

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

Programme of Activity: 1a Early Years

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To raise attainment in Early Years towards the early learning goals and in primary education, especially in literacy and numeracy	<p>EYDCP Plans (Strategic Plan 2001-4; Implementation Plan 2002-3)</p> <p>Seafront Sure Start Plan</p> <p>Hollingdean Sure Start Plan</p> <p>EAZ Early Years Plan</p> <p>Literacy Strategy</p> <p>Numeracy Strategy</p> <p>Directorate Development Plan</p>	EY teachers and practitioners	<p>Improved quality of provision, indicated by:</p> <ul style="list-style-type: none"> Meeting Govt target of 94% satisfactory Nursery Ofsted Inspections 20% QuILT modules receiving 'Credit' All EY teachers trained to work in Foundation Stage All EY practitioners in non-maintained sector to have at least 4 days training per year 	<p>Training programme:</p> <ul style="list-style-type: none"> Continue existing programme with termly courses 18 days, 360 teachers/practitioners per term New courses on in-depth look at parts of areas of learning 8 days, 160 teachers/practitioners per term Induction training for settings seeking to register for the NEG 2 days, 20 practitioners per term In-house training developed in response to local need 50 days per year Teachers' course – Post Graduate Certificate in EY (Partnership with East Sussex and Univ. Brighton) 6 teachers per year, 2 term course at M level Foundation degree for pre-school practitioners and school based non-teaching staff Behaviour support for early years settings 230 days SEAL support for early years settings 195 days teaching, EY Team Leader 3 days <p>Quality Assurance:</p> <ul style="list-style-type: none"> Support QuILT (local scheme) and EEL, with all settings undertaking recognised QA scheme 150 days pa Work towards Investors in Children endorsement for QuILT 20 days Develop working links with other 	<p>Schools' Adviser EY</p> <p>EY Consultant with QA responsibilities</p> <p>EY Consultants</p> <p>EY Consultant</p>	<p>INSET evaluations;</p> <p>EY and Training Subgroups of EYDCP feedback on range and quality of courses and guidance</p> <p>Monitor settings working through QA schemes</p> <p>Monitor Ofsted Reports; Feedback from supported settings</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
		EY children with SEN, EY practitioners	Children with SEN identified and given appropriate support through Foundation Stage	<p>EYDCPs using QuILT 170 days pa</p> <p>Support:</p> <ul style="list-style-type: none"> Newly registered settings supported through first term to avoid unsatisfactory Inspection outcomes Support for all settings and classes with unsatisfactory outcomes (creation of support programmes of settings causing concern) Maintain support groups for teachers and EY practitioners to include drop-in sessions Nursery schools used as exemplars for EY practitioners in both the maintained and non-maintained sector; creation of exemplar materials eg videos, portfolios to support the 6 areas of learning, prompt sheets for visits to exemplar EY settings EY Consultants 170 days pa <p>Transfer:</p> <ul style="list-style-type: none"> See transition and transfer strand Schools' Adviser (EY) 100 days Support for practitioners/teachers on behaviour: <ol style="list-style-type: none"> Training Advice and support Area SENCO programme fully implemented, giving advice and training about individual children with SEN and behavioural difficulties and about managing special needs 2.5 teachers and 2 Nursery Nurses FTE; 20 days EY 	<p>with QA responsibilities</p> <p>EY consultants with support responsibilities</p> <p>EY Consultant with responsibility for behaviour</p> <p>PRESENS Early Years / EP with responsibility</p>	<p>2004 target monitored through Foundation Stage Assessment</p> <p>2004 target monitored through Foundation Stage Assessment</p> <p>Ofsted report</p> <p>Schools report children with SEN moving smoothly into mainstream or special as appropriate with</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Team Leader	for Early Years	already identified needs and support
Support for and moderation of the Foundation Stage Profile			<p>Successful introduction of the Foundation Stage Profile</p> <p>Consistency in the approach to the Foundation Stage Profile</p>	<ul style="list-style-type: none"> • Training in the use of the FS Profile 10 days EY Consultants • Moderation of the FS Profiles – 22 schools to be visited 50 days EY Consultants • Moderation meetings for schools not being moderated 10 days EY Consultants; EY Team Leader 2 days mgmt <p>Early Years Admin Total: 190 days</p>	Head of Standards & Assessment	<p>Inset evaluations</p> <p>EY and training subgroups of EYDCP feedback on range of courses and guidance</p> <p>Auditor's report</p>

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Programme of Activity: 1b – Literacy

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To raise standards in literacy at KS1 and 2	Directorate Development Plan	Primary teachers and headteachers; pupils in KS1 and KS2	Increase of at least 5% in reading scores at level 4 and at 2b and above at KS1	Training on effective strategies for the teaching of reading within the Literacy Hour: Training days and follow-up over the course of the year; at least one day per school; Training to include effective use of phonic programmes as an element of reading at KS1.	Literacy Mgr and Literacy Consultant	Observation of Literacy Hours by Link Advisers, Literacy Mgr and Consultant. Analysis of reading scores.
		Y5 teachers and selected children not on track to reach L4 in Y6 National Tests	Target for percentage of children reaching L4 or above in 2004 met or exceeded	Further Literacy Support for selected children in Y5 who are not on track to reach level 4 in Y6 National Tests. 1 day's training for Y5 teachers who have not yet received training in Summer term 2003, plus follow-up guidance and support for intensive literacy schools.		Achievements of targeted children tracked through Y5 and Y6 results.
		Primary teachers and headteachers; pupils in KS1 and KS2	Target for percentage of children reaching L4 or above in KS2 and 2+ in KS1 2004 met or exceeded. 75% of literacy lessons observed by Literacy Manager and Consultant satisfactory or better. Schools' individual numerical target-setting accurate, i.e. targets met or exceeded.	Training and guidance on planning, teaching, target setting and assessment in literacy. At least one day's training per school in Summer or Autumn terms 2003.	Literacy Mgr and Literacy Consultant Literacy Manager and Literacy Consultant	Observation of Literacy Hours by Literacy Manager and Consultant. Analysis of KS1 and KS2 results.
		Teachers in Y2 and 3	Pupils continuing to make steady progress, as measured by Optional NC Tests in Y3	Training on Assessment for Learning in Literacy and transition from Y2 – Y3; 2 half days' training in Summer 2003		Analysis of Y3 Optional Tests.
		Primary teachers and	Increase of .at least 5% in writing scores at level 4 at KS2 and at 2b and above at KS1	Training on effective strategies for the teaching of writing within the Literacy Hour: Training days and follow-up over the course of the year; at least one day		Observation of Literacy Hours by Link Advisers, Literacy Mgr and

		<p>headteacher s; pupils in KS1 and KS2</p> <p>Teachers, headteacher s and pupils in schools with gaps between boys' and girls' achievement t wider than national average.</p> <p>Primary teachers and headteacher s; pupils in KS1 and KS2</p> <p>Primary teachers and headteacher s; pupils in KS1, KS2 and KS3, especially years 2, 3, 6 and 7</p> <p>Teachers in KS1 and KS2</p>	<p>Increase of % of boys achieving level 2+ at KS1 and level 4 + at KS2 in target schools.</p> <p>Specific use of ICT to promote literacy apparent in at least 50% of Literacy Hours observed.</p> <p>Specific focus on preparing for transition and consolidating past work apparent in at least 50% of Literacy Hours observed in second half of Summer term of Y2 and Y6: specific focus on building on previously acquired skills and knowledge apparent in at least 50% of Literacy Hours observed in first half of Autumn term in Y3 and Y7.</p> <p>New Expert Teachers in at least 2 schools not having had an Expert Teacher previously</p>	<p>per targeted school. Training to include effective use of phonic programmes as an element of writing at KS 1.</p> <p>Training and guidance on effective strategies for improving boys' literacy. At least one support day offered to 8 schools with gaps between girls' and boys' achievement wider than national average; follow-up guidance available to all schools.</p> <p>Training and guidance on using ICT to promote literacy. At least one training day offered to all schools in Spring term.</p> <p>Guidance on transition issues, KS1-2 and KS2-3. Specific support in planning for late Summer term of Y2 and Y6 offered to all schools; training and follow-up for one Y6 teacher from each Primary and Junior school.</p> <p>Support for promoting leadership at many levels through training and using Expert Teachers to demonstrate lessons, assist in training and provide guidance.</p> <p>Literacy Manager (Primary) 75 days</p>	<p>Literacy Manager and Literacy Consultant</p> <p>Literacy Manager and Literacy Consultant</p> <p>Literacy Mgr and Literacy Consultant;; KS3 Consultant</p> <p>Literacy Mgr and Literacy Consultant</p>	<p>Consultant. Analysis of writing scores.</p> <p>Analysis of boys' results in target schools.</p> <p>Observation of Literacy Hours by Link Advisers, Literacy Mgr and Consultant.</p> <p>Observation of Literacy Hours by Link Advisers, Literacy Mgr and Consultant.</p>
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				Admin Support 230 days Literacy Consultants 112 days each (total: 224 days)		
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Programme of Activity: 1c – Numeracy

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raise standards of attainment in mathematics for pupils in the Foundation Stage and at Key Stages 1 and 2	<p>Foundation Stage</p> <p>Reception and Primary National Numeracy Strategy</p> <p>KS3 National Numeracy Strategy roll-out</p> <p>NGfL ICT and NOF ICT training</p> <p>Directorate Development Plan</p>	<p>KS1 & 2 pupils</p> <p>KS1 & 2 pupils with SEN, G&T</p> <p>Reception and primary phase teachers and teacher assistants</p> <p>Those involved in the leadership & management of mathematics in the primary phase</p>	<p>Raise attainment in mathematics towards the target of 81% of pupils gaining level 4 or above in mathematics in 2003 and 84% in 2004</p> <p>40% of primary staff have attended the subject knowledge courses</p> <p>90% satisfactory or better course evaluations</p> <p>Pupils' ability to apply mathematical skills in different contexts improved as shown in item analysis of NC test papers by schools</p>	<p>Provide consultant support to about 30 infant, junior and primary schools and two special schools targeted according to need. This will involve supporting mathematics subject leaders and teaching staff in developing skills in the teaching of mathematics, including the provision of catch-up programmes. Apr 03 – Mar 04.</p> <p>Plan and deliver appropriate Inset to develop the pedagogy and subject knowledge of mathematics.</p> <ul style="list-style-type: none"> Deliver National Strategy courses Deliver further courses relating to the national priorities but that are appropriate to local needs <p>Give support to schools in managing the NNS:</p> <ul style="list-style-type: none"> monitoring the learning and teaching of mathematics effective use of performance data in identifying curricular and group targets, especially for SEN, G&T and gender issues school self review of mathematics <p>Develop teaching and learning of mathematics through:</p> <ul style="list-style-type: none"> development of cross curricular mathematics enhance thinking skills through using and applying mathematics <p>Numeracy admin support 230 days Consultants 460 days;</p>	<p>Primary mathematics consultants</p> <p>Primary mathematics consultants</p> <p>Primary mathematics consultants; Primary Strategy Manager</p> <p>Primary mathematics consultants</p>	<p>Primary Strategy manager/Primary Numeracy Line Manager. Shadowing in school. Regular line management meetings. NNS Regional Director also monitors consultants.</p> <p>Evaluation of NC test results together with evaluative visits to schools, September annually</p> <p>Primary Strategy Line Manager to evaluate the effectiveness of the implementation of the NNS in schools, summer 2003</p> <p>Headteachers' Numeracy consultative group</p>

				Primary Strategy manager 15 days Numeracy line manager 40 days		
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Programme of Activity: 1d – Science

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raise attainment in science at Key Stage 1	EYDCP Directorate Development Plan	Pupils aged 5-7yrs; Pupils in KS1 with SEN; Pupils in KS1 who are gifted in science; Teachers of science in KS1; KS1 science co-ordinators	Increase the proportion of pupils attaining level 2 or higher to 91% in 2004 Increase the proportion attaining level 3 or above to 27% in 2004	Publication of further support materials for KS1 science co-ordinators 2 days Support for schools which are underachieving in science 10 days	Schools' Adviser (Science)	Schools' Adviser (Science) observation of lessons in supported schools Evaluation of performance in standardised tests Monitoring of Ofsted reports
Raise attainment in science at Key Stage 2	Primary strategy Directorate Development Plan	Pupils aged 7-11yrs; Pupils in KS2 with SEN; Pupils in KS2 who are gifted in science; Teachers of science in KS2; KS2 science co-ordinators	Increase the proportion of pupils attaining level 4 or higher to 89% in 2004 Increase the proportion attaining level 5 or above to 40% in 2004	Support for schools who are underachieving in the proportion of pupils attaining level 4 or more 10 days Administration and management of twilight support meetings for science co-ordinators. 3 meetings to focus on short-term planning and moderation of standards development of science enquiry 4 days Organisation of science conference including sharing of good practice		

				3 days science consultant		
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Programme of Activity: 1e – ICT

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Improve quality of ICT provision	Directorate Development Plan	SMT, subject leaders	Identified ICT weaknesses in targeted schools eradicated by July 2004 or earlier	Schools identified by Schools' Advisers / ICT Consultant and/or OfSTED as having weaknesses in ICT and/or pupils' use of ICT across the curriculum to be offered appropriate support and training Follow up of implementation of action plans in schools already receiving support 180 days	ICT Consultant	Monitoring of school support plans and ICT development plans Lesson observations Annual Evaluation Report Evaluation of schools' action plans
		SENCOs and SEN teachers	Supported teachers use ICT more effectively with SEN pupils by July 2004 or earlier	Targeted support for SENCOs & SEN teachers to develop their use of ICT with SEN pupils has been identified in the school ICT development plan / Ofsted key issues of school support plan 20 days	ICT Consultant	Observation of use of ICT to support SEN pupils by SEN Adviser & ICT Consultant Monitoring of lessons by ICT Consultant using Ofsted criteria
		Subject Co-ordinators	Supported subject co-ordinators use ICT more effectively within their subjects with all pupils by July 2004 or earlier	Targeted support for subject co-ordinators where use of ICT within specific subjects has been identified in the school ICT development plan 10 days	ICT Consultant	Observation of pupils' use of ICT across the curriculum by ICT Consultant
				Work with numeracy and literacy consultants to develop the use of ICT in these subjects		Annual Report to comment on use of

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Promote ICT use in cross-curricular lessons 10 days		ICT as a discrete subject and as a cross-curricular subject
Enhance the quality of leadership and management of ICT			Evaluations show 100% expressing increased confidence Subsequent year's ICT plans show improved planning	All newly appointed ICT co-ordinators offered induction training in Autumn term 2 days Training and support for headteachers in targeted schools to focus on ICT development planning 3 days	ICT consultant ICT Consultant	Monitoring of inset evaluations Evaluation of leadership and management in targeted schools against OfSTED criteria
Improve quality of teacher assessment of ICT standards	Directorate Development Plan		Sampling by ICT Consultant reveals improved accuracy	Teachers in targeted schools supported in ICT assessment and moderating pupils' work during Summer and Autumn terms 2003 5 days ICT Consultant	ICT & Assessment Co-ordinators	Sample teacher assessments of ICT levels at end of KS1 and 2 in 10% of primary schools in Summer 2004

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Programme of Activity: 1f – Transition and transfer

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure smooth transfer between The Foundation Stage & Key Stage 1	EYDCP Foundation Stage Curriculum National Curriculum Directorate Development Plan	Heads and teachers at the beginning and end of the National Curriculum and the end of the Foundation Stage KS1 Co-ordinators	Schools able to track individual and groups' performance between reception and Year 2 Schools able to use assessment data to support target setting	<ul style="list-style-type: none"> Curriculum development to include the LEA guidelines on transition between the EY phase / Key Stage 1 <ol style="list-style-type: none"> Develop advice and guidance on adapting and modifying the curriculum to meet the needs of individual pupils Provide guidance on pupil tracking systems across both key stages <p>Schools' Adviser (EY) 10 days Lead EY Consultant 20 days SEN Adviser 10 days Assessment Consultant 20 days</p> EY transfer document to be amended to add SEN information All EY providers to implement transfer document by September 2003 Follow up with primary/infant schools use of transfer information Schools' Adviser to monitor efficiency of pupil record transfer between KS1 & KS2; focus on stand-alone junior school. Exercise to be completed by October half-term 2003 <p>Schools' Adviser (Primary) 6 days Performance Data Consultant 2 days</p>	EY, Literacy & Numeracy Consultants Assessment Consultant	Review of effectiveness of guidance in terms of curriculum guidance and pupil tracking
		Pupils in Y2 and Y3 in separate	Data from pupil interviews and test results in 2004 reveal improvement from 2003 in identified schools	<ul style="list-style-type: none"> Identify schools in which transfer causes a problem in terms of: <ol style="list-style-type: none"> Curriculum continuity Individual progression 	Schools' Advisers (EY)	Review of effectiveness of transfer document by end of autumn

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
		infant and junior schools		<p>(Summer & Autumn 2003)</p> <ul style="list-style-type: none"> • Work with these schools on strategies identified in successful schools to improve transfer (Spring 2003) • Repeat interviews and analyse (Summer 2004) <p>10 days – Schools’ Advisers (Primary), 3 days – Assessment Consultant</p> <p><i>For transfer KS2 to KS3, see Priority 2</i></p>	Schools’ Advisers (Primary), Performance Data Consultant	<p>term 2003</p> <p>Interviews with Y2 and Y3 pupils</p> <p>Analysis of Y3 optional test data compared with Y2 data on same pupils</p>

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Programme of Activity: 1g – School self-improvement; especially leadership and management, and teaching and learning

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To promote and disseminate high quality leadership and management through training primary heads, deputy heads, subject leaders and governors in Brighton & Hove	EDP2, 6e Directorate Development Plan	Headteachers Deputy Heads; Senior Managers; Subject Leaders		For: <ul style="list-style-type: none"> New/acting Headteacher support LPSH NPQH Deputy Heads Subject Leaders Target setting guidance and training See 6e		
To raise the quality of teaching and learning in Brighton and Hove schools by developing the concept of teachers as leaders of learning	Literacy Strategy Numeracy Strategy EYDCP EDP2, 4b Directorate Development Plan	Teachers		For: <ul style="list-style-type: none"> Teaching/learning styles Differentiation Planning of lessons See 4b		
Raising the attainment of pupils with SEN in Primary Schools	Literacy Strategy Numeracy Strategy Directorate Development Plan	Pupils with SEN in Primary Schools	Decrease in % of pupils achieving >L3 and >L2 at the end of KS2	<ul style="list-style-type: none"> Support the Primary Consultants working in both special and mainstream schools through the development of effective training and curriculum development at wave 3 Analysis of in-school review data at Primary level SEN Adviser 12 days 	SEN Adviser	As part of literacy and numeracy strategy evaluation
Raise attainment of	Literacy Strategy Numeracy	All schools; teachers	Higher levels targets achieved in KS1 and KS2 tests	<ul style="list-style-type: none"> Courses available to support the role of co-ordinators and school 		

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
gifted and talented children	Strategy Directorate Development Plan	with and co-ordinators for gifted and talented children	Schools' targets for level 3+ (KS1) and level 5+ (KS2) met or exceeded	governors in developing the curriculum for gifted and talented pupils Senior Primary Adviser 2 days <ul style="list-style-type: none"> Dissemination of advice and good local practice Senior Primary Adviser 10 days Monitor the progress of able pupils through tracking performance from school entry to KS1 to KS2 Senior Primary Adviser 5 days Support governors' monitoring of gifted and talented pupils Senior Primary Adviser 1 day Follow up all Ofsted reports and offer support where necessary Senior Primary Adviser 10 days Support the networking group for co-ordinators Senior Primary Adviser 2 days 	Performance Data Consultant, Senior Primary Adviser	Analysis of test results show increasing numbers of pupils attaining higher levels
To strengthen collaborative leadership and responsibility for teaching and learning in primary schools	Reception and Primary National Numeracy and literacy Strategies KS3 National Literacy & Numeracy Strategy roll-out EDP2 6e	KS2 pupils KS2 pupils with SEN, G&T Primary phase teachers and teacher assistants Those involved in the	Schools demonstrate good practice in the leadership and management of the NNS and NLS. Pupils achieve at the levels expected throughout the school as identified through tracking Raise attainment of pupils towards the targets of: 84% level 4 or above in English 81% level 4 or above in mathematics in 2003 and 84% level 4 or above in English	Identify 3 consultant leaders to work with schools identified. Provide training and line management for the Consultant Leaders. Identify 10% (12) of primary phase schools and provide: <ul style="list-style-type: none"> Consultant leader support to schools in managing the NLS and NNS: Training, advice and development for the leadership teams in schools For the effective use of performance data in identifying 	Primary Strategy Manager	Primary Strategy Manager through PRs and team meetings. Meetings with NLNS Regional directors Regular line management meetings. Monitoring visits to 12 schools, at the end of each term.

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	Directorate Development Plan	<p>leadership & management of literacy & numeracy in the primary phase</p> <p>SENCOs and others managing inclusion</p>	<p>84% level 4 or above in mathematics in 2004 to 2006</p> <p>3 Consultant Leaders achieve NCSL accreditation</p>	<p>curricular and group targets, especially for SEN, G&T and gender issues</p> <ul style="list-style-type: none"> Numeracy and literacy consultant support as appropriate Opportunities for collaboration with other participating schools and the three Beacon schools Opportunities for visits to observe good practice, to leading teachers and to schools in other LEAs Support for monitoring and evaluation <p>April 2003 – August 2004.</p> <p>Develop cross curricular work in both core subject areas</p> <p>3 Consultants Leaders 60 days Literacy consultants 24 days Numeracy consultants 24 days Performance Data Officer 6 days Assessment Adviser 6 days Primary Strategy Manager 42 days Primary advisers .5 day each school Senior Adviser Primary 10 days NLS and NNS line managers 3 days</p>		Evaluation of NC test results July 2004
To improve the quality of school improvement planning	EDP2 6e Directorate Development Plan	Schools identified through scrutiny of improvement plans and OfSTED inspections	Success criteria in improvement plans of targeted schools judged to be sufficiently focused on raising attainment by Summer 2003	<ul style="list-style-type: none"> Schools' Advisers monitor 2003 school improvement plans Summer 2003 – 2-5 days per adviser according to number of schools Support provided where plans judged weaknesses Spring 2004 – 2-5 days per adviser Scrutiny repeated in Summer 2004 5 days per adviser Evaluation undertaken by Senior Primary Adviser in Summer 2003 and 2004 2 days 	<p>Schools' Advisers</p> <p>Senior Primary Adviser</p>	Monitoring through scrutiny of plans – evaluation through annual report

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation

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Programme of Activity: 1h – Identification of good practice in the foundation subjects

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To develop and raise awareness of good practice in the foundation subjects	Beacon schools plans	Senior Managers and Subject Leaders of foundation subjects	<p>Creation of a foundation subject cluster</p> <p>Knowledge of teaching and learning in the foundation subjects is improves</p> <p>Dissemination of good practice from the cluster to other primary schools in the city</p>	<p>Develop improvement clusters to support curriculum development in the foundation subjects</p> <p>Identify areas of curriculum need and provide specialist support where possible</p> <p>Cluster to create action plans to develop subject expertise within the cluster</p> <p>Good practice to be disseminated from cluster to other city schools</p> <p>Primary Adviser 6 days</p>	Primary Adviser	Inspection evidence over the next academic year indicates an improvement in the quality of teaching and learning in the foundation subjects in the cluster of schools

Priority 2: Raising attainment in KS3

Programme of Activity: 2a – Literacy

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To raise the standards of teaching and attainment in English at KS3	National Strategy for KS3: Literacy strand pilot and roll out	KS3 pupils	Attainment in KS3 English is raised towards the target of 73% of pupils gaining level 5 or above in 2004 towards target of 78% in 2005	i) Complete school-based support for staff in mainstream and special schools, identified in 2002-03 Agreements for Improvement Work, and provide further support identified in new Agreements for 2003-04 focused on: <ul style="list-style-type: none"> • effective use of Intervention “toolkit” • the development of skills to support the effective teaching of literacy • the effective use of new teaching resources, including electronic whiteboards (April 2003–March 2004) 110 days	Secondary Literacy/ English Manager and Leading Literacy Teachers	Monitoring through observation of lessons, discussion with Heads of English, analysis of test results and regular line manager meetings
	Primary National Literacy Strategy	KS3 English teachers	Quality of teaching in all observed lessons to be 100% satisfactory with 70% good or better during Spring Term 2004			
	Directorate Development Plan	KS3 teacher assistants and SEN staff supporting English	The proportion of pupils attaining level 4 to increase to 84%			
		Staff involved in the management of English at KS3	The proportion of boys attaining Level 5+ to increase from 63% in 2003 to 65% 2004	ii) Provide training linked to national and local priorities focused on: <ul style="list-style-type: none"> • Improving writing • Grammar for reading • Reading and Writing Challenges for Year 7–8 • Drama Objectives Bank • English and ICT at KS3 • Year 7 Reading and Writing critical units • effective use of transition units and Literacy Progress Units in Y7 • effective preparation for KS3 tests including use of Booster lessons (April 2003–March 2004) 35 days	Secondary Literacy/ English Manager; ICT Consultant; Leading Literacy Teachers	Monitoring through observation by Regional Director and line manager meetings. Evaluation through participants’ feedback, school visits and analysis of progress, optional and end of KS3 test results
		Other subject staff	Proportion of pupils attaining Level 7+ to increase from 11% 2003 and 13% 2004			
			All schools to have effective action plans for improvement to meet challenging targets			
				iii) Provide continued training and support for schools in the development of cross-curricular literacy, using new National Strategy materials for literacy	Secondary	Monitoring through school visits and programme of KS3 Strategy Manager

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raising the attainment of pupils with SEN in Key Stage 3	KS3 strategy Directorate Development Plan	Pupils with SEN – key Stage 3	Decrease in the number of pupils achieving > L3 at KS3 in Maths, English and Science	co-ordinators and specific subjects (April 2003–March 2004) 12days iv) Plan and implement “creative” Graphic Descriptor project (Spring/Summer 2003) 6 days Support schools in the provision of English activities to extend the gifted and talented pupils 8 days Secondary Literacy Manager Provide training for Classroom assistants 8 days Secondary Literacy Manager Line management, monitoring and evaluation of strategy 20 Secondary Literacy Manager 5 days KS3 Strategy Manager	Literacy/English Manager; TLF Consultant KS3 Literacy/English Manager; EBP KS3 Literacy/English Manager and KS3 Strategy Mgr	meetings. Evaluation of participants’ feedback Evaluation through participants’ feedback
				Support the Key Stage 3 consultants working in both Special and mainstream schools through the development of effective training and curriculum development. SEN Adviser 5days	SEN Adviser	

Priority 2: Raising attainment in KS3

Programme of Activity: 2b – Numeracy

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raise standards of teaching and attainment in mathematics for pupils at KS3	KS3 National Numeracy Strategy	KS3 pupils KS3 pupils with SEN, G&T	Raise attainment in mathematics towards the target of 78% of pupils gaining level 5 or above in mathematics in 2005 74% in 2003	Complete programme of support planned in 10 secondary schools and 6 special schools for Summer term 2003- 50 days Maths Consultant	KS3 Maths Consultant Line Manager	KS3 Mathematics Line Manager monitoring visits with consultant both in school and two inset sessions. Monitoring in 10% of schools and to two inset sessions. Regular line management meetings. KS3 Regional Director also monitors consultant. Evaluation of NC test results together with evaluative visits to schools, September 2003 KS3 line manager will evaluate the effectiveness of the use of data in school through visits to schools to assess target setting
	Primary National Numeracy Strategy	KS3 teachers of mathematics and teacher assistants	Proportion of pupils attaining level 7+ to increase to 21% in 2004 from 17% 2002 Proportion of pupils attaining level 4+ to increase to 88%	Continue to provide consultant support to ten secondary schools and six special schools targeted according to need. This will involve supporting departments and teaching staff in developing skills in the teaching of mathematics, including the provision of catch-up programmes Apr 03 – Mar 04 105 days Maths Consultant	KS3 Numeracy Consultant	
	Directorate Development Plan	Those involved in the leadership & management of mathematics at KS3	100% of observed lessons to be at least satisfactory and 58% good or better by Spring 2004 Schools have an audit of numeracy activity across the curriculum. Schools have effective agreements for improvement to support the departments in reaching challenging targets	Plan and deliver appropriate Inset to develop the pedagogy and subject knowledge of mathematics. Deliver National Strategy courses, focusing on: <ul style="list-style-type: none"> • ICT • Year 9 teaching and the use of Boosters. • Thinking skills • Intervention • Strengthening transition, across KS2 to KS3 and KS3 to KS4 • Identify needs, plan and deliver courses appropriate to local needs • Train and support teachers unfamiliar with the strategy and non-specialist maths teachers 20 days Maths Consultant	KS3 Numeracy Consultant	
				Support schools in producing activities that support the assessment and	KS3 Maths Consultant	

Priority 2: Raising attainment in KS3

Programme of Activity: 2c – Science

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raise standards of teaching and attainment in science for pupils at KS3	KS3 National Science Pilot Strategy and national roll out Directorate Development Plan	KS3 pupils KS3 pupils with SEN, G&T KS3 teachers of science Those involved in the leadership & management of science at KS3	100% of observed lessons to be at least satisfactory by Spring 2004 with 63% good or better Raise attainment in science towards the target of 78% of pupils gaining level 5 or above in science in 2005 67% in 2003 70% in 2004 The proportion of pupils attaining	Continue consultant support to ten schools targeted according to need as shown in the Agreement for Improvement Work. This will involve supporting departments and teaching staff in developing skills in the teaching of science. April 2003 – Sept 2003. Schools where pupils have weak literacy skills will receive additional support. Provide support according to need from Sept 2003–March 2004 150 days Science Consultant Provide appropriate Inset to develop the pedagogy and subject knowledge of science to ten secondary schools and six special schools. <ul style="list-style-type: none"> • Deliver National Strategy courses • Identify needs, plan and deliver courses appropriate to local needs • Support teachers in gaining science curriculum subject knowledge • Support teachers in providing the full range of Science1 activities with emphasis on Ideas and Evidence. • Provide opportunities for teachers to update skills in ICT in Science 1, • Provide an opportunity for cross-curricular training in datalogging with ICT Consultant • Provide opportunities for Heads of science to network and share good practice. 	KS3 Science Consultant KS3 Science Consultant line-manager KS3 Science Consultant KS3 Science Consultant,	KS3 Science Line Manager monitoring visits with consultant both in school and to inset sessions. Monitoring in 10% of schools and to one inset sessions. Regular line management meetings. KS3 Regional Director also monitors consultant. Evaluation of NC test results together with evaluative visits to schools, September 2003 KS3 line manager will evaluate the effectiveness of the use of data in school through visits to schools to assess target setting

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
			<p>Level 7+ to increase from 7% in 2002 to 9% 2003 and 10% in 2004</p> <p>The proportion of pupils attaining level 4+ to increase to 89% 2004</p>	<p>25 days Science Consultant 2 days ICT Consultant</p> <p>Support schools in the provision of science activities to extend the gifted and talented pupils</p> <p>8 days Science Consultant</p> <p>Support schools in producing activities that support the progression of pupils with SEN (provide opportunity to attend initial conference on appropriate strategies for lower attaining pupils- July 2003) 5 days Science Consultant, 2 days ICT Consultant, 5 days SEN Adviser.</p> <p>Provide training for Classroom assistants (including lab technicians) and supply teachers in appropriate pedagogy in Science</p> <p>8 days Science Consultant</p> <p>Management, monitoring and evaluation 15 days</p>	<p>SEN Adviser</p> <p>KS3 Science Consultant / Line manager</p>	

Priority 2: Raising attainment in KS3

Programme of Activity: 2d – ICT

Purpose of the programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Improve standards of attainment in ICT	Literacy, Numeracy, Science, SEN, TLF Directorate Development Plan	ICT Co-ordinators, ICT Teachers ICT Co-ordinators (KS2/KS3)	Proportion of pupils attaining level 5 in ICT in line with National and local targets. 2004 – 75% 2005 – 78% 2007 – 85% Proportion attaining level 6 and above in line with local targets. 2004 – 46% KS3 staff confident in assessment of ICT Curriculum Portfolio of work exemplifying standards available on Key Stage 3 Web Site Transition units for ICT developed	Collect and collate statistics of attainment in Summer Term 2003 Identify targeted support in schools 1.5 days in Summer term Staff in KS3 given guidance and assistance with assessment of ICT capability 2 days Collect examples of work and moderate. Identify differentiated outcomes to enable G and T students to meet their potential. Summer term 1 day Spring term 2004 0.5 day Workshops with KS2/3 teachers to develop materials and build on standards achieved at KS2 2 days Provide training for Classroom assistants 8 days ICT Consultant	KS3 ICT Consultant and Performance Data Consultant KS3 ICT Consultant ICT Consultants (Primary and Secondary)	ICT Manager Monitoring visits to schools and INSET sessions Regular line manager meetings Monitoring of consultant by Strand Regional Director
Improve pupil standards and access to ICT across the curriculum	Literacy, Numeracy, Science, SEN, TLF	SMT, Subject leaders SENcos, Teachers in Special Schools, pupils with SEN G&T pupils	ICT used to effectively engage all pupils in all schools.	Support and training for SENcos in school to use ICT to support SEN across the curriculum 2 days KS3 ICT Consultant Train staff to ensure competence and confidence: portable whiteboards; technical support through IT contract; local register of practice for ICT; teaching using ICT; ICT quality mark. Adapt resources to meet local needs 2 days KS3 ICT Consultant	KS3 ICT Consultant KS3 ICT Consultant SEN Adviser	Monitoring visits to schools by ICT Consultant and SEN Advisor

Purpose of the programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				2 days SEN Adviser		
Enhance the quality of ICT teaching	Literacy, Numeracy, Science, SEN, TLF Directorate Development Plan	Subject Leaders SMT	100% of observed ICT lessons should be satisfactory, demonstrating appropriate structure, content and opportunities for development of ICT capability. 45% should be good or better	Continued support in Summer term 2003 Development of plans for improvement in 2003-4 50 days Support from consultant to help 16 schools with KS3 departments develop new ICT modules and raise teaching/ learning. Visits in 2003-4 5 days per school 80 days Intensive work with 10 schools Autumn and Spring term 2003-4 52 days INSET provision to support continuing professional development of teachers 20 days Line management support, monitoring and evaluation. 15 days	KS3 ICT Consultant KS3 ICT Consultant KS3 line manager	Evaluation of NC teacher assessment results together with evaluative visits to schools. KS3 line manager to evaluate the effectiveness of the data in school through visits to schools. Joint observation of ICT lessons in all schools with Line Manager

Priority 2: Raising attainment in Key Stage 3

Programme of Activity: 2e – Transition and transfer

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
<p>Improve the progress pupils make when transferring into Key Stage 3 and into Key Stage 4</p> <p>To raise attainment in numeracy and literacy and additionally to target gifted and talented pupils</p>	<p>Numeracy Literacy Gifted and talented</p> <p>Directorate Development Plan</p>	<p>Pupils aged 11 yrs</p> <p>Middle managers</p> <p>Senior staff in schools</p> <p>Year 6 pupils assessed as achieving close to L4 and well into Level 5</p>	<p>The rate of progress of pupils in Year 7 matches or is better than that projected from primary school records</p> <p>100% of lessons in Key Stage 3 are planned with an awareness of the work that has been covered in KS2</p> <p>All participating pupils to attain their target level</p>	<p>Termly meetings with senior primary staff (the data group)</p> <p>Termly meetings with senior secondary staff (secondary data group) with a focus on disseminating best practice to support weaker schools</p> <p>Collection and collation of individual primary school pupil data for communication to secondary schools</p> <p>Joint training session for KS3 and KS2 teachers on the 'mathematics bridging' unit. Summer Term 2003. 5 days maths consultant</p> <p>Joint training session for KS3 and KS2 teachers on progression in writing 3 days secondary literacy manager</p> <p>Management and administration of four self-support groups to look at continuity and progression in science 3 days science consultant</p> <p>Management and administration of a self-support group to look at continuity and progression in ICT 3 days ICT consultant</p> <p>Support for cross phase groups looking at behaviour and attendance issues 3 days behaviour and attendance consultant</p> <p>2 summer schools in July and August</p>	<p>See Priority 4</p> <p>Schools' Adviser</p> <p>KS3 Numeracy Consultant</p> <p>Literacy Consultant</p> <p>Science Consultant</p> <p>ICT Consultant</p> <p>3 days behaviour and attendance consultant</p> <p>G&T Adviser, KS3</p>	<p>Through personal review meetings with Performance Data Consultant</p> <p>Evaluation of National Curriculum data September 2003</p> <p>Evaluation by questionnaire, data analysis of performance in English and maths in Year 7</p>

				2003 1 day monitoring	Consultants	
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Priority 2: Raising attainment in Key Stage 3

Programme of Activity: 2f – Teaching and learning in foundation subjects and support for managing pupils' behaviour across the curriculum

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Raise levels of engagement and motivation for pupils at Key Stage 3 in the Foundation subjects to improve achievement	KS3 Literacy, Numeracy and Science Strategies. 'Connexions'	KS3 pupils, KS3 pupils with SEN, More able pupils	The quality of teaching and learning improves so that each school meets their identified, challenging target for improvement in teaching and learning.	Identify with senior managers and attached advisers, teaching and learning development priorities within each secondary schools. Assist the development of plans for improvements in areas of teaching and learning identified. Support the delivery of those plans inc. INSET, shared planning, coaching FS Consultant 110 days	FS Consultant	Monitoring through observation of lessons, discussion with Heads of Department, analysis of test results and regular line manager meetings
	EDP2 4b	KS3 teachers	Attainment in foundation subjects identified in school plans will meet agreed targets at L4+, L5+ and L7+	Continuing support for projects 02-03 to embed and spread best practice. 2 days per school in-school support FS Consultant 20 days	FS Consultant	Monitoring through observation by Regional Director and line manager meetings.
	Directorate Development Plan	Co-ordinators for gifted and talented Gifted and talented pupils.		Support schools involved in the pilot of materials for schools facing challenging circumstances. Pilot to take place in 5 schools. FS consultant 5 days	FS Consultant	Monitoring through school visits and programme of KS3 Strategy Manager meetings
Provide subject leader training to all Heads of Department		Lead teachers in foundation subjects	Support groups established for history, geography, art, design technology and music. These to have met at least twice and published work on progression.	Support schools' co-ordinators for Gifted and talented pupils in their school developments FS consultant, 10 days	FS Consultant	Evaluation through participants' feedback, school visits and analysis of KS3 test results
		Lead teachers in	Special schools attend initial training session and complete audit	Develop and maintain subject support group meetings/ training sessions for foundation subjects, to be led ultimately by specialist schools and/or ASTs- FS Consultant 8 days	FS Consultant	
				Work with six special schools on new specialist materials provided by the		

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	EDP 4a	special schools	of needs	National KS3 team FS consultant 20 days		Evaluation through school visits
		Teachers in secondary schools	Fewer OfSTED inspections raise assessment as a 'key issue for action', more cite it as a strength.	Continue action research into assessment for learning, in a group of secondary and special schools. (Linked with Dylan Wiliam, Kings College London.). To be completed by September Pilot materials for assessment for learning across the curriculum as part of the Key stage 3 National Strategy. Summer 03. FS Consultant 36 days,	FS Consultant, Assessment Consultant, Schools Adviser for Assessment	
		Teachers in foundation subjects. Co-ordinators of literacy across the curriculum		Evaluative review of assessment for learning developments by visiting a sample of schools to observe practice. Assessment Adviser 10 days	Schools' Adviser for Assessment	
	EDP2 4	Co-ordinators of citizenship curriculum	The citizenship PoS is delivered in KS3	Support the development of literacy across the curriculum utilising by providing INSET opportunities in conjunction with secondary literacy manager. FS Consultant 6 days	FS Consultant with Literacy Manager	
		Teachers and subject leaders of	A revised scheme of work for MFL is in place. The quality of teaching and learning is satisfactory in 100% of observed lessons	Management, monitoring, and evaluation Line Manager 20 days, FS Consultant 15 days Continued support for the development of the citizenship curriculum PSHE team 15 days Continued support for framework development in MFL departments In summer term	FS line manager FS Consultant PSHE team MFL Consultant	

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	EDP Priority 4	MFL	<p>Increased attendance in targeted schools</p> <p>Improvements in behaviour management to meet targets in school based plans</p> <p>Teachers report fewer incidents leading to sanctions being applied. Fewer temporary exclusions due to poor behaviour in the classroom.</p>	<p>36 days MFL Consultant</p> <p>Continuing support for MFL departments in eight participating schools in developing schemes of work in line with framework. Cascading training from pilot to roll-out schools, supported by ASTs and specialist schools.</p> <p>38 days MFL Consultant</p> <p>Ensure the inclusion of all pupils in the curriculum, in particular improve motivation and engagement for those pupils who exhibit unacceptable behaviour</p> <p>Through working with individual teachers, departments and whole school teams.</p> <p>Also provision of INSET. Support for targeted schools to be planned by October 2003.</p> <p>Behaviour and attendance consultancy 122days</p> <p>Key Stage 3 consultants trained to include behaviour strategies into their support for individual teachers</p> <p>Behaviour and attendance consultancy 3 days</p> <p>Ensuring effective information sharing with</p> <p>Other LEA groups such as SEN, EWO, Learning support, consultative groups</p> <p>5 days</p> <p>Management and evaluation</p> <p>15 days KS3 Strategy Manager</p> <p>20 days Principal of ACE</p>	<p>MFL Consultant (linked with Hove Park)</p> <p>Behaviour and attendance consultancy (linked with ACE)</p> <p>Behaviour and attendance consultancy</p>	Monitoring through School visits, visit reports and line management meetings

Priority 3: Raising attainment in KS4

Programme of Activity: 3a - GCSE Attainment especially English, Mathematics, Science and ICT

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To raise the standard of attainment in English at KS4	KS3 Strategy for English Gifted and Talented Directorate Development Plan	KS4 pupils KS4 teachers of English Staff involved in the leadership and management of English in KS4	Attainment in English is raised towards the target of 51% pupils gaining 5+ A*-C in 2003 and 52% in 2004 Attainment in English Literature is raised towards the target of 51% pupils gaining 5+ A*-C in 2003 and 52% in 2004	i) Provide training focused on: <ul style="list-style-type: none"> effective analysis of data to target appropriate pupils for specific support, with a particular focus on gender teaching strategies to improve pupil attainment in English and English Literature coursework and examinations, with a focus on Year 9-10 transition 6 days Secondary Literacy Manager 3 days Performance Data Consultant ii) Provide school-based support for the development of data analysis, targeting and teaching strategies 6 days Secondary Literacy Manager	Secondary Literacy Manager/ Performance Data Consultant Secondary Literacy Manager	Monitoring and evaluation through participants' feedback, school visits and analysis of GCSE examination results Evaluation through analysis of GCSE results
To raise the standard of attainment in Mathematics at KS4	National Numeracy Strategy for KS3 Gifted and Talented Directorate Development Plan	KS4 pupils KS4 teachers of mathematics Subject leaders of maths in KS4	Attainment in Mathematics is raised to support the target of 52% 5+ A* - C for 2004 and 85% 5+ A* - G incl maths and English for 2004. Mathematics targets to reach the current national (2001) targets for all candidates by 2004: 51% A* - C (43.3% 2001) 97% A* - G (95.5% 2001)	i) Provide support for <ul style="list-style-type: none"> effective analysis of data by departments to target appropriate pupils for specific support with a particular focus on gender teaching strategies to improve pupil attainment in Mathematics coursework and examinations 20 days KS3 Maths Consultant	Mathematics Consultant / Performance Data Consultant	Monitoring and evaluation through school visits and analysis of GCSE examination results Evaluation through analysis of GCSE results
To raise attainment in GCSE science	KS3 Strategy for Science Gifted and Talented	KS4 pupils KS4 pupils with SEN, G&T KS4	Increase the percentage of pupils attaining an A*-C grade in at least one science subject in main stream schools to the national average of 47% by 2004 Increase the percentage of pupils	<ul style="list-style-type: none"> Support for schools who currently have below or well below national average A*-C for at least one science, including a focus on gender. Work to focus on course work and quality of teaching 	Science Adviser	Science adviser visits to school to monitor teaching and learning in science

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	Directorate Development Plan	teachers of science Those involved in the leadership & management of science at KS4	attaining A*-G grades as proportion of the entry in main stream schools to 98% in 2004 Increase the percentage of pupils attaining A* and A grades in science as proportion of those entered to 12% in 2004	10 days KS3 Science Consultant 5 days Science Adviser <ul style="list-style-type: none"> Management of support group, one meeting/term Meeting for schools with examination board 2 days Science Adviser		Tracking progress of pupils in key groups by science adviser Evaluation of annual examination data by science adviser
To raise the standard of attainment in ICT at KS4	KS3 Strategy Plan Directorate Development Plan	KS3 and KS4 pupils KS3 and KS4 teachers of ICT and ICT co-ordinators	Increase the percentage of pupils attaining A*-G grades to 50% (currently at 38%) by 2004	<ul style="list-style-type: none"> Provide support for 6 schools in the delivery and assessment of GNVQ ICT 5.5 days ICT Consultant <ul style="list-style-type: none"> Support the delivery and assessment in 4 schools of GCSE Full and Short Course in ICT Provide INSET and in-school support for the GCSE in Applied ICT. 4.5 days (1.5 days per term) ICT Consultant	ICT Consultant	Evaluation of examination data by ICT Consultant Evaluation of INSET Monitored through performance reviews
Providing accreditation opportunities for pupils with learning difficulties	14-19 Developments Directorate Development Plan	Pupils with SEN working at L4 at age 14-16	80% pupils working below level 4 in all secondary and 4 special schools to achieve at least 4 entry level passes or GCSE in English and Maths in 2003	<ul style="list-style-type: none"> Give advice and support to schools on Entry Level options Share practice through SENCO support group Monitor the development of LSU provision 12 days SEN Adviser	SEN Adviser	Analysis of pupil achievement through data monitoring and school visits
To raise GCSE attainment for gifted and talented pupils	KS3 Strategy Gifted and Talented Directorate Development	All secondary schools	Staff in secondary schools kept abreast of latest developments	INSET held (one day) for Gifted and Talented Co-ordinators 3 days Senior Adviser (Early Years and Primary)	Senior Adviser (Early Years and Primary)	INSET Evaluations

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	Plan					
To raise attainment in citizenship	Equalities Strategy Sustainability Strategy Directorate Development Plan	Citizenship co-ordinators in all mainstream and special schools	All schools implement a citizenship curriculum at KS4 with assessment/accreditation methodology Example Personal Finance/citizenship module used in pilot schools	<ul style="list-style-type: none"> Support for secondary schools in implementing GCSE and other forms of Citizenship accreditation 3 days training (one per term) Head of Social Inclusion Personal Finance Group Initiative with pilot secondary schools 3 days training per school (one per term) Head of Social Inclusion 	Head of Social Inclusion	Monitoring through PFGI Steering Group Evaluation through annual review

Priority 3: Raising attainment in KS4

Programme of Activity: 3b – Transition and Transfer: including progression from 14–19 and collaboration with partners and providers

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To provide effective transition 14–19	Learning Partnership Plan	KS3 and 4 pupils and post-16.	0.5% increase in percentage of pupils progressing to post-16 education or training (2001 74.85, 2002 – 75.5 (unvalidated data) with a particular focus on Falmer and Comart by 2004.	Termly meetings of 14–19 management group (linked to Learning Partnership) to co-ordinate all transition activities including FE colleges and LSC from KS3–KS5. 6 days (2 days per term) Senior Adviser	Senior Adviser	Monitoring and evaluation of 14–19 management group action plan
	Connexions	Senior Managers				
	Sussex Careers Services					
	LSC Strategic Plan	Headteachers and College Principals	0.5 % increase in pupils entering employment with training (2001: 9.55%, 2002 10.8% (unconfirmed data)	Management of Learning Partnership Co-Ordinator and monitoring of Learning Partnership Plan. To increase the number of pupils achieving Level 2. 20 days (half a day per week) Senior Adviser	Senior Adviser	Performance Management Reviews / minutes of meetings
	Economic Development	Special Schools	Reduce the number of pupils achieving no GCSE passes (currently 5%) – reduce to 4% by 2004			
	Community Plan			Liaison with FE colleges, training providers, employers and LSC to review appropriate courses/placements in both mainstream and special schools to support curriculum development. 12 days (2 days per half term) 14–19 Flexibility Manager; 12 days (4 days per term) Senior Adviser	Senior Adviser/ 14–19 Flexibility Manager	Visits to schools and other providers by 14–19 Flexibility Manager / Visit Reports / Performance Review Meetings / LSC Meetings and minutes
	Sustainability Strategy		Increase the number of 5 A*–C passes from 46% (current) to 52% in 2004			
	SEBA Action Plan					
	KS3 Strategy					
	Directorate Development Plan			Termly meetings of 14–19 curriculum group to co-ordinate curriculum offer to support employment/progression. 9 days (3 days per term) 14–19 Flexibility Manager	14–19 Flexibility Manager	Monitoring and evaluation by 14–19 management group / Termly report to Senior Adviser
				Collaboration with Connexions PAs to ensure they are up to date with the latest curriculum initiatives to ensure progression into education and employment 3 days (one day per term) 14–19 Flexibility Manager	14–19 Flexibility Manager	Termly report to Senior Adviser

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Improve the progress pupils make when transferring into Key Stage 4 and into Key Stage 5		<p>Senior Managers in 11-18 schools</p> <p>Heads of 6th Form</p>		<p>Develop transition and transfer through collaborative working with current subject groups KS3-KS5 3 days (one day per term) 14-19 Flexibility Manager</p> <p>Develop vocational subject groups in Leisure and Tourism, Science and Health and Social Care 3 days (one day per term) 14-19 Flexibility Manager</p> <p>Work with the Learning and Skills Council and schools on combined 11-19 strategy and implementation plan. 20 days (half day per week) Senior Adviser</p> <p>To work with the Learning and Skills Council to adapt the current SSE document to focus specifically on post-16 provision. To include data analysis KS4-5 (<i>see priority 4</i>) 6 days (2 days per term) Senior Adviser</p>	<p>14-19 Flexibility Manager / KS3 Consultants</p> <p>14-19 Flexibility Manager</p> <p>Senior Adviser</p> <p>Senior Adviser</p>	<p>Meeting minutes / Visit Reports / Performance Review meetings</p> <p>Meeting minutes / termly report to Senior Adviser</p> <p>Meeting minutes / Strategy produced</p> <p>Self Evaluation document produced and used with schools / Visit reports</p>

Priority 3: Raising attainment in KS4

Programme of Activity: 3c – Development of an appropriate curriculum 14-19

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To raise standards through the development of an appropriate curriculum 14-19	<p>Learning Partnership Plan</p> <p>Sussex Careers Services</p> <p>LSC Strategic Plan</p> <p>SEBA Business Plan and local EBP Plan</p> <p>EAZ Action Plan</p> <p>14-16 Flexibility Plan</p> <p>Connexions</p> <p>Sustainability Strategy</p> <p>Directorate Development Plan</p>	<p>KS3-5 pupils</p> <p>Special Needs Pupils</p> <p>Gifted and Talented</p> <p>Special Schools</p>	<p>Qualifications offered contribute towards the increase in pupils obtaining at least 1 A*-G. (currently 94%). Target for 2002 is 97% and 5 A*-G target of 86% in 2002, 88% in 2003 and 91% for 2004</p> <p>9% increase in pupils achieving Level 2 qualifications by 2004 (currently 46%). Target for 2003 51%, target for 2004 52%</p> <p>0.5% increase in pupils continuing into post-16 education/training (2001 74.85, 2002: 75.5 (unvalidated)</p> <p>1% reduction in pupils not achieving any GCSEs. (currently 5%)</p> <p>100% of secondary schools to implement GCSEs in vocational subjects and/or GNVQs/NVQs by 2004</p>	<p>14-19 curriculum group to develop curriculum model for emerging 14-19 agenda</p> <p>INSET and school based support for mainstream and special schools for the:</p> <ul style="list-style-type: none"> • Introduction of GCSE in Applied Subjects and other related vocational qualifications pre and post-16 • Introduction of other appropriate Level 1 and Level 2 qualifications. • Moderation of identified subject areas (Leisure and Tourism, Health and Social Care, Science and Business) • Progression KS4-5 and collaborative curriculum planning with post-16 providers. • Support of AVCE in Leisure and Tourism • Develop business placements/ links to support vocational courses (<i>see priority 7</i>) <p>6 days (2 days per term) Senior Adviser 39 days (1 day a week) 14-19 Flexibility Manager 12 days (4 days per term) EBP Consultant</p> <p>Expand link courses at KS4 by 10% with FE colleges, training providers and employers by</p> <ul style="list-style-type: none"> • Supporting 14-16 flexibility bid from City College • Reviewing and developing current link course provision. 	<p>Senior Adviser, Secondary</p> <p>14-19 Flexibility Manager</p> <p>EBP Consultant</p> <p>14-19 Flexibility Manager</p> <p>EBP Consultant</p>	<p>Monitoring through meetings of 14-19 management group and external evaluation of activities. INSET evaluations and school visit reports. Monitoring through Performance Reviews</p> <p>External evaluation of link programmes</p> <p>Annual evaluation of link courses from City College</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
			<p>To provide the STEP programme but to develop STEP placements to be part of 2 day provision for some students</p> <p>50% of schools to start undertaking the self-evaluation of work related courses to raise standards</p> <p>90% of schools attend conference and review effectiveness of current curriculum</p>	<ul style="list-style-type: none"> Involvement of employers in accreditation of key skills/employability qualifications Work with LSC on monitoring and developing Level 2 curriculum projects <p>36 days (12 days per term) 14-19 Flexibility Manager 6 days (2 days per term) EBP Consultant</p> <p>To work with STEP team and Connexions to link work placement with training to gain appropriate accreditation. 230 days STEP team 39 days (1 day a week) EBP Consultant 9 days (3 days per term) 14-19 Flexibility Manager 3 days (1 day per term) Senior Adviser</p> <p>Implement quality standards for work related learning to support self-evaluation in secondary schools 3 days (1 day per term) Senior Adviser 3 days (1 day per term) 14-19 Flexibility Manager</p> <p>Develop a good practice and resource guide for the 14-19 curriculum 3 days (1 day per term) Senior Adviser 6 days (2 days per term) 14-19 Flexibility Manager</p> <p>14-19 curriculum conference, in collaboration with Learning Partnership to update on national developments, disseminate good practice, promote collaborative working and progression in Autumn</p>	<p>14-19 Flexibility Manager EBP Consultant STEP Project Managers Senior Adviser</p> <p>Senior Adviser 14-19 Flexibility Manager</p> <p>Senior Adviser 14-19 Flexibility Manager</p>	<p>Termly report to Senior Adviser Monitoring through Performance Reviews</p> <p>Termly report to Senior Adviser Performance Reviews with STEP team</p> <p>Termly report to Senior Adviser Visit Reports</p> <p>Guide produced Feedback from schools</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				2003 8 days Senior Adviser	Senior Adviser	Conference evaluations

Priority 4: Narrowing attainment gaps and tackling underachievement

Programme of Activity: 4a – Assessment for learning

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Improve the use of formative assessment (questioning; self/peer assessment; clear learning intentions and success criteria; linking learning) in order to raise standards of achievement	KS3 Pilot strategies Primary strategy Priority 2 for KS3 Directorate Development Plan	School management, teachers in KS1, KS2	Raise attainment in all subjects and especially the core subjects leading to achievement of the LEA targets for the core subjects at all key stages. Fewer OfSTED inspections raise assessment as a 'key issue for action', more cite it as a strength.	Work with primary consultants to embed assessment for learning methodology within each specialist area. 5 days AC, 5 days primary consultants (1 day each) Raise awareness of AfL techniques through training and inset and school based research. Set up expert AfL teacher network for other schools to visit, linked to Beacon schools 5 days AC, 15 days ASA Support and challenge schools where classroom assessment is identified as a weakness. 50 days AC, 10 days ASA Produce training and support/guidance materials for schools to develop: <ul style="list-style-type: none"> Tracking of pupil progress in core subjects and the use of tracking to support effective intervention (6) 	Assessment Consultant Assessment Consultant Assessment Consultant Assessment Consultant/EY Consultants/Literacy/Numeracy Consultants	PR with consultants and AC Schools' Adviser and assessment consultant will monitor the success of the activities through classroom observations throughout the year. Evaluative report in summer term 2003 linked to annual analysis of OfSTED inspections Line management meetings with consultant to monitor progress. Evaluation through

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<ul style="list-style-type: none"> Tracking of pupil progress in the non core subjects (7) Tracking of pupils from Reception through KS1 which will enable use of value added measures. (7) Moderation, marking and analysis of optional papers for Y3, 4, 5 (5) <p>25 days AC, 10 days ASA</p> <p>Work with EY team to monitor and develop the Foundation Stage Profile as an effective assessment tool 10 days AC, 10 days EY consultants</p> <p>Organise and manage the KS1 audit and monitor the KS2 and KS3 NC tests as required by QCA 40 days AC. 10 days ASA</p> <p>Summary: 135 days Assessment Consultant 5 days Primary Consultants 10 days EY Consultants 45 days Adviser for Standards & Assessment plus line management 5 days</p>		<p>annual analysis of pupil performance data.</p> <p>Annual report to QCA on KS1 audit, returns on KS2 and KS3 NC test monitoring. Report on FS Profile</p>

Priority 4: Narrowing attainment gaps and tackling underachievement

Programme of Activity: 4b – Teaching and learning; especially learning styles, differentiation, development of learning programmes and self-managed learning

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To enhance the capacity of schools to meet a broad range of individual learning needs	<p>KS3 Pilot Strategies</p> <p>Primary Strategy</p> <p>Links to EDP2 priorities 1, 2 and 3, 5b and 5d, 6a, 6c, 6d, 7a</p> <p>Equalities Strategy</p> <p>Directorate Development Plan</p>	School management, teachers in KS1 – KS4 in targeted schools (ie those not yet fully self-evaluating)	<p>95% of lessons observed by advisory team are judged to have effective planning that enables all pupils to make at least satisfactory progress. By Dec 2003.</p> <p>Conferences stimulate setting up of cluster groups where staff develop good practice.</p>	<p>Initiate development of school based research in areas of teaching and learning through initial conferences followed up with support for cluster groups:</p> <ul style="list-style-type: none"> • Recognising, planning for and working with different learning styles • Developing emotional Literacy • Developing and implementing a teaching and learning policy embracing all areas of the curriculum • Developing pupils' thinking skills • Developing pupils' creativity <p>Identify and support primary cluster groups to develop good practice in the city schools for these areas of teaching and learning.</p> <p>Adviser for Standards and Assessment – 40 days Assessment Consultant – 10 days Consultants as part of their core work</p>	<p>Adviser for Standards & Assessment</p> <p>Assessment consultant</p> <p>KS3 consultants</p> <p>Primary literacy numeracy and ICT teams</p> <p>Schools' advisers</p>	<p>Course programme monitored to ensure opportunities provided within training</p> <p>Outcomes from school based research disseminated</p>

Priority 4: Narrowing attainment gaps and tackling underachievement

Programme of Activity: 4c – Performance Data analysis

[illegible]

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<p>Work with AC to develop measures for value added from FSP to KS1 PDC 10 days AC 10 days</p> <p>Work to improve transfer of information between key stages: R to KS1 KS1 to KS2 KS2 to KS3 KS3 to KS4 PDC 10 days</p> <p>Work with headteachers and Assessment co-ordinators to improve the quality and focus of performance data provided to schools. (data groups) PDC 5 days ASA 5 days</p> <p>Work with Advisers and schools to develop effective target setting and prediction of results PDC 15 days</p>		
To support targeted interventions by schools and the LEA through the collection and provision of comprehensive data about the attainments of different	Strategies for supporting pupils with specific need, eg: SEN EAL LAC Excluded pupils Black and Ethnic Minority Pupils Directorate	School management, teachers, LEA staff	Attainment gaps and underachievement of specified groups of pupils are identified and action taken by schools to reduce this: Male/Female LAC SEN EAL Excluded pupils Underachievers	<p>Linking of assessment data to contextual pupil information such as gender ethnicity and prior attainment.</p> <p>Analyse matched data to provide information about the attainment of different groups of pupils. Matched data to be provided to schools and advisers in order to support interventions and evaluations. October 2003</p>	Performance Data Consultant	<p>Regular line management meetings to monitor progress.</p> <p>Information provided to schools at the same time as the Profiles (October 2003)</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
groups of pupils.	Development Plan			Develop further the ability to interpret this data for the support of these pupils PDC 25 days, PDO 10 days, IA 10 days		
Develop the skills of school leaders and senior managers in the effective use of performance data analysis	Middle management training plans School self review Directorate Development Plan	HTs, SMT and departmental managers/co-ordinators Governors	Training provided and found valuable – evaluations More effective targeting of support for schools	Provide training and support for schools on the effective interpretation and use of Performance data Support the LEA officers in the use of performance data to identify schools which are underachieving and support the target setting process Work with the consultative groups of schools in identifying appropriate data analysis to support school improvement PDC 29 days	Performance Data Consultant	PR and regular meetings with PDA
	Admissions Directorate Development Plan	HTs, Governors, Councillors Officers		Develop a graphical information system to support analysis of admissions data Provide demographic trend analysis PDO 20 days		
				Total time: ASA – Adviser Standards & Assessment 5 days plus 5 days line management PDC – Performance Data Consultant 199 days PDO – Performance Data Officer 230 days IA – Information Assistant 230 days AC – Assessment Consultant 10 days		

Priority 4: Narrowing attainment gaps and tackling underachievement

Programme of Activity: 4d – Social inclusion and support for underachieving groups

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Support inclusion of all pupils in the city especially those from vulnerable groups	Equalities plan Directorate Development Plan	LEA officers All city schools	Significant vulnerable groups are identified and schools are proactive in intervening to raise standards	<ul style="list-style-type: none"> Conference to discuss and plan LEA strategies for supporting underachieving groups Conference for schools to develop a programme of support Adviser for Standards and Assessment 10 days	Adviser for Standards and Assessment	Regular PR to monitor planning Outcomes from the conferences to be published
Ensure Secondary schools develop inclusive practice for pupils with behaviour difficulties	Behaviour Support Plan Directorate Development Plan	Inclusion co-ordinators – Secondary schools	<p>Inclusion co-ordinators are able to resolve problems and develop whole school policy through peer support networks</p> <p>Continued reduction in exclusions through innovative school practice and effective Pastoral Support Programmes</p>	<ul style="list-style-type: none"> Facilitate the further development of inclusion procedures in Secondary schools Inclusion co-ordinators meet termly to discuss issues and problem solve SEN Adviser 4 days	SEN Adviser	EBD continuum group
Support inclusion through effective outreach from Special schools	P&PS PIP Directorate Development Plan	Special Schools	<p>All Special schools have outreach activity embedded in their core activities</p> <p>Pupil transfer from Special to mainstream is managed successfully</p> <p>Pupils with sld, mld and PD in mainstream receive consultancy support from special schools</p>	<ul style="list-style-type: none"> Monitor and develop outreach work from SLD schools Develop links between mainstream and Special schools SEN Adviser 7 days	SEN Adviser/ Head of pupils Support Services SEN Adviser	Through SEN task group
Support inclusion through effective SEN co-ordination	Directorate Development Plan	Mainstream SENCOs	<p>All SENCOs receive continuous support especially with SEN Code of Practice and local policy</p> <p>Peer support available to SENCOs from leading peers to promote</p>	<ul style="list-style-type: none"> Termly support groups Annual training for SENCOs on National standards Extend Leading SENCo project to Secondary schools Monitor and evaluate project 	SEN Adviser	Through SEN task group

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
			inclusive practice	SEN Adviser 7 days		
Review the funding mechanism for SEN in mainstream schools	Directorate Development Plan	Pupils in mainstream schools	Develop a fairer and more inclusive system for funding SEN	<ul style="list-style-type: none"> Consultation exercise involving SEN Task group and continuum groups Development of strategic plan Implement Thresholds for SEN and develop monitoring system SEN Adviser 15 days	Head of Pupil support services	SEN task group
Carry out major review of provision for pupils with statements including Special schools	Directorate Development Plan	Pupils with statements	<p>Reduction in the number of pupils placed in Special Schools</p> <p>Improve provision for children with moderate learning difficulties in mainstream schools</p>	<ul style="list-style-type: none"> Consultation exercise involving SEN Task group and continuum groups Development of strategic plan Develop mainstream capacity to include pupils with moderate learning difficulties SEN Adviser 40 days	Assistant Director Strategic Planning	To be agreed by SEN task group
Looked after children. To continue to develop more effective corporate parenting to improve educational outcomes for looked after children and to narrow the attainment gap	PIP 'Quality Protects' Management Action Plan Equalities Strategy Children's Services Plan Directorate Development Plan	Looked after children and young people	Looked after children to meet or exceed their individual pupil performance targets in National Tests/Examinations	<ul style="list-style-type: none"> Management of LAC Officer and strategy SEN Adviser 5 days Develop home tutoring to improve educational achievement Work more closely with neighbouring authorities to improve protocols for out of authority placements, develop peer networking; Increase carers' understanding of educational priorities LAC Development Officer 230 days	Development Officer for LAC Social Care and Health Officer Designated nurse for LAC Designated teacher for LAC	Report to Quality Protects Steering group, quarterly Report to Department of Health on attainment Nov 2002 Evaluation through annual pupil performance data analysis
EAL pupils	SEAL plan	Refugees	Pupils from ethnic minorities to	Provide Bilingual Assistant Support	Head of SEAL	Monitoring of

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
<p>Support the social inclusion of pupils from ethnic minorities</p> <p>Raise attainment of pupils with EAL</p>	<p>EDP2 4c</p> <p>Directorate Development Plan</p>	<p>and Asylum Seekers plus pupils with EAL from a variety of ethnic backgrounds</p> <p>Pupils with EAL in KS2</p> <p>Pupils with EAL in KS4</p>	<p>meet or exceed their individual pupil performance targets in National Tests/Examinations</p> <p>80% of all schools to have SEAL link teacher</p> <p>50% schools to have EAL policy in place by July 04</p> <p>80% new arrivals into KS2 to sit KS2 NC test papers with mother tongue support</p> <p>80% of new arrivals into the start of KS4 entered for GCSE in mother tongue, other 20% to achieve Certificate in Education</p>	<p>and Home/ School Liaison support for newly arrived pupils at KS2,3,4 (in addition to core teaching support)</p> <p>Establish support arrangements and resource development to enable students to cover necessary curriculum at all key stages.</p> <p>Support schools in target setting for pupils with EAL</p> <p>Support schools to raise attainment of numbers of EAL/ Minority ethnic pupils achieving level 4 in English and Maths at KS 2 SATS and GCSE 5 A-C</p> <p>Collect and analyse data to monitor attainment of all ethnic groups in Brighton & Hove</p> <p>20 days SEAL; 2 days Performance Data Consultant</p>	<p>Service</p> <p>Head of SEAL Service</p> <p>Performance Data Consultant</p>	<p>progress at regular liaison meetings with pupils</p> <p>Evaluation through annual pupil performance data analysis</p>
<p>Travellers</p> <p>Improve access and raise attainment of traveller children</p>	<p>Directorate Development Plan</p>	<p>Traveller pupils</p>	<p>20% increase in uptake of FE opportunities of post-16s by 2004</p> <p>Admissions to schools achieved within service standard timescales</p> <p>Traveller children meet or exceed their individual performance targets</p>	<p>Ensure prompt identification of traveller pupils and prompt admission to school</p> <p>Monitor and report on admission timescales 3 days</p> <p>Set targets for pupils in summer 2004 NC tests</p> <p>Work with individual pupils to support achievement of the targets</p> <p>Traveller Education Co-ordinator 20 days</p>	<p>Head of Learning Support Services</p> <p>Traveller Education Co-ordinator</p>	<p>Monitoring through regular visits</p> <p>Evaluation through annual analysis of pupil performance data</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Pupils permanently excluded from school To ensure full-time education for all permanently excluded pupils	Behaviour Support Plan (BSP) PIP Directorate Development Plan	Permanently excluded pupils	Full-time educational programmes in place, for pupils permanently excluded from school, within four weeks of the date of the exclusion	Evaluate and write a report on options for improving provision for permanently excluded pupils, discuss and implement recommendations Monitor ACE provision to ensure pupils move into appropriate provision. 5 days Head of Pupil Support Services	Head of PSS	Regular reports to EBD Continuum Group and SEN Task Group Termly monitoring by Head of PSS
Pupils at risk of exclusion To raise attainment through reducing the risk of exclusion and improving attendance	Behaviour Support Plan (BSP) Priority 2 Directorate Development Plan	Pupils at risk of exclusion and those with attendance problems	2003 exclusion targets met: 25 permanent exclusions in July 2003 and 24 in July 2004 Pupils at risk of long-term non-attendance meet targets set in focused support packages	To share good practice and build on this across Brighton & Hove secondary schools through Behaviour consultant – refer to priority 2	Principal at ACE	Regular reports to EBD Continuum Group and SEN Task Group
Pupils with attendance problems To raise standards of attainment through ensuring regular attendance at school (with a focus on attendance of specific underachieving groups)	BSP LPSA Action Plan Directorate Development Plan	All schools – but support provided in inverse proportion to success Pupils who are: Travellers, LAC, Long term sick, Teenage pregnant	Individual school attendance targets met. Unauthorised absence rates for secondary schools are below 1% and are maintained Unauthorised absence rates for primary schools are below .5% and are maintained Attendance of targeted groups improves by 20%	Work with secondary schools via Connexions Set up specific projects focused on the establishment of good attendance patterns in the primary phase under LPSA Regular reports on attendance of target groups produced termly Regular reports on target groups in projects produced termly 10 days Senior EWOs 15 days Head of LSS	Senior EWO Head of LSS	Termly monitoring of school levels of attendance and unauthorised absence Monitoring performance reviews with EWOs Evaluation by senior EWO and Head of PSS

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
		mothers				
To respond to young people's concerns over their safety from bullying by promoting the reduction of bullying behaviours in schools, youth and young people's settings and child settings supporting specifically targeted groups.	<p>Community Safety Strategy</p> <p>Children and Young People's Strategic Plan</p> <p>Child Safety Strategic Plan</p> <p>Directorate Development Plan</p>	<p>Children and young people</p> <p>teachers/governors/youth workers</p>	<p>Achievement of individual initiatives against targets set under funding agreements.</p> <p>Achievements against project targets set under SRB funding for ABP.</p> <p>Agreement from Heads Steering Group to support process, System operating in 10 schools by April 2004. All secondary schools opt into first round of survey in November 2003. 10% of primaries. Individual school data returned to the Headteachers Anonymised data establishes baseline for 2004.</p> <p>Returns of 25 anti-bullying policies and 25 qualitative response sheets</p>	<ul style="list-style-type: none"> Deliver Action Plan with partner organisations. Specialist support development and training for children and young people, teachers, governors. Youth workers and childcare providers. April 2003- April 2004 Develops compatible system for recording, reporting and monitoring bullying incidents in schools by April 2004. Develop and deliver first round of 'Bullying Survey' – quantitative data gathering and reporting for individual schools. Evaluation of relationship between school and anti-bullying policies and LEA Guidance and recommendations.' document <p>Anti-bullying co-ordinator 230 days Head of Social Inclusion 20 days</p>	<p>Project Co-ordinator</p> <p>Project Co-ordinator</p> <p>Survey Steering Group</p> <p>Project Co-ordinator</p>	<p>Individual project monitoring agreements</p> <p>ABP quarterly returns to SRB Team</p> <p>Termly updates to Steering Group</p> <p>Evaluation of system in sample of schools by agreed return of data</p> <p>Establishment of baseline data</p> <p>Evaluative report delivered to Steering Group March 2004</p>
Those at risk of disaffection from substance misuse. To raise attainment of pupils involved in substance misuse.	<p>Children and Young People Strategy</p> <p>Drug & Alcohol Action Plan</p> <p>Behaviour Support Plan</p> <p>B&H Health Improvement Plan</p>	<p>Schools across all phases including special schools and PRU.</p> <p>Pupils at risk of</p>	<p>100% schools have a drug education policy (National target)</p> <p>Improved quality of teaching and learning</p> <p>New format pilot established – increased numbers of referrals</p>	<ul style="list-style-type: none"> Dissemination of new Drug & Alcohol Education Guidelines for schools Support schools for writing and updating drug education policies. Dissemination of KS3 & 4 good Improve teaching of education through Action Research Network and observation of leading PSHE teachers. Establishment of support materials on Brighton & Hove intranet. Operation and development of the 	PSHE Advisory Team	Case studies produced and sent to DfES

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	Connexions Strategy Youth Justice Plan Directorate Development Plan	disaffection due to substance misuse All secondary/ special/PRU including co-ordinators	from schools. 20 young people supported over the year. Targeted pupils meet or exceed individual performance attendance targets Young Person's Substance Misuse Service (YPSMS) receiving appropriate referrals from schools. All pupils excluded for substance misuse related reasons are screened for referral to YPSMS.	ALTEX programme for targeted students. Work with agencies to develop a range of interventions <ul style="list-style-type: none"> Support the development of counselling in schools. Support for work of YPSMS in schools. Training for teachers including Inclusion Co-ordinators and ACE in screening and referral to YPSMS. PSHE team 200 days Head of Social Inclusion 20 days		End of course evaluation Ofsted inspection reports Evaluation of training provision by teachers. Case materials disseminated
To contribute towards the reduction in teenage pregnancies to the improved sexual health of all young people	National and local Teenage pregnancy strategies. Young People Children's Strategic plan National and local Sexual Health Strategies Healthy Schools Scheme	Targeted Primary, Secondary and Special Schools ACE Parent governors School nurses PSHE Co-ordinators in Primary, Secondary and Special Schools ACE	Contribution towards the national targets of reducing teenage pregnancies by 50% in 10 years. Contribute towards the general sexual health of young people shown by more use of local services; greater awareness of STIs including HIV and chlamydia; more schools with strategies in place to deliver effective SRE.	<ul style="list-style-type: none"> Dissemination of new local SRE guidance Support for individual schools in curriculum planning and content; teaching and learning and policy review and development (2003/4) Central courses on SRE issues; day seminar on Faith values and SRE, and a central twilight on Gender issues for Primary and Special schools (2003/4) Focussed project work: Development and dissemination of a new teaching module about HIV and STIs in 2 schools Teenage Pregnancy Prevention Project(TP3) – 1 trial school recruited Young People's Consultation Project in 1 Secondary 	PSHE Advisory Team	Healthy school audits and reports to HSS Partnership Group. Monitoring through school visit reports Project report including feedback from young people to local Teenage Pregnancy Implementation Group.

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	<p>Connexions Strategy</p> <p>Directorate Development Plan</p>			<ul style="list-style-type: none"> Sexuality Project: further dissemination at the launch of Allsorts Teachers' Toolkit in May 03. Training programmes for parents, governors and school nurses (ongoing) Involvement with local multi-agency implementation of national strategy (ongoing) <p>PSHE team 230 days Head of Social Inclusion 10 days</p>		Evaluation of training events in schools with follow up visits
Those at risk of disaffection through teenage pregnancy. To ensure that pregnant teenagers and young parents are given practical support, information, guidance so that they fulfil their educational potential.	<p>National and local teenage pregnancy strategies</p> <p>Connexions business plan</p> <p>Children and Young People's Strategic Plan</p> <p>Local Health Improvement Plans</p> <p>EB4U Plan</p> <p>Directorate Development Plan</p>	<p>Pregnant teenagers and teenage parents of statutory school age</p> <p>Parents and carers</p> <p>Secondary schools and special schools</p> <p>Social Services</p> <p>Health professionals</p> <p>Educational Welfare Service</p>	<p>Evidence of appropriate referrals from target groups</p> <p>Individuals' attendance and achievement is maintained or improved upon.</p> <p>Individual educational plans are written to support the needs of all pregnant teenagers and young parents.</p> <p>To have made direct contact with 20 young people from targeted groups.</p> <p>Positive feedback from targeted groups and request for continued service.</p>	<ul style="list-style-type: none"> Collate data April 2003-2004 to establish baseline. Set targets April 2004 for reducing amount of time spent out of mainstream/alternative learning. Raise profile of Teenage Pregnancy Reintegration Officer and establish referral procedures with partner agencies (2003) Individual casework with identified young people and their families/carers. Facilitating continuity of educational provision during and post pregnancy. Identifying and overcoming barriers to reintegration. Liaising between home, health and education. Collaborative targeted preventative work with young people who are at risk of becoming teenage parents eg travellers/asylum seekers. 	<p>Teenage Pregnancy Reintegration Officer (TPRO)</p> <p>TPRO</p> <p>TPRO and multi-agency partners</p> <p>TPRO and multi-agency partners</p>	<p>Monthly recording of referral statistics/ Individual Educational Plans (IEPs)</p> <p>Baseline and periodic recording of individuals attendance and achievement data</p> <p>TPRO Annual Report to DfES</p> <p>Project Report to DfES, Head of Social Inclusion and Teenage pregnancy</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				PSHE team 220 days Head of Social Inclusion 10 days		Co-ordinator.
Raise the attainment of young offenders of statutory school age	Directorate Development Plan	Pupils who are young offenders of statutory age	80% of school age YOs in full-time educational placement by April 2003 90% by 2004 (Youth Justice Board & Connexions target)	Review practice in teaching of literacy skills in secondary schools Establish information sharing – joint working protocol YOT 20 days	Advisory teacher YOT	YOT report for June 03 and Dec 04 Statistical report June 03 and Dec 03

The following pupils with attainment gaps or underachieving can be found in other priorities as follows:

Gender: Priorities 1, 2 and 3

Gifted and Talented pupils: Priorities 1, 2 and 3

Literacy and numeracy catch-up provision: Priorities 1b, 1c, 2a and 2b

Priority 5: Support for schools causing concern

Programme of Activity: 5a – Intensive support for schools in special measures, with serious weaknesses, underachieving or in challenging circumstances

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure schools in special measures are removed within 2 years or less. (NB Schools identified by the LEA as requiring a formal warning notice are treated as if in special measures.)	Directorate Development Plan	Schools in special measures	<p>Schools removed from special measures within 2 years, or in a shorter time if possible.</p> <p>HMI monitoring reports judge progress against key issues as satisfactory or better.</p>	<ul style="list-style-type: none"> Upon the school's placement in special measures, initial meeting between Assistant Director, QSL, Senior Adviser/Link Adviser and school staff. Follow-up meetings/consultations according to the needs of schools. Consideration of the possibility of closure, amalgamation or re-opening as a Fresh Start. A detailed support plan, drawn up in consultation with the school, identifying key objectives linked to actions and target dates. Support to be provided by advisers, consultants, leading edge / Beacon schools, Training Schools and the community development programmes (if applicable) is clearly set out. Regular (at least half-termly) monitoring of progress against the support plan. At least one day per week (or the equivalent over a term) of advisory or consultancy visits. The establishment of a School Effectiveness Team, consisting of LEA officers and school senior managers, selected according to the key issues to be addressed. 	<p>Assistant Director, QSL</p> <p>Senior/Link Advisers</p>	<p>Half-termly by LEA team against support plan.</p> <p>Termly by HMI visits.</p> <p>Monthly reports to Assistant Director, QSL.</p> <p>Termly review by Departmental Management Team.</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Regular (at least half-termly) meetings to share information, monitor progress through data analysis of national test or examination results.		
To ensure schools with serious weakness or underachieving are judged as no longer in these categories at their next Ofsted inspection.	Directorate Development Plan	Schools with serious weaknesses or underachieving	<p>Schools to be judged as no longer having serious weaknesses at next Ofsted inspection.</p> <p>HMI monitoring reports judge progress against key issues to be at least satisfactory.</p> <p>Termly monitoring by LEA judges progress to be at least satisfactory.</p>	<ul style="list-style-type: none"> A detailed support plan, drawn up in consultation with the school, identifying key objectives linked to actions and target dates. Support to be provided by advisers, consultants, leading edge / Beacon schools, Training Schools and the community development programmes (if applicable) is clearly set out. Termly monitoring of progress against the plan. Advisory or consultancy visits linked to the objectives outlined in the support plan. The number and timing of the visits depends upon the identified weaknesses. Joint lesson monitoring, if appropriate, involving senior managers working alongside LEA advisers/consultants. Secondments of expert teachers and/or consultant headteachers and deployment of AST if appropriate. Additional support for governors, if needed, according to weaknesses. 	<p>Senior Advisers</p> <p>School Imp. Adviser</p> <p>Link Adviser</p> <p>LIG Consultant</p> <p>Governor Support Team</p>	<p>Termly by attached adviser against support plan.</p> <p>Monthly reports to Assistant Director, QSL.</p> <p>Termly review by DMT.</p>
To ensure	Directorate	Schools in	Schools in challenging	<ul style="list-style-type: none"> Support school in drawing up 	Senior Adviser	Termly monitoring

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
schools in challenging circumstances reach or exceed their pupil performance targets.	Development Plan Excellence Cluster Plan	challenging circumstances (i.e. secondary schools attaining less than 25% 5A*-C at GCSE and not in any of the above categories. Primary schools where results are lower than expected).	circumstances meet or exceed their pupil performance targets.	<p>Raising Attainment Plan (RAP) with a focus on SMART success criteria. 2 visits</p> <ul style="list-style-type: none"> Ensure clear linking of LEA support to requirements of RAP via termly support plan. 1 visit Provide at least half a day per week of support from members of the advisory team according to requirements of RAP. Provide termly visits to evaluate progress. 	(Secondary) School Imp. Adviser Link Adviser	<p>by link adviser against RAP.</p> <p>Monthly reports to Senior Adviser (Secondary).</p> <p>Evaluation through analysis of examination data.</p>
To ensure schools judged as causing concern by the LEA meet their improvement targets	Directorate Development Plan Excellence Cluster Plan	Schools judged as causing concern by the LEA	<p>Schools causing concern meet their improvement targets within the stated timescales.</p> <p>Termly LEA monitoring judges progress against targets as satisfactory or better.</p>	<ul style="list-style-type: none"> Draw up support plan to address issues identified through categorisation procedures. 1 visit. Provide advisory support according to support plan and severity of needs. Provide termly visits to evaluate progress. <p>Total time allocation for 2003-04 for whole of 5a: 290 days</p>	<p>Senior Advisers</p> <p>School Imp. Adviser</p> <p>Link Adviser</p> <p>LIG Consultant (secondary)</p> <p>Primary Headteacher support network</p>	<p>Termly monitoring by link adviser against targets in support plan.</p> <p>Monthly reports to Senior Adviser.</p> <p>Evaluation through data analysis of national test or examination results.</p>

Priority 5: Support for schools causing concern

Programme of Activity: 5b – School self-improvement, including refinement of categorisation procedures

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure that the LEA's categorisation procedures lead to early identification of schools causing concern	Directorate Development Plan	All schools	<p>Number of schools in highest category increases in line with LEA targets.</p> <p>Number of schools needing intensive support reduces in line with LEA targets.</p> <p>Schools are identified through LEA monitoring and support as needing intervention before they are identified by OFSTED (special measures, serious weaknesses & underachieving) and assistance provided.</p>	<ul style="list-style-type: none"> Categorisation of schools reviewed with Senior Advisers termly, with particular monitoring where new or acting headteacher arrangements are in place. Schools able to move up categories through SSE and with LEA support. Implement categorisation procedures in Summer 2003 with follow-up survey of heads and governors in Autumn 2003. <p>Total time – 10 days</p>	<p>Assistant Director, QSL</p> <p>Senior Advisers</p> <p>Adviser for Professional Development</p>	<p>Termly monitoring of number of schools in each category.</p> <p>Evaluations against targets in support plans (termly) and via survey in Autumn 2003</p>
To ensure that the LEA's categorisation procedures reflect the departmental structure of secondary schools	Directorate Development Plan	All secondary schools	<p>Departmental categorisation in place by January 2004.</p> <p>Departments meet or exceed their improvement targets.</p>	<ul style="list-style-type: none"> Refine departmental categorisation procedures and consult schools. (Summer 2003) Implement in September 2003. <p>Total time – 15 days</p>	<p>Senior Adviser (Secondary)</p>	<p>Termly monitoring by link advisers.</p> <p>Evaluation through analysis of departmental examination results and link advisers reports.</p>
To promote school self-evaluation as a means of raising expectations and as a way of identifying best	EDP2 1g, 2f and 6e Directorate Development Plan	All schools	<p>Schools reach their targets for moving to a higher category within agreed timescale.</p> <p>Best practice kitemarked and publicised on intranet at least annually.</p>	<ul style="list-style-type: none"> Use criteria for school and departmental self-evaluation (see above) as basis for annual advisory visits in Summer Term. Ensure outcomes of this visit feed into annual categorisation process during August and into LEA 	<p>Senior Advisers</p> <p>School Imp. Adviser</p> <p>Link advisers</p>	<p>Termly monitoring by link advisers</p> <p>Annual evaluation through categorisation and kitemarking</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
practice for LEA kitemarking.				<p>kitemarking scheme.</p> <ul style="list-style-type: none"> • Agree targets with schools, during the Autumn Term visit, for progression to the next category, including date by which the highest category should be reached. • Share targets with governing bodies and advise them of their role in supporting schools. (See 5c) • Encourage primary schools with low attainment in English and maths to apply for Basic Skills Agency's Quality Mark. <p>Half a day per school / Link Adviser, 3 days per Senior Adviser and 3 days for School Improvement Adviser</p>		

Priority 5: Support for schools causing concern

Programme of Activity: 5c – Development of role of governors, including targeted training

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure governing bodies of schools causing concern quickly become effective.	Directorate Development Plan	Governors in schools causing concern (5)	Termly monitoring by LEA results in judgement that governing body's effectiveness is improving. HMI reports (if applicable) back this up.	<ul style="list-style-type: none"> Target support and training in inverse proportion to governing body's success. Encourage development of governing body self-evaluation of procedures and practices. In case of no, or slow, improvement, place 'expert' governors or clerks for time limited period. <p>30 days in total</p>	<p>GSMS Team</p> <p>Link Adviser</p>	<p>Termly monitoring of minutes.</p> <p>Evaluation through reports by link adviser and attendance at governing body meetings.</p>
To ensure newly merged or amalgamated schools have effective governing bodies in place.	Directorate Development Plan	Governors of newly merged/ amalgamated schools (2)	Governing bodies are of required composition, established at least one term prior to opening of new school and judged effective by LEA monitoring.	<ul style="list-style-type: none"> Provide specific advice, support and guidance to governors of schools for merger/amalgamation/federation. Protocol to be developed for any schools in these circumstances (September 2003). Establish temporary governing bodies and provide support until permanent governing body has been operating effectively for one term. <p>6 days in total</p>	<p>GSMS Team</p> <p>Link Adviser</p> <p>Assistant Director, QSL</p>	<p>Monitoring through attendance at governing body meetings and scrutiny of minutes.</p> <p>Evaluation through termly discussions between link adviser and head of new school.</p>
To develop the role of governors in school self-	Directorate Development Plan	All governors and clerks	<p>Pool of 'expert' governors and clerks established.</p> <p>Governing bodies supported by</p>	<ul style="list-style-type: none"> Provide information and advice for all governors and clerks on statutory requirements and legislative changes. 	GSMS Team	Monitoring through maintenance of database and records.

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
evaluation and in supporting other schools.			'expert' governors or clerks judged effective two terms after placement.	<ul style="list-style-type: none"> Promote, and deliver training on, role of governors in school self-evaluation. Ongoing review and refinement to ensure all Governing Bodies have received training/support. 2 evening courses per year Place 'experts' in schools needing support as appropriate and advise on recruitment strategies for Governors. <p>15 days in total</p>		Evaluation through attendance at governing body meetings and discussions with link advisers of schools in which an 'expert' is placed.

Priority 5: Support for schools causing concern

Programme of Activity: 5d – Dissemination of best practice

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure high quality leadership and management in schools causing concern	EDP2 6e Directorate Development Plan	Heads, deputies, senior managers and subject leaders of schools causing concern.	Ofsted reports, LEA and/or HMI monitoring visits judge leadership and management as good or better.	<ul style="list-style-type: none"> Promote expectation that schools causing concern need leadership that is better than satisfactory and continue to disseminate best practice examples via intranet. 1 day per link adviser, 2 days per senior adviser, 2 days School Imp. Adviser Provide training programme for headteachers prepared to mentor and support teachers in other schools Autumn 2003 – Programme to consider support at different levels of intensity as mentor, peer support and buddy. Strategy developed to encourage dissemination of best practice within Brighton and Hove and across other LEA, linking where possible with higher education. This includes pilot programmes and the outcomes of the Best Practice Research Scholarships. (10 days) 	Senior Advisers School Imp. Adviser Link Advisers Adviser for Professional Development Assistant Director, QSL	Monitoring through link advisers' visits to schools causing concern. Evaluation through link advisers' termly reports on effectiveness of placements and discussions with governors. Evaluation through achievement of the strategy and the outcomes of dissemination.
To ensure high quality teaching in schools causing concern.	EDP2 6b Directorate Development Plan	Teachers in schools causing concern.	Ofsted reports, LEA and/or HMI monitoring visits judge 100% of teaching as satisfactory or better and at least 30% as good or better.	<ul style="list-style-type: none"> Continue to build up a register of expert, leading and advanced skills teachers willing to support schools causing concern. Focus also on identifying 'very good' teachers in challenging schools through LEA Advisers visits and OFSTED feedback, as part of the identification of excellent 	Assistant Director, QSL Senior Advisers School Imp.	Monitoring through link advisers' visits to schools causing concern. Evaluation through link advisers' termly reports on effectiveness of placements.

				<p>practice which can be shared. Summer 2003 – 1 day</p> <ul style="list-style-type: none"> • Deploy teachers on register according to needs of schools causing concern and monitor effect on overall quality of teaching. 2 days Senior Advisers, 2 days School Imp. Adviser 	Adviser	
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Priority 6: Recruitment and retention

Programme of Activity: 6a – Recruitment initiatives; especially for shortage subjects in secondary and special schools and primary headships/deputy headships

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Recruit teachers of shortage subjects and primary heads and deputies to Brighton & Hove schools	Recruitment and Retention Strategy Directorate Development Plan	Teachers and aspiring leaders not currently working in Brighton & Hove	Termly surveys show reduction in unfilled posts	<ul style="list-style-type: none"> Gain funding and provide Returners' courses (in partnership with local ITT providers): one per year. Implement and promote national teacher initiatives (eg Golden Hellos, Welcome Back Bonuses, Student Loan Discounts). Termly promotion of initiatives through mailings, posters, and online bulletin. Develop professional LEA marketing package. Update, using headteacher evaluations and teacher attraction brochures, for schools facing recruitment barriers. Promote rented housing initiative for teachers, childcare provision and overseas recruitment. Set up teacher schemes for reduced rental fees and local childcare provisions. Provide guidance for overseas trained teachers on Qualified Teacher Status. Manage Student Teacher Recruitment Pool. Liaise with national ITT providers and attend national recruitment events. Promote benefits of teaching in Brighton & Hove, in particular to shortage subject students. Give seminars to local ITT students on 	Recruitment Strategy Manager	<p>Termly surveys of unfilled posts. Termly reports on returner destination figures.</p> <p>Monitoring of initiative take up by Recruitment Strategy Team</p> <p>Monitoring of levels of new teachers working in Brighton & Hove</p> <p>Number of teachers processed through rental and childcare schemes monitored by Recruitment Strategy Team</p> <p>Recruitment Strategy Team to monitor student teacher pool and student teacher vacancies</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				vacancy applications. Organise Brighton & Hove Student Teacher event to promote authority and its attraction schemes to student teachers.		
Encourage local people to train as teachers	Recruitment and Retention Strategy Sustainability Strategy Directorate Development Plan	Potential teachers living in Brighton & Hove including teaching assistants	Termly reports show increase in number of local recruits	<ul style="list-style-type: none"> Update Guide to Teaching booklet providing guidance on routes into teaching (with local universities) on termly basis. Implement and co-ordinate national initiatives (such as Graduate and Registered Teacher Programme and Fast Track) in partnership with local ITT providers. Collate and analyse data on termly basis to establish effectiveness of strategies. 	Recruitment Strategy Manager	Reports to termly meetings of Recruitment and Retention Task Group on take-up of courses
Recruit supply teachers of good quality	Recruitment and Retention Strategy Directorate Development Plan	Supply teachers living in Brighton & Hove area	Half yearly surveys show 95%+ satisfaction from schools, indicating an improvement in the quality of supply teachers	<ul style="list-style-type: none"> Hold recruitment events to increase pool of supply teachers. Implement quality assurance scheme. Implement supply list management scheme. Identify and train high quality and experienced supply teachers able to support schools during Ofsted inspections Provide 5 days per year of training for supply teachers in scheme. <p>Hays determine time spent</p>	Hays Education Personnel (reporting to Assistant Director, School Effectiveness)	<p>Reports to termly meetings of Recruitment and Retention Task Group</p> <p>Evaluation through half yearly survey of schools</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation

Priority 6: Recruitment and retention

Programme of Activity: 6b – Retention initiatives; including support groups, supply management scheme, professional development programme

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Co-ordinate, promote and monitor a programme of CPD to support staff in delivering local and national priorities	<ul style="list-style-type: none"> Literacy Numeracy Early Years Key Stage 3 <p>Directorate Development Plan</p>	All teaching and support staff in schools	Course evaluations show at least 85% of participants agree that learning outcomes have been achieved.	<ul style="list-style-type: none"> Establish a representative group of school staff development co-ordinators to identify schools' training needs (for teachers and support staff) Bring together and publish main programme to all schools in July 2003 with termly updates in November 2003 and March 2004. Monitor delivery of programme and course attendance. With a representative group of schools, develop and promote a 'first 5 years' strategy for CPD as an entitlement for all staff Research, promote and where appropriate coordinate access to TIPD and other staff development opportunities (local and national) <p>46 days</p>	Adviser for Professional Development	Through course evaluations and monitoring of attendance
Develop and promote effective retention initiatives	<p>Recruitment and Retention Strategy</p> <p>Directorate Development Plan</p>	Existing Brighton & Hove teachers	Termly reports show no increase in teachers leaving the profession, and indicate high take-up of initiatives.	<ul style="list-style-type: none"> Implement and promote Starter Homes initiative for house purchase through mailings, on line bulletin, promotional posters and leaflets to schools Implement and promote national retention initiatives, such as sabbaticals scheme. 	Recruitment Strategy Manager	<p>Termly surveys of unfilled posts</p> <p>External evaluation of success of strategies by Hays Education Personnel</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<ul style="list-style-type: none"> Develop guidance on best practice in flexible working patterns Conduct exit interviews and collate destination statistics in order to target initiatives effectively. <p>72 days</p>		
Co-ordinate and promote career development opportunities	<p>Recruitment and Retention Strategy</p> <p>Directorate Development Plan</p>	Existing Brighton & Hove teachers wanting to develop their careers	Annual review and survey of schools (July 2003) show that these initiatives have (a) retained teachers and (b) been of benefit to at least 75% of schools.	<ul style="list-style-type: none"> Co-ordinate Advanced Skills Teachers' work in schools and support headteachers in AST objective setting and performance review Provide training & support for ASTs Provide and promote systems to enable all schools to access support from ASTs, Expert and Leading Teachers and Departments Support the professional development understanding of school staff development co-ordinators to ensure they are fully briefed to lead to effective CPD in their schools <p>20 days</p>	Adviser for Professional Development,	Through annual review at advisory team meeting and survey of schools.

Priority 6: Recruitment and retention

Programme of Activity: 6c – Newly qualified teachers; recruitment, support, guidance, retention

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure that schools are able to recruit and retain well qualified teachers new to the profession	Recruitment and Retention Strategy Directorate Development Plan	Newly qualified teachers, headteachers, governors and induction tutors	At least 95% of NQTs appointed to permanent posts successfully complete their induction year in Brighton & Hove	<ul style="list-style-type: none"> Under schools' direction, allocate the NQT budget Co-ordinate, promote and evaluate a centrally provided programme of support and professional development for newly qualified teachers Broker and offer accreditation for NQT programme where required Update NQT tutors on new DFES/GTCE induction standards relating to employing NQTs Maintain NQT database of NQT assessments and report to GTCE. Maintain secure records for NQTs who have departed from the Authority Attend NQT recruitment fairs to promote the authority's schools Provide induction tutor training and broker accredited training with UoB Provide ongoing advice for induction tutors, headteachers and governors on their role and responsibilities Quality Assure and advise schools on their NQT induction support. 	Adviser for Professional Development and Training Support Officer	<p>Through monitoring course uptake & evaluations</p> <p>Scrutiny of schools' termly summative assessment returns</p> <p>Scrutiny of QA reports</p> <p>Feedback from headteachers & NQTs involved</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Provide written feedback against published criteria <ul style="list-style-type: none"> Provide additional advice and support to NQTs and schools experiencing difficulties as required (with up to five days of visits/observation from advisers/consultants) 30 days adviser 75 days support officer		
To ensure new staff receive effective induction on their role towards pupils with SEN	Directorate Development Plan	New SENCOs; staff new to special schools; new training assistants; NQTs	Newly qualified staff feel confident in meeting the needs of pupils with SEN	<ul style="list-style-type: none"> Induction training for SENCOs Induction training for staff new to special schools Induction training for new teaching assistants Induction training for NQTs 9 days	SEN Adviser	Through course feedback and SEN task group report.

Priority 6: Recruitment and retention

Programme of Activity: 6d – Early Professional Development (pilot programme for teachers in second and third year of teaching)

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To retain teachers in their second and third years of teaching through an Early Professional Development programme	Recruitment and Retention Strategy Directorate Development Plan	Teachers in their 2 nd year of teaching and also from September 02 teachers in 3 rd year of teaching	Retention of teachers in permanent positions remaining to start their third year of teaching in Brighton & Hove, exceeds that of comparative groups in other LEAs Teachers remaining in Brighton & Hove to start their fourth year of teaching exceeds that of comparative groups in other LEAs No teacher leaving from a permanent post within their first three years of teaching cite lack of professional development/guidance as a contributing factor	<ul style="list-style-type: none"> Plan, co-ordinate, deliver and maintain the programme of support as laid out in the EPD pilot programme document Provide accredited mentor training with UoB Provide accreditation option for EPD teachers with UoB Monitor provision termly Termly evaluation of programme Devise and offer sustainability options to schools exiting the pilot programme <p>25 days adviser 75 days support officer</p>	Adviser for Professional Development	<p>Termly project updates provided to B&H Recruitment & Retention task group</p> <p>Evaluation of programme by University of Sussex</p> <p>Monitoring of staff exit interviews and data</p>
Ensure teachers early in careers have opportunities to develop inclusive practice	EDP2 4d Directorate Development Plan	Teachers in second and third year of teaching	Target group are competent in developing inclusive practice in the classroom	<ul style="list-style-type: none"> Include development element on inclusion in Early professional Development Programme <p>2 days</p>	SEN Adviser	Through course feedback and review of EPD course

Priority 6: Recruitment & retention

Programme of Activity: 6e – Leadership & management

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To retain and support headteachers new to posts	Recruitment and Retention Strategy LEA School Leadership Development Framework Directorate Development Plan	New and acting headteachers	Link advisers judge leadership & management skills of target group to be at least satisfactory after completion of programme	<p>To provide local induction support for newly appointed and acting headteachers which:</p> <ul style="list-style-type: none"> meets the needs identified by participants and as described in Leadership development Framework offers a 'what you need to find out about your school' framework links new headteachers with a peer mentor/coach or buddy provides training in Brighton & Hove's school self evaluation framework gives information about NCSL headteacher induction programme (HIP) <p>9 days Adviser for Professional Development 3 days each Primary & Secondary Senior Schools' Advisers</p>	Adviser for Professional Development Schools' Advisers	Monitored and evaluated through feedback from headteachers involved and advisers' school visits following programme completion
To support the development of headteachers in post	EDP2 5e Directorate Development Plan	Headteachers in primary & secondary schools	<p>All headteachers eligible to attend LPSH programme have this planned into their personal programme within next 2 years</p> <p>Conference/training & development evaluations record 95% satisfaction or better</p> <p>Local SSE framework used successfully by 50% of schools</p>	<p>Promote and co-ordinate development opportunities for headteachers (as described in School Leadership Framework) which in particular which offer</p> <ul style="list-style-type: none"> Preparation and support for headteachers and SMs wishing to work as buddies/mentors and consultant/executive associates Liaison with NCSL and Regional Affiliated Centre to ensure school leaders have access to national & regional development 	Adviser for Professional Development Link Advisers	Monitored through LPSH update information and conference evaluation returns. Electronic school self-evaluation materials to be evaluated at end of pilot

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<p>opportunities (LPSH, NCSL consultant headteachers etc)</p> <ul style="list-style-type: none"> Establish ongoing opportunities to discuss and receive guidance & support on new & changing responsibilities (H&S, critical incidents, school improvement planning, child protection, workforce development etc) Promote and co-ordinate Headteachers' International professional development opportunities Promote headteachers' access to headteachers in industry (HTI) secondments Establish opportunities for headteachers and senior managers to read and reflect on relevant, recent educational publications; provide a forum for national & local education researchers to present and discuss their work with headteachers & SMT Co-ordinating the planning of headteachers' conferences Design, promote and provide training & support for LEA SSE framework for headteachers & deputy headteachers Broker OFSTED SMSC & EI training for schools 		

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				25 days Adviser for Professional Development, 10 days each senior Schools' Advisers		
To provide an increasing pool of suitably qualified potential headteachers	Directorate Development Plan	Deputy headteachers	<p>Over two years, NPQH take up at least matches that of comparative LEAs</p> <p>Evaluation of programme modules show at least 90% agree learning objectives are met</p> <p>Scrutiny of applications to Brighton & Hove headship vacancies show an increase in number & quality received from local sources</p>	<p>Develop the skills, knowledge and experience of deputy headteachers through:</p> <ul style="list-style-type: none"> promotion and support applications to NPQH tracking access/success on NPQH programme design, promote and coordinate delivery of primary deputy headteacher programme of development <p>13 days</p>	Adviser for Professional Development	<p>Monitored through figures produced by local NPQH providers and headship applications</p> <p>Evaluated through scrutiny of quality of headship applications</p>
To increase numbers of skilled subject leaders	<p>Key Stage 3 strategy</p> <p>EDP2 2f, 3a</p> <p>Directorate Development Plan</p>	Aspiring and existing subject leaders and heads of department in schools where subject leadership has been identified as a key issue	<p>Improvement in management skills of those attending courses reported by line managers in response to survey</p> <p>Scrutiny of applications to local vacancies show applications from B&H teachers</p>	<p>Design and co-ordinate delivery of leadership & management development programmes which provide:</p> <ul style="list-style-type: none"> Active links with the NCSL regional Affiliated Centre Coherence with NCSL's 5 stages of leadership preparation for leadership for aspiring subject leaders subject self evaluation and improvement for subject leaders (including lesson observation and data analysis) 	<p>Adviser for Professional Development</p> <p>Schools' advisers and consultants</p>	<p>Monitoring through survey of line managers and course evaluations</p> <p>Evaluation through scrutiny of applications for subject leader vacancies</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<ul style="list-style-type: none"> • training in interview skills for aspiring senior managers • Design and promote Department (or subject) Self Evaluation Framework to support middle management <p>Prepare and publish Department (or subject) Improvement Planning guidance</p> <p>25 days Adviser for Professional Development and 5 days for each senior adviser</p>		

Priority 6: Recruitment and retention

Programme of Activity: 6f – Governors

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To ensure that governing bodies are able to recruit and retain sufficient governors with the necessary experience & skills	Recruitment and Retention Strategy Directorate Development Plan	New, potential and existing governors	No governing body has a vacancy rate that exceeds 10% Governing bodies judged to work effectively and within their statutory roles and responsibilities	<ul style="list-style-type: none"> Ensure all governing bodies are fully informed about the composition of and appointments to the governing body through annual printouts of governing body profile and other correspondence 10 days Maintain accurate governor database and records updated termly on return of governing body minutes 50 days Promote school governance to the community of prospective governors & clerks to establish a 'pool' of recruits through an annual recruitment event and other activities 20days Produce, supply and monitor governor application and ethnic monitoring forms termly 6 days Co-ordinate arrangements for selection & appointment of LEA governors termly 21 days Produce letters to governors on appointment and resignation within two weeks of notification 30 days 	Governor & School Management Support Team	Through termly scrutiny of governor database Through termly scrutiny of governing body minutes

Priority 7: Raising attainment through partnership working

Programme of Activity: 7a – Partnership between schools to disseminate and develop best practice

[illegible]

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				<ul style="list-style-type: none"> Negotiate a plan for each improvement cluster Provide support for implementation Review data, where appropriate, and evaluate project Senior Adviser (Primary): 12 days		Evaluation of improvement cluster work at completion of action planning

Priority 7: Raising attainment through partnership working

Programme of Activity: 7b – Partnerships to tackle low achievement in specific geographical areas

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Tackling low achievement in specific neighbourhoods in Brighton & Hove	Children's Fund, Neighbourhood Renewal Directorate Development Plan	All schools in the areas served by these partnerships	Schools in targeted areas meet or exceed 2003 targets	<ul style="list-style-type: none"> Establish Community Schools' Programmes in Hangleton & Knoll and City Centre Sure Start primary schools through Brighton & Hove Children's Fund Termly meetings between LEA and Community Schools' Teacher Co-ordinators <p>4 days Primary Adviser 1 day Senior Adviser 10 days Head of Social Inclusion 24 days Children's Fund Manager</p>	Primary Adviser	Monitor impact of Children's Fund Programme on pupil achievement
Ensure neighbourhood initiatives contribute to raising attainment	On-Track Delivery Plan eb4u plan Directorate Development Plan	Schools in the On-track project and other neighbourhood projects	Ensure schools within On-Track project increase attainment and reduce SEN through targeted interventions.	<ul style="list-style-type: none"> Monitor project through steering group Work with schools to ensure optimum service to pupils <p>5 days SEN Adviser</p>	SEN Adviser	Through On-Track evaluations
Tacking low achievement in specific neighbourhoods within Brighton & Hove	Plans from EAZ, EB4U, Sure Start, On Track, Neighbourhood Renewal and Excellence Cluster work Directorate Development Plan	All schools served by these partnerships	Schools in targeted areas meet or exceed 2004 targets	<ul style="list-style-type: none"> Termly meetings between LEA and EAZ consultants to develop and evaluate support plans 1.5 days all Literacy & Numeracy Consultants 3 days Primary Adviser Attendance by adviser at termly NDC meetings to promote educational development through NDC funding 1.5 days Monitoring of use of Neighbourhood Renewal funding, 	<p>Senior Adviser (Primary) Senior Adviser (Secondary)</p> <p>Primary Adviser (Sure Start, Turner Trusts and</p>	<p>Through NCT and GCSE results analysis by Primary Adviser (Partnerships)</p> <p>Monitoring of impact of Children's Fund on pupil achievement</p> <p>Monitoring of recruitment in targeted areas</p>

Priority 7: Raising attainment through partnership working

Programme of Activity: 7c - Partnerships with pupils to increase participation in, and commitment to, education

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
To extend opportunities for children and young people to have a voice and to participate in educational decision making	Children's and Young Peoples Strategic Plan Children's Fund Directorate Development Plan	School Council Co-ordinators School Councillors	Termly meeting of school council network meeting. Increase the number of active school councils 80% of school councils represented at school council pupil day	<ul style="list-style-type: none"> Organise a termly network for school council Co-ordinators and individual school support programme. To establish a school council working party to support schools in starting or developing their school council. To deliver an annual school council pupil day. <p>40 days PSHE Team</p>	PSHE Advisory Team Healthy School Scheme Co-ordinator	Teacher feedback and evaluation Monitoring by HDA and HSPSG Conference report and evaluation

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Priority 7: Raising attainment through partnership working

Programme of Activity: 7d – Partnerships with parents to promote positive relationships with schools

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Family Learning Courses – to improve attainment for parents with Basic Skills needs and their young children, to support parents in helping their children with early educational activities, to support schools in working with parents	Adult Learning Plan, SRB4, EAZ, Central Sure Start, LSC ACL Plan, Neighbourhood Renewal (Tarnerland and Hollingdean), Literacy and Numeracy strategies Directorate Development Plan	Parents and children in B&H primary schools and pre-school settings.	Detailed Targets set by Basic Skills Agency for longer programmes (% recruitment and retention, improvement in skills of parents and children, no of adults going onto further education and training) are met Similar recruitment and retention targets applied to all other programmes, plus measures for parental satisfaction	<ul style="list-style-type: none"> 10 Family Literacy/Numeracy Courses (10/12 week courses) per year 11 Pre-school Family Learning Courses (6 weeks) (in conjunction with Playlink, and with Bookstart Co-ordinator post/B'ton librarians) 20 Family Literacy/Numeracy workshops (1hr plus) 4 Storysack projects (6 weeks) 10 'Keeping Up with the Children' courses (12 hrs) 3 Family IT courses (6 weeks) 2 Family ESOL Courses (6 weeks) <p>195 days for family literacy</p>	Family Learning Co-ordinator/ Senior Adviser (Primary) 1 day	<p>Data collected on all performance targets per course.</p> <p>Termly/quarterly/annual returns depending on each funding agency (SRB/EAZ/Sure Start/BSA etc)</p> <p>Annual monitoring visits from BSA</p> <p>Bi-annual visits from External moderator to OCN programme</p> <p>From 2003 Self Assessment Review as part of CIF</p>
Partnership with parents of pupils with SEN and disability	CYPSP BSP PSS (PIP) Directorate Development Plan	Parents of pupils with SEN and DIS	<ul style="list-style-type: none"> Parent partnership able to meet minimum standards as described in new SEN CoP. 	<ul style="list-style-type: none"> Publish book on effective parent partnership for schools Attend Parents forum Liaise with aMaze to develop training programme for parents <p>10 days SEN Adviser</p>	SEN Adviser	<p>Monitoring via termly reports to aMAZE management committee</p> <p>Annual evaluation against performance data and customer satisfaction analysis</p>
To research into the factors	EPS Development Plans	Cohorts of children will	The research will yield valuable data that will address significant	<ul style="list-style-type: none"> Project to look at peer relationship analysis to enable schools to 	Principal Educational	Regular termly newsletters.

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
of how social-cognitive factors (how children think and feel about the social world) are associated with the way children behave with and relate to their peers, in partnership with the University of Sussex	Directorate Development Plan	be followed across three years of primary school (Years 1-3 and Years 4-6).	<p>theoretical questions about children's social development.</p> <p>It will also develop practical evidence-based applications in areas such as Peer Relations (loneliness, popularity and peer reputation), Social Cognition (mental state understanding, attributional style, self-presentational understanding and coping style) and Self & Emotion (self-perception and social anxiety).</p>	<p>identify social cognition and to help children to develop coping strategies</p> <p>6 days Schools' Adviser (Partnerships) 46 days Educational Psychologist 6 days Principal Educational Psychologist</p>	Psychologist in conjunction with Sussex University.	Presentations at a variety of national and international conferences.
To increase level of parent consultation through partnership with parent governor representatives	Directorate Development Plan	Parent governors	Mechanisms in place for effective regular consultation with parent governors	<ul style="list-style-type: none"> Governor and School Management Support to work with parent governor representatives to arrange termly meetings for parent governors and run governor workshops annually Parent governor representatives targeted for 'Training the Trainer' course to increase confidence in training skills Continue to support PGRs in arranging meetings for parents and providing relevant training for parent governors. Offer training for new parent governors and separated courses for experienced parent governors <p>5 days Governor and School</p>	Governor and School Management Support	<p>Monitoring through attendance lists</p> <p>Evaluation through annual survey</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Management Support		
To research into the factors in parenting that influence the differences in children from the same family siblings.	EPS Development Plan Directorate Development Plan	Four year olds with siblings aged five to eight	Implications of the research for primary schools identified and disseminated in Autumn 2003.	<ul style="list-style-type: none"> This is part of an important national study funded by the Joseph Rowntree Foundation. Research families were selected via Brighton & Hove primary schools in Autumn 2001 Conduct research with pupils in participating schools into sibling relationships 12 days	Educational Psychologist leading in this area	Interim report to be disseminated in Autumn 2003.
Improve parent governors knowledge of school improvement issues	CEDC Plans Governors Network Plans Directorate Development Plan	Parent governors	<p>Parent governors have a good grasp of school improvement issues and undertake a strategic role in the raising of standards</p> <p>OfSTED reports recognise the role of governing body as good in 50% of inspections</p>	<ul style="list-style-type: none"> Termly briefing meetings for governors to enable them to access information relevance to governance, including school improvement issues All parent governors able to attend Benchmark training on pupil data with the headteacher and other governors Support parent governors in working in local communities, particularly ethnic minority groups, to improve awareness of school governance Work with parent governors to reduce parent governor vacancies 10 days Governor Support Officer 3 days Adviser for Professional Development	Governor and School Management Support	<p>Monitoring of attendance at training and briefing sessions</p> <p>Increased awareness of governors' strategic role in schools improvement through monitoring of governing body minutes</p>

Priority 7: Raising attainment through partnership working

Programme of Activity: 7e – Partnerships with community and local organisations/agencies to improve educational outcomes

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
Effective dissemination of arts and cultural initiative as a means of improving standards in partnership with Brighton Festival and Dome	Brighton Festival and Dome plans Directorate Development Plan	All schools, especially those with identified weaknesses in arts and culture and those wishing to attain Artsmark status	Final public performances judged as excellent by the Education Manager Brighton Festival and Dome Best examples of high quality work as judged by Secondary Literacy Manager to be published at end of project Work created celebrated through annual Brighton Festival parade	<ul style="list-style-type: none"> • Out of School Hours Learning activities in dance, drama and circus skills (weekly – dance organised by Music service and SE Dance) • Adopt an Author scheme (Primary focus) with acclaimed children's authors – IT based leading to meeting in Festival – to encourage literacy, creative writing and IT skills. February – May 2003 • Young Critics scheme (secondary focus) – to encourage critical reading and appraisal. February – May 2003 • Shakespeare in a Suitcase (primary focus) – storytelling tour of the Tempest – to support and develop listening skills and encourage the art of storytelling. Attain knowledge of Shakespeare play. Workshops attached to artist designed suitcase and its content contribute to the development of the art curriculum. May 2003 • Presentation of workshops and performances throughout the year. • Great Expectations – schools performance plus teaching pack. April • Workshops related to Dome programme – Winton Marsarlis, Akram Khan and other major international artists – throughout the year. • Workshops to support the creation of structures and costumes. 	Education Manager, Brighton Festival & Dome	Evaluation reports completed by the Brighton Festival & Dome Education Manager in collaboration with the advisory service

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				Primary school art curriculum. February – May. 150 days Education Manager		
Raising standards within the music curriculum through partnership with the music and performing arts service	Music Service Plans Directorate Development Plan	All schools, especially those with identified weaknesses in music	Half yearly evaluation reports from peripatetic music teachers demonstrate that pupils are making good or better progress By July 2004, 90% of supported schools are judged to have improved to at least a satisfactory standard in music	<ul style="list-style-type: none"> Identify schools with weaknesses in music through analysis of OfSTED reports by December 2003 Target music in-service training to schools with identified weaknesses Follow up all OfSTED reports and offer support in the further development of music as appropriate Support for the development of the music curriculum in schools with identified weaknesses Facilitate support through a primary support group Facilitate support to secondary schools through SE music conference Use schools where music is excellent as models for others Curriculum enrichment for pupils who attend music centre activities 230 days Music Advisory Teacher but paid for by music service 4 days Schools' Adviser (Arts) 1 day Primary Adviser	Music Advisory Teacher Head of Music Service/ Music advisory service Head of Music Service / Schools' Adviser (Arts) Music Advisory Teacher Head of Music Service Head of Music Service / Schools' Adviser (Arts) Head of Music Service	Monitoring of course evaluations Analysis of OfSTED inspection reports Data analysis of music results to inform targeting of music support

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
groups of schools, so that a range of schemes for delivering pupil and family support services on school sites is piloted.	Children's University Out of School Hours Learning Directorate Development Plan	Schools Programme Schools taking part in Children's University 70% SEN Register 10% Gifted and Talented pupils 10% Ethnic minority groups including EAZ	Out of School Clubs to offer 2,000 places in 2003-4 CU to offer 600 available places by September, 2003 Summer Schools to offer 600 places by Summer, 2003 Playing for Success to offer 1200 places by April 2004 70% positive evaluation of playing for success courses	Children's University and Summer Schools 220 days Study Support Manager 2 days Schools' Adviser (Partnerships) 230 days Schools in the Community Manager 152 days Children's University Administration Officer		pupil and parent questionnaire Monitoring and evaluation of Extended School Programme prepared for DfES
	Active Sports Co-ordinators Plan Directorate Development Plan	Primary Schools Sports Co-ordinators	Primary schools in the programme to be judged as good or better for PE in OfSTED inspections Alternative in-service programme to be planned for Easter 2003	<ul style="list-style-type: none"> Active Schools Sports Co-ordinator Manager to continue to work with 16 primary schools in developing their PE skills and curriculum Prepare publicity and information for schools about opportunities available through the sports work Provide support for schools preparing for Ofsted inspections Promote networking between schools where there is good practice Dorothy Stringer school to work on developing a new and more effective programme on in-service training, to be developed and hopefully used when the remaining 	Active Schools Co-ordinator Manager (Dorothy Stringer School)	Evaluation of programme by Sport England

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
				junior and primary schools are brought into the programme 3 days Schools' Adviser (Primary)		
<p>To evaluate the revised Agreed Syllabus in partnership with SACRE</p> <p>To reflect the particular characteristics of Brighton & Hove in the new Agreed Syllabus</p> <p>To enable schools to co-ordinate the aims and objectives for RE and Citizenship through partnership between the RE and citizenship advisers and schools</p>	<p>SACRE Plans</p> <p>Citizenship Plans</p> <p>Directorate Development Plan</p>	<p>Primary and secondary teachers</p> <p>RE Co-ordinators</p>	<p>Production of an Agreed Syllabus which incorporates QCA guidance and reflects the characteristics of Brighton & Hove by September 2004</p> <p>Effective documentary guidance on areas of overlap between Citizenship and local RE syllabus produced by September 2003</p> <p>Production of revised RE locally Agreed Syllabus which takes account of Citizenship entitlement where appropriate by September 2004</p>	<ul style="list-style-type: none"> Liasing with local communities to incorporate their views on presenting religious faiths – September 2003 Produce syllabus for publication and distribution – September 2004 <p>15 days SACRE consultant and 4 days Adviser with lead responsibility for RE</p> <ul style="list-style-type: none"> Highlight areas of overlap between Citizenship in the revised RE Agreed Syllabus – Summer 2003 Organise courses for Key Stage 1-4 in the area of overlap between Citizenship and RE – Summer 2003 Design guidance for schools for each key stage on delivering efficiently the local RE and Citizenship curriculum – Autumn 2003 <p>15 days SACRE consultant</p>	<p>RE Consultant working with SACRE members</p> <p>Adviser(s) with responsibility for RE</p> <p>Adviser to SACRE</p>	<p>Implementation of the Agreed Syllabus to be monitored each year. Evaluation to be reported as part of the SACRE annual report</p> <p>Annual evaluation of school's delivery of RE and Citizenship</p>
Develop business activity in schools to support raising attainment in partnership with SEBA	<p>SEBA (Sussex Education Business Alliance) Action Plan</p> <p>Workforce Development Plan</p>	Identified pupils and staff KS1-KS5	All targets relating to Brighton & Hove are met or exceeded in the Local Delivery Plan and the SEBA Action Plan	<ul style="list-style-type: none"> Specific local programmes will be developed around the following: Employability Skills Programmes e.g. supporting GCSEs in Applied Subjects, enterprise skills development and support for teachers – April 2003, ongoing Literacy programme – summer and autumn 2003 	<p>EBP Manager</p> <p>EBP Consultant</p> <p>Senior Schools' Adviser for Secondary</p>	<p>Termly reports to Senior Adviser (Secondary)</p> <p>Monitoring and evaluation reports to SEBA Management Board on a termly basis</p>

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	Lifelong Learning Plan Connexions Strategy LSC Strategic Plan Directorate Development Plan			<ul style="list-style-type: none"> Numeracy programme – summer and autumn 2003 Business support in curriculum programmes at KS4 <p>EBP Manager 2.5 days a week (Total 98 days) EBP Consultant 3 days a week (117 days) 12days Senior Adviser (Secondary)</p>	Schools	Performance Reviews
To establish and embed the work of the Healthy School Scheme in a broad partnership across the education and health services.	Health Improvement and Modernisation Programme (HIMP) Children's and Young Peoples Strategic Plan Connexions Young Persons Substance Misuse Strategy Teenage Pregnancy Prevention Strategy EB4U Sure Start Hollingdean Programme	Headteachers SMTs PSHE Co-ordinators PSHE Teachers	<p>24 Level 3 schools, to include at least 14 schools with 20% and FSM</p> <p>A total of 7 schools (including pilots) participating in project</p> <p>5 schools to attend each theme group an to receive support in development in school in relevant theme area – working towards Gold Standard accreditation</p> <p>The maintenance of the HSS in the strategic planning of the range of partner agencies represented.</p>	<ul style="list-style-type: none"> Recruitment and maintenance: to recruit a further 10 schools to level 3 of the HSS , and maintain the involvement of the existing 14 Level 3 schools Primary Links Project: to continue to develop links between primary schools and primary care professionals, Establish 2 pilot settings in which to model and disseminate best practice. Develop additional settings based on pilots. Theme Group Development: to deliver support to schools through the theme group model, particularly in the areas; healthy eating, physical activity, safety and emotional health and well –being. Broaden the membership of the Healthy School Partnership Steering Group to ensure a cohesive and equitable partnership between all sectors. 	Health School Project Co-ordinator	<p>Monitoring of HSS Action Plan by Health Development Agency.</p> <p>Annual report and termly updates to Healthy Schools Partnership Steering Group.</p> <p>Monitoring by DAAT and HSPSG through annual report and termly updates.</p> <p>Monitoring by HAD and HSPSG</p>

Purpose of the Programme	Relationships with other plans	Target Group(s)	Success criteria	Specific Activities with approximate timings	Responsibility	Monitoring & Evaluation
	<p>Extended Schools</p> <p>Directorate Development Plan</p> <p>Proposal and Plan for a Children's Trust</p>			<p>PSHE Team 85 days</p> <p>Head of Social Inclusion 10 days</p>		