

City of Westminster

CABINET URGENCY COMMITTEE	Date of Meeting 9 th January 2002	Title of Report Education Development Plan 2001 – 2007
Classification For General Release		Report of Director of Education
Wards involved	All	
Policy context	Civic Renewal 'Education Guarantee' Programme	
Financial Summary	There are no financial implications arising from this report.	
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1 Summary of the report

- 1.1 All Local Education Authorities (LEAs) are required to submit new Education Development Plans (EDPs) covering the period 2002 - 7, for formal approval by the Department for Education and Skills (DfES) by January 31st 2002. Under the new constitution of the Council the EDP is one of the local authority statutory plans that must be approved by the whole Council. The Cabinet Urgency Committee is asked to consider the EDP and recommend it for approval at by the Council at its meeting on 16th January 2002.

2 Recommendations

- 2.1 That the Cabinet Urgency Committee resolves that it is satisfied that as the EDP has to be approved by the full Council on 16 January for submission to the DfES by 31 January consideration of this matter is urgent and cannot wait for a decision by the Cabinet at its next programmed meeting.
- 2.2 The Cabinet Urgency Committee is asked to recommend the Westminster EDP (as attached at Appendix A) for approval by the Council at its meeting on 16th January 2002.
- 2.3 That subject to Council, when considering the Westminster EDP at its meeting on the 16 January approving the plan and authorising the Cabinet to make such amendments or modifications to the EDP as might be necessary or advisable, the Director of Education, in consultation with the Cabinet Member for Schools, be given delegated authority to make such amendments or modifications prior to the submission of the EDP to the DfES by 31st January 2002.

3. Background

3.1 Legislative Background

- Under Section 5 of the School Standards and Framework Act 1998 each LEA has a statutory duty to prepare an EDP, setting out proposals for the actions it will undertake to raise the standards of education provided for the children for whom it is responsible, and to improve the performance of the schools it maintains. The EDP is seen as a key mechanism for LEAs to meet their statutory duty to raise standards. Regulations under the School Standards and Framework Act confer powers on the Secretary of State for Education and Skills to approve EDPs.
- In developing EDPs, LEAs must have regard to the statutory Code of Practice on LEA – School Relations which sets out the basis for action by LEAs to support and challenge schools.
- The resourcing of EDPs falls within the framework of ‘*Fair Funding*’. LEAs are encouraged to limit central expenditure on school improvement and to secure the funding for the EDP through ‘buy back’ from schools – thereby ensuring the closest possible match between the EDP and the needs of local schools..

3.2 The Plan

The DfES requires all LEAs to submit new EDPs, for approval, based on new guidance issued in October 2001. (An extract from the new guidance is provided at Appendix B.) The new EDP covers the period 2002-7 and must be submitted to the DfES by 31st January 2002 for approval by the Secretary of State for Education and Skills for implementation from April 2002. There are some significant changes to the requirements for EDPs as set out below:

- **Targets**

The LEA is required to set targets at LEA level for 2004 that are ‘aspirational’. The DfES are clear that it is better to set targets that may not be reached rather than easily attainable. A formula has been applied by the DfES which sets out the expected progress between Key Stages and an indicative range of targets identified for each LEA. The new DfES guidance for EDPs requires additional targets to be set for:

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|--|
| <ul style="list-style-type: none">• Percentage of pupils achieving Level 5 in English and Mathematics at Key Stage 2• Percentage of pupils achieving Level 5 in English, Mathematics, Science, ICT at Key Stage 3• Percentage of pupils achieving 5 A*-G including English and Mathematics at GCSE. |
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The LEA is also required to set targets for school attendance.

- **School Improvement Programme**

The DfES has defined a set of national priorities which LEAs are expected to have. There is provision for LEAs to include up to three additional priorities to match local circumstances. The national priorities are set out below:

NATIONAL PRIORITIES

- Raising standards in the foundation stage and Primary Education
- Raising standards at KS3
- Raising standards at KS4
- Tackling underachievement
- Support for Schools Causing Concern

EDUCATION DEVELOPMENT PLAN STRUCTURE

LEA Statement of Proposals, which must be approved by the Secretary of State for Education and Skills. This consists of:

Section 1 - Targets

- LEA performance targets for pupil achievement and attendance -
- Targets for raising the attainment of minority ethnic pupils, underachieving groups of pupils and looked after children
- The processes used to set school and LEA targets

Section 2 – LEA Context and Audit

- audit of strengths and weaknesses to inform priorities in School Improvement Programme
- evaluation of impact of current EDP

Section 3 – School Improvement Programme

- outline of priorities in the EDP and the basis for them;
- explanation of what the priorities are intended to achieve and the programme of activities to support each priority

Further Information (not for formal approval by the Secretary of State)

<u>Annex 1</u>	Targets Information - for individual schools, all schools aggregated and for the LEA as a whole
<u>Annex 2</u>	Action to Address School Improvement Priorities
<u>Annex 3</u>	Resources for the Education Development Plan
<u>Annex 4</u>	The LEA's Strategy for Monitoring and Evaluating the EDP
<u>Annex 5</u>	The LEA's Consultation on its EDP

The '**LEA Statement of Proposals**' is the document which requires formal approval by the Secretary of State for Education and Skills and it is this document which is being considered by the Cabinet Urgency Committee for recommendation to the Council meeting on 16th January 2002.

4 Westminster EDP 2002 – 7

4.1 The 'LEA Statement of Proposals' for the Westminster EDP 2002 – 7 is attached as Appendix A. Key issues arising from the proposals are considered in the paragraphs below.

4.2 LEA Performance Targets

The Director of Education has agreed indicative LEA Performance Targets with the DfES for 2004 as set out below, subject to City Council approval of the EDP in January. These will become the Best Value Performance Indicators in the Education (Schools) Performance Plan 2003-4.

LEA Performance Targets	Current 2000/ 2001	Targets	
		2002/ 2003	2003/ 2004
Key Stage 2 (% pupils NC Level 4+)			
English Test	78	81	83
Mathematics Test	77	82	84
Key Stage 2 (% pupils NC Level 5+)			
English Test	31	33	34
Mathematics Test	28	31	33
Key Stage 3 (% pupils NC Level 5+)			
English Test	60	70	76
Mathematics Test	59	71	77
Science Test	53	65	71
ICT	N/A	65	75
Key Stage 4			
%age of pupils with 5+ GCSEs at A* - C (or equivalent)	39	48	49
%age of pupils with 5+ GCSEs including English & mathematics at A* - G (or equivalent)	82	88	90
%age of pupils leaving public care with 5+ GCSEs at A* - C (or equivalent)	N/A	10	
%age of pupils leaving public care with 5+ GCSEs at A* - G (or equivalent)	N/A	35	
Average Qualification Points Score Per Pupil	33.9	39.0	40.0

(NC = National Curriculum)

* = Indicative Target

The targets agreed are particularly challenging at KS3 and 4 and this challenge needs to be reflected in the priorities of the School Improvement Programme. The new targets for Level 5 at KS2 and 5A-Gs including English and Mathematics at KS4 require a focus on raising standards for high achievers as well as inclusion for less able pupils. Schools are required to set targets which will aggregate to the LEA targets. The target setting round for 2003 was completed at the end of December 2001. With the exception of Key Stage 3 (where statutory performance targets have been introduced for the first time) the aggregate of school targets meets and exceeds the targets set by the LEA. (See Appendix C.) Support to secondary schools to improve performance at Key Stage 3 is a key issue identified in the LEA Context and Audit, and this is reflected in the programme of activities under Priority 2 of the School Improvement Programme. The LEA is required to set targets for improving attendance. A key aim of the School Improvement Programme will be to improve attendance significantly by 2004.

4.3 LEA Context and Audit

This section of the LEA Statement of Proposals is an important aspect of the EDP as it provides the underpinning evidence for the overall LEA performance targets, the priorities of the School Improvement Programme, and the activities within each of the priorities. It also provides key material for the Director of Education's Professional Statement, to be submitted to the LEA inspection team from OfSTED / Audit Commission prior to the re – inspection of the LEA function in Westminster in April 2002. The Director will be providing additional technical material to this section of the LEA Statement of Proposals up to the final submission date of January 31st to ensure consistency with any other documentation and evidence provided to the inspection team.

4.4 School Improvement Programme

The School Improvement Programme for the Westminster EDP 2002 – 7 includes the following priorities:

PRIORITIES FOR WESTMINSTER EDP 2002 - 7

National Priorities

- Raising standards in the foundation stage and Primary Education
- Raising standards at KS3
- Raising standards at KS4
- Tackling underachievement
- Support for Schools Causing Concern

Local Priorities

- Attendance and Exclusions
- Teacher recruitment and retention

Following the Ofsted Inspection of the LEA in 2000, the Westminster EDP for 2001-2 was substantially reviewed. The context and audit was updated and the priorities and activities substantially re-written. In the light of this recent review and consultation with headteachers, the Director of Education is confident that the priorities established for the 2001/02 Plan continue to be key areas for action. The DfES national priorities are all evident within the priorities set out in the current EDP. LEAs have been given the choice by the DfES of using the national priority headings or defining their own but clearly identifying the national priorities within them. For the Westminster EDP 2002 –7 it is proposed, therefore, to adopt the five national priorities and subsume the activity areas in the current EDP under the appropriate national priority heading. There are two key local priorities which need to be included based on identified weaknesses in Westminster: attendance and exclusions, and teacher recruitment and retention. Both these local priorities continue from the current EDP. Taken together, the national and local priorities in the Westminster EDP represent long term programmes of improvement that will need to be addressed through targeted programmes of work over the five year period of the plan.

5 Financial Implications

- 5.1 The Education Development Plan is costed as part of the annual budget round. The costs for the EDP in 2002 / 3 are fully reflected in the draft Performance Plan and Estimates for Education (Schools) to be submitted to the cabinet in February.
- 5.2 The key financial risk relates to *Fair Funding* as buy back from schools accounts for approximately 33% of the funding to support the EDP. The 2001 - 2 EDP was bought back by all schools and the early indications from consultation strongly suggest that this will be the case in 2002/03. The overall position on buy back will be known before the start of the financial year and measures will be taken to offset any adverse financial impact if individual schools do not buy into the EDP programme.

6 Performance Plan Implications

- 6.1 The proposed priorities and LEA performance targets for the Westminster EDP 2002 – 07 contribute directly to the 'Education Guarantee' programme within Civic Renewal, in particular the commitment to continued improvement in educational standards.

7 Staffing Implications

- 7.1 None

8 Consultation on the EDP

- 8.1 As part of the extensive revision of the Westminster EDP for 2001/2 the City Council undertook a complete review of the LEA's context and audit and the priorities identified for the School Improvement Programme. This major revision was the subject of extensive consultation with and development by schools. The LEA has therefore discussed with the Heads' Consultative Committee the extent to which further consultation is required for the 2002 – 7 EDP. Schools have indicated that further detailed consultation on the Priorities and School Improvement Programme would be an unnecessary bureaucratic burden. It has been agreed, therefore, that consultation with schools will concentrate on gaining commitment to (and buy back for) the activities in the EDP that will enable the ambitious performance targets in the Plan to be met. A reference group of headteachers has been appointed by the Heads' Consultative Committee to work with officers in agreeing the activities to support those priorities. A special Governors forum will be held on 10th January 2002. At the same time, wider consultation will take place with the Diocesan Boards and other appropriate stakeholders. The results of the consultation will be set out in Annex 5 of the Plan as part of the supporting information that is submitted to the DfES.

- 8.2 The Education Overview and Scrutiny Committee was consulted on the EDP priorities and LEA performance targets at its meeting on 28th November 2001. The Committee fully supported the proposals and particularly endorsed the selection of the two local priorities (Attendance and Behaviour, and Teacher Recruitment and Retention) which reflected areas of concern identified by the Committee.
- 8.3 At its meeting on 17th December 2001 the Cabinet considered and approved the EDP priorities and LEA performance targets as the basis for the preparation of the full EDP documentation for submission to the Cabinet Urgency Committee and whole Council in January 2002.
- 8.4 The timescale for consultation is very short to enable the plan to be submitted to the DfES by the end of January. However the LEA is committed to widening the basis of support for the EDP to parents and teachers. There will therefore be a programme of information sessions and focus group meetings to take place in February and March which will begin the process of building a longer term commitment to the EDP.

9 Ward Members' Comments

- 9.1 The proposals in this report are not Ward specific and Ward Member comments have not, therefore, been requested

10 Reasons for the Decision

- 10.1 The EDP is the statutory plan which sets out the work of the LEA in relation to raising standards and school improvement. The School Improvement Programme identifies the priorities and activities that will support schools and the LEA to meet those targets. The plan feeds directly into the Education (Schools) Performance Plan and ensures achievement of the Education Guarantee. The Cabinet needs to agree the EDP for submission to Council in January.
- 10.2 Under the Budget and Policy Framework Rules in the new Constitution the Cabinet must approve all relevant statutory plans before their submission to Council. As the next meeting of the Cabinet takes place after the Council meeting on January 16th it has been necessary to convene a meeting of the Cabinet Urgency Committee to approve the full EDP for consideration by the Council.

- 10.3 The preparation of the LEA Context and Audit may require other technical information to be added to reflect the evidence from OfSTED inspections of secondary schools in Autumn 2001 and to ensure consistency with the Director's Professional Statement to the LEA inspection team. The Cabinet Urgency Committee is therefore requested to give delegated authority to the Director of Education, in consultation with the Cabinet Member for Schools, to make amendments or modifications to the EDP prior to its submission to the DfES by 31st January 2002 subject to Council giving authority to the Cabinet to make such amendments or modifications when it considers the EDP at its meeting on 16 January 2002 .

<p>If you have any queries about this report please contact John Harris on 020 7641 1947 email: jharris@westminster.gov.uk</p>

Background Papers

The documents referred to in compiling this report are:

Guidance on EDP2 (DfES, October 2001)

The Westminster EDP 2001-2

'Education Development Plan 2001 – 2007: Priorities and Targets',

Report to Education Overview and Scrutiny Committee 28th November 2001

'Education Development Plan 2001 – 2007: Priorities and Targets',

Report to Cabinet 17th December 2001

This background paper is an extract from DfES guidance to LEAs on the development of EDP2 (31 October 2001)

Period to be covered by EDP2

13. New national targets have been put forward by the Government following the 2000 Spending Review. The proposed targets for Key Stages 2, 3 and 4 are set out in Appendix 1 to this guidance. Some targets are to be achieved in 2004; others by 2007, with clearly specified milestones to be achieved by 2004. A five-year 2002-2007 plan maintains the link between the period covered by the EDP and the timescale for national targets.

14. The five-year period to be covered by EDP2 reinforces the need for robust arrangements for local monitoring and evaluation of EDPs to ensure that they fully reflect changes in local needs and circumstances over this longer period of time. Where changes are proposed by LEAs, arrangements for those changes to be approved by the Secretary of State will be flexible. This will allow LEAs to make changes without unnecessary bureaucracy whilst ensuring that the Secretary of State can intervene where this becomes necessary on the basis of Ofsted inspection evidence or otherwise. These arrangements are described in paragraphs 43 to 50.

Targets for Attainment - principles

15. During September and October 2001 DfES has agreed with LEAs the targets to be achieved by 2004, and milestones towards the achievement of those targets in 2003. Consultation began in September on Key Stage 2 national targets for 2004, and on the proposal that schools with Key Stage 2 pupils should set targets for the percentage of pupils achieving Level 5 in English and mathematics. The consultation ends on 14 December 2001. The Key Stage 3 targets for 2004 were announced by the Secretary of State on 2 July 2001. The Education (School Performance Targets) (England) (Amendment) (No2) Regulations, which came into force on 14 September 2001, require schools to set targets for the percentage of pupils achieving 5 or more GCSEs or equivalent at grades A*-G, including English and mathematics. This replaces the former requirement to set targets for 1 or more GCSE or equivalent at grades A*-G. However, LEAs may continue to collect and monitor performance against this target if they consider it appropriate. As part of the continuing drive to raise standards for all pupils, there is the introduction at all key stages of an expectation that at least a given percentage of pupils in all LEAs will reach certain minimum standards, thus narrowing the achievement gap.

16. Schools will continue to be responsible for setting and publishing their own targets for raising pupil attainment in discussion with their LEA as set out in paragraph 18 of the Code of Practice. As now, these discussions will take place in the context of the targets agreed for each LEA with the DfES. Regulations require schools to set targets in December 2001 for summer 2003, and so on each year. The Code makes clear that in the interests of continuous improvement, targets should be ambitious, rather than safe predictions of pupil performance.

17. A comparison of the aggregate of schools' targets and the LEA target will continue to be important for identifying where LEAs should be particularly focusing their efforts. LEAs will finalise their pupil performance targets after discussion with their schools. In setting their targets, the objective should be that all children whom the LEA is responsible for educating should be represented in the LEA's EDP targets, as set out in paragraphs 51 and 52.

18. Targeted programmes of additional resources have been made available which should narrow the attainment gap between different parts of the country, and should be reflected in LEAs' and schools' targets for raising standards where these are significant for the LEA. These include targeted DfES programmes such as Excellence in Cities (EiC), Excellence Challenge and Education Action Zones (EAZs), the Children's Fund, Connexions partnerships, and other regeneration programmes such as the Neighbourhood Renewal

Fund, Single Regeneration Budget, and local strategic partnerships.

19. Local Public Service Agreements will be rolled out to most local authorities during the period up to July 2003. Local PSAs provide them with the opportunity to negotiate freedoms and flexibilities with central government, and to access additional resources in the form of pump priming and performance reward grants. In exchange LAs sign up to deliver higher, stretching, targets in key areas. Each LA entering into a Local PSA must include at least one education target. As Local PSAs are agreed and put into place, the targets agreed should be reflected in the LEA's EDP through the normal process of updating.

20. Specialist schools are required to set output targets to show how they will improve standards overall and in particular in the relevant specialist subjects. These targets should be more ambitious than those they would otherwise have set, some of which will be set out in the current EDP. LEAs are encouraged to work with their specialist schools in collaborative ways, helping to ensure that they meet the LEAs' and Ministers' expectations that Specialist School status will enhance the level of achievement. These additional expectations should in turn be reflected in the LEA-level targets set out in the EDP.

Audit

21. The LEA review of local context and its audit of strengths and weaknesses is of central importance in EDP2. An increasing range of achievement, inspection and comparative data is now available to LEAs, and accordingly a rigorous analysis of strengths and weaknesses should be undertaken to provide the focus for the priorities and activities to be set out in the EDP in the Authority's school improvement programme. These data will continue to inform LEAs' evaluation of their EDP, and the updating of plans as envisaged in paragraph 43.

EDP priorities

22. In the light of experience of the implementation of EDP, and Ofsted's comment that EDPs do not sufficiently reflect local needs, fewer but broader priorities will be required for EDP2. LEAs should construct their next EDP around five national priorities and any local priorities identified by the authority through local audit, Ofsted inspection reports, and Best Value reviews. The five national priorities which all LEAs must address in their EDP are:

- raising attainment in Early Years towards the early learning goals, and in primary education especially in numeracy and literacy;
- raising attainment in Key Stage 3;
- raising attainment in Key Stage 4;
- narrowing the attainment gap/tackling underachievement; and
- support for schools causing concern.

Raising attainment in Early Years and primary education

23. The focus of this priority should be attainment throughout the primary phase. This work should include early years development alongside the continuing drive to raise standards at Key Stage 1 and 2 building on the good work that has already taken place in the primary phase as a result of the literacy and numeracy strategies. It will, for example, be important for EDPs to show clear links with the Early Years Development and Childcare Plan to deliver the 29 Government targets set in out the Strategic Plan for 2001-2004. The Government

sees the investment being made at this stage as fundamental to increasing success in later phases of education.

Raising attainment at Key Stage 3

24. The Key Stage 3 National Strategy is a long-term change programme to transform approaches to teaching and learning and thus raise standards for 11- to 14-year-olds. Expectations are set in national and local targets for 2004 and 2007. The focus of this priority should be continuing to embed the English and mathematics strands and implementation of the science, ICT and Teaching and Learning in the Foundation subjects from 2002/3. The effective deployment of KS3 consultancy support will be critical. Key areas of work with schools will be: identifying and working with the more intensive schools programme, support for catch up work including the Year 8 programme to be introduced in 2002-03 for pupils still performing below Level 4 at the beginning of Year 8; and maximising the benefit to be gained from the Leading Mathematics Teachers and Leading English Department programmes. Support for senior management and middle managers in schools will be especially important as we move towards the national milestone targets for the core subjects and ICT.

Raising attainment at Key Stage 4

25. The new national target to increase the percentage of pupils achieving 5 A*-G grades at GCSE is intended to raise the attainment of all pupils and to encourage a broad and balanced curriculum that reflects the importance of English and mathematics. Action under this priority will build on the springboard of the Key Stage 3 strategy, the introduction of new vocational qualifications, and the expansion and strengthening of work-based learning. LEAs will want to take particular account of the debate begun in the White Paper on the best way to develop a coherent phase for 14-19 education in framing their actions to address the Key Stage 4 national priority, in collaboration with their local Learning and Skills Council.

Narrowing attainment gaps/tackling underachievement

26. LEAs should focus here on the performance of children who are underachieving. These may be for example ethnic minority learners, or gender groups, or they may be groups of children in a particular area of disadvantage within an LEA. As part of its audit, the LEA should: (i) identify, through its own data, the full range of underachieving groups which exist in its area; and (ii) undertake a review of these groups to ensure that the key local needs are addressed through actions identified in this priority. It will be appropriate for the LEA to set local targets for narrowing particular achievement gaps under the success criteria for their activity plans, to assist schools in identifying, targeting and focusing their strategies.

Schools causing concern

27. Support for weak, failing and underachieving schools remains a key priority. LEAs should show, in priority 5, the strategies they propose to adopt to improve standards for schools giving cause for concern, whether identified through the Authority's own monitoring or by Ofsted inspections. Where the LEA has strategies in place – or proposes new strategies – that involve other partners in supporting schools causing concern, further information on the process for their involvement should be included.

28. The process by which LEAs identify, support and challenge schools causing concern, following the principles set out in the Code of Practice on LEA–School Relations, should be the subject of consultation with schools and published as part of the EDP. The emphasis should be on securing levels of performance in schools that will prevent them requiring

special measures, having serious weaknesses or underachieving. The LEA should identify school targets it considers to be insufficiently challenging and set out the action it intends to take to help schools setting such targets to exceed them.

29. The Government has set a target that all secondary schools should achieve 25% or more of their pupils gaining at least 5 A*-C grades at GCSE by 2006. LEAs should ensure that schools facing challenging circumstances, particularly secondary schools where currently performance is below that target, are supported to improve, including by identifying ways of sharing good practice and building partnerships with other schools. A programme of additional support, monitoring by Ofsted and dissemination of good practice in challenging circumstances has been established to underpin the work of LEAs with their schools.

Special Educational Needs

30. Raising the attainment of pupils with SEN will continue to be a key issue to be addressed through EDP priorities. The proposed national targets for 2004 imply a substantial focus on raising attainment for pupils with SEN. The needs of some pupils with SEN will be addressed in the context of the national priority to narrow the attainment gap. Actions to raise the attainment of pupils with SEN should be fully integrated in each of the national priorities set out in paragraph 22 unless the Authority chooses to address the needs of pupils with SEN through a separate local SEN priority (which may address the findings of Ofsted reports). Experience of EDP1 has suggested that the integrated approach to planning activities intended to raise the attainment of pupils with SEN should prove a more satisfactory vehicle for raising standards for pupils with SEN, than the separate SEN annex required previously. One of the criteria for the Secretary of State's approval of EDPs is that the activities to address each of the national priorities should contain actions to address the needs of SEN pupils.