Priority 2: Raising Attainment in KS3 & KS4	
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**
Activity 2.1a	**Improve the quality of teaching in targeted schools by ensuring that teachers accelerate the pace of pupil progress through the use of prior attainment data, formative assessment of individual pupil target setting**
Key SSRE Area	**3** **Teaching and Learning**

Targets/Success Criteria:	Evaluation: how/when/by whom

Process Targets:
• To have no lessons considered to be 'unsatisfactory'.
• Improved value added across Southwark secondary schools. No schools in bottom quartile for value added. Minimum 70% in upper quartile
• All schools have:
    • Effective ICT based assessment and pupil tracking systems in all KS3 subjects.
    • Accurately identify pupils at risk of underachievement
    • All schools have appropriately detailed and costed intervention plans which provide effective catch up programmes to accelerate progress of underachieving groups
    • Accurately identify those pupils who are gifted and talented
    • Provide appropriate opportunities to ensure that able pupils reach their maximum potential.
 	
Outcome Targets – All Pupils:
i) A decrease in the percentage of pupils leaving with no qualifications. Targets:
2003/4=2%, 2004/5=2%. (No passes)
ii) An increase in the percentage of pupils passing 5+ GCSEs with A*-C: 2003/4=(40)%, 2004/5=(41)%, 2005/6=(44)%, 2006/7=(48)%
iii) An increase in the GCSE Mean Total Points Score per pupil
2003/4=34.1, 2004/5=36.6, 2005/6=38.3, 2006/7=40.0%
iv) Percentage of pupils passing 5+ GCSEs with A*-G: 2003/4=(85)%, 2004/5=(87)%, 2005/6=(88)%, 2006/7=(90)% (inc. En & Ma)
 	
Outcome Targets – Targeted Groups of Pupils:
Key Stage 3:
LEA achieves 2003 targets in English 46% ESW and 40% Caribbean pupils attain level 5+.
LEA achieves 2003 targets in Maths 43% ESW and 38% Caribbean pupils attain level 5+.
LEA achieves 2003 targets in Science 41% ESW and 38% Caribbean pupils attain level 5+.
 	
Key Stage 4:
LEA achieves 2003 targets in GCSE 5+ A*-C 30% ESW and 27% Caribbean pupils.
LEA achieves 2003 targets in GCSE 5+ A*-G 77% ESW and 77% Caribbean pupils.
LEA achieves 2003 targets in GCSE Average Points Score 29.5 ESW and 26.5 Caribbean pupils.
%of 14 year olds achieving Level 5 at KS3 science (BVPI 181c)
Please note: All activities in KS3 and KS4 have these Outcome Targets.
	Annual analysis of pupil attainment at the end of KS3. MIAS.
	
	Analysis of OFSTED inspection reports. Principal Adviser (Secondary).
	
	Analysis of Teaching and Learning sections of SSRE reports produced by Link Advisers during Spring Term visits. Annually by - Principal Adviser (Secondary).
	
	Annual analysis of FFT contextual value added data

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Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
1a) Provide central training to support schools in the development of their systems for the assessment, recording and reporting of pupil's progress and achievement. Including the use and interpretation of Fischer Family Trust and NFER CATs data.	Principal Advisor (Secondary)	Schools with ineffective systems assessment, recording and reporting of pupil progress and achievement. ii) Schools who are not using ICT to effectively support their assessment systems.	Principal Adviser to monitor take up on training courses. Link Advisers to monitor Assessment, Recording and Reporting policies as part of Summer term link adviser visits. Annual report by Principal Adviser (Secondary) to Head of School Improvement.	Annually – Continuing activity
1b) Provide central training to support schools in the development of systems for formative assessment, setting curricular targets, tracking and target setting for individuals and groups of pupils.	Head of MIAS & Principal Advisor (Secondary)	Schools which do not have in place systems for individual pupil target setting, action planning and review.	Annual report by Principal Adviser (Secondary) to Head of School Improvement.	Annually – Continuing activity
1c) Train relevant staff in the use of all data available electronically for tracking pupil's progress in subjects and value added	Head of MIAS & Principal Advisor (Secondary)	Senior managers, subject managers, teachers	Annual report by Principal Adviser (Secondary) to Head of School Improvement.	Annually – Continuing activity
1d) Provide advice and training in the use ILS systems in the Key Stage 3 numeracy strategy and support their implementation in schools. Disseminate best practice through LEA subject consultants, link advisers and the LEA Best Practice web-site.	KS3 Numeracy and ICT Consultants	Senior managers, subject managers, teachers	Termly review of training. Annual report by Key Stage 3 Strategy Manager to Head of School Improvement	Annually – Continuing activity
2) Provide central training on each of the KS3 catch up initiatives.	KS3 Strategy Manager and subject consultants	Pupils at risk of under-achievement Teachers Teaching Assistants	Termly review of take up on courses. Annual report by Key Stage 3 Strategy Manager to Head of School Improvement	Termly – Continuing activity
3) Provide guidance, training and support for schools in raising attainment for KS3 pupils at EAL stage 3	Senior Adviser I/C EMA &EMA adviser	KS2 pupils at EAL Stage 3	Termly review of take up on courses. Annual report by Key Stage 3 Strategy Manager to Head of School Improvement	Termly – Continuing activity
4a) Raise standards of attainment by providing guidance, training and support for schools in raising the attainment of under-achieving groups, including boys, Caribbean and ESW pupils.	KS3 Strategy Manager, EMA adviser and subject consultants	Pupils at risk of under-achievement	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity

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Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
4b) Raise standards of attainment by providing guidance, training and support for schools in raising the attainment of GT pupils	EiC GTP Co-ordinator	Identified GTP cohorts	Annual report by EiC GTP Co-ordinator to EIC Coordinator.	Annually – Continuing activity
4c) Raise standards of attainment by providing guidance, training and support for schools in raising the attainment of the lowest attaining 25% of pupils.	KS3 English and Maths consultants	Identified pupils	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** LSC Strategic Plan 14 – 19, EiC, EAZ				
Activity 2.1b	**Improve the quality of teaching and learning in targeted schools through the effective use of new technologies.**				
Key SSRE Area	**3**	**Teaching and Learning**			

Targets/Success Criteria: **Outcome Targets: See 2.1.1, plus:** • All schools achieving B or higher compared to similar schools in core subjects will maintain or improve this level of performance. Lowest performing schools will achieve B Panda scores in core subjects over a three-year period. • Quality of teaching in core subjects in intensive schools is at least 95% satisfactory after 2 terms of consultant support. • Quality of teaching in ICT is at least 90% satisfactory after 2 terms of consultant support.	Evaluation: how/when/by whom: Annual analysis of pupil attainment at the end of KS3. MIAS. Analysis of OFSTED inspection reports. Principal Adviser (Secondary). Analysis of Teaching and Learning sections of SSRE reports. Annually by - Principal Adviser (Secondary).

Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1a) Analyse individual school performance data and outcomes of Link Adviser SSRE visits to identify schools in need of intensive support.	Key Stage 3 Strategy Manager	LEA officers Headteachers and Governing Bodies	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
1b) Conduct a needs analysis in each intensive school using individual school performance data and evidence from school monitoring activities	Key Stage 3 Strategy Manager	Headteachers of intensive schools, Key Stage 3 Strategy Managers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
2a) Ensure improved teaching and learning by providing differentiated support in each intensive school based on outcomes of needs analysis.	Key Stage 3 Strategy Manager	Pupils and teachers in intensive schools	Monitored by Link Advisers annually in Spring Term as part of annual cycle of adviser visits. Annual report by KS3 Strategy Manager to Head of School Improvement	Annually – Continuing activity
2b) Ensure improved teaching and learning by the development of the Leading Teacher and Leading Department programme and support intensive schools in implementing best practice. Disseminate best practice through LEA subject consultants, link advisers, the LEA Best Practice web-site and the City Learning Centre.	Key Stage 3 Strategy Manager	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity

2c) Ensure improved teaching and learning by providing training for all schools in the use of Accelerated Learning techniques and thinking skills.	Key Stage 3 Strategy Manager	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
2d) Ensure improved teaching and learning by providing training for all subject leaders in providing challenge for able pupils.	Key Stage 3 Strategy Manager	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
2e) Ensure improved teaching and learning by identifying and accrediting models of excellent practice in the use of information technology to support teaching and learning. Disseminate best practice through LEA subject consultants, link advisers, the LEA Best Practice web-site and the City Learning Centre.	Key Stage 3 Strategy Manager	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
3a) Audit teaching and learning in all schools receiving intensive support where ICT is a cause for concern.	KS3 ICT Consultant	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
3b) Improve the cross-curricular use of ICT as a tool for learning by providing training, support and advice for schools in the use of new technology.	Advisory staff for ICT and other LEA core consultants	Senior managers, subject managers, teachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** LSC Strategic Plan 14 – 19, EiC, EAZ				
Activity 2.1c	**To improve the quality and consistency of teaching and learning in targeted schools through the use of effective behaviour management strategies.**				
Key SSRE Area(s)	**3**	**Teaching and Learning**			

| Targets/Success criteria:
Outcome Targets: See 2.1.1, plus:
a) To have no lessons considered to be 'unsatisfactory'.
b) For pupil behaviour in classes not to be identified as a cause for concern in any OFSTED inspections. | | Evaluation: (How/when/by whom?)

Annual analysis of pupil attainment at the end of KS4. MIAS.

Analysis of OFSTED inspection reports. Principal Adviser (Secondary).

Analysis of Teaching and Learning sections of SSRE reports. Annually by - Principal Adviser (Secondary). | | | |

Actions	Responsible Person	Target audience	Monitoring (How/when//by whom?)	Timing/timescales
1a) Support schools to enhance their systems for evaluating the quality of teaching and learning, including the auditing of classroom behaviour management.	Key Stage 3 Strategy Manager	All schools.	Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity
1b) Provide training and support to schools in strategies to promote high standards of behaviour in the classroom.	KS3 Attendance and Behaviour Consultant	Targeted schools. Teachers whose practice is consistently unsatisfactory	Annual report by KS3 Strategy Manager to Head of School Improvement.	Autumn 2003
3) Identify and accredit models of best practice in curriculum delivery and behaviour management. Disseminate through LEA subject consultants, link advisers and the LEA Best Practice web-site.	KS3 Attendance and Behaviour Consultant	All schools.	Annual report by KS3 Strategy Manager to Head of School Improvement.	Spring 2004
4) Coordinate the work of the KS3 Strategy, Behaviour Improvement Programme and LEA Behaviour Support Team to ensure consistent practice in support for developing behaviour management in schools.	EiC Coordinator Key Stage 3 Strategy Manager	Targeted schools.	Annual report by EiC Coordinator to Head of School Improvement.	Autumn 2003
5) Liaise and provide co-ordinated working with EWAS team to reduce levels of absence in targeted secondary schools.	KS3 Attendance and Behaviour Consultant	Targeted schools.	Annual report by KS3 Strategy Manager to Head of School Improvement.	Autumn 2003

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**				
Activity 2.2	**To improve the quality and consistency of the leadership and management of curriculum teams.**				
Key SSRE Area(s)	**7**	**Leadership and Management**			

Targets/Success criteria Outcome Targets: See 2.1.1 above, plus: a) A year on year reduction in the differences in subject residuals at GCSE for all subjects in all schools.			**Evaluation: (How/when/by whom?)** Annual analysis of pupil attainment at the end of KS4. MIAS. Analysis of annual return from careers service provider of post-16 progression. Principal Adviser (Secondary). Analysis of OFSTED inspection reports. Principal Adviser (Secondary).		

Actions	**Responsible Person**	**Target audience**	**Monitoring (How/when//by whom?)**	**Timing/timescales**
1a) Co-ordinate guidance and training on effective subject leadership that focuses on raising standards of achievement and attainment.	LEA CPD Coordinator	Subject leaders	LEA CPD Coordinator annually to EET.	Annually – Continuing activity
1b) Support schools in the development of the professional expertise of subject team leaders through modelling and coaching. Disseminate through LEA subject consultants, link advisers and the LEA Best Practice web-site.	Key Stage 3 Strategy Manager and LEA CPD Coordinator	Subject team leaders whose performance, or whose team's performance, is considered to be unsatisfactory.	Principal adviser through monthly review of schools where aspects cause concern. Annual report by KS3 Strategy Manager to Head of School Improvement.	Annually – Continuing activity

Priority 2: Raising Attainment in KS3 & KS4	
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**
Activity 2.3	**To ensure that all pupils have access to a broad range of curriculum opportunities, appropriate to their abilities and aspirations.**
Key SSRE Area(s)	**1 & 4** **Curriculum and Pupil Support**

Targets/Success Criteria:	Evaluation: (How/when/by whom?)
Process Targets: a) Schools provide a range of curriculum opportunities and use a variety of accreditation at KS4. b) Pupils have access to educational opportunities outside of normal school hours. Outcome Targets: **See 2.1.1 above, plus:** i) An increase of 4% per annum, over five years, in the rate of pupils staying on to further education and training at the end of KS4. ii) A decrease in the percentage of pupils leaving with no qualifications. Targets: 2003/4=2%, 2004/5=2%. iii) A decrease in the percentage of pupils with SEN statement not entering education, training or work at the end of KS4. Reductions: 2003/4=7%, 2004/5=5%, 2005/6=5%, 2006/7=4%.	Annual analysis of pupil attainment at the end of KS4 – MIAS. Analysis of Curriculum sections of SSRE reports. Annually by - Principal Adviser (Secondary). Analysis of annual return from careers service provider of post-16 progression - Principal Adviser (Secondary)

Actions	Responsible Person	Target audience	Monitoring: (How/when//by whom?)	Timing/timescales
1) Work with schools and other providers to offer a range of courses that provide alternative opportunities and accreditation to Level 2 for pupils in KS4.	Senior Adviser – Secondary Performance	Pupils identified as benefiting from alternative educational opportunities in KS4.	Annual report by Senior Adviser – Secondary Performance to Head of School Improvement.	Annually – Continuing activity
2) Work with schools and other providers to develop 'education otherwise' opportunities.	EOTAS co-ordinators	Pupils no longer actively participating in main-stream education.	Annual report by Head of EOTAS to Head of Access and Inclusion	Annually – Continuing activity
3) Ensure that all pupils have access to programmes to develop their skills as independent learners.	Key Stage 3 Strategy Manager	Schools identified as not providing appropriate opportunities for pupils to develop their skills as independent learners.	Annual review of programmes. Annual report by Excellence in Cities Co-ordinator to Head of School Improvement.	Autumn 2004
4) Support schools to ensure that all pupils have access to 'out of hours' opportunities to support their learning at KS4.	Senior Adviser – Secondary Performance	All pupils in KS4.	Annual review of programmes. Annual report by Senior Adviser – Secondary Performance to Head of School Improvement.	Autumn 2004

5) Work with schools and other providers to enhance preparation for further education, training and employment programmes for pupils in Years 9 to 11.	Senior Adviser – Secondary Performance	Schools identified as not providing appropriate preparation for the progression to post-16 further education, training and work.	Annual review of programmes. Annual report by Senior Adviser – Secondary Performance to Head of School Improvement.	Autumn 2004
6a) Ensure that there is a high-level of coordination in the work of School Improvement, EiC, the Central London LSC, Connexions and the Life Long Learning Partnership in the provision of support for schools.	Head of School Improvement	All schools.	Annual report by Head of School Improvement to EET.	Continuing activity
6b) Ensure that initiatives such as EiC, EAZ, etc provide a comprehensive and coherent programme of opportunities.	Principal Adviser (Secondary) and Excellence in City co-ordinator	Pupils identified as benefiting from alternative educational opportunities in KS4.	Annual review by 14 – 19 Strategy Group.	Annually – Continuing activity

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**				
Activity 2.4	**To promote effective systems for the assessment, recording and reporting of pupil progress and the use of pupil level target setting.**				
Key SSRE Area(s)	**3**	**Teaching and Learning**			
Targets/Success criteria Outcome Targets: See 2.1.1 above.				**Evaluation: (How/when/by whom?)** Annual analysis of pupil attainment at the end of KS4. MIAS. Analysis of OFSTED inspection reports. Principal Adviser (Secondary). Analysis of Leadership and Management sections of SSRE reports. Annually by - Principal Adviser (Secondary).	
Actions	**Responsible Person**	**Target audience**	**Monitoring (How/when//by whom?)**		**Timing/timescales**
1a) Support schools in the development of their systems for the assessment, recording and tracking of pupil progress and achievement.	Head of MIAS	i) Schools where systems for the assessment, recording and reporting of pupil and pupil tracking are not effective, ii) Schools who are not using ICT to effectively support their assessment systems.	Monitored by Link Advisers as part of the annual cycle of monitoring visits – Summer Term. Annual report by Head of MIAS to EET.		Annually – Continuing activity
1b) Support schools in the development of systems for individual pupil target setting, action planning and review.	Head of School Improvement KS3 Strategy Manager	Schools which do not have in place systems for individual pupil target setting, action planning and review.	Monitored by Link Advisers as part of the annual cycle of monitoring visits – Summer Term. Annual report by Head of School Improvement to EET.		Annually – Continuing activity
1c) Provide LEA model for tracking and target setting drawing on best practice from local schools. Disseminate through LEA subject consultants, link advisers and the LEA Best Practice web-site.	KS3 Strategy Manager	Schools which do not have in place systems for individual pupil target setting, action planning and review.	Monitored by Link Advisers as part of the annual cycle of monitoring visits – Summer Term. Annual report by KS3 Strategy Manager to Head of School Improvement		Spring 2004

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**				
Activity 2.5	**Improve curriculum continuity and progression through targeted support programmes that prepare individual pupils for, and support them through, periods of transition from KS2 to KS3**				
Key SSRE Area(s)	**1**	**Curriculum**			

<table>
<tr><td colspan="2">Targets/Success Criteria:

• Effective use is made by schools of Key Stage 2 data for individual pupils
• Year 7 pupils make appropriate levels of progress with little or no evidence of disruption in continuity after transfer
• Improved continuity between the KS2 and KS3 curriculum with less variance in pedagogic methodologies used by Y6 and Y7 teachers

Outcome Targets: See 2.1.1 above, plus
a) A year-on-year increase in the number of pupils resident in Southwark transferring from Southwark primary schools to Southwark secondary schools at 11+.
2002/03 = 77%</td><td colspan="4">Evaluation: how/when/by whom

• MIAS/ Key Stage 3 Strategy Management team to conduct a satisfaction survey annually in second half of autumn term
• Key Stage 3 Strategy Manager and subject line managers to review reports of visits by advisers and consultants to all summer schools annually in July
• Subject line managers and Key Stage 3 Strategy Manager to receive feedback from specialist consultants' visits to schools
• Key Stage 3 Strategy Manager and subject line managers to review reports of Link Adviser visits to support School Self-Review and Evaluation within annual cycle</td></tr>
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Actions	Responsible Personnel	Target audience	Monitoring How/when/by whom	Timing/Timescales
1a) Ensure improved transfer of individual Key Stage 2 data and pupils records by integrating with LEA's admission process and Common Transfer system.	Head of MIAS	Secondary schools	Feedback from schools to Link Advisers. Annual report by Head of MIAS to EET.	Continuing - Annually Autumn term.
1b) Ensure the full and accurate transfer of information about KS2 Gifted and Talented Pupils to receiving secondary schools, by using the borough GTP proforma.	EiC G&T Coordinator	Y6 and 7 teachers. Y6 Southwark pupils transferring to LEA secondary schools	Feedback from schools to EiC G&T Coordinator Annual report by EiC G&T Coordinator to EiC Coordinator.	Continuing - Annually Late spring term and ongoing
1c) Promote initiatives to ensure effective transition building on Southwark Transfer and Transition pilot scheme	Key Stage 3 Strategy Manager	Year 6 pupils transferring to Southwark schools	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing - Annually July
2) Support the provision of summer schools in those schools running them as part of their KS3 intervention plan.	Key Stage 3 Strategy Manager	Year 6 pupils transferring to Southwark schools	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing - Annually July

Priority 2: Raising Attainment in KS3 & KS4		
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**	
Activity 2.6	**Improve the quality of learning in core skills (including ICT), science and foundation subjects**	
Key SSRE Area(s)	**1**	**Teaching**

Targets/Success Criteria:	**Evaluation: how/when/by whom**
Process targets: • Maintain at least 90% attendance at central training for English and mathematics • Evaluations for central courses will be at least 90% satisfactory or better • Successful appointments are made for science, ICT and TLF consultant posts • Tracking of GTP pupils indicate that they are on line to reach enhanced individual targets • Well attended training and positive evaluations for science and ICT • Target departments for Foundation Subjects strand identified and improving as a result of input into pedagogy • School/LEA/Ofsted monitoring provides evidence of improved rates of progress at Key Stage 3 in targeted schools and subjects Outcome Targets: See 2.1.1 above	• Annual analysis of pupil attainment at the end of KS4. MIAS. • Analysis of OFSTED inspection reports. Principal Adviser (Secondary). • Analysis of Attainment, Leadership and Management sections of SSRE reports. Annually by - Principal Adviser (Secondary). • Evaluation of success of training programmes by consultants, line managers, Key Stage 3 Strategy Manager and Regional Directors

Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1a) Provide training programme in English, Mathematics, Science, ICT and Foundation subjects.	Key Stage 3 Strategy Mangers and KS3 Consultants	Heads of subject and subject teachers in KS3.	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing - Termly
1b) Provide training and support for Modern Foreign Languages Foundation subjects for all schools opting into the initiative.	Key Stage 3 Strategy Manager and St Saviours and St Olaves.	Heads of MFL	Annual report by KS3 Strategy Manager to Head of School Improvement.	July 2003 onwards
2) Target schools and provide intensive support in KS3 Core and targeted Foundation subjects.	Key Stage 3 Strategy Mangers and KS3 Consultants	KS3 science and ICT departments in targeted schools	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing - Annually

Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
3) Co-ordinate training and provision for Gifted and Talented pupils with the Key Stage 3 Strategy through: • HODS network meetings • Ensuring that action plans reflect provision for GTP cohorts • Provision of targeted programme of study skills/accelerated learning/thinking skills • Provision of complimentary studies programme • Provision of written guidance on teaching able pupils in Southwark schools	EiC GTP Co-ordinator and Key Stage 3 Strategy Manager	KS3 teachers and identified Gifted and Talented cohorts	Termly report by EiC GTP Co-ordinator to the Excellence in Cities Co-ordinator	Continuing – Termly
4) Support NGfL development planning in schools to ensure they meet national targets.	KS3 ICT Consultant	Senior and middle managers	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing – Annually by the end of the Spring Term
5a) Analyse KS3 and KS4 attainment in ICT and disseminate to ICT co-ordinators and senior managers to inform target setting and planning	KS3 ICT Consultant and Head of MIAS	Headteachers and school ICT coordinators	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing - Autumn Term annually
5b) Provide targeted support to schools identified through the LEA audit or where ICT is recognised by OfSTED as an issue. Monitor the improvement in the quality of provision in targeted schools.	KS3 ICT Consultant	Senior and middle managers	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing - Autumn Term annually
5c) Monitor the implementation of the strategy for ICT. Audit and evaluate the improvement in the quality of teaching and management of ICT, give advice and plan support if appropriate.	ICT Advisers and Consultants	Senior and middle managers	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing – Termly
6a) Identify and accredit best practice in using ICT to support teaching and learning and the raising of pupils achievement. Disseminate through LEA subject consultants, link advisers, at secondary and primary curriculum co-ordinators meetings each term and the LEA Best Practice web-site.	ICT Advisers and Consultants	Senior and middle managers	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing - Annually
6b) Identify, recruit and train leading teachers for ICT in the primary and secondary phases	KS3 ICT Consultant	Leading teachers	Annual report by KS3 ICT Consultant to the KS3 Strategy Manager.	Continuing - Annually
6c) Establish working groups for each subject area to develop the use of ICT within the curriculum.	City Learning Centre led by the CLC Manager	Subject teachers	Annual report by CLC Manager to EiC Coordinator	Continuing - Termly

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Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
7) Provide regular training for governors to support them in planning and monitoring the effective delivery of ICT.	ICT Advisers and Consultants	Governors	Annual report by Head of Governor Support to the Head of School Improvement.	Continuing - Termly
8) Consult schools about the NGfL formula for standards fund to make it address the areas of greatest need. Prepare and implement an LEA scheme of devolution	ICT Adviser	Headteachers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing – Annually: Consult: Autumn; Scheme published by February.
9) Conduct model lessons and provide support in schools to follow up on training.	CLC Manager	Subject leaders and teachers	Annual report by CLC Manager to EiC Coordinator	Continuing – Annually
10a) Provide training for target groups: gifted and talented, EAL, etc.	CLC Manager	Subject leaders and teacher	Annual report by CLC Manager to EiC Coordinator	Continuing – Annually
10b) Provide out of school hours learning through ICT for target groups: Gifted and talented, EAL, etc	CLC Manager and EiC GTP Coordinator	Pupils and teachers	Annual report by CLC Manager to EiC Coordinator	Continuing – Termly programme
11) Support schools by training staff in the use of broadband resources	ICT Advisers and Consultants	Subject leaders	Annual report by Senior Adviser I/C NGFL to Head of School Improvement	April 2002 – April 2004
12a) Support the SACRE and the revision of the Agreed Syllabus	Principal Adviser (Secondary)	RE subject leaders (Primary and secondary)	Annual report by Principal Adviser (Secondary) to Head of School Improvement.	Continuing – Annually
12b) Provide advice and guidance to schools in enhancing the quality of teaching and learning in RE.	Principal Adviser (Secondary)	RE subject leaders (Primary and secondary)	Annual report by Principal Adviser (Secondary) to Head of School Improvement.	Continuing – Annually
13) Promote schools' accreditation under the Basic Skills Quality Mark Award	Principal Adviser (Primary)	LEA Officers Headteachers,	Education Excellence Team, termly from Principal Adviser (Primary)	5% of schools by 2004 15% by 2005 25% by 2006

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**				
Activity 2.7	**Ensure that all schools have effective leadership and management structures and clearly focused strategies for the implementation of the national strategies to raise standards of attainment.**				
Key SSRE Area(s)	**2**	**Attainment**			

Targets/Success Criteria:	Evaluation: how/when/by whom
Process targets: • All schools have challenging but realistic targets – at or above the seventy fifth benchmark percentile for schools where there are currently C or D PANDA similar school grades and at or above the fiftieth percentile where there are currently E or E* similar school grades. Schools currently with A*, A or B grades, targets will be in line with the 95th percentile. • Standards of attainment at Key Stage 3 improves by: - effective leadership and management of the strategy at senior and middle management - effective cross-curricular implementation of the KS3 Strategy • Pupil progress at Key Stage 3 improves by - effective needs based action planning and individual pupil curricular targets • Quality of teaching improves by - Improved teacher subject knowledge - effective monitoring and evaluation - Cross ref to LIG success criteria re developing senior and middle managers **Outcome targets: See 2.1.1 above.**	• Annual analysis of pupil attainment at the end of KS3. MIAS. • Annual analysis of national contextual value added data • Analysis of OFSTED inspection reports. Principal Adviser (Secondary). • Analysis of Attainment sections of SSRE reports. Annually by - Principal Adviser (Secondary). • Evaluation of success of training programmes by consultants, line managers, Key Stage 3 Strategy Manager and Regional Directors

Actions	Responsible Personnel	Target audience	Monitoring how/when/by whom	Timing/Timescales
1a) Ensure effective information dissemination through termly briefings for headteachers and school Key Stage 3 Strategy Managers.	Key Stage 3 Strategy Manager	Heads of secondary schools and school KS3 Strategy Managers	Termly report by KS3 Strategy Manager to Head of School Improvement.	Continuing – Termly
1b) Ensure effective information dissemination through regular briefings and training for Link Advisers on KS3 Strategy requirements and expectations.	Key Stage 3 Strategy Manager	Link Advisers	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing – Annually
2a) Support the development of collaborative activities between schools that support leadership and management development, e.g. Leadership Incentive Grant and Network Learning Communities.	Key Stage 3 Strategy Manager and Senior Adviser – Secondary Performance	Headteachers, senior and middle managers, subject teachers.	Annual report by KS3 Strategy Manager & Senior Adviser (Secondary Performance) to Head of School Improvement.	Autumn 2003

2b) Ensure the availability of supplementary training within Leadership and Management Development Programme for senior and middle managers where needs have been identified and develop strategies for enhancing KS3 leadership and management through Leadership Improvement Grant activities.	Key Stage 3 Strategy Manager	Senior and middle managers who require further support in order to more effectively implement the strategy	Annual report by KS3 Strategy Manager to Head of School Improvement.	Continuing – Annually
3) Provide regular training for governors to support them in planning and monitoring the KS3 Strategy	Head of Governor support	Governors	Annual report by Head of Governor Support to the Head of School Improvement.	Continuing - Termly
4) Work with identified schools to develop and implement a range of innovative strategies to support the raising of standards in School Facing Challenging Circumstances.	Head of School Improvement	Headteachers, senior and middle managers	Annual report by Head of School Improvement to EET.	Continuing – Annually

Priority 2: Raising Attainment in KS3 & KS4					
Links to other plans or parts of the EDP	**Priority 1, 3, 4, 5** **LSC Strategic Plan 14 – 19, EiC, EAZ**				
Activity 2.8	**To develop a comprehensive 14-19 curriculum strategy that co-ordinates different initiatives to create a board-based, cohesive educational provision.**				
Key SSRE Area(s)	**4**	**Pupil Support**			

Targets/Success criteria	Evaluation: (How/when/by whom?)
Outcome Targets: See 2.1.1 plus: i) An increase of 4% per annum, over five years, in the rate of pupils staying on to further education and training at the end of KS4. ii) A decrease in the percentage of pupils leaving with no qualifications. Targets: 2003/4=2%, 2004/5=2%. iii) A decrease in the percentage of pupils with SEN statement not entering education, training or work at the end of KS4. Reductions: 2003/4=7%, 2004/5=5%, 2005/6=5%, 2006/7=4%.	Annual analysis of pupil attainment at the end of KS4 – MIAS. Analysis of annual return from careers service provider of post-16 progression - Principal Adviser (Secondary)

Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
1a) Improve the cohesiveness and continuity in provision in education and training from 14-19.	Senior Adviser – Secondary Performance	All pupils.	Annual report by KS3 Strategy Manager & Senior Adviser (Secondary Performance) to Head of School Improvement.	Continuing – Annually
1b) Support schools and other educational institutions to develop a range of curriculum opportunities that meet the needs and aspirations of all pupils aged 14-19.	Senior Adviser – Secondary Performance	Pupils at present not entering further education or training at the end of KS4, with specific needs including: • pupils with EAL • pupils with SEN statements, • pupils in PRUs and, • pupils no longer actively participating in full-time education • 'looked after' children	Annual report by KS3 Strategy Manager & Senior Adviser (Secondary Performance) to Head of School Improvement.	Continuing – Annually

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Actions	Responsible Person	Target audience	Monitoring How/when//by whom?	Timing/timescales
1c) Provide a comprehensive range of guidance programmes to support pupils who experience difficulties in their progression from KS4 to post-16 education and training.	EiC Co-ordinator	[ditto]	Monitored annually through returns from the careers service on progression at 16+ by EiC Co-ordinator.	Continuing – Annually
1d) Reduce barriers to progression for pupils from KS4 to higher education and training.	Aim Higher Coordinator	All pupils.	Monitored annually through returns from the careers service on progression at 16+ by EiC Co-ordinator.	Development programme continues
2) The borough takes up its full allocation of places on the annual University Summer School scheme.	EiC GTP Co-ordinator	Pupils entering KS3	Annual report by EiC GTP Co-ordinator to the Excellence in Cities Co-ordinator	Continuing – Annually