

Bracknell Forest
0-25 Years Learning
Improvement Strategy 2026-31



Excellence, Equity and Culture

Overarching aim: To improve outcomes for all children and young people, including those that currently present as vulnerable and those with SEND.



Summary

The Bracknell Forest 0-25 Years Learning Improvement Strategy (2026-31) has been developed in response to the evolving educational landscape and the need to address persistent achievement gaps for vulnerable children and those with special educational needs and disabilities (SEND). Despite the borough's overall prosperity and the high ratings of its schools, there remain significant disparities in educational outcomes for these groups. The strategy aims to create an inclusive, high-achieving education system that supports all learners, ensuring that every child and young person has the opportunity to thrive. By focusing on excellence, equity, and culture, the strategy seeks to build on existing strengths while addressing the unique challenges faced by vulnerable and SEND pupils.

The strategy has been developed as a result of extensive consultation with stakeholders, who share the responsibility for its implementation. The key stakeholders include: the local authority, maintained schools and academies, early years settings, Post 16 colleges, training providers, alternative provision providers, employers, and parents and carers. The strategy aims to foster a collaborative and inclusive approach to education, benefiting all children and young people, recognising that only by working in partnership can these persistent gaps be tackled.

The six priorities identified in the strategy are:

1. Promote a culture of inclusion and equity.
2. Support the development of an ambitious curriculum to raise standards and equip children and young people for a healthy and prosperous future.
3. Support children and young people to develop better physical, mental and emotional wellbeing, social skills and strong relationships.
4. Work in partnership to ensure that all children and young people attend a high-quality school or setting and have access to education and training that meets their needs.
5. Support all our children and young people to reach ambitious outcomes including through strong transitions from birth to adulthood.
6. Support the development of a skilled, knowledgeable, and confident workforce that is equipped to meet the needs of its children and young people.

To support the delivery and governance of this strategy, an Education Partnership Board will be established to bring together key stakeholders such as schools, academy trusts, colleges, training providers, early years providers, parents, and the dioceses. This board will collaborate to improve outcomes for children and young people in Bracknell Forest, fostering a culture of shared responsibility, especially for the most vulnerable.

The strategy will guide discussions within existing forums and channels, such as Headteacher Briefings and Early Years Provider Briefings. The Education and Learning section of the People Directorate will integrate relevant actions and performance indicators into their annual service plans, monitoring their impact through the local authority's service planning and reporting cycle.



**Artwork from a Bracknell Forest
Early Years setting (2)**



Artwork from a pupil at Garth Hill College - Ballerina



Artwork from a pupil at Garth Hill College – Flower

Introduction

I am delighted to be setting out our commitments and aspirations for the next five years in this plan.

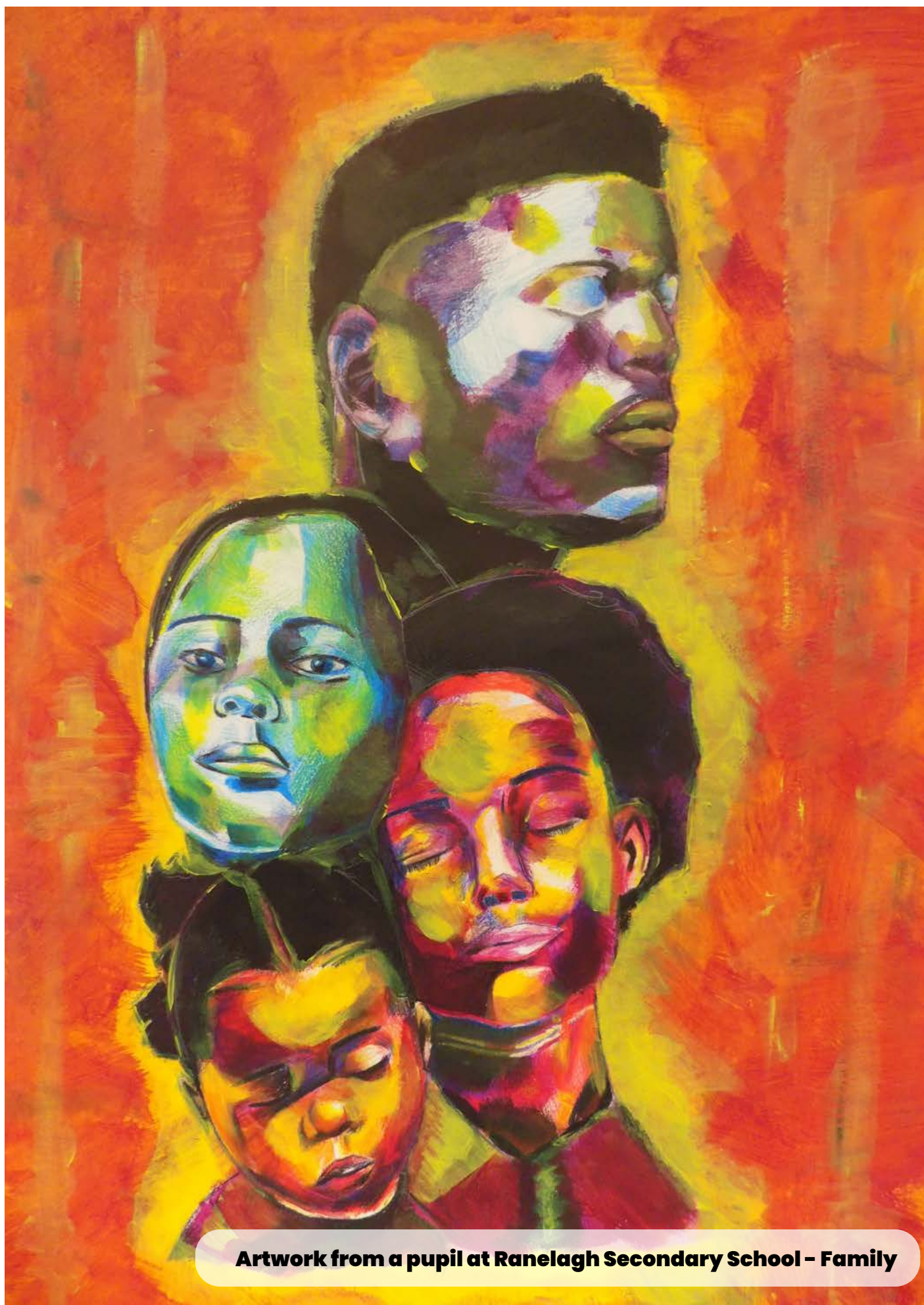
Bracknell Forest is a great place to grow up. The borough is prosperous, green and safe. Our local schools are exceptional; all our schools are judged to be good or outstanding. But we know that despite all our best endeavours, the gap nationally for children and young people who currently present as vulnerable and for those with special educational needs (SEND) is not reducing. Bracknell Forest is no different and therefore this plan has a particular focus on these groups of children and young people (0-25 years old).

Dan Nicholls, a leading educationalist, states that ‘we need to be more ferocious, more tenacious in creating the conditions that enable our ... disadvantaged learners to flourish.’ He also places a specific focus on not just developing excellence but also ensuring equality and culture are in place in all schools and settings.

This plan sets out how we will work together to build an even more inclusive and high-achieving system of local schools and settings, trusted by our community, in which all our children and young people can succeed. We will be tenacious about how we support those who are currently presenting as vulnerable and support our schools to promote a positive culture to foster and celebrate achievement, respect equality, and reflect our diversity.

On behalf of the local authority, and the people we represent, I am happy to pledge all our effort to help all our schools, settings and all our children and young people to achieve the success they deserve.

Grainne Siggins
Executive Director: People



Artwork from a pupil at Ranelagh Secondary School - Family



**Artwork from a Year 6 pupil at New Scotland Hill
Primary School - Fishes Vince Lenart style**

The context for Bracknell schools and settings

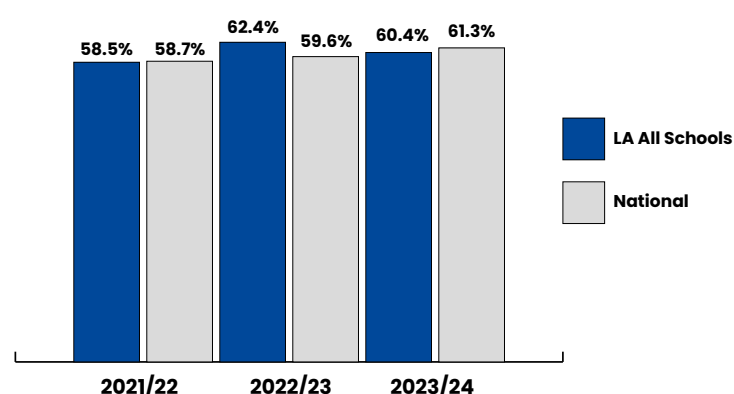
Bracknell has great schools and settings, run by highly skilled and committed leaders and governors, who are managing a range of challenges. In June 2025, 100% of schools in Bracknell Forest were rated good or better by Ofsted, ranking Bracknell Forest 5th out of 164 local authorities nationally, against this measure.

Bracknell Forest is a small local authority with 38 schools, including an all-through special school. There are 29 primary schools, six secondary schools, one all-through academy and two special schools. By July 2025, 21 of these schools were academies, and the remaining 17 were local authority maintained. At the time of writing, there were 44 private, voluntary and independent (PVI) early years settings, 17 school nursery classes and 122 childminders are registered to deliver the early years entitlements (March 2025). 100% of PVI settings are graded good or better. There is one further education college, Bracknell and Wokingham College, which is part of Activate Learning, an Ofsted rated good education group with eight campuses across the surrounding authorities.

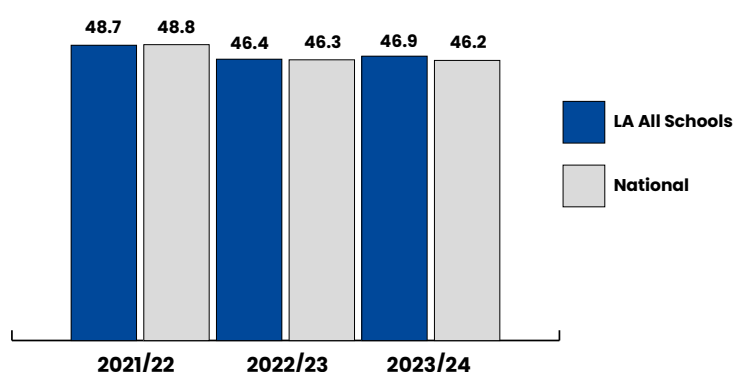
Overall, the data tells us that the majority of children and young people achieve well in Bracknell Forest, but children and young people who present as vulnerable and those with SEND do not achieve as well as their peers nationally. We know that this is a stubborn issue that persists despite the best efforts of the whole education community in Bracknell Forest. This gap does not discriminate; it exists in both good and outstanding schools and settings, and in both schools with high numbers of disadvantaged pupils, and those with smaller numbers. This data has shaped the priorities selected for this plan.

Pupil outcomes – Bracknell Forest vs. National at Key Stage 2 and Key Stage 4

Key Stage 2: RWM Expected Standard / Trend



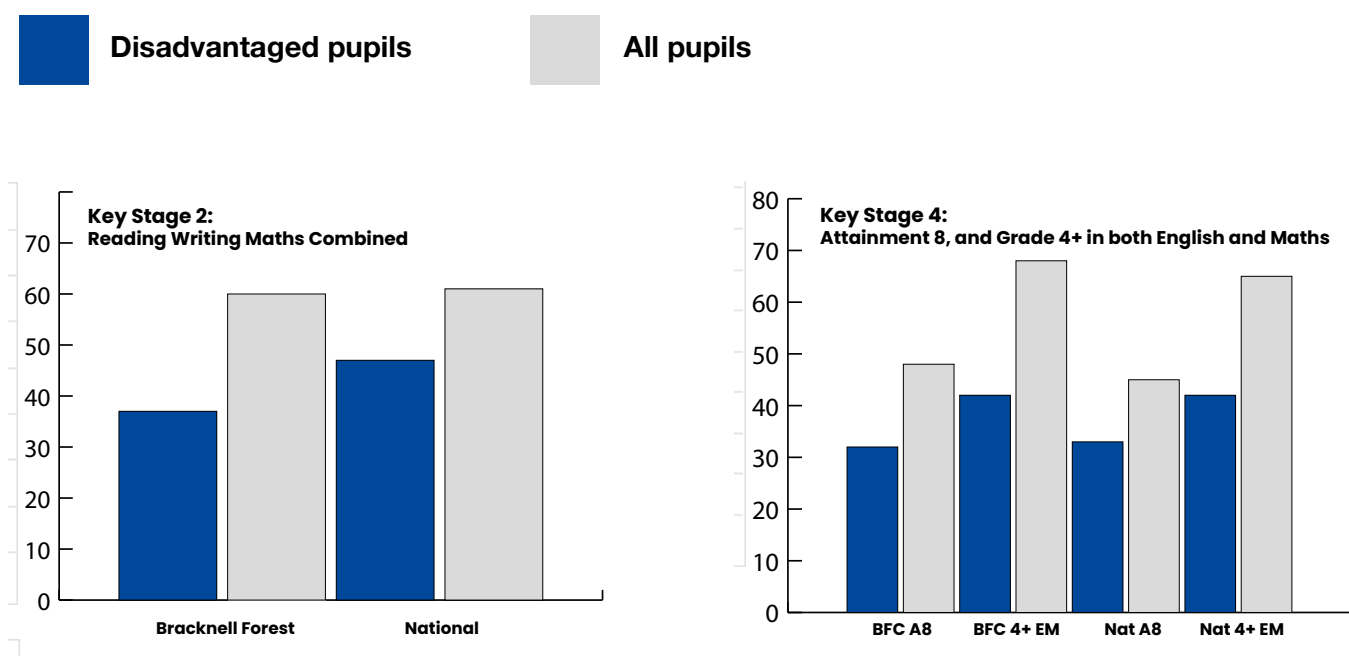
Key Stage 4: Attainment 8 / Trend



Artwork from a Reception pupil at Crowthorne CoE Primary School



Pupil outcomes – Disadvantaged pupils vs. all pupils



Bracknell Forest Council does not believe that the designation of a school (Local Authority maintained, Free School, MAT, Voluntary Aided or Controlled) is the key mechanism of ensuring that children and young people have the very best of educational outcomes. What is more important is the leadership within the school, the quality of learning and teaching, the relevance of the curriculum and how the school works as part of its community.

In a shifting national policy landscape, the LA still has a legal duty, ‘to promote high standards and ensure that every child fulfils his or her educational potential’. We see our role as championing all children and young people, particularly those who currently present as vulnerable and those with special educational needs and disabilities (SEND).

We remain committed to supporting the ‘family of Bracknell schools’ with the Council playing a brokering role amongst schools and settings and between schools and key partners. Evidence shows us that successful partnerships can drive up standards, promote inclusion and broaden opportunities for all. These partnerships are also crucial to keeping children and young people safe and well - physically and mentally.



Artwork from a Year 4 pupil at Binfield Primary School – Jungle Painting, Henri Rousseau style

An education strategy for all our children focussed on excellence, equity and culture

“The evidence is conclusive: equity in education pays off. The highest performing education systems... combine high quality and equity.” (OECD 2012)

Our schools and settings in Bracknell Forest are involved in a continuous cycle of delivering excellence. There is plentiful evidence that schools/ settings in Bracknell Forest offer strong provision for our young people and are effectively implementing research informed approaches to improve standards. The local authority works in partnership with schools and settings to support collaboration and to share best practice, innovation and creativity.

Dan Nicholls has highlighted the value of seeking to support not only excellence, but equity and culture across schools and settings. He states that, ‘In schools where under-resourced children thrive, the **strength of culture and shared responsibility** is evident and tangible, you feel it’. He states that ‘whilst our strongest lever is an **excellent education**, this alone, is not enough. Schools also need to apply far greater **equity**, to be braver and fiercer to do different for under-resourced children, so that they are empowered and able to exploit the excellent education. An alchemy of excellence and equity’. Bracknell Forest wants to work in partnership with schools and settings in this endeavour with a focus on excellence, equity and culture.

Our children who are currently presenting as vulnerable, and those with SEND, require not only our highest expectations but additional support so they feel equal and able to successfully access the excellence provided in our schools and settings in Bracknell Forest.

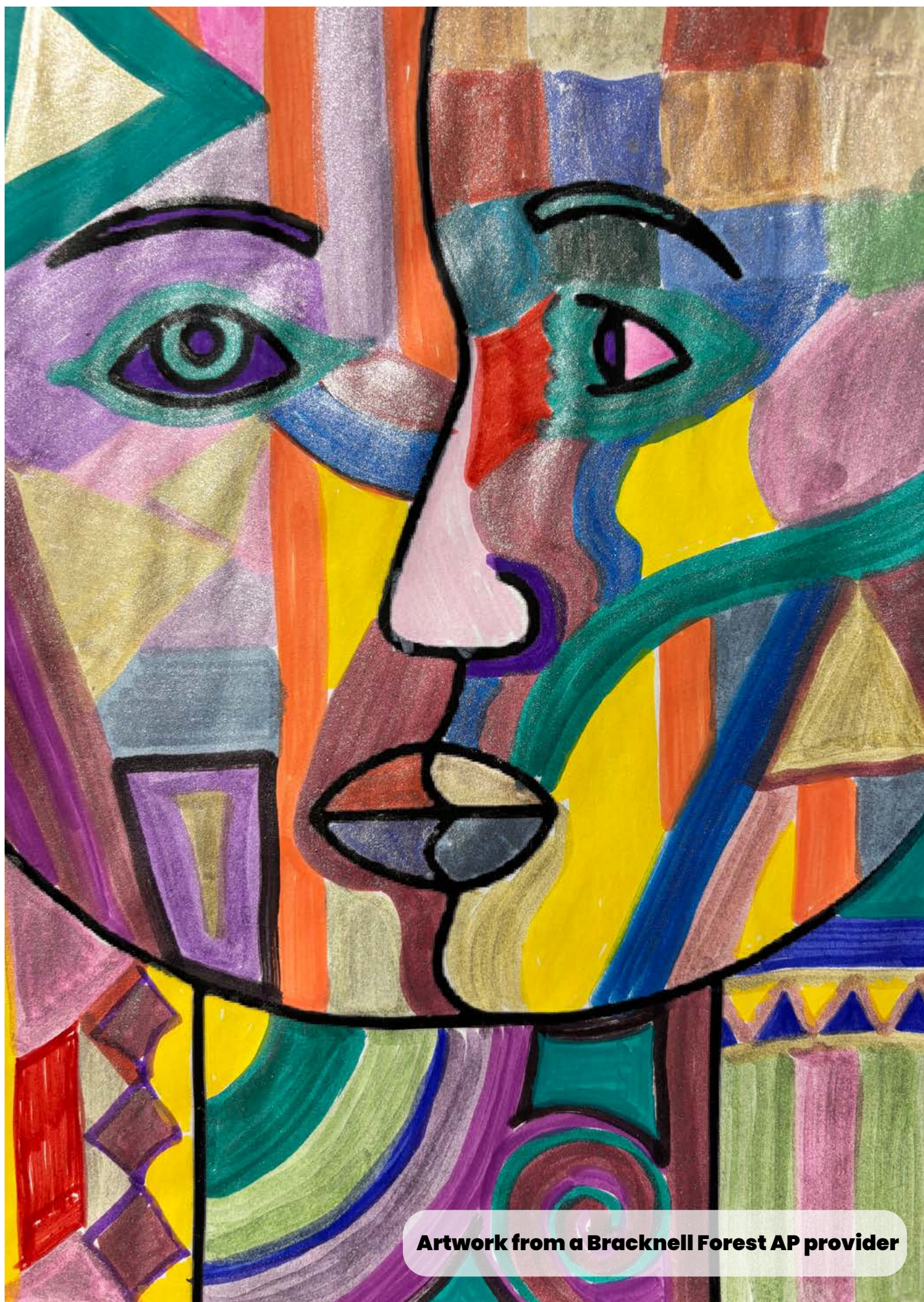
We do not underestimate the challenge of achieving this...

The priorities outlined in this strategy have been shaped by all stakeholders and will drive the delivery of the activities. We can't do this alone – only working in partnership will support the delivery of our agreed priorities and actions. We will support schools and settings to collaborate and to build on the new ways of working, teaching, learning and develop a rich and relevant curriculum which prepares all children and young people for the future.

The key ingredients for achieving this aim are **excellence, equity, and culture**.



Worry worm dolls created by families working with Bracknell Forest Family Learning Team



Artwork from a Bracknell Forest AP provider

Children and young people that currently present as vulnerable: A Bracknell Forest definition

There are a variety of factors that have the potential to impact on children's access to the curriculum, both formal and informal, and therefore their outcomes.

This strategy aims to improve outcomes for those children and young people, who, for many different complex reasons, may find accessing their education and achieving strong outcomes more difficult.

While there is broad understanding of what is meant by children and young people with SEND, there is no overall definition for vulnerable groups. It is important to acknowledge that children and young people can face vulnerability and disadvantage at any time in their lives. For some children it can be entrenched or described as 'legacy disadvantage' across many areas of their lives and over a long period of time, whereas for others they may be presently experiencing disadvantage and vulnerability for a short time.

We should not underestimate the importance of the language that we use when talking about children and young people. Labels can create unconscious bias and set limitations on what children can achieve. Marc Rowland, leading educationalist, talks about how we need to 'get rid of the deficit discourse [...] around disadvantaged pupils. Disadvantaged children, young people and their families are not a problem to be solved. They are our pupils, and it is about us getting better at what we do to help them to thrive.' He emphasises that everyone must have the highest expectations for all children.

In recent years, the Office of the Children's Commissioner estimated that overall there were 2.3 million vulnerable children growing up in Britain. Of this group, only a third were known to statutory services and two thirds were described by the Office of the Children's Commissioner as 'invisible'. It is our role to exercise our professional curiosity and judgement in identifying children and young people who are facing vulnerability.

These children and young people might include those who:

- are assessed as being in need under section 17 of the Children Act 1989, (including children and young people who have a child in need plan or a child protection plan) and children who are looked-after by the local authority
- on the edge of receiving support from children's social care services or who have previously received support from children's social care services (as identified by local authorities)
- that have been adopted
- placed on a special guardianship order or kinship care
- have identified special educational needs and/or disabilities
- at risk of becoming NEET ('not in education, employment or training')
- living in temporary accommodation
- those who are young carers
- young people on the edge or in Youth Justice
- children who are severely absent or missing from education
- children and young people in a family circumstance presenting challenges for them, such as drug and alcohol misuse, parental offending, adult mental health issues and domestic abuse
- those who are at risk of being disadvantaged because of the potential impact of living in a low-income family. These issues do not define pupils' educational experiences, but they can influence them.

This is not an exhaustive list and schools and settings can determine who they feel are presenting as vulnerable and consider the support they need.



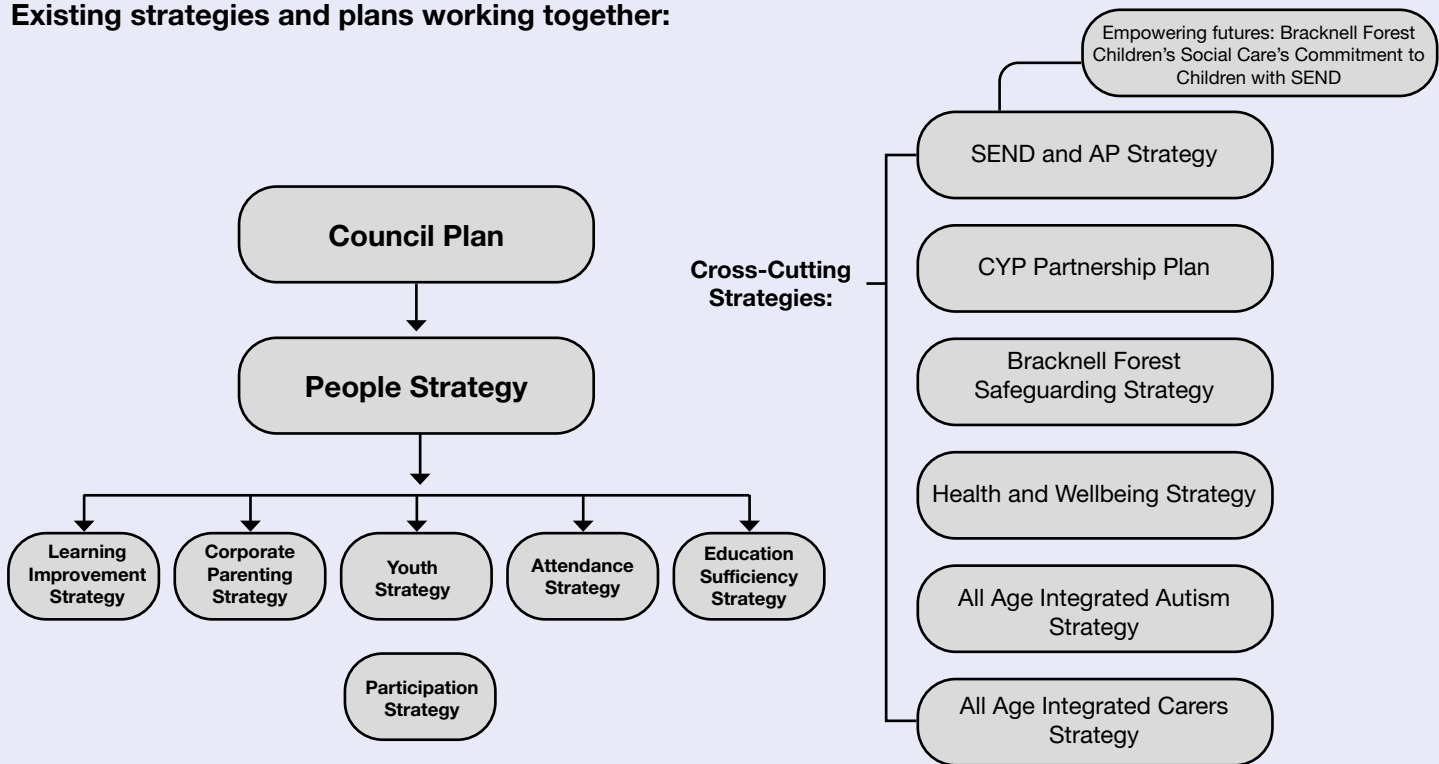
Artwork from a Year 11 pupil at Edgbarrow Secondary School

Existing strategies working across the partnership

Children and young people are at the heart of our Learning and Improvement Strategy. The strategy will sit alongside other key strategies that support our broader ambitions for children and young people in Bracknell Forest.

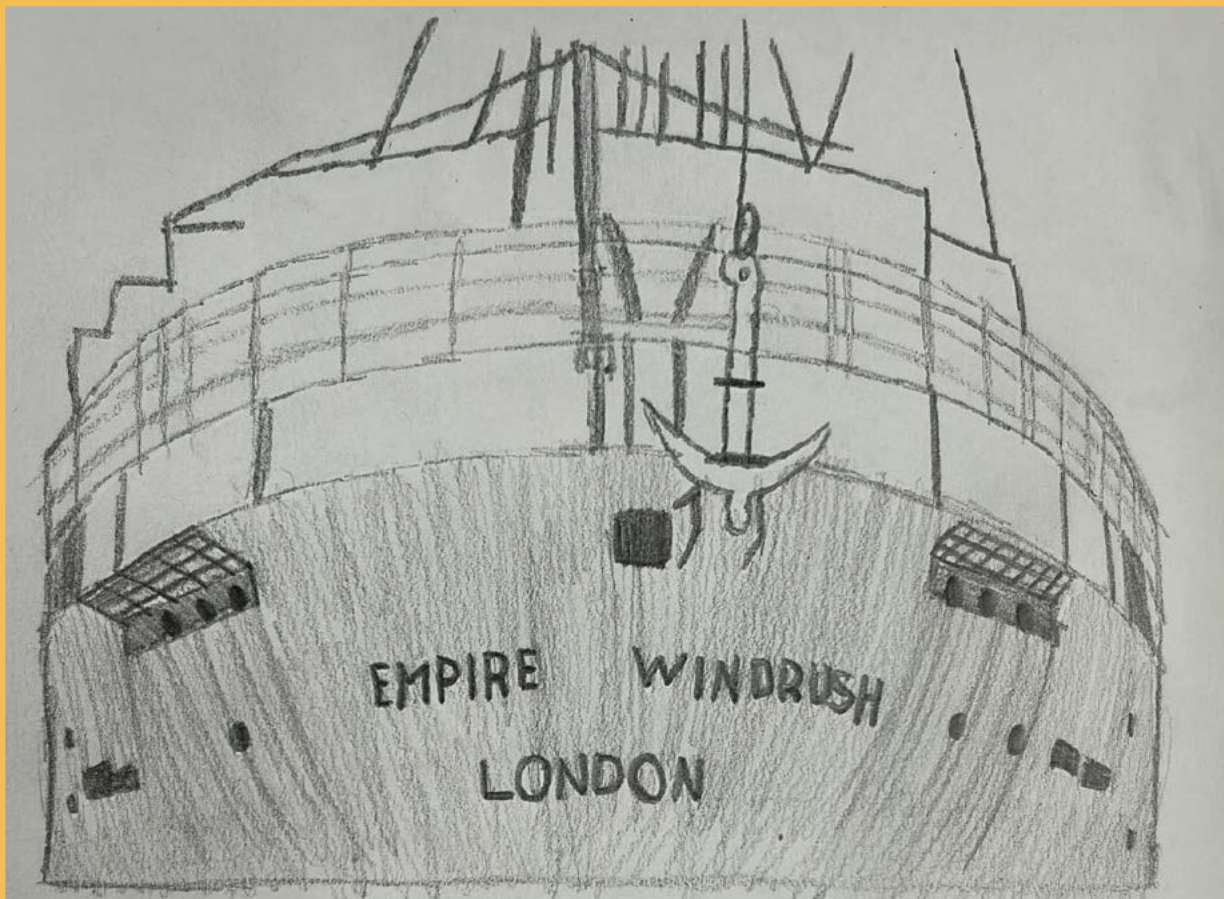
It is important to note that there are actions that overlap between this strategy and those listed below. Joint working is in place to ensure that there is alignment in the delivery and progress monitoring of these overlapping actions.

Existing strategies and plans working together:



Engagement and Consultation:

- Children and young people
- BFC Parent Carer Forum
- Bracknell Forest residents via public consultation
- BFC Headteachers
- BFC SENDCos
- BFC Governors
- Early Years Providers
- Service teams across the People Directorate
- Public Health



Artwork from The Pines Primary School

Overarching aim: Improve outcomes for all children and young people, including those that currently present as vulnerable and those with SEND.

Priorities:

1. Promote a culture of inclusion and equity.
2. Support the development of an ambitious curriculum to raise standards and equip children and young people for a healthy and prosperous future.
3. Support children and young people to develop better physical, mental and emotional wellbeing, social skills and strong relationships.
4. Work in partnership to ensure that all children and young people attend a high-quality school or setting and have access to education and training that meets their needs.
5. Support all our children and young people to reach ambitious outcomes including through strong transitions from birth to adulthood.
6. Support the development of a skilled, knowledgeable, and confident workforce that is equipped to meet the needs of its children and young people.

Priority 1

Promote a culture of inclusion and equity.

Stakeholders across the partnership will continue to:

- 1.1 Focus school and setting improvement activity on inclusive quality first teaching and ensuring strong progress and achievement from children's starting points.
- 1.2 Implement the Bracknell Forest Graduated Approach in all schools and settings, so that all children have access to an excellent curriculum.
- 1.3 Focus on the principle of inclusive pedagogy, addressing the values, attitudes and approaches that ensure all classrooms and settings are geared towards supporting those who find learning difficult.
- 1.4 Utilise the DfE and Education Endowment Foundation guidance and recommendations around the effective use of pupil premium funding to improve the outcomes of children that are experiencing disadvantage.
- 1.5 Proactively increase early support for children at risk of suspension or permanent exclusion through developing the range of early intervention and supportive alternative education across the partnership.
- 1.6 Effectively track and support children in need and those with a child protection plan in education, in order to raise expectations and improve outcomes.
- 1.7 Promote a multi-agency approach to supporting schools to build positive respectful cultures for all, including race, gender, disability and LGBTQ+ positivity.

In addition we will:

- 1.8 Embed the work emerging from the SEND Peer Review programme and develop the sharing of good practice across Bracknell Forest.
- 1.9 Work in partnership to improve school attendance, particularly for children and young people who present as vulnerable and those with SEND.

- 1.10 Refine the use of data so that schools, settings and services have a true picture of the equity of their policies, procedures and curriculum, including data relating to attendance, the use of alternative provision, reduced hours provision, suspensions and exclusions.

How will we measure progress?

- Reduced permanent exclusions for all pupils
- Reduced rate of suspensions at both primary and secondary
- Reduction in the rate of suspensions for pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Maintained high levels of school attendance for all pupils
- Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2



Artwork from a pupil at Ranelagh Secondary School - Hands

Priority 2

Support the development of an ambitious curriculum to raise standards and equip children and young people for a healthy and prosperous future.

Stakeholders across the partnership will continue to:

- 2.1 Support all early years settings to develop a broad and ambitious curriculum underpinned by strong foundations.
- 2.2 Through local networks, and through partnership working with the DfE hubs, engage with guidance and training on the quality of provision of English and mathematics.
- 2.3 Promote curriculum development that includes a strong focus on reading, oracy and critical literacy as key levers for advantaging the disadvantaged.
- 2.4 Develop opportunities to consider the impact of sustainability through climate education, green skills and career opportunities.

In addition we will:

- 2.5 Implement the national requirements emerging from the DfE's Curriculum and Assessment Review launched in July 2024, including the requirement for all schools, including academies, to follow the national curriculum.
- 2.6 Facilitate schools working together to develop holistic, creative and innovative curriculum models which prepare all our children and young people for the future.
- 2.7 Develop and implement a Post-16 Strategic Review in collaboration with stakeholders, providers and young people to shape future provision and curriculum delivery. Ensure that the review identifies strengths, gaps and opportunities across education, training and employment pathways, supporting a coordinated approach to post-16 planning in Bracknell Forest.

How will we measure progress?

- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2
- Improved destination data for young people with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Maintained high percentage of schools achieving positive Ofsted inspection outcomes



Artwork from a Year 4 pupil at Holly Spring Primary School



Priority 3

Support children to develop better physical, mental and emotional wellbeing, social skills and strong relationships.

Stakeholders across the partnership will continue to:

- 3.1 Support school engagement with opportunities for support for mental health and wellbeing in schools, such as the work of the Mental Health Support Teams in schools (MHST) and work alongside other partners.
- 3.2 Ensure early identification and proactive intervention for children and young people with behaviours resulting from anxiety and wellbeing issues, including emotional based school avoidance, sharing best practice across the partnership.
- 3.3 Provide early support for children in the early years through the implementation of '5 to Thrive' and similar programmes.
- 3.4 Promote a strong partnership approach to safeguarding in schools; multi-agency collaboration to protect those at risk, robust policy and processes, and a curriculum (including Relationships and Sex Education) which empowers children and young people to stay safe.
- 3.5 Promote a strong safeguarding culture of professional curiosity across the partnership, particularly in relation to children who currently present as vulnerable and those who are not in school/education settings.
- 3.6 Create a culture of opportunities for vulnerable children and young people to participate in inclusive outdoor opportunities enhancing their emotional health and wellbeing.
- 3.7 Promote the benefits of emotional health and wellbeing by providing opportunities to tackle inequalities through physical activity and sport.
- 3.8 Signpost parents and families experiencing hardship to additional programmes and sources of support.

- 3.9 Deliver an effective family learning programme to support parents and families in their role of bringing up their children, including in supporting with anxiety.

In addition we will:

- 3.10 Provide and engage with effective training for schools and settings to develop whole school attachment and trauma-informed practice, including through the implementation of the ARC (Attachment Research Community) framework.
- 3.11 Ensure effective information sharing and availability/co-ordination of therapeutic services for all children and young people who need them.

How will we measure progress?

- Reduced permanent exclusions for all pupils
- Reduced rate of suspensions at both primary and secondary
- Reduction in the rate of suspensions for pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Maintained high levels of school attendance for all pupils
- Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Reduction in pupils experiencing emotional barriers to school attendance (EBSA)
- Improved health and wellbeing outcomes for children and young people, as measured by evidence-based programmes, e.g. ARC, Youthline
- Decrease in acute presentations at paediatric services due to earlier recognition and referrals of children and young people in crisis
- Reduction in use of alternative provision and reduced hours provision



Artwork from a pupil at Garth Hill College - Fireman

Priority 4

Work in partnership to ensure that all children and **young people attend a high-quality school or setting and have access to the education and training they need.**

(Largely to be addressed through the Bracknell Forest Education Sufficiency Strategy: The Right Place for Every Child.)

Stakeholders across the partnership will continue to:

- 4.1 Increase provision locally for our more complex children and young people through the expansion of Specialist Resource Provisions (SRP) and specialist spaces, including for the under 5s, ensuring clear admissions criteria and processes.
- 4.2 Ensure that specialist placements are annually reviewed for impact, that pupils are transitioned into mainstream when they are ready to progress.
- 4.3 Ensure there are sufficient, accessible, affordable and flexible places for children aged 0-5 years to enable parents to work.
- 4.4 Intervene early with those schools in need of additional support, in line with Annex A.
- 4.5 Continue support for school leaders and governors to ensure that national and local priorities are addressed, with a focus on closing attainment gaps and supporting a robust culture of safeguarding.

In addition we will:

- 4.6 Improve upon strategies to ensure effective planning for the provision of high-quality school places (including for SEND) to meet demand informed by robust data.
- 4.7 Review alternative provision in the local area, to ensure it meets need and supports inclusion across the sector and ensure that the processes surrounding its use are robust and effective.
- 4.8 Work across the partnership to reduce numbers of children and young people being electively home educated, including by creating stronger links with schools.
- 4.9 Plan and secure sufficient, high-quality post-

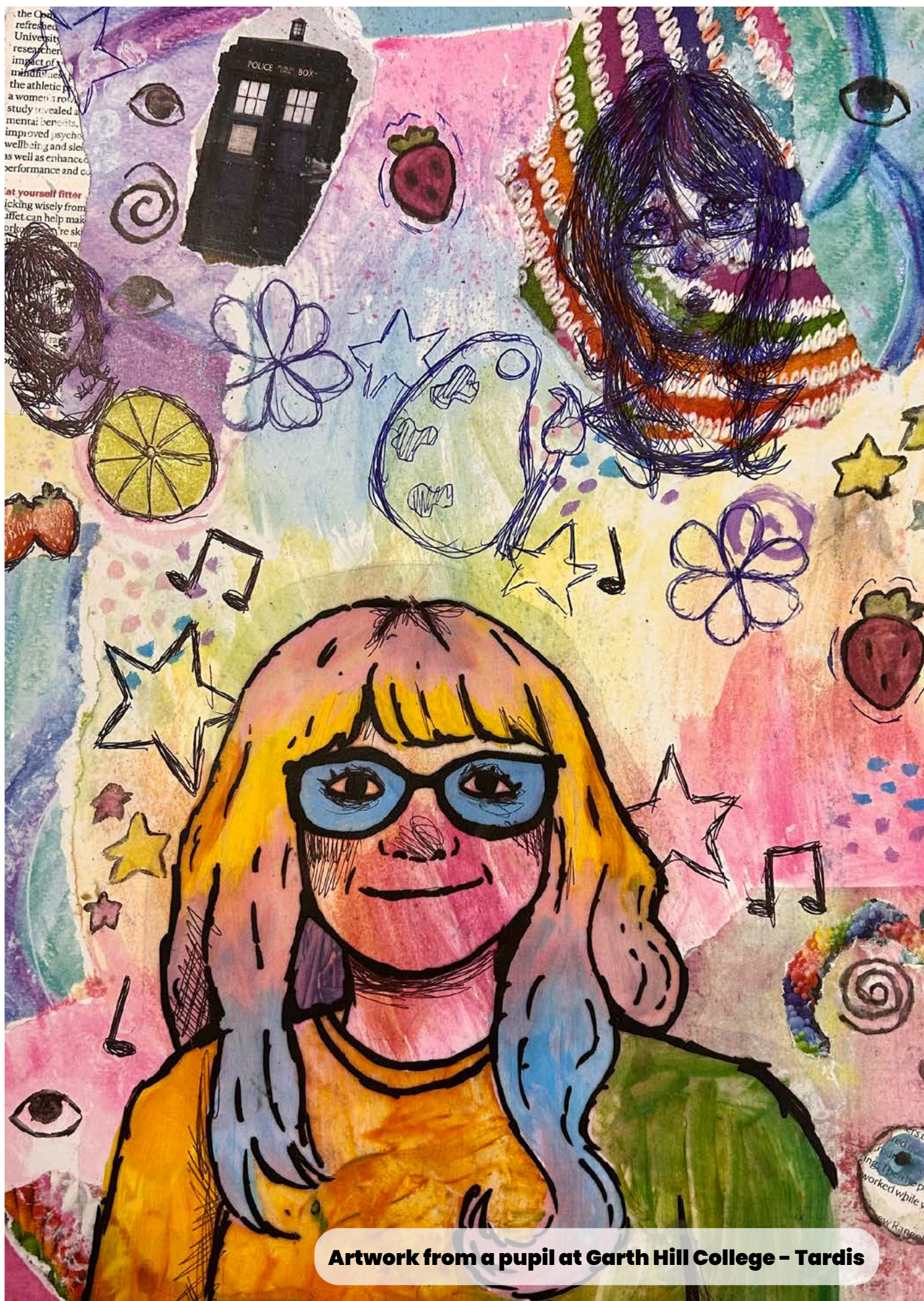
16 education and training places to meet local demand. Work with schools, colleges and training providers to monitor capacity, address gaps and ensure that every young person has access to appropriate local provision that meets their needs.

How will we measure progress?

- School places reflect demand
- Reduced number of surplus pupil places in schools
- Sufficient early years places available
- Maintained high percentage of schools achieving positive Ofsted inspection outcomes
- Increased proportion of those children and young people with an EHCP accessing appropriate provision in Bracknell Forest, rather than out of borough placements, including independent provision
- Reduction in use of external alternative provision and reduced hours provision



Artwork from St Joseph's Catholic Primary School – Penguin



Artwork from a pupil at Garth Hill College – Tardis

Priority 5

Support all our children and young people to reach ambitious outcomes including through strong transitions from birth to adulthood.

Stakeholders across the partnership will continue to:

- 5.1 Promote take up of all Early Years entitlements from 9 months – 5 years.
- 5.2 Strengthen careers education, information, advice and guidance (CEIAG) across all schools, colleges and partners. Ensure all young people receive clear, impartial information about education, training and employment opportunities, with a particular focus on low-attaining young people and those currently presenting as vulnerable. This will be supported by effective use of local labour market intelligence and collaboration with the Elevate service.
- 5.3 Facilitate best practice sharing around strategies to support parents to engage in their children's learning, through the family learning programme, and through effective communication with parents of children and young people with SEND.
- 5.4 Embed regular training and information sharing to ensure that school settings, services and stakeholders (specifically young people and their parent/carers) understand transition pathways and processes.

In addition we will:

- 5.5 Strengthen information sharing to support effective transitions from early years into primary school so that there is continuity of care and education.
- 5.6 Strengthen transition into secondary school (from primary and in-year) to ensure pupils with SEND and those that currently present as vulnerable feel fully socially included, feel a sense of belonging, and have continuity of provision between year 6 and the end of year 7.
- 5.7 Ensure that post-16 pathways are suitable, ambitious and responsive to local and national needs. Work with education and training providers to develop clear routes into further and higher education, apprenticeships and

employment, aligning pathways to skills priorities and promoting access to learning that supports progression and future employability.

- 5.8 Improve access, support and outcomes for young people with special educational needs and disabilities (SEND) and other vulnerable or disadvantaged groups. Through building stronger working relationships between key stakeholders, including schools, colleges, training providers, other service providers, neighbouring local authorities and the voluntary sector, enhance participation in education, employment or training for Bracknell Forest children and young people with SEND and those currently presenting as vulnerable.
- 5.9 Support effective transitions for all young people into further learning, employment and adulthood. Embed Preparing for Adulthood (PfA) principles from the earliest opportunity, ensuring that transitions into post-16 provision are well planned, timely and collaborative, with shared information and joint working between education, health and care partners to enable successful and sustainable outcomes.
- 5.10 Strengthen employer engagement to expand opportunities and support local skills priorities. Develop a coordinated, intelligence-led approach to working with local employers that increases access to work experience, apprenticeships and supported employment, using labour market information to align education and training with local growth sectors and create meaningful opportunities for young people.

How will we measure progress?

- Take up of Early Years entitlements meets or exceeds national average
- Increased attendance levels for children with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving grade 4+ in English and maths at GCSE

- Increased percentage of pupils with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium achieving expected standard+ (EXS+) combined reading, writing, maths (RWM) by end of key stage 2
- Improved destination data for young people with SEND, CLA pupils, children with a social worker, and pupils in receipt of the pupil premium
- Low NEET figures for all pupils
- Review of EHCP pupils transitioning to Post-16 indicates that inclusive provision is



Artwork from Wildrings Primary School

Priority 6

Support the development of a skilled, knowledgeable, confident workforce that is equipped to meet the needs of its children and young people.

Stakeholders across the partnership will continue to:

- 6.1 Develop recruitment and retention plans to ensure there are well qualified, skilled staff in schools and settings to support pupils.
- 6.2 Promote and develop a culture to address well-being and take account of teacher workload.
- 6.3 Foster a system-wide culture of high challenge/low threat.
- 6.4 In partnership, provide and signpost to a range of evidence based, effective continuing professional development programmes for all staff, e.g. Early Careers Frameworks, NPQs, research projects etc.
- 6.5 Promote and engage with opportunities to develop SEND expertise, embed the graduated approach, develop trauma informed

practice and inclusive quality first teaching, e.g. SENDCo Forum, the SEND Peer Review Programme, the SEND NPQ, engagement with Whole School SEND Handbooks etc.

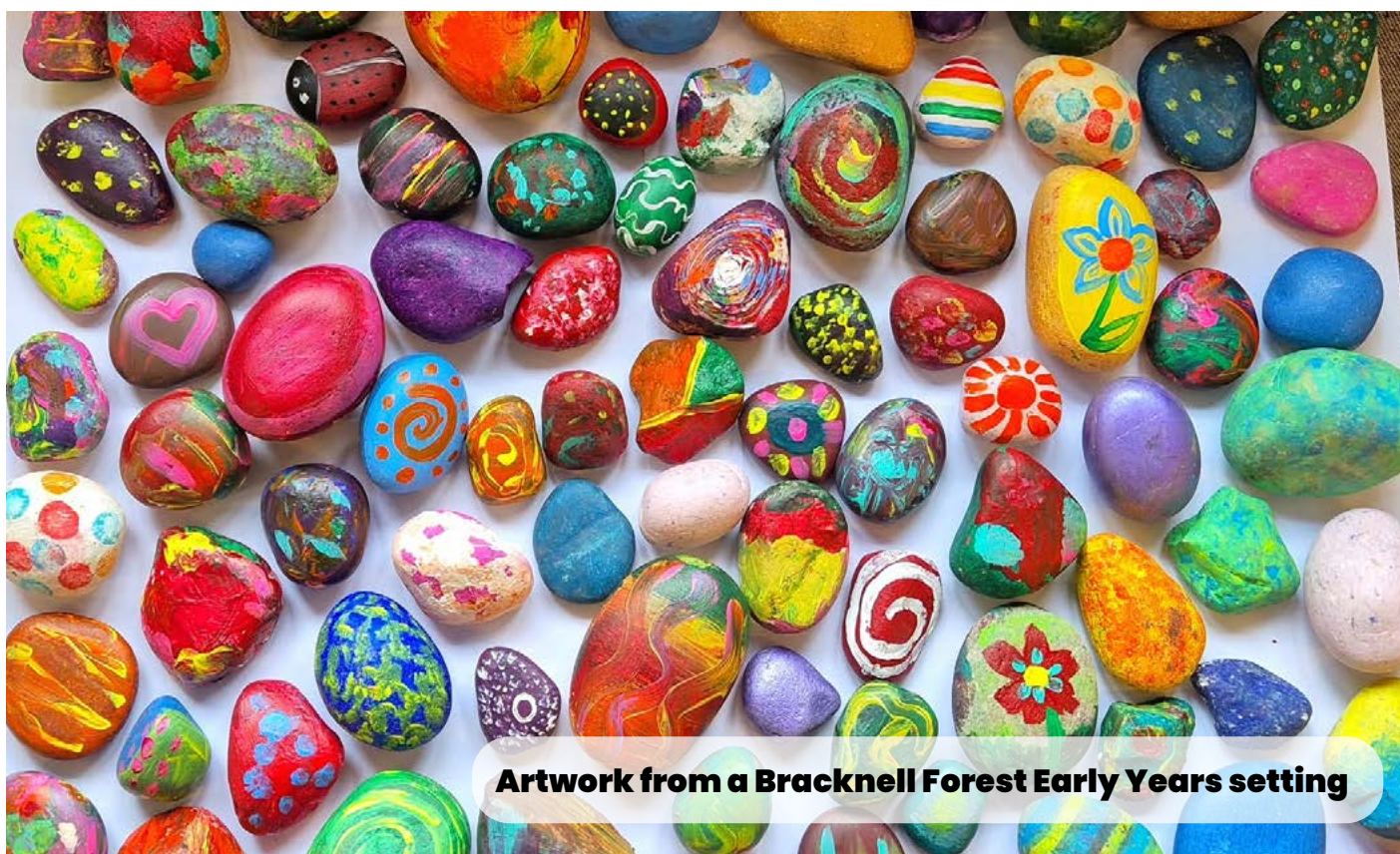
- 6.6 Facilitate the sharing of expertise and evidence building to foster innovation and excellent achievement.

In addition we will:

- 6.7 Build and develop collaborative networks through engaging education leaders and governors to develop a self-sustaining, system led model.

How will we measure progress?

- Decreased staff vacancies in schools
- Higher levels of staff retention in schools
- Effective use of the employee assistance programme
- Ongoing quality assurance indicates that leaders feel well supported



Artwork from a Bracknell Forest Early Years setting



Artwork from Owlsmoor Primary School

Implementation and monitoring

The responsibility for delivering this strategy lies with a range of stakeholders across the partnership. While some actions can be clearly assigned to the local authority, others fall under the responsibility of school leaders and are beyond the local authority's direct control. This strategy has been developed in consultation with these stakeholders, and its successful implementation relies on the collaborative efforts of all involved.

A key component of the strategy's delivery and governance is the establishment of an Education Partnership Board. This board will serve as a strategic forum, bringing together key stakeholders such as schools, academy trusts, colleges, training providers, early years providers, parents, and the dioceses. The board's purpose is to collaborate on improving outcomes for children and young people across Bracknell Forest. It will be instrumental in delivering the collective vision set out in this strategy.

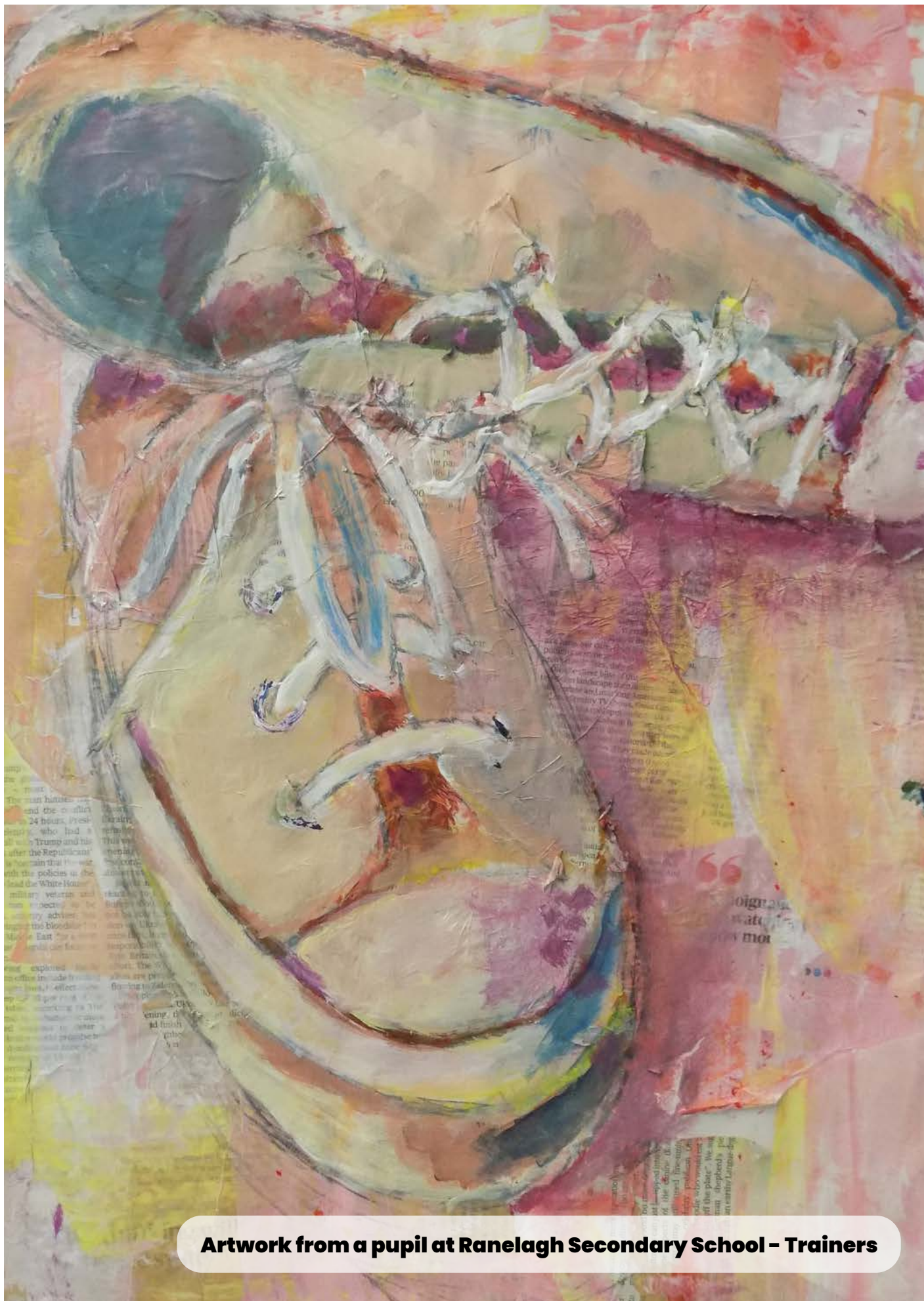
Where appropriate, the Education and Learning section of the People Directorate will map the relevant actions and performance indicators into their annual service plans over the next five years and monitor their impact through the local authority's service planning and reporting cycle.

This strategy will underpin collaborative working across schools and settings, fostering a culture of shared responsibility for all children in Bracknell Forest, especially those who are most vulnerable.

If necessary, the strategy will be adapted to acknowledge any legislative changes or national priorities that may significantly affect planned activities or the ongoing development of associated Bracknell Forest strategies.



**Artwork from a Reception child at
Wooden Hill Primary School**



Artwork from a pupil at Ranelagh Secondary School – Trainers



Artwork from a Year 6 pupil at New Scotland Hill Primary School - Cats Vince Lenart style

Annex A:

The LA approach to support and intervention in schools

The local authority has a range of statutory duties in order to promote high standards and fulfilment of children and young people's potential. The Education and Learning team leads on the council's statutory duties regarding school effectiveness.

The LA's school effectiveness activity is underpinned by a number of core functions:

1.

Champion for children and young people - through a rigorous and transparent monitoring process based upon robust data and communication the Standards and Effectiveness team will identify underperformance. As autonomous organisations, schools will need to identify how they will address concerns about performance and improve outcomes for children and young people. The Standards and Effectiveness team will ensure that the plans for school improvement in maintained schools are fit for purpose.

2.

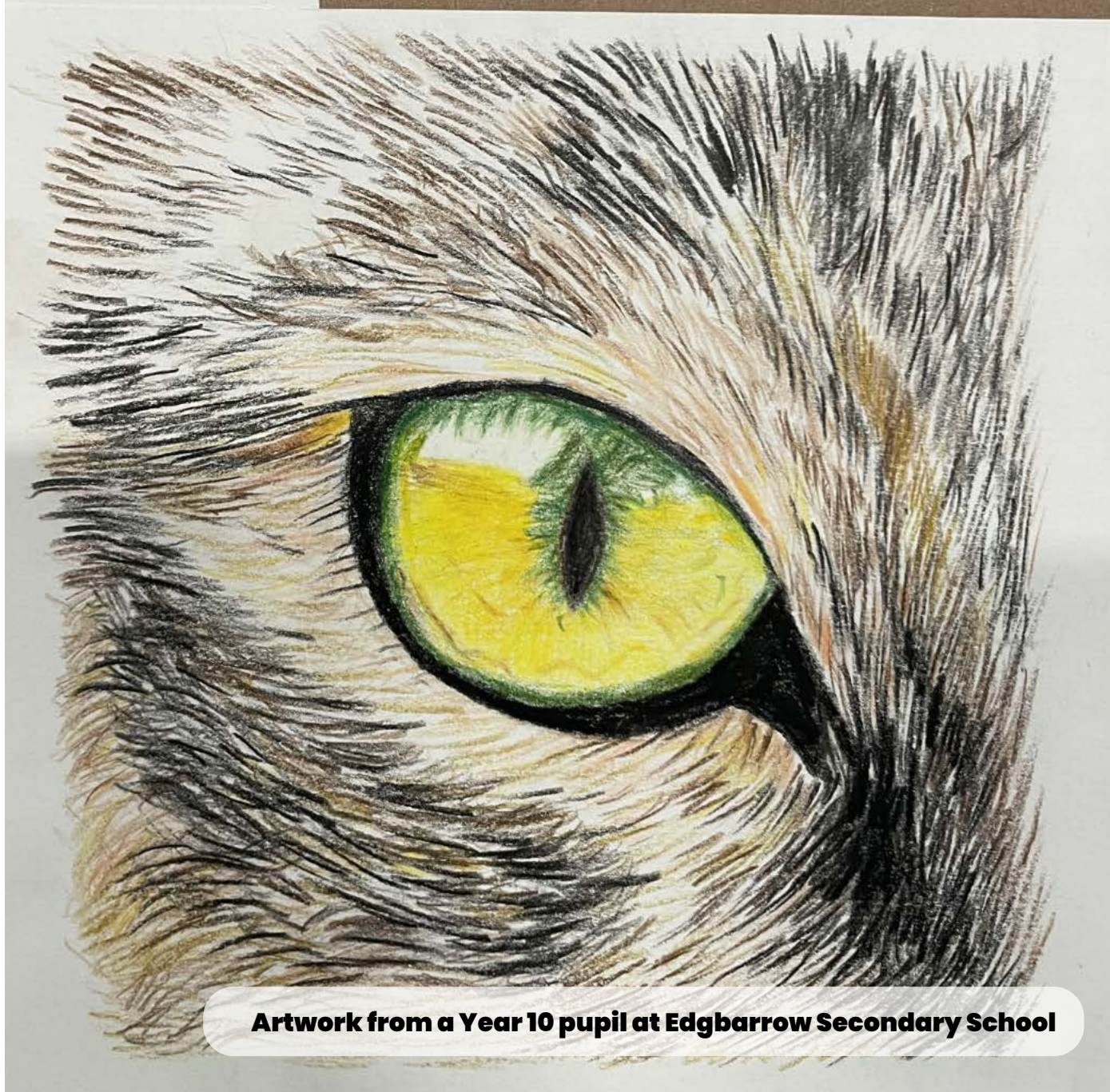
Partnership - the LA will encourage and support partnership and collaboration that improves outcomes, shares best practice and contributes to system led improvement. This includes strengthening existing partnerships.

3.

Respect for the autonomy of all schools – school leaders and governors are responsible for standards. It is their role to ensure the vision for the school is ambitious and plan for sustained improvement to ensure all children achieve their potential.

4.

Brokerage - the Standards and Effectiveness team will broker a range of local, regional and national school improvement associates.



Artwork from a Year 10 pupil at Edgbarrow Secondary School

LA Role in Monitoring and Challenge

The LA has a clear duty to intervene with maintained schools when standards in a school are not good enough. This duty is informed by 'Support and intervention in schools: Statutory guidance for support and intervention action in schools', DfE, November 2025

While the LA cannot directly intervene in academies, it has a duty to raise concerns with the DfE's Regions Group if an academy is underperforming or failing in its duties.

Triggers for formal intervention in a maintained school can include:

- the standards of performance of pupils at the school are unacceptably low and are likely to remain so
- there has been a serious breakdown in the way the school is managed or governed which is prejudicing, or likely to prejudice, such standards of performance
- the safety of pupils or staff at the school is threatened (whether by a breakdown of discipline or otherwise)
- the governing body have failed to comply with a provision of an order under section 122 of the Education Act 2002 (teachers' pay and conditions) that applies to a teacher at the school; or have failed to secure that the head teacher of the school complies with such a provision

As set out in the statutory guidance, local authorities may issue warning notices to their maintained schools under the circumstances set out above. Bracknell Forest has a policy of intervening early with schools, to ensure that the necessary improvements are secured before meeting the threshold for a warning notice. This approach is underpinned by a strong culture of partnership working between the local authority and schools.

It should be noted that under the Scheme for Financing Schools, the local authority also has statutory duties and powers to intervene where there are concerns about a school's financial management. These may include issuing a formal notice of concern if a school fails to comply with the scheme or risks financial instability. This notice can impose restrictions or conditions on how the school manages its delegated budget.

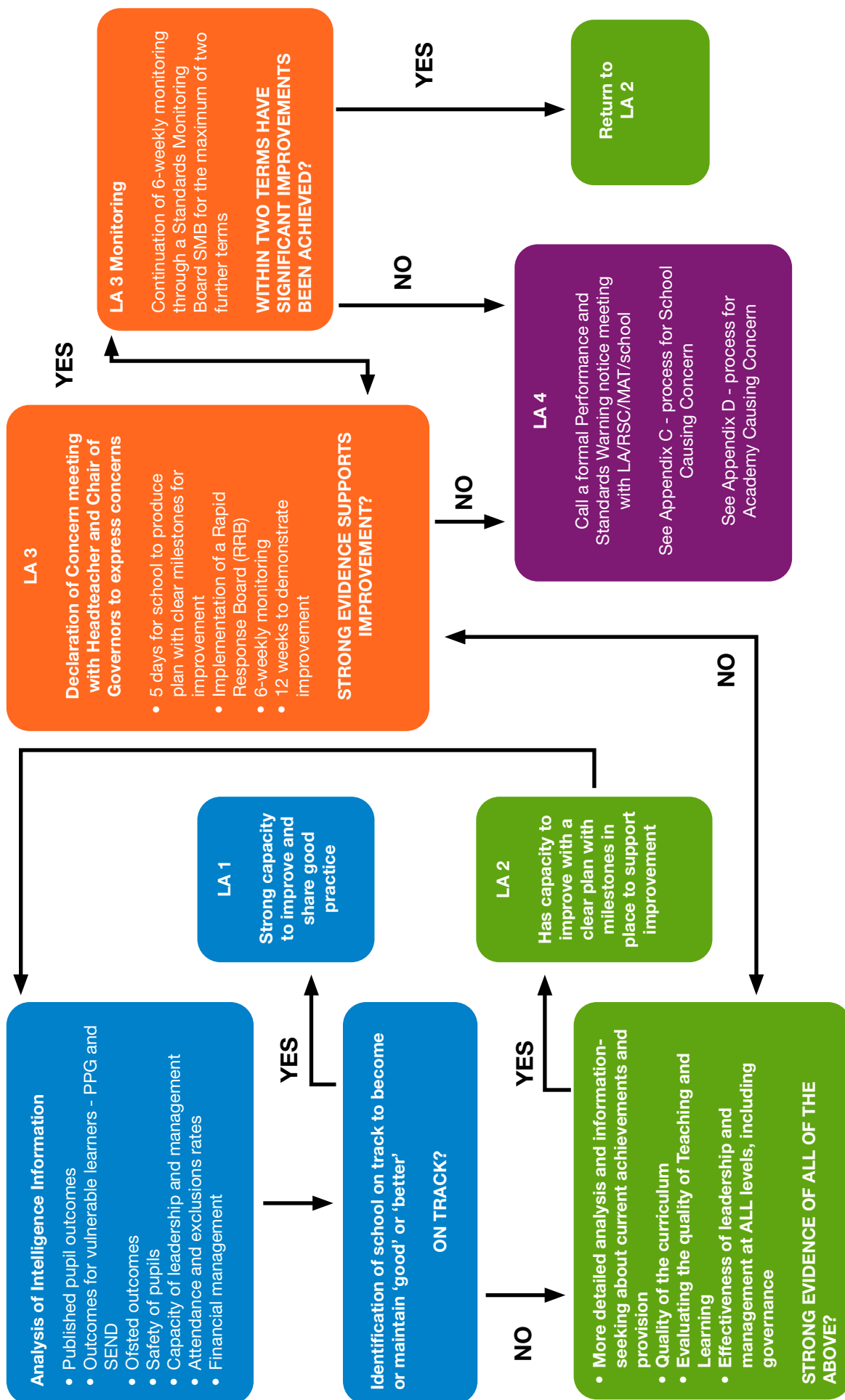
Flowchart 1, sets out what this early intervention and support approach looks like in Bracknell Forest, prior to issuing a warning notice. In circumstances where there are serious concerns, or a school is judged to meet the criteria set out in the statutory guidance as being 'eligible for intervention', for example, being judged as being in a 'category of concern' by Ofsted, or being identified as a 'stuck' school as described within the DfE guidance, additional discretionary powers may apply, and this early intervention approach may be bypassed.

The following flow charts specify actions to be taken by the LA should the need arise.

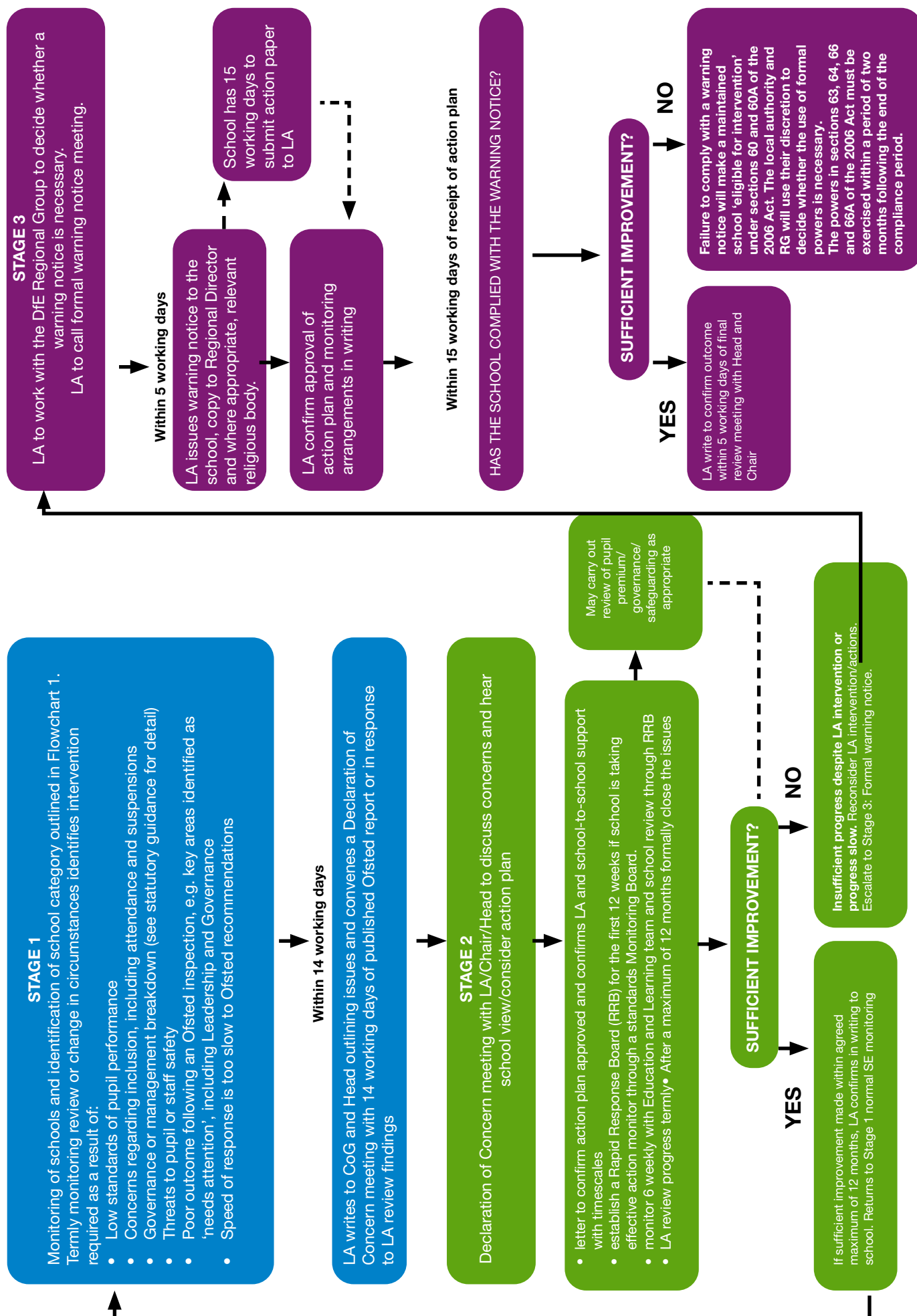


Artwork from Cranbury College

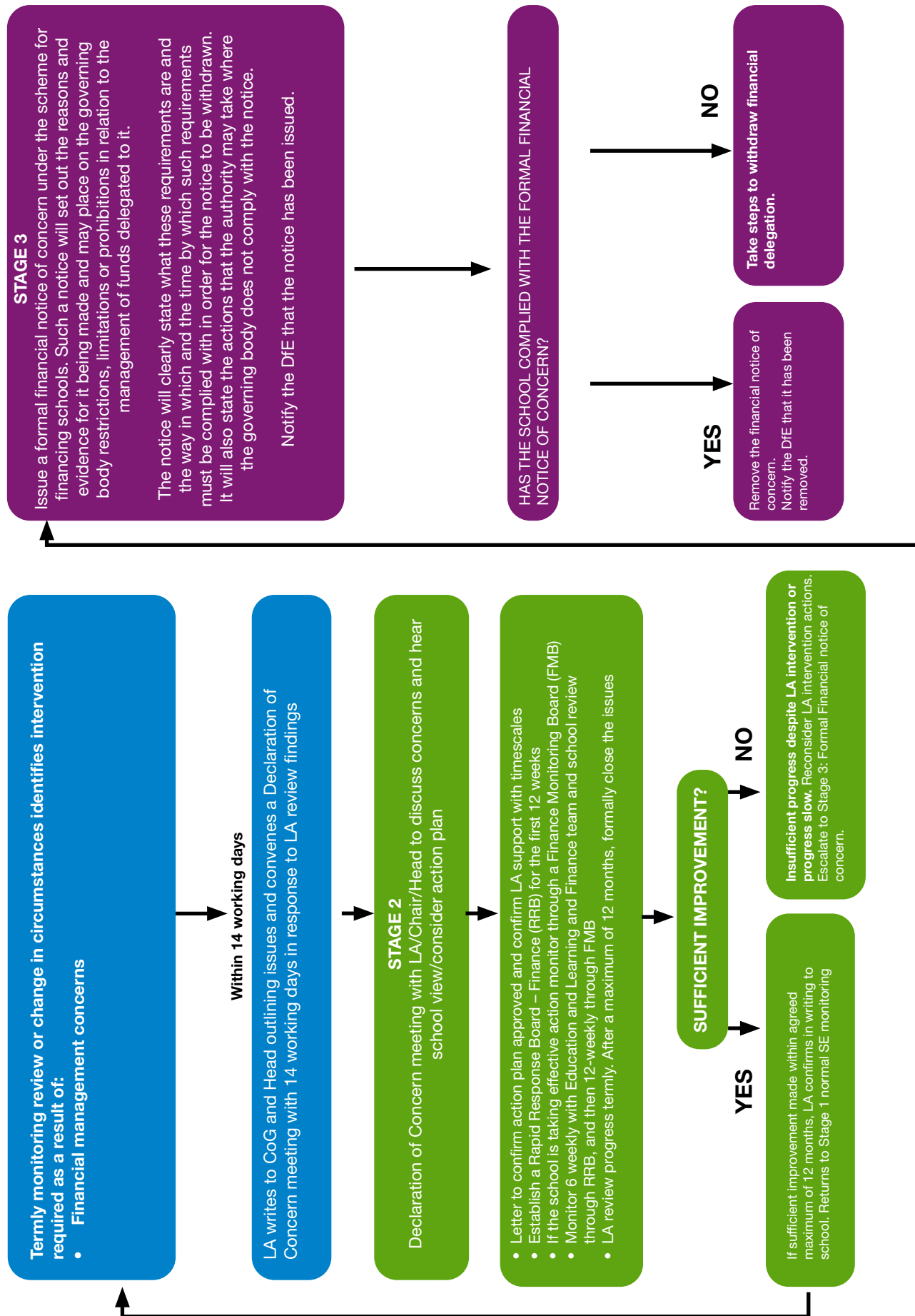
Flowchart 1: The local authority role in support and intervention in maintained schools (Standards and/or financial management)



Flowchart 2: Process for Maintained Schools Causing Concern (Standards)



Flowchart 3: Process for Maintained Schools Causing Concern (Financial management only)





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customer.services@bracknell-forest.gov.uk.