

Central Bedfordshire Council

29 January 2026

Children's Services Overview and Scrutiny Committee

Education Attainment Support Plan

Report of:

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Responsible Director:

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This report relates to a decision that is: *Non-Key*

This report relates to a decision that is urgent/exempt from call-in: No

Purpose of this report

To provide information around an action plan which will address poor attainment in Central Bedfordshire Schools

RECOMMENDATION(S)

Committee is asked to:

That Children's Overview and Scrutiny make comment and recommendation on the contents of this paper.

Executive Summary

1. The School Improvement Team has historically focused on supporting schools to secure positive Ofsted outcomes, with 87% of schools now judged Good or Outstanding. However, despite this, pupil attainment in Central Bedfordshire's KS2 attainment has been below average for the past 10 years and KS4 attainment in CBC has been below average since 2019.
2. The local education system is complex, with multiple transition points across lower, middle, upper, primary and secondary schools, which evidence shows can negatively impact outcomes. The Council shares accountability with the governing bodies and leaders of local authority-maintained schools for ensuring that pupils receive a high-quality education and that standards continue to improve. The Council fulfils this

responsibility through statutory duties to monitor performance, provide or broker support, and intervene where schools are causing concern.

3. While academies are directly accountable to their Trust Boards and the Department for Education, the Council retains a broader statutory role to promote high standards and champion the needs of all children in the area. Through collaboration, data sharing, and system leadership, the Council works with both maintained schools and academies to drive improvement, inclusion, and equity of outcomes across the local education system.
4. Key issues include a widening attainment gap across the primary phase, low performance relative to statistical neighbours, and below-average GCSE outcomes. Early Years results are now above national averages, but progress slows from Year 1 onwards. Outcomes in the Year 4 Multiplication Tables Check are also below national averages, underlining the need for stronger mathematics foundations. At post-16, performance in A-levels and technical qualifications is below both national and statistical neighbours, although results in applied general qualifications are stronger.
5. Attendance and exclusions present additional and underpinning challenges. Central Bedfordshire ranks poorly in national comparisons for attendance, which has a direct impact on attainment, and exclusion rates continue to affect the most vulnerable pupils. Addressing these challenges requires strong system leadership across the local education system, with governors and academy trusts playing a central role. The Council's role is to support and influence this work, which is reflected in the Education Attainment Support Plan through targeted training, strategic briefings, and inclusion in improvement activity. In addition, the three-tier system in parts of Central Bedfordshire creates multiple transition points, which evidence shows can have a negative impact on attainment, particularly for disadvantaged and SEND pupils.
6. In response, the Council has introduced a comprehensive programme of support. This includes a new CPD offer for maintained schools delivered in partnership with Herts for Learning, a deprivation-focused officer role, and the Wellcomm pilot to address early speech and language delays. Targeted work on writing, phonics, and Pupil Premium practice is underway, alongside strengthened governance training and wellbeing support for Headteachers.
7. This Education Attainment Support Plan sets out further actions to address areas of weakness and to work with schools to raise standards, close the disadvantage gap, and improve outcomes for all pupils. Although many schools locally achieve well, there remains a significant breadth in attainment across the system. This variation underlines the importance of ensuring that all schools, not only those judged to require improvement, can access professional support to address underperformance. The plan seeks to support sustained improvement by enabling collaboration, targeted intervention, and system leadership.
8. This Education Attainment Support Plan will act as the foundation for a wider Education Strategy, to be developed with schools, trusts, governors and partners during 2025/26. The Strategy will be informed by local data and priorities, with attendance, disadvantage, transitions and pupil outcomes expected to be central themes. By establishing shared governance and co-ownership across the education system, the

Council will work with partners to ensure that this plan and the emerging strategy support sustained improvement for children and young people.

9. The Council is not directly accountable for school outcomes, but it does have a statutory duty to carry out its education functions with a view to promoting high standards. In practice, this means the Council supports and influences improvement by working in partnership with schools, trusts and governors, while recognising that accountability for outcomes rests with those providers.

Main body of the report

10. In the primary phase, attainment in Central Bedfordshire falls increasingly behind the national average as pupils progress, despite the strong work of schools to mitigate these challenges. Performance is also below that of our statistical neighbours, and the gap is particularly wide for disadvantaged pupils.
11. In this report, the term “disadvantaged” refers to children who are currently eligible for Free School Meals (FSM), those who have been eligible within the past six years (FSM Ever 6), and younger children whose families meet the income-based criteria for FSM eligibility and who therefore attract Pupil Premium funding for their school.
12. At the end of Reception in 2024, Central Bedfordshire outcomes were above the national average. By Years 1, 4 and 6, however, attainment had fallen below the national picture.
13. This pattern continues through secondary education. By the end of Key Stage 4, attainment in all headline measures is lower than national averages, and the gaps widened further in 2024, despite the strong work of schools to mitigate these challenges.
14. Central Bedfordshire performs more strongly in post-16 vocational qualifications, with applied general results above the national average.
15. Eligibility for Free School Meals is a significant factor in explaining overall performance, but school leaders have also highlighted wider pressures outside the Council’s direct control that contribute to relatively poor outcomes. These include challenges around school readiness, multiple transition points within the three-tier system, workforce recruitment and retention, and the increasing needs of vulnerable learners.
16. In Central Bedfordshire, children and schools are directly affected by the national picture of unfair education funding. As one of the lowest-funded authorities, schools here receive thousands of pounds less per pupil than counterparts in better funded areas, despite facing the same, or in some cases greater, levels of need.
17. This disparity means that the additional costs of supporting disadvantaged pupils are spread more thinly across schools, making it harder for leaders to provide the early intervention, pastoral care and inclusive teaching that pupils need. The impact is particularly visible where Free School Meal (FSM) eligibility is spread across many schools, diluting resources and reducing the ability to create concentrated support.
18. While 87% of schools locally are judged Good or Outstanding by Ofsted, outcomes for pupils have declined in 2024/25 compared with national averages, reflecting the growing strain on school budgets and capacity. Local leaders are clear that this funding context hampers their ability to sustain improvement, widen inclusion, and close the

disadvantage gap, despite their best efforts.

19. Transitions and System Context

Central Bedfordshire retains a three-tier education system in many areas, with lower, middle and upper schools. Evidence shows that multiple transition points can negatively impact outcomes, particularly for vulnerable learners, including those with SEND. Each transition requires children to adjust to a new environment, curriculum, and peer group, and creates potential disruption to continuity of support.

20. The Council's school reorganisation programme is gradually moving areas from a three-tier to a two-tier system. While this will reduce the number of transition points over time, the process is lengthy and complex, requiring significant capital investment and careful planning with schools, trusts and communities. Throughout this period, it remains essential that robust transition arrangements are in place to mitigate risks for pupils, especially those with additional needs.
21. As part of the Education Attainment Support Plan and the forthcoming Education Strategy, transitions will be a key focus area, with work to strengthen consistency, improve data sharing between schools, and provide additional support for disadvantaged and SEND pupils during transition periods.

Early years (EY)

22. A "Good Level of Development" (GLD) is awarded when a child meets at least 12 of the 17 Early Learning Goals. In 2024, 68.9% of children in Central Bedfordshire achieved a GLD, up from 67.2% in 2023, and above the national average of 67.7%. This improvement shows progress at the earliest stage of education.

KS1

23. The only statutory assessment at Key Stage 1 is the Phonics Screening Check at the end of Year 1. In 2024, 79% of pupils in Central Bedfordshire passed the test, 1 percentage point lower than the national average. Although results have improved locally, this has mirrored national improvement, and the gap therefore remains unchanged.

KS2

24. Pupils are formally assessed in reading and maths, while writing is teacher assessed. In 2024, 53% of children in Central Bedfordshire achieved the expected standard in the combined measure of reading, writing and maths, compared with 61% nationally. This represents a 2% local increase on 2023, but national performance also rose, leaving the gap largely unchanged.
25. Taking the subjects individually
- Reading: The proportion of pupils achieving the Expected Standard improved by 2% from 71% in 2023, to 73% in 2024 but because national results also improved, CBC remains 2% below national.
 - Writing remained the same as 2023 (65% of children achieved the Expected Standard) and this is 7% below national, the same as last year.
 - Maths attainment was unchanged from 2023 (67% achieved the Expected Standard), but because there was an improvement in national results, CBC is now 7% below national (2023 was 6%).

26. In 2024, pupils in Central Bedfordshire achieved an average score of 19.7 in the Year 4 Multiplication Tables Check, 0.9 below the national average. Outcomes for disadvantaged pupils were 2.2 points below the national average. While schools have previously engaged with the Maths Hub, additional focus will be placed on strengthening mathematics pedagogy in primary schools, particularly for disadvantaged pupils, to raise performance in this key foundational skill.

KS4 - GCSE

27. At GCSE in 2024, Central Bedfordshire outcomes declined. The average Attainment 8 score fell to 42.3, down from 44.4 in 2023, and was 3.8 points below the national average (46.1) and 4.3 points below the statistical neighbour average (46.6).
28. The average Progress 8 score was -0.24, down from -0.12 in 2023, and statistically significantly below the national figure.
29. The percentage of pupils achieving grade 9–5 in English and maths fell to 40.3% in 2024, compared with 42.6% in 2023. This was 5.9 percentage points below the national average (46.2%) and 6.8 points below the statistical neighbour average (47.1).
30. The percentage of pupils achieving grade 9–4 in English and maths also declined, from 64.4% in 2023 to 62.2% in 2024. This was 3.2 percentage points below the national average (65.4%) and 4.9 points below the statistical neighbour average (67.1).

Post-16 Performance

31. Post-16 outcomes present a mixed picture. Average A-level point scores were 31.5 in 2024, 2.9 points below the national average and 3.3 points below statistical neighbours, placing Central Bedfordshire in the lowest quartile nationally. Technical qualification outcomes were also below the national average (28.0 points compared with 28.1 nationally), while performance in applied general qualifications was slightly above national at 30.0 points. This variation highlights the need for closer collaboration with schools and colleges to raise standards in academic and technical pathways, alongside maintaining strengths in applied general qualifications. Engagement with governing bodies, school leaders and trusts will be essential in driving this improvement.

Attendance and exclusions.

32. Attendance remains a significant concern in Central Bedfordshire, with overall absence rates higher than the national average. Persistent absence is strongly correlated with lower attainment across all phases. CBC ranked poorly in national comparisons for attendance in 2024, which has a direct bearing on attainment gaps. Work is underway through the Access and Inclusion Team and in line with the Department for Education's School Attendance Roadmap, with a renewed focus on supporting schools to address persistent absence and reduce barriers to attendance. Exclusions also remain an area of focus, given their long-term impact on outcomes; closer alignment between attendance, inclusion and attainment priorities will be built into the Education Attainment Support Plan.

Action taken in academic year 2024/2025

33. In 2024/25, the School Improvement Team shifted its emphasis from supporting schools solely on Ofsted readiness to a stronger focus on pupil attainment and progress. Detailed analysis of performance data revealed widening gaps in outcomes, particularly for disadvantaged pupils and those with lower levels of school readiness. In response, the team strengthened its engagement with school leaders, holding six-weekly meetings with maintained schools and termly meetings with academy CEOs and trust leaders. These forums provided a structured opportunity for leaders to identify the support they most needed. Schools consistently highlighted the value of timely updates from the Local Authority and access to high-quality professional development opportunities.
34. In response, the Council commissioned a wide-ranging professional development package with Herts for Learning. This enabled maintained headteachers to select from more than 3,000 training courses, tailored to the specific phase and context of their school. Costs were met through RAG funding, with priorities for access determined at the Statutory Schools Causing Concern meeting. This approach allowed resources to be directed where they would have the greatest impact.
35. The School Improvement Advisers continued to provide maintained schools with a broad range of statutory and advisory support. This included website compliance checks, governor audits and support, safeguarding audits, headteacher appraisals, moderation, support for Pupil Premium leads, Professional Study Groups, and confidential one-to-one sessions with headteachers. These activities are summarised in the table in **Appendix A**.
36. The team also fulfilled its statutory duty to moderate teacher assessments of writing. Because of the variation in school size across Central Bedfordshire, the 2025 moderation cycle involved a larger proportion of pupils than usual, which may have contributed to lower overall writing results. To counter this, training has been delivered earlier in the year, particularly for Year 5 and 6 teachers in schools new to the assessment cycle. Evidence shows that writing typically lags behind reading and requires sustained intervention; therefore, earlier and targeted training is expected to yield improvement over the next two years.
37. To better understand how disadvantage impacts attainment, a new part-time deprivation officer role was created. This work has highlighted that gaps can open from the earliest stages of education, with many children starting school with low levels of school readiness, particularly in speech and language. To address this, the Council secured Fairness Funding from Public Health to pilot the Wellcomm screening tool in 2024/25.
38. The pilot involved 23 schools and early years settings, screening over 1,700 children aged 2–5. Results revealed that only half of children were at the expected level for their age, confirming concerns about readiness for learning. The Wellcomm tool proved effective, with two-thirds of children making accelerated progress within 10–12 weeks.
39. In strengthening this model, the Council will ensure that future subject leadership capacity is aligned with the wider Education Strategy. This Strategy is in its early stages and is being co-produced with school leaders to develop the most effective approaches for targeting support and intervention. There is also scope to develop School Improvement Adviser practice further, with an emphasis on outreach-to-schools, so that strong practice is more consistently shared across the system.

40. For 2025/26, the pilot will expand to at least 30 schools and settings, embedding speech and language screening into baseline assessments. This should enable earlier intervention, reduce referrals to specialist speech and language services, and ultimately improve phonics outcomes by 2026.
41. Findings from the Wellcomm pilot highlighted the sharpest dip in attainment occurs in Year 1. Without intervention, this gap widens year on year. Child development checks show only 60% of two-year-olds in Central Bedfordshire meet expected communication milestones, compared to around 85% nationally. Addressing early speech and language development has therefore become a priority strand in the Education Attainment Support Plan.
42. Leadership wellbeing was also recognised as essential to sustaining improvement. A well-attended wellbeing conference for headteachers was held in 2024, after which a steering group of eight maintained and four academy headteachers was established, later joined by eight governors. The group has developed a programme of networking and information sessions for the 2025/26 academic year, and a second wellbeing conference has been scheduled for February 2026. Headteachers and governors have welcomed these developments as practical ways of supporting leadership resilience at a time of increasing pressures on schools.
43. Alongside these targeted initiatives, the School Improvement Team maintained its core statutory and advisory offer. This included website compliance checks, governance audits, headteacher appraisals, safeguarding audits, writing moderation, support for Pupil Premium leads, and regular briefings. The team also facilitated Professional Study Groups for leaders to share best practice and provided confidential one-to-one sessions for headteachers through SIAs.
44. School governing bodies and academy trusts play a critical role in shaping improvement. The Education Attainment Support Plan recognises that sustained progress cannot be achieved without the active involvement of governors and trust boards in setting high expectations and holding leaders to account. As part of this, governors and trustees are being included in training, strategic briefings, and meetings with School Improvement Advisers, ensuring that improvement strategies are embedded at governance level as well as within school leadership teams.
45. A strengthened programme of support for disadvantaged pupils was introduced. This included:
- Bespoke training in writing for Key Stage 1 teachers, mirroring the composition and transcription focus given to KS2 staff in 2023/24.
 - Rollout of a high-quality writing scheme of work for all maintained lower and primary schools.
 - Collaborative learning groups for schools with persistent underperformance and high levels of disadvantage, supported by evidence from the Education Endowment Foundation.
 - Targeted in-school support for schools with the most concerning results.
 - A planned conference for Pupil Premium leads and headteachers, designed to ensure leadership teams maintain a strong strategic focus on disadvantaged pupils.
46. To address low take-up of Free School Meal registration in younger year groups, a new project was launched in September 2025. By cross-checking benefit records with pupil

data, children eligible but not registered were identified, enabling schools to secure additional funding in time for the October census.

47. Support for governing bodies was also expanded. A suite of 32 training courses is now available, with options for bespoke packages. Schools purchasing training also gain access to the National Governance Association and Governor Hub. Governors are now routinely invited to attend SIA meetings with headteachers, further strengthening the link between governance and school improvement.
48. The School Improvement Team is a small but highly committed resource, providing a broad range of statutory and advisory support to schools. At present, the team consists of three part-time officers, with recruitment underway for one full-time and one part-time post to replace colleagues who have recently retired.
49. To ensure resilience and continuity, the Council's longer-term ambition is to establish subject leads within the team for key areas such as mathematics, English, early years, governance and data. This would reduce reliance on external consultants, strengthen the consistency of advice and challenge available to schools, and ensure that local knowledge is retained and shared across the system.
50. By investing in targeted expertise, the Council aims to make the most effective use of its limited capacity while supporting schools to deliver sustainable improvements in attainment. To embed sustainability, the Head of Education and School Improvement Advisers will attend cluster meetings across Central Bedfordshire throughout 2025/26. This will support contextual understanding of individual school circumstances, ensure schools are aware of available support, and promote collaboration between leaders. By situating the Local Authority visibly within these networks, the Council aims to strengthen its influencing role and encourage joint ownership of improvement.

Governance and Future Strategy

51. The Education Attainment Support Plan is intended as a foundation piece to support and influence immediate improvement in outcomes across the local education system. It will sit alongside and inform the development of a broader Education Strategy for Central Bedfordshire, which will be co-developed with schools, trusts, governors and wider partners.
52. The Strategy will be built from our local data and priorities with the aim of improving attainment for our children, with attendance, persistent absence and the disadvantage gap expected to be central themes. Other areas may include pupil wellbeing, transitions between phases, and the recruitment and retention of education leaders.
53. To support delivery, the Council will strengthen its governance arrangements by establishing a single education improvement partnership forum bringing together school and trust leaders, governors, diocesan representatives, the Lead Member and Council officers. This forum will help ensure that the action plan and strategy remain live, co-owned documents, with schools and system leaders at the centre.
54. The approaches described operate as part of a wider ecosystem of interventions that together influence outcomes for children. Each approach will be reviewed, recognising that effectiveness depends on context, phase and pupil needs, and that impact cannot be reduced to a single hierarchy of 'best' or 'worst' approaches.

55. The Education Strategy will be developed during 2025/26, with the action plan and governance structure providing the mechanism for annual review, progress reporting, and adjustment in line with emerging evidence and local need.

Options for consideration

56. Endorse the Education Attainment Support Plan as set out, recognising the comprehensive package of universal and targeted support for schools.
57. Recommend additional focus on specific areas of concern (for example early language development, transition between phases, or disadvantaged outcomes).

Reason/s for decision

58. Central Bedfordshire's attainment remains below national averages at each key stage from Year 1 onwards. Without a co-ordinated approach, the gap between local and national performance is likely to widen further, particularly for disadvantaged pupils. The Education Attainment Support Plan sets out a structured programme of actions to address these issues and improve life chances for children and young people

Council priorities

59. Improving educational outcomes contributes directly to the Council's priority of enabling children and young people to thrive. The Plan also supports wider corporate aims around reducing inequalities, strengthening communities, and ensuring long-term sustainability.

Legal Implications

60. The Council has statutory duties under the Education Act 1996 and the Education and Inspections Act 2006 to promote high standards of education and to intervene where schools are underperforming. The proposed actions are consistent with these duties.

Financial and Risk Implications

61. Delivery of the Education Attainment Support Plan will require continued investment of Dedicated Schools Grant (DSG) resources, supplemented by targeted use of external funding streams such as Public Health Fairness Funding. Recruitment of additional School Improvement staff will be managed within existing budget allocations. Risks relate primarily to the Council's limited direct control over academy outcomes and the sustainability of improvement work if resources are reduced.

Equalities and Fairness Implications

62. Central Bedfordshire Council has a statutory duty under the Equality Act 2010 with respect to the Public Sector Equality Duty (PSED). Section 149 of the Act details the requirement when taking decisions to have due regard to the need to advance equality of opportunity, eliminate unlawful discrimination, harassment and victimisation and foster good relations in respect of nine protected characteristics; age disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

63. The attainment gap between disadvantaged pupils and their peers in Central Bedfordshire is wider than the national average. The Plan places disadvantaged pupils at the centre of improvement work, including targeted interventions, governor training, and improved registration for Free School Meals.
64. Equality Impact Assessment screening will be completed as part of implementation.

Biodiversity and Sustainability Implications

65. While there are no direct environmental implications, the Plan promotes sustainability through workforce development, system leadership, and embedding early intervention tools such as Wellcomm.

Other Corporate Implications

66. Improved educational attainment is closely linked to better long-term health, employment, and community outcomes. The Plan will therefore have positive impacts beyond education, supporting wider corporate priorities around community wellbeing and economic growth.

Conclusion and next steps

67. Central Bedfordshire continues to face challenges in raising attainment, particularly for disadvantaged pupils and in closing the gap with national averages from Year 1 onwards. While Early Years outcomes have improved, progress slows across the primary and secondary phases, with GCSE results and Progress 8 significantly below national and statistical neighbour benchmarks.
68. The Education Attainment Support Plan provides an immediate and practical response. It sets out targeted actions already underway, including professional development through Herts for Learning, early language screening via the Wellcomm pilot, enhanced writing and mathematics support, and strengthened governor and headteacher engagement, alongside further measures to improve outcomes for disadvantaged pupils and support school leadership capacity. In strengthening this model, consideration will also be given to specific subject priorities such as phonics within English, and to whether subject leads should extend across the 2–16 age range or include post-16 expertise. There is also scope to develop School Improvement Adviser practice further, with an emphasis on outreach-to-schools, so that strong practice is more consistently shared across the system.
69. This action plan will also act as the foundation for a wider Education Strategy for Central Bedfordshire, to be developed with schools, trusts, governors, diocesan representatives and other partners during 2025/26. The Strategy will be grounded in local data and needs, with attendance, disadvantage, transitions through phases and pupil outcomes expected to be central themes. It will provide a longer-term framework within which this action plan will sit, ensuring continuity between immediate priorities and strategic goals, while recognising that delivery ultimately rests with schools and trusts.
70. Next steps will therefore focus on embedding the actions set out in this plan, establishing strengthened governance arrangements to provide joint oversight, and co-producing the Education Strategy alongside schools and partners. Specific emphasis will be placed on addressing transition points, reducing disruption for pupils, and

ensuring continuity of support between phases to improve attainment. Progress will be monitored regularly, with clear measures of success created ensuring that there remains a focus upon impact.

Appendices

Appendix A: School Improvement Team Activity

The above Appendix is attached below.

Background Papers

- N/A

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Appendix A - School Improvement Team Activity:

Activity	Outcome
Website Checks	Pre-visit to ensure the schools statutory compliance
Governor Support <ul style="list-style-type: none"> • Attend Governor meetings • Carry out Governance audits • Reintroduction of Governor Essentials 	
Headteacher Appraisals	Undertaking the appraisal on behalf of the GB
Pupil Premium <ul style="list-style-type: none"> • Audits in school • Support for PP leads in CBC schools 	
Moderation <ul style="list-style-type: none"> • Writing moderation • KS1 & Phonics moderation 	
Safeguarding Audits – working with Safeguarding Education Team	2-year timetable to ensure all schools are up to date with SG procedures.
Half Termly HT briefings Attendance at meetings to share updates within SI	Build partnership working by having regularly communication with LA officers. Ensure shared messages are delivered consistently
Testing <ul style="list-style-type: none"> • Key Stage 1 linked to attainment 	
CBC Knowledge hub for School Leaders (HTIP) <ul style="list-style-type: none"> • Annual programme to support new and existing HTs in CBC. • Monthly sessions • Liaise with external and internal colleagues to secure trainers for sessions 	This programme has been designed to support all senior staff in schools by providing a solid operational knowledge base, introducing key Local Authority officers, and offering insights into the systems and processes essential for running a school effectively. It is ideal for both new and experienced headteachers, as well as all senior leaders within schools.

Leadership & Governance Subscription – funded from the DSG	Supporting schools to meet statutory requirements and expert guidance, policies, and templates.
Widget Subscription – Funded from the DSG	Supports children with EAL in schools and is also useful for any children who need more visual cues
Compliance Check Data	To provide areas of support needed across the LA
SI Team Support Sessions	SIA led confidential session for HTs to discuss any matters relevant to their school
PSGs – Professional Study Groups	Facilitating a group of school leaders, to hold and meet with colleagues in other schools to share latest updates/best practices/support in curriculum subjects. Funding is provided to support each group from the DSG.
Wellbeing Conference <ul style="list-style-type: none"> • Annual event • 3 guest speakers • Full day 	The Local Authority became increasingly aware of the growing pressures faced by Headteachers—ranging from budget constraints and behaviour challenges to parental complaints and SEND issues.
Wellbeing Steering Group	Facilitating a board who were set up to provide opportunities for HT and Senior leaders in schools with networking events – funding from DSG as agreed at Schools Forum designed to offer support, share good practice, and provide opportunities for us to all meet face to face.
PowerBi	Uploading data from school improvement findings and other services to create a live picture of school performance
Safeguarding Supervision Training	Training and support for Headteachers in respect of peer accountability and support
Ofsted Analysis of section 5 & 8 inspections	Monthly analysis on likely inspection windows, which contributes to the priority of support from the SIT

School Improvement Planning Board	Facilitating a board who were set up to approve funding requests from the DSG top sliced money as per Schools Forum funding.
School Portal Page	<p>Latest guidance resources to Headteachers, School staff and Governors</p> <p>self-service area providing information, CPD opportunities and guidance</p>
TeachForward	Providing a platform for nominated practitioners from CBC schools, to provide support to school colleagues in specific areas
HFL – Bespoke CPD offer – primary model and secondary/special model	<p>Bespoke work meetings with HTS in each phase</p> <p>Bespoke package with HFL for special schools and secondary</p>
Annual calendar of events	<p>Statutory deadline dates, dates for returning information to the LA.</p> <p>Meeting dates for SIT throughout the year to support HTs planning their schools years.</p>