

Cumbria LEA

Education Development Plan - Summary

The Education Development Plan for Cumbria sets a clear agenda for school improvement over the period 1999-2002. It is subject to annual review. The key elements of the plan are the Authority's six priorities for improvement, supporting activities and the LEA's improvement targets detailed in this summary.



These priorities were identified following an audit of LEA and school performance. Key messages from the audit included:

- Student attainment at 'A' level is very good compared to statistical neighbours and the national average.
- Pupil attainment in literacy and numeracy is above the national average but improvement is required to meet national targets and to bring Cumbria up to the level of its best "statistical neighbours".
- Performance at Key Stage 4 has not shown any significant improvement in recent years.
- There is much very good practice in teaching and learning but action is needed to remedy particular weaknesses in some schools.
- The quality of management and the efficiency of many Cumbrian schools is good or very good but in a significant minority there is a need for improvement.
- There is much diversity in pupil attitudes to education and learning. Truancy rates are generally low but there are also pockets of low aspiration and expectation.

CUMBRIA'S SCHOOL IMPROVEMENT TARGETS

1. Performance Targets

Performance Measure		1998 (Actual)	2000	2001	2002
Key Stage 2 English Test	Level 4+ %	66	77	81	85
Key Stage 2 Maths Test	Level 4+ %	62	70	74	79
16+ 5+ A*-C GCSE or equivalent	%	44	49	51	53
16+ At least 1+ A-G at GCSE or equivalent	%	94.2	96	96.2	96.4
16+ Average points score per pupil.		36.3	38.3	39	40

(Level 4 is the standard expected of a typical 11 year old pupil at the end of Key Stage 2)

2. Unauthorised Absence and Exclusion Target

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*	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 0.5% 55,350 half days	% of half days missed, maintained secondary schools.	0.45%* 50,100 half days	0.42%* 46,500 half days	0.40% 44,300 half days

* = indicative target

3. Targets for Children Looked After (Children in Care)

	Summer 2000	Summer 2001	Summer 2002
Percentage of children leaving care with a GCSE or GNVQ qualification	58	66	74

The full costed version of the EDP is available on the County Council website: www.cumbria.gov.uk or from the Director of Education, 5 Portland Square, Carlisle CA1 1PU

EDP Summary
May 1999

Standards of Literacy**Priority 1**

- 1.1 The management, implementation and development of the National Literacy Strategy.
- 1.2 The development of a Key Stage 3 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 Key Stage 1 pupils.
- 1.5 The development of 3 literacy centres for Key Stage 2 pupils.
- 1.6 Management and monitoring of Key Stage 1 National Curriculum tests.

Standards of Numeracy**Priority 2**

- 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 establishment of summer numeracy schools in selected secondary and special schools.
- 2.4 Promotion of World Numeracy Year 2000.
- 2.5 Management and monitoring of Key Stage 1 National Curriculum tests.

Qualifications at Key Stage 4**Priority 3**

- 3.1 The management, implementation and development of strategies to raise levels of achievement among underperforming groups (particularly boys).
- 3.2 Response to individual departmental underachievement.
- 3.3 The management and development of strategic projects aimed at improving the quality of learning and pupils' attainment at Key Stages 3 and 4, including raising the attainment of boys.
- 3.4 Development and dissemination of the results of the small secondary schools' 'Raising Achievement Project'.
- 3.5 Development of links with Cumbrian FE colleges to provide a range of alternative curriculum experiences aimed at raising attainment and progress for pupils at Key Stage 4.

Teaching and Learning**Priority 4**

- 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 Management, implementation and development of the National Grid for Learning initiative.
- 4.4 The 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 Individual Education Plans for pupils with SEN.
- 4.8 Support for and promotion of collaborative activities between groups of schools, with a particular focus on liaison between Key Stages 1-2 and Key Stages 2-3.
- 4.9 Management and development of the 'Able Pupils' project.
- 4.10 Establishment of an externally accredited Specific Learning Difficulties course.

Priorities and Activities in the School Improvement Programme

Management and Governance**Priority 5**

- 5.1 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 exclusion.

Inclusiveness of Education**Priority 6**

- 6.1 Reducing levels of unauthorised absence.
- 6.2 The development and implementation of the Children Looked After Project.
- 6.3 Developing the links between schools and PRUs to reduce the number of exclusions and to facilitate the reintegration of excluded pupils into schools.
- 6.4 The development and extension of the 'Behaviour Curriculum' initiative.
- 6.5 The development of family literacy and numeracy schemes in partnership with other County Council departments and outside agencies.
- 6.6 The development and introduction of a county pupil attitude survey.
- 6.7 The development of special schools' outreach facilities.
- 6.8 Work Scholarship Scheme.
- 6.9 Tackling pupil underperformance in remote areas.

Only activities which will begin in 1999 or have already begun are included at this stage. Some are statutory whilst others are those which schools and the LEA believe will raise standards.