

CUMBRIA LEA – EDUCATION DEVELOPMENT PLAN

Summary EDP (2002 – 2007) Year 2

The Education Development Plan for Cumbria (2002 – 2007) is now in its second year, and remains the key focus for school improvement work within the education service.

The plan is ambitious. It aims to improve standards for all learners. Schools and those who work in support of schools have a common interest in its success.

The plan continues to focus on the national and locally determined priorities shown here. Within these, support will be increasingly targeted towards areas of persistent need.

Following evaluation of the first year some adjustments to the organisation of the plan have been made. EDP activities are now organised around eight themes rather than the previous nine. These are shown within, together with contact names for further information. Details are also provided within of how the EDP is managed and monitored.

National Priorities

- Raising attainment in early years and primary education
- Raising attainment in KS3
- Raising attainment in KS4
- Narrowing the attainment gap and tackling underachievement
- Support for schools causing concern

Local Priorities

- Promoting self-confident, self-evaluating schools
- Developing inclusiveness
- Networks and partnerships

CUMBRIA EDUCATION DEVELOPMENT PLAN 2003 – 2004

THEMES AND ACTIVITIES

Raising standards in literacy in all key stages

- 31.01 Develop practice in the teaching and learning of literacy in the Foundation Stage
- 31.02 Continue to develop practice in the NLS in Key Stage 1 and Key Stage 2
- 31.03 Continue to develop practice in the English Strand of the KS3 National Strategy
- 31.04 Promote improvements in English at Key Stage 4
- 31.05 Activity Completed

Theme Manager, Joan Stark, Tel 01539 773506

Raising standards in numeracy in all key stages

- 32.01 Develop practice in the teaching and learning of mathematics in the Foundation Stage
- 32.02 Continue to develop practice in the NNS in Key Stage 1 and Key Stage 2
- 32.03 Continue to develop practice in the Mathematics Strand of the KS3 National Strategy
- 32.04 Promote improvements in mathematics at Key Stage 4
- 32.05 Activity Completed

Theme Manager, Peter McGaw, Tel 01539 773483

Raising standards in KS3

- 33.01 Activity Completed
- 33.02 Continue to develop practice in the Science Strand of the KS3 National Strategy
- 33.03 Continue to develop practice in the ICT Strand of the KS3 National Strategy
- 33.04 Activity Completed
- 33.05 Continue to develop practice in the Foundation Strand of the KS3 National Strategy (was 34.02)
- 33.06 Implement the Behaviour and Attendance Strand of the KS3 Strategy (new activity)
- 33.07 Manage and develop the implementation of the KS3 Strategy (new activity)

Theme Manager, Kathryn Pink, Tel 01539 773468

Enhancing curriculum, teaching and learning

- 34.01 Promote the development of children's learning in the Foundation Stage through play based activities
- 34.02 Repositioned to 33.05
- 34.03 Promote children's capacity to learn
- 34.04 Extend and develop the use of teaching strategies to promote boys' learning and attainment in all key stages
- 34.05 Activity completed
- 34.06 Promote a vision for learning through assessment
- 34.07 Promote innovation and diversity in curriculum design, and in approaches to teaching and learning (developed from 35.01)
- 34.08 Assist and support schools in developing policies and practice for multi-cultural, multi-ethnic and anti-racist education (was 35.04)

Theme Manager, Avril Greenhow-Parker, Tel 01228 606808

Enhancing Curriculum Balance, Continuity and Coherence

Theme 35 : all activities either completed or repositioned into themes 33 and 34

Enhancing the effectiveness of school leadership

- 36.01 Improve induction and support procedures for new and acting headteachers
- 36.02 Develop a strategy for sustaining small schools and making small school headship more manageable
- 36.03 Provide guidance and organise training to support school self-evaluation and school improvement planning
- 36.04 Develop guidance and organise shared training for governors and headteachers on their respective rôles and responsibilities and develop a campaign to recruit, induct and train school clerks and governors
- 36.05 Activity completed

Theme Manager, Paul Simmons, Tel 01539 773477

Ensuring support for inclusion

- 37.01 Promote good behaviour
- 37.02 Support schools to improve attendance
- 37.03 Develop and promote inclusive education and inclusive learning
- 37.04 Develop and promote good practice in the education of vulnerable minority groups
- 37.05 Support schools in the development of effective provision for Gifted and Talented Pupils (new activity)

Theme Manager, Michael Watmough, Tel 01228 606833

Ensuring appropriate support for schools especially the most vulnerable

- 38.01 Review annually the performance of all schools
- 38.02 Provide intensive support for schools causing concern
- 38.03 Provide intensive support for underachieving schools/subject departments
- 38.04 Support and monitor headteachers and teachers under capability procedures

Theme Manager, John Lewis, Tel 01539 773473

Enriching provision through networks and partnerships

- 39.01 Support and develop partnerships in order to make effective use of the expertise available in schools as a result of local/national initiatives
- 39.02 Maintain and develop a range of networks to share best practice in schools and across current research
- 39.03 Maintain and develop multi-agency partnerships in order to support schools in meeting the academic and developmental needs of all of their pupils
- 39.04 Maintain and develop a range of partnerships to promote physical and outdoor education, the arts and environmental education
- 39.05 Develop better partnerships within the LEA in the provision of services to schools

Theme Manager, David Mason, Tel 01228 606798

Managing and Monitoring the Themes and Activities

- The EDP is led by the School Improvement Team (SIT) which includes the Theme Managers and representative headteachers.
- Theme Managers have responsibility for the overall management and monitoring of each theme.
- Activity managers have responsibility for developing and managing specific action plans for each activity within the themes.
- Headteachers will be directly involved in the evaluation of EPD themes and activities.
- Full details of all EDP themes and activities can be found at www.cumbria.gov.uk/education

CUMBRIA: STATUTORY TARGETS FOR IMPROVEMENTS WITHIN THE EDP

Setting challenging targets to which we can all aspire is an important aspect of improving our performance. Whilst the standards attained can vary locally from year to year, we are committed to continuous improvement for the service as a whole. The data below show both recent performance and our aspirations for the future.

LEA targets for attainment in KS2, KS3 and KS4

| | | | 2001 actual | 2002 actual | 2003* actual | 2004 target |
|------------|--------------------|---|----------------|----------------|-----------------|----------------|
| KS2 | English test | % @ L4+ | 77 | 77 | 76 | 87 |
| | | % @ L5+ | 30 | 29 | 25 | 38 |
| | Maths test | % @ L4+ | 74 | 76 | 75 | 87 |
| | | % @ L5+ | 26 | 27 | 28 | 37 |
| KS3 | English test | % @ L5+ | 68 | 71 | 71 | 79 |
| | Maths test | % @ L5+ | 70 | 71 | 73 | 80 |
| | Science test | % @ L5+ | 73 | 73 | 74 | 75 |
| | ICT | % @ L5+ | | - | 73 | 78 |
| KS4 | GCSE | % with 5 or more GCSE (or equivalent) at A*-C | 50.8 | 52.7 | 53.2 | 58 |
| | | % with 5 or more GCSE including English and maths (or equivalent) at grade G or above | 88.6 | 89.3 | 87.8 | 95 |
| | All qualifications | Average qualification points score per pupil | 39.9 | 41.2 | 41.6 | 43 |

LEA targets for the achievement of children leaving care

| | 2003 | 2004 |
|--|------|------|
| % of children leaving public care with 5 or more GCSEs at A*-C | 15 | 15 |
| % of children leaving public care with 1 or more GCSEs at A*-G | 75 | 75 |

LEA targets for reducing absence

| LEA attendance targets | | 2002/03 | 2003/04 |
|------------------------|---|---------|---------|
| Primary | % of half days missed at maintained primary schools | 5.7 | 5.6 |
| Secondary | % of half days missed at maintained secondary schools | 8.4 | 8.3 |
| Special | % of half days missed at maintained special schools | 10.2 | 10.1 |

*2003 figures are based on provisional data