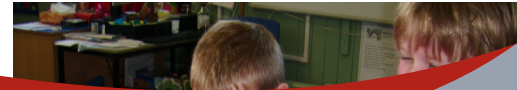




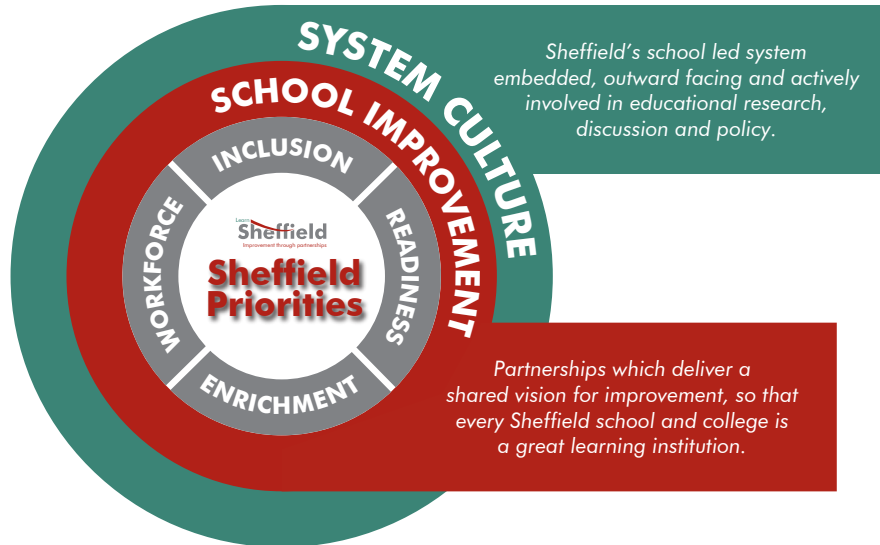
Sheffield Priorities



Learn
Sheffield
Improvement through partnerships

September 2016

Sheffield Priorities



INCLUSION

To identify and overcome the barriers to learning for vulnerable learners and their families.

WORKFORCE

Recruitment, development and retention of high quality teachers, school staff, leaders and governance.

READINESS

Children and young people ready for learning, the next stage in education and adult life in a cohesive community and successful economy.

ENRICHMENT

Rich learning experiences across the curriculum as an entitlement for all children and young people.

<p>Theme</p> <p>System Culture</p> <p>Vision</p> <p>Sheffield's school led system embedded and actively involved in educational research, discussion and policy.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
	Sheffield's education community is honest, constructive, positive and always looking to promote and celebrate Sheffield.	<ul style="list-style-type: none"> Analysis of partnership outcomes shows high engagement and increasing depth to strategic collaboration. Improved profile and perception of Sheffield – within the city and from outside. 	<p>All of the strategies identified in this document support the further development education system culture in Sheffield.</p> <p>In addition/particular:</p> <p>Policy & Research Digest</p> <p>Sheffield Cultural Education Challenge.</p> <p>Learning Voices Project.</p> <p>Sheffield School Improvement Strategy 2016-2018.</p> <p>Wellbeing and Development Taskforce.</p> <p>Vulnerable Learners Challenge Project.</p>
	Sheffield is outward looking and influences policy-making at every level of the education system.	<ul style="list-style-type: none"> Learn Sheffield has a co-ordinating role within the city and provides a coherent voice for Sheffield education. Sheffield's work with other organisations regionally and nationally leads to positive outcomes. 	
	Sheffield's education culture enables all learning institutions to be self-improving, inclusive and sustainable.	<ul style="list-style-type: none"> Every school to make a contribution to school improvement. All schools are reflective, solution focussed and always improving. Teaching and learning are prioritised over intervention and the focus is always on pupil need. 	
	Enquiry-based curiosity drives the strategic direction of schools and the city.	<ul style="list-style-type: none"> Sheffield schools are leading and participating in research-based activity. Sheffield is at the forefront of research-led professional development. The city is well represented on expert groups. The strategic planning of Sheffield schools reflects both current priorities and future challenges. 	

<p>Theme</p> <p>School Improvement</p> <p>Vision</p> <p>Partnerships which deliver a shared vision for improvement, so that every Sheffield school and college is a great learning institution.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
	To have an accurate and current evaluation of all schools and colleges, underpinned by robust self-evaluation.	<ul style="list-style-type: none"> School self-evaluations, Learn Sheffield categorisation outcomes and Ofsted Inspection triangulate. 	<p>Sheffield School Improvement Strategy 2016-2018.</p> <p>Sheffield Achievement Strategy 2016-2017.</p>
	High quality of school leadership impacts on the outcomes of all schools and colleges in the city.	<ul style="list-style-type: none"> Improved Ofsted outcomes for Sheffield schools. Analysis of pupil outcomes shows improved outcomes for all learners, including vulnerable learners. 	
	High quality teaching impacts on the outcomes of all pupils.	<ul style="list-style-type: none"> Schools share data, expertise and engage in peer review (professional dialogue and challenge). School self-evaluation of teaching is a triangulation of observation, books and data. The accuracy of judgements is supported by external verification. Improved pupil outcomes for all learners, including vulnerable learners. 	
	Schools have a shared commitment to the vision for Sheffield school improvement and collective refusal to accept under-performance.	<ul style="list-style-type: none"> Analysis of partnership outcomes shows increasing depth to strategic collaboration. Improved school outcomes demonstrates the impact of targeted and timely support and challenge for schools. 	

<p>Theme</p> <p>Workforce</p> <p>Vision</p> <p>Recruitment, development and retention of high quality teachers, school staff, leaders and governance.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?	
	A great teacher in every classroom.	<ul style="list-style-type: none"> System collaboration and clear/high quality routes into teaching supports successful teacher training. Available data demonstrate high quality of teaching. Staff data show sustainable pipeline of teachers, especially for schools in challenging circumstances. 	<p>Wellbeing and Development Taskforce</p> <p>Mapping of the training offers from Teaching Schools and others.</p>	Teach Sheffield.
	High quality leaders for every Sheffield school.	<ul style="list-style-type: none"> School performance outcomes improving. Retention, progression and vacancy data show sustainable pipeline of leaders, especially for schools in challenging circumstances. 		Professional Networks.
	Sheffield schools have the right expertise to support learning.	<ul style="list-style-type: none"> Targeted and research-led professional development ensures that schools have access to education professionals with skills to enhance learning. Improved staff vacancy and performance data in schools identified as vulnerable. School and pupil performance outcomes improving, especially for schools in challenging circumstances. 		School and System Leader Programmes.
	A positive, supported, informed, reflective and sustainable workforce.	<ul style="list-style-type: none"> Staff absence, retention, progression and vacancy data demonstrate sustainability of high quality staff whose diversity reflects the communities that they serve. CPD Standards audit and staff survey data show high quality of professional development. Engagement with CPD is high and sustained leading to improved pupil and school outcomes. 	Wellbeing and Development Taskforce.	
	All Sheffield professionals are accessing high quality professional development.			
	Sheffield schools have governance with the appropriate skills and knowledge.	<ul style="list-style-type: none"> High quality governance promotes school improvement and leads to improved school and pupil outcomes. 	<p>Governance Training Offer.</p> <p>Governance Improvement Strategy.</p>	

<p>Theme</p> <p>Inclusion</p> <p>Vision</p> <p>To identify and overcome the barriers to learning for vulnerable learners and their families.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
	<p>To maximise attainment and readiness for all vulnerable learners including, but not limited to:</p> <ul style="list-style-type: none"> • looked-after children • disadvantaged pupils • learners with Special Educational Needs and Disabilities • learners with social and emotional mental health challenges • learners with English as an Additional Language at all stages of language acquisition • Newly arrived learners • children missing in education 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Analysis of pupil outcomes shows improved relative outcomes for all learners, including vulnerable learners and vulnerable groups of learners. • Accurate identification of vulnerable learners and clear pathway information about universal, targeted and specialist support impacts positively on outcomes. 	<p>Sheffield School Improvement Strategy 2016-2018.</p> <p>Vulnerable Learners Challenge Project.</p> <p>Support for Inclusion activity – including the Virtual School, Inclusion Programme Board, Early Help and Support, locality-based, school-led practice, etc.</p>
	<p>To identify all young carers and provide them, and their families, with appropriate support.</p>	<ul style="list-style-type: none"> • Accurate and comprehensive identification of young carers in all Sheffield schools and colleges. • Clear and resourced pathway supports schools to maximise the attainment and readiness of young carers. 	<p>Young Carers Pilot Project.</p>
	<p>All children and young people entitled to:</p> <ul style="list-style-type: none"> • an inclusive education • early intervention to address vulnerability and/or avoid exclusion • a pathway to further education, employment or training 	<ul style="list-style-type: none"> • Inclusion data show that barriers to learning for vulnerable learners are diminishing and inclusive practice is consistently strong. • Inclusion data show exclusions are reduced and are always accompanied by a plan for reintegration. • NEET and post-16 destination data demonstrate that Sheffield young people are making informed and positive decisions about their future pathways. 	<p>Vulnerable Learners Challenge Project.</p> <p>Support for school-led panels to determine access and inclusion.</p>

<p>Theme</p> <p>Readiness</p> <p>Vision</p> <p>Children and young people ready for learning, relationships, the next stage in education, the workplace and adult life in a cohesive community.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
	Sheffield children and young people have the resilience and support to flourish in the modern world.	<ul style="list-style-type: none"> Mental health data (including Healthy Minds Survey) show strong relative performance and impact of early intervention. Clear pathway information about universal, targeted and specialist support impacts positively on outcomes. 	Healthy Minds Framework.
	Sheffield to have the fittest children in Britain.	<ul style="list-style-type: none"> Sheffield has active schools and active pupils. Sheffield health data show strong relative outcomes. 	<p>Move More Strategy.</p> <p>Healthy Schools Strategy.</p>
	Children's attendance and punctuality are maximised.	<ul style="list-style-type: none"> Absence, persistent absence and punctuality data demonstrates strong relative performance - including vulnerable pupils and schools in challenging circumstances. 	<p>Sheffield Attendance Strategy.</p> <p>Attendance Conference.</p>
	Children develop good executive function skills and self-regulation to be ready for school and learning.	<ul style="list-style-type: none"> Audit and analysis show that children in early years consistently experience high quality interactions and enriched learning environments. Early Years outcomes show strong relative achievement and readiness for Sheffield children. 	<p>Best Start Strategy.</p> <p>Sheffield Achievement Strategy 2016-2017.</p>
	Children and young people are supported effectively through the transitions in their education and into adult life.	<ul style="list-style-type: none"> A city wide strategic approach to transitions supports children and young people effectively – shown by pupil/parent/school opinion and in-year progress data. 	Transitions Working Group to review 'Early Risers' and other potential strategies.
	Young people have relevant information and equality of opportunity to meet their own high expectations and aspirations.	<ul style="list-style-type: none"> All young people receive independent and impartial guidance, within a relevant careers framework. Structured experiences of workplaces and further and higher education impact on outcomes. 	Sheffield Careers Framework & Pathways Careers Project.
	Every Sheffield young person to make a positive contribution to their community.	<ul style="list-style-type: none"> Every Sheffield child to access age appropriate citizenship programmes throughout their education. Relevant data suggest that Sheffield is more cohesive and engaged than other core cities. 	<p>Specific programmes – including the National Citizenship Programme (NCS) and others.</p> <p>Learning Voices Project.</p>

<p>Theme</p> <p>Enrichment</p> <p>Vision</p> <p>Rich learning experiences across the curriculum as an entitlement for all children and young people.</p>	What do we want to achieve?	How will we know if we have been successful?	What will we do to achieve it?
	Pupils to have the experiences to enable them to attain well and be ready for the next stage of learning.	<ul style="list-style-type: none"> Analysis of pupil outcomes demonstrate improved outcomes for all learners, including vulnerable learners and pupils with high prior attainment. School outcomes demonstrate consistently positive references to the curriculum offer of schools and colleges. 	<p>Sheffield Priorities Strategic Working Group.</p> <p>Sheffield Cultural Education Challenge.</p> <p>Sheffield Achievement Strategy 2016-2017.</p> <p>Learning Voices Project.</p> <p>Many of the projects and strategies in this document will have an aspect of enrichment.</p> <p>Support for the Standing Advisory Council for Religious Education and other city learning focussed events, activities and initiatives.</p>
	All Sheffield children and young people experience a broad, balanced and relevant curriculum.	<ul style="list-style-type: none"> Pupil feedback and data reflect positively on the quality of teaching, the curriculum and learning experiences. A clear set of commitments to every Sheffield child and young person impacts on outcomes. 	
	All Sheffield children and young people to benefit from a consistently high quality cultural education offer.	<ul style="list-style-type: none"> Sheffield children actively participate in and experience cultural education, including widening successful completion of formal qualifications. Cultural education impacts on both the attainment and readiness of pupils 	
	All Sheffield schools and colleges to capitalise on Sheffield as a resource and stimulus for learning.	<ul style="list-style-type: none"> The Sheffield curriculum enhances the civic pride, learning opportunities and achievement of all Sheffield children and young people. 	<p>Learning Voices Project.</p> <p>Sheffield Achievement Strategy 2016-2017.</p> <p>Support for established stakeholder consultation and discussion forums.</p>
	Pupil voice to have a genuine impact on provision.	<ul style="list-style-type: none"> Established and new structures ensure that pupil voice impacts on provision at a school and system level, leading to better strategic decision-making. 	
	Parents, families and communities supported to enhance the learning of children and young people.	<ul style="list-style-type: none"> Collaboration and communication support all schools to develop effective parent and carer partnerships, which impact positively on the achievement of pupils. 	

How can I find out more about Learn Sheffield?

Please contact us to find out more. We look forward to hearing from you.

By Phone: 0114 250 7417

By Email: enquiries@learnsheffield.co.uk

In Person: Learn Sheffield,
Training and Development Hub,
Lees Hall Road,
Sheffield, S8 9JP

Online: www.learnsheffield.co.uk

Follow us:  [@learnsheffield](https://twitter.com/learnsheffield)
 [learnsheffield](https://www.facebook.com/learnsheffield)



Learn Sheffield is a not for profit company limited by guarantee, of which 80% is owned by schools and colleges and 20% by Sheffield City Council.