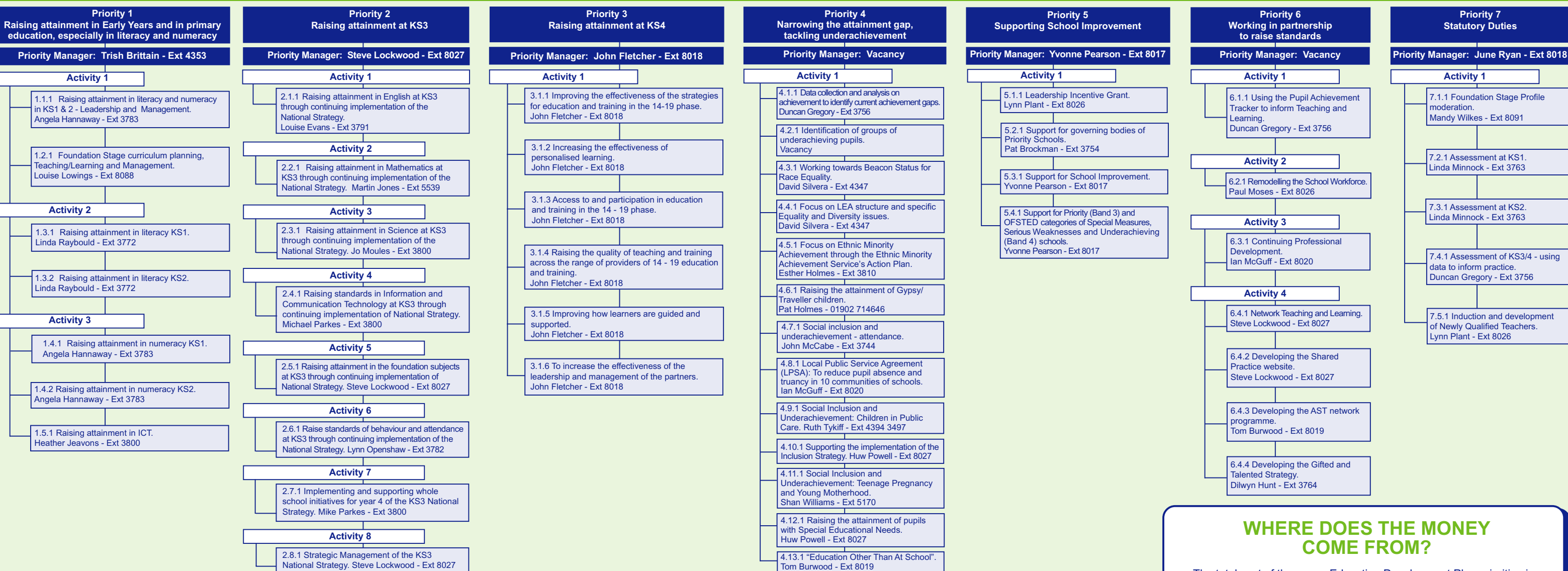


SCHOOL IMPROVEMENT PROGRAMME: The priorities for improvement over the 5 years of the Plan



BACKGROUND

- Each Local Education Authority is legally required to produce an Education Development Plan (School Standards and Framework Act 1998).
- The purpose of the Plan is to help Dudley's schools to raise the standards of pupils' attainment and to improve the quality of education provided.
- The EDP consists of:
 - LEA Statutory Targets
 - The School Improvement Programme
 - Action Plans for Improvement Activities
- The Plan is firmly rooted in a thorough audit of evidence of how the LEA and schools are performing (OFSTED reports, End of Key Stage Test and Examination data, Audit Commission information).
- The Plan has been through a thorough process of consultation involving headteachers, governors and Council members.
- The EDP shows how the LEA will deploy its resources in line with the LEA/Schools Code of Practice so that support, challenge and intervention match the needs of schools.
- The EDP has been developed to ensure consistency of strategy and action with other LEA and Council plans, including:
 - The Council Plan
 - Attendance and Behaviour Plan
 - 14-19 Personalised Learning Plan
 - Directorate Strategic Plan
 - Early Years and Childcare Development Plan
- This is the second Education Development Plan. EDP(2) commenced in April 2002 and continues until March 2007.
- A rigorous system of monitoring and evaluation has been set in place which involves headteachers, governors and Council members, as well as senior officers. A report on progress in delivering the Plan will be made annually to the Select Committee for Lifelong Learning.

DIRECTORATE OF EDUCATION AND LIFELONG LEARNING STATUTORY TARGETS

The Directorate of Education and Lifelong Learning has set Performance Targets for 2004 - 2005. These targets have been agreed with schools and are based upon individual learners' prior attainment.

Learner achievement at the end of Key Stage 3 and Key Stage 4						Reducing unauthorised absence			
TABLE 1	Directorate Performance Measures	Actual 2003	Target 2003	Target 2004	Target 2005			2003	2004
KS2	English Test: Level 4+	72.6%	80%	85%	85%	Unauthorised absence	% of half days missed, maintained Primary Schools	0.06	0.3
KS2	Mathematics Test: Level 4+	68%	79%	84%	84%				
KS2	English Test: Level 5	24%	33%	33%	33%	Unauthorised absence	% of half days missed, maintained Secondary Schools	0.3	0.7
KS2	Mathematics Test: Level 5	26%	33%	33%	33%				
KS3	English	69%	74%	76%	77%				
KS3	Mathematics	70%	74%	75%	76%				
KS3	Science	69%	73%	74%	75%				
KS3	ICT	72.8%	-	75%	76%	Unauthorised absence	% of half days missed, maintained Special Schools	1.8	1.3
KS4	5 A*-C GCSE (or equivalent)	50.9%	53%	55%	57%				
KS4	Average points score per learner	-	-	41.8%	42.8%				

The attainment of children in public care

Percentage of children leaving care with a GCSE or GNVQ qualification	SUMMER 2004	SUMMER 2005
5 A* - C GCSE/GNVQ	15%	17%

WHERE DOES THE MONEY COME FROM?

The total cost of the seven Education Development Plan priorities in 2004/05 is budgeted at £2,568,782

The Government requires the Directorate of Education and Lifelong Learning to hold funds at the centre to deliver its statutory responsibilities and accountabilities contained within the Education Development Plan. The funding is made up of:

	£ in 2004/05
School Improvement	974,572
Standards Fund Area 10 - Targeted Improvement Grant	56,000
Standards Fund Area 1 - Retained SEN Support	260,658
Standards Fund Area 22 - Literacy and Numeracy National Strategy (Primary) - Consultants	375,086
Standards Fund Area 23 - KS3 Strategy - Consultants	346,500
Learning and Skills Council (14 to 19)	29,596
Foundation Stage Training Grant	238,400
Early Years Training and Development Grant	139,000
Early Years SENCO Training Grant	133,800
Support for maintained nursery schools	15,170
TOTAL	2,568,782

Schools do not pay directly for the Education Development Plan. However, the criteria for Standards Fund grants require that these should support school improvement and raising standards. Additionally, schools may also use delegated funds to support the achievement of school priorities aligned to the Education Development Plan. The Government's strategy for best value will help determine whether the levels of funding allocated are appropriate.