

## 7 THE SCHOOL IMPROVEMENT PROGRAMME

7.1.1 The LEA's priorities for improvement for the period 2002-2007 are:

- |            |   |
|------------|---|
| Priority 1 | Raising attainment in the Early Years towards the early learning goals and in primary education especially in literacy and numeracy |
| Priority 2 | Raising attainment in Key Stage 3   |
| Priority 3 | Raising attainment in Key Stage 4 and developing the 14-19 curriculum   |
| Priority 4 | Narrowing attainment gaps/tackling underachievement   |
| Priority 5 | Support for schools causing concern   |
| Priority 6 | Improving the capacity of Devon schools to support each other in school improvement.  |

Details of the EDP activities which support each Priority during 2002/2003 are provided in Annex 2.

For each Priority, the following sections of the EDP state:

- ◆ the broad outline of the activities which address the priority;
- ◆ the particular local focus;
- ◆ how the activities take account of national priorities and themes;
- ◆ the outcomes - in terms of achievement of LEA targets - which the activities within the priority are expected to achieve;
- ◆ the officer responsible for each activity within the priority (ie the activity manager);
- ◆ links between each activity and other formal plans;
- ◆ references within the Audit which bear directly on the EDP activity;
- ◆ the correlation between individual EDP activities and the twelve national themes.

### 7.1.2 Relationship between the EDP and other plans

The EDP constitutes the school improvement plan of the LEA. It has been drawn up under the aegis of the Devon County Council strategic plan ('Working for a better Devon 2001-2005') and the strategic plan for the Education, Arts and Libraries Directorate for 2002-2005.

Many EDP activities involve work with partner organisations. That work takes place within the framework of those organisations' plans: details of these links appear in sections 7.2.1-7.2.6.

In addition, each County Council Service Unit prepares a service action plan for the financial year ahead. The EDP activities will form a component of Service Units' plans for 2002-2003.

### 7.1.3 The role of the LEA in school improvement

As indicated in this EDP programme the LEA expects to continue to take a prominent role in school improvement although, in line with the conclusion of the recent Best Value review of the school improvement function, the LEA is likely to operate in future in a strategic/procuring role rather than as direct provider. The LEA will continue to encourage schools to take lead responsibility for their own review, evaluation and improvement and will continue to extend schools' capacity to work in clusters to this end.

At present, EDP activity 6.3 does not specify a programme of LEA activity to promote the "cascading" across schools of the skills of Specialist colleges; the LEA would welcome clarification of the locus of a local education authority in this respect.

## 7.2.1 **Priority 1: Raising attainment in the Early Years towards the early learning goals and in primary education especially in literacy and numeracy**

Activities within Priority 1 have a focus upon

- ◆ national programmes (the development of Early Years Education (1.1) and the Literacy and Numeracy strategies (1.3 and 1.4, respectively);
- ◆ an area of identified weakness - curriculum ICT (1.5);
- ◆ growing concern that children with limited language, social and cognitive development must be identified and assisted at the earliest stage (1.2);
- ◆ supporting schools (often in partnership with other bodies) in delivering a broad and balanced curriculum by supporting a range of initiatives in sport, the Arts, PSE and Religious Education (1.6);
- ◆ developing the management, leadership and teaching skills of headteachers, governors and teachers, and securing their supply, recruitment and retention (1.8, 1.9 and 1.10);
- ◆ improving schools' ability to set appropriate targets (1.7).

Some of these objectives will be common to all LEAs - in particular, the national programmes; responding to difficulties in teacher recruitment, and the need to raise standards in ICT. The local focus within the EDP priority derives from:

- ◆ the urgency of providing targeted support for children in the Foundation Stage at KS1;
- ◆ supporting schools - and in particular the high proportion of Devon primary schools in which the Headteacher has a teaching commitment - in their take-up of national and statutory curriculum initiatives;
- ◆ making available a full range of professional development opportunities, given the local context in which there is limited development of independent sector providers.

These activities are closely allied to the following national themes:

- ◆ social inclusion;
- ◆ ICT;
- ◆ integration of early education and childcare;
- ◆ teacher supply and recruitment;
- ◆ school leadership, management and governance;
- ◆ continuing professional development.

The anticipated outcomes of each Priority 1 EDP activity are shown in their success criteria. In broad terms, the effect of the Priority 1 programme is expected to be:

- ◆ improved provision in the Early Years settings, so that by 2003, 80% of school settings inspected by OFSTED will be ranked "good" or "very good", and 96% of all non-maintained settings will be ranked "satisfactory" or better;
- ◆ a higher level of pupil attainment at KS1 and KS2 so that:
  - ◆ the 2004 KS2 targets set in EDP are met;
  - ◆ 2004 KS1 attainment (at Level 2 and above and Level 3 and above) is ahead of the national attainment level by at least 1% in each measure;
  - ◆ 2005 KS1 attainment (at Level 2 and above and Level 3 and above) and KS2 attainment (at Level 4 and above and Level 5 and above) are ahead of the national level by at least 1% in each measure.

**Priority 1: Raising attainment in the Early Years towards the early learning goals and in primary education especially in literacy and numeracy**

<b>EDP activity in 2002/2003</b>	<b>Activity manager</b>	<b>EDP2 Links with other plans</b>	<b>Links with LEA audit</b>
1.1 Raising pupils' attainment by improving the quality of teaching and support in the Early Years	Primary adviser (early years)	<ul style="list-style-type: none"> <li>◆ Sure Start</li> <li>◆ Community Safety</li> <li>◆ Health Improvement Programme</li> <li>◆ Children's service plans</li> <li>◆ Community Plans</li> <li>◆ Behaviour Support Plan</li> <li>◆ Sen Plan</li> <li>◆ EYDCP plan</li> </ul>	5.5.7
1.2 Promoting the attainment of targeted children in the Foundation Stage and KS1	Senior Education Officer (Children and Families)		5.5.7
1.3 Raising attainment in literacy in the Foundation Stage and at KS1&2	Primary NLS manager	<ul style="list-style-type: none"> <li>◆ Reading Recovery plan</li> <li>◆ KS3 Strategy</li> <li>◆ EYDCP</li> <li>◆ Literacy Action Plan</li> <li>◆ Numeracy Action Plan</li> <li>◆ LEA ICT Strategy</li> <li>◆ Post-Ofsted Action Plan</li> </ul>	5.7.1; 5.7.2
1.4 Raising attainment in numeracy in the Foundation Stage and at KS1&2	Primary NNS manager		5.7.1; 5.7.2
1.5 Raising attainment in ICT in the Foundation Stage and at KS1&2	Adviser for ICT		5.5.4, 5.5.5
1.6 Raising attainment by working in partnership with other agencies to support the implementation of other national initiatives in the Foundation Stage and at KS1&2	Art adviser	<ul style="list-style-type: none"> <li>◆ Healthy Schools' Accreditation Plan</li> </ul>	5.5.7
1.7 Raising pupils' attainment by increasing the effective use of data and target-setting	Statistician	<ul style="list-style-type: none"> <li>◆ Literacy Action Plan</li> <li>◆ Numeracy Action Plan</li> <li>◆ Post-Ofsted Action Plan</li> </ul>	5.7.7
1.8 Improving the management and leadership skills of school senior managers and governors	Professional development adviser		4.6; 5.1.1
1.9 Raising pupils' attainment by planning the professional development of teachers and support staff	Professional development adviser	<ul style="list-style-type: none"> <li>◆ Post-Ofsted action plan</li> </ul>	4.6; 5.3.4
1.10 Securing the supply, recruitment and retention of teachers and governors.	Professional development adviser		4.6; 5.3.1; 5.3.3; 5.3.4

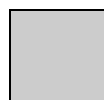
Monitoring and evaluation of Priority 1 activities: by Priority Managers for Priority 4, reporting to EDP Steering Group.

## Priority 1: Relationship between EDP activities and national themes

EDP activity in 2002/2003	Attainment of ethnic minorities	Gender issues: boys' achievement	Children with SEN	Social inclusion	Under performance in geographical areas	Gifted & talented	ICT	Integration of early education and childcare	Teacher supply & recruitment	Supporting school self-review and evaluation	School leadership: management & governance	Continuing professional development
1.1 Raising pupils' attainment by improving the quality of teaching and support in the Early Years												
1.2 Promoting the attainment of targeted children in the Foundation Stage and at KS1												
1.3 Raising attainment in literacy in Foundation Stage & KS1&2												
1.4 Raising attainment in numeracy in the Foundation Stage and at KS1&2												
1.5 Raising attainment in ICT in Foundation Stage & KS1&2												
1.6 Raising attainment by implementing other national curricular priorities in the Foundation Stage & KS1&2												
1.7 Raising pupils' attainment by increasing the effective use of data and target-setting												
1.8 Improving the management and leadership skills of school managers and governors												
1.9 Raising pupils' attainment by planning the professional development of teachers and support staff												
1.10 Securing the supply, recruitment and retention of teachers and governors.												



= EDP activity bears directly on national theme



= EDP activity supports national theme

## 7.2.2 Priority 2: Raising attainment in Key Stage 3

The activities within Priority 2 have a focus upon:

- ◆ implementing the KS3 strategy (2.1; 2.2; 2.3; 2.4; 2.5);
- ◆ addressing an area of identified weakness - curriculum ICT (2.3);
- ◆ supporting schools (often in partnership with other bodies) in delivering a broad and balanced curriculum by supporting a range of activities in Health Education, Sport, the Arts, PSE and Religious Education (2.6);
- ◆ developing the management, leadership and teaching skills of headteachers, governors and teachers, and securing their supply, recruitment and retention (2.8; 2.9; and 2.10);
- ◆ improving schools' ability to set appropriate targets (2.7).

The local focus within the EDP Priority derives from:

- ◆ a partnership approach between schools and the LEA in the management of the KS3 strategy;
- ◆ the emphasis of dissemination of good practice - in particular, through conferences, network meetings, newsletters and an increasing emphasis on the Devon Internet pages;
- ◆ supporting schools' full participation in national programmes such as "Healthy Schools", "Fit to Succeed", the Devon Arts in Schools Initiative, and to support the implementation of the Agreed Syllabus for RE - aimed, together, at securing a broad and balanced curriculum.

Overall, the Priority 2 activities are closely allied to the following national themes:

- ◆ gender issues, including boys' underachievement;
- ◆ ICT;
- ◆ teacher supply and recruitment;
- ◆ school leadership, management and governance;
- ◆ continuing professional development;
- ◆ social inclusion (Healthy Schools).

The anticipated outcomes of each Priority 2 EDP activity are shown in their success criteria. In broad terms, the effect of the Priority 2 programme is expected to be a higher level of attainment by pupils at KS3, so that in 2004 tests, in terms of the percentage of pupils achieving Level 5 or above:

- ◆ in English, at least 76% of Devon pupils will reach the required level, and the percentage reaching this level will exceed the national level by at least 1%;
- ◆ in Maths, at least 77% of Devon pupils will reach the required level, and the percentage reaching this level will exceed the national level by at least 2%;
- ◆ in Science, at least 74% of Devon pupils will reach the required level, and the percentage reaching this level will exceed the national level by at least 4%;
- ◆ in ICT, at least 75% of Devon pupils will reach the required level, and the percentage reaching this level will be not less than the national level.

<b>Priority 2: Raising attainment in KS3</b>			
<b>EDP activity in 2002/2003</b>	<b>Activity manager</b>	<b>EDP2 Links with other plans</b>	<b>Links with LEA audit</b>
2.1 Raising attainment in English.	KS3 English Manager	Devon KS3 strategy KS3 English plan	5.6.4; 5.6.5 5.7.3; 5.7.7
2.2 Raising attainment in Mathematics	KS3 Mathematics Manager	LEA ICT strategy Devon KS3 Maths	5.6.4; 5.6.5 5.7.3; 5.7.7
2.3 Raising attainment in ICT at KS3	KS3 ICT Manager	Devon teaching and learning in the foundation subjects plan	5.6.4; 5.6.5
2.4 Raising attainment in Science at KS3	KS3 Science Manager	Post-Ofsted Action plan	5.6.4; 5.6.5 5.7.3; 5.7.7
2.5 Raising attainment through teaching and learning in foundation subjects.	KS3 TLF Manager		5.6.6; 5.7.7
2.6 Raising attainment by working in partnership with other agencies to support implementation of national initiatives which supplement the KS3 strategy.	PHSE adviser	Healthy schools action plan	5.6.6
2.7 Raising pupils' attainment by increasing the effective use of data and target-setting	Statistician	Post-Ofsted action plan	5.7.7
2.8 Improving the management and leadership skills of school senior managers and governors.	Professional Development Adviser		5.6.1, 5.6.2, 5.6.3 5.6.6
2.9 Raising pupils' attainment by planning the professional development of teachers and support staff	Professional Development Adviser	Post-Ofsted action plan	4.6; 5.3.4
2.10 Securing the supply, recruitment and retention of teachers and governors.	Professional Development Adviser	Post-Ofsted action plan	4.6; 5.3.1, 5.3.3, 5.3.4; 5.6.6

Monitoring and evaluation of Priority 2 activities: by Priority Managers for Priority 4, reporting to EDP Steering Group.

## Priority 2: Relationship between EDP activities and national themes

EDP activity in 2002/2003	Attainment of ethnic minorities	Gender issues: boys' achievement	Children with SEN	Social inclusion	Under performance in geographical areas	Gifted & talented	ICT	Integration of early education and childcare	Teacher supply & recruitment	Supporting school self-review and evaluation	School leadership: management & governance	Continuing professional development
2.1 Raising attainment in English.												
2.2 Raising attainment in mathematics.												
2.3 Raising attainment in ICT at KS3.												
2.4 Raising attainment in science at KS3.												
2.5 Raising attainment through teaching and learning in foundation subjects.												
2.6 Raising attainment by working in partnership with other agencies to implement national initiatives which supplement the KS3 strategy.												
2.7 Raising pupils' attainment by increasing the effective use of data and target-setting.												
2.8 Improving the management and leadership skills of school senior managers and governors.												
2.9 Raising pupils' attainment by planning the professional development of teachers and support staff.												
2.10 Securing the supply, recruitment and retention of teachers and governors.												



= EDP activity bears directly on national theme



= EDP activity supports national theme

### 7.2.3 Priority 3: Raising attainment in KS4 and developing the 14-19 curriculum

The activities within Priority 3 have a focus upon:

- ◆ the development of the 14-19 curriculum (3.2);
- ◆ addressing an area of identified weakness - Curriculum ICT (3.3);
- ◆ supporting schools (often in partnership with other bodies) in delivering a broad and balanced curriculum by supporting a range of activities in Health Education, PE, the Arts and Religious Education (3.4);
- ◆ developing the management, leadership and teaching skills of headteachers, governors and teachers and securing their supply, recruitment and retention (3.6, 3.7 and 3.8);
- ◆ improving schools' ability to set appropriate targets (3.5).

The local focus within the EDP Priority derives from:

- ◆ encouraging and informing schools about models and methodology relating to vocational education and work-related training;
- ◆ dissemination of good practice;
- ◆ supporting schools' full participation in national programmes such as "Healthy Schools", "Sports Mark", the Devon Arts in Schools initiative, and to support the implementation of the Agreed Syllabus for RE - aimed, together, at securing a broad and balanced curriculum.

Overall, the Priority 3 activities are closely allied to the following national themes:

- ◆ ICT;
- ◆ teacher supply and recruitment;
- ◆ school leadership, management and governance;
- ◆ continuing professional development;
- ◆ social inclusion (Healthy Schools).

The anticipated outcomes of each Priority 3 EDP activity are shown in their success criteria. In broad terms, the effect of the Priority 3 programme is expected to be:

- ◆ a higher level of attainment by pupils in KS4 examinations, so that in 2004:
  - ◆ the percentage of pupils gaining 5+ A\*-C at GCSE/GNVQ will be not less than 55%, and the percentage reaching this level will exceed the national level by at least 1% (a PSA target for 2005 is currently under negotiation);
  - ◆ the percentage of pupils achieving 5+ A\*-G (including English and Maths) at GCSE/GNVQ will be not less than 95%, and the percentage reaching this level will exceed the national level by at least 3%;
  - ◆ The average points score will be at least 41.8, and this APS will be at least 1.0 point above the national level.
- ◆ a higher percentage of post-16 learners continuing in full-time education: by September 2004 either 72.0% or the national level, whichever is the higher

### Priority 3: Raising attainment in KS4 and developing the 14-19 curriculum

EDP activity in 2002/2003	Activity manager	EDP2 Links with other plans	Links with LEA audit
3.1 Identifying under-performing subject departments and working with schools to secure an improvement in GCSE results	Secondary subject adviser		5.3.4, 5.4.2, 5.6.4 5.7.4
3.2 Promoting the development of vocational education and work-related learning.	Secondary phase adviser	Connexions	5.4.2 5.7.4, 5.7.5, 5.7.7
3.3 Raising standards in ICT at GCSE level and above	ICT adviser	NGFL Post-Ofsted action plan	5.6.4 5.6.5
3.4 Raising attainment by working with other agencies to implement national initiatives which supplement the 14-19 curriculum.	PE adviser	Healthy schools SACRE agreed syllabus	5.6.6; 5.8.1
3.5 Raising pupils' attainment by increasing the effective use of data and target-setting.	Educational statistician	Post-Ofsted action plan	5.7.7
3.6 Improving the management and leadership skills of school managers and governors.	Professional Development adviser		5.6.1, 5.6.2, 5.6.3 5.6.6
3.7 Raising pupils' attainment by planning the professional development of teachers and support staff	Professional Development adviser	Post-Ofsted action plan	4.6, 5.3.4
3.8 Securing the supply, recruitment and retention of teachers and governors	Professional Development adviser		4.6, 5.3.1, 5.3.3, 5.3.4, 5.6.6

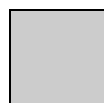
Monitoring and evaluation of Priority 3 activities: by Priority Managers for Priority 6, reporting to EDP Steering Group

### Priority 3: Relationship between EDP activities and national themes

EDP activity in 2002/2003	Attainment of ethnic minorities	Gender issues: boys' achievement	Children with SEN	Social inclusion	Under performance in geographical areas	Gifted & talented	ICT	Integration of early education and childcare	Teacher supply & recruitment	Supporting school self-review and evaluation	School leadership: management & governance	Continuing professional development
3.1 Identifying under-performing subject departments and working with schools to secure an improvement in GCSE results.												
3.2 Promoting the development of vocational education and work-related learning.												
3.3 Raising standards in ICT at GCSE level and above												
3.4 Raising attainment by working with other agencies to implement national initiatives which supplement the 14-19 curriculum												
3.5 Raising pupils' attainment by increasing the effective use of data and target-setting												
3.6 Improving the management and leadership skills of school managers and governors.												
3.7 Raising pupils' attainment by planning the professional development of teachers and support staff												
3.8. Securing the supply, recruitment and retention of teachers and governors												



= EDP activity bears directly on national theme



= EDP activity supports national theme

#### 7.2.4 Priority 4: Narrowing attainment gaps and tackling under-achievement

The activities within Priority 4 have a focus upon:

- ◆ activities to raise attainment in specified geographical areas or specified groups of schools (4.1);
- ◆ gender-specific activities aimed at identified groups of under-achieving boys (or girls) (4.2);
- ◆ raising the achievement (or forestalling under-achievement) for specified groups of pupils;
  - ◆ Gypsy and Travellers' children (4.3);
  - ◆ children for whom English is an additional language (4.4);
  - ◆ children whose level of attainment or level of social development would be likely to be higher if they had access to mainstream school provision (4.5);
  - ◆ gifted and talented pupils (4.6);
  - ◆ children in public care (4.7);
  - ◆ children who are out of school because of illness (4.8);
  - ◆ children who have been excluded and those at risk of exclusion (4.10);
  - ◆ children whose level of attainment is threatened by absence from school (4.11);
- ◆ maintaining a low incidence of teenage pregnancy (4.9).

The local focus within the EDP Priority derives from:

- ◆ evidence of the scope for further inclusion of pupils with SEN in mainstream provision;
- ◆ concern about the level of pupil absence - both authorised and unauthorised absence;
- ◆ concern about the growth in the number of permanently-excluded pupils;
- ◆ concern about the attainment level of children in public care.

Overall, the Priority 4 activities are closely allied to the following national themes:

- ◆ the attainment of ethnic minority pupils;
- ◆ gender issues, including boys' under-achievement;
- ◆ children with SEN;
- ◆ social inclusion;
- ◆ under-performance in particular geographic areas;
- ◆ gifted and talented pupils.

The anticipated outcomes of each Priority 4 EDP activity are shown in their success criteria. In broad terms, the effect of the Priority 4 programme is expected to be:

- ◆ the percentage of secondary pupils aged 15 achieving one or more GCSE/GNVQ grade A\*-G will be at least 97% in 2004;
- ◆ the percentage of Devon pupils with a statement of SEN will fall to 3.5% by the Autumn term 2004.

<b>Priority 4: Narrowing attainment gaps and tackling underachievement</b>			
<b>EDP activity in 2002/2003</b>	<b>Activity manager</b>	<b>EDP2 Links with other plans</b>	<b>Links with LEA audit</b>
4.1 Raising standards in geographical areas with proven or potential underattainment	Deputy chief adviser		
4.2 Raising the performance of underachieving boys and girls through gender-specific strategies	Adviser for gender specific strategies	KS3 Literacy and Numeracy Plans	5.7.7
4.3 Raising the attainment of minority ethnic pupils and travellers, including members of minority faith communities and those who are at risk of social exclusion through racism	Adviser with responsibility for anti-racism Head of Service: Traveller education	Best Value Performance Plan (Goal 2) Sure Start Plans EYCP Literacy and Numeracy Strategies RE Agreed Syllabus	2.2; 5.2.3
4.4 Raising the performance of pupils with English as an additional language	Head of Service: English as an additional language	EYDCP Sure Start Plans	2.2; 5.2.3
4.5 Extending the capacity of mainstream schools to provide an appropriate curriculum for children with SEN	Senior education officer: SEN	SEN Plan	4.6, 5.6.6
4.6 Raising the performance of gifted and talented pupils	Adviser responsible for gifted and talented		
4.7 Raising the attainment of children in public care	Principal educational psychologist	Behaviour Support Plan Children's Services Plan 'Quality Protects' Management Plan	4.2.2; 6.4
4.8 Raising the attainment of sick children	Head of hospital education centre		
4.9 Supporting schools' Health Education programmes and reducing the incidence of teenage pregnancy and drugs use.	PSHE adviser	Sure Start Connexions Youth Service Action Plan Devon Drug Action Team/Drug Implementation Group targets Crime Reduction targets Sexual health and reduction of teenage pregnancy targets Health Improvement Plans Community Safety Partnerships	
4.10 Raising the attainment of excluded pupils and those at risk of exclusion through disaffection.	Senior education officer: Inclusion	Behaviour Support Plan	5.4.1
4.11 Increasing attendance levels.	Senior Education Officer: Inclusion	Behaviour Support Plan	5.4.2

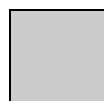
Monitoring and evaluation of Priority 4 activities: by Priority Managers for Priority 2, reporting to EDP Steering Group

## Priority 4: Relationship between EDP activities and national themes

EDP activity in 2002/2003	Attainment of ethnic minorities	Gender issues: boys' achievement	Children with SEN	Social inclusion	Under performance in geographical areas	Gifted & talented	ICT	Integration of early education and childcare	Teacher supply & recruitment	Supporting school self-review and evaluation	School leadership: management & governance	Continuing professional development
4.1 Raising standards in geographical areas with proven or potential underattainment.												
4.2 Raising the performance of underachieving boys and girls through gender-specific strategies.												
4.3 Raising the attainment of minority ethnic pupils and Travellers, including members of minority faith communities, and those who are at risk of social exclusion through racism..												
4.4. Raising the performance of pupils with English as an additional language.												
4.5 Extending the capacity of mainstream schools to provide an appropriate curriculum for children with SEN.												
4.6 Raising the performance of gifted and talented pupils.												
4.7 Raising the performance of children in public care..												
4.8 Raising the attainment of sick children.												
4.9 Supporting schools' Health Education programmes and reducing the incidence of teenage pregnancy and drugs use.												
4.10 Raising the attainment of permanently-excluded pupils and those at risk of exclusion through disaffection.												
4.11 Increasing attendance levels.												



= EDP activity bears directly on national theme



= EDP activity supports national theme

## 7.2.5 Priority 5: Support for schools causing concern

The document “Raising Standards in Devon Schools” sets the guiding principles for the new working relationship between the County Council and schools in terms of school improvement activity, together with the respective roles of governors, headteachers and the LEA. It defines the key processes of monitoring, challenge, intervention and support, and outlines the LEA’s monitoring process and the stages by which schools will be categorised in order to determine levels of intervention. Initially, performance data will be used to classify schools under one of five descriptions:

- 1 performing well above expectation
- 2 performing above expectation
- 3 performing as expected
- 4 performing below expectation
- 5 performing well below expectation

In addition to the performance classification other factors are taken into account in placing schools within categories for the purpose of determining LEA intervention.

1 (above)	=	category A
2 (above)	=	category B
3 (above)	=	category C
4 (above)	=	{ category D
		{ category E
5 (above)	=	{ category F
		{ category G

Other information - further quantitative data; qualitative information provided to the LEA; information presented by the Headteacher and governors - may lead to a school being placed in a higher or lower category. The final category will determine the level of LEA intervention, which will apply only to schools in categories E, F and G.

The document “Raising Standards in Devon Schools” defines the challenge process (which will be largely, though not solely, focused on target-setting) and describes the way in which the LEA will intervene in schools which cause concern. Once schools have been identified as causing concern - either by the LEA or through OFSTED procedures - there will be graduated levels of intervention, depending on the seriousness of the weaknesses identified. The document will be supplemented by an Intervention Handbook, to provide full details of the ways in which the LEA will intervene.

The EDP activities within Priority 5 have a focus upon:

- ◆ early identification of the schools on which support should be targeted (5.1);
- ◆ effective intervention in schools causing concern (5.2);
- ◆ explicit deadlines for resolving difficulties at schools causing concern (5.2).

The local focus for the EDP Priority derives from

- ◆ the large number of schools - 372 - which the LEA must monitor, together with the relatively isolated geographical position of many schools;
- ◆ the need rapidly to develop systems for desk-based monitoring of data.

Overall, the Priority 5 activities support each curriculum-related national theme:



The anticipated outcomes of each Priority 5 EDP activity are shown in their success criteria. In broad terms, the effect of the Priority 5 programme is expected to be:

- ◆ any school judged by OFSTED as under-achieving, having serious weaknesses or requiring special measures should have been previously identified by the LEA as requiring intervention and should be able to demonstrate action already in train to deal with identified weaknesses;
- ◆ targets set in activity 5.2 for schools' removal from "schools causing concern" categories are met by September 2004

<b>Priority 5: Support for schools causing concern</b>			
<b>EDP activity in 2002/2003</b>	<b>Activity manager</b>	<b>EDP2 Links with other plans</b>	<b>Links with LEA audit</b>
5.1 Implement the monitoring cycle in order to identify schools causing concern	School improvement officer	Post-Ofsted Action Plan	4.3.1 5.5 – 5.8
5.2 Intervention in schools causing concern	Primary adviser	Post-Ofsted Action Plan	4.3 5.3.4 5.5 – 5.8

Monitoring and evaluation of Priority 5 activities: by Priority Managers for Priority 3, reporting to EDP Steering Group

<b>Priority 5: Relationship between EDP activities and national themes</b>												
<b>EDP activity in 2002/2003</b>	<b>Attainment of ethnic minorities</b>	<b>Gender issues: boys' achievement</b>	<b>Children with SEN</b>	<b>Social inclusion</b>	<b>Under performance in geographical areas</b>	<b>Gifted &amp; talented</b>	<b>ICT</b>	<b>Integration of early education and childcare</b>	<b>Teacher supply &amp; recruitment</b>	<b>Supporting school self-review and evaluation</b>	<b>School leadership: management &amp; governance</b>	<b>Continuing professional development</b>
5.1. Implement the monitoring cycle in order to identify schools causing concern												
5.2. Intervention in schools causing concern												

-  = EDP activity bears directly on national theme
-  = EDP activity supports national theme

## 7.2.6 **Priority 6: Improving the capacity of Devon schools to support each other in school improvement**

This local Priority derives from the conclusion in the OFSTED Report on the LEA that there was a lack of clarity, and therefore of understanding within schools, of the key processes of monitoring, challenge, intervention and support, which might indirectly lead some schools to assume continuation of a “dependency” model in which the LEA was provider and school the recipient of school improvement measures. Instead, the Priority aims to drive forward the altered relationship between schools and the LEA through generating opportunities for schools to work co-operatively with other schools and institutions to raise standards of attainment. There is also a focus upon the LEA’s enabling role in disseminating good practice, and deploying local expertise, and a response, also, to the OFSTED Inspection Report’s recommendation that there should be a fuller role for Academic Councils.

This Priority also encourages greater collaboration between schools with sixth forms, bearing in mind that 11 out of the 20 Devon 11-18 schools have fewer than 201 sixth form students. The intention here is to ensure that sixth form students have access to a full range of curricular opportunities that might otherwise not be available to single institutions.

The activities within Priority 6 have a focus upon:

- ◆ developing the role of Academic Councils as a means of raising attainment (6.1);
- ◆ exploiting opportunities for videoconferencing between schools, and supporting schools in establishing links with local and national organisations (6.2);
- ◆ supporting the work of Beacon schools and ASTs, and under the ‘Alongside’ programme enabling teachers to gain experience of working at other schools (6.3);
- ◆ supporting school-based and other research and disseminating best practice (6.4);
- ◆ supporting collaboration between schools with KS5 students, and between schools and other institutions (6.5).

The local focus for the EDP Priority derives from:

- ◆ the need for greater clarity about schools’ and the LEA’s respective roles in raising attainment;
- ◆ opportunities for further collaboration between schools, and between schools and other institutions;
- ◆ the high proportion of Devon schools which have small sixth forms;
- ◆ opportunities for fuller deployment of local sources of expertise.

Overall, the Priority 6 activities are closely allied to the following national themes:

- ◆ gender issues, including boys’ underachievement;
- ◆ gifted and talented pupils;
- ◆ ICT;
- ◆ teacher supply and recruitment;
- ◆ school leadership, management and governance;
- ◆ continuing professional development.

The anticipated outcomes of each Priority 6 activity are shown in their success criteria.


In broad terms the effect of the Priority 6 programme is expected to be the achievement of EDP attainment targets.

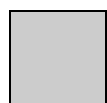
<b>Priority 6: Improving the capacity of Devon schools to support each other in school improvement</b>			
<b>EDP activity in 2002/2003</b>	<b>Activity manager</b>	<b>EDP2 Links with other plans</b>	<b>Links with LEA audit</b>
6.1 Developing the role of Academic Councils in raising standards, particularly in transition from KS2-KS3.	Deputy chief education officer	♦ Post-OFSTED Action Plan	
6.2 Improving the use of technology, including video-conferencing, in collaborative work between schools.	Media Adviser		5.6.6
6.3 Enabling outstanding teachers and schools to support others in curriculum development and school improvement	Nominated primary adviser		4.3 -.4.6; 5.3.1; 5.3.4 5.5 – 5.7
6.4 Undertaking a programme of research and development activities which support teachers and schools.	Professional Development Adviser		4.4 – 4.6 5.3.4. 5.5 –5.7
6.5 Supporting collaboration between institutions serving Key Stage 5 students to broaden the range of study, through cluster groups, conferences and advice on technology.	Post-16 officer		

Monitoring and evaluation of Priority 6 activities: by Priority Managers for Priority 1, reporting to EDP Steering Group.

**Priority 6: Relationship between EDP activities and national themes**

EDP activity in 2002/2003	Attainment of ethnic minorities	Gender issues: boys' achievement	Children with SEN	Social inclusion	Under performance in geographical areas	Gifted & talented	ICT	Integration of early education and childcare	Teacher supply & recruitment	Supporting school self-review and evaluation	School leadership: management & governance	Continuing professional development
6.1 Developing the role of Academic Councils in raising standards, particularly in transition from KS2-KS3												
6.2 Improving the use of technology, including video-conferencing, in collaborative work between schools.												
6.3 Enabling outstanding teachers and schools to support others in curriculum development and school improvement.												
6.4 Undertaking a programme of research and development activities which support teachers and schools.												
6.5 Supporting collaboration between institutions serving Key Stage 5 students to broaden the range of study, through cluster groups, conferences and advice on technology.												

 = EDP activity bears directly on national theme

 = EDP activity supports national theme