

**EiC ACTION PLAN
2002-2004**

RE-FOCUS 2003-2004

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**KNOWSLEY EXCELLENCE IN CITIES
PARTNERSHIP**

**EiC ACTION PLAN
2002-2004**

RE-FOCUS 2003-2004

PART 1

INTRODUCTION

Part 1: Introduction

The following action plans for the EiC strands include the 're-engineered' versions that are a result of the EiC review process held between November and March 2003.

The individual focus areas for each strand remain largely the same but activity plans have been refined and in some cases re-developed to ensure greater synergy with the LEA Strategic Plan, EDP 2 and other service plans.

The Gifted and Talented Plan pre-16 and post-16 has been reconfigured into the new EDP2 plan framework as it sits within the EDP2 activity plans.

Excellence Challenge will be re-branded as Aim Higher.

The Year 5-8 Transition Plan has been included in this document. Locating the Transition Project within the EiC Framework further ensures a clear strategic synergy between the 3 evolving elements of EiC:

- Behaviour and Inclusion
- Leadership and Management
- Raising Attainment

In addition, plans for a Parent Strand, initially operating in the Action Zone linked to NDC, the Leadership Incentive Grant Collaborative Plan, the EiC Quality Standard, will be useful additions to the EiC framework over the coming months. The Behaviour Improvement Plan is located within the LEA EDP2 activity plans.

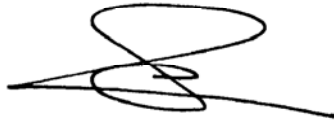
All this reflects the developing 'portfolio' of EiC and the increasing challenge for EiC nationally of defining what genuine and effective partnership working looks and feels like in reality. Knowsley is well placed to develop our partnership approach as we are already well advanced with the LIG, NLC, transition and the 14-19 Collegiate.

The critical area for the partnership to focus on is developing the EiC database in order to demonstrate quantitative outputs. This focus was highlighted in our OFSTED thematic inspection in November 2001 and we have made significant progress in developing the database. Indeed a CLC system is being marketed nationally with a great deal of success.

School co-ordinators and EiC staff are supported by the EiC co-ordinators and the LEA Data Team and schools are strongly encouraged to populate the databases utilising the ICT infrastructure that is part of the EiC funding to individual schools.

The EiC strands must be evident within school development plans, RAPs and individual subject/pastoral/inclusion plans in the school context. School plans should reflect the partnership action plans and be focused on clearly defined and measurable outcomes.

Overall, Knowsley EiC Partnership is well placed to impact significantly over the coming months in terms of delivering outputs based on the expanding nature of collaborative/ partnership working linked through the EiC strands.

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.

**Nick Page
EiC Director**

March 2003

**KNOWSLEY EXCELLENCE IN CITIES
PARTNERSHIP**

**EiC ACTION PLAN
2002-2004**

RE-FOCUS 2003-2004

PART 2

STRAND REPORTS/ACTION PLANS

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of EiC ACTION ZONE **Strand Focus Areas**

Focus Area Raise levels of achievement and attainment (FA1)

Focus Area Aim(s) To focus on teaching and learning, high quality support and challenge to raise achievement and attainment

Identification of Targets to achieve Focus Area Aim(s):

- Review and improve quality of teaching and learning
- CPD related to teaching and learning – for teachers and GTA's
- Dissemination of good and effective practice
- Effective monitoring and evaluation systems

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO2, SO3, SO4, SO5, SO6, SO7

- **How the Focus Area links with other EiC Strands** Learning Mentors, Learning Support Units, Beacon schools with EiC Action Zone, Gifted and Talented, Excellence Challenge

- **Brief justification for Focus Areas** Raising achievement and attainment is the key aim of the EiC Action Zone and LEA

EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EiC ACTION ZONE
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs	Priority No.				
Raise levels of achievement and attainment.	<p>Review and improve the quality of teaching and learning</p> <p>Implement a secure accelerated learning programmes</p> <p>High level of coaching and support to staff, through lesson observations*</p> <p>High level of coaching and support to staff through continuous professional development</p> <p>To identify and share good practice within/across:</p> <ul style="list-style-type: none"> - Individual departments - Individual schools - 2 zone schools - LEA - National networks <p>Introduce and enhance quality of training for Classroom Assistants.</p>				<p>Priority 1 – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15</p> <p>Priority 2 – 2, 5, 7</p> <p>Priority 3 – 1, 5, 6, 7</p> <p>Priority 4 – 2, 3</p> <p>Priority 6 – 2, 4, 5, 6, 7</p>	From EiC Action Zone strand budget	<p>Director and Management Heads of EiC AZ</p> <p>Director and Management Heads of EiC AZ</p> <p>Director and Management of EiC AZ schools</p> <p>SMTs, inc. L.P.D. staff</p> <p>Director, Heads, LEA</p> <p>Deputy Director and Management (Heads)</p>	<p>EDP2</p> <p>Priority 1</p> <p>Priority 2</p> <p>Priority 3</p> <p>Priority 4</p> <p>Priority 5</p> <p>Priority 6</p> <p>Priority 7</p>	<p>July 2002</p> <p>July 2002</p> <p>June 2002 (to be further planned in July for September Ongoing)</p> <p>June 2002</p> <p>To be further planned in July for September</p> <p>Ongoing</p>

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of EiC ACTION ZONE **Strand Focus Areas**

Focus Area Attendance (FA2)

Focus Area Aim(s) Improved levels of attendance across all EiC Action Zone schools

Identification of Targets to achieve Focus Area Aim(s):

- Deployment of attendance officers
- Increased provision of Learning Mentors
- Review deployment of EWO's
- Consolidate and plan rewards system

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO2, SO3, SO5, SO6, SO7

- **How the Focus Area links with other EiC Strands** Learning Mentors, Learning Support Units, Excellence Challenge

- **Brief justification for Focus Areas** Attendance remains a critical issue in all the EiC Action Zone and is the key barrier to learning

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EiC ACTION ZONE
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
Improve levels of attendance	<p>Audit of existing practice Learning Mentors to identify best practice and areas for development</p> <p>Deployment of AH Officers at all zone schools</p> <p>Review deployment of EWS at all zone schools</p> <p>Consolidate and plan effectively a rewards/awards programme including celebration.</p> <p>Use of Learning Through Football and Working Through Retailing work units to enhance Yr 6 attendance.</p> <p>Greater resources directed at St. Dom's Juniors & Infants.</p>				<p>Priority 1 – 4, 10</p> <p>Priority 2 – 2, 4, 5, 7</p> <p>Priority 4 – 2, 3</p> <p>Priority 5 – 9, 10</p>	<p>From EiC Action Zone strand budget</p>	<p>Heads and SMT, Director</p> <p>Director and Heads</p> <p>Director and Pastoral</p> <p>Zone Director.</p> <p>Zone Director and Assistant Director</p>	<p>EDP2</p> <p>Priority 1</p> <p>Priority 2</p> <p>Priority 3</p> <p>Priority 4</p> <p>Priority 5</p> <p>Priority 6</p> <p>Priority 7</p>	<p>Ongoing</p> <p>July 2003</p> <p>February 2003- presentation at Anfield 9/7/03.</p> <p>January 2003</p> <p>Ongoing</p>

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of EiC ACTION ZONE **Strand Focus Areas**

Focus Area ICT (FA3)

Focus Area Aim(s) Extend and enhance learning opportunities, including provision and use of ICT

Identification of Targets to achieve Focus Area Aim(s):

- Kennedy Centre fully operational
- Study support package
- ICT provision and support is upgraded throughout Zone
- Pupil tracking and monitoring to identify impact of ICT on learning

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO2, SO3, SO4, SO5, SO6, SO7
- **How the Focus Area links with other EiC Strands** Gifted and Talented, Excellence Challenge, Beacon schools with EiC Action Zone, Learning Mentors, City Learning Centre
- **Brief justification for Focus Areas** ICT is a key component of the Knowsley transformational agenda to support high quality teaching and learning
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**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EiC ACTION ZONE
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
Extend and enhance learning opportunities, including provision and use of ICT	<p>Kennedy Centre fully operational. Usage tracked and monitored to generate user number targets</p> <p>Study support programme is marketing and running</p> <p>ICT provision and support is upgraded throughout zone</p> <p>Pupils using Kennedy Centre are baselined on entry and value added national tests/GCSE's identified.</p> <p>Additional funding through matched funding to increase I.T. provision.</p> <p>GOAL assessment package introduced across all primaries.</p> <p>I.T. students (Knowsley College) on work placement across zone primaries.</p> <p>Additional I.T. resources to be pursued through NDC including laptops and whiteboards.</p>				<p>Priority 1 – 5, 11,12 Priority 2 – 2, 4, 5, 7 Priority 4 – 1, 2, 3, 4, 5 Priority 5 – 1, 3</p>	<p>From EiC Action Zone strand budget</p>	<p>Deputy Director techs and admin</p> <p>Deputy Director and SMT</p> <p>Director and techs</p> <p>Zone Director.</p> <p>Zone Director & GOAL Technician</p> <p>Zone Director</p> <p>Zone Director and Headteachers.</p>	<p>EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7</p>	<p>Ongoing</p> <p>July 2002, then review</p> <p>January 2003</p> <p>January 2003</p> <p>January 2003</p> <p>February 2003</p>

	Zone to tie in closely with LEA service level agreement for I.T. including training and deployment of I.T. Technician.						Zone Director and Head of I.T. (LEA)		April 2003
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MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	EiC ACTION ZONE	Strand Focus Areas
Focus Area	Quality Assurance (FA4)	
Focus Area Aim(s)	To introduce a culture of customer care	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ All Action Zone staff trained in, and able to apply, customer care policy and procedures ▪ Spreading good practice to other EiC strands (and schools) 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO1, SO4, SO5
• How the Focus Area links with other EiC Strands	Learning Mentors, Excellence Challenge, Beacon and Specialist schools, Gifted and Talented, Learning Support Units, City Learning Centres
• Brief justification for Focus Areas	To create and adopt a business-like approach to service and support

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EiC ACTION ZONE
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
Effective deployment of Learning Mentors	Work with Stand Co-ordinator and EiC Director				Priority 1 – 1 Priority 4 – 3 Priority 5 - 1	From EiC Action Zone strand budget	Director	EDP2 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7	April 2002 – March 2004
Parental perceptions monitored	Commission zone-wide questionnaire and develop follow-up strategy linked to outcomes.						EAZ Director and zone headteachers		December '02— March '03
Increase profile of EAZ in the community	Production/ distribution of quality zone newsletter						Zone Director		Dec '02 – Jan '03
Celebrate zone wide successes and increase zone wide CPD	Organise zone wide INSET day including venue and content						EAZ team		March '03 onwards to 24/10/03 at Knowsley Hall.

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	EXCELLENCE CHALLENGE	Strand Focus Areas
Focus Area	Develop pre-16 learning (FA3)	
Focus Area Aim(s)	To develop the strand into KS4 to support the uptake into FE/HE	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Further develop the role of HE support worker within schools ▪ Develop FE/HE experiential activity in collaboration with P4P initiative ▪ Establish study support programme 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO1, SO2, SO5, SO6, SO7
• How the Focus Area links with other EiC Strands	Gifted and Talented, Learning Mentors, EiC Action Zone
• Brief justification for Focus Areas	Fits in with EiC Strategy and Knowsley transformational agenda

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EXCELLENCE CHALLENGE
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Develop pre-16 learning

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
3									
Develop Pre 16 Learning	<p>Further develop the role of HE support worker within schools</p> <p>Develop FE/HE experiential activity in collaboration with P4P initiative</p> <p>Establish study support programme</p>			EiC 9 As FA1	Priority 1: 1, 5, 10 Priority 2: 2, 7 Priority 3: 5, 6, 7,	From EiC Excellence Challenge strand budget	<p>Excellence Challenge Co-ordinator</p> <p>Aim higher</p> <p>Study Support staff</p> <p>He support staff/teachers/trainers</p>	<p>EDP2</p> <p>Priority 2</p> <p>Priority 3</p> <p>Priority 4</p> <p>Priority 5</p> <p>Priority 6</p> <p>Priority 7, 14-19 Plan, Study Support Strategy, SIT Service Plan</p>	Programmes to start from Sept 2002 – May 2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of EXCELLENCE CHALLENGE **Strand Focus Areas**

Focus Area Develop post-16 learning (FA4)

Focus Area Aim(s) Increase the participation of young people in Post 16 learning

Identification of Targets to achieve Focus Area Aim(s):

- Establish joint working with Connexions
- Develop study support programme
- Develop CLC as a platform for Excellence Challenge activities – linking in with 14-19 Collegiate

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO5

- How the Focus Area links with other EiC Strands** Gifted and Talented, Learning Mentors

- **Brief justification for Focus Areas** Fits into the EiC Strategy and Knowsley transformational agenda 14-19 strategy.

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EXCELLENCE CHALLENGE
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY
Focus Area: Develop post-16 learning**

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
4									
Develop Post 16 Learning	Establish joint working with Connexions Develop Study Support Programme Develop CLCs as platforms for Excellence Challenge activities – linking in with 14-19 Collegiate			As FA1	Priority 1: 5, 10 Priority 4: 2, 3	From EIC Excellence Challenge strand budget	Excellence Challenge Co-ordinator	EDP2 Priority 2 Priority 3 Priority 4 Priority 6 Priority 7 14-19 Plan, Study Support Strategy, SIT Service Plan	April 2002 - March 2004

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of EXCELLENCE CHALLENGE **Strand Focus Areas**

Focus Area Widening Participation (FA5)

Focus Area Aim(s) Increase the number of young people exposed to Excellence Challenge initiatives

Identification of Targets to achieve Focus Area Aim(s):

- Develop aspirational and motivational programmes for young people and parents including financial awareness
- Target under-represented groups
- Maximise the opportunities linking in with Knowsley Collegiate approach by identification of joint working in line with Collegiate's Key Strategies and Excellence Challenge

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO2
- **How the Focus Area links with other EiC Strands** Gifted and Talented , Learning Mentors
- **Brief justification for Focus Areas** Fits in with EiC strategy and Knowsley transformational agenda

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
EXCELLENCE CHALLENGE
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Widening Participation

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
Widening participation	<p>Develop aspirational and motivational programmes for young people and parents including financial awareness</p> <p>Target under represented groups</p> <p>Maximise the opportunities in conjunction with Knowsley Collegiate approach by identification of joint working in line with Collegiate's Key Strategies and Excellence Challenge</p>			As FA1	<p>Priority 1: 1, 5, 10</p> <p>Priority 2: 2, 4, 7</p> <p>Priority 3: 4, 5, 6, 7</p> <p>Priority 4: 2, 3</p>	From EIC Excellence Challenge strand budget	Excellence Challenge Co-ordinator	<p>EDP2</p> <p>Priority 2</p> <p>Priority 3</p> <p>Priority 4</p> <p>Priority 6</p> <p>Priority 7, Children and Public Care Service Plan, Child Guidance Service Plan 14-19 Collegiate Plan</p>	April 2002 - March 2004

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

Priority: 4.5 Gifted and Talented – continue to improve the attainment of Gifted and Talented pupils

Activity: Gifted and Talented/Post 16 Excellence Challenge (Aim Higher)

Audit Reference	Links to PPIs	Lead Resp And Others	Resource	Other agency Support	Links to Other plans	Finance Sources		
Key issue 3 8, 19,	181a, 181b, 181c	Nick Page	10 days per year	Connexions, LSC, HEI's, KCC,	DELL SP	X	EDP	
		JK	335 days per year		CP		SF	
		DL	100 days per year		EiC AP	x	EiC	x
					BSP		LSC	x
					ALP		Other:	
					AMP			
					Other			

Key Tasks	Timescale and Milestones	Success Criteria	Monitoring	Evaluation
<p>1: Monitoring and Evaluation and Review: To develop an effective system of monitoring and evaluation procedure. (Key stages 1 – 5)</p>	<p>2003-2004</p> <p>May/June KS1+2 July KS3 September KS4+5 Autumn (DFES))</p>		<p>Generic:</p> <ul style="list-style-type: none"> ▪ Reporting to EiC Partnership, five meetings per year through a report plus EiC AGM and Annual review. ▪ G&T Co-ordinators and Excellence Challenge staff to provide regulars progress reports to coordinators termly. ▪ Excellence Challenge reports to Excellence Challenge board 1 x half term. ▪ Data exchange in line with pupil review & target setting 1 x term. 	<p>Generic:</p> <p>Statistical analysis of pupil performance per school for each cohort, clusters and individual schools/ college Clear tracking data of the cohort</p> <p>EiC annual review process G & T DfES annual report</p> <p>Excellence challenge Annual report to DfES</p>

Audit of current provision & procedures to identify school based best and effective practice linked to teaching and learning strategy.	February 2003 – May 2003	Audit completed by all schools	Strand co-ordinators with school co-ordinators and HE Support workers	Table of results showing provision within schools Statistical data
Analysis of pupil aspiration, motivation and self esteem to evidence impact of activities	February 2003	Programme developed and piloted to identified group across key stages	G&T strand coordinator with support from outside agency(s) and school coordinators	Qualative and quantifiable analysis
Analysis of results using LEA & National measures to identify and inform EiC Partnership focusing of resources to disseminate and intervene where relevant and provide detailed intelligence for Partnership, cluster and school strategic and operational planning.	May 2003 – November 2003 (subject to availability of data)	Track, monitor and evaluate pupil's progress.	Data analysis and post 16 data team	Data Report to schools, LEA
Clearer identification of cohort to support targeting of resources in line with DfES conditions for G&T	September - October 2003	System set up to identify cohort. Each school will identify cohort and provide list for centrally held database.	School co-ordinators, Strand co-ordinators and data analysis team.	Current up to date cohort on databases
Monitoring of provision for Gifted & Talented within school to ensure value for money linked to collaborative action planning across schools/ CLCs	Termly	Activity Budget Plan sheets to be completed termly.	School co-ordinators, HE support staff and strand co-ordinators.	Evaluation data linked to activities that are school based.

<p>2: Setting and Dissemination of effective practice:</p> <p>Dissemination of effective practice across LEA.</p>	<p>2003 – 2004</p> <p>Half termly newsletter</p>	<p>Attendance and participation with G&T Transpennine meetings</p>	<p>Generic:</p> <ul style="list-style-type: none"> ▪ Reporting to EiC Partnership ▪ G&T Co-ordinators and Excellence Challenge staff to provide input and sharing of good practice. ▪ Record of attendance and minutes to be held centrally. 	<p>Generic:</p> <ul style="list-style-type: none"> ▪ Uptake and contributions to Newsletter. ▪ Statistical data on attendance at meetings. ▪ EiC annual review process ▪ G & T DfES annual report ▪ Excellence challenge Annual report to DfES ▪ EiC Partnership Briefing reports. ▪ Regular stock takes with NP
<p>Establish links with an independent secondary school to pilot a partnership focused on an aspect of gifted and talented activity</p>	<p>March 2004</p>	<p>G&T coordinator to set up working links with identified independent school</p>	<ul style="list-style-type: none"> • Activity identified and impacting on target group • Data base of participants linked to targets based on aspirations/ outcomes 	<ul style="list-style-type: none"> • Report to EiC Partnership by G&T coordinator • Pilot programme report to DfES
<p>Meeting of co-ordinators to disseminate best and effective practice, transfer and inform DfES policy.</p>	<p>Excellence Challenge half termly</p> <p>KS5 meetings half termly</p> <p>Primary G&T co-ordinator half termly</p> <p>G & T Cluster half termly</p> <p>Lead Co-ordinator half termly.</p>	<p>Co-ordinator attendance</p> <p>Participation of co-ordinators, reviewing practice</p>	<p>Record of attendance register</p> <p>Minutes</p>	<p>Percentage of co-ordinators attending, participating in events and meetings.</p>

Roll out of primary Gifted & Talented linked to re engineered provision and developing fitness for purpose post March 2004	April 2003 – March 2004	Co-ordinators to be in place in all schools Children participating in centrally organised activities.	Strand co-ordinator, school co-ordinators to assist in roll out. Lead practitioner	Statistical data on participation of schools, co-ordinators and pupils.
Produce a newsletter to disseminate/share and celebrate good practice.	Termly	Newsletter to be circulated to relevant stakeholders and feature on KLP & EiC Website.	Strand co-ordinators, school co-ordinators	Production of newsletter
Transpennine meetings linking to wider field of best and effective practice and support network	Termly	Attendance	Strand co-ordinators to meet with colleagues and share good practice. Dissemination of good practice back to school co-ordinators	Sharing of good practice regionally.
To increase the percentage of G&T identified children attending Nationally based activities to raise aspirations and learning profile in Knowsley linked to DfES targets	April - September 2004	Register a number of the cohort with the Academy for Gifted and Talented Youth – 10 pupils across key stages in 2003	Strand co-ordinator with school co-ordinators and HE Support workers will work closely with Academy for G&T.	Register to be kept of cohort registering for Academy.
		Increase the number of G&T Cohort applying to the Academy Summer School Programme – 3 pupils across key stages in 2004	Strand co-ordinator with school co-ordinators and HE Support workers will work closely with Academy for G&T.	Register and questionnaire to be recorded of G&T attending Academy Summer School
		Increase the number of G&T pupils entering the World Class Tests in Maths and problem solving – 20 pupils aged 9, 20 pupils aged 13	Strand co-ordinator with school co-ordinators and HE Support workers will work together.	World Class Test records to be kept of entries for: <ul style="list-style-type: none"> • Mathematics at 9 • Problem-solving at 9 • Mathematics at 13 • Problem-solving at 13

<p>3: Further develop for talented pupils:</p> <p>Further develop provision for our most talented pupils.</p>				<p>Generic: EiC Partnership Briefing reports.</p> <p>Regular stock takes with NP</p> <p>EiC annual review process</p>
<p>Working with outside agencies to provide additional and appropriate provision for talented pupils.</p>	<p>September 2003 – March 2004</p>	<p>Quantifiable targets to be set for individual pupils within their discipline.</p>	<p>Service level agreement to be set up between provider and G&T & Excellence Challenge Strands Monitor progress according to quantifiable target setting.</p>	<p>Statistical analysis of pupil performance,</p> <p>Evaluation report to be completed by outside agencies to highlight progress of individual pupils.</p> <p>Clear tracking data of the cohort</p>
<p>Improvement in performance of pupils with talents in sport.</p>	<p>September 2003 – March 2004</p>	<p>Compile a register of pupils identified as talented in sport.</p> <p>Database file on participation and progress.</p>	<p>Strand Co-ordinator to work with school co-ordinators, specialist coaches via specialist school etc.</p>	<p>Statistical analysis of pupil's participation and progress.</p> <p>Evaluation reports from outside agencies.</p> <p>Clear tracking data of identified cohort.</p>
<p>Improvement in performance of children with talents in creative arts.</p>	<p>September 2003 – March 2004</p>	<p>Compile a register of pupils identified as talented in sport.</p> <p>Database file on participation and progress.</p>	<p>Strand Co-ordinator to work with school co-ordinators, specialist coaches via specialist school etc.</p>	<p>Statistical analysis of pupil's participation and progress.</p> <p>Evaluation reports from outside agencies.</p> <p>Clear tracking data of identified cohort.</p>

Develop progression routes within the 14-19 Collegiate for gifted and talented pupils.	September 2003 – March 2004	Quantifiable targets to be set for individual pupils within their discipline	Tracking of pupils into HE Pilot project to run in order to create quantifiable evidence and enable the setting of numerical targets in future years.	Statistical analysis of pupil performance, Evaluation report to be completed by outside agencies to highlight progress of individual pupils. Clear tracking data of the cohort
4: To increase levels of attainment at all Key Stages for the identified &T cohort				Generic: Reporting back to Headteachers, Co-ordinators, schools via briefing papers and newsletter. DfES Annual Report
To develop support to a new G&T cohort at KS1 and then Increase Level 3's within this G&T cohort at KS1 in line with proposed new DfES targets	May 2003 – September 2003	To assess number of pupils achieving Level 3 Increase in the number of pupils achieving Level 3 at KS1	Collection of data from previous years used to inform and set relevant targets. Data Analyst is school/college, Strand Co-ordinator	Statistical analysis of pupil performance
Increase Level 5's at KS2 to 100% for those pupils identified within the G&T cohort	May 2003 – September 2003	100% of G&T pupils to achieve Level 5 at KS2	Data Analyst is school/college, Strand Co-ordinator	Statistical analysis of pupil performance
Increase Level 6 at KS3 to 100% for those pupils identified within the G&T cohort	May 2003 – September 2003	100% of pupils to achieve Level 5 at KS2	Data Analyst is school/college, Strand Co-ordinator	Statistical analysis of pupil performance
Increase number achieving 3 GCSE A* & A to 100% for those pupils identified within the G&T cohort	August 2003 – October 2003	Increase in the number of pupils achieving top UCAS points	Data Analyst is school/college, Strand Co-ordinator	Statistical analysis of pupil performance

Increase the number of G&T identified pupils achieving top UCAS points per intake group to 100%	August 2003 - October	Increase in the number of pupils achieving top UCAS points	Data Analyst is school/college, Strand Co-ordinator	Statistical analysis of pupil performance
5: To increase the number Master Classes which cater for the needs of the Gifted & Talented cohort				Generic: Reporting back to Headteachers, Co-ordinators, schools via briefing papers and newsletter. DfES Annual Report Student evaluation sheets
Use CLC's as a platform to develop Master Class activities.	May 2003	Year 10 to attend Northern Cluster Pilot Master Classes in Maths, Science & English. Primary G&T Master Classes at all CLC's	KS3 results and teacher assessment to be used as a baseline. QCA results from Y5 to be used to identify Y6 cohort. CAT's/NFER results to be used for Year 5 cohort. This can be administered at the Master Class.	Teacher to assess quantifiable progress i.e. coursework grades. Analysis of GCSE results in Maths, English & Science for cohort KS2 SAT's Level 5 results.
Use Specialist Schools as a platform to develop Master Class activities.	October 2003	Develop Master Classes for cluster schools linked to transition.	Primary co-ordinators working with secondary colleagues.	Teacher to assess quantifiable progress linked to individual.
Use best practice from 14-19 Collegiate to support learning to provide evidence of broad and balanced provision for ALL students within the Collegiate	October 2003	Develop G&T focus within collegiate linked to vocational and academic routes	14-19 collegiate providers – coordinators – develop input into collegiate prospectus	Through 14-19 Collegiate evaluation procedures and EiC Annual Review process

Use best practice from HEI's to support learning	September 2003	G & T pupils attending Masterclasses delivered by HEI staff.	CAT's/NFER results to be used for Year 5 cohort. This can be administered at the Master Class. Excellence Challenge staff/HEI staff	Teacher to assess quantifiable progress
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KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	LEARNING MENTOR	Strand Focus Areas
Focus Area	Monitoring and Evaluation (FA1)	
Focus Area Aim(s)	(i) Monitor progress in achieving Learning Mentor objectives (ii) Evaluate stakeholders perceptions of the impact of Learning Mentors	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Cross strand monitoring visits to schools ▪ Database ▪ Further develop the role of Learning Mentors in primary and secondary schools ▪ Survey stakeholders ▪ Develop use of the Audit Instrument for Learning Mentors 	

Background Commentary

<ul style="list-style-type: none"> • How the Focus Area fits into the EiC Strategic Plan Objectives 	SO1, SO2, SO3, SO5, SO6, SO7
<ul style="list-style-type: none"> • How the Focus Area links with other EiC Strands 	Learning Support Units, Excellence Challenge, Beacon and Specialist schools, EiC Action Zone, City Learning Centres
<ul style="list-style-type: none"> • Brief justification for Focus Areas 	To provide evidence of what is being done and its impact and also to disseminate best and effective practice

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
LEARNING MENTOR
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Monitoring and Evaluation

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Cross strand monitoring visits to schools	Activities will be based on the EIC monitoring and evaluation framework through Learning Mentor Management meetings, school review process and annual EIC Review Day	BVPI 38, 39, 40, 41, 181, 45, 46, 44	Local 1 Local 4	38, 40, 41, 181, 45, 46, 44	Priority 1:1,2, 3, 4, 9, 10, Priority 2: 1, 2, 3, 4, 6	From EIC Learning Mentor strand budget	EiC Director, Secondary and Primary Headteachers, Learning Mentor strand Co-ordinators	EDP2 Priority 2, Priority 3, Priority 4, Priority 6 Priority 7 Data Management Team Service Plan	April 2002 – March 2004
Establish Learning Mentor Database	Create database with support from the Data Analysis team to build up a profile of students using Learning Mentors and track impact on key performance indicators						Secondary Co-ordinator SLM's Monitor and evaluate sub-groups Primary Co-ordinator		Summer 2002 Spring 2004

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
LEARNING MENTOR
TO SUPPORT ALL STRANDS OF EiC IN KNOWSLEY**

Focus Area: Monitoring and Evaluation

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Further develop role of Learning Mentors in primary and secondary schools	Audit existing practice				Priority 1 Priority 2 Priority 4 Priority 5	From EiC Learning Mentor strand budget	Secondary Co-ordinator SLM's	EDP2 Priority 4	Underway
	Establish common documentation and procedures								2003
	Produce handbook								
	CPD for primary and secondary Learning Mentors via cluster meetings and training events								2003
	Dissemination to Primary and Secondary Headteachers via EiC Partnership								
Audit Instrument for Learning Mentors	Promote use of Audit Instrument in all Knowsley schools for self evaluation and as part of EiC Partnership's Strategy						Co-ordinators		2004

Survey stakeholders	<p>Secondary:</p> <ul style="list-style-type: none"> - Self esteem –2003 - Pupil Survey - Multi Agency - Survey <p>Primary:</p> <ul style="list-style-type: none"> - Pupil Survey - Parent Survey - Head Teachers 						Co-ordinator, SLM's, Monitoring and Evaluation Sub-group		2003 2002 2002
							Primary Co-ordinator, Monitoring and Evaluation Sub-Group, Learning Mentors.		2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	LEARNING MENTOR	Strand Focus Areas
Focus Area	Communication Linkages (FA2)	
Focus Area Aim(s)	(i) Embed Learning Mentor work within schools (ii) Disseminate good practice between schools (iii) Publicise developments beyond schools	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Handbooks for Primary and Secondary ▪ Website for Learning Mentors ▪ Handbook for parents/carers ▪ EiC publicity ▪ Further clarify Learning Mentor role ▪ Ensure positive transitions from Primary to Secondary 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO1, SO2, SO3, SO5, SO6, SO7
• How the Focus Area links with other EiC Strands	Learning Support Units, Excellence Challenge, Beacon and Specialist schools, EiC Action Zone, City Learning Centres
• Brief justification for Focus Areas	Communication is critical to a joined-up approach across all the EiC strands and other LEA/School based activities

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
LEARNING MENTOR
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Communication Linkages

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Handbook for Secondary	Develop, compile, produce and disseminate Handbook 2	As FA1	As FA1	As FA1	Priority 2: 1, 2, 3, 4 Priority 4: 5 Priority 6: 4, 5, 6	From EIC Learning Mentor strand budget	Secondary Co-ordinator	EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7 Child Guidance Service Plan, E Learning Strategy, Info and Learning Tech Service Plan, SIPS Service Plan	Easter 2002
Handbook for Primary	Develop, compile, produce and disseminate Handbook 1 as part of CPD of Learning Mentors						Primary Co-ordinator		Spring 2004
Website for Learning Mentors	Negotiate with CLC Agree format with Secondary Agree with Primary Carry out technical work						Secondary Co-ordinator		Spring 2003
							Primary Co-ordinator CLC Manager		
Handbook for Parents/Carers	Develop and produce						Secondary and Primary Co-ordinators		Spring 2004
Guidelines for Head Teachers	Develop and produce								Spring 2004
Induction Guide	Develop and produce					Spring 2004			

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT				

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
LEARNING MENTOR
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Communication Linkages

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
EiC publicity	Liaison with Media team						EiC Partnership		Spring 2003
	Encourage Learning Mentors to communicate their activities								
	CPD for Learning Mentors								
	CPD for management in schools								
<u>Further clarify Learning Mentor role:</u> Within school:									
<ul style="list-style-type: none"> • How mentors sen/pastoral/provision fit • Role in supporting inclusion • Connexions 	Liaison with BIP and BEST						LM Co-ordinators Primary and Secondary		2002-2004
	Liaison with Connexions								

Ensure positive transitions from Primary to Secondary	Identify good practice Disseminate good practice Link with 5-8 transition project Develop good practice guidelines Develop and produce resource pack						Secondary and Primary Co-ordinator		Easter 2004
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MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of LEARNING MENTOR **Strand Focus Areas**

Focus Area Training and development to include recruitment and retention (FA3)

Focus Area Aim(s) (i) Enhance Learning Mentor skills
(ii) Provide training/consultancy to others

Identification of Targets to achieve Focus Area Aim(s):

- More effective use of data
- Plan primary and secondary training
- Induction training for new Learning Mentors
- Emotional literacy and thinking skills

Background Commentary

- **How the Focus Area fits into the EiC Strategic Plan Objectives** SO1, SO2, SO3, SO5, SO6, SO7

- **How the Focus Area links with other EiC Strands** Learning Support Units, City Learning Centres, Beacon and Specialist schools, EiC Action Zone

- **Brief justification for Focus Areas** Developing CPD to support best and effective practice

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 RE-FOCUS
LEARNING MENTOR**

TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY

Focus Area: Training and development to include recruitment and retention

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPs	Local Indicators	PPIs					
More effective use of data	Develop a CPD system to use data and identify key areas for development based on analysis of needs and subsequent actions	As FA1	As FA1	As FA1	Priority 5: 2, 3	From EIC Learning Mentor strand budget	EiC Partnership, Director, Learning Mentor Co-ordinators	EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7, KSIPF	Spring 2003
Induction learning for new Learning Mentors	Secondary: Devise package Primary: Devise package Conduct and disseminate findings						Secondary Co-ordinator and Link Learning Mentor		2003
Conduct Primary and Secondary Learning Mentor skills audit							Primary Co-ordinator and Link Learning Mentor		2004
									2004

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004

Outline of	LEARNING SUPPORT UNIT	Strand Focus Areas
Focus Area	Further develop the monitoring and evaluation systems in line with EiC and DfES frameworks (FA1)	
Focus Area Aim(s)	To inform future practice and exit strategies, tied in with work in progress re SEN review, 14-19 Collegiate, EDP2, BSP	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Analyse the data for impact on key performance indicators ▪ Standardise methods of data collection ▪ Ensure access to computer and IT hardware ▪ Use of database 	

Background Commentary

<ul style="list-style-type: none"> • How the Focus Area fits into the EiC Strategic Plan Objectives 	SO2, SO6
<ul style="list-style-type: none"> • How the Focus Area links with other EiC Strands 	EiC Action Zone, Excellence Challenge, Learning Mentors, City Learning Centres, Gifted and Talented, Beacon and Specialist schools
<ul style="list-style-type: none"> • Brief justification for Focus Areas 	To enable the LSU strand to develop a more robust monitoring and evaluation framework in order to identify, impact and inform future practice.

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 REFOCUS
LEARNING SUPPORT UNIT
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Further develop the monitoring and evaluation systems in line with EIC and DfES frameworks

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Analyse the data for impact on key performance indicators	- Data to be available from schools, LEA, Connexions etc - Use of QCA – EBD scales				Priority 2 – 2, 4, 5, 7 Priority 6 - 7	From EIC Learning Support Unit strand budget	LSU Strand Co-ordinator and LSU Managers and EIC Director	EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 6 Priority 7	Dec 2002
Standardise methods of data collection	- Ensure Co-ordination of data collection to eliminate duplication - Link with Connexions AP/R tool, YOT-ASSET data base and Social Services framework for assessment						LEA data team and EIC Director		Dec 2002
Ensure access to computer and IT hardware	Use of CLC for computer access Availability and access in schools						CLC Manager LSU Strand Co-ordinator Heads/LSU Manager EIC Director		June 2002 Sept 2002
Use of database	Ensure systems in line with EIC and DfES frameworks Access and utilise information on Learning Mentor database						LSU Strand Co-ordinator EIC Director/LSU Managers and SLM		Apr 2002 Sep 2002

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 REFOCUS

Outline of	LEARNING SUPPORT UNIT	Strand Focus Areas
Focus Area	Improve communication and publicity of LSU activity to parents, teachers and other professional bodies (FA2)	
Focus Area Aim(s)	To raise awareness and understanding of the activities and strategies implemented to support the disaffected.	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Development of Social Inclusion Suites ▪ Deliver presentations to other service providers ▪ Create the links with the proposed SEN cluster partnerships ▪ Public events and other media 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO1, SO2, SO4
• How the Focus Area links with other EiC Strands	Learning Mentors, City Learning Centre, Gifted and Talented strands, Excellence in Cities Action Zone
• Brief justification for Focus Areas	To demonstrate how the input of the LSU strand is part of a structure of support and provision.

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 REFOCUS
LEARNING SUPPORT UNIT
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Improve communication and publicity of LSU activity to parents, teachers and other professional bodies

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Development of Social Inclusion Suites	Suite of rooms for mentors, LSU Manager, SEN, Attendance Officer – also available for outside agencies				Priority 1 – 1, 12 Priority 2 – 2, 4, 5, 7 Priority 4 - 3	From EIC LSU strand budget	Headteachers and School Senior Management	Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6	March 2003
Deliver presentations to other service providers	Regular update of info to school staff via meetings n.b's etc Refer to National Mentoring Network Social Inclusion Conference						LSU Managers LSU Strand Co-ordinator		July 2002 July 2002
Create the links with the proposed SEN cluster partnerships	Report to EIC Partnership and School Improvement Team Outreach support, particularly at Primary level						Principal Manager – Social Inclusion LSU Strand Co-ordinator and EIC Director LSU Strand Co-ordinator		Mar 2003 Ongoing Sep 2002
Public events and other media	Feedback from SEN working party Knowsley Learning Place Celebrating Achievement Events Produce user friendly leaflet for parents, families and young people						LSU Strand Co-ordinator CLC Manager EIC Director School Improvement Team LSU Strand Co-ordinator and LSU Managers		Mar/Apr 2002 Sep 2002 Mar 2003 Sep 2002

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 REFOCUS

Outline of	LEARNING SUPPORT UNIT	Strand Focus Areas
Focus Area	Sharing of good practice (FA3)	
Focus Area Aim(s)	To share good practice with both mainstream staff (teaching and non-teaching) and with other service providers, in line with the national 'Behaviour Improvement in Practice' project	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Network with other LSU's, ALSU's and mainstream staff ▪ Encourage subject specialists into the LSU's ▪ Pupils from LSU's taught in specialist areas ▪ Exchange of staff to share good practice ▪ Support CPD on 'inside out' system 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO2, SO6
• How the Focus Area links with other EiC Strands	Learning Mentor, Gifted and Talented, City Learning Centres, Excellence in Cities Action Zone
• Brief justification for Focus Areas	Recognise excellence and innovation Improving teaching and learning Ensure equality of opportunity

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 REFOCUS
LEARNING SUPPORT UNIT
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: Sharing of good practice

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale
		BVPIs	Local Indicators	PPIs					
Network with other LSU's, ALSU's and mainstream staff	Formal and informal meetings between LSU and mainstream staff				Priority 2 – 2, 4, 5, 7 Priority 6 – 2, 5, 7	From EIC Learning Support Unit strand budget	LSU Managers	EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7	October 2002
	Act on the findings and recommendations from the Behaviour Improvement in Practice project						LSU Strand Co-ordinator and School Improvement Team		Sep 2002
	Lead BIP working party and prepare reports						LSU Strand Co-ordinator School SMT and LSU Managers		Ongoing
	Develop a coherent and needs led CPD system								Mar 2003
Encourage subject specialists into the LSU's	Subject teachers visit, make use of resources, teach in LSU						School SMT		Mar 2003
	Geographical proximity through 'suites' model – school/cluster/LEA based								
Pupils from LSU's taught in specialist areas	Use of specialist teaching areas in school						School SMT and LSU Manager		Sep 2003
	Use of specialist provision at an alternative location						Head of Inclusive Support Services		Dec 2002
Exchange of staff to share good practice	Movement of staff between mainstream LSU, ALSU time-tabled						SMT and ALSU teachers in charge		Sep 2002
	Short-term secondment arrangements						PM:SI		Mar 203

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 REFOCUS

Outline of	LEARNING SUPPORT UNIT	Strand Focus Areas
Focus Area	To develop inclusive practices in both the Secondary and Primary sectors (FA4)	
Focus Area Aim(s)	To cater for the needs of disaffected pupils and maintain their engagement in the learning process	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Improve attendance and reduce exclusions ▪ Encourage and support school self review ▪ Ensure needs led support ▪ Work with families ▪ Embrace transformational agenda 	

Background Commentary

• How the Focus Area fits into the EiC Strategic Plan Objectives	SO1, SO2, SO4, SO6
• How the Focus Area links with other EiC Strands	Learning Mentor, Gifted and Talented, City Learning Centre, Excellence in Cities Action Zone
• Brief justification for Focus Areas	Raise the profile of education within the whole community, encouraging of parental involvement and increasing opportunities for all

**EXCELLENCE IN CITIES SERVICE SUPPORT PLAN 2002 – 2004 REFOCUS
LEARNING SUPPORT UNIT
TO SUPPORT ALL STRANDS OF EIC IN KNOWSLEY**

Focus Area: To develop inclusive practises in both the Secondary and Primary sectors

Target	Activity	Links to Performance Indicators			Links to Strategic Plan outcomes	Resources	Responsibility	Links to other plans	Timescale	
		BVPs	Local Indicators	PPIs						
Improve attendance and reduce exclusions	Clear entry and exit criteria for referrals to LSU				Priority 1 – 8, 12 Priority 2 – 2, 4, 5, 7 Priority 4 – 2, 3 Priority 6 – 2, 4, 7	From EIC Learning Support Unit strand budget	School SMT and LSU Managers	EDP2 Priority 1 Priority 2 Priority 3 Priority 4 Priority 5 Priority 6 Priority 7	Sep 2002	
	Implement an accelerated learning cycle in each LSU and create a positive learning environment						School SMT and LEA rep			Sep 2002
	Develop and monitor PSP's for pupils at risk of exclusion						LM and LSU Manager			Sep 2002
	Close monitoring of reintegrated pupils						School Improvement Team and LSU Strand Co-ordinator			Mar 2003
	Use of index for inclusion (or similar) for school self-evaluation tool						School Improvement Team and LSU Strand Co-ordinator			Mar 2003
	Liaise with schools SMT to ensure policies in place, in particular, school behaviour support plan updated and implemented									
Ensure needs-led support	Establish authority multi-disciplinary panel					AD and Principal Manager Social Inclusion				
	Co-ordinate support at authority level					LSU Strand Co-ordinator and PMSI and BSS Manager				
Work with families	Liaise closely with other agencies such as SIPS, EWS and Connexions					LSU Managers				
	Support the development of TULIP groups					LSU Strand Co-ordinator				

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY Y5 – Y8 TRANSITION STRATEGY

DRAFT ACTION PLAN 2002 - 2004

Introduction

Officers of the LEA secured additional funding through Neighbourhood Renewal Fund (NRF) to improve the transition of pupils from the primary phase through to the secondary phase and to raise awareness of issues around transition.

This project addresses several issues as identified by the audit for EDP2

- Progress between Key Stage 2 and 3
- The loss of pupils from the borough on transfer from primary to secondary schools
- Significant decline in pupil attainment between Key Stage 2 and Key Stage 3 (Annexe 1)

It will ensure that

- That primary and secondary schools work together to develop continuity through the curriculum and teaching and learning approaches.
- A cross agency approach to support progression in Transition by joining up elements of provision provided by EiC, the Inclusion Team, Knowsley Compact and others.

The project is founded on the principles of partnership and collaboration across primary and secondary schools and other agencies *and builds on the good practice already established in many Knowsley schools.*

It is based on the principle that every individual has the potential to achieve, when the conditions are right.

Ref:	EDP2	2002 - 2007
	EiC Action Plan	2002 -2004
	Knowsley Strategic Plan	2001 - 2004

AIMS AND OBJECTIVES

Y5 – Y8 is a pivotal stage in terms of securing future achievement and sustaining motivation, positive attitudes and high self esteem.

Aim

To establish practice that will develop young people who can sustain, through their primary and secondary schooling:

An enthusiasm for learning

Confidence in themselves as learners

A sense of achievement and purpose

This will be achieved by:

- Ensuring that the progress of the individual child is central to teaching
- Developing strong sustainable partnerships between primary and secondary schools
- Shared KS2/3 training, planning and teaching
- Agreeing a common approach to information transfer
- Improving curriculum continuity at Y5 – Y8
- Creating the opportunity for a review of practice and structure at KS3

Objectives

1. Establish strong cluster partnerships
2. Each cluster to devise planned and costed Action Plans that will address issues within each partnership and will be sustainable
3. Provide opportunities for shared KS2/3 planning and teaching
4. Introduce shared KS2/3 training (Level 2 – Level 6)
5. Enable schools to share understanding of assessment and planning
6. Work with schools to develop a common information transfer sheet for use across the borough
7. Learning Mentors to develop a Transition Package to prepare pupils for the move to secondary school
8. Disseminate good practice between Cluster Partnerships
9. Arrange for KS3 progress to be reported to Primary schools
10. Evaluate impact of transfer arrangements more systematically
11. Secondary schools will review the structure of KS3 and the delivery of the curriculum and introduce innovative practice that will address issues of transition and raise expectation and achievement.

The basis of the Y5 – Y8 Transition Project is the establishment of Cluster Partnerships that consists of a Secondary school and its associated primary schools (*though not all primaries have an associated secondary school*). The move of Admissions back to the LEA in 2004 may impact on this structure.

This partnership is largely mapped by the EWS, BIP, EiC etc, to ensure cohesion and a comprehensive approach to agency input.

Because primary schools send pupils to many secondary schools, they have identified a single secondary school they wish to work with. The by-product of a strong and active partnership will be increased parent knowledge and a decrease in the migration of pupils from the authority at the end of KS2.

The aims of the Transition Strategy can only be achieved through joint activities involving primary and secondary teachers. This will entail shared planning and teaching cross phase and result in the development of a common understanding of standards and expectations.

Structure

The Y5 – Y8 Transition Board includes

- Y5 – Y8 Project Manager (while that post remains)
- EiC Director
- Primary school representation
- Secondary school representation
- School Improvement Officer
- Inclusion Manager
- Family Learning Manager
- KS3 Strategy Manager
- EiC AZ Director

It was established to ensure that the issues of Transition are profiled and disseminated across the schools and department.

The Relationship between Excellence in Cities and the Y5 – Y8 Transition Project

The thrust of the Y5 – Y8 Transition Project is to develop a strategy that recognises and builds on the achievements of the individual child at KS2 and enhances continuity and progression from primary to secondary.

The key features in the process will recognise the importance of KS 2 and 3 as a pivotal stage in terms of securing future achievement and sustaining motivation, positive attitudes and high self esteem.

The Transition Project has close links with the EiC in the role of the learning mentors, the aims of Action Zone and other elements of EiC. There are regular meetings to ensure a cohesive approach to this work.

KNOWSLEY EXCELLENCE IN CITIES ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	Y5 - Y8 TRANSITION	Strand Focus Areas
Focus Area	Learning and Teaching	
Focus Area Aim(s)	To improve transition from primary to secondary school through networking of staff, shared training, teaching and planning and curriculum development.	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ KS2 / 3 Literacy, Numeracy and Science Consultants to liaise regularly ▪ Introduce joint KS2/3 Training ▪ Develop Learning and teaching clusters ▪ Develop ICT Curriculum through the CLCs 	

Background Commentary

• How the Focus Area fits into EDP2 Priorities	Priority 2 Priority 6 Priority 7
• How the Focus Area links with other Transformational Agenda Strands	Learning and Teaching ICT Strategy KS3 Strategy
• Brief justification for Focus Areas	To improve quality of teaching and learning experiences for pupils at the transition stage and to create knowledge and understanding of the standards and the curriculum at each phase in order to build on achievement. ICT is a key element in school improvement

KNOWSLEY TRANSITION ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	Y5 - Y8 TRANSITION	Strand Focus Areas
Focus Area	Data and Information Transfer	
Focus Area Aim(s)	Improve procedures for the transfer of data and pupil information	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Y5 - Transfer of individual Target data by December ▪ Y6 - Support information and TA transferred by April ▪ Introduce common Information Transfer form 	

Background Commentary

<ul style="list-style-type: none"> • How the Focus Area fits into EDP2 Priorities 	Priority 2 Priority 5
<ul style="list-style-type: none"> • How the Focus Area links with other Transformational Agenda Strands 	KS3 Strategy
<ul style="list-style-type: none"> • Brief justification for Focus Areas 	Accurate and relevant information, transferred as early as possible, is key to appropriate planning and teaching and learning and target setting at KS3.

**KNOWSLEY TRANSITION ACTION PLAN 2002 – 2004 RE-FOCUS
Y5 – Y8 TRANSITION
TO SUPPORT TRANSFORMATIONAL AGENDA IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to EDP2	Resources	Responsibility	Links to EiC SO and Strategic Plan SP	Timescale
		BVPs	Local Indicators	PPIs					
Improve procedures for the transfer of data and pupil information	<ul style="list-style-type: none"> ▪ Audit of existing practice of transferring information ▪ Y5 - Transfer of individual Target data by December ▪ Y6 - Support information and TA transferred by April ▪ Introduce common Information Transfer form 				Priority 2.2 Priority 2.4 Priority 4.1	Core funding (NRF) and additional funding where relevant	Project Manager Heads and Heads of Y7 Primary Heads and staff Cluster partnerships	SO 2 SO 7	Autumn 2002 December 2003 March 2003 Draft by Summer 2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY TRANSITION ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of Y5 - Y8 TRANSITION **Strand Focus Areas**

Focus Area Extended Learning Opportunities

Focus Area Aim(s) Extend and enhance learning opportunities to support pupils transition from Primary to secondary school

Identification of Targets to achieve Focus Area Aim(s):

- Develop Summer schools in secondary schools for Y6/Y7 pupils
- Develop mentoring programme to support vulnerable pupils
- Develop parental involvement in learning and in class support
- Create an accredited family learning programme at KS2 through to KS3

Background Commentary

• **How the Focus Area fits into EDP2 Priorities**

Priority 2 Priority 7

• **How the Focus Area links with other Transformational Agenda Strands**

Learning and Teaching
ICT Strategy
KS3 Strategy

• **Brief justification for Focus Areas**

Build up confidence about transition to secondary school through activities
Develop confidence in parent body to support children's learning at KS2 and KS3. Create positive role models with parent / adult learners.

**KNOWSLEY TRANSITION ACTION PLAN 2002 – 2004 RE-FOCUS
Y5 – Y8 TRANSITION
TO SUPPORT TRANSFORMATIONAL AGENDA IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to EDP2	Resources	Responsibility	Links to EiC SO and Strategic Plan SP	Timescale
		BVPs	Local Indicators	PPIs					
Extend and enhance learning opportunities to support pupils transition from Primary to secondary school	<ul style="list-style-type: none"> ▪ Develop range of Summer schools activities in secondary schools that develop confidence and self esteem for Y6/Y7 pupils ▪ Develop mentoring programme to support vulnerable pupils ▪ Create opportunities for parental involvement in learning and in class support in KS2 and through to KS3 ▪ Create an accredited family learning programme at KS2 through to KS3 				Priority 2.2 Priority 7.1 Priority 7.3	Core funding (NRF) and additional funding where relevant	Study Support Co-ordinator, Project Manager, Creative Partnerships, Link Learning Mentor, BIP Manager Heads, Family Learning Manager Community Learning Champions Family Learning Manager Community Learning Champions	SO 2 SP 1.1 SP 1.9 SP 3.2 SP 3.8 SP 4.3	Spring 2003 Spring 2003 and ongoing Spring 2003 and ongoing

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY TRANSITION ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	Y5 - Y8 TRANSITION	Strand Focus Areas
Focus Area	Innovation in Transition	
Focus Area Aim(s)	Develop Innovative projects to enhance the Transition from primary phase to secondary phase	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Create a virtual secondary classroom with a range of secondary experiences ▪ Incorporate joint Y6 / Y7 learning and teaching roles within the virtual classroom ▪ KS2/3 teacher to manage the classroom ▪ To review and reorganise Y7 timetable in an innovative way in order to enable and support the development of independent learning skills 	

Background Commentary

<ul style="list-style-type: none"> • How the Focus Area fits into EDP2 Priorities 	Priority 2 Priority 6 Priority 7
<ul style="list-style-type: none"> • How the Focus Area links with other Transformational Agenda Strands 	Learning and Teaching ICT Strategy KS3 Strategy
<ul style="list-style-type: none"> • Brief justification for Focus Areas 	To allay pupil fears of the move to secondary and to create a curriculum that is built on continuation of high standards and expectations and provides continuity and development of the curriculum for each pupil.

**KNOWSLEY TRANSITION ACTION PLAN 2002 – 2004 RE-FOCUS
Y5 – Y8 TRANSITION
TO SUPPORT TRANSFORMATIONAL AGENDA IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to EDP2	Resources	Responsibility	Links to EIC SO and Strategic Plan SP	Timescale
		BVPs	Local Indicators	PPIs					
Develop Innovative projects to enhance the Transition from primary phase to secondary phase	<ul style="list-style-type: none"> ▪ Create a virtual secondary classroom with a range of secondary experiences at the Huyton CLC ▪ Employ both Y6 / Y7 learning and teaching within the virtual classroom ▪ KS2/3 teacher to manage the classroom 				Priority 2.2 Priority 6.1 Priority 7.1	Core funding (NRF) and additional funding where relevant	Project Manager CLC Manager Knowsley Hey Cluster Partnership	SO 2 SO 4 SO 6 SP 1.14	Design of Project to begin April 2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

**KNOWSLEY TRANSITION ACTION PLAN 2002 – 2004 RE-FOCUS
Y5 – Y8 TRANSITION
TO SUPPORT TRANSFORMATIONAL AGENDA IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to EDP2	Resources	Responsibility	Links to EiC SO and Strategic Plan SP	Timescale
		BVPs	Local Indicators	PPIs					
Develop Innovative projects to enhance the Transition from primary phase to secondary phase	<ul style="list-style-type: none"> ▪ Pilot innovative Y7 timetable to incorporate planning to develop independent learning skills. ▪ Employ experienced primary teacher to support development of classroom and work with primary partners to share practice 				Priority 2.2 Priority 6.1 Priority 7.1	Core funding (NRF) and additional funding where relevant	Project Manager SEA Cluster Partnership	SO 2 SO 4 SO 6 SP 1.14	Design of Project to begin September 2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

KNOWSLEY TRANSITION ACTION PLAN APRIL 2002 – MARCH 2004 RE-FOCUS

Outline of	Y5 - Y8 TRANSITION	Strand Focus Areas
Focus Area	Monitoring and Evaluation	
Focus Area Aim(s)	To audit current position and assess impact of strategy and pilot projects	
Identification of Targets to achieve Focus Area Aim(s):	<ul style="list-style-type: none"> ▪ Priority Research Project – borough wide ▪ Education Perception Monitor – piloted through EAZ ▪ Identification of leakage from LEA to other authorities at KS3 ▪ Build in Transition to Quality Standard and the KSIPF 	

Background Commentary

<ul style="list-style-type: none"> • How the Focus Area fits into EDP2 Priorities 	Priority 2
<ul style="list-style-type: none"> • How the Focus Area links with other Transformational Agenda Strands 	Learning and Teaching ICT Strategy
<ul style="list-style-type: none"> • Brief justification for Focus Areas 	To quantify the improvement in the transition and to direct funding to appropriate areas. To ensure school partnerships continue to recognise the importance of transition to raised standards.

**KNOWSLEY TRANSITION ACTION PLAN 2002 – 2004 RE-FOCUS
Y5 – Y8 TRANSITION
TO SUPPORT TRANSFORMATIONAL AGENDA IN KNOWSLEY**

Target	Activity	Links to Performance Indicators			Links to EDP2	Resources	Responsibility	Links to EiC SO and Strategic Plan SP	Timescale
		BVPs	Local Indicators	PPIs					
To audit current position and assess impact of strategy and pilot projects	<ul style="list-style-type: none"> ▪ Execute Research Project – borough wide to identify areas for development ▪ Education Perception Monitor – piloted through EAZ ▪ Identification of leakage from LEA to other authorities at KS3 ▪ Build in Transition to Quality Standard and the KSIPF 				Priority 2.2	Core funding (NRF) and additional funding where relevant	Priority Research	SO 2 SP 5.1	Autumn 2002
							EiC AZ Director		Autumn 2002
							Data team, Project Director		Autumn 2002
						EiC Director SIO team			2003

MONITORING REPORT

PROGRESS (Please circle as appropriate):	Unsatisfactory	Satisfactory	Good	Excellent
COMMENT:				

