

<b>ECM OUTCOME: ENJOY AND ACHIEVE</b>	<b>Accountable Person David Williams</b>
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**What we need to achieve to reach this goal:** Raise aspirations and help everyone achieve

<b>Measures:</b>	<b>Delivery Champion</b>
<p>Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy</p> <p>Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)</p> <p>Achievement at level 5 or above in both English and Maths at Key Stage 3 (Threshold)</p> <p>Achievement of 5 or more A* to C grades at GCSE or equivalent including English and Maths (Threshold)</p> <p>Achievement at level 5 or above in Science at Key Stage 3</p> <p>Narrowing the gap between the lowest achieving 20% in the Early Years Foundation stage Profile and the rest</p> <p>Progression by 2 levels in English between Key Stage 1 and Key Stage 2</p> <p>Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2</p> <p>Progression by 2 levels in English between Key Stage 2 and Key Stage 3</p> <p>Progression by 2 levels in Maths between Key Stage 2 and Key Stage 3</p> <p>Progression by 2 levels in English between Key Stage 3 and Key Stage 4</p> <p>Progression by 2 levels in Maths between Key Stage 4 and Key Stage 4</p> <p>Looked after children reaching level 4 in English at Key Stage 2</p> <p>NI 100 Looked after children reaching level 4 in Maths at Key Stage 2</p> <p>NI 101 Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths)</p> <p>The Special Education Needs (SEN) / Non SEN Gap – achieving 5 A* - C GCSEs including English and Maths threshold</p>	<p>Shirley Fall General Inspector with Responsibility for Pupil Outcomes, Durham County Council</p>

**Context for Delivery:**

Achievement accompanied by raising aspirations brings choices for all individuals and communities. If we can support our children and young people to believe in themselves, achieve to their full potential and succeed, this will have a positive impact across a range of outcomes.

Secondary schools in County Durham are celebrating some of the highest levels of improvement in the country. National figures published in January 2009 show that County Durham is ranked 10th out of 149 local authorities in the country for improvement in pupils' attainment, based on value added scores. However, work remains to be done for children and young people from disadvantaged backgrounds to enable them to share the same opportunities as their peers.

Raising aspirations and achievement is a priority for all partners, as there are many factors which can impact upon this, e.g. children and young people's enjoyment of learning, emotional well-being, being healthy and feeling safe at home and in school. Working together to develop an integrated approach to address the needs of families is vitally important.

In County Durham we are very proud of our Beacon Status for school improvement. However we recognise we have further work to do and research shows that there is a link between low educational attainment and levels of deprivation. A key part of this Plan will be to narrow the gaps amongst specific groups including:

- Narrowing the gap in educational attainment between children and young people from low income and disadvantaged backgrounds and their peers.
- Narrowing the gap in attainment between boys and girls. In terms of Key Stage 4 attainment, it is clear that positive steps to address the gap between national and local performance have been made. It is vital that partners continue to work closely to maintain this trend and exceed targets to surpass national levels.
- Improving the attainment of looked after children.

<b>Tasks (Things we will do):</b>		<b>Milestone</b>	<b>Delivery Date</b>	<b>Who</b>	
T1	CYPP	Identify underperforming children in Early Years Foundation Stage for additional support in developing communication, language and literacy skills and personal, social and emotional development by targeting and prioritising schools where outcomes are low	School / setting tracking of progress – on-going throughout year	April 2009 – March 2012	Head of Education Development Service, Durham County Council
T2	CYPP	Support the use of data in all phases to ensure that pupil progress is tracked with intervention identified where necessary	On-going throughout year to be discussed at termly School Improvement Partner visits	September 2009	Education Development Service – Operational Lead School Outcomes, Early Years Coordinator & Primary School Improvement Partners, Durham County Council

T3	EDS Primary and Secondary Development Draft Operational Plans 09-12	<p>Learning and Teaching Tasks:</p> <ul style="list-style-type: none"> <li>• Provide CPD and targeted support to help schools to promote an effective climate for learning</li> <li>• Support schools' use of the renewed PNS Framework and the new secondary curriculum programme of study to develop and strengthen teaching styles, approaches and methods (including the use of ICT) to result in engaging, active, motivating learning opportunities for children</li> <li>• Provide CPD and targeted support across all phases to develop the effective use of intervention strategies by teachers and teaching assistants</li> <li>• Support schools in the involvement of parents to help them support their children's learning</li> </ul>	On-going throughout year to be discussed at School Improvement Partner visits	April 2009 – March 2012	Head of Achievement Services
T4	EDS Primary and Secondary Development Draft Operational Plans 09-12 and School Improvement Partner Plan	<p>Leadership and Management Tasks:</p> <p>Provide training, guidance and support for primary schools to improve the accuracy and sharpness of school self-evaluation</p> <p>Provide sharply focused challenge and effective support through the School Improvement Partner programme for:</p> <ul style="list-style-type: none"> <li>• Processes for monitoring and evaluation</li> <li>• Key aspects related to the school's context</li> <li>• Improving pupils' personal development</li> <li>• Improving achievement and standards</li> <li>• Improving provision especially the quality of teaching and learning</li> <li>• Improving leadership and management</li> </ul>	Termly School Improvement Partners visits with key milestone September 2009 analysis of data	April 2009 – March 2010	Head of Education Development Service, Durham County Council
T5	EDS Primary and Secondary Development Draft Operational Plans 09-12	<p>Curriculum Tasks:</p> <ul style="list-style-type: none"> <li>• Use existing good practice to help schools develop and reinforce basic literacy, mathematics and ICT skills and knowledge through engaging and relevant, meaningful cross-curricular themes/topics</li> <li>• Develop curriculum transition projects to maintain good progress between key stages - focus on literacy skills FS → Year 1 Year 2 → Year 3</li> </ul>	Termly reviews	April 2009 – March 2012	Head of Education Development Service, Durham County Council

		<p>Year 6 → Year 7</p> <ul style="list-style-type: none"> <li>• Raise standards and improve achievement in a modern foreign language.</li> <li>• Develop the curriculum to promote the ECM outcomes</li> <li>• Develop functional skills in secondary age students via a programme of support, training and guidance to secondary schools</li> <li>• Support schools in the development of the 14-19 agenda including Diplomas</li> </ul>			
T6	Service Improvement Plan	<p>Support:</p> <ul style="list-style-type: none"> <li>• Boys through providing schools provided with targeted advice, guidance and support on 'boy friendly' approaches to teaching, learning and curriculum.</li> <li>• More Able and Talented pupils by providing schools provided with advice, guidance and support on the identification of provision for more able talented pupils</li> <li>• Vulnerable Groups including Gypsy / Roma Traveller, Free School Meals and non Free School Meal by providing schools with detailed data analysis to identify potential underperforming groups with targeted support for schools where issues are identified</li> <li>• Underperforming schools - Schools supported through rigorous application of the LA monitoring and intervention for improvement (MII) procedures</li> </ul>	<p>Termly review of EDS Operational Plans (December, April, September)</p>	<p>April 2009 – March 2012</p>	<p>Head of Education Development Services, Durham County Council</p>
T7	Service Improvement Plan	<p>Deliver effective support and provision for improving the educational attainment of looked after children through:</p> <ul style="list-style-type: none"> <li>• Enhancing direct support for looked after children by improving the efficiency of the Personal Education Plan process.</li> <li>• Development of three initiatives to improve literacy and numeracy for Key Stage 1 and Key Stage 2 looked after children.</li> <li>• Strengthening the role of the designated teacher for looked after children in schools through communication and training.</li> <li>• Fully implement the Personal Education Allowance for looked after children.</li> <li>• Provide educational support for looked after children who have been</li> </ul>	<p>Annually in autumn term</p>	<p>April 2009 – March 2012</p>	<p>Access Service Manager, Durham County Council</p>

		excluded from school for up to 6 days.			
T8	Service Improvement Plan	<p>Make effective arrangements for SEN identification and assessment and for determining placement and provision for children with Statements of SEN</p> <ul style="list-style-type: none"> <li>• Increase parental confidence and involvement in the decision making process for Statements of SEN by: <ul style="list-style-type: none"> <li>- involvement in the Lamb Project to develop practical approaches to describing provision for children and young people with Special Educational Needs which parents find helpful</li> <li>- generating materials to share across all schools once the project has finished</li> </ul> </li> </ul>		April 2010	SEN Placement & Provision Service Manager / Principal Educational Psychologist