



SUFFOLK COUNTY COUNCIL

EVALUATION AND UPDATE OF THE EDUCATION DEVELOPMENT PLAN 2002-2007

July 2003

Introduction

In identifying the overall shape, and detailed content, of the first year of EDP2, our main concern was to consult widely with stakeholders for the purpose of achieving genuine ownership of a process whose aspiration was to achieve significant attainment outcomes for all Suffolk pupils, whilst engaging the full spectrum of teaching staff, governors and parents in a range of creative, challenging and rewarding professional development activities.

The following principles would be central to achieving our aspiration:

- that a focus on *learning and achievement*, and the conditions that need to be in place if all *learners* are to achieve their potential, would be at the heart of everything we do through the EDP;
- that the resource represented by the EDP would be *targeted differentially* to ensure that underachieving schools and departments were challenged robustly and supported effectively;
- that *all Suffolk schools* would benefit from the diverse initiatives taking place within the EDP;
- that the EDP would *celebrate partnership and networking* in ways that require schools and the local authority to be *outward-looking*, willing to share their own *good practice*, and *learn from others*.

The range of stakeholders responsible for constructing EDP2 included parents, governors, elected members, teachers, headteachers and representatives of the health and police authorities; the local Learning and Skills Council; the FE colleges; the Connexions service in Suffolk; the Education Business Partnership; the Early Years Development and Childcare Partnership and the voluntary sector.

It was agreed that the *School Improvement Programme* would encompass the following seven priorities:

- Teacher recruitment and retention;
- Support to schools in managing pupil behaviour;
- Developing school self review and evaluation;
- Raising standards from Early Years to Key Stage 3;
- Enriching curriculum provision across all Suffolk schools;
- Improving learning and teaching; and
- Raising attainment through inclusion.

In support of these seven priorities, the following 29 action plans set out the detail of initiatives to be undertaken in the year from April 2002 to March 2003. They were included as Annex 2 in the 2002 EDP submission to DfES.

ACTION PLAN

- 1 Teacher recruitment and retention
- 2 Improving teacher quality and retention
- 3 Support for behaviour management
- 4 Developing school self review and evaluation
- 5 Developing the role of pupil perspectives in school self evaluation
- 6 Schools of concern
- 7 Provision of data
- 8 Developing leadership and management in schools
- 9 Developing school governance
- 10 Effective development of the Foundation Stage
- 11 National Literacy strategy
- 12 National Numeracy strategy
- 13 Raising attainment in middle schools
- 14 Raising attainment in ICT
- 15 KS3 strategy for learning and raising attainment in science
- 16 KS3 strategy for learning and raising attainment in other foundation subjects and RE
- 17 Improving the provision of personal, social and health education including citizenship in schools
- 18 Raising achievement in the visual and expressive arts and sport
- 19 Developing strategic partnerships to raise attainment 14-19
- 20 Improving learning and teaching
- 21 Developing assessment for learning
- 22 Improving transition and transfer into and between schools
- 23 Raising attainment of pupils with Special Educational Needs
- 24 Raising attainment of gifted pupils
- 25 Raising the attainment of black and minority ethnic groups and travellers
- 26 Raising the attainment of pupils in the care of the County Council
- 27 Raising the educational achievement of groups of pupils vulnerable to disadvantage
- 28 Supporting schools in raising aspirations and improving attainment through parents and the community
- 29 Raising attainment in particular geographic areas

In line with DfES guidance, this evaluation report sets out the following:

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Outcomes against targets at LEA level

LEA Performance Targets and results for 2002

The following tables show LEA performance targets and results for 2002:

TABLE 1		LEA TARGETS	2002 Target	RESULT 2002	2003 Target	2004 Target
KS2	English test	% pupils at level 4 or above	83	74	84	86
		% pupils at level 5 or above	n/a	29	34	36
	Mathematics test	% pupils at level 4 or above	78	69	81	85
		% pupils at level 5 or above	n/a	24	29	33
KS3	English test	% pupils at level 5 or above	n/a	69	74	77
	Mathematics test	% pupils at level 5 or above	n/a	72	76	78
	Science test	% pupils at level 5 or above	n/a	72	75	76
	ICT teacher assessment	% pupils at level 5 or above	n/a	78	81	82
KS4	GCSE	% pupils with 5 or more GCSE(or equivalent) at A*-C	56	56.5	58	60*
	GCSE	% pupils with 5 or more GCSE(or equivalent) at A*-G (including English and mathematics)	92.3	90.2	93.6	95
	GCSE	% pupils leaving public care with 5 or more GCSE at A*-C	n/a	6	30	15
	GCSE	% pupils leaving public care with 1 or more GCSE at A*-G	75	56.7	75	70*
	All qualifications	Average qualification points score per pupil	43.5	42.8	43.6	43.7

* This is the "stretched" target agreed for the Local Public Service Agreement.

LEA Targets for increasing attendance

TABLE 2	LEA ATTENDANCE TARGETS	TARGET LEA Unauthorised absence 2002	RESULT SUFFOLK 2002 Unauthorised absence	RESULT ENGLAND 2002 Unauthorised absence	RESULT LEA ALL absence 2002	TARGET LEA ALL absence 2003	TARGET LEA ALL absence 2004
PRIMARY SCHOOLS	% of half days missed at maintained primary schools	0.1	0.3	0.5	4.9%	5.0%	4.9%
SECONDARY SCHOOLS including middle	% of half days missed at maintained secondary schools	0.4	1.2	1.1	7.8%	7.4%	7.0%
SPECIAL SCHOOLS	% of half days missed at maintained special schools	n/a	n/a	n/a	8.1%	7.8%	7.6%

Key Stage 2 targets and results for 2002

English

In English, there was a 9% gap between school results for 2002 and the LEA target for the end of KS2 at Level 4 and above. Gaps of this order were not unusual nationally and suggest that the national target for 2004, on which the LEA target was based, was unrealistic. This has now been recognised by government, in that the same national target has been retained for 2006. However, we were disappointed not to have made gains of at least 3% in 2002. In Suffolk the English result dropped by 2%, and our position relative to most statistical neighbours declined slightly.

There is a gap of 12% between attainment in English at Level 4 and above in 2002 and our 2004 target of 86%. The aggregated school target for 2004 in English is 77%, but we would expect to do better than this given the action being taken under the EDP. It is unlikely that the 2004 LEA target can be reached before 2006.

Suffolk middle schools under-performed primary schools by 4% in English. Although this is a similar gap to the previous year, we feel that activities under Annex 2 have yet to impact fully on our middle schools' performance. This remains a key factor limiting overall attainment against targets at KS2 in Suffolk.

The gap between boys' and girls' achievement in 2002 at KS2 was 8% in English. This is similar to previous years and to the figures for England. Suffolk boys' and girls' achievement improved by the same amount in writing and reading, compared with 2001. The gap is still very much wider in writing than in reading, despite the considerable efforts of teachers and LEA staff under Annex 2 plans.

There were no statutory Level 5+ targets at KS2 in 2002. In English, results at this level were the same as those for 2001. Middle schools lagged 4-5% behind primary schools. There is a gap of 7% between attainment in English at Level 5+ in 2002 and our 2004 target.

Mathematics

At KS2, Level 4 and above, the gap between schools' results and the LEA target was 9% in mathematics. Gaps of this order were not unusual nationally and this suggests that, alongside English at KS2, the national target for mathematics for 2004 was unrealistic. Similarly, this has been recognised by government, in that the same national target has now been retained for 2006. In Suffolk we were disappointed not to have made gains of at least 3% in 2002. In mathematics, the result was 2% higher than that for 2001, but we still compare unfavourably with all but one of our statistical neighbours.

There is a gap of 16% between attainment in mathematics at Level 4+ in 2002 and our 2004 target of 85%. The aggregated school target for 2004 in mathematics is 76%. We would expect to do better than this given the action being taken under the EDP, but it is unlikely that the 2004 LEA targets can be reached before 2006.

Middle schools under-performed primary schools by 7% in mathematics - a similar gap to the previous year. We were disappointed that the improvement activities under Annex 2 have yet to impact fully on middle school performance.

In mathematics, boys are 3% ahead of girls at Level 4 and above. This is similar to previous years and to the outcomes for England.

There were no statutory Level 5+ targets at KS2 in 2002. In mathematics, there was an improvement of 2%. Once again middle schools lagged 4-5% behind primary schools. There is a gap of 9% between attainment in mathematics at Level 5+ in 2002 and our 2004 target.

Under-performing schools at Key Stage 2

Middle and junior schools continue to lag behind primary schools at Key Stage 2 but it should be noted that most of Suffolk's junior schools are located in disadvantaged areas. Detailed research into the 2-tier compared with the 3-tier system in Suffolk (paper dated Nov 2002 presented to our DfES Senior Education Adviser) suggests that the location of schools plays a larger part in the progress made by pupils in the two systems than the structure of schooling. By Year 11, pupils in the 2-tier system have on average made just over 1 GCSE grade more progress in one of their Best 7 subjects than those in the 3-tier system. This small difference is not regarded as significant enough to warrant changes to the 3-tier system with all the upheaval that this would bring for pupils, but it does support a continued focus on Key Stage 2 in middle schools to remove it.

The action set out in the under-performing schools plan which was submitted to the DfES during the autumn term sought to address under-performance by targeting support to those schools that were furthest adrift of their targets. Specific action targeted at such schools during 2002 – 2003 included:

- A re-prioritisation of literacy and numeracy strategy support to middle and junior schools.
- Extra support and challenge to those schools furthest away from their agreed targets.
- Greater collaboration between consultants and link advisers to support all schools, but particularly schools of concern and schools with low attainment.
- An increased focus on improving boys' writing.
- Additional training targeted at raising attainment and helping to prepare pupils for the mathematics test.
- Engagement in a national pilot scheme to increase the use of classroom assistants to support learning in middle schools.
- Easter schools organised at 11 locations and focused on low-performing junior and middle schools.

Key Stage 3 targets and results for 2002

English

Results in English at Level 5 and above improved by 5% in 2002, compared with the original DfES published data for 2001. However, in autumn 2002, DfES revised the Suffolk overall scores upward in English for several previous years, including 2000 and 2001. We must now conclude that there has been steady progress since 2000, producing a gain overall of 3%. At Level 6 and above there was a 4% improvement this year. These results are encouraging and reflect the additional targeted support which has been provided to English teachers.

The gap between boys' and girls' achievement in English at Level 5 and above was 18% in 2002. This difference is similar to previous years and to that for England. Work planned through the KS3 Strategy is designed to improve the performance of boys relative to girls, and we would expect it to have some impact on the 2003 results.

There were no statutory targets for 2002 at KS3. In English there will need to be an improvement at Level 5+ of 8% to achieve the 2004 target. This will be challenging but is achievable as the KS3 Strategy reaches its full impact.

Mathematics

In mathematics, Suffolk improved its position by 3 places to 4th in the statistical neighbours' table. At Level 5 and above there was an improvement of 1% in 2002. This shows, once again, that, in mathematics, there is considerable progress at KS3, compensating for the poor performance of the same cohort at KS2. At Level 6 and above there was a 4% improvement in mathematics. The gap between boys and girls in mathematics was 2%. This is similar to previous years and to the figures for England.

There were no statutory targets at KS3 for 2002. In mathematics there will need to be an improvement of 6% to achieve the 2004 target. This is challenging but achievable, as the KS3 Strategy will make its full impact over this period.

Science

Results in science showed a disappointing 1% decline at Level 5+ in 2002, but this is still 5% higher than the national average and places Suffolk just above the half way point in the statistical neighbours' table. There was a 4% decline in science at Level 6+ but this still leaves us 4% ahead of the national average. It was felt that a major contributory factor was that schools had not prepared pupils for significant changes to the tests this year. Additional training has been provided to ensure that this does not occur in 2003, and progress will be monitored carefully.

There were no statutory targets for 2002 at KS3. In science an improvement of 4% is required to hit our target by 2004, and we are confident that this can be achieved with additional training and more focused use of booster materials.

ICT

In ICT 78% of Suffolk pupils had teacher assessments at Level 5 or above in 2002. A gain of 4% is required to meet the 2004 target of 82%. Activity planned through the Key Stage 3 Strategy is likely to suppress some unrealistic teacher judgements through moderation activities and, at the same time, raise expectations and provide support to develop a higher standard of work.

Aggregated Key Stage 3 school targets for 2004

Aggregated Key Stage 3 school targets for 2004 are not yet available, as our upper schools are not required to set them until autumn 2003.

Under-performing schools at Key Stage 3

Six English departments were targeted for extra support and training through the under-performing schools plan which was submitted to the DfES during the autumn term of 2002. These schools have responded well, and we are optimistic that results will be improved for 2003.

In mathematics and science, schools that were significantly adrift of their targets were provided with additional support; and consultants' work was re-prioritised. These schools have responded well, and booster activities were put in place in preparation for the 2003 tests. The science booster materials that were focused on "misconceptions" have been particularly well received.

At Key Stage 3, there is no pattern of under-performance related to the 2 and 3-tier systems. Some schools in both systems are facing longer-term challenges and these are often related to the recruitment of appropriate staff. Staff shortages in these schools have often hindered real attempts to raise standards. However, recent indicators suggest fewer vacancies in key posts. This is largely due to action through Priority A (Teacher Recruitment and Retention) and, in particular, to the establishment of primary and secondary SCITT initiatives, alongside the Graduate and Registered Teachers' Programme, all of which have the aim of developing the teaching workforce locally. Suffolk had the lowest vacancy rate amongst the eastern region LEAs in the September 2002 regional vacancy survey. 276 newly qualified teachers were appointed to Suffolk schools during the year 2002-2003. There have been 263 NQT applications for the Suffolk pool in 2003-2004. 34 career break teachers have completed returning to teaching courses and are now available for full-time or part-time posts in Suffolk. 70 trainees are currently completing the Graduate Teacher Programme in Suffolk Schools. 25 overseas trained teachers were successfully supported and inducted into Suffolk schools during 2002-2003. The Supply Teacher Placement Service is now well established.

During 2002- 2003, we have sought to address under-performance by targeting support to those schools that were furthest adrift of their Key Stage 3 targets. Specific action targeted at under-performing schools during 2002 – 2003 included:

- A re-prioritisation of consultant time to support those schools furthest away from their targets for English, mathematics or science.
- Greater collaboration between link advisers and consultants to ensure that schools and departments are challenged appropriately.

- An additional programme of support to help English teachers prepare pupils appropriately for the Key Stage 3 tests.
- A sharper focus on initiatives that will improve the performance of boys, particularly in writing.
- Additional support to a small number of 11-16 and 11-18 schools where there has been less value-added progress in mathematics.
- Extra training focused on preparing pupils for the science tests. In particular, help in using the booster materials and in analysing test papers to identify whole-school strengths and weaknesses.

GCSE/GNVQ targets and results for 2002

Over 56% of Suffolk pupils gained 5 or more A*-C at GCSE/GNVQ in 2002, exceeding the LEA target by 0.6%. Suffolk is now in 3rd position in the statistical neighbours' table. This is a considerable achievement given the relative socio-economic nature of the county and illustrates the significant overall gains being made by the end of compulsory schooling. It places us in a healthy position to achieve the Local Public Service Agreement stretched target of 60% in 2004. Aggregated school targets for 2004 confirm this and stand at 61%.

Suffolk schools fell 2% short of the 2002 target for the proportion of pupils gaining 5 or more A*-G results, including English and mathematics. However, we are 3% ahead of the England average and just above half way in our statistical neighbours' table. This is a new target, and results from recent years together with school aggregated targets for 2004 (set at 94%) suggest that it will be a significant challenge to reach the 2004 target of 95%. Many aspects of the plans in Annex 2 have been designed to address the issues of under-performance of boys and disadvantaged pupils in secondary schools. For example, plan 3 links support to schools to the behaviour strand of the Key Stage 3 Strategy and aims to reduce exclusions. Plan 5 encourages schools to take account of pupils' views in designing an appropriate curriculum, and Plan 11 has the long term aim of improving boys writing and developing the literacy skills which will have a major impact on GCSE performance.

The average GCSE/GNVQ point score for Suffolk in 2002 was 42.8, requiring an improvement of 0.9 points by 2004 to reach the target of 43.7. This is achievable, and school aggregated targets for 2004 exceed it by 0.3.

There is still a significant gender gap at GCSE/GNVQ. 12% more girls than boys in Suffolk achieved 5 or more A*-C grades in 2002. The gap between girls and boys achieving 5 or more A*-G grades was just over 4%. These figures are similar to previous years and to those for England and our statistical neighbours.

Other aspects of attainment in 2002

Key Stage 1

Marked improvements were seen in Suffolk at KS1 in 2002, with increases of over 3% in writing and spelling indicators; and over 1% in reading. These were significant gains when compared with national averages and our statistical neighbours. Suffolk was second in the statistical neighbours' table for writing at Level 2b+. Mathematics attainment at Level 3+ rose by nearly 5%, and we took 2nd position in the statistical neighbours' table for mathematics at Level 2+. These results should provide a basis for much higher achievement when these pupils reach the end of KS2 in 2006. The gender gap in reading, writing and spelling remains constant at 7 or 8% for Level 2 and above. In all cases the gap is less than that found nationally.

Post-16

It is difficult to judge progress post-16, since 2002 was the first year in which the new UCAS points indicators were in use. It was also the first full year in which the changes of Curriculum 2000 impacted fully on results. There is no truly comparative data for previous years, although crude comparisons with 2000 and 2001 suggest a considerable improvement in points per candidate. Whilst Suffolk was below the England average in 2002 in UCAS points per candidate, we were above the average in points per entry. This suggests that the lower number of entries per candidate in Suffolk strongly influences the standards of attainment when compared with national indicators.

In 2002 we have remained in the same post-16 position relative to our statistical neighbours. Using the new average UCAS points per candidate indicator, we were 9th, and using the points per entry indicator we were 8th out of 11 LEAs. Suffolk boys' performance, relative to boys in our statistical neighbour LEAs, was better than that of Suffolk girls against neighbour girls, but still below the median.

Attainment in vocational courses was much improved, compared with our statistical neighbours. In vocational advanced courses (AVCE) Suffolk headed the results table, and we were 3rd for vocational intermediate courses.

Pupils from ethnic minority groups

Less than 4% of pupils in Suffolk come from an ethnic minority background. They are spread across a wide range of ethnic groups and, therefore, the number of pupils in any one year group, in any one ethnic group, is rarely sufficient (at least 30 plus is needed) to provide a statistically valid result for that group. 2002 was no exception. This makes target setting, except at an individual pupil level in school, very unreliable. It has not been possible to set statistically valid LEA targets based on complete pupil data collected from schools, as the provision of such data by schools was voluntary until 2002, and two different classifications were permitted. Once this is rectified, it will be possible to prepare by 2008 valid rolling means for three year periods and to study trends in attainment in most ethnic groups in Suffolk. Until then comparisons could be seriously misleading.

Generally speaking, Suffolk ethnic minority achievement levels were higher than the national figures in 2002, and the pattern of achievement of each ethnic group broadly follows that found nationally. With such small numbers in Suffolk in each group, one expects and finds

considerable variation from year to year. It requires only two or three very able or low-ability pupils in an ethnic group to skew a particular year's result heavily one way or the other. Nevertheless, our LPSA target group, Black Caribbean students, gained results 1% above the stretched target of 27.7% set for 2004. They achieved significantly better at GCSE/GNVQ 5 or more A*-C grades than have previous cohorts.

Performance of pupils leaving public care

The Suffolk 2002 target for pupils with 1 or more A*-G grades was set at 75% (the social care 2002 target was set at 60%), and our results for 2002 stood at 56.7% - a shortfall of 18% on the education target and 3% on the social care target. However, the target for 2004 has been adjusted to 70% (a stretched target for both education and social care). We currently fall 13% short of this.

The 2004 target of 15 % of pupils leaving public care with 5 or more A*-C grades is more realistic, but will still be challenging to meet. Results for 2002 stood at 6%, leaving a gap of 9% to be made up over the next two years.

Plan 26 seeks to address these targets by developing networks for designated teachers, by supporting carers, by valuing and recognising achievements of pupils in care and by monitoring progress carefully – including attendance at school.

Commentary on other specific activities

Increasing attendance

In 2002 the primary school target of 0.1% of days lost due to unauthorised absence was missed by 0.2%. In secondary schools the target of 0.4% of days lost was missed by 0.8%. These results may appear to be disappointing but they reflect the improved management of attendance by Suffolk schools. This has enabled the Education Welfare Service to track attendance more accurately and to prosecute parents more appropriately. In many cases this has proved effective in returning children to school. Twenty schools are largely responsible for the shortfall, and these schools are being targeted and supported specifically.

Because of the way in which schools are being encouraged to manage attendance, it is likely that unauthorised absence will continue to rise next year. As a result of this approach we are pleased that the overall attendance pattern is improving. In 2002 4.9% of half days were missed as a result of all absence in primary schools. This met our target of 4.9% for 2004. The figure for secondary schools was 7.8% compared with a target of 7.0% in 2004. The special school result was 8.1% compared with the target of 7.6%. Suffolk schools are making very good progress towards 2004 targets for attendance.

Behaviour

Suffolk's plan for supporting schools in managing pupil behaviour is based upon an audit and development of a continuum of provision throughout the 3-16 age range, firmly embedded within the notion of schools' attention to the quality and range of appropriate curriculum opportunities and the provision of high quality learning and teaching.

An early audit identified the need to expand and establish appropriately constituted Pupil Referral Units in a number of localities across the county in order to give equitable access, as far as is possible, in a diverse and predominantly rural county such as Suffolk.

Planning and delivery of the expansion of PRU provision as a predominantly short term placement for pupils excluded or at risk of exclusion from school or unable to attend school because of their emotional and behavioural difficulties has continued. By January 2004 expansion will provide an additional 108 full time equivalent places. Headteachers have been appointed, and advisory teachers have been placed on the reconstituted management committees to support quality assurance developments. The PRUs have been set up with the aim of reintegrating pupils back into mainstream provision. At KS4 a number of students will be supported into participation in further education, employment and training. A key feature of all PRUs is the development of dual registration and outreach support to increase the capacity for appropriate behaviour support strategies within mainstream settings and the maintenance of pupils within schools themselves wherever possible.

A planned training programme for behaviour support across NQTs, classroom teachers, support assistants, headteachers induction programme and parenting support has been delivered and is supporting classroom and home-based strategies.

There has been effective link up with the Health Authority through the Child and Mental Health Services to pilot early preventative work with primary school pupils. In addition, through linking up with the Children's Fund, schools have been supported in the setting up of appropriate nurture groups. These strategies both support the twin development of early intervention and capacity building of schools for the future.

After effective consultation through the County Pupil Behaviour Working Group, a number of strategies have been identified and implemented. Training is being provided to all schools in relation to the Schoolsafe core programme and an advanced course has been developed.

After specific consultation with representative High School Headteachers, a “framework for intervention” in relation to behaviour is being developed to support schools’ own management strategies and provide targeted support for schools identified as needing to develop their behaviour support strategies.

The SEN audit, with a behaviour element, has used the QCA behaviour questionnaire in order to support the identification and targeting of appropriate school-based support.

Vulnerable Pupil Standards Fund money has been targeted at preventative work in support of PSPs and at dowries to facilitate reintegration of students with schools or colleges.

Due to the increasing need to co-ordinate the complexity of the emerging behaviour continuum, the authority plans to develop a new Senior Education Officer post with a lead for behaviour in order to cement and co-ordinate the above initiatives firmly across the work of the school improvement, learner support areas.

Special Educational Needs

Central to the SEN Strategy has been a desire to see as many pupils as possible with SEN educated within the least restrictive environment as close to home as possible. This means the strategy has been placed as part of the school improvement process, in an approach based on developing school-based management processes which support the progress and attainment of all Suffolk pupils, with differentiated intervention based on need.

This has led to an understanding from services that a key element of the work has to be the capacity building of schools to appropriately differentiate learning and teaching approaches, as well as curriculum design, in order to enhance the progress and attainment of all pupils, including those with SEN. Further work has taken place in relation to the ICT database to track individual pupil progress, and this will continue as a key element of the strategy in order to support schools’ own monitoring of the progress of pupils with SEN.

The desire to adhere to the sound educational principle that early and earlier intervention should be coupled with targeting of resources to those in greatest need has led to the implementation of an SEN audit approach to distribute funding for pupils with SEN based on clear criteria of need. This strategy has delivered resources earlier in order to discourage the resource chase through statementing. By providing the appropriate support earlier there has been a reduction in the number of requests for statutory assessment thereby freeing up work of EPs and supporting teachers who were locked into the assessment process into support for classroom and pupil management strategies. The SEN audit has also allowed schools to review how they plan and meet the needs of pupils with SEN and demonstrate progress and attainment. The Audit will now be piloted in early years settings, and development work will start with special schools in order to provide a continuum of funding across age groups and settings.

A key plank of the strategy has been to develop and promote schools’ self-evaluation capacity through the piloting of a self-evaluation toolkit for SEN which is now to be distributed to all schools. The next significant development will be to co-ordinate work across the link adviser and learner support staff to deliver supported school self-review.

There has been further development of the outreach work of special schools in order to support the capacity and confidence of mainstream schools in dealing with increased complexity of pupils with SEN. The model developed through the work of supporting pupils on the autistic spectrum disorder will be built upon in relation to looking at the developing role of special schools to support mainstream inclusion. This approach has led to the award of Leading Edge Status to one of Suffolk's special schools.

Sick Children

Work is continuing on establishing the Baseline data with regard to the attainment of pupils unable to attend school because of medical needs. Inclusion and EOTAS Co-ordinators have been appointed across the county to improve the response made to the educational needs of sick children as well as other vulnerable students out of school. The Notschool pilot project has now successfully engaged its first 12 'researchers', a number of whom have medical needs.

Early Years Provision

Following a period of consultation, and with a view to offering parents and carers choice and flexibility in accessing Early Years and Childcare provision, the County Council has been instrumental in facilitating partnership working between a range of private, voluntary, independent and maintained providers. In the last four years, providers have been committed to the planned expansion of Early Education places, where there is an identified shortfall, thereby ensuring that all children will be able to access a free Early Education place in the term after their third birthday.

In so doing, children in Suffolk can access a place earlier than the government's target of April 2004.

Currently, all children can access a free early education place in the term immediately preceding their fourth birthday.

In addition, all children with identified special educational needs, including traveller children, those at risk of social exclusion and those speaking English as an additional language, are offered free early education places from the term after their third birthday.

The Early Education team has been expanded in line with government targets and now provides expert support to the maintained, private, voluntary and independent sectors.

In particular, the Early Education team works in partnership with other school improvement teams, departments and agencies to provide training, curriculum materials, advice and guidance. This joint planning and delivery of services has ensured a consistent and cohesive approach to the provision of Early Education to children and their families.

Now that provision is securely in place, the focus of action in the second year of EDP2 is on consolidating the partnership working that has already been developed; identifying and promoting models of exemplary practice; and establishing systems and processes that will enable providers more effectively to evaluate the quality of the learning experience for all children, including those with special education needs.

Review of the school improvement plan and action plans for 2002-3

Monitoring

A system of robust monitoring arrangements was established for the purpose of reviewing the progress of the 29 action plans that made up the School Improvement Programme in 2002-3.

All 29 planholders were required to complete a comprehensive monitoring report for submission to the Education Management Board, which comprises the Director of Education, the Deputy Director and three Assistant Directors. In the year from April 2002 to the end of March 2003, four reports were produced by each of the 29 planholders, covering the following periods:

- April-July 2002;
- September-November 2002;
- December – February 2003;
- February to end March 2003, as part of a comprehensive evaluation report of the whole year from April 2002- end March 2003.

The outcomes of these monitoring reports to the Education Management Board were shared with our DfES Senior Education Adviser at termly meetings. A copy of the quarterly monitoring report template is attached as Appendix 3.

A detailed report on pupil outcomes in 2002 was presented to the Learning for Life Overview and Scrutiny Committee, alongside a six monthly monitoring report of progress against the 29 EDP action plans.

Evaluation

A full evaluation of the impact of the EDP in 2002-3 will only be possible once the pupil attainment outcomes for 2003 are known.

In the meantime, each of the 29 planholders has been required to complete a comprehensive evaluation report of the whole year from April 2002 to end March 2003, covering the following areas:

- Objectives of the plan;
- Action carried out in relation to the objectives;
- Outcomes achieved by the plan;
- Scheduled action not carried out, including explanation and plans to progress;
- In-service training/consultancy provided in relation to the plan;
- Publications, including web publications;
- Next steps and final comments.

In addition, each planholder has been asked to indicate whether the plan has:

- *not achieved* what it set out to achieve;
- *achieved* what it set out to achieve;
- *achieved more* than it set out to achieve.

A copy of the evaluation template is included as Appendix 4.

The table below sets out the overview of achievement against the objectives and success criteria of the 29 action plans in 2002-3. A detailed evaluation report for each plan is available on request.

A full evaluation report will go the Learning for Life Overview and Scrutiny Committee at its first meeting (October 2003) of the new school year.

Overall evaluation of outcomes against objectives and success criteria in the 29 action plans during 2002 - 2003

EDP Action Plan	This plan has not achieved what it set out to achieve	This plan has achieved what it set out to achieve	This plan has achieved more than it set out to achieve
1. Teacher recruitment and retention			✓
2. Improving teacher quality and retention		✓	
3. Support for behaviour management		✓	
4. Developing school self review and evaluation		✓	
5. Developing the role of pupil perspectives in school self evaluation			✓
6. Schools of concern		✓	
7. Provision of data		✓	
8. Developing leadership and management in schools		✓	
9. Developing school governance		✓	
10. Effective development of the Foundation Stage		✓	
11. National Literacy strategy		✓	
12. National Numeracy strategy		✓	
13. Raising attainment in middle schools		✓	
14. Raising attainment in ICT		✓	
15. KS3 strategy for learning and raising attainment in science		✓	
16. KS3 strategy for learning and raising attainment in other foundation subjects and RE			✓
17. Improving the provision of personal, social and health education including citizenship in schools		✓	
18. Raising achievement in visual and expressive arts and sport		✓	
19. Developing strategic partnerships to raise attainment 14-19		✓	
20. Improving learning and teaching		✓	
21. Developing assessment for learning		✓	
22. Improving transition and transfer into and between schools		✓	

EDP Action Plan	This plan has not achieved what it set out to achieve	This plan has achieved what it set out to achieve	This plan has achieved more than it set out to achieve
23. Raising attainment of pupils with Special Educational Needs		✓	
24. Raising attainment of gifted and talented pupils		✓	
25. Raising the attainment of black and minority ethnic groups and travellers		✓	
26. Raising the attainment of pupils in the care of the County Council		✓	
27. Raising the educational achievement of groups of pupils vulnerable to disadvantage		✓	
28. Supporting schools in raising aspirations and improving attainment through parents and the community		✓	
29. Raising attainment in particular geographic areas		✓	

Changes to key areas of focus for 2003 – 2004 as a result of analysis

The five-year EDP plan submitted in 2002 showed how we intended to match national priorities and set out planned work against seven Suffolk specific priorities. These priorities are still appropriate and will be retained for next year.

- A. Teacher Recruitment and retention
- B. Support to schools in managing pupil behaviour
- C. Raising the capacity of schools to improve themselves
- D. Raising standards from Early Years to Key Stage 3
- E. Enriching curriculum provision across all Suffolk schools
- F. Improving teaching and learning
- G. Raising attainment through inclusion

The main objectives for plans 1 to 28 remain similar, and action plans for 2003-2004 are included as Appendix 2. Resource estimates for all plans are shown in Appendix 1.

Fieldwork related to action under Plan 29 last year has only just been completed and, whilst a provisional resource allocation has been made for this plan, detailed action will be identified early in the autumn term when the implications of the fieldwork report have been considered properly.

Following the analysis of pupil outcomes in 2002, and evaluation of our work during 2002 – 2003, we have identified the following areas of activity as requiring additional support and have readjusted plans for 2003 – 2004 to address them as key areas of focus.

- Closing the gap between boys and girls attainment, particularly in writing across all key stages.
- Raising attainment in English at Key Stage 3 – particularly for boys.

- Raising attainment in both English and mathematics at Key Stage 2, with a particular focus on junior and middle schools.
- Careful monitoring of Key Stage 3 science outcomes to ensure that we maintain our high standards.
- Continued support to schools through the Post-16 School Improvement Network by increasing the sharing of effective practice in raising standards in Sixth Forms.
- Supporting and developing the school self-evaluation process by ensuring that all schools engage with an annual cycle of activity, with termly visits from link advisers. This will challenge and improve the effectiveness of schools' approaches to self-evaluation, target setting and school improvement planning in line with the new Ofsted framework for inspections.
- Further developing the role of subject leaders and middle managers.
- Developing, through the strategies, support that focuses on natural groups of schools or pyramids and links the work of consultants and link advisers more closely to tackle under-performance.
- Developing the middle school approach to both the primary and secondary strategies.
- Evaluating and developing support for schools in long term challenging circumstances.
- Continued targeting of schools where attendance is poor and providing support to these schools to improve the management of attendance.
- Monitoring the performance of pupils in public care will continue to be a priority, and the target group will be more closely aligned with that identified by social services.
- Raising the quality of provision for sick children and further developing tracking systems to monitor their progress more effectively.
- Establishing a new senior education officer post to co-ordinate work on behaviour and work closely with the adviser for PHSE (who is the Key Stage 3 strand co-ordinator) and PRUs to implement a comprehensive, transparent, and integrated behaviour strategy.
- Improving provision made for pupils permanently excluded or at risk of exclusion at Key Stage 3 and 4.
- Piloting the Special Needs Audit in special schools and early years settings.
- Improving the pupil database to track the progress of individual vulnerable pupils more easily.
- Introducing a school SEN self-evaluation tool and develop the local authority's monitoring and evaluation role for pupils with special needs.
- Consolidating Early Years partnerships, identifying and promoting models of exemplary practice, and establishing systems and processes that will enable providers more effectively to evaluate the quality of learning experience for all children, including those with special education needs.

The Year 2 activities in some plans have been reduced, particularly where they would be likely to duplicate work planned through the national strategies. For example, work on *transitions* and *assessment for learning* is now included in Key Stage 3 strategy plans for 2003 – 2004 and has been reduced in EDP plans 21 and 22.

Plans for identification and provision of support to under-performing schools during 2003 - 2004

During late August and September 2003, school results will be collated for Key Stages 1, 2 and 3. Key Stage 4 and post-16 data will be collated later in the term when results are distributed to LEAs by NCER. The data will be analysed and organised into a format that is useful for schools and local authority staff. All key local authority staff have access to this range of data through the School Improvement Intranet Portal.

Subject teams and link advisers will analyse results to identify under-performing schools and subjects during the early part of the autumn term.

In Key Stages 1 and 2, the primary team will identify schools where there is a significant difference between agreed targets and results. The agreed targets were based on a dialogue between the link adviser and the school and take account of value-added measures. Link advisers and consultants will discuss progress made by schools at their termly meeting in September and will re-prioritise action to provide additional support and challenge to schools where the gap is significant.

In Key Stage 3 a similar approach will be adopted for English, mathematics and science. Where subject results fall well short of the agreed target for a school, additional support will be provided and priorities will be discussed at the termly meeting between link advisers and consultants.

In all three key stages, link advisers and consultants will work together closely to ensure that each school's School Improvement Plan (SIP) addresses key areas of under-performance. The impact of work with schools will be evaluated through termly meetings between link advisers and consultants, which are planned to be in phase with the monitoring cycle of visits to schools. In primary and middle schools, Leadership Consultant headteachers will also make a significant contribution by providing peer support to weak or inexperienced leadership teams.

In Key Stage 4, and for post-16 results, a similar approach will be followed. Each subject adviser will analyse GCSE/GNVQ outcomes for their subject and, if there are concerns, will discuss possible intervention with the link adviser for that school.

The analysis of attainment data from the 2003 tests and examinations will be provided to all link advisers prior to the target-setting dialogue. Where there is significant under-performance, this will be discussed and appropriate action agreed with the school.

In addition, where specific curricular issues are identified as requiring attention, the work of strategy consultants will be re-focused to respond to the needs of both individual schools and groups of schools.

Evidence of consultation and summary of responses

In the first instance, consultation on the content of action plans for 2003-4 was undertaken in the autumn term 2002 and the spring term 2003 with the School Improvement Development Group, a consultative group of headteachers representing all phases and special schools. Members of the group were taken through a detailed analysis of pupil outcomes in 2002, as a starting point for identifying strengths, weaknesses and areas requiring specific focus. Thereafter, the group considered at length the range of national priorities, with particular reference to government's commitment to:

- increasing choice and quality for parents in early years and childcare;
- strengthening the impact of the National Literacy, Numeracy and Key Stage 3 Strategies;
- transforming the learning experience for pupils 14-19, with a focus on creating a new specialist system; building strong leadership teams in schools; reforming the school workforce; and developing partnerships beyond the classroom.

Finally the group considered the relevance and impact of the 7 priorities identified in the School Improvement Programme for 2002-3; and progress at that time in achieving the objectives of the 29 action plans.

The group was firmly of the view that the 7 priorities identified in the School Improvement Programme for 2002-3, alongside the key areas of focus represented in the action plans, should remain the overall framework for the EDP in 2003-4. The changes in emphasis outlined on page 17 of this report (Key areas for focus 2003-4), and the detailed action plans in Appendix 2, were developed as a result.

These proposals were then shared in detail with the County Consultative Group, a larger group of headteachers representing all phases and special schools, and further work was done to amend and refine the content of the plans to take account of their views.

In building the School Improvement Programme and the action plans for 2003-4, the local authority and its consultation groups have been influenced, in particular, by the implications locally of implementing the proposals outlined in a number of key government publications, including:

- Investment for Reform;
- A New Specialist System : Transforming Secondary Education;
- 14-19 – opportunity and excellence;
- Aiming High – Raising the achievement of minority ethnic pupils;
- The outcomes of consultation on reforming the school workforce; and, most recently;
- Excellence and Enjoyment – a strategy for primary schools.

Finally, the overall shape and content of the School Improvement Programme, including the costs of the individual plans, was sent to all headteachers, Chairs of Governors, the diocesan representatives, the Further Education Colleges, the Connexions service in Suffolk and the local Learning and Skills Council.

The full detail of the plans was placed on the Suffolk County Council web site, and feedback was encouraged from all consultees.

Two emails and one letter were received from headteachers by way of feedback. One primary headteacher raised the issue of support for small schools in the EDP. This is picked up below. Two headteachers wrote in praise of the EDP and its fit with the priorities that they had identified in their own school improvement plans.

The main source of feedback came from the School Improvement Development Group when members of the group came together to consider the final proposals. Their feedback is summarised below, alongside a brief commentary on the issue raised:

- Given the inadequacy of the national budget settlement, some headteachers felt that they would not have the capacity to engage fully with the range of activities outlined in the EDP, especially where this would require cover for teacher absence. A good example would be the NQT training activities under Plan 2. In reality, much of the support that schools can access through the EDP comes to them at no cost because it is delivered by advisers and consultants working in specific schools. Nevertheless, despite the fact that Suffolk County Council has fully passported the funding available to it for schools, there is without a doubt a resource problem in schools which they are tackling in a variety of different ways. In some cases this may have an impact on supply cover availability. We will, of course, apply as much flexibility as possible in delivering training and consultancy locally.
- Secondary headteachers raised the issue of support for behaviour management, particularly at Key Stage 4. A consultative working group of headteachers, sponsored by the Director of Education, was set up swiftly to look at this issue in depth. A number of proposals will emerge from this work that are not currently part of the Education Development Plan. In addition, work is on-going to ensure that those EDP action plans for 2003-4 which focus on improving learning and teaching, and supporting schools in providing appropriate learning opportunities for the diverse range of pupils in their care, complement and strengthen the proposals of the consultative working group.
- There were some observations that the implications of the recent and rapid pace of development work emerging from the National College for School Leadership (NCSL) was not fully reflected in plan 8 (Developing leadership and management in schools). We have, in fact, developed a sound working relationship with the Eastern Leadership Centre (ELC) and with the NCSL and have amended action under plan 8 to take account of this.
- Plans in future years should more overtly show how the sharing of school expertise contributes to development work. This might include Leading Edge and Specialist Schools, as well as leading teachers and Advanced Skills Teachers. A consultative working group, chaired by the Assistant Director (Quality and Improvement), is scheduled to meet in the autumn term 2003 and will look specifically at *New Models of School Improvement* provision which more effectively and overtly build schools into the delivery of school improvement support throughout Suffolk.
- One headteacher of a small school felt that small school issues should have been included in the EDP more overtly. In practice, care is always taken to ensure a balance of all types of schools in any work. A good example of this would be the appointment of our twelve Primary Strategy Leadership Consultants. Small schools are well represented amongst the headteachers who will provide leadership support to their colleagues throughout the county.

- Feedback from members of the School Improvement Development Group and the County Consultative Group on the School Improvement Programme overall, and on individual action plans, was generally favourable and highly positive. Consultees felt that the areas of focus articulated in the EDP resonated with the priorities that they had identified in their own school improvement plans; were particularly pleased with the emphasis on innovation and creativity in learning and teaching; and were quick to lend their support to the successful delivery of a very challenging plan.

**EDUCATION DEVELOPMENT PLAN
SUMMARY OF ACTION PLAN RESOURCES FOR 2003-2004**

All figures rounded to the nearest 1000 – totals for each priority area shown in bold

PLAN NO.	ACTION PLAN FOCUS STATEMENT	Planholder	Overall Cost
A:	Teacher recruitment and retention		£193,000
1	Improve teacher recruitment and retention.	John Sculpher / Roger Fern	£20,000
2	Co-ordinate and further develop a comprehensive programme of continuing professional development (CPD) activities for all teachers, teaching assistants and other support staff, with the aim of improving the quality of teaching. Establish a framework of guidance and support for teachers to help them make informed choices about career and professional development with the aim of retaining teachers in Suffolk.	Roger Fern / John Sculpher	£173,000
B:	Support to schools in managing pupil behaviour		£56,000
3	Provide whole-school support for behaviour management to reduce exclusion and improve learning and teaching and the motivation and commitment of pupils.	Vanessa Harvey – Samuels / Jan McDonald	£56,000
C:	Raising the capacity of schools to improve themselves		£1,383,000
4	Improve school self review and evaluation.	Kevin Haddock / Martin Harvey / Shirley Ditchburn	£573,000
5	Develop the place of pupil perspectives in school self evaluation.	Debbie Bird	£15,000
6	Develop and increase the effectiveness of the LEA's procedures for ensuring early support, intervention and challenge in schools causing concern, including those setting low targets, those facing challenging circumstances, those with under-performing departments and those not meeting the needs of groups of pupils vulnerable to underachievement.	Martin Harvey / Shirley Ditchburn / Kevin Haddock	£609,000
7	Provision and analysis of high quality, comparative pupil attainment and progress data to support school self-review and improvement, target setting and LEA monitoring.	Martin Clark / Martin Wyard / Paul Laughlin	£122,000
8	Develop leadership and management in schools at all levels.	Roger Fern	£8,000
9	Develop the role of governors in support of school improvement.	Tom Scherb / Alison du Sautoy	£56,000
D:	Raising standards from Early Years to KS3		£1,807,000
10	Raise attainment and aspiration in the Foundation Stage to improve the opportunities for all children to access the KS1 curriculum.	Viki Muller	£178,000
11	Raise attainment in KS1/2/3 English through the implementation of the National Literacy Strategy and the KS3 Strategy.	Sally Wilkinson / Neil MacRae	£438,000
12	Raise attainment in KS1/2/3 Mathematics through the implementation of the National Numeracy Strategy and the KS3 Strategy.	Colin Matthews / Kirsteen Crossan	£536,000
13	Ensure the coherence and co-ordination of other EDP plans to support middle schools and through this raise middle school attainment particularly in the core subjects at Key Stage 2.	Martin Clark / Peter Hunt	£27,000
14	Raise attainment in ICT in all schools and in particular through the KS3 ICT strategy.	Geoff Rushbrook / Martin Oldfield	£243,000
15	Improve attainment in Key Stage 3 science by providing high quality consultation and CPD to all teachers of key stage 3 pupils. Identify and support the 30 key schools which can make the most significant improvement.	Christine Fogg	£179,000

16	Introduce and implement the National Key Stage 3 Strategy for learning and teaching in the foundation subjects in order to raise expectations and standards of attainment.	Judith Buchanan	£206,000
E:	Enriching curriculum provision across all Suffolk schools		£409,000
17	Improve the provision and quality of Personal, Social and Health Education, including Citizenship, in schools.	Jan McDonald	£240,000
18	Raise achievement in and through the visual and expressive arts and sport, identifying ways of promoting pupils' creativity, improving thinking skills, raising aspirations and developing the use of ICT.	Tim Wilson / Sue Cooke	£60,000
19	Raise attainment and increase participation rates 14-19 in partnership with the Learning and Skills Council, Connexions, higher education providers and other stakeholders.	Liz Francis	£109,000
F:	Improving learning and teaching		£63,000
20	Improve learning and teaching by focussing on learning styles, thinking and learning skills and, through classroom action, developing teaching skills which are appropriate for the diverse needs of learners.	Mike Ingham	£35,000
21	Improve learning in classrooms by developing the use of assessment to focus work and pitch it appropriately for individual learners and groups. Further develop assessment for learning and link it to effective learning and teaching strategies.	Martin Wyard	£17,000
22	Improve transition when pupils move between classes and transfer between schools, particularly in English and mathematics, in order to reduce the dip in progress which affects the continuity in learning for many children.	Martin Wyard	£11,000
G:	Raising attainment through inclusion		£1,200,000
23	Raise the attainment of pupils with Special Educational Needs.	Vanessa Harvey – Samuels	£82,000
24	Raise the attainment of gifted pupils through classroom provision, but also through enrichment activities in mathematics, music, art, dance and PE and Summer Schools.	Shirley Ditchburn	£64,000
25	Narrow, and where possible, close the attainment gap between pupils of black and minority ethnic heritage, including Travellers, and their peers in Suffolk schools.	Derek Merrill	£845,000
26	Raise the attainment of children and young people in the care of the County Council.	Linda Gower / Anne Holmes	£31,000
27	Raise the attainment of all other groups vulnerable to underachievement, including pupils at risk of disaffection, poor attendance and exclusion, those educated other than at school, children from families under stress and school-aged mothers.	Vanessa Harvey – Samuels	£96,000
28	Support schools in raising aspirations and in improving attainment through engaging parents and the wider community more directly.	Gail Voller	£53,000
29	Research successful practice in effective schools in communities facing challenging circumstances, with a particular focus on the impact of multi-agency support on a pyramid of schools/locality.		£29,000

TOTAL COST £5,111,000 (from existing LEA resources and Standards Fund)

Appendix 2

List of activities for 2003- 2004 in accordance
with EDP2 guidance for Annex 2

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: John Sculpher

ACTION PLAN No. 1	FOCUS FOR ACTION: To improve teacher recruitment and retention.		
<p>PRIORITY(S) ADDRESSED: All five National Priorities and: The promotion of Suffolk Education Service and good work of schools Mechanisms for collection and analysis of data on teachers leaving Suffolk The dissemination of good practice in relation to retention of teachers Work with outside agency on delivering quality supply teacher placement service Helping to ensure that all schools have an appropriate choice of candidates to fill vacancies</p>			
TARGET GROUP: All Suffolk schools.			
<p>PURPOSE/KEY OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To promote the Suffolk Education Service and good work of schools 2. To maintain effective mechanisms for collection and analysis of management data relating to recruitment and retention of teachers and to use this information to inform and target retention and recruitment issues 3. To disseminate good practice in relation to retention of teachers 4. To continue to work with outside agency to deliver an effective supply teacher placement service and to recruit and support supply teachers 5. To help ensure that all schools have an appropriate choice of candidates to fill vacancies 			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>1 National advertisements placed in press and internet</p> <p>Suffolk is represented at 25 recruitment fairs</p> <p>2 Questionnaires distributed to all teachers leaving posts in Suffolk and data analysed and exit interviews arranged on request</p> <p>3 Effective practice and guidelines on flexible working arrangements for teachers will be produced and disseminated to schools</p>	<p>S Fox</p> <p>S Fox</p> <p>S Fox</p> <p>J Newall</p>	<p>1 April – 31 March</p> <p>1 Oct 2003 – 31 January 2004</p> <p>1 April – 31 March</p> <p>1 April – 31 July</p>	<p>The RSM will provide reports to the Teacher Recruitment Management Group (TRMG) in May, July, September, November and February.</p> <p>Numbers of applications to pool and appointments to schools will be analysed by the RSM and a report made to the TRMG in May and July 2004.</p> <p>Report produced for TRMG by RSM</p> <p>Report by J Newall to TRMG September 2003</p>

<p>4 To work in partnership with EM Direct, Grantham to deliver an effective supply teacher placement service and to recruit and support supply teachers</p>	<p>J Sculpher and S Fox</p>	<p>1 April – on-going</p>	<p>Report to TRMG February 2004 by RSM</p>
<p>5 To shortlist and interview NQTs and send grading lists to schools</p>	<p>S Fox</p>	<p>January/March 2003</p>	<p>RSM to produce a report to TRMG and schools November 2003</p>
<p>To organise three "returning to teaching" courses in partnership with EM Direct and Bishop Grosseteste</p>	<p>S Fox</p>	<p>1 May – 31 March</p>	<p>Outcomes monitored and evaluated by RSM and reported to TRMG at appropriate dates</p>
<p>To promote teaching as a career by organising taster courses for men considering primary teaching and for secondary shortage subjects</p>	<p>S Fox</p>	<p>September - October</p>	<p>Outcomes monitored and evaluated by RSM and reported to TRMG in November 2003</p>
<p>To maintain the "keeping in touch with education" scheme for career break teachers by sending them termly newsletters and organising inservice training</p>	<p>S Fox</p>	<p>S Fox</p>	<p>Outcomes monitored and evaluated by RSM and reported to TRMG at appropriate dates</p>
<p>Relationships with other plans: Complementary with Plan 2. Impact particularly on EDP plans 10-16.</p>			
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Wide dissemination of information about the quality of education in Suffolk 2. An effective mechanism in operation to collate and analyse data on teachers leaving posts in Suffolk in order to inform retention strategies 3. Guidelines on good practice on flexible working arrangements disseminated to schools 4. Supply teacher placement service operating successfully 5. Within the context of National teacher shortages sufficient teachers are appointed to fill vacancies in schools 			
<p>Resource required: £20,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Roger Fern

ACTION PLAN No. 2	FOCUS FOR ACTION: Co-ordinate and further develop a comprehensive programme of continuing professional development (CPD) activities for all teachers, teaching assistants and other support staff, with the aim of improving the quality of learning for pupils and adults in the Suffolk education service.		
PRIORITY(S) ADDRESSED: National priorities : 1. raising attainment in Early Years and in primary education. 2. raising attainment in Key Stage 3. 3. Raising attainment in Key Stage 4. 4. narrowing the attainment gap/tackling underachievement. 5. support for schools causing concern.			
TARGET GROUP: Headteachers, deputies, middle managers, governors, teachers preparing for further responsibility, NQTs, teaching assistants and other support staff, teachers in training.			
PURPOSE/KEY OBJECTIVES: To build on the existing partnerships of schools, neighbouring LEAs, higher education institutions, to develop the routes into teaching available in Suffolk. To establish a framework of training for teaching assistants and other support staff with routes into teaching for those who want them and develop effective patterns of collaboration between teachers and teaching assistants. To ensure an established, respected and effective programme of CPD with accreditation for those who seek it through Suffolk Anglia Polytechnic University (SAPU) is available for all school-based staff. To extend the cohort of Advanced Skills Teachers (ASTs) in Suffolk and ensure they contribute in a co-ordinated way to the County's CPD programme. To provide a coherent induction programme for all NQTs and their tutors and ensure, through monitoring, sufficient progress is made during their induction period to affirm QTS at the end of it. To establish a framework of guidance and support for teachers to help them make informed choices about career and professional development with the aim of retaining teachers in Suffolk. To enhance the opportunities for initial teacher training in Suffolk. To ensure close links with National CPD Strategy.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
To maintain the Suffolk & Norfolk Initial Teacher Training Forum that draws SCITT, GTP and OTT training programmes closer and supports recruitment and retention of teachers.	EC, GR, RF, RK, IS, SF	April 03 - on-going.	Management groups of SCITTs and Teacher Recruitment Service receive reports from managers. Termly meeting of ITT Forum and Teacher Recruitment Service to monitor progress.
To develop stronger links with other ITT providers.	RF, RK, EC, GR	April 03 on-going	Regular meetings and evaluations (including monitoring of recruitment) with UEA, Suffolk College and members of TTA Partnership project.
To ensure routine monitoring, assessment and training is in place for all NQTs, in light of national expectations and revised standards.	Gen/Spec Advisers & JC	April 03 and ongoing	A sample of NQTs and all those causing concern will be visited and observed.

Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
To implement systematically the county strategy statement for continuing professional development (CPD) including SAPU, in consultation with key staff from schools and the education department.	PD Team	April 03 and ongoing	Termly meetings with staff development co-ordinators with course evaluations.
To implement a guidance and advice framework for Suffolk teachers and support staff to help them make informed choices about career and professional development.	PD team	April 03 and ongoing	Meetings of staff development co-ordinators meetings evaluate impact, and develop the framework further.
To continue to make close links between outcomes from inspection and research and the CPD programme.	RF MM	April 03 and on-going	Record of evidence from inspections and use of resources maintained at PDCs and Belstead House (particularly latest research literature).
To continue to implement 'framework of training' for teaching assistants, including opportunities to gain graduate status and routes to Qualified Teacher Status, ensure effective patterns of collaboration between teachers and teaching assistants.	RF MM GR	April 03 and on-going	Staff development co-ordinators meetings, take up of training opportunities, numbers of TA s gaining QTS will reflect take-up and access arrangements.
To prepare for the publication of the CPD Handbook and area supplementary programme interactively on-line from April 2004.	MM, PD team, PL	April 03	Monitor progress in Capita/EMS implementation and consult with staff development co-ordinators.
To evaluate the effectiveness of and continue to extend the Playing for Success study centre and to investigate ways in which the facility can be made more widely available. Establish charitable company in order to manage finance, especially external sponsorship.	SF, RF, DfES lead officers	April 03 on-going	Monitor take-up and retention rates. NFER assessment re impact pupil achievement. Meetings of Company Board.
To manage an annual cycle for TIPD (Teachers' International Professional Development) programme.	RF Ann Brown	April 03 - ongoing	Staff development co-ords monitor effectiveness. British Council evaluations and regular reports from TIPD groups.
To manage the group of Advanced Skills Teachers.	RF ASAs APOs	April 02 - on-going	Termly meetings of ASTs, reports from outreach and base schools.
To continue to develop CPD programme for teachers in their 2 nd , 3 rd and 4 th year of teaching.	GR EC RK ASAs	April 02 and on-going	General and Specialist Adviser contribute to content, monitor impact on link schools and departments

Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>To continue to enhance resources and facilities at PDCs.</p> <p>To prepare, implement and evaluate a coherent policy for ITT, NQT and Early Professional Development.</p> <p>To develop the use of on-line learning, particularly WebCT and Talk2Learn.</p>	<p>Resource officers PD team</p> <p>PD team</p> <p>PD team and CREATE</p>	<p>April 03 on-going</p> <p>April 03 on-going</p> <p>April 03 on-going</p>	<p>Evidence facilities at SSPDC, maintain sufficient resources for loan, inspection and research activities.</p> <p>Policy in place agreed by EMT and staff development co-ordinators.</p> <p>All ITT trainees use it. NCSL facilities accessed by increasing numbers of leaders and managers at all levels.</p>
<p>Relationships with other plans: Links with other EDP plans: 1, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.</p> <p>SCC priorities:</p> <ul style="list-style-type: none"> - raise levels of achievement in schools, particularly for 11-14 year olds; - better co-ordinate support for communities that need it most; - help young people to get good jobs and training and reduce chance of them getting involved in crime, drug-taking and anti-social behaviour. 			
<p>Success Criteria:</p> <p>100% NQTs successful complete induction year; 90% induction tutors trained to support NQTs.</p> <p>100% SCITT trainees gain QTS; SCITT inspections declare both schemes are good quality.</p> <p>By Sept 2003 new induction standards being used.</p> <p>Evaluations of courses show satisfaction at 97%+; Termly consultation with Staff Development Co-ordinators results in refinements to CPD programme.</p> <p>Access to CPD programmes is on an equal footing in relation to phase, location and gender of participants.</p> <p>45.5 ASTs appointed by December 2003.</p> <p>100% of schools have adopted formal staff development policy by the end of December 2003, including a policy about ITT.</p> <p>By September 2003 pathways for career and progression development in place.</p>			
<p>Resource required: £173,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Vanessa Harvey-Samuels

ACTION PLAN No. 3	FOCUS FOR ACTION: Provide whole-school support for behaviour management to reduce exclusion and improve learning and teaching and the motivation and commitment of pupils.		
PRIORITY(S) ADDRESSED: National Priorities: Raising attainment in Early Years and primary education. 2. Raising attainment at Key Stage 3. 3. Raising attainment at Key Stage 4. 4. Narrowing attainment gaps/tackling underachievement. 5. Schools causing concern.			
TARGET GROUP: Headteachers, teachers, school staff, governors, parents, pupils carers, other statutory agencies, voluntary agencies.			
PURPOSE/KEY OBJECTIVES: To provide a range of high quality support for staff in schools in managing pupil behaviour and maintaining pupils with emotional and behavioural difficulties within mainstream provision; to promote and support early identification of and intervention with pupils with emotional and behavioural difficulties; to support the delivery of a broad, balanced curriculum which is exciting and motivating; to promote effective involvement with and support for parents and carers.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Activity 1: <ul style="list-style-type: none"> • To establish three new Pupil Referral Units with an outreach function, including one First Base and two units for Key Stages 2 and 3 • To extend the Schoolsafe core programme to all schools and make available advanced programmes • To implement the Key Stage 3 Behaviour and attendance strand, ensuring its co-ordination with existing activity 	PRU project manager Special Education Manager	By March 2004	Monitored by the County Pupil Behaviour Working Party
	Schoolsafe project manager Special Education Manager	From April 2003 and ongoing	Monitored by the County Pupil Behaviour Working Party
	Head of School Improvement, County Adviser for	From April 2003 and ongoing	As above

<p>Activity 2:</p> <ul style="list-style-type: none"> To evaluate the use of the QCA Behaviour questionnaire within the SEN Audit and use the information gained to target support to schools To develop a countywide approach to nurture, based on an audit of current activity <p>Activity 3:</p> <ul style="list-style-type: none"> To improve and extend curriculum options at Key Stage 4 so that all pupils outside mainstream education have high quality full time provision <p>Activity 4:</p> <ul style="list-style-type: none"> To increase the access of parents and carers of pupils experiencing emotional and behavioural difficulties to information and support 	<p>PSD, SEM</p> <p>SEN Audit Manager</p> <p>County Adviser for PSD</p> <p>County Adviser for 14-19 Education SEM SEOs (PS)</p> <p>Parent Partnership Officer</p>	<p>By December 2003</p> <p>By July 2004</p> <p>By December 2003</p> <p>By December 2003</p>	<p>Monitoring by SEN Funding steering group</p> <p>Progress monitored by Nurture Network and Advisory Headteachers for Learning Support</p> <p>PRU and grouped tuition curriculum provision monitored by Link Advisers</p> <p>Progress monitored by Parent Partnership steering group</p>
<p>Relationships with other plans: Policy and Performance Plan, Education Service Plan, Pupil Services Business Plan, Behaviour Support Plan, EDP Plan 28.</p>			
<p>Success Criteria: Reduction in the number of pupils excluded from school either permanently or on a fixed term basis; reduction in the number of pupils being referred for out-County schools for emotional and behavioural difficulties</p>			
<p>Resource required: £56,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Kevin Haddock

ACTION PLAN No. 4	FOCUS FOR ACTION: Improve school self review and evaluation		
PRIORITY(S) ADDRESSED: These activities will contribute to all 5 of the National Priorities.			
TARGET GROUP: Headteachers and other managers in schools, teachers, pupils, governors and parents.			
PURPOSE/KEY OBJECTIVES: The overall purpose of these actions is to promote the further development of self management in schools with support and guidance from the LEA. More specifically, they will aim to help schools to improve the quality of their planning and to address such priorities as the development of inclusive education, the matching of financial decision-making to educational priorities, and the application of Best Value principles. The Professional Dialogue arrangements, including target-setting, will be incorporated within the new Annual Monitoring Cycle.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
a) develop the LEA's role in working with schools to secure good quality systems for self review and evaluation	ASAs etc.	04/03 to 03/04	An external evaluator will be sought (e.g. from a neighbouring LEA) to assess the LEA's impact
b) provide LEA guidance and support to strengthen school self-evaluation taking account of the new OFSTED requirements (effective from September 2003)	ASAs etc.	04/03 to 12/03	Evidence from outcomes of the OFSTED inspection process e.g. inspectors' judgements in reports
c) continue to raise awareness of the ways in which the most effective schools use self review and evaluation to raise the quality of learning and teaching	ASAs with Heads	04/03 to 03/04	OFSTED judgements supported by statistical evidence re. the standards achieved by selected schools
d) further work to improve the quality of school improvement planning, including strategic planning, the matching of financial decision-making to educational priorities, and the application of Best Value principles	ASAs with finance teams	04/03 to 03/04	Evidence from the analysis of school improvement plans - link advisers
e) support schools in developing a coherent strategy for self evaluation, including the evaluation of aspects such as the implementation of the KS3 strategy, provision for pupils with special education needs, the gifted etc. and provide particular support for self-evaluation to subject co-ordinators in high and upper schools to enable them to respond effectively to key questions in Ofsted Form S4	ASAs with BN etc. [inc. consultants & specialist advisers]	04/03 to 12/03	Evidence from outcomes of the OFSTED inspection process e.g. inspectors' judgements in reports Monitored by Senior Adviser (Learning) through sampling of record forms.
f) develop the annual monitoring cycle including the effective use of the termly visits to schools	link advisers	04/03 to 03/04	ASAs will monitor the quality of work done by their teams

<p>g) provide appropriate guidance and training to schools on the application of Best Value principles in order to support heads and governors in their decision-making</p> <p>h) continue to provide support and training for governors to enable them to develop their roles in school self review and evaluation</p>	<p>KH with members of BVIS steering group</p> <p>ASAs with TS</p>	<p>04/03 to 12/03</p> <p>04/03 to 03/04</p>	<p>To be monitored routinely by the advisory service in the course of school visits</p> <p>Evaluations to be monitored routinely by the advisory service</p>
<p>Relationships with other plans: These activities link with those identified by many planholders, but the relationship is particularly strong with plans 5, 6, 7, 8, 9, 23 and 24.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Effective LEA support for self evaluation in schools • Effective implementation of the LEA's annual monitoring cycle • High quality school improvement plans • Sharing of good practice in monitoring and evaluation between schools • Effective contributions to school leadership and management by school governors • Better understanding of and application of Best Values principles in schools 			
<p>Resource required: £573,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Debbie Bird

ACTION PLAN No. 5	FOCUS FOR ACTION: Developing the role of pupil perspectives in school self evaluation.		
PRIORITY(S) ADDRESSED: <ul style="list-style-type: none"> • raising attainment for all children, in Early Years towards the early learning goals, and in primary education especially in numeracy and literacy; • raising attainment in Key Stage 3; • raising attainment in Key Stage 4; • raising achievement in KS5 • narrowing the attainment gap/tackling underachievement; and • support for schools causing concern. 			
TARGET GROUP: LEA Advisers, Advisory Teachers, Head Teachers, all staff in schools.			
PURPOSE/KEY OBJECTIVES: <ol style="list-style-type: none"> 1. Tools and mechanisms available for gathering pupil perspectives with particular reference to learning and teaching and support for individual pupils. 2. Range of people in the LEA who are trained and competent to plan and implement pupil perception surveys in schools effectively. 3. Pupil perceptions are part of school self evaluation and inform the School Improvement Plan. 4. Contribute to the raising of attainment of pupils in ethnic minority groups and to meeting the LEA targets for these pupils. 			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
1. Complete visits to "trained" school staff for support and research purposes into their pupil perception programmes.	T Loose	Started January 2002 finish July 2003.	All target schools have been visited, materials and approaches evaluated by team and progress monitored by D Bird. All schools who attended the second up meetings to receive a follow up call.
2. Review findings from courses and practical application in schools.	T Loose C Evatt (Sec) M Ingham(W) M Jude (S) D Bird (N)	1/2 day a.m. team meeting on 9.6.03.	Team to use the review to determine which materials are to be used in the pack for schools.
3. Formalise the range of methods, questions and materials for use in schools and by Education Department Staff. Complete systems for analysis.	T Loose C Evatt (Sec) M Ingham(W) M Jude (S) D Bird (N)	1/2 day p.m. team meeting on 9.6.03.	Team to begin creation of toolkit for schools. Monitoring D Bird.

<p>4. Team to prepare materials for the toolkit.</p> <p>5. Team meeting to finalise materials for toolkit, cross-reference to existing documents and decide on future action for 2004-2005.</p> <p>6. To construct a series of questions in discussion with the Multi-cultural Team (Plan 25) which will enable LEA and school staff to monitor the perceptions that ethnic minority pupils have of their schools.</p> <p>7. To ensure the Toolkit is available on Slamnet or through the school's portal</p> <p>8. Toolkit made available and LEA staff trained to use it</p>	<p>T Loose C Evatt (Sec) M Ingham(W) M Jude (S) D Bird (N)</p> <p>T Loose C Evatt (Sec) M Ingham(W) M Jude (S) D Bird (N)</p> <p>T Loose and Multi- cultural team</p> <p>Clerical/ICT team</p> <p>T Loose and team</p>	<p>½ day each individual to prepare selected materials for the next team meeting.</p> <p>1 day</p> <p>July 2003</p>	<p>Monitoring D Bird.</p> <p>Monitoring D Bird.</p> <p>Evidence of effective deployment of these and the findings in schools. Monitored by Derek Merrill.</p> <p>D Bird .</p> <p>D Bird</p>
<p>Relationships with other plans: EDP Plans 3; 4; 6; 11; 12; 13; 14; 15; 16; 17; 18; 19; 20; 21; 22; 23; 25; 26; 27; 28; and especially 24.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Research schools have contributed to the toolkit for schools. • Adaptable tool kit available for schools and LEA staff for gathering pupil perceptions. • Range of LEA staff trained, competent and active in encouraging schools to incorporate pupil's perception in the school improvement plan and subject action plans. . • Pupil Perceptions used in a large number of schools as part of the self evaluation process. • Pupil perceptions have influenced a range of school's self evaluation strategies and directly inform the school improvement plan. • Pupil perceptions have an impact on the provision for and attainment of ethnic minority pupils. 			
<p>Resource required: £15,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Martin Harvey

ACTION PLAN No. 6	FOCUS FOR ACTION: To develop and increase the effectiveness of the LEA's procedures for ensuring early support, intervention and challenge in schools causing concern, including those setting low targets and those not meeting the needs of groups of pupils vulnerable to underachievement.		
PRIORITY(S) ADDRESSED: 2 Raising attainment at KS3, 3 Raising Attainment at KS4, 4 Narrowing the attainment gap/ Tackling underachievement, 5 Support for schools causing concern			
TARGET GROUP School leaders and managers, teachers, governors, parents and the schools' communities			
PURPOSE/KEY OBJECTIVES: To reduce the number of schools causing concern and eliminate those in special measures. To improve the LEA's procedures for the early identification, support and effective intervention in schools causing concern. To provide support which will remove the causes of concern rapidly, is transparent and is clearly understood by schools. To contribute to the achievement of the LEA's performance targets for 2004 in public examinations and National Curriculum tests			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>a) Review the policy documents for schools of concern in the light of similar documents provided by Norfolk and Warwickshire LEAs to improve our performance in removing schools with serious weakness and special measures from this categorisation.</p> <p>b) Modify criteria for schools of concern to highlight schools not meeting the needs of pupils vulnerable to underachievement and use additional resource provided by Leadership Incentive Grant to increase support to "schools in challenging circumstances".</p> <p>c) Establish systems and criteria for the monitoring of b) to include monitoring by members of the pupil services team</p> <ul style="list-style-type: none"> • Meet with representative group of PST to draw up criteria and monitoring and evaluation procedures. • Undertake monitoring of schools against criteria and so identify schools not meeting the needs of pupils vulnerable to underachievement <p>d) Reconsider the categorisation of all schools according to performance. Link this to school self-evaluation and judgements shared between the LEA and school.</p> <ul style="list-style-type: none"> • Consult Headteachers and Governors as part of School Self –evaluation process • Disseminate outcomes to schools <p>e) Ensure awareness, consistency and clarity in Schools of Concern procedures</p>	<p>CSST</p> <p>MH</p> <p>MH/SENM</p> <p>MH/ SENM</p> <p>MH/SENM</p> <p>CSST</p> <p>MH/Area Senior Advisers,</p>	<p>04/03-04/04</p> <p>04/03-04/04</p> <p>04/03-04/04</p> <p>04/03-04/04</p> <p>04/03-04/04</p> <p>04/03-04/04</p>	<p>Assistant Director of Education. RB</p> <p>Regular review by County School Support Team.</p> <p>Special Needs Manager. Monitoring completed. Appropriate schools identified. Action plans in place to address the issues.</p> <p>Decision taken by CSST to extend categorisation or not. New system in place</p> <p>Area Managers evaluate effectiveness of Core Action Groups and Pyramid monitoring procedures. Consistent procedures in place. Cross-area evaluations and reviews.</p>

<p>including informing heads and governors of the outcomes and involving them in action planning, resource allocation and evaluations of progress.</p> <p>f) Explore the involvement of Higher Education Institutions in increasing the capacity and expertise of the LEA in meeting the needs of Schools of Concern (Link with EDP Plan 4 and Best Value Review of School Improvement)</p> <p>g) Identify, challenge, support and intervene in Schools of Concern ensuring effective action to remove the causes of concern in the stated timescales and so improve the quality of education and standards and contribute to the achievement of the LEA's targets.</p> <p>h) Link advisers to work closely with English, mathematics and science strategy teams to co-ordinate and support work with under-performing schools.</p>	<p>MH/Area Senior Advisers</p> <p>Area Senior Advisers</p> <p>Area Senior Advisers</p>	<p>04/03-04/04</p> <p>1/04/03 – 31/03/04</p> <p>1/04/03 – 31/03/04</p>	<p>Presentation to County School Support Team of proposals for the involvement of a preferred partner in Schools of Concern work</p> <p>County School Support Team.</p> <p>Reduced number of schools of concern. Elimination of schools in special measures or challenging circumstances. Improved results in Schools of Concern. Contribution to LEA targets from Schools of Concern increased</p> <p>Reduced number of underperforming schools.</p>
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Relationships with other plans: Direct links to under-performing schools strategies in Plans 11, 12 and 15. Links to EDP plans 4, 7, 8, 20, 27.

Success Criteria: Reduction in the number of Schools of Concern
Removal of schools from Categories 1 and 2 within the timescales stated in the LEA Statement of Support
Schools of concern's contributions to the LEA targets are increased
Schools not meeting the needs of groups of pupils vulnerable to underachievement identified by criteria and action plans drawn up.
Early identification of schools causing concern and those setting low targets so that appropriate action is taken.
Improved results in Schools of Concern and so the contribution to LEA targets from Schools of Concern increased .

Resource required: £609,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Martin Wyard / Paul Laughlin / Martin Clark

ACTION PLAN No. 7	FOCUS FOR ACTION: The provision and analysis of high quality, comparative pupil attainment and progress data to support school self-review and improvement, target setting and LEA monitoring.		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in Early Years and primary education. 2. Raising attainment at Key Stage 3. 3. Raising attainment at Key Stage 4. 4. Narrowing attainment gaps/tackling underachievement. 5. Support for schools causing concern.			
TARGET GROUP: Headteachers, governors, school subject leaders, classroom teachers, LEA advisers and officers.			
PURPOSE/KEY OBJECTIVES: <ul style="list-style-type: none"> To provide high quality, carefully selected pupil attainment and progress data to headteachers and governors for use in school self-review, evaluation and improvement planning. To provide comparative data at pupil, school, local and national levels and simple analyses to enable schools to ask "how well are we doing?" To provide headteachers, governors and LEA staff with data which supports target setting and monitoring at school and LEA level. To provide data for LEA staff to enable early identification of schools of concern. To provide pupil attainment data for subject advisers and other LEA staff to support their school improvement work. 			
<p style="text-align: center;">Programme of activity and tasks</p>			
Introduce and develop moderation for the Foundation Stage Profile. Collect data for QCA/DfES and provide analysis for schools. Managing the Suffolk reading test and NFER maths test, processing and disseminating the results. NC KS1-3 data collection, processing and analysis. Development and maintenance of the pupil attainment database (PAD) and transfer of all data to the new Capita/EMS PULSE module. Develop and maintain Schools Internet Portal for distribution of data to schools. Maintain currency and quality of pupil data on LEA Intranet site. Continuing development and maintenance of EPAS and KEYPAS school and pupil level databases.	PL/LD MW/PL PL/MW PL/MW/MC PL/MW PL/MW MW	July 2004 Jan-June Jun-Oct Ongoing Ongoing Ongoing Ongoing	By accurate completion to deadline MW Check that data is of sufficient quality PL/MW. MW to check regularly as work proceeds. MC to check regularly with team to monitor progress. PL to check regularly that sites are up to date, functioning effectively and being used by schools etc. MW to monitor site and user satisfaction. MW to update regularly and check data quality. School deadlines are fully met.

Development and maintenance of the school level attainment database (IANDA) and School Assessment Datasheet and other reports to schools.	PL/MW	Ongoing	School deadlines are fully met. MW to monitor
Production and distribution of all value added progress data (SRT and GCSE).	PL/MW	Sept-Oct	School deadlines are fully met.
Processing and disseminating the school/subject level Foundation Stage, KS1, 2, 3, GCSE and A Level data using EPAS and KEYPAS databases.	MW	Sept-Oct	School deadlines are fully met.
Production and dissemination of Suffolk benchmark data for all schools.	MW/PL	Sept-Oct	School deadlines are fully met.
Production of school level indicators for early identification of schools of concern.	MC/MW	Oct-Jan	MC to check at end of Jan. CSST to evaluate.
Development and maintenance of SPARKS software for schools, including GCSE and forecasting tools; inclusion of P Scales, Foundation Stage Profile and SEN Audit modules.	PL	Ongoing	MW to monitor school responses and satisfaction.
Timely electronic transfer of data between schools.	PL/MW	Jul-Sep	MW to check progress and school response.
Managing and delivering annual random check on administration of Suffolk reading tests	LD	Jan and Apr	MW to monitor and oversee quality.
Liaison work with QCA and DfES on national data collection system developments including the Foundation Stage Profile	PL/MW/LD	Ongoing	Timely electronic delivery of all external data.
Training and advice on the interpretation of data for schools and advisers.	MW / PL	Ongoing	Evaluation data from participants analysed by MW.
Evaluation of provision of attainment data and analysis to schools through the "portal" and the Capita/EMS system. Consideration given to new sources of information such as the Fischer Family Trust.	MW/MC/PL	Ongoing	Regular feedback / recommendations fed to ASMT
Relationships with other plans: Provides data for EDP2 Plans 4, 6, 11, 12, 13, 14, 15, 16, 22, 24, 25 in particular. Also contributes to SCC Annual Education Service Plan and the County Council's Policy and Performance Plan, Performance Indicators and Public Service Agreement.			
Success Criteria:			
<ul style="list-style-type: none"> •Progress is made towards LEA attainment targets for KS2, KS3 and GCSE in 2004. •Schools indicate high level of satisfaction with data, indicators and the support received. •Headteachers, staff and governors show increased ability to make effective use of the data provided for improvement purposes and planning. 			
Resource required: £122,000			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Roger Fern

ACTION PLAN No. 8	FOCUS FOR ACTION: Develop leadership and management at all levels in schools.		
PRIORITY(S) ADDRESSED: National priorities : 1. raising attainment in Early Years and in primary education; 2. raising attainment in Key Stage 3; 3. raising attainment in Key Stage 4; 4. narrowing the attainment gap/tackling underachievement; 5. support for schools causing concern.			
TARGET GROUP: headteachers, governors, deputy headteachers, assistant headteachers, middle managers, teachers preparing for further responsibility.			
PURPOSE/KEY OBJECTIVES: Maintain, review and refine a comprehensive range of CPD opportunities for school leaders and managers at all levels so that they can achieve key milestones in middle and senior management as well as headship. Ensure that the CPD opportunities are available to all, related to pathways for career progression and professional development. Establish effective partnerships with other providers and agencies, especially NCSL and ELC. Make closer links between outcomes from inspection, research and CPD, and to share good practice within and between schools. Ensure that Learning is portrayed as a key function and activity of leadership. Ensure that principles of Best Value are understood and applied by leaders and managers in school. Ensure that ICT is used effectively as a tool for management in schools. Develop use of on-line learning (especially Web CT and Talk2learn) for adults as well as pupils.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
To ensure that there is a comprehensive programme of training and development opportunities for leaders and managers at all levels in schools, including the principles of Best Value.	area, finance, gov & PD teams	April 03 and on-going	Area advisory, finance, and area service teams will monitor impact of programmes, including course evaluations.
To ensure that the CPD opportunities are available to those who aspire to move along pathway(s) in their career development.	PD team	April 03 and on-going	Course evaluations, assignments and submissions for accreditation, will be evaluated by PD team.
To collaborate with other providers, especially National College for School Leadership (NCSL) and Eastern Leadership Centre (ELC).	PD team	April 03 on-going	Members of team will develop working arrangements with a range of providers and evaluate impact on the Suffolk CPD programme.
To continue to make links between outcomes from inspection and research and the CPD programme.	MM RF	April 03 on-going	Maintain records based on published reports.
To co-ordinate a programme which ensures that ICT is used effectively as a tool for management in schools.	ICB KN	April 03 on-going	Course evaluations and consultation with CPD co-ordinators.

<p>To working with the Corporate Training and Development Board to ensure efficient, coherent programmes are provided, including NVQ Centre(s) across SCC.</p> <p>To develop the Leadership Development Group (formerly the HEADLAMP Planning Group) to ensure the preparation of candidates for leadership posts at all levels.</p> <p>To provide support for leaders in small primary schools in clusters and collaborative projects.</p> <p>To ensure the LEA continues to be a major partner in the expansion of the Eastern Leadership Centre and contributes to the increasing range of programmes (eg HIP, LftM, Heads and Governors, Bursars).</p> <p>To ensure the Education Directorate is a major participant in the Partner College initiative between the County Council and APU.</p>	<p>RF, MM, DP</p> <p>RF, MM, LH, JD</p> <p>RF, DB, GD</p> <p>RF, PD team</p> <p>RF, FG, MM</p>	<p>April 03 on-going</p>	<p>Through meetings with Corporate Board and NVQ Steering Group, Departmental Staff Development Group and course evaluations.</p> <p>Through meetings of the group, consultation with CPD co-ordinators and course evaluations.</p> <p>Through meetings of Small Schools' Panel and consultation with heads.</p> <p>Through the ELC Board, course evaluations and consultation with CPD co-ordinators.</p> <p>Through the Corporate Board and such other consultation arrangements that are put in place.</p>
<p>Relationships with other plans: Links with other EDP plans: 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28.</p> <p>SCC priorities: - raise levels of achievement in schools, particularly for 11-14 year olds; - better co-ordinate support for communities that need it most; - help young people to get good jobs and training and reduce chance of them getting involved in crime, drug-taking and anti-social behaviour.</p>			
<p>Success Criteria: 90% course completion 97%+ satisfaction in course evaluations 100% new headteachers involved in induction programme Wide range of regional networks established, working effectively and having an impact on quality of leadership – reflected in school inspection reports. Consultation with headteachers and CPD co-ordinators ensures regular review and refinement of high quality programmes. Collaboration with ELC evident in adviser/officer contributions to planning and providing programmes, impact of CPD in schools.</p>			
<p>Resource required: £8,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Tom Scherb / Alison du Sautoy

ACTION PLAN No. 9	FOCUS FOR ACTION: Develop the role of governors in support of school improvement		
PRIORITY(S) ADDRESSED: <ol style="list-style-type: none"> 1. Raising attainment in Early Years and primary education. 2. Raising attainment at Key Stage Three. 3. Raising attainment at Key Stage Four. 4. Narrowing attainment gaps/tackling underachievement 5. Support for schools causing concern 			
TARGET GROUP: All School Governors			
PURPOSE/KEY OBJECTIVES: <p>To ensure that governors are able to understand and utilise the opportunities for innovation that the Education Act 2002 affords and that procedural changes are adopted with the minimum disruption of effectiveness.</p> <p>To acquaint governors with the procedures of self-evaluation, both of the school and of their own effectiveness.</p> <p>To reduce the number of vacancies overall, but particularly in those schools carrying an unacceptable vacancy rate (25%).</p> <p>To address the issues of inclusion of governors in the Suffolk Education Service. To continue to develop the Governors' website and to increase the support that it offers governors. To develop use of the database in monitoring governing body effectiveness.</p> <p>To promote good governance in Schools of Concern.</p> <p>To ensure that the Suffolk Governors' Forum flourishes and is recognised by all governing bodies as a significant group for consultation and communication with the LEA and others.</p> <p>To develop the roles and numbers of link governors with particular attention to the induction of new governors.</p> <p>To revise training and communication with new governors to ensure consistency across the County.</p> <p>To ensure that the evaluation of governors' training includes an analysis of the intended impact on individual governors in their future work.</p>			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
1. Continue to respond to developments in governance brought about by the Education Act 2002 including the reconstitution of every Governing Body and new statutory procedural requirements	THS/AduS	Ongoing	SGF, County Area Management Forum
2. a) Produce and publish a self-evaluation scheme which enables Governing Bodies to evaluate their own effectiveness.	THS/JMW/AduS	April 2003- July 2003	SGF, County Area Management Forum
b) Ensure that Governing Bodies are equipped to make an effective contribution to school self-evaluation	THS/JMW/AduS	Ongoing	SGF, County Area Management Forum
3. Reduce the number of governor vacancies by directly supporting schools with an unacceptable vacancy rate and further supporting schools in their recruitment of Parent and Community governors.	JL/AduS	Ongoing	EMB, County Council Executive
4. Establish a time-limited Working Group of governors, heads and LEA staff	JMW	April 2003 –	EMT, SGF Executive

to recommend initiatives to ensure that governors feel, and are, equal partners in the Suffolk Education Service		July 2003	
5. Further develop the Suffolk Governors' website to include support for governors and examples of best practice in governance.	AduS	Ongoing	SGF, Link Governor
6. Develop a system for monitoring the training activities of individual Governing Bodies using the database.	AduS	Ongoing	SEOs
7. Develop an ICT system for producing statistical analyses of ethnicity, gender, age etc of the governors in Suffolk.	AduS	Ongoing	SEOs
8. Further develop and implement support mechanisms for Governing Bodies in schools of concern	JMW/AduS Area Teams	Ongoing	CSST
9. Continue to raise the profile and effectiveness of the Suffolk Governors' Forum with all governing bodies	AduS	Ongoing	Link Governors
10. Revise procedures for new governor induction	SEOs/AduS	April 2003 to June 2003	Link Governors
11. Increase the number of governing bodies with Link Governors and further develop their role.	AduS/SB	April 2003- March 2004	SEOs
12. Amend the systems for gathering governors' evaluation of training sessions and adjust the emphasis towards future impact of training on governor effectiveness.	SEOs AduS	April 2003	SGF
Relationships with other plans: 2,3,4,5,6,8,10,11,12,14,15,16,17,18,19,23,24,25,26,28.			
Success Criteria: Considerable changes to governance brought about by the Education Act are seamlessly incorporated into governing body practice. Governing Bodies are more aware of the principles of self-evaluation. The number of vacancies is reduced by 10% and there are no schools carrying 25%+ vacancies. Governors perceive themselves to be appreciated, consulted and valued by the LEA. The website offers real training and support for governors. The governor support unit is able to evaluate governing body effectiveness by monitoring training take-up and vacancy rate and is able to do statistical analysis of all categories of governor, ensuring that Suffolk is adhering to equality principles. Where schools become 'of concern', an evaluation of governor effectiveness is carried out and appropriate measures taken to rectify any shortcomings identified. All governing bodies have regular communication with the Suffolk Governors' Forum. The number of Link Governors and the numbers attending briefings is increased by 20% overall and by 50% in the Northern Area, and the role of link governors in induction of new governors is clearly defined. Initial communication between the area offices and new governors is revised and improved.			
Resource required: £56,000			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Viki Muller

ACTION PLAN No. 10	FOCUS FOR ACTION: To raise attainment and aspiration in the Foundation Stage to improve the opportunities for all children to access the KS1 curriculum.		
PRIORITY(S) ADDRESSED: National Priority 1: Raising attainment in Early Years towards the early learning goals Narrowing the attainment gap/tackling underachievement Support for schools causing concern			
TARGET GROUP: Foundation Stage practitioners and managers.			
PURPOSE/KEY OBJECTIVES: 1. To provide a cohesive service to schools to support the development of the Foundation Stage through joint working with other school improvement teams, other departments and agencies 2. To continue to recruit, train and develop Foundation Stage practitioners and further develop the role of specialist support teams in order to meet the needs of providers. 3. To enable managers in school to effectively monitor, support and evaluate the quality of early education provision. 4. To ensure all children vulnerable to disadvantage have access to high quality early years provision. 5. To provide a comprehensive network to support raising the achievement of young children with SEN.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ul style="list-style-type: none"> • Publish case studies on reducing the negative impact of transitions on young children, disseminate through training • Establish protocols for joint working practices between Early Education team and subject specialist advisory team • Work in co-operation with the core subject teams to plan and deliver curriculum support • Establish CPD opportunities for EESTs and EESAs (SEN) through links with the Learner Support Team • Contribute to the management and teaching of the early years specialist of the SCITT programmes • Establish Key practitioner programme to promote models of exemplary practice • With the Advisory Service, provide training to support Headteachers in the evaluation of the Foundation Stage • With the Advisory Service, provide training to improve the teaching of numeracy in the Foundation Stage 	<p>Area EECs and EESTS (C & O)</p> <p>DH of EY & Childcare (DHEY)</p> <p>Area EECs and EESTS (C & O)</p> <p>DHEY DHEY & EECs</p> <p>DHEY & AEO</p> <p>DHEY & AEO EECs and EESTs</p>	<p>Autumn 2003 Spring 2004</p> <p>Summer 2003 Autumn 2003</p> <p>Summer 2003 Spring 2004</p> <p>Summer 2003 Ongoing</p> <p>Autumn 2003 Spring 2004</p> <p>Spring 2004</p> <p>Summer 2003</p>	<p>Regular reports to Head of Early Years and Childcare and Foundation Stage Steering Group (FSSG)</p> <p>Report to ASMT</p> <p>Report to ASMT</p> <p>Report to EMT</p> <p>Report to SCITT Steering Group</p> <p>Regular reports to EYDCP Early Education Committee</p> <p>Report ASMT</p> <p>Report to ASMT and numeracy manager</p>

<ul style="list-style-type: none"> • With the Advisory Service, provide training and support to improve the progress of boys' writing • Work with Slamnet to disseminate good practice examples through extended access to key documents • Develop a section to the "Next Step" on Gifted and Talented Children in the Foundation Stage • Improve the quality of training to private, voluntary and independent providers by contributing to the CPD of Suffolk Childcare Training Unit tutors, providing regular updates and reviewing course materials • Extend and develop current Early Years News and publish to PVI as well as maintained sector • Plan a county wide conference for financial year 2004/05 on Quality and Effectiveness in the Foundation Stage • Contribute to developing integrated services for young children and their families 	<p>(C&O) EEC (South)</p> <p>AEO</p> <p>DHEY & EECs</p> <p>Team</p> <p>Team & Marketing & Information Officer</p> <p>Conference Planning Team (EESTs)</p> <p>Team</p>	<p>Summer 2003 Spring 2004</p> <p>Summer 2003 Spring 2004</p> <p>Summer 2003 Spring 2004</p> <p>Summer 2003 Spring 2004</p> <p>Summer 2003 Autumn 2004</p> <p>Summer 2003 Autumn 2003</p> <p>Summer 2003 Spring 2004</p>	<p>Report to ASMT and literacy manager</p> <p>Regular reports to FSSG</p> <p>Regular reports to ASMT</p> <p>Regular reports to EYDCP Early Education Committee</p> <p>Regular reports to EYDCP Early Education Committee</p> <p>Report to Head of Early Years and Childcare, ASMT and FSSG</p> <p>Report to EMT</p>
<p>Relationships with other plans: EDP 2, 3, 4, 6, 8, 14, 16, 13, 15, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28 Linked to Early Years Development and Childcare Strategic Plan 2001/4 and Implementation Plan 2002/03</p>			
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. Systems in place to facilitate joint working with other school improvement teams, other departments and agencies. 2. Schools have access to specialist support and sufficient appropriately qualified and trained staff. 3. Managers report increased confidence in their ability to effectively monitor, support and evaluate provision within their own school. 3. All children vulnerable to disadvantage have access to high quality early years provision. 			
<p>Resource required: £178,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Sally Wilkinson / Neil MacRae

<p>ACTION PLAN No. 11</p>	<p>FOCUS FOR ACTION: Raising attainment in KS1/2/3 English through the implementation of the National Literacy Strategy and the KS3 Strategy</p>		
<p>PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in early years and primary education, 2. Raising attainment at Key Stage 3, 4. Narrowing attainment gaps/tackling underachievement 5. Schools causing concern National Themes: 1. attainment of ethnic minority groups, 2. gender issues, including boys' underachievement, 3. children with SEN, 4. social inclusion including looked after children 5. Under-performance in particular schools and geographic areas, 6. gifted and talented pupils, 7. ICT, 10. supporting school self review and evaluation, 11. school leadership management and governance, 12. continuing professional development.</p>			
<p>TARGET GROUP: Headteachers, governors, Heads of Department, Literacy Co-ordinators, Cross-curricular Literacy Co-ordinators, English and literacy teachers, teaching assistants, NQTs, all pupils at Foundation, KS1,2 and 3 parents.</p>			
<p>PURPOSE/KEY OBJECTIVES:</p> <ul style="list-style-type: none"> • To continue to raise standards of literacy at each key stage (1,2 and 3) in line with the national improvement rate. (This will include targets set nationally for KS2 and 3 for 2003, 2004 and 2006 and LEA internally set targets for KS1 at L2B and L3); • to significantly reduce the number of targeted under-performing schools with significant gaps in attainment between LEA targets and the schools annual achievement; • to ensure that attainment in literacy in the three tier system matches attainment in the two tier system; • to ensure continuity of learning at transfer between first and middle schools; • to improve attainment in writing across KS1-KS3 with a focus on underachievement in the following groups - Gender, Minority Ethnic and Traveller, looked after children, more able pupils; • to meet the literacy needs of pupils in Suffolk special schools through effective differentiated support; • to ensure the effective provision of cross curricular literacy; • to develop effective working partnerships across specific teams within the Education Department to deliver a cohesive approach to literacy learning and teaching; and • to ensure the cross county effective dissemination of good practice through the work of leading departments and expert teachers. 			
<p>Programme of activity and tasks</p>	<p>Personnel responsible</p>	<p>Start and finish dates</p>	<p>How will progress be monitored and evaluated and by whom?</p>
<p>To provide support to all schools across KS1-KS3 through activities including, evaluations of literacy action plans and audits, implementing training programme of one day, twilights, cluster/pyramid sessions</p>	<p>Lit cons</p>	<p>April 2003- March 2004</p>	<p>By line and strategy managers through analysis of training evaluations, direct observation, and feedback from the headteacher consultative group</p>
<p>To provide direct support to targeted underperforming schools through school based support and training linked to specific school need and working closely with link advisers.</p>	<p>Lit cons</p>	<p>April 2003- March 2004</p>	<p>By line managers through analysis of attainment in SATs 2004, analysis of performance against targets, analysis of headteacher evaluations of consultant support</p>
<p>To ensure consistency of support across KS2 and 3 for middle schools</p>	<p>Lead Cons for middle schools</p>	<p>April 2003- March 2004</p>	<p>By line managers through analysis of headteacher evaluations of consultant support</p>

<p>To monitor literacy in schools according to identified county priorities</p>	<p>Link Advisers, Lit Cons</p>	<p>April 2003-March 2004</p>	<p>Line managers monitor outcome of monitoring visits against the visit proformas</p>
<p>To ensure effective use of transfer data and an improvement in the continuity of learning for pupils on transfer from first to middle schools through a training programme, provision of resources and school based support to a targeted group of middle schools (and their feeders) identified as having low value added scores. To ensure effective use of transfer data at all points of transfer through pyramid meetings supported by consultants.</p>	<p>Lit Cons</p>	<p>April 2003-March 2004</p>	<p>Line managers evaluate progress reports from consultants or link advisers' schools; evaluate effectiveness at dissemination meeting where schools demonstrate impact of support.</p>
<p>To improve attainment in writing across KS1-KS3 with a focus on underachievement in the following groups - Gender, Minority Ethnic and Traveller, looked after children and more able pupils through joint work with specialist teams, through provision of guidance and training programme for schools</p>	<p>Lit Cons</p>	<p>April 2003-March 2004</p>	<p>Line Managers to analyse performance in writing at KS1-3 based on SATs 2004 Line Managers and Team leaders of named groups analyse writing performance of boys, girls, minority ethnic pupils, traveller pupils, looked after children and more able pupils</p>
<p>To meet the literacy needs of pupils in Suffolk special schools through effective differentiated support;</p>	<p>Lit Cons</p>	<p>April 2003-March 2004</p>	<p>Line Managers analyse headteacher evaluations of special school support</p>
<p>To ensure the effective provision of cross curricular literacy through provision of resources, through extended use of SLAMnet, literacy training courses for schools, cluster and pyramid training, red book programme dissemination of the work of leading departments and expert teachers use of KS3 Literacy File and the work of subject advisers</p>	<p>Lit Cons</p>	<p>April 2003-March 2004</p>	<p>Subject Advisers to gather evidence of effective cross curricular literacy in own subject area across KS1-KS3</p>
<p>To link the work of Education and Libraries and Heritage departments through a programme of specific activities including library evaluations visits to direct support schools</p>	<p>Line managers</p>	<p>April 2003-March 2004</p>	<p>Literacy Strategy manager monitors the impact of outcomes through progress meetings with Education, Libraries and Heritage Literacy group</p>
<p>To ensure the cross county effective dissemination of good practice through the work of leading departments and expert teachers</p>	<p>Line managers</p>	<p>April 2003-March 2004</p>	<p>Analysis of the evaluations from schools receiving leading department or expert teacher support by Line managers</p>
<p>Relationships with other plans: Direct link with EDP 6 on under-performing schools. EDP3, EDP 4, EDP 7, EDP 8, EDP9, EDP10, EDP12, EDP14, EDP15, EDP16, EDP17, EDP19, EDP20, EDP21, EDP22, EDP23, EDP25, EDP26,</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Improvement rate in literacy attainment at KS1, 2 and 3 matches the national rate of improvement; marked improvement in under-performing schools. • 2004 LEA Statutory Literacy Targets KS2 L4+ 86%, L5 36%, KS3 L5 77% • LEA internally set KS1 target s for L2b and 3 achieved (to be agreed) 			
<p>Resource required: £438,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Colin Matthews / Kirsteen Crossan

ACTION PLAN No. 12	FOCUS FOR ACTION: Raising attainment in KS1/2/3 Mathematics		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in early years and primary education, 2. Raising attainment at Key Stage 3, 4. Narrowing attainment gaps/tackling underachievement 5. Schools causing concern. National Themes: 1. attainment of ethnic minority groups, 2. gender issues, including boys' underachievement, 3. children with SEN, 4. social inclusion including looked after children 5. underperformance in particular geographic areas, 6. gifted and talented pupils, 7. ICT, 10. supporting school self review and evaluation, 11. school leadership management and governance, 12. continuing professional development			
TARGET GROUP: Headteachers, Governors, Heads of Department, Mathematics Co-ordinators, Cross – curricular Numeracy Co-ordinator, Mathematics Teachers, Teaching Assistants, NQTs, All Pupils at foundation, KS1, 2,3, Parents, Governors. Carers for Pupils in Council Care.			
PURPOSE/KEY OBJECTIVES: To respond to National Numeracy Strategy directives. To increase the self-confidence, competence and teachers' own knowledge of mathematics, especially mathematics attainment target 1 and ICT. To continue to raise standards of mathematics at each key stage (1,2 and 3) in line with the national improvement rate (this will include targets set nationally for KS2 and 3 for 2002,2003,2004 and LEA internally set targets for KS1 at L2B and L3); To significantly reduce the number of schools with more than 8% difference in attainment between LEA targets and the schools' attainment in mathematics ; To ensure that attainment in mathematics in the three tier system matches attainment in the two tier system; To meet the mathematics education needs of pupils in Suffolk special schools and underachieving WAVE 2 pupils in mainstream schools through effective differentiated support; To ensure the effective implementation of cross curricular numeracy in all schools; To develop effective working partnerships across specific teams within the Education Department to deliver a cohesive approach to mathematics learning and teaching; To ensure the effective dissemination of good practice through the work of leading departments, leading maths teachers and other associates. To ensure curriculum continuity across all 3 phases (with particular regard to arithmetic calculations) To consider and develop approaches to rapport localised gender underperformance in mathematics.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
To provide support to all schools across KS1-KS3 through activities including, Evaluations of numeracy action plans and audits, consultancy, training programmes of 5 day, one day, twilights, cluster/pyramid sessions, special projects.	Maths cons. Comm.Ed.	April 2003-April 2004	By line and strategy mangers through analysis of training evaluations, direct observation, Mathematics Evaluation Group.
To provide direct support to targeted underperforming schools through school based consultancy, support and training linked to specific school needs including 5 day course attendance and working closely with link advisers.	Maths cons.	April 2003-April 2004	By line managers through analysis of attainment in SATs 2003, analysis of performance against targets, analysis of headteacher evaluations of consultant support, analysis of consultant reports.
To provide targeted support to schools of concern to the LEA as identified in individual school action plans.	Lead Consultant.	April 2003-April	By line managers through analysis of headteacher

<p>To ensure consistency of support across KS2 and 3 for middle schools. To monitor mathematics in schools according to identified county priorities</p> <p>To provide guidance and support to individual schools and the pyramid structure on the consistent development of effective and timely calculation methods used by pupils.</p> <p>To meet the mathematics needs of pupils in Suffolk special schools and underachieving wave 2 and 3 pupils in mainstream school through effective differentiated support;</p> <p>To ensure the effective provision of cross curricular numeracy through provision of resources, through extended use of Slamnet, mathematics training courses for schools, cluster and pyramid training, Red Book programme dissemination of the work of leading departments and leading teachers use of Numeracy File and the work of subject and link advisers</p> <p>To link the work of Education and Libraries and Heritage departments, family learning, community education and early years through a programme of specific activities using pooled resources</p> <p>To ensure the cross county effective dissemination of good practice through the work of leading departments, leading teachers SLAMnet and publications</p>	<p>Link Advisers</p> <p>Named Maths Con. Maths Adviser</p> <p>Maths Team Lead Consultant Maths Adviser</p> <p>Math Team Adv. Heads (LS)</p> <p>Maths Team Subject Advisers L&H</p> <p>CM</p> <p>JC</p>	<p>2004</p> <p>April 2003-April 2004</p>	<p>evaluations of consultant support and SoC reports.</p> <p>Line managers monitor outcome of monitoring visits against the visit proformas.</p> <p>Line Managers evaluate progress reports from consultants or link advisers' schools; evaluate effectiveness at dissemination meeting where schools demonstrate impact of support.</p> <p>Line Managers analyse headteacher evaluations of special school support</p> <p>Subject Advisers to gather evidence of effective cross curricular numeracy in own subject area across KS1-KS3</p> <p>Mathematics line manager monitors the impact of outcomes through progress meetings with Education, Libraries and Heritage Literacy group</p> <p>Analysis of the evaluations from schools receiving leading department or expert teacher support by Line managers. By feedback from schools via website.</p>
<p>Relationships with other plans: Response to National Strategies: Year by year priorities identified by the National Numeracy Strategy and the Mathematics Element of the KS3 Strategy. LEA EDP3, EDP 4,EDP 5,EDP 7, EDP 8, EDP9, EDP10, EDP14, EDP15, EDP16, EDP17, EDP19, EDP20, EDP21, EDP22, EDP23, EDP25, EDP26. Direct link with EDP 6 on under-performing schools.</p>			
<p>Success Criteria: Improvement rate in mathematics attainment at KS1, 2 and 3 matches the national rate of improvement; marked improvement in under-performing schools. Achieve 2004 LEA Statutory Mathematics Targets: KS2 L4+ 85%, L5 34%, KS3 L5 74%. LEA internally set KS1 target s for L2b and 3 to be agreed</p>			
<p>Resource required: £536,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Martin Clark / Peter Hunt

ACTION PLAN No. 13	FOCUS FOR ACTION: Ensuring the coherence and co-ordination of other EDP plans to support middle schools and through this raising attainment particularly in the core subjects at Key Stage 2 in the 3-tier system.		
PRIORITY(S) ADDRESSED: 1. Raising attainment in primary Education 2. Raising attainment at Key Stage 3			
TARGET GROUP: Middle and First Schools in the three tier system			
PURPOSE/KEY OBJECTIVES: To raise Key Stage 2 standards in the core subjects in middle schools and to ensure that LEA provision of support to schools through the literacy, numeracy and Key Stage 3 strategies is coherent and appropriate to the three-tier system.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Monitor the work of consultants within the Primary and Key Stage 3 Strategies to ensure appropriate support for schools in the three tier system – in particular for middle schools.	MC / PH	Ongoing	MC / PH to attend Primary and Key Stage 3 planning meetings as appropriate. Particular evaluation of the new pyramid based deployment.
Support management teams and governing bodies in middle schools to manage the development of the three strategies in their schools – provide consultancy support to headteachers linked to the work of leadership consultants in the Primary Strategy. Work with link advisers and strategy leaders to co-ordinate the support to under-performing middle schools.	PH and leadership consultants	Sept 2003 to Apr 2004	MC to monitor through strategy management team meetings and subject action plans. PH and MC to evaluate effectiveness of support after autumn term.
Develop a pilot scheme to track pupil progress across first and middle schools in order to identify what middle schools need (linked to EDP 21). Share progress within this strand with all middle schools.	MW	April 2003 to Dec 2003	PH to evaluate with MW
Run a middle school senior managers' conference based on materials produced by the strategy national teams.	PH	May / June 2003	Course evaluations completed and analysed by PH
Organise a pilot using optional year 4 tests for mathematics. Assessment team and maths consultants to support item level analysis to identify areas of curriculum weakness and strength.	MW / MC	June to October 2003	MW / PH /CM to evaluate success and make recommendations for 2004
Small scale research project to compare organisation and practice in year 3 and 4 between primary and first schools.	PH + headteachers	By Feb 2004	PH to produce summary of observations and recommendations.

<p>Small scale research project to compare benefits of specialist and class teaching in year 5 within middle schools</p> <p>Set up a headteachers leadership group to advise and set direction for further developments within the 3-tier system</p>	<p>PH + headteachers</p> <p>MC / PH</p>	<p>April 2003</p> <p>Sept 2003</p>	<p>Case studies published and disseminated</p> <p>PH to keep records of meetings. MC to ensure recommendation influence work across the EDP.</p>
<p>Relationships with other plans:</p> <p>This plan has a co-ordination function and links strongly with plans 11 and 12 to ensure that literacy and mathematics support to middle schools is appropriate and effective in the three tier system. There are also strong links with the Key Stage 3 strategy through plans 14, 15 and 16 to ensure that the Key Stage 3 Strategy is developed in middle schools in an appropriate way. Links to other plans will also be appropriate to a lesser extent – for example, plan 5 (pupil perceptions), plan 20 (learning and teaching), plan 21 (assessment for learning) and plan 22 (transfer) will all need to take account of the three tier system.</p>			
<p>Success Criteria:</p> <p>Middle school headteachers and link advisers judge that the Primary and Key Stage 3 strategies have been appropriately and effectively implemented in the three tier system</p> <p>Maths at attainment in the three tier system at Key Stage 2 to rise by 6% to 72% L4+ by 2004; marked improvement in under-performing middle schools.</p> <p>English attainment in the three tier system at Key Stage 2 to rise by 6% to 78% L4+ by 2004; marked improvement in under-performing middle schools.</p>			
<p>Resource required: £27,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Geoff Rushbrook / Martin Oldfield

ACTION PLAN No. 14	FOCUS FOR ACTION: Raise attainment in ICT in all schools and in particular through the KS3 ICT strategy.		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in Early Years and primary education, 2. Raising attainment at Key Stage 3, 3. Raising attainment at Key Stage 4			
TARGET GROUP: Headteachers, governors, teachers and managers of ICT, all subject teachers.			
PURPOSE/KEY OBJECTIVES: Implement KS3 ICT strategy for learning and raising attainment in ICT. Raise confidence in education department staff to ensure that the place and pitch of ICT is appropriate in all subjects resulting in improved teacher effectiveness in the use of ICT across the curriculum. Further improve the quality of the material available through SLAMnet website in disseminating realistic, useful and effective practice. In particular to focus on strengthening aspects of the widely adopted QCA scheme to provide a Suffolk perspective and support identified issues related to progression in Key Stages 1 & 2 Continue to support NGfL and broadband developments across the LEA.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Continue to provide support to schools across KS3 through evaluation of audits and action plans, training programme and consultancy. Identify intensive support schools for this period. Provide direct support to targeted schools,	Consultants and line manager	4/2003 – 3/2004	Line and strategy managers evaluate training evaluations and direct observation
Continue a targeted programme of activity to identify cross curriculum opportunities for ICT with department staff and develop materials that ensure that ICT is applied to greatest effect in such delivery.,	GR/MO	4/2003 – ongoing	Planholders to monitor outcomes and guidance is produced and disseminated
Develop KS1 & 2 scheme of work materials to provide schools with a Suffolk perspective and to overcome issues identified by schools relating to problems of discontinuity/progression etc. within national materials. Give schools a greater range of exemplars to work with to aid smoother progression through all aspects of the programme of study for ICT.	GR	4/2003 – ongoing	Planholders to monitor outcomes and guidance is produced and disseminated
Continue to work with the advisory group to review the latest position with regard to SLAMnet website provision and guide future directions with regard to supporting learning and teaching including broadband curriculum provision (group consists of a teachers from each area/phase, SLAMnet website and Advisory staff) Group to meet once a term.	MO	4/2003 – ongoing	Planholders and advisory group to monitor the growth/quality of new content from the activity and statistical evidence to be provided by website manager. Regular reports to SLAMnet management group and ICT headteacher consultative groups

<p>Continue research into what is good/excellent practice for LEA websites and to identify further uniquely Suffolk areas of content for development to identify likely partners to support developments (eg EADT, ITFC) to identify a basic level of support/advice for teachers in each curriculum area.</p> <p>A report is currently being discussed by the management team and this will focus the work of this group for the coming year.</p> <p>Develop regional links – especially within E2B to include an exploration into sharing development work with Norfolk.</p>			
<p>Relationships with other plans: EDP11, EDP12, EDP15, EDP16, EDP18, EDP19, EDP20, EDP21,EDP 22. The activities contained in this plan are supported by the NGfL strategy and funding and link to the work of SLAMnet and the work of the regional broadband consortium.</p>			
<p>Success Criteria: KS3 target of 82% L5+ achieved. More materials developed and disseminated which encourages effective ICT in other subjects. Materials developed and disseminated which address shortcomings identified in currently available materials. Hit rate on SLAMnet website regularly exceeds 12000 hits/week during term time.</p>			
<p>Resource required: £243,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Christine Fogg

ACTION PLAN No. 15	FOCUS FOR ACTION: Improve attainment in Key Stage 3 science by providing high quality consultation, CPD and resources to all teachers of key stage 3 pupils, particularly in under performing schools and to support all schools and pyramids of schools according to identified need.		
PRIORITY(S) ADDRESSED: National priorities: 2. Raising attainment in Key Stage 3. 5. Providing support for schools of concern. 4. Narrowing attainment gaps and tackling underachievement. 1. Raising attainment in Early Years and Primary schools including Middle. 3. Raising attainment in Key Stage 4.			
TARGET GROUP: Governors, Headteachers and Teachers of science, managers of Key Stage 3 science.			
PURPOSE/KEY OBJECTIVES: To raise attainment at Key Stage 3 in science by providing high quality consultation and CPD to all teachers of Key Stage 3 with particular focus on under performing departments. The support provided will be tailored to match the needs of departments by working with subject leaders in schools/pyramids in the production of action plans. Partnership Departments and Teachers will supplement the consultant support for the teaching and management of science at Key Stage 3. They will contribute to raising teachers' confidence in teaching science concepts outside their original specialism. Partners and consultants will also illustrate the good practices described within the science Framework and raise teacher awareness of the range of resources and approaches to learning that can be used to support science teaching. In particular they will illustrate the use of literacy, numeracy and ICT in enhancing learning. Consultants will encourage departments to begin to supplement science planning in order to embed tested aspects of the Key Stage 3 Strategy science Framework into their school plans. The consultants will work with Special Schools to use Strategy materials to develop a support structure for Key Stage 3 that matches their initial needs for KS3 science.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>Regional training for consultants and Science Adviser</p> <p>Planned County KS3 science CPD programme according to Strategy guidelines available to all schools. All schools given minimum of 1 day consultant time, with under-performing departments and under-performing schools given maximum input. Work closely with Link Advisers in co-ordination of support to under-performing schools.</p> <p>Partnership Departments and Teachers support on INSET and link with other schools. Resources available for all schools on SLAMnet. 9 new Partners. Additional CPD may result from these partnerships.</p> <p>Pyramids supported as identified by joint bids for funding against an action plan. Transition visiting encouraged between primary/high and middle/upper.</p>	<p>RD Science Strategy</p> <p>Sci Advisr/ Consultants</p> <p>Consultants</p> <p>Sci Advisr/ Link Advisr/ Consultants Adv Tch r sc</p>	<p>On going from April</p> <p>April 2003 – 2004</p> <p>April 2003 – ongoing</p> <p>April 2003 – 4</p>	<p>Consultants and Science Adviser satisfied with training. Science Adviser monitors county CPD evaluations. RD monitors CPD in county.</p> <p>Course evaluations demonstrate a 98% satisfaction against all categories. Under performing departments produce action plans to target borderline 4/5 pupils. Consultant logs show all schools supported, Sci Adv monitors.</p> <p>Science Adviser monitor resources available on SLAM net, and Partners activity against agreed Activity Plans.</p> <p>Middle and Upper school pyramids submit bids and receive extra funding. Consultants co-ordinate and support action plans. Transition visits arranged. Strategy Manger and Link Adviser monitor bids, LA and SA monitor progress against action plans and SIPs.</p>

<p>Special schools supported with network meetings. Special schools plan developments and obtain support from the Strategy that matches their needs.</p> <p>ICT resources matching Strategy suggestions to be available on loan to departments for trial with tutored support/team teaching from consultants and Partners. Consultants prepare case studies. Joint work with ICT and Maths strand.</p> <p>Increased focus on schemes of work and the embedding of the science Framework into lessons. CPD and SLAMnet to provide exemplars. Team teaching and lesson observations.</p> <p>CPD and support for SATs preparation and Booster classes, analysis of new style of SATs papers. Links with English consultants.</p> <p>Continued joint work with English, Mathematics, ICT and Foundation consultants. New links with Behaviour consultants. Links evident in CPD materials and on SLAMnet.</p> <p>KS3 science site installed updated with resources and information at least ½ termly.</p>	<p>Consultants</p> <p>Consultants, Partnership Depts and Teachers</p> <p>Consultants</p> <p>Consultants</p> <p>Sci Adv/ Ad Tchr sc/Env Consultants</p> <p>Consultants</p>	<p>May 2003 Termly</p> <p>April 2003 – June 2004</p> <p>April 2003-</p> <p>Dec 2003</p> <p>April 2003-</p> <p>Start April 2003</p>	<p>Network meetings well attended. Resources available on SLAMnet. Science Adviser monitors 3 meeting evaluations.</p> <p>Science Adviser monitors the uptake of graphical calculators and sensing package on offer. Extra CPD planned if demand evident. Evaluation of case studies by ICT, Maths and Sci Adv.</p> <p>Evidence from lesson observations and scrutiny of documents. Increase in teacher expectations and evidence of aspects of Strategy in place. Consultant visit Logs and HoDs.</p> <p>Schools plan to use Booster packs effectively. Sci Adv monitors visit Logs. Increased science performance.</p> <p>Cross-curricular links developed specific to school needs, particularly in response to pyramid plans. Sci Adv and Link Adv monitor visit Logs.</p> <p>Site monitored by Sci Adv. Teachers express a high level of satisfaction with site and offer own resources.</p>
<p>Relationships with other plans: Direct link with EDP 6 on under-performing schools.</p> <p>11. Raising attainment of Literacy in Key Stage 3, 12. Raising attainment of Mathematics in Key Stage3, 14. Raising the attainment of ICT in Key Stage 3, 13. Raising attainment in Middle schools, 29. Raising attainment in particular geographic areas, 23. Raising attainment of pupils with SEN, 24. Raising the attainment of talented pupils, 22. Improving transition between teachers and transfer into and between schools to reduce the ‘dip’ in progress when pupils move.</p>			
<p>Success Criteria:</p> <p>2004 LEA Statutory KS3 science target L5+ achieved (76%). Marked improvement in under-performing schools. CPD evaluations show 98% satisfaction in all categories.</p> <p>Departments deemed as under performing produce action plans to identify and support 4/5 borderline pupils.</p> <p>All KS3 departments have contact with a consultant and consultant visit Logs show time spent with departments matches Plan 15 objectives, Strategy aims and individual action plans.</p> <p>9 Partnership Departments/Teachers support science.</p> <p>SLAMnet KS3 science site well used and supplemented by teachers.</p>			
<p>Resource required: £179,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Judith Buchanan

ACTION PLAN No. 16	FOCUS FOR ACTION: Continue the implementation of and support for the Key Stage 3 National Strategy Foundation Subjects strand in line with national directives, in order to raise expectations and standards of attainment.		
PRIORITY(S) ADDRESSED: Priority 2 Raising Attainment at Key Stage 3, including Middle Schools.			
TARGET GROUP: School senior managers, KS3 strategy managers, subject leaders and teachers in Key Stage 3 Foundation Subjects.			
PURPOSE/KEY OBJECTIVES: Raise expectations and standards of attainment in Key Stage 3 foundation subjects by: <ul style="list-style-type: none"> • involving all schools in implementation of FS strand; improving departmental self review and subject action planning linked to whole school priorities & with greater focus on quality of teaching and pupil attainment and attitudes; • developing learning and teaching through improved planning and introduction of greater variety of learning and teaching strategies; embedding principles of FS strand in practice in the classroom and across a wider range of departments in a school; • increasing pupils' involvement in their own learning and developing higher order thinking skills; considering the views of pupils in developing strategies to improve learning; • introducing MFL Framework and new materials for Special schools. 			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ul style="list-style-type: none"> • Further develop learning and teaching in the FS strand with focus on improving standards. Widen range of schools offered additional support with greater emphasis on pyramids and on subject specific support. • Extend range of subjects covered to include History and RE. • Provide core training to all schools focusing on effective management of the strand, auditing and action planning with focus on standards and development priorities. • Provide optional training and offer to all schools • Develop the Foundation Subjects section of SLAMnet website to offer advice and guidance on implementation of FS strand. Provide subject specific examples related to each module of the training folder (with plan 14) • Collate teacher assessment results in the foundation subjects to monitor impact on standards 	<ul style="list-style-type: none"> JB with KS3 consultants JB with 2 Consultants JB with Consultants Consultants MAO/JB with consultants JB, specialist advisers, 	<ul style="list-style-type: none"> April 2003 – ongoing Sept. 2003 – ongoing Sept. 2003 – March 2004 June 2003 – ongoing April 2003- ongoing September 2003 	<ul style="list-style-type: none"> Monitoring by Regional Director and Suffolk KS3 Strategy Manager (MC). JB to monitor work of consultants. Link advisers to monitor work in schools JB to monitor work of consultants JB to monitor evaluations and collect and monitor action plans from additional support schools. Link advisers to monitor action plans in other schools JB to monitor evaluations. Link advisers to monitor impact in schools MAO/JB to monitor development of the site and analyse use by teachers Annual analysis of attainment data

<ul style="list-style-type: none"> • Collate and disseminate through SLAMnet examples of pupil perception interviews with outcomes (with plans 5 & 20) • Introduce the MFL framework and run levels 1 and 2 training in line with national directives • Provide optional training sessions for Foundation Subjects Strand Supplementary Pack for special schools, units and mainstream provision. • Monitor and evaluate progress as part of KS3 Strategy and report to the LEA. Meet with KS3 strategy management group to evaluate progress and plan action 	<p>consultants</p> <p>Consultants</p> <p>JB, GR</p> <p>2 Consultants</p> <p>MC/JB/NM/ CM/GR/JM/ CF</p>	<p>Ongoing</p> <p>June 2003 – February 2004</p> <p>October 2003 - March 2004</p> <p>Ongoing</p>	<p>Techniques and approaches evaluated by consultants with JB. JB/MAO to monitor SLAMnet website</p> <p>Monitoring by Regional Director for MFL. JB to monitor evaluations and impact in schools. GR to monitor impact in additional support schools</p> <p>JB to monitor evaluations. Link advisers to monitor impact in schools.</p> <p>KS3 strategy management group to meet half termly to evaluate progress across the strands and to plan common action.</p> <p>JB to evaluate overall progress half yearly.</p>
<p>Relationships with other plans: Strong links with other KS3 strategy plans (11, 12, 14, 15,) and with plan 13 to ensure that support for middle schools is appropriate and effective. Links to ensure consistency of approach with plan 3 (managing pupil behaviour), plan 4 (improving school self review and evaluation), plan 5 (pupil perspectives), plan 20 (learning and teaching), plan 21 (assessment for learning), plan 22 (transition and transfer), plan 23 (SEN), plan 24 (gifted pupils).</p>			
<p>Success Criteria: Evaluation criteria set by the Key Stage 3 National Strategy are met Positive feedback to FS strand line manager from FS strand Regional Director Positive feedback to MFL Adviser from MFL Regional Director All subject areas are covered by Consultants from September 2003 Majority of KS3 schools implement some aspect of the FS strand in 2003-04 Well focused action plans produced and implemented in additional support schools Positive feedback from additional support schools and recorded evidence of improved practice Positive evaluations of FS strand optional and core training Positive evaluations from Level 1 and Level 2 MFL Framework training Successful introduction of new materials for special schools at optional training sessions FS strand site established on SLAMnet as main means of disseminating good practice with subject specific examples.</p>			
<p>Resource required: £206,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Jan McDonald

ACTION PLAN No. 17	FOCUS FOR ACTION: To improve the provision and quality of Personal Social & Health Education, including Citizenship in schools		
PRIORITY(S) ADDRESSED: National Priorities 1.Raising attainment in Early Years and Primary Education.2 Raising attainment at Key Stage 3. 3 Raising attainment at Key Stage 4. 4 Narrowing attainment gaps/tackling underachievement. 5 Support for schools causing concern – Developing school self-evaluation, focussing on pyramid working and developing a multi-agency approach.			
TARGET GROUP: All school staff, PSHE Coordinators, parents/carers, pupils, NORCAS, Childrens Fund, Connexions, PCTs, Police & Community Education			
PURPOSE/KEY OBJECTIVES: To enhance PSD in Early Years and Key Stages 1 & 2 To develop & extend PSHE & Citizenship expertise in schools with a view to programmes improving pupil motivation & learning and raising achievement. To ensure PSHE & Citizenship developments complement the Key Stage 3 Strategy and Suffolk Schools' self-evaluation approaches. To liaise with police and Health agencies as well as a wide range of other community services on the provision of effective support for schools. To meet LEA responsibilities for achieving targets within DAT, Teenage Pregnancy & YOS plans			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ul style="list-style-type: none"> To develop "Learning Together- Working in Partnership with parents" materials for Key Stage 2 (3/4 + 5/6) To continue to investigate nurture practice To plan & run Professional Certificate (specialist PSHE training) To develop, with headteachers and co-ordinators, more medium term plans and the Suffolk standard for Citizenship. To improve, update and develop the self- evaluation model, the framework and guidance for PSHE and promote them through SLAMnet To develop further the Suffolk Healthy Schools Scheme to enhance the quality of support to participating schools in order to further develop healthy lifestyles for Suffolk pupils and staff and contribute to school improvement. To develop support for Drug and Alcohol education and Drug Incident 	<p>BC, JM</p> <p>BC,JM,AE</p> <p>JM,BC,AE</p> <p>CG, JM</p> <p>JM, BC, AE, CG, PB, AW</p> <p>AE, JM, BC</p> <p>BC, JM, CG</p>	<p>Apr2003-Mar 2004</p> <p>Apr2003-Mar 2004</p> <p>Apr- Nov 2003</p> <p>Apr 2003-Mar 2004</p> <p>Apr2003 – Mar 2005</p> <p>Apr2003-Mar 2004</p> <p>June 2003-</p>	<p>By staff, parents & pupils involved in pilot schools.</p> <p>By degree to which a picture of practice across the whole of Suffolk is obtained, discussed and agreed with Children's Fund, Pupil Support Services, head teachers and the PSD team.</p> <p>Work achieved in schools assessed by JM and quality of file of evidence moderated externally.</p> <p>Evaluated by staff involved in working group, PSD team and network meetings.</p> <p>Evaluation by staff involved and then through PSD Network, INSET and team visits to schools.</p> <p>By reference to targets and timescale set out in SHS Development plan. Through monitoring and accreditation visits to schools.</p> <p>Updated training and guidance evaluated by staff</p>

<p>policies within the latest national guidelines</p> <ul style="list-style-type: none"> To develop anti-bullying leaflets for issue to all Key Stage 3 students with accompanying medium term plans for staff. To seek to integrate PSD provision across the county by working closely with and offering training to wide ranging organisations 	<p>JM JM,BC,AE, CG</p>	<p>june 2004 Apr2003-Sept 2003 Apr2003-4</p>	<p>including headteachers on INSET and PSD networks and by pupils at Conference or through questionnaires. Feedback from pupils and staff in pilot schools and then staff at PSD networks and on INSET. Ongoing training and positive evaluations of school involvement by agencies, schools and PSD team</p>
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Relationships with other plans: EDP Plans 2, 3, 4, 5, 10, 13, 16, 19, 20, 21, 26, 27

Success Criteria:
 More evidence of planned and good PSHE programmes in schools- from OfSTEDs and observation
 Increased number of positive OfSTED reports under “ Pupils’ attitudes and values”
 Positive Citizenship developments highlighted by OfSTED
 8 school staff to achieve Professional Certificate for PSHE
 Continued progress towards achieving identified targets in attached plans.

Resource required: £240,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: **Tim Wilson**

ACTION PLAN No. 18	FOCUS FOR ACTION: Raising achievement in and through the visual and expressive arts and sport through identifying ways of promoting pupils' creativity, improving thinking skills, raising aspirations and developing the use of ICT.		
PRIORITY(S) ADDRESSED: 1. Raising attainment in Early Years and Primary schools, including Middle. 2. Raising attainment in Key Stage 3, including Middle. 3. Raising attainment in Key Stage 4. 4. Narrowing attainment gaps and tackling under-achievement. 5. Support for schools causing concern.			
TARGET GROUP: Headteachers; Governors; Heads of departments; subject leaders; teachers; teaching assistants; all pupils at foundation stage and Key Stages 1-4 and 6 th form; parents; arts/sports workers.			
PURPOSE/KEY OBJECTIVES: 1. Raise achievement in the visual and expressive arts and sport through the initiation and implementation of extension and enrichment opportunities. 2. Identify and develop guidance materials to enable all schools to provide an entitlement for all pupils. 3. Develop understanding of ways in which thinking skills can be used to raise achievement in and through the visual and expressive arts and sport. 4. To support schools in identifying and developing strategies in the arts and sport to promote pupils' creativity. 5. To identify and disseminate effective ICT practice in visual and expressive arts and sport.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>To devise and implement practical projects in the arts and sport that:</p> <ul style="list-style-type: none"> • raise aspirations of pupils, parents, governors, teachers and the wider community; • extend and enrich pupils' experiences; • develop pupil, teacher and adult expertise; • raise achievement. <p>To identify, develop, publish and disseminate materials to enable schools to develop their own arts and sport provision</p> <p>In the arts and sport:</p> <ul style="list-style-type: none"> • To raise levels of understanding and expertise in thinking skills for teachers of visual and expressive arts and sport. • To devise and implement ways of incorporating thinking skills into the teaching of the arts and sport. 	<p>}Art TW }Mu PS PA }Dr/Da MN JL SR MP }PE SC MH</p> <p>}Art TW }Mu PS }Dr/Da NM }PE SC</p> <p>}Art TW }Mu PS PA }Dr/Da NM JL SR MP }PE SC MH</p>	<p>Start 28-4-03 Finish 31-3-06</p> <p>Start 28-4-02 Finish 31-3-06</p> <p>Start 28-4-03 Finish 31-3-04</p>	<p>Individual teams monitor quantity, quality and range of activity. Individual teams monitor evaluations from teachers, parents, governors, pupils and the wider community, as appropriate. Individual teams through observations of pupils' work. All teams to provide TW and SC with written interim report by 3-11-03 and 23-2-04</p> <p>By TW and SC through successful publication and dissemination of materials to schools</p> <p>Individual teams monitor quantity, quality and range of activity. TW and SC monitor the piloting of 5 strategies</p>

<p>Develop and disseminate case studies that identify and promote key issues relating to creativity in the arts and sport. With teachers and other agencies, develop strategies that stimulate and promote creativity in the arts and sport. To undertake action research concerning pupil perceptions of creativity in order to raise achievement in and through the visual and expressive arts and sport</p> <p>To continue to develop levels of understanding and expertise in the use of ICT for advisory staff, through training To identify, publish and disseminate examples of effective ICT practice in visual and expressive arts and sport</p>	<p>}Art TW }Mu PS PA }Dr/Da NM JL SR MP }PE SC</p> <p>}Art TW }Mu PS PA }Dr/Da NM JL SR MP }PE SC MH</p>	<p>Start 28-4-03 Finish 31-3-04</p> <p>Start 28-4-03 Finish 31-3-04</p>	<p>Individual teams through successful dissemination of five local action research projects. TW and SC through successful completion of pupil perception All teams to provide TW and SC with interim reports by 3-11-03 and 23-2-04</p> <p>Individual teams monitoring the knowledge, skills, understanding and confidence of team members. Individual teams with TW and SC through successful completion and dissemination of five examples of effective ICT practice in the arts and sport</p>
<p>Relationships with other plans: EDP 10; EDP14; EDP16; EDP 19; EDP20; EDP24; EDP28; Cultural Strategy (Suffolk County Council); Creativity Across the Curriculum (3 yr, QCA project producing materials for use in school). BECTA Guidance & Support Website</p>			
<p>Success Criteria:</p> <ol style="list-style-type: none"> 1. More extensive and effective programme of extension and enrichment opportunities in: Youth Theatre; Drama & Dance workshops & performances; Suffolk Youth Music & similar programmes; Sporting events, teams, etc. Visual arts exhibitions and projects; Artists in Residencies. 2. Publication and dissemination of materials supporting schools own arts and sport provision. 3. At least five effective strategies have been piloted. 4. Dissemination of five local action research projects. Action research into pupil perceptions completed. Effective and productive partnerships secured. 5. At least five examples of effective ICT practice in visual and expressive arts and sport have been identified and published 			
<p>Resource required: £60,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Liz Francis

ACTION PLAN No. 19	FOCUS FOR ACTION: Raising attainment and increasing participation rates 14-19 in partnership with the Learning and Skills Council, Connexions and other stakeholders.		
PRIORITY(S) ADDRESSED: National Priorities: 3. Raising attainment at Key Stage 4. 4.Narrowing attainment gaps/tackling underachievement. 5. Schools causing concern			
TARGET GROUP: Students, headteachers, school/college senior management teams, governors, teachers			
PURPOSE/KEY OBJECTIVES: To raise attainment 14-19 through the dissemination of good practice in learning and teaching and through the implementation of high quality vocational qualifications.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Work with LSDA to support schools in implementing GCSEs in vocational subjects. Use Slamnet website, workshops and conferences. Share best practice about the promotion and development of qualifications that share parity of esteem with general qualifications.	Liz Francis	April 2003 – 2004	Consultations with partners, e.g. Connexions, EBP and line managers
Work with schools and colleges to implement curriculum development reflecting the Government's 14-19 agenda. Use Suffolk Specialist Schools Network to encourage innovation.	Liz Francis	April 2003 - March 2004	By LEA line managers
Analyse results in vocational qualifications in consultation with schools in order to identify and disseminate best practice, including details of entry policies, and to identify and work with schools requiring support. Hold a vocational qualifications seminar and work with individual schools. Ensure students' views are included.	Liz Francis Tony Hutchinson	April 2003- March 2004	By line managers through analysis of SAS evaluation forms.
Using value added data, analyse GCE A level results in order to identify and disseminate best practice and to identify and work with departments requiring support.	SAS Specialist advisers Liz Francis Tony Hutchinson	April 2003- 2004	By line managers and subject advisers through analysis of data. Key stakeholders implement entitlement document.
Revise and implement 14-19 learning entitlement in partnership with the LSC, Connexions and other key stakeholders.	Liz Francis	April 2003 - March 2004	Consultation with schools and SAS evaluation forms.
Work with a range of schools to develop best practice in post-16 tutelage.	Liz Francis/Tony Hutchinson	April 2002 - February 2003	Consultation with schools and SAS evaluation forms.
Support schools seeking specialist status through the SCC collaborative strategy for the		April 2003 -	Line managers review SAS evaluation forms

<p>development of specialist schools. Work with Leading Edge Programme schools to disseminate best practice.</p> <p>In partnership with the LSC, support schools, colleges and training providers in their partnership arrangements 'Increased flexibility at Key Stage 4'. Continue support for schools in their development of 'alternative curriculum provision'.</p> <p>Support special schools in 14-19 curriculum development through individual work and the FESEN group.</p>	<p>Liz Francis Liz Francis</p> <p>Liz Francis</p> <p>Liz Francis</p>	<p>2004</p> <p>April 2003 - 2004</p> <p>2003-04</p>	
<p>Relationships with other plans: EDP 3, 4, 5, 6, 7, 14, 17, 20, 21, 23, 24, 25, 26, 27, 28.</p>			
<p>Success Criteria: Combined average point score of 17 and 18 year olds entered for A/AS and/or AVCE to improve at least as rapidly as the mean score of the mean of our statistical neighbours. Increase in % of students achieving 5+ A*-C GCSEs to 60% (2004); Increase in % of students achieving 1 A*-G GCSE to 98.2% (2004); Vocational qualifications are taken by the full ability range of students; Entitlement document is endorsed and adopted.</p>			
<p>Resource required: £109,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Mike Ingham

ACTION PLAN No. 20	FOCUS FOR ACTION: Improve learning and teaching by focusing on : learning styles; thinking and learning skills and through self-review and classroom action; developing teaching skills relevant to diverse learning needs.		
PRIORITY(S) ADDRESSED: National Priorities: 1) Raising attainment in Early Years and primary education (including Middle); 2) Raising attainment in Key Stage 3 (including Middle); 3) Raising attainment in Key Stage 4; 4) Narrowing attainment gaps and tackling underachievement and 5) Support for schools causing concern.			
TARGET GROUP: All teachers, schools and LEA staff.			
PURPOSE/KEY OBJECTIVES: Improve learning and raise standards by 1) improving teaching skills and 2) taking pupils' views of how they learn into account. Promote a reflective approach based on classroom action which draws on self-review (self-evaluation). Enhance and use the bank of expertise available: in our teams; ASTs; Beacon schools and external partners. Work jointly with specialist teams to develop teaching techniques relevant to all pupils e.g. subject, SEN, Early Years teams etc. Continue to promote "The School of the Future" and ways of using technology to assist learning and teaching.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ul style="list-style-type: none"> Revise and produce criteria checklist for learning and teaching (Gold Card) which takes into account: assessment for learning; learning styles; thinking skills and updated OFSTED guidance. A self-review version also to be available and versions which focus on particular aspects of learning and teaching. Produce guidance which helps to improve good teaching. Gather contributions for the above guidance from existing Advanced Skills Teachers (ASTs) and Key Practitioners (Foundation Stage). Use new materials (EDP 5 Toolkit) for gathering pupils' perceptions about how they learn and extend the involvement of pupils in school decision making (School Councils etc). Co-ordinate all National Strategies (Foundation Stage; Primary; KS3 and beyond) to ensure that key messages about learning and teaching are consistent. Influence current training for middle managers, subject leaders and self-evaluation training to promote effective learning and teaching and how to improve good teaching. 	<p>MI/MW/LD</p> <p>MI (Area Team)</p> <p>RF</p> <p>MI and DB</p> <p>MC/MI</p> <p>RF/ MI/ JC/ GR</p>	<p>Start by Summer Term 2003</p> <p>By Summer half term 2003</p> <p>By end of 2004</p> <p>By start of Autumn Term 2003</p> <p>On-going</p> <p>Autumn '03 - Summer 2004</p>	<p>Area Senior Advisers, Subject Advisers (NM,CM,CF) Early Education Co-ordinators (EECs). Meet termly to evaluate the impact on classroom practice.</p> <p>OFSTED inspection judgements using existing OFSTED statistical analysis (comparative data).</p> <p>MI to collate feedback from ASTs about their work. Link with Key Practitioners in Foundation Stage.</p> <p>MI to link with EDP5 team to include responses from schools trialing materials for the Toolkit.</p> <p>MC and MI through termly strategy meetings with NM, CM, SW, KC, CF, JB, JR, JM and VM.</p> <p>RF to check content (Leading from the Middle) and use evaluations from all middle managers' courses.</p>

<ul style="list-style-type: none"> • Support the SAPU course “Developing Learning and Teaching” and the ESRC funded SPRING project with Cambridge University. • Develop distance learning packs linked with KS3 Strategy (supporting schools in challenging circumstances). • Governors’ Training : Focus on the central importance of the impact of their work on improving learning and teaching. • Develop working partnerships (natural groups) of schools and LEA staff to support the imperative to improve learning and teaching through the various strategies. • Continue to promote the ‘Schools of the Future’ and ways of using new technology. • Add to the resources available in the learning and teaching section of the SLAMNET website. Include examples of: effective policies and very good practise including the work of ASTs. 	<p>MC/MI</p> <p>MC</p> <p>A du S</p> <p>MC and BN</p> <p>TH</p> <p>MO and specialist teams.</p>	<p>April ’03 – September ’04</p> <p>By September 2003</p> <p>By September 2003</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>MI, RP and GR to monitor course quality (content and SAPU evaluation proforma).</p> <p>MC. Self-review.</p> <p>Through course evaluation and quality of training materials.</p> <p>Area teams led by ASAs. MC, BN and VM to monitor joint work each term through team meetings.</p> <p>TH more schools and governing bodies adopt new approaches to managing learning.</p> <p>MC to monitor materials on website and evaluate usefulness by surveying sample of schools.</p>
<p>Relationships with other plans: Strong links with Raising Standards (10-16); very strong links with Assessment for Learning (21); Pupil Perceptions (5); Self-Review and Evaluation (4). The focus on meeting diverse learning needs picks up elements from Inclusion (23-28).</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • LEA performance targets are met at all key stages. • OFSTED inspections judge that at least 70% of teaching is good or better and at least 20% is very good or better (HMCI report 2003). • Clear guidance available on criteria for effective teaching and learning (Gold Card) and how to improve good teaching. Guidance used for SAS’s CPD programme. • ASTs work is significantly influencing practice. • 90% of evaluation returns from courses are positive and the impact of training helps to improve teaching and learning. • Coherent links between all strategies: Foundation Stage; Primary Strategy and Key Stage 3 Strategy and beyond. • Team working between advisory service, early education team and pupils’ support staff continues to produce practical applications in class : learning and teaching styles; thinking skills; accelerated learning; use of formative assessment (involving p scales) etc. • Work with external partners is effective and has an impact on learning and standards in the groups of schools involved. • Techniques for gathering pupils’ views on how they learn are used commonly and feedback improves provision (EDP 5 link). • Hits to SLAMNET site for teaching and learning demonstrate that the site is helpful and well used. 			
<p>Resource required: £35,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Martin Wyard

ACTION PLAN No. 21	FOCUS FOR ACTION: To draw together, coordinate and publish examples from the network of professionals working in the area of Assessment for Learning, so that a matrix of resources and links to good practice exist in a readily available form.		
PRIORITY(S) ADDRESSED: Priority 1,2 and 3 Raising Attainment in all Key Stages. Will also have an impact on Priorities 4 (tackling underachievement) and 5 (schools causing concern).			
TARGET GROUP: All teachers.			
PURPOSE/KEY OBJECTIVES: Collate and disseminate work from research and strategies via the SLAMnet website to enable a common view regarding Assessment for Learning. Develop examples and locations of good practice in schools. Monitor assessment strategies adopted to ensure that the Assessment for Learning agenda remains a focus. Continue to develop 'assessment literacy' to ensure a consistency of approach by all involved in Assessment for Learning. Collate examples of good learning and teaching policies that incorporate assessment .			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Develop Assessment area of SLAMnet, linking as described in the key objectives	MW	ongoing	Updated website
Develop a template to enable summary information to be collected where examples of good practice are seen.	MW	June 03	Template available to all colleagues involved.
Collate national and local examples of work for publication on SLAMnet.	MW /LD	Ongoing	Example materials and links published on SLAMnet
Promote common view through discussion of materials in use	MW / LD	Ongoing	Three 'open' meetings held during year. Where further discussion required, suggest inclusion at specialist meetings
Agree assessment vocabulary to provide common approach	MW	Ongoing	Assessment vocabulary included on website with links to examples
Work with schools who have successfully adopted learning and teaching policies to share expertise	MW /LD	May 03 to Jan 04	Exemplar learning and teaching policies exist on SLAMnet

Relationships with other plans: Raising Standards Plans 10-16 in particular, and Plan 20.

Success Criteria:

Updated website featured on SLAMnet

Template in use and 10 responses by June 2004

Links updated and hits to website increase

Open meetings have attendance by at least six people for each session

Vocabulary used as starting point by colleagues who are investigating Assessment for Learning. Evaluate with schools

At least three exemplar Learning and Teaching Policies exist on website.

Resource required: £17,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Martin Wyard

ACTION PLAN No. 22	FOCUS FOR ACTION: Work with school pyramids to improve transition when pupils move between classes and transfer between schools, in order to reduce the dip in progress .		
PRIORITY(S) ADDRESSED: Priority 1,2 and 3 Raising Attainment in all Key Stages. Will also have an impact on Priorities 4(tackling underachievement) and 5(schools causing concern) where transfer remains a key issue.			
TARGET GROUP: All schools.			
PURPOSE/KEY OBJECTIVES: Encourage teachers to investigate the use of strategies resulting from research featured in the Beacon Website. Encourage teachers to use enhanced knowledge of prior attainment and learning styles in their planning with new classes. Encourage teachers to share good practice using the Beacon website as a vehicle for the dissemination of materials. Continue to collate recent research and feature the main findings on SLAMnet. Continue to review, develop and improve the information available electronically regarding the learning styles, progress and achievements of pupils. Continue to develop the use of the information from the Foundation Stage Profile with Key Stage 1 teachers.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Liase with Early Years Team to develop the use of the Foundation Stage Profile information in Key Stage 1 planning.	LD/MW	Ongoing	LD to evaluate the use of the Foundation Stage information with Key Stage 1 teachers and plan activities to improve impact for year 3 of the EDP
Review and update links from the Beacon website as necessary.	MW	Ongoing	MW to monitor hits to website and usefulness through discussions with schools
Develop Transfer and Transition updates to encourage the use of the website and liaison activities between schools.	LD/MW	April 03 to March 04	MW to ensure three updates published at key points throughout the year.
Monitor recent research via web and liaison with Professor Maurice Galton and the Faculty of Education (Cambridge University)	MW/LD	Ongoing	MW to ensure updated research findings featured on Beacon website.
Develop the Pupil information available via SPARKS and School Portal to improve communication on transfer.	MW /PL	Dec 03 to March 04	Wider use of software results in improved transfer information at class level. Sample schools to be contacted for evaluation purposes.
Evaluation of Education Business Partnership Transfer Project school visits/pupil interviews.	MW	March 04	Agreement with Education Business Partnership following outcomes

Relationships with other plans: Plan 7 for the use of attainment data and the 'School Portal'. Plan 13 Raising attainment in Middle Schools. Plan 21 –To develop integrated learning and assessment policies. Plan 24 Raising attainment of Gifted and Talented.

Success Criteria:

Key Stage 1 Planning makes full use of the Foundation Stage Profile

The Beacon website becomes an extension to the Assessment website and a starting point to gather information on current research. Hits to the website are distributed evenly throughout the year to show that re-visiting is taking place

Via updates the profile of Transfer and Transition remains a key focus for schools

Final outcomes of the Galton research and other findings are disseminated via links from the Beacon website

Software development is planned and focussed for the forthcoming year of the plan with a view to improve the tracking of progress for pupils

Resource required: £11,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Vanessa Harvey-Samuels

ACTION PLAN No. 23	FOCUS FOR ACTION: Raise the attainment of pupils with Special Educational Needs		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in Early Years and Primary Education. 2. Raising attainment at Key Stage 3. 3. Raising attainment at Key Stage 4. 4. Narrowing attainment gaps/ tackling underachievement. 5. Support for schools causing concern			
TARGET GROUP: Pupils with Special Educational Needs, teachers, headteachers, governors, parents and statutory and voluntary agencies.			
PURPOSE/KEY OBJECTIVES: To enable all those working with or having responsibility for pupils with Special Educational Needs to: <ul style="list-style-type: none"> • set high expectations, • develop strategies to improve outcomes for pupils with SEN, • use data to set effective targets and identify and disseminate good practice. 			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>Activity 1: To promote schools' self-evaluation of their SEN provision through:</p> <ul style="list-style-type: none"> • Completion of pilot programme • Issuing of final self-evaluation tool and accompanying guidance • Implementation of supported school self-review <p>Activity 2 : To assist schools in monitoring the progress of, and setting appropriate attainment targets for, the pupils they have identified as having Special Educational Needs by developing the use of the SEN audit information</p> <p>Activity 3: To support schools in making provision for children with complex needs by:</p> <ul style="list-style-type: none"> • Extending outreach work from special schools • Developing specialist resources to provide flexible practitioner support and advice to mainstream schools across the County 	<p>Area Pupil Services Teams Special Education Manager</p> <p>SEN Audit Project Manager Area Pupil Services Teams</p> <p>Special Education Manager</p>	<p>Jan – July 2003</p> <p>Sept 2003 and ongoing</p> <p>Autumn 2003 and ongoing</p> <p>Spring 2003 and ongoing</p> <p>Autumn 2003</p>	<p>Link Advisers and Pupil Services staff through supported school self- review process</p> <p>Progress in developing the appropriate instruments and approaches to be monitored by termly reports to the SEN Funding steering group</p> <p>Monitoring through outreach strategic management groups Monitoring by Special Education Manager Monitoring of effectiveness of provision made by</p>

<ul style="list-style-type: none"> Providing training for Special school staff on TEACCH and PECS approaches to raising the attainment of pupils with Autistic Spectrum Disorders. 			schools by County Educational Psychologist
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Relationships with other plans: Policy and Performance Plan, Education Service Plan, Pupil Services Business Plans.
EDP Plans 4, 10-16, 19, 21.

Success Criteria:
 SEN monitoring and school self-evaluation in place in all mainstream schools
 Mechanism in place to facilitate use of SEN Audit data to monitor pupil progress over a two-year cycle
 Plans in place for development of further specialist resources with an outreach function

Resource required: £82,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Shirley Ditchburn

ACTION PLAN No. 24	FOCUS FOR ACTION: Raising attainment of gifted pupils through classroom provision but also including enrichment activities through mathematics, music, art, dance and PE and Summer Schools		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in Early Years and primary education. 2. Raising attainment at Key Stage 3. 3. Raising attainment at Key Stage 4. 4. Narrowing attainment gaps/tackling underachievement. 5. Support for schools causing concern.			
TARGET GROUP: : Headteachers, Governors, Heads of Departments, Subject Leaders, Co-ordinators for gifted pupils, teachers, pupils at all phases including Foundation Stage, parents.			
PURPOSE/KEY OBJECTIVES: <ul style="list-style-type: none"> • To raise awareness of the number of gifted pupils in school; • To disseminate guidance on meeting the needs of gifted pupils in the ordinary classroom; • To disseminate good practice and outcomes of action research in meeting the needs of the gifted pupil; • To provide support and resources for teachers in meeting the needs of the gifted pupil; • To support Headteachers and Governors in establishing a register of identified gifted pupils; • To raise awareness of the importance of the perceptions of gifted pupils and the curriculum delivered; • To develop an understanding of how thinking skills can be used to raise achievement for gifted pupils; • To provide support and guidance for parents of gifted pupils. 			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ul style="list-style-type: none"> • Use the Steering Group which includes headteachers and advisers to promote effective action to raise attainment of gifted pupils throughout the county. • Continue to develop Co-ordinators of gifted pupils network. • Deliver Area INSET for new Co-ordinators of gifted pupils • Support for schools of concern in identifying and providing for gifted pupils and raising expectations of teachers. • Extend action research in contributing schools through links with Brunel University and increase school involvement in action research. 	SD SD/JB/JDw/ GW/JD JD/JB/Jdw/ GW Area G Link sers SD/JD/GW/J Dw/JB	Termly Termly September 03 On going 03- 04 On going 03- 04	Headteachers provide feedback on the effectiveness of the steering group. Monitor attendance and evaluations of network group. Evaluations of the INSET Feedback from schools that have been supported. Scrutiny of research carried out and feedback from Brunel University and scrutiny of action research and feedback from pupils.

<ul style="list-style-type: none"> • Publish Termly Gifted newsletter. • INSET on developing thinking skills in the Foundation Stage. • Dissemination of good practice through published guidance, enrichment activities and recommendation of schools to visit. • Pupil perceptions of gifted pupils surveyed analysed at point of transfer • Publication of parents' area directory of enrichment activities available in the community including advice for parents of gifted pupils. • To establish county tracking system for gifted pupils based on schools' gifted registers. • Increase the number of Summer schools for Gifted and Talented pupils. • Further development of SLAMNet site. ▪ To co-ordinate and review evaluation reports of enrichment and extension activities • Continued membership of the East Anglian NACE Committee. 	<p>ET</p> <p>SD/JH/JF</p> <p>SD/LinkAd/ Sub Spec.</p> <p>Area Link Advisers/SD /JF</p> <p>CM</p> <p>PL/MW</p> <p>MMc</p> <p>Sub Spec</p> <p>SD</p> <p>SD</p>	<p>Termly</p> <p>On going 03-04</p> <p>Spring 04</p> <p>Autumn 03</p> <p>Spring 04</p> <p>Summer 03</p> <p>On-going 03-04</p> <p>Termly</p> <p>Launch July03</p> <p>Termly</p>	<p>Feedback from schools.</p> <p>Evaluations of INSET delivered.</p> <p>Feedback from visiting schools and evaluations</p> <p>Feedback provided for schools and outcomes published in gifted newsletter.</p> <p>Survey of parental opinion and number of 'hits' on web site.</p> <p>Monitoring number of returns.</p> <p>Feedback from partaking schools and questionnaire for pupils.</p> <p>Number of 'hits' monitored by BR.</p> <p>Newsletters sent to schools together with NACE newsletters</p> <p>Reports received from advisers indicating impact of work carried out.</p> <p>Links maintained with NACE and East Anglian LEAs.</p>
<p>Relationships with other plans: EDP Plan 5, Plan 6, Plan 7, Plan 10,, Plan 12, Plan 18, Plan 20, Plan 22, Plan 25, Plan 26, Plan 28.</p>			
<p>Success Criteria: Many schools are able to identify pupils who are gifted and have established a school register. At least half of schools delivering appropriate curriculum provision for gifted pupils. At least half of schools plan for learning styles and thinking skills within the curriculum. Parents who have concerns about a gifted child have a point of advice and support. Significant increases in KS1 level 3, KS2 level 5, KS3 level 6 in core subjects and GCSE/GNVQ A*.</p>			
<p>Resource required: £64,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Derek Merrill

ACTION PLAN No. 25	FOCUS FOR ACTION: Narrow, and where possible, close the attainment gap between pupils of black and minority ethnic heritage, including Travellers, and their peers in Suffolk schools		
PRIORITY(S) ADDRESSED: National Priorities: 1. Raising attainment in Early Years and Primary schools. 2. Raising attainment in KS3. 3. Raising attainment in KS4. 4. Narrowing attainment gaps and tackling underachievement.			
TARGET GROUP: Headteachers, teachers, teaching assistants, black/minority ethnic (including Traveller) pupils and parents/carers, EMAG staff.			
PURPOSE/KEY OBJECTIVES: To raise the attainment and access to educational provision for minority ethnic pupils, including Travellers.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<ol style="list-style-type: none"> 1. To raise the attainment of African-Caribbean pupils To work with targeted schools under PSA 9, focussing on borderline KS2 and KS4 pupils in 2004 tests/exams. Schools to be supported through the provision of additional resources, advice and INSET for teachers and mentoring for pupils and parents. 2. To raise the educational aspirations of Bangladeshi parents and pupils <ul style="list-style-type: none"> • To ensure the questioning, listening and interpersonal skills of bilingual assistants acquired from the 'Working with Parents and Carers' course 2003, are embedded in practice in home-school liaison work. • To continue the Bangladeshi Education Network meetings to improve communication between schools and the community. 3. To improve the quality of teaching for minority ethnic pupils in KS3 literacy <ul style="list-style-type: none"> • To run a programme of CPD courses for teachers with Literacy Strategy staff. • To work with EMAG teachers and school staff to implement action points from Literacy Strategy/EMAG conference on "Improving Writing for Advanced Bilingual Pupils". • To disseminate cross-curriculum guidance documents concerning minority ethnic achievement within KS3. 4. To extend pre-school and Foundation educational activities for Traveller children. To continue to disseminate playkits and monitor and evaluate how they enhance children's play experience. To accompany the kits with strategies and activities to enable Traveller parents to support their children's learning. 	<p>PSA Coordinator/ Head of Service</p> <p>EMAG ATs +Parent Partnership</p> <p>EMAG AT/ Literacy Consultants</p> <p>TES ALTs</p>	<p>Jan 2003 - May 2004</p> <p>April 2003 - April 2004</p> <p>Ongoing</p> <p>Ongoing April 2003 - April 2004</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Reports to PSA Steering Group from Co-ordinator and Head of Service (meetings at least three times a year) including monitoring of progress towards PSA Action Plan and PSA targets.</p> <p>Monitoring visits to schools from EMAG ATs including meetings with bilingual assistants and EMAG teachers.</p> <p>Evaluation forms from schools after each meeting. Feedback from Bangladeshi Support Centre.</p> <p>Visits to schools from EMAG AT to monitor impact of training and documentation. Course Evaluation forms from teachers</p> <p>Report to EDP Steering Group from Team Leader following visits to families.</p>

<p>5. To extend the scheme to raise Traveller pupil attendance. To extend the attendance pilot reward scheme to Kessingland and Beck Row sites and evaluate and improve the operation of the scheme.</p> <p>6. To develop a literacy resource pack for Traveller pupils with gaps in schooling. Pack entitled 'Getting in Step with Literacy' to be produced and distributed to schools with Traveller pupils on roll who have gaps in their schooling.</p> <p>7. To promote the use of texts reflecting Traveller culture within the KS1/2 Literacy Strategy. To prepare lesson plans for teachers to be made available through Slamnet, following trial in schools</p> <p>8. To promote strategies which improve the writing, speaking and listening skills of minority ethnic pupils. To work with EMAG staff to scrutinise KS2 SATs papers and develop/support EMAG staff/teachers in schools.</p>	<p>W/N/S ALTs</p> <p>Central ALT</p> <p>Team Leader</p> <p>EMAG AT and teachers + Literacy Team.</p>	<p>April 2003 - 2004</p> <p>April 2003 - April 2004</p> <p>December 2003</p> <p>April 2003 - 2004.</p>	<p>ALTs to track attendance through registers and provide feedback to parents. Annual comparison of attendance data Feedback from schools + data on proportion of eligible schools using the pack.</p> <p>Trial of materials in schools with feedback from teachers.</p> <p>Evaluation forms from training Monitoring of English attainment data.</p> <p>Six month and end of year reports to be prepared by Head of Service, drawing upon evaluation reports and attainment data.</p> <p>Reports on progress for all action points are presented to the EDP25 Steering Group</p>
<p>Relationships with other plans: Link with EDP Plan 5. Activities 1,2 , 3, 6, 7 and 8 link to Action Plan No. 11. Activities 2 and 4 link to Action Plan No. 28. Activity 4 links to Action Plan No. 10</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Meeting KS2/KS3/KS4 test/exam targets for differing ethnic groups, as prepared for DfES. • Meeting PSA targets for African-Caribbean pupils in Ipswich Schools for KS2/KS4 and 16+ staying-on rates. • Traveller Education Service pack, guidance and playkits completed and being used in appropriate settings. • Attendance certificates awarded in each of the Education Department Areas. 			
<p>Resource required: £845,000</p>			

<p>Activity 4:</p> <ul style="list-style-type: none"> • Monitor attendance of children in care and intervene with school and social worker when more than 10 sessions missed in a term • Work with young people and staff in children's homes to encourage full time school attendance 	<p>SEWO/AEO (Family Support)</p> <p>NT&AS</p>	<p>ongoing</p> <p>by Sept 2003</p>	<p>NT & AS report to SEM via monitoring group</p>
<p>Relationships with other plans: Policy and Performance Plan, Education Service Plan, Pupil Services Operational Plan, Behaviour Support Plan, PSA Action Plans</p>			
<p>Success Criteria: Improvements in attendance and attainment at all key stages of children and young people in the care of the County Council</p>			
<p>Resource required: £31,000</p>			

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Vanessa Harvey-Samuels

ACTION PLAN No. 27	FOCUS FOR ACTION: Raise the attainment of all other groups vulnerable to underachievement, including pupils at risk of disaffection, poor attendance and exclusion, those educated other than at school, children from families under stress and school-aged mothers		
PRIORITY(S) ADDRESSED: National Priorities : 1.Raising attainment in Early Years and Primary education.2. Raising attainment at Key Stage 3. 3. Raising attainment at Key Stage 4. 4. Narrowing attainment gaps/tackling underachievement. 5. Schools causing concern.			
TARGET GROUP: Headteachers, teachers, school staff, governors, parents, pupils carers, other statutory agencies, voluntary agencies.			
PURPOSE/KEY OBJECTIVES: To develop the use of ICT-based learning to raise the attainment of pupils out of school ; to raise overall rates of attendance in Suffolk schools by supporting and challenging schools in the development and implementation of effective policies and practice; to improve co-ordinated multi-agency support to children and families under stress in order to enhance educational attainment of vulnerable pupils.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
<p>Activity 1:</p> <ul style="list-style-type: none"> Establish a clear system of ICT based learning provision for pupils out of school which will give them access to accredited programmes of study <p>Activity 2:</p> <ul style="list-style-type: none"> Remind all schools of the need to have an attendance policy as an important tool in the management of pupil attendance Encourage schools to set targets for raising whole school attendance Provide targeted support for those schools identified as having above average rates of unauthorised absence <p>Activity 3:</p> <ul style="list-style-type: none"> Contribute to the development of three of the Children's Futures pilots into prototypes as part of the County Council's overall strategy for integrated service delivery for children, young people and their families at local level 	<p>SEO (SEN) EOTAS co-ordinators</p> <p>AEO (Family Support) and all EWOs with Link Advisers</p> <p>Pupil Services teams</p>	<p>April 2003 and ongoing</p> <p>April 2003 and ongoing</p> <p>April 2003 to July 2004</p>	<p>Advisory Headteachers for Learning Support to monitor pupil progress via monthly reports. SEOs (Pupil Services) to monitor uptake of full-time educational provision by pupils out of school via EMS reports</p> <p>Records maintained by EWS managers</p> <p>Monitoring by the Children's Futures Area Action Groups and Strategic Partnership Board</p>

Relationships with other plans: Policy and Performance Plan, Education Service Plan, Pupil Services Business Plans, Behaviour Support Plan and a range of LEA EDP Plans.

Success Criteria:

Increase in attainment of pupils out of school;
Increased school attendance;
Better co-ordinated and integrated delivery of services to children and families under stress

Resource required: £96,000

EDUCATION DEVELOPMENT PLAN (Action Plan 2003-2004)

Planholder's Name: Gail Voller

ACTION PLAN No. 28	FOCUS FOR ACTION: To support schools in raising aspirations and in improving attainment through engaging parents and carers and the wider community more directly.		
PRIORITY (S) ADDRESSED: National priorities: This set of priorities will be particularly aimed at; (4), narrowing attainment gaps/ tackling underachievement, and (5) Schools causing concern, but will also contribute to: (1) Raising attainment in Early Years and Primary education, (2) Raising attainment at Key Stage 3, (3) Raising attainment at Key Stage 4.			
TARGET GROUP: Schools (including governing bodies) statutory and voluntary agencies, parents and carers, pupils.			
PURPOSE/KEY OBJECTIVES: To develop a network of staff, drawn from statutory and voluntary organisations to support increased parental involvement in the education of their children. These will be focused particularly where relationships with schools may, for a variety of reasons, be more complex or challenging, in order to raise pupil achievement and to promote self-evaluation processes using the perceptions of parents and carers and the wider community.			
Programme of activity and tasks	Personnel responsible	Start and finish dates	How will progress be monitored and evaluated and by whom?
Activity 1 To increase the access of parents and carers to information, support and opportunities for learning.			
a) To develop the provision of parenting groups for parents and carers of children with special educational needs and those with emotional and behavioural difficulties.	PPO/PP Coord	Ongoing	PPO to monitor and evaluate on a termly basis using feedback from parents, facilitators and where appropriate schools.
b) To work with Community Education in promoting parent education across the County	PPO/Com Ed	Ongoing	PPO and Com Ed Adult Manager to monitor programme of opportunities across the County through published programmes of work and evaluations from parents and facilitators
c) To develop and deliver parenting courses specifically for those parents and carers with hearing impairment and for parents and carers of children with hearing impairments,	PPcoord/Com Ed	April-Aug 02	PPO to monitor and evaluate on a termly basis using feedback from co-ordinators and confidential case notes of calls.
d) To continue with the confidential telephone helpline to provide parents and carers with support and information	PPO/PP Coord	Ongoing	PPO monitors using feedback from parents, IPS trainers and IPS volunteers.
e) To develop an Independent Parental Supporters network that will enable us to offer parents and carers one to one support	PPO/PP Coord/ PPO	April-Oct 02	PPO monitors in terms of numbers of cases and success rate.
f) To use the MENCAP Disagreement resolution service (consensus) to enable us to offer parents and carers access to this service.	PPO/Ast Ed	April-July02	PPO Number of hits and user feedback
g) To develop a web site which is accessible and reflects parents and carers needs	Of Plan.	Ongoing	Community Education Family Learning Co-ordinator to collect information through evaluation of projects.
h) To continue to provide Family Literacy and Numeracy courses, workshops and the development of resources, designed to raise levels of literacy /Numeracy, improve communication skills, develop home curriculum opportunities and increase home school involvement	Family Learning coord + team members	Ongoing	
i) To develop and provide family learning opportunities focusing on enhancing family relationships and communication which support the	Com.Ed	Ongoing	PPO to monitor and evaluate on a termly basis using feedback from parents project managers and schools.

<p>development and educational attainment of the child</p> <p>j) To further develop the choice projects providing locality based information and support to parents and carers.</p> <p>k) To develop the work of the pilot project with carers (Caring for Education)</p>	<p>PPO/PPcoord/Project workers PPO</p>	<p>Summer and autumn terms</p>	
<p>Activity 2 Working with voluntary and statutory agencies to further develop the range of appropriate support available to parents and carers and carers</p>		<p>Ongoing</p>	<p>PPO with leads from other agencies involved to monitor and evaluate using data from training courses (participants and facilitators), parents using the services offered and schools.</p>
<p>a) To actively recruit from under represented groups and provide training opportunities for –: facilitators of parenting courses, independent parental supporters and disagreement resolution mediators.</p>	<p>PPO/ EMAG advisory staff</p>	<p>Summer term</p>	<p>Connexions training manager and PPO to evaluate using feedback from participants and facilitators.</p>
<p>b) To liaise with the EMAG advisory staff to offer further training to develop the skills of bilingual assistants as parent group facilitators.</p>		<p>April – June 02</p>	<p>PPO to monitor and consult with users of the service re appropriateness of information collected.</p>
<p>c) To develop a course specifically for Connexions PAs on working with parents and carers as partners.</p>	<p>PPO Connexions training officer</p>	<p>Ongoing</p>	
<p>d) Setting up systems to collect data and feedback from parents and carers, on an ongoing basis, from a range of sources, to ensure appropriateness of our services</p>	<p>PPO</p>	<p>Spring term</p>	
<p>e) To respond to the issues raised with regard to parents, in the report on Specific Learning Disabilities</p>	<p>PPO Advisory teachers Sp.LD.</p>	<p>Ongoing</p>	<p>PPO to monitor and evaluate on a termly basis using feedback from participants/ facilitators / schools</p>
<p>Activity 3 Support to Schools and school pyramids.</p>		<p>Ongoing</p>	
<p>a) To continue to develop the range of inset training for school staff and governors</p> <p>b) To continue to review and evaluate schools’ work with parents and carers in order to provide appropriate training and other activities in support of partnership working for parents and carers and school staff.</p>	<p>PPO/Govern or support coord.</p>		
<p>Relationships with other plans: Behaviour Support Plan, Parent Partnership Business Plan, Adult Learning Development Plan, Education Service Plan and support to LEA EDP Plans 10-16 in particular.</p>			
<p>Success Criteria: Increased parental involvement in school based consultations, high expressed level of satisfaction in OFSTED reports including the way that schools deal with complaints, approachability of staff leadership and management, behaviour, curriculum and pupil progress information (80-90% County wide). High levels of satisfaction expressed by parents and teachers (90%) attending courses designed to promote home school relationships and 85% of parents reporting that they feel more confident about approaching school staff. Increased awareness and understanding amongst parents and staff about each other’s roles and responsibilities with regard to education. Recruitment strategies for parent services successful in reaching parents who are likely to be at risk of social exclusion.</p>			
<p>Resource required: £53,000</p>			

EDUCATION DEVELOPMENT PLAN 2 – 2002-2007

FIRST QUARTERLY MONITORING REPORT – APRIL - JULY 2002

EDP PLAN NO + TITLE	PLANHOLDER

A. SCHEDULED ACTION APRIL – JULY 2002	TIMESCALES

B. PROGRESS TO DATE

C. THIS PLAN IS:

behind schedule

on schedule

ahead of schedule

D. COMMENTS/ISSUES ARISING

Signed _____

Date _____

EDUCATION DEVELOPMENT PLAN 2002-2007**EVALUATION**

PLAN NUMBER _____	Lead Officer
TITLE OF PLAN	

A. WHAT DID THIS ACTION PLAN SET OUT TO DO?

Please outline, IN BULLET POINTS, the key objectives of this plan

B. ACTION CARRIED OUT IN RELATION TO THE ABOVE

Please outline, IN CONTINUOUS PROSE, the action that was carried out

C. WHAT OUTCOMES HAS THIS PLAN ACHIEVED?

Please outline, IN CONTINUOUS PROSE, the outcomes that this plan has achieved, with particular reference to impact on schools/school improvement.

Please include targets achieved, where appropriate.

D. SCHEDULED ACTION NOT CARRIED OUT, INCLUDING EXPLANATION, AND PLANS TO PROGRESS

Please outline any scheduled action that was not carried out and give an explanation for this. Please also outline any plans you have to progress the scheduled action that was not carried out; or explain why it is no longer necessary.

All of the above IN CONTINUOUS PROSE

E. IN-SERVICE TRAINING/CONSULTANCY PROVIDED IN RELATION TO THIS PLAN.

Please describe the type/number of courses/consultancy provided, including:

- *Attendance by service users;*
- *Evaluation outcomes by service users.*

F. PUBLICATIONS, including Web publications

Please outline publications that have emerged from this plan, including TITLE/AUDIENCES/TIME/DATE OF CIRCULATION

G. NEXT STEPS AND FINAL COMMENTS

Please outline, IN CONTINUOUS PROSE, where the plan/planned action is going from here/Links to the second year of EDP2

F. THIS PLAN HAS:

not achieved what it
set out to achieve

achieved what it
set out to achieve

achieved more than
it set out to achieve

Signed _____

Date _____

Please e-mail to Pat Morgan by 4.00PM ON FRIDAY 2 MAY 2003 AT THE LATEST

Thank you for your support for the above