

Divisional Business Plan 2013-14

Directorate Name: ELS

Division/Business Unit Name: Standards and School Improvement

| EXECUTIVE SUMMARY: |
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| Cabinet Portfolio: Mike Whiting |
| Responsible Corporate Director: Patrick Leeson |
| Responsible Director: Sue Rogers |
| Gross Expenditure: £16,755100 |
| FTE: 191.4 |



Education, Learning and Skills Directorate: Education, Quality & Standards Team: School Improvement Service

Core Purpose

Implementation of the revised 'Bold Steps for Education 2013-2016'.

The core function of the Service is to raise standards in schools. Our vision for improvement derives its energy from the following two drivers...

- i) In 2009 NFER undertook research into Local Authority strategies for school improvement. The eight Cs identified as representing 'best practice' in LA interventions to support school improvement remain - as valid today as they were then.
- ii) In May 2012 Kent County Council launched its vision for the future of education in the county to help improve the lives of thousands of children and young people. Called Bold Steps for Education 2013-2016, it sets out aspirations for Kent to be the best place for children and young people to grow up, learn, develop and achieve. In this digital age and with the world changing at a rapid pace, the countries that are developing fastest are achieving their growth through education and by giving young people the skills for life and employment.

These two key drivers provide the main vehicle for providing challenge and support to Kent school improvement. They include activities to monitor and evaluate the progress of children and young people in Kent schools and settings. In addition, there is a rigorous process to support and strengthen schools' own systems of self-evaluation through our school categorisation programme. A key part of the activity programme is aimed at enabling schools and settings to set challenging but realistic targets for improvement and to provide rigorous and helpful data to underpin this process. In order to bring about permanent and far reaching changes in school performance, the Local Authority will identify programmes of activities to further engage parents and the community in their children's learning. This is aimed at creating a positive culture which values learning highly. In turn, this should lead to greater expectations and support for children and young people and greater aspirations in the young people themselves.

Advice and Consultancy to schools

The School Improvement Service provides challenge; support and development work on the school's own improvement agenda. The Service provides a wide-ranging programme of consultancy for schools - both through entitlement and for those wishing to purchase it. This is to enable schools to have individually tailored consultancy matched to the school's stage of development and the priorities in its school development plan.

Brokerage

The School Improvement Service provides support to ensure schools have access to a mixed provision of good value, high quality support and to improve their skills of procurement.

Where the Local Authority cannot provide exactly what a school or group of schools requires, it undertakes to broker alternative provision.

Professional development programme

The School Improvement Service provides a high quality programme of professional development for all those working in and with schools. The Service provides a comprehensive programme of professional support to school staff (including governing bodies) for those wishing to purchase it. This is designed to complement school's own provision for the professional development of staff and includes both external and internal providers. We are also actively working with our Teaching Schools and their Continuing Professional Development (CPD) programmes.

Support for schools with priorities for improvement

The Local Authority has a statutory responsibility to ensure that all schools causing concern, whether that has been identified by the Office for Standards in Education (OfSTED), or by the Local Authority (or both), have well-targeted, intensive programmes of support in order to improve rapidly.

OfSTED Inspections

The Service offers support to schools in the preparation for OfSTED inspections through Advisers and bespoke support. The Service is able to moderate self-evaluation, moderate the quality of learning and overall provision, in addition to conducting themed or whole school reviews.

Most Advisers have received Ofsted training and can support the process of inspection.

The leadership of learning

The Service has a number of strategies to support the leadership of learning at all levels through bespoke and targeted training. The Service is actively engaging in several national strategies with the National College of School Leadership around succession planning as well as Specialist, Local and National Leaders in Education.

Final thoughts...The Local Authority as the 'middle layer'

Jonathan Crossley Holland, an independent consultant recently commissioned by the Association of Directors of Children's Services to produce a report on the future role of local authorities in school improvement, says the evidence is clear that all successful school improvement models require a middle layer

"Local authorities are uniquely placed to play this role. Many do so effectively, but too many do not. The challenge to those Local Authorities is to restore confidence by raising their game, sharing good practice and being prepared to move to radically different models, such as regionally based commissioning of licensed school-improvement services, which may include academy chains and school-led partnerships.

The Process for Delivering the Business Plan.

There are two key components that combine to ensure that we deliver the School Improvement Business Plan. These are the School Improvement Strategy and the District Action Plans. The District Action Plans provide the golden thread between the Business Plan priorities and the actions being planned with all schools in a district. The School Improvement Strategy clearly shows how all schools in Kent are categorised and the support and challenge they may expect as a result of their classification.

The process for applying the Business plan is as follows:

- a detailed and ongoing analysis of all schools to identify those that are a priority for support, challenge and intervention in the right mix, dependent on the situation
- early and rigorous intervention and action for those schools where leadership and/or the quality of teaching is impacting adversely on pupil progress and attainment
- a clear plan for improvement, six weekly progress meetings to identify impact of the support in place and clearly defined outcomes for improvement

- ensuring that support for groups or individuals who might be vulnerable, finds its rightful place at the heart of whole school improvement
- a clear line of accountability which states expectations of the key stakeholders in improving the school, including the Head teacher and staff, the Governing body and the school improvement team linked to the school
- an understanding that if schools do not make the expected progress the following actions are considered: the serving of a Warning Notice; introducing an Interim Executive Board; changes to the leadership structure; federation or amalgamation; or conversion to an academy

At the end of each term, the School Improvement Advisers compile reports based on the actions identified in their action plans and where possible comment on the progress of their schools. The very nature of the academic examination schedule means that progress against the majority of the indicators is annual. However, indicators based on Ofsted Inspections and the number of good schools can be judged on a quarterly basis.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The School Improvement and Standards service, through the delivery of its core service and wider support for all schools will deliver the Bold Steps Priority 3: **To ensure that all pupils meet their full potential**

In addition within the ELS Vision and priorities for Improvement we will:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system
 - Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
 - Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
 - Make the most effective and efficient use of the available resources to support improved outcomes
 - Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
 - Support vulnerable pupils, including children in care and pupils with special educational needs and disabilities, so that they achieve well and make good progress
 - Ensure every child has fair access to all schools
 - Deliver an effective school improvement strategy and procure effective support and advice services for schools
 - Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision;
 - Promote and champion a school, education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
 - Promote and champion educational excellence and provide vision and drive for a world class system
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- **to grow the economy** - for Kent to be 'open for business' with a growing and successful economy and jobs for all
 - **to tackle disadvantage** - for Kent to be a county of opportunity, where aspiration rather than dependency is supported and quality of life is high for everyone
 - **to put citizens in control** - for power and influence to be in the hands of local people so they are able to take responsibility for themselves, their families and their communities

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

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| PRIORITY 1: | DESCRIPTION OF PRIORITY: Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics. |
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| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
|----------|---|--|----------------------------|--------------------------|
| 1 | Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around: - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this : • Use of District score cards – ensuring | Sue Rogers - Director | April 2013 | March 2014 |

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| | <p>collaboratives are aware of impact</p> <ul style="list-style-type: none"> e-bulletin, Headteacher briefings, conferences, network meetings | | | |
| 3 | <p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> county wide P scale moderation events facilitation of special school agreement trailing events Full programme of events to update schools on moderation and assessment. Ensure events are well attended by those schools who would most benefit. | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |
| 4 | <p>Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy</p> | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders providing strategic training at district and county level to support schools improve the teaching of reading support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards produce case studies of excellent practice to disseminate at county level develop a register of Lead Literacy and lead Numeracy teachers around the county promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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| | <p>for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough</p> | April 2013 | March 2014 |

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| | | Dave Smith Tony Smith Richard Wallis Special & PRU: Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading (2013: 77%; 2014: 79%; 2015: 81%; 2016: 82%) | | March 2014 | |
| B | Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in writing (2013: 67%; 2014: 72%; 2015: 77%; 2016: 82%) | | March 2014 | |
| C | Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in mathematics (2013: 78%; 2014: 79%; 2015: 80%; 2016: 82%) | | March 2014 | |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |

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| 1 | None at present | No |
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| PRIORITY 2: | | DESCRIPTION OF PRIORITY: Key stage 2 attainment will be amongst the best for our statistical neighbours and improve to at least 87% of pupils attaining level 4 in English and mathematics by 2016 | | |
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| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> ● Use of District score cards – ensuring collaboratives are aware of impact ● e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | Ensure that all teacher assessments are accurate via the moderation process | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

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| | <ul style="list-style-type: none"> • county wide P scale moderation events • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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| | <p>Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> | April 2013 | March 2014 |

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| | | Special & PRU: Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Percentage of pupils achieving level 4 and above at Key Stage 2 in both English and mathematics (as per DfE performance table definition i.e. includes academies) (2013: 81%, 2014: 83%, 2015: 85%, 2016: 87%) | | March 2014 | |
| B | Key stage 2: percentage of pupils achieving 2 Levels of progress in English (2013: 90%, 2014: 92%, 2015: 93%, 2016: 94%) | | March 2014 | |
| C | Key stage 2: percentage of pupils achieving 2 Levels of progress in mathematics (2013: 87%, 2014: 90%, 2015: 91%, 2016: 92%) | | March 2014 | |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | No | |

| PRIORITY 3: | | DESCRIPTION OF PRIORITY: Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics by 2016 | | |
|-------------|--|--|-------------------------|-----------------------|
| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | Ensure that all teacher assessments are accurate via the moderation process | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

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| | <ul style="list-style-type: none"> • county wide P scale moderation events • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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|---|--|--|------------|------------|
| | <p>Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> | April 2013 | March 2014 |

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| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Percentage of pupils achieving 5+ GCSE A* to C, including English and mathematics (as per DfE performance table definition). 2013: 64%, 2014: 66%, 2015: 68%, 2016: 70% | | | March 2014 |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | | No |

| PRIORITY 4: | | DESCRIPTION OF PRIORITY: By summer 2015 at least 90% of secondary schools and 95% of primary schools will be performing above the floor standards | | |
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| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | <p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> • county wide P scale moderation events | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

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| | <ul style="list-style-type: none"> • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by Headteachers in place. Support from county | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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| | <p>wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> <p>Special & PRU:</p> | April 2013 | March 2014 |

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| | | Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Percentage of primary schools performing above floor standards (floor is 60% of pupils achieving level 4 and above in both English and Maths combined with below median progress) 2013: 93%, 2014: 94%, 2015: 95%, 2016: 100% | | March 2014 | |
| B | Percentage of secondary schools performing above 2012-14 floor standards (floor is 40% of pupils achieving 5+ GCSE A* to C including English and Maths combined with below median progress) 2013: 83%, 2014: 85%, 2015: 90%, 2016: 95% | | March 2014 | |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | No | |

| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
|--------------------|--|--|----------------------------|--------------------------|
| PRIORITY 5: | | DESCRIPTION OF PRIORITY: The achievement gaps at key stages 2 and 4 will be less than the national gap figures and pupils from low income backgrounds, Children in Care (CiC) Kent & OLA (Other Local Authority) and pupils with SEND (Special Educational Needs and Disabilities) in Kent will be achieving better progress and outcomes than similar groups nationally. (Please see links with the Inclusion team and the 14-24 team plans) | | |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |

| | | | | |
|---|---|---|------------|------------|
| 3 | <p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> • county wide P scale moderation events • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |
| 4 | <p>Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy</p> | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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|---|--|---|------------|------------|
| | <p>conferences on outstanding teaching and leading the Early Years Foundation Stage by Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations & action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> <p>Special & PRU:</p> | April 2013 | March 2014 |

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| | | Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers - Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Achievement gap for children with free school meals compared to other children at KS2 2013: 22%, 2014: 21%, 2015: 19%, 2016: 17% | | | March 2014 |
| B | Achievement gap for children in care compared to all children at Key Stage 2 2013: 37%, 2014: 35%, 2015: 33%, 2016: 31% | | | March 2014 |
| C | Achievement gap for children with SEN compared to non-SEN children at Key Stage 2 2013: 47%, 2014: 46%, 2015: 45%, 2016: 43% | | | March 2014 |
| D | Achievement gap for children with free school meals compared to other children at Key Stage 4 2013: 31.7%, 2014: 29.7%, 2015: 27.7%, 2016: 25.7% | | | March 2014 |
| E | Achievement gap for children in care compared to all children at Key Stage 4 2013: 46%, 2014: 44%, 2015: 42.5%, 2016: 41% | | | March 2014 |
| F | Achievement gap for children with SEN compared to non-SEN children at Key Stage 4 2013: 44%, 2014: 42.5%, 2015: 41%, 2016: 39% | | | March 2014 |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | No | |

| PRIORITY 6: | | DESCRIPTION OF PRIORITY: No KCC schools will be in an Ofsted Category | | |
|-------------|--|---|----------------------------|--------------------------|
| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | <p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> • county wide P scale moderation events | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

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| | <ul style="list-style-type: none"> • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by Headteachers in place. Support from county | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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|---|---|---|------------|------------|
| | <p>wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> <p>Special & PRU:</p> | April 2013 | March 2014 |

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| | | Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Number of schools in an OFSTED category : special measures or notice to improve (excludes academies) 2013: 10, 2014: 7, 2015: 4, 2016: 0 | | | March 2014 |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | No | |

| PRIORITY 7: | | DESCRIPTION OF PRIORITY: There will be more good schools, with at least 85% of primary and secondary schools and Pupil Referral Units (PRUs) judged as good or outstanding. All special schools will be good or outstanding. | | |
|-------------|--|--|-------------------------|-----------------------|
| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | Ensure that all teacher assessments are accurate via the moderation process | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

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| | <ul style="list-style-type: none"> • county wide P scale moderation events • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

| | | | | |
|---|--|---|------------|------------|
| | <p>Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> <p>Special & PRU:</p> | April 2013 | March 2014 |

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| | | Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Percentage of primary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection (2013: 64%, 2014: 70%, 2015: 76%, 2016: 85%) | | | March 2014 |
| B | Percentage of secondary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection (2013: 77%, 2014: 81%, 2015: 85%, 2016: 90%) | | | March 2014 |
| C | Percentage of special schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection (2013: 85%, 2014: 90%, 2015: 95%, 2016: 100%) | | | March 2014 |
| D | Percentage of PRUs judged by OFSTED as good or outstanding for overall effectiveness at last inspection (2013: 70%, 2014: 78%, 2015: 85%, 2016: 93%) | | | March 2014 |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | No | |

| PRIORITY 8: | | DESCRIPTION OF PRIORITY: In 90% schools teaching will be consistently good or outstanding. | | |
|-------------|--|--|-------------------------|-----------------------|
| Actions | | Accountable Officer | Start Date (month/year) | End Date (month/year) |
| 1 | <p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the Kent Association of Head Teachers (KAHT) to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |
| 2 | <p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> • Use of District score cards – ensuring collaboratives are aware of impact • e-bulletin, Headteacher briefings, conferences, network meetings | Sue Rogers - Director | April 2013 | March 2014 |
| 3 | <p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> • county wide P scale moderation events | Margo Barraclough - Moderation Manager | April 2013 | March 2014 |

| | | | | |
|---|---|---|------------|------------|
| | <ul style="list-style-type: none"> • facilitation of special school agreement trailing events • Full programme of events to update schools on moderation and assessment. • Ensure events are well attended by those schools who would most benefit. | | | |
| 4 | Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy | Sue Rogers - Director | April 2013 | March 2014 |
| 5 | <p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of Neuro Linguistic Programming (NLP) for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources | <p>Jayne True - Senior Improvement Adviser (Teaching & Learning)</p> <p>Cathie Aldis - Senior Improvement Adviser (Leadership & Management)</p> | April 2013 | March 2014 |
| 6 | <p>Brokering of various activity to support teaching, learning and leadership:</p> <ul style="list-style-type: none"> • ELC (Every Lesson Counts) for teachers satisfactory to good, good to outstanding and for Teaching Assistants commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the Early Years Foundation Stage by Headteachers in place. Support from county | Jo Winkler - Senior Improvement Adviser Commissioning | April 2013 | March 2014 |

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|---|---|---|------------|------------|
| | <p>wide English and math's advisers commissioned for collaboratives.</p> <ul style="list-style-type: none"> • use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) • develop strategic links with key partners e.g. Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing of practice; engaging senior leaders in Local Authority review teams) • Work with Teaching Schools and other alliances to support schools. • Full ELC programme on offer. • Use the procurement framework to support schools when required with external consultants. | | | |
| 7 | <p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of Teaching & Learning with measurable outcomes.</p> <p>Collaborations have regular meetings to review impact of collaboration work.</p> | <p>Senior Improvement Advisers:</p> <p>Primary: Val Walton John Truman Sue Tunnicliffe Rosemary Ferguson Tel German Keith Ransom Simon Molony Sheila Wilding</p> <p>Secondary: Rachel Gough Dave Smith Tony Smith Richard Wallis</p> <p>Special & PRU:</p> | April 2013 | March 2014 |

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|---|---|--|---|----------------------|
| | | Peter Byatt Anne Massey Marie Neave | | |
| 8 | Ensure the effective use of resources in particular Teaching Schools, facilitation schools, National College for School Leadership (NCSL), Canterbury Christ Church University (CCCU) & other providers | Principal Advisers: Nigel Blackburn (Secondary) Simon Webb (Primary) Diana Robinson (Special & PRU) | April 2013 | March 2014 |
| 9 | Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted | Linda Lissimore - Head of Governance | April 2013 | March 2014 |
| 10 | Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams who meet regularly and respond to local needs as e.g. identified in the scorecards, to identify and commission support | Sue Rogers -Director | April 2013 | March 2014 |
| KEY MILESTONES | | | | DATE (month/year) |
| A | Percentage of primary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection (2013: 68%, 2014: 75%, 2015: 82%, 2016: 90%) | | | March 2014 |
| B | Percentage of secondary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection (2013: 77%, 2014: 81%, 2015: 85%, 2016: 90%) | | | March 2014 |
| ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THIS PRIORITY? | | | ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No | |
| 1 | None at present | | | No |

SECTION D: FINANCIAL AND HUMAN RESOURCES

| FINANCIAL RESOURCES (000's) | | | | | | | | |
|-----------------------------|---------------------|-----------|--------------|-------------------|----------------|-----------------|--------------|-----------|
| Divisional Unit | Responsible Manager | Staffing | Non Staffing | Gross Expenditure | Service Income | Net Expenditure | Govt. Grants | Net Cost |
| S & S I | Sue Rogers | £ 7,754.0 | £ 9,001.1 | £ 16,755.1 | -£ 5,561.2 | £ 11,193.9 | -£ 7,380.7 | £ 3,813.2 |

| HUMAN RESOURCES | | |
|------------------------------------|--|--------------------------|
| FTE establishment at 31 March 2013 | Estimate of FTE establishment at 31 March 2014 | Reasons for any variance |
| 191.4 | 191.4 | n/a |

Contracts likely to be renewed in 2013/14:

These are posts in our structure that are currently being filled by consultants and it is likely that we will continue to fill them in this way next year:

Principal Adviser (Secondary) x 1 fte – estimated cost for 2013/14 =£106,000

Senior Improvement Adviser x 3 fte – estimated cost for 2013/14 = £182,800

Improvement Adviser x 5 – estimated cost for 2013/14 = £310,128

Total cost: £598,928

SECTION E: RISK & BUSINESS CONTINUITY

| RISKS | |
|---|--|
| RISKS | MITIGATION |
| Impact of the new Ofsted inspection schedule and the possibility of more schools going into category <i>(Risk: SSI 1)</i> | Establish all schools who may be at risk Institute Ofsted Health Checks Commission appropriate support Increase preventative work with schools to avoid greater spend if schools go into an Ofsted category |
| Increase in the floor standards for both primary and secondary which will then identify more schools for intervention criteria <i>(Risk: SSI 2)</i> | Support for schools likely to be between 60 and 65% in KS2 combined to ensure they are above a predicted 5% rise in floor standards |
| Ability to maintain excellent relationships with our schools <i>(Risk: SSI 3)</i> | Develop school to school collaborations to maximise the working capacity of LA personnel |
| Financial capacity to deploy either sufficient central staff or commission external capacity <i>(Risk: SSI 4)</i> | Good budget management to offset any potential savings targets in 2013-2014 plus developing the school to school collaborations for greater autonomy and independence |
| Skill levels of retained staff following restructure <i>(Risk: SSI 5)</i> | Ensure that the diminution and appointment processes are robust |
| - Teacher recruitment and retention issues -Leadership capacity in schools reduces through difficulty in recruiting appropriate capacity of Headship <i>(Risk: SSI 6)</i> | Support all schools with Leadership appointments to ensure good or better appointments. Develop an effective leadership strategy for Kent |
| Acceleration of the academies agenda <i>(Risk: SSI 7)</i> | Supporting strong school to school collaborations to strengthen partnership working as a preferred model for sustainable school improvement |
| Weaknesses in school to school collaboration models <i>(Risk: SSI 8)</i> | Ensuring that the school to school collaborations include outstanding, good and satisfactory schools |
| Difficulties in gaining sufficient data from schools and settings to support and challenge and monitor progress against objectives <i>(Risk: SSI 9)</i> | Agree protocols with schools for data and information sharing to ensure we continue to know our schools. |

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Table for PERFORMANCE indicators measurable annually by academic year

| PERFORMANCE INDICATOR | Floor Performance Standard | Summer 2012 Outturn | SN or National Outturn | Target 2013 | Target 2014 | Target 2015 | Target 2016 |
|--|----------------------------|---------------------|------------------------|-------------|-------------|-------------|-------------|
| Key stage 1 attainment: pupils attaining level 2b in reading | 73% | 76% | 76% | 77% | 79% | 81% | 82% |
| Key stage 1 attainment: pupils attaining level 2b in writing. | 59% | 62% | 64% | 67% | 72% | 77% | 82% |
| Key stage 1 attainment: pupils attaining level 2b in mathematics. | 74% | 77% | 76% | 78% | 79% | 80% | 82% |
| Key stage 2 attainment: pupils achieving level 4 and above in both English and mathematics | 72% | 78% | 79% | 81% | 83% | 85% | 87% |
| Key stage 2: percentage of pupils achieving 2 Levels of progress in English | 81% | 87.2% | 89% | 90% | 92% | 93% | 94% |
| Key stage 2: percentage of pupils achieving 2 Levels of progress in mathematics | 81% | 85.1% | 87% | 87% | 90% | 91% | 92% |
| Key Stage 4: percentage of pupils achieving 5+ GCSE A* to C, including English and mathematics | 59.4% | 60.6% | 58.6% | 64% | 66% | 68% | 70% |
| Percentage of primary schools performing above floor standards (60% pupils achieving level 4 and above in English and mathematics) | 86% | 94.5% | 96.3% | 93% | 94% | 95% | 100% |
| Percentage of secondary schools performing above floor standards (40% pupils achieving 5+ GCSE A*-C including English & mathematics) | 75.8% | 81% | n/a | 83% | 85% | 90% | 95% |
| Achievement gap for children with free school meals compared to other children at KS2 | 27% | 22.8% | 16.8% | 22% | 21% | 19% | 17% |
| Achievement gap for children in care compared to all children at Key Stage 2 | 39% | 40% | 29% | 37% | 35% | 33% | 31% |
| Achievement gap for children with SEN compared to | 53% | 48.5% | 48% | 47% | 46% | 45% | 43% |

| PERFORMANCE INDICATOR | Floor Performance Standard | Summer 2012 Outturn | SN or National Outturn | Target 2013 | Target 2014 | Target 2015 | Target 2016 |
|--|----------------------------|---------------------|------------------------|-------------|-------------|-------------|-------------|
| non-SEN children at Key Stage 2 | | | | | | | |
| Achievement gap for children with free school meals compared to other children at Key Stage 4 | 33.7% | 32.9% | n/a | 31.7% | 29.7% | 27.7% | 25.7% |
| Achievement gap for children in care compared to all children at Key Stage 4 | 49% | 47.5% | 43.5% | 46% | 44% | 42.5% | 41% |
| Achievement gap for children with SEN compared to non-SEN children at Key Stage 4 | 47% | 46.2% | n/a | 44% | 42.5% | 41% | 39% |
| Number of schools in an OFSTED category : special measures or notice to improve (excludes academies) | 17 | 19 | n/a | 10 | 7 | 4 | 0 |
| Percentage of primary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection | 56.0% | 58.5% | 69% | 64% | 70% | 76% | 85% |
| Percentage of secondary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection | 68.8% | 73% | 66% | 77% | 81% | 85% | 90% |
| Percentage of special schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection | 87.5% | 80% | 81% | 85% | 90% | 95% | 100% |
| Percentage of PRUs judged by OFSTED as good or outstanding for overall effectiveness at last inspection | 59% | 59% | 68% | 70% | 78% | 85% | 93% |
| Percentage of primary schools judged by OFSTED as providing good or outstanding quality of teaching at last inspection | 58.0% | 60% | 70% | 68% | 75% | 82% | 90% |
| Percentage of secondary schools judged by OFSTED as providing good or outstanding quality of teaching at last inspection | 67.7% | 73% | 67% | 77% | 81% | 85% | 90% |

| SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES (For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services) | | |
|---|---|---------------|
| ACTIVITY DETAILS | EXPECTED IMPACT | EXPECTED DATE |
| Working with colleagues in FSC to embed district based working | Achievement of identified priorities (Link to actions: 4, 10) | April 2014 |
| Managers receiving support from the finance team to help embed collaborative planning work | The team is able to meet its financial responsibilities (General – no specific links) | Ongoing |
| HR supporting recruitment exercises in respect of Headteacher appointments | More substantive Headteachers in post resulting in improved standard in Kent schools (Link: underpins all priorities & therefore actions) | Ongoing |
| Governance & law providing help & advice with regards to Freedom of Information (FOI) requests | The team is able to respond appropriately & in a timely fashion to FOI requests (General – no specific links) | Ongoing |
| Communications & Community: receiving support from the Digital Services team with regards to publishing of information on the web, ebulletin etc; receiving support from the Press Officer with regards to press enquiries. | Improved communication & information sharing (Link to actions: 2, 5) & the team is able to respond appropriately & in a timely fashion to press enquiries (General – no specific links) | Ongoing |
| ICT: receiving ongoing support from ISG with regards to the teams IT requirements. | The team has the necessary equipment to enable them to carry out their work (Link: underpins all | Ongoing |

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| | actions) | |
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