

A Vision for Learning 2014 – 2024

Southampton - a City to be proud of - a gateway to learning opportunities.

Introduction

Southampton is a rapidly improving city, with an economic vision for the future.

As a City, economic development is proceeding apace, and will be enhanced by opportunities created through 'City Deal'. The Local Authority emphasises the importance of a learning vision to complement the economic vision created for the city.

For children and young people, achieving in education gives them the most important start in life. A good education allows choices which can last a lifetime.

Our top priority is to provide Southampton citizens with the very best education judged against national standards.

This Vision for Learning 2014 – 2024 sets out in a straightforward way our ambitions for learners in our City. It declares values that are shared by all partners and is clear about how we will know if we have succeeded.

Southampton is transforming services for people to become an 'early help' city. Everyone knows that early, robust intervention has the best chance of engaging learners and steering them towards success.

There are many changes in national policies and we are in a time of great economic constraint. This vision is sufficiently flexible that it can accommodate these challenges, without losing the ambition that our citizens deserve.

Our Ambition

We want all learners to have great pride in the City of Southampton. The moves towards creating an ‘early help’ city will enhance our support for children and young people. Nevertheless, if we are to evidence our achievements, we need some bold but achievable outcomes.

1. All children and young people should be able to learn and develop somewhere that has been judged ‘good’ or ‘outstanding’.
2. All the key indicators of achievement and attendance should be in the upper quartile (top 25%) for authorities in England.

Achievement of these two ambitious goals by 2024 would ensure that everyone has the best opportunity to reach their potential and shape their futures with confidence. Regular monitoring with milestones on the way will ensure we progress rapidly towards this ambition.

Shared Values

The way in which providers of many different types work together is one of the greatest strengths of Southampton. It gives confidence that the ambition set out can be achieved. Nearly all early years' provision is in the private and voluntary sector or with independent childminders. Our diverse provision includes schools of every type in the city, maintained, academy, voluntary aided, free, private and studio. There are sixth form colleges, a general FE college and two complementary universities. Work based learning providers cover the main vocational areas. Undoubtedly over the period of this vision further diversity will occur.

Cooperation across our many providers is good. It is underpinned by our shared values that all institutions subscribe to. We all consider the following to be very important:

- Ambitions for every learner, encouraging everyone to have high aspirations.
- Pride in our City, telling learners about the strengths, the history and the development of the City.
- Striving for excellence in everything we do as learners and as institutions.
- A shared responsibility for all the city population, whatever their needs and challenges.
- Learners first and at the heart of all that we do.
- A commitment to equality and to meeting the needs of the diverse community of the city.
- Open and transparent ways of working.
- A focus on the physical and emotional health and well being of all learners.
- A responsive service that meets the needs of learners and their families.

Where are we now?

This section sets out the current Southampton position on the main measures and is based on the most recently published public data.

Ambition 1

All children and young people should be able to learn and develop somewhere that is at least 'good'.

April 2014		
Type of Provision	Number	% good or better
Early Years Settings	79	86%
Children Centre Clusters (only 2 out of 4 inspected)	4	50%
Child Minders	290	74%
Primary Schools (inc Nursery, Infant and Juniors)	57	79%
Secondary Schools	13	62%
Special Schools (inc Pupil Referral Units)	8	88%
Colleges	3	100%

Ambition 2

All the key indicators of achievement and attendance should be in the upper quartile for authorities in England.

Description	Southampton	National	Quartile A-D
Early Years Foundation Stage - % achieving a good level of development	51%	52%	B
Key Stage 2 - % achieving Level 4 + in reading, writing and maths.	77%	75%	B
Key Stage 2 – the gap in the indicator above between disadvantaged pupils (using free school meal measure) and others.	-16%	-18%	B
Key Stage 4 - % achieving 5+ GCSE A* - C or equivalent including English and Maths.	58.1%	59.2%	C
Key Stage 4 – the gap in the indicator above between disadvantaged pupils (using free school meal measure) and others.	-25.6%	-26.3%	B
Level 2 qualification at aged 19	77.1%	84.4%	D
Level 3 qualification at aged 19	47.2%	57.3%	D
School Attendance - % pupil absence all schools	5.9%	5.3%	D
16 – 18 Not in Education, Employment or Training (NEET)	5.6%	5.5%	B

How do we achieve this ambition?

With so much change happening locally and nationally, reaching this ambition is going to be a challenge for the City. However, by enhancing the way we work cooperatively, all partners can combine to deliver excellent opportunities for children and young people.

There will be a commitment by all partners to (not in priority order):

- Ensuring high quality teaching and learning for all
- Delivering good leadership and management
- Working in partnerships with families
- Enhancing further collaboration and working together
- Working with local employers
- Ensuring we have safe and secure working environments
- Making best use of resources (not just financial)

It goes without saying that learners thrive when the environment fosters a love of learning; when imagination is developed and when curiosity is challenged. By offering stimulating experiences that encourage exploration and creative thinking, we will have the best chance of instilling an enjoyment for learning, a growth in aspiration and a consequential improvement in outcomes.

How will we know we have succeeded?

At the simplest level, we will know we have succeeded because all children and young people will have access to schools and settings that are at least 'good'. We will also have standards being achieved that are comparable to the best that are available.

However, that in itself is not enough. We will know we have succeeded because the success in the 2 ambitions will have a major effect on a wide range of other city indicators. There will be an increase in young people in higher education, in sixth form and further education and more apprentices. The increased engagement will result in fewer vulnerable families as options increase for the young generation. The aspirations of children will develop and that can only lead to greater opportunities and prosperity for the city, a virtuous circle that will rightly increase local pride.

Conclusion

Our vision is that as the City develops over the next ten years, improvements in learning and skills will allow our residents to be among the most skilled in Europe, taking advantage of exciting futures for us all.