

RAISING ACHIEVEMENT PLAN Incorporating 2007/8 Supplement



**September 2006 &
September 2007 Supplement
Children and Young People's Services**

C O N T E N T S

	PAGE
Supplement (September 2007)	1
Introduction (September 2006)	6
Context	6
Needs Analysis	7
Every Child Matters Outcomes	
1. Be Healthy	10
2. Stay Safe	13
3. Enjoy and Achieve	16
4. Make a Positive Contribution	26
5. Achieve Economic Wellbeing	29
Quality Assurance	34
Appendices:	
▪ Key reference documents	36
▪ Performance Indicators	38

Raising Achievement Plan 2007/8: Supplement

Context:

- The CYPS Raising Achievement Plan (RAP) was first published in October 2006 and represented work being delivered during the 2006/7 academic year.
- The RAP sits between the overarching Children and Young People's Plan and individual service action plans. The objective is to summarise key activities and targets to which CYPS staff are working, together with external partners, schools and other settings, in order to raise standards, with a particular focus on Enjoy and Achieve.
- Work on the plan is managed by and reported to the CYPS Raising Achievement Group (RAG).
- Following the pattern in 2006, July outturn figures will be inserted into a RAG report, informed by commentary produced by activity managers and completed by November 2007.

Developments:

- The Raising Achievement Group agreed that during the period September 2007 –March 2008 a supplement to the RAP is issued, rather than a new plan. This supplement is provided here.
- The changed start date for the next RAP from April 2008 will allow closer alignment with the content and time-scale for the revised CYPP and Local Area Agreements (LAA).
- An amended data set has been agreed by the RAG, informed by the national OFSTED Children's Services data set. This data set will be used within Sparnet. The intention has been to reduce the number of PIs in use by CYPS and to minimise the use of any data set which cannot be benchmarked against nationally agreed PIs. This amended data set is included in the RAP Supplement.
- July 2007 outcomes together with July 2008 and other updated targets will be incorporated into the RAP Supplement in September 2007.
- The needs analysis which drives the CYPP and the RAP is critical in determining priorities and alignment with budgets and associated management, staffing and delivery arrangements. Additional needs analysis relating to Enjoy and Achieve will be carried out in early autumn 2007 and will be informed by the outcome of the Annual Performance Assessment (APA), the annual DCFS stock take meeting in November and the views of schools and other partner organisations.
- The LAA for April 2008 will be informed by this needs analysis, as will the more limited range of local (and national) KPIs used to report LAA outcomes.

Supplementary Priorities:

This supplement has been informed by the priorities for 2007/8 summarised within the June 2007 Review of Devon's Children and Young People's Plan and the work of the CYPS Raising Achievement Group. Work identified through the 2006/7 Raising Achievement Plan will continue. Whilst the Every Child Matters outcome related to Enjoy and Achieve is at the heart of this plan, other outcomes are, of course, important. The Raising Achievement

Plan therefore continues to include those activities which impinge most directly on the primary goal of raising standards for all young people.

The over riding priority is to further remove barriers to learning. Specific priorities identified within the review of the CYPP are:

- Narrowing the gap for the lowest achieving 20% of the population. Projects in hand include:
 - Improving educational attainment of (580) children in care
 - Schools' response to disability discrimination
 - Change management for migrant families
 - Reintegration of excluded pupils through collaboration
- Delivering AXS for integrated preventative services 0 – 19:
 - Includes children's centres, Extended Services in and around Schools (ESS) and Integrated Youth Support Services
 - Developing consistent and appropriate thresholds across agencies and organisations
- Other aspects of the Extended Services in and around schools including:
 - Parenting Strategy
 - Varied menu of activities and study support
 - Child care particularly for areas of disadvantage and families with the greatest need
- Bullying: Children and young people make this their highest priority
- Transport: Access to services, recreation, education, training and employment
- Exclusions from education: Exclusions from school in Devon compare reasonably nationally; the effect of exclusions is so significant that all agencies agree that the level must be reduced and actions post-exclusion improved
- Performance and data management and use of strategic intelligence
- Developing and improving partnership governance arrangements for robust accountability and resources.

In addition the critical importance of Early Years is highlighted within 3.2 (Enjoy and Achieve) and overlaps with work listed in Outcome 5 (Achieve Economic Well Being.) Specifically these additional priorities involve:

- The implementation of processes associated with the Early Years Foundation Stage Framework
- Providing improved support and challenge to providers of Foundation Stage education
- The delivery of Extended Services including Child Care

September 2007

Raising Achievement Plan Supplement: 2007/ 8 (Summary of priorities)

Outcome	Activity	Lead
1. Be Healthy	<ul style="list-style-type: none"> ▪ Support the delivery of CAMHS provision (BH 1.3) 	Psychology Service
2. Stay Safe	<ul style="list-style-type: none"> ▪ Developing CYPS strategy on anti-bullying, including homophobic and anti-racist bullying. ▪ Support corporate Domestic Violence work 	Devon Education Services (PSHE) Strategic Manager: Raising Achievement for Children in Care
3. Enjoy and Achieve 3.1	<ul style="list-style-type: none"> ▪ Support school partnership initiatives and develop robust models of school leadership and governance ▪ Help share lessons from CYPS pilot projects ▪ Undertake Change Management for migrant families (RAPP 4) ▪ Implement Children's Workforce Development ▪ Extend R&D to determine needs and priorities ▪ Implement role of Choice Advisers supporting vulnerable families ▪ Develop and implement CYPS Parenting Strategy 	Lead Officer, Achievement through Collaboration Lead Officer, Achievement through Collaboration Manager (Continuous Improvement) & English as an Additional Language Way We Work programme Devon Education Services (CPD) Lead Officer, Achievement through Collaboration Lead Officer, Achievement through Collaboration
Enjoy and Achieve 3.2	<ul style="list-style-type: none"> ▪ Implement processes associated with Early Years Foundation Stage Framework ▪ Improve support and challenge to providers of Foundation Stage education ▪ Respond to Education and Inspections Act re enhanced LA role in schools causing concern ▪ Manage support available to schools below floor targets ▪ Prepare for Primary and Special SIPs from April 2008 	Devon Education Services (Early Years) Devon Education Services (Early Years) Devon Education Services (School Improvement) Devon Education Services (Primary and Secondary Advisers) Devon Education Services (School

	<ul style="list-style-type: none"> ▪ Address areas of identified under-achievement: <ul style="list-style-type: none"> ▪ Boys at KS1 (Writing) ▪ English at KS3 (Level 6 and above) ▪ English and Maths at A*-C in targeted areas ▪ Extend commitment to Primary MFL ▪ Extend work on Gifted and Talented ▪ Complete project work on Data Management and use of strategic intelligence(RAPP 2) ▪ Provide targeted support to Devon's 12 most deprived communities ▪ Extend influence of student voice in school improvement 	<p>Improvement)</p> <p>Devon Education Services</p> <p>Devon Education Services (MFL)</p> <p>Devon Education Services</p> <p>Project Management</p> <p>Devon Education Services (Check)</p> <p>Devon Education Services</p>
Enjoy and Achieve 3.3	<ul style="list-style-type: none"> ▪ Implementation of Devon's Inclusive Education Strategy ▪ Ensure schools compliance with disability discrimination legislation (RAPP 3) ▪ Integrate commissioning processes for special schools ▪ Provide support for pre-school children with Special Needs (RAPP 6) ▪ Improve variable pattern of attendance and reduce fixed term and permanent exclusions ▪ Ensure early support to children with SEN ▪ Improve progress made by specific black and minority ethnic pupil groups 	<p>Strategy and Commissioning: Inclusive Education Strategy and Commissioning: Inclusive Education Strategy and Commissioning: Inclusive Education Strategy and Commissioning: Inclusive Education Strategy and Commissioning: Inclusive Education Strategy and Commissioning: Inclusive Education</p> <p>Strategy and Commissioning: Inclusive Education English as an Additional Language</p>
Enjoy and Achieve: 3.4	<ul style="list-style-type: none"> ▪ Pursue work of CYPS Project Group in support of Children in Care (RAPP 1) 	<p>Strategic Manager: Raising Achievement for Children in Care</p>

Enjoy and Achieve: 3.5	<ul style="list-style-type: none"> ▪ Further develop Devon’s response to Personalised Learning ▪ Help re-integration into schools (Inclusion through Collaboration RAPP 5) ▪ Implementation of new Agreed Syllabus Every Child Matters in RE ▪ Extend support to Learning for Sustainability ▪ Build behaviour support through additional capacity in PRUs and further preventive work in schools 	<p>Devon Education Services (School Improvement) Education other than at school</p> <p>Devon Education Services (Religious Education) Devon Education Services (Sustainable Development)</p> <p>Education other than at school</p>
Enjoy and Achieve: 3.6	<ul style="list-style-type: none"> ▪ Promote and monitor core offer for Extended Schools including varied menu of activities ▪ Implementation of Youth Matters ▪ Deliver AXS for integrated, preventative services and develop AXS thresholds 	<p>Way we Work Programme (Extended Schools)</p> <p>Youth Service</p> <p>AXS Programme Manager</p>
4. Make a positive contribution	<ul style="list-style-type: none"> ▪ Enhance support for Positive Activities ▪ Develop Young Person’s Volunteering Strategy ▪ Establish access to integrated advice, support and guidance ▪ Enable young people to contribute to recruitment, planning, evaluation and longer term strategic direction 	<p>Youth Service</p> <p>Youth Service</p> <p>Youth Service and Connexions</p> <p>Youth Service</p>
5. Achieve Economic Well Being	<ul style="list-style-type: none"> ▪ Deliver Extended Services including Child Care (5.1) ▪ Work with partners to convert jobs without training to apprenticeships ▪ Implement 14 -19 Action Plan (5.4) including information sharing with post 16 providers 	<p>Early Years and Childcare Services</p> <p>Strategic Lead: 14 -19</p> <p>Strategic Lead: 14 -19</p>

Introduction (September 2006)

The primary focus of the Raising Achievement Plan is to summarise the activities and targets to which we will be working in Children and Young People's Services together with external partners, schools and other settings in order to raise children and young people's achievement. The plan sits between the over-arching Children and Young People's Plan and individual service action plans and, in particular, guides the management and delivery of CYPS responsibilities towards raising the achievement of young people in Devon.

The plan describes the activities and programmes of work to be delivered or commissioned by CYPS to help secure the Directorate's identified priorities for raising the achievement of children and young people within the context of the five outcomes of Every Child Matters:

Be Healthy
Stay Safe
Enjoy and Achieve
Make a Positive Contribution
Economic Well Being

This plan does not seek to cover the wide range of regular, maintenance, activities which feature within most services' areas of work during any year. Instead, it focuses on those activities which are developmental or will have particular impact on the identified challenges and targets.

The Raising Achievement Plan therefore needs to be seen in the context of the CYPP which can be found via the following link:

<http://www.devon.gov.uk/cyps-plan.pdf>

Context

With 163,100 0-19's Devon is the largest and most populous local authority area in the south-west. The economic structure is one of high employment, but low wages with the 4th lowest average household income of any shire county. 35,500 children aged 0-15 live in households in receipt of benefit. The county is one of the most sparsely populated in England. It is a poorly funded authority in comparison with other local authorities across England. Outside the city of Exeter the pattern is of 30 scattered market towns, dispersed villages and hamlets. As a consequence there are 125 schools within the county with rolls less than 100. The birth rate is falling and the number of under 20 year olds is expected to decline by around 2.5% over the next 5 years with particular effect in rural areas.

In the context of the Raising Achievement Plan the particular priorities identified by children and young people are:

- Concern about personal safety and bullying
- Lack of things to do and places to go
- Cost of and limited choice of public transport in rural areas.
- Difficulty accessing age appropriate information and advice through learning providers

Needs Analysis

The Raising Achievement Plan has been determined by an analysis of need across the county. This exercise has been informed in particular by:

- Key priorities identified by young people
- the 2005 Annual Performance Assessment of the County Council's key education and children's social care services 2005
- self-assessment of Children and Young People's Services and the outcome of the associated Joint Area Review, October 2006
- the outcome of school inspections and inspections carried out in other settings
- the schools' survey, March 2006
- local and national priorities summarised within Devon's Children and Young People's Plan
- performance data contained within the Joint Area Review toolkit and data from Fischer Family Trust partners
- relevant service action plans
- and a flexible response to changing expectations and requirements.

A review of service monitoring, performance indicators and key outcomes indicates broadly sound and improving performance across CYPS. However, some outcomes for learners are not as good as they should be, including those related to children who are looked after, children with special educational needs, support for behaviour in secondary schools and children's mental health services.

Current performance, in summary:

Be Healthy

- Children and young people are generally healthy.
- Teenage conception rates are falling and are below the national average.

Stay Safe

- There are good safety standards in early years, youth work settings and schools.
- Young people at greatest risk of abuse and neglect do not always get the protection they need from CYPS.

Enjoy and Achieve

- Attainment in Devon schools continues to be generally ahead of the national average and we have made headway in relation to statistical neighbours.
- Significant improvements have occurred in performance in recent years at KS2, a little less at KS1.
- At Key Stage 1 boys writing is weak. There is a persistent gap in performance between writing and reading.
- Outcomes for children who are looked after remain low, although there has been improvement at Key Stages 1 -3.

- Section 5 inspections indicate children enjoy their education. Personal development and well-being are judged mainly as good.
- Processes for intervention and targeted support contribute effectively to raising achievement.
- Attendance is in line with national levels.
- Since Section 5 inspections have been introduced there has been an increase in schools in OFSTED categories. However, the proportion remains lower than national comparators and the time taken for schools to leave OFSTED categories also remains better than national expectations.
- A substantial building programme is underway to provide up to date curriculum facilities and ensure fair access for all.

Make a Positive Contribution

- Juvenile crime rates in Devon are low.
- Action in schools to reduce bullying and combat racism is effective.
- There is high participation in UK Youth Parliament elections.

Achieve Economic Well Being

- OFSTED Inspections of childcare judge children's development and well-being as mainly good.
- Most young people have access to good information, advice and guidance.
- The percentage of young people not in education, training or employment (NEET) is significantly below the national and peninsula average, although the percentage in full-time education is below that of neighbouring authorities.

Areas for improvement and development:

- Manage the implementation of the Children and Adolescent Mental Health Service strategy (1.3)
- Further co-ordination and support for anti-bullying schemes (2.4)
- Management and co-ordination of data and information systems across CYPS (3.2)
- Reduce variations in standards across the county and between schools (3.2)
- Develop community wide approaches to raising aspirations, particularly in the primary phase (3.2)
- Ensure pupils who are gifted and talented reach high levels of achievement. (3.2)
- Support the capacity of schools to provide high quality education through a range of formal collaborations and other innovations (3.2)
- Improve transition, especially between KS2 and KS3.
- Further integration of services to support learners with special educational needs (3.3)
- Improve education outcomes and attendance for children who are looked after at all key stages (3.4)
- Reduce rates of exclusions and address variations between schools and between groups of learners (3.5)

- Increase the range of accessible leisure opportunities, particularly for those in more remote areas (3.6)
- Enable all young people who are looked after to make a positive contribution. (4.5)
- Ensure strategic co-ordination and planning for improved progression 14 - 19 (5.4)
- Improve processes of information sharing between schools and colleges about individual needs of young people (5.4)
- Continue to give particular support to young people between the ages of 16 -18 who are not in education, employment and training in order to further reduce the number of young people in this category (5.4).
- Co-ordinate services for transition into education, employment and training for vulnerable groups in order that there is a reduction in NEET within this category (5.5)

Every Child Matters Outcomes

1. BE HEALTHY

BE HEALTHY: Headline Indicators	Target: July 2007
<ul style="list-style-type: none"> • Number of schools to achieve Devon Healthy School Award status. 	<ul style="list-style-type: none"> • 187 schools (50%)
<ul style="list-style-type: none"> • The percentage of primary school pupils participating in a minimum of 2 hours high-quality PE and school sport a week within and beyond the National Curriculum during one complete school year. (LPSA) 	<ul style="list-style-type: none"> • 85% at KS1, • 89% at KS2 • Overall: 87%
<ul style="list-style-type: none"> • The percentage of secondary school pupils participating in a minimum of 2 hours high-quality PE and school sport a week within and beyond the National Curriculum during one complete school year. (LPSA) 	<ul style="list-style-type: none"> • 85%.
<ul style="list-style-type: none"> • Section 5 school inspection judgements: the extent to which schools enable learners to be healthy (primary, secondary and special schools). <ul style="list-style-type: none"> ○ Learners are encouraged and enabled to eat and drink healthily ○ Learners are encouraged and enabled to take regular exercise ○ Learners are discouraged from smoking and substance abuse ○ Learners are educated about sexual health 	<ul style="list-style-type: none"> • 100%

Challenge 1.1: Provide parents and carers with access to advice, information and support to promote healthy choices

Actions as described in CYPP and with particular reference to:

1.11 Throughout the life of this plan we will enhance the breadth and quality of parent advice and information available through the DISC resource directory

1.12 By March 2007 we will have agreed the delivery strategy and funding arrangements to deliver a children's centre offer in each learning community catchment across Devon.

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7.

Lead

We will:

1.11 Further develop the Devon Information Service for Children (DISC) service directory as a hub of information for Devon, including parenting skills site.

Early Years and Childcare

Challenge 1.2: Provide a range of services to promote children and young people's physical health

Actions as described in CYPP and with particular reference to:

1.21 By March 2007 all Primary Care Trusts to implement a Child Health Promotion Programme compliant with NSF Standards

1.22 By March 2008 80% of schools will achieve the new Healthy School standard

1.23 By September 2008 92% of primary and 89% of secondary schools children will be participating in a minimum of 2 hours per week high quality PE and school sport

1.24 By March 2007 we will have established arrangements to deliver integrated 16+ advice services for vulnerable young people in the ten wards with the highest concentrations of teenage conceptions

We expect to achieve the following additional targets by July 2007:	Additional Targets
<ul style="list-style-type: none"> • The percentage of primary school pupils participating in a minimum of 1 additional hour of extra physical activity a week within and beyond the National Curriculum during one complete school year. (LPSA) • Proportion of 5-16 with learning difficulties undertaking PE and school sport for at least 2 hours per week. • Teenage conception rates below 16 • Teenage conception rates below 18 	<ul style="list-style-type: none"> • 79% • 60% • Maintain downward trend • 23.8 (under 18 conceptions per 1000 women aged 15-17 years)

Activities to be carried out as part of the RAP in 2006/7. We will:	Lead
<ul style="list-style-type: none"> • 1.23 Continue Fresh Start school meals programme. • 1.23 Support schools to achieve identified DHSA criteria. • 1.24 Pursue SSCo/PEDPASS Partnership Strategic Development. • 1.24 Implement the Take Ten primary programme. • 1.24 Develop KS1 Physical Literacy programme 	<ul style="list-style-type: none"> • Health, Safety & Well-Being • dcs • dcs • dcs • dcs

Challenge 1.3: Develop integrated services to promote the mental health of children and young people

Actions as described in CYPP and with particular reference to:

1.31 By March 2007 integrated local management of NHS and local authority Children and Adolescent Mental Health Services will be in place and established single referral, assessment and service delivery arrangements

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7.

Lead

We will:

1.3 Implement the Social and Emotional Aspects of Learning Programme and share examples of good practice.

Inclusive Education

Challenge 1.4: Reduce alcohol consumption and smoking among young people

Actions as described in CYPP and with particular reference to:

1.41 By September 2006 a joint Children's Trust-Safer Devon Partnership-Drug & Alcohol Action Team (DAAT) alcohol reduction strategy for young people will

have been agreed and an implementation plan being developed

1.42 By September 2006 the Devon Information Services for Children (DISC) website resource directory will be fully linked with a range of smoking and alcohol information and advice sources.

We expect to achieve the following additional targets by July 2007:

- Percentage of healthy schools meeting the substance misuse standard (*Local indicator*)

Additional Targets

- 50%

Activities to be carried out as part of the RAP in 2006/7. We will:

- 1.41 Contribute to the development of the joint alcohol reduction strategy and implementation plan

Lead

- Youth Service

Challenge 1.5: Identify and respond to additional health needs of children and young people experiencing health inequalities due to long-term parental health difficulties or because they are 'looked after' in public care

Actions as described in CYPP and with particular reference to:

1.51 By December 2006, a multi-agency looked after partnership will be established to oversee the Devon strategy for promoting the health of children who are looked after.

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Additional Targets

Challenge 1.6: Develop services to ensure children and young people with disabilities or long term health needs received integrated assessment and responses to their health and development needs.

Actions as described in CYPP and with particular reference to:

1.61 By March 2007 we will have established Joint Agency teams for Children with Special Needs across all districts of Devon. These teams will develop formal links with children's centres and extended schools as all three initiatives come on stream.

1.62 By September 2006 we will have agreed the protocols and implementation arrangements for a Child Concern Pathway. The pathway will be implemented alongside the Common Assessment framework and will include separate pathways covering Autistic Spectrum, ADHD, acquired brain damage, substance misuse and severe emotional and behavioural needs.

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Additional Targets

2. STAY SAFE

STAY SAFE: Headline Indicators	Targets: July 2007
<ul style="list-style-type: none"> • Section 5 school inspection judgements: The extent to which schools ensure that learners stay safe (primary, secondary and special schools) <ul style="list-style-type: none"> ○ Procedures for safeguarding learners meet current government requirements ○ Risk assessment procedures and related staff training are in children who are looked after ○ Action is taken to reduce anti-social behaviour, such as bullying and racism ○ Learners are taught about key risks and how to deal with them • Number of schools to achieve Devon Healthy School Award status. 	<ul style="list-style-type: none"> • <i>100% of schools are graded satisfactory or better in all four categories.</i> • <i>187 schools (50%)</i>

Challenge 2.1: Support parents and carers to provide safe homes and stability as their children grow

Actions as described in CYPP and with particular reference to:

2.12 By September 2006 we will have reviewed the availability and quality of Child Protection (CP) information and advice available to all early years and school settings and will have set out a delivery plan to ensure consistency and ease of access through Devon

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7. We will:

- 2.1 Provide information to parents, particularly at points of transition

Additional Targets

Lead

- School Access Services

Challenge 2.2: Help children and young people make choices, build their confidence and avoid harm

Actions as described in CYPP and with particular reference to:

2.21 Throughout the life of this plan we will build on existing good practice to ensure that schools, play, youth and community services from the statutory, voluntary and private sector are supported to encourage safe and healthy decision-making

2.22 By April 2007 information and advice and opportunities to learn about children and young people's road safety and safe care and use of bicycles will be available in each learning community/school

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7. We will:

- 2.21 Update and prepare for re-release of 'Checking It Out'

Additional Targets

Lead

- Youth Service

Challenge 2.3: Identify people and circumstances that represent a serious risk to children and young people and respond to such threats quickly and effectively

Actions as described in CYPP and with particular reference to:

2.31 Throughout the life of this plan we will work to develop arrangements to set up a Local Safeguarding Children Board (LSCB) fully in accordance with the requirements of the Children Act 2004

2.32 By September 2006 the Common Assessment Framework, information sharing protocols and Child Concern Pathway will be fully implemented across Devon County Council

2.33 By December 2006 we will have taken steps to ensure all early years settings and schools have a staff member with valid CP training

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7 We will:

- 2.3 Support schools to achieve identified Healthy Schools Award criteria to ensure the school community is committed to ensuring the physical, emotional and psychological well being of all of its members.
- 2.33 Review Child Protection Training and monitoring of Designated School staff

Additional Targets**Lead**

- dcs
- Health, Safety and Wellbeing

Challenge 2.4: Assist children and families experiencing violence or discrimination (in the home, at school or in the community) to bring about change**Actions as described in CYPP and with particular reference to:**

2.41 By March 2008 all schools will have arrangements in children who are looked after to support access to preventative services

2.42 By March 2007 we will have established arrangements to encourage the exchange of best practice school policies, practice and procedures to reduce the likelihood and impact of bullying in school and travel to school settings

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7. We will:

- 2.42 Develop, consult and implement an authority policy and guidance on anti-bullying, including homophobic bullying.
- 2.42 All early year settings and schools receive guidance that highlights combating racial/cultural bullying and supports victims of bullying

Additional Targets**Lead**

- dcs
- Inclusive Education

Challenge 2.5: Identify and safeguard children and young people who are looked after in public or private care settings.**Actions as described in CYPP and with particular reference to:**

2.51 By March 2007 we will have fully established a managed multi-agency network to ensure holistic planning and delivery of care and support services for all the children in Devon who are looked after

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Additional Targets

Challenge 2.6: Encourage communities to create a supportive and stimulating environment in which children and young people can play safely while developing protective skills.

Actions as described in CYPP and with particular reference to:

2.61 By March 2008 the Devon children's centre offer will be established across the county and will include opportunities for safe and supported play and activity

2.62 By December 2006 we will have set out a Devon youth offer responding to the Youth Green paper and setting out the ways that we will support access to challenging activity

2.63 By March 2010 the extended schools offer will be in place across the county and will include opportunities for development challenging and creative activity

2.64 We will work to support the development of local integrated play strategies. By March 2007, multi-agency play strategies that include voluntary and community sector opportunities, will be in place in all districts of Devon

We expect to achieve the following additional targets by July 2007:

Additional Targets

- See headline indicators and targets

3. ENJOY AND ACHIEVE

ENJOY AND ACHIEVE: Headline Indicators	Targets: July 2007
• % of 15 year old learners achieving 5 A* -C including English and maths (LPSA) (2008 requirement)	• 50%
• % of learners achieving 5+ A*-C (all pupils).	• 62%
• % of KS2 learners achieving level 4 or above in English.	• 83%
• % of KS2 learners achieving level 4 or above in mathematics	• 82%
• % of KS2 learners achieving level 4 or above in science.	• 90%
• % of KS3 learners achieving level 5 or above in English.	• 81%
• % of KS3 learners achieving level 5 or above in mathematics.	• 81%
• % of KS3 learners achieving level 5 or above in science	• 78%
• Section 5 school inspection judgements for Primary, Secondary and Special Schools: <ul style="list-style-type: none"> ○ overall effectiveness- (86.3% Graded 1-3 2005/6, 53.8% Graded 1 -2) ○ achievement- (86.3% Graded 1-3 2005/6, 53.8% Graded 1 -2) ○ personal development and wellbeing of learners (98.8% Graded 1-3 2005/6, 90% Graded 1 -2) ○ leadership and management (96.3% Graded 1-3 2005/6, 61.3% Graded 1 -2) 	<ul style="list-style-type: none"> • 90% (1-3) • 90% (1-3) • 100% (1-3) • 90% (1-3)
• % of schools identified by the LEA as causing concern are removed from the schools causing concern list within four terms.	• 100%
• % of schools identified through OfSTED inspection are removed from the category within the relevant OfSTED timescale i.e. Notice to Improve within 1 year; Special Measures within 2 years.	• 100%
• % of schools identified through OFSTED inspection removed from the category within the median timescale of Devon's statistical neighbours.	• 100%
• Authorised and unauthorised absences (LPSA 2 Target) <ul style="list-style-type: none"> ○ Primary schools absence ○ Secondary schools absence ○ Special schools absence 	<ul style="list-style-type: none"> • 4.85% • 7.55% • 6.95%

Challenge 3.1: Support children and young people, their families and communities to have high aspirations and expectations

Actions as described in CYPP and with particular reference to:

3.11 Promote a range of innovative and creative projects focussed on building the self-esteem and confidence of children and young people through broadening and enriching their experience

3.12 Promote opportunities to recognise and celebrate a wide range of achievement

3.13 Develop a range of locally-based partnerships focussed on raising aspirations within local communities

3.14 Programmes to address diversity and equality issues in schools will be promoted through CPD offer and through SIP visits

3.15 Develop approaches to personalised learning opportunities in schools and

<p>a wide range of settings</p> <p>3.16 Promote and support a range of opportunities that enable parents and carers to engage with and actively support learning</p> <p>3.17 Develop and promote programmes to address diversity and equality issues for children, young people and their families</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> • See headline indicators and targets 	<p>Additional Targets</p>
<ul style="list-style-type: none"> • Activities to be carried out as part of the RAP in 2006/7. We will: • 3.11 Introduce a learning mentor programme • 3.11 Develop creative and innovative practice within local learning communities across groups of schools and Children's Services Networks in order to remove barriers to learning • 3.12 Extend Young Cultural Creators project to additional local learning communities • 3.13 Extend multi-agency working within local learning communities to provide a broader basis for raising aspirations • 3.13 Build capacity within local learning communities, to raise standards for all, including performance and contextual information co-ordination, staff development, structures and facilitation and ICT. • 3.13 Work as Partners to support the development of schools with Trust status. • 3.16 Administer the primary co-ordinated admissions scheme across primary schools • 3.16 Promote links between Complementary schools, e.g. Chinese and mainstream education to ensure continuity of learning for minority ethnic children and young people. • 3.17 Review and update CYPS Accessibility Strategy in context of 2005 Disability Discrimination Act and 2006 DDA Code of Practice 	<p>Lead</p> <ul style="list-style-type: none"> • dcs • Achievement Through Collaboration • Achievement Through Collaboration • Achievement Through Collaboration • Achievement Through Collaboration • CYPS • School Access Services • Inclusive Education • Inclusive Education

Challenge 3.2: Raise achievement for all

Actions as described in CYPP and with particular reference to:

3.21 Further develop systems for gathering and moderating performance and achievement data and other information about learners and schools in order to target resources effectively

3.22 challenge schools to raise standards and achievement for all learners, through school improvement partners (SIPS) and setting challenging targets aimed at improving outcomes in all schools and narrowing the gap between the best and worst achieving schools

3.23 provide effective and targeted support to schools through the management of national strategies, local initiatives and other intervention programmes

3.24 support schools, local learning communities, post 16 education providers and other educational provision in order to:

<ul style="list-style-type: none"> ○ build capacity in relation to leadership, management and governance ○ provide a relevant, rich and creative curriculum 	
We expect to achieve the following additional targets by July 2007:	Additional Targets
<ul style="list-style-type: none"> ▪ Key Stage 1 data Teacher assessment results on reading: achievement at KS1, Level 2+ and average point scores (all learners). Teacher assessment results on writing: achievement at KS1, Level 2+ and average point scores (all learners). Teacher assessment results on mathematics: achievement at KS1, Level 2+ and average point scores (all learners). 	86%, 16.0.
	83%, 14.8.
	92%, 16.5.
<ul style="list-style-type: none"> ▪ Maximum % primary schools (with cohort > than 10) below the floor target of 65% of learners achieving Level 4 at KS2. (English) 	5%
<ul style="list-style-type: none"> ▪ Maximum % primary schools (with cohort > than 10) below the floor target of 65% of learners achieving Level 4 at KS2. (Maths) 	5%
<ul style="list-style-type: none"> ▪ No of secondary school below the floor target of 25% 5 A* -C 	0%
<ul style="list-style-type: none"> ▪ Key stage 3 data L6 or above KS3 English L6 or above KS3 Maths L6 or above KS3 Science Value-added measures KS2 to KS3. ICT Level 5+ and average point scores (all learners) 	35%
	62%
	46%
	100.
	81%, 35.0.
<ul style="list-style-type: none"> ▪ GCSE/Equivalents data Percentage achieving 1+ A*-G (all learners). Percentage achieving 5+ A*-G (all learners). Average point scores (all learners). Capped average point scores (all learners). Value-added measures KS2 to GCSE/equivalents. Value-added measures KS3 to GCSE/equivalents. Percentage of schools not attaining floor targets. 	98%
	94%
	375
	295
	1000
	1000
	0
<ul style="list-style-type: none"> ○ Section 5 school inspection judgements for Primary, Secondary and Special Schools: <ul style="list-style-type: none"> ○ Quality of provision: (Graded 1-3 or Graded 1-2) <ul style="list-style-type: none"> ▪ How effective are teaching and learning in meeting the full range of learners' needs? ▪ How well do the curriculum and other activities meet the range of needs and interests of learners? ▪ How well are learners cared for, guided and supported? 	59% (1-2)
	67% (1-2)
	81% (1-2)
<ul style="list-style-type: none"> • Percentage of Governing Bodies judged to be 'satisfactory' or 'better' (The extent to which governors and other supervisory boards discharge their responsibilities 93.8%, 61.3% 2005/6) 	90% (Satisfactory)
<ul style="list-style-type: none"> • % of all Devon schools to be connected via a managed 2Mb Broadband service by July 2007 	100%
<ul style="list-style-type: none"> • Gifted and Talented <ul style="list-style-type: none"> • L5 or above KS2 English • L5 or above KS2 Maths • L5 or above KS2 Science 	36%
	35%
	53%
<ul style="list-style-type: none"> • L7 or above KS3 English • L7 or above KS3 Maths • L7 or above KS3 Science 	12%
	26%
	13%

<ul style="list-style-type: none"> GCSE 3+ A* -A 	22%
<p>Activities to be carried out as part of the RAP in 2006/7. We will:</p> <p>3.21 Plan for implementation of DfES RAISEonline data base.</p> <p>3.21 Establish systems to enable early years settings to assess learners' achievements in a consistent way which can be moderated.</p> <p>3.21 Explore and facilitate different models of school leadership and governance</p> <p>3.21 Establish a pattern of schools that is sustainable and reflects AMP priorities with appropriate and suitable accommodation to enable schools to deliver the full curriculum</p> <p>3.21 Develop strategy/policy for the provision of school places over the next 5/10 years that ensure schools have sufficient and suitable accommodation to deliver the full curriculum and recognises the need for extended services to be available to all communities</p> <p>3.22 Implement Working in Schools Project focussing on Devon's approach to school improvement.</p> <p>3.22 Secure School Improvement for Secondary and Special Schools and PRUs through:</p> <ul style="list-style-type: none"> Schools Causing Concern: support and challenge leadership and management in identifying priorities for improvement, action planning and steer visits. Evaluation visits to monitor progress and report to LA and intervention management meetings. Management of School Improvement Partners and intervention processes. Support Governing Bodies in understanding their strategic role in school improvement <p>3.22 Secure School Improvement for Primary and Special Schools and PRUs through:</p> <ul style="list-style-type: none"> Annual Review Visits Schools Causing Concern: support and challenge leadership and management in identifying priorities for improvement, action planning and steer visits. Evaluation visits to monitor progress and report to LA and intervention management meetings. Preparation for management of School Improvement Partners and intervention Primary Leadership Programme Support to schools facing challenging circumstances Assigned headteachers training, support, management, recruitment Support Governing Bodies in understanding their strategic role in school improvement <p>3.22 Support schools in their efforts to provide all gifted and talented learners with a challenging and rewarding curriculum and enable them to reach high levels of achievement.</p> <p>3.23 Manage the Secondary National Strategy</p> <p>3.23 Manage the Primary National Strategy</p>	<p>Lead</p> <p>dcs</p> <p>dcs</p> <p>CYPS</p> <p>Strategic Planning</p> <p>Strategic Planning</p> <p>CYPS</p> <p>dcs</p> <p>dcs</p> <p>dcs</p> <p>dcs</p> <p>dcs</p>

<p>3.23 Undertake gifted and talented work alongside identified schools and with Local Learning Communities (Primary and Secondary).</p> <p>3.23 Extend the Basic Skills award within primary and secondary schools</p>	
<p>3.24 Support headship appointments process</p> <p>3.24 Provide acting and new headteacher support</p> <p>3.24 Engage in NCSL Succession Planning Project</p>	dcS
<p>3.24 Support Governing Bodies in understanding their strategic role in school improvement.</p>	Governor Services
<p>3.24 Support the development and improvement of leadership through appropriate professional development.</p>	dcS
<p>3.24 Support schools in remodelling and developing the workforce in order to raise achievement</p>	Change for Children
<p>3.24 Build a supportive and effective network within and between governing bodies and facilitate effective collaboration</p>	Governor Services
<p>3.24 Continue to explore innovative training delivery methods, e.g. video conferencing and distance learning</p>	dcS
<p>3.24 Manage headteacher recruitment (Primary and Secondary).</p>	dcS
<p>3.24 Develop different models of school management and leadership within schools and other settings.</p>	dcS
<p>3.24 Promote Building Learning Power programme through identified schools and disseminate practice.</p>	CYPS
<p>3.24 Provide and maintain broadband connectivity for every school by 2006</p>	ScoMIS
<p>3.24 Prepare for introduction of ICT 'Learning Platform' for schools by 2008</p>	ScoMIS
<p>3.24 Assist CYPS Capital Strategy Team with the planning and implementation of Building Schools for the Future and other building programmes</p>	Strategic Planning
<p>3.24 Provide more opportunities for learners to deepen and broaden their musical interests</p>	Music Service

Challenge 3.3: Raise the achievement of vulnerable and underachieving groups, including the lowest attaining 20% of children and young people

Actions as described in CYPP and with particular reference to:

3.31 Develop improved systems for collection and analysis of data on the attainment of individual children to enable early identification and effective education programmes.

3.32 Identify and focus on schools with significantly above average numbers in the lowest attaining 20%.

3.33 Use data to enable more effective targeting of resources.

3.34 Implement existing strategies to raise achievement of vulnerable groups.

3.35 Develop the provision of an outreach facility from special schools using a coherent Devon-wide model.

3.36 Implement the child concern pathway in the context of a Common

Assessment Framework to ensure co-ordinated planning and intervention for the most vulnerable children and young people.

3.37 Maximise opportunities to develop curriculum flexibilities for young people 14-19.

We expect to achieve the following additional targets by July 2007: Additional Targets

- % schools will be moderated at Foundation Stage. • 50%

Lowest attaining 20%

- Improve conversion rates
 - KS1 Level 2c to KS2 Level 4 (Reading, Writing and Maths) • 80, 45, 46
 - KS1 Level 1 to KS2 Level 4 (Reading, Writing and Maths) • 48, 18, 17
 - KS2 Level 3 to KS3 Level 5 (English and Maths) • 40, 38
 - KS3 Level 4 who gain 5+A*-G (81% 2005) • 83%
 - KS3 Level 4 who gain 5+A* -C (5% 2005) • 7%

Fischer Family Trust Indicators (for lowest achieving 20%)

See text

- KS1 – KS2 move low ability learners from performing significantly below to in line, in value added terms in all core subjects.
- School action pupil group improve from performing significantly below to in line in English and maintain the upward trend.
- Learners with statements attending mainstream schools improve their level scores in all core subjects from below to in line.
- KS2 – KS3 in English improve lower ability learners from performing significantly below to in line and develop an upward trend.
- School Action, Action Plus and learners with statements in English at Level 5 improve from performing significantly below to in line.
- KS3 - KS4 Improve lower ability learners 5A*-C (inc. English & Maths) from significantly below to in line and develop an upward trend.
- School Action Plus and learners with statements improve the threshold measures of 5A*-C and 5A*-G from significantly below to in line, with an upward trend.
- KS2 – KS4 Lower ability learners improve threshold measures 5A* - C and 5A* - G for boys from significantly below to in line with an upward trend.
- School Action Plus and learners with statements improve threshold measures of 5A* - G and 5A* - C from significantly below to in line and continue the current upward trends.

Additional targets for learners with learning difficulties and/or disabilities data:

- Section 5 school inspection judgement::
- How well learners with learning difficulties and/or disabilities make progress (primary, secondary and special schools):
 - % grades 1 and 2:
 - Primary (July 2006: 59.7%)
 - Secondary (July 2006:50%)
 - Special (July 2006: 75%)
- % of permanent exclusions in relation to the number of learners in special schools. • 0%
- % of permanent exclusions in relation to the number of learners with statements of SEN. • 0.02%
- % of schools to be using P scales to measure progress of those • 100%

No Section 5 inspections of Grade 4

pupils achieving below NC Level 1	
<ul style="list-style-type: none"> • SEN statements prepared within 18 weeks without exceptions (96.7 July 2005) (BV 43a) • SEN statements prepared within 18 weeks with exceptions (89.1 July 2005) (BV 43b) 	<ul style="list-style-type: none"> • 100% • 92%
Activities to be carried out as part of the RAP in 2006/7. We will:	Lead
<ul style="list-style-type: none"> • 3.31 Disseminate and assist schools in use of the SEN Framework 	Inclusive Education
<ul style="list-style-type: none"> • 3.32 Use the ARV and School Improvement Partner process to support and challenge schools in relation to the lowest attaining 20%. 	dcs
<ul style="list-style-type: none"> • 3.33 Establish a data project group with mechanisms for gathering, analysing and acting on information to enable targeting of schools, settings and individual learners and the collection and analysis of data relating to the schools workforce, its training and deployment. 	CYPS
<ul style="list-style-type: none"> • 3.34 Address the challenge of hard to reach children and young people through the Breaking Labels project 	CYPS
<ul style="list-style-type: none"> • 3.34 Provide updated information and training on schools' new duties under 2005 Disability Discrimination Act and monitor to ensure compliance. 	Inclusive Education
<ul style="list-style-type: none"> • 3.34 Monitor and support initiatives to raise the attainment of Traveller children and young people 	Inclusive Education /dcs
<ul style="list-style-type: none"> • 3.34 Further develop Reading Recovery through the Every Child a Reader programme 	dcs
<ul style="list-style-type: none"> • 3.34 Carry out EMAG project focussing on challenging schools regarding achievement of target black and minority ethnic groups and those of mixed heritage 	Inclusive Education
<ul style="list-style-type: none"> • 3.34 Undertake further work to ensure support for the changing profile of young people who have English as an Additional Language 	Inclusive Education
<ul style="list-style-type: none"> • 3.35 Establish a service level agreement for provision of outreach services from special schools; monitor implementation and impact. 	Commissioning and Inclusive Education
<ul style="list-style-type: none"> • 3.36 Raise awareness of and assist implementation of Child Concern Pathway 	CAF /ISA Board
<ul style="list-style-type: none"> • 3.36 Review referral processes to accommodate Child Concern Pathway approach and use of CAF 	CAF /ISA Board

Challenge 3.4: Improve outcomes for Devon's looked after children

Actions as described in CYPP and with particular reference to:

3.41 By Sept 2006 we will have an agreed strategy for promoting the educational attainment of children who are looked after in place and being implemented.

3.42 By Sept 2006 we will have in place a protocol agreed with schools to help

reduce the number of children who are looked after permanently excluded.

3.43 By Sept 2006 a final version of the Corporate Parenting Policy will be agreed with elected Members.

3.44 Throughout the life of this plan we will further develop training and implementation of the PEP process.

3.45 By July 2007 we will have developed opportunities to enable children who are looked after to access a range of sport or creative activity in out-of-school hours and in the summer holidays.

3.46 By March 2008 we will have developed County-wide corporate mentoring and work experience opportunities for children who are looked after.

We expect to achieve the following additional targets by July 2007 for children who are looked after:

- | We expect to achieve the following additional targets by July 2007 for children who are looked after: | Additional Targets |
|---|---------------------------|
| • % leaving care at 16 with 1 or more A*-G or equivalent examinations (PAFCF/A2 and LPSA target.) | • 63.3% |
| • % leaving care at 16 with 5 A*-G or equivalent examinations | • tbc |
| • %of children who are looked after who achieve L5+ at KS3 in En, Ma, Sc, and ICT | • tbc |
| • KS2 Level 4+ in English and Maths (National PSA target stating that outcomes for 11 year old learners who are looked after in English and Maths should be at least 60% as good as those of their peers.) | • 48% |
| • % of learners looked after continuously for at least 12 months, of compulsory school age who missed a total of at least 25 days of education of any kind for any reason during the previous school year (PAF CF/24) | • 12% |
| • % of school age learners and in early years settings have an up to date personal education plan | • 100% |
| • % of children looked after who were learners in Year 11 who were eligible for GCSE (or equivalent) examinations who sat at least one GCSE equivalent exam. (applies to looked after continuously for year after 30 th September in their Y11) (JAR 1406) | • 65% |
| • % care leavers with 5+A*-C or a GNVQ (JAR 1403) | • 14% |
| • Distance children newly looked after are placed from home. (CF/C69) (20% target for July 2006) | • 20% (March 2007) |
| • Improve attendance levels of children who are looked after to a minimum of the national rate. (12% target for July 2006) | • 20% |

Activities to be carried out as part of the RAP in 2006/7

We will:

- | | Lead |
|--|--------------------------------------|
| 3.41 Raise the profile of the needs of children who are looked after across all CYPS staff, through the ARV process and with School Improvement Partners in order to raise levels of achievement and attendance. | Achievement of looked after children |
| 3.41 Improve data collection and analysis on achievement and attendance of children who are looked after children in order to target schools appropriately | Achievement of looked after children |
| 3.43 Provide training for designated teachers for children who are looked after | Achievement of looked after children |
| 3.44 Monitor the implementation of Personal Education Plans so that all learners have a plan of appropriate quality and impact. | Achievement of looked after children |

Challenge 3.5: Increase attendance in schools and enjoyment in learning

Actions as described in CYPP and with particular reference to:

3.51 Ensure that all data and other information relating to attendance, behaviour, bullying and exclusions are appropriately analysed in order to know where strengths and areas of improvement lie across the authority

3.52 Provide guidance and support to schools and colleges (including private, voluntary and independent settings for early years) to establish effective behaviour and attendance management procedures

3.53 Support all schools to develop a personalised approach to learning

3.54 Ensure that all learners have access to high quality teaching and a relevant curriculum

3.55 Ensure that all learners enjoy and experience an effective climate for learning. This includes developing learners' spiritual, moral, social and cultural development

We expect to achieve the following additional targets by July 2007:

Additional Targets

- | | |
|--|--|
| <ul style="list-style-type: none"> • % of Ofsted inspection judgements of 'action is taken to reduce anti-social behaviour, such as bullying or racism' graded 'outstanding' or 'good' (98.8% 2006) (<i>JAR indicator</i>) • Exclusions data • % of fixed term and permanent exclusions in relation to the number of learners in primary phase: • % of fixed term and permanent exclusions in relation to the number of learners in secondary phase • Secondary school fixed-period exclusion (LPSA) • Education otherwise than at school data • % of permanently excluded learners provided with alternative tuition (BVPI 159a, 159b, 159c & 159d) • % of permanently excluded learners in full-time education by the 16th day of exclusion | <ul style="list-style-type: none"> • 100% • 0.9%, 0.03%. • 0.8%, 0.15%. • Reduce to 11,233 days • 85% • 100% |
|--|--|

Activities to be carried out as part of the RAP in 2006/7.

Lead

We will:

- | | |
|---|---------------------|
| 3.52 Reduce rates of exclusions and address variations between schools and between groups of learners | Inclusive Education |
| 3.52 Carry out targeted work with learners missing more than two continuous week's attendance due to unauthorised absence in secondary schools. | Inclusive Education |
| 3.53 Formulate Devon's approach to personalised learning | dcs |
| 3.54 Provide education for vulnerable learners unable to attend school for a variety of reasons, including primary aged children, those with medical conditions, exclusion and exceptional circumstances through the Link Education Service | Inclusive Education |
| 3.54 Further develop learning for sustainability. | dcs |
| 3.54 Address provision for fixed term exclusions which comprise more than 5 days in one year | Inclusive Education |
| 3.55 Develop the new agreed syllabus for RE and existing guidance to include spiritual, moral, social and cultural development. | dcs |

3.55 Review current use of funding for Out of School provision in order to support the implementation of the Inclusive Education strategy. Inclusive Education

Challenge 3.6: Improve access to enjoyable, challenging and enriching opportunities for children and young people, with particular focus on those with special and additional needs and those in disadvantaged and isolated communities

Actions as described in CYPP and with particular reference to:

3.61 We will work to support the development of local integrated play strategies. By March 2007, multi-agency play strategies that include voluntary and community sector opportunities will be in place in all districts of Devon.

3.62 Map current best practice and opportunities and agree expectations to enable the development of Extended Schools and *Youth Matters* offering of a varied menu of out-of-school hours (including weekends) activities, including sport, creative or social activity. Particular attention will be paid to extending enrichment opportunities to children and young people who may be relatively disadvantaged, including those from rural areas and black and minority ethnic groups.

3.65 Maximise use of resources by developing the Local Learning Community network.

3.66 The Devon Promise for children and young people will be developed in collaboration with children, young people and providers, based on the principles of a learner pledge.

We expect to achieve the following additional targets by July 2007:

- See headline indicators and targets

Activities to be carried out as part of the RAP in 2006/7. We will:

3.62 Increase the range of "places to go, things to do and someone to talk to" through the Youth Service

3.62 Build capacity within local learning communities to develop extended schools

3.62 Provide signposting and support for the development of the extended schools core offer e.g. through Music Service and Devon Discovery.

Additional Targets

Lead

Youth Service

Achievement
Through
Collaboration

Achievement
Through
Collaboration

4. MAKE A POSITIVE CONTRIBUTION

MAKE A POSITIVE CONTRIBUTION: Headline Indicators	Targets: July 2007
<ul style="list-style-type: none"> • Section 5 school inspection judgements: the extent to which learners make a positive contribution (primary, secondary and special schools) <ul style="list-style-type: none"> ○ Learners are helped to develop stable, positive relationships ○ Learners, individually and collectively, participate in making decisions that affect them ○ Learners are encouraged to initiate, participate in and manage activities in school and the wider community 	<ul style="list-style-type: none"> • 100% • 100% • 100%

Challenge 4.1: Support parents, carers, families, schools and communities to promote positive behaviour	
<p>Actions as described in CYPP and with particular reference to:</p> <p>4.11 By March 2007 we will have established a core of information, advice and support to parents which will be available throughout Devon and which will include information about ways to promote and encourage positive activity and behaviour</p> <p>4.12 By March 2007 school self-evaluation and dcs annual review visits to schools will have assisted all schools to put in place diversity action plans, responses to bullying and encourage positive behaviour</p> <p>4.13 By September 2007 children's services, YOT, Connexions, Housing and voluntary youth services will establish information and advice arrangements for parent/carers of vulnerable 16+ young people to include how best to support their child to take up positive activities</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> • See headline indicators and targets 	<p>Additional Targets</p>

Challenge 4.2: Encourage children and young people to participate in a wide range of service planning and development activities	
<p>Actions as described in CYPP and with particular reference to:</p> <p>4.22 By March 2008 the local authority will have achieved in the standard for youth participation – Advanced <i>Hear by Right</i> status</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> • Level achieved in the standard for youth participation “Hear by Right” by 2007 (LPSA) 	<p>Additional Targets</p> <ul style="list-style-type: none"> • Level 4
<p>Activities to be carried out as part of the RAP in 2006/7. We will:</p> <ul style="list-style-type: none"> • 4.2 Develop specific projects that capture the voice, active 	<p>Lead</p> <ul style="list-style-type: none"> • CYPS

involvement and contribution of learners • 4.22 Increase the face to face delivery of area youth workers towards 70%	• Youth Service
---	-----------------

Challenge 4.3: Provide young people with access to a range of safe spaces and facilities in which they can meet and engage in positive activities	
Actions as described in CYPP and with particular reference to: 4.31 By March 2007 we will have set out a 'safe places for young people's strategy to include district leisure centres, statutory and voluntary youth services, schools and community facilities and will include funding and charging arrangements to enable a sustainable range of offers 4.32 Over the life of the plan we will work with local voluntary organisations and clubs to assist them in managing access to safe spaces and activities across the county 4.33 By September 2006 we will have re-launched 'Checking it Out' guidelines and material to support voluntary youth services deliver child protection and safely run venues	
We expect to achieve the following additional targets by July 2007: • %of young people aged 13-19 reached by Youth Service	Additional Targets • 25%
Activities to be carried out as part of the RAP in 2006/7. We will: 4.31 Develop a Youth Offer that will set standards and opportunities for young people to engage in volunteering, having a voice, making a positive contribution.	Lead Youth Service

Challenge 4.4: Provide young people with increased opportunities for volunteering and community development	
Actions as described in CYPP and with particular reference to: 4.41 By December 2006 a directory of volunteering opportunities will be available through DISC 4.42 By April 2007 work will be underway to rural-proof the Youth Matters Opportunity cards and link them to existing volunteering opportunities 4.43 By April 2006, we will work with the Russell commission body to increase the range of volunteering opportunities available across children and young people's services	
We expect to achieve the following additional targets by July 2007: • See headline indicators and targets	Additional Targets

Challenge 4.5: Provide children and young people who are at risk of school or social exclusion with access to preventative services that will help them stay out of trouble	
Actions as described in CYPP and with particular reference to: 4.51 By December 2006 we will have an integrated young people's preventative strategy in place, which will set out the links between the YOT, Connexions, Youth Service, Extended School, DAT and Children's Fund initiatives and arrangements for joint planning, commissioning and delivery across children's services 4.52 By March 2007 we will have established a single system for identifying	

<p>vulnerable children and young people with additional needs and encouraging multi-agency preventative planning using the Common Assessment Framework and Child Concern Pathway</p> <p>4.53 By March 2006 all secondary-aged looked after children and care leavers will be offered advice and support to take up a creative or sporting opportunity</p> <p>4.54 By December 2007 all 16+ young people in need because of a disability or a statement of special educational needs will be offered advice and support to take up a creative or sporting opportunity, using direct payments if appropriate</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <p>As in Headline Targets</p>	<p>Additional Targets</p>
<p>Activities to be carried out as part of the RAP in 2006/7. We will:</p> <ul style="list-style-type: none"> • 4.51 Develop and improve the support offered by the Complementary Education Service provides to schools for learners at serious risk of permanent exclusion and thereby significantly reduce the number and frequency of fixed-period exclusions. • 4.51 Work with schools and other settings to meet statutory requirements to provide full time education for learners who go over 5 days of fixed term exclusions in one academic year. • 4.51 Develop and improve the opportunities for young people who are looked after, young Travellers and young migrants to make a positive contribution. 	<p>Lead</p> <ul style="list-style-type: none"> • Inclusive Education • Inclusive Education • Inclusive Education

5. ACHIEVING ECONOMIC WELLBEING

ACHIEVING ECONOMIC WELLBEING: Headline Indicators	Targets: July 2007
<ul style="list-style-type: none"> • Schools with sixth forms: average point scores of students entered for GCE/VCE/A/AS (Level 3) 	<ul style="list-style-type: none"> • 275
<ul style="list-style-type: none"> • Proportion of young people achieving Level 2 by 19 	<ul style="list-style-type: none"> • <i>Increase</i>
<ul style="list-style-type: none"> • % of young people aged 16–18 who are in not in education, employment and training (NEET) 	<ul style="list-style-type: none"> • 5.2%
<ul style="list-style-type: none"> • Section 5 school inspection judgements: The extent to which schools enable learners to achieve economic well-being (primary, secondary and special schools) <ul style="list-style-type: none"> ○ There is provision to promote learners' basic skills ○ Learners have opportunities to develop enterprise skills and work in teams ○ Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form ○ Education for all learners aged 14-19 provided an understanding of employment and economy 	<ul style="list-style-type: none"> • 100% • 100% • 100% • 100%

Challenge 5.1: Support Families who are dependant on benefits or low incomes to improve their wellbeing and be economically active	
<p>Actions as described in CYPP and with particular reference to:</p> <p>5.11 By March 2007 a strategy and delivery plan will be in place to ensure that all families of children with special needs are being supported to claim their full benefit entitlement</p> <p>5.12 By April 2007, in conjunction with the Devon-wide Gypsy and Traveller Housing Needs Assessment Project, we will have agreed a plan to raise aspirations and expectations among the gypsy and Traveller community and within the educational and school system</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> ○ See headline indicators and targets 	<p>Additional Targets</p>

Challenge 5.2: Ensure children are offered the best start in life through Children's Centres and high quality early years and play provision	
<p>Actions as described in CYPP and with particular reference to:</p> <p>5.21 By 2010, there will be Children's Centres offering integrated services, including with the voluntary and private sector, to children and families in every community. Those areas with the highest levels of deprivation will be the priority for 2006-2008.</p> <p>5.22 Develop improved leadership and workforce capacity for early years</p>	

provision.

5.23 Secure high quality early years and play provision across Devon with effective support, monitoring and intervention processes, ensuring that settings have the capacity to offer inclusive education and care to children with a diverse range of needs.

5.24 Support the effective transition of children into school from pre-school settings through a range of measures, including developing the capacity of schools to meet the diverse needs of young children, establishing Foundation Stage Units and Foundation Stage Partnerships where appropriate.

5.25 Ensure that every child that is looked after under five attends appropriate early years provision.

We expect to achieve the following additional targets by July 2007:

- | | |
|---|--|
| <ul style="list-style-type: none"> • The quality and standards in the Foundation Stage: (Grades 1 -2, Grades 1 -3) • % of primary schools providing access to childcare 8.00 a.m. – 6.00 p.m. all year round (50% target by 2008) | <ul style="list-style-type: none"> • Improve • 20% |
|---|--|

Activities to be carried out as part of the RAP in 2006/7. We will: Lead

- | | |
|---|---|
| <ul style="list-style-type: none"> • 5.21 Plan for the development of a further 24 Children centres during the period 2006/2008, including mini Sure Start programmes, Early Excellence Centre (Torrington) and West Exe Centre • 5.21 Further develop communication and co-operation between Children's Centres, settings, childminders, local schools and communities through local cluster groups, joint training, funding for joint projects and support for learners at points of transition. • 5.22 Build on a generic role for Early Years Advisers, through appropriate training and incremental developments to ensure both support for curriculum and inclusion continues throughout the transition period. • 5.23 Support and monitor early years and play provision across Devon. • 5.23 Implement Phase 2 of the Early Years review, in respect of provision for children with Special Educational Needs. | <ul style="list-style-type: none"> • dcs • dcs • dcs • dcs • Early Years and Childcare |
|---|---|

Challenge 5.3: Improve transport accessibility and promote sustainable transport solutions for young people in rural areas

Actions as described in CYPP and with particular reference to:

5.31 By March 2007 we will have established a 'rural transport for out-of-school activity strategy' which will outline ways we will support and encourage take-up of after-school and holiday activity in extended schools, play and leisure resources by children and young people who live in rural areas

5.32 By March 2007 we will have set up advice and assistance to encourage vulnerable young people living in rural and isolated urban areas to travel to post 16 education, employment or training

We expect to achieve the following additional targets by July	Additional Targets
--	---------------------------

2007: <ul style="list-style-type: none"> ○ See headline indicators and targets 	
---	--

Challenge 5.4: Work with local schools, colleges and employers to create opportunities for all 14-19 year olds to pursue a course of study where they will learn in a style which suits them and in subject areas which motivate them

Actions as described in CYPP and with particular reference to:

5.41 By September 2006 we will strengthen the strategic partnership between the local authority, schools, FE Colleges, the Learning Skills Council, Connexions and other partners and ensure that there is a coherent and collaborative approach in each area to a 14-19 provision that will enable the development and delivery of the new National Entitlement Curriculum and a range of pathways at 14+ tailored to individual needs

5.42 From September 2006 the county council, LSC and Connexions will support the local area and partnerships with data on the local offer, participation, retention and achievement

5.43 By September 2007 improve knowledge of and access to the developing entitlement curriculum through the piloting of a prospectus for each area

5.44 From April 2006 support training and development needs that arise from the introduction of the new specialised Diploma lines and functional skills

5.45 From 2007, as the diploma lines are made available ensure any potential gaps in provision are identified and filled through the commissioning role of the local authority and LSC

5.46 By March 2007 we will have in place throughout Devon a multi-agency pre e2e programme tailored to individual needs and offering additional support for the most vulnerable young people

5.47 By September 2007 further education colleges to engage with children's services division and adult learning disability services to review and tailor provision to identified needs of this group, to include access to work experience and employment skills

<ul style="list-style-type: none"> • We expect to achieve the following additional targets by July 2007: 	Additional Targets
<ul style="list-style-type: none"> • Schools with sixth forms: average point scores of students entered for GCE/VCE/A/AS (Level 3) 	<ul style="list-style-type: none"> • 275
<ul style="list-style-type: none"> • Improve above figure relative to statistical neighbours currently 'in line'. 	<ul style="list-style-type: none"> • Improve
<ul style="list-style-type: none"> • Average point score per entry. 	<ul style="list-style-type: none"> • 79
<ul style="list-style-type: none"> • Improve above figure relative to statistical neighbours currently 'in line' 	<ul style="list-style-type: none"> • Improve
<ul style="list-style-type: none"> • % of young people achieving Level 3 by 19 	<ul style="list-style-type: none"> • Increase

- | | |
|--|--------------|
| • % of 17 year olds participating in education and training | • Increase |
| • Engagement of young people in work experience within all secondary schools for a minimum period of one week | • 100% |
| • Section 5 school inspection judgements: effectiveness, quality and achievement (16–19 education in secondary and special schools). | • SET TARGET |
| • Section 5 inspection judgements: quality of provision and leadership and management (16–19 education in secondary and special schools). | • SET TARGET |
| • % of learners looked after on 1 st April in their 17 th year (aged 16) who were engaged in education, training or employment at the age 19 (PFA A4 LPSA) | • 71% |

Activities to be carried out as part of the RAP in 2006/7. We will:	Lead
<ul style="list-style-type: none"> • 5.41 Develop new 14-19 pathways re White Paper and Devon Strategy detailed within 14 -19 action plan: support for collaborative structures development of the on-line prospectus develop engagement of employers and quality of work placements generate a strategic plan of provision develop models for the curriculum and effective teaching and learning develop strategies to engage hard to engage groups 	<ul style="list-style-type: none"> • 14 -19 Strategy Group
<ul style="list-style-type: none"> • 5.41 Support for schools and colleges in managing implementation of diplomas. • 5.41 Consider how a coherent approach to school improvement in school sixth forms is supported. 	<ul style="list-style-type: none"> • 14 -19 Strategy Group
<ul style="list-style-type: none"> • 5.44 Explore the range of professional development needed by providers of diplomas. • 5.44 Development of a 14-19 CPD website for use across Devon in order to respond to Work Force Reform in the context of specialised diplomas. 	<ul style="list-style-type: none"> • 14 -19 Strategy Group
<ul style="list-style-type: none"> • 5.45 Support to consortia of providers as they prepare to go through the gateway to be accredited providers of the diplomas. 	<ul style="list-style-type: none"> • 14 -19 Strategy Group
<ul style="list-style-type: none"> • 5.46 Plan for and extend entry level provision for students unlikely to achieve diplomas at foundation level 	<ul style="list-style-type: none"> • 14 -19 Strategy Group

Challenge 5.5: Ensure impartial, comprehensive and high quality information, advice, guidance and support is available to all young people, in proportion to need, to assist them make successful transitions to further learning and work

Actions as described in CYPP and with particular reference to:

5.51 By March 2008 the council will have made arrangements to commission information, advice and guidance and personal support services in relation to learning and for young people in education and post 16 taking due regard of the need for independence and ability to advocate for young people.

<p>5.52 By September 2007 the transition protocol for children with special needs will contain a delivery plan describing the range of opportunities and support to enable disabled young people access to education, employment and training</p> <p>5.53 By December 2007 we will have established integrated 16+ services to support all vulnerable young people (care leavers, those with learning, sensory or physical disability or mental health difficulties, young and vulnerable parents, problematic drug or alcohol users, repeat homeless) in the transition to adulthood</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> ○ See headline indicators and targets 	<p>Additional Targets</p>

<p>Challenge 5.6: Support homeless and vulnerable young people or families with dependant children to sustain safe, secure and stable accommodation and engage in employment, education or training</p>	
<p>We expect to achieve the following additional targets by July 2007:</p> <ul style="list-style-type: none"> ○ See headline indicators and targets 	<p>Additional Targets</p>

Quality Assurance

The plan will be managed by Deborah Magill, Deputy Director, Learning and Educational Effectiveness.

The delivery of the plan will be monitored by the Raising Achievement Group which will meet monthly. This group will help ensure:

- Activities are effectively addressed
- Reports are produced to agreed standards and demonstrate impact
- Outcomes are robust and based on appropriate evidence
- Issues related to cross cutting aspects of work involving other outcomes are identified
- Key themes and issues for the following year are identified
- Consistent quality assurance processes are applied across the Raising Achievement Plan.

Each of the five outcomes has an identified manager. (This role is further subdivided into Challenge Managers within Enjoy and Achieve and is shared in the case of Economic Well Being.) The role of the manager will be to:

- Work with colleagues across CYPS to ensure the RAP reflects cross service needs and priorities
- Work with service managers and staff to monitor the delivery of the RAP and meet reporting requirements
- Work to ensure the activities within the outcome are implemented and targets achieved.

Reports on the delivery of the plan will be provided to school representatives through DAPH, DASH, SHAD and DAG and will be informed by:

- Summary statement of implementation of planned activities
- Progress against outcomes and targets
- Evaluation activities undertaken
- Implications for subsequent RAP

Reports on the delivery of the plan will also be made to the Children's Trust Executive to ensure consistency with the CYPP.

Raising Achievement Group

Chair: Deborah Magill, Deputy Director, Learning and Educational Effectiveness

RAP Reference	Outcome Manager
1. Be Healthy	Annette Lyons
2. Stay Safe	Bryan Smith
3. Enjoy and Achieve	Deborah Magill

- 3.1 Sue Clarke
- 3.2 Roger Fetherston
- 3.3 Chris Aston
- 3.4 Deborah Booth
- 3.5 Graham Cockill
- 3.6 Debbie Clapshaw

4. Make a Positive Contribution

Dillon Hughes

5. Economic Well Being

Julia Wilkinson

Jenny Liggins (Early Years)

Strategic Management and Monitoring

Raising Achievement Group

Plan preparation and co-ordination

Bryan Smith

Annual reporting and planning cycle for Raising Achievement Group:

Report on outcomes

November, April

Preparation and planning for following year's programme

January, July

- **Key reference documents**

DfES guidance, Aiming High 2004

Looked after children and young people's education strategy. (Kim Piper, Looked After Children Strategic Co-ordinator (education))

The Devon 14-19 Strategy

Inclusive Education Strategy

Secondary Behaviour and Attendance strategy

Asset Management Plan

End to End Review of Careers Education and Guidance, 2005 p5

OECD report Careers Guidance and Public Policy: Bridging the Gap, 2004

Service Action Plans for:

- Support and Advisory Teacher Service
- English as an Additional Language Service
- Devon Consortium Traveller Education Service
- Youth Service
- Educational Psychology Service
- Health, Safety and Security
- Education Welfare Service
- English as an Additional Language
- Admissions Service
- School Organisation Service
- Governor Services
- School Library Service
- ScoMIS
- Link Education Service
- Devon Discovery
- Devon Music Service
- Early Years and Childcare Service

Raising Achievement Plan 2007/8– Performance Indicators – SPARnet

(July 2007 Outturn data and July 2008 targets to be incorporated in September 2007)

Based on: RAP PIs & OFSTED Children's Services dataset

CYPP Outcome	Indicator Reference (where applicable)	Activity Manager	Data Manager	Headline Indicators	July 2005 Baseline	July 2006 Outturn	July 2007 Target	July 2007 Outturn	Performance commentary: Include progress towards target, where known, significant actions taken to achieve target, issues impacting on target achievement
BE HEALTHY: Targets	Section 5 1046OF	AL	SN	Personal development and well-being: the extent to which learners adopt healthy lifestyles (Primary, secondary and special schools)	N/A	N/A	95% (1 - 2)		
	Section 5	AL	SN	Leadership and Management: How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	N/A	N/A	80%		
	NSF, JAR & LAA 1032OF	AL	AL	Number of schools to achieve Devon Healthy School Award status.	0	60	187		
		tbc	tbc	Indicator which reflects the importance of CAMHS and SEAL to "Be Healthy"					
	NSF, JAR & LAA PSA2 5.1	SK	SK	The percentage of primary school pupils participating in a minimum of 2 hours high-quality PE and school sport a week within and beyond the National Curriculum during one complete school year.	79%	KS1/2 = 94.7% KS1 93.1% KS2 96.3%	87% (85%KS1) (89% KS2)		
	NSF, JAR, LAA & LPSA 2 5.3	SK	SK	The percentage of secondary school pupils participating in a minimum of 2 hours high-quality PE and school sport a week within and beyond the National Curriculum during one complete school year.	67%	80.70%	85%		
	LPSA	SK	SK	The percentage of primary school	66%	72%	79%		

	PSA2-5.2			pupils participating in a minimum of 1 additional hour of extra physical activity a week within and beyond the National Curriculum during one complete school year					
	CYPP6	SK	SK	Proportion of 5-16 with learning difficulties undertaking PE and school sport for at least 2 hours per week	N/A	83%	60%		
	NSF & JAR	GB	TBC	Teenage conception rates below 18 (under 18 conceptions per 1000 women aged 15-17years)	29.9 (June 2005)	Not yet available	23.8		
	CYPP5								
	BV197 1047SC								
STAY SAFE: Targets	Section 5 2063OF	BSm	SN	Personal development and well-being: The extent to which learners adopt safe practices	N/A	N/A	95%		
	Section 5 2063OF	BSm	SN	Personal development and well-being: Do procedures for safeguarding learners meet current government requirements?	N/A	97.5	100%		
	NSF, JAR, LAA & LPSA 1032OF	AL	AL	Number of schools to achieve Devon Healthy School Award status.	N/A	60	187		
ENJOY & ACHIEVE: Targets	Section 5 3082OF	RF	SN	Overall effectiveness: How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners	N/A	86.3% 53.8%	90% (1 - 3) 75% (1-2)		
	Section 5 3082OF	RF	SN	Achievement and standards: How well do learners achieve	N/A	86.3% 53.8%	90% (1-3) 70% (1-2)		
	Section 5 3083OF	RF	SN	Personal development and wellbeing: How good is the overall personal development and well-being of the learners	N/A	98.8% 90%	100% (1-3) 95% (1-2)		
	Section 5 Section 5 3084OF	RF	SN	Leadership and management: How effective are leadership and management in raising achievement and supporting all learners	N/A	96.3% 61.3%	90% (1-3) 65% (1-2)		

Section 5	DCI	SN	Leadership and Management: The extent to which governors and other supervisory boards discharge their responsibilities	N/A	93.8%, 61.3%	90% (1-3)		
Section 5	RF	SN	Quality of Provision: How effective are teaching and learning in meeting the full range of learners' needs?	N/A	88.8%, 57.5%	59% (1-2)		
Section 5	RF	SN	Quality of Provision: How well do the curriculum and other activities meet the range of needs and interests of learners?	N/A	76.5%, 66.3%	67% (1-2)		
Section 5	RF	SN	Quality of Provision: How well are learners cared for, guided and supported?	N/A	96.3%, 80.0%	81% (1 - 2)		
Section 5	RF	SN	Achievement and standards: The standards reached by learners	N/A	N/A	70%		
Section 5	RF	SN	Achievement and standards: How well learners make progress, taking account of any significant variations between groups of learners	N/A	N/A	75%		
Section 5 3086OF	RF	SN	Achievement and standards: How well learners with learning difficulties and disabilities make progress	N/A	N/A	70%		
	DC	SR	% of schools identified by the LA as causing concern removed from the schools causing concern list within 4 terms.	23.80%	36.40%	100%		
OFSTED	DC	SR	% of schools identified through Ofsted inspection are removed from the category within the relevant Ofsted timescale, i.e. Notice to Improve within 1 year, Special Measures within 2 years.	100% (SM)	100% (SM)	100%		

3087OF	DC	SR	% of schools requiring Special Measures since September 2005					
3088OF	DC	SR	% of schools requiring a Notice to Improve since September 2005					
3002OF	AR	RO	KS1 data – teacher assessment results on reading: achievement at KS1, Level 2+ and average point scores (all learners)	85%, 15.8	85%,15.8	86%, 16.0		
3003OF	AR	RO	KS1 data – teacher assessment results on writing: achievement at KS1, Level 2+ and average point scores (all learners)	82%, 14.5	82%,14.5	83%, 14.8		
3004OF	AR	RO	KS1 data - teacher assessment results on mathematics: achievement at KS1, level 2+ and average point scores (all learners)	92%, 16.0	92%,15.9	92%, 16.5		
BV041 3005OF	AR	RO	KS2 learners achieving level 4 or above in English	80%	81%	83%		
BV040 3006OF	AR	RO	KS2 learners achieving level 4 or above in mathematics	76%	77%	82%		
3007OF	AR	RO	KS2 learners achieving level 4 or above in science	88%	89%	90%		
3008OF	AR	RO	Value Added Measures KS1 to KS2					
	AR	RO	High attainers L5 or above KS2 English	27%	33%	36%		
	AR	RO	High attainers L5 or above KS2 Maths	31%	34%	35%		
	AR	RO	High attainers L5 or above KS2 Science	50%	48%	53%		
3061DE	AR	RO	Maximum % primary schools (with cohort > than 10) below the floor target of 65% of learners achieving Level 4 at KS2. (English)	6.89%	6.89%	5%		
3061DE	AR	RO	Maximum % primary schools (with cohort > than 10) below the floor target of 65% of learners achieving Level 4 at	13.77%	11.80%	5%		

				KS2. (Maths)					
	BV181a 3009OF	GC	RO	KS3 learners achieving level 5 or above in English	74%	74%*	81%		
	3009OF	GC	RO	KS3 Test Results on English: Average points scores					
	BV181b 3010OF	GC	RO	KS3 learners achieving level 5 or above in Mathematics	76%	80%*	81%		
	3010OF	GC	RO	KS3 Test Results on Maths: Average points scores					
	BV181c 3011OF	GC	RO	KS3 learners achieving level 5 or above in science	73%	77%*	78%		
	3011OF	GC	RO	KS3 Test Results on Science					
		GC	RO	L6 or above KS3 English	36%	33%	35%		
		GC	RO	L6 or above KS3 Maths	54%	60%	62%		
		GC	RO	L6 or above KS3 Science	38%	44%	46%		
		GC	RO	High attainers L7 or above KS3 English	9%	9%	12%		
		GC	RO	High attainers L7 or above KS3 Maths	24%	30%	26%		
		GC	RO	High attainers L7 or above KS3 Science	11%	15%	13%		
	3012OF	GC	RO	KS3 data – value added measures KS2 to KS3	100	Not yet available	100		
		GC	RO	KS3 data – ICT, Level 5+ and average point scores (all learners)	78.1% - see note 1	78.2% see note 2	81%, 35.0		
	BV038 3013OF	GC	RO	Percentage of learners achieving 5+ A*-C (all learners).	56%	59%	62%		
	LPSA BV039 3104OF	GC	RO	Percentage of 15 year old learners achieving 5 A* -C including English and maths	44%	47%	50%		
	30104OF	GC	RO	GCSE/Equivalents data – percentage achieving 1+ A*-G (all learners)	98%	98%	98%		
	BV038	GC	RO	GCSE/Equivalents data – percentage achieving 5+ A*-G (all learners)	93%	92%	94%		
	3015OF	GC	RO	GCSE/Equivalents data – average point scores (all learners)	367	375	375		

3016OF	GC	RO	GCSE/Equivalents data – capped average point scores (all learners)	291	294	295		
3105OF	GC	RO	GCSE/Equivalents data – value-added measures KS2 to GCSE/equivalents	1006	Available January 2007	1000		
3018OF	GC	RO	GCSE/Equivalents data – value-added measures KS3 to GCSE/equivalents	1004	Available January 2007	1000		
3061DE	GC	RO	No. of secondary schools below the floor target of 25% A* -C	0.00%	2.70%	0%		
	GC	RO	High attainers GCSE 3+ A*-A	20%	20%	22%		
FFT	RF	RO	Indicators (for lowest achieving 20%) – KS1 – KS2 move low ability learners from performing significantly below to in line, in value added terms in all core subjects in priority schools	Significantly better	Data available December 2006	See text		
FFT	RF	RO	Indicators (for lowest achieving 20%) – KS2 – KS3 in English: improve lower ability learners from performing significantly below to in line and develop an upward trend	Significantly better	Data available December 2006	See text		
FFT	RF	RO	Indicators (for lowest achieving 20%) – KS2 – KS4 lower ability learners: improve threshold measures 5A*-C and 5A*-G from significantly below to in line with an upward trend	Significantly better	Data available December 2006	See text		
LPSA 2 3034OF BV046	JH	TBC	Primary absence	5.36%	5.38%	4.85%		
LPSA 2 3035OF BV045	JH	TBC	Secondary absence	7.95%	7.99%	7.55%		
LPSA 2	JH	TBC	Special schools authorised and unauthorised absence	8.64%	9.82%	6.95%		
	LC	LC	% schools to be using P scales to measure progress of those pupils achieving below NC Level 1	59%	Not yet available	100%		

PAFCF/A2 & LPSA PSA2-62 3072SC	DB	PB	% leaving care at 16 with 1 or more A*-G or equivalent examinations	58.8% Outturn 31.3.2006	To be advised 31.3.2007	63.30%		
146	DB	PB	% leaving care at 16 with 5 A*-G or equivalent examinations	42.5% 31.3.2006	To be advised 31.3.2007	tbc		
	DB	DF	% of children who are looked after who achieve L5+ at KS3 in English	26.7% 31.3.2006	To be advised 31.3.2007	tbc		
	DB	DF	% of children who are looked after who achieve L5+ at KS3 in Maths	31.1% 31.3.2006	To be advised 31.3.2007	tbc		
	DB	DF	% of children who are looked after who achieve L5+ at KS3 in Science	31.1% 31.3.2006	To be advised 31.3.2007	tbc		
PSA	DB	PB	KS2 Level 4+ in English and Maths National PSA target stating that outcomes for 11 year old learners who are looked after in English and Maths should be at least 60% as good as those of their peers	61.70%	To be advised December 2006	48%		
PAF C 24 CYPP41 3074SC	DB	DF	% of learners looked after continuously for at least 12 months, of compulsory school age who missed a total of at least 25 days of education of any kind for any reason during the previous school year	14.40%	To be advised December 2006	12%		
JAR 1406 3071SC	DB	PB	% of children looked after who were learners in Year 11 who were eligible for GCSE (or equivalent) examinations who sat at least one GCSE equivalent exam. (applies to looked after continuously for year after 30 th September in their Year 11)	78.40%	To be advised December 2006	65%		
JAR1403 3073SC	DB	PB	% care leavers with 5+A*-C or a GNVQ	10% 31.3.2006	To be advised 31.3.2007	14%		
CF/C69 3085SC	DB	PB	Distance children newly looked after are placed from home. (20% target for July 2006)			20% (March 2007)		

	DB	PB	Improve attendance levels of children who are looked after to a minimum of the national rate.			20%		
3097DE	EL	TBC	% of permanent exclusions in relation to the number of learners in special schools			0%		
	EL	TBC	% of permanent exclusions in relation to the number of learners with statements of SEN			0.02%		
3091DE	EL	TBC	Exclusions data - % of fixed term and permanent exclusions in relation to the number of learners in primary phase		1.1% 0.04%	0.9%, 0.03%		
CYPP-A1 3092DE	EL	TBC	Exclusions data - % of fixed term and permanent exclusions in relation to the number of learners in secondary phase		1.3% 0.23%	0.8%, 0.15%		
LPSA	EL	TBC	Exclusions data – Secondary school fixed-period exclusion (days)	12,481	16, 465	Reduce to 11,233		
BVPI 159a, 159b, 159c & 159d 3067AC	EL	TBC	Education otherwise than at school data: % of permanently excluded learners provided with alternative tuition	79%	77%	85%		
	EL	TBC	Education otherwise than at school data: % of permanently excluded learners in full-time education by the 16 th day of exclusion	N/A	N/A	100%		
MAKE A POSITIVE CONTRIBUTION: Targets	DH	SN	Personal Development and Well Being: The extent to which learners make a positive contribution to the community	N/A	N/A	85%		
	LPSA CYPP48	DH	tbc	Level achieved in the standard for youth participation 'Hear by Right' by 2007	Level 2	Level 3	Level 4	
	DH	tbc	Number of first time young people in Youth Justice System (PI tbc)					
	4021OF	DH	tbc	% of young people aged 13-19 reached by Youth Service	25%	27%	25%	

**ACHIEVE
ECONOMIC
WELLBEING:
Targets**

Section 5	JL	SN	Overall effectiveness: The quality and standards in the Foundation Stage	N/A	69.4% 95.2%	Improve		
	CR	tbc	% of primary schools providing access to childcare 8.00 0 6.00 p.m. all year round (50% target by 2008)	N/A		20%		
3102DE	JL	tbc	Improvement in young children's development measured by the FS profile					
	JL	TBC	% of school age learners and in early years settings have an up to date personal education plan	No baseline available	64.10%	100%		
	JL	TBC	% schools moderated at Foundation Stage	Not applicable	Not applicable	50%		
Section 5 5036OF	JW	SN	Personal development and well being: How well learners develop work place and other skills that will contribute to their future economic well-being	N/A	N/A	70%		
Section 5 5034OF	JW	SN	Judgements: effectiveness, quality and achievement (16-19 education in secondary and special schools.)	N/A		SET TARGET		
Section 5 5035OF	JW	SN	Judgements: quality of provision and leadership and management (16-19 education in secondary and special schools.)	N/A		SET TARGET		
5038LS	JW	JW	Proportion of young people achieving Level 2 by 19	Available 4.12.2006	69%	Increase		
			Proportion of young people achieving Level 2 by 16					
5041DE	JW	JW	% of learners aged 16–18 who are in not education, employment and training (NEET)	Not comparable with 2006 data	6.20%	5.20%		
5004OF	JW	RO	Schools with 6th forms: Average point score per GCE/VCE/ A/ AS entry	78**	(205)**	79**		
5038LS	JW	TBC	% of young people achieving Level 3 by 19	Not available	46%	Increase		

LPSA & JAR 5003OF	JW	RO	Schools with sixth forms: average point scores of students entered for GCE/VCE/A/AS (Level 3)	275	710**	275	
	JW	TBC	% of 17 year olds participating in education and training	Not comparable with 2006 data	73%	Increase	
PFA A4 LPSA 5022SC	JW	TBC	% of learners looked after on 1 st April in their 17 th year (aged 16) who were engaged in education, training or employment at the age of 19	62%		71%	
PSA2-6.3						73% (LAA)	

AL	Annette Lyons	Adviser for PSHE	GC	Graham Cockill	Secondary Adviser, dcs
AR	Andrew Riley	Primary Adviser	JH	Juliet Hammacott	Acting Principal EWO
BSm	Bryan Smith	dcs Business Manager	JL	Jenny Liggins	Head of Early Learning
CA	Chris Aston	Head of Strategy & Commissioning Inclusive Education	JW	Julia Wilkinson	14-19 Strategy Officer
CR	Claire Rockliffe	Lead Officer, Early Years and Childcare	LC	Linda Chapman	Adviser for SEN
DB	Deborah Booth	Project Officer	LS	Lyn Shaddick	dcs Quality Manager
DC	David Chaplin	Lead Primary Adviser, dcs	RF	Roger Fetherston	Head of dcs
DCI	Debbie Clapshaw	Governor Services	RO	Roland Oxborough	Statistician, dcs
DH	Dillon Hughes	Principal Youth Officer	SK	Steve Kibble	Adviser for PE
EL	Ernie Lloyd	AEO Exclusions and Alternative Provision	SN	Sue Newson	Administrator Assistant
GB	Glynis Bath	PCT	SR	Suzanne Riding	Team Administrator