

**Education, Learning and
Skills – Strategy for
Improvement**



Introduction

“Improving Schools-Improving Lives”
Education, Learning and Skills Strategy for the East Riding of Yorkshire

Foreword:

This new strategy outlines our ambition for excellence in East Riding schools and sixth forms and thereby our aspirations for all children and young people in the area. Within the strategy a core set of values and principles define the shared responsibility for school improvement implicit in relationship between the Council, its maintained schools and academies and other key partners. The strategy draws together a number of existing policies and processes that will be familiar to many schools.

As the Council portfolio holder for children and young people, I wish to confirm our commitment to the development of excellent provision in the East Riding as outlined in this strategy and stress the opportunities provided to us by the renewed national focus on school improvement.

The Council wants the best for the children and families of the East Riding who are the lifeblood for the future of the communities in our rural area. We acknowledge that there is a very close relationship between the strength of our schools - regardless of status - and the economic wellbeing of the area and the way we are perceived by the world around us.

The foundations for our ambition are built upon three related concepts:

Equity - every child deserves to thrive regardless of their starting point

Excellence - excellent provision in teaching and learning to help **every** child to make excellent progress

Entitlement - it is every child’s entitlement to be safe and happy in a well-led school, supporting the development of the whole child to become a well-equipped and confident citizen of tomorrow

The strategy outlines the Council’s clear **vision** and **ambition** for all schools that educate, develop and inspire children and young people in this area:

Our vision is that:

Our vision is for the East Riding of Yorkshire to be the most ambitious area in England for education, learning and skills so that we are the best place for children and young people to grow up, learn, develop and achieve. The East Riding of Yorkshire should be a place where families thrive and all children and young people learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life and the world of work, no matter what their background. In the East Riding of Yorkshire we should have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

To support this vision our ambition is:

- Improve to ‘good’ or better judgement by OfSTED by 2016 for those schools currently judged satisfactory or within 3 years for schools which may subsequently be judged to require improvement to become good.

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- To ensure that our best schools and school leaders are used to support all schools to improve-*Good and outstanding schools helping all schools to improve*
- For “all schools to be free to make their own choices” in terms of becoming an academy or remaining a maintained school
- For all learners to be able to access their preferred route to success in a system that values a collaborative approach to developing skills provision across the schools and colleges in the Local Authority and beyond, developing both the academic and the vocational routes to excellence- *the local economy, and demands on the local workforce require this*
- For every child to make ‘good’ or better progress from whatever their starting point - *barriers to achievement will be broken down, whether they are linked to individual needs or the context of the community*
- Early years and pre-school support will give children the very best start ensuring they are prepared for school-life and confident to learn
- That all schools will be supported and challenged to improve in line with their progress on the journey to excellence- *We will celebrate the successes –which are numerous - of a school system which produces good results, supports a high proportion of young people to access university and has a very low number of young people who are not in employment education or training*

The strategy which follows outlines where we are on the journey towards excellence and defines where we want to be - a world class deliverer of learning. We will achieve this ambition in partnership with schools by challenging them to succeed, celebrating their success and sharing the very best practice across all of our schools. We want the East Riding to be seen as the very best place to grow up, live and work.

Julie Abraham **Lead Member for Children, Young People and Education**

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Background:

Across all phases of education there has never been a time when schools were under greater pressure to succeed both because of the demands of the communities they serve and because, for young people to thrive in an increasingly competitive global economy, they need to perform to their very best and have access to the best education, training and skill development and advice that can be provided. Nor has there been a time where schools and local authorities find themselves under the spotlight of attention in quite the same way.

Schools should be ‘good’ to meet the needs of the children and young people they serve. Schools should be free to make the choices about their status and governance arrangements, not have those defined by an external agency. To make that a reality all schools need to become ‘good’ or better.

In order to support the aim of the DfE - “all schools free to make their own choices” we have to support all schools to become at least ‘good’. Schools must accept that it is their responsibility to ensure that they are working directly and purposefully to become the very best they can be independently of the local authority. Increasingly the role of the Council will be to support schools strategically in establishing the conditions where schools can sustain an OfSTED judgement of ‘good’ or better without help from outside and move rapidly towards outstanding.

At a time where a school is identified as “requiring improvement”, there needs to be a clear plan established and support identified to make “rapid progress” against the areas for improvement defined on inspection. The journey to being judged ‘good’ needs to be rapid, in order for schools to support good progress for all children and to retain their autonomy. We must use the skills and resources of our ‘good’ or better schools and our ‘good’ or better school leaders to support that journey.

What has become increasingly clear is that even schools judged to be outstanding struggle to maintain that “gold standard” if they do not continue to benchmark their practice against external standards of performance. Times of change make that doubly difficult.

This new strategy for Education, Learning and Skills:

- identifies the importance of “Excellence for All” and “Skills for All” in the modern global economy
- reviews the performance of all schools and colleges in the East Riding (where we are now)
- introduces refreshed aspirations and priority outcomes that will challenge providers to equip children and young people for a bright future and establish the East Riding’s national reputation for high quality education and learning (where we want to be)
- outlines what steps we intend to take in partnership to ensure our vision is realised (how we going to get there)

Our Strategy

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Where we are now?

We need to be very ambitious because there is much to do to bring about the necessary improvement. East Riding of Yorkshire has a mixed economy of early years, school, college and work based learning provision serving rural, urban and sub-urban communities.

This ranges from outstanding and good provision to a significant amount of underperforming provision which is letting down children and communities, some of whom are the most disadvantaged in the area.

There is mostly ‘good’ or better provision in early years’ settings and outcomes for children at the end of the Foundation Stage are above average, with the achievement gap narrowing for the 20% most disadvantaged children at age 5. As a result most children in the area are ready to make a good start at school as they approach their fifth birthday.

The challenge is to improve the satisfactory provision and narrow the achievement gap even further by the end of the Foundation Stage so that more children make a flying start at primary school. Our Children’s Centres, working closely with early years’ settings and their local primary schools, are vital in ensuring that the most disadvantaged children and their families receive the targeted early support they require in order to prevent escalation of potential problems and children are eager and able to learn well when they start school. All of our Children’s Centres are judged to be ‘good’ or better.

In primary education we face some challenges. Only 69% of our schools are ‘good’ or better, fewer than in similar areas and less than the national average; although, inspections in year do show an improving performance.

There are 12 outstanding primary schools that can and do help to lead the system.

Key Stage 2 standards are in line with similar areas, and above the national average of 79%, and, while there was a pleasing improvement in 2012 with 81% achieving level 4 in English and mathematics, our expectation should be for a far higher percentage of pupils to be able to start secondary education with level 4 attainment. At present the East Riding of Yorkshire is 49th out of 152 local education authorities for performance at Key Stage 2, which is still far from being the world class education system we aim to be. We are in the upper third of local authorities and we should be in the top quartile for local authority performance in primary education.

We have seen some improvement in the overall effectiveness of primary schools, there is still too much satisfactory provision and wide variation across schools, ranging from 38% to 100% of pupils attaining level 4 outcomes at the end of Key Stage 2. There is still some underperformance with two schools below the floor standard of 60% of pupils attaining level 4 in English and mathematics by age 11.

Many of these schools have remained no better than satisfactory for two or more OfSTED inspections. This means that the gaps in pupil attainment and progress at Key Stage 2, and the wide variation in the quality of schools, result in poorer outcomes for many children including the most vulnerable children. The challenge is to improve this situation quickly and achieve greater capacity for sustained improvement.

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At secondary level the overall effectiveness of schools has declined and secondary education is mostly satisfactory/requires improvement (66%), which is well below the national average. Only 1 secondary school is outstanding and Key Stage 4 standards, having dipped in 2011, improved last year to 57% but are below similar areas and below the national average for five good GCSE grades including English and mathematics (58%).

The gaps in Secondary school performance at Key Stage 4 are wide, and again are worse amongst those young people who face the greatest disadvantage. Only 31.7% of pupils on free school meals attained five good GCSEs including English and mathematics in 2012, which needs to improve.

In 2012 there was only 1 secondary school/academy below the floor standard of 40% of pupils attaining five good GCSEs including English and mathematics; however there is still considerable room for improvement if we aspire to be viewed as having world class provision. The challenge is to improve standards in schools quickly and ensure more secondary schools are at least good schools.

It has been a priority for the Council to develop a system of learning that recognises the different aspirations of young people. We have delivered a good 14-16 vocational programme through an effective 14 to 19 Learning Partnership, and the work of schools, colleges and the work based learning providers across the East Riding have enabled an increasing number of 14-16 year olds to undertake vocational courses, helping many young people to move into an apprenticeship.

However the challenge now is to re-design that offer quickly in response to the government changes to the qualifications framework, including vocational qualifications, so that young people continue to have an improving vocational offer with good pathways to meaningful learning and qualifications post 16. This, alongside the raising of the participation age has to be seen as a priority for the economic well being of the East Riding and Humber sub-region if our young people are to be able to seize the opportunities of the development of the Humber as the Energy Estuary and the associated supply chain opportunities.

The wider skills offer needs to develop in line with this level of aspirations and the pathways to success need to be flexible and advice and guidance needs to actively promote alternative routes to success where they are in the best interests of the individual and meet wider community needs.

Special education is a strength: the range of specialist provision in the East Riding has increased, so that more children with complex needs are able to access local, specialised provision, rather than having to attend external placements. Enhanced resources have been opened within the last 2 years to cater for high level SEBD (social, emotional and behavioural difficulties) and autism provision in secondary school will be available from September. All East Riding special schools are ‘good’.

All of the Pupil Referral Units in East Riding of Yorkshire are ‘good’ - more than in similar areas and above the national average. Permanent exclusion rates remain at a very low level.

The challenge is to review and re-organise this provision to maintain good outcomes, expanding the range of alternative provision, whilst driving costs down. Our aim needs to be

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to have more flexible provision, fewer exclusions, better support for reintegration into mainstream schools and improved outcomes for the pupils aged 14-16 who follow alternative curriculum pathways by attending college or work based learning providers.

In order to achieve our ambitions for academic and vocational outcomes- as well as preparing our children and young people for a world of work which values punctuality and requires good attendance- we must challenge schools and providers to tackle poor attendance. Our primary schools perform well with persistent absence being below both national, statistical neighbour and regional averages at 2.6% but our secondary schools are above all comparators at 8.2% (National 7.4%). Children and young people cannot learn if they are not in school.

School sixth form provision is mostly satisfactory/requires improvement (66%), both FE colleges are ‘good’ or better and adjacent colleges within the East Riding travel to learn area perform well. A-Level results have steadily improved and the number of young people achieving level 2 qualifications by the age of 19 is in line with similar areas. However the percentage of young people progressing to higher education (59%) has increased in recent years. The proportion of those attending Russell Group Universities is high at 8% which is in line with the national average both are significantly above Yorkshire and Humber averages.

As with every other area of education in the county the standards and skills achieved by young people aged 19 from low income backgrounds, while improved post 16, are below the national average for this group and the gaps for the most vulnerable young people are not closing quickly enough. This significantly reduces their employability and access to apprenticeships and other vocational qualifications.

It has to be a significant achievement that at a time of major economic downturn the East Riding has a reduced number of NEETs at 3.4% against a Yorkshire and Humber average of 5.9%- schools and colleges in the East Riding prepare their students well for the world of work.

However it is also clear that in the current economic climate there is a challenge to be faced to keep youth unemployment to a minimum therefore enhancing the life chances of our young people who remain in their communities.

In order to achieve this all education providers much be committed to ensuring that all children receive high quality impartial, independent advice and guidance to empower them to make the most appropriate choices of learning pathways which link to employer needs. They must also take shared responsibility to provide positive messages and role models which illustrate the value of employment and give young people an opportunity to gain experience in the world of work.

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Vision:

Our vision is for the East Riding of Yorkshire to be the most ambitious area in England for education, learning and skills so that we are the best place for children and young people to grow up, learn, develop and achieve. The East Riding of Yorkshire should be a place where families thrive and all children and young people learn and develop well from the earliest years so that they are ready to succeed at school, have excellent foundations for learning and are equipped well for achievement in life and the world of work, no matter what their background. In the East Riding of Yorkshire we should have the same expectations for every child and young person to make good progress in their learning, to achieve well and to have the best opportunities for an independent economic and social life as they become young adults.

To realise this vision:

Every child and young person should go to a ‘good’ or better school, have access to the best teaching, and benefit from schools and other providers working in partnership with each other to share the best practice as they continue to improve. Our strategic priorities in the East Riding of Yorkshire are to ensure all pupils meet their full potential, to shape education and skills provision around the needs of the our economy and our partners in the sub region and beyond; at the same time we must continue to improve services for the most vulnerable young people in the East Riding of Yorkshire.

Our Ambition:

- Improve to ‘good’ or better judgement by OfSTED by 2016 for those schools currently judged satisfactory or within 3 years for schools which may subsequently be judged to require improvement to become good.
- To ensure that our best schools and school leaders are used to support all schools to improve-
- For “all schools to be free to make their own choices” in terms of becoming an academy or remaining a maintained school
- For all learners to be able to access their preferred route to success in a system that values a collaborative approach to developing skills provision across the schools and colleges in the Local Authority and beyond, developing both the academic and the vocational routes to excellence-
- For every child to make ‘good’ or better progress from whatever their starting point -
- Early years and pre-school support will give children the very best start ensuring they are prepared for school-life and confident to learn
- That all schools will be supported and challenged to improve in line with their progress on the journey to excellence-

Allied to our ambition is the desire to create the conditions in which pupils experience the best learning and teaching, and where pupils’ moral and intellectual development and confidence can flourish. We want every child in the East Riding to achieve well above expectations and not to be held back by their social background. We want every young person to benefit from a broad range of pathways to further learning and employment, for their own achievement and for the success of the East Riding of Yorkshire economy.

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We will do this by focusing relentlessly on improving standards and the quality of education and learning so that excellence is promoted across the system. We will ensure children continue to get a good start in life, by working alongside all the agencies who work with very young children and their families, particularly health practitioners and those providing services through our Children’s Centres, so that we promote the highest quality early learning and childcare in the Foundation Stage.

We will ensure every child can go to a good school where they make good progress and can have fair access to school places, and ensure every young person to age 18 is engaged in purposeful education and training, and well prepared for skilled employment and higher learning.

We will work in partnership with business to ensure that young people’s skills and qualifications are fit for purpose for the world of work and will assist key sectors to make a positive long term economic impact on the area and its population.

We will achieve this by learning from and spreading the influence of the best, whether locally, nationally or internationally and through working in partnership across all types of school and phases of education and learning and with partners across the business sectors, further and higher education, local government, health, social care, the voluntary and community sectors, and especially with parents, carers, local communities and the children and young people themselves.

We will support the best schools and colleges and the best school and college leaders to drive improvement across all schools, settings, education and training providers, supporting and challenging each other in how we achieve our goals, so that we are able to transform outcomes for all of our children and young people. We will promote innovation and creativity in teaching and learning and the curriculum, so that East Riding of Yorkshire achieves a world class education system, greater social mobility and reverses the national trends of under performance for vulnerable and disadvantaged groups which hold back progress in our economy and our society.

We see learning as a lifelong process in which learners should always be able to progress to the next stage of their lives, with the necessary foundations for success, to develop their skills, training and qualifications both in and out of work and in informal and formal learning situations. We will give particular priority to improving the skills and employability of 14–24 year olds, so that they make a good start to adult life and their potential is not lost to the East Riding of Yorkshire economy.

We are very much aware of the challenges posed by our schools currently being the third worst funded in the country and the issues posed by the rurality of the East Riding of Yorkshire and significant number of small schools and related underfunding. Our young people and their families deserve the very best we can provide and the Council and partners will continue to lobby for a fairer share of funding to achieve this.

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Principles and Values:

Promoting Excellence for All

‘We want all young people in the East Riding to be happy, healthy, confident and safe. We want the best for each and every young person and will work in partnership to remove barriers to achievement and narrow the gap so that everyone can reach their potential.’

(Children and Young People’s Plan)

The direction of travel is one that is already established. It is formed on certain fundamental beliefs and principles.

- School Improvement happens in schools
- Headteachers have to become increasingly the system leaders
- Governors play a vital role in leading improvement
- The role of the local authority is to ensure the conditions are created whereby school leaders are able to lead and teachers are able to teach without the distractions of excessive bureaucracy and interference
- The creation of excellent schools regardless of phase is a collaborative activity with an equal relationship between schools and the local authority
- The “Teaching School Alliance” is at the heart of the improvement process
- A range of collaborative models is central to our strategy for change
- Collaboration is the only way to deliver the full range of positive outcomes for all children and young people and must take place across the full range of children’s trust partners
- To ensure that working together delivers higher standards, a wider range of opportunities and better value for money, with education at the heart of the community, we need to make sure that the workforce is empowered and skilled enough to reap the rewards
- High quality impartial, independent advice and guidance is crucial to ensure that the best pathway to prosperity is identified
- Continuing Professional Development (CPD) is a fundamental right of all members of the children’s workforce and it must be relevant and close to practice to make an impact on outcomes for children
- Where schools fail to deliver adequate standards, intervention needs to be early and decisive, working alongside our ‘good’ or better Headteachers and their schools to bring about rapid change.

In order to ensure that all children in all schools reach their potential and achieve the best possible outcomes, we:

- Set high expectations, with all schools achieving **excellence** in *progress* and *attainment* for their pupils
- Promote **equity** in provision and outcomes for all children, including those facing socio-economic or learning disadvantage
- Ensure all pupils have access to a safe school, with strong leadership, good teaching and quality provision as an **entitlement**

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To achieve this, we require our schools to:

- Improve to ‘good’ or better judgement by OfSTED by 2016 for those schools currently judged satisfactory or within 3 years for schools which may subsequently be judged to require improvement to become good.
- Improve the % of pupils taught in ‘good’ or better schools to well above the national average- achieving an upper quartile ranking within 3 years
- Tackle the inequality of disadvantage by working to narrow the performance gap for Free School Meals (FSM), Looked After and SEN pupils
- Work proactively with parents and carers to support children in achieving rapid progress
- Ensure that the most able children are challenged to thrive and attain at the very highest possible level
- Minimise in-school and school-to-school variability by maximising progress and addressing inconsistency

As a local authority we will

- Challenge under performance in schools that are below the floor standard (target)
- Use our role as a core partner in “The Teaching School Alliance” to best meet the needs of all our schools.
- Ensure that we broker effective school to school support so that our ‘good’ or better schools are used to best effect to improve the performance of weaker schools

Our strategy for school improvement can therefore be summarised in terms of two key strands:

- Support and challenge all schools to be ‘good’ or better by achieving **universal** high quality provision and outcomes for all pupils
- Provide well **targeted support and challenge** to specific schools to narrow performance gaps at school and pupil level

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Principles and Values:

Skills for All

‘For us to grow the ‘Energy Estuary’ we need to transform the workforce, both for the jobs which will be created through this unique opportunity and to backfill the potential displacement of the skills base from existing local business. Now that a visible goal exists, this is also an opportunity to influence curriculum development in schools, tackle worklessness/NEETs and get young people into work.’
(Hull & Humber City Deal Expression of Interest, Jan 2013)

The East Riding of Yorkshire Council, alongside its partners, recognises the vital role that skills play in the promotion of economic growth, now and into the future. To compete in the global market in which we exist we need skills development which is world class matching the council’s wider educational aspirations.

Recently, much thought and planning has been undertaken to put in place a strategic direction in which the skills agenda contributes to opportunities within the areas growth sectors (Renewable Energy, Ports & Logistics, Manufacturing & Engineering, Agriculture/Food & Drink) being fully realised. This work has been underpinned by the following principles and values:

- For the economy to reach its potential the workforce must have the correct skills at the correct level of achievement
- Having the correct skill sets allows individuals, communities and small and medium enterprises to compete for current opportunities and those which are on the horizon presented by growth sectors.
- Dialogue with existing businesses and potential inward investors around their skill needs are vital for schools, higher education (HE) and further education (FE) providers
- Currently there is a mismatch between schools, HE and FE provision and the skill needs of local business.
- Strategic leadership and co-ordination is required within the skills agenda
- High quality impartial, independent advice and guidance combined with up to date labour market intelligence are crucial to ensure that the best pathway to prosperity is identified for people
- Employers should promote higher skill levels within their workforce as it will increase their competitiveness and assist the resilience of the area.
- Apprenticeships and traineeships provide a positive route into employment for many people
- Employability skills based around the Employability Charter Framework are as important to people looking to enter the labour market as technical and academic skills
- 14-18 studio schools provision, 16-19 study programmes, Technical Baccalaureate and raising the participation age; alongside traditional learning routes provide clear opportunities for young adults to find the skills which will be required by the local economy.

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- On-going support is required to those outside the labour market to help them into employment. Specific support is required for NEETs and other groups furthest from the jobs market including single parents, ex-offenders and those with disabilities.
- Self-employment can provide a rewarding pathway for some skill sets.

In order to ensure that all children and young people in all schools reach their potential and achieve the best possible outcomes, we:

- Promote equality of opportunity for all children and young people, providing impartial information, advice guidance and employer informed learning route ways to allow access to employment, including those in deprived areas and in groups furthest from the job market.

To achieve this, we require our schools colleges and work based learning providers to:

- Ensure that all children and young people receive high quality impartial, independent advice and guidance to enable them to make the most appropriate choices of learning pathways which link to employer needs.
- Provide positive messages and role models which illustrate the value of employment and give young people an opportunity to gain experience in the world of work
- Build into their curriculum key elements based on the Employability Charter framework to ensure children and young people are prepared for work.

As a local authority we will:

- Work with partners, including the Local Enterprise Partnerships (LEPs) to provide strategic joined up leadership and co-ordination of skills development, including collating intelligence from local employers on skills gaps and future skills demand.
- Provide opportunities via the Education Business Partnership to link schools with employers and present opportunities for students to engage with the world of work.
- Provide, with partners, support for young people to gain the employability skills to accompany their academic or technical achievements.
- Work with employers and other training providers to ensure that apprenticeships and traineeships are accessible to those they would benefit.
- Provide support to young people looking to develop their own business ideas and enter self-employment

The Employability Charter Framework identifies the following essential attributes which employers require from young people in addition to formal academic and vocational qualifications:

- Self management
- Teamwork
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy

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- Application of information technology

The East Riding of Yorkshire strategy for Economic Development outlines six key strategic actions which contribute towards the development of skills and inclusion in the labour market these are:

- Support delivery of elements of the East Riding 14-19 Education and Skill Plan which can provide an effective, sustainable workforce
- Work together through the Local Strategic Partnership to develop a clear and deliverable adult skills strategy for post 19 learning and skills development
- Ensure that bespoke skills development programmes are developed to support growth sectors when skills gaps are highlighted
- Support development of improved learning facilities in the East Riding
- Ensure that all adults have access to job focused learning opportunities, especially those in deprived areas and in disadvantaged groups
- Engage with partners to seek methods of removing geographical barriers to work and learning, especially in rural area

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The Challenge for the Future:

The world is changing fast, expectations are rising rapidly and a more diverse education system is developing quickly. The UK has to achieve a more educated and skilled workforce and cannot afford to lose the potential of so many young people who, if they are not educated well enough, will lead less productive and satisfying lives. The economic and social cost of educational failure is immense. In this mix the role of the local authority is changing to be more ambitious, focused and strategic in bringing about educational transformation for children of the East Riding of Yorkshire by being a strong and influential partner with schools and other providers. In particular we will:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system
- Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
- Ensure that all schools become good schools in the shortest possible time
- Support greater choice for parents and families by ensuring that there is a sufficient and diverse supply of places in strong schools and quality early years settings
- Make the most effective and efficient use of the available resources to support improved outcomes
- Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
- Support vulnerable pupils, including looked after children and pupils with special educational needs and disabilities, so that they achieve well and make good progress - develop provision within the special education system for learning opportunities post 16 and up to the age of 25
- Develop the provision of more locally based solutions for children with additional needs so that they remain local, can be supported more effectively and represent better value for money, fully implementing the revised SEN practices enshrined within the Children and Families Bill
- Ensure every child has fair access to school
- Ensure every child’s right to a full time, suitable and efficient education is protected to encourage optimum achievement
- Ensure that all children have access to impartial, independent advice and guidance enabling them to make the best choices
- Deliver an effective school improvement strategy and provide, in partnership with schools, through the School Improvement SLA, effective support and advice services for schools
- Promote and champion an education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
- Promote and champion educational excellence and provide vision and drive for a world-class system

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How we are going to get there?

New ways of working are the key to success in a more diverse educational landscape, with many different providers across the early years, schools and post 16 skills and employment sectors. This landscape requires us to drive change through strategic influence, highly effective partnership arrangements and networks in which there can be pooled effort and shared priorities, to achieve better outcomes, to increase capacity in the system and to create more innovative solutions at a time of reducing levels of resource. More successful delivery in the East Riding of Yorkshire will see the emergence of new vehicles for joint working and partnership, for example the Teaching School Alliance, “Riding Forward,” the secondary Headteachers’ collaborative, federations and collaboratives and clusters and partnerships.

We will enable:

- School leaders to lead the system through the Teaching School Alliance, and at a local level through School Improvement forums that have strong and purposeful working relationships with the Children’s Trust Board and cluster groups in order to deliver the best opportunities and outcomes for their children and young people
- Schools to procure high quality services through the Improvement and Learning Service SLA and the local brokerage service
- East Riding Teaching School Alliance to deliver a school improvement model based on strong school collaborations and the development of school to school support
- Locality focused working and commissioning to pool and target resources to local needs
- The widest range of provision for the wider range of skills required by the world of work in the sub-region and beyond
- Our key strategic partnerships to maximise effort and increase our capacity to transform early learning, education in schools, and post 16 learning and training so that it is truly excellent.

In order to bring about rapid improvements we will put most of our effort into doing the following:

- Consult schools and key partners on this strategy to ensure that they are committed to the vision, ambition and principles defined herein
- Build improvement and increase capacity in the East Riding of Yorkshire education system by ensuring the Early Years Foundation Stage and Key Stage 1 are strengths and perform above average, with year on year reductions in achievement gaps
- Establish a commissioning process to lead improvement utilising the “Excellence for All Fund”
- Maintain collaborative skills provision in line with the defined need for the local economy through the Learning Partnership
- Support all schools to achieve well in the basics of literacy and mathematics, especially in reading and writing by age 6
- Bring all schools up to minimum quality standards
- Use high quality performance data to identify and learn from rapidly improving trends

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- Focus on improvement and innovation in teaching and learning so that satisfactory teaching improves to good very quickly
- Recognise the best schools, teachers and leaders and use them effectively across the system- developing the scope and reach of the Teaching School Alliance as a force to bring about improvement.
- Encourage peer led creativity and innovation in schools
- Promote peer based learning and school to school collaboration which is designed to bring about rapid learning, professional development and improvement
- Support system wide innovation and experimentation, especially in the design of the curriculum, the development of new provision and better models of support for vulnerable learners
- Develop and support system leaders to lead and support change beyond their own schools including the development of the Teaching School Alliance, the school partnership model, and the federation model
- System leaders build partnerships of support that focus effort and energy in the same direction to ensure improvement is sustained and the pace of change increases.

In world class systems ‘poor to fair’ schools become good schools quickly and performance gains are significant in a short time because the influence of the best performing schools is effectively spread around the system. A more effective and longer term sustainable strategy for school improvement and developments in teaching quality and leadership capacity requires these kinds of collaboration within and between schools, and it is a key role for the local authority to support and facilitate this way of working.

These ambitious improvements in children and young people’s educational outcomes and employability, and in the quality of East Riding of Yorkshire schools, early years’ providers and post 16 learning and skills providers, are supported by detailed delivery plans with year on year milestones and performance measures.

The ambitions enshrined in this Strategy reflect the ambitions and aspirations described in the Children and Young People’s Plan, and the East Riding Community Plan. The Strategy also aligns to the priorities set out in the Council Business Plan 2011-2015.

Performance Management – Targets and Outcomes

As there is much to do we are aiming for outcomes that are very ambitious, are worth pursuing and we believe we have the ways to achieve them. Following discussion with Headteachers and other partners at a range of meetings we have a good level of shared ambition to achieve the following improvements by 2016. The actions which follow will form part of a specific action plan (Appendix A) which will address the following:

Resources-	How will the strategy be funded?
Consultation	How will we ensure that the views of all partners are reflected in the strategy?
Review and Performance Management-	How will we know if it is working?

Performance Management Targets and Outcomes

“Improving Schools-Improving Lives”
Education, Learning and Skills Strategy for the East Riding of Yorkshire

The strategy will ensure all children and young people meet their full potential, by achieving the following by 2016:

- Foundation Stage outcomes for 5 year olds will continue to improve so that the percentage of children achieving a good level of development will improve by 5%.
- Key stage 2 attainment will be amongst the best for our statistical neighbours and improve to at least 85% of pupils attaining level 4 in English and mathematics
- Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 65% of pupils attaining 5 good GCSEs including English and mathematics
- The achievement gaps at key stages 2 and 4 will be less than the national gap figures and pupils from low income backgrounds, looked after children and pupils with special educational needs and disabilities in the East Riding of Yorkshire will be achieving better progress and outcomes than similar groups nationally.
- No East Riding schools will be in an OfSTED category of concern
- There will be more ‘good’ schools, with at least 90% of primary and secondary schools judged as ‘good’ or better.
- All special schools will be ‘good’ or better.
- 100% of secondary schools and 100% of primary schools will be performing above the floor standards
- All schools will either be succeeding, by achieving good outcomes for all groups of pupils, or where there has been a history of underperformance the schools will be improving and performing above the floor standards
- In nearly all schools (90%) teaching will be consistently good.
- Primary persistent absence will hold at its historically low level of 2.6%
- Secondary persistent absence will reduce by 1% to 7.2% which is below the national average
- We will reduce the number of pupils requiring a statement of special educational needs by developing more effective early intervention, 95% of statutory assessments will be completed within timescales and pupils with statements will be making good progress and achieve above average outcomes when compared with national benchmarks.
- We will reduce the number of independent and non maintained special school placements by 20% to ensure the needs of more East Riding of Yorkshire children are met in their locality, by developing our SEN strategy to provide more local and cost effective provision.
- No looked after children will be excluded from school, fewer than 10% will be persistently absent and their attainment will be in line with the challenging targets set in their personal education plans
- Following our review and improvement programme for the PRUs, and the further development of alternative provision for pupils aged 14 and above, there will be fewer than 15 pupils permanently excluded from school.
- We will help parents to access a preferred school place for their child by increasing online admission applications, which are already significantly above the national average
- We will ensure we keep pace with demand for school places by providing places of good quality that parents want for their children.

**“Improving Schools-Improving Lives”
Education, Learning and Skills Strategy for the East Riding of Yorkshire**

To shape education and skills around the needs of the East Riding of Yorkshire economy we will achieve the following by 2016:

- There will be full participation in education and work based training for all 16-18 year olds following year on year reductions in the NEET figures
- The employability skills of 19 year olds will have improved, especially in English and mathematics, so that level 2 attainment at age 19 is well above the national average
- There will be fewer young people who achieve no improvement in qualifications between the ages of 16 and 19, so that this number reduces to less than 5%.
- The outcomes for 19 year olds (Level 3) from disadvantaged backgrounds will be above the national average and the achievement gap between this group and other students will have reduced by 5%
- The number of level 2, 3 and 4 apprenticeships undertaken in East Riding of Yorkshire key sectors (currently 3,249) will increase by 10%
- The uptake of apprenticeships and level 2 and 3 vocational training in skills shortage areas will similarly increase by 10%
- There will be a significant impact on unemployment among 18-24 year olds so that current levels reduce to below 2008 levels
- The number of assisted employment opportunities for learners with learning difficulties and disabilities will increase by 10%
- All learners with learning difficulties and disabilities aged 16-19 (and later 16-25) will be able to participate in education and training, with year on year increases in the number of vulnerable learners supported into work based learning
- All looked after children and care leavers will be in education and training, or work with training
- Participation in higher education and higher level apprenticeships will mean that the percentage of 19+ year olds engaged in continuing education and training will increase to well above the national average.