



Bracknell Forest ICT in Schools Strategy

Basis on which this draft has been written

A comprehensive ICT strategy should contain the following:

- 1 sheet A4 summary for ease of dissemination and recall
- A statement of strategy aims (ambitions)
- A vision of the future
- Statements of beliefs and values, predominantly child-centred
- A more detailed list of objectives with indicative time scales
- The context, both local and national, within which the strategy will have to be implemented. The local context will include the Bracknell Forest ICT ambitions and the Council medium term objectives. The national context will include government policy.

To be useful, the strategy should:

Be as concise as possible and written in jargon-free language.

Form a good foundation on which schools can build up their own strategy by overlaying their own priorities and organisational context. It should be empowering rather than constraining.

Offer clear guidance, whilst remaining flexible so that schools can develop according to their own strengths and priorities.

Acronyms:

AUP: Acceptable use policy

Becta: The agency that supports education with strategic developments in ICT

DfES: Department for Education and Skills

ECDL: European Computer Driving Licence (qualification)

ICT: Information and communication technology

ICTAC: ICT across the curriculum (*using ICT to support teaching in all subjects*)

KS3: Key stage 3

LA: Local authority (*eg. Bracknell Forest Borough Council*)

MLE: Managed learning environment (*software that integrates a school's management information system with a VLE*)

TCO: Total cost of ownership (*All the costs associated with owning ICT equipment, including maintenance, technical support, replacement, insurance, etc.*)

SLICT: Strategic leadership in ICT (*course for Head Teachers*)

VLE: Virtual learning environment (*software that makes learning resources, communication and collaboration tools and other learning services available to pupils*)



Bracknell Forest LA ICT in Schools Strategy

Summary (Amended summary, March 2007)

Bracknell Forest LA wants all its students to become effective, reflective and responsible users of ICT. We seek to develop the potential of all, within an inclusive system.

ICT Strategy Key Priorities September 2005 - July 2008

1* All head teachers that have not already done so will be encouraged to attend the Strategic Leadership of ICT (SLICT) course or its equivalent.

1 Schools will be encouraged to use Becta's ICT Self Review Framework to assist with their strategic planning.

1 / 2 / 3 / 7 Schools to develop suitable facilities for using ICT to support learning and teaching across the curriculum, bearing in mind the demands on current facilities of teaching ICT as a discrete subject. Developing the reliability of these facilities will be an important focus.

1 / 3 / 6 / 7 The ICT Advisory Group will monitor the Fronter trial with a view to formulating a borough-wide offering if it is felt to be a success. Work with other learning platforms being used in the borough will also be monitored.

2 / 3 / 5 / 6 / 7 Working groups will look at how ICT can be used to support the areas listed below. These groups will be existing working groups, learning networks or other formal or informal collaborations. Each will be asked to provide brief feedback on their findings.

- the development of personalised learning
- the new revised frameworks
- staying safe and healthy

Informal working groups are intended to operate within a school and to be small (2-4 staff). One member of the ICT Advisory Group will lead each area. There may be more than one group working on a particular area, if that was of interest to more than one school. Work across all areas will be monitored and supported by the ICT Adviser.

2 / 3 / 7 The LA will seek to maintain and extend partnerships with local and national businesses and other organisations, particularly where these relationships support innovation and broadening of the curriculum, enhancing the experiences of young people.

1 / 5 Schools to explore different means of boosting the capability and confidence of staff to use ICT to support their teaching, to identify those that achieve a high impact. In particular, peer coaching, the ECDL qualification and free self-use materials, eg. Microsoft Creative Teacher training programme. Developing the use of ICT across the curriculum can be a useful way of encouraging reflective teaching.

*The **numbers** refer to the side headings in the expanded priorities section, p5.



Bracknell Forest ICT in Schools Strategy - Ambitions

- Headteachers and Governors to have a clear strategic vision for the development of ICT in their school, supported by the Local Authority (LA)
- Teachers to be supported to provide high quality interactive teaching leading to improved standards and achievement
- Teachers to concentrate on learning and teaching and not on managing the technology
- Pupils to have access to world class learning technologies, from anywhere at anytime
- Schools to have communication tools that provide access to a wide range of resources, using systems that are reliable, robust, secure, flexible, integrated and future-proofed
- The LA to have reliable and robust communication tools to enable it to maintain and enhance the quality of support provided to schools

Vision of the Future

Effectively, access to computing resources in schools is rationed. However we are approaching a situation of “ubiquitous computing” where there is unlimited access via a range of different devices, e.g. desktop computers, laptops, palmtops, mobile phones and multi-function devices. Initially, even with ready access to these devices, there may still be effective rationing of resources in terms of access to software and content, but ubiquitous computing is likely to be a reality within a 5-10 year time frame.

Ubiquitous computing will lead to a step change in our approaches to teaching. Pupils will need to take greater responsibility for their learning, working with greater independence and a higher level of ICT capability. Technology can offer many potential distractions. The ability to remain focussed on a task and its key outcomes will become ever more important.

High levels of information location, critical reading and numerical analysis skills will be essential for pupils to make effective use of the oceans of data that will be available. Developing an appropriate understanding of online resources will require students to become much more involved in the development and maintenance of online information sources themselves.

Onscreen assessment leading on from the KS3 ICT pilot will become the preferred means of delivery of national tests.

The UK economy will become increasingly information-based and as a consequence communication and collaboration skills will grow in importance. Assessment will include the ability to collaborate effectively.

There will be a significant demand for information, in particular that which relates to pupil progress, but also areas such as attendance and behaviour. Much of this information will need to be generated automatically or produced with a high degree of ICT support to keep workloads manageable. Information currently stored on separate computer systems will be accessed via a single, web-based learning platform. It will be expected that pupils and parents/carers will be able to access certain information and some learning materials from home, also via a learning platform, using a single sign-on solution to authenticate access. E-mail communications between teachers, pupils and parents/carers will increase significantly.



It will become increasingly easy to outsource more skilled information-based jobs to developing countries such as India and China. The pressure on young people to achieve academically whilst in full-time education and to be more productive thereafter will therefore increase.

The demographic profile of the current teaching force (with a significant proportion due to retire over the next 10-15 years) and the difficulty in recruiting and retaining staff in certain parts of the country will provide pressure to develop new approaches to teaching. Collaboration at post-16 will also encourage innovative approaches.



Bracknell Forest ICT in Schools Strategy Priorities for ICT to July 2008

The child-centred statements are in bold italic.

- *The relevant Bracknell Forest ICT Ambitions in each section are bulleted and repeated in italics for reference.*

1. Vision, leadership and management

Education should be something that pupils enjoy and schools should be places that lift the spirit. We will seek to ensure that education is continuous, relevant and adaptive.

- *Headteachers and Governors to have a clear strategic vision for the development of ICT in their school, supported by the LA*

Strategic leadership

All head teachers that have not already done so will be encouraged to attend the SLICT course by the end of 2006.

The ICT Advisory Group will agree an updated ICT Strategy for Bracknell Forest by Spring 2006.

Schools will be encouraged to update/develop their ICT development plans with reference to this updated strategy for the whole Borough. Schools will be encouraged to use the Becta Self Review Framework to support them in developing their use of ICT.

Data security policies must be in place to cover the backing up of data (to prevent data loss due to equipment failure, theft, accidental deletion, etc) and the protection of personal data through the use of passwords, etc. Consideration should be given to disaster recovery, in the event of a major incident, such as a serious fire.

The LA will continue to encourage and lead debate on key ICT issues via the ICT Advisory Group, the Headteacher Meetings and Conferences, the Governor training programme and meetings with teachers.

Keeping children and young people safe

Schools should seek to develop the digital literacy of all learners so that they are able to use ICT safely and responsibly.

There should be a senior leader that has oversight of e-safety in the school and possibly a separate e-safety coordinator.

All schools should have a comprehensive Acceptable Use Policy (AUP) that addresses the key safety issues. It should cover the use of personal technologies such as mobile phones as well as the school network and the Internet. The AUP should extend to staff as well as pupils. All staff and pupils should be aware of the key guidelines and the procedures that should be followed in the event of a serious breach.



Some key issues in e-safety are:

- Content – exposure to age inappropriate material, inaccurate or misleading information, socially unacceptable material (eg inciting violence, hate or intolerance) and illegal material (eg images of child abuse).
- Contact – grooming using communication technologies leading to sexual assault and/or child prostitution.
- Commerce – exposure to inappropriate advertising, online gambling and financial scams.
- Culture – bullying via websites, mobile phones or other communications technologies. The downloading of copyrighted materials, such as music and films exposes children to illegal activities.

Strategic financial planning

Headteachers will need to consider how to fund their provision of ICT (curriculum and administration) in a sustainable way, bearing in mind the needs to replace and update hardware, software and content resources at regular intervals. Resources will typically need replacing or updating every 3-5 years and changing technology will make it necessary for staff to attend training.

The cost of consumables such as printer cartridges, projector bulbs and screen protectors for tablet PCs can be very significant. Demand for technical support is likely to increase as the amount of equipment and its use increase, along with training needs. There are maintenance costs, such as the need to use a vacuum cleaner to clean the filters on data projectors every month. There are regular costs for services such as broadband connection, Internet filtering, anti-virus protection and content subscriptions. The physical security and insurance of equipment must be considered.

Total cost of ownership (TCO) is the sum of all of the costs associated with the provision of ICT in a school, including training and support. A recent Becta TCO study suggested that hardware (equipment) costs are about 23% of the TCO. In a small-scale study the average annual cost per PC was £1200 (primary) and £1000 (secondary) and the average cost per pupil was £200 (primary) and £250 (secondary). Typical annual expenditure on ICT was £50k for primary schools and £270k for secondary schools.

The school bursar should maintain an asset register for all the equipment in a school and this could be a starting point to decide on a replacement plan, based on the expected life and replacement cost of each different type of hardware.

ICT subject leadership

ICT subject leaders need to be supported in their role. The National Secondary Strategy ICT subject leader development materials will be disseminated to colleagues. Gender differences in both examination entries and grades achieved should be monitored and gender focussed initiatives implemented if necessary, such as offering Computer Clubs for Girls and gender specific access to IT rooms at break times and after school.

ICT across the curriculum (ICTAC)



Schools need to develop suitable facilities for using ICT to support teaching across the curriculum, bearing in mind the demands of teaching ICT as a discrete subject. Staff will need opportunities to develop their practice in order to exploit the opportunities offered by the use of ICT.

2. Curriculum development

The curriculum should be reviewed regularly to ensure that it remains relevant and engaging and incorporates important newly emerging technologies.

- *Pupils to have access to world class learning technologies, from anywhere at anytime*

There will be a pilot of teaching materials created and supported by the Web Play initiative.

Working groups within schools or between schools will explore one of the following areas each. There may be more than one group working on any one area. These groups will either use existing collaborations or will be informal in nature. They will report to the ICT Advisory Group on the content and approaches they have tried and the impact they have had. The findings will be collated and distributed to all schools in the borough. The areas to be considered are:

Being creative. *Generating, collecting and reflecting on ideas. Synthesising a solution from those ideas. Collaborating to make the most of the skills within a group.*

Information skills. *Using ICT to support research. Pooling research with others (collaboration). Information literacy.*

Staying safe and healthy. *Internet safety. RSI, eye strain, posture, regular breaks, mental health & living with technology, etc.*

3. Learning and Teaching

Developing pupils' ICT capability will give them the knowledge, skills and understanding that will be crucial to achieving success in education, gaining rewarding employment and participating fully as citizens.

Pupils will be supported to fulfil their own potential, seeking to ensure that they have sufficient capability and accept responsibility for taking their own learning forward.

Pupils should have regular feedback about their progress and what they need to do to develop further.

- *Teachers to concentrate on learning and teaching and not on managing the technology*

Working groups will explore how ICT can be used to support individualised learning. They will report to the ICT Advisory Group on the approaches they have tried and the impact they have had by early in the summer term 2006. The findings will be collated and distributed to all schools in the borough.

Making assessment and attendance information more widely available within schools will increase the use that can be made of the information to support learning and teaching and avoid duplication of effort in re-entering data, etc



4. Assessment

The LA will support schools in building their understanding of what is required to achieve the different National Curriculum levels in ICT.

Schools should collect examples of work at different levels to build up exemplar portfolios that can be used for discussion when standardising marking between teachers.

5. Professional development

In order for our pupils to receive the best possible support during their education, the staff working with them need access to high quality professional development opportunities.

- *Teachers to be supported to provide high quality interactive teaching leading to improved standards and achievement*
- *Teachers to concentrate on learning and teaching and not on managing the technology*

Schools to explore different means of boosting the capability and confidence of staff to use ICT to support their teaching, to identify those that achieve a high impact. In particular

- peer coaching
- ECDL (European computer driving licence) qualification
- Free-to-use materials such as the DfES Practical Support Pack and the Microsoft Creative Teacher training programme

Particular consideration needs to be given to identifying what constitutes effective use of data projection technologies given the recent rapid adoption of interactive whiteboard systems, to ensure they have a positive impact on pupil progress and achievement.

Staff will often make the fastest progress when they have the opportunity to develop their use of ICT for personal professional use e.g. to support lesson planning or the creation of support materials. Without strong incentives, intentions to learn e.g. how to use a particular piece of software, will often fail because of other, more pressing, priorities. Schools should be aware of opportunities that may arise for staff to become familiar with new hardware and/or software. This could be through involvement with an externally organised workshop, taking part in a pilot project or attending training (ideally with time to consolidate afterwards).

Self-use training materials such as ECDL, Microsoft Creative Teacher programme and Practical Support Pack materials will be one useful way of supporting some staff. Some of these materials are/will be available without charge, although self-study requires a great deal of motivation from the learner and other alternatives, such as face-to-face training should also be considered.



6. Extending learning

- *Schools to have communication tools that provide access to a wide range of resources, using systems that are reliable, robust, secure, flexible, integrated and future-proofed*

The role of ICT in supporting learning out of school and when absent from school for medical or other personal reasons or in the event of a school having to close, should be considered. VLE (virtual learning environment) software or similar will have a key role.

Consideration should be given to whether and how ICT resources will be made available and supported during extended hours. The need for those using the facilities to be aware of what the school expects in terms of responsible use must be considered. Users must be made aware of a school's acceptable use policy (AUP) or an amended version of that policy, relevant to the particular context.

7. Resources

- *Pupils to have access to world class learning technologies, from anywhere at anytime*
- *Schools to have communication tools that provide access to a wide range of resources, using systems that are reliable, robust, secure, flexible, integrated and future-proofed*
- *The LA to have reliable and robust communication tools to enable it to maintain and enhance the quality of support provided to schools*

There are many high quality resources available, including software and content, that are either free to use or form part of the offer from SEGfL. These should be considered alongside other commercial offerings. The LA will support networks that encourage the exchange of information about these types of resources.

The LA will support the setting up of a Berkshire e-Learning Foundation, to help raise funds for the purchase of laptop computers that pupils can take home with them. The computers will have Internet access via a dial-up connection and can also be used by other family members. Schools that wish to participate will also raise funding, via weekly contributions from parents.

The ICT Advisory Group will monitor the work being done within the borough and within SEGfL on learning platforms, VLEs and MLEs with a view to developing a borough-wide strategy by July 2006.

The value of having a central information hub (learning platform) for the LA will be kept under review. Schools will be consulted and kept fully informed.

The administration network is crucial to the smooth running of a school so the hardware and network infrastructure must be of a suitable specification. Ideally the network will have a separate server capable of running the latest version of the SIMS (management system) software. Office staff need to attend regular training courses to make best use of this software. Security of the network is essential, requiring up to date virus protection and daily backups. With the increasing demands from Government for data there should be one member of the staff with responsibility for maintaining the accuracy of the school data and able to analyse the data to support teaching and learning.



8. Impact on pupil outcomes

(This section has been included in order to keep to the same headings as in the Self Review Framework developed by BECTA. Currently all items that relate directly to pupil outcomes can be found in other sections.)



Appendix

Pitfalls to try and avoid

The LA in partnership with schools will seek to identify what constitutes good practice when working with ICT and build up a list of possible models and strategies.

The use of ICT can detract from work and waste time if it is not used appropriately, for example:

- Inappropriate use of ICT by staff, e.g. interactive whiteboards used badly, can detract from what pupils achieve. Developing lots of electronic resources could result in engaging, interactive teaching being replaced with a monotonous worksheet-driven approach. Staff need to be encouraged to reflect on their use of technology and the extent to which their own, or their pupils' use of ICT is enhancing learning in their lessons.
- “Gold plating” a piece of work. In other words, a pupil spending a lot of time changing and refining the appearance of a piece of work where the focus of the task is elsewhere.
- Copying text thoughtlessly from the Internet and pasting it into one's own work.
- Copying work directly from another pupil. Whilst copying has always gone on, it can now be done in large volumes at the touch of a button.
- Spending lesson time playing computer-based games or accessing information not relevant to the work being done, usually via the Internet.

National and local context

Government policy and other external factors will influence the strategic planning of ICT within the borough.

The DfES E-strategy outlines four areas of interest:

- 1) Transform teaching, learning and help to improve outcomes for children and young people, through shared ideas, more exciting lessons and online help for professionals
- 2) Engage 'hard to reach' learners, with special needs support, more motivating ways of learning, and more choice about how and where to learn
- 3) Build an open accessible system, with more information and services online for parents and carers, children, young people, adult learners and employers; and more cross-organisation collaboration to improve personalised support and choice
- 4) Achieve greater efficiency and effectiveness, with online research, access to shared ideas and lessons plans, improved systems and processes in children's services, shared procurement and easier administration.



The guiding principles which underpin the approach to ICT for the BSF (Building Schools for the Future) programme are:

- 1) ICT provision should be area-based, integrating schools (e.g. across an entire Local Authority or LEP), and be scalable across the life of the BSF programme. An ICT provision that is focussed on the provision of equipment on a school by school basis is unlikely to be value for money or provide the basis for a transformational programme. The area-based solution will also enable effective integration of ICT services into the wider community.
- 2) ICT provision should be seen in similar terms as public utilities by teaching staff, staff and pupils. From their perspective it should be simple to use, and integral to the school environment – from the building design stage onwards.
- 3) ICT provision should be viewed as a service that establishes the basis for the long term use of ICT.
- 4) ICT provision should be seen as an agent for change, enabling teaching staff and pupils to transform the way they work.

The five key characteristics of ICT Provision in the BSF programme are:

- 1) Holistic and extensible whole area-based service solutions (connecting all ICT equipment) that are used for the delivery of software, the transmission of data (including text, graphics, video, voice), and for the provision of access from a single log-on to all services including administration systems and Local Authority corporate systems.
- 2) Appropriate ICT Equipment and software to enable teaching staff to use digital lesson preparation and delivery, both staff and teaching staff to use online administration systems, and pupils to have access to ICT as and when the curriculum and their study plans and needs demand.
- 3) Networked facilities to support education including baseline software tools (word-processing, spreadsheet, database, graphics, image manipulation, email, internet access etc), access to video conferencing and broadcasting facilities, delivery of curriculum software and learning materials – all within a secure and appropriately screened environment.
- 4) A maintained and supported ICT environment that delivers technology training, engineering support, ICT system management facilities (including backup, disaster recovery and helpdesk services), changes, remote access, and security of both access and data.
- 5) Hosting and maintenance of learning environments (managed and virtual) that will provide the electronic management of the learning process to support teaching and learning; the electronic management of administrative processes to support workforce reform initiatives and enhance service delivery while offering best value.

The BSF programme calls for a **managed ICT infrastructure service** and envisages hosted and maintained managed and virtual learning environments.

The DfES recently published a five year policy paper called ***“Harnessing Technology – transforming learning and children’s services”*** which calls for every child to have a personal e-portfolio as a major priority in the personalised learning agenda by 2007/8.



The areas of the Every Child Matters agenda:

- 1) Being healthy (*health and safety aspects of computer use, ergonomics, etc.*)
- 2) Staying safe (*Internet safety, email, water and electrical equipment, good housekeeping, ergonomics, etc.*)
- 3) Enjoying and achieving (*access to information, collaboration and creativity supported by ICT*)
- 4) Making a positive contribution (*feedback forums/mechanisms, publishing information*)
- 5) Achieving economic well-being (*ICT capability*)

The National College for School Leadership has developed an initial framework that has identified ten key features of the e-confident school.

These are:

- 1) High levels of staff confidence, competence and leadership
- 2) Re-engineered teaching, learning and assessment, integrating effective use
- 3) Leading and managing distributed and concurrent learning
- 4) Effective application within organisational and management processes
- 5) Coherent personal learning development, support and access – for all leaders, teaching and non-teaching staff
- 6) Secure, informed professional judgement
- 7) Appropriate resource allocation to ensure sustainable development
- 8) Availability, access and technical support
- 9) Pupils/students with high ICT capability
- 10) School as the lead community learning and information hub

Bracknell Forest Children and Young People's Plan (2006-9)

The vision for children and young people that is outlined in this document can be summarised as follows:

- Maintain healthy lifestyles that promote good physical, emotional and spiritual wellbeing. [Be Healthy]
- Live in a safe, secure and tolerant community where they are protected from harm, abuse, harassment and neglect. [Stay Safe]
- Achieve their full potential, with appropriate opportunities for learning and participation in a range of sporting and cultural activities within the Borough. [Enjoy and Achieve]
- Contribute to their local community, are enabled to have their voice heard and are valued as responsible citizens. [Make a Positive Contribution]
- Are able to grow up in a loving, stable environment. [Achieve Economic Wellbeing]

Bracknell Forest Curriculum Statement (2004)

The sections that are particularly relevant to this ICT strategy are highlighted.

A school curriculum comprises all the learning and other experiences that a school offers its pupils.

The curriculum offered by schools in Bracknell Forest will promote:



- the highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- pupils' spiritual, moral, social and cultural development, **preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;**
- **a commitment to lifelong learning.**

In order to achieve these aims, schools should work in collaboration with pupils, parents and the community to provide a curriculum which:

1. **is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs;**
2. provides children in the Foundation Stage (aged 3 – 5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals;
3. in primary, secondary and special schools satisfies the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and **the use of information and communications technology (ICT);**
4. in sixth forms, offers opportunities for young people to achieve high standards in their chosen areas of study and to develop their social maturity and independent learning skills;
5. **engages learners** and provides for continuity of experiences and progression within, between and beyond the key stages and **promotes lifelong learning;**
6. **promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude;**
7. **offers opportunities to assess the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning;**
8. **includes a means of recording the progress and attainment of each pupil and reporting these to parents and pupils, and informing parents and the community about the achievements of schools;**
9. prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and **technological** society, ensuring pupils have access to work-related learning opportunities, thereby **promoting employability;**
10. **extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning;**
11. develops positive attitudes and qualities through spiritual awareness and aesthetic appreciation



12. fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional, national and global environment;
13. promotes equality of opportunity, develops understanding of and respect for the rights and views of others and emphasises the value of personal relationships based on mutual respect;
14. promotes the importance of healthy living;
15. works in partnership with the family, the business community and society at large, leading to an appreciation of the value of co-operative sustainable development and the rights and responsibilities of being a citizen;
- 16 prepares pupils for the next stage of learning, including further or higher education and future study;**
- 17 promotes pupils' understanding of their roles as members of the school, local, national and international communities.

Bracknell Forest Borough Council medium term objectives

The objectives that are relevant to this ICT strategy are highlighted.

- 1) To Lead the Regeneration of Bracknell to Provide a Town Fit for the 21st Century
- 2) To Promote Sustainable Communities through Innovative Housing Strategies and Effective Maintenance
- 3) To Provide a Safe Framework for Developing the Community**
- 4) To Improve Art, Culture, Sport and Recreation Provision within the Borough
- 5) To Work with Partners to Improve Health Provision within the Borough
- 6) To Work with the Voluntary Sector to Improve Outcomes for Vulnerable Groups
- 7) To Raise Achievement in Schools**
- 8) To Review the Provision of School Places in Bracknell
- 9) To Increase Participation in Adult Learning to Improve Basic Skills for Employment
- 10) To Achieve a Better Match of Special Education Provision to Need**
- 11) To Create and Maintain a Quality Environment
- 12) To Develop and Implement Transport Policies that Improve Movement and Maintenance
- 13) To Improve Outcomes for Children**
- 14) To Improve Older People's Lives
- 15) To Maintain Quality and Extend Access to All Services**