Education Strategy 2017 - 2020
Children and young people in Southampton achieve and aspire

SOUTHAMPTON CITY COUNCIL

We want all children and young people in Southampton to get a good start in life. This strategy sets out our vision, as part of that, to ensure children and young people aged 0-18 have good levels of educational attainment, fulfil their potential and go on to have successful opportunities in adulthood.

Southampton City Council, early years providers, schools, colleges and other partners across the city will work together to ensure families have access to high quality early years provision and education services, and that children are able to achieve well in safe, exciting centres of learning. Working in partnership, we will:

- Act as the champions for children and families.
- Take a holistic and evidence based approach to school improvement.
- Be accountable and transparent, and focus on the importance of school governance, leadership and management.
- Take an inclusive approach, and safeguard the welfare of all children and young people, especially the most vulnerable.
- Target school improvement and early years' resources where they are most needed.
- Work with schools to manage and improve outcomes for children and young people.
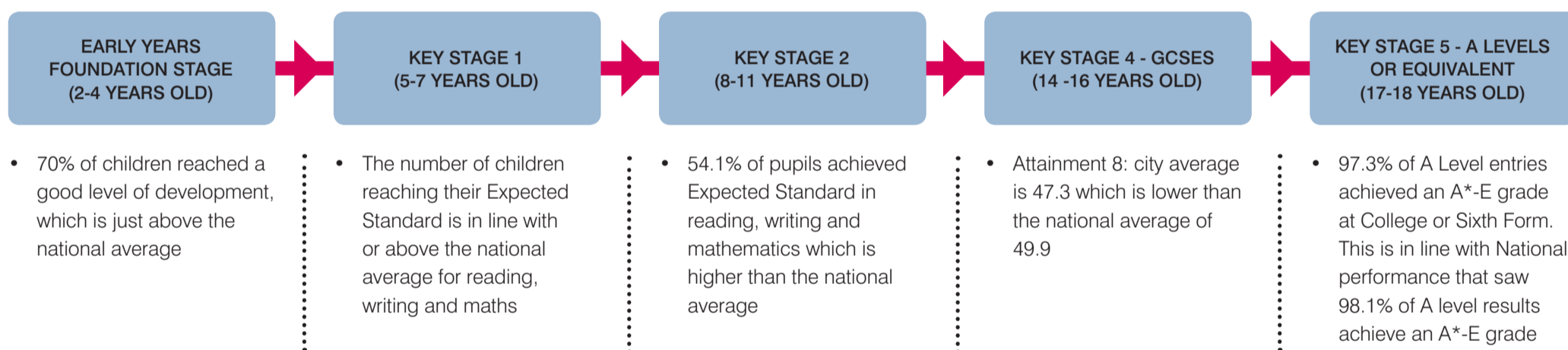
The council's role is primarily to:

- Be the strategic lead for early years development and the education of children and young people in city.
- Be a champion for all pupils, particularly the most vulnerable children and young people and their families.
- Ensure sufficient early years provision, school places, and fair admission processes in the city.
- Monitor the performance of maintained schools in Southampton and challenge and support schools to ensure there is on-going improvement..
- Work closely with academies and free schools.
- Promote high educational standards.
- Develop improvement plans to support early years provision and schools in the city.

The council delivers its responsibility for good early years provision and driving school improvement by working closely with early years providers, schools and other partners.

key fact:

- 53,928 children and young people aged 0-18 live in Southampton and this expected to rise by 5.7% by 2022.
- 32.3% of school children in the city are from a Black and Minority Ethnic background.
- There are 75 schools in the city.
- 172 languages are spoken in our schools.
- Over 6,000 children with special educational needs and disabilities (SEND) are supported in the city.
- Over 15,000 children under 5 use the city's Sure Start Children's Centres.

How we are performing in Southampton

EARLY YEARS FOUNDATION STAGE (2-4 YEARS OLD)	KEY STAGE 1 (5-7 YEARS OLD)	KEY STAGE 2 (8-11 YEARS OLD)	KEY STAGE 4 - GCSES (14 -16 YEARS OLD)	KEY STAGE 5 - A LEVELS OR EQUIVALENT (17-18 YEARS OLD)
70% of children reached a good level of development, which is just above the national average	The number of children reaching their Expected Standard is in line with or above the national average for reading, writing and maths	54.1% of pupils achieved Expected Standard in reading, writing and mathematics which is higher than the national average	Attainment 8: city average is 47.3 which is lower than the national average of 49.9	97.3% of A Level entries achieved an A*-E grade at College or Sixth Form. This is in line with National performance that saw 98.1% of A level results achieve an A*-E grade

ALL OF THE CITY'S SURE START CHILDREN'S CENTRES AND 90% OF DAY NURSERIES AND PRESCHOOL PROVISION ARE RATED GOOD OR EXCELLENT BY OFSTED
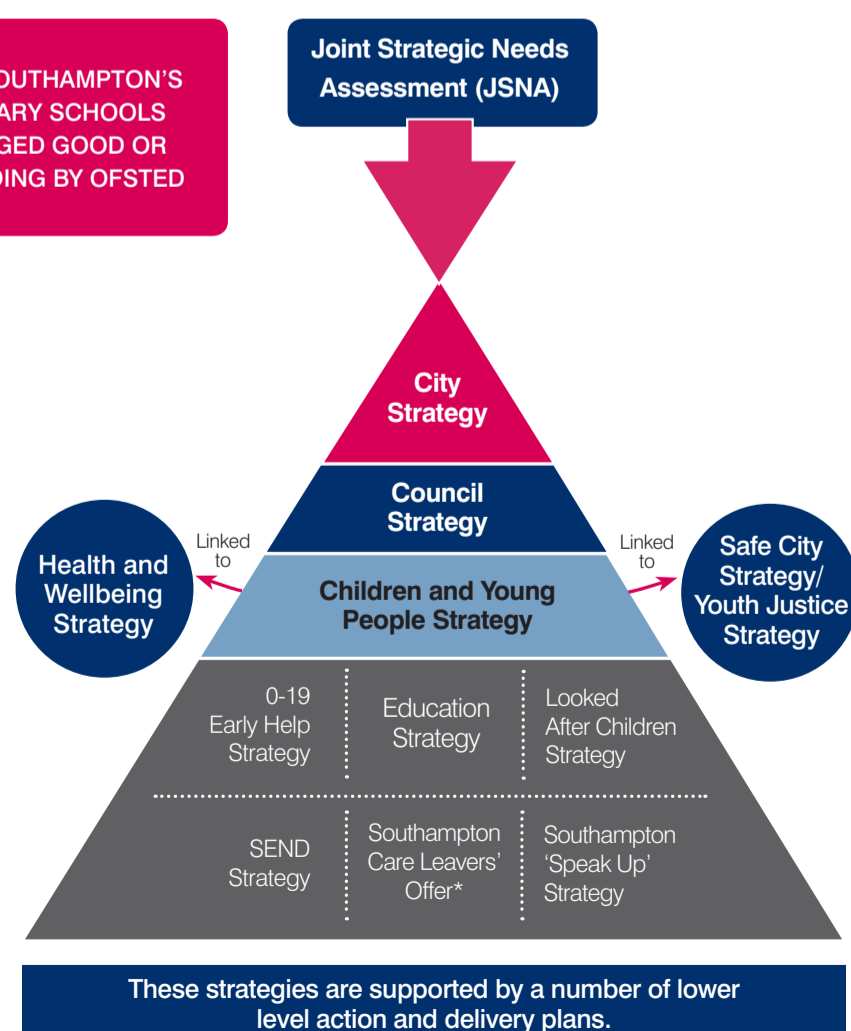
85% OF SOUTHAMPTON'S PRIMARY SCHOOLS ARE JUDGED GOOD OR OUTSTANDING BY OFSTED

75% OF SOUTHAMPTON'S SECONDARY SCHOOLS ARE JUDGED GOOD OR OUTSTANDING BY OFSTED

What do we want to achieve?

- Secure sufficient high quality childcare places for the extra 15 hour offer for eligible 3 and 4 year olds
- Increase % of pupils reaching the expected standard in science at KS1
- Reduce the differences between disadvantaged pupils and others nationally at KS1 in reading, writing and mathematics
- Increase the % of pupils reaching the expected standard in reading at KS2
- Reduce the differences between disadvantaged pupils and others nationally at KS2 in mathematics
- Reduce the proportion of schools with negative progress rates in one or more subject areas at KS2
- Improve KS4 results
- Increase percentage of students achieving high grades at A Level
- Improve inclusion, especially attendance and exclusions of pupils with special educational needs and disabilities (SEND) within mainstream settings
- Improve the city's current ranking so that we move into the top 50 areas.

Joint Strategic Needs Assessment (JSNA)

City Strategy

Council Strategy

Health and Wellbeing Strategy — Linked to

Children and Young People Strategy

Linked to — Safe City Strategy/ Youth Justice Strategy

| 0-19 Early Help Strategy | Education Strategy | Looked After Children Strategy |
| SEND Strategy | Southampton Care Leavers' Offer* | Southampton 'Speak Up' Strategy |

These strategies are supported by a number of lower level action and delivery plans.

*Some strategies are currently in development

The outcomes we want to achieve and why

Priority	Why is this important?
Ensuring disadvantaged* and vulnerable children get a good start in life	All children and young people in Southampton deserve a good start in life, including disadvantaged and vulnerable children. At the moment, disadvantaged and vulnerable children in the city have lower levels of attendance, higher levels of exclusions, and lower levels of attainment than other children. We have made progress in 'diminishing the differences' in some areas, but we still have more to do. We need to focus on removing barriers for these children and young people, identifying issues and intervening early.
Improving attainment levels at Key Stages 1-5	We want to improve educational attainment for all our children and young people. This must include ensuring our children are ready for school and are achieving their potential throughout their learning or academic journey.
Working in partnership with schools and young people to raise standards	In order to deliver improvements in an ever-changing landscape, the council needs to redefine its role, working closely Teaching School Alliances, Headteacher Forum Chairs and other key partners. The council must identify providers needing additional attention, commission joined-up support and offer expert external review services to help leaders and governors improve. The council is committed to working in partnership with children young people to ensure they have opportunities to express their views, feel heard and be actively involved in decisions that affect them.

* Disadvantaged children includes those who are: eligible for pupil premium; receive Free School Meals, with physical, mental or learning disabilities; Looked After Children; children on child protection plans; asylum seekers; Gypsy Romany Travellers.

What are we going to do?

Priority	Outcomes	What are we going to do?
Ensuring disadvantaged and vulnerable children get a good start in life	Southampton has improved outcomes for disadvantaged pupils, Looked After Children and SEND pupils	• Reduce the differences between disadvantaged pupils and others at an early stage, by focusing on increasing the % of disadvantaged pupils improving in reading, writing and mathematics at KS1 / 2. • Identify schools where the attainment gap for disadvantaged pupils reaching the expected standard in reading, writing and numeracy (KS2) securing strong Attainment 8 / Progress 8 scores (KS4) is wider than the national average, and provide support to improve outcomes. • Reduce the attainment gap and increase progress rates for students with special educational needs and disabilities (SEND) by delivering the actions on the Southampton SEND Strategy. • Secure significant improvements in attainment/progress of Looked After Children through the Looked After Children Strategy and Action Plan.
	Attendance rates have improved	• Deliver a city-wide Attendance Action Plan. • Drive improvements in tracking, intervention and parental engagement through leadership of the cross-sector Attendance Forum.
	Exclusion rates have reduced	• Develop and publish a city-wide approach to pupil behaviour, encompassing exclusions guidance, referral / placement protocols, anti-bullying and key vulnerable groups such as children missing in education.
Improving attainment levels at Key Stages 1-5	Standards at KS2 have improved	• Develop and implement a reading development plan in partnership with two of our teaching schools to help improve reading outcomes. • Deliver training that enables pupils to develop the key skills they need to achieve the expected standard at the end of Year 4 in English and Maths.
	Standards at KS4 have improved	• Identify schools where Progress 8* scores are below the city average, especially those below floor or coasting standards, and provide additional support or intervention where required. • Work with the Southampton Education Forum of Secondary Headteachers to focus on improving English and Maths scores and the wider Attainment 8 profile of subject standards. • Identify activities to reduce the differences for disadvantaged pupils at KS4, such that gaps for these pupils in the city (and other pupils nationally) are narrower than those seen nationally.
	Standards at KS5 have improved	• Implement the Southampton Post-16 Action Plan. • Work with Further Education colleges, School Sixth Forms and other training providers to ensure that local provision meets the needs of Southampton's young people and employers.
Working in partnership with schools and young people to raise standards	Southampton has a successful School Improvement Framework and works in close partnership with providers	• Implement thorough annual reviews to ensure we have identified all 'at risk' schools. • Instigate follow-up monitoring at termly / half-termly intervals and council led Task Groups for 'at risk' schools. Those with deficit budgets will be challenged to draw up effective deficit recovery plans. • Intervene promptly in a school when progress is not being made and issue pre warning letters and notices leading to the use of powers of intervention. • Embed a high quality school improvement service that makes the best of school-led and council expertise, with a range of specialists working through a multi-disciplinary approach.
	Southampton has an increased number of good or outstanding schools and effective school-to school improvement.	• Put in place a 'Getting to Good and Maintaining It' school improvement programme to ensure schools work together in order to develop, with Tranche 1 Autumn 2016 - Spring 2017 and Tranche 2 Summer 2017. • Put in place a 'Getting to Good and Maintaining It' programme for governors at schools requiring improvement or facing re-inspection and training a cadre of local leaders of governance to support schools causing concern. • Prioritise multi-team reviews of school performance and capacity so that resources can best be deployed. • Hold to account governors and leaders to ensure they drive improvement for their schools. • Provide effective school to school support ensuring the best leaders and teachers across the city support others. • Implement a school-based Inclusion Review and develop a city-wide development plan. • Establish a co-ordinated approach to school leadership development and teacher recruitment.
	Children and Young People have the opportunity to participate and engage.	• Deliver the Southampton Speak Up - Participation Strategy which encourages children and young people to get involved in the decisions that affect them. • Provide children and young people with the opportunity to have their say on issues that affect their education through forums including the Southampton Youth Forum and Children in Care Council.

How will we measure success

% pupils in Early Years Foundation phase achieving good level of development	Improved outcomes for children supported by the Prevention and Early Help Outcome Framework
% of schools graded by Ofsted as good or outstanding (primary and secondary schools)	% of pupils achieving a C grade (or equivalent) in English and mathematics GCSE
% of pupils at expected standard in reading, writing and mathematics- KS2	% of pupils achieving the English Baccalaureate
% disadvantaged pupils reaching expected standard in reading , writing and mathematics (KS2)	Number of young people in post-16 education achieving GCSE grade C or above in English and Maths
% of schools defined as coasting -2014/2015/2016 (secondary schools)	% of students achieving high grades at A Level
% of schools defined as coasting in 2014/2015/2016 (primary schools)	% of secondary schools below Floor Standard (secondary schools)
Attainment 8 score (secondary schools)	% of schools below 2016 Floor Standard (primary schools)
Attainment 8 score for disadvantaged pupils (secondary schools)	% of fixed term exclusions (primary and secondary schools)
Progress 8 score (secondary schools)	% overall absence (primary and secondary schools)
Progress 8 score for disadvantaged pupils (secondary schools)	% persistent absence (primary and secondary schools)
% of families 'turned around' through the Families Matter phase 2 programme	

• Progress 8: Based on Students' progress measures across eight subjects including Maths and English
• Attainment 8: The student's average achieved across the same eight subjects
• Students sitting exams in July 2016 for English Language, English Literature and Maths will no longer be graded from A* to E. These subjects will be graded from 1 to 9, with 9 being the top grade.