

EDUCATION DEVELOPMENT PLAN

2002-2007

SUMMARY

The LEA's second Education Development Plan is focused on continuing to raise standards and improve performance in our schools. The Plan is the LEA's key strategic statement of intent for education in Kingston and is the basis for our partnership with schools and other agencies.

Kingston is a high achieving Local Education Authority with standards in many schools which are above the national average. We achieved considerable success with the improvements and targets we set ourselves in the first EDP. However, we are not complacent, we aspire to achieve the best for all the pupils in our schools and this Plan contains more challenging priorities and targets for the next stage of our school improvement programme.

OFSTED and the DfES have evaluated the Plan and the Secretary of State has given it full approval. They describe it as a good plan, based on a comprehensive audit, with a clear, well-written school improvement programme.

Following wide consultation with schools and other partners we identified a number of priorities to improve education in Kingston. Our aim is to support schools to raise attainment, to achieve our targets and to improve performance in teaching, learning, leadership and management.

PRIORITIES IN THE EDUCATION DEVELOPMENT PLAN

Priority A: Raise attainment in the early years and in primary schools especially in literacy and numeracy, science and ICT

We will raise attainment in the Foundation Stage with at least 90% of pupils achieving Level 1 by the start of Key Stage 1. The LEA will achieve its published targets for Key Stages 1 and 2 and provision for ICT and pupils with special educational needs will be more effectively integrated into the teaching of literacy and numeracy. We want all Ofsted inspection reports to judge effective implementation of the literacy and numeracy strategies and good provision for ICT and SEN in all Kingston schools.

We intend to:

- ❑ Support improvements to the quality of provision pre-school and in the Foundation Stage, and develop continuity with the Key Stage 1 curriculum, particularly in literacy and numeracy
- ❑ Continue to support the effective implementation of the literacy strategy and raise attainment in Key Stages 1 and 2 in line with agreed targets
- ❑ Continue to support the effective implementation of the numeracy strategy and raise attainment in Key Stages 1 and 2 in line with agreed targets
- ❑ Develop schools' inclusive practice by improving strategies to support pupils with English as an additional language and special educational needs
- ❑ Support continued improvements in provision and in pupils' attainments in ICT at Key Stages 1 and 2, and develop the content and use of the London Grid for Learning
- ❑ Support continued improvements in the teaching of science and in pupils' attainment at Key Stages 1 and 2, particularly in under-performing schools
- ❑ Continue to improve assessment, tracking of pupil progress and target setting in the Foundation Stage and Key Stages 1 and 2

Priority B: Raise attainment and improve teaching and learning in Key Stage 3

We will achieve our published targets to improve standards in Key Stage 3 and all schools will effectively implement the intervention programmes for the Key Stage 3 strategy. We will ensure all schools receive and use Key Stage 2 data to ensure pupils' needs are effectively identified at the start of Key Stage 3; and there will be closer liaison and improved continuity between Key Stages 2 and 3. We will support more effective provision and raised attainment in English, mathematics, science and ICT and improve our support for pupils with SEN. We want all Ofsted reports to judge good provision and attainment in the core curriculum at Key Stage 3.

We intend to:

- ❑ Support the effective implementation of the Key Stage 3 Strategy and improve teaching and attainment to achieve our targets for English, mathematics, science and ICT
- ❑ Ensure effective provision of pupil data on transfer from Key Stage 2 to Key Stage 3 and support schools to develop target setting, assessment and tracking of pupils' progress in Key Stage 3
- ❑ Develop cross-phase links and networking between schools to support continuity of teaching and learning from primary to secondary school, and links between secondary schools to share good practice
- ❑ Develop schools' inclusive practice by improving strategies to support pupils with English as an additional language and special educational needs, particularly by developing the role of SENCOs and Teaching Assistants
- ❑ Target the LEA's support and intervention in schools where there is low achievement at Key Stage 3, particularly in relation to English
- ❑ Support the effective use of bridging units and catch-up programmes in Key Stage 3
- ❑ Continue to make effective use of summer schools to improve pupils' transition to secondary school and raise the attainments of lower achieving pupils on entry to Key Stage 3
- ❑ Support the further development of schools' use of the London Grid for Learning and other internet access, and develop schools' use of ICT for data management

Priority C: Raise attainment and improve teaching and learning in Key Stage 4

We will achieve our published targets to raise standards in GCSE; there will be improved vocational provision in Key Stage 4 and more pupils will be able to move to appropriate courses post 16. All schools and the LEA will achieve the targets for ethnic minority pupils. All pupils attending the PRU will achieve their targets and appropriate qualifications; and at least three schools will achieve specialist school status and be working effectively to support other schools.

We intend to:

- ❑ Support effective development of the Key Stage 4 curriculum to respond to the needs of all pupils, achieve greater flexibility and promote progression to post 16 courses
- ❑ Identify and track pupils most at risk of exclusion and raise the attainments of lower attaining pupils in GCSE grades A*-G

- Support schools and share effective practice in building on achievements at Key Stage 3 to achieve targets and track progress in Key Stage 4 which shows increased value added
- Develop the capacity of schools to sustain developments in literacy and numeracy at Key Stage 3, especially where there is significant non-specialist teaching, to raise attainment in English and mathematics at Key Stage 4
- Develop schools' inclusive practice by improving strategies to support ethnic minority pupils, those who use English as an additional language or who have special educational needs
- Support schools' applications for specialist school status, to raise attainment and diversify the curriculum

Priority D: Narrow attainment gaps and tackle the under-achievement of groups of pupils

The LEA will succeed in narrowing further the attainment gap between boys and girls at each key stage; and the targets to reduce exclusions and improve attendance will be achieved. All pupils out of school will be able to access full time education. We will increase the number of schools at each key stage that perform in line with, or above, the average for similar schools. All schools will have effective policies and provision to support more able pupils; the targets for under-attaining ethnic minority pupils will be achieved and current achievement gaps narrowed. The LEA's SEN policy objectives will be achieved; and we will improve the attainments of looked after children.

We intend to:

- Support identified schools to raise the attainment of boys and narrow the gender gap in each key stage
- Continue to implement strategies to reduce exclusions, improve attendance and provide full time education for pupils out of school
- Target support to named schools that currently achieve below expectations in each key stage, and increase the number of schools achieving in line with or above the average for similar schools
- Ensure all schools have effective policy and practice to identify and support more able, gifted and talented pupils, and target support where higher attaining pupils achieve below the benchmark for similar schools
- Support effective provision, target setting and monitoring progress for ethnic minority pupils and travellers, and work with schools that identify under-achieving ethnic minority pupils to improve standards in line with other groups of pupils

- Further develop the LEA's and schools' SEN and inclusion policies and practice, to support, assess and improve the progress of pupils with special educational needs and those with disabilities
- Raise the achievement of looked after children and develop liaison with health and social services to support the education of vulnerable children

Priority E Support schools causing concern and develop the LEA's capacity to identify and support schools at risk of under-achievement

We aim to have no schools in serious weaknesses or special measures; and the LEA will be able to show evidence of effective early intervention in other schools identified as causing concern. We will improve the working partnerships between schools to support improvement and the dissemination of good practice. School self-review and improvement planning will be satisfactory in all schools causing concern. The Governing Bodies of schools causing concern will be satisfactorily reviewing the work of the school and will be planning strategically for continued improvements.

We intend to:

- Develop the LEA's strategies for supporting schools causing concern by building more effective partnerships and development links between schools
- Ensure the LEA's procedures, criteria and ways of working to identify and support schools causing concern are well coordinated and bring about satisfactory improvements within one year
- Develop and support the leadership and management of schools causing concern, including school improvement planning and school self-review, so that the capacity to secure improvement increases
- Support, train and develop the effectiveness of Governing Bodies of schools causing concern so that their strategic planning, monitoring and support functions are improved

Priority F Develop the breadth, diversity and enrichment of the curriculum, including the development of schools as centres of excellence

We aim to ensure all schools involved in accelerated learning will show improvements in attainment, especially for boys. A key focus will be on improving curriculum development and enrichment, together with raised achievement, in the arts, PE and sport in participating schools. We want at least two thirds of Kingston schools to have achieved the healthy schools award. All schools will be effectively implementing the revised RE syllabus. All schools will be effectively using pupil level targets and the new national Baseline Assessment will be effectively implemented in all schools with Reception age children. More schools in the LEA will be identified as centres of excellence and will be successfully sharing their good practice.

We intend to:

- ❑ Continue to promote accelerated learning and emotional literacy, to improve the quality of teaching and learning in all key stages, tackle gender differences and improve the motivation and learning skills of pupils
- ❑ Support schools to develop the arts curriculum and raise pupils' achievements in art, music, dance and drama
- ❑ Support schools to develop the PE curriculum and raise pupils' achievements in PE and sports
- ❑ Develop the work related curriculum at Key Stage 4 and increase opportunities for pupils to participate in and achieve qualifications in vocational courses
- ❑ Continue to support the Healthy Schools initiative and increase the number of accredited schools to ensure pupils' opportunities for citizenship, personal, social and health education are improved
- ❑ Support the effective implementation of the revised RE Agreed Syllabus to improve teaching and pupil achievement in religious education
- ❑ Support schools to make further improvements to assessment and target setting, including the implementation of new Baseline Assessment and pupils' involvement in reviewing their own progress

Priority G Develop innovation in leadership and governance and schools' capacity to sustain improvements

We want all schools to have an effective approach to self-review and a good improvement plan. We aim to ensure there will be increased use of, and impact from, Leading Teachers and Advanced Skilled Teachers. The LEA will have developed more effective Beacon school partnerships. We will succeed in improving teacher recruitment and retention, especially of NQTs in their 2-3 years in teaching in Kingston. The LEA will be working more in partnership with other LEAs and brokering in more support for schools. We also aim to ensure there will be fewer than 5% governor vacancies.

We intend to:

- ❑ Continue to develop school self-review and improve strategic planning through LEA support for senior managers and school governing bodies
- ❑ Develop and support effective subject leadership and management of school improvement strategies in all schools

- Develop the LEA's programme for leading teachers, leading Headteachers, leading departments in secondary schools and Advanced Skills Teachers and promote school partnerships and learning clusters through these initiatives and Beacon school activity
- Develop further strategies for teacher recruitment and retention
- Develop the LEA's continuing professional development programme to support induction, early career development of teachers and performance management
- Develop LEA procedures for schools to be identified as centres of excellence and support schools' networking to share good practice
- Support the recruitment and development of Governors and reduce vacancy rates on Governing Bodies
- Set up and develop a centralised LEA pupil database in line with the DfES Information Management Strategy

Priority H Develop 14-19 provision and collaboration between schools and the college to improve students' participation, retention and achievement

We will raise achievement post 16 and more pupils will stay on in school sixth forms for appropriate courses. There will be an increased vocational offer post 16 and we will improve collaboration and more efficient provision across schools. We aim to ensure all schools will have satisfactory post 16 inspections.

We intend to:

- Improve collaboration with more strategically planned provision across schools and other providers in partnership with the Learning and Skills Council
- Ensure schools can meet the requirements of post 16 inspection, including the Government's social inclusion priorities, and respond to new funding arrangements
- Develop the range and breadth of the curriculum 14-19 to increase staying on rates and meet the needs of all students including those with special educational needs
- Continue to support schools to improve pupil guidance systems and to make effective use of the Connexions strategy
- Develop and improve existing pupil tracking and information systems to inform planning of provision and evaluation of outcomes
- Develop work on data analysis and improve value-added measures of pupils' attainments and progress 14-19

OUR PERFORMANCE TARGETS FOR 2004

We have set ourselves challenging but achievable targets for 2004, which are well supported by schools. There is a very close correlation between the targets set by schools and the overall published targets for the LEA.

Key Stage 2

By 2004 our targets for attainment at Level 4 and above are:

- 89% in English
- 87% in Mathematics

We also expect 37% of 11 year olds to achieve a level 5 in English and mathematics

Key Stage 3

By 2004 our targets for attainment at Level 5 and above are:

- 79% in English,
- 82% in Mathematics
- 77% in Science
- 77% in ICT

Key Stage 4

By 2004 our targets for attainment in GCSE are:

- 68% of 16 year olds to achieve 5 or more A*-C grades
- 94% of pupils to achieve at least 5 A*-G grades.

Exclusions and Attendance

We continue to target exclusions and attendance. By 2004 we aim to ensure that there are no more than 14 permanent exclusions. We also plan to improve attendance to 95% in primary schools and 92% in secondary and special schools.

The Plan also contains targets to improve the attainments of ethnic minority pupils and of children looked after by the Local Authority.