

BUCKINGHAMSHIRE LEARNING TRUST

ANNUAL EDUCATION REPORT

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Foreword from the CEO

Buckinghamshire Learning Trust (the “Trust”) is a new educational charity focused on delivering outstanding educational outcomes for all children and young people.

Education is the most powerful tool we have for creating a fair and decent society. A good education empowers children to realise their potential, and to access the wealth of opportunities the world has to offer, regardless of their starting point in life.

Buckinghamshire Learning Trust is driven by a commitment to high educational standards and to positive educational outcomes for all children. Our work is underpinned by a belief that access to a good or better education, in a good or better school, is a basic social right of every child.

As a public service mutual, we also believe that positive social outcomes can be delivered in more creative and cost-effective ways than the traditional public sector model. Our charitable mission goes hand in hand with a culture of continuous innovation and a clear focus on financial efficiency and business performance.

I am therefore delighted to report on an exceptionally successful first year of operations in which Buckinghamshire Learning Trust has delivered significantly above expectation by every measure of performance – operational, financial and in terms of educational outcomes.

In our Funding Agreement with Buckinghamshire County Council, we delivered outstanding results, increasing the percentage of primary age children attending a school that is Good or Outstanding from 78% to 85% (a figure that, at the time of writing, has since risen further to 90%). The Trust also made significant progress in narrowing the gap in attainment for Pupil Premium children. Buckinghamshire is now amongst the fastest improving Local Authorities in England and the pace continues to accelerate.

Operationally, we completed a major programme of restructuring and business re-alignment this year. This has taken more than 30% of fixed cost out of the organisation. Our new structure gives us the flexibility to appoint “the best of the best” across all areas of trading and activity, and to extend the range and depth of our commissioning of services from schools. We also developed new trading lines overseas and extended our offer to schools in Buckinghamshire and surrounding areas.

These outstanding results could not have been achieved without the effort, innovation and dedication of our staff and my leadership team, and the support of our Trustees, the schools with which we work, and the Local Authority.

I am looking forward to continuing our mission in 2014/15 and to another year of exceptional outcomes and performance.

Raza Khan
Chief Executive Officer

The Development of the Buckinghamshire Learning Trust

Aims

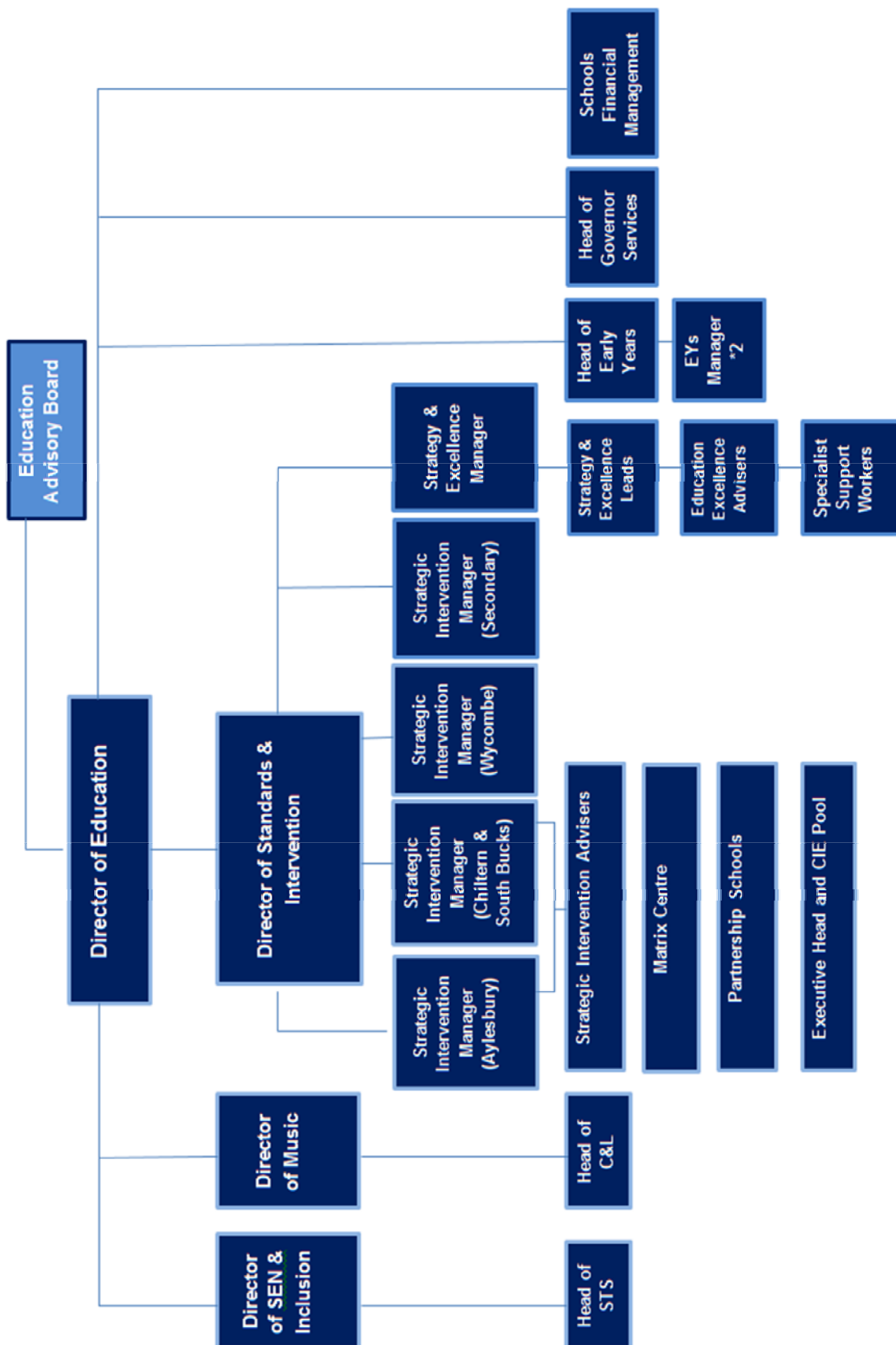
Buckinghamshire Learning Trust is an educational charity delivering a comprehensive range of services to schools and Early Years settings, including school and Early Years improvement, specialist teaching, CPD and other key support services. As well as supporting schools and Early Years settings directly, the Trust is working with Buckinghamshire County Council to fulfil its statutory duties for raising attainment and securing the best possible future for children and young people.

Objectives

The Trust exists to raise educational attainment and standards for children in schools and Early Years settings. It is a leading provider of education services which have a measurable impact on children, young people, teachers, governors, parents and school leaders.



School Improvement



Overview

Over the last year the Trust has invested in the culture of improving the improvers. A major restructure has taken place over the year to ensure we have the best people supporting our Schools.

- All School Improvement Officers have been given training from Her Majesty's Inspector around supporting Section 8 schools and using the framework effectively.
- All the School Improvement Team are now trained for Section 5 inspections. The initial two days training has been delivered and will be completed in November.
- The School Improvement Team will be expected to participate or Shadow inspections at least 3 times a year to ensure they are up to date with the frameworks and enhance their ability to judge schools soundly.
- The trust has worked closely with schools to ensure that school to school support is used as a mechanism for improving other schools and encouraging collaborative working.

Consultant Leaders

The Trust has developed a relationship with the best consultant leaders in the market. We are building up a database of outstanding leaders with experience of school improvement and leading schools out of categories. The aim is to match the leaders to schools who need support to strengthen current leadership or develop new leaders. We are determined to match leaders by their skills base and phase experience, not by availability. This has had huge impact with the Thomas Hickman model.

Ofsted reported "The local authority, through the Buckinghamshire Learning Trust, has offered very good support to the school, largely through the consultant Headteacher. High levels of effective training, collaborative work and monitoring have made a real difference to the school in a short time".

Teaching Excellence Practitioners

We have engaged a number of Teaching Excellence Practitioners. The Teaching Excellence Practitioner will have a proven track record of accelerating progress in schools and will inspire, motivate and get the best out of teachers and pupils.

The Trust work closely with the Strategic Intervention Managers to deploy these teachers into schools where they can have the most impact on the quality of teaching and learning and raising pupil's attainment. We are particularly interested in using teachers with specific phase and subject experience.

School to School Support/Structure

The Trust has liaised with National Leaders of Education and Local Leaders of Education and Teaching Schools. Individuals have expressed their interest and availability to work with the trust from September 2014.

The areas will be led by managers (SIMs) who will coordinate the work of the seconded Heads in their teams. The role will involve monitoring the progress of intervention and action plans in their allocated schools. These roles will be described as Monitoring Officers. The MO will identify specific support packages and interventions for each school. They will be responsible for ensuring that all professionals providing support, have clear objectives and impact measures linked to their work in schools. Support for the schools will be drawn from:

- Education Excellence Advisors
- Teaching Excellence Practitioners
- Consultant Leaders
- Brokered support from experts
- School to school support
- Teaching school approved packages

Relationships/Communication

The Trust continues to work hard to build positive relationships with all stakeholders and continues to maintain its working relationship with the Local Authority Officers. We believe that establishing relationships on trust and challenge will impact on all our work.

The Trust has attended the Bucks Association for Secondary Headteachers (BASH), the Primary Hubs, the Governors' Conference, the Special School Meeting, the Small Schools Meeting and Select Committee this year and is eager to continue to work collaboratively with all partners

We are benchmarking with other Local Authorities to compare services and outcomes. We have met with the Regional Commissioner who is responsible for making important decisions about the academies and free schools on behalf of the Secretary of State for Education.

The Director of Education attends HMI Conferences and is a member of the South East reference group. We have established a good relationship with the lead HMI for the area. The HMI is keen to support the Trust with key projects.

We are delighted with the performance of the Trust in its first year. This report clearly demonstrates the impact we have had on the children of Buckinghamshire.

Standards and Intervention

Primary and Secondary Outcomes

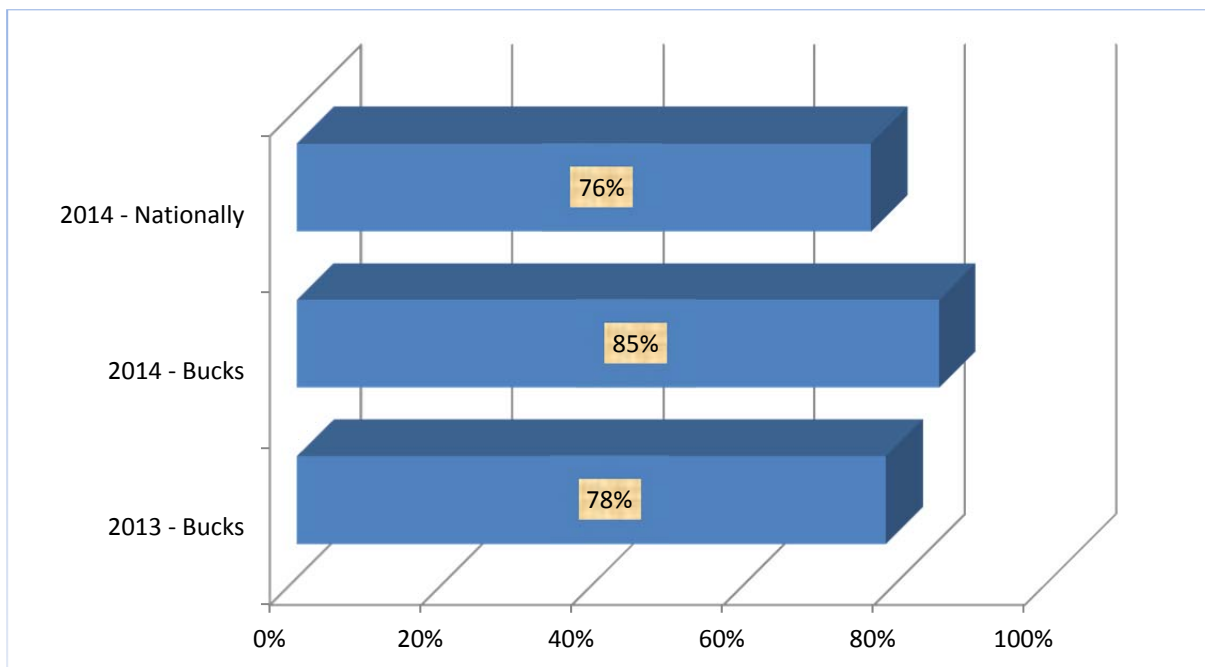
Headline Data – Outcomes for Children

Primary

At Primary level, data confirms an improving picture as 85% of our pupils now attend a school that is good or better compared to 78% last year and 76% nationally.

The Trust has worked hard with the interventions for “Requires Improvement” and “Inadequate” Primary Schools. We are seeing an increasing number of Primary schools moving out of category of concern. The support is targeted and focused on a relentless drive to move the schools faster and build capacity as we do so. The range of different models used to support the schools has had effective impact and has been commented on favorably by HMI.

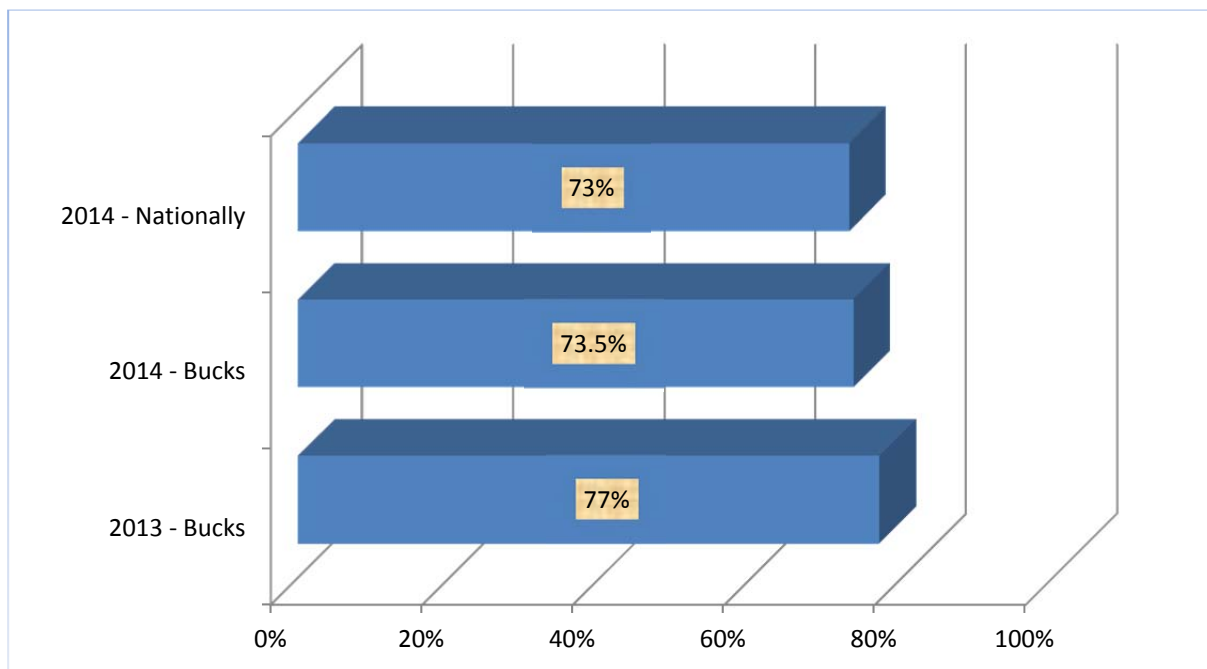
Percentage of Primary schools that is good or better:



Secondary

At Secondary level, our data shows Buckinghamshire are in line with the national picture as 73.5% of pupils attend a school judged good or better compared to 77% last year and 73% Nationally.

Percentages of Secondary schools that are good or better:



- We engaged with the BASH agenda and feel this allows us to sharply focus priorities and impact on the support required.
- We have a working relationship with almost all RI and I Upper schools and are actively involved in the action plans and the monitoring of the progress.
- We have restructured the Secondary School Improvement Team to bring in more Secondary Specialists in particular high caliber Secondary School Leaders with urban challenge back grounds.
- We are working closely with the Local Authority and Schools Regional Commissioner to ensure we are able to provide options of support for all our schools and academies.
- We are promoting a collective approach to supporting Secondary schools and have established, through open invite, a reference group made up of Heads to discuss support packages.

Ofsted Comments

“The role of BLT is clearer. It is keeping a close eye on the school's progress through its 'Focus Group' meetings and established a more rigorous support programme recently involving: moderation of the school's assessments of pupils' work, individual support for teachers, lesson observations and subject-specific support. It is seeking to involve the school in authority-wide improvement projects. The Trust is now expecting a more rigorous analysis of the impact of the work undertaken.”

“The BLT provides a good balance of challenge and support, through representation on the IEB and at regular meetings which monitor the pace of improvement. Trust officers are confident that the academy conversion plan is sound and are not deterred by the slight delay while financial aspects are finalised and agreed. The headteachers make good use of support from successful schools, using consultancy or sharing and exchanging staff to good effect. They also monitor the impact of this closely, however, and have been right quickly to terminate unsuccessful initiatives.”

“The BLT has monitored the schools' performance, provided good support and helped the school successfully overcome things which were slowing pupil's progress. The school works closely with two other local schools to develop its middle leaders and plan for the future.”

“Requested support from BLT in further training and development. Prior to inspection, the LA had limited involvement in the academy. Since then the school has actively sought BLT involvement for robust evaluation of work and BLT involvement has begun with brokering links with other schools with sought after strengths being a first step.”

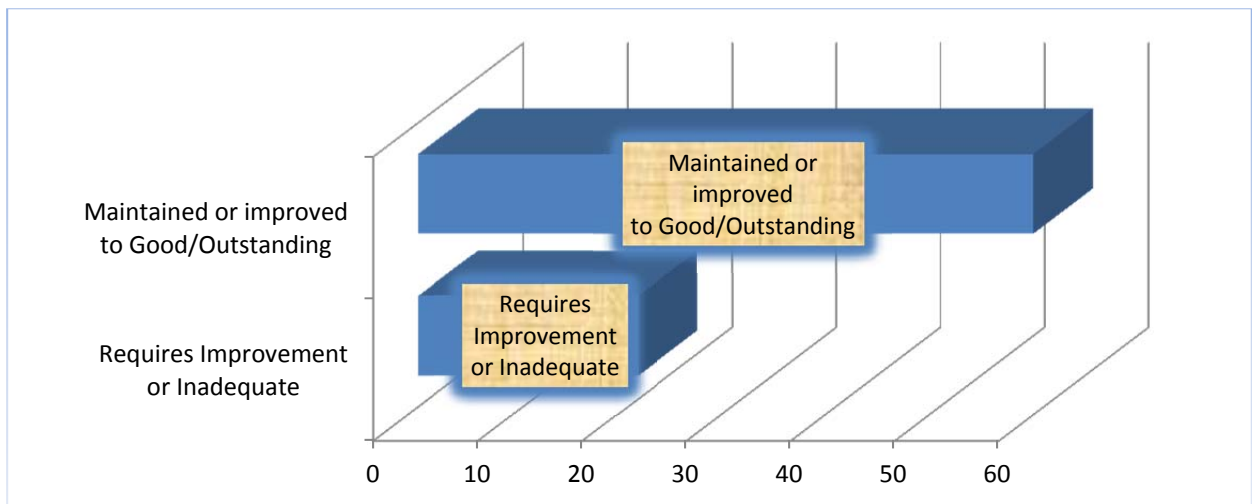
Early Years Outcomes

Headline Data-Outcomes for Children

Outcomes for children in the early years show an improving picture. The percentage of settings that are judged as good or outstanding by Ofsted is 82%.

This year targeted support has resulted in 20 settings improving from an inadequate or requires improvement Ofsted category to good or outstanding.

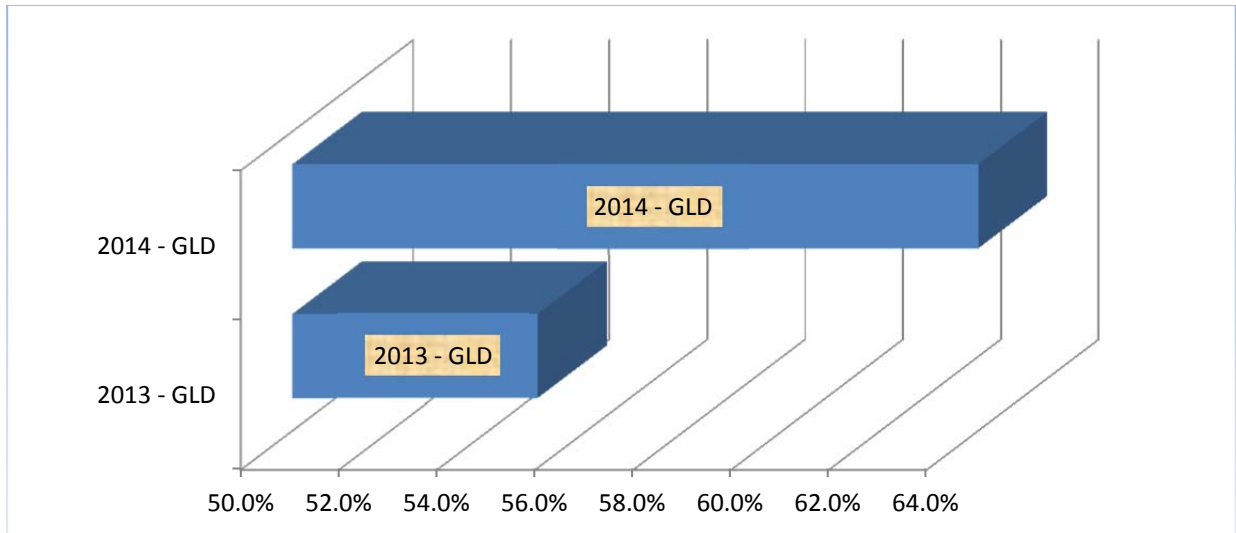
59 settings inspected this year have maintained or improved to Good or Outstanding.
21 settings inspected are in a category of RI or Inadequate



The DfE published the provisional 2014 national and LA results for the Early Years Foundation Stage Profile in October. The percentage of children reaching a good level of development at the end of the foundation stage has gone up significantly from 55% to 64% and the inequality gap has closed from 32.6% to 28.7%.

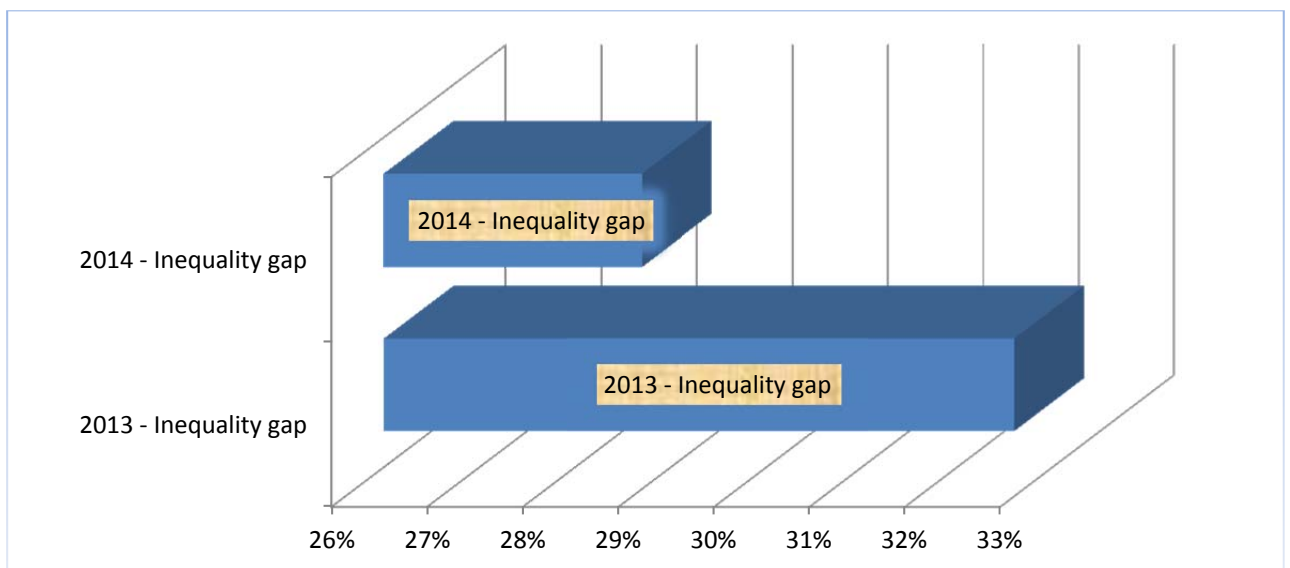
% good level of development has improved:

- 55% in 2013 and 64% in 2014
- National rank 39th in 2013 and 30th in 2014



Inequality Gap has closed:

- 32.6% in 2013 to 28.7% in 2014 (smaller is better)
- National rank 42nd in 2013 and 30th in 2014



Annual Summary and Achievements

Early Years Improvement Service

The Early Years Improvement Service works with 280 settings across the private, voluntary, independent sector and maintained Early Years provision with children from birth to five years old, including children's centres.

The team of highly qualified Early Years specialists provide bespoke support for; settings with an Ofsted judgement of Inadequate or Requires Improvement, consultancy for Good and Outstanding settings, support for settings to meet the needs of identified children with special educational needs and disabilities and support for children's centres to implement the Early Years Foundation Stage.

Key Performance Indicators

The key performance indicators for the service focus priorities on the percentage of Early Years registered settings judged as Good or Outstanding by Ofsted, the percentage of pupils achieving a "good level of development" and the percentage of settings that evaluate support and training as good or better.

This has been a successful year for the service with substantial improvements for settings and outcomes for children.

- The percentage of settings that are judged as Good or Outstanding by Ofsted is 82%.
- The percentage of children reaching a good level of development at the end of the foundation stage has gone up significantly from 55% to 64% and the inequality gap has closed from 32.6% to 28.7%.
- 97% of settings evaluated our support and training as good or better

The 2 maintained nursery schools in Buckinghamshire have good and outstanding judgements.

Impact Case Study

A setting judged Inadequate by Ofsted: January 2014
Judged Good by Ofsted: June 2014

Issues:

Leadership and management did not recognise their responsibility in meeting all statutory requirements including learning and development and safeguarding and welfare. Issues included poor staff understanding of safeguarding and reporting procedures, ineffective self-evaluation, lack of planning for children's next steps and limited involvement of parents in their children's learning.

Ofsted (01/14) reported: *“Safeguarding responsibilities have not been met because the provider does not make sure that staff understand the nursery's safeguarding policy and know how to implement it to protect children's welfare.”*

“The planned activities do not always provide enough challenge for individual children or help them make consistently good or better progress towards their personal targets.”

“Self-evaluation and monitoring procedures of the nursery provision are ineffective. The provider has failed to identify and urgently address a number of key issues...”

Early Years Improvement Service intervention:

An initial meeting with the setting focussed on ensuring management understanding of their responsibilities in meeting legal requirements and planning a programme of support. An Early Years Foundation Stage Consultant in the team provided bespoke support and guidance to the manager to address the Ofsted actions within the context of the setting. The focus was on accurate identification of children's starting points, tracking progress and attainment, recognising the unique needs of each child, adapting provision and teaching, robust self-evaluation and meeting all legal requirements. Continuous support and monitoring of the setting's progress helped to secure an improved judgement.

Impact of EYIS support:

Children's learning is now planned for appropriately; therefore children are challenged and make good progress. The management fully understand and accept their responsibilities in keeping children safe and in meeting their learning and development needs.

Ofsted (6/14) reported: *“Children make good progress given their starting points because professional staff provide an effective learning environment in which children feel safe and secure.” “Children have fun as they learn and clearly enjoy all the activities planned for them and those they choose themselves.” “The owner, manager and staff have high aspirations to deliver very good childcare and self-evaluation is accurate. The staff team are very keen to develop the existing service for children and their families.”*

Examples of impact and comments from external sources

- Ofsted HMI monitoring reports, for provision judged as inadequate, have reported favourably on the support provided by the Early Years' service and that advice and guidance has been implemented promptly by settings.
- Impact of support from Consultants, for accurate self-evaluation and action planning, is also positively reflected in Ofsted inspection and monitoring reports
- *"The support our setting has received from The Learning Trust has been great. The impact it has had on our children is superb, we have changed the way we carry out our planning which has a knock on effect enabling the activities and the children's next steps to be more thorough and effective in their development process."*
- *"Due to the training and support that we have received as practitioners from the Learning Trust our practice has moved on hugely in order to have the 2 year olds. With your help we have set up a whole new room including routines, systems, policies and procedures. We have had support with assessment practises in terms of the 2 year old check and worked hard with you on specific 'settling in' issues we have had with some children. The results have been very positive for the children, parents and the staff. We have had specific training on areas of 'need' within the staff and this has had a positive impact on our practice with the children and parents and also on the progress the children have made. With all of the things we have learnt and experienced working alongside the Trust, we are ready to face Ofsted again and are confident that we will have a better result this time".*
- Comment from a Children's Centre Co-ordinator *"The support has had an impact on our practice - children's achievements are monitored better through tracking and recording progress which enables us to support parents and children in their learning. It is helping parents understand the Early Years Foundation Stage so they are better prepared for when their children move on to settings and schools"*
- National Autistic Society EarlyBird Programme, Parental comment on 'would you recommend the programme to other parents/professionals: *"They would be missing out on a life changing experience". "I highly recommend attending this programme, the lives of their kids would/will be greatly improved!"*

Future Plans

New developments and changes continue to be forthcoming from the government and from Ofsted and we have steered future activity to meet those demands.

- The new framework for school inspection, published in July, presents opportunities to improve the quality of Early Years provision in the school sector. There is a new emphasis on Early Years provision and the overall effectiveness must be judged and reported in the inspection report. This year we are working with Governor Services to recruit an Early Years governor in each school and develop a programme of support in order to strengthen governance, leadership and management of the EYFS in schools.
- With an increase in the number of 2 year olds that will receive early education funding and the development of places in schools and settings this is an ongoing priority. There will be a focus on “narrowing the gap” in attainment for these vulnerable children and settings and children’s centres will receive focused support and training.
- A priority this year will be to strengthen transition arrangements between settings, schools and children’s centres, developing assessment systems and ensuring children are well prepared for the next stage of their learning.
- Continue and develop the work with parents and communities which involves them in their child’s learning.

Narrowing the Gap Project

Narrowing the Gap Update - Primary

In January 2014 the Buckinghamshire Learning Trust launched a short, time targeted project to run between February and July 2014. The project provided funded support from a named National or Local Leader for four half-day visits for targeted schools, additional support was provided from the Buckinghamshire Pupil Premium team and HMI. The project has been named Buckinghamshire Premium Challenge and is a collaboration between Buckinghamshire Learning Trust, Buckinghamshire Teaching Schools and HMI.

All key schools received four half-day visits from a named Local or National Leader and the opportunity to work with HMI and the Pupil Premium Team. In addition they were invited to attend two briefings and a Best Practice Conference in July 2014. They have access to a web-based platform where they can share ideas and ask questions. The Pupil Premium Team and HMI supported this challenge and responded to questions.

After each of the four allocated visits to the schools, the National and Local Leaders meet the Pupil Premium Team to review practice and plan the next visit. All visits are formally recorded and the information shared with the Head Teacher and the Buckinghamshire Learning Trust. All school leaders are committed to name individual Free School Meals 6 pupils to be targeted in every year group to improve on trajectory from the previous year.

The feedback from this project has been very positive and the project will run again this year with a different group of targeted Primary schools.

Narrowing the Gap Update - Secondary

All Secondary schools have submitted a bid to run a Narrowing The Gap project specific to the needs of their students. The impact indicators will be measured on outcomes at the end of KS4. The schools projects will run from September 2014 to July 2015.

A county wide NTG Secondary project has currently commenced in Sept 2014 and will run through to Sept 2015. The project takes into account the findings from the Strand Report and individual schools data. We have linked two experienced Urban Challenge Heads to the project to monitor the impact within schools.

In conjunction with BASH, we are working on quality assuring and developing the NTG plan with a steering group of Heads to ensure the plan meets all school needs and has the desired impact.

Governor Services

Governor Services provides a comprehensive range of professional services to support effective governance in Buckinghamshire and ensure that governing bodies are kept up to date with their legal responsibilities.

These services include Clerking and Advice Services, Governor Development and Training, and Governor Recruitment. The Team works with LA maintained schools and Pupil Referral Unit management committees as well as academy governing bodies, trusts, multi-academy trusts, local governing bodies; plus a free school and a university technical college.

The high level of buyback of governor services from Buckinghamshire schools and academies was maintained this year and data shows that the Clerking and Advice Service was purchased by 94% of schools and academies, with 93% purchasing the Governor Development Programme.

Governor Services has worked closely with the Standards and Intervention Team on the interventions with RI and I schools offering a range of governance interventions including:

- bespoke training
- access to the National College of Teaching and Leadership's Leadership Development Programme for Chairs and Aspiring Chairs
- additional clerking support for committees
- support with governor recruitment and succession planning with access to a pool of experienced governors
- support from a National Leader of Governance
- external reviews of governance
- advice and support on alternative models of governance
- support with the establishment of Interim Executive Boards and shadow governing bodies, including identification of potential members
- Clerking and advice support and training to Interim Executive Boards and shadow governing bodies.

Support for the Early Intervention and Closing the Gap Strategies

This has been provided in a number of specific ways in addition to the contribution made by the key performance indicators:

- Governing bodies have been encouraged to appoint a **Pupil Premium/Closing the Gap Governor** and training has been provided to support them in their role.
- In addition to the comprehensive range of courses in the Development Programme, **additional courses** have been provided as follows, with positive feedback from governors:
 - Ofsted data dashboard
 - Fischer Family Trust data dashboard
 - New national curriculum
 - Understanding data training for Special School governors
 - SEND Reforms through the SEN Forums and Leadership Briefings.

really clear, relevant, helpful and interactive. Thank you.' (Pupil Premium)

'a useful session to gain a good understanding of the data to ask the right questions.' (Fischer Family Trust)

'excellent session, very knowledgeable trainer. Gained lots of useful information and ideas to take back...' (National Curriculum)

'a helpful session to update on SEND Reforms' (SEN Forum)

- The theme of the **annual conference** for governors was 'Governors as Leaders' and governors were challenged to consider their leadership and accountability role in school improvement. Governors' rating of whether the conference improved their knowledge and understanding was 1.51 (where 1 = strongly agree and 2 = agree)

'David [Cameron] was a fantastic speaker who infused what could have been a dry subject with humour and emotion. Very inspiring who made me feel like not only that I could make a difference to my school but I will.'

- Our **Framework for Governing Body Self-evaluation** was revised in line with the changes to the Ofsted criteria in the Handbook and training was made available as central courses and whole governing body training. It is a useful framework in supporting governors to review their effectiveness and assist them in evidencing the impact of their work.

Governing Body Reconstitution

All LA maintained governing bodies are being encouraged to use the mandatory requirement to reconstitute under the School Governance Constitution Regulations 2012, by 1st September 2015, to review the skills they have on their governing body and seek to fill any gaps as part of the process. The new constitution gives welcome flexibility similar to that available to academies.

Reviews of Governance

A new, robust external review of governance service has been developed and piloted. The team of reviewers consists of National Leaders of Governance, experienced chairs and Governor Services' Officers. Reviews are commissioned by the Standards and Intervention Team for schools and academies judged as Requires Improvement by Ofsted, or at considered at risk of an RI judgement by the Learning Trust. They are also available to other schools and academies on a chargeable basis.

These reviews are proving to be a powerful way of strengthening school governance with clear recommendations being made for improvement and an action plan to support governors' actioning the recommendations.

Our early data shows that 5 RI schools that had a governance review and were subsequently inspected during our pilot period were judged as 'good' by Ofsted.

Key Performance Indicators

The key performance indicators for the Service focus on ensuring that school governors are effective in their role of school improvement and accountability. This supports the Trust's overarching key performance indicators of % of children attending good and outstanding schools.

This has been a successful year for the Service with all key performance indicators met or exceeded:

- % of governors who agree that induction training has improved their knowledge and understanding – 99%

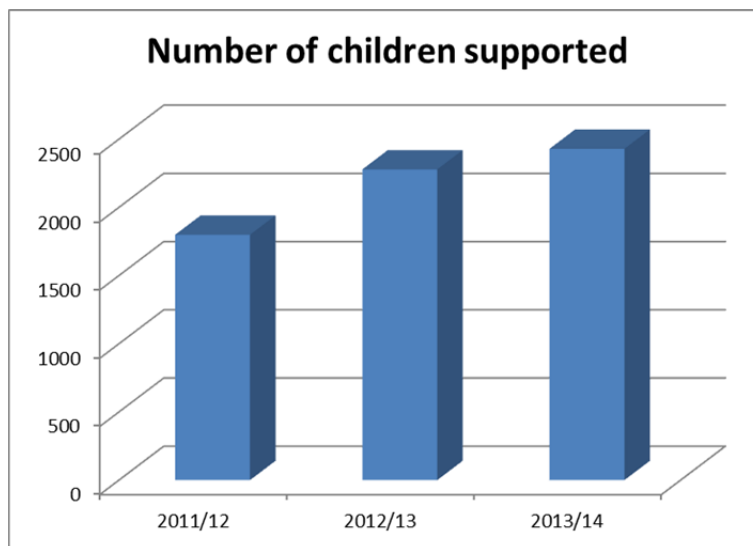
- % of governors who agree that induction training for Chairmen has improved their knowledge and understanding – 96%

- % of governing bodies that agree that whole governing body training has improved their knowledge and understanding – 100%
- % of Chairmen who agree the quality of support and advice provided by the clerking and advice service is good or better (biennial) – 99%
- % attendance at new governor induction in LA maintained schools is 10% greater than the national % - 89% where the national figure is 53%
- % of LA governor vacancies in Local Authority maintained schools is within 5% of the national vacancy rate – 15% where the national figure is 13.4% (this figure is skewed by the mandatory requirement for governing bodies to reconstitute. The number of LA governor posts is reducing to one and governing bodies are holding vacancies rather than filling them).

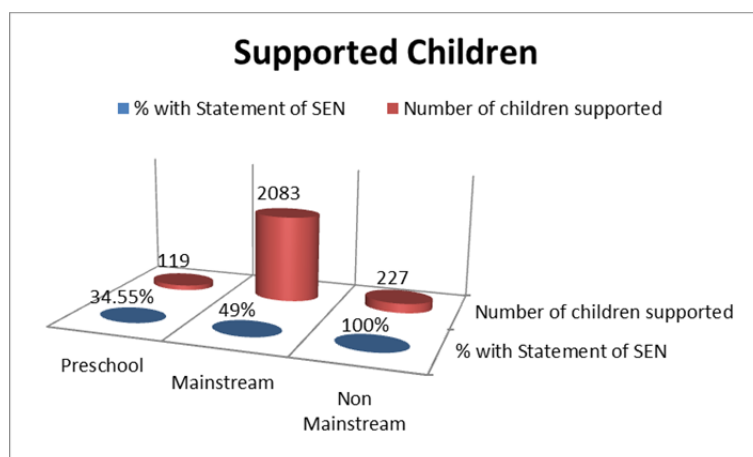
Specialist Teaching Service

The percentage of pupils attending a Special school judged good or better is 82% compared to 89% nationally.

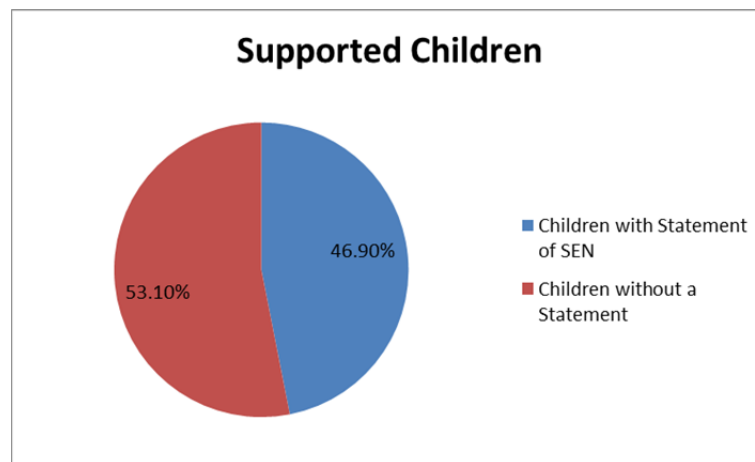
Our vision is to develop the special educational needs and disabilities (SEND) knowledge, skills present in all Buckinghamshire Early Years settings and schools in order to raise standards and ultimately close attainment gaps and improve pupil progress, preventing exclusion and also thereby reducing the need for EHC plans.



The percentage of Buckinghamshire schools/settings who have accessed advice from STS during 2013/14 is 53.6% and there has been a marked increase in the number of pupils receiving support from STS between 2011/12 (1799) and 2013/14 (2429).



In 2013/2014, 119 pre-school children received support from the STS, of which 34.55% have a Statement of SEN. Of 2083 pupils receiving support in mainstream settings from STS, 49% have a Statement of SEN. In addition, 227 pupils were supported in non-mainstream settings, all with Statements of SEN. This demonstrates the Trust Vision which is to ensure full access to learning for all the children and young people with special educational needs and disabilities in our schools and early year's settings.



It is evident that 46.9% of children and young people supported by STS do not have a Statement of SEN and 53.1% of children and young people supported by STS have a Statement of SEN.

CPD

The focus of training provided by STS staff is to build on existing SEND expertise within mainstream schools and settings and to equip staff at all levels to recognise and successfully meet the learning needs of children with SEND in schools. With this focus in mind, STS staff delivered 88 CPD sessions in 2012/13 which rose to 104 in 2013/14. During these CPD sessions, in excess of 1250 members of school staff received training and of schools receiving support from STS. The school survey distributed in 2014, demonstrates that 89.3% of the schools using the service offered positive feedback in relation to the CPD sessions provided by STS staff.

Highlights/outcomes for children

Supporting Early Years setting and schools in a positive way to build the capacity and confidence to problem-solve lies at the heart of the service provided by STS and with this in mind, SENCO liaison groups have been set up by the Director of SEN and Inclusion, with a view to providing networking opportunities for SENCOs, and in order to share good practice across Buckinghamshire.

Conference – Stoke Mandeville Stadium

The Physical Disability Team organised a Conference at Stoke Mandeville Stadium for Secondary pupils with physical disabilities which took place on 9th July 2014. This was sponsored by South Bucks Supporters of Children with Cerebral Palsy and feedback from pupils and families was very positive, which suggested that similar events to a wider audience would be appropriate in order to share best practice and effective strategies when working with children and young people with SEND.

Major Changes

The Trust is aware of the challenges faced in relation to the SEND reforms and school improvement challenges. We are addressing this issue and have begun to make progress in reviewing the service in order to create well-coordinated, equitable and effective provision of additional support for children and young people in education with a view to raising standards and closing attainment gaps, improving pupil progress.

We are pleased with the progress of the Special schools and we have seen a number of Special schools move out of category during this period

The Trust has appointed a new Director of SEN who is working closely with all Special schools to build relationships and ensure support is closely matched to the need and challenges in relation to school improvement.

We have appointed several Special School Head teachers who are working on a part time basis with the Trust to ensure this improvement continues at a rapid and sustainable rate.

Pupil Referral Units

The percentage of pupils attending a PRU school judged good or better is 100% compared to 79% nationally.

The Trust is delighted with this result and we continue to support our PRUs as and when required. We have also taken the opportunity to develop key relationships with the leaders of the PRUs and are using their expertise to support our mainstream schools with behaviour and learning attitudes. One example of the work being conducted is evident in the work carried out by a Leader of the Pupil Referral Unit whereby support has been provided to a mainstream school with a specific focus on developing effective behavior management strategies.

Future Plans

In the very near future the Trust plan to work with the PRUs and further utilise the expertise of the leaders of the PRU in mainstream schools across Buckinghamshire in order to maintain high standards and support mainstream schools to meet the needs of children and young people.

Workforce Development Outcomes

CPD programme for schools

The CPD programmes supports the BLT overarching KPI's and the Buckinghamshire School Improvement Strategy 2014. The activities of service are focussed on improving quality and outcomes for children through development of the schools workforce.

The service provides a range an annual programme of high quality professional development training courses and conferences. Courses are delivered by experienced trainers and advisers with current expertise of supporting schools with key areas of curriculum development leadership and management and preparing for inspection.

Key Performance Indicators

The key performance indicators for the year have been have been met successfully Evaluation rates are consistently high evidencing that programme is of high quality, relevant and effective in increasing skills.

Number of Schools staff accessing training – 6100

Number of training courses provided to schools 462

% of schools evaluations that rate the quality of CPD as good or higher 97%

Highlights/Outcomes for children

Supports the overarching KPI for the BLT – 'All children attend good or outstanding Schools'. High quality professional development increases the expertise and effectiveness of Head teachers and support staff.

Key areas for CPD:

New Primary Curriculum

The programme this year has provided a wide range of conferences and courses to support implementation of the new National curriculum for Primary Schools. Schools have engaged well with the programme and course take up has been strong.

Leadership and management

We have provided a wide range of training to support schools with changes to inspection regimes and government initiatives and such as Pupil Premium and Performance management. Training has been developed and delivered in partnership with outstanding Buckinghamshire Schools and partner organisations e.g. Buckinghamshire Association of Secondary Leaders and Thames Valley Schools Partnership. Take up and evaluation have been excellent.

SEND reforms

From September 2014 Buckinghamshire schools were required to implement the legislative framework supporting children with SEN. BLT developed and delivered a comprehensive range of conferences and CPD to support schools to embed these changes.

NQT training programme

A very successful programme supporting schools with a range of courses for NQT's and their mentors. The programme is delivered by trainers from across in BLT services and Buckinghamshire schools.

Future Plans

New Booking system

BLT Online, a new online bookings system for courses has been introduced from July 2014 making it easier for schools to book courses and conferences and maintain CPD training records.

Federation of small schools -FOSS schools

Schools with less than 150 pupils have been offered training at a reduced cost to support them to attend the training they need.

Support for Schools Judged Inadequate or at risk

We have worked in partnership with the school improvement service to ensure that these schools are directed to targeted courses to support their needs or key actions of the SofA e.g. Pupil Premium and Phonics.

Examples of impact and Feedback

All courses are evaluated for the quality of the trainers and improvement in skills knowledge and practice. Delegates are asked to rate impact on practise. Evaluations are consistently good and reflect the quality and expertise of the trainers and advisers.

'Developing outstanding teaching in year 1' June 11th 2014 overall rating 100% good and excellent

What impact will this training have on your practice?

'Massive! Far clearer of target setting, tracking data more effectively; I have a lot more confidence in my teaching and admin'

'Will rethink transition for current foundation class and feedback to other year 1 teachers to plan for Sept '

How safeguarding is inspected –Latest 2014 Ofsted Guidance –May 8th 100% good and excellent

" I intent to go back to school to rigorously review practice using these guidelines and training resources'

"Will be updating our use of pupil voice for self –evaluation process"

Computing in the new Primary national Curriculum 29th April 2014 100% excellent
Comments

'Inspired to develop good practice in School in September. Looking forward to implementing and trying the new curriculum'

'I will be able to take back information on schemes of work, support for planning and assessment and lots of ideas for resources'

Future Plans for 2014/5

- Increase delivery of courses by expert leaders in Buckinghamshire schools and Education Excellence Advisors, Teaching Excellence Practitioners, Consultant Leaders
- Develop the CPD offer to ensure it is innovative and responds to the needs of schools
- Increase attendance at forums to gain feedback on needs of schools in relation to CPD
- Continue to develop key partnerships with Teaching Schools Alliances and schools delivering CPD to ensure the programme is cohesive and delivered by experts.

Early Years and Childcare Workforce Development

Overview

The workforce development team provide training programmes and advice and guidance with the aim of improving the quality of Early Years Foundation Stage provision through a skilled workforce. The work supports the LA Statutory Duty under the Childcare Act to secure information, advice and training for the Early Years and childcare sector. This includes schools, nurseries, preschools and child-minder settings delivering the Early Years Foundation Stage Curriculum. There are approximately 400 private voluntary and independent providers and 800 child-minders.

Early Years training programme

Provides a subsidised range of short courses designed to improve the skills and knowledge of staff delivering the EYFS. Aim is to improve quality and to support settings meet the welfare requirements of the EYFS.

Growth areas are training for safeguarding, targeted 2 year olds, EYFS practice, revisions to EYFS profile and statutory arrangements. Specialist training programmes have been developed to support good practice with children for example, Early Brain Development, Child Development, Early language and Forest Schools.

Key Performance Indicators

The key performance indicators for the year have been met successfully. Evaluation rates are consistently high evidencing that programme is of high quality, relevant and effective in increasing skills.

- Number of EY workers and prospective workers accessing training 3695
- Number of EY courses provided 234
- Number of EY workers supported to achieve qualification via bursary scheme 135
- % of EY registered settings/workers who agree quality of information and advice is good or better 70%
- % of EY settings/workers evaluations that rate the quality of CPD provided as good or better 98%
- % of EY bursary funded staff reaching Level 3 attainment 90%

Highlights

Early Years and Childcare Training Programme

A very positive performance this year - A comprehensive annual training programme of 240 courses provided covering a range of key topics supporting delivery of the Early Years Foundation Stage.

'Excellence in the Early Years' summer conference – 150 delegates attended. Key theme - Delivering, what is important for children?

Leadership and Management –Low take up of management courses by preschool committees has been addressed by offering training delivered direct in the setting.

Successful Forest Schools project providing training for schools and Early Years settings to develop their outdoor learning environment - 25 Forest school leaders qualified across Buckinghamshire.

Informative monthly Early Years Training newsletter produced linking courses to Ofsted inspection actions, changes to legislation and good practice in the EYFS; has ensured that providers are clear about the benefits of training to support increased quality and improved retention of staff.

Qualification bursaries

Evidence shows that a well-qualified workforce in the Early Years leads to improved outcomes for children. 135 Early Years bursaries provided to support Early Years providers meet statutory requirements for the EYFS.

Numbers funded for Level 3 qualification have increased. Overall 60% of the workforce have achieved level 3 or above, an increase of 2% year on year. This is a very positive picture.

Impact

This has been a successful year. In the workforce audit 2013/14 - 98% of Early Years providers responded to say that they felt the training, advice and guidance provided by the BLT met their needs.

Evaluation rates are consistently high and range from 97-99 % evidencing that the short course programme is of high quality, relevant and effective in increasing skills in working with children

Customer feedback at face to face events and network meetings evidences a high level of satisfaction with the expert advice provided by the BLT workforce development team. Support available to EY providers on meeting their statutory requirements around training and developing their staff is valued.

Very positive feedback received from providers on new BLT online booking system for courses.

Examples of Impact/Outcomes for Children

Feedback from courses

Forest School Leaders Training June 2014

‘Inspired me with lots of ideas for helping children develop using the outdoor environment, a lot of children will benefit from this.’

‘Fantastic, great, brilliant the best course ever ’

‘We have a lot of children with speech and language difficulties and I can see Forest Schools can make a difference to them.’

‘The benefits of Forest School are endless. All the staff, children and parents will benefit. ‘

Start with a Story! – Bring stories to life and open children’s eyes to our culturally diverse world – 15 May.

‘Once I feedback to my head, hope it will be added to our planning for the whole year.’

‘I will ask the school library to buy some of the books on the list. I will give our RE coordinator the course notes and feedback to her how easy it is to include cultures’.

‘Very informative, now full of enthusiasm for my return to nursery, much bigger insight now..FAB. Thank you, one of the best!’

Express yourself – painting modelling imagining and exploring – July 2014

Feedback from a preschool

‘We attended this course and the next week we were inspected. Inspector asked if we had completed any training recently, we were able to tell her about this course and the impact it had on the way we had implemented the ideas and resources in the setting straight away. The inspector was impressed with how we had used the training and our enthusiasm.’

Future Plans

A new range of CPD covering the latest developments in the EYFS and specifically targeted to EYFS leaders in Schools

Early Excellence conference 25th November with international speaker Ferre Lavers
Exploring emotional well-being and involvement of children to improve their learning in the Early Years

Continue to develop the EYFS training programme to support high quality in the EYFS.

Continue to engage with schools and Early Years settings to ensure that the programme responds to the needs of the sector.

Provide training for identified areas for development to support delivery of the EYFS.
Communication and language development –language acquisition, Phonics
Diversity, Leadership and management training, working with families, in relation to targeted 2 year olds.

BLT Plans for the Future

Following our first Year we have reflected on the successes and areas for further development. We have agreed an annual activity plan with the Local Authority.

Teaching Excellence Programme

Desired Outcome

More School improvement projects and support to be delivered by outstanding teachers working alongside and coaching existing school staff.

The Trust will advertise for more TEPs who will be selected to support specific subjects and phases.

Rationale

Peer to peer support is proven to have great impact and is more cost effective than expert models of consultancy alone.

Credible Subject specialist teachers will be available to support Schools with the new curriculum and specific teaching and learning projects.

Buckinghamshire Numeracy Initiative (primary)

Desired Outcome

Primary Numeracy levels to improve across the board with specific focus on vulnerable groups as identified in the Education Standards Report.

Rationale

The new programme will be developed for Bucks schools in relation to key data indicators. The programme will involve training, monitoring and support for schools. Including an online resource bank for all schools to access.

Buckinghamshire Literacy Initiative (primary)

Desired Outcome

Primary KS 2 writing outcomes to improve with a key focus on supporting schools who are achieving below National expectations.

Phonics outcomes to improve with a key focus on supporting schools who are achieving below National expectations.

Rationale

The support will be developed for Bucks schools in relation to key data indicators. The programme will involve training, monitoring and support for schools. Including monitoring and quality assurance visits for Schools.

KS4 English Project

Desired Outcome

Improvements in levels of progress at Key stage 4 across Buckinghamshire. An increase in the performance of key groups identified in the Education Standards Report.

Rationale

Identified schools to work collaboratively on strategies to improve progress at Key Stage 4. The project will involve coaching, modelling, moderating and benchmarking together on a monthly basis. Results will be closely monitored to ensure maximum impact.

The What Matters Project EYFS

Desired Outcome

To improve standards in Children's centres and their relationships with EYFS departments in Schools.
To engage families prior to their children starting school to ensure children are school ready.

Rationale

Children's centres are integral to the narrowing the gap agenda and building positive relationships with hard to reach parents. The project plans to include training opportunities, support and a tool kit for both the schools and children centres.

School Reviews

Desired Outcome

To gain an external view of how well Buckinghamshire Schools are performing and identify specific areas of development or training needs.
To allow school leaders the opportunity to review their schools and quality assure their own judgements.

Rationale

All schools will be offered the review at no cost. Planned effective support can be built in to support the outcomes of the reviews. Reviewers will work alongside School leadership teams to evaluate the current strengths and areas of development within the School.

- The Trust will continue to deliver Narrowing the Gap projects across the Primary and Secondary phase.
- An Early Years Narrowing the Gap project will be launched with a key focus on working with 2 year olds across the County.
- The Wycombe Challenge project will be introduced to support schools and the community.