

Excellence in Education Strategy 2020-2030

Our vision is that all children and young people in the borough, whatever their age, ability background or setting, will receive an outstanding education. This vision is part of the wider Wigan Deal 2030 to ensure the best start in life for all children and young people.

We will secure equality and inclusivity in opportunities for all ensuring good health, wellbeing and resilience for all children and young people.



Our People

The impact of the current COVID 19 pandemic on the emotional health and wellbeing and the learning of our children is currently unknown.

This strategy was drawn up pre-pandemic and we have added additional key objectives that will be reviewed and refreshed as we start to recover.

The 5 main priorities remain the same in principle but how we achieve these will differ and will be demonstrated through our action plans.

| Priority 1 - Ensuring a high quality of Education | Priority 2 - Good levels of health and wellbeing for all children | Priority 3 - An education system that is inclusive of all children | Priority 4 - Developing a Child Friendly Borough through strong partnerships | Priority 5 - Preparing young people for successful careers and adulthood |
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| <p>We will continue to improve the educational experience and outcomes and the quality of education for all of our children and young people, across the Borough, in every phase of their education.</p> <p>We want to increase the number of education settings judged Good or better by Ofsted, ensuring that all parents, children and young people have a wide choice of high quality education opportunities across the Borough.</p> | <p>We want to ensure all of our children and young people feel healthy, happy and safe with access to appropriate support and opportunities to learn and grow and become independent and resilient young adults.</p> <p>To create the conditions for every child and young person in the borough to enjoy good physical and mental health and to be protected from harm and neglect.</p> | <p>We will ensure all education settings are fully inclusive and provide excellent education through a high quality, rich curriculum that meets the needs of all of its pupils.</p> <p>We will provide the right support at the earliest opportunity and develop a range of alternative provisions to support our mainstream offer. We want families to be confident that their children can get the support they need from our mainstream and specialist provision.</p> | <p>We will work with our children, young people and their families to ensure they have the best start in life and to achieve their hopes and aspirations.</p> <p>All of our children and young people will be confident, resilient and happy individuals who feel connected to their community and make an effective contribution as responsible citizens. We want them to feel safe and to care about their health, education, employment and their community.</p> | <p>All 19-year-olds complete school, college or an apprenticeship with the skills and character to make an ongoing and positive contribution to their community and to our economy.</p> <p>We will ensure we create the conditions for all young people, in particular those that are looked after by the authority, care leavers and those with SEND, to have the chance to get the most out of their life and to develop the skills for adulthood so that they aren't prevented by economic disadvantage from achieving their full potential in life.</p> |
| <p>Key Objectives 2020-2023</p> <p>The opinions of our children and young people should be considered everywhere, including in their education settings. We will provide opportunities to allow children to have their voices heard and will facilitate this for all ages and abilities. We will effectively engage our children and young people to actively participate in shaping their education and the education within their school and the community.</p> | | | | |
| <p>1.1 Promote a consistent and robust approach to continuous personal and professional development for all school and EY staff and governors.</p> <p>1.2 Further develop a high-quality, sustainable and equitable setting improvement offer. This takes into account the effects of the pandemic whilst ensuring all settings are effectively supported and challenged to provide an education of the highest possible standard.</p> <p>1.3 Support creativity and development of innovative practice in our settings. To deliver an evidence-based approach to recovery and continuity of provision that promotes high achievement for all children and young people.</p> <p>1.4 Ensure that our systems and structures robustly support narrowing the gap for vulnerable learners so that we understand the gaps in learning and development in particular settings / stages and pupil groups and ensure existing and additional commissioned support is accurately matched and targeted to need.</p> <p>1.5 Ensure we provide 'local places for local children' across all parts of Wigan and that this allows for meaningful parental choice.</p> <p>1.6 Strategically drive and support inclusivity in all settings, support them with the right funding, training and expertise to do that. Continue to have honest conversations and positive relationships across the system and for all phases.</p> <p>1.7 Ensure that all children and families have appropriate access to a digital offer so that they can remain engaged in a high quality of education when they need to work remotely.</p> | <p>2.1 We will listen to the voice of our children, young people and their families and embed this through meaningful co-production of our policies and service delivery. In particular evaluating with them, the impact of the pandemic and how we recover together and build back better.</p> <p>2.2 Use the Signs of Safety approach across our wider partnership to ensure an asset and strengths- based response to the needs of children, young people and families.</p> <p>2.3 Work more collaboratively through a 'team around the school approach.</p> <p>2.4 Ensure staff wellbeing across our settings is considered and supported, enabling them to be better able to support our children and young people.</p> <p>2.5 Embed the Early Years Wellbeing approach in all Early Years settings</p> <p>2.6 Have an effective and responsive early intervention offer for children and young people's mental health and wellbeing in our education settings.</p> <p>2.7 Improve the education and health offers for young people in or coming out of the criminal justice system.</p> <p>2.8 Significantly reduce the number of bullying incidents across our education settings and improve the mechanisms that allow reporting of such incidents.</p> <p>2.9 Ensure consistently strong safeguarded arrangements across all our schools and settings by supporting and challenging all schools and settings, to have effective policy and process to protect children from all harm including violence and sexual violence in school.</p> | <p>3.1 Ensure a consistently strong ethos of inclusion across all our education settings that promotes positive cohesion and embraces difference in our communities.</p> <p>3.2 Clearly define together the concept of a Inclusive setting so that there is a school vision and commitment</p> <p>3.3 Reduce the number of children who are missing education either through absence, exclusion, delayed admission or because of concerns from the pandemic.</p> <p>3.4 We will ensure children have the right support they need to attend their school or setting continuously.</p> <p>3.5 We will ensure that transitions across all phases are seamless and successful.</p> <p>3.6 Improve our early intervention and support to our children in care and all vulnerable groups in their settings to improve their outcomes and raise aspirations</p> <p>3.7 Reduce the number of children and young people that move settings or withdraw to home educate because they are dissatisfied with their offer or to avoid exclusion.</p> <p>3.8 Ensure access to good quality alternative provision across all phases for those that need to access it and ensure this is monitored for impact and outcomes. Outcomes, linked to meaningful qualifications and career pathways</p> <p>3.9 Develop a range of provision that supports inclusion and uses the expertise across the system to support a more flexible inclusive offer</p> | <p>4.1 Ensure the UN Convention on the Rights of the Child underpins the practice and provision in every education setting across the partnership.</p> <p>4.2 Establish a clear responsibility for children and young people to have their say about the things that affect them and their education.</p> <p>4.3 Have a clear participation strategy for children and young people in the Borough which gives young people responsibility and the opportunity to have their say about the things that affect their communities today and in the future.</p> <p>4.4 Involve parents, young people, and communities in strategic planning and decision-making, allowing them to develop a sense of ownership when influencing service offer and design.</p> <p>4.5 Further embed and develop work with Health and GPs to develop partnership arrangements with the education settings in their community</p> | <p>5.1 Ensure our young people and young adults understand their role within our communities and how they can give back and play a part in shaping the place in which they live</p> <p>5.2 Establish a wide-ranging curriculum for life that builds emotional resilience, flexibility and creativity and includes strong and relevant links to the local, regional and national labour market</p> <p>5.3 Establish a strong career's lead within each education institution to take forward the objectives of the career strategy – Making the most of everyone's skills and talents</p> <p>5.4 Arrange independent and accessible careers guidance for students that equips them to make the right choices about their jobs and careers</p> <p>5.5 Increase levels of employer and role model engagement for all students to achieve strong performance against Gatsby Benchmark objectives</p> <p>5.6 Develop further opportunities for traineeships across the borough including internships and supported employment opportunities</p> <p>5.7 Develop a fully inclusive curriculum, offering variety in modes of study, classroom and work-based learning and academic and vocational programmes</p> |