



Thurrock 's
Learning Strategy
For All
who live, learn and work here
2006 - 2021

Section 1

Partners - Thurrock Learning Partnership:

Academy of Logistics and Transport

Anglia Ruskin University

Thurrock Children and Young People's Strategic Partnership

Connexions

Government Office-East

Jobcentreplus

Link-Ed Consortium

Thurrock Libraries and Cultural Services

Palmer's College

Private Sector Training Providers

Thurrock Association of Schools and Colleges

Thurrock Adult Community College

Thurrock & Basildon College

Thurrock Business Forum

Thurrock Council

Thurrock Council for Voluntary Service

Thurrock District Association of Industries

Thurrock Primary Care Trust

Thurrock Thames Gateway Development Corporation

University of East London

Section 2 : Introduction and Purpose

- 2.1 Thurrock Learning Partnership is an inclusive body of partners (See Appendix A) dedicated to meeting the learning needs of their community and the local economy, taking into account the planned growth and development of Thurrock and the Thames Gateway. It recognises the need to work with partners from within and without the Learning Partnership and the broader agenda for Thurrock.
- 2.2 It aims to provide a strategic overview of lifelong learning in Thurrock, a forward looking, continuously developing and co-ordinated approach to delivery and a single point of reference for all stakeholders - internal and external.
- 2.3 This document sets out proposals for an inclusive learning strategy, encompassing all those who live and work in Thurrock. It recognises the importance of sharing good practice and resources to achieve its goals.
- 2.4 It's a bold attempt to seek an overarching consensus among all those who consume, provide, pay for and influence all aspects of formal and informal learning within Thurrock showing respect for the diversity, age range and difference among learners and the workforce.

Section 3 : Principles

- 3.1 The vision which underpins strategy is as follows :-

In order to achieve economic well-being, social justice, individual and civic pride, the health and well-being of the individual, community and society, the Thurrock Learning Partnership is committed to develop the highest quality formal and informal learning experiences for all who live and work in Thurrock.
- 3.2 The aims of the strategy are inclusive. They cover all who live, learn and work in Thurrock. They are :-
 - To increase learning opportunities, seeking investment to stimulate new provision where gaps exist
 - To remove barriers to learning thereby improving access
 - To raise aspirations and self-belief
 - To encourage community involvement and participation
 - To promote the enjoyment of learning for all and learner centred practice.
 - To secure the learning and skills essential to engage and support a strong and diverse employment base in Thurrock

3.3 All partners commit to the following Strategic objectives to achieve the above:

- To give the very youngest the best possible opportunities from birth
- To work with schools to ensure children and young people of statutory school age achieve the highest possible standards of attainment in a climate of enjoyment, safety and choice.
- To engage 16-19 year olds in learning, skills and training
- To engender a commitment to lifelong learning by offering young adults a sophisticated menu of formal and informal learning opportunities
- To improve literacy and numeracy skills, particularly up to level 2
- To maintain a commitment to, and participation in, lifelong learning by adults of all ages by as varied a range of skills and personal development opportunities as possible
- To increase higher level skills at Level 3 and above and establish a strong and visible higher education presence in Thurrock
- To provide impartial and independent information, advice and guidance to all

Section 4 : Targets

1. Improving learning for the youngest (0 - 5).

By 2021, we will:

25% of leaders of integrated early education and childcare settings funded or part funded by the LA with a qualification at level 4 or above

As above with graduate or post graduate training in teaching or child development

Children Centre maintained and active in every community

96% of settings providing early years & education to have achieved good, better or outstanding ratings with a higher proportion in better.

Standards increased at the end of the Foundation Stage including narrowing the gap in the 20% most deprived area. FS profile data

By 2012, we will:

15% of leaders of integrated early education and childcare settings funded or part funded by the LA with a qualification at level 4 or above

As above with graduate or post graduate training in teaching or child development

Children's Centre in every community

Inspections: Increase the % of settings providing early years & education gradings from satisfactory to good and outstanding with a higher proportion in good or outstanding

Standards increased at the end of the Foundation Stage including narrowing the gap in the 20% most deprived area. FS profile data

Baby - Rhyme Time sessions in all libraries

By 2008, we will:

9% of leaders of integrated early education and childcare settings funded or part funded by the LA with a qualification at level 4 or above (Baseline 2005: 2.9% with L4 or above)

As above with graduate or post graduate training in teaching or child development

8 Children's Centres established (Baseline 2005: 3)

Inspections: Increase the % of settings providing early years & education from satisfactory to good or better (Baseline: 2005 good or better 82.7 for full day care and preschools for education; 56.81% for full day care and pre-schools for daycare. NB figures may change under new Framework)

Standards increased at the end of the Foundation Stage including narrowing the gap in the 20% most deprived area. FS profile data

Bookstart (all phases) rolled out to 100% of those eligible

NB: Although baseline figures are given where they exist, the planned growth and regeneration of Thurrock will mean that conventional comparisons will not be valid in 2012 and 2021

2. Improve learning for school age children and young people (5 - 13)

By 2021, we will:

KS2: be in the first quartile nationally of LEAs

KS3: be in the first quartile nationally of LEAs

% of schools judged by OFSTED to be good or outstanding to increase to 95%

Ensure all schools due for redesignation for Healthy Schools accreditation achieve it

Systems and structures in place in all schools to ensure effective Personalised learning for all

Have increased inter-generational physical and creativity activities for all

By 2012, we will:

KS2: be in the second quartile nationally of LEAs

KS3: be in the second quartile nationally of LEAs.

% of schools judged by OFSTED to be good or outstanding to increase to 85%

Increase the number of schools with Healthy Schools accreditation to 100%

Progress will have been made so that 50% of Schools have systems and structures in place to ensure effective Personalised learning

Increasing inter-generational physical and creativity activities so that 50% of families are participating (Quality of Life Survey)

Increase the take-up of the "Inherit" initiative to involve 50% of primary schools

By 2008, we will:

KS2: be in the third quartile nationally of LEAs (2004: fourth quartile)

KS3: be in the second quartile nationally of LEAs (2004: fourth quartile nationally of LEAs)

% of schools judged by OFSTED to be good or outstanding to increase to 75% (2005: % achieving good or outstanding grades)

have increased the number of schools with Healthy Schools accreditation to 60%

Increasing inter-generational physical and creativity activities (2004: no benchmark but there is no evidence of significant shared activity)

Expand and develop library services for children including increasing the uptake of the Summer Reading Challenge by 10% (over 05/06)

Libraries to link with the Net Media/Community Virtual Learning Environment to facilitate access in places such as libraries

NB: Although baseline figures are given where they exist as a guide, the planned growth and regeneration of Thurrock invalidate conventional comparisons in 2012 and 2021

3. Improve learning for young people (13 - 19)

By 2021, we will:

KS4: 95% of pupils will have achieved a Level 2 qualification (5 good GCSE's or equivalent)

By age 19 95% of young person will have achieved a Level 3 qualification

Have systems and structures in place by all learning providers to ensure effective Personalised Learning for all

Have appropriate Work Based Learning Providers to meet the needs of young people and linked to local employment

The NEET group will have reduced to 1%

Have increased intergenerational physical and creativity activities for all (Quality of Life Survey)

Libraries, Heritages and Cultural Services to have provided worthwhile informal learning opportunities to 40% of the cohort (Benchmark?)

By 2012. we will:

Ks4: 70% of pupils will have achieved a Level 2 qualification (5 good GCSE's or equivalent)

By age 19 75% of young people will have achieved a Level 3 qualification

50% of all learning providers will have systems and structures in place to ensure effective Personalised learning (*encompasses Work Related Learning*)

50% of Work Based Learning will be linked to local employment

The NEET group will have reduced to 2%

Have Increased inter-generational physical and creativity activities so that 50% of families are participating (Quality of Life Survey)

Will have established "teen-zones" in every library which are designed and stocked by young people themselves

By 2008, we will

Ks4: 60% of pupils will have achieved a Level 2 qualification (5 good GCSE's or equivalent (2005:49% in the third quartile nationally of the LEAs)

No pupil will leave school without having achieved a qualification (2005: in the top quartile nationally of LEAs at 98%)

Progressed the development of vocational progression pathways (Benchmark: 2005 in development)

The NEET group will have reduced to 7%

Have increased inter-generational physical and creativity activities (2005: no benchmark but there is no evidence of significant shared activity)

Specialist schools will have majored on their specialism and shared good practice.

NB: Although baseline figures are given where they exist as a guide, the planned growth and regeneration of Thurrock invalidate conventional comparisons in 2012 and 2021

4. Improve learning for adults 19+

By 2021, we will:

Have supported Thurrock residents to have achieved Qualifications at Levels 2, 3 and 4 in line with the national average (measure: 2021 Census and LFS data).

Clear Progression routes From Entry Level to FE/HE; 50 % (?) of participants progressing to next stage of progression route; Poor Literacy and Numeracy levels reduced to 10% of population % of over 60s and BME participation to be proportionate to the % in the population

Have supported existing Thurrock businesses and encouraged new enterprises into the borough by ensuring - (a) they have access to a highly skilled and motivated resident population; (b) their staff have access to continual skills development to meet changing need; (c) delivery is flexible and in line with employer need (measure: survey 85% satisfaction; x number new employers) (d) Have an extended age range in employment together with continuing development across the age range

Continue to profile the case for funding for learning for leisure, health and social benefits

Provide managed transition from informal to formal learning in all libraries (measure?)

By 2012 we will:

Have increased the number of Thurrock residents achieving Qualifications at Level 2 to 75%, L3 to 48% and L4 to 25% of the national average (measure: 2011 Census and LFS data).

Clear Progression routes From Entry Level to FE/HE; 30 % (?) of participants progressing to next stage of progression route; Poor Literacy and Numeracy levels reduced to 15% of population (baseline: 2001 BSA data average 25%) % of over 60s and BME participation to be proportionate to the % in the population

Have supported existing Thurrock businesses and encouraged new enterprises into the borough by ensuring (a) they have access to a highly skilled and motivated resident population; (b) their staff have access to continual skills development to meet changing need; (c) delivery is flexible and in line with employer need (measure: survey 70% satisfaction; x number of new employers) (d) Increased the age range in employment together with continuing development across the age range

Libraries: Provide access for those groups who traditionally have not engaged in learning so that access is representative of the community (measure/benchmark?); Reposition libraries as centres for community focused informal learning and community engagement (Measure?); Ensure flexible access to learning such as e-learning, especially for adults who have no, or limited qualifications (measure?)

By 2008, we will

Have increased the number of Thurrock residents achieving Qualifications at Level 2 to 70%, L3 to 40% and L4 to 20% of the national average (measure: LFS data. Baseline: 2001 Census data/2004-5 LFS data).

Clear Progression routes From Entry Level to FE/HE; 20 % of participants progressing to next stage of progression route; Family Learning, FLLN and New Directions programmes still funded and embedded. % of over 60s and BME participation to be proportionate to the % in the population

Increase the number of locally skilled and motivated potential employees to Thurrock businesses by 10%

Prepare people for working longer and continually updating their knowledge and skills for productive employment.

Develop building skills post retirement

Libraries: Purchase stock in that reflects the views and wishes of Thurrock adults by engaging them in its selection; Set up 6 adult reader development groups in our Libraries; Expand number of Silver Surfer, Wiser for IT, Library/Heritage based reminiscence groups by 20% (from 05/06) within Libraries.

Have increased inter-generational physical and creativity activities (2005: no benchmark but there is no evidence of significant shared activity)

Promote Lifelong Learning through sports and physical activity

Section 5 : Related National, Regional and Local Strategies and Plans

Thurrock has linked strategies and Delivery Plans to achieve these aims, eg:

- Children and Young People's Plan
- Individual Provider Plans

(NB All Thurrock Plans to be accessible via Thurrock Council and/or Thurrock Learning Partnership websites.)

This over-arching strategy and all linked strategies and Delivery Plans incorporate the relevant Government and other key Strategies, policies and guidelines and specifically reflect the requirements of:

- Every Child Matters
- The Children's Act 2004
- *Skills for Life* (March 2001) – Basic Skills Agency
- *14-19: extending opportunities, raising standards* (Feb. 2002) – DfES
- *Workforce Development Strategy to 2005* (May 2002) – LSC
- *Success for All – Reforming Further Education and Training* (June 2002) – DfES
- *Education and Skills – investment for reform* (June 2002) – DfES
- *14-19: opportunity and excellence* (March 2003) - DfES
- *Progress Report – Working Group on 14-19 Reform* (July 2003) – DfES
- *Regional Social Strategy (March 2004) – East of England Development Agency*
- *Transforming Learning (April 2004) - LGA*
- *Thames Gateway Skills Audit (September 2004)*
- Opportunity Age (DWP 2004)
- 14- 19 White Paper (February 2005) - DfES
- *Skills: Getting on in business, getting on at work White Paper (March 2005)* DfES
- Relevant Sector Skills Plans as currently developed
- Youth Matters Green Paper (July 2005)
- LSC Agenda for Change (August 2005)
- Thurrock Thames Gateway Development Corporation Regeneration Plan
- Local Strategic Partnership Community Plan
- The Future of Higher Education (2003) - DfES
- The Higher Education Act 2004
- Widening Participation in Higher Education 2003