

Cumbria LEA

Education Development Plan 1999-2002

Revised April 2000

CONTENTS

PART 1: STATEMENT OF PROPOSALS

Section 1 : Targets

Introduction

- 1.1. LEA targets for pupil achievement at the end of KS2 and KS4
- 1.2 Targets for reducing exclusions and unauthorised absence
- 1.3 The information used to set school and LEA targets
- 1.4 The processes used to set school and LEA targets
- 1.5 How the school and LEA targets fit together

Section 2 : The School Improvement Programme

Introduction

- 2.1 Priorities for improvement over the three years of the plan
 - a. Priorities
 - b. Source of priorities
 - c. Purpose of priorities
 - d. Activities starting in 1999-2000
 - e. Pattern of activities in future years
- 2.2 Schools causing concern

PART 2 : SUPPORTING INFORMATION

- Annex 1 Performance targets for individual schools and local authority targets for looked after children
- Annex 2 The LEA's context and audit
- Annex 3 Action to address school improvement priorities
- Annex 4 Action to improve standards for pupils with special educational needs
- Annex 5 Resources for the school improvement programme

Annex 6 Strategy for monitoring and evaluating the plan

Annex 7 The LEA's consultation on the plan

Annex 8 Supplementary information

Section 1 : Targets

Education Development Plan

TARGETS

Introduction

This section of the Plan provides the Local Education Authority's targets. These targets are set in areas which have been defined by the Secretary of State for Education and Employment. This section also describes how the targets were set. Targets for individual schools are provided in Annex 1.

1.1 Performance Targets

Table 1: Performance measures		All pupils on roll	2000	2001	2002
KS2	English Test	% Level 4+	77	81	85
KS2	Maths Test	% Level 4+	70	74	79
16+	5+ A*-C GCSE (or equivalent)	%	49	* 51	* 53
16+	At least 1 A* to G GCSE or equivalent	%	96	* 96.2	* 96.4
16+	Average Points Score per Pupil		38.3	* 39	* 40

* = Indicative

1.2 Unauthorised Absence and Exclusions Targets

Table 2: LEA targets to reduce exclusions and unauthorised absence		1999-2000	2000-2001	2001-2002
Exclusions	Target number of permanent exclusions per year	3-year average target for the 3 academic years 1999-2002		
	Indicative target for each year	80* Actual 42	70*	64*
Unauthorised absence Benchmark 0.1% 14,200 half days	% of half days missed, maintained primary schools	0.1%* 14,200 half days	0.1%*	0.1%
Unauthorised absence Benchmark 0.6% 66,420 half days	% of half days missed, maintained secondary schools	66,420 half days Actual 5.6%	0.56%* 61,992 half days	0.53% 58,671

* = indicative target

LR to supply

1.3 The Information used to Support Target Setting

The LEA and its schools use a variety of data and information to ensure appropriate school and LEA targets can be set. Each school receives annually from the LEA its own set of data together with guidance on its use. This is produced by a newly established data handling team within the LEA which has a clear remit for the production of information to support school improvement.

Primary schools receive baseline Key Stage 1 (KS1) and Key Stage 2 (KS2) data which show:

- “baseline” performance and analyses with KS1 predictions;
- percentages of pupils at each National Curriculum level at the end of the key stage;
- pupil progress over time;
- performance compared with other schools in the LEA and nationally;
- performance compared with schools operating in similar contexts, based on free school meal entitlement and similar size;
- performance of girls and boys.

Schools are no longer provided with comparisons based on similar size. The analysis of this data over 3 years showed no statistically significant correlation between attainment and size of school/cohort.

Secondary schools receive Key Stage 3 (KS3), Key Stage 4 (KS4) and Advanced Level/Advanced Supplementary Level (AL/AS) data which show:

- Year 7 Cognitive Ability Test (CAT) analyses, ability profiles and GCSE predictions;
- percentage of pupils at each National Curriculum level at the end of KS3;
- performance compared with other schools in the LEA and nationally;
- performance compared with schools operating in similar contexts, based on free school meal entitlement;
- comparative data on the performance of boys and girls;
- subject analysis at GCSE, compared to national norms;
- pupils' relative progress over time including KS3 to GCSE;
- GCSE to A Level analysis, compared to national norms.

Schools are now also provided with data comparing their performance with prior attainment as well as free school meals.

The LEA's approach provides schools with a minimum data set which is manageable and which enables them to undertake the analyses described below and to set their performance in a local and national context. This allows them to set challenging yet realistic targets. The provision of, for example, boy/girl and National Curriculum level breakdown enables schools and the LEA to identify under-performing groups of pupils. If schools require further information/analysis it is available on request; for example, to allow them to investigate the performance of sub-groups within cohorts.

All schools are encouraged to use assessment diagnostically and formatively. At individual pupil level an analysis of prior performance, the charting of progress, and intervention where necessary are intended to help to raise standards. This process enables schools to base their targets on an aggregate of individual pupil targets. Schools are also strongly advised to analyse their Standard Assessment Test (SAT), GCSE and AL/AS results in order to identify strengths and weaknesses in teaching and learning. Schools have been assisted in the analysis of this data by written guidance from the LEA's statistical support officers and by inspector/advisers in the scheduled visiting programme (see paragraph 1.4).

In the primary sector analysis at both school and LEA level involves comparison of performance with the appropriate national benchmark tables and with similar LEA schools (based on free school meal entitlement). Further analysis takes place by gender. Performance trends over time are also identified to assist in forecasting and ensure that targets are challenging in relation to the forecast. The use of teacher assessment to help with individual pupil target setting is also encouraged. School data derived in this way are fed into the target-setting dialogue.

At secondary school level the LEA encourages the use of GCSE predictions to help with individual pupil target setting. Whole school and subject performance data at KS3, GCSE and A level are provided allowing schools to make local as well as national comparisons. Year-on-year comparisons for GCSE and A Level are available from 1992 onwards at both LEA and school level. Analysis of these, eg 5+ A*-C, average points score, gender etc allows trends to be identified to assist schools with forecasts and target setting. School level residual analysis takes place at GCSE for subjects and by gender to help identify areas of concern so that appropriate action can be planned. Value added information is also

provided by the LEA to further assist comparison of pupil performance between schools in the LEA and nationally for boys/girls and for all pupils combined.

The LEA's approach particularly encourages schools to compare their results with the appropriate national benchmark tables and other schools operating in similar contexts. The LEA acknowledges, however, that for its smallest schools comparative data may not always present a fair picture of school achievement in any one year. In these cases the LEA is developing analyses using techniques such as 3 year rolling averages. Performance trends are identified and appropriate analysis offered.

The data handling team have developed a system for recording, analysing and presenting attainment information in a readily understood form for schools. The team is continuing to refine its data analysis operation, eg the use of matched pupil data KS1 to KS2, KS3 to GCSE, quadrant graph analysis, and 'alert' system to identify schools where there is good performance or causes for concern etc.

1.4 **The processes used to set targets with schools**

The school level targets set out in this plan were established using the following process:

- | | |
|--|-----------------------|
| • Briefings for all LEA schools and awareness sessions for governors. | Feb 1998 |
| • Trialling of performance data and target setting process with pilot group of 25 primary and secondary schools (including GM) through LEA inspector/adviser visits. | Mar 1998 |
| • Evaluation of pilot and refinement of data set and process. | Apr 1999 |
| • Further training for all LEA inspector/advisers. | Apr 1998 |
| • Circulation of performance data to all LEA schools. | May 1998 |
| • Visits by inspector/advisers to all LEA primary schools to discuss school level performance data, approaches to target setting and possible targets. | May-Jun 1998 |
| • Headteacher and governor training on the use of data and target setting. | Jun 1998 |
| • Inspector/adviser visits to all LEA schools to help establish challenging targets; guidance to all GM schools to enable provisional targets to be set. | Sep-Oct 1998 |
| • All governing bodies asked for written confirmation of targets. | Oct 1998 |
| • LEA level analysis of targets (November 1998-January 1999). | Nov 1998-
Jan 1999 |
| Further visiting/discussions with schools to challenge those which appeared insufficiently ambitious. | Nov 1998-
Feb 1999 |

The LEA believes that this process has combined an appropriate blend of support and challenge. It has pursued an approach that seeks to be collaborative and fully involve governors. The experience gained by both LEA and schools will allow the process to be streamlined in future years, including a termly visit to all primary schools by an inspector/adviser linked to a group of schools to a common agenda. The purpose of these visits will be:-

- autumn term - to review performance and agree future targets;

- spring term - to monitor progress towards targets;
- summer term - to review specific school improvement strategies and their effectiveness, to note good practice and to begin to consider future targets in the light of the information supplied.

During autumn term visits, which will include secondary schools also, the main focus will be on target setting. Spring and summer term visits will be contained within the LEA's broader monitoring role, eg monitoring implementation of literacy and numeracy strategies. The LEA will seek to agree targets with all schools but will challenge target setting which does not appear to be sufficiently ambitious. Such challenge will be supported by evidence that schools operating in similar circumstances appear to be achieving higher standards. The LEA will always strive to reach a genuine reconciliation of views where targets are in dispute. In exceptional circumstances expert arbitration may be used.

The target setting process has been refined to involve all schools using their PANDAs, the Autumn package and the information provided by the LEA. Inspector/Advisers use this information to encourage schools to set challenging targets. In Autumn term 2000 those secondary schools who are performing well and whose systems "are judged secure" will receive "light touch" target setting visits. The intention is to extend this to primary schools in 2001.

1.5 **The Link Between LEA and School Targets**

Annex 1 provides the performance targets for each school in the LEA for the year 2000. The annex also shows the average for each target weighted according to the forecast number of pupils on roll in the relevant age cohort in 2000.

Annex 1 shows updated target information for 2001.

At 16+ the LEA's target for 5 A*-C at GCSE is based on this weighted average. This, combined with anticipated further improvements in subsequent years, produces a very challenging target for 2002. The LEA fully supports the ambitious approach of its secondary schools but will work with schools and the Department for Education and Employment (DfEE) to keep these targets under review.

At Key Stage 2 the weighted average of school targets for mathematics is slightly in excess of the interim year 2000 target agreed by the LEA and the Secretary of State. Again, the LEA supports the ambitious approach of its schools but will keep the targets for subsequent years under careful review.

In 2001 the mathematics targets slightly exceed the 2001 target agreed by the LEA and the Secretary of State.

The LEA's literacy target for September 2000 is in excess of the aggregate of school level targets by 3.8%. The LEA accepts the legitimate right of governing bodies to determine their own targets. It actively challenged a number of primary schools which appeared to be less ambitious than others during inspector/adviser visits to schools in Autumn 1998. Challenge was based on indicators such as the absolute levels of improvement implied in the targets, the adequacy of the target compared with other schools in similar benchmark groups and whether more active intervention in the school as part of the literacy strategy is already planned. In addition 30 primary schools were challenged further by formal letter to governing bodies asking that the targets be reconsidered. In most instances schools

responded to the challenge by increasing their targets. In other cases governing bodies provided further evidence to demonstrate the appropriateness of the targets they had set. The LEA will monitor very closely the implementation of the literacy strategy in these schools and the rate of improvement of standards. This will include a visit by an inspector/adviser in the Summer Term 1999 when 1999 test results are known to determine whether the school is making an appropriate contribution to the overall literacy target for the LEA. Where necessary consideration will be given to providing further intensive support to these schools through the LEA's literacy consultants and the LEA will, where possible, give priority to these schools if providing resource for literacy booster classes in Spring 2000.

In 2001 the literacy targets are circa 5% below the LEA target. Schools whose targets were judged to be insufficiently challenging were invited to a seminar (attended by the regional literacy coordinator) where the reasons for the targets set were reviewed, specific school needs were identified, additional support from the LEA was offered and schools were encouraged to look carefully at pupils' individual progress. In the Autumn 2000 round of target setting, those schools which consistently overshoot their targets, will be further supported to improve their target setting processes, eg a greater focus on prior attainment and appropriate expectation of pupils. Similarly, those schools where attainment is low will be targeted through the work of the literacy and numeracy teams.

The LEA notes that the gap between the aggregate of the schools' targets and the LEA's ambitious target in literacy is relatively small; that primary school numeracy targets aggregate to a figure slightly above that agreed by the DfEE and the LEA; and it notes the newness for schools of the target setting process. The LEA believes that the combination of these factors would make it inappropriate at this stage to suggest in Annex 1 that any school has been insufficiently challenging in its expectations. The LEA is confident that in 1999 schools will become more familiar with the target setting process and the aggregate target will match that of the LEA for subsequent years to 2002. If necessary, however, any school that appears in future not to be demonstrating sufficient challenge will be highlighted in the next revision of the Education Development Plan.

Cumbria LEA

Education Development Plan

Section 2: The School Improvement Programme

THE SCHOOL IMPROVEMENT PROGRAMME

Introduction

This section of the plan describes the LEA's School Improvement Programme. It sets out 6 priorities for improvement. It also explains the activities which, in close collaboration with schools, will be undertaken to ensure that the priorities are met.

2.1 Priorities for Improvement

2.1a Priorities

The LEA and its schools will work to improve:

- Standards of literacy of all pupils
- Standards of numeracy of all pupils
- Performance in external qualifications at Key Stage 4
- The quality of teaching and learning
- The quality of management and governance
- The inclusiveness of education

2.1b Source of priorities

**Standards of literacy of all pupils
Standards of numeracy of all pupils**

Pupil attainment in both literacy and numeracy for the county are, as recorded in Annex 2 of this plan, already somewhat above national averages. Significant improvement of standards is nonetheless needed to meet declared LEA targets and to bring performance in Cumbrian schools up to the best achieved by our statistical neighbours. These priorities also mirror the national priorities for school improvement which are strongly supported by the LEA.

Performance in external qualifications at Key Stage 4

National and statistical neighbour benchmarking identify the improvement of performance in external qualifications at the end of Key Stage 4 as an urgent and challenging priority for the county. Performance at Key Stage 4 appears to have plateaued in recent years and action is required to increase the rate of improvement. Work at individual school and subject level and at earlier stages will be required to meet Cumbria's ambitious targets for 2002.

The quality of teaching and learning

Evidence from Ofsted inspection reports points to some very good practice in Cumbrian schools. Nonetheless there is scope for improvement and action to address particular weaknesses in some schools and some subjects. National

and local evidence from sources such as Ofsted and the LEA's inspector/adviser service strongly suggests that improvements in teaching and learning are critical in achieving higher standards. The achievement of Key Stage 2 and 4 targets will require a similar focusing of resources at individual school and subject level to improve identified weaker performance; also, to maintain best practice, for example through a well developed support programme for newly qualified teachers.

The quality of management and governance

Annex 2 of this plan notes that evidence from Ofsted inspections suggests considerable variability in the quality of management and in the efficiency of Cumbrian schools. Locally derived evidence has similarly found links between less effective management and governance and pupil attainment below expected levels. Further, the importance of middle managers (subject co-ordinators and heads of department) in raising standards is widely attested at both local and national level.

The inclusiveness of education

The considerable social and economic diversity of the county is described elsewhere in this document. Part of this diversity is reflected in pupil and student attitudes to education and to learning. There are pockets both in urban and rural areas where low aspirations and low expectations are very much a part of the local culture. Typical indicators include relatively low participation rates in post-compulsory education, lower than average levels of attendance and high rates of exclusion in some schools. These ultimately can manifest themselves in young people becoming socially excluded. The link between pupil motivation, pupil achievement and social inclusion is well set out in the research literature and commonly recognised by teachers. Putting in place activities to improve these is vital.

Education also needs to make a contribution to the wider "social inclusion" agenda. The county already has a number of initiatives designed to encourage schools and their local communities to learn and gain from each other. These range from a major project, Community Regeneration through the Development of IT Skills (CREDITS) funded through the Single Regeneration Budget initiative which is establishing a network of Community Development Centres based in primary schools, to more local enterprises such as the Better Reading Partnership. In all cases there is evidence of the positive impact which such initiatives have on pupil attitude and achievement. The dissemination and extension of parent and community partnership activity is therefore an imperative for Cumbria.

2.1c Purpose of priorities

The strategic objectives of each of the 7 priorities are as follows:

Standards of literacy of all pupils
Standards of numeracy of all pupils
Performance in external qualifications at Key Stage 4

To ensure that LEA and school level performance targets are achieved and through this standards across the whole curriculum improve.

The quality of teaching and learning
The quality of management and governance

To support governors, headteachers, teachers and pupils so that the right conditions exist in Cumbria's schools to promote school improvement. Although it is not appropriate to set out measurable outcome targets for these priorities they are a pre-requisite for all school targets concerned with raising standards. Success will partly be judged by improvement in these priority areas in the Ofsted profile of the LEA.

The inclusiveness of education

To ensure the achievement of attendance and exclusion targets and to improve the motivation of all pupils and students. Success will be measurable through higher standards of achievement, increased participation rates at 16+ in further and higher education and the increased ability of young people to play a full, active and positive role in society. This priority will also secure maximum involvement in children's learning from all those able to work with teachers to maximise the opportunities for children to learn. It is also likely indirectly to help to improve access and participation in education for adults and thus promote the concept of lifelong learning.

2.1d Activities starting in 1999-2000

Standards of Literacy

Ref	Activity
1.1	The management, implementation and development of the National Literacy Strategy
1.2	The development of a KS3 literacy project
1.3	The development of guidelines and exemplars for the use of ICT in literacy
1.4	The development and delivery of the Reading Intervention Programme for KS1 pupils with Special Educational Needs

Standards of Numeracy

Ref	Activity
2.1	The management, implementation and development of the National Numeracy Strategy (NNS)
2.2	The development of guidelines and exemplars for the use of ICT in numeracy
2.3	The management and implementation of the National Numeracy Strategy in KS3.
2.4	The Promotion of Maths Year 2000
2.6	The Development of guidelines and exemplars of good practice for promoting numeracy in children with special educational needs,

Performance in external qualifications at Key Stage 4

Ref	Activity
3.1	The management of data analysis and identification of underperforming groups (particularly boys).
3.2	The response to individual departmental underachievement.
3.3	The management and development of subject initiatives aimed at improving the quality of learning and pupils' attainment at KS3 and KS4, with particular emphasis on improving thinking skills.
3.4	The Small Secondary Schools Raising Achievement Project (Development and Dissemination)
3.5	Development of a range of alternative curriculum experiences and accreditation opportunities aimed at raising attainment and progress for pupils at KS4.
3.6	Extended work related learning opportunities and work scholarships in Key Stage 4
3.7	The Management and development of strategic whole school projects related to thinking skills and formative assessment, aimed at improving the quality of learning and pupils' attainment at KS3 and KS4, including raising the attainment of boys.

The Quality of Teaching and Learning

Ref	Activity
4.1	Monitoring and support of Newly Qualified Teachers
4.2	Provision of in-school, in-class support for and monitoring of teachers whose teaching is identified as needing improvement
4.3	The management, implementation and development of the National Grid for Learning initiative
4.4	Development and dissemination of a bank of 'good practice' materials
4.5	The provision of information on national curriculum developments, training opportunities and new approaches to teaching through newsletters and updates
4.6	Improving the quality of teaching in mixed age classes
4.7	Support for SENCOs in target setting and the development of IEPs for pupils with SEN.
4.8	Support for and promotion of collaborative activities between groups of schools, with a particular focus on liaison between KS1-2 and KS2-3
4.9	Management and development of the 'Able Pupils' project
4.10	The establishment of an externally accredited Specific Learning Difficulties course

The quality of management and governance

Ref	Activity
5.1	The management, implementation and development of a programme of school monitoring and support
5.2	Management of school intervention programme: support for schools causing concern
5.3	Promoting continuing professional development for headteachers
5.4	Support for and monitoring of headship appointments
5.5	The development of policy and practice in school self-review and evaluation.
5.6	Support for partnership activity
5.7	The provision of management and governance advice and support materials through newsletters, updates, and a governor development programme
5.8	Support for Governors and Headteachers in the consideration of exclusions.

The inclusiveness of education

Ref	Activity
6.1	Reducing levels of unauthorised absence
6.2	The development and implementation of the Children Looked After (LAC) Project
6.3	Re-integration of permanently excluded pupils
6.4	The development and extension of the 'Behaviour Curriculum' initiative
6.5	Development of family literacy and numeracy schemes (in partnership with other County Council departments and outside agencies)
6.7	The development of special school and mainstream school partnerships
6.9	Tackling pupil underperformance in remote areas
6.10	Education Support for pregnant teenagers and teenage mothers
6.11	Securing full time provision for pupils excluded from school.

2.1e Changing Pattern of Activities

The great majority of activities set out in paragraph in 2.1(d) are substantially unchanged as the plan moves into year two, though all have been updated to take account of achievements and development in year one, new target dates and so on. In priority 1, activity 1.5 (developing literacy centres) has been discontinued because the objectives of the activity have been fully achieved. Activities 1.6 and 2.5 (moderation of KS1 tests) have also been discontinued. Since the Secretary of State has laid on all LEAs the duty to monitor tests in all key stages, management and moderation of statutory tests are now accounted for as part of the LEA's strategic rôle. In priority 2, a new activity 2.6 (developing NNS for pupils with special needs) has been added in response to perceived need. Activities within priority 3 have been reordered and renumbered to a certain extent to distinguish more clearly between raising achievement projects in individual subjects (for example, science through the CASE project) and whole-school approaches; and between alternative curriculum provision and alternative forms of accreditation. These changes should enable the EDP to accommodate changes in National Curriculum requirements recently announced. In priority 5, more focus will be given to activity 5.5 (school self-review), in line with national thinking about the way monitoring and evaluation should be moving. In priority 6 activity 6.6 (pupil attitude survey) is in abeyance because it did not command strong support from schools in year one; the issue clearly needs to be revisited. All of these changes will be accommodated within the existing resources allocated to the EDP. It is envisaged that the number and scope of activities will remain broadly the same in year three of the plan, with full implementation of activities which thus far have focused on "research and development".

2.2 Schools Causing Concern

The LEA's school improvement strategy, in particular its approach to monitoring and evaluation, is intended to create a good knowledge base about schools. It is anticipated that this should enable LEA officers to pick up early warnings of schools causing concern. The role of the LEA when such difficulties arise is to work with governors, headteachers, teachers, possibly parents, and others with a legitimate interest in the school to resolve difficulties and prevent them from escalating into crises.

The LEA's approach to target setting is described in section 1 of this plan. In addition to data from public examinations, other standard data exists from which judgements might reasonably be made about schools' educational well-being. These include:

- school development plans;
- OFSTED inspection reports;
- post-inspection action plans;
- various school policies, most significantly schools' procedures for monitoring and evaluating their own work;
- attendance and exclusions data.

Over the past few years, schools and LEA personnel have built up a common experience of analysing and interpreting performance data; the data itself is

becoming better established in the case of primary schools (in secondaries it was already well established); and the system of school inspections and the expectations which it reflects are also well understood. Where previously the LEA has identified schools causing concern in a fairly reactive way, it would now be both opportune and appropriate to create a more proactive system. The LEA therefore intends to consult on a proposal to conduct an annual audit of all schools, using the above indicators and applying a set of criteria to be discussed and agreed with schools' representatives. As a result of such an audit, all schools would be assigned to a "performance category" and notified of that category. Schools falling into the lowest category would be deemed to be causing concern and would be entitled to receive additional support from the LEA for a programme of action to overcome any weaknesses. In addition to the headteacher, the governing body of such schools would be notified of their inclusion in that category.

There remains the possibility that a school's difficulties might be indicated in other ways. For example:

- concerns expressed by the headteacher – often newly-appointed;
- concerns expressed by professional visitors to the school;
- concerns expressed by governors;
- poor OFSTED inspection report;
- financial difficulties which show no sign of being resolved;
- serious breakdown of relationships among those who work at the school;
- persistent expressions of parental concern;
- trends in parental choices away from the school.

In the event of concerns arising in one of these ways, the school is visited as soon as practicable by an appropriate inspector/adviser or officer of the LEA. In tackling this work, LEA personnel will be open-minded and come to no judgements until they have had an opportunity to investigate the circumstances. The intention will always be to support and to respond to concerns but particular forms of action cannot be pre-determined.

This visit is a sharply focused evaluation. It generally extends to between one and four days. Its purpose is to analyse the nature of any difficulties and, if appropriate, to propose a programme of school action with LEA support aimed at resolving those difficulties. The programme specifies timescales for improvement. Both the analysis and the intervention are agreed with the headteacher and will be reported to the Governing Body.

The nature and purpose of such intervention is to tackle issues which arise before they become serious. Such work focuses a significant part of the inspector/adviser service's time on a minority of schools in accordance with the principle of intervention in inverse proportion to success. Experience demonstrates that, when successful it secures high standards of education

and prevents schools being identified by Ofsted as having serious weaknesses or requiring special measures.

Should schools be identified by OFSTED as requiring special measures the following programme will apply. The LEA will consider whether the school should be closed. If it determines that it should not be closed, the school's link inspector/adviser will work with senior staff and governors of the school to draw up an action plan aimed at tackling the weakness(es). The action plan will identify the responsibilities both of the school and the LEA. It will be clear in its expectations of both school and LEA staff. In the case of primary schools where management issues cause concern follow-up advice, support and monitoring will usually be provided by a primary headteacher seconded to the inspector/adviser service. In the event of it being related to issues of classroom practice, support and monitoring will be provided by a primary advisory teacher. In the case of subject departments in secondary schools, any advice, support or monitoring will be provided by a specialist subject inspector/adviser. Issues concerned with the overall management of a secondary school will be dealt with by an appropriate LEA officer, as determined by the Director of Education.

In schools identified by OFSTED as having serious weaknesses or by LEA monitoring as causing concern, the same procedures will apply, except that there will be no immediate consideration of school closure in schools so identified by the LEA. In both schools requiring special measures or having serious weaknesses, a "co-ordinating officer" will be nominated to ensure a well-planned response from the various agencies supporting the school. In schools under special measures that officer will be the Chief Inspector/Adviser. Activity plan 5.2 describes such intervention in detail.

In all cases support will be intensive and sharply focused. It will target resources at areas where they are most needed and can have a beneficial effect. An intervention programme might amount to several days spread over one term or several weeks spread over one year in the case of a school with major weaknesses. However, it will be seen as fixed term and will be aimed at securing particular targets for improvement within a specified timescale. Except in exceptional circumstances, no intervention is likely to extend beyond one year. "Exceptional circumstances" include the identification of special measures by Ofsted. In such cases, experience suggests that a programme of support and monitoring of between one and two years is necessary.

When the cause of concern about the school relates to an actual or projected budget deficit the LEA will intervene to protect both the financial interests of the County Council and the educational interests of present or future pupils at the school. Such intervention might involve LEA officers or external consultants engaged by the LEA. The aim of any intervention will be to work with the headteacher and the governing body to agree an appropriate action plan to place the school's finances on a sound footing.

Monitoring will focus on the school's progress against its post-inspection action plan or the action plan agreed between the school and the LEA in the case of schools causing concern. It will normally be carried out by the appropriate inspector/adviser as part of the termly monitoring visit. Reports on progress will also be received from those working with the school. In schools requiring special measures or having serious weaknesses

monitoring may involve a specific visit for that purpose. The expectation will be that schools show satisfactory progress within six months of being identified and will sustain that progress until they come out of the intensive support programme. A six months' review will determine whether the intervention is proving effective or whether more radical steps need to be taken. In the event of a clear lack of progress towards intended outcomes, the LEA will invoke its formal powers of intervention.

If a school rejects support or advice the LEA will issue a formal warning notice. In that eventuality, the warning notice will include information relating to the nature of the concern and will be accompanied by an action plan drawn up by LEA officers, outlining what needs to be done, by whom, to what standard and by when. Depending on the school's progress against this action plan, which will be monitored by the link inspector/adviser, the LEA envisages that the warning notice will either be withdrawn or the next step in the formal process taken. In the event of continued unwillingness or inability of the governing body to remedy the problem the LEA will consider the withdrawal of delegated management responsibilities. In extreme cases the LEA will consider the closure of a school which continues to fail to make progress to remedy rapidly any serious weaknesses.

There are currently 23 (August 2000) schools in Cumbria causing concern. Of these 4 have been identified by Ofsted as requiring special measures and 11 as having serious weaknesses; 11 by the LEA's own monitoring programme as causing concern. All schools currently causing concern are working to an individualised programme of LEA support and monitoring.

Cumbria LEA

Education Development Plan 1999-2002

Supporting Information

CONTENTS

- Annex 1 Targets for individual schools and local authority targets for looked after children
- Annex 2 The LEA context and audit
- Annex 3 Action to address school improvement priorities (action plans)
- Annex 4 Special Educational Needs
- Annex 5 Resources for the school improvement programme – *Under revision*
- Annex 6 Strategy for monitoring and evaluating the Plan
- Annex 7 The LEA's consultation on the EDP
- Annex 8 Supplementary Information

Education Development Plan

ANNEX 1 TARGETS FOR INDIVIDUAL SCHOOLS AND LOCAL AUTHORITY
TARGETS FOR LOOKED AFTER CHILDREN

**SCHOOL PERFORMANCE TARGETS: SCHOOLS WITH A
YEAR 6 COHORT**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
LEAESTAB NUMBER (7 digits)	SCHOOL NAME	ELIGIBLE PUPIL NUMBERS	KS2 ENGLISH TEST TARGET (%)	KS2 MATHS TEST TARGET (%)	SCHOOLS WITHOUT TARGETS ('A', 'X' or blank)	EAZ SCHOOL (1ST ROUND) ('Z' or blank)
9092506	Ormsgill Junior School	45	60	60	Y	Z
9092504	Abbotsmead Junior School	59	54	50		Z
9093102	All Saint's CofE School	38	78	82		
9093125	Allithwaite CE School	15	100	100		
9092001	Allonby Primary School	3	100	66		
9092004	Alston Primary School	28	77	81		
9093658	Ambleside CE School	20	75	70		
9095206	Appleby Primary School	35	75	78		
9092200	Arlecdon School	10	70	70		
9093352	Arnside National CofE School	28	75	85	Y	
9093061	Asby Endowed School	1	100	100		
9092148	Ashfield Junior School	75	81	83		
9095207	Askam Village School	28	71	72		
9093353	Bampton Endowed School	3	66	66		
9092704	Barrow Island School	30	70	73		Z
9092100	Bassenthwaite School	4	75	75		
9095222	Beaconside CE Junior School	72	82	75		
9093500	Beckermet CofE School	11	73	73		
9093354	Beetham CE School	9	100	77		
9092601	Belah School	30	70	70		
9092621	Belle Vue Junior School	56	83	74		
9092008	Bewcastle School	2	100	100		
9093650	Bishop Goodwin Memorial CE Junior School	65	57	60		
9092220	Black Combe Junior School	65	65	65		
9093301	Blackford CofE Primary School	4	50	50		

9092010	Blennerhasset School	5	60	60			
9092301	Bolton School	4	100	100			
9093002	Boltons CofE School	10	70	80			
9092207	Bookwell Primary School	30	79	82			
9093401	Borrowdale CE Primary School	7	83	83			
9095212	Bowness-on-Solway Primary School	12	75	75			
9093402	Braithwaite CofE VA Primary School	10	60	60			
9095203	Brampton Junior School	57	65	68	Y		
9092228	Bransty School	24	84	84			
9093100	Bridekirk Dovenby CE School	16	81	81			
9092626	Brook Street Primary School	32	60	63			
9092302	Brough School	16	75	75			
9093132	Broughton CofE School	18	78	78			
9092103	Broughton Moor School	9	78	67			
9095205	Broughton School	26	77	77			
9092014	Burgh-by-Sands School	12	75	75	Y		
9093124	Burlington CE School	11	81	81			
9093052	Burton Morewood CE School	28	89	89			
9092705	Caldew Lea School	49	65	61	Y		
9093304	Calthwaite CofE School	8	100	100			
9093200	Captain Shaw's CE School	4	100	80			
9093126	Cartmel CofE Primary School	10	80	80			
9095220	Castle Carrock School	12	75	83			
9092320	Castle Park School	35	61	84			
9092305	Clifton School	16	80	80			
9093122	Coniston CE School	12	83	75			
9092414	Croftlands Junior School	75	89	83			
9093356	Crosby Ravensworth CofE School	6	83.3	66.6			
9095223	Crosby-on-Eden CofE School	7	85.7	85.7			
9093103	Crosscanonby St John's CofE School	10	60	60			
9093357	Crosscraze CE School	7	86	86			
9093358	Crosthwaite CofE School	6	50	66			
9092019	Cummersdale School	7	43	71			
9092020	Cumwhinton School	15	80	81			
9095210	Dalton St Mary's CofE Primary School	29	87	94			
9092521	Dane Ghyll School	29	79	90	Y		
9093452	Dean Barwick School	6	83	83			
9093405	Dean CofE School	15	73	80			
9093450	Dean Gibson Catholic Primary School	35	82	74			
9095211	Dearham Primary School	28	81	86			
9093381	Dent CE Voluntary Aided Primary School	12	75	83	Y		
9092707	Derwent Vale Primary School	9	66	66			
9092203	Distington Junior School	28	64	64			

9095209	Eaglesfield Paddle CE Primary School	20	90	90			
9093204	Ennerdale and Kinniside CofE Primary School	9	88	88			
9092126	Ewanrigg Junior School	43	49	49			
9092106	Fairfield Junior School	60	90	92			
9092706	Fellview Primary School	9	78	78			
9095218	Fir Ends Primary School	10	80	70			
9095219	Flimby School	19	68	73	Y		
9095208	Flookburgh CE School	20	80	85			
9092211	Frizington Community Primary School	22	63.6	72.7			
9092701	George Romney Junior School	54	63	63	Y		
9092318	Ghyllside School	47	52	65	Y		
9095216	Gilsland CE School	10	80	70			
9092322	Goodly Dale School	6	67	83			
9093206	Gosforth CofE School	14	86	79			
9093123	Grange CE School	26	85	85			
9093360	Grasmere CE School	9	70	88			
9093361	Grayrigg CofE School	6	100	100			
9092026	Great Corby School	11	82	81			
9092027	Great Orton School	7	100	100			
9092509	Greengate Junior School	85	60	65		Z	
9092028	Greystoke School	11	82	82			
9095215	Hallbankgate Village School	5	80	80			
9092132	Harrington Junior School	60	65	65			
9092212	Haverigg School	15	80	60			
9092407	Hawkshead, Esthwaite School	10	100	100			
9095200	Hayton CE Primary School	18	89	83			
9092235	Hensingham Junior School	46	74	63			
9092321	Heron Hill School	60	81	80	Y		
9095214	Heversham, St Peter's CE School	22	73	82			
9093013	High Hesket CofE School	16	75	81	Y		
9093014	Holm Cultram Abbey CofE School	18	89	89			
9092308	Holme Primary School	15	80	86			
9092032	Holme St Cuthbert's School	3	100	100			
9093607	Holy Family Catholic Primary School	32	87	87			
9093015	Houghton CofE School	18	72	78	Y		
9092606	Inglewood Junior School	86	69	65			
9093017	Ireby CofE School	12	80	80	Y		
9095213	Ireleth St Peter's CE School	9	89	100			
9092033	Irthington Village School	5	100	80			
9093309	Ivegill CofE School	13	61.5	77	Y		
9092237	Jericho School	34	71	84	Y		
9092623	Kingmoor Junior School	57	75	75	Y		
9093018	Kirkbampton CofE School	15	87	93	Y		
9092035	Kirkbride Primary School	13	80	80	Y		
9092310	Kirkby Stephen Primary School	33	79	79			

9092311	Kirkby Thore School	13	84	84			
9093019	Kirkoswald CofE School	10	70	70			
9093207	Lamplugh CE School	8	100	100			
9093020	Lanercost CE School	5	80	100			
9093362	Langdale CofE School	4	100	100			
9093021	Langwathby CE School	31	68	71	Y		
9093310	Lazonby CofE School	15	67	60	Y		
9093023	Lees Hill CofE School	3	66	66			
9093550	Leven Valley CE School	11	73	72			
9093054	Levens CofE School	10	80	80			
9092404	Lindal and Marton School	14	93	93			
9093130	Lindale CE School	7	84	84			
9092313	Long Marton School	4	100	100			
9095224	Longtown Junior School	40	58	64	Y		
9092123	Lorton School	9	100	100			
9093212	Low Furness CofE Primary School	23	91	85			
9092216	Lowca Community School	13	66	66	Y		
9093133	Lowick CofE School	1	100	100			
9093451	Lowther Endowed School	17	82	82	Y		
9093112	Maryport CofE Junior School	65	75	78			
9092314	Milburn School	4	75	75			
9092315	Milnthorpe Primary School	16	94	94			
9092231	Monkwearay School	52	70	73			
9093202	Montreal CofE Junior School	59	61	63			
9092222	Moor Row School	16	69	81			
9092223	Moresby Primary School	11	73	73			
9093368	Morland Area CE School	10	70	80			
9092709	Morton Park Primary School	25	56	52	Y		
9092040	Nenthead School	1	100	100			
9092712	Newbarns Primary School	63	68	67		Z	
9092618	Newlaithes Junior School	60	80	78			
9092406	Newton School	10	80	70			
9092608	Newtown School	18	50	50			
9092609	Norman Street Primary School	46	70	68			
9092046	North Lakes School	47	74	74			
9092708	North Walney Primary School	27	57	60		Z	
9092136	Northside School	13	70	78			
9093056	Old Hutton CofE School	10	70	70			
9092714	Orgill Primary School	40	64	70			
9095217	Orton CofE School	6	66	66			
9095226	Oughterside School	17	74	74			
9093551	Our Lady of the Rosery Catholic Primary School	10	70	70			
9093372	Patterdale CofE School	1	100	100			
9092713	Pennine Way Primary School	47	54	62	Y		
9093128	Pennington CofE School	20	100	100			
9093556	Penny Bridge CE School	14	100	100			
9095225	Penruddock Primary School	9	100	100			
9092610	Petteril Bank School	21	33	33			

9093114	Plumbland CofE School	5	100	100			
9092054	Plumpton School	13	92	85			
9093030	Raughton Head CofE School	4	100	100			
9093062	Ravenstonedale Endowed School	13	62	77	Y		
9092071	Richmond Hill School	23	74	74			
9092710	Robert Ferguson Primary School	50	77	70			
9093031	Rockcliffe CofE School	8	75	75			
9092511	Roose School	33	85	85			
9093316	Rosley CofE School	6	100	100			
9093602	Sacred Heart Catholic Primary School	30	85	73			
9093129	Satterthwaite and Rusland CE School	3	67	67			
9095201	Scotby CE School	27	88	88			
9092224	Seascale School	18	70	76	Y		
9093116	Seaton CofE Junior School	57	75	80	Y		
9092700	Sedbergh Primary School	26	78	81	Y		
9093373	Selside Endowed CE School	6	100	100			
9093032	Shankhill CE School	7	100	100			
9093374	Shap Endowed CE School	15	85	80			
9092703	Silloth Primary School	34	80	80			
9092627	Sir John Barrow School	63	70	65			
9092058	Skelton School	12	84	84	Y		
9092515	South Walney Community Junior School	64	86	89			
9093652	St Bede's Roman Catholic Primary School	24	70	70			
9092225	St Bees Village School	21	91.3	91.3			
9093508	St Bega's CE School	7	71	86			
9093520	St Begh's Catholic Junior School	70	90	90			
9093506	St Bridget's Catholic Primary School	25	84	88			
9093101	St Bridget's CofE School	12	83	75			
9093209	St Bridget's CofE School	8	87	75			
9093315	St Catherine's Catholic Primary School	13	84	84			
9093603	St Columba's Catholic Primary School	30	80	85			
9093328	St Cuthbert's Catholic Primary School	27	86	86			
9093453	St Cuthbert's Catholic Primary School	12	58.4	66.7	Y		
9093653	St Cuthbert's Catholic Primary School	19	76	68			
9093009	St Cuthbert's CofE School	4	50	50			
9093150	St George's CofE School	30	67	67		Z	
9093415	St Gregory's Catholic Primary School	29	76	79	Y		
9093514	St James' Catholic Primary School	32	89	89			
9093211	St James' CofE Junior School	47	89	82		Z	
9093601	St James' CofE Junior	56	77	87	Y		

	School					
9093404	St Joseph's Catholic Primary School	8	88	88		
9093510	St Joseph's Catholic Primary School	11	81	81		
9093654	St Margaret Mary's Catholic Primary School	31	84	75		
9093370	St Mark's CE School	24	75	75		
9093414	St Mary's Catholic Primary School	17	82	76		
9093519	St Mary's Catholic Primary School	22	72	68		
9093552	St Mary's Catholic Primary School	18	82	82		
9093367	St Mary's CofE Primary School	34	68	88	Y	
9093322	St Matthew's CofE School	12	58	58	Y	
9093007	St Michael's CE Primary School	32	84	78		
9093400	St Michael's CE Primary School	11	82	82	Y	
9093355	St Oswald's CofE Primary School	14	71	71		
9093503	St Patrick's Catholic Junior School	51	70	75		
9093410	St Patrick's Catholic Primary School	20	85	90		
9093416	St Patrick's Catholic Primary School	34	94	91		
9093359	St Patrick's CofE School	16	81	81		
9095204	St Paul's CE Junior School	35	86	86		
9093606	St Pius X Catholic Primary School	32	78	75		
9093365	St Thomas' CE School	36	71	75		
9093319	Stainton CE School	26	89	100		
9092612	Stanwix Primary School	55	92	92		
9093057	Staveley CofE School	17	82	76		
9092059	Stoneraise School	13	76	84	Y	
9093058	Storth CofE School	10	60	60		
9092319	Stramongate School	50	80	70		
9092317	Tebay Community School	6	17	17		
9093059	Temple Sowerby CE School	6	66	66		
9092069	Thomlinson Junior School	66	71	68		
9092226	Thornhill Primary School	13	62	62		
9093115	Threlkeld CofE Primary School	10	70	60		
9092060	Thursby Primary School	16	69	69		
9092227	Thwaites School	18	85	85		
9093117	Trinity CofE School	58	77	81		
9092711	Upperby Primary School	37	46	43		
9092233	Valley Junior School	58	60	58		
9093064	Vicarage Park CE Primary School	29	75	80		
9092513	Vickerstown School	30	67	77		Z
9092146	Victoria Junior School	65	86	95		
9092507	Victoria Junior School	59	80	83		
9093516	Waberthwaite CofE School	15	86	86		

9093656	Warcop CE School	10	80	80			
9095202	Warwick Bridge School	30	79	76			
9092067	Welton School	3	100	100			
9092157	Westfield Junior School	42	43	62			
9093324	Wiggonby CofE School	7	87	87			
9093380	Windermere CofE Junior School	66	83	78			
9093037	Wreay CE School	7	85	85			
9092316	Yanwath School	14	64	78	Y	Z	
9092522	Yarlside School	35	85	85			
9092619	Yewdale School	50	84	80			
	CUMBRIA TOTAL	5984	75.1	75.9			

The Notes of Guidance provide a description of how to calculate the LEA averages for KS2 Test Targets, and an example
Please read the Notes of Guidance for definitions of the terms in this table

NB: Schools have been marked with a 'Y' in column 6 if their targets were significantly adrift from what was required for the LEA to meet its overall target of 82% for KS2 English.

SCHOOL PERFORMANCE TARGETS: SECONDARY SCHOOLS WITH A YEAR 11 COHORT

**TABLE
A2**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
LEAESTAB NUMBER (7 digits)	SCHOOL NAME	15 YEAR OLDS ON ROLL	5+ GCSE/GNV Q GRADES A-C	1+ GCSE/GNV Q GRADES AG	AVERAGE GCSE/GNVQ POINT SCORE	SCHOOLS WITHOUT TARGETS ('A', or blank)	EAZ SCHOOL (1ST ROUND) ('Z' or blank)
9094001	Beacon Hill Community School	37	24	100	33		
9094005	Lochinvar School	43	50	100	37		
9094008	Solway Community School	35	37	100	36		
9094011	Samuel King's School	24	70	100	46.2		
9094056	The Lakes School	125	62	98	48		
9094060	Settlebeck High School	48	70	98	49		
9094103	Cockermouth School	201	65	100	44		
9094104	Netherhall School	144	36.8	95.1	33.4		
9094150	Dowdales School	142	56	100	44		
9094151	The John Ruskin School	56	64	100	43		
9094152	Ulverston Victoria High School	226	64	100	48		
9094200	Ehenside School	75	29	93	26		
9094203	Wyndham School	181	45	96	37		
9094204	Millom School	126	55	96	42		
9094259	Walney School	145	47	96	35		Z
9094301	Morton School	150	43	96	35		
9094304	The Alfred Barrow School	105	25	90	27		Z
9094305	Thornccliffe School	159	50	96	37		Z
9094310	Ullswater Community College	238	50	97	39		
9094311	Southfield Technology College	141	25	89	27		
9094312	Stainburn School	202	43	97	36		
9094313	Whitehaven School	223	38	96	36		
9094501	Nelson Thomlinson School	207	70	98	43		
9094622	St Benedict's RC High School	214	46	98	38		
9094630	Newman RC School	124	36	95	35.6		
9094634	St Bernard's RC High School	187	55	100	42		
9094810	St Joseph's School	99	38	98	37		
9095400	Kirkbie Kendal School	168	60	98	46.3		
9095401	Queen Elizabeth Grammar School	112	82	100	52		
9095402	Trinity School	273	60	95	40		
9095403	St Aidan's County High School	139	28	95	30		
9095404	The Queen Katherine School	186	57	96	42		
9095405	Dallam School	128	65	97	47		
9095406	Kirkby Stephen Grammar	83	59	96	41		

School						
9095407	Appleby Grammar School	86	57	100	45	
9095408	North Cumbria Technology College	128	40	95	35	
9095409	Parkview School	177	48	97	39	Z
9095410	Cartmel Priory CofE School	64	60	100	45	
9095411	Queen Elizabeth School	173	75	99	48.5	
9095412	William Howard School	204	72	98	51	
9095413	Caldew School	182	53	98	43	
9095414	Keswick School	142	59	96	46	
LEA summary row		5902	52.4	97.0	40.4	

Note: The Notes of Guidance provide a description of how to calculate the LEA averages for KS2 Test Targets, and an example table. Please read the Notes of Guidance for definitions of the terms in this table

SCHOOL PERFORMANCE TARGETS: SPECIAL SCHOOLS WITH A YEAR 6 COHORT

TABLE A3a

Column 1 LEAESTAB NUMBER (7 digits)	Column 2 SCHOOL NAME	Column 3 ELIGIBLE PUPIL NUMBERS	Column 4 KS2 ENGLISH TEST TARGET (%)	Column 5 KS2 MATHS TEST TARGET (%)	Column 6 SCHOOLS WITHOUT TARGETS (‘A’, ‘X’ or blank)	Column 7 EASZ SCHOOL (1ST ROUND)
9097002	Mayfield School	4	0	0		
9097006	Sandgate School	4	0	0		
9097013	Sandside Lodge School	3	0	0		
9097017	George Hastwell School	2	0	0		Z
9097022	James Rennie School	12	0	0		
LEA summary row		25	0	0		

The Notes of Guidance provide a description of how to calculate the LEA averages for KS2 Test Targets, and an example table. Please read the Notes of Guidance for definitions of the terms in this table

SCHOOL PERFORMANCE TARGETS: SPECIAL SCHOOLS WITH A YEAR 11 COHORT

TABLE A3b

Column 1 LEAESTAB NUMBER (7 digits)	Column 2 SCHOOL NAME	Column 3 15 YEAR OLDS ON ROLL	Column 4 5+ GCSE/GNVQ GRADES A-C	Column 5 1+ GCSE/GNVQ GRADES A G	Column 6 AVERAGE GCSE/GNVQ POINT SCORE	Column 7 SCHOOLS WITHOUT TARGETS ('A' or blank)	Column 8 EAZ SCH (1ST ROU 'Z' or bl
9097002	Mayfield School	13	0	0	0		
9097006	Sandgate School	4	0	0	0		
9097013	Sandside Lodge School	1	0	0	0		
9097017	George Hastwell School	4	0	0	0		
9097022	James Rennie School	7	0	0	0		
	LEA summary row	29	0	0	0		

Note: The Notes of Guidance provide a description of how to calculate the LEA averages for KS2 Test Targets, and an
Please read the Notes of Guidance for definitions of the terms in this table

TARGETS FOR THE ATTAINMENT OF CHILDREN LEAVING CARE AT 16+

TABLE A4

Percentage

PERCENTAGE OF CHILDREN LEAVING CARE WITH A GCSE OR GNVQ QUALIFICATION

SUMMER 2001	SUMMER 2002
66	74

Please read the Notes of Guidance for definitions of the terms in this table

TARGETS FOR REDUCING PERMANENT EXCLUSIONS AND UNAUTHORISED ABSENCE

**TABLE
2**

		1999	2000
PERMANENT EXCLUSIONS			
	Target number of permanent exclusions per year (1999-2002)		
	Indicative targets for each year		8
UNAUTHORISED ABSENCE			
Primary schools (including middle deemed primary schools)	% half days missed		0
Secondary schools (including middle deemed secondary schools)	% half days missed		0
Targets for permanent exclusions should be given whole numbers The unauthorised percentages should be expressed to 1 decimal place.			

Cumbria LEA

Education Development Plan

Annex 2 LEA CONTEXT AND AUDIT

A2.1 – LEA Context

1. Demographic and Socio-Economic Characteristics

The approach to school improvement in Cumbria is influenced significantly by the county's geography and the impact this has on the nature of school provision. The Authority is one of contrasts. On the geographical fringes are a number of urban areas, sometimes predominantly reliant on a single industry for economic well being. Some wards are characterised by intense social deprivation and high unemployment. The heart of the county contains the Lake District. This has pockets of affluence but is also characterised by very low population densities, rural isolation and, frequently, rural deprivation. The present population of Cumbria is just under half a million but this is expected to grow by 4% in the next 15 years. The county as a whole is one of the most sparsely populated in England. Again, though, there are contrasts, with densities ranging from 9 persons per hectare in Barrow to 0.2 per hectare in the Eden district. On average there are only 0.7 persons per hectare compared with the figure of 3.2 for England. One fifth of the population lives in remote rural areas. This is the highest proportion of any English county. The two main urban centres of Barrow and Carlisle are almost 90 miles apart by road. There are, therefore, barriers to effective communication between schools and between the LEA and schools that must be addressed to ensure improvement. The isolation of some communities also poses significant challenges to ensure equality of access to educational provision and can skew the efficient use of the LEA's financial resources through the need to maintain small schools and significant home-school transport costs.

2. Structure of School Provision

2.1 The numbers of maintained schools in Cumbria are:

Nursery	7
Primary	297, including 27 currently grant maintained
Secondary	42, including 15 currently grant maintained
Special	5

The numbers of maintained schools as at January 2000 are:

Nursery	7
Primary	296 (295 wef September 2000)
Secondary	42
Special	5

There are no longer any grant maintained schools.

There is a mix of 11-16 and 11-18 secondary schools; all are comprehensive with the exception of one. This selects pupils according to ability. The special schools provide for children with severe learning difficulties. Almost all other pupils with special needs are integrated into mainstream schools.

- 2.2 There is a significant range in school size. In January 1998 the smallest primary school had 13 pupils; the largest had 406. In the secondary sector the number on roll ranged from 145 to 1,717. In January 2000 the smallest primary school had 16 pupils; the largest 424 (plus 52 in a Designated Nursery Class). In January 2000 in the secondary sector the number on roll ranged from 137 to 1698. The majority of primary schools must, therefore, use mixed age teaching. It is common to find three year groups in a single class. In the smallest secondary schools teachers are often required to teach a much wider range of subjects than would normally be expected in that phase of education. At the same time many schools still have overlarge classes. In January 1998 there were approximately 153 infant classes with over 30 pupils. Some of these contained three year groups. In January 2000 the number of infant classes with over 30 pupils had fallen to 28.
- 2.3 Cumbria has a relatively high proportion of under 5s in education. (70.9%). Provision is made in accordance with the Authority's Early Years Development Plan in maintained nursery schools and classes, in the LEA's rural nursery provision, or in the voluntary and private sectors. All children are offered a place in a maintained school reception class in the September after their fourth birthday.
- 2.4 Post-16 provision is in a variety of settings, including school sixth forms (28 schools), one sixth form college and 4 FE and 2 HE Colleges.

3. School Population Characteristics

- 3.1 The ethnic origin of Cumbria's population is 99.0% white European. Figures are not, therefore, provided in this plan for exclusions/attendance etc by ethnic origin as these would not be statistically significant.
- 3.2 Exclusion and Attendance

		1996/97	1997/98	1998/99	1999/00
Attendance rates (expressed as a %)	Primary	94.6	94.5	95.3	
	Secondary	91.7	91.6	91.4	
Permanent exclusions (expressed as a percentage per 1000 pupils)	Primary	0.024	0.012	0.0048	0.002
	Secondary	0.302	0.34	0.20	0.12
	Special	1.27	0.706	0.639	nil

- 3.3 See Annex 4 for commentary on pupils with special educational needs.
- 3.4 Cumbria has 12% of surplus places in primary schools and 11% in its secondary schools. These figures are high relative to most counties but tend to be spread over a large number of schools. In contrast, there is significant overcrowding (over 120% occupancy) in two secondary schools.

Secondary school overcrowding in general is high in relation to other rural counties. Overcrowding also exists in a very few primary schools but the level is low in relation to other counties. In January 2000 Cumbria had 12.4% surplus places in primary schools and 11.5% in its secondary schools.

A2.2 Audit of LEA and School Performance

1. Audit Processes

The LEA is developing its audit processes to meet more fully the needs of the education service in Cumbria. In particular these processes are being strengthened to ensure that they are closely aligned with the responsibilities set out in the School Standards and Framework Act (1998). These are further detailed in the Code of Practice on LEA-School Relations, this Education Development Plan and the proposals for "Fair Funding". The developed audit processes will also be complementary to the requirement on all local authorities to deliver "Best Value".

LEA performance will be audited primarily against the targets for improvement set in the Education Development Plan. This means that judgements will be made on a regular and systematic basis on how well the LEA is fulfilling its statutory role to ensure high standards in its schools. It will also be necessary to audit the performance of the LEA, not just in terms of pupil and school performance, but in terms of the quality of its own central services and the effectiveness of these in supporting school improvement.

The LEA's self-review and monitoring mechanisms and processes are described in detail in Annex 6 of this plan.

2. Summary of the Key Messages Arising from the Analysis

Audit processes within the LEA are being developed as outlined above and in Annex 6. The introduction of more systematic performance review will allow more accurate judgements to be made in the future about the performance of the LEA and the strengths and weaknesses of LEA services. Audit work undertaken at LEA and school level to date has produced the following summary of issues:

Pupil attainment in primary schools in the core subjects is above the national and statistical neighbour averages but below many statistical neighbour authorities. For example:

- In 1997 66.1% of pupils achieved Level 4+ in end of key stage tests in English and 66% in Mathematics. National averages were 63.2% and 62% respectively. In relation to Cumbria's 10 statistical neighbours these figures ranked Cumbria 7th in English and 6th in Mathematics.

Pupil attainment in primary schools in the core subjects is above the national and statistical neighbour averages and, at Key Stage 2, the county is ranked highly compared to many statistical neighbour authorities. For example:

- In 1999, 89% of pupils in Cumbria achieved Level 2 or better in the KS1 Maths SATs equivalent to the statistical neighbours, but greater than nationally (87%).

- At Key Stage 2 in 1999, Cumbria performed better than its statistical neighbours and the national in all three test subjects of English, Maths and Science.
- Cumbria was ranked second out of 11 in its statistical neighbour group in Maths at Key Stage 2 in 1999. For English and Science it was ranked 3rd.

Pupil attainment in primary schools, as measured by national tests has increased steadily since the introduction of the National Curriculum. For example:

- The proportion of pupils achieving the expected levels in English and Mathematics at Key Stages 1 and 2 has increased between 1995 and 1997 as shown on the following table:

KS1 - % achieving L2+			KS2 - % achieving L4+		
	1995	1997		1995	1997
Maths	80.1	85.4	Maths	47.2	66.0
Reading	80.2	82.1	English	51.9	66.1
Writing	83.4	82.0	Science		74.7

Significant improvement, however, is required to achieve the LEA's literacy and numeracy targets of 85% and 79% by 2001.

Key Stage 1

- The proportion of pupils achieving the expected levels in Maths, Reading and Writing at Key Stage 1 increased steadily between 1996 and 1999.

KS1 - % achieving L2+					
	1995	1996	1997	1998	1999
Maths	80.1	84.2	85.4	87.0	88.5
Reading	80.2	80.3	82.1	82.6	83.5
Writing	83.4	81.3	82.0	84.4	84.5

Source: Ofsted LEA Statistical Profile for Cumbria, Spring 2000.

Key Stage 2

- There was a significant increase in performance across all KS2 subjects between 1998 and 1999 in Cumbria. This increase corresponds to the increase in performance nationally over the year.
- This represents a turn-around from a relatively stagnant performance in English in Cumbria between 1997 and 1998 and falls in the percentage achieving Level 4+ in Maths and Science over the year.
- Significant improvements is still required (particularly in literacy) to achieve the LEA's targets for the year 2002, of 85% and 79% for English and Maths respectively.

KS2 - % achieving L4+					
	1995	1996	1997	1998	1999
Maths	47.2	60.6	66.1	66.6	73.6
Reading	51.9	56.7	62.0	62.2	73.1
Writing		66.1	73.3	73.3	82.1

Source: Ofsted Statistical Profile for Cumbria, Spring 2000.

While pupil attainment at GCSE is above both national and statistical neighbour averages, it is improving at a rate slower than the national average and actual attainment is below that of most statistical neighbours. For example:

- Improvement in pupil performance at GCSE has slowed over recent years as shown by the following table:

	% 16 yr olds achieving 5+ A-C		16 yr olds achieving 1+ A*G	
	LEA	National	LEA	National
1994	44.3	40.7	93.6	93.7
1995	43.7	41.2	93.2	93.5
1996	44.4	42.6	93.4	93.9
1997	43.7	43.3	93.8	94.0

- In 1997 the proportion of pupils achieving 5 A* - C grades ranked Cumbria 7th of the 11 authorities in its statistical "family".

Pupil attainment at GCSE (%5+ A*-C grades) was fairly constant in Cumbria from 1994 to 1998 – in contrast to steady national growth. However, between 1998 and 1999 there was an increase in the county which exceeded the national increase:

- There was little improvement in the percentage of 16 year olds attaining 5 or more GCSEs between 1994 and 1998. However, this trend was reversed in 1999 with a significant increase in Cumbria which takes it above the national average.

Year	% 16 year olds with 5+ A*-C grades			% 16 year olds with 1+ A*G grades		
	LEA	Stat Neigh	National	LEA	Stat Neigh	National
1994	44.3	42.0	40.7	93.6	94.9	93.7
1995	43.7	42.6	41.2	93.2	94.6	93.5
1996	44.4	43.5	42.6	93.4	94.6	93.9
1997	43.7	44.5	43.3	93.8	94.7	94.0
1998	44.1	45.6	44.7	94.6	95.6	95.2
1999	47.8	47.7	46.6	95.4	96.1	95.8

NB: Cumbria, Statistical Neighbour and National data for 1994-1999 obtained from the LEA Statistical Profile (Ofsted, Spring 2000)

- Between 1994 and 1996 Cumbria's performance at GCSE (5+ A*-C grades) exceeded that of the average for statistical neighbours. However in 1997 and 1998 the performance in Cumbria dipped below the average for the statistical neighbours. In 1999 the results were equivalent to the statistical neighbours.
- In 1999 Cumbria ranked 7th out of the 11 in its statistical neighbour group for 5+ A*-C grades and also for 1+ A*-G grades.
- The proportion of children achieving 1+ A*-G grades in Cumbria was roughly equivalent to the national average from 1994-1999 but was below that of the statistical neighbours over the same period.

Student attainment at GCSE A Level is good compared to statistical neighbours and the national average. For example:

- Cumbria ranks 2nd out of 11 when compared with its statistical neighbours. In 1997 the average points score per pupil taking 2 or more A levels was 18.4 for Cumbrian students with the national average being 17.1 and that of statistical neighbours 17.5. This difference has been maintained over recent years.
- In 1999 Cumbria ranked 2nd out of 11 when compared with its statistical neighbours. The average points score per pupil taking 2 or more A levels was 19.2 for Cumbrian students, with the national average being 17.9 and statistical neighbours being 18.1. The difference has been maintained over recent years.

Ofsted inspection evidence suggests that most teaching in Cumbrian schools is satisfactory or good. For example:

- In the first round of inspections in both primary and secondary schools, the quality of teaching was found to be at least sound in almost 90% of lessons observed and good in 50%. While this compares favourably with both the national situation and that in statistical neighbour LEAs, attention needs to be focused on the 1 in 10 lessons which are unsatisfactory.
- The overview of the inspection judgements for schools for the last and second cycle inspections shows that 69% of primary schools were considered to be good or very good in terms of the quality of education provided, compared to 65% in both the statistical neighbours and the country as a whole. The proportion of primary schools requiring substantial improvement in the quality of education (5%) was slightly below both the statistical neighbours and national (6%).

Two thirds of the county's secondary schools were rated as either good or very good in terms of the quality of education provided, equivalent to the statistical neighbours (67%) and nationally (65%).

Findings from Ofsted inspections and other data provide a mixed picture of pupil attitudes to education. For example:

- Truancy rates in Cumbria compare very favourably with statistical neighbours. Cumbria is ranked 1st = out of 11 authorities.
- Staying on rates in Cumbria at 16+ are below the national average. At 62.5% staying on in full-time education in 1996, 62.29% in 1997, they are some 5% below the national average.
- Ofsted judgements about 'school climate' suggest that most of Cumbria's primary schools had a good or very good climate. This is equivalent to the statistical neighbours (92%) and England as a whole (89%). In the county's secondary schools a high proportion of schools (90%) were considered to be either 'good' or 'very good' in terms of their climate or ethos, greater than the 77% for statistical neighbours and the schools in the country as a whole.

Ofsted inspection suggests that the management and efficiency of Cumbrian schools varies between the primary and secondary sectors. For example:

- Just under three-quarters (73%) of primary schools were deemed to be very good or good in terms of their management and efficiency. This is significantly higher than both the statistical neighbours (64%) and nationally (67%). In addition, the proportion requiring substantial improvement (5%) was below the statistical neighbours (6%) and national (7%).
- In the secondary sector, management and efficiency was either good or very good in 63% of the county's secondary schools. This is below the level for both the statistical neighbours (69%) and nationally (71%).

LEA monitoring suggests that at any one time up to 10% of schools may be experiencing difficulties of varying degrees of severity. Such difficulties usually involve a degree of management weakness and are sometimes reflected in poor teaching and low standards.

- LEA personnel have successfully supported schools in overcoming such difficulties in the last school year, though there is a continued need for such support.

The LEA will take action to remedy the weaknesses highlighted in the above analysis. The priorities for improvement and associated activities give due weight to these findings, though they are also influenced by other factors pertinent to the Cumbrian context. Further detail is provided in Section 2 of this plan.

A2.3. Corporate Aims, other LEA Plans and School Development Plans

1. LEA Plans

The Education Development Plan is the LEA's lead planning document on raising standards. It is, however, supported and enhanced by a number of other plans. In particular these include:

Early Years Development Plan
KS1 Class Size Plan
Behaviour Support Plan
Asset Management Plan

The LEA will work towards effective integration of its Education Development Plan and School Development Plans. Common priorities will be identified to enhance the effectiveness of planning and activity at school and LEA level.

2. **School Development Plans**

At individual school level the critical planning document promoted by the LEA is the School Development Plan. The LEA will encourage schools to ensure that the emphasis of these plans is on school improvement. It will also work with schools to integrate and link individual plans to that of the LEA so that school plans are informed by this Education Development Plan and that revisions of this plan are informed by changes at individual school level.

3. **The County Council Context**

Some 57% of the county's expenditure is attributable to education in 1998/99. The education service is therefore very conscious of the contribution it should and must make in securing the wider aspirations of the County Council. In particular the Education Department and the schools with whom it works have a key role in helping to promote the economic, social and environmental health and well-being of the Cumbrian community. Actions proposed in the Education Development Plan, aiming as they do to promote school improvement and a broad range of pupil achievement, are entirely consistent with that mission. Much that is in the plan is built on a firm recognition of the interdependence of schools and communities and the clear assertion that the future requires that our young people will need to have raised levels of performance in literacy, numeracy and information technology, as well as strong interpersonal skills and a capacity to act as informed and participating citizens.

The Education Development Plan is also seen as the key strand in the education service's contribution to the County Council's drive for Best Value. It is informed by wide consultation and its declared objectives, targets and costs represent the benchmark against which service performance will and should be judged.

Annex 3 ACTION TO ADDRESS SCHOOL IMPROVEMENT PRIORITIES

The following pages provide the action plans for the activities set out in Section 2 paragraph 2.1(c)

TITLE OF THE ACTIVITY

REF: 1.1

The management, implementation and development of the National Literacy Strategy.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 1 – Standards of Literacy.

PURPOSE OF THE ACTIVITY

To support schools to raise standards of literacy in line with Cumbria's stated targets.

NATURE OF THE ACTIVITY

- The co-ordination of the work of different divisions of the County Council to improve the quality of teaching of literacy.
- The management of the work of literacy consultants and inspector/advisers to improve the quality of teaching and management of literacy.
- The dissemination to schools of information relating to the raising of standards in literacy.
- The management, implementation and reporting of a programme of monitoring and evaluation.
- The management of the Cumbria Literacy Project including schools requiring intensive support and small schools.

TARGET GROUPS FOR THE ACTIVITY

- All primary and special schools
- All primary aged pupils
- Headteachers, governors
- Teachers
- Supply teachers
- Non-teaching assistants

ACTION TO BE TAKEN

- Implement the National Literacy Strategy
- Plan and arrange training for STAs
- Identify and disseminate good practice in the most appropriate ways
- Co-ordinate and support the provision of additional literacy support for pupils in Key Stage 2 through classroom assistants

Apr 99 – Mar 02
Apr 99 – Mar 01
Jan 99 – Mar 01
Jan 99 – Mar 01

ACTION TO BE TAKEN continued	
<ul style="list-style-type: none"> • Co-ordinate the provision of literacy in-service training for teachers and I/As • Provide newsletters and other information relating to literacy strategy development • Monitoring literacy teaching in school • Identify and support Cumbria Literacy Project schools 	<p>Apr 99 – May 02</p> <p>Apr 99 – Mar 02</p> <p>Apr 99 – Mar 02</p> <p>Apr 99 – Mar 02</p>

ALLOCATION OF RESPONSIBILITY	
NLS manager, 5 literacy consultants	QA Division
Link inspector/advisers	QA Division
INSET manager	QA Division
Education Service statistician	
1 administrative assistant	QA Division

SUCCESS CRITERIA
<ul style="list-style-type: none"> • Standards of literacy rise in line with Cumbria's stated targets. • Sufficient, relevant training for schools planned and delivered with 90% positive evaluations. • Support directed to light touch schools to meet identified needs – no school denied support if requested. • STA course runs with full recruitment – 90% retention rate. • Literacy Strategy Group meets regularly and fulfils its stated aims. • Standards and quality of literacy monitored regularly in all schools. • Schools where insufficient progress is being made are identified and targeted for support.

MONITORING AND EVALUATION
<ul style="list-style-type: none"> • NLS manager monitors all activities except INSET and reports termly to Chief Inspector and Regional Director of NLS. • INSET manager monitors INSET programme and evaluates and reports annually in May.

RESOURCES	
Inspector/Advisers:	£75,915
Other Staff:	£205,909
Resources:	£0
Total Cost:	£281,824

TITLE OF ACTIVITY

REF: 1.2

The development of a Key Stage 3 literacy project.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 1 – Standards of Literacy.

PURPOSE OF THE ACTIVITY

To support secondary schools that have made KS3 literacy a priority
 To raise standards of literacy among pupils leaving primary school at level 3 in English.
 To develop advanced literacy skills in Y9 pupils.

NATURE OF THE ACTIVITY

- Supporting activities planned by secondary schools to develop KS3 literacy.
- The development in a small number of project schools of effective programmes/practices for teaching literacy skills to pupils identified as behind in their literacy development but not with specific learning difficulties.
- The establishment of literacy summer schools.

TARGET GROUPS FOR THE ACTIVITY

- Selected secondary schools.
- Pupils at level 3 in English at the end of Key Stage 2.
- Able Y9 pupils.
- Teachers in secondary schools.

ACTION TO BE TAKEN

- Support the development of good practice in developing literacy in secondary schools where this is a priority.
- Support schools in the planning and development of literacy summer schools.
- Establish six literacy summer schools for pupils transferring to secondary phase.
- Run residential pupil course for able Y9 pupils.

Apr 00 – Mar 01

Apr 00 – Mar 01

Jan 00 – Aug 00

Jun 00

ALLOCATION OF RESPONSIBILITY

NLS Manager
Primary I/A literacy
Project co-ordinator
Literacy consultants

QA Division
QA Division
QA Division
QA Division

SUCCESS CRITERIA

- All secondary schools seeking support for developing KS3 literacy receive this.
- Attainment of pupils raised – 75% of target pupils at L4 by the end of Y7.
- Positive reports by teachers of impact of projects on pupils' attitudes.
- Y9 pupils attending residential course produce writing of a publishable standard.

MONITORING AND EVALUATION

- Pupil progress monitored through tests and teacher assessment.
- NLS manager reports annually to Chief Inspector.

RESOURCES

Inspector/Advisers:	£7,560
Other Staff:	£0
Resources:	£10,000
Total Cost:	£17,560

TITLE OF ACTIVITY**REF: 1.3**

Development of guidelines and exemplars for the use of ICT in literacy.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 1 - Standards of Literacy.

PURPOSE OF THE ACTIVITY

To enable schools to make more effective use of information and communication technologies in their drive to raise standards of achievement in literacy.

NATURE OF THE ACTIVITY

- The identification of examples of existing good practice and work with schools to develop and disseminate exemplar materials.
- The encouragement and management of collaborative work between schools, LEA advisory staff and HE institutions to produce and disseminate materials via a regional Virtual Resource Centre.
- The monitoring of the use of materials and the evaluation of their effectiveness.

TARGET GROUPS FOR THE ACTIVITY

- All primary, special and secondary schools (KS3 and SEN pupils).

ACTION TO BE TAKEN

- | | |
|---|-----------------|
| • Set up literacy/ICT task group jointly with Lancashire LEA and UCSM | Sep 98 |
| • Set specification for materials | Nov 98 |
| • Identify existing good practice in schools | Jan 99 – Mar 99 |
| • Develop and test trial materials in small group of schools | Jan 99 – Jul 99 |
| • Create literacy area on Virtual Resource Centre | Apr 99 – Jul 99 |
| • Disseminate to all schools materials for KS1 and KS2 | Sep 99 |
| • Continue to monitor and develop further materials. | Sep 99 |

ALLOCATION OF RESPONSIBILITY

Literacy consultants	QA Division
NGfL Manager	QA Division
English inspector/adviser	QA Division
Inspector/adviser	QA Division
NGfL advisory teachers	QA Division
County Literacy Strategy Group	

SUCCESS CRITERIA

- A wide range of high quality support materials available to teachers via Virtual Resource Centre.
- Exemplars of effective use of ICT in classroom settings for literacy work disseminated to all schools.
- Standards in literacy supported and enhanced through teachers' and pupils' use of ICT in line with Cumbria's stated targets.
- Schools developing and sharing successful materials via Virtual Resource Centre.
- Standards in literacy supported and enhanced through teachers' and pupils' use of ICT

MONITORING AND EVALUATION

- Monitoring carried out by literacy consultants and through link I/A visit agendas.
- NGfL manager reports to Chief Inspector and Education ICT Strategy Group on a termly basis.

RESOURCES

Inspector/Advisers:	£31,500
Other Staff:	£4,433
Resources:	£500
Total Cost:	£36,433

TITLE OF ACTIVITY**REF:1.4**

The development and delivery of the Reading Intervention Programme for KS1 pupils with Special Educational Needs.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Key Objectives:

- Significant improvements in the literacy skills of the children who receive programmes of Reading Intervention support, as measured by standardised tests.
- Improvements in the confidence of school staff to respond to pupils with literacy difficulties and other pupils more generally.
- To ensure that Reading Intervention forms part of a countywide, coordinated response to the development of literacy teaching.

PURPOSE OF THE ACTIVITY

To support pupils experiencing difficulty in acquiring literacy skills.

NATURE OF THE ACTIVITY

- Training for teachers and support assistants in the delivery of the Reading Intervention programme.
- Direct support to schools to enable staff to deliver this programme.
- Additional training and support to maintain skills and standards.
- The development and dissemination of support materials.
- Coordination of the programme with other initiatives, particularly the National Literacy Strategy, to ensure a cohesive, efficient and effective response to youngsters experiencing literacy difficulties.

TARGET GROUP FOR THE ACTIVITY

Pupils at Key Stage 1 who have special educational needs leading to significant difficulties in acquiring literacy skills and the staff who will work with these pupils.

ACTION TO BE TAKEN

- Completion of pilot training programme for support assistants and evaluation of data, presentation of certificates – follow up of outcomes July 2000 - February 2001
- Training course for teachers in South of county – evaluation of data - presentation of certificates September 2000-March 2001
- Training of new tutor for South of the county September 2000-September 2001
- Training programme for support assistants in West of county February 2001-July 2001
- Provision of support tutorials for previously trained teachers/support assistants per term per area one per term throughout year
- Meetings of full team of Reading Intervention Tutors one per term throughout year
- The development and dissemination of support materials ongoing
- Direct support to schools to enable staff to deliver Reading Intervention Programme ongoing
-

ALLOCATION OF RESPONSIBILITY

Heather Swain
Reading and Intervention Tutors
Senior Education Officers (Special Educational Needs)
Priority Manager 'Standards of Literacy'

SUCCESS CRITERIA

Over 90% of support assistants and teachers to complete course successfully with required points quality control sheet.

Gains made by children worked with to be maintained six months after the completion of training programme.

New Tutor to be capable of working independently and delivering all aspects of Reading Intervention programme.

90% satisfactory or better evaluations from those attending support tutorials.

MONITORING AND EVALUATION

By direct testing of children using Burt/Schonell tests and other tests of literacy skills, reading and spelling tests.

Observation of new tutor and supervision sessions.

Standards between tutors to be maintained as evidenced through moderation exercises on videotaped Reading Intervention sessions.

Quality control sheets.

Standardised tests.

Written feedback to schools

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£43,140
Resources:	£17,300
Total Cost:	£60,440

TITLE OF ACTIVITY:**Ref: 2.1**

The management and implementation of the National Numeracy Strategy (NNS)

PRIORITY WHICH THE ACTIVITY SUPPORTS:

Priority 2: Standards of Numeracy.

PURPOSE OF THE ACTIVITY

- To manage and implement the National Numeracy Strategy throughout primary and special schools in Cumbria to enable all pupils to make appropriate progress in numeracy and to raise standards of numeracy.

NATURE OF THE ACTIVITY

- To work directly with headteachers, mathematics co-ordinators, SENCOs and other teachers, to improve the quality of teaching of numeracy and the quality of leadership and management of numeracy in schools including school self-evaluation and review.
- To take direct action with pupils to improve their progress and raise standards of numeracy.
- To work with governors and parents to improve opportunities for pupils to make progress in numeracy.
-

TARGET GROUP FOR THE ACTIVITY

- all primary aged pupils.
- mathematics coordinators
- headteachers
- SENCOs
- teachers
- governors
- parents and families
- all primary and special schools in Cumbria both individually and in groups.

ACTION TO BE TAKEN:

The management and implementation of the National Numeracy Strategy will involve the manager and inspector/advisers from QA Division in:

ongoing and relevant attendance at :

- national and regional conferences and meetings

- headteacher meetings to brief headteachers

- training sessions for : manager, numeracy consultants, leading mathematics teachers

strategic and daily, ongoing management of :

- numeracy consultants

- leading mathematics teachers

- training programme

- monitoring system

- implementation of National Strategy in schools

- administrative support

- identification of intensive support schools and programme of support

continued training of :

- leading mathematics teachers

- headteachers, mathematics co-ordinators, other staff

- teachers from intensive support schools

- inspector/advisers

- administrative support

- staff in other CCC units and divisions

ongoing monitoring of :

- numeracy consultants

- leading mathematics teachers

- intensive support schools

- other schools

- progress to LEA target

- implemetation of Strategy

ALLOCATION OF RESPONSIBILITY

Overall management - Cumbria Manager of National Numeracy Strategy

School support - Numeracy Consultants, leading mathematics teachers, inspector/advisers in QA Division, PaSS Division

Monitoring - Cumbria NNS Manager, Numeracy Consultants, Inspector/advisers in QA Division

SEN aspects - Inspector/adviser of SEN, QA Division; PaSS Division

SUCCESS CRITERIA:

High quality of teaching and learning in all schools

Raise standards annually in schools and county wide to L4+ Target in 2002 and beyond

MONITORING AND EVALUATION

Monitoring of key dates by which agreed actions will have taken place.

Evaluation through visits, classroom observations, discussions, data and questionnaires by NNS Manager

RESOURCES

Inspector/Advisers:	£75,915
Other Staff:	£168,937
Resources:	£54,000
Total Cost:	£298,852

TITLE OF ACTIVITY

Ref: 2.2

The development of guidelines and exemplars for the use of ICT in Numeracy.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 2 – Standards of Numeracy.

PURPOSE OF THE ACTIVITY

To enable schools to make more effective use of Information and Communication Technologies in their drive to raise standards of achievement in Numeracy.

NATURE OF THE ACTIVITY

- Identification of examples of existing good practice and work with schools to develop and disseminate exemplar materials.
- Encouragement and management of collaborative work between schools, LEA advisory staff and HE institutions to produce and disseminate materials via a regional Virtual Resource Centre.
- Monitoring of the use of materials and evaluation of their effectiveness.

TARGET GROUP FOR THE ACTIVITY

- All primary and special schools.
- Secondary schools (KS3 and SEN pupils).

ACTION TO BE TAKEN

- Identification of existing good practice in schools.
- Development and testing of trial materials in small group of schools.
- Development of Numeracy areas on Virtual Resource Centre.
- Dissemination to all schools of materials for KS1 and KS2.
- Continued monitoring and development of further materials.

ALLOCATION OF RESPONSIBILITY

Numeracy Manager	
Numeracy Consultants	QA Division
NGfL Manager	QA Division
Inspector/advisers	QA Division
NGfL advisory teachers	
County Numeracy Strategy Group	

SUCCESS CRITERIA

- A wide range of high quality support materials is available to teachers via Virtual Resource Centre.
- Exemplars of effective use of ICT in classroom settings for numeracy work disseminated to all schools.
- Schools develop and share successful materials via Virtual Resource Centre.
- Standards in numeracy supported and enhanced through teachers' and pupils use of ICT.

MONITORING AND EVALUATION

- Monitoring and evaluation carried out by Numeracy Consultants and through Link I/A visit agendas.
- NGfL Manager reports to Chief Inspector, Education ICT Strategy Group and Numeracy Manager on a termly basis.

RESOURCES

Inspector/Advisers:	£15,750
Other Staff:	£4,780
Resources:	£500
Total Cost:	£21,030

TITLE OF ACTIVITY:**2.3**

The management and implementation of the National Numeracy Strategy in KS3.

PRIORITY WHICH THE ACTIVITY SUPPORTS:

Priority 2: Standards of Numeracy.

PURPOSE OF THE ACTIVITY

- To manage and implement the National Numeracy Strategy into secondary schools in Cumbria to enable all pupils to make appropriate progress in numeracy and to raise standards of numeracy.
- To manage the programme of summer numeracy schools and KS3 intervention programmes

NATURE OF THE ACTIVITY

- To work directly with headteachers, heads of mathematics and other teachers, to improve the quality of teaching of numeracy and the quality of leadership and management of numeracy in schools including school self-evaluation and review.
- To take direct action with pupils to improve their progress and raise standards of numeracy.
- To work with governors and parents to improve opportunities for pupils to make progress in numeracy.
- To oversee the programme of summer numeracy schools
- To provide training conferences for all secondary schools

TARGET GROUP FOR THE ACTIVITY

- all KS3 pupils.
- heads of mathematics
- headteachers
- teachers
- governors
- parents and families
- all secondary schools in Cumbria both individually and in groups.

ACTION TO BE TAKEN:

The management and implementation of the National Numeracy Strategy at KS3 will involve the manager and inspector/advisers from QA Division in:

ongoing and relevant attendance at :

- national and regional conferences and meetings

- headteacher meetings to brief headteachers

- training sessions for : manager, I/A primary, numeracy consultants,

strategic and daily, ongoing management of :

- numeracy consultants

- training programme

- monitoring system

- implementation of National Strategy in schools

- administrative support

training of :

- heads of mathematics, senior staff, other staff

- summer school staff

- inspector/advisers

- administrative support

- staff in other CCC units and divisions

ongoing monitoring of :

- numeracy consultants

- secondary schools

- summer schools

- implemetation of KS3 Strategy

ALLOCATION OF RESPONSIBILITY

Overall management - Cumbria Manager of National Numeracy Strategy

School support - Numeracy Consultants, leading mathematics teachers, inspector/advisers in QA Division, PaSS Division

Monitoring - Cumbria NNS Manager, Numeracy Consultants, Inspector/advisers in QA Division

SEN aspects - Inspector/adviser of SEN, QA Division; PaSS Division

SUCCESS CRITERIA:

High quality of teaching and learning in all schools

Raise standards annually in schools and county wide to KS3 Target and KS4 target

MONITORING AND EVALUATION

Monitoring of key dates by which agreed actions will have taken place.

Evaluation through visits, classroom observations, discussions, data and questionnaires by NNS Manager

RESOURCES

Inspector/Advisers:	£11,025
Other Staff:	£1,561
Resources:	£10,500
Total Cost:	£23,086

TITLE OF ACTIVITY:

Ref: 2.4

The promotion of the Maths Year 2000.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS:

Priority 2 : Standards of Numeracy

Priority 8: Involvement of parents and communities in children's learning.

PURPOSE OF THE ACTIVITY

To raise the profile and standards of numeracy through a concerted and nation-wide focus on numeracy

NATURE OF THE ACTIVITY

The activity will achieve its specific objectives by involving actions in one or more of the following areas by:

Development both local and county-wide, which encourage the involvement of a wide range of groups and people including the County Council Elected Members, Education Department, other departments of the County Council, local Councils, Community Groups, Businesses, Teachers, Schools, Parents, Personalities and citizens including the use of the media and ICT.

TARGET GROUP FOR THE ACTIVITY

- children
- parents
- headteachers
- teachers
- governors
- schools
- business personnel
- citizens

ACTION TO BE TAKEN

The activity will involve:

- promotion,
- information,
- organisation,
- liaison
- events
- publicity
- production of material for use by schools and by the general public by teachers released with supply cover

SUCCESS CRITERIA

- Raised profile of numeracy
- Raise standards of numeracy in the community
- Raised standards of numeracy in pupil
- Numeracy and mathematics are seen as fun - removed threat status
- Use of materials by schools
- Use of material by the general public

MONITORING AND EVALUATION

On going monitoring of the project for progress by Activity Manager and NNS Manager

Evaluation will be carried out via visits, discussions with participants, data, etc, against the success criteria.

RESOURCES

Inspector/Advisers:	£6,300
Other Staff:	£1,023
Resources:	£10,000
Total Cost:	£17,323

TITLE OF ACTIVITY:**2.6**

The development of guidelines and exemplars of good practice for promoting numeracy in children with special educational needs.

PRIORITY WHICH THE ACTIVITY SUPPORTS:

Priority 2 - Standards of numeracy

PURPOSE OF THE ACTIVITY

To develop and implement strategies to enable pupils with special educational needs in both special schools and mainstream schools to make appropriate progress in numeracy and to raise standards for these pupils

NATURE OF THE ACTIVITY

- To work with identified groups of schools to maximise the standards of attainment and progress of pupils with SEN.
- To improve the quality of teaching of pupils with SEN.
- To improve the quality of leadership and management through school self evaluation with regard to the needs of pupils with SEN.

TARGET GROUP FOR THE ACTIVITY

- Pupils with SEN
- SENCO's
- Headteacher
- Mathematics co-ordinators
- Teachers
- SEN governor
- Parents
- PaSS
- individual and groups of schools

ACTION TO BE TAKEN: Starting 1 April 1999

The development and implementation will involve:

- a review of current practice within Cumbria.
- identifying procedures/strategies for identifying pupils with SEN in mathematics with educational psychology service, PaSS and SENCO'S using agreed criteria.
- The identification of mathematics specific needs of such pupils.
- The provision of in-service for teachers to address the needs using specialist providers eg. STS teachers, Educational psychologists and mainstream teachers.
- The establishment and dissemination of strategies to address the specific needs of pupils with SEN in numeracy with reference to:
 - * teaching
 - * learning
 - * resources
 - * organisation /management (class, school, group of schools, areas of County, in school, out of school)
- the dissemination of information across the County.
- the ongoing evaluation of success in raising standards and progress.

ALLOCATION OF RESPONSIBILITY

Activity manager - County Mathematics Inspector/Adviser (Numeracy manager)
Involvement from Primary Inspector/Adviser.

Involvement of:

I/A for SEN

PaSS

Staff in special schools

SENCOs

Higher Education

Regional Director of NNS with SEN brief

SUCCESS CRITERIA

- An increase in pupils with SEN attaining:
- Level 2 at end of Key Stage 1
 - Level 4 at end of Key Stage 2
 - Level 6 at end of Key Stage 3
 - A/B grades at end of Key Stage 4

MONITORING AND EVALUATION

The monitoring will ensure that agreed actions have taken place by specific dates.

Evaluation will be carried out via visits, discussions with participants, data, questionnaires by QA.

RESOURCES

Inspector/Advisers:	£4,725
Other Staff:	£0
Resources:	£8,000
Total Cost:	£12,725

TITLE OF ACTIVITY**REF: 3.1**

The management of data analysis and identification of underperforming groups (particularly boys)

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

- Priority 3. Performance in external qualifications at Key Stage 4.
- Priority 4. The quality of teaching and learning.
- Priority 5. The quality of management and governance.

PURPOSE OF THE ACTIVITY

To provide information to help raise attainment and improve progress among groups, particularly those which are seen to be underperforming.

NATURE OF THE ACTIVITY

Analysis of Key Stage 3 and 4 results and patterns of provision, including curriculum resources and teaching styles, to:-

- identify attainment of particular groups of pupils;
- identify patterns of provision associated with high attainment;
- inform planning, teaching, monitoring and evaluation;
- support schools in self-evaluation and review.

TARGET GROUP FOR THE ACTIVITY

- Teachers at Key Stages 3 and 4.
- Headteachers and the senior management team of all secondary schools.
- Heads of subject, department and faculty in all secondary schools.

ACTION TO BE TAKEN

- Analysis of pupil performance against school, national and LEA performance and trends.
- Analysis of departmental and school performance against national and LEA performance and trends.
- Analysis of patterns of provision by department and school.
- Identification of any correlation between patterns of provision and attainment indicators.
- Identification of points of significant interest.
- Dissemination of findings for more detailed investigation/action within and between schools.

Timescale: Initial analysis – October.

Detailed analysis – November/December.

Dissemination - January

Action – ongoing.

ALLOCATION OF RESPONSIBILITY

- Overall analysis carried out by named inspector/adviser, administrative assistant and educational statistician.
- Specific subject analyses carried out by subject inspectors (working with link inspectors as appropriate – see 5.1 for example on whole school issues).
- Analysis of patterns of provision carried out by senior managers, heads of faculty and heads of department in schools.

SUCCESS CRITERIA

- Attainment raised at Key Stage 4: improved GCSE results in line with LEA targets.
- Schools and departments using self-review procedures to identify strengths, weaknesses and areas for improvement.
- Schools indicating data provision and analysis are helpful in driving up standards.

MONITORING AND EVALUATION

- Reports to Education Department SMT on school performance (overview October, detail December).
- Action by individual I/As monitored by QA Manager to check compliance.
- Individual subject I/As monitor/evaluate school improvement (with link I/A as appropriate) against targets.
- Analysis of the degree of satisfaction of any training/support offered to schools.

RESOURCES

Inspector/Advisers:	£11,025
Other Staff:	£7,526
Resources:	£0
Total Cost:	£18,551

TITLE OF ACTIVITY

REF: 3.2

The response to individual departmental underachievement.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

- Priority 3. Performance in external qualifications at Key Stage 4.
- Priority 4. The quality of teaching and learning.
- Priority 5. The quality of management and governance.

PURPOSE OF THE ACTIVITY

To raise attainment and improve pupils' progress in those areas identified as underachieving.

NATURE OF THE ACTIVITY

Work with those departments where underachievement has been identified through analysis to

- identify specific weaknesses;
- develop strategies to eradicate the weaknesses;
- support departments in self-evaluation and review.

TARGET GROUP FOR THE ACTIVITY

- Headteachers and senior managers in identified secondary schools.
- Heads of subject, department and faculty in identified schools.

ACTION TO BE TAKEN

- Provision of data and analysis to allow the school/department to recognise underachievement.
- Provision of support to assist development within and between schools.
- Encouragement in the use of departmental self-review documents.

Analysis September - November
Support October - June

ALLOCATION OF RESPONSIBILITY

- Subject specific analysis carried out by subject inspectors (working with link inspectors as appropriate – see 5.1 for example on whole school issues).
- Work with subject departments by the appropriate subject inspector.

SUCCESS CRITERIA

- Individual departments aware of strengths and weaknesses.
- Effective use of self-review and evaluation.
- Departments show an improved performance 10% on previous year.

MONITORING AND EVALUATION

- Actions by schools/departments to monitor and evaluate performance.
- Individual subject and link inspectors monitor and evaluate year on year performance.
- Departments/schools/QA monitor progress towards identified targets.
- Subject inspector/advisers report to Chief Inspector/Adviser annually on performance.

RESOURCES

Inspector/Advisers:	£26,460
Other Staff:	£1,497
Resources:	£0
Total Cost:	£27,957

TITLE OF ACTIVITY**Ref: 3.3**

The management and development of subject initiatives aimed at improving the quality of learning and pupils' attainment at Key Stage 3 and Key Stage 4, with a particular emphasis on improving Thinking Skills.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 3: Performance in external qualifications at KS4

Priority 4: The Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To improve the quality of pupils learning and thereby to raise standards in subject performance at end of key stage and GCSE assessments.

NATURE OF THE ACTIVITY

- The continuation of two strategic and nationally established programmes aimed at cognitive acceleration in pupils learning:

CASE: Cognitive Acceleration in Science Education

CAME: Cognitive Acceleration in Mathematics Education

- The development of LEA led strategic projects aimed at raising the attainment of pupils, in other subjects.
- The level of intervention will be informed by the outcomes of Activity 3.1 especially in terms of the relative performance of subjects against LEA and national benchmarks, and by systems of LEA and external monitoring, including Ofsted.

TARGET GROUP FOR THE ACTIVITY

- Science and mathematics teachers of key Stage 3 (Years 7 and 8) pupils in participating schools
- Subject teachers in those subjects identified through analysis of performance as being in need of improved provision.

ACTION TO BE TAKEN

- Continued organisation of participating schools within the established projects for Science and Mathematics.
- The development of subject initiatives in response to identified needs in other subjects in years 2 and 3 of the current EDP cycle.

ALLOCATION OF RESPONSIBILITY

- CASE - I/A Science and school CASE Coordinators
- CAME - I/A Mathematics and school CAME Coordinators
- New initiatives - I/A subjects (identified as appropriate)

SUCCESS CRITERIA

Current initiatives:

- 10% improvement in pupil attainment at Level 6+ in Key Stage 3 assessment year on year.
- 10% improvements in pupil attainment at grade C and above in GCSE year on year.
- Improved pupil attitude towards learning in science and mathematics (10% in target groups).
- Improved teacher confidence and competence (90% indicating improvement)

Criteria for new initiatives established as appropriate.

MONITORING AND EVALUATION

- Termly reporting of progress relating to implementation and budget management.
- Annual report to Chief Inspector/Adviser on implementation and outcomes against success criteria
- Analysis of attainment patterns in participating schools against LEA and national performance
- Analysis by questionnaire of pupils and teachers in participating schools to evaluate changing attitudes to teaching and learning.

RESOURCES

Inspector/Advisers:	£23,625
Other Staff:	£0
Resources:	£18,000
Total Cost:	£41,625

TITLE OF**Ref: 3.4**

The Small Secondary Schools Raising Achievement Project (Development and Dissemination)

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 3: Performance in external qualifications at Key Stage 4

Priority 4: The Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To encourage and support collaborative activities between small secondary schools.

To improve the quality of pupils learning

To raise standards in end of key stage and GCSE assessments.

NATURE OF THE ACTIVITY

- To work with participating schools to share and develop approaches to raising attainment.
- To work with schools to increase their expertise in using a wider range of teaching styles.
- To evaluate approaches in the context of wider national initiatives.
- To collate and disseminate best practice approaches to all secondary schools.

TARGET GROUP FOR THE ACTIVITY

- Headteachers in the participating small secondary schools.
- Raising Attainment Coordinators in small secondary schools.
- Teacher and pupils and all participating schools.

ACTION TO BE TAKEN**Timeline**

- | | |
|--|----------------------------------|
| <input type="checkbox"/> To support meetings of headteachers in order to steer the Raising Achievement Projects. | May 2000 – March 2001 |
| <input type="checkbox"/> To provide QA support for the Raising Achievement Coordinators Group and associated project activities. | May 2000 – March 2001 |
| <input type="checkbox"/> To manage the collation, evaluation and dissemination of good practice emerging from the projects. | January 2001 – March 2001 |

ALLOCATION OF RESPONSIBILITY

- ❑ Small secondary schools steering and coordinator groups, supported by named inspector/adviser.

SUCCESS CRITERIA

- ❑ Raising achievement projects in place in all participating schools, linked to individual school improvement plans and to wider national initiatives.
- ❑ Raising achievement projects effectively managed by steering and coordinator groups.
- ❑ Raising achievement initiatives successfully implemented and evaluated.
- ❑ Evaluation and dissemination of emerging best practice, via successive editions of the RAP File, to all secondary schools.
- ❑ Evidence of improved teaching, learning and performance in all participating schools.

MONITORING AND EVALUATION

- ❑ Monitoring by named inspector/adviser to ensure that agreed actions are achieved by dates specified.
- ❑ Evaluation of work in schools through systematic self review, coordinator discussions, pupil questionnaires, etc, in sample schools.
- ❑ Annual report to Chief Inspector/Adviser on achievements and progress.

RESOURCES

Inspector/Advisers:	£4,410
Other Staff:	£0
Resources:	£6,000
Total Cost:	£10,410

TITLE OF ACTIVITY**REF: 3.5**

Development of a range of alternative curriculum experiences and accreditation opportunities aimed at raising attainment and progress for pupils in Key Stage 4.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 3: Performance in External Qualifications at Key Stage 4

Priority 4: The Quality of Teaching and Learning

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

- Through collaboration with the Cumbria Learning Partnership to continue to develop and establish appropriate links with partner organisations in the post-16 education and training sector to provide alternative curriculum and accreditation opportunities for 14-16 year old pupils.
- To support the development of the use of Section 363 disapplication regulations for specialism, consolidation and work-related learning opportunities in order to provide Key Stage 4 pupils with high quality curriculum and accreditation appropriate to pupil needs.
- To develop school use of the Section 400 qualifications to extend the range of qualifications used in Key Stage 4 to meet pupils' needs and raise aspirations.
- To increase coherence, progression and continuity in the 14-19 phase of learning.

NATURE OF THE ACTIVITY

- To further develop support mechanisms, participation criteria and inter-institutional agreements between partner institutions for Key Stage 4 link programmes.
- To establish a common framework for entry requirements for post-16 transfer across the county.
- To audit use of Section 363 disapplication in secondary schools to identify and disseminate good practice.
- To establish curriculum planning and design practitioner networks to facilitate school based, cross-institutional development of alternative and extended curriculum opportunities.
- To establish subject specialist practitioner groups to identify alternative qualification opportunities and to develop appropriate learning programmes for their provision.

TARGET GROUP FOR THE ACTIVITY

- Key Stage 4 pupils.
- Key partners in the Cumbria Learning and Education Business Partnerships.
- Curriculum managers in secondary schools and pupil referral units.
- Subject specialist teachers in secondary schools.
- Secondary phase inspector/adviser staff.

ACTION TO BE TAKEN

- Continue link programme development with FE and training providers.
- Extend link programmes to other schools.
- Audit Section 363 use(s) in secondary schools.
- Set up alternative 14-19 curriculum management networks on a consortium basis.
- Set up subject groups facilitated by specialist inspector/adviser. (Specialist areas to include maths, English, science, design and technology, modern foreign languages, information and communications technology, humanities, creative/performing arts, vocational and special educational needs.)
- Identify range of alternative curriculum opportunities provided. Identify criteria for good practice and apply to audit results. Disseminate good practice across consortia.
- Identify appropriate S400 qualifications.
- Identify key programme design features for successful implementation and provision of qualifications and disseminate findings.
- Negotiate appropriate accreditation opportunities with schools, pupils and work placement providers.
- Set up post-16 progression/entry group for development of agreed Cumbrian protocol for entry requirements at post-16 transfer (ie the Cumbrian Progression Framework).
- Negotiate agreement on Progression Framework implementation with all key partners.

TIMESCALE

April 2000 – March 2001

September 2000 – March 2001

September – November 2000

September 2000

September 2000

October 2000 – March 2001

September – November 2000

November 2000 – March 2001

September – December 2000

October 2000 – February 2001

January – March 2001

ALLOCATION OF RESPONSIBILITY

- Activity manager to be responsible for supporting curriculum management networks and subject specialist groups, liaising with partner providers, Section 363 audit, development of Progression Framework, dissemination of good practice and overall monitoring and evaluation.
- Specialist inspector/advisers to lead on subject group work and dissemination of specialist findings to other practitioners across the county.
- Curriculum managers and subject teachers to be responsible for informing group work on implementation and design issues.

SUCCESS CRITERIA

- Appropriate, high quality link programmes extended.
- Curriculum management networks/subject specialist groups established.
- Use of Section 363 disapplication mapped across the county. Good practice criteria identified and disseminated.
- Appropriate range of subject specific alternative accreditation/qualification opportunities identified. Key provision/implementation issues identified and disseminated.
- Cumbrian Progression Framework agreed, established and implemented.
- Initial evaluation indicates that curriculum and accreditation opportunities are more closely matched to individual pupil needs, progression opportunities are improved and post-16 participation will increase.

MONITORING AND EVALUATION

Activity manager, networks and working groups to monitor and evaluate outcomes against success criteria (above) on an on-going basis.

RESOURCES

Inspector/Advisers:	£13,230
Other Staff:	£0
Resources:	£4,100
Total Cost:	£17,330

TITLE OF ACTIVITY

REF: 3.6

Extended work related learning opportunities and work scholarships in Key Stage 4.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 3: Performance in External Qualifications at Key Stage 4

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

- To continue to develop a range of work related learning opportunities for pupils in Key Stage 4, with a particular focus on those pupils who have been identified as having low levels of motivation and who are at risk of not continuing in post-16 education or training.
- To re-engage pupils with their learning through the provision of work-related learning opportunities that are relevant to their employability needs and capable of contributing to raised aspirations for adult life.
- To build on similar initiatives that have been implemented in Cumbrian secondary schools.

NATURE OF THE ACTIVITY

- To extend current arrangements for extended work experience and work scholarship schemes in Key Stage 4 to four additional secondary schools in Cumbria.
- To support schools in the identification and development of appropriate work placements.
- To further develop the pupil participation selection criteria to ensure that schemes integrate effectively with a range of other developments including pastoral support programmes and use of Section 363 for work related learning.
- To promote the use of vocational qualifications included in Section 400 for 2000 to accredit appropriate work based learning.
- To facilitate post-16 progression into education and training opportunities which meet the needs and aspirations of participating pupils.

TARGET GROUP FOR THE ACTIVITY

Up to ten pupils in each of the four existing and four new participating secondary schools.

ACTION TO BE TAKEN

- Monitor and evaluate 1999/2000 schemes.
- Invite four new schools involvement in the scheme.

TIMESCALE

July 2000

<ul style="list-style-type: none"> • Provide ear marked funding to participating schools. • Disseminate good practice and pitfalls. • Provide appropriate staff development for new school co-ordinators. • Identify participating pupils. • Liaise with Careers, EBPs and others re placements. • Communicate participation criteria and protocols to partner agencies and organisations (eg EWS, LSS, etc). • Negotiate appropriate accreditation opportunities with schools, pupils and work placement providers. • Set appropriate achievement, attendance and behavioural targets for individual participating pupils. • Ensure that where Section 363 is being used to disapply for work related learning that QCA criteria are met, eg for additional careers interviews and guidance. • Identify appropriate post-16 progression opportunities. • Monitor pupil target achievement. 	<p>July 2000</p> <p>September 2000</p> <p>September 2000</p> <p>September 2000</p> <p>September 2000</p> <p>September 2000</p> <p>July – October 2000</p> <p>September 2000</p> <p>September – December 2000</p> <p>September – October 2000</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>
--	--

<p>ALLOCATION OF RESPONSIBILITY</p> <ul style="list-style-type: none"> • Named member of staff will co-ordinate project in each school. • Local Careers and Education Welfare Officers will provide appropriate support. • Activity manager will provide support, information and links and will monitor and evaluate the scheme's implementation and impact.

SUCCESS CRITERIA

- Target of eight participating schools achieved.
- Schools identify pupils likely to benefit from involvement in scheme.
- Sufficient high quality work placements identified.
- Individual pupils achieve their targets for achievement, attendance and behaviour, (or at least identifiable improvements gained).
- At least 50% of participating pupils achieve vocationally relevant qualification at end of Year 11.
- 100% of pupils who complete programme progress to appropriate post-16 education, training and employment opportunities.

MONITORING AND EVALUATION

- Participating school co-ordinators to provide termly reports on scheme implementation and progress of individual pupils towards their targets.
- Termly review meeting between activity manager, school co-ordinators and appropriate support staff.
- Reports on pupil performance from work place providers.
- Assessment data from award bearing programmes.

RESOURCES

Inspector/Advisers:	£1,890
Other Staff:	£0
Resources:	£32,000
Total Cost:	£33,890

TITLE OF ACTIVITY**Ref: 3.7**

The management and development of strategic whole school projects related to Thinking Skills and Formative Assessment, aimed at improving the quality of learning and pupils' attainment at Key Stage 3 and Key Stage 4, including raising the attainment of boys.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 3: Performance in external qualifications at KS4
Priority 4: The quality of teaching and learning

PURPOSE OF THE ACTIVITY

- To increase the use of Thinking Skills and Formative Assessment Strategies in secondary schools.
- To improve the quality of pupils learning and thereby to raise standards at end of key stage and GCSE assessments.

NATURE OF THE ACTIVITY

- The development of strategic whole school projects related to Thinking Skills and Formative Assessment aimed at raising the attainment of pupils, particularly boys, across the whole school.
- The specific activities will be informed by school priorities and the process of school self review.
- The activities will be coordinated by the LEA and managed by School Coordinators leading to the sharing and dissemination of outcomes and best practice within the LEA and beyond.

TARGET GROUP FOR THE ACTIVITY

- Schools, in partnership with the LEA, will identify specific initiatives and particular groups of pupils, as their focus for action.
- Activities can relate to groups of pupils identified by prior attainment, aptitude or gender.

ACTION TO BE TAKEN

- Organisation of participating schools within the raising achievement projects.
- Implementation by participating school of agreed whole school strategies to raise performance, including that of boys where appropriate.

ALLOCATION OF RESPONSIBILITY

- I/A Activity Manager
- Raising Achievement Coordinator (Secondary Schools)

SUCCESS CRITERIA

- to be agreed as appropriate between LEA Activity Manager and participating schools.
- publication of outcomes and best practice for dissemination to all secondary schools.

MONITORING AND EVALUATION

- Annual report to Chief Inspector/Adviser on take-up, impact and further development of projects.
- Analysis of attainment patterns in participating schools.
- Analysis by questionnaire of pupils and teachers in participating schools to evaluate changing attitudes to teaching and learning.

RESOURCES

Inspector/Advisers:	£5,040
Other Staff:	£0
Resources:	£15,000
Total Cost:	£20,040

TITLE OF ACTIVITY

REF: 4.1

Monitoring and Support of Newly Qualified Teachers

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To raise standards of education by working with schools to ensure that newly qualified teachers develop as highly skilled and effective teachers.

NATURE OF THE ACTIVITY

- Monitoring of schools' procedures for induction of their NQTs
- Monitoring of individual NQT development of competencies
- Provision of training courses for NQTs and their mentors

TARGET GROUP FOR THE ACTIVITY

- NQTs, mentors and headteachers in individual schools

ACTION TO BE TAKEN

- Provision of advice for schools on NQT support, procedures for professional development of NQTs and development of career profiles. June 2000 and ongoing.
- Visits to each participating school to:
 - agree NQT induction programme
 - monitor/review school policy and procedures for supporting NQTs
 - observe NQT teaching, followed by constructive feedback to NQT and mentor; follow-up as necessary.
- Plan and delivery NQT and mentor professional training courses. Autumn 2000 – June 2001 and ongoing.

ALLOCATION OF RESPONSIBILITY

Lead I/A as Activity Manager
Link I/A as appropriate
Training group 3/4 I/As

SUCCESS CRITERIA

- Schools have clear policies and procedures
- NQTs receive positive induction and training/development programme
- NQTs make significant progress and attain a good teaching standard within first year.
- All above confirmed by link I/A monitoring procedures

MONITORING AND EVALUATION

- Link I/A's follow visits with report on NQT procedures; NQT progress; NQT training programme.
- Review procedure to include school evaluation; NQT self-evaluation supported by link I/A by April 2000 (and ongoing)
- Evaluation by NQTs of training courses
- Summary report by April 2001 and annually thereafter.

RESOURCES

Inspector/Advisers:	£28,350
Other Staff:	£0
Resources:	£0
Total Cost:	£28,350

TITLE OF ACTIVITY

Ref: 4.2

Provision of in school, in class support for and monitoring of teachers whose teaching is identified as needing improvement.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning.

PURPOSE OF THE ACTIVITY

To raise standards by ensuring that teaching of all teachers is consistently satisfactory or better.

NATURE OF THE ACTIVITY

- School and classroom intensive support programme to improve the quality of teaching to satisfactory level.

TARGET GROUP FOR THE ACTIVITY

- Any teacher whose performance is judged (through inspection, school monitoring, appraisal or other means) to be unsatisfactory.

ACTION TO BE TAKEN

- Identification and analysis of individual teacher needs.
 - Preparation of individual development programme (to include coaching, training, practical help, observation and feed back as appropriate).
 - Implementation of programme.
 - Review of progress.
- } ongoing across one year approximately

ALLOCATION OF RESPONSIBILITY

ACTIVITY MANAGER: Chief Inspector/Adviser

Primary Schools

Support programme provided by seconded advisory teachers, monitored by headteacher and link inspector/adviser.

Secondary Schools

Support programme provided by school staff and appropriate inspector/adviser, monitored by headteacher (or representative) and subject inspector/adviser.

Special Schools

Support programme provided by school staff and appropriate inspector/adviser, monitored by headteacher and link inspector/adviser.

SUCCESS CRITERIA

- Teachers entering programme make significant and sustained progress;
- Their teaching is judged as consistently satisfactory or better within one year;
- Their teaching is judged as satisfactory or better six months after completion of programme.

MONITORING AND EVALUATION

- Database to be established showing teachers' position in the programme.
- Instances of 'no progress' reported immediately to Chief Inspector/Adviser.
- Link inspector/adviser to identify and record, with school and teacher, key features of improvement before end of second term programme.
- Link inspector/adviser to make recommendations for future action to school and chief inspector.
- Chief inspector annual summary report to SMT.

RESOURCES

Inspector/Advisers:	£34,650
Other Staff:	£0
Resources:	£0
Total Cost:	£34,650

TITLE OF ACTIVITY**Ref: 4.3**

The management, implementation and development of the National Grid for Learning.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning.

Priority 1: Standards of Literacy

Priority 2: Standards of Numeracy;

PURPOSE OF THE ACTIVITY

To raise standards in schools by providing clear direction for the LEA ICT strategy and ensuring its effective use in teaching and learning.

NATURE OF THE ACTIVITY

- Coordination of the work of different divisions of the County Council to develop an ICT infrastructure and resources which support and improve the quality of teaching and learning with and about Information Technology.
- The management of NGFL Advisory Teachers and other inspector/advisers to improve the quality of teaching with ICT.
- Informing schools of LEA support for the use of ICT in teaching and learning.

TARGET GROUP FOR THE ACTIVITY

- 146 Phase 1 schools (continuation from 1998 – 1999)
- 121 Phase 2 schools – from April 1999
- All schools from April 2000

ACTION TO BE TAKEN

- | | |
|---|----------------|
| • Detailed analysis of Cohort 3 schools ICT Development Plans | April 2000 |
| • Allocation of grant to all schools (Priority to Phase 3) | April/May 2000 |
| • Briefing conference for Phase 3 schools | April 2000 |
| • Co-ordination and installation of local and wide area network infrastructure | Apr-Aug 2000 |
| • Organisation and coordination of purchasing of hardware and software for schools. | Ongoing |
| • Evaluation visits to Phase 2 schools to judge impact of 1999 - 2000 programme | Oct-Nov 2000 |
| • Coordination of work of Education ICT Strategy Group | Ongoing |

ACTION TO BE TAKEN continued

- Liaison with partner LEAs in regional NGfL Consortia Ongoing
- Provision of newsletters and other information relating to NGfL and LEA ICT strategy Ongoing
- Monitoring of implementation of Phase 3 schools through I/A and Advisory Teacher visits Sep 00 – Mar 01
- Intervention/support for schools where IT is a Key Issue for Action (Ofsted) Ongoing
- Development and dissemination of guidance materials Jan 00 – Mar 2001
- Revision of LEA ICT Strategy Plan Jan-Apr 2001
- Development of Literacy and Numeracy materials – see priorities 1 and 2
- Development of accreditation of ICT attainment in primary and secondary schools

ALLOCATION OF RESPONSIBILITY

NGfL Manager	QA Division
NGfL Advisory teachers	QA Division
Inspector/advisers	QA Division

SUCCESS CRITERIA

- All schools making good use of ICT to enhance teaching and learning with positive effects upon attainment, especially in literacy and numeracy.
- Effective use of ICT to deliver curriculum and administrative services to schools eg. establishment of 'virtual resource centre' to disseminate high quality curriculum materials.
- Education Service informs the development of, and participates fully in, all County Council ICT initiatives.
- All schools have access to high quality up to date resources which enable them to take full advantage of developments in teaching and learning with ICT.

MONITORING AND EVALUATION

- Monitoring of schools' ICT development plans by NGfL Manager, Adv Tchrs and QA I/As.
- Evaluation by visits to a 10% sample of Phase 1 and Phase 2 schools.
- Termly reports to ICT Strategy Group, Chief Inspector and Director of Education.

RESOURCES

Inspector/Advisers:	£47,250
Other Staff:	£39,702
Resources:	£0
Total Cost:	£86,952

TITLE OF ACTIVITY**REF: 4.4**

Development and dissemination of a bank of good practice materials.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: The Quality of Teaching and Learning.

Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To raise standards by fostering a climate of cooperation and professional learning in which schools and the LEA jointly share, evaluate and disseminate good practice.

NATURE OF THE ACTIVITY

- Establish and implement a mechanism for sharing good practice with schools;
- Further developing an effective process for sharing good practice across all EDP activities;

TARGET GROUP FOR THE ACTIVITY

- Teachers, headteachers, governors, groups of schools, LEA, JMT.

ACTION TO BE TAKEN

- Identify good practice through link visits with a view to dissemination through – subject updates (4.5)
Web-based means
- Ensure arrangements are in place through each strand of the EDP to identify good practice; select specific projects as appropriate

May 2000

September 2000
Onwards

ALLOCATION OF RESPONSIBILITY

Lead I/A to oversee developments.

Link I/A's working with groups of schools.

Lead I/A to negotiate with NGfL Manager re. recording/retrieval.

SUCCESS CRITERIA

- Protocols agreed.
- Good practice 'bank' continues to develop.
- Schools use 'bank' for own developments and evaluate impact.
- Schools continue to suggest projects on which they can work together to improve teaching and learning.

MONITORING AND EVALUATION

- Lead I/A to submit progress reports to Chief Inspector/Adviser December 2000, Mar 2001, July 2001;
- Identification of 'hits' on web pages leading to
 - Specific discussion with selected schools examining impact of use of site on pupils' work
 - General evaluation of good practice through Link I/A visits

RESOURCES

Inspector/Advisers:	£56,700
Other Staff:	£0
Resources:	£10,500
Total Cost:	£67,200

TITLE OF ACTIVITY**REF 4.5**

The provision of information on national curriculum developments, training opportunities and new approaches to teaching through newsletters and updates.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: The Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To promote and support improvement in the quality of teaching in schools by the provision of high-quality subject and phase updates.

NATURE OF THE ACTIVITY

- Dissemination of/explanation of subject-specific and phase-specific information from DfEE, QCA, TTA and OFSTED;
- Dissemination of details of high-quality in-service training opportunities - provided both by Cumbria Education Service and external providers;
- Dissemination of research information relevant to the quality of teaching and learning in schools;
- Dissemination of high-quality materials to support teaching in schools;
- Dissemination of good practice in schools to other schools in Cumbria.

TARGET GROUP FOR THE ACTIVITY

The activity is designed to support the work of all teachers within schools in Cumbria, as follows:

- Primary updates will be aimed at primary school teachers in general, but will be particularly aimed at subject co-ordinators and staff development co-ordinators.
- Secondary updates will be aimed at subject specialists within secondary schools, but will be particularly aimed at heads of department/subject leaders and staff development co-ordinators.
- Both primary and secondary updates will be relevant for teachers in special schools.

ACTION TO BE TAKEN

Provision of:

- Separate written termly updates for each subject area at both primary and secondary level - with the exception of Modern Foreign Languages, which will have a secondary update only.
- Primary school updates; (termly).
- Curriculum Support materials, research findings as appropriate (termly).

ALLOCATION OF RESPONSIBILITY

I/A's responsible for:

English/Literacy, Maths/Numeracy, Science, Information and Communication Technology, Religious Education, Modern Foreign Languages, Technology, Geography, History, Art, Music, Physical Education, Primary Education .

SUCCESS CRITERIA

- Regular contact from schools willing to share their own good practice with other schools.
- Regular enquiries from schools about features/ information presented in the updates.
- Positive feedback from consultation with staff development officers about the continuing development of colleagues within schools.
- Updates lead to appropriate action.

MONITORING AND EVALUATION

- 10% sample of schools with questionnaire to check:
 - receipt of updates and any subsequent action;
 - record enquiries emanating from updates.
- Link I/A's on school visits to seek examples where improvement can be linked to receipt of updates.

RESOURCES

Inspector/Advisers:	£16,380
Other Staff:	£0
Resources:	£0
Total Cost:	£16,380

TITLE OF ACTIVITY

Ref: 4.6

Improving the quality of teaching in mixed age classes.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning
 Priority 1: Standards of Literacy
 Priority 2: Standards of Numeracy

PURPOSE OF THE ACTIVITY

To raise standards of children's achievement through improving the quality of teaching in mixed age classes.

NATURE OF THE ACTIVITY

- Establishment of a school based action research project to investigate the effectiveness of teaching approaches in a representative sample of schools which exemplify the range and variety of mixed age classes found in Cumbria.
- Support for schools and teachers in developing their policy and practice, via INSET provision, written guidance and support materials.
- Dissemination of findings to schools.
- Monitoring and evaluation of the effectiveness of teaching approaches in mixed age classes.

TARGET GROUP FOR THE ACTIVITY

- Classroom teachers of mixed age classes.
- Heads/curriculum leaders in schools with mixed age classes.

ACTION TO BE TAKEN

- | | |
|--|-----------------|
| • Identify a representative sample of schools to participate in pilot project and action research. | Spring 99 |
| • Establish project steering group and plan project. | Apr 99 – Jun 99 |
| • Prepare/provide support materials for project schools; INSET as necessary. | Sep 99 – Jul 00 |
| • Evaluate project findings. | Sep 00 – Jan 01 |
| • Disseminate findings, extend project as appropriate. | Apr 01 – Jul 01 |

ALLOCATION OF RESPONSIBILITY

Responsibility for implementation: Inspector/Adviser Primary
Responsibility for management and delivery: Inspector/Adviser Primary and steering group.
Seconded Headteachers/Advisory teachers.
Monitoring and evaluation: HE/ITT partner.

SUCCESS CRITERIA

- All schools involved in pilot project have developed policy for teaching and learning.
- Children's achievement raised as evidenced by SAT results at KS1 and KS2.
- Teachers demonstrate increased expertise in range of teaching strategies in mixed age classes.
- Teachers contribute to provision of INSET, guidance and support materials.

MONITORING AND EVALUATION

- Termly meetings of project steering group to review performance against timetable for activity.
- Classroom observations by Inspector/Adviser, seconded headteachers, and teaching staff involved in the project.
- Evaluations from teaching staff involved in the project schools via HE/ITT institution.

RESOURCES

Inspector/Advisers:	£6,930
Other Staff:	£2,436
Resources:	£3,500
Total Cost:	£12,866

TITLE OF ACTIVITY

REF: 4.7

Support for SENCOs in target setting and development of IEPs for pupils with SEN.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: The Quality of Teaching and Learning.

PURPOSE OF THE ACTIVITY

To improve the quality of teaching of pupils with special educational needs through the development of appropriate targets and well structured IEPs.

NATURE OF THE ACTIVITY

- Consideration of guidance from the DfEE on target setting for pupils with SEN and the revised code of practice
- Development of LEA guidance;
- Development and use of effective IEPs.

TARGET GROUP FOR THE ACTIVITY

A group of Key Stage 2 teachers in mainstream schools working with pupils with literacy difficulties who are placed at the action stage of the Code of Practice. All primary schools to receive materials produced.

ACTION TO BE TAKEN***Timeline***

- | | |
|--|------------------|
| • Identify schools to be involved (up to 30). | Summer term 2000 |
| • Evaluate guidance from DfEE. | Summer term 2000 |
| • Draw up LEA guidance relating to IEPs and target setting. | Autumn term 2000 |
| • Produce target bank of statements and strategies to support writing of IEPs | Autumn term 2000 |
| • Disseminate guidance and exemplars to schools involved. | Autumn term 2000 |
| • Identified teachers to set targets and develop IEPs using guidance. | Autumn term 2000 |
| • IEPs implemented in schools. | Autumn term 2000 |
| • Progress towards IEP targets reviewed by schools, including monitoring visit | Autumn term 2000 |
| • Collect and evaluate feedback from schools. | Spring term 2001 |
| • Revise guidance as necessary. | Spring term 2001 |
| • Disseminate guidance and exemplars to all primary schools. | Summer term 2001 |

(Future years)

Expand project to include other key stages and other areas of need, as identified in on-going review of SEN provision. An initial priority would be language development at KS1.

ALLOCATION OF RESPONSIBILITY

Responsibility for implementation: Inspector/Adviser SEN.

Others involved: educational psychologists; specialist teachers, area assessment officers

SUCCESS CRITERIA

- Clear guidance produced and circulated to all schools
- IEPs in place, realistic targets set
- Pupils make measurable progress

MONITORING AND EVALUATION

- Link I/As check IEP implementation process
- Link I/As review process with school and report to SEN I/A

RESOURCES

Inspector/Advisers:	£3,780
Other Staff:	£315
Resources:	£0
Total Cost:	£4,095

TITLE OF ACTIVITY**REF 4.8**

Support for and promotion of collaborative activities between groups of schools, with a particular focus on liaison between key stages 1/2; 2/3.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: The Quality of Teaching and Learning
Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To raise standards by ensuring curriculum continuity for all pupils and by promoting effective professional dialogue about teaching between schools

NATURE OF THE ACTIVITY

- Action to evaluate and improve current structures for communication and collaboration between schools and to improve the continuity of progress and learning for pupils as they transfer from one phase of education to another.

TARGET GROUP FOR THE ACTIVITY

- Headteachers, deputy heads and teachers at all levels in primary and secondary schools.

ACTION TO BE TAKENApril – June 2000

- Sample current practice, identify good practice KS1-2; KS2-3 through link visits.
- Run DATA course for Key Stage 2 and Key Stage 3 staff. Establish cross phase liaison group in Kendal, Barrow and Carlisle

June 2000 – December 2000

- Area workshops with primary and secondary schools identified above to explore issues, share good practice and establish new link initiatives
- Complete common transfer timetable and complete common transfer form and circulate.
- Receive feedback on use of 'bridging' units in mathematics
- January 2001 – April 2001
 - Disseminate findings in a written report and plan future activity.
 - Liaise with EAZ and SAZ on progress related to teaching styles and discontinuities in the curriculum for mathematics, English and physical education.

ALLOCATION OF RESPONSIBILITY

- I/A as project leader and team from schools.;
- Link I/A's to support.

SUCCESS CRITERIA

- Schools able to demonstrate that 'new' pupils have built on their prior learning and sustained progress.
- Evidence of effective professional dialogue across the school phases.
- Common Transfer Timetable and Transfer form being used by schools.
- Majority of schools using ICT to transfer information and secondary/junior schools making appropriate use of it.

MONITORING AND EVALUATION

- Link I/A's compile profiles of transfer practice at termly meetings.
- Lead I/A compiles progress reports for Director to report to headteacher colleagues, primary and secondary.

RESOURCES

Inspector/Advisers:	£7,245
Other Staff:	£173
Resources:	£7,430
Total Cost:	£14,848

TITLE OF ACTIVITY**REF 4.9**

Management and development of the 'Able Pupil' project.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

- To support and improve teachers' skills and confidence in meeting the needs of able pupils (primary purpose)
- To provide high-quality extension and enrichment opportunities for identified able pupils (secondary purpose).

NATURE OF THE ACTIVITY

- To encourage policy development and policy review in nursery, primary and secondary schools.
- To revise and publish the LEA policy for more able pupils
- To support the delivery and evaluation of summer schools for gifted and talented children in Cumbria (Standards Fund Grant 46)
- To promote the consideration and implementation of QCA/DfEE national guidance on identifying and providing for able pupils.

TARGET GROUP FOR THE ACTIVITY

- Senior management in nursery, primary and secondary schools.
- Schools hosting summer schools for gifted and talented children.
- Cohort of nine teachers, drawn from all school phases and areas of the county, with identified responsibilities for co-ordinating able pupil provision in their own schools.

ACTION TO BE TAKEN

- Notify headteachers of all Cumbrian schools in relation to current position within the county re policies (data from previous year's activity)
- Invite bids for running a summer school for gifted and talented children, and respond to requests for advice and support in preparing bids and planning implementation and evaluation of successful bids
- Liaise with DfEE re summer schools
- Draw up specifications for role of practitioner-consultant to serve on county working party
- Invite nominations for role of practitioner-consultant to serve on county working party

Summer 2000

Summer 2000

Summer 2000

Summer 2000

Autumn 2000

ACTION TO BE TAKEN Cont'd

- Appoint and convene working party: two-day residential course facilitated by Deborah Eyre (consultant to QCA and DfEE)
- Co-ordinate training for practitioner-consultants
- Consider ways of implementing national guidance through consultation with all schools
- Offer support through working party to individual schools, in response to referrals
- Monitor level and quality of input to schools, and manage budget
- Research school needs in relation to future support/advice
- Revise and publish the LEA policy for more able pupils

Autumn 2000

Autumn 2000/Spring 2001
Autumn 2000/Spring 2001

Spring 2001

Spring 2001
Spring 2001

Spring 2001

ALLOCATION OF RESPONSIBILITY

Co-ordinator: Cumbria Able Pupil Project (two days p/w equivalent)
Supported by administrator (one day p/w equivalent.)
With advice from Inspector/Adviser (Special Needs and Able Pupils).

SUCCESS CRITERIA

- 50% of nursery and primary schools with policies written and sent to Project Co-ordinator by Friday 2 February 2001.
- 70% of secondary schools with policies written and sent to Project Co-ordinator by Friday 2 February 2001.
- Summer schools successfully delivered and evaluated (Cockermouth, Thorncliffe, Rusland).
- Working party of practitioner consultants formed and trained, with model for support to schools agreed and made known to all schools.
- School needs researched and timetable agreed for response.

MONITORING AND EVALUATION

- Monitoring of responses/tracking of policy development by Project Co-ordinator.
- Monitoring of evaluation of summer schools by Project Co-ordinator.
- Review of performance against timeline for the activity by Project Co-ordinator.

RESOURCES

Inspector/Advisers: £0
Other Staff: £25,200
Resources: £26,020
Total Cost: £51,220

TITLE OF ACTIVITY**REF 4.10**

The establishment of an externally accredited Specific Learning Difficulties course.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 4: Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To enhance the quality of teaching of pupils with specific learning difficulties.

NATURE OF THE ACTIVITY

- Planning, maintaining accreditation and delivering an Advanced Certificate course for teachers of learners with specific learning difficulties.

TARGET GROUP FOR THE ACTIVITY

- Qualified teachers with a minimum of two years teaching experience
- Teachers of Key Stage 1 to 4
- Maximum of 20 teachers in each of two venues in 2000 – 2001
- Priority for a course in North Area Venue

ACTION TO BE TAKEN

- | | |
|---|------------------------|
| • Prepare course to maintain criteria for accreditation | April- June 2000 |
| • Design timetable for 2000-2001 course in two centres | April-June 2000 |
| • Confirm venues | July 2000 |
| • Recruit tutors and specialist lectures | April-June 2000 |
| • Recruit teachers | June-July 1999 |
| • Purchase resources | July-September 2000 |
| • Communicate any significant course changes for validation | July-September 2000 |
| • Deliver course and mark assignments | Sept 2000-August 2001 |
| • Prepare assignments for moderation | March-August 2001 |
| • Monitor and evaluate course (see later section) | July 2000-August 2001 |
| • Propose future developments | March-August 2001 |
| • Liaise with other EDP projects | April 2000-August 2001 |
| • Liaise with voluntary organisations | April 2000-August 2001 |

ALLOCATION OF RESPONSIBILITY

Responsible for implementation	Course Director
Responsible for delivery	Course Director Specialist Lecturers Qualified Tutors
Internal verification	Course Director
External verification	University of Wales
External validation	University of Wales (Bangor) British Dyslexia Association

SUCCESS CRITERIA

- Continued accreditation of course by external validation
- 100% recruitment to course
- 90% successful completion of course by candidates
- 93% course attendance by completing candidates
- 100% pass/qualification by completing candidates
- At least 50% A grades with 0%C grades on both assignments, for pass range A-C
- Increase of two months reading and spelling age equivalents for every one month of increase in chronological age for pupils taught for minimum of 20 hours by candidates
- Positive evaluation by schools of candidates teaching of pupils with specific learning difficulties
- Positive evaluation by parents of pupils with specific learning difficulties taught on course
- Positive evaluation of teaching by learners

MONITORING AND EVALUATION

<ul style="list-style-type: none"> • Evaluate recruitment and teacher uptake • Monitor course attendance by register for 27 weeks • Monitor teacher development by homework and tutorials • Evaluate teacher development by direct observation <ul style="list-style-type: none"> by practical assignment by written assignment • Evaluate enhanced teaching quality <ul style="list-style-type: none"> - on pupil <ul style="list-style-type: none"> by assessment by attainment (SATS) - on classroom practice <ul style="list-style-type: none"> by SENCo - on school <ul style="list-style-type: none"> by headteacher - on child <ul style="list-style-type: none"> by parent 	<p>July 2000 Sept 2000-July 2001 Sept 2000-July 2001 Oct 2000-March 2001 Due Feb 2000 Due July 2000</p> <p>Oct 2000-June 2001 May 2001 July 2001 July 2001 July 2001</p>
--	--

RESOURCES

Inspector/Advisers:	£315
Other Staff:	£46,000
Resources:	£4,000
Total Cost:	£50,315

TITLE OF ACTIVITY**REF: 5.1**

The management, implementation and development of a programme of school monitoring and support.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

- Priority 5: The Quality of Management and Governance
- Priority 1: Standards of Literacy
- Priority 2: Standards of Numeracy
- Priority 3: Performance in External Qualifications in Key Stage 4

PURPOSE OF THE ACTIVITY

To support schools in making use of data to set and monitor challenging targets for school improvement.

NATURE OF THE ACTIVITY

- Provision of information on baseline assessment, performance in tests and external exams, attendance and exclusions, financial data, PANDAs.
- Target setting and monitoring by school and LEA personnel.
- Support (as necessary) for school analysis, self-evaluation and review.

TARGET GROUP FOR THE ACTIVITY

- All schools: headteachers and key governors.
- Individual schools may receive more support according to need.

ACTION TO BE TAKEN

On-going programme including:

- analysis and provision of data (summer/autumn terms);
- school visits to agree/monitor targets (autumn/spring terms);
- additional support for schools which need it.

ALLOCATION OF RESPONSIBILITY

Inspection and advisory service, under the direction of the Chief Inspector/Adviser.

SUCCESS CRITERIA

- All schools receive appropriate information on time.
- Targets agreed with all schools by 31 December each year.
- Aggregate of schools' targets shows a rising trend.

MONITORING AND EVALUATION

- Regular reports on progress by inspector/advisers to Chief Inspector/Adviser.
- Reports to Education Department SMT autumn – spring terms.

RESOURCES

Inspector/Advisers:	£122,850
Other Staff:	£51,883
Resources:	£0
Total Cost:	£174,733

TITLE OF ACTIVITY

REF: 5.2

Management of school intervention programme: support for schools causing concern.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To minimise the impact of management difficulties/weaknesses upon the quality of education provided in Cumbria schools. By tackling particular difficulties, the activity will contribute to an improvement in the quality of management and governance across the service.

NATURE OF THE ACTIVITY

- Intervention in schools causing concern to support governors and/or headteachers in overcoming specific identified problems.

TARGET GROUP FOR THE ACTIVITY

- All schools identified by statutory inspection as being in need of special measures or having serious weaknesses.
- Also schools identified by the LEA's own "schools causing concern" procedures as facing difficulties.

It is estimated that some 8%-10% of schools may fall into one of these categories at any given time.

ACTION TO BE TAKEN

On-going programme, including:

- support for schools identified by OFSTED as requiring special measures or having serious weaknesses to address key issues for action.

Alternatively:

- intervention in schools causing concern to determine the nature of the problems.

Thereafter:

- action to support schools in addressing the issues;
- coaching for heads and senior staff in particular aspects of their responsibilities;
- finding and supporting an acting head for schools which have no substantive deputy head post and in which the headteacher is absent for an extended period for whatever reason.

ALLOCATION OF RESPONSIBILITY

Support for schools without headteachers will be provided by seconding an appropriate member of staff from another school, with the co-operation of both governing bodies. The arrangements, together with support for the acting headteacher, will be made by the LEA.

Support for primary school heads and governors will normally be provided by an associate inspector/adviser, primary headteachers seconded to the LEA's inspection and advisory service for this purpose.

Support for secondary heads and governors will be provided by an appropriate inspector/adviser; a fellow headteacher acting as mentor; a consultant bought in to support a particular process or development.

Governing bodies will be involved in appropriate ways throughout this process.

The programme will be managed by the Chief Inspector/Adviser, who will be responsible for its delivery.

SUCCESS CRITERIA

- Schools identified by OFSTED as having serious weaknesses or the LEA as causing concern will come off the programme within one year.
- Schools identified as requiring special measures will no longer be in that category within two years.

MONITORING AND EVALUATION

- Progress of all schools causing concern will be monitored by link inspector/advisers who will report to the Chief Inspector/Adviser.
- Chief Inspector/Adviser will report to the Director's senior management team and to elected members at regular intervals.

In the event of insufficient progress towards intended outcomes, the LEA will invoke its formal powers of intervention as described in the School Standards and Framework Act 1998.

RESOURCES

Inspector/Advisers:	£141,750
Other Staff:	£31,620
Resources:	£100,000
Total Cost:	£273,370

TITLE OF ACTIVITY

Ref: 5.3

Promoting continuing professional development for headteachers.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance.

PURPOSE OF THE ACTIVITY

To promote leadership training and development at the appropriate level for headteachers, senior managers and those teachers demonstrating leadership potential.

NATURE OF THE ACTIVITY

- Keeping up to date with national developments in senior management professional training and ensuring smooth flow of information from centre to schools;
- Offering guidance and support to headteachers and aspiring headteachers in preparation for further training;
- Monitoring uptake and allocating monies (Standards Fund grant) against an informed background.

TARGET GROUP FOR THE ACTIVITY

- Aspiring headteachers – deputy heads and others holding posts of responsibility and demonstrating leadership potential (NPQH);
- New headteachers (HEADLAMP);
- Serving but more experienced headteachers (LPSH).

ACTION TO BE TAKEN

On-going programme, including:

- publication of training opportunities through HEADLAMP, NPQH, LPSH to schools;
- monitoring of participants' progress through programmes;
- management of eligibility and funding procedures.

ALLOCATION OF RESPONSIBILITY

Inspector/advisers to act as LEA contact point for NPQH, LPSH and HEADLAMP; publicise training programmes to school and provide advice for potential candidates; monitor progress of candidates throughout the courses.

Link inspector/advisers to discuss with headteachers those staff who demonstrate leadership potential and promote the NPQH as a route for their further development.

SUCCESS CRITERIA

- At least 25 potential headteachers register for the new NPQH in October 2000;
- A further 25 potential headteachers register for the new NPQH in April 2001;
- All eligible new heads register for HEADLAMP and make use of opportunities;
- The maximum number of headteachers allowed by the Standards Fund allocation take up the LPSH training.

MONITORING AND EVALUATION

- Link inspector/advisers feed information about progress of new headteachers into inspector/adviser meetings twice yearly;
- Close tracking of progress of NPQH candidates – completion of qualification, impact in school, move to headship;
- LPSH, NPQH Manager reports take-up of places to Chief Inspector/Adviser;
- LEA LPSH Manager ascertains the number of LPSH heads proceeding with the 'Partners in Leadership' training.

RESOURCES

Inspector/Advisers:	£6,300
Other Staff:	£0
Resources:	£0
Total Cost:	£6,300

TITLE OF ACTIVITY

REF: 5.4

Support for and monitoring of headship appointments.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To enable governing bodies to make the most effective decisions in appointing heads.

NATURE OF THE ACTIVITY

- Giving support and advice to governing bodies throughout the appointment process in line with statutory requirements.
- To ensure governing bodies are aware of appropriate statutory requirements and good practice in relation to headship appointments, including Schedule 16 of the School Standards and Framework Act 1998.

TARGET GROUP FOR THE ACTIVITY

- Governing bodies in primary, secondary and special schools involved in making headteacher appointments (estimated at about 30 per annum).

ACTION TO BE TAKEN

- Review and revision of guidance materials for governing bodies in appointment arrangements and requirements by 9/00.
- Encouragement of governing bodies and heads to identify early notification of vacancies and succession planning.
- Attendance of officers/inspectors at all meetings of governing bodies to consider headship appointments.

ALLOCATION OF RESPONSIBILITY

Activity to be managed by Governor Support Services Manager. Support to be provided by service manager, inspectors and senior officers.

SUCCESS CRITERIA

- Fewer than 10% headship vacancies need to be readvertised.
- Governing bodies make successful appointments.
- LEA records reservations about short lists/appointments in fewer than 2% of appointments.

MONITORING AND EVALUATION

- Each governing body asked to review its process, using LEA evaluation framework.
- Activity manager and inspectors review evaluations and their experience to revise materials and advice.

RESOURCES

Inspector/Advisers:	£37,800
Other Staff:	£9,188
Resources:	£0
Total Cost:	£46,988

TITLE OF ACTIVITY**REF: 5.5**

The development of policy and practice in school self-review and evaluation.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To support schools in developing and implementing procedures which will lead to lasting and sustainable improvement.

NATURE OF THE ACTIVITY

- Development with schools of a culture of self-evaluation and commitment to on-going improvement.
- Development in partnership with schools of a framework for school self-evaluation which will contribute to improved teaching and raised standards of attainment and progress.
- Piloting with groups of schools IIP as one such evaluation process.

TARGET GROUP FOR THE ACTIVITY

All Cumbrian schools.

ACTION TO BE TAKEN

- Collate and circulate key issues arising from notes of discussions on 5.5 from link inspector/adviser visits spring term 2000.
- Provide detailed self-evaluation framework based on OFSTED model for Cumbrian schools.
- Develop departmental/team self-evaluation policies and procedures via subject conferences/ meetings and pilot middle management training (QA/EDU).
- Provide training on school self-evaluation based on OFSTED model (four x three day courses).
- Provide detailed agenda/questions for target setting visits to schools, based on self-evaluation framework.
- Provide further training for IIP cohorts 4, 5, 6; provide training for cohort 7.

ALLOCATION OF RESPONSIBILITY

Named inspector/advisers; co-ordinated by activity manager.

SUCCESS CRITERIA

- Activity developed in light of schools' responses.
- Self-evaluation framework written and circulated to all schools; available on CLEO.
- Training provided for all schools who want it.
- Schools using model in self-evaluation processes; validated by LEA officers.
- All schools which apply are successful in achieving IIP status.

MONITORING AND EVALUATION

All stakeholders monitor implementation of strategy, evaluate its impact on schools and report as follows:

- link inspector/advisers to LEA activity managers and school governors;
- headteachers to governing bodies;
- governing bodies to parents via the annual meeting.

RESOURCES

Inspector/Advisers:	£63,000
Other Staff:	£0
Resources:	£0
Total Cost:	£63,000

TITLE OF ACTIVITY

REF: 5.6

Support for partnership activity.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance

Priority 4: The Quality of Teaching and Learning

PURPOSE OF THE ACTIVITY

To support improvements in the quality of teaching and the quality of leadership and management by enabling professional dialogue between staff in schools, and between staff in schools and LEA officers.

To involve schools in the strategic management of the LEA to ensure LEA policy and direction works effectively towards raising standards.

NATURE OF THE ACTIVITY

- "Networking" of groups of teachers/governors/headteachers/LEA officers to share matters of concern including the dissemination of good practice.

TARGET GROUP FOR THE ACTIVITY

- Headteachers, subject co-ordinators/heads of departments and chairs of governors. All schools, usually in groups based on area or type of schools.

ACTION TO BE TAKEN

- Termly meetings of all primary headteachers (area based) with Director of Education and link inspector/adviser.
- Termly meetings of all secondary headteachers with Director of Education and the Senior Management Team.
- Annual meetings of the Director of Education and the Head of Governor Support with chairs of governors of all schools (area based).
- Termly meetings of the Governors' Advisory Group with the Head of Governor Support.
- Monthly meetings of the Education Department Senior Management Team with executive members of the Primary Heads' Association and the Cumbria Association of Secondary Headteachers, together with attendance at their executive meetings as invited.
- Termly meetings of secondary/special school subject departments with subject inspector/adviser. Termly area meetings of primary/special school co-ordinators of English and maths with subject inspector/adviser.

ACTION TO BE TAKEN continued

- Support for, and further development of, the small primary schools' network.
- Further development of the new headteachers' network including a termly meeting of new heads with appropriate inspector/advisers.

NB The focus of all meetings listed in bullet points 1-5 above will be on the strategic development of the Education Service in Cumbria and/or the School Improvement Programme. The focus of activity listed at points 6-8 above will be the improvement of the quality of teaching, leadership or management through the sharing and dissemination of good practice.

This activity is underway and, by its nature, is not time limited.

ALLOCATION OF RESPONSIBILITY

Actions 1-5 above will be co-ordinated by the Director of Education; 7-8 by appropriate inspector/advisers.

SUCCESS CRITERIA

- Attendance rate of 85% or greater at termly headteacher meetings and 40% at meetings for chairs of governors.
- Production of at least one "good practice case study" per year by each secondary subject department group and each of the specialist primary groups.
- A revision of the Authority's guide for new headteachers in conjunction with the new headteachers' group.
- In conjunction with the small headteacher' groups, the planning and implementation of at least one shared INSET day per year for consortia of small secondary and primary schools.

MONITORING AND EVALUATION

- Monitoring by a designated activity manager who will produce an annual report on partnership activity for the Authority's Education Department Senior Management Team.
- All meetings of headteachers, subject co-ordinators etc will be evaluated by participants to ensure that the meetings have had a focus on either raising standards or strategic planning and to ascertain whether they are relevant and valuable to the work of individual schools.

RESOURCES

Inspector/Advisers:	£23,625
Other Staff:	£0
Resources:	£0
Total Cost:	£23,625

TITLE OF ACTIVITY**REF: 5.7**

The provision of management and governance advice and support materials through newsletters, updates and a governor development programme.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5: The Quality of Management and Governance

PURPOSE OF THE ACTIVITY

To develop and improve the quality of governance, particularly in relation to school improvement and effectiveness.

NATURE OF THE ACTIVITY

- Dissemination of good practice and material on school improvement and school self review.
- Induction of new governors into their key rôles relating to school improvement.
- Provision of training and development opportunities for governors to develop their skills and awareness in supporting school and governing body improvement.

TARGET GROUP FOR THE ACTIVITY

- Individual governors, governing bodies, recently appointed governors, headteachers.

ACTION TO BE TAKEN

- Make available a sharply focused governor development programme, driven by school and governing body improvement.
- For every new governor, an induction pack, a place on a new governors' day conference and the opportunity to follow a three session course to pursue the three key roles of the governing body.
- Whenever a school is identified as demonstrating significant weaknesses in governance, a governing body review will be carried out and a governing body development plan facilitated.
- For chairs of governing bodies a regular briefing on governance and school improvement matters. All schools to receive a termly edition of the Cumbrian Governor to inform them of developments in school improvement and governing body improvement.

ACTION TO BE TAKEN continued

- Targeting of officers of governing bodies to develop good practice, which will allow governing bodies to conduct their business to allow maximum time to be spent on school improvement business.
- Work with governing bodies to use the self-review package as a tool in the school self review strategy to encourage the governing body development plan.

ALLOCATION OF RESPONSIBILITY

The responsibility for the management of this activity will rest with the Service Manager, Governor Services. Delivery will be through the Service Manager and the Governor Development Co-ordinator, with support from the link inspectors for schools.

SUCCESS CRITERIA

- Maintain governing body involvement in the development programme at 88% of schools.
- To increase beyond 25% the number of new governors taking part-time new governors induction day and evening sessions.
- Increase by 5% the number of governing attendances at governor development programme sessions.
- At least 70 schools have a school based session for governors. .
- Clear advice available to governing bodies of ways to develop their effective use of business time.
- 10% of governing bodies carry out a supported self-review and to produce an action plan.
- Less than 2% of schools are the subject of LEA intervention due to failing governance.

MONITORING AND EVALUATION

Actions and outcomes will be monitored and evaluated in a variety of ways:

- by individual governors through the programme for new governors and the governor development programme;
- by governing bodies, whenever work is carried out at the individual school level;
- by the LEA's Advisory Group on Governance in examining the overall effectiveness of the activity in this area.

RESOURCES

Inspector/Advisers:	£28,350
Other Staff:	£166,412
Resources:	£0
Total Cost:	£194,762

TITLE OF ACTIVITY**REF : 5.8**

Support for Governors and Head Teachers in the consideration of exclusions

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 5 The Quality of Management & Governance

PURPOSE OF THE ACTIVITY

- To ensure Head Teacher and Governors understand the process and procedures with regard to exclusion thus enabling them to make informed decisions

NATURE OF THE ACTIVITY

- LEA representative to attend all 16 day and longer fixed term exclusions
- Promotion of latest guidance regarding exclusion
- Training for Headteachers and Governors

TARGET GROUP FOR THE ACTIVITY

- Head Teachers – primary, secondary, special
- Governing bodies – all schools

ACTION TO BE TAKEN

- Issue revised exclusion procedures by November 2000
- Offer training to individual schools and through Governor Support Services

ALLOCATION OF RESPONSIBILITY

- Senior Education Officer (Attendance & Exclusion)

SUCCESS CRITERIA

- Maintain levels of permanent exclusion at 0.06% per 1000 of school population
- Reduce fixed term exclusion as stated in secondary school Service Level Statements

MONITORING AND EVALUATION

- Termly monitoring of fixed term & permanent exclusions
- Annual statistics

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£19,000
Resources:	£0
Total Cost:	£19,000

TITLE OF ACTIVITY

REF : 6.1

Reducing levels of unauthorised absence

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Inclusiveness of Education

PURPOSE OF THE ACTIVITY

To raise pupils standards of achievement by decreasing levels of unauthorised absence of pupils in schools who have above county average levels of unauthorised absence.

To promote positive attendance strategies in all schools thus reducing the possibility of future unauthorised absence.

NATURE OF THE ACTIVITY

The Education Welfare Service will work in partnership with schools who have been prioritised as having the highest level of unauthorised absence to improve levels of attendance.

Promotion of positive attendance strategies to all schools enabling development of whole school attendance policies. Including attendance workshops.

TARGET GROUP FOR THE ACTIVITY

Primary and Secondary schools with above average levels of unauthorised absence.

Headteachers and pastoral support staff in all primary and secondary schools.

ACTION TO BE TAKEN

Unauthorised absence target schools contacted. May 1999

Individual improvement targets and strategies discussed. May - July 1999

Action plans implemented. September 1999

Yearly evaluation.

Promotion of school attendance issues with all school heads and pastoral staff using register audits/developments of school attendance policies.

ALLOCATION OF RESPONSIBILITY

SEO Attendance & Exclusion

SUCCESS CRITERIA

Primary Schools

Reduction in identified schools to meet the county average of 0.1 by 2002:

1999/2000 0.15 of total unauthorised absence

2000/2001 0.12 of total unauthorised absence

Secondary Schools

Reduction in unauthorised absence rates of priority secondary schools (average unauthorised absence 1.34).

Targets: July 1999/2000 - 42% = 0.56
 July 2000/2001 - 40% = 0.53
 July 2001/2002 - 40% = 0.5

MONITORING AND EVALUATION

All schools supported by benchmark data with regular dissemination of progress towards targets.

SEO Attendance & Exclusion to report to Pupil and Schools Support (PaSS) Management Co-ordination Group an outline strategy in May 1999 and provide regular summative reports:

January 2000

July 2000

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£224,400
Resources:	£0
Total Cost:	£224,400

TITLE OF ACTIVITY**REF: 6.2**

The development and implementation of the Looked After Children (LAC) Project

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

To raise the standards of achievement in young people looked after by the local authority.

NATURE OF THE ACTIVITY

Development of:

- Closer links with Social Services through “Quality Protects”
- An IT system and early notifications
- Personal Education Plans for looked after children
- Training for Designated Teachers.
- Training for Social Workers and Carers
- Enhanced strategic responses through schools
- Prioritisation for full-time placements, in school or otherwise

TARGET GROUP FOR THE ACTIVITY

- Young people in Key Stage 3 and 4 who are looked after by the local authority
- Carers for young people looked after by the local authority
- Secondary schools

ACTION TO BE TAKEN

- | | |
|--|----------------|
| • Training for Social Workers and Carers | Ongoing |
| • Refining the IT system and fast response through early notifications | Ongoing |
| • Transfer of Lead Officer responsibility | September 2000 |
| • Identification of Designated Teachers | Autumn 2000 |
| • Appointment of Specialist Senior Educational Psychologist | Autumn 2000 |
| • Training for Designated Teachers (Secondary) | Spring 2001 |
| • Training for Designated Teachers (Primary) | Spring 2001 |
| • Developing a Cumbrian Personal Education Plan | Spring 2001 |

ALLOCATION OF RESPONSIBILITY

Lead Officer
SEN/PaSS Management
The NEAT team
Joint Education/Social Services Management Group
Social Services Management

SUCCESS CRITERIA

- Increase in the proportion of young people in public care with a GCSE or GNVQ qualification

1998 Baseline	47.7%
1999 Target	53.0%
2000 Target	58.0%
2001 Target	66.0%
2002 Target	74.0%

In addition the Activity will be evaluated against Performance Indicators A2, A4, C24 and QP7, 8 and 9 in the DoH, DfEE Guidance, Education of Young People in Public Care.

MONITORING AND EVALUATION

- A termly report on the number of changes of placement requiring a change of school for Key Stage 4 pupils in public care will be presented to the Education/Social Services Management Group by the Social Services placement officer
- An annual report on the achievement of the agreed performance indicators
- Exit interview with young people leaving care on their experience in education

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£28,665
Resources:	£56,630
Total Cost:	£85,295

TITLE OF ACTIVITY

REF : 6.3

Reintegration of permanently excluded pupils

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6 - Inclusiveness of Education

PURPOSE OF THE ACTIVITY

- To ensure pupils who have been permanently excluded are reintegrated to full time education within a nationally agreed time scale

NATURE OF THE ACTIVITY

- Establish reintegration panels in each area
- Establish reintegration officers within each area

TARGET GROUP FOR THE ACTIVITY

- Pupils who have been permanently excluded

ACTION TO BE TAKEN

- Appoint reintegration officers – January 2001
- Establish reintegration packages by March 2001

ALLOCATION OF RESPONSIBILITY

- SEO Attendance and Exclusion

SUCCESS CRITERIA

- All permanently excluded pupils to have a reintegration plan in place within 20 days of ratification of exclusion by March 2002

MONITORING AND EVALUATION

- Reintegration officers to monitor on a weekly basis
- End of term reports to reintegration panels and SEO Attendance & Exclusions

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£132,000
Resources:	£0
Total Cost:	£132,000

TITLE OF ACTIVITY**REF: 6.4**

The development and extension of the Behaviour Curriculum Initiative

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

To improve the quality of teaching in order to improve pupil behaviour, motivation, self-esteem, self-control, attitudes and attainments.

NATURE OF THE ACTIVITY

- The extension of teaching skills to include the active and explicit teaching of the personal and social skills and abilities that underpin positive behaviour in school.
- The extension of the skills of midday supervisors and non-teaching assistants to enable them to actively support the consolidation of the personal and social skills that underpin positive behaviour throughout the school day;
- Promotion of positive behaviour, motivation, self-esteem, self-control and attitudes within the school through the development of whole school policy and practice, including the involvement of parents.
- Direct teaching of the behaviour curriculum core skills and abilities within taught PSE and/or Circle-time sessions.

TARGET GROUP FOR THE ACTIVITY

- Whole school teaching staff, including headteachers;
- More intensive work with selected teachers including NQTs and inexperienced teachers;
- Classes in primary schools where the behaviour is of concern.

ACTION TO BE TAKEN

The behaviour curriculum provides a framework which will be promoted and used through the following activities:

- support for headteachers and facilitators to develop whole school policy and practice;
- support for schools in introducing the teaching of core skills and abilities into their curriculum planning;

ACTION TO BE TAKEN (continued)

- support for teachers in schools through advisory visits involving observations and/or working with pupils alongside the class teacher. The following groups of teachers will be prioritised for support:
 - a) NQT and inexperienced teachers (those in their 2nd and 3rd years of teaching)
 - b) teachers who are identified as needing particular support by headteachers
 - c) teachers with classes deemed 'challenging' by the headteacher
- work with secondary school staff to develop a behaviour curriculum for this phase of education;
- work with specialist teachers, EPS and EWOs to provide a differentiated approach to pupils with behaviour difficulties;
- the development of materials for use in schools for the assessment of children with behaviour difficulties within the framework of the Behaviour Curriculum and their adoption by support agencies.
- In-service training for school staff.

This activity will take place over the full three years of the plan. It will involve approximately 20 schools per year.

ALLOCATION OF RESPONSIBILITY

County co-ordination by educational psychologists.

SUCCESS CRITERIA

- Improvement in pupil behaviour as measured by: enhanced achievement in level descriptions or student and teacher checklist.
- Changes in teacher attitude
- Evidence of approaches being adopted – e.g. class management plans, use of behaviour curriculum objectives

MONITORING AND EVALUATION

The district teams to whom the Behaviour Curriculum consultants will report will monitor the activity. Regular supportive visits to schools will be made during which information will be gathered to assess whether the success criteria are met.

Evaluation will be carried out at 3 levels.

1. Assessment using the level descriptions from the Behaviour Curriculum and more detailed assessment for pupils of concern will be used to evaluate the effectiveness of the activity.
2. Success of implementation in schools.

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£59,000
Resources:	£4,000
Total Cost:	£63,000

TITLE OF ACTIVITY**REF: 6.5**

The development of family literacy and numeracy schemes (in partnership with other County Council departments and outside agencies).

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

To raise achievement in literacy and numeracy for all learners through the development of partnerships with schools, parents and other stakeholders.

NATURE OF THE ACTIVITY

The improvement of inter-departmental and inter-agency liaison to ensure the effective co-ordination of all schemes and projects relating to family literacy and numeracy by:

- working with other agencies to establish a common understanding across the county of the criteria for:
 - a) family literacy schemes as defined by the Basic Skills Agency;
 - b) other partnership schemes (literacy and numeracy);
- developing a family numeracy pilot project;
- ensuring that all those working with learners have access to high quality advice and training;
- ensuring that funding and resources to develop literacy and numeracy go to areas of clearly identified need.

TARGET GROUP FOR THE ACTIVITY

Pupils, parents and members of the community who are underachieving in literacy and/or numeracy

ACTION TO BE TAKEN**Timescale**

- Establishment of a forum for the communication and dissemination of information relating to the existing Numeracy and new Family schemes.

Spring 2000

ACTION TO BE TAKEN continued

Timescale

- Identification of good practice relating to family numeracy April 2001
- Development and implementation of family numeracy courses and workshops in areas of specific need. by summer 2000
- Training programme for adult volunteers/parent helpers in schools (Better Reading Partnership), Family Numeracy. Spring, summer, autumn terms 1999
- Regular liaison between with the Adult Education Co-ordinator, Manager and representatives from further education to ensure provision is effectively co-ordinated across the county. 6 x yearly (minimum)

ALLOCATION OF RESPONSIBILITY

Adult Education Co-ordinator (liaising with Primary Inspector/Adviser) responsible for family literacy project.

Primary Inspector/Adviser responsible for co-ordinating the Better Reading Partnership. And Primary Inspector/Adviser (Numeracy) responsible for Family Numeracy.

SUCCESS CRITERIA

- Family numeracy pilot courses and workshops established with view to extension to other areas.
- Training for adult volunteers/parents extended to further geographical area and having clear impact upon children's standards of achievement in literacy and numeracy – confirmed by school assessments.
- Pupils and adults involved in Family Literacy/numeracy projects make greater progress than non-participating peers in like circumstances.

MONITORING AND EVALUATION

- Regular monitoring reports required from Family Literacy/Numeracy project schools
- Named monitors allocated to each action area and monitoring reports submitted to literacy and numeracy strategy groups – as well as Priority Managers.
- Evaluations carried out by respective departments involved and submitted to School Improvement Group.

RESOURCES

Inspector/Advisers:	£6,615
Other Staff:	£0
Resources:	£2,230
Total Cost:	£8,845

TITLE OF ACTIVITY

REF: 6.7

The development of special school and mainstream school partnerships.

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6: Inclusiveness of Education

PURPOSE OF THE ACTIVITY

To develop effective working relationships between mainstream and special schools, in order that pupils from both sectors may share inclusive learning opportunities.

NATURE OF THE ACTIVITY

To present solutions to problems, break down barriers and allow the professionals responsible to plan more effectively and implement more successfully inclusive learning, which meets the individual needs of pupils and thus promotes greater academic attainment and social inclusion.

TARGET GROUP FOR THE ACTIVITY

- Special school pupils in all key stages who would benefit from inclusive learning opportunities.
- Mainstream pupils in all key stages who would benefit from inclusive learning opportunities.
- Special school headteachers and headteachers of “strategic resource” mainstream schools.
- All other mainstream headteachers.
- All governing bodies.
- All mainstream SENCOs.
- Parent groups.

ACTION TO BE TAKEN	TIMESCALE
<ul style="list-style-type: none"> • Identify pupils in both sectors. • Identify headteachers. • Identify parent groups. • Establish curriculum guidelines. • Establish criteria for cross-curriculum baseline assessment. • Establish progress measures relating to curriculum access and social inclusion. • Establish costings. • Consult with governing bodies. • Consult with parent groups. • Produce interim report and link to findings of strategic review of SLD provision within Cumbria. • On-going monitoring of pupils' progress. • Produce summative report with recommendations. 	<p>Preparation to take place during summer term 2000</p> <p>Inclusive learning opportunity to commence in September 2000</p> <p>Produce interim report in April 2000</p> <p>Summative report by June 2002</p>

ALLOCATION OF RESPONSIBILITY
<ul style="list-style-type: none"> • Senior Education Officer (SEN Resources – South). • Independent assessor/evaluator. • Special school and mainstream school headteachers and governing bodies.

SUCCESS CRITERIA
<ul style="list-style-type: none"> • Effective working relationships established between all mainstream schools and their community special(ist) school. • Inclusive learning opportunities available for all mainstream and special school pupils. • Social inclusion for special school pupils rises. • Academic attainment of special school pupils rises. • Parent groups express satisfaction.

MONITORING AND EVALUATION

The activity will be monitored internally by the Senior Education Officer (SEN Resources – South) and externally by an expert independent third party.

RESOURCES

Inspector/Advisers:	£2,520
Other Staff:	£6,615
Resources:	£57,259
Total Cost:	£66,394

TITLE OF ACTIVITY

REF: 6.9

Tackling pupil underperformance in remote areas

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

- Priority 6 Inclusiveness of Education
- Priority 1 Standards of Literacy
- Priority 3 Performance in external qualifications at Key Stage 4
- Priority 2 Standards of Numeracy
- Priority 5 Leadership and Management

PURPOSE OF THE ACTIVITY

To improve understanding of the impact of geography, and especially rural isolation on school performance and as result:

1. develop small scale projects to counter this;
2. raise standards of the affected groups;
3. identify and implement a range of factors which enable school improvement to take place.

NATURE OF THE ACTIVITY

The activity has two elements:

- Research the impact of geography and associated factors on school standards and pupil performance, identifying areas of success and areas of underperformance.
- The development of strategies, in conjunction with schools and literacy and numeracy county managers, to tackle identified underperformance.

TARGET GROUP FOR THE ACTIVITY

- The main focus will be on underperforming pupils in remote areas.
- It is anticipated that the research will also provide performance data related to other geographical factors, eg in relation to underperformance in urban areas.

ACTION TO BE TAKEN

- Research to identify any correlation between school and pupil performance and rural remoteness.
- Identification of strategies to combat impact of isolation.
- Implementation of the above.

April-Dec 2000

Spring 2001
Spring 2001
onwards

ALLOCATION OF RESPONSIBILITY

Assistant Education Officer (Data Handling/Management Information)
Supported by Education Statistician and appropriate inspector/advisers.

SUCCESS CRITERIA

- Identification of areas and levels of underachievement of groups of pupils in remote areas.
- Rates of improvement for these pupils in end of key stage tests above the average for the LEA.

MONITORING AND EVALUATION

- Progress on initial research work monitored by the departmental school effectiveness team through a termly report.
- Impact of improvement strategies monitored through end of key stage tests.

RESOURCES

Inspector/Advisers:	£1,575
Other Staff:	£3,498
Resources:	£0
Total Cost:	£5,073

TITLE OF ACTIVITY**REF:6.10**

Education Support for pregnant teenagers and teenage mothers

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

6. Inclusiveness of education.

PURPOSE OF THE ACTIVITY

To ensure pupils who are pregnant or are mothers have appropriate access to education.

NATURE OF THE ACTIVITY

Co-ordination and support to enable schools to reintegrate teenage mothers into mainstream education.

Provision of alternative education for pregnant school pupils and teenage mothers.

TARGET GROUP FOR THE ACTIVITY

Pupils who are pregnant or have a child whilst still in statutory education.

ACTION TO BE TAKEN

Appointment of area reintegration officers who will agree protocols and procedures with schools and other related agencies. Appointment by January 2001.

To develop an inventory of provision for the target group.

ALLOCATION OF RESPONSIBILITY

SEO Attendance and Exclusion.

SUCCESS CRITERIA

All secondary schools in Cumbria will have clearly developed procedures, practice and provision for working with the target group by March 2002.

MONITORING AND EVALUATION

Termly reports to SEO Attendance and Exclusion to be provided by the Reintegration Officer.

Feedback from Chair of Cumbria Association of Secondary Heads.

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£23,000
Resources:	£16,580
Total Cost:	£39,580

TITLE OF ACTIVITY

REF: 6.11

Securing full time provision for pupils excluded from school

PRIORITY(IES) WHICH THE ACTIVITY SUPPORTS

Priority 6

PURPOSE OF THE ACTIVITY

To ensure that all pupils excluded from school for more than 15 days receive a full timetable by September 2002.

NATURE OF THE ACTIVITY

- To establish an effective system to record and monitor provision for pupils excluded from school.
- To support other EDP/BSP initiatives and promote multi-agency responses to prevent and reduce the number of exclusions.
- PaSS District Teams to work with schools to ensure full-time provision is available for any pupil excluded on a fixed term basis for more than 15 days.
- To develop provision at PRUs and with other providers in the community to provide a full timetable at Key Stages 2, 3 and 4.

TARGET GROUP FOR THE ACTIVITY

- Pupils in Key Stage 2, 3 and 4 who are excluded from school
- Pupils in Key Stage 2, 3 and 4 who are unable to attend mainstream school

ACTION TO BE TAKEN

- Develop and disseminate Cumbria LEA policy regarding Social Inclusion: Pupil Support
- PRUs to receive additional resources to ensure all KS2 pupils receive a full timetable including, as a minimum, one half day session in a mainstream school with support if necessary.
- To develop procedures and contacts initiated under SF19 (2000-2001), utilising community resources to provide a full timetable for pupils at KS4.
- To develop a costed plan to expand current KS3 provision in PRUs up to a full timetable. Statistics for the financial year (2000-2001) will be used to determine demand and cost implication over and above existing commitment including the recouped Pupil Retention Grant.

ALLOCATION OF RESPONSIBILITY

Senior Education Officer (Pupil and School Support) working with specialist teachers, Pupil Referral Units, Education Welfare Officers, Educational Psychologists, Special Educational Needs and School Staff.

SUCCESS CRITERIA

By September 2002 all pupils excluded from school for more than 15 days to receive a full timetable.

MONITORING AND EVALUATION

Area Management teams using the education otherwise register.

RESOURCES

Inspector/Advisers:	£0
Other Staff:	£45,990
Resources:	£0
Total Cost:	£45,990

Annex 4 – SPECIAL EDUCATIONAL NEEDS (SEN)

A4.1 Incidence of SEN in Cumbria

Introduction

Within Cumbria the special educational needs of the majority of children are met within mainstream school without recourse to a statement of special educational needs. Cumbria's special needs policy is based on the understanding that the role of the LEA is to provide the support which enables schools to meet the needs of children. It is understood that special educational needs represents a continuum, and that only around 2% of children would be expected to require the additional provision made through a statement. Of the children with a statement around 10% are educated in special schools.

Schools are explicitly required under the LMS Scheme to allocate a proportion of their AWPU towards special educational needs provision and additional resources are provided through a social disadvantage factor based on free school meals and non-statutory special educational resourcing determined through screening the whole school population in Reception, Year 2 and Year 7.

In determining if an individual pupil requires a statement of SEN, Cumbria ensures consistency through the use of clearly defined, published criteria, which inform the individual decision making. School based intervention and support are essential prerequisites of good special educational needs provision and evidence of this is expected before children are considered for a statement of special educational need (SEN).

Cumbria provides additional support for schools through the County Psychological Service (CPS) and retains centrally the Specialist Teaching Service (STS) to secure the availability of 'low incident' specialist teaching, for pupils who have significant receptive difficulties, communication needs, complex physical or medical conditions, specific learning difficulties and complex behavioural needs.

A4.1.1 The number and percentage of pupils with statements of SEN

Following a period of rapid growth in the number of pupils with statements of special educational need between 1991 and 1993, the number of new statements each year has stabilised and is now close to the number of school leavers with a statement. This would create a stable, statemented population but at a relatively high level compared to national figures. Audit Commission figures for 1996/97 show that the level of new statements in Cumbria is above the national average.

Table A4.1.1(a): The number of pupils with a statement of special educational need in Cumbria 1997-998

1996	1997	1998	1999	2000
3172	2905	2694	2629	2512

(Source: January Count Form 7, 7M and 11)

Table A4.1.1(b): The percentage of pupils with a statement of SEN

	1996	1997	1998	1999	2000
Cumbria	4.0%	3.8%	3.9%	3.8%	3.7%
England	2.8%	2.9%	2.9%	3.0%	-

(Source: January Count, Form 7, 7M and 11)

Table A4.1.1(c): The number of new assessments initiated (academic year)

1995-96	1996-97	1997-98	1998-99	1999-00
390	376	380	369	N/A

(Source: January Count Form 7, 7M and 11)

The proportion of pupils in Cumbria with a statement of special educational needs is above the national average.

Not surprisingly then, Cumbria spends more than average per head of the pupil population on pupils with statements of special educational need.

Table A4.1.1(d): Special education for pupils with statements £ per annum per head of pupil population

	Cumbria	National
1995-96	51.4	47.2
1996-97	55.8	49.4
1997-98		

(Source: 1998 PANDA/CIPFA)

However, an analysis of the line within 'Discretionary Exceptions within the PSB' shows that Cumbria's spend on other areas of SEN provision is low.

Table A4.1.1(e): Other Special Educational Provisions £ per annum per head of pupil population

	Cumbria	National
1995-96	4.3	12.8
1996-97	6.8	13.0

(Source: 1998 PANDA/CIPFA)

The overall policy direction in Cumbria is therefore to shift resources from statutory to non-statutory provision for special educational needs. This is to be achieved through establishing a profile of schools' needs and targeting the resources accordingly. The policy will increase the stability of funding within schools, reduce the burden of bureaucracy and free up the expertise of the support services better to meet the needs of schools and pupils. It is entirely compatible with the thrust of the Green Paper "Excellence for all Children: Meeting Special Educational Needs". However, there is resistance to this strategy from some parents, who welcome the security that the protection of a statement affords, and from some schools. The initial strategy will consider pupils with moderate general learning difficulties and moderate specific learning difficulties. It is felt that schools' profile of need in these areas can be determined through group testing.

A4.1.2(a): The percentage of statemented pupils on the roll of mainstream schools in Cumbria 1996-1998

	1996	1997	1998	1999
FTE school population (from DfEE forms 7, 7M and 11)	77,517	78,893	79,896	82,312
Number of pupils attending special schools	246	273.5	313	337
Mainstream population	77,271	78,620	79,583	81,979
Number of statements in mainstream	2,926	2,631	2,651	2,629
Percentage of the mainstream population with a statement of SEN	3.79%	3.35%	3.33%	3.21%

Cumbria County Council has a policy of appropriately supported integration. Cumbria County Council's policy on special educational needs recognises that it is schools which meet the needs of children through the learning opportunities which they provide. There is a high level of delegation to schools to enable them to meet the needs of children. The majority of pupils with special educational needs attend mainstream schools.

The implications of these two factors are significant, especially when comparative data from other authorities is considered. As Cumbria schools support children who would, in many other authorities, still be in segregated special schools, many schools' profiles of achievement are affected. The delegation of resources means that the Headteachers and Governing Bodies of the mainstream schools have a direct management responsibility for special educational needs that is not nationally applicable.

Table A4.1.2(b): Percentage of pupils per school with a statement of special educational needs 1997/98

Percentage of pupils per school with a statement	PRIMARY		SECONDARY	
	Number of schools	%	Number of schools	%
0	37	14.7	1	2.4
0.1-0.9	11	4.4	0	0
1.0-1.9	54	21.4	0	0
2.0-2.9	58	23.0	9	21.4
3.0-3.9	30	11.9	11	26.2
4.0-4.9	21	8.3	12	28.6
5.0-5.9	19	7.5	2	4.8
6.0-6.9	10	4.0	5	11.9
7.0-7.9	4	1.6	0	0
8.0-8.9	4	1.6	0	0
9.0-9.9	2	0.8	1	2.4
10+	2	0.8	1	2.4

Primary 1998

(Source; PANDA – based on 252 schools, not including infants)

Secondary 1998

(Source: Form 7 returns)

Only children with severe, profound and complex learning difficulties are routinely considered for special schooling. If a suitable mainstream school can make appropriate provision within the indicative resource, and the parents wish for it, then placements in mainstream schools are supported for this group of children.

A4.1.3: The number and percentage of pupils with SEN but without statements

The profile of non-statutory SEN can be shown by considering either the number of children on the school SEN Register, or by the profile results of the LEA screening.

Table A4.1.3(a): Financial Year 1998/99. The number and percentage of pupils in Cumbria in receipt of a non-statutory SEN allowance by sector.

Sector	Test	Key Stage	Number	Percentage
Infant	Early Years	1	2633	12%
Junior	WRaPS	2	1845	8%
Secondary	CATs	3 and 4	2779	9%
All Pupils	-	-	7257	9%

Early years - a developmental checklist. In 1998 this is to be replaced by Baseline Assessment

WRaPS - word recognition and phonic skills (Hodder and Stoughton)

CATs - cognitive abilities tests (NFER)

The distribution of the number of pupils recorded per school on the SEN register varies considerably. In Cumbria the SEN register is not moderated and as a result there is a lack of security in the stability of judgements between schools

Table A4.1.3(b): Percentage of pupils per school on SEN register 1997

Percentage of pupils on SEN register	PRIMARY		SECONDARY	
	Number of schools	%	Number of schools	%
0	19	7.5	1	2.4
0.1-1.9	5	2.0	0	0
2.0-3.9	14	5.6	0	0
4.0-5.9	19	7.5	2	4.8
6.0-7.9	26	10.3	4	9.5
8.0-9.9	24	9.5	6	14.3
10.0-11.9	19	7.5	6	14.3
12.0-13.9	17	6.7	6	14.3
14.0-15.9	29	11.5	5	11.9
16.0-17.9	17	6.7	2	4.8
18.0-19.9	18	7.1	3	7.1
20.0-21.9	12	4.8	0	0
22.0-23.9	11	4.4	1	2.4
24.0-25.9	9	3.6	1	2.4
26.0-27.9	1	0.4	0	0
28.0-29.9	3	11.2	3	7.1
30+	9	3.6	2	4.8

(Source: Primary 1998 PANDA –252 schools not including infants)

(Source: Secondary 1998 Form 7 – 42 schools)

Schools with scores of over 20% are above the national average. In Cumbria there are 45 such primary schools (17.9%) and 7 secondary schools (16.7%). If the effect is normally distributed we would expect half to be above the national average.

A4.1.4 Special Schools

Table A4.1.4(a): The number and proportion of pupils in special schools. January Count Form 7M 1996-1998

	1996	1997	1998	1999	2000
Total number of pupils (not fte)	246	273.5	313	333	369
Total number of pupils (ex <4 and >18s)	236	264	293		
Number of pupils in special schools as a proportion of the school population	0.32%	0.33%	0.37%	0.40%	0.45%

In 1987 Cumbria County Council set out a progressive plan for closing all special schools except those for pupils with severe learning difficulties. Since September 1995 there have only been the remaining five special schools. These cater for pupils with severe, profound or complex learning difficulties. There has been a marked growth in the number of pupils attending special schools over the last three years, a trend which has caused some concern and is subject to considerable research and analysis.

Residential and Independent Special School Placements

Table A4.1.4(b) The number of pupils placed in residential and independent special schools by Cumbria LEA 1996/98 (Figures at 1 April)

No of children placed in a residential school	1996	1997	1998	1999	2000
For emotional or behavioural needs	10	20	23	23	22
(Day placement)		+ (4)	+ (8)	+ (7)	+ (6)
(Community home)		+ (2)	+ (2)	+ (1)	+ (2)
For Hearing needs	8	13	12	11	10
For Visual needs	0	0	1	2	3
For Autism					
Residential	0	3	5	7	8
Day placement	1	2	1	1	0
For other needs	5	6	6	5	4
Total	24	50	58	57	56

The three year profile is somewhat misleading, as the 1996 figures were not typical of previous years and were caused by a number of exceptional factors. These factors related to a number of EBD placements having finished at the end of the spring term, whilst new pupils' placements in the summer term had not commenced. Although there has been some growth, notably in the areas of autism and EBD, the figures have been relatively stable over a longer time period. Residential schooling is rarely, and carefully, used and only in the circumstances where suitable provision cannot be found in Cumbria. For example, the relatively few profoundly deaf or blind pupils make the establishment of an in-County facility non viable. Whilst these pupils can have their educational needs appropriately met at primary school, the complexity and demands of the Key Stage 3 and 4 curriculum require a more specialist placement, which is sought as close to Cumbria as is possible. In the case of the pupils with EBD requiring a residential placement, wherever possible a placement is made within Cumbria. This necessitates the use of the independent sector.

A4.2 Action to improve support for pupils with SEN

The Ofsted inspection framework provides useful comparative evidence of the provision within schools for pupils with SEN.

Table 1: Summary of Inspection Grades New Framework 1996/97 5.2.3 Provision for pupils with special educational needs

	Cumbria			Statistical Neighbours			National		
	Good %	Satisf %	Poor %	Good %	Satisf %	Poor %	Good %	Satisf %	Poor %
U5s	61	36	3	58	39	3	63	34	3
KS1	58	36	6	57	38	5	62	33	5
KS2	55	36	8	60	35	5	61	32	7
KS3	82	0	18	55	34	10	52	34	14
KS4	73	9	18	50	37	13	50	35	15

(Source: 1998 PANDA)

The most striking feature in this table is the polarised position within Cumbrian secondary schools. A high proportion of Cumbrian schools make 'Good' provision but in a high proportion of schools the provision is judged to be 'Poor'. Research is required to define the characteristics of the good schools with dissemination of the findings. Activity 4.4 in this plan provides for this.

In addition to the analysis of data, the celebration and distribution of good practice and the targeting of resources to the areas of greater need. Cumbria LEA has taken the following action to improve support for pupils with SEN:

1. Establishment of the Pupil and School Support (PaSS) Team

In 1998 the LEA brought together the Education Welfare Service, the County Psychological Service, the Specialist Teaching Service and the Special Educational Needs Service into a single division to provide better coordinated support delivered to schools on a local basis operating within the framework of a County structure.

2. The Development of the SEN Strategic Training Plan

In partnership with schools, the LEA has developed a coordinated strategic training plan, which integrates training priorities with policy development and focuses resources on areas of identified need.

3. The establishment and the Maintenance of Consultative SEN Development Groups

The LEA has a network of SEN consultative groups with primary, secondary and special schools, teacher associations and voluntary groups to ensure that good two-way communication exists, thus enabling SEN policy development to be well informed and appropriately disseminated.

4. The Central Retention of Low Incidence Specialist Teaching Teams

The Specialist Teaching Teams for the Deaf, Partially Hearing, the Blind and Visually Impaired, for children with speech and language difficulties and for pre-school children, as well as for those with complex difficulties and the literacy centres, have all been retained centrally. This provision caters for the unpredictable occurrence of low incidence needs.

LEA Initiatives

The County Council resources a number of special educational needs related initiatives

- Children with English as a Second Language
- Education of Children Looked After by the Local Authority
- Parent Partnership Scheme
- Speech Therapy
- Resourcing of Strategic Facilities
- Reading Intervention Programme

which contribute support for pupils with special educational needs. A major focus for the future is the production of support materials for schools and better procedures for the dissemination of good practice.

Integrated Management

As SEN pupils are integrated into schools, so SEN services are integrated into the LEA's strategy for school support. A number of activities in the EDP (Priorities 1.4, 1.5, 4.10) show how SEN services support good practice in schools

A4.3 LEA's policy on inclusion (and action to promote it)

Cumbria, as stated earlier, has an explicit policy of appropriately supported integration for all pupils except pupils with severe and complex learning difficulties. There are five special schools within the County which cater for pupils with severe, profound and complex learning difficulties. These schools are the preferred choice for many parents and every placement in the school is a positive choice by the LEA. A small number of, mainly, secondary age pupils who are profoundly deaf, blind or presenting severe emotional and behavioural problems are placed in residential special schools.

As the figures in Tab A4.1.4(a) and A4.1.4(b) above show, Cumbria has a relatively low proportion of pupils receiving education other than in mainstream school.

We recognise that inclusion is different from integration and are working to increase the flexibility of provision so that for children with severe learning difficulties it is not an 'either/or' alternative when placement is considered (see priority 6.7). A similar flexibility is being introduced through the development of the Pupil Referral Units (see priority 6.3). The LEA is also mindful of the need to enhance social inclusion by addressing the needs of excluded pupils and pupils at risk of exclusion (see also priority 6.3). and children looked after by the local authority (priority 6.2).

A4.4. LEA's arrangements for Monitoring Standards among Pupils identified as having SEN

In Cumbria, as elsewhere, there has been a move towards measuring outcomes as well as inputs in respect of pupils with learning difficulties and there is a coherent programme of review that addresses this (see priority 5.2). In the coming year there is an extended research project monitoring the externally accredited attainment of pupils with non-statutory special needs in all Cumbria's secondary schools (see priority 3.6).

Cumbria has a single inspector/adviser with responsibility for special educational needs as part of her brief. However, responsibility for monitoring standards amongst all pupils, including these with special educational needs, is embedded in the overall responsibilities of Quality Assurance. This function is exercised through

- a programme of systematic inspection of LEAs' specialist services
- the monitoring of support for SEN pupils in school
- the monitoring of Ofsted reports and follow up action

Annual Reviews

The attendance of LEA officers at annual reviews is an important element of the LEA's arrangements for monitoring standards amongst pupils identified as having SEN. In 1997-98 LEA officers attended 52.2% of Annual Reviews on a targeted programme prioritising cases. In 1998-99 they attended 52.7% and 1999-00 they attended 50.9%.

Cumbria LEA

Education Development Plan

Annex 5 RESOURCES FOR THE SCHOOL IMPROVEMENT PROGRAMME

TABLE A5: ESTIMATED TOTAL COSTS (INCLUDING OVERHEADS) FOR EACH LEA PRIORITY IN 2000-2001 BY LOCAL SCHOOLS BUDGET CATEGORY						
Cash figures (£)	Specific grants (£ to nearest thousand)	Special educational provision (£ to nearest thousand)	School improvement (£ to nearest thousand)	Access (£ to nearest thousand)	Strategic management (£ to nearest thousand)	Total (£ to nearest thousand)
Standards of Literacy	241,000	60,000	92,000	0	3,000	396,000
Standards of Numeracy	204,000	13,000	153,000	0	3,000	373,000
Performance in external qualifications at Key Stage 4	18,000	0	149,000	0	3,000	170,000
The Quality of Teaching and Learning	132,000	51,000	180,000	0	3,000	366,000
The quality of management and governance	189,000	0	585,000	19,000	8,000	801,000
The inclusiveness of education	214,000	45,000	10,000	402,000	0	671,000
Central operating and administrative costs	0	0	101,000	0	0	101,000
Total	998,000	169,000	1,270,000	421,000	20,000	2,878,000

TABLE A6: ESTIMATED CASH FIGURE FOR EACH LEA PRIORITY AND FOR OTHER ACTIVITIES FUNDED THROUGH BUY-BACK FROM SCHOOLS in 1999 - 2000	
	(£ to nearest thousand)
Standards of Literacy	20,000
Standards of Numeracy	20,000
Performance in external qualifications at Key Stage 4	63,000
The Quality of Teaching and Learning	330,000
The quality of management and governance	120,000
The inclusiveness of education	20,000
Other activities	
Total	573,000

TABLE A7: FTE FIGURES FOR STAFF TO BE INCLUDED IN THE SCHOOL IMPROVEMENT ACTIVITY IN 1999-2000 AND EQUIVALENT FIGURES FOR 1998-99

FTE staff involved in the school improvement activity	Planned figures for 2000-2001				1999-2000 figures		
	Centrally funded from school improvement column in Table A5	Centrally funded from elsewhere in Table A5	School-funded	Total	Centrally funded	School-funded	Total
Inspection and advisory staff	11.4	3.3	7.0	21.7	15.3	5.0	20.3
Other staff	6.6	26.5	5.0	38.2	36.4	5.5	41.9
Total LEA staff	18.1	29.8	12.0	59.9	51.7	10.5	62.2
Number of the staff above to be used in regular monitoring visits to all schools	4.7	0.0		4.7			
Number of days regular monitoring visits per school per year.	3.0	0.0		3.0			
Number of person days in a FTE year:				220			

Annex 6 STRATEGY FOR MONITORING AND EVALUATING THE PLAN

A6.1 Monitoring and Reporting Achievement

1. **Monitoring LEA Performance Targets**

The LEA will review **annually** the **performance of schools and pupils across the whole LEA** making use of:

- School plans/targets/results.
- The Ofsted LEA profile.
- National and statistical neighbour data on performance in end of key stage tests in the core subjects and at GCSE.
- Individual school Ofsted reports, to identify trends and common findings.
- Attendance and exclusions data.

Within this annual review special attention will be paid to the proportions of pupils achieving expected levels of attainment at the end of key stages and to year-on-year changes in performance. The LEA will work with the headteachers of its 5 special schools to develop appropriate descriptors of success for pupils and students with severe learning difficulties.

2. **Monitoring School Performance Targets**

The LEA will review **annually** (each autumn) the performance of all of its **schools on an individual basis** using the following information:

- School assessment results, with a particular focus on end of Key Stage tests and performance at GCSE (or equivalent) and at GCE "A" Level (or equivalent).
- School value added (when available) and Qualification and Curriculum Authority (QCA) benchmarking data.
- LEA comparative data for groups of like schools developed by the LEA in conjunction with schools.
- The School Performance and Assessment Report (PANDA) supplied annually by Ofsted.

This information will be collated by officers in the LEA's data handling team and made available to schools within individual school profiles (see paragraph 4.1 of the EDP). It will be reviewed alongside other indicators of the school's performance such as Ofsted reports, school plans, attendance and exclusion data by LEA inspector/advisers within the Quality Assurance (QA) Unit of the LEA's Standards and School Improvement Division. Judgements made by the LEA about schools

during this annual review will be shared and discussed with individual headteachers and Chairs of Governors during annual visits in which future performance targets are discussed. Governing bodies of schools causing concern will be offered the opportunity to discuss the LEA's view of the school with an LEA Officer or Inspector.

The LEA will also monitor the performance of individual schools on a systematic basis through discussion with headteachers and governors during the pattern of school visits outlined elsewhere in this EDP, by picking up on any indicators of a more general kind which suggest that schools may be experiencing difficulties.

3. **Monitoring the Performance of LEA Services**

The LEA will also undertake an **annual review of the performance of its own services** which support school improvement. This will, in particular, involve:

- A satisfaction survey (each summer term) which will provide all schools with a formal opportunity to comment on the quality, effectiveness and efficiency of services provided by the LEA in support of school improvement.
- An opportunity for governing bodies to give their view of the way in which the LEA has discharged its responsibilities.
- Opportunities for the public as well as other partners to contribute their views on performance through the Council's Education Deliberative Forum.
- Audit Commission Performance Indicators.
- Relevant Best Value reviews undertaken by the County Council
- Any Ofsted inspection report for the LEA.

4. **Monitoring LEA Priorities**

The monitoring described above will inform the monitoring of progress towards meeting each priority set out in this plan. Monitoring of each priority will also be undertaken through progress made in meeting the success criteria set out in individual activity plans. Each activity plan sets out detailed proposals for monitoring performance in that activity. Activity managers will report termly to priority managers and they will report to the LEA School Improvement Team, allowing an overview to be developed. The outcome of this monitoring will be reported to the Education Department's Senior Management Team. There will also be annual public reporting to the County Council and its various committees as described in paragraph 5 below.

5. **Reporting Progress and Achievement**

Cumbria LEA is committed to demonstrating public accountability for the standards achieved by the LEA and its schools. The outcomes of monitoring and review will be reported in the following ways:

- An annual report each Spring Term to the County Council and its Education Deliberative Forum on the standards achieved in the LEA in end of Key Stage 2

tests and at GCSE, "A" level and in General National Vocational Qualifications (GNVQs) or equivalent. These reports will set out performance against previous years, against national averages and statistical neighbours and against the LEA's own improvement targets.

- An annual report each Summer Term to the County Council and to appropriate Area Committees on schools identified by Ofsted inspection as having serious weaknesses or requiring special measures, together with an assessment of progress made.
- An annual report to the Education Deliberative Forum on the findings of the survey into satisfaction with support services.
- An annual report every Spring Term to each Area Committee on the performance of individual schools within the area covered by the Committee showing standards achieved against targets (excluding those small schools exempt from the publication of results).
- A twice yearly report to appropriate Area Committees including a summary of the main findings of the inspection report of each school in the area inspected in the previous six months.

Since drafting the above the County Council has continued to develop its committee and other structures. Meetings of the Education Deliberative Forum will remain appropriate occasions on which to report on standards and school improvement issues. However, as from April 2000 the Director of Education will report directly to the newly established Scrutiny Committee on his exercising of delegated powers, rather than to the full County Council. He may also on occasions report on specific issues relating to monitoring and review to the Council's Corporate Panel.

A6.2 Evaluation Arrangements

The monitoring processes described above will allow an evaluation of progress and achievement to be made. Evaluative judgements will primarily relate to the degree to which the LEA and its schools have met improvement targets. They will also be made against the progress towards meeting the success criteria for individual activities. Thus the main evaluative judgements will be based on objective evidence and relate to the actual performance of pupils in Cumbria's schools.

Annex 7 THE LEA'S CONSULTATION ON THE EDP

A.7.1 The Consultation Process

1. The LEA has attempted to ensure that the Plan is the result of a genuine partnership of all whose involvement is essential to ensure that it is effectively delivered. This has involved formal consultation with the groups listed above. In addition, and of utmost importance, have been the significant opportunities created for less formal partnership activity which has allowed joint working of the most critical partners to help shape and draft the plan.
2. Formal consultations have been held in three phases. From April to June 1998 the consultees listed in paragraph A.7.2(i)-(vii) were asked to respond to initial proposals drawn up by the LEA. These addressed the issues of LEA priorities for improvement and the scope and extent of target setting in schools over and above the statutory minimum. This consultation informed the writing of a draft Education Development Plan for the LEA. This draft was then the subject of a written consultation of all listed in paragraph A.7.2 in September and October 1998. A further written consultation of the partners listed in paragraphs A.7.2(i)-(iv) was held in January 1999. This gave consultees the opportunity to comment upon detailed activity plans and on the costs of delivering the plan.
3. The Plan has also been shaped by more regular partnership working, especially between LEA officers, members and headteachers. LEA officers have, in particular, met with representative groups of headteachers appointed by the Primary and Secondary Heads' organisations to discuss all aspects of the plan. Heads have also had numerous opportunities to consider and debate the LEA's priorities and its approach to the use of performance data, target setting and school improvement through regular scheduled meetings of heads and LEA officers and a scheduled visit to all LEA primary schools for this purpose made during the summer term 1998. Area meetings of headteachers and governors were held in January 1999 to enable further discussion and allow consideration of the planned activities.
4. Elected members have been involved in the process through seminars and presentations organised to consider the approach to school improvement and through the normal committee process. This has involved not just the Education Committee but all service committees with an interest in the education process, for example Social Services and Heritage Services Committees.
5. The involvement of parents in the planning process in a large and geographically diverse area such as Cumbria is less easy to achieve. Parents have, however, had the opportunity to be involved in a number of ways. The draft plan and consultation documents were placed in libraries and public buildings. The availability of the Plan through these mechanisms has been advertised in the local press throughout Cumbria and a summary provided in the County Council's in-house newspaper which is produced as a supplement to all local newspapers. The Plan was also

made available on the Internet. Parents have also had opportunities to comment and help shape the plan through parent governors.

A7.2 Bodies Consulted Formally on the Plan

The following partners have been consulted formally during the production of the EDP:

- (i) The Headteachers and governors of all maintained schools in Cumbria
- (ii) The Cumbrian Association of Secondary Heads (CASH) and the Primary Headteachers' Association (PHA)
- (iii) The teaching associations (NAHT, SHA, NUT, NAS/UWT, ATL, PAT)
- (iv) The Anglican and Roman Catholic Diocesan Authorities
- (v) All County Council elected members
- (vi) LEA Officers and Inspector/Advisers
- (vii) All HE and FE Colleges in Cumbria
- (viii) Cumbria Training and Enterprise Council (TEC) and Cumbria Careers
- (ix) All Cumbrian District Councils and all neighbouring English LEAs

A7.3 Summary of Responses to Consultation

1. There was a significant amount of support for the draft Education Development Plan circulated in September 1998. Support was generally stronger from primary schools than from secondary. The level of response from other groups was insufficient to enable sound conclusions to be drawn.
2. Most respondents supported the LEA's approach to target setting, data handling and schools giving cause for concern. There was much support for the priorities for improvement and the activities designed to bring about improvement.
3. The main concerns expressed centred on the scope of the priorities and activities. Some respondents queried whether the LEA had the capacity to deliver these. There was also a request from some that the need to increase post-16 staying on rates was addressed. As a result of these concerns the final plan has fewer priorities. The original intention to have "collaborative activity" as a priority has been dropped although some of the associated activity remains as it supports other priorities. Furthermore, the original priorities to improve pupil attitudes and parental involvement in their children's education have been broadened to encapsulate the concept of educational and social inclusion. Activities within this priority should ensure that post-16 staying on rates are improved.
4. Consultation in January 1999 on the detailed activity plans and costings demonstrated a high level of support for the plans with over 90% of respondents from individual schools expressing overall support. A small minority of individual schools expressed concerns about the costs of the activities and suggested monies should be delegated to schools rather than held centrally. Since this consultation

the costings of the plan have been refined. The total cost of the plan is now approximately £0.5million lower than that which was the subject of consultation.

Annex 8 - Supplementary Information

1. Standards Fund

The costs included in the EDP for specific grant do not include resources attracted through the standards fund which are devolved to schools.

2. Grant Maintained Schools

As a result of the change of status of GM schools there will be an additional 42 schools in 1999/2000 for which the LEA will have a responsibility. 15 of these are secondary schools, significantly increasing the pupil population covered by the LEA's school improvement activity. This accounts for some of the small increase in the number of centrally funded I/As in 1999/2000.

3. Inspector/Advisor Funding

In 1998/99 the funding of the I/A service was divided into 55% centrally funded and 45% income generation. Of the income generated, 30% came from the sale of school improvement services (INSET, consultancy work) to schools in Cumbria, 15% from external contracts. In 1999/2000 it is proposed to reduce external contracts by a marginal increase in central funding to take account of the additional GM schools and to meet the priorities within the EDP. If this is not possible it will not be possible to deliver the proposed plan. The County Council has, though, made available some new resource to delegate to schools for further advisory support so increasing levels delegated in terms of actual resource.