

ANNEX 2

EDP PRIORITIES

PRIORITY 1

EDP ACTIVITY 1.1 Raising pupils' attainment by improving the quality of teaching and support in the Early Years

PROGRAMME OF ACTIVITY:

- ◆ A Team of Pre-Registration Officers will be deployed to meet the retained responsibilities of the Local Authority under the Care Standards Act
- ◆ Seven Foundation Stage Curriculum Advisory Teachers will work across the County supporting QT input to all settings.
- ◆ Programme will be developed in partnership with major voluntary and independent providers on the EYDCP, some of which also have Development Workers.
- ◆ Quality Assurance models will be introduced across the 421 non-maintained settings, with the evidence outcomes required by OFSTED and NVQ standards.
- ◆ A programme of taught training and other continuing professional development opportunities will be planned and delivered against targets for skills acquisition, a qualified workforce, and increased specialist early years expertise.
- ◆ There will be links to FE programmes and training opportunities promoted through Early Excellence Centres, Sure Start schemes and Neighbourhood Nurseries, which will encompass integrated early education and care and associated training routes.

PURPOSE OF PROGRAMME:

Implement EYDCP and DCC plans for children of 5 years and under and build close links with initiatives targeted at specific communities and directly funded by DfES or DOH.

TARGET GROUP(S):

- ◆ Maintained, voluntary and private sector early years and childcare settings.

SUCCESS CRITERIA:

- ◆ By December 2002, 100% of potential providers contacting the Children's Information service will have access to appropriate information advice and training.
- ◆ During 2002/2003, staff from 75% of settings will attend Early Years Cluster Group meetings
- ◆ By 2003/2004, 80% of children will have achieved the Early Learning Goals.
- ◆ Attainment at KS1 will have improved in line with the national average
- ◆ By 2004 all practitioners will have access to four days equivalence professional development per annum by taught course or distance learning.
- ◆ By 2004 40% of settings in each sector will be following a QA scheme. By 2003 25% will be following a QA scheme working towards the EYDCP target for 2004.
- ◆ By 2003 80% of school settings inspected by OFSTED will be ranked 'good' or 'very good' and 96% of all non-maintained settings will be ranked 'satisfactory' or better (2001 benchmark = 94%).
- ◆ 50% of all staff will hold a recognised early years qualification by 2005.
- ◆ 50% of participants on the CPD programmes 2002-2005 will have progressed to a higher degree.
- ◆ By 2006 there will be 6 Advanced Skills Teachers.
- ◆ By 2003 there will be at least 4 Sure Start schemes, 3 mini Sure Start, 6 Neighbourhood Nurseries and 2 other Flagship schemes demonstrating joint agency working and Sure Start principles

ACTIVITIES AND TIMING:

- ◆ Publish training and other QA programmes (May 2002).
- ◆ Publish and promote benefits and procedures for QA (June 2002)
- ◆ Recruit and deploy four additional Pre-Registration Officers by September 2002

- ◆ Recruit seven additional Advisory Teachers to join the existing team by September 2002.
- ◆ Promote work in EECs, NNs and SS as models of good practice through website (established by September 2002) and quarterly Partnership reports and Newsletters.
- ◆ Develop a learning website by December 2002.
- ◆ Work with Library Service 2002-2003 to increase local access to learning resources.
- ◆ Develop use of portfolios with early years practitioners (2002-2003).
- ◆ Audit training venues by September 2002 to ensure locally-based programmes.
- ◆ Review Early Years Cluster Groups by September 2002 to enhance school/pre-school links and develop a more flexible and targeted range of learning opportunities.
- ◆ Develop, promote and by September 2002 deliver a Helpline offering QT advice and support.
- ◆ Needs analysis of current teaching force by September 2002 and ongoing.
- ◆ By September 2002 identify links between OFSTED standards and national occupational standards for NVQs, and use as part of toolkit to support settings with Action Plans.
- ◆ Introduce from September 2002 (and ongoing) locally-based courses in partnership with Universities of Plymouth and Exeter, offering teachers accreditation in early years.
- ◆ Develop distance learning and research-based projects to support CPD by March 2003.
- ◆ Foster, develop and by 2003 introduce research-based reflective programmes for teachers in association with the Universities.
- ◆ By 2003 refine training programmes to focus on gaps in expertise identified in audit.

PRIORITY 1

EDP ACTIVITY 1.2: Promoting the attainment of targeted children in the Foundation Stage and at KS1

PROGRAMME OF ACTIVITY:

An integrated identification and support system will be developed from 2002-2004, with review and further development 2004-2007. In response to SEN consultation there will be a particular emphasis on behaviour management, with support for settings, schools and parents, and the current Assessment Classes will be phased out in favour of Foundation Stage Support Classes.

- ◆ 7 SEN specialist Foundation Stage Advisory Teachers will be established.
- ◆ SENCO networks will be developed to support EYDCP planning
- ◆ 12 FSSCs will be developed.
- ◆ A Nurture Unit will be established in North and in South Devon.
- ◆ EPs will have more designated EY time and BSTs will develop an early years specialism: this will be deployed to support SENCO and FSSC networks.
- ◆ There will be joint targets with services focussing on specific vulnerable groups.

PURPOSE OF PROGRAMME:

To promote inclusion through early identification and prompt action, in association with Health, Social Services and a range of educational specialists, including Pre-School Advisory Teachers, Portage Home Visitors, Educational Psychologists, Behaviour Support Teams (BSTs) and lead officers on work with minority ethnic groups (including Asylum Seekers), Traveller Education, and Looked-after Children.

TARGET GROUPS:

- ◆ Children at risk of social and educational exclusion.
- ◆ Children whose language, social and cognitive development has been adversely affected by experiences (or lack of experiences) in their early years.

SUCCESS CRITERIA:

- ◆ Establishment of network of 50% SENCO Co-ordinators by 2003 in ratio 1:20 in non-maintained settings building to EYDCP target of 100% by 2004.
- ◆ Early years educational input to Joint Agency Service Teams of at least 0.1 expertise, in each PCT area, by 2003
- ◆ 100% response to demand for Portage Home Visitors by December 2003.
- ◆ Establishment of 12 Foundation Stage Support Classes by 2004/05. of which 8 will be established by September 2003.
- ◆ Inclusion at pre-school stage of 70% of children who attend an FSSC by 2003, building towards long term target of 95%.
- ◆ Increase in attainment of SEN children at KS1 in line with rise in attainment of their peer groups, as set out as expectations in the Code of Practice.
- ◆ All children have full access to the curriculum.
- ◆ Reduction in exclusion rates in primary schools.
- ◆ Increased attendance in primary school in line with national expectations.
- ◆ By 2003 there will be a specific Early Years plan for children in public care.

ACTIVITIES AND TIMING:

- ◆ 2002-2003 establish 4 FSSCs; expand EY Behaviour Support Teams, with Helpline for all settings. Extend Portage and PSAT staffing to meet need. Establish 45% of SENCO Co-ordinators and the coherent local network of professional expertise linked to them, with priority given to Sure Start areas. Link in work with other groups at risk of social exclusion, (e.g. CIPC). Identify locations and establish Nurture Units. Produce format for personal inclusion plans for children in FSSCs and Nurture Units to promote position in mainstream. Link to community planning developments and embed. Review and revise funding to support children in early years in non-maintained sector so that it promotes inclusive

practice. Pilot a Family Literacy project with the Chinese community.

- ◆ 2003-2004 establish a further 4 FSSCs; the remaining 55% of SENCO Co-ordinators; and replicate Sure Start patterns across Neighbourhood Nurseries and into remaining top 25% of disadvantaged areas. Review Speech and Language support in Foundation Stage with view to informing developments from 2004. Evaluate impact of Nurture Units.
- ◆ 2004-2005 establish remaining 4 FSSCs and roll out Nurture Unit provision if effective.
- ◆ 2005-2006 review impact over three years of FSSCs and networks, proposing adjustments or expansion as appropriate.

PRIORITY 1

EDP ACTIVITY 1.3: Raising attainment in literacy in the Foundation Stage and at KS1 & KS2

PROGRAMME OF ACTIVITY:

Implement the Devon Literacy Action Plan, including the National Literacy Strategy, to provide a programme of training and support for teachers and support staff in primary & special schools, support centres and for teachers of pupils who are excluded from school.

PURPOSE OF PROGRAMME:

To raise standards of literacy in the Foundation Stage and at KS1 & KS2

TARGET GROUP:

Head teachers, governors, teaching and non-teaching staff, pupils and parents.

SUCCESS CRITERIA

◆ KS2 targets:

L4+ at end of KS2:	L5+ at end KS2 tests:
2001 Baseline: 75.5%	27.9%
2002 target: 82%	30%
2003 target: 83.5%	32.6%
2004 target: 85%	35%

- ◆ The average progress of individual pupils from KS1 to KS2 at least matches the national average improvement.

KS1 target: by 2004 attainment of KS1 pupils in Reading & Writing (L2+) exceeds national attainment by at least 1%.

- ◆ The progress of individual pupils from KS1 to KS2 improves by 4.5 months between 2002 and 2003

ACTIVITIES AND TIMING:

- ◆ Evaluate progress of schools receiving intensive support 2001-2002 (September 2002)
- ◆ Identify schools requiring intensive support (Autumn term 02) and provide a graduated programme of support (January - December 03) for teaching and the leadership of literacy
- ◆ Provide flexible training programme open to all schools incorporating use of expert teachers/headteachers (January – July 03) focusing on subject knowledge and pedagogy (at each key stage)
- ◆ Provide repeat training in key areas (e.g. Early Literacy & Additional Literacy Support programmes, teaching phonics, teaching spelling KS2, grammar for writing): Summer - Autumn 2002
- ◆ Provide training in new Further Literacy Support programme, Autumn 2002
- ◆ Recruit and deploy team of expert teachers and headteachers
- ◆ Staff literacy resource collection providing regular access to advice (on-going)
- ◆ Organise loan collections
- ◆ Publish: Literacy Newsletter termly; regular Primary English folios providing practical advice and guidance to headteachers, literacy co-ordinators, teachers; materials on literacy webpages
- ◆ Support development and dissemination of good practice through school-based projects
- ◆ Provide training to teachers in schools identified as needing intensive support
- ◆ Disseminate & model effective practice through a programme of expert headteachers/ teachers, school-based projects and publications.
- ◆ Provide training and support to special schools
- ◆ Build capacity for Wave 3 through supporting and developing Reading Recovery.
- ◆ Provide broad-based reference collection (plus loan collections) of resources and advice to enable teachers to evaluate and select appropriate literacy resources (this includes working in partnership with Schools' Library Service to provide advice)
- ◆ Monitor the impact of the national strategy.

PRIORITY 1

EDP ACTIVITY 1.4: Raising attainment in numeracy in the Foundation Stage and at KS1 & KS2

PROGRAMME OF ACTIVITY:

Implement the Devon Numeracy Action Plan, including the National Numeracy Strategy, to provide a programme of training and support for teachers and support staff in primary & special schools, support centres and for teachers of pupils who are excluded from school.

PURPOSE OF PROGRAMME:

To raise standards in mathematics in the Foundation Stage and at KS1 & KS2

NATURE OF ACTIVITY:

- ◆ Identify schools to receive intensive support and implement training and support as defined in the National Numeracy Strategy to improve the quality of teaching and raise standards in mathematics.
- ◆ Provide training open to teachers depending on needs identified by schools
- ◆ Provide support materials available to all teachers in Devon
- ◆ Identify and train leading maths teachers in line with details provided by the NNS.

TARGET GROUP:

Head teachers, governors, teaching and non-teaching staff, pupils and parents.

ACTION AND TIMING:

- ◆ Evaluate progress of schools receiving intensive support 2001-2002 (September 2002)
- ◆ Use statistical analysis and other information to identify the schools needing direct support. (Autumn term 02)
- ◆ Provide up to 6 days of intensive support for identified schools and plan and deliver series of 5 day subject knowledge courses for these schools plus other support and training as specified in the national strategy. (October 02 – December 03)
- ◆ Plan a series of courses to address national and local issues for teachers including those from schools not receiving intensive support. (Jan 02 to Dec 03)
- ◆ Write materials to support development of mathematics and disseminate to all schools across the county (Jan 02 – Dec 03)
- ◆ Existing leading maths teachers continue to offer demonstration lessons .
- ◆ New leading maths teachers offer lessons. A directory of these will be produced and available to all schools in Devon and on the DCS maths website.
- ◆ Training and professional development of LMTs to be developed further in line with national guidance.(June 02 to April 03)
- ◆ Publish: Numeracy Newsletter termly; materials on maths webpages
- ◆ Support development and dissemination of good practice through school-based projects Monitor the impact of the national strategy

SUCCESS CRITERIA:

- ◆ KS2 targets

L4+ at end of KS2	L5+ at end of KS2
2001 baseline: 71.0%	25.2%
2002 target: 76.0%	28.4%
2003 target: 80.5%	31.7%
2004 target: 85.0%	35.0%
- ◆ The average progress of individual pupils from KS1 to KS2 at least matches the national average improvement.

PRIORITY 1

EDP ACTIVITY 1.5: Raising attainment in ICT in the Foundation Stage and at KS1&2

PROGRAMME OF ACTIVITY:

To provide a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school, to improve the quality of teaching and to raise standards in ICT. The programme will improve the effectiveness of ICT assessment, promoting target-setting; implement the National Grid for Learning and Broadband initiative; undertake NOF training, and monitor the impact of Devon's ICT strategy in primary schools

PURPOSE OF PROGRAMME:

To ensure that all pupils have access to the full Programme of Study for ICT at these Key Stages and to raise attainment in ICT to national expectations.

TARGET GROUP(S)

Headteachers, Governors, teaching & non-teaching staff, pupils and parents.

SUCCESS CRITERIA

- ◆ Improvements in pupils' attainment in ICT - by summer 2003, 70% of pupils reaching level 2 at the end of KS1, and 60% reaching level 4 at the end of KS2; by summer 2004 rising to 75% and 70% respectively
- ◆ All primary schools to meet DfES targets for resourcing of 1 computer per 11 pupils by summer 2002 and of 1 computer per 8 pupils by summer 2004
- ◆ 40% of primary schools to have a reliable broadband link by summer 2003
- ◆ 95% of teachers to have completed NOF training by summer 2003

ACTIVITIES AND TIMING:

- ◆ Identify and exemplify good practice in the ICT curriculum and in the use of ICT across the curriculum.
- ◆ Provide guidance and leadership on the planning, implementation, monitoring and review of an ICT curriculum containing challenge, progression and continuity for all pupils
- ◆ Support NOF ICT teacher training
- ◆ Encourage class- or group-based teaching of ICT, through development of computer suites or clusters
- ◆ Improve the effectiveness of ICT assessment, promoting target-setting
- ◆ Encourage active ICT groups within all academic councils to work across the KS2/KS3 boundary, using the NGfL as a medium, by developing curriculum continuity and common approaches to assessment and recording in ICT (by summer 2003);
- ◆ Provide advice on ICT resources and their use
- ◆ Implement the National Grid for Learning and Broadband initiative
- ◆ Monitor the impact of Devon's ICT strategy in primary schools

PRIORITY 1

EDP ACTIVITY 1.6: Raising attainment by working in partnership with other agencies to support the implementation of national initiatives other than literacy and numeracy

PROGRAMME OF ACTIVITY:

- ◆ Working in partnership with other agencies as appropriate to raise educational standards through fitness and health programmes, Arts education and the Agreed Syllabus for RE.
- ◆ Providing subsidised training, support and resources to school staff.
- ◆ Providing pupils with access to a range of enrichment activities and experiences in sport and the arts.
- ◆ Supporting implementation of the Agreed Syllabus and the spiritual development of pupils

PURPOSE OF PROGRAMME:

- ◆ To raise attainment and ensure pupils' entitlement to a broad and balanced curriculum by deploying staff and resources to support a range of initiatives in sports, the arts, PSE and religious education.

TARGET GROUP(S)

- ◆ Staff and pupils in the Foundation Stage and at KS1&2.

SUCCESS CRITERIA

- ◆ Improved levels of performance and participation in sports and Arts activities in target schools.
- ◆ Improved standards of attainment in PE and the Arts
- ◆ The establishment of new partnerships and continuation and extension of existing partnerships with other agencies.
- ◆ 50% of Devon schools to seek accreditation in Healthy Schools by April
- ◆ Schools and colleges to achieve and maintain the Healthy Schools Standard in 8 areas by 2004
- ◆ Improved percentage of Ofsted reports indicating successful implementation of the Agreed syllabus with the majority of pupils reaching the expected levels of attainment and an improved percentage performing above the expected levels

ACTIVITIES AND TIMING:

- ◆ Establish 3-year development plan for the School Sport Co-ordinator programme
- ◆ Bid for funds in round 5 of SSSCo programme and establish a third partnership in Exeter/Mid Devon
- ◆ Share best practice from SSSCo and Fit to Succeed programmes with all primary schools in Devon
- ◆ Maintain and develop a modular programme of courses for teachers, and adults other than teachers (AOTT's) to raise standards of pupils' performance and levels of participation in physical activities.
- ◆ Provide Arts enrichment and extension opportunities for pupils in the foundation stage and at KS1&2.
- ◆ Support County groups and arts initiatives including the Devon Arts in Schools Initiative (DAISI).
- ◆ Provide challenge and support to Specialist Arts Schools.
- ◆ Work with schools to enable them to achieve Artsmark status.
- ◆ Develop partnerships with local and national organisations to raise standards in the arts.
- ◆ Work in partnership with 6 Primary Health Care Trusts, other health professionals and relevant agencies to provide appropriate training, school based support and resources for schools and colleges to achieve and maintain the Healthy Schools Standard in 8 areas.
- ◆ SACRE working party prepare publication on assessment of RE and exemplification by April 2003
- ◆ SACRE working party prepare support materials for the teaching of non-featured religions
- ◆ Subsidised training courses to support the implementation of the Agreed Syllabus

PRIORITY 1

EDP ACTIVITY 1.7: Raising pupils' attainment by increasing the effective use of data and target-setting

PROGRAMME OF ACTIVITY:

- ◆ Compiling and providing school profiles containing an increasing range of objective data in order to improve schools' target-setting.
- ◆ Negotiating with schools to set individual school targets.

PURPOSE OF PROGRAMME:

- ◆ To improve pupil attainment in end of key stage examinations and improve pupil progress between key stages.

TARGET GROUP(S)

- ◆ All headteachers and governing bodies.

SUCCESS CRITERIA

- ◆ Profiles reach headteachers and governing bodies by end of November each year.
- ◆ Aggregates of school targets match Devon targets
- ◆ Maintain a central pupil level data base for each school to the following levels of accuracy 2001- 90%, 2003-95%, 2004-98%.

ACTIVITIES AND TIMING:

- ◆ Compile school profiles and issue profiles to schools and relevant officers by end of November each year.
- ◆ Provide headteachers and governors with suitable target ranges for relevant key stages.
- ◆ Contact advisers discuss targets with schools at annual review meetings.

PRIORITY 1

- EDP ACTIVITIES:**
- 1.8 (Improving the management and leadership skills of school managers and governors)
 - 1.9 (Raising pupil attainment through the professional development of teachers and teaching assistants)
 - 1.10 (Securing the supply, recruitment and retention of teachers and governors)

See

3.6

3.7

3.8

respectively

PRIORITY 2

EDP ACTIVITY 2.1: Raising attainment in English
PROGRAMME OF ACTIVITY: Implement the English strand of the Devon KS3 Strategy, including the National Strategy, to provide a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school, to improve the quality of teaching and raise standards in English.
PURPOSE OF PROGRAMME: To raise English standards at KS3 and to raise overall standards at KS3 by enhancing the application of literacy knowledge and skills across the curriculum
TARGET GROUP: Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.
SUCCESS CRITERIA: <ul style="list-style-type: none">◆ 76% of pupils achieve level 5 in 2004 tests (2001 actual - 64%; 2003 target - 72.1%)◆ Results at end of Y7 optional English tests or teacher assessment show that 70% pupils entering Y7 with level 3 English achieve level 4.◆ 100% of schools implement a programme of literacy across the curriculum leading to improvement in standards as follows: 76% of pupils achieve level 5 or above in 2004
ACTIVITIES AND TIMING: <ul style="list-style-type: none">◆ Provide on-going training for English teachers (Summer 02 – April 03)◆ Provide a programme of training of appropriate personnel in Progress Units (Summer - Autumn 2002)◆ Undertake an evaluation process for schools which received additional support during 2001-2002 (Summer 2002)◆ Provide school-based support for schools receiving additional support during 2002-2003, including additional training◆ Embed loan scheme of texts to develop teaching of reading◆ Continue training programme by English consultants for all schools◆ Provide additional school-based support to targeted schools (including special schools) including additional training◆ Disseminate and model good practice in English through network meetings, through programme of leading English departments and leading English teachers;◆ Disseminate and model good practice in literacy across the curriculum through webpages and publication of case studies led by subject advisers◆ Provide resource advice◆ Subject advisers include support for literacy across the curriculum in newsletters, webpages, training courses etc, linked to other KS3 strands where relevant.◆ Monitor the impact of the KS3 strategy.

PRIORITY 2

EDP ACTIVITY 2.2: Raising attainment in mathematics
PROGRAMME OF ACTIVITY: Implement the mathematics strand of the Devon KS3 Strategy, including the National Strategy, to provide a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school.
PURPOSE OF PROGRAMME: To support schools in their implementation of the KS3 maths strategy in order to improve the quality of teaching and standards of pupil achievement throughout KS3.
TARGET GROUP: Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.
SUCCESS CRITERIA: 77% of pupils achieve level 5 or above in 2004 tests (2001 actual 69.2%; 2003 target 74.7%) For Phase 2 support schools - 80% of schools improve the percentage of L5+ in KS3 National Curriculum tests by at least 4%
ACTION AND TIMING: <ul style="list-style-type: none">◆ Plan, advertise and run subsidised courses for staff on materials and strategies.◆ Train LMTs, publish directory and implement programme of visits.◆ Provide a programme of training and support for all secondary schools on the KS3 mathematics strategy, the use of the "Framework for teaching mathematics: Years 7, 8 and 9" and the "Springboard 7" catch-up materials.◆ Provide a programme of training and support for a selected group of "Phase 1 support" schools◆ Deliver training and support to special schools.◆ Deliver training and support to Exeter middle and combined schools with Y7 pupils.◆ Deliver numeracy across the curriculum training to disseminate national materials.◆ Develop a network of leading maths teachers.◆ Monitor the impact of the KS3 strategy.

PRIORITY 2

EDP ACTIVITY 2.3: Raising attainment in ICT at KS3
PROGRAMME OF ACTIVITY: Implement the ICT strand of the Devon KS3 Strategy, including the National Strategy, to provide a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school.
PURPOSE OF PROGRAMME: To ensure that all pupils have access to the full Programme of Study for ICT at Key Stage 3 and to raise attainment in ICT.
TARGET GROUP: Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.
SUCCESS CRITERIA <ul style="list-style-type: none">◆ Attainment of EDP KS3 ICT targets for 2003 and 2004◆ By summer 2004 75% of pupils reach level 5 and above in teacher assessments at the end of Key Stage 3 (70% by 2003)◆ All secondary schools meet DfES targets for resourcing of 1 computer per 8 pupils by summer 2002 and of 1 computer per 5 pupils by summer 2004◆ All secondary schools have a reliable broadband link◆ 95% of teachers have completed NOF training by summer 2003◆ All eligible teachers take part in KS3 National Strategy for ICT
ACTION AND TIMING: <ul style="list-style-type: none">◆ Implement the National Strategy for ICT at KS3;◆ Identify and exemplify good practice in the ICT curriculum and in the use of ICT across the curriculum;◆ Provide guidance and leadership on the planning, implementation, monitoring and review of an ICT curriculum containing challenge, progression and continuity for all pupils (ongoing);◆ Support NOF ICT teacher training;◆ Improve the effectiveness of ICT assessment, promoting target-setting;◆ Encourage active ICT groups within all the academic councils to work across the KS2/KS3 boundary, using the NGfL as a medium, by developing curriculum continuity and common approaches to assessment and recording in ICT (by summer 2003);◆ Provide advice on ICT resources and their use;◆ Implement the National Grid for Learning and Broadband initiative);◆ Monitor the impact of the KS3 ICT Strategy

PRIORITY 2

EDP ACTIVITY 2.4: Raising attainment in Science at KS3

PROGRAMME OF ACTIVITY:

Implement the Science strand of the Devon KS3 Strategy, including the National Strategy, to provide a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school.

PURPOSE OF PROGRAMME:

- ◆ To support and challenge schools in raising KS3 standards in science.
- ◆ To meet locally and nationally agreed targets for attainment and progress in KS3 science

TARGET GROUP:

Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.

SUCCESS CRITERIA:

74% of pupils achieve level 5 or above in 2004 tests (2001 actual 69.8%; 2003 target 72%)

ACTION AND TIMING:

- ◆ Provide a programme of training and support for all Devon Secondary schools on the KS3 science strategy
- ◆ Provide a programme of support for Exeter middle and combined schools
- ◆ Provide a programme of support for special schools
- ◆ Disseminate and model good practice through network meetings, through newsletters and webpages
- ◆ Monitor the impact of the KS3 strategy.

PRIORITY 2

EDP ACTIVITY 2.5: Raising attainment in foundation subjects at Key Stage 3

PURPOSE OF PROGRAMME:

To raise standards in foundation subjects at Key Stage 3 by supporting and challenging schools in improving the quality of teaching and learning.

PROGRAMME OF ACTIVITY:

Implement the teaching and learning strand of the Devon KS3 Strategy, including the National Strategy, providing a programme of training and support for teachers and support staff in mainstream & special schools, support centres and for teachers of pupils who are excluded from school.

TARGET GROUP:

Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.

SUCCESS CRITERIA:

- ◆ Quality of learning in participating departments will be judged to be satisfactory or better in at least 85% of Key Stage 3 lessons in Ofsted inspections by 2004
- ◆ 90% of courses offered run
- ◆ 90% of participants rate courses as good or better

ACTION AND TIMING:

- ◆ Implement the National Strategy's strand for Teaching and Learning in Foundation Subjects (Full details yet to be announced. Further details to be added in 2002-3)
- ◆ Support for schools in the selection of participating departments
- ◆ Provision of a range of consultancy support for managing this strand in schools and for improved planning and teaching in all participating departments. This programme will use resources from the training pack to be published in 2002 and other relevant materials and activities.
- ◆ Incorporate and disseminate good practice from beyond the TLF strand (eg. from the other strands of the Key Stage 3 Strategy including that for ICT; through further development of work on "Thinking Skills", particularly in Geography and RE; through work on closing gender difference in performance in 4.2; and through work on local initiatives such as those in 2.6)
- ◆ Publish case studies to disseminate good practice through conferences, newsletters, webpages (these case studies will include those generated in work on literacy across the curriculum).
- ◆ Monitor the impact of the KS3 strategy.

PRIORITY 2

EDP ACTIVITY 2.6: Raising attainment by working in partnership with other agencies to implement national initiatives which supplement the KS3 Strategy

PROGRAMME OF ACTIVITY:

- ◆ Work in partnership with other agencies to raise educational standards through fitness and health programmes, Arts education and the Agreed Syllabus.
- ◆ Subsidised training, support and resources to school staff in these areas through additional funding.
- ◆ Providing pupils with access to a range of enrichment activities and experiences in sport and the arts.
- ◆ Supporting the implementation of the Agreed syllabus and the spiritual development of pupils.

PURPOSE OF PROGRAMME:

- ◆ To raise attainment and ensure pupils' entitlement to a broad and balanced curriculum by deploying staff and resources to support a range of initiatives in sports, the arts, PSE and religious education.

TARGET GROUP(S)

- ◆ Headteachers, Governors, teaching & non-teaching staff and pupils at KS3.

SUCCESS CRITERIA

- ◆ Improved levels of performance and participation in sports and Arts activities in target schools.
- ◆ Improved standards of attainment in PE and the Arts
- ◆ The establishment of new partnerships; the continuation and extension of existing partnerships with other agencies.
- ◆ 50% of Devon schools seek accreditation in Healthy Schools programme by April. Schools and colleges to achieve and maintain the Healthy Schools Standard in 8 by areas 2004
- ◆ Improved percentage of Ofsted reports indicate successful implementation of the Agreed syllabus with the majority of pupils reaching the expected levels of attainment and an improved percentage performing above the expected levels
- ◆ All secondary schools have a drugs education policy and programme in place by 2003.

ACTIVITIES AND TIMING:

- ◆ To establish a 3-year development plan for the School Sport Co-ordinator programme
- ◆ To bid for funds in round 5 of SSCo programme and establish a third partnership in Exeter/Mid Devon
- ◆ To share best practice from SSCo and Fit to Succeed programmes with all primary schools in Devon
- ◆ To maintain and develop a modular programme of courses for teachers, and adults other than teachers (AOTT's) to raise standards of pupils performance and levels of participation in physical activities.
- ◆ To provide Arts enrichment and extension opportunities for pupils in KS3
- ◆ To support County groups and Arts initiatives including the Devon Arts in Schools Initiative (DAISI).
- ◆ To provide challenge and support to Specialist Arts Schools.
- ◆ To work with schools to enable them to achieve Artsmark status.
- ◆ To develop partnerships with local and national organisations to raise standards in the Arts.
- ◆ To work in partnership with 6 Primary Health Care Trusts, other health professionals and relevant agencies to provide appropriate training, school based support and resources for schools and colleges to achieve and maintain the Healthy Schools Standard in 8 areas.
- ◆ SACRE working party prepare publication on assessment of RE and exemplification by April 2003
- ◆ Subsidised training courses support the implementation of the Agreed Syllabus

PRIORITY 2

EDP ACTIVITY 2.7: Raising pupils' attainment by increasing the effective use of data and target-setting

PROGRAMME OF ACTIVITY:

- ◆ Compiling and providing school profiles containing an increasing range of objective data in order to improve schools' target-setting.
- ◆ Negotiating with schools to set individual school targets.

PURPOSE OF PROGRAMME:

To improve pupil attainment in end of key stage examinations and improve pupil progress between key stages.

TARGET GROUP(S)

All headteachers and governing bodies.

SUCCESS CRITERIA

- ◆ Profiles reach headteachers and governing bodies by end of November each year.
- ◆ Aggregates of school targets match overall Devon targets.
- ◆ 'Challenge visits' result in 75% agreement of school KS3 targets for 2004.

ACTIVITIES AND TIMING:

- ◆ Compile school profiles and issue profiles to schools and relevant officers by end of November each year.
- ◆ Provide headteachers and governors with suitable target ranges for relevant key stages.
- ◆ Contact advisers discuss targets with schools at annual review meetings.

PRIORITY 2

- EDP ACTIVITIES:**
- 2.8 (Improving the management and leadership skills of school managers and governors)
 - 2.9 (Raising pupil attainment through the professional development of teachers and teaching assistants)
 - 2.10 (Securing the supply, recruitment and retention of teachers and governors)

See

3.6

3.7

3.8

respectively

PRIORITY 3

EDP ACTIVITY 3.1: Identifying under-performing subject departments and working with them to improve GCSE results

PROGRAMME OF ACTIVITY:

Providing schools with subject-related data, and working with schools where individual subject departments are under-performing.

PURPOSE OF PROGRAMME:

To provide schools with objective statistical data relating to subject performance and to secure improvements in GCSE results whereby the progress of Devon pupils matches at least national norms.

TARGET GROUP(S)

Secondary school subject department heads and headteachers

SUCCESS CRITERIA

- ◆ Based on historical analysis of data to 2002, subjects identified as underperforming will improve performance by at least 10% by 2004.
- ◆ 100% of subject departments identified in 2002 as underperforming will make progress in excess of national averages by 2004.

ACTIVITIES AND TIMING:

- ◆ By December 2002 provide schools with residuals data, value-added data by subjects and comparisons with national norms, plus a subject advisers' report which summarises subject performance within Devon. The data provided will initially be based on pupil progress from KS3 compared to national progress as detailed in the KS4 Autumn package (eventually moving to progress from KS2 when the information becomes available). Initially, the three poorest-performing departments will be identified across a range of the foundation subjects: according to needs identified this may expand up to six in particular subjects.
- ◆ County Advisers will work during 2002 –2003 with those departments which are furthest from target in a programme negotiated with Headteachers, and will disseminate best practice from those departments which are performing at the highest levels.

PRIORITY 3

EDP ACTIVITY 3.2: Promoting the development of vocational education and work-related learning

PROGRAMME OF ACTIVITY:

Activities which build on the increased flexibility to offer a wide range of vocational programmes for students aged 14-19, enabling schools to motivate and raise the attainment of students from the full ability range.

PURPOSE OF PROGRAMME:

- ◆ To support schools in developing vocational education and work-related opportunities at 14 to 19.
- ◆ Through this support, to enable schools to raise the attainment of pupils across the ability range.
- ◆ To support the extension of choice and diversity in secondary schools at 14-19 through the provision of vocational and work-related elements in the curriculum

TARGET GROUPS:

- ◆ Headteachers of secondary schools
- ◆ Secondary school curriculum planners concerned with planning the 14-16 or 14-19 curriculum
- ◆ Teachers of vocational and work-related subjects and programmes

SUCCESS CRITERIA:

- ◆ Based on 2002 data, 95% of schools with pupils at 14-19 years will be involved in sharing information and developments in vocational education and work-related learning by 2004.
- ◆ Based on 2002 data, there is a 20% expansion in vocational and work-related courses in Devon schools by 2004.
- ◆ Based on 2002 data on courses taken across the 14-19 range, there is an 80% increase in identified course continuity in vocational and work-related learning between Devon schools and further education colleges in 2004.

ACTIVITIES AND TIMING:

- ◆ Provide opportunities for schools to share models and methodology on vocational education and work-related learning.
- ◆ Provide information and advice on models and methodology on vocational education and work-related learning.
- ◆ Support with advice the development of co-operative approaches to vocational education and work-related learning in Exeter.
- ◆ Participation in projects undertaken under the aegis of the Learning Partnership.

PRIORITY 3

EDP ACTIVITY 3.3: Raising standards in ICT at GCSE level and above

PROGRAMME OF ACTIVITY:

- ◆ Improving the uptake of accreditation at KS4 and post-16
- ◆ Improving the quality of the ICT curriculum.
- ◆ Implementation of the National Grid for Learning and Broadband initiative
- ◆ NOF training
- ◆ Monitoring the impact of the KS3 ICT Strategy.

PURPOSE OF PROGRAMME:

To ensure that all pupils have access to the full programme of Study for ICT at Key Stage 4 and to raise attainment in ICT to national expectations.

TARGET GROUP:

Headteachers, Governors, teaching & non-teaching staff, pupils

SUCCESS CRITERIA:

- ◆ By summer 2004, **35%** of pupils attaining National Framework Level 2 accreditation at the end of KS4, rising to **55%** by summer 2006 and **60%** by summer 2007.
- ◆ All secondary schools to meet DfES targets for resourcing of 1 computer per 8 pupils by summer 2002 and of 1 computer per 5 pupils by summer 2004
- ◆ All secondary schools to have a reliable broadband link
- ◆ 95% of teachers to have completed NOF training by summer 2003

ACTION AND TIMING:

- ◆ Providing guidance and leadership on the planning, implementation, monitoring and review of an ICT curriculum containing challenge, progression and continuity for all pupils through school-based guidance, online and printed publications and provision of a range of centre-based CPD activities by implementation of GCSE, Part 1/ Vocational GCSE and IT Key Skills;
- ◆ Encouragement of accreditation in ICT for all pupils, through development of appropriate courses such as GCSE, Part 1/ Vocational GCSE and IT Key Skills;
- ◆ Improve the effectiveness of ICT assessment and promoting target-setting;
- ◆ Provision of skills-based training for teaching & non-teaching staff, by in-school support and centre-based courses;
- ◆ Pedagogical training for all teachers through partnership with NOF Approved Training Providers (e.g. SWIFT, Learning Schools Programme);
- ◆ Provision of telephone and e-mail support for ICT in the curriculum;
- ◆ Provision of guidance, leadership and support on the planning, implementation and development of ICT infrastructure through implementation of the National Grid for Learning and Regional Broadband Initiative;
- ◆ Identification of good practice in ICT and its dissemination on the website.

PRIORITY 3

EDP ACTIVITY 3.4: Raising attainment by working in partnership with other agencies to implement national initiatives which supplement the 14-19 curriculum

PROGRAMME OF ACTIVITY:

- ◆ Working in partnership with other agencies as appropriate to raise educational standards through fitness and health programmes, Arts education and Agreed Syllabus for RE.
- ◆ Providing subsidised training, support and resources to school staff.
- ◆ Providing pupils with access to a range of enrichment activities and experiences in sport and the Arts.
- ◆ Supporting the implementation of short course RE and optional GCSE RE, the spiritual development of students and increasing the uptake in post-16 RE.

PURPOSE OF PROGRAMME:

- ◆ To raise attainment and ensure pupils' entitlement to a broad and balanced curriculum by deploying staff and resources to support a range of initiatives in sports, the Arts, PSE and religious education.
- ◆ To implement an integrated physical education and school sports strategy linking curriculum and out of hours sport/dance activities.
- ◆ To implement an integrated arts in education strategy linking curriculum and out of hours drama, film, music and art activities.
- ◆ Working with SACRE, senior managers in schools and heads of RE departments to secure provision of RE for all students within the 14-19 curriculum and improve examination results

TARGET GROUP(S)

- ◆ Staff and students in schools and educational settings for the 14-19 age group.

SUCCESS CRITERIA

- ◆ Based on 2002 data, there will be improved levels of performance and participation in sports and Arts activities in target secondary schools.
- ◆ Based on 2002 data from secondary schools, to maintain existing partnerships and to increase partnerships by 25%.
- ◆ 50% of Devon secondary schools to achieve accreditation as Healthy Schools by 2004.
- ◆ Schools and colleges to achieve and maintain the healthy Schools Standard in 8 areas by 2004.
- ◆ All secondary schools will have drugs education policies and programmes by 2003.
- ◆ By 2003, RE standards will be at or above the national average; by 2005 exam results in RE will demonstrate that the majority of departments have enabled pupils to reach their potential as defined by value-added statistics.
- ◆ By 2003, all schools will either be providing all KS4 students with a core course in RE or have identified ways in which such a course can be introduced; by 2005 all KS4 students will have access to a core course in RE.
- ◆ By 2003, all schools will have addressed ways in which they can meet their legal requirement for RE at post-16; by 2005 RE will feature in the majority of post-16 curricula and there will be an increase in the uptake of AS and A2 examinations in RS

ACTIVITIES AND TIMING:

- ◆ Establish professional support for Devon Council of School Sport and ensure that procedures and policy lead to sustainable sports enrichment programmes.
- ◆ Work with schools to achieve Sports Mark and Sports Mark Gold
- ◆ Provide strategic support for the NoF bidding process over the next 3 years.
- ◆ Maintain and develop a modular programme of courses for teachers, and adults other than teachers (AOTT's) to raise standards of pupils performance and levels of participation in physical activities at KS4.
- ◆ Establish a 3 year development plan for the School Sport Co-ordinator programme
- ◆ Provide Arts enrichment and extension opportunities for students aged 14-19

- ◆ Support County groups and Arts initiatives including the Devon Arts in Schools Initiative (DAISI).
- ◆ Provide challenge and support to Specialist Arts Schools.
- ◆ Work with schools to enable them to achieve Artsmark status.
- ◆ Develop partnerships with local and national organisations to raise standards in the Arts.
- ◆ Work in partnership with 6 Primary Health Care Trusts, other health professionals and relevant agencies to provide appropriate training, school based support and resources for schools and colleges to achieve and maintain the healthy Schools Standard in 8 areas.
- ◆ SACRE working parties to address key issues to prepare publications such as assessment of RE.
- ◆ Subsidised training courses and adviser visits to schools at which RE is a weakness to work with senior managers and teachers.

PRIORITY 3

EDP ACTIVITY 3.5: Raising pupils' attainment by increasing the effective use of data and target-setting

PROGRAMME OF ACTIVITY:

Compiling and providing school profiles containing an increasing range of objective data in order to improve schools' target-setting.
Negotiating with schools to set individual school targets.

PURPOSE OF PROGRAMME:

To improve pupil attainment in end of key stage examinations and improve pupil progress post-16.

TARGET GROUP(S)

All secondary school headteachers and governing bodies.

SUCCESS CRITERIA

- ◆ Profiles reach headteachers and governing bodies by end of November each year.
- ◆ Aggregates of school targets match overall Devon targets

ACTIVITIES AND TIMING:

- ◆ Compile school profiles and issue profiles to schools and relevant officers by end of November each year.
- ◆ Provide headteachers and governors with suitable target ranges for relevant key stages.
- ◆ Contact advisers discuss targets with schools at annual review meetings.

PRIORITY 3

EDP ACTIVITY 3.6: Improving the management and leadership skills of school managers and governors.
(plan also covers 1.8 & 2.8)

PROGRAMME OF ACTIVITY:

- ◆ Promoting national leadership programmes, including NPQH, HEADLAMP and LPSH
- ◆ Supporting new and acting headteachers during their first year in post.
- ◆ Managing a programme of support and training for SENCOs, subject and other team leaders.
- ◆ Providing training and support in relation to school governance and clerking

PURPOSE OF PROGRAMME:

- ◆ To provide professional support to new and acting headteachers, contributing to the securing of effective leadership and management in schools.
- ◆ To enable school leaders to benefit from participation in national programmes aimed at establishing and developing their leadership skills and thus improving their performance
- ◆ To secure professional development for SENCOs, subject leaders and leaders of other teams in primary, secondary and special schools in order to improve their performance in these roles.
- ◆ To support governors and clerks by providing training to governors, especially induction training in respect of their school improvement responsibilities and a support and information service to Governing Bodies, clerks and headteachers/principals

TARGET GROUP:

- ◆ Headteachers and acting headteachers during their first year in post.
- ◆ NPQH: aspiring headteachers in primary, secondary and special schools.
- ◆ HEADLAMP: headteachers embarking upon their first headship.
- ◆ LPSH: headteachers with normally at least 3 years experience of headship.
- ◆ Teachers with team leadership responsibilities in primary, secondary and special schools.
- ◆ Governors, clerks and headteachers

SUCCESS CRITERIA:

- ◆ 100% of new and acting headteachers confirm that visits provided effective support on leadership and management issues.
- ◆ NPQH: participation rates at least in line with the regional average for LEAs.
- ◆ HEADLAMP: participation by at least 90% of newly appointed headteachers.
- ◆ LPSH: participation rates at least in line with the national average for LEAs.
- ◆ 90% of short courses take place and 95% of evaluations are satisfactory or better.
- ◆ PG Cert. – participation rates in line with other SWIFT partner LEA's.
- ◆ The annual maximum allowed number of BPR Scholarships to be taken up by teachers through the Devon Consortium, and reports produced of good quality.
- ◆ All governors receive induction packs and course materials
- ◆ Percentage of newly appointed governors attending new governors training, (including whole governing body) to be maintained at 50%
- ◆ Governors; course evaluations indicate a 95% satisfaction rate.
- ◆ Long term impact evaluations of Whole Governing Body Training show evidence of improvement
- ◆ 1 www training package in use by 2003
- ◆ Evidence of work with headteachers/principals in LEA support for their role in supporting governors

ACTIVITIES AND TIMING:

- ◆ A programme of visits to new and acting headteachers focusing on leadership and management issues and providing negotiated professional support and development.
- ◆ NPQH: Encourage participation in the programme by suitably qualified and experienced teachers. Contribute to consultative and promotional activities organised by the South West NPQH Centre and

the NCSL.

- ◆ HEADLAMP: promote a programme of training specifically for headteachers in their first two years of headship.
- ◆ LPSH: encourage participation in the programme by appropriately experienced headteachers, and organise annual follow-up seminars for headteachers who have taken part in the programme

SENCOs, subject leaders and leaders of other teams :

Promoting and planning training opportunities which will include participation in:

- ◆ Short courses targeted at teachers with responsibilities for leading teams in specific subjects, aspects and key stages, including performance management;
- ◆ The programme of accredited courses and supported independent study provided by the SWIFT Partnership;
- ◆ The Best Practice Research Scholarship programme, through the Devon Consortium for BPRS (see 123.7)

Governing bodies:

- ◆ Provide training, support and an information service to Governing Bodies, clerks and headteachers which improve the quality of governance of schools in order to raise standards of achievement with targeted support for schools in special measures, serious weaknesses or identified as causing concern
- ◆ Provide training programmes and briefings for Governors and clerks in respect of their school improvement responsibilities; their roles of strategy, critical friend and accountability, particularly using www as interactive training medium.
- ◆ Provide a support and information service to Governors and clerks and headteachers in respect of their roles in responsibilities for school improvement, recruitment and in relation to regulation, statute and issues relating to school management, particularly in the use of libraries, email and www information and advice on good practice

PRIORITY 3

EDP ACTIVITY 3.7: Raising pupil attainment through the professional development of teachers and teaching assistants. (plan also covers 1.9 & 2.9)

PROGRAMME OF ACTIVITY:

- ◆ Implementing a programme of staff development and ensuring that schools have a variety of opportunities to be informed about it and to participate in its design.
- ◆ Implementing the Devon Induction Programme for newly qualified teachers
- ◆ Planning and participating in the DfES induction programme for primary and secondary teaching assistant training

PURPOSE OF PROGRAMME:

- ◆ To secure professional development for teachers and teaching assistants in primary, secondary and special schools in order to improve the quality of teaching.
- ◆ To offer opportunities for teachers and teaching assistants to take part in a variety of training activities that meet the locally-determined needs identified through school self-evaluation and performance management.
- ◆ To discharge the LEA's responsibilities as Appropriate Body in assuring the quality of the induction and assessment of NQTs in Devon schools.
- ◆ Preparing newly appointed teaching assistants for their work in supporting the school, the curriculum and the pupils.

TARGET GROUP:

Teachers and teaching assistants in primary, secondary and special schools including newly-qualified teachers, induction tutors and others in schools with responsibility for induction

SUCCESS CRITERIA:

- ◆ 90% of short courses take place and 95% of evaluations are satisfactory or better.
- ◆ PG Cert. – participation rates in line with other SWIFT partner LEA's
- ◆ The annual maximum-allowed number of BPR Scholarships taken up by teachers through the Devon Consortium, and reports produced of good quality.
- ◆ Induction arrangements judged to be of at least satisfactory quality in all Devon schools
- ◆ Fewer than 1% of NQTs completing induction in Devon schools fail to satisfy the induction standards over a three year period
- ◆ At least 75% of NQTs and their tutors participate in training each year.
- ◆ At least 80% of all newly appointed teaching assistants and their mentors participate in induction training

ACTION AND TIMING:

- ◆ Consult schools at least once about their priorities for training;
- ◆ Programme of short courses targeted at teachers with responsibilities for teaching specific subjects, aspects and key stages;
- ◆ Programme of accredited courses and supported independent study provided by the SWIFT Partnership;
- ◆ Best Practice Research Scholarship programme, through the Devon Consortium for BPRS
- ◆ Programme of up-dates and briefings for supply teachers
- ◆ Programme of training for teaching assistants at progressive levels of experience, expertise and responsibility
- ◆ Assure the quality of schools' induction arrangements
- ◆ Provide support for NQTs at risk of failing to satisfy induction standards, and for their schools
- ◆ Provide named LEA contacts for NQTs
- ◆ Decide whether NQTs have met the induction standards, on the basis of headteachers'

recommendations

- ◆ Maintain electronic lists of NQTs and their progress against the induction standards for DfES and GTC
- ◆ Provide an extensive programme of training for NQTs and Induction Tutors
- ◆ Visit and report on the quality of the induction arrangements in a sample of primary and secondary schools
- ◆ Visit and report on the quality of the teaching of a sample of NQTs in primary and secondary schools
- ◆ Visit and contribute to the provision of additional support for NQTs identified as at risk of failing to satisfy the induction standards
- ◆ Identify two named LEA contacts for NQTs
- ◆ Monitor the accuracy and quality of headteachers' assessments of NQT by means of an panel, meeting each January and July
- ◆ Inform the GTC and DFES of the progress of NQTs
- ◆ Devise and provide rolling programmes of training for NQTs and their induction tutors.
- ◆ Schedule 4 day induction courses in different parts of the county to enable teaching assistants to have access to training within six months of taking up their post

PRIORITY 3

EDP ACTIVITY 3.8: Securing the supply, recruitment and retention of teachers and governors (plan also covers 1.10 & 2.10)

PROGRAMME OF ACTIVITY:

- ◆ Promoting teaching in Devon, providing recruitment services to schools, and improving the recruitment to and retention of headteachers in small primary schools
- ◆ Producing promotional materials and providing recruitment materials and advice on recruitment processes to schools.
- ◆ Preparing recommendations for a strategy for improving the recruitment and retention of effective leaders in small primary schools
- ◆ Data collection, analysis and reporting
- ◆ Teacher Appointment, New Appointment, NQT and Exit questionnaires. Report on these and other projects and initiatives
- ◆ Promoting various routes into teaching
- ◆ Acting as Managing Agent for the Devon Secondary Teacher Training Group (SCITT)
- ◆ Providing TTA-funded Taster Courses for recent graduates and those considering changing careers
- ◆ Administering the South West Graduate Teacher Programme
- ◆ Promoting greater understanding of the different routes to QTS through work with ITT providers and headteachers
- ◆ Providing local information about entry into teaching.
- ◆ Reviewing recruitment and retention strategies for governors and plans and data collection

PURPOSE OF PROGRAMME:

- ◆ To improve awareness of the attractiveness of Devon as an environment in which to live and work.
- ◆ To improve the recruitment materials and processes employed by schools and the LEA.
- ◆ To lessen the difficulties experienced in recruiting and retaining effective leaders of small primary schools.
- ◆ To secure accurate and timely information on recruitment and retention in Devon's schools in order to inform the planning of future strategy and in order to satisfy requests for data from the LEA, Government and the media.
- ◆ To secure the supply of good teachers to Devon schools.
- ◆ To support the recruitment of governors to Devon schools and reduce vacancies.
- ◆ To reduce the general vacancy level for all governors from 11.1% to 9% by 2004/5 (BV Review Target).
- ◆ To reduce the % of schools with LEA governor vacancies, longer than 6 months, from 13.5% by 2004/5.

TARGET GROUP:

- ◆ NQTs and other teachers. Headteachers and governing bodies. Headteachers, senior teaching staff, governors, training providers.
- ◆ SCITT: potential teachers of drama and music; specialist teaching staff in member schools
- ◆ Recent graduates and those considering changing careers
- ◆ Graduates wishing to undertake the GTP and placement schools
- ◆ Members of the public
- ◆ Major Employers in Devon

SUCCESS CRITERIA:

Based on 2002 data, there will be the following measurable improvements by 2004:

- ◆ A 95% rate of satisfaction with new teaching appointments to Devon schools
- ◆ More applications for headship posts in small primary schools
- ◆ Better rates of retention among the headteachers of small primary schools.
- ◆ At least 50% rate of return for requests to schools for data

- ◆ Increase of 50% in number of GTP trainees in South West in 3 years
- ◆ Full recruitment to SCITT each year; supply of at least 5 new teachers of drama and music to schools in Devon and neighbouring LEAs each year
- ◆ Full recruitment to Taster Courses
- ◆ Greater understanding of routes to QTS reflected in more appointments to vacancies of GTP, flexible routes and distance-learning qualified teachers.
- ◆ Data collected monthly shows average of 9% overall governor vacancy rate by March 2004
- ◆ Data collected monthly shows reduction in long-term vacancy rate of LEA governors by 2003

ACTIVITIES AND TIMING:

- ◆ Make promotional materials available in hard copy and electronic formats to ITT providers and NQTs
- ◆ Produce recruitment material and advice on recruitment processes and make these available to Devon schools
- ◆ Generate recommendations on small school headship to LEA
- ◆ Administer and conduct annual data-collection exercises and report as appropriate.
- ◆ Manage the SCITT in its provision of ITT
- ◆ Provide at least one Taster Course each year
- ◆ Administer GTP according to annual calendar set by TTA
- ◆ Produce promotional materials for use with headteachers, governors and ITT providers, and engage in a range of promotional activities
- ◆ Provide telephone help-line

PRIORITY 4

EDP ACTIVITY 4.1: Raising standards in geographical areas with proven or potential under-attainment

PROGRAMME OF ACTIVITY

- ◆ Working collaboratively with schools in identified geographical areas on formulating and implementing strategic plans to raise standards.
- ◆ Implementing collaborative arrangements and support on issues bearing on small schools, schools in isolated rural areas and those affected by foot and mouth to improve the quality of teaching and learning and the quality of leadership and management.
- ◆ Providing advice and guidance to schools in areas affected by foot and mouth in order to ensure pupils continue to make expected progress.
- ◆ Providing out-of-school hours learning opportunities, initially through NOF funding.
- ◆ Programme of residential weekends for targeted pupils.

PURPOSE OF PROGRAMME:

- ◆ To raise the level of pupil attainment at each key stage in Exeter and then in other identified geographical areas.
- ◆ To maintain curriculum breadth and coverage at small schools through collaborative arrangements and suitable support, guidance and training aimed at small school issues.
- ◆ To ensure the standards and progress of pupils from families affected by foot and mouth are maintained.
- ◆ To provide a programme of effective out-of school activities in Exeter.

TARGET GROUP(S)

- ◆ Headteachers and other staff with management responsibilities in identified geographical areas - in the first year, schools in Exeter.
- ◆ Head teachers and teachers in small schools.
- ◆ Headteachers of schools in areas affected by foot and mouth.
- ◆ Pupils - but especially pupils transferring between stages (including transition to mainstream from special schools) and under-achieving pupils.

SUCCESS CRITERIA

- ◆ In Exeter, standards rise in line with % identified in Action Plans by dates agreed and in line with PSA milestones.
- ◆ Level of attainment by pupils at small schools at KS1 and KS2 at least matching LEA level
- ◆ Pupils affected by absence from school due to the foot and mouth epidemic make at least expected progress and achieve standards in line with expectations based on prior attainment in statutory national tests

Out of School Support

- ◆ 90% of targeted schools provide out-of school study support equivalent to one hour per pupil per week.
- ◆ 5% increase in the number of pupils participating in NOF-funded Exeter programme in 2002/03 compared with 2001/2002.

ACTIVITIES AND TIMING:

- ◆ A Steering Group composed of headteachers and LEA advisers and officers will lead on the formulation, implementation, monitoring and evaluation of the action plan for Exeter.
- ◆ Organisation of the Small Schools Conference, focusing on small school management, teaching and learning issues (Summer 2002).
- ◆ Work with groups of schools to provide guidance and support in the development of collaborative arrangements, including the formation of collaborative groups to support the sharing of resources, joint staff development and joint curriculum planning (from Summer 2002).
- ◆ Provide suitable support, guidance and training on planning and teaching mixed-age classes through subject briefings (Autumn 2002/Spring 2003).

- ◆ Investigate and promote good practice in leadership and management of small schools, including participation in the National College for School Leadership pilot project on leading small schools.
 - ◆ Develop the small schools website in 2002/2003 by:
 - ◆ provision of guidance and support for planning and teaching mixed-age classes;
 - ◆ promoting good practice in collaborative arrangements between small schools;
 - ◆ supporting the school sport co-ordinator programme;
 - ◆ promoting an on-line conference system for small schools
 - ◆ Interview a sample of headteachers of schools in areas affected by the foot and mouth epidemic to identify good practice in meeting the needs of pupils absent from school (Summer 2002).
 - ◆ Explore distance learning resources (Summer 2002).
 - ◆ Provide guidance and implement intervention programmes in a sample of schools to enable pupils to make gains in progress where absence due to foot and mouth had a negative impact on standards (Autumn 2002).
 - ◆ Evaluate intervention programmes with schools from areas affected by the Foot and Mouth epidemic and make proposals for future outbreaks (by end of Autumn term 2002).
 - ◆ Disseminate findings through the small schools web site (Autumn 2002).
- Out of School Support:
- ◆ Rolling-out agreed NOF programme (2002 - December 2003)
 - ◆ Securing funding for strategic summer school bid to NOF, focusing on Youth and Arts (2003)
 - ◆ Production of termly Newsletter and training events.
 - ◆ Officer support for schools wanting to develop or extend study support.
 - ◆ Programme of peer groups and residential weekends during 2002.

PRIORITY 4

EDP ACTIVITY 4.2: Raising the performance of underachieving boys and girls through gender-specific strategies

PROGRAMME OF ACTIVITY:

- ◆ Working with the educational statistician to identify schools where gender performance indicates below expected performance of groups of boys and girls.
- ◆ Working with the educational statistician and the mathematics and science advisers, to identify schools and cohorts of pupils at Key Stage 2 and 3 where performance by girls in mathematics and science is significantly below that of boys.
- ◆ Analysing OFSTED inspection comment on groups of underachieving boys and girls.
- ◆ Providing professional opportunities for teachers in Devon schools with identified underperformance of boys or girls, to train in effective gender-specific strategies to improve teaching and learning of underachieving groups of pupils;
- ◆ Provide advice to schools with identified underperformance of either boys or girls on the introduction and development of gender-specific strategies to raise the attainment of these identified groups.
- ◆ Provide advice to all schools through twice-yearly newsletters and through the Devon webpage on gender and achievement, on strategies and information relating to raising the achievement of underachieving boys and girls.

PURPOSE OF PROGRAMME:

To support the deployment of gender-specific strategies in Devon schools to raise academic performance of under-achieving boys and girls.

TARGET GROUPS:

- ◆ School leadership groups in primary and secondary schools, especially members with a responsibility for promoting gender-specific approaches to teaching and learning;
- ◆ Teaching staff in Devon primary and secondary schools;
- ◆ Devon advisers working either across schools or in subject areas with schools.

SUCCESS CRITERIA:

- ◆ Monitoring and surveys of schools indicate that gender-specific strategies for improving teaching and learning are included and detailed in all school improvement plans where underperformance of boys and/or girls has been identified by statistical analysis by the LEA or in OFSTED inspections.
- ◆ School performance data indicates improvements in performance of groups of pupils of both genders whose performance has been identified as being below potential.
- ◆ In schools with identified groups of underachieving boys and/or girls, and which have set targets for improvement of these groups in 2002 using the end of stage assessment of the previous Key Stage, there will be:
 - (i) achievement of underachieving group targets in 80% of these schools
 - (ii) movement to at least 60% of target in 20% of the schools.

ACTION AND TIMING:

- ◆ Annual programme of professional development.
- ◆ Newsletters and advice sheets to Devon schools.
- ◆ Briefing and information to advisers working either across schools or in subject areas with schools.

PRIORITY 4

EDP ACTIVITY 4.3: Raising the attainment of minority ethnic pupils and Travellers and those who are at risk of social exclusion through racism, including members of minority faith groups

PROGRAMME OF ACTIVITY:

- ◆ Monitor data, disseminate good practice, address identified areas of concern and develop programmes of work in order to challenge prejudice and racial discrimination and respect racial diversity within Devon schools.
- ◆ Training for mainstream/specialist staff using OFSTED 2001 'Managing support for the attainment of pupils from minority ethnic groups'.
- ◆ Collaborative work with Devon and Exeter Racial Equality Council and University of Exeter on issues arising from cross-cultural communication.
- ◆ Development of County-wide support to schools through specific advice, training and resource development, to promote their ability to work with minority ethnic pupils. This includes those for whom English is an additional language and asylum seekers, and applies to pupils of all ages, including pre-school pupils.
- ◆ Working with other agencies to improve access to education, uptake of lifelong learning opportunities, improved attendance and achievement (especially through a focus on secondary transfer and those over 13), and acceptance of Gypsy and Traveller children in schools. This will be achieved by support for families and schools, improving educational continuity by record-keeping and increased use of ICT and Distance Learning and training programmes, together with curriculum development.

PURPOSE OF PROGRAMME:

- ◆ To support schools in promoting anti-racism, valuing diversity and developing multi-cultural education with regard to the management of schools and across the curriculum
- ◆ To ensure compliance with the Race Relations (Amendment) Act, 2000 and meet the Commission for Racial Equality standard outlined in "Learning for All" (2000).
- ◆ To raise attainment of pupils from minority ethnic groups by promoting 'whole-school' strategies and enhanced teacher skills in delivering them
- ◆ To promote access to mainstream education for Gypsy and Traveller families
- ◆ To value the religious diversity represented in Devon.
- ◆ To promote greater understanding of the beliefs and values of the communities
- ◆ To create an increased number of contacts that are available for contributions to schools so that pupils get more first-hand experience of what it means to be a member of a faith community

TARGET GROUP(S)

- ◆ Governors, Headteachers, teachers and other staff within schools
- ◆ Staff working within EAL
- ◆ Gypsy and Traveller families, schools and other agencies

SUCCESS CRITERIA

- ◆ By March 2003 all schools have policies and effective measures to challenge racial discrimination and respect racial diversity
- ◆ By March 2003 all schools have procedures to record, monitor and review racial incidents and such incidents are reported to the LEA.
- ◆ By March 2003 establish a baseline of data demonstrating attainment of all Devon minority ethnic pupils.
- ◆ By March 2005 all schools can demonstrate they mostly meet the standards contained within "Learning for All" (p.55). (i.e. schools meet more than half of the criteria within the checklist)
- ◆ By March 2005 minority ethnic pupils achieve at or above the expected levels for their peer group.
- ◆ Attainment in SATs by minority ethnic groups continues to show no statistically significant divergence from the LEA average.

Gypsy and Traveller families:

- ◆ School and early years places available within three days of contact: 2002-2003.

- ◆ Increased attainment of pupils in national tests: 2002-2005: 5% in those achieving Level 4+ at Key Stage 2 (from a baseline of 30% English and 24% maths in 2001).
- ◆ 2% increase in those achieving 5 x A-G at GCSE (from a baseline of 57% in 2001).
- ◆ Increased levels of successful transfer to secondary school: 2002-2005. (90% target 2002-2003).
- ◆ Increased Post-13 retention levels and take-up of training Post-16: 2002-2005. (10% increase 2002-2003).
- ◆ Increased attendance levels at primary and secondary schools (88% primary, 85% secondary 2002-2003).

ACTIVITIES AND TIMING:

Minority ethnic pupils:

- ◆ Establish an effective system within the Directorate to monitor data including racist incidents, exclusions, attendance, educational achievement and post 2000 OFSTED reports by December 2002 in order to identify good practice and areas of concern.
- ◆ Disseminate good practice through briefings, publications, training events and web-based information. A one-day conference will be held in 2002. The DCS anti-racism web site will be developed during 2002.
- ◆ Work with schools, external organisations and with staff in EAL to address identified areas of concern.
- ◆ Work with advisers and consultants to develop programmes of work which enable schools and young people to challenge prejudice and racial discrimination and respect racial diversity. A publication will be produced in 2003.
- ◆ Work across the Directorate and with external organisations in order to develop and inform good practice.

Gypsy and Traveller families:

- ◆ Engage in outreach work to enhance access to education: 2002-2005.
- ◆ Negotiate support agreement with schools and deliver training programmes: 2002-2005
- ◆ Establish database, data management systems and relevant training by 2003.
- ◆ Work with Connexions to prepare a 'retention' strategy by December 2002.
- ◆ Produce and by Summer 2003 disseminate to schools' details of relevant resources and how to access them.
- ◆ Work with Learning Partnerships to identify barriers to take-up and agree appropriate training and other tactics by September 2002.
- ◆ Operate the school-based Distance Learning Scheme: 2002-2005

Minority religious faith groups:

- ◆ Work with anti-racist group, faith and inter-faith Groups to develop contacts and procedures (including definition of protocols for work in schools)
- ◆ Develop schemes of work at KS3 that explore further the relationship between religions
- ◆ Through SACRE debates and dissemination offer accounts of authentic experiences of members of faith communities
- ◆ Explore the use of video-conferencing and other forms of ICT to enable larger number of schools to have contact with members of faith communities.

PRIORITY 4

EDP ACTIVITY 4.4: Raising the attainment of pupils for whom English is an additional language by direct support, and by training and support for staff and governors in schools

PROGRAMME OF ACTIVITY:

- ◆ Development of County-wide support to schools through specific advice, training and resource development, to promote their ability to work with pupils for whom English is an Additional Language and asylum seekers, and applies to pupils of all ages, including pre-school pupils.
- ◆ Collaborative work with Devon and Exeter Racial Equality Council and University of Exeter e.g. by developing good race relations in schools and by continuing to develop research projects relating to issues faced by bilingual pupils in Devon schools.
- ◆ Targeted training for senior managers and Governors on whole-school coherence with other strategies (e.g. Literacy and Numeracy).
- ◆ Training for mainstream/specialist staff using OFSTED 2001 'Managing support for the attainment of pupils from minority ethnic groups'

PURPOSE OF PROGRAMME:

- ◆ Raise attainment of pupils for whom English is an additional language and asylum seekers by promoting 'whole-school' strategies and enhanced teacher skills in delivering them.

TARGET GROUP(S)

- ◆ Pupils and families for whom English is an additional language.
- ◆ Staff, governors and all members of school communities.

SUCCESS CRITERIA

- ◆ Establishment and use of ICT modules for Chinese-speaking pupils in 3 pilot schools by 2003.
- ◆ Establish the baseline number of schools which have appropriate policies and ensure that this is 80% by September 2003.
- ◆ Attainment of target groups in national tests improves in line with attainment of their peers year on year.
- ◆ Usage of Chinese website increased by 50% 2002-2005.
- ◆ 90% of targeted schools attend tailored training offered.
- ◆ 90% uptake on County training programmes.
- ◆ Dissemination of research findings e.g. through training.

ACTIVITIES AND TIMING:

- ◆ Train interpreters.
- ◆ Good practice documentation drawn together by EAL and DCS staff (from June 2002).
- ◆ Implement procedures in line with 'Language in Common' baseline assessment (Summer 2002 onwards).
- ◆ Develop ICT programmes (from September 2002).
- ◆ Develop resource bank from September 2002.
- ◆ Develop video conferencing to support the work of the service e.g. by linking learners (from January 2003).
- ◆ Target awareness-training and support for school policies (from September 2002).
- ◆ Establish Chinese lifelong learning webpage, including dual-language children's page as a pilot project and develop Adult Ethnic Minority Achievement.
- ◆ Develop 'Breaking Down Barriers' into resource pack for primary schools (by September 2005).
- ◆ Produce video pack 'Supporting Bilingual Isolated Learners'.
- ◆ Deliver relevant related training activities.
- ◆ With DCS, identify schools to be targeted and develop with partner agencies specific and whole-County programmes for September 2002.

PRIORITY 4

EDP ACTIVITY 4.5: Extending the capacity of mainstream schools to provide an appropriate curriculum for children with special educational needs

PROGRAMME OF ACTIVITY:

- ◆ A collation of available material and extension of advice and facilities.
- ◆ Extension of training programme to support inclusion of low incidence disabilities and promote links between special and mainstream schools.
- ◆ Enhanced outreach services and establishment of joint activities between mainstream and special schools.
- ◆ Inclusion sampling and dissemination of best practice.

PURPOSE OF PROGRAMME:

Promoting inclusion and developing close links between mainstream and special schools.

TARGET GROUP(S):

- ◆ Staff teaching and supporting children with speech and language difficulties and physical difficulties.
- ◆ Staff teaching and supporting children with hearing, visual or multi-sensory impairment.
- ◆ Governing Bodies.

SUCCESS CRITERIA:

- ◆ Improved attainment of children with sensory impairment SEN: 2002-2007.
- ◆ Increased numbers of children with SEN, and specifically with communication interaction difficulties and sensory impairment and physical difficulties, attending mainstream schools: 2002-2007.
- ◆ Increased two-way movement of staff between special and mainstream schools.

ACTIVITIES AND TIMING:

- ◆ Produce Inclusion Pilot Project Final Report: September 2002.
- ◆ Publish revised criteria for Statutory Assessment: April 2002.
- ◆ Agree programme and process with SENCOs: Summer 2002.
- ◆ Compile and publish SEN Training Strategy document by September 2002.
- ◆ Compile comprehensive SEN information file by September 2002.
- ◆ Establish a Speech and Language Unit in the southern part of the County by September 2002.
- ◆ Establish and provide training for manual handling for children with PD by January 2003.

PRIORITY 4

EDP ACTIVITY 4.6: Raising the performance of gifted and talented pupils

PROGRAMME OF ACTIVITY:

- ◆ Direct action, support and additional funding to provide extension and enrichment opportunities and courses for pupils who have been recognised as gifted and talented.
- ◆ Providing summer schools for identified pupils to enable them to make a successful transition from primary to secondary school.
- ◆ Training and guidance for teachers and other staff to improve the quality of support and teaching in all key stages.
- ◆ Development, maintenance and monitoring of a data-base of gifted and talented lead teachers and pupils who have been identified by schools in this category.

PURPOSE OF PROGRAMME:

- ◆ To meet the needs of pupils who have been recognised as having a specific gift or talent and providing additional curriculum-related opportunities not available in school.
- ◆ To support and challenge schools in raising the performance of gifted and talented pupils.

TARGET GROUP(S)

- ◆ Individual and groups of gifted and talented pupils from all key stages.
- ◆ Teachers and staff who work with gifted and talented pupils in primary and secondary schools.
- ◆ Lead teachers or co-ordinators with responsibility for the gifted and talented from primary and secondary schools.

SUCCESS CRITERIA

- ◆ 50% of Devon schools will have a registered Gifted and Talented pupils' Co-ordinator by September 2003; 80% of schools will have a co-ordinator by September 2005.
- ◆ Data-base of trained and lead teachers established by September 2003.
- ◆ High levels of take-up of courses for teachers and other staff.
- ◆ Publication of annual newsletter and review.
- ◆ 2002/2003 target for gifted and talented pupils on courses, residentials and summer schools - a minimum of 500 Y6-Y11 pupils.

ACTIVITIES AND TIMING:

To be completed by April 2003:

- ◆ Support for teachers and staff who work with gifted and talented pupils and those with management responsibilities.
- ◆ Continued development and monitoring of the data-base of pupils and trained and lead gifted and talented teachers or co-ordinators.
- ◆ Identification and dissemination of best practice through courses, conferences and annual newsletter.
- ◆ Use of the world wide web and video conferencing.
- ◆ Direct support for gifted and talented pupils including enrichment and extension opportunities.
- ◆ The provision of contributory funding to enable pupils to become involved with national opportunities such as the National Youth Orchestra, National Youth Theatre and National Sports Squads.

PRIORITY 4

EDP ACTIVITY 4.7: Raising the attainment of Children in Public Care

PROGRAMME OF ACTIVITY:

- ◆ Implement the educational components of Quality Protects.
- ◆ Work with Social Services and designated teachers to introduce plans which will promote better monitoring of educational progress.
- ◆ Provide support for schools on needs of CIPC and individual pupils.
- ◆ Work with EYDCP to develop contacts with children/carers.
- ◆ Incorporate good practice into EECs, Sure Start areas, Neighbourhood Nurseries.
- ◆ Develop support systems to engage CIPC in out-of-school activities.

PURPOSE OF PROGRAMME:

Promote participation of CIPC in all educational programmes in order to motivate and engage them in learning.

TARGET GROUPS:

- ◆ CIPC and their carers.
- ◆ Headteachers, designated teachers and other appropriate school staff.
- ◆ Early years and childcare settings.

SUCCESS CRITERIA:

- ◆ Targets for 2002 are:

<u>Key Stage 1</u>	Percentage of pupils attaining level 2 or better in:
	Reading 68%
	Writing 70%
	Spelling 55%
	Mathematics 68%

<u>Key Stage 2</u>	Percentage of pupils attaining level 4 or better in:
	English 50%
	Mathematics 50%
	Science 68%

<u>Key Stage 3</u>	Percentage of pupils attaining level 5 or better in:
	English 35%
	Mathematics 35%
	Science 35%

Key Stage 4 Attainment of EDP target: For the attainment of looked-after children on leaving public care the percentage of children with a GCSE or GNVQ qualification: 65%

- ◆ Targets for 2003:

Key Stage 4	Percentage of pupils achieving 5 or more passes at GCSE grades A*-C: 20%
	Percentage of pupils achieving 1 or more passes at GCSE grades A*-G: 50%

ACTIVITIES AND TIMING:

- ◆ Establish baseline of involvement in out-of-school activities: September 2002.
- ◆ Develop personal education plans for CIPC aged under 5: 2002 ongoing.
- ◆ Develop personal plans for children under 5: September 2002.
- ◆ Deliver training programme for staff in schools and early years settings: 2002 ongoing.
- ◆ Incorporate into early years staff caseloads: from September 2002.
- ◆ Develop and introduce programme of supported out-of-school activities: 2002-2003.
- ◆ Provide information for settings, schools: 2002 and ongoing.
- ◆ Establish and disseminate models of best practice by September 2002.

PRIORITY 4

EDP ACTIVITY 4.8: Raising the attainment of sick children.

PROGRAMME OF ACTIVITIES:

Activities will focus on identifying designated teachers in all schools and developing policies for working with sick children. Further implementation of ICT strategies to support teaching and learning will be undertaken in the Hospital Education Centre Units.

PURPOSE OF THE PROGRAMME:

To improve attainment of pupils who are sick by working with schools and other agencies to ensure a continuum of education.

TARGET GROUPS:

- ◆ Pupils attending the Hospital Education Centre.
- ◆ All pupils with ongoing medical conditions.
- ◆ SENCOs, link tutors, Hospital Education Centre staff, and other appropriate school staff.

SUCCESS CRITERIA:

- ◆ Access to ICT facility for all pupils.
- ◆ Plan in place within first week of admission with strategies to ease re-admission for each child (at HECs) to school; plan reviewed weekly for each child.
- ◆ Each child progresses as well as able against personal plan.
- ◆ Designated teachers in 100% of schools by September 2003.

ACTIVITIES AND TIMING:

- ◆ Upgrade ICT access for all Hospital Education Centre pupils by December 2002.
- ◆ Introduce ICT access to all pupils on Link Education with long-term conditions by April 2004.
- ◆ Disseminate guidelines for policy development to all schools by September 2003.

PRIORITY 4

EDP ACTIVITY 4.9: Supporting Schools' Health Education Programmes and reducing the incidence of teenage pregnancy and drugs use

PROGRAMME OF ACTIVITY:

- ◆ Working with all schools and across agencies and communities to prevent unwanted teenage pregnancy, to provide training in effective Sex and Relationship education and to work with other agencies to improve sexual health awareness /advise for young people within the school setting and informal education settings.
- ◆ Implementing the National Strategy for Drugs Education through training for staff and governors, school visits, inter-agency work and continued development of PHSE website
- ◆ Providing training for workers in Youth Service and other agencies

PURPOSE OF PROGRAMME:

- ◆ To reduce teenage conceptions, increase responsible citizenship and responsible action for relationships and family life. Particular attention is to be paid to those most at risk - eg low achieving pupils and truants.
- ◆ To provide training for governors and all staff in schools across Devon on the management of drug related incidents, effective drugs education, programmes of study and appropriate teaching and learning styles for delivery.
- ◆ To ensure that all secondary schools and the majority of primary schools have drugs education policies and drug-related incident policies in place in line with national guidelines by 2003
- ◆ To provide training for Youth Service and other agencies working with young people in informal education settings relating to national guidelines
- ◆ To ensure that all Youth Service units have drugs education and management policy in place .

TARGET GROUP(S)

All pupils and staff within the school community, as well as parents, and young people in contact with the youth service. Particular attention is to be given to those most at risk eg; those with low academic achievement, excluded pupils children of drug abusing parents, cared for children, children with mental health problems.

SUCCESS CRITERIA

- ◆ All schools have SRE policies by 2004.
- ◆ Increased number of schools have accredited SRE teachers by 2004
- ◆ Secondary schools have health clinics available to pupils on site through the PCTs
- ◆ Parents and pupils, as well as governors and teachers, to be involved in the planning of the SRE curriculum
- ◆ All secondary schools have policies in place by 2003
- ◆ 60% of primary schools have policies in place by 2003
- ◆ 100% Youth Service units have policy in place by 2003
- ◆ 200 workers with young people trained to Tier 2 level by 2004
- ◆ Meeting Government targets for reduction in the number of young people using heroin by 50% by 2004.
- ◆ An increased number of Secondary schools have health clinics available to pupils on site through the PCTs involving parents and pupils, as well as governors and teachers (these groups are also to be involved in the planning of the SRE curriculum through pupil health forums)
- ◆ Reduction in number of teenage pregnancies to 18 in 2002 (baseline: 36 pregnancies in 2001).

ACTIVITIES AND TIMING:

- ◆ Continue promoting an effective SRE curriculum and policy development .
- ◆ Offer Stage 2 of "A Holistic View", residential training in classroom practice for an effective PSHE and SRE curriculum for 200 teachers April 2002 - 2003 + university accredited Sex education course.
- ◆ Train 200 workers in statutory and voluntary sector agencies in SRE work

- ◆ Implement SRE Policy & Guidelines for Youth Service: (published Spring 2002)
- ◆ Training provided for workers with young people across agencies to Tier 2 level 2002-4
- ◆ Continue inter-agency work with the Primary Care Trusts, the County manager of the Teenage Pregnancy Strategy, Sexual health Implementation task groups, youth workers and sexual health agencies across the county.
- ◆ Further develop the PSHE regional support groups to include local health professionals.
- ◆ Residential training on effective classroom practice and lesson observation for 200 teachers 2002-2003
- ◆ 30 training sessions across communities on drugs awareness 2002-2003
- ◆ PCT area training for schools 2002-2003
- ◆ Representation on all the DIGS and the DAT
- ◆ Provide training and resources for SRE work in informal settings through the Youth Service: Spring 2002 - April 2003
- ◆ Substance Education & Incident Management Policy & Guidelines published and implemented 2002

PRIORITY 4

EDP ACTIVITY 4.10: Raising the attainment of permanently excluded pupils and those at risk of exclusion through disaffection.

PROGRAMME OF ACTIVITY:

- ◆ Provide full-time education for permanently excluded pupils from September 2002 by making alternative provision, including outdoor Education Programme.
- ◆ Support vulnerable pupils on transfer to KS3 by providing small group opportunities to develop social competence and adaptive behaviour.
- ◆ Support excluded pupils and those at risk of exclusion through Youth Service alternative curricular activities and social education programmes.

PURPOSE OF THE PROGRAMME:

- ◆ To raise the attainment and support the inclusion of pupils whose educational achievement is at risk because of social, emotional and behavioural difficulties.

TARGET GROUP:

Permanently excluded pupils and those at risk of exclusion.

SUCCESS CRITERIA:

- ◆ Provision available for children at each Key Stage and accreditation for 50% of the provision.
- ◆ 100% of Key Stage 4 pupils offered provision to participate in a minimum of one Outdoor Education activity during the academic year.
- ◆ 100% satisfaction in feedback return from pupils and parents/carers on the quality/impact of the provision.
- ◆ Establishment of KS3 provision in North Devon, and through GAP and FOCUS, by Autumn 2002.
- ◆ 100% of pupils will have a Personal Reintegration Plan within four weeks of placement in the provision.
- ◆ 100% of reviews of the Personal Reintegration Plan will be held monthly.
- ◆ 100% reintegration into long-term provision within 3-6 months.
- ◆ Reduction in permanent exclusions of targeted pupils in Year 7 to zero, 2002-2003 and thereafter.
- ◆ Reduction in exclusions in Key Stage 3 overall by 25% from 2000-2001 baseline (41), in 2002-2003, and thereafter in line with PSA milestones.
- ◆ Improved attendance of targeted pupils in Year 7, in selected schools, by 10% from 2000-20001 baseline.

ACTIVITIES AND TIMING:

- ◆ Research project to identify geographical distribution of permanently excluded pupils and Outdoor Education opportunities: Summer Term 2002.
- ◆ Purchase of provision: Autumn Term 2002 onwards.
- ◆ Evaluation of quality of provision: Summer Term 2003.
- ◆ Identify and obtain accommodation for KS2 excluded pupils by February 2002.
- ◆ Recruit staff by May 2002.
- ◆ Identify initial cohorts of excluded pupils by June 2002.
- ◆ Complete curriculum planning and purchase of resources by July 2002.
- ◆ Identify secondary schools with higher rates of exclusion and feeder primaries: Spring 2002.
- ◆ Discuss support group project with key staff in each: Spring 2002.
- ◆ Identify pupils at risk: Summer 2002.
- ◆ Establish support groups: Autumn 2002 onwards.
- ◆ Work with Youth Service, Connexions, and other partners to establish appropriate programmes of activity and support for excluded pupils and those at risk of exclusion: Spring 2002 onwards.

PRIORITY 4

EDP ACTIVITY 4.11: Increasing attendance levels.

PROGRAMME OF ACTIVITY:

- ◆ Targeted additional support to schools; specialist input aimed at preventative work.
- ◆ Improved service management through extended use of ICT.
- ◆ Increased monitoring of effectiveness using school data and identified targets.
- ◆ Evaluation of strategies against qualitative and quantitative measures.

PURPOSE OF THE PROGRAMME:

To raise standards through increasing attendance levels.

TARGET GROUPS:

- ◆ Secondary schools with higher rates of authorised absence than Devon or national average over last two years.
- ◆ Young people in public care.
- ◆ Young people at key transition points.
- ◆ All Devon schools in context of service management.

SUCCESS CRITERIA:

- ◆ Targets for 2001/02: total absence – primary schools - 5.0%
- 2002/03: total absence – primary schools - 5.0%
- 2003-04: total absence – primary schools - 4.9%
- 2001/02: total absence – secondary schools - 8.0%
- 2001/02: total absence – special schools - 8.5%

ACTIVITIES AND TIMING:

- ◆ Identification of students with high levels of unauthorised absence; analysis of causes of absence, and delivery of strategies in association with parents and other agencies: 2002-2005.
- ◆ Appointment and deployment of EWOs to work with young people at risk of significant attendance problems: 2002-2005.
- ◆ Development of new ICT module to allow sharing of information and enhanced service management: 2002-2003.
- ◆ Analysis of strategies in use with good practice document, 2002, and of developing strategies 2002-2005.
- ◆ Establishment of database and associated training.

PRIORITY 5

EDP ACTIVITY 5.1: Implement the monitoring cycle in order to identify schools causing concern
PROGRAMME OF ACTIVITY: Implement the processes described in the 'Raising Standards in Devon Schools' document, as detailed in the Monitoring Handbook
PURPOSE OF PROGRAMME: To identify schools causing concern as a basis for intervention, in inverse proportion to success.
TARGET GROUPS: Headteachers and Governing Bodies of individual schools
SUCCESS CRITERIA: Special Measures Baseline: During 2000/2001 3 schools were identified by OFSTED as requiring Special Measures or having Serious Weaknesses which had not previously been identified by the LEA, as causing concern. By 2003 no more than one school will be identified by OFSTED as requiring Special Measures, which has not previously been identified as requiring intervention as a result of academic underperformance or unsatisfactory leadership and management. By 2004 100% of schools identified by OFSTED as requiring Special Measures, as a result of academic underperformance or unsatisfactory leadership and management, will have previously been identified as requiring intervention. Serious Weaknesses By 2003 no more than one school will be identified by OFSTED as requiring Serious Weaknesses, which has not previously been identified as requiring intervention as a result of academic underperformance or unsatisfactory leadership and management. By 2004 100% of schools identified by OFSTED as requiring Serious weaknesses, as a result of academic underperformance or unsatisfactory leadership and management, will have previously been identified as requiring intervention. Under-Achieving By 2003 no more than one school will be identified by OFSTED as Under-Achieving which has not previously been identified as requiring intervention. By 2004 100% of schools identified by OFSTED as Under-Achieving will have previously been identified as requiring intervention.
ACTIVITIES AND TIMING: Implement the annual monitoring cycle which includes the following: <ul style="list-style-type: none">◆ Analysis of performance data (November).◆ Placement of schools into initial performat-based categories (November).◆ Review of further quantitative and qualitative data by the LEA's monitoring group to determine proposed category of a school. Monitoring may trigger a visit to a school to secure additional information (December).◆ Share category and the reasons for it with the headteacher and Chair of Governors (December).◆ Review and respond to additional information, including identifying schools requiring immediate intervention as a result of facing a critical incident (on-going throughout the year).

PRIORITY 5

EDP ACTIVITY 5.2: Intervene in schools causing concern
PROGRAMME OF ACTIVITY: Deploy County Council resources in those schools lacking the capacity to secure the necessary rapid improvements to raise standards in accordance with the 'Raising Standards in Devon Schools' document.
PURPOSE OF PROGRAMME: To secure rapid improvement and raising of standards in schools identified as causing concern as a result of monitoring
TARGET GROUP: <ul style="list-style-type: none">◆ Schools identified in categories E, F and G through LEA monitoring◆ Schools identified through Ofsted inspection as underachieving, having serious weaknesses or requiring special measures.
SUCCESS CRITERIA: By 2004, 80% of schools identified by the LEA as causing concern are removed from the schools causing concern list within 12 months. By 2004, no school identified by the LEA as causing concern remains on the schools causing concern list for longer than 24 months. By 2003, 100% of schools identified through Ofsted inspection removed from the category within the relevant Ofsted timescale. By 2004, 100% of schools identified through OFSTED inspection removed from the category within the median timescale of Devon's statistical neighbours.
ACTION AND TIMING: Implementation of the intervention procedures as detailed in the Curriculum and Effectiveness Branch Intervention Handbook. The LEA schools causing concern strategy and intervention groups will: <ul style="list-style-type: none">◆ Agree the programme of LEA intervention with schools identified as causing concern◆ Assess progress against defined timescales and success criteria◆ Consider any supplementary action which may be required, including the use of the LEA's intervention powers detailed in the School Standards and Framework Action 1998◆ Review the progress of schools causing concern and determine the removal of schools from categories E, F and G.

PRIORITY 6

EDP ACTIVITY 6.1: Developing the role of academic councils in raising standards, particularly in transition from KS2-KS3

PROGRAMME OF ACTIVITY:

- ◆ To develop a new framework for the planning and funding of academic council school improvement activities .
- ◆ To co-ordinate academic council school improvement activity and to disseminate best practice.

PURPOSE OF PROGRAMME:

To improve the effectiveness of academic councils in raising standards through school improvement activities.

TARGET GROUP(S)

Academic councils

SUCCESS CRITERIA

- ◆ As defined in KS3 National Strategies.
- ◆ 50% of academic councils to have a Raising Attainment Plan in place by September 2003 and all academic councils to have such a plan in place by Sept 2004.

ACTIVITIES AND TIMING:

- ◆ Identify where pupils make the most consistent progress from KS2 to KS3 in English, Mathematics and Science and the practice that contributes to this progress.
- ◆ Support academic councils in developing a more sophisticated approach to the use of Key Stage data and in the development of more effective performance measures to assess progress from KS2 to KS3.
- ◆ In consultation with schools, develop a framework for academic council school improvement activity based on plan-led funding and targeting resources to where progression is below average.

PRIORITY 6

EDP ACTIVITY 6.2: Improving the use of technology, including video-conferencing, in collaborative support work between schools

PROGRAMME OF ACTIVITY:

- ◆ Continuing DCS website development
- ◆ Encouraging schools to access and use web – based resources
- ◆ Providing guidance, training and support for teachers and other staff in the use of videoconferencing.
- ◆ Providing opportunities for schools to explore and develop the use of videoconferencing.
- ◆ Providing technical advice on suitable equipment, links to school networks and the South West Grid for Learning

PURPOSE OF PROGRAMME:

- ◆ To inform and support schools' use of videoconferencing and associated technologies.
- ◆ To enable Devon schools to work together to improve standards through access to the best practice which exists in the county in using technology.
- ◆ To identify and disseminate best practice through the DCS web-site

TARGET GROUP(S)

- ◆ Headteachers, subject department heads in secondary schools and co-ordinators in primary schools.
- ◆ SMTs, teachers, other staff and pupils in the foundation stage and at KS1, 2, 3, 4 and post-16

SUCCESS CRITERIA

- ◆ An increase in schools using the web to share best practice
- ◆ The DCS web-site is continually updated with examples of best practice
- ◆ An increase in schools' use of videoconferencing.
- ◆ The establishment of video conferencing links and partnerships between schools.
- ◆ Production of a teacher guidance and resource pack
- ◆ Development of a web-based videoconferencing directory

ACTIVITIES AND TIMING:

To be completed by April 2003:

- ◆ Develop the DCS web-site
- ◆ Explore and develop use of videoconferencing to support teaching and learning.
- ◆ Explore and develop administrative uses of videoconferencing.
- ◆ Explore and develop models of collaboration between schools.
- ◆ Provide training for teachers and other staff in the use of videoconferencing for administrative and curriculum support purposes.
- ◆ Develop case studies and models of good practice
- ◆ Help link the use of videoconferencing with other conferencing applications and internet technologies, wherever appropriate.
- ◆ Develop partnerships with videoconferencing specialists to support and facilitate work in schools.
- ◆ Develop partnerships with local and national organisations, including the SWGfL, DfES and BECTA, to support work in schools and raise standards.
- ◆ Production of a teacher guidance and resource pack.
- ◆ Development of a web-based videoconferencing directory.
- ◆ Videoconferences to be provided on post-16 RE.

PRIORITY 6

EDP ACTIVITY 6.3: Enabling outstanding teachers and schools to support others in curriculum development and school improvement

PROGRAMME OF ACTIVITY:

- ◆ Establish a directory of good practice including AST's, Beacon schools, Specialist colleges and demonstration classrooms.
- ◆ Encourage schools to access AST, Beacon school and Specialist college developments.
- ◆ The "Alongside" programme will allow teachers to work alongside colleagues at other schools and provide opportunities for reflection, for observation of teaching skills and styles and of different approaches to the curriculum
- ◆ The "Alongside" programme will provide for exchanges between teachers at different schools for a period of up to one year.
- ◆ Establish criteria to enable the most talented teachers in Devon to work with other teachers to raise standards.
- ◆ Provide dissemination seminars to heads, governors and aspirant AST's
- ◆ Provide support and strategic direction to AST's currently working in Devon Schools
- ◆ Working with Beacon schools, specialist schools and colleges in Devon to disseminate good practice in support of raising standards

PURPOSE OF PROGRAMME:

- ◆ To provide opportunities for teachers by enabling them to gain experience in other schools which will improve the quality of teaching and improve the quality of leadership and management.
- ◆ To establish a network of AST's across Devon and strategically manage their impact on schools.
- ◆ To support the establishment of further Beacon schools in Devon;
- ◆ To support the dissemination of excellent educational practice by Beacon and specialist schools and colleges that will lead to the raising of overall pupil attainment in Devon schools.

TARGET GROUP(S)

- ◆ Headteachers and other staff with management responsibilities in schools
- ◆ Current and potential AST's and Beacon schools
- ◆ Schools with potential to improve by using support available from Beacon schools, AST's and the Alongside programme;.
- ◆ Governors

SUCCESS CRITERIA

Alongside:

- ◆ Maintain level of placements at 35.
- ◆ at least 80% of the placements have a positive contribution in supporting school improvement

AST's:

- ◆ Recruitment during 2002 - 2003 of further AST's to increase the number to 36
- ◆ AST's all working to agreed protocol and procedures.
- ◆ AST's established as an effective and valuable means of supporting teachers and schools to raise standards
- ◆ Improved standards in classroom practice and pupil achievement
- ◆ Devon LEA nominates successfully schools for Beacon status up to the limit set by the DfES
- ◆ Monitoring of schools and Ofsted reports indicate significant impact of Beacon school activities in raising standards of pupil performance in other schools;
- ◆ Through Beacon school/LEA protocol, areas of expertise of Beacon schools used effectively to support school improvement and curriculum development in at least 20% of schools causing concern.

ACTIVITIES AND TIMING:

To be completed by April 2003:

- ◆ “Alongside” programme (outlined above) - Governing Bodies will bid for centrally-held funds to meet the cost of teacher release and travel costs in order to provide regular (and possibly extended) opportunities for teachers to work with staff in other schools. Number of placements: approximately 40 during a financial year
- ◆ Co-ordinate AST work, including the establishment of transparent rationale for the categories of AST’s that Devon will support.
- ◆ Negotiate AST performance targets with AST’s, head teachers and governing bodies to ensure they are aligned with the corporate LEA targets for school improvement
- ◆ Support Beacon schools by providing advice and offering brokerage on applications for the Beacon School award;
- ◆ Nominate schools for Beacon School status in accordance with the DfES guidelines on Beacon Schools;
- ◆ Use Devon’s communications network with schools as a means by which Beacon School activities and initiatives can be effectively disseminated, specifically through the establishment of a website supporting dissemination and sharing of good practice;
- ◆ Provide support for a county network of Beacon schools so that they can effectively share developments.

PRIORITY 6

EDP ACTIVITY 6.4: Undertaking a programme of research and development activities which support teachers and schools in securing improvement

PROGRAMME OF ACTIVITY:

- ◆ Providing support for individuals and groups of teachers in financing, planning and carrying out school-based research projects to further develop teaching and learning and improve standards.
- ◆ Supporting the identification and dissemination of action research among teachers, consultants, advisers and other educational professionals in Devon maintained schools to support development and raise standards

PURPOSE OF PROGRAMME:

- ◆ To support schools and teachers in the identification and dissemination of best practice.
- ◆ To support a programme of action research and other development activities within schools

TARGET GROUP(S)

Educational professionals in Devon maintained schools

SUCCESS CRITERIA

- ◆ Best practice identified and disseminated through content of DCS publications, conferences and websites.
- ◆ Annual programme of action research in Devon schools reported to all managers and teachers via the website.
- ◆ Evidence on effectiveness of support for Best Practice Research from teacher evaluation.
- ◆ Evidence on effective dissemination conferences from delegate evaluation.
- ◆ Evidence of effective action through annual questionnaire to professional development co-ordinators

ACTIVITIES AND TIMING:

To be completed by April 2003:

- ◆ Support, mentoring and tuition to Devon teachers undertaking small-scale classroom based research through The Devon Best Practice Consortium.
- ◆ Two dissemination conferences.
- ◆ Support on the identification and dissemination of best practice and on the development of action research through the maintenance of a Research and Development website.
- ◆ Direct action to stimulate action research within areas of local priority as identified within the EDP.
- ◆ Support for advisers and consultants in their work with schools to promote action research.

PRIORITY 6

EDP ACTIVITY 6.5: Supporting collaboration between institutions serving Key Stage 5 students, including other sector institutions whenever appropriate, to broaden and enrich provision within Curriculum 2000

PROGRAMME OF ACTIVITY:

- ◆ Facilitation of clusters of schools that plan and implement collaborative programmes of provision in subject areas that otherwise may not be viable in single institutions;
- ◆ Providing advice and facilitation in the introduction of relevant ICT and video technology to promote collaboration through distance learning;
- ◆ Providing opportunities through regular county-wide conferences for Heads of Sixth Form to disseminate and share both national and local developments that support increased breadth and enrichment of the KS5 curriculum in Devon schools with Year 12 and 13 provision.

PURPOSE OF PROGRAMME:

- ◆ to take advantage of the opportunities within Curriculum 2000 for KS5 students to broaden the range of study in Y12 & Y13, particularly in relation to the balance of academic and vocational qualifications;
- ◆ to provide students with access to a more diverse curriculum appropriate to their needs than it is often possible for one institution to provide.

TARGET GROUP(S)

Curriculum planners, Heads of Sixth Forms and Y12 & Y13 subject teachers.

SUCCESS CRITERIA

- ◆ Number of post-16 courses offered by Devon schools with sixth forms to increase by 10% on 2001/2002 baseline, by 2003/2004.
- ◆ Percentage of Devon youngsters aged 16-19 remaining in full-time education is 72.0% or the national level by 2004, whichever is the higher.
- ◆ This percentage increases by 1% per annum thereafter.

ACTIVITIES AND TIMING:

- ◆ Promote collaboration between schools, including cluster groups, conferences and advice on technology, involving other institutions, including Colleges of FE and training providers whenever appropriate, leading to wider curriculum choice in Y12 and Y13 and better KS4-KS5 transition;
- ◆ Provide opportunities for schools to share experience on successes and issues for development in collaborative provision of teaching and learning within the Curriculum 2000 framework;
- ◆ Provide information and advice on technology to support collaboration using ICT and video technologies;
- ◆ Establish a specific Curriculum 2000 site as part of the Devon Education, Arts and Libraries website to advise Devon schools about collaboration;
- ◆ Facilitate building-up collaborative clusters of schools;
- ◆ Termly conferences for Heads of Sixth Forms;
- ◆ Report on current collaborative provision based on 2001 – 2002 survey of Devon 6th Forms;
- ◆ Development of Curriculum 2000 website;
- ◆ Videoconferences to be provided on post-16 RE.