



Transforming Rotherham Learning (TRL) **An Executive Summary of Building Schools for the Future (BSF) Strategy for Change Part 2**

Rotherham's Strategy for Change Part 1 was very strongly endorsed by both DCSF and Partnership for Schools (PFS) in April 2009. They were very positive and complimentary about the TRL vision and the progress we have made to date. Our own research findings, stakeholder comments and the outcomes from a broad range of meetings with Heads from all phases have subsequently informed *The Strategy for Change Part 2 (SfC2)*, a copy of which is available by visiting the RMBC BSF website. The document sets out 'how' we intend to deliver the transformation identified in SfC 1.

A Summary of Rotherham's Strategy for Change Part 2

The defining principles that have informed the Local Authority's work since 2006 will continue to drive BSF:

- We are all responsible for all Rotherham's children and young people.
- All Rotherham learners will achieve; no one will be left behind.
- Learning is the core business: investment, policy and strategy must be driven by opportunities for learners.
- Learning communities will be rooted in and responsive to the needs of local people.

The consultation feedback identified 4 main determinants for the underperformance of children and young people over time;

- The failure to acquire language early
- Underdeveloped literacy skills
- Inadequate provision for vulnerable learners
- 'Stuck' families

The collective response to these principles and findings centre upon developing **16 Learning Communities** across the Borough that will provide coherent and progressive pathways for each and every learner. Building upon our best practice from innovative Integrated Services Pathfinder Projects, our ambition is for each LC to fully embrace our strategy for children, young people and families, extended, life-long learning and the development of integrated and co-located services. They will utilise new and emerging learner friendly technologies to transform the way in which learning is delivered. We will integrate the primary capital programme and developments such as 'Inspire Rotherham' to provide added impetus to this critical endeavour.

In accordance with our stated principles, all of the learning communities will be challenged to build a partnership that better connects primary, secondary and special schools with children's centres, colleges, other providers and users to ensure our broad outcomes are delivered in a local context. Life chances will be transformed by determining partnerships designed to enable early intervention, improve literacy and numeracy and forge integrated approaches to moving 'stuck' children and families.

The SEN Specialist Schools programme and BSF will be vital elements in these partnerships, building both capacity and co-located learning environments. This approach will provide a continuum of provision extending from a child and family's local primary or secondary school, to an enhanced provision within the local area, and to a specialist facility within the Local Authority. The outcomes of this element of TRL will include improved parental preference, a more cohesive and tolerant community, improved student outcomes and post 16 progression rates and reduced permanent exclusions. Through these and allied developments we are determined to:

- Ensure our Learning Communities are places where people want to work and learn, providing greater personalisation, choice and personalised learning spaces designed to raise levels of attainment and engagement at all ages
- Create a seamless 0-19 learning pathway with more effective and engaging transition programmes, including those to Higher Education. Our aspiration is to enable 100% positive progression.
- Support parents, schools and communities to raise aspirations, particularly in areas of deeply embedded disadvantage
- Provide for comprehensive, integrated childcare and education with local delivery points for inter-agency family support ensuring success for all of our learners including the most vulnerable
- Encourage more local people to become involved in learning, reducing numbers of working age adults lacking essential skills and improving employability.
- Develop comprehensive sport, leisure and community learning provision
- Reflect and develop the use of cutting edge technologies in all of this provision.



Proposed Policy Implications

The effective delivery of these ambitions will necessitate changes to strategy and practice at all levels of our operations. Our key ambitions will need to be reflected in the Children and Young People's Single Plan, the 'Learning Without Limits' Plan, in each Learning Community Strategy for Change, in our School Improvement Plans and more importantly, in everyday custom and practice. In the coming months we will use existing and new channels to communicate, share and re-shape the proposals. We intend to involve all stakeholders in this process.

As an indication of the strategic intent, we have set out below some examples of proposed, interdependent changes to strategy across a series of levels:

LA Level

- A recognition of the fundamental barriers impeding effective learning for children, young people and families
- The Learning Community as the main conduit for CYPS policy and practice
- Strengthened Integrated Locality Teams building upon existing co-location. These will work with, and through Learning Community partnerships.
- Promotion of The Rotherham Guarantee in each LC
- The North, South and Central collaboratives seen as organisational vehicles for significant secondary delivery
- 2 co-located special schools with SEN specialisms more closely linked to 'mainstream' delivery.
- Enhance Learning without Limits (LwL) Leadership Development programmes and further develop the role of practitioners leading LA developments

Learning Community Level

- Increased internal challenge to improve performance
 - 0 – 19 (25) evaluation of progress through improved data sharing
 - LCs monitor and analyse data for cohorts across each LC
 - Each LC to have a '**Strategic Performance Group**' made up of Early Years / Primary School Improvement Partners (SIP) Special School SIP, Secondary SIP and one HT from each of the phases, preferably from strong performing schools
 - Use of 'Lead Heads' in each LC connecting to schools and Locality Team Leaders
- Early Years and Foundation Stage focus on Language acquisition and Literacy development connecting to Locality Teams for early intervention with 'stuck families'
- All other initiatives e.g. Inspire, to have key performance measures aligned to LCs
- All LCs to produce a brief Strategy for Change that addresses personalisation, performance, Teaching & Learning, ICT, 14-19, Sport, Community Use / Extended Services and leadership arrangements
- Learning without Limits to have an increased performance focus

School level

- The sharing and development of very best practice to improve data use to map and promote attainment
- Re-align role of SIPs/ Advisors/Consultants to ensure adequate challenge and support
- Each school connected to an outstanding school or nationally recognised outstanding practice
- Harness potential of ICT and new technologies to develop 'Anytime, Anywhere' Learning
- 'Fit for Purpose' Learning Environments with resources, leadership and expertise better shared across and within phases
- Managed Service providing a common ICT platform across all phases

Staff and students

- Promotion of a Learning Guarantee in each LC for adults, children and young people
- A more continuous and progressive learning experience
- Teaching & Learning Research & Development projects in each LC
- 'Virtual Learning Environment' to share resources, courses and progress. Creation of a 'digitally literate' workforce
- 14 – 19 delivery in 11-16 schools when appropriate
- New Pupil Referral Unit arrangements reflecting developing best practice
- More personalised and integrated support for the most vulnerable learners