 Develop the inclusion partnerships as agents for change | 1c) No increase to permanent and fixed term exclusion rates<br><br>1d) Services are aligned against the geographical inclusion partnerships<br><br>1e) Increased range of alternative provision planned and/ or in place |
| **Achievement** | 2.1 Develop and improve pathways for physical activity and for speech, language and communication | 2a)<br><br>2b) |
| | 2.2 Deliver 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 XX%<br><br>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<br><br>2g) School to school support plans for all schools of concern are quality assured as fit for purpose |
| **Transition** | 3.1 Deliver the strategic school improvements fund project Strand 3 | 3a) Greater understanding of primary and secondary curricular expectations; mapping tool for English developed |
| | 3.2 Further develop progression pathways including post-16 apprenticeships, traineeships and supported internships for vulnerable young people | 3b) Xx% disadvantaged young people are in education, employment and training<br><br>3c) Attainment gap for young people on free school meals and their peers narrows to XX (Level 3???) |
| | 3.3. 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 | 3d) Information about post-16 and post 18 pathways is provided through a range of channels.<br><br>3e) Schools and colleges meet the expectations within the Careers statutory guidance as a minimum |

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