

Children, Families and Education Directorate  
Standards and Achievement Division  
Annual Business Unit Operational Plan 2008/9

**Cabinet Member: Chris Wells**

**Director: Carol Parsons**

**Unit Business Plan Contact: Carrie Beech**

# CONTENTS

Contents	Page Number
<b>Purpose of the Service</b>	
<b>Planning Context &amp; Priorities</b>	
– Legislative/statutory context	
– Significant change to meet needs/demand	
– Public/user/non user feedback	
– Previous years performance	
– Key Performance Indicators	
– Key Achievements/outcomes	
– Service Comparisons	
<b>Section 17 Crime and Disorder Act</b>	
<b>Equalities and Diversity</b>	
<b>Corporate Environmental Performance and Climate Change Adaptation</b>	
<b>Key Responsibilities</b>	
<b>Lead Roles</b>	
<b>Early Years &amp; Childcare</b>	
– Revenue Budget	
– Core Service & Forecast Activity Levels	
– Projects, Developments & Key Actions	
<b>Primary</b>	
– Revenue Budget	
– Core Service & Forecast Activity Levels	
– Projects, Developments & Key Actions	
<b>Secondary</b>	
– Revenue Budget	
– Core Service & Forecast Activity Levels	
– Projects, Developments & Key Actions	
<b>Professional Development</b>	
– Revenue Budget	
– Core Service & Forecast Activity Levels	
– Projects, Developments & Key Actions	
<b>Improvement Partnerships</b>	
– Revenue Budget	
– Core Service & Forecast Activity Levels	
– Projects, Developments & Key Actions	
<b>Risks</b>	
<b>Consultation Exercises, Satisfaction Surveys, Reviews</b>	
<b>Capacity, Skills and Development Planning</b>	
<b>Staffing</b>	
– Equalities and Diversity	
– Structure Chart	
– Staffing Levels	
<b>Monitoring and Review</b>	

**Standards and Achievement Division  
ANNUAL OPERATING PLAN  
2008 - 2009**

### **PURPOSE OF THE SERVICE**

The Standards & Achievement Division works with Local Children's Services Partnerships (LCSP) and individual schools and settings to raise standards and achievement for all children and young people, from birth to nineteen years of age. The division is responsible for meeting the statutory duties outlined in the Education and Inspection Act 2006, which include monitoring the quality of learning ensuring that schools/settings address the five outcomes of the Every Child agenda. The division secures implementation of the early years, primary and secondary national strategies, the school improvement partner programme and the DCSF strategy for ICT. Advisory staff will support the successful implementation of the 23 LCSPs and provide support and challenge on the improvement strategies within the LCSP plans.

In partnership advisory staff will:

- act as advocates in the best interests of children and young people, to secure high quality education and care, so that pupils achieve success and are encouraged to participate in life-long learning
- promote well-being, care, inclusion and personalisation of learning of every child and young person
- provide strategic leadership with key partners in social care, health and other agencies, to support LCSPs to manage change and to improve the opportunities for personal and social development of pupils
- advise and support schools/settings to develop a curriculum that remains sensitive to the changing needs of pupils and meets nationally and locally agreed targets and expectations
- support school/setting leaders to develop their workforce, so that staff are skilful, knowledgeable and confident about how to provide excellent learning opportunities for all pupils, including the use of new technologies
- ensure that all children and young people achieve to their full potential by monitoring pupil progress; challenging school/network leadership; commissioning/brokering support and intervening where there is evidence of under-performance

### **PLANNING CONTEXT AND PRIORITIES**

The division operates under the leadership of the Director, Standards & Achievement. Operational management is provided jointly, by the Head of Service Performance (Early Years and Childcare, Primary and Secondary) and the Head of Service Development (Leadership, Continuing Professional Development (CPD), Inspection, LCSPs.)

#### **Key priorities:**

**Are informed by the outcomes of the Annual Performance Assessment 2007**

- Raising the standards and achievement of children who are looked after by the authority (LAC) and those with Learning Difficulties or Disabilities (LDD).
- Raising standards and achievement at every key stage, targeting resources to the Early Years and Primary Phases.
- Improving the performance of schools that are below floor targets in all key stages.

#### **Grant requirements:**

Priorities are also determined by the focus and requirements of Sure Start Grant, DCSF Standards

Funds 2008 - 2009 and the TDA (Training Development Agency) Grant for Workforce Development and include:

- Raising achievement in the core subjects and improving rates of progression for all pupils 0-19 years of age.
- Tackling underperformance at pupil, school and authority level, thereby closing the attainment gap for identified underachieving groups, including children that are looked after by the authority and those with LDD.
- Ensuring the development of the whole school workforce in order to raise standards of achievement and ensure the implementation of the workforce remodeling and transformation priorities.

**The national *Vision for Education in 2020* and *The National Children's Plan, Building Brighter Futures*, which state that**

- a child's chances of success are not related to his or her socio-economic background, gender or ethnicity
- education services should be designed around the needs of each child, family and community with the expectation that all learners achieve high standards
- all children and young people should leave school with functional skills in English and mathematics, understanding how to learn, think creatively, take risks and handle change
- practitioners and teachers must use their skills and knowledge to engage children and young people as partners in learning, acting quickly to adjust their teaching in response to children and young people's learning
- settings and schools must draw in parents as their child's co-educators, engaging them and increasing their capacity to support their child's learning

**Priorities 2008 - 2009 Building brighter futures through partnership working**

The S&A division through Advisory Service Kent (ASK) will work with settings, schools, networks and the newly formed Local Children's Services Partnerships to develop professional approaches and changes to behaviours that accelerate the progress, enhance the well-being of children and young people and improve the quality of provision through;

- Identifying, developing and challenging leadership and management at all levels
- Improving the quality of learning and teaching for all children and young people
- Improving the quality of curriculum provision

The following themes will be a focus of partnership and locality working:

- Narrowing the achievement gap between the performance of different groups
- Developing an holistic approach to Workforce Development
- Harnessing the capacity of excellent practitioners
- Capitalising on collaborative improvement networks and locality working
- Threading well-being and high quality care throughout all the objectives

### **Local Context**

**Local Plans and Agreements:**

**Plans including:** Vision for Kent, KCC Annual Plan; Kent Children and Young Peoples Plan; Towards 2010; Equalities Action Plan; The Early Years and Childcare Plan,

**Strategies and frameworks including:** Parenting Strategy; The Kent Pledge for Children in Care; The Information Communication Technology (ICT) Strategy Plan. The Improvement Strategy for Schools and Settings and the Leadership Strategy: The Children's Workforce Strategy, The framework for the participation of Children and Young People.

Kent is a key partner with Southern Educational Leadership Trust (SELT) and is committed to collaborate on delivering some of the National College of School Leadership (NCSL) core programmes across the county. It is also the lead Local Authority in the South East SEN regional partnership and contributes to the monitoring of independent and non-maintained schools on behalf of all contributing Local Authorities.

Kent Agreement 2 - At the time of writing the Kent Agreement 2 for 2008-2011 is entering the final phase of negotiation and implementation is due to start in April 2008. The priorities identified across the County and with our partners will influence the Directorate's direction during the next 3 years and beyond. Impact and success will be measured against a suite of indicators agreed with Government and deriving from the new 198 National Indicator dataset.

### **National Context**

The work of the S&A Division is managed within the context of the following significant statutory requirements placed upon the LA:

*School Standards and Framework Act 1998,  
Learning and Skills Act 2000,  
Education Act 2002,  
Race Relations Act 2000,  
Special Educational Needs (SEN) and Disability Act 2001,  
The Children Act 2004  
The Childcare Act 2006,  
The Education and Inspection Act 2006.*

### **Statutory Guidance:**

*Primary National Strategy  
Secondary National Strategy  
National Curriculum Inclusion Statement 2000  
Special Educational Needs Code of Practice 2001  
Inclusive Schooling – Children with Special Educational Needs 2001  
National Healthy Schools  
Standards for Drug Education  
Removing Barriers to Achievement  
SEN Strategy 2004 Curriculum Guidance for the Foundation Stage,  
Ofsted Framework – Every Child Matters 2005,  
Schools Causing Concern 2007  
Performance Management for Teachers and Headteachers 2007  
The National Workforce Agreement phased implementation 2003-2007*

### **Non-Statutory Guidance:**

*DCSF New Relationship with Schools (NRwS) 2004,  
DCSF New Relationship with Schools – next steps 2005,  
DCSF Five Year Strategy for Children and Learners – July 2004,  
Choice for parents, the best start for children:  
Government 10 year strategy for childcare- December 2004,  
DCSF Sure Start Birth to Three Matters 2005,*

## **Partnerships**

The Division is accelerating multi-agency working, in order to deliver on key priorities in relation to vulnerable and under-achieving groups such as children that are looked after by the authority. Over the next year an '*Integrated Support Strategy*' for schools and settings, will be developed to ensure that CFE support is well coordinated to meet the needs of learners.

The Division has also formed close working partnerships with national agencies to improve the delivery of improvement services to schools and clusters of schools. These include, National College for School Leadership (NCSL), Specialist Schools and Academies Trust (SSAT), Training Development Agency (TDA), National Academy for Gifted and Talented Youth and Subject Associations.

Within Kent, key partnerships are integral to service delivery. Partners include Clusters, Specialist and Training Schools, Diocesan Authorities, Further Education Colleges, Kent Works, Higher Education Institutions, Connexions, Learning and Skills Council and Local Strategic Partnerships, Adult Learning Services, The Library Service and Creative Partnerships Kent.

### **Significant change to meet needs/demand**

With the development of Local Children's Services Partnerships, The Standards and Achievement Division will continue to develop and improve ways of working to support local service delivery and to respond flexibly to locally identified needs. A review of local working will mean that teams are aligned to Local Learning Networks (LLN) and Local Children's Services Partnerships. This will include an increasing demand to work with multi-agency partners to ensure that all aspects of support and challenge are co-ordinated and coherent.

The Division will support the implementation of new curriculum requirements, including the new Early Years Foundation Stage Curriculum, the new Secondary Key Stage 3 Curriculum and the current Primary Curriculum review which will lead to a new primary curriculum model for September 2008. This is part of the transformation agenda for teaching and learning and leadership and management in schools and settings. The phased roll out of the Secondary Building Schools for the Future (BSF) programme and the beginnings of the Primary BSF programme will have a major influence on transforming learning and curriculum models.

Embedding the School Improvement Partner (SIP) programme with support and challenge for all schools and extending the Early Years Settings Improvement Partner programme will have a significant impact on resources and capacity which will need to be monitored and reviewed.

Ensuring that sufficient high quality leaders of schools and settings are recruited and retained will be a significant challenge in terms of the demographic profile of senior leaders, many of whom will be reaching retirement age in the next five years.

### **Public/user/non user feedback**

## **Consultation on the Leadership Strategy Action Plan (May 2007)**

The consultation highlighted that it was not sufficiently inclusive of early year's settings and it was subsequently updated to include a greater emphasis on leadership in early year's settings but also provide positive feedback. *'This was a well-written, well-structured strategy appropriate and*

*relevant to a range of reader*'. The Primary and Secondary Forums were also positive about the strategy and agreed with the objectives, principles and ideas and provided specific examples of gaps in the strategy and how it could be improved.

The strategy has been updated to reflect recommendations that came out of this consultation.

### **Satisfaction survey on the impact of SIPs (School Improvement Partners)**

Telephone conferences with primary and secondary headteachers have identified a high level of satisfaction with school improvement partners. Headteachers feel suitably supported and challenged and have found that the work of the SIP has helped them to focus on key priorities for school improvement e.g. *'I have found this very useful indeed, both in providing a constructive communication link with KCC and in enabling me to assess my own effectiveness more accurately'*

### **Review of the Improvement Strategy for schools and settings (June 2007)**

This review focused on the refinement of the criteria for judging how we allocate support to our school and it included for the first time criteria for settings. The consultation identified that there was good engagement of settings in the improvement strategy and better alignment of support to the needs of schools. As a result of this consultation clearer criteria have been published to guide the development of setting improvement partners.

***The Children and Young People of Kent Survey 2006/7*** (National Foundation for Educational Research) and ***TELLUS2 Survey*** highlighted the following outcomes that ASK has taken account of when planning business priorities.

- 7-11 years olds enjoy seeing friends, school visits, using computers, making things, using the internet and finding out new things
- 11-16 year olds enjoy seeing friends, doing sports, drama and music productions
- making things and doing practical things, using ICT, using their own ideas, working as part of a group, working on their own, doing projects that cover more than one subject help children and young people to learn
- reading was rated least often as something that helped them learn
- disruptive pupils and not getting feedback on their work were the greatest barriers to their learning
- children would like to participate in more after-school activities especially sports-related, but they stated that lack of time, activities not being available locally and lack of transport were barriers
- most 11-16 year olds thought their school or college was helping them to develop useful skills and knowledge for the future but less than half were positive about the careers advice they received
- good awareness of healthy eating and the dangers of smoking and drinking alcohol but self-reported behaviour suggested that they are not leading healthy lifestyles
- 50% of all children felt that they could have a say on what happens at school
- Children and young people need to see how their opinions can contribute to change
- 50% of 11-19 year olds reported that they would not be interested in voting in school elections or joining a school council

### **Continuing Professional Development (CPD)**

The Division facilitates a CPD programme delivering over 3000 training events and courses every year. Delegates immediately evaluate each event with over 85% of opportunities judged good or outstanding. Comments are gathered and used to inform future planning. Telephone follow up to courses informs the effectiveness of training and development opportunities. The School Workforce Development Steering Group monitors for the development work in schools. Feedback from CPD events has identified the following key areas for development:

- Increased opportunities delivered locally or regionally across the county.
- Greater coherence and information regarding the development of a single CFE Directorate wide plan.
- Increased opportunities for multi-training and training for support staff roles in schools.

## Review of Performance 2007 -2008

### Early Years

Foundation Stage Profile and Key Stage 1 were placed in the top quartile for progress ratings between 2006-7.

In 2007, there was improvement in all 13 areas of the Foundation Stage Profile. Kent's performance has now exceeded national levels in eight out of the thirteen areas, significantly improving the county ranking against statistical neighbours. The equality (achievement gap) measure for the lowest 20% now ranks **Kent** 3 out of 11 statistical neighbours.

### Primary

At Key Stage 1, results for Kent seven-year-olds have continued to improve for the second successive year. Children are assessed in reading, writing and mathematics and the majority are expected to reach level 2. At Key Stage 1 performance exceeded national results in reading level 3+ and mathematics Level 2B+ and 3+.

At Key Stage 2, the overall proportion of Kent pupils achieving the expected levels improved in 8 out of the 10 indicators (i.e. at Levels 4 and 5 in English, reading, writing, mathematics and science). Rates of improvement have generally mirrored national trends although the rate of improvement in writing exceeded national gains at both Levels 4 and 5, building on the improvements last year.

The most significant gains have been made where support has been targeted through programmes such as *Intensifying Support Programme (ISP)* and *Ensuring Success (ES)*. A key focus of ASK support has been the implementation of the revised *Frameworks for Literacy and Numeracy* to continue the drive to raise standards. School Improvement Partners (SIP) for each Primary school provide additional support and challenge. It has also enabled targeted and tightly focused support to be provided through a single commissioning plan.

### Secondary

At Key Stage 3, the average point score per pupil, which takes into account performance of all pupils in English, mathematics and science, remains above the national average. When compared to statistical neighbours, Kent is ranked 5 out of 11 for this measure (the same as 2006) and against all LAs, Kent is ranked 59 out of 149. The average point score per pupil in each of the three individual subjects also remains above the national average. Based on the national indicator of Level 5 and above, performance improved in English, but dipped in mathematics, while science has stayed at the same level as 2006.

The percentage of pupils achieving 5+A\*-C GCSEs at the end of Key Stage 4 improved on all previous years to 64.9% and is 2.9% above the national average. In addition, the percentage of pupils attaining 5 A\*-C including English and Mathematics was 1.8% above national average and those attaining 5A\*-G was 0.8% above national average. The average point score per pupils rose to 392.5, 14.4 points above the national average. This overall improvement at GCSE is reflected in the value-added score of 1007.1 (Key Stage 2-4) which again is above the national average (1000). It is also reflected in the significant reduction in the number of schools below the 2008 floor target of 30% 5A\*-C from 21 in 2004 to 9 in 2005 and only 3 schools in 2007.



At Post 16, Kent schools have made improvements in all key measures i.e. the percentage of students achieving 2 A-E passes at A level or equivalent, the APS per student and the APS per entry.

Every school and Pupil Referral Unit was allocated a nationally accredited school improvement partner (or colleague undertaking the accreditation) in September 2007. Serving primary, special and secondary school headteachers have been successfully recruited and supported to become nationally accredited school improvement partners and 70 settings have been allocated Kent improvement partners.

### Key Performance Indicators

<b>Indicator</b> <i>local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF</i>	<b>Actual performance 2006/2007</b>	<b>Estimated performance 2007/08</b>	<b>Target 2008/09</b>
<b>BVPI 41 – KS2</b> Percentage of pupils achieving Level 4 in Key Stage 2 English test	77%	77%	80%
<b>BVPI 194a</b> Percentage of pupils achieving Level 5 or above in Key Stage 2 English	31%	32%	33%
<b>BVPI 40 – KS2</b> Percentage of pupils achieving Level 4 in Key Stage 2 Mathematics	72%	73%	82%
<b>BVPI 194b</b> Percentage of pupils achieving Level 5 or above in Key Stage 2 Mathematics	32%	31%	34%
<b>BVPI 181a – KS3</b> Percentage of 14 year olds achieving Level 5 or above in English	72%	73%	80%
<b>BVPI 181b – KS3</b> Percentage of 14 year olds achieving Level 5 or above in Mathematics	76%	75%	79%
<b>BVPI 181c – KS3</b> Percentage of 14 year olds achieving Level 5 or above in Science	72%	72%	78%
<b>BVPI 181d – KS3</b> Percentage of 14 year olds achieving Level 5 or above in ICT	73%	70%	78%
<b>BVPI 38 – GCSE</b> Proportion of 15 year pupils achieving 5 or more GCSEs at A*-C (or equivalent)	61.2%	65%	66%
<b>BVPI 39 - GCSE</b>	89.6%	91%	93%

<b>Indicator</b> <i>local/operational indicators as well as national ones, categorised if appropriate e.g. as LAA, T2010, CPA, BVPI, PAF</i>	<b>Actual performance 2006/2007</b>	<b>Estimated performance 2007/08</b>	<b>Target 2008/09</b>
Proportion of 15 year old pupils achieving 5 or more GCSEs inc English and Mathematics at grade G or above (or equivalent)			
<b>All qualifications</b> Average qualification points score per pupil (uncapped)	392.5%	380%	

### National Indicator Dataset:

The new National Indicator set of 198 performance indicators set by Government aims to reform the current system of targets and inspection with a closer focus on the views of the public and encouraging local solutions to problems. The dataset is currently under consultation and is not finalised. However this new performance framework will need to be embedded into the performance management of the Directorate and early analysis has identified the following indicators as the responsibility of this Division:

<b>Ref</b>	<b>Indicator</b>
NI 74	Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)
NI 77	Achievement at level 5 or above in both English and Maths at KS3 (Floor)
NI 83	Achievement at level 5 or above in Science at Key Stage 3
NI 75	Achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold)
NI 78	Achievement of 5 or more A*-C grades at GCSE and equivalent including GCSEs in English and Maths (Floor)
NI 84	Achievement of 2 or more A*-C grades in Science GCSEs or equivalent
NI 95	Progression by 2 levels in English between Key Stage 2 and Key Stage 3
NI 96	Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3
NI 97	Progression by 2 levels in English between Key Stage 3 and Key Stage 4
NI 98	Progression by 2 levels in Maths between Key Stage 3 and Key Stage 4
NI 102	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4
NI 105	The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths
NI 108	Key Stage 4 attainment for Black and minority ethnic groups
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
NI 85	Post-16 participation in physical sciences (A Level Physics, Chemistry and Maths)
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
NI 99	Children in care reaching level 4 in English at Key Stage 2
NI 100	Children in care reaching level 4 in Maths at Key Stage 2
NI 101	Children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)

Ref	Indicator
NI 57	Children and young people's participation in high-quality PE and sport

### Achievements/Outcomes 2007-8

There was significant improvement in the Foundation Stage Profile in particular the areas of learning and a higher than average improvement in schools receiving intensive support at Key Stage 2. In Key Stage 4 performance we continue to be above the standard of statistical neighbours.

In September 2007, there were no secondary schools identified in an Ofsted category and just one special school with a notice to improve. The number of primary schools in Ofsted category has significantly reduced to only 1.8% of schools.

DCSF regional directors have provided very positive feedback on the Kent improvement strategy and the impact of support from improvement partners. HMI have identified effective Local Authority monitoring, challenge, intervention and support in monitoring visits to schools. NCSL has judged our leadership succession planning as very effective and NCSL view the partnership working between officers and headteachers very positively, as contributing to improved outcomes for Children and Young people.

The TDA noted that improved partnership working and support for extended services is having a positive impact on remodelling the school workforce and the ECM outcomes for children and young people. They acknowledged the successful implementation of the new Performance Management requirements with over 90% of schools attending initial training and all schools complying with the regulations.

### Service Comparisons

#### TO OTHER SERVICE PROVIDERS/OTHER COUNCILS

The Division uses the national Children's Services Statistical Neighbour Benchmarking Tool to compare Kent with statistical neighbours (Essex, Swindon, East Sussex, Northamptonshire, Worcestershire, Warwickshire, West Sussex, Staffordshire, Lancashire and Bedfordshire). The tool considers five indicators, %5+ A\* - C including English & mathematics, KS1 % Level 2+ writing, KS3 % Level 5+ science, total absence rates in primary schools and infant mortality rates.

In addition to this set of national indicators Kent also compares itself to identified statistical neighbours using all measures of attainment data from the Foundation Stage through to Post 16.

### Section 17 Crime and Disorder Act

The professional development and training programme that is facilitated through ASK is one of the key strategies for supporting the reduction of poor and unacceptable behaviour which can adversely affects communities. The programme includes training to support behaviour management, Personal Social and Health Education (PSHE) programmes and Citizenship. The SEAL (Social and Emotional Aspects of Learning) is a national programme originally for primary schools and the secondary model is now being introduced into schools. These programmes enable teachers and support staff, to work more effectively with difficult and challenging children and young people.

Developing new models of leadership will help to support the implementation of Kent Safer Schools and Communities Strategies, community cohesion and the development of extended services provision. Curriculum development including vocational courses will begin to address the needs of those young people who are not in education or training; it will improve the participation rates and contribute to ensuring safer communities.

Developing additional extended services by September 2008 will ensure that 410 schools will provide a core offer of wraparound care from 8am to 6pm, study support, parenting support, community access and swift and easy referrals. This will also contribute to safer communities.

The Kent School Games will promote individual participation and team commitment. There is a high expectation that every learner, in Kent schools and settings will sign up to the Olympic and Paralympic values of respect, friendship, personal excellence, determination, courage, inspiration and equality on September 17<sup>th</sup> 2008 during the Closing Ceremony of the Beijing Paralympics.

## Equalities and Diversity

The Standards and Achievement Division contributes to the implementation of Kent County Council's Equality strategy across the five priority outcomes:

- equal and inclusive services
- participation and involvement
- safe and free from harassment
- the quality of intelligence and monitoring systems
- reputation as an excellent employer

### **Actions:**

Standards and Achievement supports the implementation of the wider CFE equalities action plan and leads specifically on:

- Action 40 - to promote community cohesion through the roll out of the PSHE Strategy
- Actions 46 and 47 - to support Governing Bodies through the provision of guidance and training on equality and diversity

Equality impact assessments are conducted on all new and revised policies and guidance to consider the diverse needs of those who use our services and to ensure that all aspects of equality and diversity have been met. To date, the division has conducted and completed 9 initial screenings on all policies and is currently conducting one full impact assessment. The division will continue to carry out Equality Impact assessments on all new and revised policies throughout 2008/09.

The Standards and Achievement Division also has representatives on both the CFE Equality and Diversity Strategy group and the Impact Assessment Steering Group. There is an Equality Champion on Faith within the division. Information from both these groups is regularly cascaded and equalities and diversity will continue to be a standing item on all team agendas.

These actions will continue to be supported under the new Children's Trust Partnership arrangements to ensure that all our service specifications and agreements continue to comply with the requirements of equalities legislation.

<b>Business Unit cross-cutting environmental objective</b>	<b>Lead officer</b>	<b>Deliverables / outcomes for 2008/09</b>	<b>Target date</b>
<p>The Directorate has committed to the achievement of ISO 14001 during the course of 2008.</p> <p>As a Unit we will identify the aspects of our operations which give rise to significant environmental impacts and develop action plans to reduce them. The Unit will support the implementation of the revised KCC Environment Policy and as a priority identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010 Target 42.</p> <p>In the case of climate change we, like the rest of the Directorate, commit to developing an understanding of the risks and issues during 2008/9</p>	<i>Carol Parsons</i>	<ul style="list-style-type: none"> <li>Identify opportunities to reduce the impact of our buildings and transport on the environment, in support of the Towards 2010 Target 42.</li> <li>Identify aspects of our operations which give rise to significant environmental impacts and develop plans to reduce them.</li> <li>Developed understanding of the risks and issues regarding climate change during 2008/09</li> </ul>	Ongoing
<p>To ensure recycling of all plastic, paper and card in ASK offices and to reuse paper and other resources where possible</p> <p>To improve non-paper based management of information and electronic filing in line with e-government targets</p> <p>Reduce electricity consumption through switching off lights and appliances when not in use</p> <p>Reduce travel costs through targeting work on an area basis where possible and using improved technological solutions to support effective communication</p>	Carrie Beech	<p>Reduced stationary and consumables costs</p> <p>All letters and non-electronic reports to be scanned in on receipt</p> <p>Reduction in electricity bill</p> <p>Reduced travel costs Research paper presented to ASK DMT on alternative and effective communication technologies</p>	<p>March 2009</p> <p>March 2009</p> <p>March 2009</p>

<b>Project / development / key action</b>	<b>Evidence of compliance with KCC Environment Policy</b>	<b>Major climate change impacts on service delivery</b>	<b>Adaptive action in 2008/09 (include lead and target date)</b>
Training programme to ensure that all staff can make best use of technologies to communicate effectively	Will meet KCC targets to reduce carbon emissions by reducing travel	Additional training requirements in new ways of working for support staff and advisers and consultants	Middle Management Team produce action plan to track progress towards environmental targets by December 2008

<p>Review all systems to ensure that they meet e-government targets related to non-paper based systems.</p>	<p>Reduction of paper based systems</p>	<p>Entering documents once electronically and then using the information for several purposes</p> <p>Review the sustainability of the buildings, including the infrastructure, cabling and networks to ensure it meets the needs of service delivery</p>	<p>Explore password protected area to ASK webpages for easy access to key documents and information by December 2008</p> <p>Work with ISG to look at developing share point options for files and folders as shared documentation to reduce electronic storage by March 2009</p> <p>Implement the key recommendations of the Cap Gemini review working with Management Information to streamline information trails and manage risk effectively</p>
---	---	--	---

## SECTION 2: PRIORITIES AND OBJECTIVES

### **KEY RESPONSIBILITIES OF THE SERVICE**

#### **Core objectives of the division:**

1. To support the delivery of a broad, balanced, rich and enjoyable learning curriculum for all children and young people, encompassing personalised learning, creativity and emotional intelligence.
2. To monitor the progress of vulnerable groups of children, particularly LAC (Looked After Children) and those with LDD (Learning Difficulties and Disabilities), and gifted and talented pupils, working with other agencies to secure effective programmes so that pupils receive appropriate levels of care and achieve academic success.
3. To support and challenge leaders in schools and settings, to develop robust self-managing and accurate self-evaluation in order to raise standards.
4. To monitor and challenge standards of achievement in all schools, settings and clusters, fostering a commitment to the pursuit of excellence.
5. To intervene where appropriate, and to provide support for vulnerable schools and settings causing concern or facing challenging circumstances and those where pupils are at risk of underachieving.
6. To commission support for staff in schools and settings, to enable them to provide a broad range of opportunities that meet the needs of all children and young people.
7. To develop effective governance and leadership skills at all levels in schools, settings and units.
8. To build capacity and support the further development of Clusters, local learning and school improvement networks, identifying and supporting the dissemination of effective practice.
9. To contribute fully to the implementation of Kent strategies, including the development of Local Children's Services Partnerships, the Early Years and Childcare Strategy, Primary and Secondary Strategies, the 14-19 Learner Strategy, Building Schools of the Future, the Children's Workforce Strategy, the development of Extended Services and Children's Centres and the development of Academies.

#### **Planned Outcomes:**

1. All children and young people achieve the highest possible standards and make good progress in relation to their starting points. Schools and settings will be challenged and supported to improve the quality of teaching and learning .
2. Effective leadership and governance and use resources to achieve best value. Leaders in all schools and settings, including governors, will be challenged and supported.
3. Curriculum innovation will be encouraged and promoted to enable the dissemination and exchange of best practice.
4. A focus on continuity of learning and progression in pupil learning will be facilitated by working with settings and schools to improve the transitions between all educational phases.
5. Intervention will be targeted at the most vulnerable schools and settings and those in challenging circumstances to ensure that leaders are supported to address key issues for action and to improve the quality of education for all children and young people.
6. Close working partnerships will be fostered with all stakeholders to ensure that the vision outlined in the Kent Early Years, Primary and Secondary Strategies is consistently promoted and targets are met.
7. Professional development and training will be provided to over 25,000 school delegates, including increasing numbers and range of support staff roles in schools, alongside tailored/ bespoke training sessions for up to 600 governing bodies, with a full training programme for up to 9,000 governors
8. A training programme for staff in 740 settings will be delivered in localities and will reflect the needs of the settings. Training for childminders and care workers is also provided to meet their needs.
9. Headteachers, as joint leaders of the service, will play a central role in auditing local needs and compiling Local Children and Young People’s Plans. The priorities in the twenty three plans inform the focus of support programmes delivered by the Advisory Service.

The expertise of successful local practitioners will be commissioned, to deliver a range of professional development courses and workforce development training. This will support the improvement of leadership and governance, teaching and learning and to raise standards of achievement.

## LEAD ROLES

Key Corporate/Directorate Targets		
Plan	Name of Target in Full	Lead Officer
Lead on Local Area Agreement Outcome 1 (LPSA 1.3, 1.4) CYPP 10 (Actions 47 & 49)	<b>LAA Outcome 1:</b> To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school.	Jennie Landsberg
	<b>CYPP 10:</b> To promote the physical, emotional, social and intellectual development of young children so they flourish at home and at school.	JL
	<b>47)</b> Improve the quality of early years provision through training and support to pre schools, quality assurance, the development of Children’s Centres and integration of sure Start Local Programmes.	JL
	<b>49)</b> Improve early education outcomes for children through interventions over a 3-year period to enhance personal, social and emotional development and communication, language and literacy.	JL

<b>Key Corporate/Directorate Targets</b>		
<b>Plan</b>	<b>Name of Target in Full</b>	<b>Lead Officer</b>
Lead on Local Area Agreement Outcome 2 (LPSA 2.1, 2.2)/CYPP Priority 11 (Lead on actions: 50, 51, 52)	<p><b>LAA Outcome 2:</b> To significantly improve performance in literacy and numeracy in primary schools.</p> <p><b>CYPP Priority 11:</b> Significantly improve performance in primary schools</p> <p><b>50)</b> Implement the Quest project in 48 of Kent's largest Primary Schools to improve pupil performance in literacy and numeracy.</p> <p><b>51)</b> Maximise opportunities through the numeracy and literacy strategies to target underachievement.</p>	Principal Adviser Primary  Christine Davies  Keith Ransome
Support for Local Area Agreement Outcome 5 (LPSA 5) CYPP 12 (Action 56)	<p><b>LAA Outcome 5:</b> To increase attendance in primary schools.</p> <p><b>56)</b> Expand programmes on Emotional Intelligence, Including SEAL.</p>	Principal Adviser Primary
Lead on Local Area Agreement Outcome 6 (LPSA 6.1, 6.2, 6.3 & 6.4)	<b>LAA Outcome 6:</b> To increase the number of young people who have the skills and vocational qualifications achieved in year by pupils aged 14 to 18	Principal Adviser Secondary
Lead on Towards 2010 – Target 10	<b>T2010 Target 10</b> - Improve the quality of early years education by strengthening the links between pre-schools/nurseries and primary schools, thereby improving children's ability to learn when they enter primary school	Jennie Landsberg
Lead on Towards 2010 – Target 11	<b>T2010 Target 11:</b> Help and inspire all our children to do well, with a particular focus on ensuring that the results our seven and 11 year-olds achieve at Key Stage 1 and Key Stage 2 improve faster than the national rate	Principal Adviser Primary
Support for Towards 2010 – Target 22	<b>T2010 Target 22:</b> Establish a biennial Kent Youth Games and support Kent sports men and women to compete in the 2012 London Olympics and Paralympics	Danny O'Donovan
Support for Towards 2010 Target 47	<b>T2010 Target 47:</b> Create and launch initiatives that facilitate more competitive sport in schools, support after-school sports clubs and sponsor more inter-school competitions and holiday sports programmes	Danny O'Donovan
Support for CYPP Priority 2 (Action 7)	<p><b>CYPP Priority 2:</b> Improve Joint working between services and agencies to achieve the best outcomes for Children and Young People.</p> <p><b>7)</b> Build on the Kent Compact to strengthen the role of voluntary and community sector and faith groups and support them in the effective management of resources and delivery of preventative and early intervention services.</p>	Jennie Landsberg
Support for CYPP Priority 5	<b>CYPP Priority 5:</b> With partners ensure that services continue to be developed to improve and promote	



Key Corporate/Directorate Targets		
Plan	Name of Target in Full	Lead Officer
(Lead on action 20)	<p>healthy lifestyle outcomes for Children.</p> <p><b>20)</b> Implement a PSHE strategy to improve the delivery of PSHE and build resilience in children and young people to deal with stress, bullying, domestic violence and other pressures in their lives</p>	Allan Foster (supporting Health)
Support for CYPP Priority 13 (Lead on actions: 59, 60 & 62)	<p><b>CYPP Priority 13:</b> Transforming Secondary Education to develop creative and autonomous learners who have access to the best learning opportunities that suit their needs irrespective of background.</p> <p><b>59)</b> Support schools in developing personalised learning by offering a wide range of learning opportunities and teaching methodologies, including enhanced project based learning.</p> <p><b>60)</b> Implement the key strands of the national secondary strategy.</p> <p><b>62)</b> Enhance the school workforce to enable a breadth of learning opportunities and the widespread and effective use of technology</p>	<p>Don Garman/Peggy Harris</p> <p>Don Garman/Peggy Harris</p> <p>Carrir Beech</p>
Support for CYPP Priority 14 (Lead on actions 63, 64, 67, 68, 70 & 72)	<p><b>CYPP Priority 14: Ensure the effectiveness of provision for all children and young people.</b></p> <p><b>63)</b> Co-ordinate the development of a single cross phase strategy to improve literacy and numeracy skills</p> <p><b>64)</b> Develop an overarching action plan to narrow the attainment gap between boys and girls across all key stages</p> <p><b>67)</b> Increase the number of schools achieving floor targets in key stages 1 – 4</p> <p><b>68)</b> Enhance the ICT infrastructure and <b>embed in all curriculum areas</b></p> <p><b>70)</b> Improve the quality of leadership of schools within the schools and through collaborative arrangements</p> <p><b>72)</b> Improve the quality of strategic leadership of governors</p>	<p>Don Garman</p> <p>Don Garman/Peggy Harris</p> <p>Don Garman/Peggy Harris</p> <p>Helen Smith</p> <p>Peggy Harris</p> <p>Carrie Beech</p>
Support for CYPP Priority 15 (LAA 7) (Action 77)	<p><b>CYPP Priority 15 (LAA 7):</b> Improve participation and engagement by all children and young people and their families in youth, cultural and community activities.</p> <p><b>77)</b> Support Children and Young People to develop their potential by developing life skills, citizenship and spirituality and supporting their cultural and moral development.</p>	<p>Alan Foster</p> <p>Pamela Draycott</p>
Support for CYPP Priority 17 (LAA6) (Lead	<p><b>CYPP Priority 17 (LAA6):</b> Increase the number of young people who have the skills and vocational qualifications for work through implementation of the</p>	Principal Adviser Secondary

Key Corporate/Directorate Targets		
Plan	Name of Target in Full	Lead Officer
<p>on actions 90 &amp; 91)</p> <p>(Support for actions 81, 82 &amp; 87)</p>	<p>14-19 strategy.</p> <p><b>81)</b> Work with schools to develop curriculum models to support vocationally related qualifications at levels 1, 2 and 3 and beyond and support the development of communication and interpersonal skills for the workplace</p> <p><b>90)</b> Set targets focusing on vulnerable and excluded groups</p>	<p>Richard Wallis/Anthony Smith</p> <p>Don Garman</p>
<p>Support for CYPP 21 (LAA 3) (Actions 99 &amp; 101)</p>	<p><b>CYPP Priority 21 (LAA 3):</b> To improve the education of Looked After Children.</p> <p><b>99)</b> Implement the corporate action plan including the deployment of resources to better meet the needs of children, including prevention of out of county placements and <b>achieving improvements in educational standards for looked after children in line with LAA</b></p>	<p>Peggy Harris</p>
<p>Support for CYPP Priority 25 (Target 117 and 122)</p>	<p>CYPP P25</p> <p>117) Continue to monitor the educational progress of young people who are disabled or those with learning difficulties to ensure that specific and targeted support is commissioned for under achieving groups.</p> <p>122) Further develop and improve the co-ordination of multi-agency planning mechanisms to ensure support at all-important phases of transition</p>	<p>Diana Robinson</p>

# CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

## Children, Families and Educational Achievement

### Advisory Service Kent - Secondary

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
1,116.9	13.4	Curriculum support and widening opportunities- base	19.6	944.4	341.8		1,286.2	-160.0		1,126.2	CW
446.5	6.0	Senior secondary advisers	6.0	409.5	47.0		456.5	0.0		456.5	CW
159.7	0.0	14-19 - standards fund	0.0	0.0	0.0		0.0	0.0		0.0	MD
0.0	0.0	School intervention project - standards fund (ABG)	0.0	0.0	102.4		102.4	0.0		102.4	CW
1,496.4	19.0	Secondary strategy - standards fund (ABG and base)	19.0	1,345.1	159.4		1,504.5	0.0		1,504.5	CW
3,219.5	38.4	<b>Controllable Totals</b>	<b>44.6</b>	<b>2,699.0</b>	<b>650.6</b>	<b>0.0</b>	<b>3,349.6</b>	<b>-160.0</b>	<b>0.0</b>	<b>3,189.6</b>	
		<b>Memorandum Items</b>									
217.6		Central Overheads								34.3	
53.8		Directorate Overheads								55.9	
		Capital Charges									
3,490.9	38.4	<b>Total Cost of Unit</b>	<b>44.6</b>	<b>2,699.0</b>	<b>650.6</b>	<b>0.0</b>	<b>3,349.6</b>	<b>-160.0</b>	<b>0.0</b>	<b>3,279.8</b>	

# CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

## Children, Families and Educational Achievement

### Advisory Service Kent - Primary

2007-08			2008-09									
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member	
591.5	10.0	Primary ASTs	14.6	570.2	105.6		675.8	0.0		675.8	CW	
0.0	10.0	Quest - PRG	10.0	0.0	0.0		0.0	0.0		0.0	CW	
168.6	0.0	Primary strategy - base	3.0	193.3	0.0		193.3	0.0		193.3	CW	
1,702.1	27.0	Primary strategy - standards fund (ABG and base)	27.2	858.7	257.8		1,116.5	0.0		1,116.5	CW	
250.7	0.5	Primary languages - standards fund (ABG and Base)	0.5	101.7	24.0		125.7	0.0		125.7	CW	
170.0	6.0	Hands on support - standards fund (ABG)	4.0	151.0	24.0		175.0	0.0		175.0	CW	
325.2	3.0	ICT infrastructure and Whiteboard - standards fund (ABG)	4.8	249.0	51.2		300.2	0.0		300.2	CW	
235.0	2.0	Reading recovery - base	2.0	0.0	235.0		235.0	0.0		235.0	CW	
409.6	0.0	School intervention project - standards fund (ABG)	0.0	0.0	307.2		307.2	0.0		307.2	CW	
0.0	0.0	School improvement partners - standards fund (ABG)	0.2	232.5	194.9		427.4	0.0		427.4	CW	
0.0	0.0	Advisory headteachers (locums) - base	11.2	510.2	51.5		561.7	-150.0		411.7	CW	
0.0	0.0	School improvement advisers - base	10.0	618.4	37.1		655.5	0.0		655.5	CW	
3,852.7	58.5	<b>Controllable Totals</b>	<b>87.5</b>	<b>3,485.0</b>	<b>1,288.3</b>	<b>0.0</b>	<b>4,773.3</b>	<b>-150.0</b>	<b>0.0</b>	<b>4,623.3</b>		
		<b>Memorandum Items</b>										
260.4		Central Overheads								48.9		
64.4		Directorate Overheads								79.7		
		Capital Charges										
4,177.5	58.5	<b>Total Cost of Unit</b>	<b>87.5</b>	<b>3,485.0</b>	<b>1,288.3</b>	<b>0.0</b>	<b>4,773.3</b>	<b>-150.0</b>	<b>0.0</b>	<b>4,751.9</b>		

# CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

## Children, Families and Educational Achievement

### Advisory Service Kent - Early Years

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
2,174.0	0.0	Graduate Leader Fund - sure start grant	0.0	522.9	522.8		1,045.7	0.0		1,045.7	CW
0.0	2.0	West Kent treasure chest - sure start grant	2.0	40.0	25.0		65.0	0.0		65.0	CW
0.0	1.0	Childcare playbus - sure start grant	0.0	0.0	0.0		0.0	0.0		0.0	CW
0.0	4.0	Aylesham treasure chest - sure start grant	3.8	110.0	10.0		120.0	0.0		120.0	CW
1,392.3	14.0	Early years - sure start grant	9.2	716.3	654.9		1,371.2	0.0		1,371.2	CW
1,218.8	12.0	Early years training and quality team - base	16.3	557.8	1,253.6		1,811.4	-11.5		1,799.9	CW
1,053.2	6.0	Early years leadership and management team - base	19.1	1,029.4	79.4		1,108.8	0.0		1,108.8	CW
92.4	6.0	Out of school - sure start grant	1.4	106.0	153.0		259.0	0.0		259.0	CW
5,930.7	45.0	Controllable Totals	51.8	3,082.4	2,698.7	0.0	5,781.1	-11.5	0.0	5,769.6	
		Memorandum Items									
400.8		Central Overheads								59.2	
99.2		Directorate Overheads								96.5	
		Capital Charges									
6,430.7	45.0	Total Cost of Unit	51.8	3,082.4	2,698.7	0.0	5,781.1	-11.5	0.0	5,925.3	

# CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

## Children, Families and Educational Achievement

### Advisory Service Kent - Improvement Partnerships

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employ ee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditu re £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
361.1	3.0	Leadership advisers - base	9.0	334.9	51.0		385.9	0.0		385.9	CW
626.6	9.0	Secondary ASTs - base	6.2	545.6	94.1		639.7	0.0		639.7	CW
45.3	0.0	School based ASTs - standards fund (ABG)	0.0	0.0	45.3		45.3	0.0		45.3	CW
1,120.0	9.0	Secondary transformation - base	9.0	1,117.6	79.7		1,197.3	-1,197.3		0.0	CW
1,838.6	23.0	Primary excellence project - base	26.0	1,581.6	136.3		1,717.9	0.0		1,717.9	CW
0.0	0.0	Local Learning Networks	3.0	100.0	0.0		100.0	0.0		100.0	CW
0.0	0.0	Inclusion, achievement and gifted and talented - base	7.2	504.2	78.8		583.0	0.0		583.0	CW
0.0	0.0	Inclusion, achievement and gifted and talented - standards fund (ABG and base)	0.0	0.0	14.0		14.0	0.0		14.0	CW
3,991.6	44.0	<b>Controllable Totals</b>	60.4	4,183.9	499.2	0.0	4,683.1	-1,197.3	0.0	3,485.8	
		<b>Memorandum Items</b>									
269.8		Central Overheads								48.0	
66.7		Directorate Overheads								78.2	
		Capital Charges									
4,328.1	44.0	<b>Total Cost of Unit</b>	60.4	4,183.9	499.2	0.0	4,683.1	-1,197.3	0.0	3,612.0	

# CHILDREN FAMILIES & EDUCATION 2008/09 BUDGET

## Children, Families and Educational Achievement

### Advisory Service Kent - Professional Development

2007-08			2008-09								
Controllable Expenditure £000's	FTE	Activity	FTE	Employee Costs £000's	Running Costs £000's	Contracts & Projects £000's	Gross Expenditure £000's	External Income £000's	Internal Income £000's	Controllable Expenditure £000's	Cabinet Member
205.7	0.0	East Malling centre	2.9	82.6	135.9		218.5	-10.9		207.6	CW
60.0	4.6	Teaching assistants training and development Folkestone centre (inc. ABG)	2.1	98.0	42.0		140.0	-80.0		60.0	CW
73.6	1.0	Early professional development (+ TDA grant)	3.1	109.1	544.5		653.6	-580.0		73.6	CW
0.0	1.0	School workforce development - TDA grant	3.0	155.0	122.0		277.0	-277.0		0.0	CW
0.0	0.0	Higher level teaching assistants - TDA grant	1.0	40.0	415.0		455.0	-455.0		0.0	CW
0.0	0.0	Returning teachers - TDA grant	0.0	0.0	0.0		0.0	0.0		0.0	CW
0.0	0.0	Support work in Schools - TDA grant	0.0	0.0	129.1		129.1	-129.1		0.0	CW
955.1	9.0	Divisional management	12.4	838.6	95.2		933.8	0.0		933.8	CW
159.1	0.0	Curriculum development fund	0.0	18.1	62.0		80.1	0.0		80.1	CW
542.4	53.4	ASK business management	21.5	445.4	151.8		597.2	0.0		597.2	CW
40.0	1.0	Governor training	3.0	183.5	46.5		230.0	-190.0		40.0	CW
522.4	16.0	Training and development	9.0	598.6	371.5		970.1	-300.0		670.1	CW
1.4	0.0	Improving together network	1.0	35.4	66.0		101.4	-100.0		1.4	CW
0.0	0.6	Youth sports trust project - grant	1.0	38.5	101.5		140.0	-140.0		0.0	CW
0.0	0.0	Five acre wood centre	1.0	25.0	55.0		80.0	0.0		80.0	CW
0.0	0.0	Competitive sport in schools	0.0	30.0	120.0		150.0	0.0		150.0	CW
2,559.7	86.6	Controllable Totals	61.0	2,697.8	2,458.0	0.0	5,155.8	-2,262.0	0.0	2,893.8	
		Memorandum Items									
318.3		Central Overheads								52.8	
78.7		Directorate Overheads								86.1	
		Capital Charges									
2,956.7	86.6	Total Cost of Unit	61.0	2,697.8	2,458.0	0.0	5,155.8	-2,262.0	0.0	3,032.7	

## **CORE SERVICES AND FORECAST ACTIVITY LEVELS**

### **UNIT 1: EARLY YEARS AND CHILDCARE**

The Early Years and Childcare Unit supports 745 private, voluntary and independent settings, 70 maintained nursery providers, 20 Children's Centres, 250 out of school providers and all primary schools with Foundation Stage provision. The team is focused on improving quality of provision and outcomes for children, providing high quality advice, support, challenge. Training encompasses the statutory requirements of both education and care within the Early Years Foundation Stage which will be operational from September 2008.

Teams are organised in six areas, co-terminus with local learning networks. They link with primary teams in the delivery of joint projects such as the *Communication, Language and Literacy Development* project and training that is applicable for both foundation stage and key stage one practitioners.

Teams are engaged in the expansion of Children's Centre provision contributing to the recruitment of high quality qualified teachers and establishing effective systems for managing performance. They provide training and development opportunities for staff, focusing on improving quality and outcomes for all children, particularly for vulnerable groups.

#### **Early Childhood Education Advisory Staff**

Early Childhood Education Advisory staff work directly with private and voluntary early years settings and networked child minders to improve the quality of provision. They support the development of robust self-evaluation that focuses on the quality of learning and care, and on leadership, encouraging a climate of 'continuous self-improvement'. They support action planning in response to Ofsted inspection outcomes and provide training to address key issues arising from inspection. There is specific expertise available to support those working with children from 'Birth to Three' and there are strong links with Cluster based Early Years Advisory Teachers, Early Years SENCO's and Childcare development officers. A team of senior advisers manages the teams and provides expertise in a specific area e.g. 0-3, workforce development, leadership and management.

Training covers both education and care standards, some of which is delivered through a procurement process.

A further strand of work for this team is to develop the early years sector workforce increasing levels of qualifications and the proportion of graduates. The team works closely with Higher Education and Further Education provision in promoting qualification opportunities and Early Years Professional.

#### **1. Out of School Team (Extended Services)**

The team focuses on developing quality across 'Out of School' settings in respect of the National Standards for Daycare and Care for under 8's through advice, support and training responding to key issues identified through the Ofsted inspection cycle. They link closely with Extended Services Development Managers and cluster Childcare Development Officers focusing on the development of new provision and sustainability.

#### **2. Resource and Support teams**

The Early Years Team also includes the two small 'Treasure Chest' loan facilities for settings (including out of school provision) and schools. These resources have recently been re-focused to reflect key priorities within the Local Authority and offer resources for Foundation Stage and Key Stage One. The previous "playbus" has been refurbished as a training bus with ICT equipment and



provides mobile training facilitates across the country, easing access for pre-school practitioners.

### **3. Early Years Advisers**

These advisers are experienced Foundation Stage practitioners, with extensive curriculum knowledge and many have substantive leadership and management experience in schools and other provision e.g. Children's Centres. They support schools in the effective delivery of the foundation stage curriculum, challenging leadership teams to improve standards in the early years. They coach and train practitioners to improve the quality of teaching and learning to engage in action research. They publish a wide range of publications to exemplify effective early years curriculum and learning.

The team is currently working with Professor Ferre Laevers of Leuven University as part of the Leuven well-being project and the outcomes of this work are being shared both nationally and internationally. In addition they are working in partnership with National Primary Strategy team on developing an observational record of children's development from birth to the end of Foundation Stage.

The team monitors and moderates the Foundation Stage Profile and manages the Leading Early Years Teacher (LEYT) project that includes practitioners from schools, settings and childminders. They have recently received training to support targeted settings in their Cluster and to assist in promoting and developing cluster networks.

## PROJECTS, DEVELOPMENTS, KEY ACTIONS

Project/development/key actions	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates	
<b>1. Early Years</b>					
1.1	<b>Raise standards in care and education and increase achievement for all groups of pupils, particularly focusing on improving outcomes for vulnerable groups. (ECM 3, 5)</b>				
1.1.1	<p>Support and challenge schools, settings and out of school provision (an element of extended services provision) to improve quality and outcomes for all children.</p> <p>Provide professional advice and support for schools and settings to implement and review and evaluate planned actions and against improved outcomes for children and families.</p>	Jennie Landsberg	Towards 2010 - 10 LAA 1 CYPP Priority 10 LAA 4 LA FS targets	<ul style="list-style-type: none"> <li>• Young children’s attainment at 6 + in Foundation Stage Profile (FSP) in 2008 exceeds by 1% the 2007 results.</li> <li>• 2008 FSP data continues to close the gap between National and Kent performance in               <ul style="list-style-type: none"> <li>• emotional development</li> <li>• linking sounds to letters</li> <li>• reading</li> <li>• writing</li> </ul> </li> <li>• Statutory local authority targets aimed at reducing the gap in Foundation Stage Profile outcomes of the lowest 20% of pupils is reduced in line with 2008 targets set.</li> <li>• The gap between attainment in the PSA target areas (Swale, Gravesham and Dover) and all children in Kent in personal, social and emotional development reduces by 2% to 9.8%</li> <li>• Average points score in FSP for children increases by 4 points to 61.2 points</li> <li>• Settings with an allocated phase one setting improvement partners increase their ratings against the Early Childhood Environmental Rating Scale when reassessed.</li> <li>• The proportion of settings achieving good or better in their OfSTED improves by 5% on the previous year</li> </ul>	<p>July 2008</p> <p>March 2009</p> <p>June 2008</p>

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.1.2	Extend and further develop the setting improvement partner programme in line with phased implementation	Colleen Marin	Towards 2010 - 10 School and setting Improvement Strategy ASK Unit 4	<ul style="list-style-type: none"> <li>• A handbook is published that that incorporates key self-evaluative tools e.g. ECERS and exemplars of effective practice</li> <li>• Briefings for setting improvement partners are delivered 3 times a year and evaluations identify CPD needs of the team</li> <li>• Phase one SIP programme evaluated and impact of targeted actions are evidenced in notes of visit.</li> <li>• Sampling of notes of visit meet quality standards identified in handbook.</li> <li>• 100% of managers indicate through annual evaluation that their SIP support is good or better in assisting them to focus on priorities and improve outcomes for children.</li> <li>• Improvement in OfSTED outcomes continues and there is a 5% increase in settings achieving good or better.</li> </ul>	Sept 2008  On going July 2008 Termly  July 2008 March 2009
1.1.3	<p>Making A Big Difference (MABD) programme</p> <ul style="list-style-type: none"> <li>• Evaluate year one and the impact of key aspects of the programme</li> <li>• Identify a second group and prioritise for support</li> </ul>	Colleen Marin	Towards 2010 - 10 LS FS targets ASK Unit 2	<ul style="list-style-type: none"> <li>• Evaluation report on year one completed and identifies effective practice and case studies for developing early writing skills and using storybooks to support the development of children's emotional development.</li> <li>• Outcomes and recommendations from year one are shared with early years team and inform year</li> <li>• Tracking of pupils in year one cohort demonstrates progress in emotional development and writing.</li> </ul>	Aug 2008  July 2008

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.1.4	<p>Communication, Language and Literacy Development (CLLD) project</p> <ul style="list-style-type: none"> <li>Evaluate year two of project and impact of key actions</li> <li>Identify next cohort and prioitise for support</li> </ul>	Lorna Walter	<p>Towards 2010 - 10 LAA 1 CYPP 10 LAA 4 LA FS targets ASK Unit 2</p>	<ul style="list-style-type: none"> <li>In the target settings 95% of children are working confidently in level 1(the expected level) and records are passed onto schools as part of the Kent Record of Transfer.</li> <li>Boy's attainment in linking sounds to letters improves and the gap between girls and boys achievement is reduced compared with 2007 data.</li> </ul>	August 2008
1.1.5	Provide high quality commissioned support to schools causing concern	Colleen Marin	ASK unit 4	<ul style="list-style-type: none"> <li>Evaluation of support through monitoring of notes of visit, feedback from schools and Ofsted reports identify improvement against key issues for action.</li> </ul>	Termly
1.1.6	Ensure assessment of Early Years Foundation Stage Profile (EYFSP) is accurate.	Judy Venner	NAA action plan	<ul style="list-style-type: none"> <li>Introduce a grading system for schools that links the quality of evidence to the accuracy of the judgements</li> <li>Develop and deliver training in assessment informing next steps for learning and to make summative judgements for EYFSP</li> </ul>	<p>June 2008</p> <p>Sept 2008</p>
1.1.8	Provide a regional overview and quality assure work of team	Area leaders	School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>Shared criteria between Local Authority and schools / settings enables appropriate agreement of classification of level of support.</li> <li>Publish guidance on writing effective notes of visit that will apply to settings, out of schools provision and schools</li> <li>Disseminate and develop team understanding of the "decision tree" process – an analysis tool to assess and identify key priorities in settings causing concern.</li> </ul>	June 2008

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.1.9	Narrow the achievement gap for looked after children (LAC) and children with learning difficulties and disabilities (LDD)	Jennie Landsberg	Towards 2010 - 10 CYPP Priority 10 LAA 4 LA FS targets ASK Unit 2	<ul style="list-style-type: none"> <li>Foundation stage profile data for LAC is supplied to SIP's and progress is tracked into Key Stage 1 and their progress compared with expected levels of progress.</li> <li>Provide briefing for SIP's prior to target setting visit on interpreting and assisting headteachers in using FSP data especially in tracking vulnerable groups</li> </ul>	Sept 2008
1.1.10	Improve the quality of education and provision in Children's Centres by contributing to the performance management of the qualified teacher	Hilary Quincey	Towards 2010 - 10 CYPP priority 10, CYPP Priority 2 (action 2) School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>All teachers in Children Centres receive professional feedback on their role from a named linked adviser.</li> <li>Teachers in Children's Centres have professional development needs identified and performance management targets that are linked to improving children's outcomes</li> <li>Improvement in Children's Centres is evidenced through quality audits and OfSTED outcomes.</li> </ul>	Sept 2008 Dec 2008  March 2009
1.2	<b>Support and promote workforce development and improve the quality in settings and schools as well as improve the leadership and management in settings, schools and out of school provision ECM 3,5</b>				

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.2.1	<p>Early Childhood Environmental Rating Scale (ECERS) Audit tools</p> <ul style="list-style-type: none"> <li>• Setting leaders to undertake successive audits</li> <li>• Identify and provide training for “Gold Standard” Auditors within the Early Years team</li> <li>• Undertake a quality audit in out of School (part of the extended services provision)</li> </ul>	Colleen Marin	School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>• Training delivered for settings leaders on using ECERS as well as other data in developing action plans and tracking improvement in quality</li> <li>• Quality assurance of ECERS audits are undertaken .</li> <li>• All settings that have an allocated setting improvement partner have an action plan linked to ECERS audit of quality.</li> <li>• The audit of quality undertaken in all out of school provision provides data that supports the allocation of resources and identification of training needs</li> </ul>	<p>Summer 2008</p> <p>Sept 2008</p> <p>On-going Nov 2008</p>
1.2.2	<p>Kent Quality Mark</p> <ul style="list-style-type: none"> <li>• Evaluate pilot project and refine current materials</li> <li>• Target settings and market the scheme using data and quality audits.</li> </ul>	Sandi Balne	Towards 2010 - 10 School and setting Improvement Strategy Leadership strategy	<ul style="list-style-type: none"> <li>• Feedback from practitioners and team engaged in the pilot informs new materials and final format of Kent Quality Mark.</li> <li>• A “Gold Standard” ECERS Auditor validates improvement in quality prior to awarding of KQM.</li> <li>• Awards event held to recognise and acknowledge settings achieving Kent Quality Mark</li> <li>• 70 settings are accredited with KQM i.e. 10% of settings</li> </ul>	<p>On-going</p> <p>March 2009</p>
1.2.3	<p>Leadership Programme for settings and Children’s Centres</p> <ul style="list-style-type: none"> <li>• Evaluate pilot project and refine current materials</li> <li>• Target settings for next using data and quality audits</li> </ul>	Jane Nolan	Leadership strategy ASK unit 5	<ul style="list-style-type: none"> <li>• Materials that are part of programme are revised following evaluations and feedback of pilot project</li> <li>• Accredited training undertaken by further team members through an apprenticeship model i.e. shadowing an accredited trainer and being quality assured</li> <li>• A further 50 targeted settings are engaged in the programme and complete the 5 days programme</li> </ul>	<p>June 2008</p> <p>Sept 2008</p> <p>March 2009</p>

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.2.4	Develop the workforce in Children's Centres	Hilary Quincey	Towards 2010 - 10 CYPP priority 10 School and setting Improvement Strategy Commissioning and Operations divisions	<ul style="list-style-type: none"> <li>Performance management processes for teachers in Children's Centres identifies professional development needs</li> <li>Bespoke training / qualifications opportunities identified and delivered for all teachers in phase 1 and 2 Children's Centres</li> <li>Teachers in CC's are linked to the Early Years Forum providing them with opportunities to link with other colleagues in a similar role across Kent.</li> <li>Increase by 5% leaders in Children Centre who hold NPQICL</li> <li>Increase by 10% the percentage of staff in settings with at least level 3 qualification.</li> </ul>	July 2008  Ongoing  Sept 2008  March 2009
1.2.5	Provide training to improve use of Early Years Foundation Stage Profile information	Judy Venner	ASK Unit 2	<ul style="list-style-type: none"> <li>Provide training for the senior managers and practitioners on the EYFSP in schools</li> <li>Update Kent Exemplification materials for Mathematical Development</li> <li>Moderation team trained to ensure that Statutory FSP moderation is undertaken in line with requirements</li> <li>Training delivered for cluster based leading teachers with responsibilities for assessment for learning.</li> </ul>	Oct 2008  June 2008  Sept 2008
1.2.6	Provide advice, guidance and support for the workforce in gaining Early Years Professional Status and other relevant EY qualifications	Jane Nolan	Towards 2010 - 10 School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>Updates and information provided 3 times a year via newsletter on Early Years Professional status and Children's Workforce Development Council information</li> <li>Qualifications framework published identifying training providers and professional development routes.</li> <li>Increase of a 15 further full daycare settings with a leader with Early Years Professional status.</li> </ul>	Nov 2008

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.2.8.	Market, promote and track take-up of funding linked to qualification training and Graduate Leader Fund	Jane Nolan	Towards 2010 - 10 School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>• Increase of 140 practitioners working in PVI settings with a relevant NVQ level 3 qualification</li> <li>• Increase of 40 practitioners working in PVI settings with an NVQ level 4 and 5 or above qualifications</li> <li>• An increase of 15 practitioners working towards EYP status</li> </ul>	March 2009
1.3	<b>Increase partnership, collaborative working and help to build cluster capacity (ECM 1,2,4)</b>				
1.3.1	Identify, harness and utilise good practice at local children's services partnership level by extending role of leading early years team (LEYT) project	Area leaders	Towards 2010 - 10 CYPP priority 10 School and setting Improvement Strategy	<ul style="list-style-type: none"> <li>• Further LEYT practitioners are identified and accredited as required</li> <li>• Current LEYT team all quality assured to confirm status</li> <li>• Training and professional programme delivered</li> </ul>	On going Sept 2008
1.3.2	Identify and undertake case studies of settings where effective partnership with parents / carers is evident	Stella Nalini	Towards 2010 - 10 CYPP priority 10 Key action 31 LA FS targets	<ul style="list-style-type: none"> <li>• Guidance and case studies produced and disseminated to settings</li> </ul>	Sept 2008
1.3.3	Identify and support the needs within Local Learning Networks (LLN) using a range of data	Area leaders	ASK Unit 4 and 5	<ul style="list-style-type: none"> <li>• Training programmes and professional development delivered that support identified local priorities</li> </ul>	Sept 2008
1.3.4	Build on and further develop area team working focussing on improving outcomes for children	Area leaders	Operations unit	<ul style="list-style-type: none"> <li>• Area leads ensure that settings at risk are identified and action co-ordinated</li> <li>• Cluster liaison meetings identify and celebrate effective practice and inform allocation of resources.</li> </ul>	Sept 2008



Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.3.5	Leuven University:  Study visit for members with strategic responsibilities and practitioners undertaken in order to embed, further develop and extend the Leuven working with settings and schools	Colleen Marin	Leuven University  National PS FS team  CYPP Priority 2 (action 7)	<ul style="list-style-type: none"> <li>16 practitioners across Kent attend enhanced training with Professor Laevers and deepen their understanding and increase their application of the Leuven principles.</li> <li>Practitioners who have attended Leuven promote and support the Leuven work within their clusters and with identified linked settings.</li> <li>Training delivered during the visit on using the Leuven Scanning Technique</li> <li>Using the "Towards 2008" project guidance is produced by the team and practitioners in using Leuven scales of involvement for children from birth</li> </ul>	June 2008 Sept 2008 June 2008
1.3.6	Effective links with Higher Education & Further Education in validating accredited units of learning	Jane Nolan	FE and HE institutions Specialist Teaching Services  CYPP Priority 2 (action 7)	<ul style="list-style-type: none"> <li>Validation by Christchurch Canterbury University of the Leadership and Management programme continues and practitioners undertake extended work for 20 unit credit towards a Foundation Degree</li> <li>Validation by Special Educational Needs Joint Initiative for Training of a 20 credit programme towards a foundation degree is achieved and the first cohort begun extended course for special educational needs co-ordinators in settings.</li> </ul>	April 2008  Sept 2008
1.3.8	Extend links with Specialist Teaching Service (STS)	Debbie Lynch	STS service CYPP Priority 2 (action 7)	<ul style="list-style-type: none"> <li>EYFS Joint training is delivered in clusters</li> </ul>	Dec 2008
1.3.9	Extend links with operations	Area leaders	Operations division	<ul style="list-style-type: none"> <li>Guidance for Head teachers on effective transition into school developed and disseminated</li> </ul>	June 2008
1.3.10	National Assessment Agency (NAA)	Judy Venner	NAA and other LA's	<ul style="list-style-type: none"> <li>Contribution to inter-LA moderation activities ensure consistency of judgements in Kent</li> <li>Additional exemplification materials for EYFSP focussed on maths are disseminated to schools</li> </ul>	Sept 2008

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.3.11	Undertake Peter Elfer Project Supporting Children emotionally	Colleen Marin	Sheffield University CYPP Priority 2 (action 7)	<ul style="list-style-type: none"> <li>• Birth to three team complete training and develop materials for Kent which are then incorporated into the training programme for clusters.</li> </ul>	Jan 2009
1.3.12	Disseminate the effective practice and guidance from the Schemas project	Julie Simmons	LA FS targets PSA targets	<ul style="list-style-type: none"> <li>• Materials and resources disseminated</li> <li>• Training developed and added to cluster training menu</li> </ul>	July 2008
1.4.	<b>Capitalise on Promoting and Utilising Resources, CPD and Publications</b>				
1.4.1	Schemas	Julie Simmons	ASK Unit 4	<ul style="list-style-type: none"> <li>• Publication disseminated within Kent and beyond</li> </ul>	June 2008
1.4.2	Parents as partners in Effective Learning (PPEL) project	Stella Nalini	ASK Unit 4	<ul style="list-style-type: none"> <li>• Publication disseminated within team and to settings case study materials to support settings and practitioners reviewing and evaluating practice</li> </ul>	October 2008
1.4.3	To continue review of <ul style="list-style-type: none"> <li>• Treasure Chest resources and services</li> <li>• Training bus</li> </ul>	Julia Gouldson	CYPP priority 10 Towards 2010 - 10 ASK Unit 6	<ul style="list-style-type: none"> <li>• Development and costed plans in place</li> <li>• Treasure Chest membership has no vacancies</li> <li>• Evaluations and feedback from training bus are all good or better</li> <li>• Plans are developed and costed in conjunction with library services and Children Centres to use this resource to provide Children Centres with access to library services where there is not a local facility.</li> </ul>	June 2007 Nov 2008 Jan 2008
1.4.4	Produce guidance to track the development of children from birth and EYFS	Colleen Marin	Unit 4	<ul style="list-style-type: none"> <li>• Guidance produced and disseminated to team and settings</li> </ul>	Sept 2008
1.5	<b>Improve the Quality of Curriculum Provision (Well-being, extended schools, childcare)</b>				

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.5.1	<p>Ensure effective implementation of Early Years Foundation Stage (EYFS) across schools, settings and out of school provision</p> <p>Monitor National Child Minding Association (NCMA) in implementing EYFS in child minding provision linked to their contract for service delivery</p>	Judy Venner	<p>Early Years Outcomes Duties</p> <p>NCMA</p>	<p>Briefings and training delivered for</p> <ul style="list-style-type: none"> <li>• Teams across ASK and CFE</li> <li>• Training for Foundation Stage practitioners delivered</li> <li>• Quarterly monitoring reports from NCMA provide data of training delivered</li> </ul>	Sept 2008 onwards
1.5.2	Develop the role of the outdoor learning environment	Julia Gouldson	Operations Unit	<ul style="list-style-type: none"> <li>• Training and support resource materials developed focusing on key issues for actions following Norway visit (October 2007).</li> <li>• Training delivered at cluster level and evaluations identify and increase in practitioners understanding of using the outside environment to stimulate and extend children's learning.</li> <li>• Practitioners who attend the training develop clear policies and guidance that meet health and safety requirements for "external visits" and can undertake risk assessments effectively.</li> </ul>	<p>Sept 2008</p> <p>Jan 2009</p>

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.5.3	Improve the outcomes for children in care	Debbie Lynch	Health / social services Unit 4	<ul style="list-style-type: none"> <li>• Booklet for PVI settings and foster carers developed and disseminated.</li> <li>• Training developed and delivered for team and settings in areas where there are high levels of children in care</li> <li>• Evaluations from training identify an increased level of understanding supporting children in care and the role of the personal education plan in supporting individual children needs.</li> <li>• All 3 and 4 year old children in care and in settings have a current personal education plan which settings have contributed to.</li> </ul>	June 2008 Nov 2009  Feb 2009
1.5.4	Infant and Toddler Rating Scale (ITERS )	Birth to three lead	Improvement Strategy	<ul style="list-style-type: none"> <li>• Audit in settings with children birth to two as per programme completed</li> <li>• Evaluation report identifies strengths and areas for development for individual settings and across Kent.</li> <li>• ITERS reports inform the risk assessment of a setting and allocation of support.</li> </ul>	June 2008 October 2008
1.5.5	Parents as Partners in Early Learning Project (PPEL)	Colleen Marin	Children centres	<ul style="list-style-type: none"> <li>• Key messages and effective practice disseminated to EY teams and settings</li> <li>• Guidance and case studies of effective practice published</li> <li>• Pen Green training undertaken in target clusters</li> <li>• All Children's Centres in the phase one project can demonstrate and identify increased participation and engagement of parents with the setting.</li> </ul>	July 2008 onwards Oct 2008

Project/development/key actions		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2008/09	Target dates
1.5.6	Healthy school initiative	Karen Hamilton	Healthy Schools team	<ul style="list-style-type: none"> <li>• An action plan towards implementing this initiative in settings is developed</li> <li>• Settings are identified for pilot project and trial materials providing feedback to the team.</li> <li>• Settings in the project can demonstrate improvements at snack time and providing opportunities for exercise during a session.</li> </ul>	July 2008
1.5.7	Review training brochure provided for schools and settings in light of feedback from schools and settings	Sue Ogilvie	ASK unit 2 and 4	<ul style="list-style-type: none"> <li>• A menu of training provided for clusters that can be commissioned and delivered locally – a total of 3 sessions per year</li> <li>• An increase in cluster working between settings is evident and links between cluster and Kent priorities are supported</li> </ul>	Sept 2008 Mar 2009
1.5.8	Deliver training to improve implementation of Welfare Requirements in settings	Sue Ogilvie	Unit 4	<ul style="list-style-type: none"> <li>• Training delivered in target areas and improvements in welfare requirements are evidenced through notes of visit.</li> </ul>	July 2008

## UNIT 2: PRIMARY CORE SERVICES AND FORECAST ACTIVITY LEVELS

The Primary Unit supports and challenges schools and clusters of schools to develop leadership and management at all levels, to improve the quality of learning and curriculum provision, in order to raise standards and achievement for all primary school children. The teams support the implementation of key programmes and initiatives of the Primary National Strategy and Kent Primary Strategy, working alongside teams within the Commissioning division (Behaviour Support, Specialist Teaching Service and Educational Psychology Service).

The primary teams adopt a holistic approach to Workforce Development, harnessing the capacity of excellent practitioners and collaborative networks to narrow achievement gaps between the performance of different groups of children while seeking to achieve best value.

Targeted use of the Intervention Fund supports schools facing particularly challenging circumstances, including those in Ofsted Categories following inspection. Primary teams provide commissioned bespoke support to meet needs identified by schools working with their School Improvement Partners. Monitoring and evaluation of the impact of support is addressed through reports to Members Monitoring Group, the Primary Challenge Board and to the Divisional Management Team.

### 1. Primary Strategy Team (School Development Grant funded)

Consultants implement the Primary National Strategy and provide targeted support to individual schools to achieve floor targets and to raise standards, particularly in English and mathematics. In partnership with other teams, consultants seek to improve learning through several major initiatives including the *Intensive Support Programme (ISP)*, *Ensuring Success (ES)*, the *Kent Primary Leadership Programme* and the moderation and audit arrangements relating to end of Key Stage assessment. They lead the LA response to the *Rose Report* on reading, including the implementation of the *Every Child a Reader* programme and the *Communication, Language and Literacy Development Programme (CLLD)*.

A comprehensive continuous professional development (CPD) training programme is provided to support the implementation of the *Renewed Frameworks for Literacy and Numeracy*. The Primary Excellence Headteachers, Early Years Consultants and Advisers and School Improvement Partners work with the Primary Strategy Team to provide these major drivers to raise primary standards. An important outcome through these is for consultants to help schools develop an environment that is emotionally literate, promotes positive behaviour, improves attendance and provides a curriculum that meets the needs of all learners.

The Primary Strategy Team also provides:

- Cluster based training and support for whole school curriculum development
- Support and assessment for schools working towards achieving the Basic Skills Quality Mark
- The recruitment, training and deployment of Kent's leading literacy and mathematics teachers
- Support to other teams in all aspects of the National Primary Strategies
- Support the introduction of Leading Teachers for Inclusion programme
- Training in the teaching of early reading working in partnership with the Early Years team
- Support to schools at points of transition between phases of education., working in partnership with Early Years and Secondary Consultants and Advisers

## **2. Primary QUEST and Advanced Skills Teacher Team**

The QUEST Project Team of Advanced Skills Teachers (ASTs) was established for a 3 year period to March 2008, to deliver the LPSA target in July 2008, which has a specific focus in 48 of the largest primary schools. ASTs operate as learning coaches, using effective pupil tracking and creative focused teaching approaches. They seek to engage and inspire teachers and pupils, to drive up standards and to achieve LAA Target 2, which relates to the improvement of literacy and numeracy.

ASTs support the professional development of staff in schools in challenging circumstances. They use peer coaching, mentoring and modelling to improve skills and provide a rich curriculum embracing the five outcomes for children, promoting ICT across the curriculum. The team supports Key Stage 1 moderation, contributes to Continuing Professional Development (CPD) and encourages collaborative learning through the local learning networks and website to share good practice.

These teams work in partnership with the Primary Strategy Team and the Primary Excellence Teams to raise standards and achievement in schools facing challenging circumstances.

## **3. Primary ICT Team (School Development Grant funded)**

The ICT Team supports schools in raising standards through the effective delivery of ICT as a subject, and developing e-learning across the curriculum. Activities are closely aligned to the National Primary Strategy "Embedding ICT" priority and to the Kent ICT Strategy.

The team advises schools on appropriate expenditure of schools grants for ICT, and undertakes monitoring and evaluation of impact on standards. Hands on Support Project consultants work closely with clusters, lead teachers and local teacher networks to support the delivery of ICT training in primary and secondary schools.

## **4. Primary School Improvement**

The Primary School Improvement team support primary schools facing significant challenges, and provide a high level of focused intervention in order to build the school's own capacity to sustain improvement. They focus on schools in challenging local circumstances, those identified during Ofsted inspections as failing to provide satisfactory education and those failing to ensure that all pupils make expected levels of progress.

School Improvement Advisers play an important role in coaching, supporting and advising headteacher SIPs, recently serving headteacher SIPs and consultant SIPs before and after accreditation. School Improvement Advisers also provide mentoring and quality assurance for groups of SIPs within their designated local area.

A team of 12 Advisory (Locum) headteachers are deployed into schools facing challenging circumstances usually where it has not been possible for the governing body to appoint or to make suitable short term arrangements when long term absence occurs.

## PROJECTS, DEVELOPMENTS, KEY ACTIONS

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
2. Primary					
<b>2.1 Sustain and increase the rate of improvement in standards and achievement for all groups of children at Key Stages 1 and 2 (ECM 3,5)</b>					
2.1.1	Support schools to set challenging, yet realistic targets for 2010	Principal Adviser Primary	BV40 BV41 Towards 2010 target 11 LAA 2 Outcome 2 Kent Primary Strategy Action Plan 28,29,33,47 CYPP 50, 52, 51,63,64,67, 101	<ul style="list-style-type: none"> <li>All schools set targets at FFT D for 2010</li> </ul>	Dec 2008
2.1.2	Support schools to review the targets set for 2009	Principal Adviser Primary	BV40 BV41 Towards 2010 target 11 LAA 2 Outcome 2 Kent Primary Strategy Action Plan 28,29,33,47 CYPP 50, 51, 52, 63,64,67, 101	<ul style="list-style-type: none"> <li>All schools set targets towards FFT D for 2009</li> </ul>	April 2008
2.1.	Provide professional advice and	Principal	BV40	<ul style="list-style-type: none"> <li>Increase the proportion of schools achieving and</li> </ul>	Aug



Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
3	support for schools to achieve or exceed their agreed targets	Adviser Primary	BV41 Towards 2010 target 11 LAA 2 Outcome 2 Kent Primary Strategy Action Plan 28,29,33,47 CYPP 50, 51, 52, 63,64,67, 101	exceeding their aspirational targets for level 4 at Key Stage 2 from 37% in mathematics to 42% and from 63% in English to 68%.	2008
2.1.4	Complete the Quest project in 48 large primary schools identified in LAA Target 2 to raise attainment at Key Stage 2 in English and mathematics level 4+	Chris Davies	LAA 2 Outcome 2 CYPP 50, 51, 52,64,67 BV40 BV41 Towards 2010 Target 11	<ul style="list-style-type: none"> <li>LAA 2 outcome 2 final aggregated target of 68% for level 4+ in English and 65% for mathematics is met in the 48 largest primary schools in 2008</li> </ul>	Aug 2008
2.1.5	Provide support to improve the achievement of the most vulnerable children	Keith Ransom	BV40 BV41 CYPP 51, 63, 64,67,118,123	<ul style="list-style-type: none"> <li>Improved performance in reading at Key stage 1 level 2+ from 82% to 84%. and at Key Stage 2 level 4 +from 82% to 84%</li> <li>Reduce the gender gap at Key Stage 2 in reading at level 4+ from 7% to 5%</li> <li>Reduce the gender gap at Key Stage 2 in writing at level 4+ from 15% to 13%</li> </ul>	Aug 2008
2.1.6	Further develop the Reading Recovery Programme in 53 schools	Julie Welman		<ul style="list-style-type: none"> <li>Targeted children in schools and engaged in Reading Recovery show accelerated rates of progress</li> </ul>	August 2009
2.1.7	Further develop the Communication, Language and	Cath Birt		<ul style="list-style-type: none"> <li>Targeted children in schools and settings show accelerated rates of progress</li> </ul>	August 2009



Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	progress of schools in each patch and secure resources to meet targets.	Rosemary Ferguson Area 3 – Julia Power Area 4 – Keith Ransom Area 5 – Diana Robinson Area 6 – Sheila Wilding		<ul style="list-style-type: none"> <li>• Early alerts provided for scc and suitable intervention secured.</li> </ul>	
2.1.12	Engage schools in a differentiated programme of support to raise attainment in Science	Alan Foster	BV40 BV41 CYPP 51, 63, 64, 67	<ul style="list-style-type: none"> <li>• Increase the number of schools achieving floor targets in Science from 40 to 30</li> <li>• Tracking of children identifies that schools are on track to achieve 2008 targets</li> </ul>	Aug 2008
2.1.13	Work in partnership with schools to embed ICT within the curriculum	Helen Smith/ Heidi Barton	Kent Primary Strategy Action Plan 45. LAA 2 outcome 2 CYPP 50, 51, 52, 64,67,68	<ul style="list-style-type: none"> <li>• Subject leaders have a good understanding of the role of ICT in enhancing teaching and learning to achieve improved outcomes for children</li> <li>• All schools embed ICT within their subject planning</li> </ul>	March 2009
<b>2.2</b>	<b>Improve the quality of leadership and management through workforce development (ECM 3,5)</b>				
2.2.1	Further develop the implementation of the <i>Renewed Frameworks for literacy and numeracy</i> in primary schools through a multi-layered programme of training including	Keith Ransom	BV 40 BV 41 CYPP 51, 52, 64, 67 ASK Unit 4.4	<ul style="list-style-type: none"> <li>• Schools have effective monitoring and tracking procedures to achieve predicted pupil outcomes, as evidenced through SIP Notes of Visit, target setting and data collection</li> <li>• Schools are using the literacy and numeracy frameworks to maximise learning opportunities for all children</li> </ul>	Dec 2008 March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	the Assessing Pupil Progress (APP) pilot				
2.2.2	Further support and develop the role of subject leaders for literacy and numeracy and science	Keith Ransom	CYPP 70 ASK Unit 5.1	<ul style="list-style-type: none"> <li>Subject leaders have an accurate knowledge of strengths and weaknesses of subjects and contribute to the SEF to improve outcomes for children with more children working at age related expectations</li> </ul>	March 2009
2.2.3	Further develop the role of leading teachers in clusters	Keith Ransom	CYPP 70 ASK Unit 5.1	<ul style="list-style-type: none"> <li>Each cluster has leading teachers for literacy and numeracy</li> </ul>	March 2009
2.2.4	Encourage more schools to make use of the Becta self-review framework to evaluate their ICT provision	Helen Smith Heidi Barton	Kent Primary Strategy Action Plan 45	<ul style="list-style-type: none"> <li>All school leaders make accurate judgements about the strengths and weaknesses of ICT provision and use this information to inform school improvement planning</li> </ul>	March 2009
2.2.5	Work in partnership with Local Learning Networks to support schools in achieving the ICT Mark	Helen Smith/ Heidi Barton	Kent Primary Strategy Action Plan 45	<ul style="list-style-type: none"> <li>All schools demonstrate good practice in embedding ICT across the whole school</li> <li>20 schools achieve the ICT Mark</li> </ul>	March 2009
2.2.6	Provide training and guidance for schools to implement the Primary National Strategy Inclusion Development Programme	Chris Berry		<ul style="list-style-type: none"> <li>There is evidence of strengthened confidence and expertise of mainstream staff in ensuring the progress and achievement of pupils with Special Education Needs (SEN)</li> <li>Schools make appropriate use of intervention programmes to improve the residuals for vulnerable groups of children</li> </ul>	March 2009
<b>2.3</b>	<b>Evaluate the effectiveness of the commissioning process to achieve maximum impact on children's learning.(ECM 3,5)</b>				
2.3.1	SIPs review and commission support required in the light of school self-evaluation and pupil achievement	Principal Adviser Primary	LAA 2 Outcome 2 BV40 BV41 CYPP 50,51,52, 63,64,67,101 Towards 2010 Target 11 Kent Primary Strategy	<ul style="list-style-type: none"> <li>Every intensive and substantial support school has a plan in place agreed with headteachers and governors</li> </ul>	Sept 2008

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
			28,29,33,47		
2.3.2	Work with schools to develop individual work plans linked to the SEF/School Improvement Plan	Keith Ransom	LAA 2 Outcome 2 CYPP 50,51,52,63,64,67,101 Towards 2010 Target Kent Primary Strategy 28,29,33,47	<ul style="list-style-type: none"> <li>All schools with commissioned support have a plan which incorporates ASK actions and is targeted at raising standards, quality of provision and/or leadership and management.</li> <li>Impact of support is evaluated against agreed success criteria and areas for improvement in ASK support are identified</li> </ul>	Sept 2008
<b>2.4</b>	<b>Provide early intervention to support and improve the performance of vulnerable schools (ECM 1,2,3,5)</b>				
2.4.1	Undertake the Annual Review of criteria for classifying support for category for schools in consultation with Clusters	Principal Adviser Primary		<ul style="list-style-type: none"> <li>Accurate classification by schools informs school action and deployment of ASK resources</li> </ul>	Sept 2008
2.4.2	Further develop the Local Authority system to identify schools potentially at risk to incorporate all children's services and implement a preventative strategy.	Principal Adviser Primary		<ul style="list-style-type: none"> <li>The alert system ensures that all schools have timely intervention which reduces the percentage of schools issued with a Notice to Improve or deemed to require Special Measures</li> </ul>	Sept 2008
<b>2.5</b>	<b>Develop a more personalised curriculum which meets the needs of all children, allows flexibility for individuals and reflects national developments (ECM 3)</b>				
2.5.1	Work with key partners to develop a more personalised curriculum	Allan Foster	Kent Primary Strategy 33, 45, 46, 48 49	<ul style="list-style-type: none"> <li>Develop cluster based curriculum co-development networks that support locally led curriculum design and change</li> <li>Accelerated improvement in outcomes for children in schools using TASC strategies to promote learning (i.e. projects involving collaboration with and between schools e.g. Royal Opera House project; Cultural Olympiad; Creativity within the curriculum, pupil voice)</li> </ul>	March 2009
2.5.	Provide guidance and advice to	Chris	Kent Primary	<ul style="list-style-type: none"> <li>2 schools in the pilot programme for BSF receive</li> </ul>	March

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
2	a pilot programme for BSF in primary schools	Davies	Strategy 45 CYPP 69	guidance and support to develop innovative approaches to learning to maximise learning outcomes for children	2009
2.5.3	Further develop effective transition and induction arrangements between key stages	Simon Molony + LCSPs	Primary Strategy  CYPP 21 (101)	<ul style="list-style-type: none"> <li>Curriculum enables pupils to build upon prior learning from one key stage to the next</li> <li>Schools are supported to develop appropriate induction arrangements and curriculum models to support the differing needs of children</li> <li>18 out of 23 clusters engage in transition projects</li> </ul>	April 2009
2.5.4	Provide professional advice and support for schools to establish effective e-safety policies and procedures	Heidi Barton		<ul style="list-style-type: none"> <li>100% of schools have an up to date e-safety policy in place</li> <li>Teachers and children adopt safe practices when using ICT and know how to report abuse</li> </ul>	March 2009
2.5.5	Support schools to personalise learning and meet the DCSF requirement for every pupil to have a personal on-line learning space	Heidi Barton	Kent Primary Strategy Action Plan 45	<ul style="list-style-type: none"> <li>An increased proportion of teachers and children have access to secure online communication and collaboration tools anytime, anywhere</li> </ul>	March 2009
<b>2.6</b>	<b>Further develop the national School Improvement Partner (SIP) programme for Primary and special schools and further develop quality assurance of the secondary programme (ECM 3,5)</b>				
2.6.1	Secure full accreditation of all Kent SIPs	Rosemary Ferguson/ Diana Robinson	Towards 2010 Target 11 ASK Strategic Units – All	<ul style="list-style-type: none"> <li>Conditions of grant fully met</li> <li>All primary schools have a School Improvement Partner who has achieved the national SIP accreditation</li> </ul>	Sept 2008
2.6.2	Implement local SIP quality assurance processes and performance management  Develop a performance management policy for SIPs	Rosemary Ferguson/ Diana Robinson		<ul style="list-style-type: none"> <li>SIPs follow consistently the agreed protocols for planning, on-site work and reporting within agreed timescales</li> <li>Positive evaluations are received by headteachers and setting managers of the impact of their SIP</li> <li>QA systems link with Capita Quality Standards Framework</li> <li>NOV meet quality standards and are returned to schools and circulated within CFE within deadlines</li> </ul>	March 2009  Sept 2008

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
				<ul style="list-style-type: none"> <li>Shadowing and support is available for SIPs to develop greater challenge in the role</li> <li>Optional workshops are designed to meet the individual needs of SIPS</li> </ul>	
2.6.4	Develop a policy for brokering support to schools including a Directory of services	Diana Robinson		<ul style="list-style-type: none"> <li>SIPs and school leaders will be clear about the SIP role in brokering support</li> <li>An on line directory of services in relation to the key areas of need in relation to school improvement is developed</li> </ul>	Oct 2008

## **UNIT 3: SECONDARY CORE SERVICES AND FORECAST ACTIVITY LEVELS**

The unit works with schools and clusters to further improve provision and outcomes for all secondary pupils in Kent. The main aim is to raise standards and achievement through the development of leadership and management at all levels, improving the quality of curriculum provision and the quality of learning and teaching. The teams support the implementation of key programmes and initiatives in both the National Secondary Strategy and Kent Secondary Strategy. Support is tailored to school needs through the development of an individual support plan and intervention fund supports schools in challenging circumstances, including any that may be placed in OFSTED categories following inspection.

The teams have well-established links with clusters, Area Education Officers (AEO), vocational advisers, the Behaviour Support Team, Specialist Teaching Service, Educational Psychology Service, the Learning and Skills Council, Connexions, Further and Higher Education Partners and the Specialist Schools and Academies Trust. Monitoring and impact of support is achieved through reports to Members, the Secondary Challenge Board and the Divisional Management Team of the Advisory Service Kent.

### **1. Senior Secondary Advisers**

The team of six senior secondary advisers (CSSA) works with key partners to support the implementation of the Kent Secondary Strategy, the National Secondary Strategy and national improvement initiatives. They co-ordinate the implementation of the 14-19 Learner Action Plan working with headteachers, further education and higher education partners, the Learning and Skills Council, Kent Works and work-based learning providers, Connexions and directorate teams. SSAs work closely with the Secondary Transformation Team to support the development of secondary education across the county, including Building Schools for the Future.

Each adviser, linking closely with Area Education Officers and clusters, maintains an overview within one of the six networks. Collectively they monitor all secondary phase developments across the county, including transformational initiatives and Specialist School networks. They work with AEOs with regard to any changes to secondary organisation in an area, including amalgamations and federations of schools, and support Clusters in the development of secondary initiatives. SSAs act as lead officers and professional advisers in the appointment of secondary headteachers. The team closely monitors the standards achieved by schools and the progress made by pupils to secure effective support arrangements to deliver Single Support Plans. SSAs are School Improvement Partners (SIPs) to individual schools, monitor the work of other SIPs in their patch and also have a range of lead county responsibilities for secondary education.

### **2. Secondary National Strategy Consultants (School Development Grant Funded)**

This team provides support to clusters, schools, departments and individual teachers to implement the Secondary National Strategy. Consultants support schools to ensure that all young people enjoy and achieve well, improving attainment at key stages 3 and 4 and at post-16 through the development of functional skills. The work of consultants is focussed mainly on the core subjects including ICT but also focuses on the whole curriculum by supporting approaches to literacy, ICT, assessment for learning, development of teaching and learning through coaching and aspects of curriculum delivery such as project-based learning. An important outcome through these is for consultants to help schools develop an environment that is emotionally literate, promotes positive behaviour, improves attendance and provides a curriculum that meets the needs of all learners.



## **Curriculum Advisers and Teacher Advisers**

Curriculum Advisers and Teacher Advisers provide strategic leadership and development in the full range of subjects, implementing curriculum related national and local initiatives in order to raise achievement and develop a rich, purposeful, connected and exciting curriculum.

They provide advice to primary and secondary subject leaders and teachers; monitoring and challenging schools, particularly those identified as under-performing. They help to build capacity by identifying and disseminating effective practice across the Local Authority, through leading departments and teachers, secondary school-based ASTs, the development of Specialist Schools, good practice, websites and by facilitating conferences, CPD events, cluster focus groups and local networks. Funding from the School Intervention Grant supports specific projects. The team links with other partners via the Secondary Transformation Team to support curriculum development through Building Schools for the Future, including the establishment of a curriculum vision which incorporates best practice in the use of new technologies.

Advisers and Teacher Advisers provide coaching and mentoring support to develop staff skills. The systematic use of pupil tracking, assessment for learning and the use of ICT through subjects are promoted to support personalised learning. Music Advisers also work with clusters to support and develop lead music teachers to ensure that the Wider Opportunities funding, which supports pupils in Key Stage 2 to develop musical skills, is used effectively.

## PROJECTS, DEVELOPMENTS, KEY ACTIONS

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
3. Secondary					
3.1 Sustain and increase the rate of improvement in standards at Key Stages 3, 4 and 5 (ECM 3,5)					
3.1.1	Support schools to set challenging, yet realistic targets for 2010 for the end of Key Stage 3, 4 and 5.	Principal Adviser Secondary	KCC Annual Plan CYPP 14 (67)	<ul style="list-style-type: none"> <li>• 2010 School targets are set within FFT D estimates</li> </ul>	Dec 2008
3.1.2	To enables schools to reach agreed targets in 2009	Principal Adviser Secondary	LPSA2 (6) KCC Annual Plan CYPP 14 (67) SIP 14-19 Learner Strategy ASK Unit 5	<ul style="list-style-type: none"> <li>• Number of schools meeting FFT D predictions at Key Stage 3 and 4 to increase -               <ul style="list-style-type: none"> <li>• Level 5 English rising from 17 in 2007 to 30 schools</li> <li>• Level 5 mathematics rising from 15 in 2007 to 30 schools</li> <li>• Level 5 science rising from 25 in 2007 to 45 schools</li> <li>• 5 A*-C at GCSE rising from 61 in 2007 to 68 schools</li> <li>• 5 A*-C including English and mathematics to rise from 40 in 2007 to 50 schools</li> <li>• All schools to meet national floor targets of 30% for 5 A*-C at G.C.S.E</li> </ul> </li> </ul>	July 2009
3.1.3	Challenge provided to schools to achieve the secondary phase statutory targets	Principal Adviser Secondary	LPSA2 (6) KCC Annual Plan CYPP 14 (67) SIP 14-19 Learner Strategy ASK Unit 5	<ul style="list-style-type: none"> <li>• LA Performance Targets achieved               <ul style="list-style-type: none"> <li>• Level 5 English and mathematics - 74%</li> <li>• Level 5 science - 78%</li> <li>• 2 levels of progress in KS3 English - 40%</li> <li>• 2 levels of progress in KS3 mathematics - 64%</li> <li>• 5 A*-C including English and mathematics - 56%</li> <li>• 2 level of progress in Key Stage 4 English - 60%</li> <li>• 2 levels of progress in KS4 mathematics - 35%</li> </ul> </li> <li>• Notes of Visit indicate where AfL is having a positive</li> </ul>	July 2009

Project/development/key action	Account-able Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
			impact on progress towards targets <ul style="list-style-type: none"> <li>Post 16 Value Added Data shows over 70% of schools are performing at least as expected in key measures</li> </ul>	
3.1.4	Reduce the variation in performance within and between schools with a specific focus on raising attainment in English and mathematics and narrowing the gap between the performance of different groups of pupils e.g. <ul style="list-style-type: none"> <li>Further extend the Study Plus programme (intervention programme targeted to raise Ds to Cs in English and maths at GCSE)</li> <li>Individual projects devised by advisers and consultants</li> </ul>	John Allen KCC Annual Plan CYPP 14 (63/64) National Strategies Standards Fund 2007/08 Grant 108 – support for underperforming pupils/raising standards in core subjects Key Stage 4 Study Plus ASK Units 4 and 5	<ul style="list-style-type: none"> <li>Accelerated rate of improvement at 5 A*-C including English and mathematics to reach LA target of 56%</li> <li>Increase in the percentage of students gaining level 2 functional qualifications in English and mathematics from 50.7% in 2007 to 58%</li> <li>Increase in percentage of students gaining level 1 functional qualifications in English and mathematics from 93.5% in 2007 to 95%</li> <li>Narrow the gap between the performance between Looked After Children and all students at 5 A*-C by at least 5% from 2007</li> <li>Increase in the number of Gifted and talented pupils making expected or better progress based on prior attainment by a minimum of 10% compared with 2007</li> </ul>	July 2009
<b>3.2</b>	<b>Further develop robust self-evaluation procedures in all schools (ECM 3,4,5)</b>			
3.2.1	SIPs review content of school SEFs and evidence for judgements	Julia Scannell	<ul style="list-style-type: none"> <li>All schools have a SEF in place and there is ongoing evaluation by SIPs</li> <li>All SEFs provide an accurate assessment of the school - leadership and management, the quality of teaching and learning, standards and the future achievement of individuals and cohorts and shows how the views of stakeholders have been acted on</li> </ul>	End of terms 2, 4 and 6 2009  Ongoing

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
				<ul style="list-style-type: none"> <li>Where school judgements on SEF are agreed by SIP at least 90% are upheld in inspection</li> </ul>	
3.2.2	Self assessment takes account of stakeholder views	Principal Adviser Secondary	Towards 2010	<ul style="list-style-type: none"> <li>Self Evaluation draws on the views of stakeholders and these are taken into account when planning future developments</li> <li>All SIP notes of visit highlight clear evidence for judgements in individual school SEFs</li> <li>Self-evaluation identifies appropriate areas for future development which will have a positive impact upon the provision for, and achievement of, pupils and are clearly embedded in the school improvement plan</li> </ul>	End of terms 2, 4 and 6 2009
3.2.3	Robust tracking systems inform Assessment for Learning and guide appropriate interventions for specific groups and individuals	John Allen		<ul style="list-style-type: none"> <li>All schools classified as requiring intensive or substantial support have effective monitoring and tracking procedures for estimating pupil outcomes at all key stages</li> <li>Sample of notes of visit from consultants show support provided for schools includes the development of AFL at classroom level</li> <li>Where estimates show that pupils are falling behind targets, SIP ensure schools implement appropriate interventions</li> </ul>	Ongoing March 2009
<b>3.3</b>	<b>Provide support, and intervene if necessary, to improve vulnerable schools (ECM 1,2,3,5)</b>				
3.3.1	CFE Risk Assessment regularly updated to classify category of support for all schools	Principal Adviser Secondary	Improvement strategy for schools and settings	<ul style="list-style-type: none"> <li>Shared criteria between LA and schools enables appropriate agreement of category of support for individual schools – intensive, substantial, general, capacity to offer outreach support</li> </ul>	Ongoing
3.3.2	Develop and trial a leadership team training product that enables a school to demonstrate a secure	Pippa Doran		<ul style="list-style-type: none"> <li>Leadership teams in schools where standards are below national expectations and where achievement is good or better have a robust evidence base for student progress</li> </ul>	March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	evidence base for student progress			<ul style="list-style-type: none"> <li>Improved section 3 of SEFs with judgements on standards and achievement based on secure analysis and evidence</li> <li>Leaders are secure in their evidence to challenge Ofsted hypotheses of under achievement</li> <li>Increase number of schools with high cva and low standards achieving outstanding judgement for overall effectiveness</li> </ul>	
<b>3.4</b>	<b>Evaluate and improve the process of allocating support for schools and its impact (ECM 3,5)</b>				
3.4.1	Implement local quality assurance process for consultant School Improvement Partners (SIP)	Julia Scannell	ASK Unit 5	<ul style="list-style-type: none"> <li>SIPs consistently follow the protocols for planning, on-site work and reporting within agreed timescales</li> <li>Positive evaluations are received by headteachers and setting managers of the impact of their SIP in at least 90% of sample</li> <li>System established to ensure that every SIP has a performance management review of their work</li> <li>QA systems link with Capita Quality Standards Framework</li> <li>NOV meet quality standards and are returned to schools and circulated within CFE within deadlines</li> </ul>	Ongoing
3.4.2	Explore and make recommendations on the use of a secure password protected section for SIPs on the Advisory Service Kent webpage	Diana Robinson, Nigel Blackburn Tracy Benn		<ul style="list-style-type: none"> <li>All SIPs will have easy on-line 24-7 access to information on their schools through a secure site</li> </ul>	March 2009
<b>3.5</b>	<b>Establish an appropriate curriculum within and between schools which provides experiences that are personalised, creative, reflects local and national developments and is relevant to the 21<sup>st</sup> century (ECM 1,2,3,4,5)</b>				
3.5.1	Develop new curriculum models 11-19 to include ECM outcomes and further develop	Allan Foster	KCC Annual Plan, CYPP 13 (59/	<ul style="list-style-type: none"> <li>School curriculum models reflect the range of flexibilities available while meeting the requirements of National Curriculum programmes of study</li> </ul>	Ongoing

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	effective transition from Key Stage 2		60), 14 (68/69), 17 (81/86) Kent Secondary Strategy Towards 2010 LPSA 2 (6) SIP National Strategies Standards Fund 2007/08 (Grant 108 – support for underperforming pupils) ASK Units 2 and 5	<ul style="list-style-type: none"> <li>School curriculum models contain a range of appropriate academic and vocational courses</li> <li>Developed curriculum models incorporate the principals of personalised learning e.g. New technologies (ICT), AfL, student voice and disseminate effective practice</li> <li>BSF projects provide education for an area which encourage collaboration between schools and provide appropriate pathways for all learners in the area</li> </ul>	
3.5.2	Plan for the implementation of the new Key Stage 3 Curriculum from September 2008	Allan Foster	CYPP 13 (59/60), 14 (68/69) National Strategies Standards Fund 2007/08 (Grant 108 – support for underperforming pupils) ASK Unit 4	<ul style="list-style-type: none"> <li>All schools provided with access to CPD and resources to support whole school curriculum design and development</li> <li>All schools are supported through CPD and individual advice to develop an appropriate curriculum matched to the needs of their learners</li> <li>Staff supported in developing schemes of work to deliver new courses/curriculum models</li> <li>AfL principles and procedures are integrated within schemes of work</li> <li>Retaining and developing teachers to deliver curriculum reforms</li> <li>Role of support staff developed</li> </ul>	July 2008 then ongoing
3.5.3	Work with Key Partners to:	Jennie	KCC Annual	<ul style="list-style-type: none"> <li>Schools, clusters and networks (including 14-19 Planning</li> </ul>	Ongoing

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
<ul style="list-style-type: none"> <li>• assist 14-19 planning forums to develop curriculum models for areas</li> <li>• enable consortia/planning forums to achieve the gateway standards for Information, Advice and Guidance, employer engagement, collaboration and staffing</li> <li>• support consortia and individual schools in the implementation of new 14-19 curriculum</li> </ul>	Thomas	Plan, LAA Outcome 6, CYPP 13 (59/60), 14 (68/69), 17 (81) Kent Secondary Strategy Towards 2010 LPSA 2 (6) SIP National Strategies Standards Fund 2007/08 (Grant 108 – support for underperforming pupils)	Forums) are implementing curriculum change to meet learner need more effectively, evidenced through learner voice and quantitative outcomes/results <ul style="list-style-type: none"> <li>• Effective QA systems for external/collaborative provision are further revised and in use across providers.</li> <li>• Local 14-19 Planning Forums further develop action plans towards 2013 to allow access to a wide range of courses for students of all abilities at different institutions in an area</li> <li>• Reduce number of 16-18 year olds not in education, employment or training to below 2008 target of 5.13%</li> <li>• Curriculum enables the development of key learning skills</li> <li>• Consortia successfully achieve Gateway criteria for introduction of new specialised diplomas phased appropriately for the needs and capacity of the area</li> </ul>	Nov 2009 Ongoing

Project/development/key action	Account-able Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
3.5.4	<p>Implementation of the PSHE Strategy through</p> <ul style="list-style-type: none"> <li>• Improved collaboration with other agencies to support schools with PSHE provision</li> <li>• Joint Professional Development delivered to Teachers and School / Community Nurses.</li> </ul> <p>Extend number of schools involved in Social and Emotional Aspects of Learning framework for secondary schools (SEAL)</p>	Allan Foster	<p>KCYPP 5 (20) APA4 Supporting Independence Programme ASK Unit 4</p>	<ul style="list-style-type: none"> <li>• An increased number of schools provide an appropriate, planned programme for PSHE that addresses the requirements of the non-statutory frameworks evidenced through CPD take up, teachers achieving PSHE certification and Notes of Visit</li> <li>• PSHE provision builds resilience in children and young people to deal with stress, bullying, domestic violence and other pressures in their lives – to be monitored through SIP reporting, feedback from teachers and students, and Ofsted reporting.</li> <li>• Student survey indicates progress towards KCC healthy lifestyles targets for CYPP: <ul style="list-style-type: none"> <li>- All children receive at least 2 hours of high quality PE/Sport per week.</li> <li>- Positive children’s views.</li> <li>- Targets for schools engagement in Healthy Schools achieved.</li> </ul> </li> <li>• PSHE Teaching Certification CPD recruitment targets are met</li> <li>• PSHE Nurses Certification CPD recruitment targets are met</li> <li>• Pilot group of 25 schools implement Secondary SEAL programme</li> <li>• Additional schools supported through localities by lead pilot schools</li> <li>• Initial evaluation and feedback shared with clusters &amp; Local Learning Networks in order to build local capacity</li> </ul>	Ongoing



Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
3.5.4	Working in collaboration with Kent Healthy Schools to enable schools to achieve Healthy Schools status			<ul style="list-style-type: none"> <li>• CFE supports Healthy Schools programme in engagement with 'hard to reach' targeted secondary schools</li> <li>• Additional capacity provided, working collaboratively with other agencies, to support schools in achieving Healthy Schools status</li> <li>• Kent targets for Healthy Schools status to engage all schools into the programme are met</li> </ul>	
3.5.5	<p>Schools are supported to implement new Kent Agreed Syllabus (KAS) for Religious Education through:</p> <ul style="list-style-type: none"> <li>• An implementation programme for all schools to provide guidance and support in use of new KAS</li> </ul> <p>SACRE undertaking a monitoring role to support KAS implementation</p>	Pamela Draycott		<ul style="list-style-type: none"> <li>• Effective training / Implementation programme for schools – measured by majority of evaluations as 'good or better'.</li> <li>• All schools aware of new requirements</li> <li>• Appropriate schemes of work in place to meet new guidelines</li> <li>• Ofsted inspections, SIP feedback and school SEFs indicate widespread use of KAS – less than 10% report that schools are not using the Kent Agreed Syllabus</li> </ul>	Ongoing

## **UNIT 4; PROFESSIONAL DEVELOPMENT CORE SERVICES AND FORECAST ACTIVITY LEVELS**

This unit is responsible for co-ordinating, commissioning and delivering a comprehensive range of professional development opportunities within Children's Services for settings, schools and clusters. Working with networks, including Training and Specialist Schools and local learning groups, professional development is designed to deliver key priorities within the major plans in order to meet targets such as Local Public Service Agreements and priorities in both the Kent and Local Children and Young People's Plans.

The work of this unit is closely aligned to the development of Local Learning Networks and plans to deliver professional development through local partnerships linked to local needs. Increasingly professional development will be available for Children's Services staff and multi-agency partners. This work will inform the development of a single CFE CPD programme and framework.

The programme is available for all staff in 453 primary schools, 94 secondary schools, 3 middle schools, 7 academies and 24 special schools. The early years programme is available for practitioners in 70 maintained, and 740 private, voluntary and independent settings and ensures that national requirements are met to develop the early year's workforce, through training and accreditation pathways. The *Improving Together Network* is a programme planned in partnership with Clusters and is designed to meet local needs and to inform and update schools on local and national priorities.

Ensuring high quality leadership of schools and settings is a key priority and this is supported through training and development, with aspects delivered in collaboration with key partners, including the National College for School Leadership and the Specialist Schools and Academies Trust. Training and development for Governors is also a key strand of leadership development and a regionalised and Cluster based programme is available for all 8500 Governors.

A growing area of provision is the professional development of support staff in schools, which for Kent is an increasing workforce of around 14,000 people with up to 30 different job roles in Kent schools, including learning mentors, therapists, teaching assistants, sports coaches, office and site staff. Grant funding enables some targeted development and accreditation opportunities with key targets for delivery.

A wide range of development courses are provided or commissioned to meet aspects and key stages of the national curriculum, the National and Kent Primary and Secondary Strategies. In the last year ASK has delivered over 3000 professional development opportunities to schools and settings, which participants have evaluated over 90% good or outstanding.

### **Workforce Development:**

Working with the support of a Schools Workforce Development Steering Group and linked to the Children's Workforce Strategy, the primary purpose of this area of work is to ensure a high quality workforce in all of our schools. The Training Development Agency (TDA) has set key priorities relating to the implementation of the statutory remodelling agreements. The new Performance Management arrangements for headteachers and teachers has been implemented in the last year with over 90% of schools taking part in the initial training and with over 60% of schools taking advantage of additional training and development opportunities for staff. There will be a continuing focus on headteacher and teacher Performance Management to ensure compliance with the national requirements. The development of the wider workforce, including teaching assistants, midday supervisors and other support staff in schools, is key to raising standards. There is a

programme of accredited and developmental courses to support statutory requirements and high quality teaching and learning, including accreditation routes such as the Higher Level Teaching Assistant status, and NVQs for Support Work in Schools. With an increasing diversity of staff roles and increasing numbers of support staff in schools a review of all professional development needs and the current programme will be undertaken in 2008-9.

### **Early Professional Development:**

Kent achieved national Ofsted accreditation in 2006 and was re-inspected in 2007 meeting all requirements of the Employment Based Initial Teacher Training standards. The Graduate and Overseas Training Programme within ASK is fully recruited. To attract high calibre career entrants into our teaching force in Kent, we work closely with Higher Education Providers and give a full range of targeted support to all Newly Qualified Teachers working with schools and clusters. ASK also leads on the support for colleagues who intend to return to teaching after a career break.

### **Governor Development**

This small team is responsible for co-ordinating the professional development & training for 8,000 governors across the county. The Governor Development Adviser works closely with the School Governance Unit and with Leadership Advisers to support and challenge, as well as develop the role of Governors.

### **Administration, Finance and Professional Development and Training Team:**

Provides the administration and organisation of school staff development and training for 12,000 teachers and 14,000 support staff and training for 8,500 governors, in liaison with Clusters, schools and settings. The team has also taken on the responsibility for the organisation and administration of Continuing Professional Development for staff in over 740 pre-school/early years settings and for 1800 networked childminders, and the training for over 670 Out of Hours Settings, offering childcare for children and young people. The administration of the CAF (Common Assessment Framework) and increasing opportunities for multi-agency training will be supported through this team.

## PROJECTS, DEVELOPMENTS, KEY ACTIONS

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
<b>4. Professional Development</b>					
<b>4.1 Secure the development of locality based Continuing Professional Development for the whole school workforce</b>					
4.1.1	Ensure that the CPD programme is linked to the development of Local Learning Networks and to a local needs audit of priorities to improve the quality of leadership and management, teaching and learning.	Carrie Beech	Cluster Plans and Local CYPP ASK Unit 5	<ul style="list-style-type: none"> <li>• Evaluation of CPD shows high levels of take up and high quality provision with 90% of courses judged to be good or better.</li> <li>• Sample range of CPD followed up in order to establish impact on improving the quality of learning and achievement through quality assurance strategies.</li> <li>• CPD linked to audit of local needs and to Cluster Plans and Local CYPP and linked to CFE Single CPD Framework.</li> <li>• CPD delivered through LLNs</li> </ul>	March 2009
4.1.2	Widen the scope and range of professional development opportunities (e.g. action research projects, accreditation pathways) to ensure high quality developmental learning and to build local capacity.	Carrie Beech	Cluster Plans ASK Unit 5 ASK Unit 1	<ul style="list-style-type: none"> <li>• Accreditation pathways established in partnership with other providers</li> <li>• Support Staff take up of places available for accreditation, 75% of available places taken up.</li> <li>• Links established into post graduate credits working with Higher Education partners, linked to Leadership development programmes.</li> </ul>	March 2009
4.1.3	Ensure the CPD programme delivers high quality CPD opportunities and is able to respond to new or additional funding streams in order to meet grant requirements, and is flexible enough to meet local priorities.	Carrie Beech	Cluster Plans and Local CYPP ASK Units 1,2,3	<ul style="list-style-type: none"> <li>• The CPD plan for ASK published to settings, schools and clusters for the academic year 2008/9 and clearly signposts other opportunities across CFE and links to LLN developments</li> <li>• CPD is planned to meet needs and delivered to target audiences evidenced through take up and evaluations</li> <li>• Marketing of CPD evaluated and is effective in targeting audiences and matching needs to delivery</li> <li>• Quality assurance framework in place and strategies implemented to ensure high quality CPD which is able to impact on raising standards</li> </ul>	July 2008  March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
4.1.4	Work with all CFE units that deliver CPD to settings, schools and clusters to finalise the audit of current provision and implement a strategic framework for a single CFE CPD offer that meets the needs of the Local Children's Services Partnerships and increasingly serves the needs of multi-agency partners.	Carrie Beech	CFE Directorate all CPD plans	<ul style="list-style-type: none"> <li>Strategic Group for CFE CPD produced a clear audit of current provision and an action plan for implementing the single CPD offer</li> <li>A CFE Single CPD Programme is consulted on with all stakeholders and published</li> <li>Plans in place to move towards an ICT solution for CPD with resource implications identified and agreed to enable easy access to a search and book facility</li> <li>Children's workforce able to access a single programme for CPD to ensure a coherent approach to workforce development</li> </ul>	<p>May 2008</p> <p>June 2008</p> <p>March 2009</p> <p>March 2009</p>
<b>4.2</b>	<b>Improve the Quality of Professional Development and Training for Governance</b>				
4.2.1	Ensure the strategic leadership capacity of governing bodies is strengthened to enable them to challenge and develop leadership and management and inform school and governing body self evaluation	Sue Duckworth	CYPP14 action 73 School Governance Unit BP	<ul style="list-style-type: none"> <li>Promote and develop Governing Body Self Review enabling increased effective strategic leadership (evidenced through a measurable increase in the percentage of good or better Ofsted judgements for leadership in schools).</li> <li>Refine and improve the range of bespoke training sessions delivered to whole governing bodies, groups of schools and clusters in order to increase the strategic capacity of governing bodies. Increased take up of bespoke training from 30% to 35%.</li> </ul>	March 2009
4.2.2	Develop a commissioned approach from clusters for governor professional development and training, particularly linked to building capacity for the Local Children's Services Partnerships	Sue Duckworth	CYPP14 action 73 ASK Unit 5 Operations BP	<ul style="list-style-type: none"> <li>A working partnership with Local Learning Networks and Clusters enables a commissioned approach across Kent for governor professional development &amp; training in order to build leadership capacity.</li> <li>Governing bodies work proactively with the Kent Governor Association to commission governor professional development and training in order to address governing body and cluster training needs.</li> </ul>	March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
4.2.3	Governors will act as champions for vulnerable groups identified in their communities to ensure that all children and young people have access to high quality educational opportunities locally thereby promoting community cohesion	Sue Duckworth	School Governance Unit BP	<ul style="list-style-type: none"> <li>All training programmes include provision for vulnerable groups as identified in the Education and Inspection Act 2006 and include specific training on how this will be reflected in School Improvement Plans, evidenced through training materials and course evaluations</li> <li>Governors as key stakeholders are able to inform the SEF and contribute to community cohesion.</li> <li>Increased take up of training by governors for safeguarding and vulnerable groups</li> </ul>	March 2009
4.2.4	Working in partnership with the Leadership Team support schools in challenging circumstances by delivering high quality governor professional development and training to improve relationships between Governing Bodies and Headteachers in order to raise standards.	Sue Duckworth	ASK Unit 2,3,5	<ul style="list-style-type: none"> <li>School strategic leadership and governance improved and governors developing a clear understanding of their strategic roles and responsibilities demonstrating an increased competency in order to contribute to whole school improvement, raising standards and achievement.</li> <li>Ofsted inspection reports show improved percentage of good or better judgements for leadership and governance</li> </ul>	March 2009
4.2.5	Identify risk assessment criteria for governing bodies to inform the improvement strategy for schools and settings	Sue Duckworth, Principal Adviser Primary, Principal Adviser Secondary	Operations Business Plan	<ul style="list-style-type: none"> <li>The risk assessment of schools informed by the assessment of the governing body</li> <li>Governing bodies at risk of being judged inadequate targeted for additional support</li> <li>Greater evidence available for officers who challenge ineffective governing bodies</li> </ul>	Dec 2008
<b>4.3</b>	<b>Ensure high quality Early Professional Development</b>				
4.3.1	Provide high quality employment based initial teacher training for primary	Beth Mackay		<ul style="list-style-type: none"> <li>Graduate Teacher Programme (GTP) taught course delivered to TDA requirements through ASK teams</li> <li>Professional tutor team drawn from school staff offered</li> </ul>	March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	and secondary phases in Kent schools, and particularly in shortage secondary subjects			CPD opportunities and strengthening school mentor support and training <ul style="list-style-type: none"> <li>• Subject support increased through partnership with CCCU and ASK curriculum team</li> </ul>	
4.3.2	Develop and quality assure a county wide robust system of support and monitoring for Newly Qualified Teachers (NQT) and the school staff supporting them through the Induction period working with LLNs and Local Children's Services Partnerships	Beth Mackay	ASK Units 2,3,5	<ul style="list-style-type: none"> <li>• Induction tutor handbook and training and the NQT portfolio reviewed and further developed</li> <li>• Electronic monitoring system adapted, extended and refined to provide accurate information and quality assurance</li> <li>• Primary and secondary programmes for NQT, strengthened through the PEP team, LLNs and in partnership with the Training schools</li> <li>• Systematic support provided for NQTs experiencing difficulties.</li> </ul>	Sept 2008
4.3.3	Initiate and develop a programme of guidance for schools in supporting and coaching teachers in years two and three of their career development	Beth Mackay		<ul style="list-style-type: none"> <li>• Extended remit for NQT steering group targets. Yeachers in Years 2 and 3 of their careers and becomes the Early Professional Development (EPD) Steering Group, to ensure high quality support for teachers in their first three years of teaching</li> <li>• Masters credits programme developed with CCCU (Canterbury Christ Church University) linked to new entrants joining the profession with masters level credits</li> <li>• Leadership course developed for all phases building on Early Years accreditation model and building leadership capacity for Kent schools</li> </ul>	March 2009
4.3.4	Provide a programme of support for teachers returning to the classroom, particularly in secondary shortage subjects	Beth Mackay		<ul style="list-style-type: none"> <li>• A Minimum of two cross-phase courses delivered and evaluated as good or better</li> <li>• Returning teachers supported in gaining posts in Kent schools</li> </ul>	March 2009
4.4	<b>Develop and Implement a whole school Workforce Strategy for Kent</b>				
4.4.1	With partners develop a whole school workforce development	Caroline Pitt	Extended Schools Team	<ul style="list-style-type: none"> <li>• The School Workforce Development Strategy is linked to the wider Kent Children's Workforce Development</li> </ul>	March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	strategy which fits with the wider Children's Workforce Strategy		BP ASK Units 1,2,3,5 CYPP 13 action 63	<p>Strategy so that coherent plans are in place to develop and support the whole school workforce</p> <ul style="list-style-type: none"> <li>The link between developing the whole school workforce and school/settings improvement is clearly articulated and understood by all school/settings staff</li> <li>The strategies make a clear link to the impact of the extended services agenda on raising standards</li> </ul>	
4.4.2	Ensure the whole school workforce has access to high quality training and information about Performance Management. Monitor the implementation of the regulations for Performance Management.	Caroline Pitt	ASK Units 2,3	<ul style="list-style-type: none"> <li>All Kent schools implementing Performance Management regulations effectively so that it is an integral part of school improvement and links with an entitlement to high quality CPD opportunities</li> <li>All schools compliant with regulations within DCSF reporting requirements</li> </ul>	March 2009
4.4.3	Ensure that the professional development programme takes into account the needs of the growing whole school workforce, particularly in the light of the developing Local Children's Services Partnerships	Caroline Pitt	LCYPP ASK Unit 5 CYPP 13 action 63	<ul style="list-style-type: none"> <li>Accreditation and development pathways for all support staff are clearly published to schools, clusters and LLNs</li> <li>The support staff development programme is revised to ensure a coherent programme linked to a range of provision across CFE and other providers</li> <li>The support staff development programme is closely linked to training needs analysis in liaison with LLNs</li> <li>The CPD leaders network provides support and challenge around the needs of the whole workforce</li> </ul>	March 2009  Sept 2008
4.4.4	Engage with the Training and Development Agency (TDA) to ensure Kent remains at the cutting edge of WFD initiatives	Caroline Pitt	Extended Schools BP	<ul style="list-style-type: none"> <li>Successful completion of TDA projects around "change-capable" schools and dedicated headship time, case studies published to all Kent schools</li> <li>Regional dissemination of both TDA projects</li> <li>Kent is able to demonstrate how it meets and sustains</li> </ul>	March 2009



Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
			the national remodelling agreements		
<b>4.5 Develop high quality CPD innovation and share good practice</b>					
4.5.1	Produce a range of case study materials and publications exemplifying good practice in curriculum design and development for publication within and beyond the county and on the website	Carrie Beech	ASK Units 1,2,3,4,5	<ul style="list-style-type: none"> <li>• Publications programme in place in order to begin to generate income through sales within and beyond the county.</li> <li>• The ASK website is developed as a high quality resource for teachers and staff in schools and settings.</li> </ul>	March 2009
4.5.2	County Conference programme in place with an opportunity to work with nationally and internationally renowned speakers and facilitators to disseminate good practice.	Allan Foster	ASK Units 1,2,3,4,5,	<ul style="list-style-type: none"> <li>• Conferences show case good practice and act as catalysts for development and innovation, demonstrated through case studies and the generation of resources.</li> </ul>	March 2009
4.5.3	Work with partners to enrich the CPD programme through <ul style="list-style-type: none"> <li>• sign posting other provision</li> <li>• putting in place a training the trainers programme to ensure consistently high quality provision of CPD</li> <li>• ensuring quality assurance processes are in place to evaluate the impact of CPD</li> </ul>	Carrie Beech	CYPP 13 (62)	<ul style="list-style-type: none"> <li>• Range of providers contribute to the CPD programme</li> <li>• A training the trainers programme is in place to ensure high quality presentation skills</li> <li>• An evaluation strategy is in place to assess the impact of the CPD programme</li> <li>• A procurement process is in place to secure the contribution of other providers where appropriate in order to enrich the CPD offer and build capacity</li> </ul>	March 2009
4.5.4	TDA (Training Development Agency) National Priorities bid successful for developing CPD leadership networks. Lead and manage the CPD leadership networks project working with	Carrie Beech	ASK Unit 5	<ul style="list-style-type: none"> <li>• Ensure grant requirements for reporting and accountability are fully met.</li> <li>• CPD Leaders within local networks ensure that schools plan for high quality professional development opportunities</li> </ul>	Dec 2008  June 2008

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	LLNs and Training Schools in Kent.			<ul style="list-style-type: none"> <li>Case study and resource materials produced that can be shared with other schools</li> </ul>	March 2009
4.5.5	Review and update the Index of Achievement modules of enterprise and work related learning and creativity and culture	Peggy Harris	CYPP	<ul style="list-style-type: none"> <li>Schools develop a secure evidence base to recognise the achievements in the 5 areas of the index (Enterprise and Work Related Learning, Working with the Community, Creativity and Culture, Wellbeing, Physical Education and Sport)</li> <li>Schools use the index of achievement to streamline the process for populating the SEF and informing improvement planning</li> </ul>	March 2009
4.5.6	With partners, develop and embed a commissioning strategy between Specialist Schools including training schools, and LLNs / LCSP	Jonathan Gershon	Kent Secondary Strategy	<ul style="list-style-type: none"> <li>A commissioning strategy is implemented that ensures specialist school outreach is targeted on need has been agreed and enables LLNs to access Specialist School support</li> </ul>	March 2009

## **UNIT 5: IMPROVEMENT PARTNERSHIPS CORE SERVICES AND FORECAST ACTIVITY LEVELS**

The Improvement Partnerships Unit will further develop connections and build capacity within partnership with the leaders of schools, settings, clusters and both statutory and voluntary agencies. The focus will be to secure the quality of education and well-being for our children, young people and their families through collaboration between professionals who share the responsibility for improving a wide range of outcomes for children and young people in Kent. The unit provides support and challenge to assure the quality of teaching and learning; curriculum provision; support, care and guidance; leadership and management across extended services and learning networks.

Key priorities include:

- Further developing the six area based Local Learning Networks to facilitate effective multi-agency Continuing Professional Development ,
- To ensure that the focus of continuing professional development (CPD) meets the locally identified needs of Cluster staff
- Developing Advisory Services to align more closely with Local Learning Networks, Cluster and the establishment of Local Children's Services Partnerships
- Harnessing the expertise of leading teachers and departments, Advanced Skills Teachers (ASTs), Specialist and Training Schools networks, further and higher education, business, industry and other partners.
- Support networks of professionals engaging in learning projects, curriculum development and action research including personalisation of learning; project based learning; transforming the school environment through Building Schools for the Future (BSF); 14 – 19 and vocational educational opportunities.

The teams within the Improvement Partnerships Unit work across Advisory Service Kent and contribute to the School Improvement Partners programme and the leadership and management development programmes at both primary and secondary phases.

### **Primary Excellence Project**

Experienced primary headteachers are seconded to the Advisory Service for up to two years. From September 2008 they will be locally based and line managed by the Local Children's Service Partnership Managers. During this initial period the LCSP Managers will be supported by the Senior Primary Adviser for Improvement Partnerships to secure a smooth transition. The team's core responsibility is to support school improvement across all areas of the Every Child Matters agenda through a coaching and mentoring model. They work alongside school based headteachers to support the transformation of leadership in individual schools and at Cluster level. Each member of the team will work closely within one Local Children's Service Partnership to identify using data and local knowledge priorities for the Cluster, facilitate and commission improvement and evaluate outcomes.

The team jointly delivers and monitors several key programmes including the Kent Primary Leadership Programme. The team supports the professional development of Newly Qualified Teachers and deputy headteachers within their clusters. They also take particular responsibility for a number of schools in the SIP Programme and promote the development of collaborative learning and professional development through Local Learning Networks. PEP headteachers support the exchange of good practice between schools and improvement networks within clusters.

The secondment of primary headteachers to ASK provides opportunities for teachers and deputies to step up into the positions of Acting Headteacher or Acting Deputy and these school based colleagues are fully supported through tailored development programmes. This dimension of the project aids succession planning for the county by developing the skills and knowledge of future leaders. Primary Excellence Headteachers benefit from accelerated professional development, which seconded headteachers take back into their schools at the end of the project period.

## **Primary Leadership**

Primary Leadership Advisers bring together the many different aspects of leadership development for Kent primary schools through the Kent Leadership Strategy, which is a priority for the authority. This includes supporting governing bodies in appointing headteachers and deputy headteachers and organising induction programmes for new appointments. Leadership Advisers support aspiring school leaders in preparing for new roles and responsibilities through a range of training programmes, and offer guidance and challenge to existing leadership teams to promote school improvement. They also work as SIPs and co-ordinate opportunities for collaborative leadership projects and leadership of learning

## **Inclusion and Achievement Team**

Advisers act as SIPs for special schools, pupil referral units and some primary schools, and lead on the review and development of specialist provision in special schools and resourced mainstream provision with other agencies/teams within the authority. They contribute to statutory duties including the statutory assessment within the SEN Framework and at Key Stage 1; and advising schools, parents and officers on the requirements of disability legislation. Advisers work with clusters, schools, parents and officers to remove barriers to achievement and participation for vulnerable and gifted and talented children/young people. They contribute to the development of school leaders and governors, including the appointment of headteachers. They support staff to improve their skills and develop training and management tools which focus on the improvement of the quality of the curriculum, teaching and assessment, as well as, a self-evaluation tool. They provide strategic direction, guidance and support to schools on issues relating to the achievement of vulnerable groups.

## **Secondary Transformation Team**

The team of experienced secondary headteachers provides a wide range of professional advice, working alongside advisory staff and officers across the Children, Families and Education Directorate.

They provide major input into the transformation of secondary education with particular involvement in:

- supporting headteachers to develop new curriculum offers, within a shared locality vision
- planning for each phase of Building Schools for the Future programme
- transforming leadership through professional development opportunities for leaders of learning at all levels
- supporting school leaders to develop fully inclusive, creative approaches to personalised learning for pupils, that incorporate twin track academic and vocational curriculum with flexible stages of learning and a range of pathways which secure a firm destination in further/higher education or employment or into a year 14 gap year
- the development of federations of schools and federated arrangements post 16
- the development of training opportunities for leadership of communities and academies and executive headship of federated schools
- facilitating networks of specialist schools to provide countywide subject leadership and

- professional development
- developing models of financial effectiveness for school improvement
- supporting schools to enhance the well-being and engagement of all pupils through the organisation of learning and pastoral arrangements
- the further development of school workforce to implement secondary reforms, to develop teacher effective behaviours, to fast track potential leaders and to secure succession planning at all levels

## **Secondary Advanced Skills Teachers**

The team ensures that teachers and schools are supported to improve the quality of teaching and learning. They coach, mentor and support teachers and departments in the secondary phase, by modeling good teaching and disseminating good practice. ASTs also initiate creative approaches to curriculum design and delivery. The systematic use of pupil tracking and assessment for learning is encouraged to support personalised learning. They make a major contribution to the recovery programme, ensuring that targeted schools, children and young people are able to succeed in their education and achievement.

All ASTs take a lead in a development or research project to identify and disseminate good practice working in partnership with a range of practitioners. They work closely with the school based ASTs in particular, to build capacity at Cluster level and link to the Leading Teacher programmes and networks.

## PROJECTS, DEVELOPMENTS, KEY ACTIONS

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
<b>5. Improvement Partnerships</b>					
<b>5.1 With partners, develop and implement the new Local Learning Networks (LLN) for the delivery of high quality Continuing Professional Development (CPD) and intervention at area and Cluster level (ECM 3,5)</b>					
5.1.1	Develop the remit of Local Learning Networks and clusters in supporting Locality CPD	Jonathan Gershon	ASK units 1,2,3 CFE Operations, Commissioning CFE LCSP development	<ul style="list-style-type: none"> <li>• Project Officers facilitate locality initiated CPD to address Local Children and Young Peoples Plan priorities</li> <li>• All LLNs are delivering CPD aligned to shared priorities across Local Children's Services Partnership's</li> </ul>	from April 2008  March 2009
5.1.2	Build capacity in Local Children's Services Partnerships (LCSPs) to maximize the effectiveness of the leading teachers, school based ASTs and specialist or leading schools.	Jonathan Gershon/ Alwen Coventry/ Dawn Perry/ Claire Powis	ASK Unit 1, 2 and 3 LCT Development Plans	<ul style="list-style-type: none"> <li>• Localities have swift and easy access to leading teachers, school based ASTs, outreach from specialist colleges and training schools</li> <li>• A commissioning process is agreed for each leading teacher team</li> </ul>	March 2009  March 2009
5.1.3	In partnership with Local Children's Service Partnership Managers (LCSPM) support Primary Excellence Projects in the move to locality working.	Sheila Wilding	LCSP	<ul style="list-style-type: none"> <li>• PEP Headteachers 'Go Local with clear partnership plan.</li> </ul>	Sept 2008
5.1.4	With partners disseminate the outcomes of the Children's Service Review and review the framework used in the trial	Principal Adviser Secondary		<ul style="list-style-type: none"> <li>• First integrated children services review evaluated with recommendations for future practice dissemination. A step towards piloting children service improvement partners.</li> </ul>	July 2008
<b>5.2 Work with settings, schools, Clusters and Sports Partnerships to plan the Kent educational contribution to local and national PE and Sport projects and events (ECM Stay Healthy, Make a Positive Contribution, Enjoy and Achieve)</b>					
5.2.1	Maximise children and young peoples engagement in local and national PE and Sport activities to promote and sustain a	Danny O'Donovan	Towards 2010 Targets 22 and 47	<ul style="list-style-type: none"> <li>• 87% of pupils taking part in at least 2 hours PE and School Sport per week</li> </ul>	Sept 2008

Project/development/key action		Accountabl e Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	range of physical activity events and competitions		2010 (22 & 47) Kent School Games Kent Campaign for 2012 games DCS 2012 Education Plan The Kent Partnerships Agreement Community Directorate Business Plan ***** (PESSCL) Healthy Schools	<ul style="list-style-type: none"> <li>40% of pupils taking part in inter-school sport competitions.</li> <li>400 schools taking part in the Kent School Games in June 2008-02-07 25% of pupils attending one or more community Sports clubs</li> </ul>	
5.2.2	Young people to take the lead in the development of creative and innovative learning activities linked to the values of the Olympic and paralympic games in London 2012	Danny O'Donovan	Kent School Games Kent Campaign for 2012 games DCS 2012 Education Plan The Kent Partnerships Agreement Community Directorate Business Plan ***** (PESSCL) Healthy Schools	<ul style="list-style-type: none"> <li>Launch of the 2012 Education Plan</li> <li>600 schools and settings to sign up to the Olympic and Paralympic Values by the Paralympic Handover Day on 17<sup>th</sup> September 2008</li> </ul>	Sept 2008

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
<b>5.3</b>	<b>Enable schools to evaluate the impact of extended schools provision on raising standards and achievement (ECM 1,2,3,4,5)</b>				
5.3.1	Using the TDA School Improvement Planning framework to plan and identify the impact of curriculum in targeted extended services. Pilot this toolkit with two clusters.	Jonathan Gershon	Policy Division, extended services plan ASK Unit 4	<ul style="list-style-type: none"> <li>15% of schools are using the TDA framework.</li> <li>Gravesham and Maidstone 1 LCSP have piloted the framework with their schools.</li> <li>Schools using the framework have been judged good or better in demonstrating the impact of extended services on standards.</li> <li>330 additional schools expected to provide the core offer in Sept 2008</li> </ul>	March 2009
5.3.2	Promote the accreditation of Quality in Study Support (QuiSS) and Quality in Extended School (QuSS) partnership quality mark	Jonathan Gershon	CYPP 14-19 Learner Strategy CFE Policy (Extended Services)	<ul style="list-style-type: none"> <li>75 (50%increase) schools have achieved Quality in Study Support) QuiSS.</li> <li>8 schools have achieved the Advanced Quality in Extended Schools award</li> </ul>	March 2009
<b>5.4</b>	<b>Support schools and clusters in narrowing the attainment gap in identifying, tracking and tackling the underachievement of specific groups of children including LAC. (ECM 2,3,4,5)</b>				
5.4.1	Maximize the impact of the leading teachers for intervention in each LCSP	Alwen Coventry	ASK Unit 1, 2 and 3 LCT Development Plans CYPP 21 (99) CYPP 25 (123)	<ul style="list-style-type: none"> <li>10% increase in the percentage of schools where progress for children and Young People with LDD and children in care make good or better progress as judged by Ofsted.</li> <li>Residuals for Children with LDD and LAC continue the improving three year trend</li> </ul>	March 2009
5.4.2	Implement the Inclusion Development Programme on dyslexia and speech,	Chris Berry	ASK unit 1, 2 and 3	<ul style="list-style-type: none"> <li>Residuals for children with Specific Learning Difficulties (SpLD), speech and</li> </ul>	July 2009



Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
	language and communication needs in partnership with Primary and Secondary Strategies consultants, Specialist Teaching Service and Speech and Language Therapists.	(I&A)	Commissioning Division Plan CYPP 25 (123)	language and communication difficulties have improved their average point score	
<b>5.5</b>	<b>Develop personalised learning in schools within new models of the curriculum (ECM 1,2,3,4,5,)</b>				
5.5.1	Using the opportunities provided by BSF, support the development of a local vision for transforming learning including greater personalisation, wider access particularly for 14-19 year olds including vocational and extended services opportunities,	Jerry Owens and Bernard Clarke	CSDS 5.3 Kent Secondary Strategy BSF Transforming Schools Strategy ASK Unit 3, 6 CYPP 13 (62)	<ul style="list-style-type: none"> <li>Local areas have established their vision to inform the transforming learning agenda and the BSF programme</li> <li>Headteachers receive timely and effective support to develop their school's strategy for change</li> </ul>	On-going
5.5.2	Establish a curriculum development project that explores the pedagogy and practice required for the range of opportunities new models of the curriculum involving increased personalisation of learning. Support the Transforming Learning initiative of BSF in secondary and the creative and integrated curriculum in primary.	Richard Wallace / Anthony Smith	CYPP 13, 15 LAA 7 CSDS 5.2, 5.7, 5.8 Kent Primary Strategy Kent Secondary Strategy  ASK Unit 1,2,3 CYPP 13 (59)	<ul style="list-style-type: none"> <li>Learning Networks are established in priority areas on a model of curriculum development or action research. Lead conference / research lead</li> <li>Learning networks are able to demonstrate that improvements in curriculum provision increases <ul style="list-style-type: none"> <li>motivation and learning within the targeted groups / cohorts</li> <li>the quality of curriculum provision</li> <li>the quality of teaching and learning.</li> </ul> </li> <li>Publish exemplars across a range of models of the curriculum</li> </ul>	Sept 2009

Project/development/key action	Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates	
<b>5.6</b>	<b>Implement the Leadership Strategy for schools and settings in the context of Local Children's Services Partnerships (ECM 1,2,3,5)</b>				
5.6.1	To promote a leadership culture in schools, settings and across clusters of schools	Peggy Harris	CYPP P14 Kent Primary Strategy 4, 33, 36 – 40 Kent Secondary Strategy Chapter 5 The National Children's Plan Chapter 4 Leadership and Collaboration NCSL Succession Planning	<ul style="list-style-type: none"> <li>• Our audit of LCYP Plans indicates that leadership development and succession planning is a high priority at a local level</li> <li>• SIP reports indicate that schools and settings use a range of strategies to identify and develop potential leaders within their establishments and SEFs and Improvement Plans indicate the actions to develop the leaders of the future</li> <li>• Aspiring Leader programmes have recruited to maximum numbers and primary school shortlists for headship have increased from an average of 4.5 to 7 applications</li> </ul>	March 2009
5.6.2	To implement a sustainable and coordinated leadership development programme	Cathie Aldis/ Richard Rene  Doug Kimber Debbie Coslett	CYPP P14 Kent Primary Strategy 4, 33, 36 – 40 Kent Secondary Strategy Chapter 5 Teacher Recruitment Plan  The Children's Plan Chapter 4 Leadership and Collaboration	<ul style="list-style-type: none"> <li>• Clusters, schools, settings and individuals have built their own leadership development around a wide range of opportunities through national and Kent programmes</li> <li>• Experienced headteachers have been re-energised through a range of new opportunities including seminars, conferences, action research, international visits and sabbaticals</li> <li>• A co-ordinated programme of leadership opportunities for experienced and successful headteachers is now established</li> </ul>	Mar 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
5.6.3	To promote and secure new models of leadership to meet the needs of individual schools and settings and groups of schools eg federations, amalgamations and cross-phase arrangements	Sue Glanville/ Sheila Wilding Sue Duckworth with AEOs and Linda Lissimore	CYPP P14 Kent Primary Strategy 4, 33, 36 – 40 Kent Secondary Strategy Chapter 5 Governor Support Unit Plan  The Children's Plan Chapter 4 Leadership and Collaboration  CYPP 14 (72)	<ul style="list-style-type: none"> <li>• A wide range of leadership models have been promoted as positive alternatives for consideration by governors</li> <li>• ASK and Operations have been proactive in identifying opportunities for alternative arrangements e.g. federations, collaborations including cross-phase arrangements</li> <li>• New leadership models have been accepted and increasingly adopted as positive alternatives for the benefit of individual and groups of schools.</li> <li>• Governors have received high quality on-line guidance and officer support on a range of new models of leadership including co-headship, executive headship before headteacher vacancies have occurred</li> <li>• Headteachers have had access to information on a range of leadership structures</li> </ul>	Mar 2009
5.6.4	To review and improve the procedures for the appointment of headteachers including the identification, recruitment, appointment, induction, and mentoring of new headteachers	Cathie Aldis/ Doug Kimber	Operations Plan Governor Support Unit Plan  The Children's Plan Chapter 4 – Leadership and Collaboration	<ul style="list-style-type: none"> <li>• Local authority guidance for headteacher recruitment, use of references, appointment, induction and performance management has been implemented consistently across the county</li> <li>• Governor appointment panels including Academies and Federations have had access to up to date professional advice.</li> <li>• Individual schools with leadership vacancies or short-term crises have been supported by Clusters and Lead Officers</li> </ul>	July 2008

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
				quickly and effectively	
5.6.5	To design and implement a training programme for mentors of new headteachers	Debbie Coslett/ Helen Tait		<ul style="list-style-type: none"> <li>All new headteachers have had a named and trained mentor in place at the beginning of their headship allocated by ASK in liaison with Cluster headteachers and where appropriate the Dioceses</li> </ul>	July 2008
5.6.6	Design and offer short internships to provide development opportunities for potential leaders	Debbie Coslett Helen Tait	NCSL Succession Planning Project	<ul style="list-style-type: none"> <li>10 secondary and 15 primary/special potential leaders have had 5 days internship</li> </ul>	Sept 2008
5.6.7	Develop a consultancy and training programme based on NCSL Better together.	Julia Bellamy	NCSL project with CFE and Communities Directorate	<ul style="list-style-type: none"> <li>School self-evaluation (as evidenced in the SEF) identifies the assessment against the criteria for community engagement</li> <li>Ofsted judgements on the ability of schools to engage with their communities is a strength in Kent schools</li> </ul>	July 2009
5.6.8	To identify potential national leaders of education and national support schools in all phases	Peggy Harris	The National Children's Plan	<ul style="list-style-type: none"> <li>the number of Primary national leaders has increased from 1 to 5</li> <li>the number of Secondary national leaders have increased from 4 to 7</li> <li>2 national leaders in Special schools have been identified</li> </ul>	Sept 2008
5.6.9	To explore with serving headteachers, managers and governors the complexity and demands of leadership and the root causes of recruitment and retention difficulties and redefine headship in the 21 <sup>st</sup> century	Debbie Coslett/ Helen Tait	The Children's Plan Chapter 4 – Leadership and Collaboration	<ul style="list-style-type: none"> <li>Headteachers engage in discussions at the forums, conferences and other leadership events and are clear (as evidenced by SIPs reporting) of the changing role of headship</li> </ul>	March 2009

Project/development/key action		Accountable Manager	Links to other plans	Deliverables or outcomes planned for 2007/08	Target dates
				<ul style="list-style-type: none"> <li>TDA monitoring indicates that dedicated quality leadership time is in place for all headteachers</li> <li>Ofsted surveys identify distributed leadership as a strength in Kent schools inspected</li> </ul>	
5.6.10	Organise a series evening seminars on issues around leadership	Peggy Harris		<ul style="list-style-type: none"> <li>leaders in Kent schools have had access to inspirational and external speakers on topical leadership issues</li> </ul>	March 2009

### Risks

The following high level strategic risks have been identified as having specific relevance to the work of Standards and Achievement Division.

Event	Planned Outcomes	Accountable Manger	Existing controls & accountable offers	New tasks/action plans & accountable officers	Current Rating
<b>Primary Attainment:</b> Proposed strategies do not result in raising primary attainment	Ensure resources are focused on raising attainment and proposed strategies are in place	Don Garman Principal Adviser Primary	<ul style="list-style-type: none"> <li>Six weekly impact reports provided by Principal Adviser to the Director, Standards &amp; Achievement</li> <li>Primary strategy programmes fully employed</li> </ul>	<ul style="list-style-type: none"> <li>LAA Target and Action Plan</li> <li>Towards 2010 Action Plan</li> <li>Implementation of a primary strategic plan</li> <li>Establishment of role of senior primary managers on a regional basis – working with Area Education Officers to challenge under</li> </ul>	I = 4 L = 4 Score = 16 <b>HIGH</b>

			<p>and monitored</p> <ul style="list-style-type: none"> <li>• Targeted support to 176 schools with greatest needs from September 2007</li> <li>• School Improvement Strategy revised and implemented</li> <li>• School Improvement partners in place for all schools.</li> <li>• Primary Challenge Board established</li> </ul>	<p>performance</p> <ul style="list-style-type: none"> <li>• Bi-termly tracking of progress of intensive support schools against targets set.</li> <li>• Principal Adviser challenge visits to schools causing concern.</li> <li>• Enhanced monitoring schedule</li> <li>• Monthly review of targeted support by teams to evaluate impact in schools – and redeployment of resources where necessary</li> <li>• Further analysis of data including CVA to inform deployment of resources</li> <li>• Information on school progress towards targets gathered three times per year by school improvement partners</li> <li>• Enhanced programme for schools in need of Intensive Support – RAYS (19 schools); ISP (20 schools); Ensuring Success (ES) (57) schools</li> <li>• Cluster progress challenge – all schools and focus specifically on 127 general and substantial schools</li> <li>• Participation in pilots for CLLD, Every Child Counts and Reading Recovery</li> <li>• Greater use of LA powers of Intervention</li> </ul>	
<p><b>Early Years Standards:</b> Proposed strategies do not result in raising standards in Early Years and also leads to failure to achieve local and national targets</p>	<p>Ensure resources are focused on raising attainment and proposed strategies are in place</p>	<p>Carol Parsons Ian Craig Joanna Wainwright</p>	<ul style="list-style-type: none"> <li>• Developing approach to assess quality of Early Years provision and providing support to improve quality</li> <li>• PSA2 Target and action plan with working group</li> <li>• Regular Monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Refresh PSA2 action plans: Focus on Early Years and attendance</li> <li>• Re-focus the EY team to support and challenge.</li> <li>• Develop a Setting Improvement Partner programme</li> <li>• Improve networking between schools and promote the Kent record of transfer</li> <li>• Increase the reliability of FSP moderation</li> <li>• Use the ECERS audit to support setting self-evaluation and action planning</li> <li>• Recruit an additional 52 Cluster Leading Early Years Teachers</li> </ul>	<p>I = 4 L = 4 Score = 16 <b>HIGH</b></p>



## CONSULTATION EXERCISES, SATISFACTION SURVEYS, REVIEWS

Any planned work (it does not need be a surveys) that will give the residents of Kent an opportunity to consider and give its views on issues so that those views can be taken into account before decisions affecting policies or services are taken. This can be a nil return.

Please see the following example

Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contract or being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
Consultation on the Integrated Support Strategy for schools and settings	April 2008 - Dec 2008	Jan 2009	Schools, Settings and Multi-agency partners	Sample of schools and settings	No	How existing resources can be co-ordinated to best meet the needs of children and young people	No	Kelly.matthews@kent.gov.uk
Survey of school leaders and settings' managers on the work of improvement partners	Jan 2008 – March 2008	March 2009	All schools and settings with Improvement partners	Sample of schools and settings	No	How effective the work of SIPs is in terms of challenge and support	No	Tracey.benn@kent.gov.uk
All CPD activities including conferences, bespoke sessions and	Ongoing for all activities	Sept 2008 & March 2008	All delegates at events	Sample of delegates	No	<ul style="list-style-type: none"> <li>Quality of CPD programme in meeting the needs of school settings and clusters</li> <li>Information regarding future CPD requirements</li> <li>Impact of CPD on raising standards</li> </ul>		Karen.jestinn@kent.gov.uk



Name	Start and End Date	Feedback Date	Target Group/ Sample Size	Target area (Kent, Town, district, ward etc)	External contract or being used	What we want to find out and how we will use the information	Statutory Yes/No	Contact name and details.
tailored programmes						<p>of achievement</p> <ul style="list-style-type: none"> <li>Effectiveness in supporting CPD leadership in schools and settings</li> </ul>		
Single CFE CPD Strategy	June 2008 – Sept 2008	Oct 2008 & March 2009	All schools and settings	Sample of schools and settings	No	<ul style="list-style-type: none"> <li>How schools and settings would like to access professional development and training.</li> <li>Views of online booking and local access</li> </ul>	No	Dale.evans@kent.gov.uk

## STAFFING

### Capacity, Skills and Developmental Planning

#### Standards and Achievement Division Staff Development

Key priorities for 2008/9 will include:

- Ensure equalities and diversity training is completed by all members of staff.
- Positive action on recruitment training completed by managers so that all recruitment processes include a panel member who has completed the recruitment training.
- ICT training needs analysis completed and a training programme in place to improve ICT skills.
- Induction programme continues to strengthen and feedback shows high quality induction for ASK and within individual teams.
- Team learning and development plans include key priorities in Business Plan and meet development needs related to performance management objectives.
- Succession planning for ASK to identify opportunities for development and job shadowing to prepare key staff for future leadership roles. Age profile of senior management team shows that around 20% of key staff are over the age of 55.
- Explore extending partnership with Higher Education to link professional development opportunities to gaining further accreditation or qualifications.
- Ensure all teams are prepared to support the new curriculum requirements for Early Years Foundation Stage, Primary and Secondary school new curriculum.
- Prepare staff for integrated working and service delivery in order to work effectively within the new Local Children's Services Partnerships.

### Equalities and Diversity

The Standards and Achievement Division aims to reflect the diverse community of Kent and is committed to and proactive in promoting equality. A safe and accessible working environment is provided, as is fair access to learning & development opportunities to enable all staff to reach their full potential.

The principles of tolerance, understanding and respect for others are paramount. The diversity of all groups are fully acknowledged (relating to social circumstance, gender, race, disability, sexuality, age and faith).

Good practice in equality and diversity will continue to inform all our development activity within Standards and Achievement Division, from basic awareness-raising e.g. during induction programmes, through to the provision of targeted training for those who require a more detailed understanding of equality and diversity agendas.

#### **Actions:**

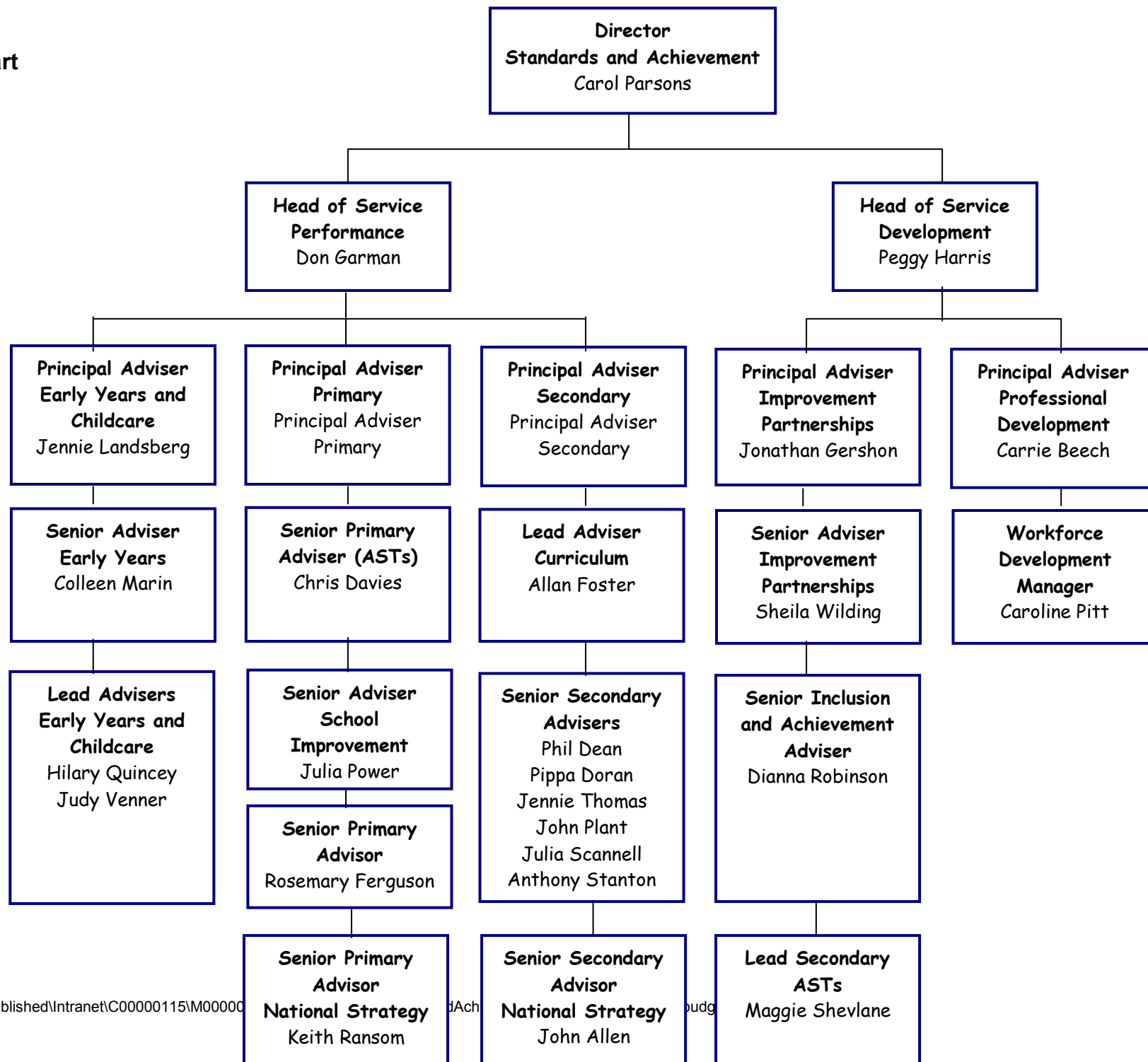
Standards and Achievement Division has a lead officer who represents the Division on the CFE Equality & Diversity Strategy Group. The CFE Equality and Diversity Strategy group is responsible for ensuring that the Directorate's policies, practices and services are compliant with relevant legislation across the 6 equality strands of age, ethnicity/race, disability, religion/beliefs, gender and sexuality including:

Race Relations (Amendment) Act 2000  
Disability Discrimination Act 2005  
Equality Act 2006

The Standards and Achievement Division will continue to:

- Ensure and support the training of staff for interview panels – positive recruitment
- Follow two ticks in recruitment and positive action
- Ensure staff with disability or impairment have the support they require to conduct their work.
- Consider and promote equal opportunities when planning training events or allocating spaces on courses etc

**Structure Chart**



## Staffing

	2007 -2008	2008 - 2009
Pt13 and above or equivalent (FTEs)	196.5	199.7* (181.5)
Pt12 and below (FTEs)	105.6	105.6**(103.6)
TOTAL	302.1	305.3
Of the above total, the estimated FTE which are externally funded	58.8	87.9

\* In September 2008, FTE will be reduced as PEP headteachers and AST are devolved to Clusters

\*\* In September 2008, FTE will be reduced as 2 PEP support staff are devolved to Clusters

### SECTION 3: MONITORING AND REVIEW - HOW DO WE KNOW WE ARE THERE?

The work and impact of the Standards and Achievement Division is regularly monitored and evaluated by a cross-party group of Members of the County Council along with the three Diocesan Directors. Reports on improvements in terms of pupil standards and achievement and outcomes from inspections are thoroughly scrutinised. Actions and changes to service delivery are critically reviewed in terms of the risk to individual children in the most vulnerable communities across the county.

The divisional management team ensures that central and local funding is used effectively and efficiently and that the Standards and Achievement Division:

- staff are highly skilled to support a significant step-change in standards in primary schools
- include highly skilled practitioners with recent school experience
- has sufficient leadership experience and subject knowledge to support effective implementation of the National Primary and Secondary Strategies (including the national school improvement partner programme in all phases)
- staff are able to keep abreast of significant national and local developments to support innovative practice

External monitoring is undertaken at an annual Standards Meeting by the Regional Directors of the National Strategies who provide feedback on the strengths of our work and identify areas for further development. An Annual Priorities Meeting is conducted and focuses on the wider ECM agenda. This feedback is used to inform our self-evaluation as part of the evidence base for the Annual Performance Assessment.