![Leicester City Council logo]

WARDS AFFECTED
All Wards

FORWARD TIMETABLE OF CONSULTATION AND MEETINGS:

Education & LLL Scrutiny Committee	**21ST January 2002**
Cabinet	**28th January 2002**

_____

LEICESTER CITY EDUCATION DEVELOPMENT PLAN 2002-2007
_____

Report of the DIRECTOR OF EDUCATION

1.   Purpose of Report

1.1   The Education Development Plan (EDP) must set out the 'School Improvement Programmes' that the LEA will carry out in order to raise standards in five national priority areas set by the DfES. These are intended to ensure the LEA addresses the targets for attainment at the end of each key stage. The statutory regulations also allow us to identify up to three 'local priorities'.

1.2   We have consulted with all the main stakeholders regarding the national priorities and our suggestions for the local priorities.

1.3   There has been an excellent response to the first phase of consultation from all the stakeholders. Their constructive suggestions have been taken up and priorities amended as a consequence. (Annex 1).

1.4   This report now presents the priorities and the supporting activities to address year one of the EDP 2002/2003.

1.5   The activities in the School Improvement Programmes of the EDP must include issues still outstanding from the LEA OfSTED Inspection of 2000, be based on an audit of the local needs and include analysis of inspection data for schools of the LEA, the Performance and Assessment Document (PANDA) and other performance information. For each priority there is a set of activities. The reasons for proposing each activity are set out under the following headings: 1. What this involves. 2. Why this is a priority of the City of Leicester'.

2.   Summary

2.1   The LEA's EDP has to be submitted to the Department for Education and Skills (DfES) by 31st January 2002.

2.2   The first round of consultations about the priorities has been completed. The report is provided in Annex 1.

2.3   The proposed 8 priorities which include local and national priorities are as follows:

Priority 1
Raise attainment of pupils from 3 to 7 by ensuring that there is effective learning at the foundation stage and KS1, and that achievement in Literacy, Numeracy and ICT builds successfully on pupils' previous attainment.

Activity 1.1 Promote effective transition for children through Foundation Stage and Key Stage 1

Activity 1.2 Improve the use of assessment information to inform teaching and learning in Foundation Stage and Key Stage 1

Activity 1.3 Support Headteachers, Governors, Foundation Stage Co-ordinators in implementing the Foundation Stage Curriculum across all Foundation Stage Settings

Activity 1.4 Develop effective teaching and learning across Foundation Stage and Key Stage 1 in mathematics

Activity 1.5 Improve ICT competence in Foundation Stage and Key Stage 1

Activity 1.6 Develop effective teaching and learning across Key Stage 1 in reading, writing and spelling against National Standards

Activity 1.7 Work with other partners to devise and establish a strategic approach to the delivery of programmes for parents supporting their own and their childrens' learning.

Priority 2
Raise attainment of pupils from 7 to 11 by ensuring that there is effective learning at KS2, and that achievement in Literacy, Numeracy and ICT builds successfully on pupils' previous attainment.

Activity 2.1 Consolidate and further extend the National Literacy Strategy so that it is tailored to the needs of pupils within the context of the Leicester City

Activity 2.2 Consolidate and further extend the National Numeracy Strategy so that it is tailored to the needs of pupils within the context of the Leicester City

Activity 2.3 Ensure improvement of ICT competence of teachers and learning support staff to deliver improved learning in ICT and as a cross-curricular resource

Activity 2.4 Improve the leadership and management skills of school and team leaders to ensure effective school review, monitoring and evaluation which develops the work of key coordinators and achieves improved curriculum continuity and better progression in pupils' learning

Activity 2.5 Raise pupils' motivation to improve behaviour and attendance and reduce exclusions to improve pupils' learning

Activity 2.6 Ensure that pupils' learning is not disrupted by high levels of mobility and transience

Activity 2.7 Reduce the factors that contribute to the dip in performance of 7 and 8 year old pupils

Priority 3
Raise attainment of pupils from 11 to 14 by ensuring that there is effective learning throughout KS3, and that achievement in English, mathematics, science and ICT builds successfully on pupils' previous attainment.

Activity 3.1 Improve transition from KS2 to KS3 to ensure pupils maintain their standards across the transition
Activity 3.2 Support the implementation of National KS3 Strategy in English, Mathematics, Science and ICT
Activity 3.3 Raise standards through improving teaching and learning across the KS3 curriculum and particularly in foundation subjects
Activity 3.4 Target specific learning groups in order to raise standards across KS3
Activity 3.5 Improve motivation, behaviour and confidence of pupils across key stage 3
Activity 3.6 Support leadership and management within schools on the implementation of National Strategy to raise standards at KS3.

Priority 4
Raise attainment of pupils from 14 to 19 by ensuring that there is effective learning throughout KS4 and post 16, and that achievement in English, mathematics and ICT builds successfully on pupils' previous attainment.

Activity 4.1 Further develop secondary schools as learning communities
Activity 4.2 Improve guidance and support for students at key transition points to ensure effective continuity and progression in learning
Activity 4.3 Develop a coherent 14-19 curriculum that takes account of the needs of all students
Activity 4.4 Raise attainment to meet ambitious targets through a range of focussed actions
Activity 4.5 Improve attitudes, behaviour, motivation and confidence of young people
Activity 4.6 Improve the leadership and management skills of senior and middle managers to ensure effective school review, monitoring and evaluation

Priority 5
Narrow attainment gaps and tackle underachievement for pupils with special educational needs (SEN), looked after pupils, vulnerable pupils, including pupils with challenging behaviour, and gifted and talented pupils.

Activity 5.1 Consolidate, extend and embed the new Code of Practice across all City schools in line with Meeting Individual Needs (MIN) guidance
Activity 5.2 Improve the educational outcomes for Looked After Children
Activity 5.3 Implement year 1 of the SEN strategy
Activity 5.4 Provide support for schools on behaviour management
Activity 5.5 Support increased achievements by reducing the number of fixed term and permanently excluded pupils
Activity 5.6 Support increased achievements by reducing the level of unauthorized and authorized absence in schools
Activity 5.7 Improve the achievement and increase the attainment of gifted and talented pupils
Activity 5.8 Consolidate, extend and embed practice across all City schools with respect to Vulnerable Children and children in need

Priority 6
Continue to provide co-ordinated and consistent support for schools causing concern.

Activity 6.1 Ensure that the criteria for the identification and support for schools causing concern are embedded in practice in order to achieve consistency in approach and provision across the Education Department in all schools
Activity 6.2 Enable schools causing concern to make concerted improvement by ensuring that they receive support that is well co-ordinated and based on best practice
Activity 6.3 Consolidate and further refine the system for monitoring and reviewing schools causing concern.
Implement an exit strategy for schools as they move out of the category of causing concern so that improvement is consolidated and sustained

Priority 7
Implement the co-ordinated strategy for teacher supply, recruitment and retention.

Activity 7.1 Promote a positive image of teaching in Leicester and develop links with initial teaching institutions for recruiting purposes
Activity 7.2 Review the recruitment process
Activity 7.3 Provide guidance that assists schools in providing induction and support for supply, temporary and seconded teachers
Activity 7.4 Develop and promote a method for disseminating good practice within and between the schools. Improve the effectiveness of some experienced teacher and re-motivating them by providing opportunities to work in other contexts.
Activity 7.5 Increase the number of qualified teachers available to schools in the City by improving routes into teacher training, recruiting and supporting NQTs – Increase the number of teachers returning to teaching in all phases by providing suitable training and managing their recruitment in schools.

Priority 8
Promote effective language acquisition for all pupils, with specific reference to underachieving pupils from minority ethnic communities and from areas of high social/economic deprivation.

Activity 8.1 Encourage and promote understanding of the relationship between spoken language and learning
Activity 8.2 Promote approaches to teaching and learning across the curriculum that support the development of spoken language
Activity 8.3 Raise awareness of the need for all pupils to develop a range of language registers, including the academic
Activity 8.4 Promote the use of school libraries in developing the quality of pupils learning and in raising their standards of achievement
Activity 8.5 Implement the use of QCA's 'Language in Common' across all relevant schools
Activity 8.6 Improve and enrich standards of writing of all pupils with a particular focus on the more able
Activity 8.7 Enhance inter-cultural understanding on the part of identified ethnic and cultural groups

3. Recommendations (or OPTIONS)

Education & LLL Scrutiny Committee are asked to note the content of the Education Development Plan, which has to be submitted to the DfES by the end of January

Cabinet are asked to agree the Education Development Plan

4. Headline Financial and legal Implications
NB. Legal implications need to be completed by Legal Services

There are no additional financial implications as the proposals are funded through the Education Department's base budget. However, the Department has to cost each priority as part of the final submission to the DfES. These costings will be provided in the final version of the plan.

5. Report Author/Officer to contact:

Rashida Spencer
Senior Strategic Adviser
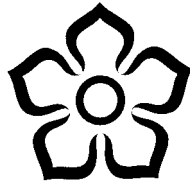
Tel: 0116 221 1602

WARDS AFFECTED
All Wards

Leicester
City Council

FORWARD TIMETABLE OF CONSULTATION AND MEETINGS:
Education & LLL Scrutiny Committee   **21 January 2002**
Cabinet   **28th January 2002**

_____

LEICESTER CITY EDUCATION DEVELOPMENT PLAN 2002-2007
_____

SUPPORTING INFORMATION

1.   Report

In the late summer of 2001 a comprehensive programme of consultation for the Education Development Plan was formulated. The programme began with the initial priorities being presented to headteachers and then through a range of meetings to seek the views of the wider Leicester community.

The outcomes of the consultation process were collated and analysed with amendments made to the EDP.

The issues that were most frequently raised were:

- A strong endorsement of the activities that addressed the acquisition of language and literacy by all pupils;
- The activities addressing the impact and issues surrounding pupil mobility, attendance and exclusions
- The recruitment and retention of teachers and the quality and source of temporary and supply teachers

Other points raised included:

- A commitment to raise standards
- Shaping and exploring Early Years experiences
- The exploration of alternative teaching methods to meet the pupils' needs and to ensure that there is an effective learning process in schools

The following notes list the key issues and questions raised during the consultation process.

Teaching and learning

There was a consensus that more consideration needs to be given to how children learn and how effective teaching can influence pupils' learning to raise standards of attainment. It was frequently emphasised that schools need to explore teaching styles that meet the children's needs and that they should be fully involved in their learning process. Further investigation should take place to identify factors and barriers that have a direct impact on pupil achievement and well-being. In particular LEA needs to differentiate the learning needs of pupils from socially deprived areas and minority ethnic communities.

These issues have been addressed in Priorities 1,2,3,4,5,6 and 8

Work with parents and other agencies

There was strong agreement that the building of effective partnerships between pupils, parents and schools has a very positive influence on children's attainment. It is felt that strategies should be developed to encourage parents to take a more active part in their children's education. Other influential partnerships can be those between schools and other authority agencies. It is recommended that these issues are addressed in the EDP so that factors that impact on pupil learning can be dealt with.

These issues have been addressed in Priorities 1,2,5,6,8

Leadership and Management

It is generally agreed that school self-evaluation is a valuable and successful tool for monitoring schools' performance. It was recommended that more courses should be provided in self-evaluation for middle managers in schools. For headteachers and deputy headteachers it was suggested that support and mentoring be available to aid and enhance effective partnerships in the educational direction of the school.

These issues have been addressed in Priorities 1,2,3,4,

Pupil Mobility/Turbulence

Pupil mobility has a significant impact on pupils' learning and on schools' standards. It was recommended that there should be a citywide collection and analysis of turbulence data. It was felt that there should be an analysis of the effects of turbulence in schools and that there should be support provided for turbulence management. Further work should also be commissioned to address the issue of extended holidays in term time.

These issues have been addressed in Priority 2,5

Literacy and Language acquisition

There was significant agreement in recognising the disadvantages of poor language skills of all pupils entering school and their subsequent school careers. The implementation, training and support for a planned language continuum with clear progression in the development and

acquisition of language skills was a message from many meetings. At the same time, the authority needs to include parental involvement in the acquisition and promotion of language skills.

These issues have been addressed in Priorities 1, 2, 3, 4, and 8

Teacher recruitment, retention and training

All consultees, particularly governors and headteachers, expressed their concerns over each of these issues. It was felt that research should take place to identify strategies to overcome what is becoming a most worrying feature of education.

These issues have been addressed in Priority 7

FINANCIAL, LEGAL AND OTHER IMPLICATIONS

1. Financial Implications

There are no additional financial implications as the proposals are funded through the Education Department's base budget. However, the Department has to cost up each priority as part of the final submission to the DfES

2. Legal Implications

None

3. Other Implications

OTHER IMPLICATIONS	YES/NO	Paragraph References Within Supporting information
Equal Opportunities	**No**	
Policy	**No**	
Sustainable and Environmental	**No**	
Crime and Disorder	**No**	
Human Rights Act	**No**	
Elderly/People on Low Income	**No**	

4. Background Papers – Local Government Act 1972

5.   Consultations

The Consultees of the EDP
- The governing body and headteacher of every school maintained by the LEA
- Diocesan Education bodies
- School staff, including school-based staff through the Teachers Consultancy Committee and professional associations
- Local Further Education and Sixth Form Colleges
- School Development and Support Agency (SDSA)
- Young Peoples' Council
- Standing Advisory Council for Religious Education (SACRE)
- Leicester Race Equality Council
- Leicester Council of Faiths
- Directors' Board
- Other departments within the authority-through the Strategic Policy Group
- Early Years Development and Child Care Partnership

6.   Report Author

Rashida Spencer
Senior Strategic Adviser

Tel: 0116 221 1602