



COUNTY COUNCIL

Education Service

Annual review and update of EDP 2

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ANNUAL REVIEW AND UPDATE OF EDP 2

1. Outcomes against targets 2002

The LEA's performance against targets in 2002 was mixed, as the following table illustrates.

	Target	Outcome	Progress 1999 - 2002
Key Stage 2 English Level 4+	85	78	+5
Key Stage 2 maths Level 4+	81 (79)*	76	+3
*The LEA's target set in 1999 was 79%. It was later raised following rapid progress in the early years of the National Numeracy strategy.			

	Target	Outcome	Progress 1999 - 2002
GCSE 5A* - C	53	52.7	+5
1A* - G	96.4	95.8	+0.3
Average Points	40	41.2*	+2.6
*In 2002 the calculation of average points scores was 'capped'. 41.2 is the uncapped score per pupil in Cumbria, reflecting the nature of the original target set.			

	Target	Outcome	Progress 1999 - 2002
Unauthorised absence – primary	0.1	0.2	
Unauthorised absence – secondary	0.4	0.9	

Commentary

The LEA did not achieve its very challenging targets for English and maths for Key Stage 2 in 2002. Nonetheless, the rate of improvement between 1999 – 2002 was just above the national improvement in English, just below it (from a high baseline) in mathematics.

At GCSE level, the LEA did essentially meet its targets, other than that for 1A* - G performance. Other than on this measure, the LEA rate of improvement exceeded the national rate.

The LEA did not meet its targets for reducing unauthorised absence. However, evaluation suggests that the 'deterioration' is accounted for by more accurate reporting rather than by a worsening of attendance.

The Under-performing Schools Plan, drawn up in the autumn of 2002, identified schools in which data-analysis suggested that pupils were not making as much progress as peers in comparable schools at either Level 4+ or Level 5+ in primary schools or GCSE results in secondary schools. In line with national guidance, schools not achieving the 65% 'threshold' in English and maths Key Stage 2 tests were also targeted during 2002-03. In addition, target setting visits by school improvement advisers in the autumn term sought to identify with headteacher what were the causes of underperformance and to identify specific action to combat it. Additional intensive support was then provided, encompassing the activities recommended by the national strategies. In all, 19 primary schools were targeted for support in maths and English; 29 in English; 31 in mathematics. At Key Stage 3, seven schools were carried forward from phase one to phase two intensive support as a result of these identification processes.

2. Under-performing groups

Pupils from ethnic minority backgrounds outperformed the LEA average in English (82%) and maths (82%) Key Stage 2 tests. At GCSE the same is true. 71.4% achieved 5A* - C passes; 100% 1A* - G; the average points score of such pupils was also above the LEA average. They are not considered to be an under-performing group. They are, however, a very small group (cohort 166 Yr6; 306 Yr11).

The results of children in public care compare less well with LEA averages, but broadly favourably with national averages. Again, the cohort is very small: 42 pupils in Yr11 in 2002. 52% achieved at least one A* - G pass; 5% 5A* - C.

The most significant underachieving group thus remains boys. The following tables demonstrate that on most measures, girls out-perform boys. The relative performance of girls and boys in Cumbria broadly matches the national picture

Key Stage 1 Summary Information

KS1 Boy/Girl, 2002

KS1	Boys 2002		Girls 2002	
	%		%	
<i>Percentages</i>	LEA	National	LEA	National
Reading				
Comp'nsion L2+	81.5	78	89.1	86
Reading Task L2+	84.0	81	90.5	88
Writing L2+	85.7	82	93.2	90
Spelling L2+	77.8	73	87.0	83
Maths L2+	90.9	89	93.1	92

National data for 2002 from DfES Autumn Package, 2002.

Key Stage 2 Summary Information

KS2 Boy/Girl, 2002

KS2	Boys 2002		Girls 2002	
	%		%	
<i>Percentages</i>	LEA	National	LEA	National
English L4+	73.3	70	81.8	79
Maths L4+	76.9	73	75.1	73
Science L4+	89.3	86	89.1	87

National data for 2002 from DfES Autumn Package 2002.

Key Stage 3 Summary Information

KS3 Boy/Girl, 2002

KS3	Boys 2002		Girls 2002	
	%		%	
<i>Percentages</i>	LEA	National	LEA	National
English L5+	61.9	58	78.8	75
Maths L5+	70.1	67	71.1	68
Science L5+	73.2	66	72.6	67

National data for 2002 from DfES Autumn Package, 2002.

GCSE Boy/Girl, 2002

GCSE	Boys 2002		Girls 2002	
	%		%	
<i>Percentages</i>	LEA	National	LEA	National
5+ A*-C	47.7	46.0	58.1	56.6
5+A*-G (inc English & Maths)	87.5	84.5	91.1	89.2
1+ A*-G	94.8	93.6	96.9	95.7
Average capped Points *	33.3	32.5	37.4	36.8

National data for 2002 from DfES Autumn Package, 2002.

* NB: The GCSE Average Point scores have changed for 2002. This is now based on a pupil's best 8 GCSE results, rather than all of their GCSE results.

Commentary

The difference between girls' and boys' attainment is visible from the outset in primary schools, particularly in English. It is felt that the difference in English largely explains the differential at GCSE level.

Boys' underachievement will be targeted via the national primary strategy and the Key Stage 3 strategy. Detailed action plans describing how this will be done are contained in the NLS, NNS and KS3 action plans. In addition, boys' underachievement will be targeted through 'local' EDP activities; in particular

- Piloting the use of teaching strategies to promote boys' learning and attainment;
- Developing the use of assessment for learning to raise expectations and attainment;
- Promoting innovation and diversity in curriculum design and in approaches to teaching and learning.

As part of its Local Public Service Agreement, the LEA is also proposing a project aimed at halving the attainment gap between boys and girls (as expressed by GCSE average points) in 10 of its largest secondary schools where the gap has been greatest in recent years. If the project is successful, the approach will be rolled out to the remaining secondary schools.

3. Gaps between LEA targets and aggregate targets for schools 2004

There are significant gaps between the LEA targets agreed with DfES advisers and the aggregate of schools' targets, particularly at Key Stage 2. This has been a growing trend in recent years. The table below summarises the position for 2004.

	LEA target	Aggregate of schools' target	Difference
English at Key Stage 2 L4+	87%	80.9%	-6.1
English at Key Stage 2 L5+	38%	25.5%	-12.5
Maths at Key Stage 2 L4+	87%	81.6%	-5.4
Maths at Key Stage 2 L5+	37%	28.6%	-8.4

	LEA target	Aggregate of schools' target	Difference
English at Key Stage 3 L5+	79%	76.9%	-2.1
Maths at Key Stage 3 L5+	80%	77.9%	-2.1
Science at Key Stage 3 L5+	75%	78.3%	-3.3
ICT at Key Stage 3 L5+	78%	73.4%	-4.6

	LEA target	Aggregate of schools' target	Difference
GCSE 5A* - C	58%	58.3%	+0.3
5A* - G (including English and maths)	95%	93.3%	-1.7
Average Points	43%	42.6%	-0.4

Commentary

Through the target setting process, LEA officers will challenge schools which set cautious targets to be more aspirational. The LEA will also continue to identify under-performing schools and under-performing departments in secondary schools, especially those which achieve poor value-added from Key Stage 2 to 3 or Key Stage 3 to 4. Intervention via the national strategies or 'local' EDP activities will be targeted at those schools. School link IAs will seek to co-ordinate these approaches with others, for example through the Leadership Incentive Grant, in schools facing challenging circumstances.

4. Assessment of effectiveness of activities carried out in the EDP

Of the 42 activities specified in the EDP, the vast majority have been completed or are progressing satisfactorily. Only two have not progressed:

- Promotion of effective use of off-line and on-line resources to improve teaching and learning in Key Stage 4 – undermined by problems with broadband connectivity.
- Guidance on alternative curriculum provision and routes to accreditation at Key Stage 4 – overtaken by LEA's successful bid for 16 – 19 Pathfinder status.

Otherwise, the picture is generally positive:

- In the Early Years, there is qualitative information which indicates that the quality of teaching and learning continues to improve as a result of training and in-school support. As 2003 is the first year for baseline assessment at the end of the Foundation Stage, it is still too early to have quantitative data on which to base a further evaluation.
- The national literacy and numeracy strategies continue to be well received and to have a positive impact on teaching and learning in primary schools. Despite this, the LEA did not meet its targets in either English or mathematics at Key Stage 2 in 2002. However, boys narrowed the gap slightly on girls in English and in English overall the rate of improvement since 1999 was greater than the national rate of improvement. At Key Stage 1, targets in 'English' and mathematics were met.
- The Key Stage 3 strategy was similarly well received and the work of consultants both in training and consultancy received very positive evaluations. Despite this, Key Stage 3 targets for English and mathematics were not met in 2002, though the rate of improvement in both subjects was better than the national rate. It is too soon as yet to measure the impact of the strategy on science or the foundation subjects in a quantitative way. At Key Stage 4, GCSE results in maths and English improved, especially in targeted departments.
- Activities aimed at enhancing teaching and learning were modified in action for a variety of reasons. The activity aimed at promoting improvements in children's capacity to learn was assimilated into that promoting assessment for learning. Both that modified activity and a number of projects aimed at improving boys' learning and attainment in all key stages resulted in visible improvements in classrooms. Both led also to the establishment of learning networks for teachers and these too were deemed to be beneficial. It is, as yet, too soon to measure whether these activities will have a visible impact upon attainment though participants judge each activity to be worth continuing.
- Advice and guidance on the primary school curriculum, PHSE and Citizenship and multi-cultural and anti-racist education was provided as indicated. It was well received by schools. It was accompanied by a considerable training programme, particularly relating to multi-cultural and anti-racist education, and this training was also highly regarded by participants. It is envisaged that the provision of guidance on diversity in curriculum design and in approaches to teaching and learning will need to continue, in response to Excellence and Enjoyment. Also, in view of the low base from which the LEA is moving, further emphasis will need to be given to multi-cultural and anti-racist education.
- Support and guidance for school leadership and management have had a positive impact as instanced by, for example, the improved working conditions and morale of 'teaching heads' in small primary schools; feedback from phase two Ofsted inspections; and the number of schools achieving Investors in People. The heads of small secondary schools have structured their network into a bid for 'Rural Academy' specialist school status. Though this has not yet been achieved, it remains an aspiration which is being actively pursued. Support for school governance has also been successful according to governors themselves. While a publicity campaign has successfully reduced governor vacancies in three districts, they have risen in another two. Recruitment and retention of teachers are not pressing issues in Cumbria, though initiatives taken with St Martin's College and through early professional development for teachers in their second and third years in the profession have improved both.
- There has been some slippage in activities to promote good behaviour (due to schools' unwillingness to commit) and in promoting inclusiveness (due to staff changes). These activities will therefore be vigorously pursued in year two of the EDP. Support for vulnerable minority groups, on the other hand, has been successful in achieving its objectives.
- Schools causing concern, whether identified by Ofsted or the LEA, have received appropriate support and, with two exceptions, have improved within the specified timescales. Early indications suggest that results in schools/departments targeted as underachieving will improve. Detailed analysis will be undertaken once results are confirmed. An annual review of school performance has been completed for all primary schools, though not for secondaries, special schools, nursery schools or PRUs. Urgent attention will be given to completing the development and implementation of the system during the autumn term 2003. Early indications are that it will help the LEA to identify schools which are struggling and thus head off 'failure'. Capability proceedings have been instituted where applicable. A number of teachers and headteachers are deemed by LEA monitoring, confirmed by Ofsted inspection, to have improved as a result. A further six remained signed off work and it is therefore difficult to evaluate the impact of this activity.

- ASTs have been successfully developed and deployed, especially in primary schools. They are judged by the schools themselves to be having a positive impact. Work to co-ordinate the contribution of Beacon and specialist schools, however, has effectively been suspended due to the rapid development of the programme in Cumbria. It will be restarted once schools have had the opportunity to 'bed-down' in their new rôles. As yet, there has been little impact outside the immediate partnerships of either the Barrow Community Learning Partnership or the West Cumbria Excellence Cluster. Again, further work will be needed to develop the impact of these initiatives once they have come to maturity. A variety of networks to share good practice has been successfully established; for example, practitioner research groups and CLEO communities, though the attempt to develop video conferencing has been hampered by problems with equipment. Multi-agency partnerships to promote early years education and the health development of young people has been successful but there is a need to improve collaboration between LEA teams and the Connexions Service in order to support young people in preparation for adult life. Similarly, the partnerships to promote physical education, the arts and environmental education have achieved their objectives. Personnel changes have hindered the development of better partnerships within the LEA but greater urgency will be given to this activity next year.

Cost effectiveness

At just over £1.8million, excluding targeted Standards Funds, expenditure in the EDP is relatively modest. Almost all activities have been implemented as envisaged, some with some modifications as they have progressed. The vast majority are deemed to have had a positive impact. The cost-effectiveness of the EDP is therefore deemed to be satisfactory.

5. Changes to EDP priorities

No changes are proposed to EDP priorities in 2003 – 2004. Management considerations have prompted us to include all Key Stage 3 activities under a single theme: 'Raising Standards at Key Stage 3'. A new theme: 'Enhancing Curriculum Teaching and Learning' will replace the two former 'local' themes concerned with curriculum and teaching and learning. It will encompass all locally-derived activities aimed at enhancing the quality of education in Cumbria's schools. The local priority 'networks and partnerships', which has proved to be over complex in design, will be simplified. Otherwise, the only changes to the EDP will be at activity level.

Annex 2

Activity Plans

TITLE OF ACTIVITY		REFERENCE: 31.01
Develop practice in the teaching and learning of literacy in the Foundation Stage.		
THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS		
<u>Theme</u>	<u>Priorities</u>	
<ul style="list-style-type: none">• Raising standards in literacy in all key stages.	<ul style="list-style-type: none">• Raising attainment in early years and primary education.• Narrowing the attainment gap/tackling underachievement.• Developing inclusiveness.• Networks and partnerships.	
PURPOSE OF THE ACTIVITY		
To raise standards in early language skills/literacy in the Foundation Stage.		
NATURE OF THE ACTIVITY		
Provision of advice, guidance and training to all Foundation Stage settings to develop and share best practice.		
TARGET GROUP FOR THE ACTIVITY		
<ul style="list-style-type: none">• All schools with Foundation Stage pupils.• All practitioners working in the Foundation Stage.		
ACTION TO BE TAKEN		
<ul style="list-style-type: none">• Identify examples of good practice and work with schools to develop and disseminate exemplar materials.• Provide guidance and resources to all Foundation Stage settings.• Provide training targeted towards local and national needs.• Monitor the quality of teaching and learning and the leadership and management of early literacy in schools with Foundation Stage pupils.• Develop networks and partnerships between the maintained and non-maintained sectors. <p>See LEA Literacy Action Plan and Early Years Development and Childcare Plan for specific actions.</p>		

ALLOCATION OF RESPONSIBILITY

LEA Inspector/Adviser Early Years

SUCCESS CRITERIA

Year on year improvements from 2003 measured through Baseline Assessment.

See LEA Literacy Action Plan and Early Years Development and Childcare Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring to be carried out twice yearly by I/A Early Years and NLS Manager.

Evaluation to be carried out annually, with copies of evaluation reports to EDP Manager.

Monitoring or evaluation may result in changes to the activity action plan.

RESOURCES

8 Inspector/Adviser days

15 Consultant/Advisory Teacher days

Specific resources for actions – see LEA Literacy Action Plan and Early Years Development and Childcare Plan.

TITLE OF ACTIVITY**REFERENCE: 31.02**

Continue to develop practice in the NLS in Key Stage 1 and Key Stage 2.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards of literacy in all key stages.

Priorities

- Raising attainment in early years and primary education.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To raise standards of literacy in KS1 and KS2.

NATURE OF THE ACTIVITY

- Implement nationally funded programmes of support, especially the Primary Leadership Programme
- Provide intensive literacy support for an identified group of schools and for other schools by negotiation
- Provide guidance and resources to all schools, with particular focus on: effective use of ICT; cross-curricular literacy particularly writing; speaking and listening; and raising the attainment of boys
- Provide training targeted towards national and local needs.
- Identify and share good practice in the teaching and learning and in the leadership and management of literacy.
- Develop networks to support good practice and partnership working.
- Monitor the quality of teaching and learning, of leadership and management and of standards in literacy in all schools.

TARGET GROUP FOR THE ACTIVITY

All primary schools, and all special schools and PRUs with pupils in Key Stages 1 and 2.

ACTION TO BE TAKEN

See LEA Literacy Action Plan.

ALLOCATION OF RESPONSIBILITY

LEA Literacy Strategy Manager

SUCCESS CRITERIA

Standards of literacy in KS2 rise in line with Cumbria's stated targets of 87% L4+ and 36% L5+ by 2004.

Attainment gap between boys and girls narrowed by 2% by 2004.

Internal LEA targets for KS1 are met for increasing the number of L2+ and L3+ for successive years, including the percentage of pupils achieving L2B+.

See LEA Literacy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring to be carried out at least twice yearly (see LEA Literacy Action Plan for specific monitoring actions) by NLS Manager, Literacy Consultants and I/As.

Evaluation to be carried out annually, with copies of evaluation reports to EDP Manager and NLS Regional Director

Monitoring or evaluation may result in changes to the activity action plan.

RESOURCES

205 Inspector/Adviser days
Consultants' time

TITLE OF ACTIVITY**REFERENCE: 31.03**

Continue to develop practice in the KS3 English Strand of the KS3 National Strategy.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards of literacy in all key stages.

Priorities

- Raising attainment in KS3.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To raise standards of English in Key Stage 3.

NATURE OF THE ACTIVITY

- Implement nationally funded programmes of support, including provision of intensive support for up to 20 schools per year and 'light touch' support for schools by negotiation
- Provide guidance and resources to all schools.
- Provide training targeted towards national and local needs.
- Identify and share good practice in the teaching and learning and in the leadership and management of literacy.
- Develop networks to support good practice and partnership working.
- Monitor the quality of teaching and learning, of leadership and management and of standards in literacy in all schools.

TARGET GROUP FOR THE ACTIVITY

All secondary schools, and all special schools and PRUs with KS3 pupils.

ACTION TO BE TAKEN

See LEA Literacy Action Plan.

ALLOCATION OF RESPONSIBILITY

LEA KS3 English Manager

SUCCESS CRITERIA

Standards of English in KS3 rise in line with Cumbria's stated targets of 79% L5+ by 2004.

Attainment gap between boys and girls is narrowed by 3% by 2004.

See LEA Literacy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring to be carried out at least twice yearly (see LEA Literacy Action Plan for specific monitoring actions) by NLS Strategy Manager and Literacy Consultants.

Evaluation to be carried out yearly, with copies of evaluation reports sent to EDP Manager and NLS Regional Director.

Monitoring or evaluation may result in changes to the activity action plan.

RESOURCES

80 Inspector/Adviser days
Consultants' time

TITLE OF ACTIVITY**REFERENCE: 31.04**

Promote improvements in English at Key Stage 4.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards of literacy in all key stages.

Priorities

- Raising attainment in KS4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To raise standards in English at GCSE level.

NATURE OF THE ACTIVITY

- Provide support for identified schools.
- Develop networks to support good practice and partnership working.
- Monitor the quality of teaching and learning, of the leadership and management and of standards of English in all schools.

TARGET GROUP FOR THE ACTIVITY

All secondary schools, and all special schools and PRUs with KS4 pupils.

ACTION TO BE TAKEN

See LEA Literacy Action Plan.

ALLOCATION OF RESPONSIBILITY

LEA Inspector/Adviser for English

SUCCESS CRITERIA

Improvement in results of targeted departments.

See LEA Literacy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring to be carried out twice yearly (see LEA Literacy Action Plan for specific monitoring actions) by I/A and AST.
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Evaluation to be carried out annually, with copies of evaluation reports to EDP Manager.
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Monitoring or evaluation may result in changes to the activity action plan.

RESOURCES

10 Inspector/Adviser days

Resources EDP: £5000

TITLE OF ACTIVITY**REFERENCE: 32.01**

Develop practice in the teaching and learning of mathematics in the Foundation Stage.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards in numeracy in all key stages.

Priorities

- Raising attainment in early years and primary education.
- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To raise standards in numeracy in the Foundation Stage.
- To improve the leadership and management of numeracy in the Foundation Stage.

NATURE OF THE ACTIVITY

- Implementation of nationally funded programmes of support in NNS and Foundation Stage.
- Provision of guidance and resources to all nursery schools/classes and primary schools with Reception classes in line with national imperatives and locally identified needs.
- Provision of training, both nationally and locally identified, targeted to need.
- Monitoring of the quality of teaching and learning, of leadership and management and of standards in numeracy in all schools.

TARGET GROUP FOR THE ACTIVITY

All nursery schools and all primary schools with pupils in the Foundation Stage.

ACTION TO BE TAKEN

See LEA Numeracy Action Plan – specifically Action 1 but also others in Primary section.

ALLOCATION OF RESPONSIBILITY

LEA Numeracy Strategy Manager

SUCCESS CRITERIA

Year on year improvements measured through Baseline Assessments from 2003 when such assessments will be made at the end of the Foundation Stage.

See LEA Numeracy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring will be carried out twice-yearly to monitor the actions set out in the Action Plan.

Evaluation will take place twice yearly with an interim evaluation by the end of autumn term and annual summative evaluation by May to judge the success of the actions in raising standards. (Copies of evaluation reports will go to EDP Manager and to NNS Regional Director.)

Monitoring or evaluation might result in changes to the activity action plan.

RESOURCES

6 Inspector/Adviser days

6 Consultant days

Specific resources for actions – see LEA Numeracy Action Plan.

TITLE OF ACTIVITY**REFERENCE: 32.02**

Continue to develop practice in the NNS in Key Stage 1 and Key Stage 2.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards in numeracy in all key stages.

Priorities

- Raising attainment in early years and primary education.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To raise standards in numeracy in KS1 and KS2.
- To improve the leadership and management of numeracy.

NATURE OF THE ACTIVITY

- Targeted provision of intensive support for up to 90 schools per year.
- Implementation of nationally funded programmes of support – for example, Leadership Programme.
- Provision of guidance and resources to all schools in line with locally identified needs and national imperatives.
- Provision of training, both nationally and locally identified, targeted to need.
- Targeted development to underachievement related to gender, prior attainment. and other groups
- Development of networks and partnerships to share best practice, particularly in provision for mixed age teaching, SEN, gifted and talented, the use of ICT, numeracy across the curriculum and transition issues from KS1 to KS2 and from KS2 and KS3.
- Monitoring of the quality of teaching and learning, of leadership and management and of standards in numeracy in all schools.

TARGET GROUP FOR THE ACTIVITY

All primary schools and all special schools and PRUs with pupils in Key Stage 1 and/or Key Stage 2.

ACTION TO BE TAKEN

See LEA Numeracy Action Plan – specifically Actions 2 – 20.

ALLOCATION OF RESPONSIBILITY

LEA Numeracy Strategy Manager

SUCCESS CRITERIA

Statutory LEA targets for KS2 mathematics are met for L4+ and L5+ for successive years including the targets for 2004 of 87% L4+ and 37% L5+.

Internal LEA targets for KS1 mathematics results are met for increasing the percentage of L2+ and L3+ for successive years including increasing the percentage of pupils reaching L2B+.

See LEA Numeracy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring will be carried out twice-yearly to monitor actions set out in the Action Plan.

Evaluation will take place twice yearly with an interim evaluation by the end of autumn term and annual summative evaluation by May to judge the success of the actions in raising standards. (Copies of evaluation reports will go to EDP Manager and to NNS Regional Director.)

Monitoring or evaluation might result in changes to the activity action plan.

RESOURCES

105 Inspector/Adviser days
15 Educational Psychologist days
Consultants' time
Resources £6500
Specific resources for actions – see LEA Numeracy Action Plan.

TITLE OF ACTIVITY**REFERENCE: 32.03**

Continue to develop practice in the Key Stage 3 Mathematics Strand of the KS3 National Strategy.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards in numeracy in all key stages.

Priorities

- Raising attainment in Key Stage 3.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To raise standards in numeracy in Key Stage 3.
- To improve the leadership and management of mathematics.

NATURE OF THE ACTIVITY

- Provision of training, both nationally and locally identified, targeted to need, including provision of intensive support to 24 schools.
- Implementation of nationally funded programmes of support such as Springboard and Booster in all schools.
- Provision of guidance and resources to all schools in line with locally identified needs and national imperatives.
- Targeted development to underachievement related to gender, prior attainment and other groups.
- Development of networks and partnerships to share best practice, particularly in provision for SEN, gifted and talented, the use of ICT, numeracy across the curriculum and transition from KS2 to KS3.
- Monitoring of the quality of teaching and learning, of leadership and management and of standards in numeracy in all schools.

TARGET GROUP FOR THE ACTIVITY

All secondary schools and all special schools and PRUs with pupils in Key Stage 3.

ACTION TO BE TAKEN

See LEA Numeracy Action Plan – specifically Actions 21 – 37.

ALLOCATION OF RESPONSIBILITY

LEA Numeracy Strategy Manager

SUCCESS CRITERIA

Statutory LEA targets for KS3 mathematics are met for L5+ for successive years to 2007 including milestone target for 2004 of 80% L5+.

See LEA Numeracy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring will be carried out twice-yearly to monitor the actions set out in the Action Plan.

Evaluation will take place twice yearly with an interim evaluation by the end of autumn term and annual summative evaluation by May to judge the success of the actions in raising standards. (Copies of evaluation reports will go to EDP Manager and to KS3 Mathematics Strand Regional Director.)

Monitoring or evaluation might result in changes to the activity action plan.

RESOURCES

65 Inspector/Adviser days
5 Educational psychologist days
Consultants' time
Resources £4750
Specific resources for actions – see LEA Numeracy Action Plan.

TITLE OF ACTIVITY**REFERENCE: 32.04**

Promote improvements in mathematics at Key Stage 4.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Raising standards of numeracy in all key stages.

Priorities

- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To raise standards in numeracy at Key Stage 4.
- To improve the leadership and management of mathematics.

NATURE OF THE ACTIVITY

- Targeted provision of support to identified schools with underachieving mathematics departments.
- Provision of guidance and resources to all schools in line with locally identified needs and national imperatives.
- Provision of training targeted to need.
- Targeting of underachievement related to gender.
- Developing networks and partnerships to share best practice, particularly in provision for SEN, gifted and talented, the use of ICT and numeracy across the curriculum.
- Monitoring of the quality of teaching and learning, of leadership and management and of standards in numeracy in all schools.

TARGET GROUP FOR THE ACTIVITY

All secondary schools and all special schools and PRUs with pupils in Key Stage 4.

ACTION TO BE TAKEN

See LEA Numeracy Action Plan – specifically Action 38.

ALLOCATION OF RESPONSIBILITY

LEA Numeracy Strategy Manager

SUCCESS CRITERIA

Improvement in GCSE mathematics results and other mathematics qualifications in targeted departments.

See LEA Numeracy Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

Monitoring will be carried out twice-yearly to monitor the actions out in the Action Plan.

Evaluation will take place annually to judge the success of the actions in raising standards. (Copies of evaluation reports will go to EDP Manager.)

Monitoring or evaluation might result in changes to the activity action plan.

RESOURCES

11 Inspector/Adviser days

Consultants' time

Resources £0

Specific resources for actions – see LEA Numeracy Action Plan.

TITLE OF ACTIVITY**REFERENCE: 33.01**

Implement the KS3 Strategy

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme****Priorities**

- Enhancing curriculum balance, continuity and coherence. (NB: New title for this).
- Enhancing the effectiveness of school leadership.
- Ensuring support for inclusion.
- Ensuring support for schools especially the most vulnerable.
- Enriching provision through networks and partnerships.
- Raising standards in literacy in all Key Stages.
- Raising standards in numeracy in all Key Stages.

- Raising attainment in KS3.
- Raising attainment in KS4.
- Narrowing the attainment gap/tackling underachievement.
- Support for SCC.
- Promoting self-confident, self-evaluating schools.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To implement the KS3 Strategy; to build on that implementation in KS4; and to raise standards in KS3 and KS4.

NATURE OF THE ACTIVITY

- Provision of support and guidance to all secondary and special schools and PRUs, via school strategy managers, in implementing the KS3 strategy as a vehicle for whole school improvement.
- Co-ordination of the work of KS3 consultants in schools.
- Development of networks to support good practice and partnership working.
- Monitoring of the quality of teaching and learning, of leadership and management and of standards of attainment in KS3 in all schools.

TARGET GROUP FOR THE ACTIVITY

All secondary schools, special schools and PRUs

ACTION TO BE TAKEN

- Launch third year of Strategy including briefing for headteachers and school SMs (April/May)
- Confirm additional support programme in each strand including behaviour strand (from Sept 2003)
- Review LEA's monitoring strategy to cover all strands including behaviour.
- Appoint behaviour consultant(s)
- Support schools complete intervention audit and determine allocation of additional funding to schools with greatest need.
- Run 6 x ½ day training session for school KS3 SMs (April/May: on launch and intervention strategy; July: on teaching and learning principles, gender issues, EAL assessment, behaviour strand/audit)
- Update advisory team and LEA support services, including governors' support services; draw on website materials for briefing advisory teams on third year of Strategy.
- Confirm deployment of Standards Fund for 03-04.
- Identify schools and departments for additional support in behaviour from September 2003.
- Coordinate intervention strategy; support schools' planned expenditure of funding and support programme.
- Attend regional meetings for strategy managers.
- Coordinate monitoring programme for all strands.
- Analyse 2003 test results; consider implications of results for targets and EDP.
- Begin to plan SF expenditure for 2004-5.
- Coordinate arrangements for monitoring Strategy, including use of intervention grant.
- Plan and hold a briefing for secondary heads and school KS3 SMs about Strategy and SF expenditure for 2004-5 (late March/early April, including training dates for 2004-5).
- Plan 2004-5 training programme for each strand.
- Monitor leading teachers/departments; review their operation in 2003-4.
- Hold regular meetings with consultants for support, problem solving and planning.

ALLOCATION OF RESPONSIBILITY

KS3 Strategy Manager.

SUCCESS CRITERIA

- All schools to attend SM briefings and implement strategy.
- All schools to receive appropriate levels of support.
- LEA targets for attainment in KS3 to be met.
- See LEA KS3 Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

- LEA to monitor progress against KS3 operational plan – termly.
- Evaluation will take place through Improvement Agreements drawn up with schools.
- Evaluation annually through analysis of performance data at KS3.
- Monitoring and evaluation might result in changes to the activity action plan.

RESOURCES
30 Inspector/Adviser days SF Allocation.

TITLE OF ACTIVITY**REFERENCE: 33.02**

Continue to develop practice in the science strand of the KS3 National Strategy.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Enhancing curriculum balance, continuity and coherence. (NB: New title for this).
- Enhancing the effectiveness of school leadership.
- Ensuring support for inclusion.
- Ensuring support for schools especially the most vulnerable.
- Enriching provision through networks and partnerships.

Priorities

- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To implement the national strategy for science in Key stage 3, with the aim of raising attainment in the subject to meet the LEA and national targets for 2004 and 2007.

NATURE OF THE ACTIVITY

- Provision of guidance and support for SMT, MMT in secondary schools.
- Implementation of the National KS3 Science Strategy training programme.
- Provision of focused support to improve the leadership and management of science.
- Development of networks to share best practice for all schools with KS3 pupils.
- Development and implementation of LEA transfer (KS2 to KS3) project.
- Monitoring and evaluating the quality of teaching and learning; leadership and management in all ASS schools.
- Monitoring of standards in all schools with pupils in KS3 over the life of the activity.

TARGET GROUP FOR THE ACTIVITY

All secondary schools and all special schools and PRUs with pupils in KS3 over the life of the activity.

ACTION TO BE TAKEN

- See LEA Science Action Plan.

ALLOCATION OF RESPONSIBILITY

Science Inspector/Adviser

SUCCESS CRITERIA

- Statutory LEA targets for KS3 science are met for L5+.

MONITORING AND EVALUATION

- Annual monitoring visits to all intensive support schools by I/A science.
- Biannual monitoring and evaluation of the success of actions to raise standards.
- Activity and monitoring reports to LEA Science Strand Manager, link consultant and school.

RESOURCES

40 Inspector/Adviser days
Consultants' time
Standards Fund resources

TITLE OF ACTIVITY**REFERENCE: 33.03**

Continue to develop practice in the ICT Strand of the KS3 National Strategy

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme****Priorities**

- Enhancing curriculum balance, continuity and coherence. (NB: New title for this).
- Enhancing the effectiveness of school leadership.
- Ensuring support for inclusion.
- Ensuring support for schools especially the most vulnerable.
- Enriching provision through networks and partnerships.
- Raising standards in literacy in all Key Stages.
- Raising standards in numeracy in all Key Stages.

- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To implement the national strategy for ICT in Key Stage 3, with the aim of raising attainment in the subject to meet the LEA and national targets for 2004 and 2007.

NATURE OF THE ACTIVITY

- Provision of guidance to secondary schools.
- Implementation of national training programme.
- Intervention and support in secondary schools.

TARGET GROUP FOR THE ACTIVITY

All LEA secondary schools, special schools and PRUs over the life of the activity.

ACTION TO BE TAKEN

Implementation of strategic requirements.

ALLOCATION OF RESPONSIBILITY

ICT Inspector/Adviser

SUCCESS CRITERIA

- Establishment of clearly identified (and stable) teaching teams for ICT in KS3 in all secondary schools.
- Section 10 reports for secondary schools but especially those selected for Intensive Support show KS3 standards and teaching to be good.
- LEA achieves or exceeds targets for % of students achieving Level 5 in ICT in 2004 and 2007.
- See ICT Action Plan for specific success criteria for particular actions.

MONITORING AND EVALUATION

- Effective implementation of strategy in individual secondary schools to be monitored through link visits and also through monitoring visits by ICT I/A to Intensive Support schools.
- LEA to monitor progress (termly) against KS3 operational plan.
- Schools to monitor quality of teaching internally and to complete a subject audit using DfES materials annually.
- Annual evaluation will measure impacts of these measures against declared success criteria.
- Monitoring and evaluation through Improvement Agreements with schools.

RESOURCES

40 Inspector/Adviser days
Consultants' time

Standards Fund resources

TITLE OF ACTIVITY**REFERENCE: 33.04**

Continue to develop practice in the Foundation Strand of the KS3 National Strategy.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme****Priorities**

- Enhancing curriculum balance, continuity and coherence. (NB: New title for this).
- Enhancing the effectiveness of school leadership.
- Ensuring support for inclusion.
- Ensuring support for schools especially the most vulnerable.
- Enriching provision through networks and partnerships.
- Raising standards in literacy in all Key Stages.
- Raising standards in numeracy in all Key Stages.

- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for SCC.
- Promoting self-confident, self-evaluating schools.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To implement the FS strategy in KS3, to build on that implementation in KS4 and to raise standards in KS3 and KS4.

To improve the leadership and management of FS subjects.

NATURE OF THE ACTIVITY

- Support for SMT and MMT in implementing FS.
- Provision of training programme for FS strategy.
- Planning, facilitating involvement of subject specialists in FS at KS3 and KS4.
- Identification and sharing of good practice.
- Monitoring of progress in FS KS3.

TARGET GROUP FOR THE ACTIVITY

All secondary schools, special schools and PRUs.
All teachers of foundation subjects at KS3.

ACTION TO BE TAKEN

- Provision of training programme (2002-04).
- Planning involvement of subject specialists (2003-04).
- Facilitating involvement of subject specialists (2003-07).
- Identifying and sharing good practice (2003-07).
- Monitoring of progress in FS (2003-07).
- Building on FS in KS4 (2003-07).
- Evaluating impact of FS (2003-07).

ALLOCATION OF RESPONSIBILITY

KS3 Strategy Manager.

SUCCESS CRITERIA

- All schools to have received appropriate support in FS with measurable improvement in KS3.
- LEA targets for attainment in KS3.

MONITORING AND EVALUATION

- Schools to monitor own progress in FS through school self-evaluation processes.
- Evaluation annually through analysis of performance data at KS3.
- Monitoring and evaluation through Improvement Agreements with schools.

RESOURCES

40 Inspector/Adviser days
Consultants' time
Standards Fund allocation.

TITLE OF ACTIVITY**REFERENCE: 33.05**

Implement the Behaviour and Attendance Strand of the KS3 Strategy.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Enhancing curriculum balance, continuity and coherence. (NB: New title for this).
- Enhancing the effectiveness of school leadership.
- Ensuring support for inclusion.
- Ensuring support for schools especially the most vulnerable.
- Enriching provision through networks and partnerships.
- Raising standards in literacy in all Key Stages.
- Raising standards in numeracy in all Key Stages.

Priorities

- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To implement the Behaviour and Attendance Strand of the KS3 Strategy with the aim of raising attainment to meet the LEA and national targets.

NATURE OF THE ACTIVITY

- Provision of guidance and support for SMT, MMT in secondary schools.
- Implementation of the Behaviour and Attendance training programme.
- Provision of focused support to improve Behaviour and Attendance.

TARGET GROUP FOR THE ACTIVITY

All secondary schools and all special schools and PRUs with pupils in KS3 over the life of the activity.

ACTION TO BE TAKEN

- Appoint two Behaviour and Attendance consultants with effect from September 2003.
- Identify first group of intensive support schools September 2003.

- Provision of KS3 Strategy training programme and support strategies.
- Develop partnerships with other relevant agencies within the LEA.

ALLOCATION OF RESPONSIBILITY

Inspector/Adviser with responsibility for inclusion.

SUCCESS CRITERIA

- All schools to receive appropriate levels of support.
- LEA targets for attainment in KS3 to be met.

MONITORING AND EVALUATION

- Evaluation through analysis of data at school and LEA level.
- Monitoring and evaluation through Improvement Agreements with school.

RESOURCES

40 Inspector/Adviser days
Consultants' time
Standards Fund resources

TITLE OF ACTIVITY**REFERENCE: 34.01**

Promote the development of children's learning in the Foundation Stage through play based activities

THEMES AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enhancing curriculum teaching and learning

Priorities

- Raising attainment in the early years
- Developing inclusiveness

PURPOSE OF THE ACTIVITY

To enhance teaching and learning in the Foundation Stage

NATURE OF THE ACTIVITY

- Provision of high quality advice, guidance and training to all Foundation Stage settings.
- Monitoring of quality and standards in the Foundation Stage.
- Dissemination of best practice/outcomes.

TARGET GROUP FOR THE ACTIVITY

- All practitioners in the Foundation Stage in schools.
- All practitioners in the Foundation Stage in the non-maintained sector.

ACTION TO BE TAKEN

Development of the Foundation Stage Team of advisory teachers.
Provision of high quality training for Foundation Stage practitioners across sectors.
Promotion of quality assurance accreditation schemes including the Cumbria Standards and the Effective Early Learning project in schools leading to the awarding of the Cumbria Kitemark for quality.
Promotion of guidance on school self-evaluation and other tools for auditing the quality of provision.
Development of area based early years exchanges to promote and share good practice.
Promotion of StEPs (Statements of Entitlement to Play Open University) in schools through the training programme.

ALLOCATION OF RESPONSIBILITY

Inspector/Adviser Early Years in liaison with the Foundation Stage Co-ordinator

SUCCESS CRITERIA

- Training provided through Data and through the Local Inset Network: evaluations indicate high levels of satisfaction.
- Early Years Exchanges developed in all areas of the county led by advisory teachers: well attended by all sectors.
- Foundation Stage practitioners have access to required number of training days: majority of practitioners access required number of day's training.
- Target numbers for accreditation achieved: 20+ schools per annum.
- Section 10 Inspections identify reduced number of schools where the quality of provision for the Foundation Stage is an issue.
- Data from the Foundation Stage Profile indicates that attainment for pupils at the end of the reception year in 2004 has risen compared with data for 2003.

MONITORING AND EVALUATION

- Monitoring and evaluation of training programmes (Data, LIN, EYD&CP).
- Monitoring of take up of training programme by Foundation Stage practitioners (CIS database)
- Monitoring of Section 10 inspection reports (QA)
- Monitoring and evaluation of EYD&CP Implementation Plans (Partnership)
- Monitoring of implementation of Foundation Stage Profile through procedures for moderation across Cumbria (cluster meetings and visits to school) and data analysis of attainment for all six areas of learning.

RESOURCES

15 Inspector/Adviser days
Training activities (other than Data) and Advisory Teacher time covered by Foundation Stage Grant

TITLE OF ACTIVITY**REFERENCE: 34.02**

Promote innovation and diversity in curriculum design, and in approaches to teaching and learning

THEMES AND PRIORITIES WHICH THE ACTIVITY SUPPORTS

<u>Themes</u>	<u>Priorities</u>
<ul style="list-style-type: none"> Enhancing curriculum, teaching and learning 	<ul style="list-style-type: none"> Raising attainment in early years and primary education Raising attainment in key stage 3 Raising attainment in key stage 4 Narrowing the attainment gap / tackling underachievement Developing inclusiveness Networks and partnerships

PURPOSE OF THE ACTIVITY

To encourage schools to educate with character, each defining its own specific and unique identity. This will be achieved through the development of relevant, individualised approaches to curriculum design, teaching and learning, which are in turn informed by schools' secure knowledge of their pupils and communities.

NATURE OF THE ACTIVITY

Provision of guidance to ensure that schools have access to a range of creative and cultural activities which are seen by central government as pivotal to school improvement, and to improving motivation, aspiration and the engagement of pupils.

Provision of guidance and support to enhance teachers' capacity to provide motivating approaches to learning, in order to promote pupils' hypothesising, problem-solving and reflective-skills, creativity, self-esteem and self-managed learning.

Provision of guidance and support to improve teachers' and pupils' understanding of preferred learning styles, and how these affect school organisation, curriculum planning, delivery and evaluation

Stimulation and encouragement of innovation and experimentation in curriculum design

Provision of an information and brokerage service via the web, for comprehensive links, resources and research related to learning and teaching

TARGET GROUP FOR THE ACTIVITY

All schools, parents and governors in Cumbria, but over the life of the EDP, specific groups will be targeted for specific activity within this theme, depending on the outcomes of audit and research

ACTION TO BE TAKEN

- a) Provision of comprehensive information to schools at the outset, informing them of Cumbria's emphasis on learning and teaching, the changes to this EDP theme and the ways in which they can contribute to Cumbria-specific research and development.
Begin, September 2003
- b) Design and development of a web-based interface, providing teachers with access to current thinking and information on teaching and learning, and e.g. Cumbrian directory of artists in schools / other useful information
Begin, October 2003
- c) Establishment of a permanent 'Learning Forum' – a partnership of cross-phase educational professionals promoting and raising awareness of key developments in learning, leading (over time) to the publication of a revised Cumbria Curriculum Statement.
Begin, November 2003
- d) Organisation and direction of the third Cumbria Conference in the 'Minds' series: 'Opening Minds', a conference on learning.
Planning in place and continuing. Event date, February 2004
- e) Commission the development of an 'alternative' Key Stage 2 curriculum, with literacy, numeracy and ICT at its heart, alongside new, inventive ways of interlinking the remaining subjects
Begin, November 2003

ALLOCATION OF RESPONSIBILITY

Avril Greenhow Parker, plus commissioned / nominated IA s and others

SUCCESS CRITERIA

- a) All schools aware of Cumbria's position on teaching and learning, and of the ways in which they might inform and contribute to the debate
- b) Web-based interface available to schools by Easter, 2004 (NB this is not a finite activity; constant updating will take place)
- c) Learning Forum established and its clear purpose and focus publicised to schools; sampled schools satisfied that they now have an accessible means of making a positive contribution to the Learning in Cumbria debate
- d) 100% positive evaluations of 'Opening Minds'; evidence is available of follow-up work in schools
- e) 'Alternative curriculum' materials published to key stage 2 schools with 100% rating of satisfactory or better.

MONITORING AND EVALUATION

Termly monitoring by theme manager of progress against each action plan within the activity. Styles of evaluation will vary according to the nature of the specific action, thus:

- a) Autumn link visit post-script item, to check that schools have received information and will find (or have already found) it useful
- b) Sampled schools report web-based information interface to be easily accessible and useful
- c) Learning Forum self-evaluates in the initial stages, checking clarity of purpose and progress against intentions
- d) 'Opening Minds' evaluated through the normal DATA procedures
- e) Key stage 2 schools sampled via link visit agenda or telephone

RESOURCES

IA days:	Other: (AT / schools)
a) 3	
b) 6	10
c) 6	36
d) 12	
e) 3	6
Total 30	52

Resources:

- £3000
- 'Opening Minds' funded via Directorate

TITLE OF ACTIVITY**REFERENCE: 34.03**

Promote children's capacity to learn

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Enhancing curriculum teaching and learning

Priorities

- Narrowing the attainment gap/tacking underachievement.
- Developing inclusiveness
- Networks and partnerships

PURPOSE OF THE ACTIVITY

Learn to think – think to learn outline. Training trainers programme. To create a cadre of trainers who can support primary schools and teachers of KS1 to use cognitive accelerated techniques in the primary sector. This will form a complementary strand to the thinking science programme.

The continuation of the work on emotional intelligence with one secondary and special school and three primary schools in Carlisle with support from Barry Hymer and Deborah Michel.

Promotion of the furthering of work on emotional intelligence through networks and partnerships.

NATURE OF THE ACTIVITY

Learn to think – think to learn outline. Training trainers programme. To create a cadre of trainers who can support primary schools and teachers of KS1 to use cognitive accelerated techniques in the primary sector. This will form a complementary strand to the thinking science programme.

The continuation of the work on emotional intelligence with one secondary and special school and three primary schools in Carlisle with support from Barry Hymer and Deborah Michel.

Promotion of the furthering of work on emotional intelligence through networks and partnerships.

TARGET GROUP FOR THE ACTIVITY

KS1 teachers.
Primary/secondary/special cluster groups
Children with emotional, social and behavioural difficulties.
Support to all schools

ACTION TO BE TAKEN

Learn to think – think to learn. Plus in-school support. Three training days for KS1 teachers provided by Cognitive Accelerated Programmes Scotland. During training, trainees will be expected to cascade the approach within their own schools and work as part of a team to support other schools to initiate programmes to develop children's thinking powers. The programme will be co-ordinated and monitored by the LEA I/A and Cognitive Acceleration Programme Scotland.

During training, trainees will be expected to cascade the approach within their own schools and work as part of a team to support other school to initiate programmes to develop children's thinking powers.

LEARNING HOW TO LEARN – BUILDING WISE LEARNING COMMUNITIES

Activity focus: to explore within a primary-secondary cluster, the following issues in relation to improving learning for pupils, with particular reference to social and emotional barriers to progress and transition:

- Social well being
- Emotional well being
- Identifying needs
- KS2-3 transition
- Pupil independence
- Scaffolding learning
- Pupil self-assessment
- Issues of self esteem
- Bridging activities
- Reducing vulnerability

Activity: to trial approaches developed in the Barrow Community Learning Partnership towards building wise learning communities (BarroWise). To set up a prolonged supported study of the application of these ideas in a primary-secondary cluster. To use this activity as a means of developing draft policy and guidance for schools (especially for the less experienced teachers in the early years of their career) in order to improve performance with pupils with such needs.

Activity Manager: Trish McDonnell (SSID)

Schools Involved:	Pennine Way Primary School	2 staff
	Petteril Bank Primary School	2 staff
	North Cumbria Technology College	2 staff

Providers: Deborah Michel, Educational Psychologist
Barry Hymer, Educational Psychologist

Timescale: March 2003 – March 2004
(6 development days and in-school trials)

Outcomes: The outcomes of this project will be of immediate and longer term benefit in the following ways:

Increased expertise in the focus areas for those teachers directly involved.
Draft whole school guidance in relation to this aspect of school provision.
Training inputs to the Cumbria EPD Pilot Programme in relation to the guidelines produced.

ALLOCATION OF RESPONSIBILITY

Named I/A
Carolyn Yates, Cognitive Acceleration Programmes Scotland
Barry Hymer, Deborah Michel.

SUCCESS CRITERIA

All schools have a behaviour policy and a teaching and learning policy which pay due regard to effective learning influences and strategies.

LEA targets for attainment are met in all key stages.

LEA targets for exclusions are met in all key stages.

MONITORING AND EVALUATION

Monitoring of school policies through sample survey and link I/A visit.

BCLP monitoring of impact of provision in partner schools

RESOURCES

20 I/A days

20 BCLP officer days

20 Cognitive Acceleration Programmes Scotland Officer days

Resources: £9,000

TITLE OF ACTIVITY**REFERENCE: 34.04**

To extend and develop the use of teaching strategies to promote boys' learning and attainment in all key stages across Cumbria.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Enhancing teaching and learning.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To raise standards of attainment in boys and to promote learning with boys.

NATURE OF THE ACTIVITY

- Identification of key areas of need based on KS1/KS2/KS3 SATs scores and GCSE results 2001-2003.
- Invite secondary schools and feeder primaries/infants to be part of the project – schools to be spread geographically across Cumbria.
- Schools identify key personnel to drive the project.
- I/A establishes meetings for the pyramids to provide guidance and training in strategies.
- Establish the projects in the schools.
- Monitor of project by I/A through termly meetings.
- Evaluation of the projects by key personnel.
- Dissemination of best practice/outcomes – DATA Course/Conference.

TARGET GROUP FOR THE ACTIVITY

Identified infant, primary and secondary schools where boys' under attainment is significant.

ACTION TO BE TAKEN

- Establish clear criteria for identification of schools to be involved (Sept 03).
- Circulate to all secondary schools and feeder primaries/infants who fit criteria for indications of interest and reasons for involvement (Sept 03).
- I/A uses criteria to identify pyramids to be involved (Oct 03).
- Liaison with literacy team project manager (Sept/Oct 03).
- Contact schools to be included and establish half day meetings to meet key personnel (Oct 03).
- Provision of training, guidance by I/A (Oct 03).
- Individual schools sign contract and decide on the strategies to be used (Oct 03).
- Each school to develop a draft policy concerning gender issues (Nov 03).
- I/A and key personnel manage the projects during Autumn 2003, Spring 2004, Summer 2004.
- Establish programme of termly meetings with key personnel from each pyramid (Nov 03).
- I/A initiates project through termly meetings and records minutes to be circulated termly.
- Full evaluation completed by schools by 1 July 2004.
- Full summary report completed by I/A before mid July 2004.

ALLOCATION OF RESPONSIBILITY

Nominated I/A – activity manager

SUCCESS CRITERIA

- All schools in the policy have a policy on gender by July 2004.
- All schools invited to be part of the project agree to be involved and stay involved.
- All schools in the project have identified key personnel as coordinator.
- All the schools invited to join the project have established a programme by Nov 2003.
- All schools in the project note an improvement in boys' attainment at KS1, KS2, KS3 especially in reading and writing.
- All schools in the pilot record more boys expecting to be Level 5+ and Level 6 at the end of KS3.
- At KS4 schools in the project see more boys achieving 5 A*-C than previously.

MONITORING AND EVALUATION

- Monitoring of the activity will be carried out to reflect the timescales of the action plan.
- Evaluation will take place towards the end of the summer term 2004 (a) by individual schools and (b) I/A overall evaluation copies of the letter will go to EDP theme manager.
- Monitoring or evaluation may result in changes to the activity action plan.

RESOURCES

- Time – to continue the current pilot based on UVH and to establish and run 3 / 4 new projects – 40 days I/A.
- Money to support half day supply cover for all teachers involved to be trained to use strategies – approximately 70 teachers @ £65 supply; resource also needed to purchase some Geoff Hannan materials - £1000 to support training.

TITLE OF ACTIVITY**REFERENCE: 34:05**

Assist and support schools in developing policies and practice for multi-cultural, multi-ethnic and anti-racist education

THEMES AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

Enhancing curriculum, teaching and learning.
Enhancing the effectiveness of school leadership
Enriching provision through networks and partnerships.

Priorities

Developing inclusiveness, networks and partnerships
Focusing on teaching and learning methods, training and staff development

PURPOSE OF THE ACTIVITY

To raise standards by assisting and supporting schools in developing policies and practices for multi-cultural, multi-ethnic and anti-racist education

NATURE OF THE ACTIVITY

Provision of support and guidance on good practice for promoting positive attitudes towards cultural diversity and anti-racism, by raising awareness of the issues involved and increasing staff skills in combating racism and discrimination.

TARGET GROUP FOR THE ACTIVITY

All staff, governors, and pupils in all nursery, primary, secondary and special schools in Cumbria.

ACTION TO BE TAKEN

- Organise or assist in developing activities or events (e.g. Forum theatre; Fortress Europe etc.). These will act as a catalyst for clusters of primary and secondary schools to develop their Race Equality Action Plan. Sept – Aug 2003.
- Research sources of funding for multi-cultural and anti-racist education and support schools in their application for and use of these grants.
- Provide guidance for all SSID on anti-racist issues across the whole curriculum including schools causing concern. Develop effective procedures for following up Racial Incident monitoring reports.
- Continue to develop multi-agency action through partnerships with CDEC; Healthy Schools, Music Service, Ethnic Minorities Co-ordinator; Specialist Teachers for EAL and Travellers; Governor Support, Social Services, Cumbria Constabulary, Barrow Multi-Cultural Centre, Lancashire LEA.
- Provide school based Race Equality Training, where possible in clusters of schools. Identify ways to encourage schools and staff to get involved who have so far not accessed training. Arrange a variety of Network Meetings for teachers and governors. Deliver LIN courses to raise awareness of school linking, multi-cultural and anti-racist issues.
- Identify good practice and work with schools to develop and disseminate exemplar materials. Write and publish materials to support schools in promoting positive attitudes towards cultural diversity and anti-racism.
- Identify a focus group of teachers and pupils for monitoring of the Commission for Racial Equality School standards to include a mix of phase and size.
- Promote a co-ordinated whole school approach to the practical implementation of anti-racist and multi-cultural events through all curriculum areas.

ALLOCATION OF RESPONSIBILITY

Wendy Ridley and Jane Yates

SUCCESS CRITERIA

- 50% of schools have received Race Equality Training according to need.
- 80% of schools have a clear written policy in place by July 2003 that promotes positive attitudes towards cultural diversity
- Focus group of schools liaise with others schools to share good practice
- Targeted schools include racial equality as an explicit aim in school policies and planning by April 2003
- Conferences and courses are well-attended, and evaluations 90+% positive

MONITORING AND EVALUATION

- Termly monitoring reports to theme manager to include % of schools taking up Race Equality training and Forum Theatre and indicators of awareness raising.
- Schools' own arrangements for self-review; discussion with link I/A .
- Evaluation of a sample of School Development Plans and Ofsted reports.
- Targeted schools have a Race Equality Action Plan which is linked to the School Development Plan and sets clear targets for addressing Race issues.

RESOURCES

- £14,000 to subsidise Forum theatre and other events
- £3000 to purchase resources
- £2000 to publish materials
- 310 Advisory Teacher days
- 10 Link Inspector days

TITLE OF ACTIVITY**REFERENCE: 34.06**

Vision for learning through assessment

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme****Priorities**

Raising standards in literacy in all key stages
 Raising standards in numeracy in all key stages
 Raising standards in other core subjects in all key stages
 Enhancing curriculum teaching and learning

All national and local

PURPOSE OF THE ACTIVITY

Assessment for learning has been acknowledged as the most promising current initiative in assessment. Research has shown that standards can be directly raised if assessment for learning (or formative assessment) is understood and developed appropriately in classrooms. Through experiencing and experimenting with a range of assessment approaches participants will gain a personal and deep level of learning. Learning processes within the research element also include dialogue and reflection on assessment for and learning, as well as in depth and critical reading.

Participants will have the opportunity to develop a heightened awareness of assessment issues, especially as they relate to the promotion of learning.

NATURE OF THE ACTIVITY

Supported action research linking with the Institute of Education School of Curriculum Pedagogy and Assessment.

Dissemination to all schools but in particular those where assessment is identified through inspection as weakness through CLEO and networking and partnerships.

Project schools from 2002-2003 EDP to organise an assessment conference in spring 2004 based on their work in school.

To use the expertise from the above group to support schools through networks and partnerships.

I/A to give support through area meetings and in school advice.

TARGET GROUP FOR THE ACTIVITY

30 schools with a keen interest in improving assessment practice for their schools to take part in action research. Schools will be chosen from:

The 2002-2003 action research group of schools.

Schools requiring support.

All schools, in order that they may improve and develop systems for assessment for learning.

ACTION TO BE TAKEN

1. Action research in groups of schools to develop:

Questioning skills and the use of questioning/discussion activities which give pupils opportunities to express their understanding and which then initiates the interaction leading to assessment aided learning.

Marking and feedback policies, which look at the qualities of the work as well as advice on how to improve

Training for pupils in the skill of self-assessment so that they can understand the main purpose of their learning and then grasp what they have to do next.

2. Development of coherent links between school level targets, school development planning and classroom action.

Identification of schools with effective practice in this area.

Support for schools in the meeting of performance targets at school or class level through a process linking school development planning and classroom action.

3. Support and challenge for schools where assessment is identified a weakness:

The scrutinising of key issues for OFSTED reports to identify schools and to follow this up by direct contact to discuss plans to address the issue.

4. Dissemination of main findings

Identification of good practice

Training and advice to class teachers, subject and assessment co-ordinators.

Advice on whole school management of assessment for learning

ALLOCATION OF RESPONSIBILITY

I/A with responsibility for assessment

Institute of Education – Eleanore Hargreaves

SUCCESS CRITERIA

LEA targets are met for attainment in all key stages

Evidence from action research schools that teachers are changing or developing practice to include assessment for learning as part of teaching and learning.

Evidence from LEA statutory monitoring of schools that assessment in the majority of schools is used effectively and that coherent links between school level targets, school development planning and classroom action exist.

Fewer schools identified by OFSTED as having weaknesses in assessment.

Schools identified as having weaknesses make progress in addressing the issue.

MONITORING AND EVALUATION

Inspector/Adviser for assessment and participating schools will be responsible for termly monitoring of actions taken.

Theme Manager to oversee developments and links to other themes within the EDP.

Schools to monitor and evaluate the effectiveness of the work as part of school self-evaluation annually.

Link inspector/advisers to contribute to monitoring and evaluating the activity through their work in schools on an annual basis.

OFSTED reports analysed to monitor and evaluate success annually.

RESOURCES
50 I/A days

TITLE OF ACTIVITY**REFERENCE: 36.01**

Improve induction and support procedures for new and acting headteachers.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enhancing the effectiveness of school leadership.

Priorities

- Promoting self-confident, self-evaluating schools.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To improve support and induction procedures for new and acting headteachers.

NATURE OF THE ACTIVITY

- Headteacher appointments (process and guidance)
- 'Welcome to Cumbria' visit, pack and day
- Primary Headteacher Mentor Programme
Cohort 1
Cohort 2
- Secondary Headteacher Mentor Programme
- Cumbria New Heads Group

TARGET GROUP FOR THE ACTIVITY

New and acting headteachers.

ACTION TO BE TAKEN

- Development of documentation for new headteachers, setting out the LEA's programme of provision for support and induction.
- Regular updating of the New Headteachers' File and its immediate availability to all new and acting headteachers.
- Development of the LEA Induction Day and provision twice each year for heads and senior managers new in post and new to the LEA.
- Establishment of a system to identify and provide nominated headteacher/mentor support for all new and acting headteachers, and ensure LEA funded training is available to support mentors.
- Provision of additional link inspector/adviser visits to support new headteachers, differentiated by need and circumstances and supported by the intervention programme.
- Review and development of provision of support and training for new headteachers, in partnership with St Martins, through Headlamp, and LEA involvement in future NCSL developments in headteacher induction.
- Promotion of access to all NCSL national training programmes.
- Provision of support for acting headteachers, differentiated by need and circumstances.

ALLOCATION OF RESPONSIBILITY

Named Inspector/Adviser

SUCCESS CRITERIA

Support and induction provision for new headteachers show 100% rating as satisfactory or better.

Increasing levels of involvement and successful completion of all National College for School Leadership programmes.

MONITORING AND EVALUATION

- Monitoring of induction programme indicates that actions carried out as planned.
- Evaluation questionnaire for new headteachers at the end of the support and induction period indicates that all feel well supported.
- Monitoring of progress of NPQH candidates indicates completion, qualification, impact in school, and promotion to headship.
- Monitoring of uptake and successful completion of all NCSL programmes indicates heads' satisfaction with programmes.

RESOURCES

70 Inspector/Adviser days

Resources: £2,500

TITLE OF ACTIVITY**REFERENCE: 36.02**

Developing a strategy for sustaining small schools and making small school headship more manageable.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enhancing the effectiveness of school leadership.

Priorities

- Promoting self-confident, self-evaluating schools.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To ensure support for headteachers in the effective discharge of their leadership and management rôle.

NATURE OF THE ACTIVITY

- Exploring models of federation to test feasibility in the light of new guidance
- Establishing local cluster groups
- Promoting innovation in conjunction with NCSL Pilot programmes
Pilot I
Pilot II
- Disseminating good practice in L/M in small schools with The Small Schools Conference and The Small Schools School Effectiveness Group

TARGET GROUP FOR THE ACTIVITY

Headteachers of schools with less than 100 pupils on roll.

ACTION TO BE TAKEN

- Audit of current allocation of non-contact time and administrative support for headteachers and provide guidance to governing bodies on the provision of appropriate/reasonable non-contact time and time for administration.
- Production of a model of federation to test feasibility, to consult with partners, and actively to promote this in areas where it would be appropriate.
- Establishment of collaborative networks for headteachers of small schools in order to share effective practices and for consultation.

ALLOCATION OF RESPONSIBILITY

Named Inspector/Adviser

SUCCESS CRITERIA

- 100% of headteachers of small schools receive an agreed minimum non-contact time for management and leadership requirements.
- 100% of headteachers of small schools use ICT and networks to enhance the efficiency and effectiveness of leadership.
- 80% of headteachers of small schools feel better able to carry out their leadership and management rôle.

MONITORING AND EVALUATION

- Annual survey of headteachers of small schools to monitor attitudes and evaluate the impact of support strategies.
- Monitor all headteachers of small schools on a biannual basis.
- Evaluate the monitoring evidence to establish the impact of all support strategies.

RESOURCES

25 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 36.03**

Provide guidance and organise training to support school self-evaluation and school improvement planning.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enhancing the effectiveness of school leadership.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Promoting self-confident, self-evaluating schools.

PURPOSE OF THE ACTIVITY

- To maximise the effectiveness of leadership and management in relation to School Improvement Planning (SIP).
- To support schools in developing and implementing self-evaluation procedures which will lead to lasting and sustained improvement.

NATURE OF THE ACTIVITY

- Investors in People programme and IIP Forum for recognised schools (with LSC)
- Investment in Excellence organisational and leadership development (with the Pacific Institute)
- Governor Development Programme
- School Self Evaluation and Preparation for Inspection
- Remodelling the School Workforce
- School Business Manager development

TARGET GROUP FOR THE ACTIVITY

- All primary, secondary and special schools – governors, headteachers, and other staff with management responsibilities, parents and pupils.

ACTION TO BE TAKEN

- Provision of LEA guidance on School Improvement Planning.
- Provision of support for schools in addressing issues of SIP and SSE through a marketed programme, for example: support in formulating plans for improvement.
- Coaching for headteachers, senior staff and governors in particular aspects of their responsibilities regarding school improvement planning.
- Incorporation of School Self-Evaluation (SSE) into the school annual review process.
- Development of validation mechanisms for SSE for individual schools and departments through the annual review process.
- Provision of support in devising and implementing policies to encourage schools and departments in self-evaluation.
- On-going provision of Ofsted model for SSE as a marketed service to headteachers and senior managers.
- Continuation of commitment to Investors in People (IIP) in partnership with the Learning and Skills Council (LSC) as one such self-evaluation process.
- Identification of further examples of best practice for dissemination.
- Development in partnership with LSC of a post recognition IIP training programme.

ALLOCATION OF RESPONSIBILITY

Named Inspector/Adviser

SUCCESS CRITERIA

SIP

- 100% of LEA schools are targeting school improvement through effective school improvement planning.
- Annual review process accredits the quality of school improvement planning at the highest grade within level 1 of the annual review criteria in 85% of all schools by the end of year 2 of the EDP and in 100% of schools by the end of year 3.
- Quality of training is evaluated as being of the highest order – grade 1 or 2 by 98% of delegates and recorded as such on delegates evaluation forms.

SSE

- Updates distributed to all schools to inform and develop schools' self-evaluation procedures.
- 100% of LEA schools are involved in self-evaluation of their performance using effective monitoring indicators and success criteria as set out in the school improvement plan.
- Annual review process acknowledges the success of self-evaluating schools.
- All schools which apply are successful in achieving IIP status.
- All schools following a post recognition programme for IIP are successful in their re-assessment.

MONITORING AND EVALUATION

- Termly review of schools' self-evaluation processes by link inspector/advisers.
- Annual evaluation reports written for theme manager and Chief Inspector/Adviser.

RESOURCES

50 Inspector/Adviser days

Resources: £1,000

TITLE OF ACTIVITY**REFERENCE: 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.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes****Priorities**

- | | |
|---|--|
| <ul style="list-style-type: none"> • Enhancing the effectiveness of school leadership. | <ul style="list-style-type: none"> • Promoting self-confident, self-evaluating schools. |
|---|--|

PURPOSE OF THE ACTIVITY

- To support and inform new heads and their governing bodies.
- To offer general guidance to heads and governing bodies.
- To increase the percentage of new governors undertaking induction training.
- To promote and support clerks to governing bodies.
- To reduce the level of governor vacancies in Barrow, Copeland and Allerdale.

NATURE OF THE ACTIVITY

- Extending Collaborative Leadership –learning from and maximising the impact of LIG, NLCs,PSCL, KS3, EiC, BCLP/EAZ, 14-19, Beacon Schools, Specialist Schools Partnerships, Leading Edge, Healthy Schools, Rural Academy
- Supporting postgraduate research and accreditation in L/M
- Designing and brokering inspiring leadership programmes & conferences
- Cumbria Strategic Development Forum

TARGET GROUP FOR THE ACTIVITY

Heads and governing bodies.
 New heads and chairs.
 Newly appointed governors across Cumbria
 All clerks to governing bodies.
 The community in Barrow, Copeland and Allerdale.

ACTION TO BE TAKEN

- Work with existing heads and chairs to develop training materials on rôles and responsibilities.
- Offer of training to all governing bodies and heads on rôles/responsibilities.
- Provision through Governor Development Programme of sessions for heads and chairs together.
- Provision of localised day training sessions for new governors (7/term).
- Provision of guidance to governing bodies on pay and recruitment of clerks.
- Provision of guidance to clerks on rôle and availability of induction training.
- Provision of promotional leaflet and the operation of a publicity campaign.

ALLOCATION OF RESPONSIBILITY

Manager, Governor Support Services

SUCCESS CRITERIA

- 100% of new heads and their chairs take up training sessions with regard to rôles and responsibilities.
- 20% of governing bodies/heads take up in school sessions on rôles/responsibilities in 2002/03.
- 100% of proposed sessions run, with 90% good and above rating and head/chairs with agreed actions.
- New governor attendance at induction sessions increases to 60% in 2002/03.
- Turnover in clerks reduced to 20% on annual basis.
- Percentage of new clerks undertaking training is increased to 60%.
- Governor vacancies in Barrow, Copeland, Allerdale reduced to below the current county average 7.0%.

MONITORING AND EVALUATION

- Monitoring of actions on a termly basis, reported to Advisory Group on Governance.
- Evaluation - annual report to Advisory Group on Governance against success criteria.
- Monitoring of training course/session uptake and evaluation of satisfaction levels.
- Evaluation of the activity in March 2003 against all success criteria.

RESOURCES

100 GSS days

TITLE OF ACTIVITY**REFERENCE: 37.01**

Promote good behaviour.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Ensuring support for inclusion.

Priorities

- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To ensure that an appropriate continuum of support for social inclusion is available.

NATURE OF THE ACTIVITY

Provision of support for social inclusion by

- Developing area groups to have increasing responsibility for the allocation of resources (BSP Objectives 1, 6, 8, 13).
- Providing a coherent, integrated training and support programme for schools to promote positive behaviour (BSP Objectives 2, 3, 4).
- Targeting resources towards preventative approaches and early intervention strategies for emotional, social and behaviour difficulties (BSP Objectives 5, 6).
- Developing our response to children with emotional, social and behavioural difficulties (BSP Objectives 7, 8, 11, 20).
- Ensuring all pupils excluded for more than 15 days receive a full time-tabled education (BSP Objectives 8, 14, 15, 16); (Post Ofsted Action Plan – Key Issue 3 – Activity 5).

TARGET GROUP FOR THE ACTIVITY

- All schools and their staff.
- Vulnerable children at risk of exclusion.
- Children with emotional, social and behavioural difficulties.

ACTION TO BE TAKEN

- Identification of resources and provision of support to groups of schools, interested in assuming greater responsibility for the allocation of resources.
- Co-ordination and development of training programmes and support materials for use in schools and by LEA staff.
- Implementation of an agreed strategy that will shift resources from statutory to non statutory mechanisms for allocation.
- Identification, support and evaluation of further new and developing initiatives to support social inclusion.
- Development of joint working practices between schools, LEA support services and other agencies such as Connexions Cumbria.
- Provision of adequate staffing and facilities at each Pupil Referral Unit to provide full time education for pupils in Key Stages 2, 3 and 4.
- Provision of support to ensure excluded pupils return to mainstream education as quickly as possible.
- Maintain the LEA rôle to support and challenge schools in relation to exclusions.

ALLOCATION OF RESPONSIBILITY

Senior Education Officer (Pupil and School Support)

SUCCESS CRITERIA

- Five area groups of schools assuming increasing responsibility for resource allocation by April 2004.
- 100 schools to have received training within the BSP Framework by April 2004.
- Three primary school early intervention projects to be funded and evaluated each year.
- 50% reduction in the number of statements for EBD and the resource allocated by other mechanisms by April 2004.
- Attendance rates for excluded pupils progressively raised to:
10-25 hours 35%
> 25 hours 25% by April 2003.
- Maintain upper quartile performance of pupils permanently excluded from school.
- Full time provision available for all permanently excluded pupils.

MONITORING AND EVALUATION

- Monthly monitoring of activities by the BSP Core Team reporting to the Central Management Team (PaSS).
- Annual evaluation reports of all activities using Best Value Performance Indicators to compare performance with that of other LEAs.

RESOURCES

100 PaSS days

A proportion of Standards Fund allocation as yet to be determined.

A proportion of the SEN Assistance to Pupils budget as yet to be determined.

Additional PRU staff (four teachers, three learning support assistants).

TITLE OF ACTIVITY**REFERENCE: 37.02**

Support schools to improve attendance.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Ensuring support for inclusion.

Priorities

- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To reduce the unauthorised absence rates of targeted identified schools in Cumbria and to improve overall attendance rates for all Cumbria schools in line with DfES targets.

NATURE OF THE ACTIVITY

Support and challenge to schools in relation to attendance issues.

TARGET GROUP FOR THE ACTIVITY

All schools and pupils in Cumbria, with particular focus on schools which have been requested by the DfES to set targets for reducing unauthorised absence.

ACTION TO BE TAKEN

- Audit of schools' attendance strategies and plans to inform target setting.
- Provision of support for transition of pupils from primary to secondary school.
- Development of the use of school attendance panels.
- Promotion of the use of Buddy schemes to improve school attendance.
- Establishment of provision for parenting orders.
- Joint work with Connexions Cumbria and Cumbria Youth Offending Team to ensure that rôles of EWOs and personal advisers are mutually supportive.

ALLOCATION OF RESPONSIBILITY

Senior Education Officer – Attendance and Exclusion

SUCCESS CRITERIA

- Increase in overall level of school attendance to
 - primary – 2002/03: 94.3%; 2003/04: 94.4%;
 - special – 2002/03: 89.8%; 2003/04: 89.9%;
 - secondary – 2002/03: 91.6%; 2003/04: 91.7%.
- Decrease in the level of unauthorised absence of identified schools resulting in 70% of identified schools moving below the national average of unauthorised absence by 2004.

MONITORING AND EVALUATION

- EWS Area Team Leaders to monitor progress with regard to declared actions.
- Collation and evaluation of Termly unauthorised and authorised statistics for identified schools.
- Annual register inspections and cross referencing to published DfES targets.
- Declared Forvus figures submitted to DfES from schools – annually.

RESOURCES

990 PaSS days

2002/3 a proportion of the Standards Fund allocation **yet to be determined.**

A proportion of the EWS budget **yet to be determined.**

TITLE OF ACTIVITY**REFERENCE: 37.03**

Develop and promote inclusive education and inclusive learning.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Ensuring support for inclusion.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To narrow the attainment gap between pupils with special educational needs and their peers.
- To enhance the effectiveness of school leadership in mainstream and special schools.
- To raise standards for pupils with SEN in all key stages.

NATURE OF THE ACTIVITY

- Create a network of mainstream and special school partnerships.
- Enrich educational provision and enhance curriculum balance for pupils with severe and complex special educational needs by developing effective working relationships between mainstream schools, special schools and the LEA.
- Provide nationally accredited, high quality training for key LEA and school staff on inclusive education.
- Review SEN provision throughout Cumbria on an area basis and identify the future rôle of special schools in Cumbria.

TARGET GROUP FOR THE ACTIVITY

- All pupils, parents, staff and governors in mainstream and special schools.
- LEA staff.

ACTION TO BE TAKEN

- Develop a new model of SEN provision on an area basis across Cumbria.
- Identify common educational success measures for pupils with severe and complex special educational needs.
- Undertake a skills and management audit of special schools and mainstream SEN strategic facilities.
- Work in partnership with the London Institute of Education and other national and international bodies to provide relevant training to key personnel on inclusive education.

ALLOCATION OF RESPONSIBILITY

- | | | |
|-------------------------------|---|--------------------------------|
| • New model of SEN provision | - | Assistant Director (PaSS) |
| • Common success measures | - | Senior Education Officer (SEN) |
| • Skills and management audit | - | Senior Education Officer (SEN) |
| • Provision of training | | Inspector/Adviser (SEN) |

SUCCESS CRITERIA

- New model of SEN provision developed by July 2007.
- 100% of Cumbrian schools part of an inclusive education partnership network by July 2004.
- Future rôle of special schools identified by July 2003.
- 20 key personnel receive accredited training by July 2003.
- 100% of pupils with severe and complex SEN have their educational achievements recognised using a common system by July 2003.

MONITORING AND EVALUATION

Progress against key targets identified in the individual action plans will be monitored on a termly basis by the Assistant Director (PaSS). Independent evaluation will be undertaken by the London Institute of Education.

RESOURCES

220 PaSS days

Proportion of Standards Fund grants.

A proportion of the SEN assistance to pupils budget to be determined.

TITLE OF ACTIVITY**REFERENCE: 37.04**

Develop and promote good practice in the education of vulnerable minority groups.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Ensuring support for inclusion.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Developing inclusiveness.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To ensure that the specific needs of vulnerable minority groups are identified and that resources are effectively directed to meet those needs.

NATURE OF THE ACTIVITY

Support for schools to identify vulnerable minority groups; encouraging schools to make effective use of the resources which are delegated to them; and targeting additional resources towards these groups where appropriate.

TARGET GROUP FOR THE ACTIVITY

The target groups identified are:

- Traveller Children.
- Pregnant schoolgirls and schoolgirl mothers.
- Sick children.
- Children in public care.
- Pupils from ethnic minorities.
- Young carers.
- Primary aged pupils who are abusers or victims of abuse.

ACTION TO BE TAKEN

- Identification of pupils from vulnerable minority groups and the schools they attend.
- Preparation of an action plan specific to each group.
- Development and dissemination of advice to schools on good practice.
- Monitoring of pupils' progress.
- Targeting of resources where appropriate.

ALLOCATION OF RESPONSIBILITY

Traveller Children	Senior Education Officer (Specialist Teaching Service)
Pregnant schoolgirls and schoolgirl mothers	Senior Education Officer (Attendance and Exclusion)
Sick children	Senior Education Officer (PaSS)
Children in public care	Principal Educational Psychologist
Pupils from ethnic minorities	Senior Education Officer (Specialist Teaching Service)
Young carers	Principal Educational Psychologist
Primary pupils – abusers or victims of abuse	Senior Education Officer (Attendance and Exclusion)

SUCCESS CRITERIA

For each group success will be measured on the two dimensions of inclusion and attainment. Inclusion measures will include attendance at mainstream school and exclusion (fixed and permanent) and attainment will relate to standard performance in key stage assessments and external examinations.

Details are given in individual action plans relating to each identified group.

MONITORING AND EVALUATION

Progress against key targets identified in the individual action plans will be monitored on a termly basis, and the impact of the individual action plans will be evaluated annually by the Assistant Director (PaSS).

RESOURCES

212 PaSS days

Standards Fund

Other LEA retained budgets

TITLE OF ACTIVITY**REFERENCE: 37.05**

Support schools in the development of effective provision for Gifted and Talented Pupils.

THEMES AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

Ensuring support for Inclusion

Priorities**National Priorities**

- Raising attainment in early years and primary education
- Raising attainment in Key Stage 3
- Raising attainment in Key Stage 4
- Narrowing the attainment gap/tackling underachievement
- Support for schools causing concern

Local Priorities

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

PURPOSE OF THE ACTIVITY

To identify and make effective provision for Gifted and Talented Pupils in all Cumbrian schools, in order that their curricular and development needs may be met.

NATURE OF THE ACTIVITY

- Provide guidance and training for schools on the education of Gifted and Talented Pupils
- Encourage schools to record the achievements of Gifted and Talented Pupils
- Encourage schools to enhance provision for Gifted and Talented Pupils through the development of inter-agency partnerships

TARGET GROUP FOR THE ACTIVITY

- Headteachers
- School Co-ordinators for Gifted and Talented Pupils
- Subject and Curriculum Leaders in schools

ACTION TO BE TAKEN

- Issue appropriate guidance to schools by December 2003
- Provide relevant training to key staff, commencing Spring Term 2004
- Provide support to schools in order that enhanced extra-curricular activities can be planned and implemented for Gifted and Talented Pupils

ALLOCATION OF RESPONSIBILITY

- Inspector/Adviser(s) for Inclusive Education
- Development Officer – Gifted and Talented Provision

SUCCESS CRITERIA

- The LEA has a policy on Gifted and Talented Pupils and provides relevant guidance to schools
- All schools have a co-ordinator for Gifted and Talented provision
- All schools have a policy for Gifted and Talented Pupils and record their achievements
- All schools record attainment/achievement outcomes for Gifted and Talented Pupils

MONITORING AND EVALUATION

- Monitoring of Annual Reviews of School Performance
- Link visits by Inspector/Advisers
- Programme of monitoring and evaluation by School Standards and Improvement Division to ensure that desired outcomes are achieved.
- County Database established which records the attainment/achievements of Gifted and Talented Pupils in all county schools

RESOURCES

- 20 Inspector/Adviser days.
- Development Officer : Gifted and Talented Provision (F/T from October 2003)
- £50,000

TITLE OF ACTIVITY**REFERENCE: 38.01**

Review annually the performance of all schools.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Ensuring appropriate support for schools especially the most vulnerable.

Priorities

- Support for schools causing concern.
- Promoting self-confident, self-evaluating schools.

PURPOSE OF THE ACTIVITY

To ensure that all Cumbrian schools provide a standard of education which is at least satisfactory by annually reviewing their performance.

NATURE OF THE ACTIVITY

Review of and feedback on the performance of all schools.

TARGET GROUP FOR THE ACTIVITY

All primary, infant and junior schools.
All special schools and PRUs.
All secondary schools.

ACTION TO BE TAKEN

- Provision of inspector/adviser visits to all schools where required or requested.
- Provision of Annual Data Profile and analysis for each school.
- Review with headteachers and, where possible, governors of school standards and statutory targets.
- Provision of an Annual Review of School Performance for each school as a summative report of the year's monitoring activities and incorporating statutory LEA school monitoring.
- Establishment of a small task-focused review and development group of inspector/advisers and headteachers.
- Rigorous review and evaluation of all activity processes, with the involvement of headteachers, to ensure continuous improvement.

ALLOCATION OF RESPONSIBILITY

Named inspector/adviser for this particular activity.
All inspector/advisers in link rôle.

SUCCESS CRITERIA

- All LEA statutory monitoring responsibilities fulfilled to a high quality.
- All schools receive visits in line with expectation, criteria and code of conduct.
- All schools receive visit reports and an annual review of their school's performance.
- All Cumbrian schools provide a standard of education which is at least satisfactory.

MONITORING AND EVALUATION

Termly monitoring of visits and records of visit.
Monitoring of Annual Reviews of School Performance.

RESOURCES

360 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 38.02**

Provide intensive support for schools causing concern.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Ensuring appropriate support for schools especially the most vulnerable.

Priorities

- Support for schools causing concern.
- Promoting self-confident, self-evaluating schools.

PURPOSE OF THE ACTIVITY

To minimise the impact of management and teaching weaknesses upon the quality of education provided in those Cumbrian schools causing concern.

NATURE OF THE ACTIVITY

- Provision of support and intervention in schools causing concern.
- Monitoring of and reporting on schools' progress in meeting objectives for improvement.

TARGET GROUP FOR THE ACTIVITY

- Schools identified by statutory inspection as being in need of special measures or having serious weaknesses.
- Schools identified by the LEA as causing concern.

It is estimated that some 5% - 8% of schools **may** fall into one of these categories at any given time.

ACTION TO BE TAKEN

- Support for schools identified by Ofsted as requiring special measures or having serious weaknesses to address key issues for action
- Intervention in schools causing concern to determine the nature of the problem/s and support for them, if necessary, to rectify problems.

Examples of actions to support schools in addressing issues:

- support in formulating action plans for improvement;
- coaching for experienced and new headteachers, senior staff and governors in particular aspects of their responsibilities;
- support in devising and implementing policies to monitor and evaluate the quality of provision in schools;
- nomination of an acting headteacher for schools which have no substantive deputy headteacher post and in which the headteacher is absent for an extended period for whatever reason.

ALLOCATION OF RESPONSIBILITY

Nominated inspector/adviser.

SUCCESS CRITERIA

- Schools identified by Ofsted as having serious weaknesses will make significant improvement within one year.
- Schools identified by Ofsted as requiring special measures will no longer be in that category within two years.
- Schools identified by the LEA as causing concern will make significant progress within two terms.

MONITORING AND EVALUATION

- Progress of all schools in special measures, serious weaknesses and causing concern, will be monitored once a term by two link inspector/advisers against the improvement criteria presented in the school's and LEA action plan. They will report to the theme manager, Chief Inspector/Adviser and the school as defined within the relevant action plans.
- The Chief Inspector/Adviser will report to the Director of Education's senior management team twice per academic year and to elected members when required on the outcomes of the intervention programmes.

RESOURCES

400 Inspector/Adviser days
Advisory Teachers' and ASTs' time

Resources: £300,000

TITLE OF ACTIVITY**REFERENCE: 38.03**

Provide intensive support for underachieving schools/subject departments.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Ensuring appropriate support for schools especially the most vulnerable.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.

PURPOSE OF THE ACTIVITY

To raise attainment and improve pupils' progress in those schools and/or departments that are underachieving.

NATURE OF THE ACTIVITY

- Provision of support for schools and/or departments where significant underachievement has been identified through data analysis and the LEA annual review process.
- Monitoring of and reporting on school's progress in meeting objectives for improvement.

TARGET GROUP FOR THE ACTIVITY

- Schools identified by statutory inspection as underachieving/
- Schools/subject departments identified through performance data analysis as underachieving.
- Schools and/or departments identified by the LEA's annual review process as underachieving.

ACTION TO BE TAKEN

- Analysis of data and identification of underachieving schools and departments, from September to November.
- Support for underachieving schools and departments in developing strategies to raise standards – October to June.
- Identification of and support for schools seen to be underachieving following their Ofsted inspection – in the term following the inspection.

ALLOCATION OF RESPONSIBILITY

Nominated inspector/adviser.

SUCCESS CRITERIA

Schools/departments identified as underachieving improve their results in the appropriate key stage/s by 10% in the examination/test year following support and intervention.

MONITORING AND EVALUATION

- Progress of underachieving schools and/or departments will be monitored once a term by the link inspector/adviser against the improvement criteria presented in the school's and or the department's improvement plan. The link inspector/adviser will report to the theme manager, Chief Inspector/Adviser and the school as defined within the relevant improvement plans.
- The Chief Inspector/Adviser will report to the Director of Education's senior management team twice per academic year on the outcomes of the intervention programmes.

RESOURCES

90 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 38.04**

Support and monitor headteachers and teachers under capability procedures.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Ensuring appropriate support for schools especially the most vulnerable.

Priorities

- Support for schools causing concern.
- Promoting self-confident, self-evaluating schools.

PURPOSE OF THE ACTIVITY

- **Teaching:** to raise standards by ensuring that teaching is consistently satisfactory or better.
- **Leadership and management:** to raise standards by ensuring that the quality of leadership and management is consistently satisfactory or better.

NATURE OF THE ACTIVITY

- **Teaching:** provision of school and classroom support and intervention programme to improve the quality of teaching to at least satisfactory.
- **Leadership and management:** provision of school support and intervention programme to improve the quality of leadership and management to at least satisfactory.

TARGET GROUP FOR THE ACTIVITY

- Any teacher whose performance is judged through statutory inspection, school monitoring or other means to be unsatisfactory.
- Any headteacher whose performance as a leader and manager is judged through statutory inspection, school monitoring or other means to be unsatisfactory.

ACTION TO BE TAKEN**Teaching:**

- Provision of classroom support intervention programme.
Example of actions to support teachers in addressing issues:
 - Preparation of individual development programme.
 - Support in devising and implementing self-evaluation processes to monitor and evaluate the quality of teaching.

Leadership and management:

- Provision of leadership and management support intervention programme.
Examples of actions to support headteachers in addressing issues:
 - Preparation of individual development programme.
 - Devising and implementing self-evaluation processes to monitor and evaluate the quality of leadership and management.

ALLOCATION OF RESPONSIBILITY

Nominated inspector/adviser.

SUCCESS CRITERIA

Teaching

- Teaching is judged as **consistently** satisfactory or better within two terms.
- Teaching is judged as **consistently** satisfactory or better six months after completion of programme.

Leadership and management

- Leadership and management is judged as **consistently** satisfactory or better within two terms.
- Leadership and management is judged as **consistently** satisfactory or better six months after completion of programme.

MONITORING AND EVALUATION

Teaching

- Progress of all teachers in the programme will be monitored by link inspector/advisers once a term and reported to the theme manager, Chief Inspector/Adviser and the headteacher.
- Link inspector/adviser to identify and record, with school and teacher, key features of improvement before the end of second term of the programme.
- Instances of no or limited progress to be reported immediately to Chief Inspector/Adviser.
- The Chief Inspector/Adviser will report to the Director of Education's senior management team twice per academic year on the outcomes of the intervention programmes.

Leadership and management

- Progress of all headteachers in the programme will be monitored by link inspector/advisers once a term and reported to the Theme Manager, Chief Inspector/Adviser and the chair of governors.
- Link inspector/adviser to identify and record, with the governors, key features of improvement before the end of second term of the programme.
- Instances of no or limited progress to be reported immediately to Chief Inspector/Adviser.
- The Chief Inspector/Adviser will report to the Director of Education's senior management team twice per academic year on the outcomes of the intervention programmes.

RESOURCES

50 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 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.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Theme**

- Enriching provision through networks and partnerships

Priorities

- Promoting self-confident, self-evaluating schools.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

- To facilitate and further develop the transfer of skills, knowledge and understanding between schools, groups of schools and individual teachers and thus to raise standards in schools.

NATURE OF THE ACTIVITY

- Creation and maintenance of, and support for a range of partnerships – including collaborative activities across small primary and secondary schools.
- Use of networks as a means of consultation as a response to the needs of small schools.

TARGET GROUP FOR THE ACTIVITY

All maintained schools in Cumbria.

ACTION TO BE TAKEN

- Facilitation of identified partnerships in sharing expertise and providing support and guidance to teachers and schools with identified needs.
- Promotion of collaborative working to improve knowledge skills and understanding of both teachers and pupils in small schools.
- Work with identified partnerships, to ensure appropriate evaluation leads into increasingly focused guidance and support for other groups.
- Collation and dissemination of information as to the success of identified partnerships in improving standards.

ALLOCATION OF RESPONSIBILITY

Nominated general inspector/adviser

SUCCESS CRITERIA

- 100% schools are aware of the range and nature of partnerships operating within the Cumbria education community and have been able to use this knowledge for school improvement purposes, as required
- 100% Advanced Skills Teachers have shared their skills in a range of different settings including one-to-one work with other teachers and have made a positive impact in the schools they have worked in.
- 100% of small schools (less than 100 on roll) belong to, and have worked as part of a collaborative network with the aim of improving teaching and learning and can demonstrate that this work has had a positive impact in school.
- 100% of small secondary schools are involved in the RAP project and can demonstrate that this is improving teaching, learning and achievement.

MONITORING AND EVALUATION

- All monitoring and evaluation within this activity will be undertaken as collaborative activity between the identified partnerships and specific inspector/advisers.
- Monitoring and evaluation will be undertaken with all small schools involved in collaborative partnerships.
- For all other categories of partnership identified within this activity, monitoring and evaluation will be undertaken with either all, or a 25% sample of the schools involved – depending on the nature of the monitoring activity.

Monitoring (*termly*)

- Monitoring will seek to establish that all partnerships identified within this activity have identified the ways in which they can offer support to other schools.
- It will also seek to establish that all schools have received updated information about partnerships identified within this activity and what they can offer. (25% sample of all schools – extended if necessary.)
- It will also seek to establish that all small primary and secondary schools are actively engaged in a small schools collaborative partnership.

Evaluation (*full evaluation – annually, interim evaluation – termly*)

Evaluation will seek to establish that:

- Schools feel supported in raising standards as a result of being involved in partnerships identified within this activity (Through 25% sample survey and through client satisfaction survey.)
- Schools/teachers with particular needs have benefited from working in and/or with partnerships identified in this activity. (Through 25% sample survey and through client satisfaction survey.)
- Small schools collaborative projects continue to be successful in improving the knowledge, skills and understanding of both teachers and pupils. (Through small schools collaborative project reports/evaluations.)

RESOURCES

80 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 39.02**

Maintain and develop a range of networks to share best practice in schools and access current research

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enriching provision through networks and partnerships.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4.
- Promoting self-confident, self-evaluating schools.
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To develop action research, and share examples of good practice in Cumbrian schools using a range of networks

NATURE OF THE ACTIVITY

- Maintenance of existing networks to share good practice.
- Promotion of new networks to disseminate good practice.
- Monitoring of networks to check that promotion and sharing of good practice is a key element of the work of the networks.
- the use of ICT for sharing best practice through online communities;
- Promotion of teacher practice in research through:
 - the DfES Best Practice Research Scholarships Programme (BPRS);
 - the DfES Teachers International Professional Development (TIPD).
- Creation of a critical mass of research expertise within the LEA and schools.

TARGET GROUP FOR THE ACTIVITY

- Teachers and managers in all schools – including curriculum managers and heads of department.

ACTION TO BE TAKEN

- Establishment of database of all current networks with key personnel identified as points of contact.
- Establishment of local consortia networks – where none are in existence
- Co-ordination of the Primary ICT, Secondary ICT and Primary ICT Certification communities through:
 - the provision of a range of on-line resources (lesson plans, files, etc) to enhance teaching of the ICT Schemes of Work in KS 1–3
 - encouraging and moderating discussion groups on issues related to the effective teaching of ICT
- Management of current research findings
- Development of research dimensions within other EDP and QA activities
- Co-ordination, planning and guidance provision for BPRS and TIPD

ALLOCATION OF RESPONSIBILITY

Overall responsibility

Nominated Inspector/Adviser

Individual Inspector/Advisers and Advisory Teachers will lead on work with specific networks, as agreed

SUCCESS CRITERIA

Sharing Best Practice

- A database listing all networks is established.
- New networks are supported as required, and make an effective contribution to school improvement
- Personnel in at least 30% of Cumbrian schools members of CLEO communities
- All Cumbrian schools can demonstrate positive impact of use of educational research on standards, teaching and learning

MONITORING AND EVALUATION

MONITORING

- Monitoring range and scope of membership of networks across the county
- Monitoring of membership and use of CLEO communities
- Sharing Research/Current Thinking – through survey

EVALUATION

Sharing Best Practice

- Annually – through – through teacher/manager survey and client satisfaction survey; demonstrate impact of network involvement on practice and standards in schools
- Evaluating impact of CLEO ICT communities through annual external evaluation conducted by Lancaster University.
- Annual evaluation of impact on gains in teachers' knowledge and skills, and in pupils' achievements – through both teachers and managers involved and the inspector/adviser responsible for this aspect of the activity (survey and analysis of pupil performance).

RESOURCES

105 Inspector/Adviser days

25 Advisory Teacher days

Resources: £1,000

TITLE OF ACTIVITY**REFERENCE: 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.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS

<u>Theme</u>	<u>Priorities</u>
<ul style="list-style-type: none"> • Enriching provision through networks and partnerships. 	<ul style="list-style-type: none"> • Raising attainment in early years and primary education. • Raising attainment in Key Stage 3. • Raising attainment in Key Stage 4. • Narrowing the attainment gap/tackling underachievement. • Developing inclusiveness. • Networks and partnerships.

PURPOSE OF THE ACTIVITY

To maintain and develop multi-agency partnerships in order to support schools in meeting the academic and developmental needs of all of their pupils – including the following specific areas:

- To facilitate the provision of a high quality education for all children within the 0-5 age range.
- To maintain and develop the health and well-being of young people.
- To contribute to the development of the Connexions Partnerships and the provision of support for young people aged 13-19.

NATURE OF THE ACTIVITY

- Working in partnership with a range of agencies in support of schools and their pupils, undertaking the following:
- Providing a strategic contribution to the activities identified within other agencies' own strategic plans
- Working in focus groups, with other agencies and schools as required, addressing particular initiatives
- Leading on particular initiatives where required, drawing in the strategic contributions that other agencies can make, in order to fulfil the aims of each initiative.

TARGET GROUP FOR THE ACTIVITY

- Schools and pupils within Cumbria generally, but specifically:
- Teenage pregnant schoolgirls.
- Vulnerable young people.
- PRUs and special schools.
- All sectors represented on the Early Years Development and Childcare Partnership.
- All agencies involved in supporting the health needs of young people.
- Connexions Personal Advisers.

ACTION TO BE TAKEN

- Attendance at inter-agency and multi-agency meetings, as required
- Establishing and using effective communications channels between Inspector/Advisers and representatives from other agencies
- Contributing to LEA strategy documents
- Contributing to other agencies' strategy documents – as required
- Encouraging schools to maximise the opportunities provided for the academic and social development of all of their pupils
- Encouraging and supporting schools towards formal accreditation for their work on multi-agency initiatives
- Monitoring and evaluating the effectiveness of the contribution of multi-agency work to school improvement

ALLOCATION OF RESPONSIBILITY

All Inspector/Advisers will be involved through work with their link schools, but the following will have specific responsibilities within the activity:

- Inspector/Adviser: Health Development
- Inspector/Adviser: Early Years
- Inspector/Advisers in PSHE, Citizenship and Healthy Schools

In addition, personnel from Access and Inclusion division will have substantive roles within the activity

SUCCESS CRITERIA

- Appropriate provision is made for all pupils – irrespective of need or ability
- Schools feel supported in their work with multi-agency partnerships
- Schools have a clear understanding of the various contributions made by the respective agencies they work with
- Available resources are targeted effectively
- Duplication of roles between agencies is minimised
- Targets for school accreditation for recognised awards (eg Healthy Schools) are met

MONITORING AND EVALUATION

MONITORING

- Monitoring will be termly and will be undertaken through internal review and discussion/survey of schools and other relevant agencies.

EVALUATION

- Full evaluation will take place annually with interim evaluation on a termly basis. Evaluation will establish the effectiveness of all actions undertaken against their purposes – as identified in individual action plans

RESOURCES

55 Inspector/Adviser days
5 PaSS days

TITLE OF ACTIVITY**REFERENCE: 39.04**

Maintain and develop a range of partnerships to promote physical and outdoor education, the arts and environmental education.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enriching provision through networks and partnerships.

Priorities

- Raising attainment in early years and primary education.
- Raising attainment in Key Stage 3.
- Raising attainment in Key Stage 4
- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To enhance teaching and learning in physical and outdoor education and sport, the arts and environmental education in all Cumbrian schools.

NATURE OF THE ACTIVITY

Co-ordination, planning and provision of information, guidance and support to Cumbrian schools on:

- District, county, regional and national initiatives to promote physical and outdoor education and sport, the arts and environmental education.
- Availability of funding for the above.
- Accessing and bidding for funding for self-initiated developments.
- Supporting and leading applications for funding on behalf of clusters of schools.

TARGET GROUP FOR THE ACTIVITY

- All Cumbrian schools.
- Local district development associations, eg LADAs, sports forum groups, Westmorland Music Council.
- County-wide providers, eg LSS, Cumbria Sport, Cumbria Arts in Education, LA21.
- Regional and national organisations, eg North West Arts, Sport England (North West), Youth Sport Trust, BALPE, PEAUK.
- Local services (where not under the direct remit of the above), eg museum and gallery services, outdoor centres.
- Independent providers of services to schools, eg sport governing body development officers.

ACTION TO BE TAKEN

- Calendared meetings with local, district, regional and national organisations in the fields of sport and PE, the creative arts and environmental education
- Meetings with individual and groups of schools – as appropriate
- Annual performance review meetings for line-managed posts.
- Information from all above meetings to be disseminated to schools – as appropriate.
- Provision of advice and support for any schools becoming involved with various initiatives arising from the above meetings (support to be paid for by the school or funded from the programme itself).

ALLOCATION OF RESPONSIBILITY

Overall responsibility

Inspector/Adviser: PE

Specific responsibilities

Inspector/Advisers: Art and Design; Music; Humanities; Physical Education

SUCCESS CRITERIA

- 35%(27% presently) of primary schools achieve Activemark award by summer 2004: 12.5% (7% presently) at higher gold level.
 - 45% (33% presently) of secondary schools achieve Sportsmark by summer 2004 and 20% (15% presently) at higher gold level.
 - 5% increase in schools applying for "awards for all" grants by summer 2004.
 - 66% of all secondary schools and 70% of all primary schools involved with the school sports co-ordinator partnership by summer 2004
 - 4 specialist sports colleges (3 at present) and one more seeking designation by summer 2004.
 - Cumbria LEA Strategic PE and School Sports Forum initiated and meeting termly
 - Joint funding partnership with Cumbria Sport to appoint Advisory Teacher for PE and School Sport.
 - Appointment of Cumbria Outdoor Education Officer to co-ordinate, develop and manage outdoor education and educational visits throughout the county.
 - 15% of all schools achieve at least 'Artsmark' bronze award by summer 2004.
 - 'Big Green File' updated and targeted.
 - CLEO websites in place and used by schools
- All meetings take place as arranged with set agenda and clear outcomes for developing strategies to raise attainment.

MONITORING AND EVALUATION

Monitoring (twice yearly)

Monitoring will largely be through internal review, but will make use of the annual client satisfaction survey.

Monitoring will seek to establish that:

- All meetings have taken place as planned.
- Information from these meetings, or produced as a result of these meetings, has been circulated to all schools.
- All schools requesting advice/support have received the help they required.

Evaluation (annual)

Evaluation will take place in a number of ways, including data analysis and client satisfaction survey. It will also draw on school self-evaluation evidence and any OFSTED inspection evidence available.

Evaluation will seek to establish that:

- All of the success criteria for the activity have been achieved.
- Each strand of the activity has had a positive impact on standards within schools.

RESOURCES

55 Inspector/Adviser days

TITLE OF ACTIVITY**REFERENCE: 39.05**

Develop better partnerships within the LEA in the provision of services to schools.

THEME AND PRIORITIES WHICH THE ACTIVITY SUPPORTS**Themes**

- Enriching provision through networks and partnerships.

Priorities

- Networks and partnerships.

PURPOSE OF THE ACTIVITY

To ensure that the LEA:

- Supports and challenges schools in a coordinated and cohesive way
- Draws on the full range of expertise available across the service, as appropriate
- Meets Best Value criteria.

NATURE OF THE ACTIVITY

- Production of procedures governing inter-unit working when supporting individual and groups of schools
- Co-ordination of LEA responses to individual schools.

TARGET GROUP FOR THE ACTIVITY

- All Cumbria Education Service personnel.
- All Cumbria schools.

ACTION TO BE TAKEN

- Production of procedures to ensure more effective partnership work between LEA units (Autumn 2003).
- Implementation of procedures (Spring 2004 – onwards).
- Monitoring and evaluating effectiveness of procedures and services (Summer 2004 – onwards).

ALLOCATION OF RESPONSIBILITY

- Inspector/Adviser (Inclusive Education)
- Senior Officer (Access and Inclusion Division).

SUCCESS CRITERIA

- Procedures are in place, are followed consistently and are working effectively.
- Schools can verify that the support they receive is effectively co-ordinated – drawing on the best expertise available – according to the nature of the support required.
- Colleagues in all units can verify that their knowledge and skills are effectively utilised according to the needs of the individual school concerned.
- Schools receiving support are subsequently able to demonstrate improvement.

MONITORING AND EVALUATION

Monitoring (termly)

Monitoring will consist of internal review – leading up to the production of guidelines, and then review/discussion with headteachers/staff in schools involved in spot audit.

Monitoring will seek to establish that:

- All activities leading to the production of the procedures have taken place (January 2004).
- Agreed procedures are being consistently applied (spot audit two schools per term) (from April 2004 onwards).

Evaluation (termly)

Evaluation will consist of survey and discussion both within the service and in the schools chosen for the spot audit. It will also draw on the client satisfaction survey for a wider view of schools' satisfaction with the support provided.

Evaluation will seek to establish that:

- Draft procedures – before they are applied – meet with the approval of colleagues within the service.
- The support programmes put into place in the sample of schools audited make full use of the range of skills and expertise available across the service, in addressing the needs of the school.
- All schools are generally satisfied with the level of co-ordinated support they receive from the service – when required.
- The support given to the school contributes to measurable improvements in the areas concerned.

RESOURCES

20 Inspector/Adviser days

20 Access and Inclusion Officer days

Resources for each priority in the school improvement programme

<u>Theme</u>	Existing officer time - £000s	Standards Fund grants - £000s	Other LEA resources - £000s	<u>Total - £000s</u>
Literacy	114	1749	12.5	1875.5
Numeracy	114	1649	12.5	1775.5
Key Stage 3	200	1393		1593
Curriculum/ Teaching and Learning	80		50	130
Leadership and management	80		50	130
Inclusion	560	1485		2045
Targeted support for schools	300		300	600
Networks / partnerships	120		25	145
<u>Total</u>	1568	6276	450	8294

Consultation

Consultation on modifications to the EDP has been carried out in a variety of ways. A rolling programme of progress reports to primary headteachers' meetings has enabled all EDP themes (other than support for inclusion) to be discussed and changes suggested. Theme champions – primary, secondary and a special school headteacher - have also been recruited. As well as enhancing the accountability framework, theme champions have been invaluable in suggesting modifications to EDP theme managers as the process rolls forward. In view of the limited changes to the EDP, more formal methods of consultation have not, on this occasion, been employed.