### Early Years

Tackling the complex challenges many children confront and enabling them to make the best of their lives demands early, cross-sector action. Indeed, the whole community approach which involves a wide-range of actors, from families to the community and statutory services, is needed for children to achieve the best outcomes. Interventions are required across a variety of areas, but a holistic approach that ensures families and children receive the support they require is essential.

Further work with Unicef should be examined to increase the focus on changing the way in which services that affect children are planned and delivered, in order to enable children to reach their full potential.

A multi-agency early intervention strategic partnership could play a critical role in developing and implementing the range of interventions needed during early years. Such a partnership should be driven by the Council, and have as its focus the need to break the cycle of poor outcomes, including health, poverty and education.

The Council should take a creative approach to the identification of institutions, organisations and companies who could be partnered with to support childhood and educational development.

### Education and aspirations

The Commission recommends that the Borough should be more ambitious in raising aspirations and educational outcomes.

The Council should put in place a programme to raise awareness of educational underachievement, and its long-term implications, amongst teachers, officers and members.

Schools have a critical role to play in raising aspirations. The Council should ensure that raising aspirations and educational attainment is central to the activities of every school in the Borough.

A new London Challenge-style programme should be introduced to tackle the disparities in educational attainment in the Borough. The Council should examine how funding can be accessed to support the programme.

Targeted encouragement and support should be focused on disadvantaged groups within the education system.

Recognising the holistic approach required to address educational underachievement, strong partnerships between schools and other
stakeholders, including the community and voluntary sectors, and business, should be established focusing on providing the social, emotional and practical support children and families require.

The Council should pursue an initiative with Teach First that would ensure teachers stayed longer within the schools.

The Council should engage with livery companies associated with traditional industries in the Borough and seek long-term partnerships through school 'adoption'.

In order to help make the Borough an attractive one for teachers, and other key workers, the Commission recommends that the Borough make available housing, in a mix of styles that meet the needs of people at different stages of their lives (smaller apartments through to family homes).

The Council should persuade tutoring organisations, including those that draw on tutors from the private sector (such as The Access Project – which matches students from disadvantaged backgrounds with volunteers from the private sector to help them get into Russell Group universities) or those that utilise university students, such as the Manchester based charity Tutor Trust, to support student in the Borough.

Working with parents is crucial to raising aspirations, but the challenge of doing so should not be underestimated and a multi-stakeholder approach is required. Schools should identify and develop strategies, drawing on successful examples from both inside and outside of the Borough, to help engage parents where low aspirations are a hindrance on children’s performance.

Schools should adopt an experiential approach to the curriculum, which incorporates the cultural entitlement statements adopted by school governing bodies in the Borough, enabling students to have wide-ranging experiences that both inform their learning and contribute to widening their horizons. This could include activities across London, as well as a ‘Model UN’ activity, harnessing philanthropy to support the activity.

The Council should ensure that schools in the Borough are providing careers education, as distinct from individual advice and guidance, to students from a young age.

The Council should build on the early work of the Cultural Education Partnership, and explore with stakeholders as to how its approach could be harnessed not only to raise educational attainment and progression in the creative sectors, but also to build and foster inclusive and cohesive communities.

The Council should explore the potential of working with high
quality academy chains, and other education providers, to contribute to improving educational attainment.

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