Building Schools for the Future

Westminster – a successful, world class learning community

Draft for consultation

Version 2

Building Schools for the Future: A vision for a world class learning city

Westminster's vision for Schools of the Future is now entering its third phase of development. This document provides a summary of the outcomes Westminster aspires to achieve, the background analysis which underpins the vision, the success on which Westminster will build and the issues which BSF will need to resolve.

Phase 1 included: a review of the key policy documents and plans underpinning Westminster's Building Schools for the Future Strategy; an initial gap analysis to identify priority areas for action; consultations with Members, senior officers and other key individuals, visits to schools and a Visioning Day undertaken by Headteachers and partners in BSF. These activities informed the principles, process and content of Westminster's vision. It established a consensus over the key issues which would need to be addressed in the BSF programme. This consensus established that Building Schools for the Future is:

- about school improvement;
- focused on raising standards of achievement and accelerating progress, particularly of underachieving and vulnerable groups;
- targeted where needs are greatest;
- building on successful practice;
- supporting communities and neighbourhoods where there is a contribution to be made
- a programme that will bring together parallel contributions from across the whole of the Council's activity to deliver the extended Schools agenda;

Consequently, this version of Westminster's vision outlines progress so far in establishing the purpose of the vision, the context and priorities for transformational change, understanding priorities for action, setting out the ambitions and defining the outcomes that BSF will achieve.

Phase 2 enabled a wide audience to respond to the outline thinking and contribute to the debate. Version 2 incorporates this thinking and the authors hope that they have done justice to the quality and range of advice and constructive criticism received.

Phase 3 now goes to wider consultation. Following Cabinet approval, partners and stakeholders including pupils, parents, neighbours and community representatives will be invited to contribute to the debate. Further consultation will take place with Diocesan representatives, the LSC and other key stakeholders. The final version of Westminster's vision will contain their voices.

Phase 3 will include a series of open consultation events in addition to continuing interviews with individuals and groups. These open events will be located in the schools forming the core of the Building Schools for the Future programme. Responses are welcome from individuals, groups, and/or representatives who have received this consultation draft. You are invited to contribute to the creation of the third and final version – confirm and extend the priorities, clarify the barriers to progress, identify further issues which need to be addressed, identify opportunities for combined action, twin tracking or multiple interventions, investment leading to sustainable improvement, set ambitious targets for 2012 and beyond

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This is a live document. Please continue to read it as work in progress and contribute to the next phase of development. We look forward to your contribution.

Building Schools for the Future: A vision for a world class learning city

Ambitious and forward thinking …
Building Schools for the Future is at the heart of Westminster's ambitious programme of civic renewal. The vision of a world class learning city is the driver that is designed to improve life chances for everyone who lives and/or works in the City. It confirms the priorities for improvement, what these improvements will achieve, the investment to achieve the outcomes and the changes in provision and practice that will be necessary for success. Building schools for the Future will raise the ambitions of children, young people, parents and their communities.

"So it is time to renew and redefine our Education Guarantee for the next five years. It is our ambition to see that all Westminster Secondary Schools produce results at or above the national average and that a greater percentage of parents achieve their first choice of school."

Simon Milton, Leader, Westminster City Council

Needs focused and evidence based…
Westminster has a clear understanding of the needs of its residents, particularly children and young people. Strategic planning review and evaluation, based on effective use of available data, leads to shared priorities for action. [1]

Westminster's unique context includes:
- A resident population of 32,700 children and young people aged 0 – 17
- A very mobile population
- Managing high levels of migration to and from other London Boroughs and the rest of the UK
- A rising population including school age children
- Pockets of severe deprivation in the north and south of the Borough
- High proportion of school pupils from BME communities
- 120 plus languages spoken in Westminster schools and 65% of pupils speak a first language other than English
- an estimated 45% of the City's children educated in independent schools and only 45% of Westminster's secondary school pupils are Westminster residents
- 47% of children live in social housing and 44% live in overcrowded housing which is well above London average
- the highest rate for 'children in need (outside the City of London)[2]

In addition:
- Value added scores KS2 – 4 and Key stage 3 – 4 are well below Inner London average
- Value added post 16 is similarly well below national average
- The gap between the highest and lowest performing school is greater than in similar authorities
- Black Caribbean pupils are performing well below Local Authority average at KS4
- 50% of secondary schools have aspects of provision that cause concern

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[1] Education Business Plan 2005 – 2006; Annual Performance Assessment Self Assessment 2005
[2] Annual Performance Assessment Self Assessment 2005

- unauthorised absence and exclusion rates for secondary schools are well above average[3]
- 20% of pupils in secondary schools have special educational needs and 2.7% have statements
- 168 Westminster resident pupils with SEN placed in out-borough and independent special schools
- 50 secondary age pupils with moderate learning difficulties educated outside the Borough[4]

These factors underpin the priorities set within Westminster and how Building Schools for the Future, alongside other initiatives will transform outcomes for young people in the City.

Open and comprehensive…
Based on its understanding of the context and challenges, Westminster's ambitions are clear in its Civic renewal programme and will be strengthened in the new "ONE CITY" vision for the Council building on Order and Opportunity for all expressed in the 5 Civic Renewal programmes:

- Customer First
- Clean Streets
- City Guardian
- City Investment
- And Education Guarantee

The 'education guarantee' sets out in more detail the ambitions for education
- Very high quality early years provision and childcare
- Higher attainment for all
- more Westminster residents choosing Westminster schools and Academies
- Schools embedded in communities and neighbourhoods
- SEN – more effective in-Borough provision with greater inclusion in mainstream
- Well behaved pupils
- Stronger technical and vocational provision
- Technology enabled learning[5]

These ambitions address the significant barriers to progress faced by Westminster. Further consultation on the vision will lead to a consensus on the outcomes to be achieved across this programme of improvement.

Whilst this framework of priorities informs the overall scope and direction of Westminster's vision, the consultation is open and inclusive. Innovative solutions to complex issues are needed. Working in partnership to a common agenda is essential. Consensus over priorities and programmes and collective action to achieve the vision is necessary.

Concerted action…
Building Schools for the Future is not a stand alone programme to invest c£120 million in secondary schools but sits alongside other initiatives, programmes and developments designed to achieve the same or similar outcomes. Westminster's vision draws from, builds on and links with:

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[3] Education Development Plan 2005-2006
[4] SEN Inclusion strategy – Feasibility Brief
[5] Briefing by Leader of the Council June 2005

- The Local Area Agreement through Westminster City Partnership
- Change for children;
- Sure Start;
- Children's Fund local programmes;
- School Improvement programmes;
- 14-19 strategy;
- Social Inclusion Strategy;
- Special Educational Needs Strategy;
- Family learning and adult education priorities;
- Revised role and provision of public libraries
- Westminster – a wireless City
- Decent Homes for tenants
- Safer Streets
- Regeneration initiatives
- Local area management
- Our Healthier Nation

Building Schools for the Future presents a unique opportunity to bring together capital and revenue funding streams across the Council and, where it makes sense, combine planning, funding and intervention to achieve more efficient outcomes. This phase of the consultation invites creative thinking about how this might be achieved.

Creativity and communication…
2012 is a key date. Westminster will be host to a wealth of sporting, culture and leisure activity throughout the Olympic and Paralympic Games during the summer. The first phase of Westminster's Building Schools for the Future programme will be in place and improved outcomes for all should be delivered. The final version of Westminster's vision will need to set aspiration targets for these outcomes.

Building Schools for the Future: Westminster's ambitions…

Schools at the heart of their local community and neighbourhood
- every school an extended school
- shared use of all Council and community facilities for the service of the local community
- increased participation in learning and leisure by the local community
- learners engaged with and learning from their local communities

More Westminster school aged children educated successfully in Westminster Secondary schools
- Increased capacity to offer places to growing population of school age children
- Improved buildings and infrastructure transforming the quality of learning
- Achievements at or above the national average in secondary schools and academies

Improved participation in positive activity and improved behaviour in and around schools
- More young people engaged in voluntary and youth activities in schools and their communities
- Reduced disruption in classrooms, schools and the close locality
- Crime and disorder reduced
- Young people feel safe in schools and communities
- Better attendance levels and less unauthorised absence

Improved provision and outcomes for Westminster pupils with SEN
- Young people with learning difficulties and disability making good progress in comparison to similar pupils in similar schools
- Improved and more appropriate access to resources and support to mitigate the impact of learning difficulties or disability
- Improved participation and success post 16 and post 19 for young people with learning difficulty and disability

Improved technical and vocational provision
- Personalised learning routes for all learners particularly 14 – 19
- Improved access to specialist resources and accommodation to support technical and vocational education
- Most young people successfully completing a programme of post 16 education and progressing into higher education further training and employment

Technology enabled learning
- Personalised learning methods and support to increase achievement
- Learning enabled through leading edge infrastructure in school, at home and in the community
- Learning transformed through improved communication, problem solving and higher order thinking skills
- Teaching planned across the city and developed through improved best practice

Ambition 1:	Schools at the heart of their local community and neighbourhood

Westminster's vision for a world-class learning city places schools at the heart of learning communities. Children, young people and adults have access to stimulating, effective and enabling learning and recreation. People of all ages have access to teaching, coaching, training, development and resources at the time and place they need it. The local neighbourhood and community contribute to education and education to the community and neighbourhood.

Current position and achievements

Westminster's commitment to Civic Renewal has, over the last five years, led to substantial improvements in service to Westminster residents, those who work in the City and the many visitors who arrive annually. Cleaner, safer neighbourhoods, better services and leading edge stewardship of resources are the headline outcomes from this programme.

> *"Westminster City Council … has responsibility for one of the most complex environments at the heart of the Capital City. Westminster's leadership, staff engagement and community involvement is outstanding. Through its Civic renewal programme, the Council has listened to the community, identified priorities and delivered excellent service."*
> **LGC on award of 2004 Council of the Year to Westminster**

National awards and recognition span a wide spectrum of the Council's services, significantly in social care, environmental health, cleanest city, housing management, trading standards, computing innovation, customer service and public-private finance. Partnership working is a strength with Westminster's Strategic partnership gaining the highest approval from the Government Office for London. Customer satisfaction remains high and well above national satisfaction with local government.

The Civic Renewal programme is organised through the core themes of order, opportunity and low tax. Building Schools for the Future makes its major contribution to the Opportunity theme but is supported by work across the full range of the Civic Renewal programme. The programme has introduced significant measures to reduce inequality and promote opportunity. In particular, improved access to ICT enabled some of the more disadvantaged families access to learning and communication; improved HR systems ensure recruitment and retention of the highly qualified staff required to provide for the complex requirements in Westminster; improved support to engage BME groups in regenerating communities.

The relationship between schools and their neighbourhoods is at the heart of the Civic renewal programme and also central to the scope of BSF. Under the theme of Order, there are specific targets to tackle anti-social behaviour and to provide diversionary activities for young people. The City Management Centre and Anti Social Behaviour hotline is improving knowledge and understanding of the site, nature and impact of anti social behaviour and is providing better information to community based staff. Further improvements are required to enable schools and parents to respond effectively to incidents in the vicinity of home or school. The 'wireless city' has potential to provide significant benefits for learners and their

parents across Westminster. BSF will need to plan new applications and approaches to ensure that the potential of the wireless city is realised for learning and leisure.

The commitment to a 'Youth Passport' is most significant. Entitlement to leading edge sports facilities alongside a commitment to visual and performing arts is a significant contribution. BSF will address how school based facilities and programmes can complement these initiatives and how partnership with the Youth Service, voluntary organisations and with Libraries can increase participation in positive activity.

Housing improvements are central to raising ambition and expectations amongst children, young people and their families. Opportunities for learning in the community and at home are central to improving educational outcomes. Again, partnership between BSF and other action across the Council will be required to scope and implement these benefits.

Outcomes:

Westminster will achieve:	by 2012
Increased participation in out of school hours learning by pupils, and parents	All learners follow personal learning plan including out of hours activity. All Parents support their child's learning
Improved participation of local community in learning and recreation	Participation rates improved by 20% from current baseline
Integrated and increased use of libraries and learning centres based in communities	Library usage by 11 – 19 year olds increases by 20% from current baseline
Increased participation in performing arts	All young people take part in one public performance in each Key Stage
Increased participation in sport and physical recreation	All young people have access to 2 hours sport or physical exercise. Child obesity reduced by 5% annually
Potential Olympic champions	Four young people achieve standard for 2016 Olympics in their chosen sport
Increased proportion of the population with Higher Education qualifications	60% of post 19 cohort are accepted into a degree course or equivalent
Universal access to technology enabled learning at home and in the community	All learners and their parents use on-line curriculum
Increase in proportion of economically active population	NEET figure is below 2%
Increased proportion of pupils engaged in community activities supported by their school	All learners engage in a community focussed activity at one point in their school career

Barriers:

Schools under significant pressure to implement national initiatives with limited capacity for additional activity
Recruitment and retention of teachers remains a challenge in some neighbourhoods and specialist areas
Not all young people can learn effectively outside the school day through lack of quiet space or access to resources at home

Specialist facilities & resources for performing arts, leisure and recreation are limited
Facilities planned for school use do not always meet standards required for community use
Land costs and constrained school sites make building expansion difficult and costs much greater than elsewhere
Low levels of participation in out of school hours and community based activity by some groups in the community
More open access to school sites increases concerns over security and safety and additional noise, parking congestion and disturbance to residents
Floodlight areas to extend recreational provision in winter results in light pollution to adjacent properties
Schools experience anti-social behaviour in school and in the neighbourhood close to school which impacts on good order inside school
Schools seen as remote & uninviting places by their local communities
Large proportion of local community with no natural link to local school
Schools not developed partnerships with parents
Extended schools are not yet developing strategically

Solutions:

Increase the pool of trained, accredited and experienced teachers, trainers, librarians, youth workers, coaches, mentors, actors, musicians available to support learning and recreation in school and the community.
Develop ICT solutions to improve access to teaching, training, coaching and mentoring both virtually and directly
Develop flexibility in the workforce to enable learning, leisure and recreation which attracts high quality professionals, experts and gifted performers to work with Westminster residents
Develop schemes to provide access to ICT for the 'have-nots'
Establish local learning partnerships, based on specialist school community development plans, to create a closer match between needs and services
Improve further targeted intervention to engage hard to reach groups.
Develop cross Westminster corporate strategy for improved participation in leisure/recreation and learning
Extend the use of all buildings and resources to cater for the increased demand and access to specialist facilities
Ensure that the provision of specialist facilities is adequate, located where needed and of high standard and planned with school and community requirements
Implement ICT solutions to enable safe and secure access to school sites for its community and neighbourhood
Broker partnerships between schools and local libraries to help provide for after school activities to improve attainment
Ensure that capacity in school and community is improved to ensure sustainable high quality service.
Ensure a balance between greater community use and impact on local residents through effective planning control and good local communication between schools and neighbours
Improve impact of Civic Watch, safer neighbourhoods and safer schools policing to ensure a safe learning environment
Ensure that local leadership develops and sustains provision.

Underpinned by the effective use of ICT:

Every child, young person, parent, guardian, carer and all those who support the learning and development of young people have access to an integrated communication network.

Support is available for children and young people, parents and adult learners at the point and time when they need it most.

The pool of teachers, trainers, coaches, mentors is extended through innovative approaches to staffing, working and effective communication and learning tools

Specialist schools have innovative community programmes promoting enterprise, learning and engagement, particularly for BME groups.

Participation in the wide range of WCC leisure and recreational programmes is improved through better communications.

Ambition 2:	More Westminster school aged children educated successfully in Westminster schools

Westminster's vision for a world class learning city ensures that parents choose a Westminster school which is appropriate for their child's education with the confidence that they will be successful – making progress as fast as or faster than they would do in similar maintained schools nationally.

Current position and achievements

School organisation 2005/6

From September 2006 there will be 9 mainstream schools offering secondary education in Westminster of which 5 are voluntary aided, 2 will be academies and 2 maintained by the local authority. The creation of two Academies (Paddington and Westminster) and the closure of North Westminster Community School (NWCS) are at the heart of the reorganisation of secondary education.

Currently, Westminster schools have a Year 7 admission capacity of 1426 places. At the end of the 2005 co-ordinated admission process a total of 1323 places had been offered with over 100 vacancies, of which 91 were at the closing NWCS. Of 1100 Westminster resident pupils who applied for places some 144 were left unplaced on the day of offer – mostly applicants for places at VA schools in other Boroughs.

Parental preferences.

As predicted with the implementation of the new pan-London admissions system, overall preferences for Westminster schools fell by 11% but Westminster residents' preferences were down by just 1%. Within these overall figures there were significant changes to preferences for individual schools. Two schools experienced a rise in applications but for the remaining six schools there was a decline in preferences particularly from out-borough residents. Applications for places in Westminster schools by Westminster residents fell very slightly in 2005 but remained well above the 2003 figure. Two-thirds of preferences expressed by Westminster residents were for Westminster schools but a significant proportion of Westminster residents (34%) expressed preference for places in other Local Authorities. These school that attracted most preferences was Holland Park School K&C (116 applications) and of the next 12 most popular out-borough schools nine are Roman Catholic schools, all but one single sex. [6]

Most significant is the fall in applications to Westminster City School – due to publicity affecting the school's perception – and NWCS, attributed in the main to the notice of closure and insufficient information about the two Academies when the Admissions process commenced. However, the fall at NWCS was entirely due to out-borough residents' applications, as in borough application rose.[7]

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[6] Report On The Transfer To Secondary School Process 2005
 Under The New London School Admissions System. Admission Forum Agenda Item 6.
[7] Briefing Note – Secondary Admissions Round Autumn 2004. A Benton April 2005

Cross Boundary Flow

More Westminster residents were offered places in Westminster schools than previously, up 2.6% on 2004 to 56.6%. The greatest increase was in Quinton Kynaston (78% of places) and NWCS (73% offered to residents - whose pupils are guaranteed places in the Paddington or Westminster Academies). Over three-fifths of places (62%) were offered to pupils in Westminster primary schools – up from 60% last year.

Westminster continues to import a significant proportion of its school population from other Boroughs. For 2005, places at Westminster schools were offered to children from 22 different London boroughs mainly, Lambeth (133), Camden (128), Southwark (73), K&C (59) and Brent (55). Of particular note is the pattern in the three schools in the south of Westminster:

- Pimlico offer 49% of places to Westminster residents, decrease on 2004;
- Grey Coat offer 26% of places to Westminster residents, similar to 2004 but well up on 2003;
- Westminster City offer 21% of places to Westminster residents, declining year on year;
- Lambeth, Southwark and Kensington and Chelsea are the boroughs of residence for most of the out-borough pupils in these schools.

249 Westminster residents were offered places at 38 'out of borough' schools across 12 LEAs. 168 (68%) of these places were in VA RC schools, 11 in VA CE and 6 in VA Jewish schools.[8] 144 pupils were without an offer of a place on 1 March. The majority of these (91) applied for voluntary aided (VA) schools or out of borough schools only with 25% applying only for schools outside Westminster. Twenty-six of these applicants expressed a preference for one school only.

Population and school place planning projections

School rolls are rising in Westminster. Population growth has already led to the expansion of Westminster City Council Primary schools and this growth will feed into the secondary sector. Transfer patterns at 11+ are complex but have remained relatively stable over recent years. Westminster has made best use of available GLA data but is cautious of the Y6/7 models for roll projections. The methodology draws on GLA population projections but builds in checks and balances to improve accuracy in the models provided[9]. The overall projections for the future[10] show:

- an increasing population in Westminster schools
- continuing net importer of pupils from other Boroughs
- significant increase in roll from 8511 in 2005 to 9295 in 2011 and 10327 in 2015 representing a 13% rise to 2011 and 26% rise to 2015
- more boys than girls in 2011 but a closer balance by 2015
- 28% of primary age children and 32% of secondary pupils are estimated not to be in maintained schools, with the majority in independent schools

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[8] Admission Forum Agenda Item 6. see footnote 1 above.
[9] School Organisation Plan 2003 revised paras. 41 & 56
[10] GLA projection May 2005 R 2003 and SOP 2003

The Academies programme in Westminster will not provide for significant growth in places as success will draw in Westminster pupils currently seeking a school place in other Boroughs. Academies in Southwark and Lambeth will inevitably have some impact on the south of the borough in particular. However, at this point it is not considered to have major impact on pupils from those boroughs choosing Westminster schools. Their location and transport routes would impact more on communities in the centre and south of these Boroughs. Any reduction in applications from out of Borough for Voluntary Aided schools will create more places for young people transferring from Westminster primary schools.

School Improvement

Increased popularity of Westminster schools is closely linked to public perception of success. Westminster Primary schools are highly popular and successful. Significant improvements have been achieved in secondary schools but they have not yet reached the success enjoyed in Key Stages 1 & 2

Key Stage 3

Key Stage 3 test results are generally in line with those of Westminster's statistical neighbours, but the value-added scores are low compared with other London authorities. Results have improved at a faster rate than nationally, but in 2004 Westminster was particularly low in converting L4 scores at Key Stage 2 to L5+ at Key Stage 3. The EDP targets improving the quality of teaching and learning, maximising the impact of ICT and improving the use of data as key strategies for improvement. Results in 2005 show a significant improvement with English scores improved by 5% mathematics by 3% and science by 7%.

Recent years have seen an increase in the effectiveness of intervention programmes, through quicker and more targeted data analysis and tracking and a greater emphasis on developing generic learning skills. All schools are now judged to be implementing key aspects of the secondary strategy, whereas only 70% were judged to be doing so a year earlier.

There is some variation in the curriculum offered by schools, but as yet there has been relatively little development of the Key Stage 3 curriculum structure. All schools offer the National Curriculum programmes of study, with some variation, such as the range and number of modern foreign languages on offer and the way that core elements such as citizenship, PSHE and work related learning are tackled. One school is implementing a two year curriculum and reporting a positive early impact for pupils and teachers alike. Importantly, this is indicating less of a 'Year 7 dip' than previously experienced. In another school, the primary approach to the Year 7 curriculum has secured an effective transition to the secondary phase for those pupils and was highly commended in a recent OFSTED report.

Nationally, many schools are developing a two year strategy for part or their entire cohort. A wide variety of approaches and structures are being tested, depending upon the needs and aspirations of the learners in each school. Examples include a Year 7 catch up programme, focusing heavily on core skills for lower attaining pupils followed by a two year Key Stage 3 programme; higher attaining pupils are offered the same two year programme in Year 7 and 8 and then move into a Key Stage 4 programme in Year 9. Some schools are providing Years 7 and 8 as a two year key stage for their whole cohort, leading into a 3 year Key Stage 4 with extensive vocational options.

There remains significant potential, in line with such national developments and experiences, to broaden the flexibility and approaches used in Westminster schools. This greater flexibility would help to support the drive to greater personalised learning and inclusion, such as articulated in the WCC's Inclusion Strategy. While pupils in special schools achieve well and the Key Stage 3 PRU is making rapid improvements in the quality of provision and outcomes for pupils, the number of pupils educated outside mainstream schools and the number of exclusions remain high.

Key Stage 4

Attainment at Key Stage 4 in 2005 continued the upward trend that has been sustained since 1997. Whilst still below national average, the rate of improvement is slightly higher than the national trend. The proportion gaining 5 A*-C grades has increased by 2.4% and the proportion gaining 5+ A*-G grades has also increased by 1.4% and is above national average for 2004. However, within this picture there is an increasing gap between the most successful and least successful schools.

All schools offer the statutory core curriculum and a range of options, all very largely at G2 level. All schools offer at least three subjects within Design and Technology and all schools offer at least two languages, which are mostly French and German. Two schools offer Spanish. Most schools have identified ICT as an area for development over recent years - some now have the subject as part of the core curriculum, whereas in others it remains an option. Business Studies is offered by most schools. The provision for vocational courses, whilst having expanded over recent years is limited, however, and schools recognise this. There are links with colleges and other institutions such that small groups of pupils can access a broader range of courses with a vocational bias. The increasing flexibility pathfinder route is detailed more explicitly in the 14-19 section. The colleges are now full and there is no further capacity to take any more pupils. Whilst there is an identified need for a broader range of provision, the accommodation is not there.

In general, OFSTED reports state that the provision for pupils with special educational needs and those with English as an additional language are satisfactory. In some schools, weaknesses in assessment and/or inappropriate setting arrangements, limit the access that these pupils have to the full curriculum offer.

Outcomes:

Westminster will achieve:	by 2012
All Westminster secondary schools and academies will obtain results at or above the national average	All schools achieve average or above on national benchmarks
Value added scores at or above national rates of progress	All schools above median for value added
Increased proportion achieving 5 A* - C grades including English and Mathematics	All schools achieve average or above on national benchmarks
Increased proportion gaining A* - A grades at GCSE Fewer leavers with no qualification	All schools achieve average or above on national benchmarks
Improved quality of teaching	90% judged to be good or better
Improved quality of learning	90% judged to be good or

	better
Proportion of young people expressing high satisfaction with their learning	90% or more highly satisfied
Proportion of young people completing a programme of further education	85% of cohort leaving Westminster secondary schools and academies
Proportion of young people completing a programme of higher education	60% of cohort leaving Westminster secondary schools and academies
Proportion of young people with SEN making progress above the average for similar pupils	95% of cohort
Proportion of young people with EAL making progress above the average for similar pupils	95% of cohort
Proportion of looked after children progressing to further and higher education	85%/60% of cohort
Proportion of young people gaining qualifications in modern foreign languages	75% of cohort
Proportion of Westminster 's school aged children educated successfully in Westminster schools	Increased to 65% of those educated in Westminster primary schools
Reduced proportion of Westminster children choosing independent (non-maintained) education	Reduced by 5% on current baseline
Increased secondary school capacity to match population growth and changing local preferences	No surplus places and a place fro every Westminster pupil requesting one
Academies demonstrate high public confidence through improved outcomes and increased popularity	80% of new entrants from local Westminster primary schools
Residents express increased satisfaction with City schools through their response to the City survey	85% satisfaction rating

Barriers:
Significant under achievement in several schools and value-added performance is the lowest in London and in the lower 10% nationally
Very large gap between highest performing and lowest performing schools
Outcomes for Key Stage 4 and post 16 declined in 2004
Insufficient provision of 14 – 16 programmes matched to the needs of pupils
Vulnerable and underachieving pupils concentrated in specific communities and schools
Low levels of personalisation in learning
Lack of flexible space for mentoring, tutoring and coaching
Low community confidence in some schools perceived as poor performers
High level of independence of schools
Some voluntary aided schools' admission policies make it difficult for the majority of Westminster residents to access places
Building and facilities not up to standard to provide a world-class education
Constrained sites limit capacity for expansion in some schools
Planning constraints may limit substantial rebuilding or remodelling on some sites
Roman Catholic parents choosing single sex schools not available in Westminster

Solutions:
Capacity for improved strategic planning and school improvement initiated through the Headteachers' collaborative and continuing work of 6f

Improved school improvement capacity through School Improvement Partners and strengthened school self- evaluation

ICT solutions to improve assessment for learning, pupil tracking, intervention and reporting to parents

More effective ICT based communication to engage parents in their child's learning

Improved opportunity to learn anytime anywhere from an on-line curriculum for those young people with the skills and aptitudes to benefit

Improved targeting of teaching, coaching, mentoring and support for those young people requiring greatest support

Development of flexible accommodation to provide a more varied curriculum and support provision

Improved teacher confidence and competence in the use of ICT to support learning

Improved provision for more able young people in primary and secondary schools

Improved partnership between secondary schools and local primary schools, PRUs, special schools, family centres and children's centres

Increased engagement by schools with the local business, faith communities and other opinion leaders

More inclusive & open admissions policies in all VA schools

Expansion of school places through extended opening, more flexible timetabling, individual learning passports and extended work-based learning

Expansion of schools to meet increased population and increased demand for local places from Westminster residents.

Early dialogue with planning to establish development possibilities and limitations

Ensure schools have very effective communication strategies to underpin strengthened partnerships with their communities and neighbourhoods

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Underpinned by the effective use of ICT

Personalised learning programmes which enable support and mentoring to be targeted on those who need it most.

Encourage greater independence in learning for those with the motivation and skills to pursue their interests.

Improve access to stimulating, high quality learning resources.

Greater proportion of time spent on problem solving tasks.

Increase in the use of ICT for creativity – from blogs to broadcasting

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Ambition 3: Improved participation in positive activity and improved behaviour in and around schools

Westminster's vision for a world class learning city ensures that young people have a clear personal identity which engages them positively in their school and local community. All young people take responsibility for planning their future, most engage actively in community activities, a few become community leaders. Crime and disorder reduces consistently, disruption in schools and classrooms is rare and young people feel safe in their neighbourhoods.

Current position and achievements

Value-added scores for KS2-4 and KS3-4 are well below the inner London average. Although the gap between boys' and girls' achievement is closing, it is wider than the national gap. Black Caribbean pupils are performing well below the LEA average at KS4 but the gap between black African, Bangladeshi and ANO background pupils is narrowing Westminster schools have the highest ever levels of attendance and show a reduction in unauthorised absence (LPSA target).

Primary and secondary attendance rates for 2003/4 are above the statistical neighbour average. Unauthorised absence in secondary schools for 2003/4 is above that of statistical neighbours. Exclusion rates for secondary schools are well-above the national average and in primary schools they are above. There is a growing concern amongst Westminster mainstream schools with regard to the increasing numbers of pupils presenting with behavioural, emotional and social difficulties (BESD).

Outcomes:

Westminster will achieve:	**by 2012**
Reduction in permanent exclusion	Below national average
Reduction in fixed term exclusion	Below national average
Improved attendance	Over 94%
Reduction in the incidence of bullying	Below national average
Reduction in racist incidents	Below national average
Increased participation in performing arts	All young people take part in one public performance in each Key Stage
Increased participation in out of school hours activity	All young people take part in one activity annually
Increased participation in community based activity supported by school	All young people take part in one activity in school career
Increased participation in recreation and sport	All young people have access to 2 hours sport or physical exercise. Child obesity reduced by 5% annually
Increased satisfaction amongst young people with schools and local youth provision	90% satisfaction
Decrease in reported anti social behaviour linked to WCC schools	Incidence reduced by 20% from current baseline

Increased staff satisfaction in schools	90% reported annually
Increased participation in youth parliament and other representative organisations	25% of 14-19 cohort participate
Reduced disruption in classrooms	Incidence below 10 per week per school

Barriers:

Permanent exclusion rates for secondary schools are among the highest in London and significantly above the national averages
Unauthorised absence in secondary schools for 2003/4 is above that of statistical neighbours.
Lack of suitable SEN provision and insufficient, targeted behaviour support services
Limited capacity of schools to support the increasing proportion of young people with behaviour, emotional and social difficulties
Limited capacity of LA support services
Capacity and location of the KS3 PRU
Impact of poor housing on learning
Increase in anti-social behaviour and disruptive culture
Low participation in organised community and youth provision by some groups and in some localities
Increase in the proportion of young people who feel unsafe travelling to and from school
Increase in the number of bullying and racist incidents
Lack of flexibility in learning spaces for individual counselling and mentoring
Increase in proportion of young people offending
Increase in the rate of recidivism amongst young people
Uncoordinated intervention to support those young people who are at-risk

Solutions:

Ensure early identification and support for young people with behaviour, emotional and social difficulties
Improve knowledge, understanding and support to promote good behaviour in schools
Develop a school as a centre of excellence in promoting good behaviour, high aspirations and an ethos which promotes success
Develop outreach from special schools and improved support to schools supporting young people with very challenging behaviour
Improve communication and tracking systems to ensure that support is commissioned early and sustained
Relocate the PRU closer to a school site so that it has greater opportunity for flexible provision and swifter reintegration of pupils
Develop local provision to ensure that young people at risk have access to and participate in performing arts, sport and other leisure and cultural activity
Improve communication between schools and other support agencies to deliver efficient, value for money support services to improve motivation, engagement and behaviour
Ensure flexible provision of out of school hours activity on site and in the community to support targeted young people
Provide access to role models who act as community champions
Develop closer relationships with community groups to improve community engagement and promote understanding of how they can support initiatives to improve behaviour in school and the community

Ensure that learning environments are stimulating, safe, secure and support all learners
Ensure that young people with behaviour, emotional and social difficulties have support from a range of adults who can help them overcome barriers to learning
Develop targeted YIP and YISP focused work for vulnerable 8 – 19 year olds who are likely to offend.

Underpinned for the effective use of ICT

Improved knowledge and understanding of effective behaviour management shared within and across schools
Improved access to stimulating learning resources and teaching to raise motivation
Improved participation in positive school and community based activity
Better reporting and intervention to deal with disruption
Improved training for all staff particularly NQTs in promoting positive behaviour

Ambition 4:	Improved provision and outcomes for Westminster pupils with SEN

Westminster's vision for a world class learning city demonstrates that it provides effectively for all of its residents and particularly for those with special learning difficulties. All young people in Westminster schools and in Westminster's care are able to make very good progress and achieve stretching learning outcomes. Their potential achievements are understood by parents, teachers and others supporting their learning and development. They have access to the resources; technology; mentoring and support required to mitigate the impact of their special learning needs. Young people who are residents with learning difficulties and/or disability are placed in a Westminster school where there is resource to support their learning needs and help them progress successfully. These young people know that their progress is as good or better than their peers and their achievements are central to the success of the school they attend.

Current position and achievements

In 81% of OFSTED inspections for the past three years SEN achievement was judged to be at least good but reliable systems for judging the overall progress of pupils with SEN are not available nationally or locally. Analysis of underperformance at KS3 shows that, in one school, the majority of non-movers were pupils who either had special educational needs and/or were at stage 1, 2 or 3 in English acquisition.

The authority has outlined an extensive programme to tackle the issues above within a range of documents including the EDP and its SEN Inclusion Strategy which encompasses the four key areas identified in the National Strategy for SEN:

- Early intervention;
- Removing barriers to learning;
- Raising expectations and achievement;
- Delivering improvements in partnership.

At present there are a lot of individual projects being undertaken to tackle some of the issues identified above but evaluation procedures are somewhat informal and systems to share outcomes within and across both schools and the LA are not well embedded. The Social Inclusion team, for example, has undertaken projects recently on dealing with pupils with behavioural difficulties and disaffected young people. In addition, there is a major undertaking, supported by London Challenge, on the tracking of young people across borough boundaries. Much of this work has had a limited audience. The LA is still awaiting the final report from an external consultant on the future role of the two special schools which will be essential information to feed into the BSF programme.

Outcomes:

Westminster will achieve:	by 2012*
An increased proportion of young people with learning difficulties or disability (LDD) educated in Westminster schools	95% of pupils with LDD in Westminster schools

The proportion of young people with LDD who are making progress at or better than the Westminster average	90% progressing at or above Westminster average
The proportion of schools compliant with the DDA	100% of schools
The proportion of pupils with LDD successfully educated in mainstream schools	85% of cohort
The proportion of young people with LDD who have access to specialist ICT provision to support their learning	100%
The proportion of young people with LDD who complete a course of education or training post 16	80%
The proportion of young people with LDD who complete a course of education or training post 19	40%
	* targets to be confirmed following consultation and publication of final SEN review report

Barriers:

Mainstream schools' expertise and capacity to provide for the full spectrum of needs and meet the aspirations of pupils and their parents
Space constraints in some schools which does not allow for small group work, individual coaching, mentoring and counselling
Westminster's size and capacity will not enable it to meet every specialist support need within the Borough
Mismatch between local provision in special schools, lack of resourced provision, capacity in mainstream schools and consequent reliance on out of city provision
Wide variation in quality of communication with parents over their child's needs and progress
Low levels of participation by young people with LDD in planning their educational provision

Solutions:
Implement the outcomes of the SEN review to ensure that place planning for these pupils is integrated into revised pupil roll projections, the pattern of secondary school expansion and the provision of special education services and special schools
Develop schools as centres of excellence in support for pupils with specific learning difficulties
Develop innovative ICT solutions to enable young people to overcome barriers to learning
Prioritise provision for pupils with LDD at the heart of BSF proposals
Develop ICT solutions to enable parents/carers to play an increased role in supporting their child's learning
Develop solutions to ensure young people with LDD participate in planning the services they need

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Underpinned by effective use of ICT

Access to learning enabled by effective use of ICT tools to overcome sensory impairment, physical disabilities and/or learning difficulties
Improved knowledge and understanding of effective practice promoted across all schools
Improved access to specialist support and guidance through improved communications

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Ambition 5:	Improved technical and vocational provision

Westminster's vision for a world class learning city ensures that all young people have access to the learning route which matches their needs, aspirations, abilities and interests. This provision will ensure that all young people are equipped to be economically active, articulate, confident and resourceful. It will ensure that they have a wide spectrum of opportunity at the end of each stage of learning. Westminster will be a City of excellence in creative and sustained business and enterprise.

Current position and achievements

Westminster already has a good track record of working collaboratively with appropriate partners to develop and improve provision for 16 – 19 year old learners across the area. This follows the findings and recommendations of an area wide inspection in April 2001. [Report available] The formal structures, systems and quality assurance procedures already developed are ahead of many other authorities.

The targets and outcomes defined within the current post inspection development plan [copy available] are firmly rooted in current inspection criteria. When achieved they would define at least good provision set against current expectations. Overall strategies for development and improvement are well defined. Those of individual schools vary in clarity about how they contribute to the overall and do not always parallel the overarching plan. The EDP and EBP both have 14-19 sections.

Provision has already been developed considerably from that available in 2001, with over two hundred young people taking advantage of the extended provision made available in the sixth form through the partnership, for example. There is a focus around two main clusters in the north and the south of the authority. New, shared sites have been previously considered, but have so far not proved practicable.

The average point score per student at Advanced Level has improved from 2001 to 2004, although the figure remains below the LSC region average and considerably below the national average. The points awarded per entry have improved on 2002, but not reached the 2001 figure. Again figures are below those for the LSC region and England overall. Rates of improvement are below those achieved nationally. GCSE results have also improved, but again remain significantly below national figures. Value added measures show secure progress from Key Stage 3 to 4, but Key Stage 2 to 4 and post 16 measures are low.

Level of NEETs appears high, although learner participation rates have improved. 1305 Year 11 students in 2002 translated into 695 Year 12 students in 2003 and 467 Year 13 students in 2004. 1352 Year 11 in 2003 translated into 835 Year 12. The baseline figure used for transition shows 83.1% of Year 11 moving into education or training. Projected increases in Year 11 numbers through into 2010 and enabling substantially higher proportions of students to remain in the system at both 16 and 17, coupled with greater proportions of Westminster residents in Westminster schools could add more than 400 additional 16-18 year olds in to the educational system in the area.

Evaluation across the area shows that the quality of teaching and learning has also improved.

The work of key groups is now being extended to encompass the 14-19 phase and to ensure that it is a true continuum. Discussions are ongoing with the new Academies, independent schools and with Westminster Universities to ensure that the fullest breadth of opportunities are being explored and developed. Westminster Council is particularly determined to see vocational opportunities as appropriate for any learner and not targeted simply at those who are lower attaining or becoming disaffected.

The accommodation available to post 16 students in most schools is not fit for purpose. Social areas are limited and work against developing a sense of community and a supportive, collegiate atmosphere. Colleges have no additional space to be working with additional students and the projected increase in post sixteen numbers would need additional accommodation or extended usage hours. Much smaller group and tutorial work, as well as guidance and support has to take place in appropriate settings for all ages, with restricted opportunities for mentoring and counselling. The facilities available to the additional workforce providing support and guidance is also very restricted – at current levels; future developments will only add to this pressure.

The heightened concerns over security, especially of more vulnerable groups, is also restricting the innovations being considered in some schools. This includes feeling able to make school buildings more accessible to learners from other institutions, as well as of other ages. Similar concerns are expressed over travel between sites.

There has been significant maturation in Westminster's strategic partnerships; collaborative arrangements have become more formal and increasingly effective. A blocked post 16 timetable is used, but similar arrangements to enable greater collaboration at Key Stage 4 remain a difficulty. In addition there are considerable added costs to the administration and organisation of shared provision, even if there are some savings from amalgamating students on different courses. The perceived additional costs also present a barrier to development.

The 6f Partnership is developing built-in progression routes and has a shared Quality Assurance Framework. This includes provision for subject reviews. It is also assessing how provision, particularly at Level 3, can be further rationalised across the consortium to improve value for money, build on the teaching strengths of the most successful departments and address specialist teacher shortages. Some rationalisation of provision has taken place. The Post 16 Managers Group includes the heads of schools and colleges, has high regular attendance and has recently extended its remit to the implementation of the 14 - 19 curriculum. The effectiveness of the borough wide Curriculum Deputies Group has also been noted by the Pathfinder external evaluators, and Central London Connexions service has been rated as 'excellent' by OFSTED.

Schools have developed their own ICT infrastructures, generally in isolation to others. Significant gaps exist in the connectivity and the communication and direct sharing of information that is possible. Some parts of the spectrum of provision are not well integrated into authority wide systems.

There is limited, but improving provision for vocational courses at both Key Stage 4 and post 16, with the accommodation required to support general as well as specific aspects of these

courses severely limited. This is also a limiting factor in the provision of courses at different levels and the provision of continuity through planned pathways.

Targets relating to the provision of work-based learning and the take up of Apprenticeships have been slower to achieve than anticipated. The limited availability of work based learning providers is also limiting the engagement of employers in developing provision. The need to further increase the availability of Level 1 courses at Key Stage 4 and Level 2 courses post-16 are key aspects of current developments, as is the provision of specialist ESOL training for post-16 students. Some objectives in relation to careers, guidance and advice have also not been fully realised as yet. The need to improve the provision of Work Based Learning, further engage employers in 14-19 provision and to accelerate the broadening of the 14-19 curriculum is also being addressed through the Increased Flexibility Pathfinder, implemented from September 2003. [Evaluation report available]

Outcomes:

Westminster will achieve:	by 2012
Improved proportion of Westminster pupils achieving 5 or more A* - C and or more A* - G grades or equivalent	At or above national benchmarks in each school
Improved proportion of Westminster young people attaining post 16 qualifications	At or above national benchmarks in each school
Increase in the proportion of young people successfully progressing into full time employment, education or training post 16	85% of cohort leaving Westminster schools
Increase in the proportion of young people completing a full time programme of study and progressing into higher education, training or employment post 19	60% of cohort leaving Westminster schools
Increase in the proportion of adults educated in WCC schools with higher education qualifications	60% of cohort leaving Westminster schools
Increase in the proportion of LAC, young people with LDD and EAL successfully completing a post 16 programme of study	80% of each cohort
Increase the proportion of young people with above average value added scores 14 - 16	All schools above median
Increase in the proportion of young people accessing flexible pathways across Westminster schools and colleges	20% of cohort
Proportion of schools participating in cross city common timetabling and registration	100%
Proportion of vocational courses offered across the city	20 programmes
Increased efficiency in core course provision	Ptr averages 20
Increased diversity for minority and specialist provision	10 additional courses

Barriers
Value added at the end of Key Stage 4 and at the end of a 2 year level 3 programmes is the lowest in London
Lack of specialist accommodation, resources and ICT to support vocational programmes
Timetable blocking 14 – 16 has not been achieved
Flexible pathways 14 – 16 not fully developed
Concerns over security through opening access to schools to a wider community

Too few courses are suitable for the full spectrum of learning needs 14 – 16 and 16 – 19
Specialist ESOL provision in Further Education Colleges ad schools post 16 is limited
Too many 19 year olds do not achieve a qualification
Too many applicants fail to secure an offer of a place at university
Specialist school programme not planned strategically nor coordinated
Education business partnerships not closely integrated into planning and provision

Solutions

Develop a virtual curriculum for a virtual sixth form to promote collective planning and creation of challenging and inspiring learning environments
Develop similar provision for 14 – 16 courses prioritising areas where expertise is scarce and provision limited
Develop centres of curriculum excellence, based on school specialisms, commissioned to improve the quality of teaching and learning across the City
Create greater flexibility in timetabling and the extended use of school sites to reduce pressure on space and create
Prioritise BSF funding to extend provision 14 – 19 for vulnerable and underachieving groups
Integrate post 16 provision with adult learning to increase economies of scale
Develop specialist provision in centres of excellence to increase access to vocational and technical provision
Strengthen partnerships between specialist schools and business in Westminster to broaden learning pathways
Increase the range of modern apprenticeships available through the Council and its partners and contractors.

Underpinned by the effective use of ICT

e-registration to enable safe secure cross Borough course programmes
access to dedicated specialist tools and technologies to support vocational and technical learning
profiling and performance tracking to enable effective support to dispersed learners
virtual departments, curriculum and assessment to promote high quality teaching and learning

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Ambition 6:	Technology enabled learning

Westminster's vision for a world class learning city is underpinned by a leading edge infrastructure which ensures that every learner has access to the learning resources they need, when they need them and wherever they need them. Learners are supported by highly e-confident and competent staff. ICT integrates the lives of a wide learning community, helps to share best practice and improves communication between professionals. Support systems free up teachers to teach. Westminster's wireless city enables teaching and learning to span schools across the city and to reach homes, communities and neighbourhoods. Learning and teaching are transformed leading to effective personalised programmes for all learners and significantly improved outcomes

Current position and achievements

Westminster secondary schools have made good progress over recent years in starting to create an ICT rich learning environment.

All schools have been connected to the London Grid for Learning (LGfL) broadband network since 2002, and is promoted by the LEA through the Westminster Grid for Learning portal.

All schools are networked, some with the benefit of integrated wireless networks.

Schools have achieved a pupil:computer ratio in excess of 1:5, with some schools using laptops as mobile, flexible ICT resources.

The LEA has actively supported and developed the use of interactive whiteboards. Two schools are Promethean whiteboard centres of excellence.

The ICT teaching and learning development plan builds upon the 6 ICT priorities from the Education Development plan to ensure the use of ICT underpins all work to raise standards across all Westminster schools.

Westminster has also established a number of exciting city wide initiatives which will over time have an impact on the ability of all learners and residents to access e-learning resources. The Wireless City is a scheme to wirelessly connect the whole of Westminster and is currently in its first pilot stage and Westminster Connects is a scheme whereby under privileged residents can obtain computer on permanent loan.

We would expect to enhance and build on these foundations through BSF the programme. Given the increasing speed of introduction and mass adoption of new technologies, it is not possible to predict the exact nature of the technology that will be most suitable for use in the schools of the future. However, it is possible to have a vision of the teaching environment that the technology will help enable.

Whatever technology is deployed, Westminster believes that technology should be;

Flexibly specified, generic, robust and accessible technology which embraces, keeps up with, and integrates with, the technology used every day in peoples lives

Whilst this vision document in some cases refers to specific technologies, this is for illustration purposes only and we would expect any suitable emergent technologies to be adopted.

Outcomes:

Westminster will achieve:	by 2010
Increased proportion of teachers who demonstrate competence in the use of ICT to support learning	85%
Increase in the number of parents using ICT to participate in their child's learning	80%
Increase in the proportion of young people accessing e-learning to work from home	80%
Increase in the proportion of courses offered through e-learning routes	80%
Increase in the proportion of young people achieving accreditation through on-line assessment	30%
Increase in quality of assessment for learning, pupil tracking and accuracy in target setting	95% considered good or better
Increase in the quality of feedback to students on their achievements	95% considered good or better
Increase in the quality and range of guidance available and take-up by young people	95% considered good or better
increase in the partnerships with local industry and commerce to provide access to specialist provision	20 new programmes supported.

Barriers

Culture of sharing best practice across the city and within schools is not coordinated or consistent.
E – Confidence and competence is generally low, but with some leading edge practice in some departments
Poor take-up of training
Investment maximised where enthusiasm and commitment can maximise progress – neither strategic nor targeted
Vision and experience in the use of ICT to promote effective learning does not permeate all schools or departments
No common platform to ensure minimum standards are set and achieved
Dispersed procurement has not achieved value for money, sustainability or future-proofing
Buildings inhibit development of networks in some locations
Management Information Systems are implemented differently in each school

Solutions

Develop an e-learning strategy to ensure excellence is developed across the curriculum
Develop communication and data sharing protocols to ensure that best practice is developed and shared across all schools, colleges and centres

Ensure minimum entitlement for learners, teachers, support staff and parents to access e-learning and communication

Develop, sustain and update a virtual curriculum, particularly to support minority learning areas

Ensure that all young people who would benefit have tools to support a personal learning plan

Develop partnerships with higher education, industry and other local partners to ensure access to leading edge and specialist developments across the curriculum

Develop a range of communication and infrastructure solutions to structural and access problems in schools, housing, libraries and communities ensuring access to broadband technology

Develop special solutions for the learning needs of children with LDD

Develop seamless data transfer and protocols to support multi agency working

Develop strategy for the support of extended services

Develop systems for engaging young people in evaluating their experience and planning the services they require

Ensure WiFi installations are ICNRP compliant

Develop a change management strategy to ensure people, hardware, content and communications are moving ahead at the same pace.

Once embedded thoroughly into the curriculum, ICT will be used to maximum benefit throughout the school. ICT can be deployed to optimise access opportunities to culturally and linguistically diverse resources, allowing every child to achieve their full potential. Access to ICT will be unfettered and reliable. It will increase the impact and variety, hence the effectiveness of different teaching styles, and will engage and motivate pupils, improving attendance and behaviour. Increased sharing of knowledge, experience and best practice between schools within Westminster and beyond will support this.

ICT will be used to celebrate the diversity of Westminster students, contributing towards inclusion for all.

There will be increased communications and enhanced information flow within the school, between the school and the community it supports and between the school and the other bodies which help to support it. Integrated MI systems which provide a data rich environment which teachers and school staff use effectively to address learners needs

Education Guarantees

The vision is supported by 8 Education Guarantees for ICT;

> *My Place -* *Learning will be accessible by all, wherever*
>
> *My Time* *- Learning will take place at the learners pace*
>
> *My Needs* *- Learning will be personalised and tailored*
>
> *My Education* *- Learners will have access to the best online resources available*
>
> *My Teaching* *- Teachers will be fully supported and confident with ICT*
>
> *My School* *- Resources and best practice will be shared online nationally*
>
> *My School* *- Teachers & the Learning community will be supported by a world class managed service infrastructure & facilities*

My Parents - *Parents will have every opportunity to engage with their child's learning*

Impact of the Vision

The outcomes of the vision, supported by the BSF programme have been grouped by their impact on five groups of people; Learners, Teachers, Staff & Governors, Parents and the Extended Community. These are further grouped by which of the Education guarantees they support:

Learners

Learners include all learners using Westminster's educational facilities, not just those timetabled within Westminster schools, but adults and parents making use of online or physical learning facilities.

Through the use of ICT, all learners will experience a much more engaging, motivating and dynamic learning environment which will provide every opportunity for them to achieve:

My Place, My Time	Learners have access to learning resources and curriculum materials that are appropriate to their own personal learning needs anytime, anywhere. This might be during a lesson, at home or anywhere there is an internet connection.
My Place	ICT enabled learning spaces for use by learners are available across Westminster e.g. in youth centres, libraries, community centres
My Place, My Time	Learners have access to on line teaching or lessons away from the school environment e.g. learners learning from home. Learners have access to on line teaching or lessons happening at other locations e.g. specialist lessons taking place at another location. Live access will be through such means as video broadcasting, email and discussion forums. In addition, learners will have access to archived materials such as previously recorded lessons, mp3 revision notes or language builders etc.
My Needs	Learners needs will have been assessed and a clear tailored learning path will be available online for the learner
My Needs	The learner has instant access to their progress along their learning path in any subject through online access to teacher assessments, test results and online assessments
My Needs	Learners have clear, transparent and flexible progression routes through closer links with universities and other further education centres and accessibility of online curriculum and resources
My Education	Online resources which are appropriate to the learners needs are easily locatable across Westminster and of a high quality
My Education	Learners have an "Education Passport" which allows them access to online systems and resources. This passport follows

My Education	them throughout their education path and beyond.
My Education	Learners have an online space for assignments and course work etc.
My Education	The learners online environment includes homework assignments, lesson plans, time tables, revision notes and other resources
My Education	Learners can receive, submit and manage their homework across a number of subjects through the Virtual Learning Environment[1] and obtain specific help or support through their teachers virtual classroom
My Education	Learners have access to managed or directly brokered online mentoring across a wide range of subjects, institutions and countries
My Education	Learners can access online support for learning in a number of languages.
My Place, My Time, My Needs, My Education	Learners have a flexible timetable through which they can fulfil the personal learning objectives which have been assessed & planned for them by choosing from a portfolio of lessons and courses, physically or online, from whichever school they choose within Westminster or similarly configured London boroughs. Within their assessed learning needs and parental support, they can also choose to home learn taking full advantage of online curriculum, potentially only using physical spaces for as considered necessary for face to face teaching or use of particular facilities, for example science practicals, art or drama

Teachers, Staff and Governors

Teachers will be crucial in maximising the impact ICT has on learners, their learning process and hence attainment. They will need to be totally confident and fully competent in the use of ICT in the classroom. In the future, ICT will fully integrated into the curriculum and the classroom. It will be no more unusual to incorporate ICT as it is to refer to a book at present.

The administrative burden on teaching staff will be reduced through the automation of repetitive tasks and accessibility to centralised systems.
Teachers will be supported by equally enabled administrative staff who have access to the information, data and systems they need to do their job.

The following describes the outcomes for teachers, other staff and governors:

My Teaching	All teachers have access to the school/LEA network and the email system whenever and wherever they need it
My Teaching	Teachers have access to online digital resources, professional networks and shared examples of best practice from within Westminster and nationally
My Teaching	Teachers have the ability to create lesson plans, assemble digital curriculum materials
My Teaching	Through the teachers virtual classroom, teachers can assign, monitor and manage homework electronically

My Teaching	Teachers can provide instant feedback to learners and record learner assessments directly into a central system
My Teaching	Teachers are supported by the school & LEA in the use of ICT, fully trained with ongoing opportunities to share best practice
My Teaching	Whilst respecting data privacy, teachers have access to cross agency learner information and data and are to use it to effectively assess learners individual needs
My School	Staff recruitment and retention will increase as people desire to work in a dynamic and stimulating environment with world class facilities and ICT provision
My School	Headteachers have access to detailed decision making information through an MIS system and dashboard which summarises up to date, key headline performance measures across all aspects of the school and all subjects
My School	Governors have access to a similar MIS system relevant to their responsibilities through a governors portal
My School	Governors have online remote access to all relevant school management documents
My School	All administrative staff have access to the systems they need to effectively support the school
My School	The administrative burden on schools is reduced through integration of front line contact with schools into Westminster's Customer Relationship Management (CRM) system. Fulfilment of basic processes e.g. place enquiries, term dates will be undertaken by the customer service centre through use of fully integrated, Westminster wide information systems.

Parents

Parents will be increasingly engaged and involved in their child's education:

My Parents	Parents can monitor the progress of their children through access to curriculum, homework assignment progress, attendance and achievement records
My School	Communication with the school is two way and can be direct to the teacher through the interface between the parents portal and the teachers virtual classroom
My School	Communication by the school to parents is via electronic means where possible and through the media of their preference and the school extranet
My School	Parents can communicate with the school electronically in the manner that they would find most convenient
My School	Parents can configure the type, method and frequency of automatic notifications through the parental portal e.g. for first day attendance calls, a performance change above or below a chosen level
My School	Parents can communicate with school staff, other parents and governors through discussion forums, email or other online

	methods

Extended Community

The school will be the hub for community learning and access to information services:
- § Residents have access to ICT and other facilities within schools out of hours and in some cases within school hours
- § Residents can access a range of learning opportunities both at the school and online

Consultation

This draft of Westminster's Education Vision is available to:
Schools: pupils, parents, staff, headteachers and governing bodies;
Westminster residents;
Elected members and officers of Westminster City Council;
Strategic partners and stakeholders

We invite you to:

Share this draft with your colleagues and add suggestions for other priorities, targets, barriers and solutions

Amend this draft with your comments and suggestions. Please us the blank tables to add additional Outcomes, barriers and solutions. Please use the 'track changes' tool to add other amendments to the text. Please ensure you have completed the details on the cover.

Invite one of the consultation team to a meeting you have scheduled

Request 1:1 meeting with a member of the consultation team

Contributions to the final draft are welcome by 22nd September

Contact for the Westminster visioning team:

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