

VISION: Provide a first-class learning journey for everyone in Hartlepool (Building Better Futures and Beginnings for our Children and Young People)

Values & principles	<p>Children and young people first, driven with selflessness</p> <p>Improving the opportunities and life chances of our children and young people will drive policy and decision making With a legacy of hope.</p>	<p>High expectations for all</p> <p>We want the very best for each and every child and young person, no matter what their background is, or what their individual needs are</p>	<p>A Cooperative Community</p> <p>We are committed to keeping children at the heart of strong and effective collaboration, based on honest relationships and clear communication; supporting and empowering parents and carers is very important to us</p>	<p>Clear accountability and measures, doing what is right with integrity</p> <p>We will set ourselves ambitious and clear milestones, which are research informed where possible, so that everyone knows how well we are doing</p>	<p>Listen to and respond to need</p> <p>We will listen to the needs of individuals and our learning communities, and use our collective resources efficiently to meet these</p>	<p>Proportionate support & challenge with objectivity, honesty and openness</p> <p>We will use high quality information within the Hartlepool learning family of schools and colleges to support and challenge each other to be the best</p>
	Educational delivery priorities 2020-23	<p>Ensure that there are enough school places to meet the needs of growing Hartlepool</p> <ul style="list-style-type: none"> Work with partners to ensure robust pupil place planning. Ensure that there are enough places in specialist provision. Work with partners to create new school places to support new communities. Review all processes around IYFA, pupil movement and timely information sharing. Implement findings of ARP review. Remodel PRU provision 	<p>Ensure very young children get off to a good start in the EYFS with their Communication, Language and Vocab.</p> <ul style="list-style-type: none"> Provide specialist training and support for all Early Years settings including PVI and child minders. Work with the wider workforce to maximise opportunities to provide support for children, parents and carers. Use two-year-old health check, and other learning assessment tools, to support early identification of additional need. 	<p>Improve outcomes at all stages of learning</p> <ul style="list-style-type: none"> Improve attainment outcomes at Secondary; Improve Greater Depth outcomes, particularly at primary; Ensure that all groups of children particularly boys are provided with opportunities to meet national averages, and above; Build on Early Interventions e.g. Talk Matters; Meet Gatsby Benchmarks 		
		<p>Tailored Support for Vulnerable children and young people including those with SEND</p> <ul style="list-style-type: none"> Deliver programme of SEND pedagogical support for staff to ensure a robust graduated response. Work with partners to implement SEND Action Plan. Develop closer working relationships and systems across education partners, social care teams and health partners. Support all vulnerable groups including SEND, LAC, EHE, SEMH, refugees and asylum seekers. Develop processes of early identification of need. 	<p>Provide and maintain high quality learning environments with a focus on Inclusion and Transition</p> <ul style="list-style-type: none"> Develop a collaborative approach to Transition at all stages to support a continuous learning journey Improved educational outcomes at all stages of education, at both expected and greater depth. Work with partners to develop a broad alternative education offer. Use capital funding to develop existing high quality schools further. Develop resilient, independent learners. Develop quality first provision to meet needs of all children. Use Early Help to support learning 	<p>Ensure all schools and settings are judged 'Good' or better by Ofsted</p> <ul style="list-style-type: none"> Support Quality First, inclusive teaching in all schools and settings, at all times through an inclusive curriculum. Enable leadership growth with quality recruitment and building leadership capacity locally. Ensure attendance is at least national average. Ensure exclusion rates are low and appropriate. Ensure Curriculum offer meets needs of all learners. 		
		<p>Support children, young people and parents/carers to be emotionally resilient and healthy to help them to cope with choice and change</p> <ul style="list-style-type: none"> Coordinate well-being offer and joint commissioning. Deliver a universal resilience building programme. Develop a targeted early intervention programme. Deliver a workforce development programme to meet need. Develop an aspirational learning community. Support the development of parental engagement. 	<p>Support Governance</p> <ul style="list-style-type: none"> Develop governance and accountabilities Ensure rules, practices and processes are ethical and child centred [Nolan Principles] Develop skills to meet the needs of schools, including financial. Offer high quality training in governance. All GBs have their full complement of governors. Grow NLGs in primary and secondary. 	<p>Hartlepool plays its part in employability and skills growth in the Tees Valley and ensures that young people are fully prepared to enter the world of work</p> <ul style="list-style-type: none"> Use a common frameworks across Tees Valley to identify and maximise the impact of highly effective schools, as well as intervene early with schools that are causing concern. Work with partners to implement the Combined Authority Education, Employability and Skills Strategy. Develop of continuum of regular, high quality 5-18/25 careers education, information and guidance from primary to adulthood. Identify training and development needs of staff in schools and colleges, and support a programme to meet these needs. Improve the skills of parents and carers so that they can support and challenge their children's views and choices. 		

THROUGH: A – TRANSITION: A seamless pathway through education B – INCLUSION: Children and young people are enabled to access an appropriate and aspirational curriculum C – ASPIRATIONS: The Educational community, including parents/carers encourage and provide opportunities for children and young adults to reach their full potential.