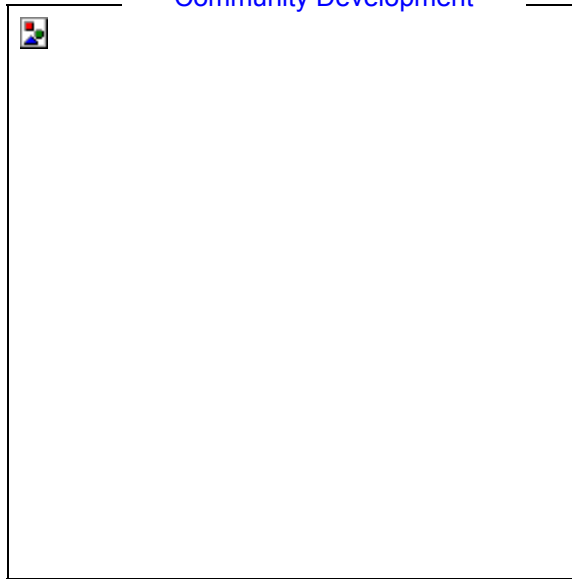




ISLE *of*
WIGHT
C O U N C I L

Directorate of Education and
Community Development



**ISLE OF WIGHT
LOCAL EDUCATION
AUTHORITY
OFSTED ACTION PLAN**



March 2004

BACKGROUND/VISION

The Local Education Authority (LEA) post OFSTED Action Plan sets the agenda for the improvement of the Education and Community Development Directorate of the Isle of Wight Council and its schools. The action plan covers the period from the inspection, in September 2003 and report publication in January 2004 to December 2005, when it is anticipated that the LEA will be preparing its first Single Education Plan. To ensure that the targets and outcomes of this action plan are achieved it will be subject to a comprehensive process of monitoring and evaluation.

This action plan forms an important part of a wider planning process for both the Council and the Directorate. It takes account of the Council's development towards a Directorate of Children's Services and a Children's Trust. The action plan has also been prepared in conjunction with the LEA's and Local Learning Skills Council's (LLSC) joint response to the OFSTED 14-19 Area Review, carried out in November 2003, and the recent Social Services Inspectorate inspection of the Isle of Wight Council's Directorate of Social Services.

The focus of the action plan is to build upon and take forward the service delivered by the Directorate and the outcomes achieved by its schools. There is much to be proud of; fundamentals are sound and improvement from the last inspection has been satisfactory, but there is scope for significant improvement. Together with the Directorate's Strategic Plan and Education Development Plan (EDP) this action plan provides a coherent sense of purpose and common direction for all those involved in the education service. The focus is to outcomes and the raising of achievement for all pupils.

Central to the action plan is the belief that all of our children have the entitlement to a high quality education to the benefit of themselves and the community as a whole. The priorities described in this action plan provide the focus for raising the performance of Isle of Wight schools to at least in line with national targets for school improvement. They also recognise the responsibility of schools for the raising of pupil achievement and the duty of the Directorate and Elected Members to scrutinise and challenge performance.

INTRODUCTION

- 1** This action plan sets out the LEA's response to each of the recommendations from the OFSTED report of January 2004. LEA's are required to produce an action plan in response to OFSTED Inspections carried out under section 38 of the Education Act 1997.
- 2** The action plan is funded and managed by the LEA to support Directorate improvement and to ensure that school outcomes and the targets for pupil achievement are met. The plan has been approved by the Executive of the Isle of Wight Council and will be scrutinised by the Council's Select Committee for Education and Community Development.
- 3** The action plan takes account of the way in which the LEA fulfils its statutory powers and responsibilities, especially in relation to children's services and schools, as set out in the following key documents:
 - The LEA's Education Development Plan.
 - The Local Preventative Strategy.
 - The OfSTED Framework for the Inspection of LEAs.
 - The Code of Practice on LEA and School Relations.
 - The "Fair Funding" Framework for LEA Finance.

- 4** The action plan will work within, and has been informed by:
- The Council's Corporate Strategy.
 - Local Strategic Plan (Island Futures)
 - The Local Preventative Strategy.
 - The Directorate's Strategic Plan.
 - The EDP.
 - The joint LEA and LLSC action plan for the 14-19 Area Review.
- 5** The action plan will in turn, provide the context for review and development of specific LEA and school plans including:
- The EDP
 - Inclusion Strategy
 - School Improvement Plans
 - SEN Development Plan
 - Early Years and Childcare Development Plan
 - Primary Strategy
 - Key Stage 3 Strategy
 - School Organisation Plan
 - Individual LEA Service Plans
 - Best Value Performance Plan

**AUDIT
OF
THE REPORT**

6 Context of the LEA and LEA Performance

The LEA inspection identified that there are particular strengths in:

- the LEA's strategy for school improvement, including the EDP;
- the extent to which the LEA targets its resources on priorities;
- the extent to which the LEA has defined monitoring, challenge, and intervention and shared those understandings with schools;
- the extent to which the LEA's support to schools is focused on areas of greatest need;
- support to schools in raising standards in and the curriculum use of information and communication technology (ICT);
- the effectiveness of its services to support school management with respect to:
 - financial services
 - human services
 - property services
 - services for ICT and administration
- grounds maintenance;
- the effectiveness of the leadership of services to support school improvement;
- the effectiveness of the staff to support school improvement;
- the effectiveness of the LEA in providing school places;
- the effectiveness of the LEA in discharging asset management planning;
- the effectiveness of the LEA in relation to admissions to schools;
- support for early years.

There are weaknesses in:

- the quality of leadership provided by elected members;
- the overall effectiveness of the LEA in promoting social inclusion;
- the effectiveness of the LEA in combating racism;
- the extent to which the LEA meets its statutory requirements and achieves value for money in relation to health and safety, welfare and child protection;
- the effectiveness of the LEA in taking steps to meet its statutory obligations in respect of SEN;
- the extent to which the LEA meets its statutory requirements and achieves value for money in relation to provision for pupils who have no school place;
- the extent to which the LEA meets its statutory requirements and achieves value for money in relation to school attendance;
- the extent to which the LEA meets its statutory requirements and achieves value for money in relation to looked after children.

Progress since the last inspection was seen as satisfactory overall, with substantial gains being made in the corporate strategy, special educational needs (SEN) and elements of school improvement.

The LEA is satisfactory overall.

In addition the body of the report and its recommendations identified a number of underlying themes:

- that the LEA works with some socio-economic disadvantage and that separation by water does have some impact upon aspects of provision, but that this does not account for the unsatisfactory performance of schools in the raising of pupil achievement;
- that although the strategy for school improvement is a strength the outcome performance of schools against key national and statistical neighbour indicators is overall unsatisfactory, with particular weaknesses in the national tests for eleven year

olds in English and mathematics and in the achievement of 5A*-C grades or better for fifteen and sixteen year olds in GCSE.

- the corporate and community scrutiny of school performance is not sufficiently challenging or rigorous;
- that there are questions over the capacity of the school system to meet the required improvement targets.

The 14-19 Area Review, though making an overall judgement of satisfactory, identified broadly the same issues in respect of the LEA and the schools' performance.

The LEA's CPA assessment in November 2003 was two star upper. This assessment again reflects the weakness in schools' outcome performance against the key national indicators. It is recognised by elected members, officers and headteachers that the weaknesses in school performance are now the most significant barrier to improvement and the achievement of a three star assessment.

7 Actions since the Inspection

Since the inspection the Council and LEA has continued to implement developments and policy, which were in hand at the time of the inspection. Where appropriate the LEA has reviewed its strategy and operational work to ensure that the identified weaknesses and underlying themes can be rapidly addressed. Continuing and longer term action is set out against each recommendation of the LEA inspection report in section 2 '*Actions to meet the Recommendations of the Report*'.

The action taken so far is described, and where appropriate evaluated in the following paragraphs.

8 School Improvement

Though in this inspection and the last inspection school improvement has been an overall strength of the LEA there remains the one dominant issue that the performance of schools in raising pupils' achievement against the key national indicators is unsatisfactory.

Characteristics of the pupil population are as set out in the EDP, with little significant difference in the ability range of pupils within any one phase or from year to year as an Island cohort. The LEA's data indicates very much a normal curve of distribution. However, there are statistically less pupils of high ability and a bias to pupils whose potential, on standardised tests, would be in a score range of 88 to 100. The potential of Island pupils suggests that results at each key national indicator should be at or slightly above the national average.

The LEA's stocktake meeting with the DfES, in November 2003, recognised that the LEA sets appropriately challenging targets. Therefore, in respect of this action plan all LEA performance targets for standards will be maintained at the level of those within the EDP.

Detailed discussion of the issues raised within the report, in respect of school performance has been undertaken with all headteachers and will form a significant item within the LEA's annual Chairs of Governing Bodies Conference in May 2004. Headteachers have recognised the weaknesses and their, and their school's responsibility in improvement. In particular High school headteachers have given a commitment to improving the 5*A-C GCSE indicator to at least the national average in two years. Elected members have taken action to improve the rigour of scrutiny, including the taking of evidence from headteachers at the most recent monitoring of standards (*ref. Corporate Strategy - para.11 and actions in section 2*).

Work has continued in respect of the EDP priorities and activities. In particular two programmes for middle management training have been implemented and the issue of teacher's attending training has been partly addressed by focusing key training through the school cluster groups.

The support of school clusters, recognised as creative in the inspection report, continues to be a priority in the improvement of standards. Considerable improvement, particularly in resolving some of the issues of transition has already been achieved, with cross-phase work on improving attendance, family learning and the pupils' achievement in writing beginning to have a significant impact.

9. Special Educational Needs

There has been improvement within the LEA since the last inspection in the area of special educational needs (SEN) and the strategy for SEN is now considered highly satisfactory. Its support for school improvement within the field of SEN has also improved and is now considered satisfactory.

The LEA is a high spender on SEN and needs to ensure good value for money in how resources are used and pupils' needs are met. All services within SEN and particularly schools need to be cognisant of the progress pupils are making and the added value this represents for the resources used. Improvement in added value for the pupil and value for money in SEN services is a key priority for the LEA in the next two years.

The LEA's data indicates significant differences between schools in identifying special educational needs and this is being addressed through the implementation of the local SEN matrix. These differences are also evident between school phases and this data has been scrutinised with elected members and head teacher groups to raise the questions of valued for money and progress for pupils. This has enabled the LEA to challenge the reluctance of some schools to accept the increased responsibility placed on them to provide for a range of special educational needs, as noted in the LEA OFSTED report.

A review group has been established and is working on revisions to the delegated formula in order to ensure better value for money in the determining and allocation of resources for special educational needs.

The LEA has improved in meeting its statutory obligations since its previous inspection but this area remains unsatisfactory. Work has already commenced to improve communication with parents and service delivery, with demanding targets being set regarding processing times for statements and reviews as set out in this action plan. Work has also been undertaken to ensure that all designated staff attend appropriate child protection training. As with health and safety this training is now a mandatory requirement upon schools and designated staff.

10. Social Inclusion

The Council's strategy for social inclusion is described as sound, having a coherent outline of the issues to be addressed. The Authority has moved towards greater social inclusion through the school access strategy, early years provision and collaborative provision for 14-19 year olds. Improved access for specific groups has been achieved by enhanced provision, as with support for children who have English as an additional language (EAL).

This inspection report cites cohesion between services as being underdeveloped, with insufficiently close working between education and social services resulting in delayed personal education plans for looked after children, insufficient sharing of information and lack of cohesion with health services.

Work undertaken through the formulation of the local preventative strategy and the Council's establishment of a Directorate of Children's Service (*ref. para. 11*) is already

having significant impact in addressing these issues, as with the development of information sharing systems through establishment of the local IRT system.

A number of multi agency teams based on the school cluster have been established to bring a range of practitioners more closely together to address these issues. This process will be developed further in the Council's strategic development of the Directorate of Children's Services (*ref. para. 11*).

11. Corporate Strategy and Strategic Management

In meeting its duties in response to '*every child matters*' the Council has built upon the already existing effective collaboration between education, social services and health to define a clear timetable for the establishment of a Directorate of Children's Services.

Effective collaboration exists between these services in early years provision, which was recognised as of high quality in the inspection report, social services children's services, particularly in the areas of child protection, SEN and social inclusion and health particularly in relation to the healthy school's agenda and preventative work in drugs, alcohol abuse, smoking and a healthy lifestyle.

The Council and these services have developed and committed to the local Preventative Strategy, which is now in place. This strategy again builds on the recognised good practice in the development of school community clusters and has placed its operational rationale within the same school community clusters. This offers the opportunity of considerable synergy in meeting the duties within '*every child matters*' between the Council's preventative strategy, the development of the Directorate of Children's Services and the development of extended and all-service schools within the community.

In establishing the Directorate of Children's Services the Council has set out the following outline timetable.

- April 2004 - Appointment of Director of Children's Services - in place.
- October 2004 - Scrutiny committee in place.
Service structure established - services begin to move into the Directorate.
- April 2005 -06 - Development of operational services to full implementation.

Elected members have acknowledged the criticism within the report in respect to the level and challenge of their scrutiny. The Council has identified school performance as a priority improvement area (PIA) within its forward plan and will ensure the provision of appropriate resources, challenge and scrutiny to effect improvement. In addition reporting on key improvement indicators within this action plan is now a requirement of the Council Executive, within its quarterly monitoring basket.

The Select Committee for Education, Lifelong Learning and Community Development has undertaken a review and peer group evaluation of its scrutiny process. This has resulted in the establishment of an effective and key priority focused forward plan and the development of a task group approach to more detailed scrutiny of key areas, as with school performance and corporate parenting.

12. School Re-organisation

Whilst the inspection report did not identify examination of the Island school system as an action it raised a number of questions in respect of capacity and value for money, which impact upon overall performance and the capacity for improvement. Similar questions were also raised in the 14-19 Area Review report. In addition a number of other key factors, as set out below, raise questions to the longer term viability of the current system of provision.

- Over time the Island pupil cohort, in a year, will fall from broadly 1600 to broadly 1150.
- The Authority is committed, with the LLSC, to a further examination of the Post 16 provision.
- Demographic trends are causing unevenness in the provision need, which is having an impact upon the capacity of some schools to provide an effective quality of education.

As a result of these factors and the possible strategic use, which could be made of the national '*Building Schools for the Future*' initiative the Council Executive, in April 2004, authorised officers to undertake a formative consultation with the community on a number of options, both two and three-phase, for the future organisation of Island schools. This consultation will report in September/October 2004 and will be followed by a further formal consultation of the preferred model or models for the school system.

**ACTIONS TO MEET
THE RECOMMENDATIONS
OF THE REPORT**

Action Plan Theme: Corporate issues	
Recommendation: 1a	<p>In order to improve the quality of leadership provided by elected members, ensure that:</p> <ul style="list-style-type: none"> • elected members are more thorough in challenging educational under-performance and low aspirations.
Purpose of the actions:	<p>To ensure that the Portfolio Holder for Education, Lifelong Learning and Community Development is appropriately briefed in respect of educational performance in the Isle of Wight.</p> <p>To ensure that the Select Committee for Education, Lifelong Learning and Community Development carries out effective scrutiny and appropriately challenges the performance of schools.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Directorate Service Plans • Select Committee Forward Plan
Target group(s):	Portfolio Holder and all Select Committee Members Directorate SMT
Success criteria:	<ul style="list-style-type: none"> • Reports to the Select Committee contain information on individual school performance. • Performance comparisons are clearly made to national, statistical neighbour and predominantly three-phase LEA's. • Select Committee and Task Group minutes demonstrate robust challenge in any area of under-performance.
Specific Activities with timings:	<ul style="list-style-type: none"> • Elected members training and development day - March 2004. • Quarterly reporting of performance to the Executive - April 2004. • Evaluation of scrutiny methods in neighbour LEA's - April 2004 - December 2004. • Establishment of Task Groups to scrutinise specific aspects of school performance - September 2004.
Responsibility:	Director
Costs:	All costs within current strategic management budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Annual peer group scrutiny of Select Committee performance.

Action Plan Theme: Corporate issues	
Recommendation: 1b	<p>In order to improve the quality of leadership provided by elected members, ensure that:</p> <ul style="list-style-type: none"> • elected members hold the department and schools more rigorously to account for their performance and the value for money they provide.
Purpose of the actions:	To ensure improved scrutiny of school performance and the value for money provided.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Directorate Service Plans • Select Committee Forward Plan
Target group(s):	Portfolio Holder and all Select Committee Members Directorate SMT
Success criteria:	<ul style="list-style-type: none"> • Reports to the Select Committee contain information on individual school performance. • Performance comparisons are clearly made to national, statistical neighbour and predominantly three-phase LEA's. • Select Committee and Task Group minutes demonstrate robust challenge in any area of under-performance.
Specific Activities with timings:	<ul style="list-style-type: none"> • Elected members training and development day - March 2004. • Quarterly reporting of performance to the Executive - April 2004. • Evaluation of scrutiny methods in neighbour LEA's - April 2004 - December 2004. • Establishment of Task Groups to scrutinise specific aspects of school performance - September 2004. • Annual reporting of individual school value for money performance to Task Group - March 2005.
Responsibility:	Director
Costs:	All costs within current strategic management budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Annual peer group scrutiny of Select Committee performance.

Action Plan Theme: Strategic Management and School Improvement	
Recommendation: 2	In order to improve the quality of planning ensure that: <ul style="list-style-type: none"> • all plans incorporate success criteria that identify clear outcomes for service users.
Purpose of the actions:	To provide a corporate focus to school improvement and the raising of achievement for pupils.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Elected Members All Heads of Service All staff with line/performance management responsibility Governors Headteachers
Success criteria:	<ul style="list-style-type: none"> • Target outcomes for the Directorate known to all service users. • Outcomes coherently reflected in service plans and performance management plans. • School SIP's show increasing focus to annually published outcome targets. • Individual performance management targets increasingly focus back to the Directorate target outcomes.
Specific Activities with timings:	<ul style="list-style-type: none"> • SMT to identify and publish service outcome targets on an annual basis - April 2004 • Heads of service to undertake training with all those with a line/performance management responsibility - April 2004 - June 2004 • Link Inspectors to undertake development with governors and headteachers through clusters - cross ref. - May - July 2004
Responsibility:	Director and senior management team.
Costs:	<p>Additional strategic management costs in respect of this recommendation only occur in relation to Directorate staff training and the performance management audit. All required systems are in place and the actions and monitoring can be achieved by the adjustment of current meeting time and agendas.</p> <p>Training costs: Equivalent of half day per service area - £12000 Performance Management Audit - £900</p>

Monitoring and evaluation:	<ul style="list-style-type: none">• Portfolio Holder and Chair of Select Committee approve outcome target publication.• Training record and cluster meeting minutes demonstrate completion of input to managers, governors and headteachers by July 2004.• SMT review progress July 2004.• SMT collectively monitor 2004/05 service plans.• Sample audit 2004/05 performance management plans.• Select Committee scrutiny progress to targets - September 2004 and outcomes March 2005.
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Action Plan Theme: Strategic Management and SEN	
Recommendation: 3a	<p>In order to improve support for health, safety and child protection ensure that:</p> <ul style="list-style-type: none"> • all designated persons and nominated governors receive regular training on child protection and that records of such training are kept up to date.
Purpose of the actions:	<p>To ensure that all designated persons and governors with a child protection responsibility receive initial and regular update training.</p> <p>Maintenance and twice yearly (January/June) publication of a training register.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • ACPC Procedures
Target group(s):	<p>Designated child protection governors. Headteachers and designated staff with child protection responsibility.</p>
Success criteria:	<ul style="list-style-type: none"> • All new designated governors or staff; receive training within three months of appointment. • 100% of designated governors or staff have received training within the last two years by March 2005. • Training register published to the Select Committee and schools and twice yearly.
Specific Activities with timings:	<ul style="list-style-type: none"> • Schools informed of mandatory training requirement for designated governors and staff - May 2004. • Establishment of a designated Child Protection Officer – September 2004. • Implementation of update training programme to meet success criteria targets - September 2004. • Maintenance and publication of training register - June 2004.
Responsibility:	Principal Officer SEN
Costs:	<p>Additional training costs - £5,000. All other costs contained within SEN and strategic management budget allocation.</p>
Monitoring and evaluation:	<ul style="list-style-type: none"> • Quarterly report to Directorate SMT on progress to targets. • Twice yearly reporting and publication of training register to Select Committee Task Group.

Action Plan Theme: Strategic Management and SEN	
Recommendation: 3b	In order to improve support for health, safety and child protection ensure that: <ul style="list-style-type: none"> • health and safety training accords fully with the requirements and recommendations of the health and Safety Executive.
Purpose of the actions:	To ensure that all employees receive the necessary training and regular updates to meet the health and safety requirements of their roles.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Council Health and Safety Policy • Council Action Plan in respect of HSE improvement notice 2002
Target group(s):	All Directorate employees, including headteachers, teaching and non-teaching staff in schools. All governors with designated health and safety responsibility.
Success criteria:	<ul style="list-style-type: none"> • Training logs demonstrate that the Directorate has met all HSE requirements. • HSE improvement notice to the Council removed (achieved Feb 2004).
Specific Activities with timings:	<ul style="list-style-type: none"> • Tender specification to meet all recommendations for training contained within the HSE notice - January 2004. • Council contracts Safety Matters to provide senior manager training and other employee training - April 2004. • All Directorate senior managers, including headteachers, to be trained - April 2004 - February 2005. • Directorate Health and Safety Officer in post - April 2004. • Training matrix for high risk areas - science, physical education, design and technology, art and design, off-site and work experience in place - September 2004. • Implementation of designated governor training - mandatory for all schools - September 2004 - April 2005.
Responsibility:	Head of Human Resources in respect of all Directorate staff. Directorate Health and Safety Officer in respect of all school based staff.
Costs:	Directorate contribution to central training costs - £30,000 Directorate training costs, not within allocated Governor training budget - £15,000 All other costs borne within the new Directorate Health and Safety Officer post - ref. 3C.

Monitoring and evaluation:	<ul style="list-style-type: none">• The training of all employees in respect of health and safety will be monitored by the Council's Learning Centre. The Assistant Director Resources (Education and Community Development) will receive quarterly monitoring reports.• The Assistant Director Resources (Education and Community Development) will receive quarterly progress reports on the training of school staff and the training matrix for high risk areas from the Directorate health and Safety Officer.• The Senior Inspector will receive quarterly progress reports on the training of governors from the Directorate training and Development Officer.
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Action Plan Theme: Strategic Management and SEN	
Recommendation: 3c	<p>In order to improve support for health, safety and child protection ensure that:</p> <ul style="list-style-type: none"> • regular reports are provided to councillors on progress in relation to these areas of their responsibilities.
Purpose of the actions:	<p>To ensure that the Portfolio Holder for Education, Lifelong Learning and Community Development is appropriately briefed in respect of the Council's responsibilities for health and safety and child protection.</p> <p>To ensure that the Select Committee for Education, Lifelong Learning and Community Development can carry out effective scrutiny in respect of health and safety and child protection.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Council Health and Safety Policy • Council Action Plan in respect of HSE improvement notice 2002 • Directorate Strategic Plan 2004/07 • ACPC Procedures
Target group(s):	<p>Portfolio Holder and all Select Committee Members Directorate SMT Directorate Health and Safety Officer Principal Officer SEN</p>
Success criteria:	<ul style="list-style-type: none"> • Executive reports and minutes demonstrate the effective briefing of the Portfolio Holder. • health and safety and child protection are scrutinised twice within a financial year by the Select Committee or a Task Group of members. • New Human Resources Committee to receive update on training and development via annual report from Head of Service(HR) in respect of health and safety. • Maintenance of a training log for health and safety and child protection
Specific Activities with timings:	<ul style="list-style-type: none"> • Appointment of a Directorate Health and Safety Officer - April 2004. • Implementation and maintenance of training logs in respect of health and safety and child protection - February 2004. • Implementation of training matrix for all new staff, on appointment, in respect of health and safety and child protection - September 2004. • Review of child protection and operational procedures at establishment of Children's Services Directorate - October 2004.

Responsibility:	Assistant Director Resources (Health and Safety) Principal Officer SEN (Child Protection)
Costs:	Revenue cost of £25,000 per annum in the new Directorate Health and Safety Officer post. All other costs within allocated strategic management budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • The training of all employees in respect of health and safety will be monitored by the Council's Learning Centre. The Assistant Director Resources (Education and Community Development) will receive quarterly monitoring reports. • Progress in respect of child protection will be reported quarterly, by the Principal Officer SEN (Child Protection), to the Directorate SMT meetings. • Executive and Select Committee minutes will show appropriate and regular scrutiny of health and safety and child protection.

Action Plan Theme: SEN	
Recommendation: 4a	<p>To improve the effectiveness of the LEA in taking steps to meet statutory obligations in regard to children with special educational needs:</p> <ul style="list-style-type: none"> • ensure that the objectives of SEN statements are more closely focused on outcomes, are completed within the required time limit, and are amended promptly following annual reviews.
Purpose of the actions:	<p>To ensure that SEN statements are focused to the main educational and developmental long – term outcomes for the child.</p> <p>To ensure that the statutory assessment process is completed within the time limits detailed within the Code of Practice for Special Educational Needs - ref.4b.</p> <p>To ensure that the outcomes of Annual Reviews are reflected in Statements of SEN in a timely fashion.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • EDP 2002/07 • SEN Development Plan • SEN Service Plan
Target group(s):	<p>Educational Psychologists Health and Social Services Managers/Staff. Headteachers and school SENCo's SEN Assessment Team SEN Admin Team and Statementing writing officer Parents</p>
Success criteria:	<ul style="list-style-type: none"> • Amendments to Statement completed within 8 weeks of receiving Annual Review forms from schools in 90% of cases. • Individual statement objectives to be in plain language, which clearly defines the expected outcome for the child.
Specific Activities with timings:	<ul style="list-style-type: none"> • Log all annual review returns and develop a standard protocol for action within the SEN Assessment Team to ensure targets are being met - April - December 2004. • Development of standard protocols for action within the SEN Assessment Team – April - December 2004. • Implement training in the writing of statement objectives for all staff - September 2004. • Training to schools relating to submission of appropriate evidence with Appendix B – Educational advice – January - September 2005 • Ensure schools are submitting all evidence with annual review reports to minimise delay - January - December 2005.

Responsibility:	Principal Officer SEN Senior Educational Psychologist Education Officer (SEN)
Costs:	Additional Officer time costs - £3,000 Additional training costs - £4,200 All other costs within SEN budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Monthly electronic return of completion/review rates from the Senior Educational Psychologist to the Principal Officer SEN. • Termly progress reports to the Directorate SMT by the Principal Officer SEN. • Quarterly reports to the Select Committee Task Group on statement completion performance (from October 2004). • Twice yearly, peer group, sampling of SEN statement objectives for clarity and outcome focus.

Action Plan Theme: SEN	
Recommendation: 4b	<p>To improve the effectiveness of the LEA in taking steps to meet statutory obligations in regard to children with special educational needs:</p> <ul style="list-style-type: none"> • work more closely with other agencies to bring a radical improvement in the proportion of SEN statements completed within the required timescale.
Purpose of the actions:	To ensure that the statutory assessment process is completed within the time limits detailed within the Code of Practice for Special Educational Needs.
Relationships with other plans:	<ul style="list-style-type: none"> • EDP 2002/07 • SEN Development Plan • SEN Service Plan
Target group(s):	Educational Psychologists Health and Social Services Managers/Staff. Headteachers and school SENCo's SEN Assessment Team
Success criteria:	<ul style="list-style-type: none"> • 100% of proposed statements, without permissible exceptions, to be produced within 18 weeks. • 90% of proposed statements, with permissible exceptions, to be produced within 26 weeks.
Specific Activities with timings:	<ul style="list-style-type: none"> • Analysis of data and performance published on a monthly basis - April 2004. • Heads of Service to consistently highlight importance of meeting statutory deadlines during Team Meetings – April 2004. • Formal meeting with managers of other agencies - contributing advice to focus upon deadline issues - April 2004. • Development of standard protocols for action within the SEN Assessment Team – December 2004. • Training to schools relating to submission of appropriate evidence with Appendix B – Educational advice – September 2005.
Responsibility:	Principal Officer SEN Senior Educational Psychologist Education Officer (SEN)
Costs:	Additional Officer time costs - £3,000 Training costs - £1,800 All other costs within allocated SEN budget.

Monitoring and evaluation:	<ul style="list-style-type: none">• Termly progress reports to the Directorate SMT by the Principal Officer SEN.• Quarterly reports to the Select Committee Task Group on statement completion performance (from October 2004)
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Action Plan Theme: SEN	
Recommendation: 4c	<p>To improve the effectiveness of the LEA in taking steps to meet statutory obligations in regard to children with special educational needs:</p> <ul style="list-style-type: none"> • improve dialogue with parents of children with complex needs at all stages of the statutory assessment process.
Purpose of the actions:	To improve communication process between parents of children with special educational needs and the Local Authority, including officers and schools and their staffs.
Relationships with other plans:	<ul style="list-style-type: none"> • EDP 2002/07 • SEN Development Plan • SEN Service Plan
Target group(s):	Parents of children with complex special educational needs All Officers with responsibility in the statementing process. Designated school staff with responsibility in complex cases.
Success criteria:	<ul style="list-style-type: none"> • 10% Reduction in numbers of appeals to SENDIST • 10% Reduction in number of complaints regarding SEN Process • 10% Reduction in number of pupils being referred for Statutory Assessment, both by parents and by schools.
Specific Activities with timings:	<ul style="list-style-type: none"> • Regular meetings (half termly where appropriate) between SEN Admin staff and parents whose children are undergoing the statutory process - February 2004. • Development of Parent Partnership service - April 2004. • Review of standard letters and other communications between parents and SEN Admin Team - April - December 2004. • Opportunities for parents to discuss issues with officers of the Authority – through local school cluster meetings - September 2004. • Training for schools on roles and responsibilities in relation to special educational needs - January - December 2005.
Responsibility:	Principal Officer SEN Senior Education Psychologist Education Officer SEN Parent Partnership Cluster Teams
Costs:	Additional officer time and meeting venue costs - £3,200. All other costs within allocated SEN budget.

Monitoring and evaluation:	<ul style="list-style-type: none">• Termly progress reports to the Directorate SMT by the Principal Officer SEN.• Quarterly reports to the Select Committee Task Group on reduction in appeals, complaints and referrals (from October 2004).
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Action Plan Theme: Social Inclusion	
Recommendation: 5a	<p>In order to improve measures to combat racism, ensure that:</p> <ul style="list-style-type: none"> • there are efficient systems in place for: <ul style="list-style-type: none"> - monitoring the effectiveness of schools' race equality policies; - the collection and analysis of reports on racist incidents; - all staff and governors to receive relevant and up to date training on their duties in relation to race equality.
Purpose of the actions:	<p>To ensure that statutory duties in respect of the Race Relations Amendment Act 2002 are met.</p> <p>To ensure the effective collection and analysis of data to combat racism.</p> <p>To ensure that all employees, including school staff, and designated governors receive training on their duties in relation to race equality.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Council Policy for Race Equality • Directorate Policy for Race Equality
Target group(s):	<p>All Directorate staff. Headteachers, teachers and non-teaching staff. All governors.</p>
Success criteria:	<ul style="list-style-type: none"> • All school Race Equality policies and Race Equality Schemes are published (September 2004). • Quarterly reports on racist incidents and any emerging trends are published to the Select Committee and schools. • Mandatory training of key staff (headteachers and leadership teams) and governors completed (December 2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Collection and analysis of all school Race Equality Policies and Race Equality Schemes - October 2004. • Audit of training needs - design and publication of training programme - November 2004. • Implementation of quarterly monitoring and reporting of incidents (nil returns required) - April 2004.
Responsibility:	<p>Senior Inspector Education Officer Admissions Training and Development Officer</p>
Costs:	<p>Training costs - September 2004 - December 2005 - £10,000.</p>

Monitoring and evaluation:	<ul style="list-style-type: none">• Termly progress reports to the Directorate SMT by the Senior Inspector.• Quarterly reports to the Select Committee Task Group on Race Equality (from October 2004).
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Action Plan Theme: Social Inclusion and Corporate Issues	
Recommendation: 5b	In order to improve measures to combat racism, ensure that: <ul style="list-style-type: none"> • elected members receive regular, detailed reports on the effectiveness of the implementation of the council's anti-racist policy.
Purpose of the actions:	To ensure effective scrutiny and that the Council meets its statutory duties - ref. 1a/b and 5a.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Council Policy for Race Equality • Directorate Policy for Race Equality
Target group(s):	Portfolio Holder and all Select Committee Members
Success criteria:	<ul style="list-style-type: none"> • Quarterly reports on racist incidents and any emerging trends are published to the Select Committee and schools (October 2004).
Specific Activities with timings:	<ul style="list-style-type: none"> • Implementation of quarterly monitoring and reporting of incidents (nil returns required) - April 2004. • Establishment of Select Committee Race Equality Monitoring Task Group - June 2004. • Briefing of Task Group - July - September 2004. • First quarterly report - October 2004.
Responsibility:	Director Senior Inspector
Costs:	All costs contained within strategic management budget allocation and identified costs in 5a.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly progress reports to the Directorate SMT by the Senior Inspector. • Quarterly reports to the Select Committee Task Group on Race Equality (from October 2004). • Annual report to the Vectis Equalities Group of the Council.

Action Plan Theme: Social Inclusion	
Recommendation: 6a	<p>In order to improve support for looked after children ensure that:</p> <ul style="list-style-type: none"> • every looked after child is provided with a personal education plan and provide relevant training for staff in their implementation.
Purpose of the actions:	To raise the achievement and aspirations of looked after children.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	<p>Education Directorate and Social Services Children's Service staff with responsibility for looked after children. Headteachers Designated staff and governors with responsibility for looked after children.</p>
Success criteria:	<ul style="list-style-type: none"> • All looked after children have a personal education plan in place (September 2004). • All newly designated looked after children have a personal education plan in place within 4 weeks (September 2004). • All headteachers and designated staff and governors have received training (December 2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Establish protocol to ensure that personal education plans are prepared and in place to time targets - April -June 2004. • Review and integrate operational procedures for Children's Services Directorate - October 2004. • Implement mandatory training programme - September 2004 - December 2005.
Responsibility:	<p>Senior Education Officer - Access & Inclusion Education Co-ordinator - LACES Service Manager Joint Commissioning</p>
Costs:	All costs within social inclusion budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Quarterly reports on progress in relation to targets from the Senior Education Officer - Access & Inclusion to the Directorate SMT. • Twice yearly report to the Select Committee - Ref. 6b.

Action Plan Theme: Social Inclusion	
Recommendation: 6b	<p>In order to improve support for looked after children ensure that:</p> <ul style="list-style-type: none"> • elected members <ul style="list-style-type: none"> - are better informed about the attainment, attendance and exclusion of looked after children; - are more consistent in fulfilling their duties as corporate parents; - have a better understanding of the issues faced by looked after children and their carers.
Purpose of the actions:	To enable members to meet their duty of corporate parenting.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Portfolio Holder and Select Committee members.
Success criteria:	<ul style="list-style-type: none"> • Twice yearly reports to Select Committee on looked after pupils' attainment, attendance and exclusion trends. • Designated Select Committee members undertake duties as corporate parents. • Select Committee minutes show scrutiny of provision for looked after pupils.
Specific Activities with timings:	<ul style="list-style-type: none"> • Senior Education Officer - Access & Inclusion reports to Select Committee in January and June - June 2004. • Select Committee seminar on looked after children and their needs - September 2004. • Select Committee designates three members to undertake the duty of corporate parents - October 2004.
Responsibility:	Director Principal Officer SEN
Costs:	Seminar costs - £1,000.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Select Committee agendas and minutes show regular scrutiny of the provision for and achievement of looked after children and their needs. • Annual peer group scrutiny of Select Committee performance.

Action Plan Theme: Social Inclusion	
Recommendation: 7	<p>In order to improve the attainment and monitoring of children educated otherwise than at school:</p> <ul style="list-style-type: none"> • ensure that provision for 25 hours a week is made for all permanently excluded pupils and those with fixed term exclusions exceeding 15 days, within 15 school days and that progress on this is regularly reported to members.
Purpose of the actions:	<p>To support young people unable to access education because of medical reasons or other factors.</p> <p>To ensure the delivery of the 25 hour curriculum.</p> <p>To support families where children are educated otherwise than at school.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	<p>Young people unable to access mainstream education.</p> <p>Families requiring additional educational support opportunities.</p>
Success criteria:	<ul style="list-style-type: none"> • All permanently excluded pupils access 25 hours a week provision (February 2004). • Within 15 days all pupils with fixed period exclusions exceeding 15 days access 25 hours a week provision (February 2004). • Quarterly report to Select Committee (June 2004).
Specific Activities with timings:	<ul style="list-style-type: none"> • Implementation of operational monitoring protocol to ensure that time targets are met - February 2004. • Implementation of quarterly reports on pupil numbers and provision to Select Committee - June 2004. • Implementation of e-learning support programme - pilot - December 2004.
Responsibility:	Senior Education Officer - Access and Inclusion
Costs:	All costs within access and inclusion budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Senior Education Officer - Access and Inclusion reports quarterly to the Directorate SMT. • Quarterly report to Select Committee.

Action Plan Theme: Social Inclusion	
Recommendation:	<p>In order to improve the attainment and monitoring of children educated otherwise than at school:</p> <ul style="list-style-type: none"> • report to senior officers and councillors annually on the numbers involved, the suitability of education provided and the reasons for children being educated at home by their parents.
Purpose of the actions:	To ensure the effective monitoring of education other than at school and the provision to members and senior officers of accurate data.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Local Preventative Strategy 2004
Target group(s):	Portfolio Holder and Select Committee Directorate SMT
Success criteria:	<ul style="list-style-type: none"> • Effective database of children educated other than at school in place (April 2004). • Analysis of data can identify patterns and trends (December 2004) • Twice yearly scrutiny of provision and children's performance by the Select Committee (February 2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Implement new reporting template - September 2004. • Establish and maintain an accurate database - April 2004. • Provide analysis and evaluation of provision to agreed reporting format for the Select Committee and Directorate SMT - December 2004.
Responsibility:	Teacher for Home Education.
Costs:	All costs within the budget allocation for social inclusion.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Senior Education Officer - Access and Inclusion reports quarterly to the Directorate SMT. • Select Committee agendas and minutes show regular scrutiny of provision for children educated other than at school.

Action Plan Theme: Strategic Management and School Improvement	
Recommendation: 8a	<p>In order to improve the quality of advice to elected members, officers should:</p> <ul style="list-style-type: none"> • Ensure reports provide a summary of the detailed analysis and trends in performance across the range of services that is produced by and available to officers.
Purpose of the actions:	To provide elected members with detailed and accurate information on which to make decisions.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	All officers reporting to elected members.
Success criteria:	<ul style="list-style-type: none"> • All reports provide comparative analysis, where appropriate. • Performance reports provide national, statistical neighbour and three-phase LEA comparisons. • Individual school performance is reported.
Specific Activities with timings:	<ul style="list-style-type: none"> • Implementation of agreed report formats to use comparative data - April 2004.
Responsibility:	Directorate SMT
Costs:	All costs within the strategic management budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Reports monitored and commented on by the Portfolio Holder.

Action Plan Theme: Strategic Management and School Improvement	
Recommendation: 8b	<p>In order to improve the quality of advice to elected members, officers should:</p> <ul style="list-style-type: none"> • provide details of what improvements are intended to secure in terms of pupils' attainment and quality of teaching.
Purpose of the actions:	To provide elected members with detailed and accurate information on which to make decisions and evaluate performance - ref. 1a/b and 8a.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	All officers reporting to elected members.
Success criteria:	<ul style="list-style-type: none"> • All reports provide comparative analysis and projected targets where appropriate. • Performance reports provide national, statistical neighbour and three-phase LEA comparisons. • Individual school performance is reported against targets. • Members are aware of the expected improvements against specific targets as the result of training or development with schools.
Specific Activities with timings:	<ul style="list-style-type: none"> • Implementation of agreed report formats to use comparative data - April 2004. • Provision of members briefing on the annual OFSTED LEA Profile - June 2004.
Responsibility:	Directorate SMT
Costs:	All costs within the strategic management budget allocation.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Reports monitored and commented on by the Portfolio Holder.

Action Plan Theme: School Improvement	
Recommendation: 9	<p>In order to accelerate progress on implementing the LEA's strategy for school improvement:</p> <ul style="list-style-type: none"> • set clear measures of attainment for the new clusters, and report on progress against these performance indicators to elected members on a regular basis.
Purpose of the actions:	<p>To raise pupil achievement within the school clusters.</p> <p>To provide elected members with comparative data on cluster performance.</p>
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	<p>Governors Headteachers Link Inspectors and the School Improvement team</p>
Success criteria:	<ul style="list-style-type: none"> • Targets on key performance indicators are in place and agreed with the clusters (October 2004). • Progress is reported at the termly cluster meetings (January 2005). • 70% of targets are met or exceeded (September 2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Agree and publish cluster performance indicators for Year 2, 4, 6, 8, 9 and 11 - October 2004. • Termly cluster meetings review progress - January 2005. • Establishment of Select Committee monitoring Task Group - February 2005.
Responsibility:	<p>Link Inspectors</p>
Costs:	<p>All costs within allocated school improvement budget.</p>
Monitoring and evaluation:	<ul style="list-style-type: none"> • All agreed targets reported to the Senior Inspector annually in November. • Minutes of termly cluster meetings identify progress and necessary support. • Senior Inspector reports progress quarterly to the Directorate SMT and the Select Committee Task Group.

Action Plan Theme: School Improvement	
Recommendation: 10a	<p>In order to support schools in raising standards and sustaining improvement:</p> <ul style="list-style-type: none"> • ensure that development work in clusters includes sufficient focus on joint policies for the curriculum and homework across all three tiers.
Purpose of the actions:	To raise standards through improved transition, curriculum and study progression.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	<ul style="list-style-type: none"> • Governors • Headteachers • Link Inspectors and the School Improvement team
Success criteria:	<ul style="list-style-type: none"> • All clusters have in place policy agreements on: <ul style="list-style-type: none"> - Curriculum provision - Information and data transfer - Study skill progression and homework (December 2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Autumn term cluster meetings audit the provision and establish a timescale and programme to meet the success criteria - November 2005. • Development and agreement of cluster policies - December 2004 - December 2005. • Implementation - December 2005.
Responsibility:	Link Inspectors Headteachers
Costs:	All costs within allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Minutes of termly cluster meetings identify progress and necessary support. • Senior Inspector reports progress quarterly to the Directorate SMT and the Select Committee Task Group.

Action Plan Theme: School Improvement	
Recommendation: 10b	<p>In order to support schools in raising standards and sustaining improvement:</p> <ul style="list-style-type: none"> • agree with schools, clear expectations of what pupils should achieve by the end of Years 4 and 8 in standards, study skills and work.
Purpose of the actions:	To raise standards through improved transition, curriculum and study progression.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Governors Headteachers Link Inspectors and the School Improvement team
Success criteria:	<ul style="list-style-type: none"> • Agreed expectations of attainment in place for all NC subjects at year 4 and Year 8 transfer (December 2005). <p>Note: This will be linked to the implementation of a two year approach to Key Stage 3 as part of the Council's PSA.</p>
Specific Activities with timings:	<ul style="list-style-type: none"> • Development and implementation of core subjects - April - September 2004. • Development and implementation of Foundation subjects - May - October 2004. • Agreement of study skills progression - September - December 2004. • Cluster training and agreement trialling across phases - January - May 2005.
Responsibility:	Link Inspectors Consultants
Costs:	All costs within allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Monthly progress reports to the Senior Inspector. • Termly monitoring by National Key Stage 3 and Primary Strategy teams. • Cluster monitoring through termly cluster meetings.

Action Plan Theme: School Improvement	
Recommendation: 11a	<p>In order to raise standards in the application of literacy and numeracy skills across the curriculum:</p> <ul style="list-style-type: none"> • maintain the existing work targeted at the areas of most severe weakness while broadening the approaches to tackle weaknesses, which are found across the majority of schools, particularly in the application of writing skills.
Purpose of the actions:	To provide more support to all schools on key areas of weakness, as with writing.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Cluster Headteachers Subject specific staff
Success criteria:	<ul style="list-style-type: none"> • All clusters take up specific support in writing. • Writing performance improves to PSA target level at Year 6 (2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Provision of additional consultancy to paired primary and middle schools - September 2004 - July 2005. • Implementation of pilot reading recovery in paired primary and middle schools - September 2004 - July 2005. • Continued support of agreed cluster projects in writing - April 2004 - March 2005.
Responsibility:	Consultants Training and Development Officer
Costs:	All costs within allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly progress reports to the Senior Inspector. • Cluster monitoring through termly cluster meetings and Link Inspector contact.

Action Plan Theme: School Improvement	
Recommendation: 11b	<p>In order to raise standards in the application of literacy and numeracy skills across the curriculum:</p> <ul style="list-style-type: none"> • ensure that all schools, not just those with poor performance, are supported in analysing weaknesses through the systematic scrutiny of pupils' work.
Purpose of the actions:	To provide more support to all clusters on agreement trialling and the application of data to raising standards.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Cluster Headteachers Subject specific staff
Success criteria:	<ul style="list-style-type: none"> • All clusters have received a programme of agreement trailing in literacy and numeracy (June 2005) • All clusters have received a programme on the use of data to improve learning (June 2005). • 5% improvement in English and mathematics performance by 2005.
Specific Activities with timings:	<ul style="list-style-type: none"> • Implementation of work scrutiny and agreement trialling programme in all clusters - September 2004 - June 2005. • Implementation of data analysis programme in all clusters - September 2004 - June 2005. • Continued support to clusters from the Consultant Leader's programme - September 2004 - June 2005.
Responsibility:	Link Inspectors Consultants
Costs:	All costs within allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly progress reports to the Senior Inspector. • Cluster monitoring through termly cluster meetings and Link Inspector contact.

Action Plan Theme: School Improvement	
Recommendation: 12	In order to better prepare middle managers ensure that: <ul style="list-style-type: none"> • training for middle managers equips them to play their part in dealing with the issues of methodology, progression and continuity.
Purpose of the actions:	To improve the quality of middle manager leadership.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Subject leaders Pastoral leaders
Success criteria:	<ul style="list-style-type: none"> • Improved subject leadership performance in the LEA profile to inline with statistical neighbours (2006). • 5% improvement in pupil attainment at Year 6 and Year 9 in English, mathematics and science (2005). • 5* A-C grades at GCSE in line with LEA targets (2005).
Specific Activities with timings:	<ul style="list-style-type: none"> • Continuation with core subject leaders programme for high schools - April 2004 - May 2005. • Continuation with aspiring leaders programme - all phases - April 2004 - May 2005. • Implementation of middle managers programme for primary and middle schools - cluster based - November 2004 - November 2005.
Responsibility:	Training and Development Officer
Costs:	All costs within allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly progress reports to the Senior Inspector - Senior Inspector reports to Directorate SMT. • Cluster monitoring through termly cluster meetings and Link Inspector contact.

Action Plan Theme: School Improvement	
Recommendation: 13	In order to support school staff development: <ul style="list-style-type: none"> • monitor and analyse data related to take-up of courses and teacher absences, and support schools in responding to patterns emerging internally across the island.
Purpose of the actions:	To support schools in efficiently accessing training and staff development.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07
Target group(s):	Headteachers Teaching and non-teaching staff.
Success criteria:	<ul style="list-style-type: none"> • Training better matched to school capacity. • Higher take up of courses or equivalent support programmes. • Higher proportion of training cluster or school based.
Specific Activities with timings:	<ul style="list-style-type: none"> • Maintenance of an accurate training and staff absence database - April 2004. • Termly analysis of training take up, staff absence by school, phase and cluster - June 2004. • Publication of analysis and any emerging patterns to the Directorate and schools - September 2004. • Discussion with clusters of any emerging support needs - (September 2004).
Responsibility:	Training and Development Officer Education Officer Personnel
Costs:	Additional staff time costs for analysis - £1,200. All other costs within the allocated school improvement budget.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly reports on progress to the Directorate SMT. • Specific school or cluster patterns reported half-termly to the Senior Inspector.

Action Plan Theme: Strategic Management and Procurement	
Recommendation: 14	<p>In order to develop schools as effective purchasers, the LEA should:</p> <ul style="list-style-type: none"> • identify a range of options within service level agreements which can be separately purchased, and directly relate charges to cost provision. • provide regular performance information to schools, measured against costs and targets. • provide training for headteachers and governing bodies in procurement. • identify ways of growing the market to provide real choice to schools.
Purpose of the actions:	To help develop schools as effective purchasers.
Relationships with other plans:	<ul style="list-style-type: none"> • EDP 2002/07 • Council's Procurement Strategy
Target group(s):	Headteachers Governors
Success criteria:	<ul style="list-style-type: none"> • Market opportunities explored with the Schools Forum to determine priorities for action. • Information needs and formats agreed with the Schools Forum. • Training needs for headteachers and governors audited and a training programme implemented.
Specific Activities with timings:	<ul style="list-style-type: none"> • Identify best practice in similar Authorities – May/June 2004 • Explore alternative provision against determined specifications – meetings of the Schools Forum for Catering - April and June 2004. <p>Note: Subsequent areas and timing dependent on the forward plan of the Schools Forum</p>
Responsibility:	Assistant Director – Planning and Resources Schools Forum
Costs:	Additional costs for training - £3,000 All other costs within the budget allocation for strategic management.
Monitoring and evaluation:	<ul style="list-style-type: none"> • Schools Forum minutes will monitor progress of the debate. • Existing costs of services provide a benchmark for the evaluation of VFM of subsequent arrangements.

Action Plan Theme: Social Inclusion	
Recommendation: 15a	<p>In order to raise pupil attendance:</p> <ul style="list-style-type: none"> • ensure that there are clear LEA targets for improving attendance and that resources are targeted on identified needs and priorities to achieve the targets. • enhance monitoring and reporting systems so that schools, senior officers and elected members have a clear picture of attendance patterns and can identify priorities for improvement.
Purpose of the actions:	To more effectively target resources to improve attendance.
Relationships with other plans:	<ul style="list-style-type: none"> • Council Strategic Plan • Directorate Strategic Plan 2004/07 • EDP 2002/07 • Local Preventative Strategy 2004
Target group(s):	Education Welfare Officers Headteachers Directorate SMT Portfolio Holder and Select Committee members
Success criteria:	LEA attendance targets met in primary and secondary phases (2005). Cluster attendance targets in place (September 2005). Primary and Secondary attendance above the national average (May 2006).
Specific Activities with timings:	<ul style="list-style-type: none"> • Purchase EMS Attendance Module – roll out to schools - September 2004 - June 2005. • Analysis of data to maximise targeting of staffing - April 2004. • Set clear targets for schools and individual pupils - September 2004. • Analyse the outcomes of the pilot text message attendance monitoring and support dissemination - September 2004. • Establish protocols and systems to implement fixed penalty notices - September 2004. • Quarterly reporting to Select Committee - October 2004.
Responsibility:	Senior Education Welfare Officer
Costs:	Additional costs in EMS module and training £10,000

Monitoring and evaluation:	<ul style="list-style-type: none">• Monthly reports to Senior Education Officer Access and Inclusion on progress.• Senior Education Officer Access and Inclusion reports progress to the Directorate SMT half-termly.• Quarterly reports to Select Committee.
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Action Plan Theme: SEN	
Recommendation: 16	<p>In order to better exercise SEN functions to meet requirements of value for money:</p> <ul style="list-style-type: none"> • identify quantifiable performance targets, use these to review the effectiveness of investment and to identify specific areas for improvement, and report the outcomes of such monitoring to elected members.
Purpose of the actions:	To ensure that the investment of resources within the area of Special Educational Needs represents value for money.
Relationships with other plans:	<ul style="list-style-type: none"> • Best Value Performance Plan • EDP 2002/07
Target group(s):	<p>SEN Support Services including Educational Psychologists All schools School Improvement Team</p>
Success criteria:	<ul style="list-style-type: none"> • Individual Pupil achievement tracking systems are established to measure continuity and progression. • School SEN measures indicate progress in pupil attainment across cohorts. • 80% of school OFSTED reports indicate SEN provision to be judged satisfactory or better. • Review report regarding SEN delegation formula completed.
Specific Activities with timings:	<ul style="list-style-type: none"> • Development of IT systems and data analysis to facilitate individual pupil tracking. • Value added measures to be compiled for those pupils on the SEN register to be published alongside other performance data. • Scrutiny of school OFSTED reports to review SEN Performance. • Review existing delegation formula. •
Responsibility:	<p>Principal Education Officer SEN IT Manager Principal Educational Psychologist.</p>
Costs:	Costs within existing budget
Monitoring and evaluation:	<ul style="list-style-type: none"> • Termly report by Principal Education Officer SEN to Directorate SMT. • Twice yearly scrutiny by Select Committee Task Group. • Cluster monitoring through termly cluster meetings.

**DELIVERY, MONITORING
AND
SCRUTINY**

13. Introduction

The impact of the LEA's Action Plan on improving its and that of schools' will be most effective where the functions of scrutiny and programme delivery are defined in terminology but treated as a coherent process.

To ensure that there is a shared involvement and understanding of the Action Plan priorities and terminology the LEA has designated the Senior Inspector to act as the Action Plan Co-ordinator.

The statistical evidence required in relation to the Action Plan is already part of the LEA's regular collection of data.

Elected members and Officers Link consultation with headteachers, governors and other agencies will provide the range of qualitative information required to scrutinise the progress and success of this Action Plan.

The LEA will replicate the good practice from the previous EDP, recognised in the LEA OFSTED report in literacy, numeracy and ICT, by maintaining an evidence and evaluation file on each priority.

Throughout its EDP and this Action Plan the LEA has recognised the need to employ ICT and the electronic transfer of information to best advantage and efficiency in securing improvement, consequently much of the reporting of progress in respect of this Action Plan will make use of the LEA's extranet (Eduwight).

14. Programme Delivery

Programme delivery will be the responsibility of the identified officers in each action. These officers will produce a detailed implementation timetable for their activities. A key event list will be published to schools and on Eduwight at half-termly intervals.

In the forward planning of in-service development and conferences account will be taken of the difficulties schools currently experience with supply cover and capacity. Consideration will be given to a variety of timings, including evening and weekend provision and alternative methods such as use of Eduwight, distance learning and partner school working. However, some events, though a minority, will have to be programmed during the school day.

15. Monitoring

Monitoring activity will focus on establishing whether the key aspects of the Action Plan are being delivered at activity level. The structure provides the opportunity for regular review of progress against agreed targets and timescales. It allows the LEA to judge whether each action is effective:

- in meeting it's published timescale;
- impacting upon target groups;
- staying within budget costs;
- meeting the defined success criteria.

The Directorate SMT will have the progress of the Action Plan as a monthly agenda item.

Each action area has a designated lead manager who will have the responsibility to co-ordinate the delivery and monitoring of the progress for all actions within their area. Action lead managers will be responsible, on a quarterly cycle, for collating the progress of the activities within an action and providing the Action Plan Co-ordinator with a monitoring report, which will either inform the Council's Executive quarterly monitoring basket or scrutiny by the Select Committee or its relevant task group

Designated Area Managers:

Area	Lead Manager
Corporate Strategy -	Director Children's Services
Strategic Management -	Senior Inspector
School Improvement -	Senior Inspector
Special Educational Needs (SEN) -	Principal Education Officer (SEN)
Planning, Resources and Procurement -	Assistant Director Planning and Resources
Social Inclusion -	Education Officer Access and Inclusion

Monitoring reports will consist of the following checklist of action:

- a statement of progress against the defined timescales within the action;
- a budget spend against the defined action;
- a statement of progress against the success criteria of the action.

Schools and other groups will be informed of progress by the updating of the Action Plan site on the LEA's extranet service (Eduwight) and by direct email. Where individual actions have their own task group minutes of meetings will form part of the monitoring record. These will again, where appropriate, be published on Eduwight and directly emailed to relevant contacts.

16. Scrutiny

Scrutiny of the success and impact of the Action Plan on the achievement of the LEA targets and the improvement of performance will be most effective, where it is treated as a coherent process alongside that of delivery and monitoring. This structure supports on-going review of improvement and allows effective auditing of strengths and identification of new and continuing areas for improvement.

All actions use a range of analysis and evaluation techniques as appropriate to their needs. Through quarterly or task group scrutiny elected members will establish the effectiveness of actions and the progress being made. In respect of the scrutiny of their own progress they will use peer group evaluation.

Scrutiny will focus to the following in respect of each action.

- what of the proposed action has been achieved and a judgement on its impact;
- which success criteria have been achieved and the progress on those still to be achieved
- the impact of the action on defined target groups;
- recommendations on amendments to the proposed action to achieve defined targets or success criteria;
- identification of strengths and/or continuing or new areas for improvement.

In achieving this scrutiny elected members will take a variety of evidence from written reports to the attendance and questioning of responsible officers and the target groups of each action.