



Education Development Plan 2002 – 2007

Executive Summary

Introduction

THE EDUCATION DEVELOPMENT PLAN 2002 - 2007

A SUMMARY

This Education Development Plan (EDP2) is one of the main universal plans of the Bracknell Forest Borough Council. It describes strategies that apply to the education of all children in the Borough of Bracknell Forest, although some parts of the plan are targeted at specific groups or schools. EDP2 is also a statutory plan, and contains targets for raising standards that have to be agreed with the Government, and priorities for action set by them. It also contains much that is determined locally and which reflects the Council's vision for the Education Service. These local elements are the outcome of extensive consultation with schools and the community.

Section 1 of EDP2 contains the targets for raising standards in schools. The targets cover the performance of pupils and their attendance at school. The targets have been set within a framework that includes guidance on future national targets and information about schools' performance against earlier local targets. An exercise has been carried out with all schools to set their own targets, and these are listed in Annex 1 of EDP2. All of these targets are stretching. The schools and the LEA have based them on predictions of what pupils and schools can be expected to achieve with the additional support and encouragement that the activities and resources set out in EDP2 propose. But they have gone further than that by including an element of aspiration, by setting targets that may be just out of reach but encourage everyone to aim higher still.

Section 2 of the report describes the nature of the Borough and its schools. It shows that the context for these plans is an area of continuing population growth with relatively few areas of deprivation and a small minority ethnic population. The pattern of school provision is also outlined. After that comes an evaluation of the progress made in implementing the first Education Development Plan, from 1999 to 2002 (this is EDP1). It shows:

- considerable progress in raising standards in primary schools;
- significant improvement in standards by the end of statutory schooling at age 16;
- progress in improving the performance of boys;
- recognition for three Beacon Schools;
- a developing focus on self-evaluation;
- high quality teaching;
- no unsatisfactory leadership and management in schools;
- dissemination of good practice;
- strengths in supporting children in care;
- static levels of attendance;
- considerable progress in the use of ICT in schools;
- good or satisfactory progress in implementing EDP1 as judged by OFSTED when the LEA was inspected in 2001; and
- some way to go yet in achieving the targets for 2002.

A detailed analysis of progress in each of the activities in the EDP1 plans is included. It is followed by an analysis of the effectiveness of the LEA in helping to raise schools' performance. This draws heavily on locally collected data and the outcomes of the inspection in 2001. The latter found that the LEA's performance in all but a few functions is often good, and at least satisfactory.

Section 3 of EDP2 describes the relationship between this plan and other local authority plans, such as the Lifelong Learning and Early Years Development and Childcare Plans.

Section 4 sets out a revised school improvement programme. It includes five national priorities. There are also three new local priorities that reflect what has been learned from implementing EDP1 and from the inspection of the LEA.

- Priority 1 promoting quality schools is a local priority about improving schools' capacity to provide high quality teaching and learning.
- Priority 2 support for schools of concern is a national priority but will be implemented through the School Improvement Policy developed with schools in Bracknell Forest.
- Priority 3 raising attainment in Early Years builds on the national literacy and numeracy strategies introduced under EDP1.
- Priority 4 raising attainment at Key Stage 3 includes the implementation of the national Key Stage 3 strategy.
- Priority 5 raising attainment in Key Stage 4 and beyond is also a national priority but includes a focus on post-16 to reflect recent work in the Borough.
- Priority 6 tackling underachievement is a national priority, with a local emphasis on raising the achievements of gifted and talented pupils and underachieving boys.
- Priority 7 social inclusion is a local priority that includes key areas of action derived from the recommendations of the OFSTED report.
- Priority 8 special educational needs was recognised by OFSTED as an area of strength but is a local priority for further action to implement the recommendations of a Best Value Review carried out in the school year 2000-01.

The rest of the document consists of detailed annexes which show how the plan will be implemented.

Annex 1 sets out all the detailed targets for individual schools and the LEA.

Annex 2 consists of 41 action plans designed to implement each of the eight priorities. Each action plan shows the links to other plans, and is fully costed.

Annex 3 shows the total costs by priority area and aspect of management of the service.

Annex 4 describes the strategy for monitoring and evaluating EDP2.

Annex 5 explains what consultation took place in preparing EDP2.

EDUCATION DEVELOPMENT PLAN 2002-07

INTRODUCTION

1. This document sets out the Bracknell Forest Borough Council's plans to promote and support school improvement. It has been drawn up in discussion with schools and is issued for final consultation during December 2001/January 2002 with headteachers and governing bodies and other partners who wish to comment on these important issues. How to respond to the consultation is explained in the final section.
2. School Improvement is a major part of the work of this Local Education Authority (LEA), whose strategic vision for promoting learning and achievement is as follows;

Bracknell Forest will be a Learning Community in which;

- ***All learners will have appropriate opportunities***
- ***All learning will be in a suitable environment***
- ***All schools will be good schools***

The Education Development Plan (EDP) addresses all of these, but particularly the third one.

3. The purposes of the EDP are defined in law as to:
 - Raise the standards of education provided for all children in the LEA's area; and
 - Improve the performance of schools maintained by the LEA.

The proposals in this plan cover pupils of compulsory school age, but also refer to work in early years settings, nursery schools and sixth forms where this contributes to or is influenced by the achievements of these pupils.

4. The plan will be submitted to the Secretary of State in January 2002 for approval, with implementation from April 2002. The LEA will be held accountable for the targets and the activities that the plan contains. The plan will cover a period of five years, with important milestones to be achieved by 2004. It will be subject to annual review by the Education Department, which may result in amendments to action plans in light of changing circumstances.
5. The format of the plan follows the detailed DfES guidance and, as required by the DfES, is closely focused on school improvement issues. The national priorities are:
 - Raising attainment in Early Years towards the early learning goals, and in primary education especially in numeracy and literacy;
 - Raising attainment in Key Stage 3;
 - Raising attainment in Key Stage 4;
 - Tackling underachievement;
 - Support for schools of concern.

After extensive consultation, the three local priorities selected are: promoting quality schools, social inclusion and special educational needs.

