

SERVICE CHILDREN'S EDUCATION



STRATEGIC PLAN 2007-2010

CONTENTS

Foreword by SCE's Chief Executive	1
SCE's Mission	2
SCE's Vision	3
Our priorities	4
Priority 1 – Be Healthy	5
Priority 2 – Stay Safe	6
Priority 3 – Enjoy and Achieve	7
Priority 4 – Make a Positive Contribution	8
Priority 5 – Enjoy economic Well-Being	9
Priority 6 – Service Management	10
Key Targets 2007-08	Back Cover

FOREWORD BY SCE's CHIEF EXECUTIVE

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Service Children's Education (SCE) was created as a Defence Agency in 1996 assuming the roles and responsibilities of its two predecessors; Service Children's Schools (North West Europe) and the Service Children's Education Authority. The Agency is dedicated to the education of the children of Service families and MOD personnel serving outside the United Kingdom and our schools follow the National Curriculum (England), administer national assessments and public examinations, and are inspected by Her Majesty's Inspectorate (HMI). Teachers in SCE schools must have recognised UK professional qualifications and the majority are recruited specially from the United Kingdom for service in our schools.

We are pleased to say that our examination and assessment results place us among the leading Local Authorities in the United Kingdom. Reports by the Office for Standards in Education (OfSTED), which provides an independent inspection service for our schools, have been consistently good and compare very favourably with those made on UK schools. The work of schools is backed by our own Inspection Advisory Service which provides the necessary in-service training facilities to ensure that our schools are conversant with developments in the United Kingdom. The Agency is set annual Key Targets by the Adjutant General (AG) and the Key Targets for 2007-08 are at the rear of this brochure. In addition to achieving its Key Targets, the Agency is also striving for excellence in delivering the 5 outcomes of the Every Child Matters agenda. In determining what our priorities are we have assessed our current position in delivering the desired ECM outcomes, through extensive consultation with our stakeholders and this has enabled us to identify those areas in which we need to focus our resources.

This strategic plan sets out our priorities and objectives for 2007-10, which will enable us to achieve our mission and vision and ensure that we provide the children and young people who attend our schools with an outstanding education that enables them to enjoy and achieve.

Our Mission

SCE's mission can be summed up to be:

- to provide an effective and efficient education service, from Foundation Stage through to sixth form, for dependent children residing with MOD personnel serving outside of the United Kingdom
- to enable those children to benefit from their residence abroad

Our Vision

SCE aims to:

- be the best
- do the best for all pupils and students by seeking to ensure that all achieve their full potential in every aspect of school life whilst with SCE
- do the best for our teaching, support and office staff in all locations by offering comprehensive, relevant and timely training opportunities for their own professional and career development to enrich their work with children or in support of the Agency
- raise aspiration as well as achievement

Our Priorities

The Children Act 2004 requires every local authority to work with partners to devise and implement strategies to improve outcomes for children and young people aged 0-19. Although Service Children's Education is not a local authority we aim to replicate best practice wherever possible.

Every Child Matters is a set of reforms supported by the Children Act. Its aim is for every child, whatever their background or circumstances, to have the support they need to: be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being. Given that our schools and Agency will be judged against these five outcomes it seems appropriate that we focus our strategic plan on the expected outcomes. We have therefore set out below the Agency's priorities for 2007 to 2010.

These priorities have arisen from a detailed self-analysis of how well we are doing now against the ECM outcomes. To do this we have scrutinized school Self Evaluation Forms, analysed inspection reports, evaluated services to schools and consulted with children, young people, and staff in schools and headquarters, as well as tri-service stakeholders. In addition to the 5 ECM priorities we have also identified a sixth priority, Service Management, which aims to ensure that we support our schools as effectively and efficiently as possible. We are hopeful that the priorities identified will support what works best for the youngsters in our military communities.

Priority 1

Being Healthy

Ensure that our services contribute to improving the health of children and young people attending SCE schools

Children in healthy schools tell us that they feel healthier, happier and safer. Their parents tell us that they feel more involved in their child's health and learning and often feel better themselves. Schools tell us that the Healthy schools programme has brought sustained improvement in behaviour, standards of work and school management. In line with national targets we believe that all SCE schools should be participating in the National Healthy Schools Programme by 2009 and 75% will have achieved National Healthy Schools Status.

What we know

- Parents and carers have reasonable access to medical officers, health visitors, school nurses and other professionals.
- Medical "drop-ins" at secondary schools are well used and valued by students.
- Well-being of children is given a high priority in SCE schools.
- DARE programme is well established in schools and supported by other partners.
- Incidence of smoking, alcohol and drug abuse is below UK norms.
- Not all schools are providing the recommended 2 hours of high quality physical education.
- Currently there are no schools within SCE that have Healthy Schools status.

What we will do

We shall

- Establish a multi-agency group to promote, monitor and evaluate our strategic approach to Healthy Schools.
- Establish local support networks for schools seeking Healthy School Status
- Identify and support children and young people with health difficulties.
- Offer training in sex and relationship education.
- Advise and support schools in carrying out the Healthy Schools Audit.
- Ensure that all children and young people in schools have easy access in school to drinking water.
- Support schools in developing a minimum of 2 hours of high quality physical activity per week.
- Ensure the necessary external moderation for Healthy Schools status takes place in line with the national requirement.

What will happen as a result?

- There is a co-ordinated response to promoting health and well being of children and young people.
- Children are discouraged from smoking and substance abuse and supported in giving up.
- Schools will achieve Healthy Schools status or be working towards it by 2009.
- Children and young people with health problems will be well supported and will make appropriate progress in their learning.
- Schools will achieve a judgement of at least “good” by OfSTED for provision in personal development and well-being.



Priority 2

Staying Safe

Ensure that our services contribute to improving the safety of children and young people attending SCE schools.

Everyone in SCE shares an objective to help keep children and young people safe from harm. It is important that we provide safe learning environments for children and young people in which to learn and that we identify those individuals who are suffering or are likely to suffer significant harm, and take appropriate action with the aim of making sure they are kept safe both at home and at school.

Achieving these aims requires systems that: are designed to prevent unsuitable people working with children and young people; promote safe practice and challenge poor and unsafe practice; identify instances where there are grounds for concern and quickly initiate appropriate action; contribute to effective partnership working between all those involved with providing services for children.

What we know

- 100% of schools achieved good or better in the inspection of the extent to which learners adopt safe practice.
- 100% of schools are satisfactory or better on caring, guiding and supporting learners.
- 100% of schools meet government requirements for safeguarding learners.
- Training programmes, advice and guidance are in place for staff to manage risk caused by facilities or activities.
- Training programmes are in place to support schools in dealing with bullying.
- All schools with boarding facilities have full-time qualified nurse cover.
- There is a multi-agency document for safeguarding in place.
- Statutory roles of senior and designated officers for child protection are in place.
- No database exists to record and monitor the vetting of SCE staff.
- Partnerships with other agencies need to be strengthened.

What we will do

We shall

- Lead multi-agency groups to identify, support and monitor vulnerable groups of children and young people.
- Support the introduction of SEAL (Social Emotional Aspects of Learning) materials into all schools.
- Produce security guidelines and issue them to all schools.
- Agree a prioritised programme of work to ensure that all SCE schools meet the necessary security standards.
- Deliver training on 'staying safe' for School Governance Committee (SGC) members.
- Establish a database to record clearances for all SCE staff worldwide and to ensure renewal timeframes are met.
- Work with other agencies to establish a comprehensive database of all MOD children and young people.
- Review the SEN Enquiry Process to reduce the time children and young people spend out of education.

What will happen as a result?

- All vulnerable pupils will be identified and their progress monitored.
- 100% of SCE schools will be rated good or better in the inspection judgement for pupils' care, welfare, health and safety.
- The incidence of bullying will reduce.
- 100% of schools comply with security requirements.
- 100% of SGCs will publish school specific security plans in collaboration with HQ SCE.
- 100% of SCE staff are vetted and cleared to work with children and young people.



Priority 3

Enjoy and Achieve

Ensure that children and young people enjoy attending SCE schools and attain the highest possible levels in the Every Child Matters' outcomes.

Throughout the Agency we are working together to improve outcomes for children and young people in our care. We are determined to ensure that all children and young people are given the opportunity to fulfil their potential and those facing particular obstacles in such a mobile population are supported to overcome them.

It is important to our pupils that our schools minimise disruption to learning caused through the constant movement between schools and that we promote high educational standards in all our schools and mirror, whenever possible, the English education system. It is essential that we work with parents, carers and families to ensure they support the learning of their children.

What we know

- Performance in the end of Key Stage Tests, GSCEs and “A” Levels is consistently above national expectations in most subjects.
- Results in mathematics at KS2 could be better.
- There is room for improvement in the attainment of boys in writing at KS2 and for higher attainment pupils in the core subjects.
- One third of SCE schools inspected by HMI since September 2005 have been judged to be outstanding. This is significantly above the national expectation.
- All 3 and 4 year olds are offered a place in a Foundation Stage setting.
- There is an effective SHARE programme available to schools to support school/family partnership in children’s learning.
- Schools are supported by ‘in-house’ primary and secondary consultants who are trained in the National Strategies.
- Teachers and support staff have access to national training programmes and qualifications.
- There is a developing range of recreational activities and extended learning opportunities provided by schools.
- There is a team of specialist staff (Pupil and Family Services Team) who are available to support families and children and young people with learning difficulties and disabilities.
- Schools ‘at risk’ of underachieving are identified early and appropriate intervention and support is provided.
- Attendance across the Agency could be improved.
- Facilities for Boarding could be improved.

What we will do

We shall

- Extend and develop programmes to increase the involvement of parents and carers in their children's learning.
- Work in partnership with other local providers to ensure that provision for the early years is well co-ordinated and children are ready for school.
- Learn from what works from our outstanding schools and share best practice across all SCE schools.
- Extend and develop our team of Advanced Skills Teachers, Leading Teachers and Consultant Leaders.
- Implement proposed changes to the Early Years' Foundation Stage, Key Stages 1 to 4 and develop opportunities for 14 to 19 year olds in line with statutory requirements.
- Continue to develop systems for tracking the progress of individual pupils to ensure progress can be monitored on a regular basis.
- Monitor and support schools effectively to ensure no school underachieves.
- Continue to support schools in raising achievement in writing.
- Develop a succession programme to ensure that there are high quality leaders across the Agency.
- Encourage schools to take part in achieving nationally recognised kitemarks for effective provision.
- Target schools with relatively low levels of attendance and work with garrisons to improve pupil attendance at school.
- Monitor the achievement of pupils with learning difficulties and disabilities and provide appropriate support where necessary.
- Audit boarding provision against national standards and improve where necessary.
- Explore the possibility of developing extended schools based on local needs.

What will happen as a result?

- Targeted guidance and support is provided to parents and carers, in line with their expressed wishes in helping children with their learning.
- High standards are achieved in all key stages and in all subjects and all Agency performance targets are met.
- There is greater cohesion and more effective provision for the Early Years from all providers.
- There is a range of Consultant Leaders, Advanced Skills Teachers and Leading Teachers who are effective in promoting high quality leadership and management and high quality teaching and learning alongside a first-class team of consultants.
- All SCE schools are up-to-date with curriculum changes.
- All schools are judged by OfSTED to be at least satisfactory in their overall effectiveness, with a high proportion judged to be good or outstanding.
- The quality of data improves so that all schools are able to monitor the progress made by every pupil over a short period of time.
- Pupil attendance improves.
- All boarding facilities exceed the national minimum standards for boarding.
- There is a strategic plan for the development of extended school activities in every garrison.

Priority 4

Make a Positive Contribution

Ensure that our services contribute to all pupils being able to make a positive contribution to the local community and society in general.

Children and young people have a huge amount to offer their communities. Schools need to work with other organisations within our military communities to ensure we all work together to harness the energy and potential of our children and young people. In doing so we shall encourage their engagement in decision making and support for the community and environment; promote good behaviour and positive relationships and eradicate bullying and discrimination. It is essential for our youngsters who move regularly between schools, or for those youngsters who lose their friends frequently, that we ensure children and young people develop self-confidence to deal successfully with life changes and challenges.

What we know

- Care, guidance and support is judged to be good or outstanding in nearly all SCE schools.
- Mentoring is offered to all children, young people and families who have difficulties in developing and maintaining positive relationships.
- Children and young people are offered high levels of support at key transition points
- SCE is leading on a 'Mitigating Mobility' project with the National College for School Leadership.
- Families are effectively supported in coping with traumatic events and major changes in their lives
- SCE schools give a high priority to anti-bullying and personal, social and emotional education.
- All schools have a school council that gives pupils a voice.
- A high proportion of children and young people are encouraged to take part in and to initiate voluntary activities to support the community.
- Partnerships with other agencies could be improved.
- There is limited work with Local Authorities in England, Scotland, Wales and Northern Ireland.
- Host nation activities could be improved in order to enhance the curriculum opportunities.
- Whilst most schools have effective school councils, limited use is made of this information at HQ level.

What we will do

We shall

- Introduce the National Strategy social and emotional programmes of study (SEAL) into all SCE schools.
- Work with SSAFA and other agencies to introduce the Family SEAL materials.
- Identify and publish effective practice in supporting children and young people in leaving and joining schools on a regular basis.
- Extend our work with Local Authorities (LA) in England, Scotland, Wales and Northern Ireland to ensure transition between SCE and LA schools runs smoothly.
- Consolidate support materials for teachers and families to support children and young people during times of deployment.
- Further develop the opportunities for host nation opportunities.
- Develop an annual programme of collecting and collating the views of children and young people across all SCE schools.

What will happen as a result?

- Care, guidance and support is judged to be good or outstanding in all SCE schools.
- Transfer of records is always completed within the DCSF timeframe.
- All schools have policies and practices in place that ensure children and young people do not fall behind in their learning as a result of moving schools.
- Host nation opportunities and the involvement of children and young people in such activities increases
- The views of children and young people are listened to and make a difference to provision.
- Families feel well supported during times of deployment.



Priority 5

Achieve Economic Well-being

There have been significant changes made to the expectations of young people in preparing for working life. SCE schools face a significant challenge in working with partners within their local garrisons and beyond in order to provide the necessary learning opportunities to meet the needs of young people.

Achieving economic well-being is about making sure our young people are ready to engage in further education, which is going to college or university or employment and training after leaving school. It is about ensuring young people live within their means and take every opportunity available to them.

What we know

- Schools are effective in supporting young people in developing self-confidence, team-working and enterprise skills.
- Standards at the end of Key Stage 4 and 5 are above the national figures.
- Schools are developing approaches to ensure that young people are financially literate.
- All Key Stage 4 pupils undertake work-related learning and work experience.
- Careers education is provided to all pupils in Key Stages 3 and 4.
- Transition plans are in place for all Year 9 pupils with special or additional needs.
- Significant work needs to be done to ensure SCE secondary schools can meet the 14-19 entitlement for pupils in the timeframe outlined by the Government.

What we will do

We shall

- Continue to improve results by supporting borderline students.
- Increase the range of vocational courses and work experience opportunities.
- Support the introduction of vocational diplomas.
- Support the training and development of teaching and support staff to meet the new curriculum requirements.
- Work with partners to publish an annual Joint Area Prospectus in each Garrison to identify the education and training opportunities that are available.
- Review the provision of the Careers and Personal Development Advice and Guidance to ensure that they meet DCSF standards.
- Ensure that there is effective provision for the teaching of functional skills in all secondary schools.

What will happen as a result?

- Standards of attainment continue to be above the national figures.
- The Agency's targets for GCSE and "A" levels are met.
- Systems for identifying those young people who are at risk of becoming a NEET (Not in Education, Employment or Training) are in place and youngsters are supported appropriately.
- Vocational options for students increase
- Retention of post 16 students in educational and training is increased.
- All schools meet the statutory requirements for work-related learning and enterprise education
- Schools are well placed for the introduction of the national entitlement for Vocational Diplomas in September 2013



Priority 6

Service Management

This strategic plan for 2007-2010 sets out our six priorities to enable us to achieve our purposes. They derive directly from the outcomes for children and young people as stated in the Every Child Matters Agenda. We shall also give the same commitment to improving the efficiency and effectiveness of the specialist support given to schools by HQ SCE.

We are committed to better ways of working through:

- Better outcomes – an organisation with impact
- Better communication – clear and accessible to all users
- Better consultation – engaging with service users
- Better ways of working – delivering results through people and partnerships

What we know

- The recently revised HQ SCE structure and the establishment of Area Offices continue to evolve.
- The Support Services and Agency Planning need to be sufficiently flexible to respond positively and pro-actively to military basing changes.
- Much of our school estate is outdated, no longer fit for purpose and in need of replacement and refurbishment.
- There remains a need to further improve the support services and stakeholder partnership.
- There is room for improvement in internal and external communications.
- We provide a high level of training and development opportunities for all staff. This needs to continue.
- We recognise the need to meet in full the MOD standards of Corporate Governance and Financial Management, whilst championing further delegation and flexibility for our schools.
- We must continue to secure 'Parity' funding in order to keep pace with educational investment in the United Kingdom.

What we will do

We shall

- Conduct an external review of the function and structure of HQ and carry out appropriate recommendations to ensure that HQ is efficient in delivering a high quality service to schools.
- Promote the development of formal Statements of Educational Requirement between the Agency and its respective stakeholders setting out, in clear details, the needs and aspirations of both parties.
- Rationalise, improve and make fit-for-purpose all SCE schools and settings.
- Develop clear, effective and efficient communication systems and processes between all parts of the Agency and beyond.
- Delegate authority and responsibility to the fullest possible extent, whilst ensuring the maintenance of acceptable corporate governance and risk management standards.
- Continue to give training and development a high priority for all staff.
- Champion and progress parity bids to keep pace with developments across the United Kingdom.
- Support the drawdown of schools where appropriate.
- Improve the Agency's Management Information Systems.
- Review and improve the SCE Grid for Learning.
- Provide a full personnel management service for locally employed staff.
- Develop and maintain effective HR support during transition to PPPA.
- Ensure schools are up-to-speed with the Workforce Remodelling Agenda.
- Establish more efficient processes for dealing with grievances, restoring efficiency and performance management.
- Identify the causes of staff absence and seek to reduce the level of staff absence
- Establish a more mature consultation and negotiation process that represents all categories of staff within the Agency and which embraces the best UK practice of social partnerships.

What will happen as a result?

- SCE schools will see a continued improvement to the support services they receive, recognising greater efficiency, better value for money, reduced bureaucracy and a more joined up-approach to overall service delivery.
- The needs of children and young people are met in full whilst the Agency plans for and responds to changes to the military footprint.
- A clear stakeholder and Agency agreement will be in place by March 2008.
- Subject to the required funding being achieved, each Garrison will benefit from an on-going programme of refurbishment or replacement.
- Effective, accessible, accurate and timely communication.
- The provision of high quality and user-friendly HR services together with the continued professional development of all SCE employees will ensure the retention of high quality staff and make the Agency an employer of choice.
- Full compliance with corporate governance and risk management standards whilst providing greater autonomy and responsibility to headteachers.
- Once secured and implemented, the additional funding achieved through Parity 2 will allow SCE to keep pace with educational developments in the UK.

SCE KEY TARGETS – 2007-08

The Chief Executive of Service Children's Education has been set the following Key Targets for 2007/08.

Key Target 1

- Sustain threshold level performance at each of the Key Stages 1, 2 and 3 by matching national (England) achievement in all subject elements and exceeding it by 3% in a majority of the 12 subject elements.
- Sustain the percentage of pupils obtaining 5 or more A*-C at GCSE as a three-year rolling average.
- Sustain the percentage of pupils obtaining 5 or more A*-C (including English and Maths) at GCSE as a three-year rolling average.
- For GCSE, sustain performance in Average Points' scores by achieving a score within 10 points of the England "capped" upper quartile figure.
- Sustain the percentage of pupil entries obtaining A-E at "A" Level as a three-year rolling average.

Key Target 2

- Sustain SCE's notional position in the English Local Education Authority league tables, within the leading 25 (of 150) LEAs at each of Key Stages 1, 2 and 3.

Key Target 3

- At the higher levels of attainment (i.e. level 3+ at Key Stage 1, level 5+ at Key Stage 2, level 6+ at Key Stage 3) match or exceed the national level of performance in 9 of the 12 subject elements.

Key Target 4

- To achieve Grade 3, or above, for the overall effectiveness of the school in 100% of schools inspected, and Grade 2, or above, in not less than 66% of schools inspected.

Key Target 5

- To achieve an overall parental customer satisfaction rating of at least 85% in the 2006/07 parental survey.