

'All our children - 2020'

North Lincolnshire's Education and Skills Plan for Children and Young People

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'All our Children'



Equity and excellence for all our children and young people

The first 'All our Children' plan for education was agreed in 2013, setting out a high level of *ambition for everyone involved in the education of children and young people in North Lincolnshire*. A shared determination to improve education outcomes guided the sector through a period of enormous change – **always putting the needs, aspirations and potential of all our children and young people first**. We expected much more and we became intolerant of the causes of underperformance. An area wide culture of aspiration led schools and settings to seek challenge and support from each other and from beyond the local authority area.

Consequently, the pace of improvement in North Lincolnshire has been impressive. Significant improvement in the quality of education provision has led to sustained gains in attainment at every age and stage of learning and development. Our shared ambition of attaining **top quartile outcomes for children and young people by all measures** is realistic and achievable. By 2020, North Lincolnshire will be among the best local authority areas in England for:

- **attendance and inclusion measures**
- **the quality of provision**
- **learning outcomes**

The next step change is now required. The local drive towards even better outcomes for children will be characterised by child centred approaches, improving outcomes for vulnerable and disadvantaged children, and embedding the sector led system. As a result, children and young people will:

- **feel safe and be safe**
- **enjoy good health and emotional wellbeing**
- **recognise and achieve their potential**

This plan sets out a shared ambition for educating children and young people in North Lincolnshire. Arrived at after extensive consultation with young people and the education sector, the key priorities within this plan form the agenda for North Lincolnshire Council, Early Years settings, schools, colleges and providers at every age and stage of children's learning.

North Lincolnshire Council is passionately committed to improving the wellbeing and education outcomes of all our children and young people. We call on everyone involved in shaping the learning and development of children to ensure that **equity of opportunity** and **excellence in achievement** become the norm for all.



Cllr David Rose
Cabinet Member for
Children's Services



Denise Hyde
Director for People

The strategic framework

This plan supports the vision and priorities set out in the North Lincolnshire Council Strategy and the strategic framework for the Children and Young People’s Plan. These high-level plans recognise that:

- we are driven by improving outcomes for all children and young people
- we individually and collectively value every child and every young person for who they are – we demand equality of opportunity and equality of access to provision that meets the needs, aspirations and potential of each individual
- each child and young person must feel safe and be emotionally resilient if they are to recognise and achieve their potential, including their potential for achieving in education
- there is an ambition within the education community of North Lincolnshire that can only be addressed through deep and effective partnership working
- people drive improvement – families, communities, professionals and most importantly children and young people – the more empowered people are, the better outcomes will be
- a culture of high-support and high-challenge drives continuous improvement
- some children and families will need more help at certain times to access their universal entitlements – education providers are well placed to contribute to this early help so that families get the support they need, when they need it
- the education sector is central to the on-going social, economic and environmental regeneration of North Lincolnshire

Figure 1: Strategic framework for improving outcomes for children through education



What will success look like in education?

North Lincolnshire will be in the top 25% of all local authority areas in England for:

- attendance and inclusion measures
- the quality of provision
- learning outcomes

Outcomes for children

These sections articulate how education providers will contribute to improving outcomes in North Lincolnshire by promoting equity and excellence for all our children and young people.

Children feel safe and are safe.

Education providers in North Lincolnshire have an impressive record of effective safeguarding. Lifestyle surveys of young people provide a largely encouraging picture of children and young people's experience of feeling safe and staying safe. However, children and young people can be exposed to damaging ideas and negative experiences that, if left unsupported or unchallenged, may influence their behaviour and own ideas. All practitioners working with children and young people must understand the role each other plays in protecting children; being confident and capable in responding to actual harm and risk of harm.

Children will have safe learning environments, access to trusted adults and support to develop healthy peer-to-peer relationships. Governors and proprietors will promote healthy friendships and relationships through their ethos and policies, including those for sex and relationships education, e-safety, anti-bullying, behaviour and child protection. Providers will be confident in seeking challenge and support for further improving safeguarding practices.



Children will be confident in reporting safeguarding concerns. Positive relationships with staff will encourage children to disclose worries about their own safety or the safety of others. Providers will support parents who have concerns about their child's behaviour, appearance or wellbeing. Staff will listen to parents' concerns and work with them to reduce the risk of harm, or where necessary, seek help from other agencies as part of a coherent plan.

Preventative education will empower children to keep themselves safe. Key messages about healthy relationships will be taught to all ages using age and stage appropriate language to explore topics such as friendships, appropriate touch, keeping safe, extremism, recognising and assessing risk and knowing how and where to get help when needed. Effective teaching of safeguarding will take account of special needs, disability, cultural and faith dimensions - ensuring that all children can seek support and guidance when they need it.

Children will be empowered in an ever-changing digital world to keep themselves safe online and when using social media, recognising that all children and young people are at risk of online sexual exploitation. Providers will ensure that their e-safety procedures and staff training remain relevant. Children and young people will learn to be responsible for their own online behaviour.



Children, young people and educators will have access to straight-talking and trusted information on difficult subjects such as child sexual exploitation (CSE), female genital mutilation (FGM) and radicalisation (Prevent), as well as life and expectations, the world, law and how children's rights exist.

Children enjoy good health and emotional wellbeing

All children and young people will learn in environments that build confidence, friendship, security and happiness, irrespective of their family circumstances or background. Children will feel that they belong within their, learning settings and their communities: forming healthy, secure attachments to their peers and to trusted adults. Good attachment will engender the confidence to take risks in their learning, to learn independently and to explore their own views and identity.

Children and young people will have opportunities to build their self-awareness, self-esteem, self-motivation and self-discipline. The essential qualities of character, resilience and grit will be valued. Children will develop a sense of self, the social skills to interact confidently with people of all ages and the personal integrity to resist peer pressure.



For the vast majority of children, mainstream education that meets their individual needs will be the norm. Ordinarily, inclusive mainstream provision will meet behavioural needs. A small minority of children and young people will have their needs best served by specialist provision: either fulltime or for sessions. There will be a sufficiency of specialist and alternative learning places and, wherever possible, these will be close to home. Wherever re-integration into mainstream is in the interests of the child or young person, this will happen.

Assessments, plans and reviews will be child-centred and strengths-based to support children and families with additional education needs, health issues or emotional wellbeing needs.



Effective transition planning between education settings and into adulthood will support all children and especially those with vulnerabilities and disabilities.

At any given time, there can be children and families in every education setting that are experiencing anxiety, emotional distress or mental illness. All providers will have arrangements in place for children and young people to seek peer support if they are experiencing anxiety. Peer

mentors and 'buddies' will be well trained and understand when concerns need to be escalated to an adult. Providers will have the knowledge, experience and confidence to support children, young people and their families on a day-to-day basis with their emotional and mental health needs. Access to specialist support will be timely.

The curriculum and wider participation offer will facilitate good emotional wellbeing. Diversity and difference will be opportunities for developing learning and understanding. Children and young people will be equipped to challenge intolerance or indifference. Subjects such as the arts, music, drama and sport will be valued as opportunities for teamwork, self-discipline and

leadership, contributing to better engagement in learning, higher achievement and higher aspirations.

There will be an entitlement to a meaningful personal, social, health and emotional (PSHE) curriculum, complemented by access to trusted sources of information for children on emotional wellbeing and health issues, including sexual health. Children will understand the dangers of substance misuse.

Education providers will make a difference to the health choices of individual children and their families. A wide range of opportunities will allow children to take part in physical activity and for their participation to be celebrated. All children will be encouraged to develop healthy habits and behaviours, thereby reducing the risk from obesity.

Children recognise and achieve their potential

Each child is a competent learner from birth. Our youngest children will have access to a wide range of pre-school learning opportunities. Critically, they will have increasingly well-developed communication, language and literacy skills that will form the basis of future learning. Nurturing of positive dispositions towards learning will develop a thirst for knowledge and skills acquisition that drives them to investigate through play and more structured learning.



At every stage of learning and development, meaningful information and guidance will help families to support their child's learning, development and achievement of full potential.

As children progress through their primary years and into secondary, they will develop further as independent learners. They will become confident readers and communicators in a range of media, including writing. They will become secure in the essential mathematic

functions and the methodologies of investigation.

Children will explore their own creativity and express their own ideas and thinking, drawing on their cultural heritage and individual talents. They will demonstrate maturity; being reflective in their learning, keenly aware of their strengths and seeking the next steps to further their learning. Progress will be outstanding from each individual's starting points.

With increasing maturity as learners, young people will actively investigate their ambitions and seek the progression routes that will allow them to realise their aspirations. Well supported and skilfully challenged to have the highest expectations for their futures, students will excel in their chosen subjects and core curriculum. Positive experiences will challenge stereotypes, perceived barriers to progression and low aspirations.



There will be an increasingly diverse range of options and points of transfer that allow young people to chart a course to the career they aspire to. First class careers guidance will ensure that young people make transitions that provide meaningful pathways into employment, training and further or higher education. The full range of opportunity will be made clear.

There will be an increasingly strong link between education providers and local business and industry. Information about the current and anticipated local and regional economies will fire young people's imaginations and support them in planning for their futures. Young people will acquire the essential employability skills throughout their education, with progress tracked with the same rigour as for other curriculum areas.

Young people will participate in education and training until they are 18 years old (and up to 25 for those with Learning Difficulties & Disabilities) choosing from a wide range of pathways that afford meaningful progression to higher level qualifications, jobs with training, traineeships, apprenticeships and work experience. Careful planning will support transitions for vulnerable children and young people, providing both continuity and an increased level of learning challenge.



OUR PARTNERSHIP AMBITIONS

The agencies within North Lincolnshire excel at partnership working. Effective liaison, communication and information sharing provide the basis for support, networking and collaboration. Strong governance, shared accountability for outcomes, longevity and inclusivity are all enabling features of our deepest and most ambitious partnerships. As the education landscape evolves, it will be ever more important to sustain and develop partnerships that place all children above the interest of any single organisation, provider or group of providers.

Ensuring a supply of strong and sustainable education places

Creating a sustainable and coherent estate for life-long learning requires an infrastructure in which all providers can quickly adapt to new opportunities and a changing operating environment. There must be a choice of high quality provision for all – from childcare and Early Years development, through the age range of statutory education and beyond.

All providers will need to be part of at least one strategic alliance. Strong leadership and governance will look beyond the needs of their own setting to the needs of localities and the wider-community. Strategic alliances within the compulsory age range of education currently include teaching school alliances, local collaborative trusts, federations, amalgamations and multi-academy trusts. Effective strategic alliances will have the ambition and depth of working to take collective ownership and responsibility for improving outcomes for children and young people.

The Local Authority will support groups of schools to develop local solutions to national policy. Boards of Governors must make strong decisions for the long-term future of their school based on viability, effectiveness and the specific contribution of their establishment to area wide education provision. Where schools cannot demonstrate the capacity to improve at pace, or their viability prevents a risk to the quality of children's learning and development, the Local Authority will expect a structural solution. In exceptional cases, this may include closure. Increasingly, the Local Authority will become a strategic partner to groups of schools, rather than a provider to individual schools.

The Local Authority will continue to challenge and support providers to choose a strategic direction that best ensures the long-term delivery of high quality outcomes for children and young people. Significant events such as financial difficulties, a significant change in leadership, sustained underperformance or an inspection judgement below good may trigger intervention. The local authority will work with the owner, sponsor or governors to clarify the challenges, appraise the options and to make recommendations to the relevant decision maker.

There will be sufficient mainstream places to meet community need, including the demand created through new housing and demographic change.



Supply of places will increase by building of up to three new primary schools on the Lincolnshire Lakes site and expanding existing schools as required. All newly built primary schools will be for the entire primary age range. The expectation is that the existing secondary age estate absorbs increasing pupil numbers as a means of building resilience within the sector.

Post-16 education opportunities in North Lincolnshire must provide sufficient access to high quality and relevant education and training for all young people, adults and employers. The right balance of provision for a coherent and efficient area wide curriculum will improve outcomes for students and support the regeneration ambitions of North Lincolnshire and the local enterprise partnerships. College provision within North Lincolnshire will undergo an area wide review and the findings implemented during the lifespan of this strategy.

Priority actions within the education sector:

- **Forecast demand for education places and publish market information for all age groups and localities**
- **Ensure sufficient early years places in all localities**
- **Build sufficient new primary schools to serve the Lincolnshire Lakes villages**
- **Support and challenge all schools to develop local structural solutions to national policy**
- **Implement the findings of the area wide review of post-16 college provision**

Ensuring vulnerable children achieve outstanding outcomes



There will be a powerful culture of expectation in North Lincolnshire for all children. Where children are vulnerable or disadvantaged, we will repeatedly go the extra mile to ensure that they reach their individual potential. This driving ambition will be evident in individual providers and manifest in our collective working.

Some children and their families will benefit from a holistic and co-ordinated assessment of need at specific times so that they receive the support they need, when they need it, through close working relationships with a few trusted professionals. Support networks for practitioners will build on the best examples of education based Early Help practice in North Lincolnshire, increasingly embedding effective practice.

There will be a sufficiency of places within or close to North Lincolnshire that meet the needs, aspirations and potential of children and young people with special educational needs and disabilities. Very few children will be educated out of area and only when essential to meeting their specific or complex needs. The clear expectation is that, wherever practicable, providers will meet the needs of all children and young people living within their communities. Consequently, families of children with additional needs will have a choice of provision that is closer to home.

Challenge and support regarding inclusive practices will be enabled. The Local Authority will work with schools and colleges to establish robust forums for making and moderating decisions regarding the education placement of vulnerable children and young people. There will be a keen and collective determination to ensure every child has access to high quality, appropriate provision and with the right support to ensure that the placement is successful. Where periods or part-time attendance at alternative or specialist behaviour provision best meet the needs of some children and young people, the aim will be always be for a successful return to mainstream education.

Young people with Learning Difficulties & Disabilities will have opportunities to participate in education and training. Support will be up to age 25 where there can be meaningful progression through qualifications, supported internships, jobs with training; apprenticeships or work experience.



Recognising our corporate parenting responsibilities, we will further increase our ambition for children looked after by the Local Authority so that they make excellent educational progress, go on to meaningful learning destinations post-16 and enter adulthood equipped to live successful and independent lives.

The Virtual School will ensure that all vulnerable children are known, that their engagement in education is ensured and that their progress is maximised. Effective assessments and child centred plans will ensure that needs are provided for at the earliest opportunity, preventing escalation of specific need or unmet additional education need becoming a behavioural need. A Board of Governors drawn from stakeholders will scrutinise the efficacy of the Virtual School and the contribution of providers to securing great outcomes for our most vulnerable children and young people.

Priority actions within the education sector:

- **Establish a new relationship between schools, settings and children's social work services**
- **Embed Education, Health & Care Plans, replacing all statements of SEN**
- **Embed the secondary age Fair Access and Inclusion Panel**
- **Review the primary age arrangements for fair access and inclusion**
- **Further develop the means to challenge and support inclusion practice at provider level**

- **Develop and share excellent practice in supporting vulnerable children at points of education transfer and transition**
- **Capture and share effective practice for strengthening children’s resilience and supporting the development of good emotional wellbeing**
- **Develop capacity within the primary age range for children with high level behaviour needs**
- **Review and reconfigure alternative education provision within North Lincolnshire**
- **Increase the quantity and range of post-16 places with North Lincolnshire for young people with learning difficulties and disabilities**
- **Sustain the Post-16 Engagement Panel for hard to engage and vulnerable young people**
- **Establish partnership governance of the Virtual School**
- **Coordinating with schools, enhance the uptake of the youth offer by vulnerable groups**
- **Poverty proof schools, colleges and other education providers**
- **Roll out Signs of Safety training across education providers**

Tackling underperformance and ensuring high standards

The Education Standards Board will continue to drive shared oversight of education performance, mutual accountability and the opportunity to learn in partnership about improving performance. The education sector will be increasingly determined to support, challenge and intervene with providers in a timely manner to secure swift improvement and prevent formal failure. All providers in North Lincolnshire must hold the ambition to be outstanding and accept that every child deserves to attend an educational setting that at least meets the inspection criteria for a good standard of education. Our shared ambition for all children and young people will continue to make us intolerant of the causes of provider level underperformance.

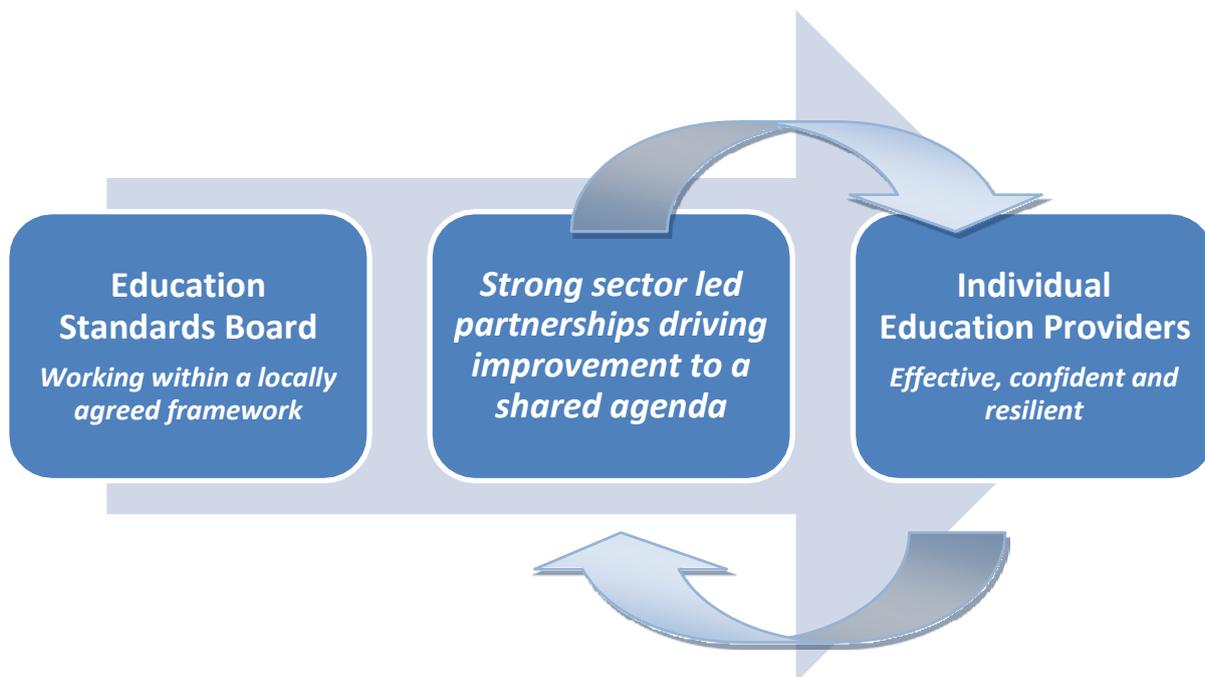


The further development of a self-improving education system for North Lincolnshire will build on the approach of leaders and staff being responsible for ‘all our children’. Effective partnerships and setting-to-setting working will drive the pace of improvement. Autonomy and individuality alongside collaboration and professional generosity will be valued and celebrated.

The foundation of the model for improving the quality of education leadership, provision and outcomes in North Lincolnshire has proven effective. The focus now will be on facilitating and enabling the sector-led capacity for improvement, providing locally:

- **effective, confident, resilient education providers working within a locally agreed framework of accountability**
- **strong sector led partnerships driving improvements to a shared agenda**

Figure 2: Sector led improvement of education within North Lincolnshire



Priority actions within the education sector:

- Further develop the Education Standards Board as a means of early challenge and intervention with providers at risk of underperforming or declining in performance
- Sustain and develop a universal improvement offer for all providers in North Lincolnshire and a level of targeted support relative to the risks and value of each provider
- Facilitate the sector-led improvement system through Peer Challenge
- Work with strategic alliances of schools to develop strong improvement approaches that meet the needs of each new structural organisation
- Ensure that all schools with identified need access timely and effective reviews of core functions, including for:
 - teaching, learning and assessment
 - leadership and management
 - governance
 - pupil premium
 - inclusion
 - safeguarding
- Intervene with providers where inclusion practices disadvantage vulnerable groups of children and young people
- Develop a model for Learning Partnerships aligned to local priorities

DRIVING FORWARD – OUR PRIORITY ACTIONS

People lead improvement. The driving force for further improving the outcomes of children and young people in North Lincolnshire must come from families, communities, professionals and, crucially, children and young people themselves.

Empowering children

Education is essential to empowering children and young people so that they can confidently take their place in society aware of their rights, responsibilities and duties. Children and young people must have a voice, choices and the opportunity to contribute. They need to be equipped to make positive and informed decisions that support their well-being, safety, education and future life chances.

North Lincolnshire Council and education providers will model meaningful consultation and democratic processes with young people, actively seek their views on issues that affect their life chances and demonstrate the impact of their engagement in decision-making. The views and expectations of individual children and young people will routinely inform the design and delivery of services to support their learning and wellbeing.



Priority actions within the education sector:

- **Ensure that all individual plans for children and young people are child-centred, strengths based and informed by the views of children and their families**
- **Further develop school and college involvement with the Youth Council and Young Mayor**
- **Further develop School Councils**
- **Ensure all children have access to Personal, Social, Health & Economic (PSHE) Education that appropriate to their age and stage of development develops understanding of:**
 - **respect and responsibilities**
 - **gender stereotypes and gender roles**
 - **dangerous and exploitative situations**
 - **sexual exploitation and grooming, including sexual bullying**
 - **peer pressure, risk, assessing risk and the consequences of risk taking**
 - **skills and confidence in developing positive, healthy relationships**
 - **recognising and seeking support for emotional health issues**
- **Further develop the Peer Mentor and Buddying schemes**
- **Further strengthen e-safety education and provision**
- **Implement the education prevention strands of the Child Sexual Exploitation (CSE) plan**
- **Raise awareness amongst young people of the dangers of radicalisation (Prevent)**

- **Raise awareness amongst young people of female genital mutilation (FGM)**
- **Embed the North Lincolnshire Employability Skills Framework to support children and young people to recognise and progress these essential life skills**
- **Ensure children who are electively home educated are safe and are empowered to stay safe**
- **Enhancing awareness in education settings of how to identify and support Young Carers**

Building family and community capacity

Increasingly, families and communities must take greater responsibility for their own wellbeing and for finding solutions to help achieve positive outcomes. High quality engagement, timely and effective support and the willingness to have the honest conversation are all essential to nurturing family and community resilience. Education providers are essential assets for contributing to social and economic regeneration in North Lincolnshire and will increasingly need to engage with a range of employers and wider community partners.



Priority actions within the education sector:

- **Further develop the use of Joint Strategic Assessment to inform services for children and for setting the local priorities**
- **Review, reframe and drive forward the Early Help Strategy**
- **Develop deeper understanding of diversity and the cultural strengths within our more newly established communities**
- **Increase parental understanding and engagement in early learning and development**
- **Establish a North Lincolnshire Children's Literacy Trust**
- **Provide parents with high quality information about the education and employment choices available for their children**
- **Improve education permanency and stability for vulnerable children**
- **Celebrate providers that build community capital and further developing education providers as community assets in the widest sense**
- **Embed multi-professional teams within localities to provide bespoke, targeted support for families**
- **Further develop the Words Count project to increase literacy levels within communities**

- **Use the local and area wide regeneration projects to inform and inspire children and young people**
- **Increase the take up of free child care places for disadvantaged families**
- **Sustain the Imagination Library as a means to supporting attachment and early learning and development**
- **Further improve and celebrate joint working between Early Years settings and schools**
- **Support the transformation of CAMHS and the development of specialist pathways for self-harm, eating disorders, suicide prevention and feeling in crisis**
- **Further develop the Local Offer so that parents and carers of children with special educational needs and disabilities have up-to-date, informative and accessible information**

Developing the workforce

North Lincolnshire has a strong record of recruiting and developing a skilled, professional workforce capable of making a significant difference to the lives of children and young people in the area. Our ambition is that every member of the children’s workforce is equipped to meet a broad range of children’s learning and developmental needs at the first point of contact, to be able to work confidently with families to build their capacity and to ensure that the right service is available at the right time and in the right place.



Priority actions within the education sector:

- **Ensure that all professionals working with children are trained in how to keep children safe**
- **Ensure that the education workforce has a good understanding of child development and attachment against which to assess progress**
- **Develop Emotional Health Champions across schools and colleges**

- **Develop locality based support for staff providing Early Help to children and families**
- **Further develop the TeachNorthLincs brand to support recruitment and retention within the education sector**
- **Increase the capacity for Initial Teacher Training within North Lincolnshire schools**
- **Develop means to signpost the full range of CPD available to school based staff**
- **Ensure the coherent induction and training of Newly Qualified teachers**
- **Invest in support for aspiring and new Headteachers**
- **Enable a culture of courageous and reflective education leadership**
- **Develop opportunities for school leaders to work beyond their own school and to develop as future system leaders**
- **Provide high quality development opportunities for governors**
- **Develop systematic means to share effective practice and innovation between providers**
- **Provide a new professional development offer for Special Educational Needs Co-ordinators**
- **Build capacity in settings for supporting children from BME communities and for children for whom English is an Additional Language**
- **Further develop access to music education through the Music Hub**



Appendix 1: The role of the Local Authority

The Local Authority retains a range of statutory duties related to education and wellbeing of children that sit alongside the Council's strong local commitment to improving education outcomes. In summary, the role of the local authority is to act as a:

Strategic commissioner

- understanding the needs of our population and our communities
- setting the local priorities
- providing strategic direction and leadership
- ensuring sufficiency of places that meets the needs, aspirations and potential of all children and young people
- ensuring area wide standards and educational excellence
- jointly commissioning services with partners to meet local need

Champion for the vulnerable child

- ensuring all children are known and are kept safe
- as Corporate Parents, demanding high quality outcomes for our looked after children
- providing direct services for some vulnerable children and young people
- ensuring fair access to education, and intervening when required

System shaper

- setting national policy in the local context
- bringing together system leaders from across agencies and organisations to work in partnership
- liaising with and influencing the agencies of national government
- enabling structural reform
- ensuring area wide accountability
- capacity building

Appendix 2: What do we mean by 'providers' and 'settings'?

Throughout this plan, the terms providers and settings cover the full range of provision for learning, development and education. This includes Early Years settings and child-minders (private, voluntary and independent), as well as schools (maintained, academy and independent), colleges, alternative education settings and pupil referral units.

For specific age ranges, the more precise terms are used: for example, colleges.

When referring to governance of schools, this also means the Academy Trust where academy status applies.

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