



Cradle-to-career Partnership

**Great schools are necessary
but not sufficient**

for all children to enjoy lives
of choice and opportunity



THE CHALLENGE:

WE KNOW WHAT CHILDREN NEED TO THRIVE:



Be safe and well supported

Every child should be free from harm and enjoy secure, nurturing, positive experiences—especially during their first 1,001 days



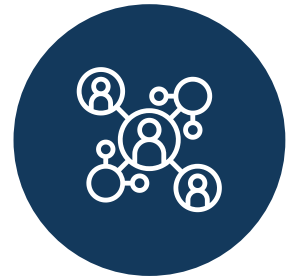
Be healthy

Every child should develop positive well-being—physically, mentally and emotionally



Achieve well academically

Every child should be challenged and supported by great teaching and a rigorous curriculum—especially during their first 1,001 weeks



Build strong, trusting relationships

Every child should have strong peer and familial relationships and engage positively with their local community

But for far too many children,

this is not the norm

THERE ARE MILLIONS OF CHILDREN IN ENGLAND WHO ARE NOT HAVING THESE NEEDS MET

On average, children experiencing disadvantage:

5
months
behind

Start school nearly 5 months behind their wealthier peers

4x

Are four times more likely to develop mental health problems by age 11



More likely to be physically unwell

2
years
behind

Finish school 2 years behind their peers

Our disjointed school system

does not help



NURSERY, PRIMARY AND SECONDARY SCHOOLS OFTEN FEEL LIKE DIFFERENT WORLDS TO CHILDREN, PARENTS AND TEACHERS

As children move between schools, the connection to families is unstable: teaching practices, routines, and expectations vary; the curriculum lacks coherence; strong, trusting relationships between families and schools wither.

Stability, continuity, and coherence matter for all children but these disjuncts adversely affect the most vulnerable in our communities; reducing the likelihood they will go on to live happy, healthy lives of choice and opportunity, and contribute meaningfully to civic life.

We believe that schools and trusts are uniquely placed to change this

Through investing in relationships with parents, the community and other local services, and embracing their roles as civic institutions; schools and trusts can strengthen local communities and transform children's lives



WHICH IS WHAT WE'VE BEEN DOING IN FELTHAM OVER THE LAST TEN YEARS

Feltham
Convening



Feltham
College

FELTHAM
FUTURES

REACH
NURSERY

REACH
UP

An all-through school, serving
children between 2 and 18

An integrated pipeline of provision and support for children
and families that complements the work of the school

A cross-sector community partnership to improve
outcomes for children and young people

THE CHANGE:

We believe there is significant potential for schools and trusts to maximise the potential of being 'all-through'; ensuring all children have the coherent curriculum, consistent support, and strong relationships they need to thrive—

—from 'Cradle-to-Career'



Schools are reliably well-funded with facilities to support their communities

Schools maintain long-lasting relationships with families

Schools provide trusted, universal services

Schools are visible institutions; deeply rooted in their communities

Schools identify children's needs for early intervention





Cradle-to-career Partnership

Led by the Reach Foundation, the Cradle-to-Career Partnership is a growing partnership of all-through schools and trusts supporting each other to develop local cradle-to-career models of support, anchored in great schools. Over two years, we provide a structure to support all-through trusts to:



1.

Catalyse a seamless 'pipeline' of support for children from before birth to positive post-school destinations

2.

Maximise the potential of being all-through in terms of curriculum, quality of teaching and relationships with children and families



We are currently partnering with ten trusts in 13 communities across England and are now exploring partnerships for a new cohort of trusts to join the Partnership in September 2023



HOW DOES IT WORK?

Our Cradle-to-Career 'Partners' access two years of structured support to maximise the potential of being all-through and catalyse their local cradle-to-career model. The support is organised around five 'threads' that are vital for effective all-through, cradle-to-career models:

Leading cradle-to-career

Ensuring trusts develop the capacity and capability required to catalyse, sustain and refine effective cradle-to-career models

Enacting all-through curricula

Ensuring every child experiences a curriculum that is coherently sequenced and builds cumulatively

Developing great teachers

Ensuring every child has the best quality teacher in front of them—in every phase, in every classroom

Embedding strong relationships

Ensuring every child develops a strong support network based on positive, mutually respectful relationships

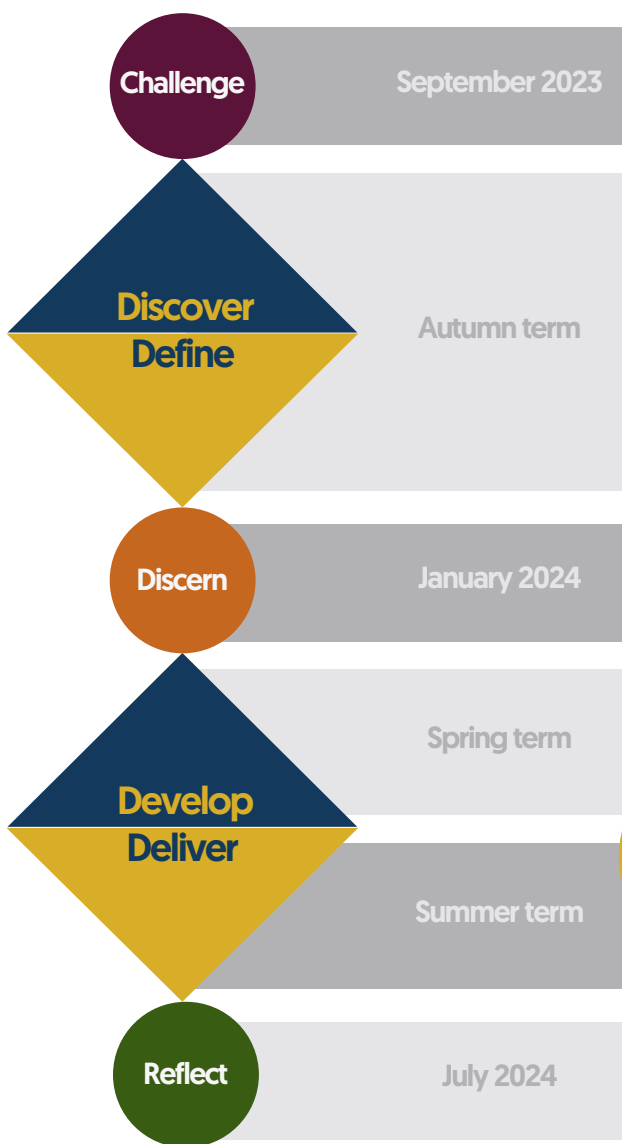
Serving your community

Ensuring every school develops a deep understanding of the communities it serves—working in partnership to strengthen capacity

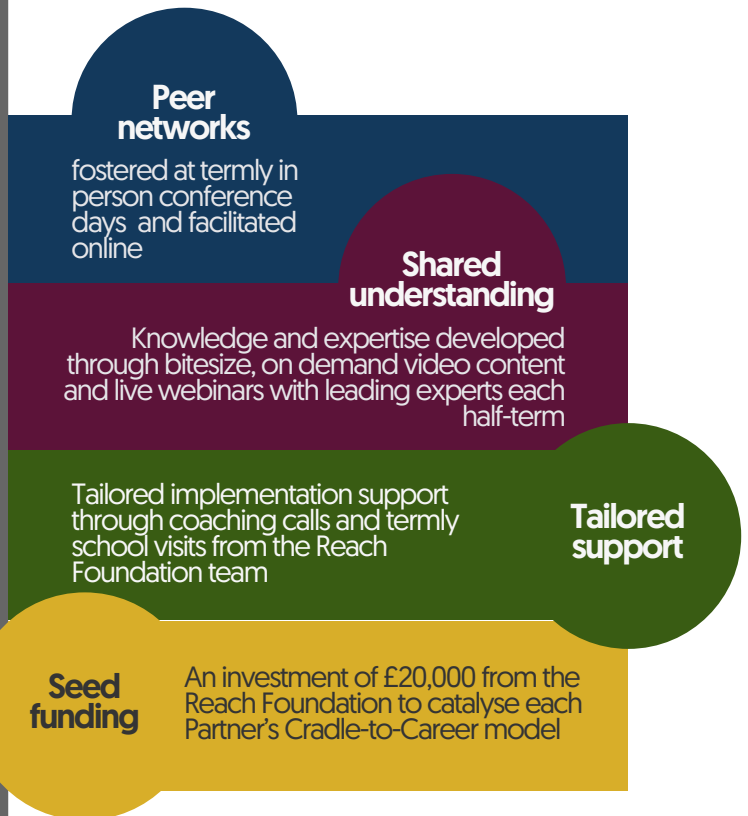
Partners nominate two 'all-through' leaders (i.e. one from primary and one from secondary) to co-lead each thread. These 'Thread Leads' join a cohort of people from other trusts around the country to form a community of practice.



Over the course of two years, Thread Leaders work together to explore specific 'all-through' challenges facing them in their trust, before developing and delivering solutions alongside a national network of domain-specific experts.



Thread Leaders are supported throughout the Partnership with:



WHAT ARE PARTNERS WORKING ON RIGHT NOW?

Leaders at three schools on the same road in Portsmouth are aligning their curricula as part of a wider effort to maximise the benefit of their all-through cluster. Curriculum leaders have, for the first time, established cross-phase relationships and protocols to embed an aligned 'all-through mentality'. They've identified some minor tweaks to curriculum content and enactment to ensure coherent progression for pupils.



Headteachers from Brigshaw's six primaries and single secondary school have agreed to codify principles of excellent teaching to form the foundation of trust-wide professional development. Leaders are calling this their 'Blueprint': based on the best available evidence, combined with hard-won professional experience and expertise. The emergent common language has proved particularly powerful during CPD sessions and coaching conversations, with pupils already receiving a more consistent experience within and between each phase.



Leaders at Education South West identified an opportunity to strengthen trust and relationships between teachers and support staff across primary and secondary schools. Through listening deeply to colleagues and gathering data to create a shared picture of the children and families at ESW schools, they plan to develop clear shared purpose around supporting 'our kids'.



As part of the initial development of their Cradle-to-Career model, leaders from Holyrood Academy and Neroche Primary uncovered a need to strengthen the coherence of support for children and families in Chard, Somerset. Their first step to creating a Cradle-to-Career model is to build relationships with and between people in different voluntary and statutory leadership roles—with their inaugural community breakfast being attended by more than 30 local leaders with representation from the local council, local schools and regional charities.



JOINING THE PARTNERSHIP

Our Cradle-to-Career Partnership is made up of all-through schools and trusts committed to ensuring all children can enjoy lives of choice and opportunity.

We are looking for new partners who are open to learning, willing to share [recognising that none of us has all the answers—"no-one is as smart as everyone"], with a clear purpose around better serving children experiencing disadvantage.

Developing a Cradle-to-Career model is complex, difficult work. It requires significant organisational commitment, capacity to reach out beyond schools, and the desire to connect between phases. It has to be a priority for trusts.

Our experience so far is that partners who get most from the partnership are those where there is very strong alignment between their strategic plans and the goals of the Cradle-to-Career Partnership.

FEES

The fee to participate in the Cradle-to-Career Partnership is £30,000 per partner for two years.

This fee includes around 800 hours of professional development, inc.:

- 30 in-person conference days
- 60 live webinars
- Around 40 hours of pre-recorded videos to build knowledge and expertise of your thread leads
- Termly visits and termly coaching calls with each thread lead from Reach Foundation team to provide tailored support as you build your Cradle-to-Career model.

NEXT STEPS



[Email James Townsend](#) to arrange an initial call



[Join a visit](#) to see the Reach Feltham Cradle-to-Career model in action



[Host a visit](#) from the Reach Foundation team at your trust

