

Education Development Plan 2002 – 2007: Revision 2003

Priority 1a: Raising Attainment in Early Years and the Foundation Stage				
Links to other plans or parts of the EDP	1b Raising attainment in primary schools, 1c Raising attainment in literacy, 1d, Raising attainment in numeracy, 3 Support for schools causing concern, 4 Social and Educational Inclusion – improving participation and the quality of education for all, 6 Recruitment and Retention, Early Years and Childcare Development Plan, Education Action Zone.			
Activity 1a.1	Improve the quality of teaching and learning by raising the skills, knowledge and understanding of the Early Years workforce.			
Key SSRE Area(s)	3	Teaching and Learning		
Targets/Success criteria	<ul style="list-style-type: none"> 65% of settings achieve the Southwark Quality Assurance Kitemark (by 2007) all training receives 90% positive evaluations monitoring from link visits and Advisory teacher visits identify positive impact of training in quality of teaching in all settings all Early Years settings have a SENCO in place by 2004 non-maintained settings have access to an area SENCO EY settings make effective provision for children with SEN and gifted and talented children 		Evaluation: how/when/by whom? <ul style="list-style-type: none"> Analysis of link adviser review visits termly by Principal Adviser and Early Years Advisory Teachers. Analysis of Early Years Section of SSRE annually by Principal Adviser and Advisory teachers. Analysis of Early Years Sections in OFSTED reports annually by Senior Adviser – Performance. Analysis of visit reports from settings other than schools annually by Early Years Advisory Teachers. 	
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
Ensure that 20% of settings achieve the Southwark Quality Assurance Kitemark by 2004.	Principal Adviser	All Early Years settings	Early Years Development and Childcare Partnership (EYDCP)	20% by 2004 30% by 2005 45% by 2006 65% by 2007
Identify the 20 settings with the best practice in early years provision. Externally accredit practice and disseminate through outreach work and LEA best practice website	Early Years Advisory Teacher	Early Years teachers	Principal adviser	10 by 2004 15 by 2005 20 by 2006
Identify leading teachers as best practice models.	Early Years Advisory Teacher	Early Years teachers	Principal adviser	Achieve by 01/04
Have a qualified teacher involved in every non-maintained setting delivering the foundation stage curriculum by 2004, in a ratio of 1:10.	Principal Adviser	Non-maintained Early Years settings	EYDCP	Achieve by July 2004
Provide training to develop specific early years competencies.	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers	Principal adviser	Summer and Autumn 2003
Establish and train area SENCOs in a ratio of not less than 1:20 in non-maintained	Early Years Advisory	Area SENCOs, headteachers	Principal Adviser	By January 2004

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settings	Teacher???			
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Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
Ensure that all Early Years settings have a SENCO in place and provide appropriate training	Early Years Advisory Teacher	SENCOs, headteachers	EYDCP	By December 2003
Review Southwark Progress file	Early Years Advisory Teacher		Principal adviser	By September 2003

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Activity 1a.2	Improve the breadth and balance of the Early Years Curriculum in schools and other settings through the effective implementation of the Foundation Stage Guidance and the Early Learning Goals. Ensure the effective implementation of the foundation stage guidance, the Early Learning Goals and the use of new technologies across schools and early years settings, ensuring a broad, balanced curriculum and reflecting the ethnic diversity within Southwark.			
Key SSRE Area(s)	1	The curriculum		
Targets/Success criteria			Evaluation: how/when/by whom?	
<ul style="list-style-type: none"> Children in all settings have equality of access to effective foundation stage curriculum Provision raises attainment for all groups Proportion of children achieving Early Learning Goals rises above the level of statistical neighbours All EY settings use the Foundation Stage Guidance in planning provision Ethnic minority groups make accelerated progress in comparison with peers EY settings make effective provision for children with SEN and Gifted and Talented children 			<ul style="list-style-type: none"> Analysis of link adviser review visits termly by Principal Adviser and Early Years Advisory Teachers. Analysis of Early Years Section of SSRE annually by Principal Adviser and Advisory teachers. Analysis of Early Years Sections in OFSTED reports annually by Senior Adviser – Performance. Analysis of visit reports from settings other than schools annually by Early Years Advisory Teachers. 	
Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
Improve the quality of teaching and learning by developing and disseminating guidelines for literacy and numeracy in all settings	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers	Principal Adviser through 1:1 management meetings to review evidence of impact.	Commence September 2003.
Improve teacher subject knowledge by implementing a termly Early Years Update on local and national initiatives.	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, parents, carers, advisory staff.	Principal Adviser through sample of settings	Autumn 2003
Improve pupil progress by developing equality of curriculum access for ethnic minority groups through working with EY settings and parents and developing supportive documentation.	Early Years Advisory Teacher and EMAG Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, parents, carers, advisory staff.	Principal adviser and advisory teachers to monitor visit reports termly	Documentation to be published by 01/03
Provide training in meeting the needs of children who have barriers to learning e.g. children in public care, children with EAL, asylum seekers	Early Years Advisory Teachers	Teachers, classroom assistants, nursery nurses	Principal adviser through evaluations	Through 2003-04
Provide 4 days of central training for early years teachers and nursery nurses in the use of new technology to enhance the early years curriculum (2 per year)	LEA advisory staff for ICT and Early Years	Teachers, classroom assistants, nursery nurses	Principal adviser through course evaluations	Autumn 2003. 50 settings per year

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Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
Identify strengths and weaknesses and best practice in ICT through sample audit of Early Years provision during monitoring of primary schools and Early Years settings. Improve targeting of support and dissemination of good practice.	LEA Adviser for ICT and Early Years Advisory staff	School Improvement Advisory staff	Principal adviser and advisory teachers to monitor visit reports termly	autumn term 2003

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Activity 1a..3	Maximise pupil achievement through improving continuity and progression for 0-6 years, particularly in relation to the co-ordination of national initiatives such as EYDCP			
Key SSRE Area(s)	3	Teaching and Learning		
<ul style="list-style-type: none"> • Targets/Success criteria • Less than 10% of under 5's provision identified by OFSTED as a weakness • Value added data available and used by schools to set targets at individual pupil level • Proportion of children achieving Early Learning Goals rises above the level of statistical neighbours • Effective records of children's achievement in place in school and at transfer stages • All members of the EYDCP identify improved communication and working practices 			Evaluation: how/when/by whom? <ul style="list-style-type: none"> • Analysis of link adviser review visits termly by Principal Adviser and Early Years Advisory Teachers. • Analysis of Early Years Section of SSRE annually by Principal Adviser and Advisory teachers. • Analysis of Early Years Sections in OFSTED reports annually by Senior Adviser – Performance. • Analysis of visit reports from settings other than schools annually by Early Years Advisory Teachers. 	
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
Improve pupil progress by providing training and best practice models on effective observation and record keeping which enable effective systems for systematic tracking of individual children	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, advisory staff	Principal Adviser through 1:1 management meetings to review evidence of impact.	Autumn 2003
Improve pupil progress by promoting new national baseline and Foundation Stage Profile activities	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, advisory staff	Principal Adviser through 1:1 management meetings to review evidence of impact	Autumn 2003
Improve pupil progress by providing training in use of "stepping stones" and performance descriptions (P levels) in assessment and planning.	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, advisory staff	Principal adviser through evaluations	Autumn 2003
Provide training in <ul style="list-style-type: none"> • early identification and effective intervention strategies for children with SEN or the gifted and talented; • implementation of the SEN Code of Practice 	Early Years Advisory Teacher	Classroom assistants, nursery nurses, teachers, managers, advisory staff	Principal adviser through evaluations	Spring 2004

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Activity 1a.4	Improve leadership and management and teaching and raise pupil achievement by developing robust systems for self-review and evaluation across the maintained, private, voluntary and independent sectors.			
Key SSRE Area(s)	7	Leadership and management		
Targets/Success criteria			Evaluation: how/when/by whom?	
<ul style="list-style-type: none"> All EY settings effectively use a robust system of self-review OFSTED identify the quality of leadership and management in provision for the Under 5's as satisfactory or better in 90% of Section 10 inspections Increase the proportion of Management in voluntary and private sector judged to be effective (by 5% per year) 			<ul style="list-style-type: none"> Analysis of link adviser review visits termly by Principal Adviser and Early Years Advisory Teachers. Analysis of Early Years Section of SSRE annually by Principal Adviser and Advisory teachers. Analysis of Early Years Sections in OFSTED reports annually by Senior Adviser – Performance. Analysis of visit reports from settings other than schools annually by Early Years Advisory Teachers. 	
Actions	Responsible Person	Target audience	Monitoring How/when/by whom?	Timing/timescales
Develop and Implement the Southwark model for self-review and evaluation in Early Years settings.	Principal Adviser	All Early Years settings	Headteachers' Executive Council half-yearly through LEA review process	Spring term 2004 for initial document
Collect data on the quality of leadership and management through link visits, provide appropriate intervention and support.	Principal Adviser Early Years Advisory Teacher	All Early Years settings	Head of School Improvement to review school visit reports termly	Review process Summer Annually. Next review July 2003
Compile single set of guidance and documentation on effective self-review and evaluation for: <ul style="list-style-type: none"> staff and governors in schools; management committees in the private and voluntary sector 	Principal adviser	Governors ,managers, teachers, classroom assistants, nursery nurses, advisory staff	Head of School Improvement to review documentation	Spring Term 2003.