A1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Review current performance data to enable aspects of under achievement to be identified specifically and determine the work of consultants.	DfES stocktake analysis and presentation ensures that this is completed annually. 2004 stocktake results will be shared with teaching and learning consultants, R and D team and Link Advisers			✓
1.2 Improve the collection, distribution and use of data to inform planning for teaching.	Interactive system re use of data now available to schools. Link Advisers analyse results with Senior leadership teams. Underperforming schools particip[ate in PLP/ ISP. Tracking software bought for ISP schools. Workshops on Pupil Achievement tracker with clusters of schools.			✓
1.3 Support schools with setting targets and reviewing progress towards achieving them.	Link Advisers, PSCLs and Teaching and Learning Consultants challenge and support with regard to the process			✓
1.4 Implement the national programme of training to support the development of the strategies.	Ongoing - highlighted in CPD directory			✓
2.1 Implement the national programme of support to improve the quality of teaching and learning.	Ongoing - highlighted in CPD directory. Individual needs re teaching and learning are supported through Link Adviser / PLP support work, plus Area Seconded HTs			✓
2.2 Implement the National Leadership Programme of support to improve the quality of management.	Now in Second Year of programme - 40 schools involved, of which 6 schools are following the ISP.			✓
3.1 Continue to support schools in implementing ICT approaches to Teaching and Learning.	Ongoing - SLICT etc			✓
4.1 Establish and maintain regular meetings of subject leaders to share strategies and effective practice.	Ongoing			✓
4.2 Maintain the Headteacher Steering Group to review and monitor the development of the strategies.	All HTs in PLP are now involved in the ongoing monitoring and evaluation of developments. This is correlated with termly visita by Strategy Directors and PSM monitoring schools.			✓
5.1 Develop the capacity of the wider advisory team to monitor developments at Key Stage 1 & 2	Ongoing - eg Jigsaw meetings also include METAS, Adult Learning etc.			✓
6.1 Work to ensure a more cohesive link between Foundation Stage and Key Stage 1.	Meetings now taking place between National Director / EYC / PSM. FSP training with Early Years and Assessment Team. PSM and consultants attending national EY training		✓	
6.2 Ensure assessment data for pupils new to a school is used to inform planning and teaching.	FTT is now in place and value added information is used Tracking software bought for ISP schools. Workshops on Pupil Achievement tracker with clusters of schools.			✓
7.1 Implement DfES pilot strategy for teaching of modern foreign languages in primary schools in 2003-2004.	20 schools involved. Preliminary evaluation complete			✓
8.1 Evaluate first year of PLP and build this learning into subsequent years to ensure effectiveness	Mid - term and end of term evaluations carried out, involving school improvement service and schools. Year 2 planned considering evaluation points			✓

EDP 04/05 Monitoring
Priority A: Ian Lenham
Plan A2: Mike Woods - Raise attainment in Information and Communication Technology (ICT) at Key Stage 1 and particularly at Key Stage 2

March 2005 Report

A2 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Develop with schools models for short term curriculum planning based on the QCA schemes of work and successful practice in Buckinghamshire.	Plans developed for KS1, 2 +3. Ongoing development will respond to changes to 14-19 curriculum			✔
2.1 Deploy consultant support where need is greatest on the basis of the analysis of performance in Buckinghamshire schools.	Development made in response to analysis of heads (Ofsted and SIS grades etc) resulting in most effective and efficient use of resources			✔
2.2 Develop and implement a programme of training in ICT, including the use of ICT across the curriculum.	Training programme developed and implemented. Further on-going work in response to ICTAC initiative			✔
2.3 Support schools in setting targets and reviewing progress towards achieving them.	Ongoing as part part of work of consultants attached work in schools			✔
2.4 Provide support for monitoring and evaluating ICT development plans, inlcuding budget planning for ICT	Ongoing as part part of work of consultants attached work in schools			✔
3.1 Support termly meetings for subject leaders in the Aylesbury Vale, Chiltern South Bucks and Wycombe Areas.	Ongoing as part part of work of consultants attached work in schools			✔

B1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Revision of current performance data to enable aspects of under achievement to be identified specifically to inform the work of the consultants.	Ongoing			✓
1.2 Improvement of the collection, distribution and use of KS2 data to improve transition arrangements.	Work still to be done to improve transfer of information at school level		✓	
1.3 Support schools with setting KS3 targets and reviewing progress towards achieving them.	Work in progress to develop Secondary Consultant Headteachers as SIPs			✓
2.1 Deploy consultants to meet the aims of the Strategy.	Ongoing annually			✓
2.2 Implement the national programme of training to support the development of the strategy.	Ongoing annually			✓
2.3 Implement the national programme of support to improve the quality of teaching.	Ongoing annually			✓
2.4 Support schools with Key Stage 2 to Key Stage 3 transition issues	See 1.2 Aylesbury Vale pilot underway. London Challenge materials are being researched. Consultatiion with schools planned for 2005/06		✓	
3.1 Establish and maintain regular meetings of subject leaders to share strategy and effective practice.	Ongoing annually			✓
4.1 Establish KS3 steering group(s) to review and monitor the development of the strategy.	Ongoing annually			✓
4.2 Develop the capacity of the wider advisory team to monitor developments at KS3, especially those schools not receiving consultancy.	Ongoing annually			✓
5.1 Support schools with whole school behavoiur Support Strategies and ensure continuity with Key Stage 2 developments	Ongoing annually			✓

EDP 04/05 Monitoring
Priority C: Steve Edgar
Plan C1: Elaine Skinner - Strengthen the provision for 14-19 pupils within Buckinghamshire and raise attainment at the end of Key Stages 4 and 5

March 2005 Report

C1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Create effective mechanisms for developing strategic and operational links with schools and other providers and partners engaged in 14-19 education	Steering group formed to direct strategy. Strategic and operational links formed with schools/college collaboratives in south Bucks and Aylesbury vale areas. Faciltator appointed in Aylesbury vale to suuport further joint work .			✓
1.2 Secure agreement on the draft LSC/LEA 14-19 Strategy	Consulation period was in March indicated a very high lebveel of support . This was echoed at aconference for bucks headteachers with mike Tomlinson Now seeking Cabinet approval			✓
1.3 Work with the LSC on the strategic options phase of the Startegic Area Review	Collated and returned Bucks response to the StAR in Nov 2004. Strategy reflects star recommendations			✓
1.4 Collect, analyse and disseminate data regarding the performance, participation and progression of learners in 14-19 education across the country	LSC have commissioned an independent consultant to undertake this work. Consultant's report due in February 2005 postponed to late May . Joint data group formed with LEA / LSC and Connexions to share data and develop database for common use.		✓	
1.5 Identify areas of underachievement within subjects, schools or groups of people and provide responses to help remove barriers to success	SIS team working to address this through subject specialist support , PSA consultancy and support for LIG and Leading Edge initiatives. Additional funding secured for Aimhigher to extend the work from High Wycombe to Aylesbury vale.			✓
2.1 Audit good practice and recommend to schools alternative methods for the delivery of the 14-19 curriculum including the use of ICT and distance learning packages	A post 16 ICT collaoration group has been formed in South Bucks consortium		✓	
2.2 Support the development of collaborative sixth form timetabling	Pilot project in Aylesbury vale			✓
2.3 Support the South Bucks 14-19 Consortium and the Aylesbury Increased Flexibility Consortium	Operational and strategic support provided via membership of the respective steering groups , the LSC co-ordinators' network and some financial support for transport costs (This last for one year only)			✓
2.4 Develop a sixth form federation among Aylesbury Upper School	Schools agreed common timetable and faciliator appointed to devleop shared provision to enhance student entitlement and maximise resources Now looking for sustainable transport solutions .			✓
2.5 Conduct a feasibility study in the establishment of a sixth form centre in Aylesbry linking a group of schools with Aylesbury College	Task force commissioned reprt generating a number of options . Work has begun in developing the collaborative culture and practice -see 2.4		✓	
2.6 Explore and recommend effective and appropriate sources of information and guidance on vocational courses and work related learning	Education Business Partnerships are providing good support for Work Related Learning. LEA has facilitated workshops for those schools in the county looking to replace GNVQs which are being phased out.			✓

2.7 Exploit the expertise of Specilaist Schools, Training Schools and Centres of Vocational Excellence to develop good practice across the county	Research to identify good practice within Specialist Schools undertaken in Spring 2005.		✓	
2.8 Support the development of Aimhigher in High wycombe and regionally	Good progress has been made and funding secured to extend Aimhigher into Aylesbury Vale. Co-ordinator being appointed to run this work which will also include a focus on mentoring for some of the most disadvantaged ethnic minority pupils.			✓
2.9 Work with the LIG consultant to support the schools in receipt of LIG to improve standards, leadership and collaboration	The LIG collaborative received another positive assessment from the DfES.			✓
3.1 Provide appropriate training nad support to teachers to develop the 14-19 curriculum targeted on the greatest needs of schools	Subject specialist support is used well and access has been given to some vocational curriculum support too .		✓	
3.2 Support the development of curriculum models to provide flexible and appropriate pathways pathways for all learners aged 14-19	Conference held for schools and other providers to launch the 14-19 strategy and to reflect the proposals in the 14-19 white paper. Curriculum deputies' network formed in High Wycombe to facilitate joint working.			✓
4.1 Develop with schools a strategic plan for the location of specilaist schools, which will infrorm the authoritys approval process	The Government no longer requires the same level of approval from LEAs. See 2.7. A review of current networks ihas been undertaken to inform future developments within the County to work with schools to ensure the best possible coverage.Work is going on within groups such as the EIC cluster to see how specialist links can facilitate both good practice and transition from primary schools.		✓	
4.2 Encourage and support secondary schools in submission for specialist school status, Leading Edge Partnerships and training schools whilst ensuring a cohesive pattern across the LEA	Successful applications have been made by schools following support from the LEA .			✓

EDP 04/05
Priority C: Steve Edgar
Plan C2: Simon Lockwood - Implement Buckinghamshire's Local Public Service Agreement for improving standards at Key Stage 4

March 2005 Report

C2 Action Plans	**Comments** To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Support the 12 schools in setting a PSA challenge in their Key Stage 4 targets and in reviewing progress towards achieving them.	Support is now in the third year, which is about helping the schools find ways of sustaining their progress and devising exit strategies for when the support finishes			✓
1.2 Full, detailed analysis of 2004 data against targets	Completed as part of judging targets, to be included in evaluation			✓
2.1 Provide training and support to teachers in the 12 schools to develop their expertise	on-going, will complete as project ends in July			✓
2.2 Provide training for middle managers in the 12 schools to increase their expertise in subject leadership, action research and development of high-level teaching skills across the school.	on-going, will complete as project ends in July			✓
2.3 Provide targeted support for pupils in English and Maths, in particular for pupils with specific needs.	undertaken with schools where it is appropriate to the school's perceived need			✓
2.4 Continue support for schools to extend Buckinghamshire's strategy for Able Gifted and Talented pupils to those that might achieve KS4 A*-B grades	undertaken with schools where it is appropriate to the school's perceived need			✓
2.5 Support the development of stimulating pre- and post-school classes, and "master classes".	undertaken with schools where it is appropriate to the school's perceived need			✓
3.1 Support schools in establishing academic mentoring systems and training staff to help raise the aspirations of under-achievers.	undertaken with schools where it is appropriate to the school's perceived need			✓
3.2 Support schools where pupils taking higher level papers are taught in wide-ability classes by providing study days.	undertaken with schools where it is appropriate to the school's perceived need			✓
3.3 Encourage student participation in and ownership of their learning	"pupil voice" support has been seen as very useful to several schools			✓
4.1 Work with community initiatives, such as family literacy and numeracy, to improve support for low achievers and pupils with EAL	undertaken with schools where it is appropriate to the school's perceived need			✓
4.2 Evaluate the effectiveness of the PSA strategy in meeting the 2004 targets, identifying and disseminating good practice and identifying how to reward schools for their hard work.	This is in progress, soon to be completed		✓	
4.3 Establish exit plans with schools for the last year to build on their capacity to sustain improvement	This is part of the above, soon to be completed		✓	

D1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Building on the work already undertaken in relation to Gifted and Talented pupils, support schools in carrying out action research into the achievements of identified groups by establishing a 5 year partnership with a HE institute and publish the findings as case studies.	Oxord Brookes University is the HE provider but no uptake of course this year. Students from previous years have conducted action research and presented findings			✔
1.2 Identify schools where the achievement of particular groups, such as children with SEN, minority ethnic and faith groups, pupils whose first language is not English, refugees, travellers, service children, young carers, is very good in comparison with similar schools, and undertake research to discover the key success factors.	METAS consultants are working on good practice case studies for dissemination through the website. Using data and Wave 3 (PNS) 50 schools in pilot			✔
2.1 Disseminate information about successful practices, including case studies and published research, through the County Website and the work of the Buckinghamshire Learning and Teaching Forum	The What is Good Teaching (WIGT) has been developed and case studies are being developed and placed on the Bucks Grid for Learning.			✔
2.2 Review and revise the local Quality Mark that takes account of inclusion and the needs of identified groups.	No recent work has been conducted in this area	✔		
2.3 Using established Buckinghamshire guidance documents and local awards for outstanding practice in raising the attainment of identified groups for example 'The Challenge Award', ensure that schools maintain high quality inclusive practice.	The Challenge Award continues to grow as a major toolkit for schools to use to audit their work on gifted and talented education. Three schools have now been accredited with this national award and the several more are aiming to achieve the award in the near future. Every school in the authority has a copy of the document related to the award.			✔
3.1 Provide guidance for schools on inclusion matters that reflects the OFSTED Framework, the index of inclusion, the BCC policy for educational inclusion and the Disability Act 2001. The guidance will exemplify and encourage a multi-agency approach to inclusion.	Schools continue to receive guidance and training in this area			✔
3.2 Provide advice and support to schools on the review of their Accessibility Plans (Disability Act 2001)	This is on going work with schools. Governor training undertken - Spring 2005. Disability Discrimination Act training through CPD in Summer term 2005. Accessibility Plans being received and monitored through the SEN Strategy group			✔

3.3 Guide schools in the development of a policy for equality of access to education (Inclusion) and make this guidance available to all on the County Website.	Accessibility Plans being received and monitored through the SEN Strategy group			✓
3.4 Produce guidance for schools on reporting to governors on the effectiveness of their inclusion policies in raising the achievement of pupils within identified groups e.g. pupils with special needs and children in public care for whom the authority are corporate parents.	SEN Governors receive guidance			✓
3.5 Review county policies and guidelines to ensure that they embody principles of inclusion.	On going work			✓
3.6 Help schools to develop mutual support partnerships for the sharing of successful practices in inclusion.	Network learning communities will achieve this target as they become more established			✓
3.7 Provide guidance to schools in conjunction with the Admissions Forum on successful inclusion practices related to admission, transfer and induction of pupils.	On going work			✓

Priority D: Nigel Cook
Plan D2: Yvette Thomas - Develop the expertise of staff in schools, better to meet the needs of under-performing groups of pupils

D2 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Provide well co-ordinated, consistent, high quality training for teachers (including NQTs) in meeting the needs of identified groups	Training offered to teaching staff and through NQT programme			✓
1.2 Provide staged training for Learning Support Assistants on appropriate intervention strategies to support individuals and groups with differing needs	Training offered to Learning Support staff			✓
1.3 Provide an awareness raising programme for Governors, Senior Managers, SENCOs and Designated Teachers, focusing on the social/personal factors that support, or inhibit, the learning of under-performing pupils/groups	Training offered through CPD			✓
2.1 Further enrich county resource bases by adding commissioned teaching materials, and ensure that teachers and others are aware of the learning resources that are available to them	WIGT available to staff along with METAS resource sentres in Wycombe and Aylesbury			✓
2.2 Provide distance-learning materials to support the professional development of temporary and part-time teachers and learning support assistants	Work in this area has not begun	✓		
3.1 Develop successful practice support networks	Network learning communities set up in all areas of the county			✓
3.2 Incorporate training on minority ethnic, refugee and asylum seekers and Travellers in core curriculum training e.g. KS3 Strategy and Priamry National Strategy	Training now available . EAL Pilot project has improved the opportunites for joint training activites between Strategy consultants and METAS.			✓
3.3 Provide Ofsted validated course on Inclusion to Senior Managers and Governors in school	Course has been running for over a year , take up variable term by term			✓

D3 Action Plans	**Comments** To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	**Red**
1.1 Develop schools' understanding of the use of analysis to support the identification of unusual levels of performance	The School Profiles are supported by detailed questions from the SSSE framework. These support schools in evaluating unusual levels of performance. The value added graphs enable schools to identify individual progress related to contextual information such as EAL, SEN, ethnicity,	
1.2 Support schools in identifying acheivement beyond SATs/TAs for Literacy and Numeracy	A range of awards such as the Challenge Award, Healthy Schools and the Swan Awards recognise achievements beyond SATS.	
2.1 Research the attainment of identified groups to detect Gifted and Talented pupils and the influencing factors and efeective ways of supporting these pupils within a selective system	The Challenge Award provides a structure for assessing whole-school support of able, gifted and talented pupils.	
3.1 Support schools, especially those with furthest to go, in setting targets and devising learning programmes to promote high standards for individuals and identified groups	The FFT information has supported schools in setting targets on an individual pupil basis. The Primary Strategy consultants and KS3 consultants have supported schools in identifying curriculum areas where development is needed. The strategies are supporting schools with furthest to go.	
3.2 Produce guidance documents on the assessment of EAL for foundation stage, primary and secondary phases	Completed Summer 2004	
3.3 Implement EAL strategies through involvment in national Primary Strategy and other high quality strategies to meet the needs of underperforming groups e.g. Talk Partners	Under way. Talk Partners and the EAL Asscoiate Pilot Project are being implemented without funding from the Strategies.	

Amber	Green
✓	
✓	
✓	
✓	
	✓
✓	

EDP 04/05 Monitoring
Priority D: Nigel Cook
Plan D4: Deb Whittle - Identify, monitor and evaluate successful practices used by schools to raise the performance of pupils with special educational needs

March 2005 Report

D4 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 a) Continue to work with and support the pilot schools and establish a working group to identify appropriate tools to measure the achievement of pupils with SEN	meeting held to discuss future plans for writing up the individual school's expeiences		✓	
1.1 b) Develop whole County tracking systems for SEN in order to ensure all types progress and achievement are acknowledged and celebrated	SEN Adviser developing this area with schools . A meeting has been held with the Special Schools who are piloting the materials. There will be a June meeting to discuss steps. 50 mainstream schools will be piloting.		✓	
1.2 Using the schools' existing databases or other data bases to track pupils' achievements in the pilot schools	schools will be writing up their findings using hard data as evidence		✓	
2.1 Produce case studies of the projects which identify strategies that are having the greatest impact on raising performance	schools will have completed their case studies by July 05		✓	
2.2 Publish support materials and provide guidance in their use for other schools				

D6 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Track attendance issues and address them through the KS3 Behaviour and Attendance Issues within link schools	The B&A Consultants have identified attendance on Action Plan. They do not track it. Link Advisers should be responsible for doing this.		✓	
1.2 Track and monitor all young people whose parents or carers elect to educate them otherwise than at school.		✓		
2.1 Organise conferences for teachers to include external presenters with expertise on inclusion issues	June 2004- 250 people attended			✓
3.1 Support schools in developing wider inclusio policies	Education Inclusion training offered to Governors on a termly basis. METAS consultants work with school in receipt of EMAG grant to develop Inclusion Policies.		✓	
3.2 Provide guidance to schools on absence due to family holidays in term time.	Guidance document developed on meeting the needs of pupils tis incorporates guidance on absence/family holidays. Natonal guidanece for all schools has been issued by DfES and Link Advisers monitor.	✓		
3.3 Work with local community leaders to give guidance to minority ethnic families on absence from school during religious holidays	Termly meetings with local community leaders gives guidance on absence from school.	✓		
4.1 Improve the qulaity of inter-agency information exchange so that support for schools is better co-ordinated and targeted	Process under review in the Children and Young Peoples advisory board and various working groups. Schools are setting up multi agency meetings with the support of link and county advisers		✓	
4.2 Provide training for staff and governors on inclusion issues e.g managing inclusion for Discipline Committees	Termly training sessions on Educational Inclusion offered to Governors and Staff in schools. Take up is variable.			✓
5.1 Support schools in developing and delivering Pastoral Support Programmes for individual young people at risk of exclusion and disaffection, as well as Personal Education Plans for pupils in public care.	Through PRU's. New guidance being released 2005, and promoted through the reveised SEN Handbook to be launched in June 2005.			✓

5.2 Provide support for targeted schools in developing mentor programmes for young people, especially where early acquisition English presents an additional social exclusion risk factor	METAS consultants work with schools to develop programmes using agencies such as AMP. EiC schools in Wycombe area have developed mentor programmes fairly succesfully.		x	
5.3 Support schools in developing 'after-school projects' for Black-Caribbean young people to promote positive images and motivation	Short term projects have been developed in the past, however there are no current activities in place.	✓		
5.4 Further develop countywide PRU services for disaffected young people to include reintegrated packages of support to enable providers (colleges) to meet the needs of disaffected pupils in schools and PRUs at K34			✓	

Priority D: Nigel Cook
Plan D7: Yvette Thomas - Improve the performance of disadvantaged pupils by supporting schools in developing stronger partnerships with parents, carers and the wider community

D7 Action Plans	**Comments** To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Work with schools to investigate the extent to which the parents/carers of under-performing children from disadvantaged areas (especially Aylesbury, High Wycombe, Chesham and Burnham), and minority groups (especially Pakistani and African Caribbean heritage pupils, refugees and travellers) are informed about, and involved in, their children's education.	Work in this area continues to be developed. METAS consultants are working with schools in several areas to develop parent focus groups in schools and community groups to work with METAS			✓
1.2 With schools, research successful practice and produce information and guidance for parents of targeted groups, in a form that they can use.	METAS consultants continue to explore the variety of ways that schools communicate with parents . No one option the best way very dependant on the community group being targetted. The METAS web page on the Bucks Grid for Learning will desseminate good practice.			✓
2.1 Identify where successful partnerships have been developed between schools and the wider community and promote these strategies more widely.	This work continues and the developing web page is being promoted to schools for use by teachers			✓
2.2 Publish case studies of successful practice to support teachers	As above			✓
3.1 Develop community forums using parental links with schools to identify concerns and forge home, school and community links with hard to reach groups	Community forums being developed. The Muslim Community Forum now meet with METAS on a termly basis to discuss education issues. The Black parents Forum will have their first meeting with METAS in June. It is anticipated that it will follow a similar pattern as the Muslim Community Forum and enable us to develop stronger links between schools, the Council and			✓
3.2 Positively seek out and co-operate with other portfolios and agencies to support common themes within community outreach work	Several successful multi-agnecy meetings now take place e.g. Refugee and Asylum Seeking Multi Agency Group			✓
3.3 Prepare guidance documents for schools on meeting the needs of diverse groups e.g. Muslim pupils	First guidance document now complete and will be sent out to schools by end of June.			✓

EDP 04/05 Monitoring
Priority D: Nigel Cook
Plan D5: Caroline Grant - Promote effective learning behaviour in Buckinghamshire schools

March 2005 Report

D5 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Implement a programme of review of effective practices in schools where pupil behaviour has been deemed a significant issue (as defined by OFSTED, or through the Buckinghamshire Annual Dialogue).	Senior Advisers take this up if identified by Ofsted or ASIT. B&A support. Report on Support for Pupils at risk of exclusion presented to Community Relations Forum. This report highlited best practice nationally and locally.		✓	
1.2 Identify the factors that have had the greatest impact on improving the behaviour of pupils in these schools and produce case study and training materials	Key Stage 3 strategy and pilot Primary Strategy provide national materials which are being delivered across the authority.		✓	
1.3 Evaluate the effectiveness of the learning support centres that have been established in some of Buckinghamshire's Upper Schools	No LSC's in Buckinghamshire.	✓		
2.1 Identify strategies that have made a significant difference in improving motivation and learning behaviours.	Use of both Primary and National Strategies related to Behaviour and Attendance. Associate Pilot Authority for Primary SEBs materials.		✓	
2.1 Support schools in identifying and monitoring pupils in need of behavioural support, through ongoing support for Pastoral Support Programmes	PRU's, ASIT, B&A pilots		✓	
3.1 Help schools to identify and monitor the progess of pupils in need of behavioural support	Analysis of exclusions and numbers of pupils being referred to PRUs		✓	
3.2 Support schools in meeting the Buckinghamshire Healthy Schools Standard related to Emotioal Health and well-being			✓	
3.3 Provide training and support for the schools in greatest need using where appropriate Buckinghamshire teachers who have exhibited effective classroom practice as providers	AST's in a number of subject areas work across the authority to support other schools in developing effective and positive practice.		✓	
3.4 Provide guidance, illustrtaed by successful practice case studies, to aid learning support assistants and mid-day supervisers in promoting positive behaviour	B&A training and PRU training in supporting training for LSA's and mid day supervisors. Training given (via DfES funding) to both Lsa and support staff.		✓	
3.5 Provide awareness training for school governors in the behavioural, emotional and social needs of pupils, so that governors can fulfil their strategic responsibilities	EBD issues and exclusion discussed, but require more training, guidance and avice.		✓	
3.6 Support the devlopment of the National Pyramid Trust pilot project across primary schools in Buckinghamshire	EPS service Susan Birch		✓	

3.7 Support schools in combating bullying	County group set up to co-ordinate anti bullying work by various memebrs of the County Council. BiP work is also impacting on schools practice. Action plans and strategy developed in June 05.		✓	
3.8 Support schools in creating 'confidential 'drop-in' sessions for primary age pupils	?	✓		
3.9 Support schools in developing partnership working with parents in those schools where parental support is weak	METAS is working with schools in developing Parent Forums.		✓	

EDP 04/05 Monitoring
Priority E: Stuart Powell
Plan E1: Stuart Powell - Identify schools that are, or are likely to become, a cause of concern and intervene, as appropriate to effect improvement

March 2005 Report

E1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started, but have not, the revised date.	Red	Amber	Green
1.1 Review of a sample of schools using agreed procedures, where the annual dialogue determines that the school should be considered a Focus School and where an in-depth investigation would be of benefit.	Reviews have been completed for all schools causing concern.			✓
2.1 Produce and agree with governors a Support Plan which shows how the authority will support the school in the implementation of its improvement plan	Support Plans are in place for all schools in which an improvement plan is required.			✓
2.2 On at least a termly basis, review and revise the Improvement and the Support Plans in the light of their impact upon the performance of the school	During the spring term, three support plans have been written and actions begun.		✓	
2.3 Implement the programme of support identified in the Support Plan for each school. Implement proceedures for schools causing concern	Work has begun in all schools causing concern and will continue until the concern has been removed.		✓	
2.4 Review provision in schools with effective practice in order to support schools in Challenging Circumstances through linked arrangements.	A review of provision in specialist colleges is complete. Work in Aylesbury Town is centered around the effective outreach work agreed with Waddesdon through its leading edge program and the partnership is now well established.			✓
3.1 Recruit and train ten secondary headteachers to work as consultants	Nine have been recruited and have been working with schools since 1 Sept 04.		✓	
4.1 By working with the Buckinghamshire Academy for School Leadership, develop effective strategies to improve school management through coaching, monitoring and mentoring.	A web-based directory of headteachers willing to support other schools has been established.			✓

F1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Promote teaching as a career via taster courses. Undertake attendance at NQTrecruitment fairs. Continue to build relationships with Higher Education Istitutes to ensure ITT placements can be facilitated. Continue to provide TTA funded return to teaching courses frp secondary and primary teachers	Primary and Secondary Taster Course funding will cease March 2006. In due course a tender exercise will be carried out by the Teacher Training Agency and a bid will be submitted to secure funding for the next three years for both primary and secondary. Taster course planned for 2005. Return to Teaching courses funding to cease March 2005. A tender exercise willbe carried out by the Teacher Training Agency and a bid will be submitted to secure funding for the next three years. Secondary return to teaching course due to commence September 2005 and Primray planned for Spring 2006. Attendance at NQT recruitment fairs for 04/05 have been completed, planning to be prepared for 05/06.			✓
1.2 Incorporate a generic career development package for schools to utilise in the recruitment materials.	Career development structure identified, marketing of informtion to be developed.		✓	
1.3 Improve and review the brokerage scheme for Newly Qualified Teachers.	The NQT Brokerage Scheme has been reviewed and revised for 2005. This includes website updated, recruitment packs revised, attendance at recruitment fairs and advertising strategy completed for 2005. Review for NQT Brokerage Scheme 2006 will be undertaken July 2005.			✓
2.1 Provide programmes for the continued professional development for teachers in order to develop and improve practice in interviewing skills, equality, diversity and induction.	Planning and preparation for these programmes has commenced. Programme to be piloted initially with three schools during Autumn 2005, prior to offering this training to all schools.		✓	
2.2 Run targeted recruitment campaigns and recruitment fairs for NQT's and secondary shortage specialisms	Recruitment campaigns ongoing.			✓
2.3 Develop a website for on-line recruitment.	On-line recruitment available for NQTs and teaching posts with on-going development.			✓
3.1 Research distance-learning approaches to the retraining of teachers returning and supply teachers.	This will link in with the BGfL. On-gping development.		✓	
3.2 Continue to build on the partnership with the Designated Recommending Body and increase the numbers on the Graduate Teacher Programme within allocation criteria set by the Teacher Training Agency. To apply as a DRB to provide assessment consultants for the award of QTS for OTTs and to consider teh Registered Teacher Programme.	Allocation of 70 places utilised for September 2005. DRB successful for provision for the award of QTS for OTT's.			✓
4.1 Ensure there are high quality induction programmes for NQTs, overseas teachers, teachers new to Buckinghamshire, those returning, and headteachers.	On-going development			✓

5.1 Establish networks, supported by a website to share successful practice in retention of teachers.	Gathering of successful practice in retention of teachers working with Partnership Promotion Schools		✓	
5.2 Provide training programmes for induction tutors and managers of NQTs	On-going deveopment			✓
6.1 Work collaboratively with Housing Associations to ensure affordable housing schemes are available for teachers and to promote housing initiatives to new and existing staff	On-going deveopment			✓

EDP 04/05 Monitoring
Priority F: Nigel Cook
Plan F2: Gordon Vincent - Develop and Retain High Quality Teachers in Buckinghamshire

March 2005 Report

F2 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Provide schools with an LEA policy that values staff development and supports schools as learning organisations.	Due for revision - To be actioned by Sept 2006		✓	
1.2 Continue to promote Investors In People (IIP) accreditation	New round of training agreed with new provider following review with LSC			✓
1.3 Introduce an Early Professional Development entitlement for all teachers in their second and third year of teaching through enhanced performance management	Abandoned as a concept by the DfES. All funding withdrawn.	✓		
1.4 Establish a coherent career structure for support staff employed in schools in Buckinghamshire	Career structures and training in place from Induction to HLTA/Foundation Degree			✓
1.5 Develop a coherent induction and training programme for support staff in schools including opportunities to gain NVQ awards, HLTA status and Foundation Degrees	As in 1.4			✓
1.6 Establish the use of a professional portfolio and regular reviews that support training leading to post-graduate qualifications	Model practice available to all schools from Bucks LEA and other agncie sincluding DfES		✓	
1.7 Develop an interactive CPD directory that enables school staff to identify training opportunities	Online booking cannot be installed until Sapphire is in all schools		✓	
1.8 Promote the benefits of flexible workingand work/life balance within schools. Establish a job-share register and establish a network of best practice for flexible working and work/life balance initiatives	School-based development but not established as a County wide initiative		✓	
1.9 Create opportunities for teachers with two years service, or more, to study best practice overseas.	20 teachers experiencing overseas study tours each year.			✓

EDP 04/05 Monitoring
Priority F: Nigel Cook
Plan F2: Gordon Vincent - Develop and Retain High Quality Teachers in Buckinghamshire

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1.10 Continue to build a network of schools that model good practice in professional development	Recent national report on good practice published by the TTA. Network of Professional Development Schools will be complete by June 2005.			✓
2.1 Revise the Buckinghamshire SSSE to include the school's self-evaluation of the recruitment, development and retention of teachers	Under further revision following the new OfSTED framework		✓	
3.1 Set up a programme to help schools respond to the possibilities for remodelling their workforces	Programme established and progressing to plan		✓	

G1 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Identify and publish information about expertise, resources, curriculum management and exemplars of successful practice in the arts	This is done through internet publishing and through distributing materials directly to teachers and schools as appropriate. The new SIS website provides further opportunities to publish information.			✓
1.2 Improve the breadth, balance and diversity of the curriculum through the development and promotion of whole school arts policies and strategies.	This is done through annual CPD courses which support the aquistion of Artsmark. It is also done through the support provided individually to schools as they apply. Information is also published via the internet.			✓
2.1 Improve teaching by providing professional development opportunities and support to strengthen teacher's subject knowledge and pedagogy in the arts	This is done through annual CPD courses which support professional development, as well as support provided to individual teachers and schools. Support is provided by advisers, consultants, advanced skills teachers and specialist arts colleges.			✓
2.2 Improve teaching by providing opportunities for teachers to work with artists and others with professional expertise.	This is done through the support and information provided to schools about funding and artists able to work in schools. Advice is given about how such events may be managed to lead to desireable outcomes. Some projects are also provided directly through the SIS and via specialist arts colleges.			✓
2.3 Improve the use of new technologies in arts subjects (notably art, design and music) by supporting schools in developing teacher expertise in this area.	This is done through CPD and work directly in schools. Support groups are formed and ICT based projects are promoted and supported. Bucks advisers and teachers are now beginning to contribute to the national debate in this field.			✓
2.4 Develop, as appropriate, teaching and learning related to the design and cultural industries	This is done through support in schools and the creation of teacher support groups. On a broader basis advisers are engaged in developing expertise and models of practice.			✓
3.1 Continue to develop and support the work of the Arts Team	Personnel changes have made it necessary to rebuild this group which is now bigger than previously and which continues to grow.			✓
3.2 Continue to work with specialist colleges to promote the cultural curriculum in Buckinghamshire	Specialist Arts Colleges now provide county wide CPD and are working closely with advisers on a strategic level. More can be done to encourage the specialist arts schools to work together.			✓
4.1 Improve arts provision and standards in schools by continuing to support and promote the acquisition of the Arts Mark Award	This is done through CPD and work directly in schools each year. Adviser continues to work with the Arts Council as Artsmark validator in order to keep up to date and to provide the best advice to schools.			✓
5.1 Manage the development programme of the County Music Service focussing on the 'Wider Opportunities' initiative and the principles of the Music Manifesto	This is ongoing, having run 13 different programmes 04-5, and launching new modules for 05-6. 48 schools participated in Echoes, a cross-curricular music-focussed event in March 05(Albert Hall) and the continung engagement with artistes and stylistic diversity, linked to strategies to widen access to practical music-making reflect Music MAnifesto principles.			✓

G2 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Continue to work with Buckinghamshire teachers and partners to explore models of successful practice in the development of creativity	This was done through a successful conference (for 18 delegates) and through follow up work via the new conference website. Proposals to develop an online learning network will be pursued.			✓
2.1 Continue to support development groups of teachers with an interest in creativity	See above and also in the continued work of the G2 group of head teachers who were key partners in developing the creativity conference.			✓
2.2 Evaluate the impact of creative learning on the development and attainment of pupils in different settings/phases.	This is done through adviser visits to schools as part of the development of the G2 group programme. More is to be done to evaluate and celebrate creativity in schools		✓	
3.1 Continue to promote features of good practice and disseminate research findings to Headteachers, curriculum managers, co-ordinators, teachers and governors through training and publishing exemplar materials.	see 1.1 above			✓
4.1 Support schools in exploring and developing the use of new media, and new technologies, across the curriculum to support the development of creativity in learning.	This is done through direct work with schools and specialist arts colleges to develop and promote models of practice in this field.			✓
4.2 Support schools in exploring and developing the use of new media and new technology, across the curriculum to support the development of creativity in learning	This is done in partnership with the E-learning co-ordinator and collegaues with responsilbilty for supporting ICT. Music Service will support purchase of Sibelius software not currently available to ICT team, but which is used increasingly in Secondary Schools.		✓	

EDP 04/05 Monitoring
Priority G: Steve Edgar
Plan G3: Bill Moore - Enhance the Quality of Education in Pupils' Personal Development (*see footer)

March 2005 Report

G3 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1Review the provision made by Buckinghamshire schools in the areas identified by this activity (PSHE and Citizenship provision, sex and relationships, and Drugs Incident Management), using Action Research where appropriate.	Ongoing activity.			✓
1.2 Develop and implement a plan to enhance provision by targeting support and training on identified needs and in schools that have furthest to go.	Working in partnership with the DAT, teenage pregnancy co-ordinator and Healthy Schools. We are both targeting to need and providing some universal provision.			✓
2.1Establish Buckinghamshire Working Group (with representatives from schools and other agencies, including the diocese and representatives of other religious communities) to research current practice in pupil assessment in PSHE and Citizenship	We are engaging schools through their involvement in Buckinghamshire Healthy Schools and have provided training to some schools on assessment in these areas.		✓	
2.2 Implement and evaluate an assessment pilot project involving Buckinghamshire schools in all phases	We are currently waiting for national guidance on end of Key Stage indicators.	✓		
3.1Survey local and national organisations (in the public and private sectors and charitable organisations) that would be prepared to work with schools in enhancing this aspect of school provision.	On-going through the work of Buckinghamshire Healthy Schools			✓
4.1 Publish guidance Handbook for PSHE and Citizenship, based on successful practices in Buckinghamshire and elsewhere. This will include guidance on:	On-going through the work of Buckinghamshire Healthy Schools linking with other agencies		✓	
• School councils,	See above		✓	
• Models for PSHE in the curriculum,	See above		✓	
• Drugs Education in the curriculum,	See above		✓	
• Assessment in the non-examined curriculum,	See above		✓	
• Management of these aspects of the curriculum,	See above		✓	
• Involvement of pupils and parents	See above		✓	
• Effective links with other organisations,	See above		✓	

*(related to Spiritual and Moral Issues, Citizenship, Drug Misuse, Sex and Relationships, and other Personal, Social and Health Issues)

EDP 04/05 Monitoring
Priority G: Steve Edgar
Plan G3: Bill Moore - Enhance the Quality of Education in Pupils' Personal Development (*see footer)

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• Drugs Incident Management strategies.	See above		✓	

*(related to Spiritual and Moral Issues, Citizenship, Drug Misuse, Sex and Relationships, and other Personal, Social and Health Issues)

EDP 04/05 Monitoring
Priority G: Steve Edgar
Plan G4: Bill Moore - Achieve the Healthy Schools Standard in Buckinghamshire Schools

March 2005 Report

G4 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Support schools in achieving the Healthy Schools standard and acquiring accreditation for their efforts	On-going. We now have 109 schools involved. This is being achieved with a point 6 consultant term time only.			✓
2.1 Measure the impact that the achievement of the Healthy Schools Standard has had on the quality of education.	We are evaluating the programme with an external validator from January-July 2005.		✓	
2.2 Develop strategy to increase capacity to meet demand	We have not been able to access any source to increase capacity.		✓	
3.1 Develop better links with initiatives such as Safer Routes to School and Community Safety, and with related services such as District Councils, in order to provide schools with better co-ordinated advice and support.	On-going through partnership working.			✓
3.2 Produce a handbook for schools listing external agencies and the support that they can offer in the development of `Healthy Schools' themes.	Work in progress.		✓	
3.3 Identify and disseminate (through a Buckinghamshire Healthy Schools web-site), successful practices.	Work in progress through BGfL.		✓	
4.1 Provide development and training to help schools to achieve the Healthy Schools Standard.	On-going. We are recruiting and training colleagues from the LEA and other agencies to develop this further.		✓	

Plan G5: Sue Little - Raise standards in Buckinghamshire schools by enhancing the provision and effectiveness of 'out of school learning'

G5 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Provide a range of term time and holiday courses (through the BYPU) in areas of social disadvantage, and in Special Schools, targeted mainly at pupils who are under-achieving.	Courses & holiday courses continue for mainstream schools ,however NOF funding for special schools complete by summer 2005. Project will then be closing. Funding for mainstream BYPU comes romStandards Fund & Children's Fund. A bid to Children in Need charity has been unsuccessful.			✓
1.2 With schools, provide Summer Schools (through the BYPU) for Gifted and Talented Pupils.	Four schools planned for 2005. Two focused on Upper schools, one for the selective schools and one for primary schools. 2005 final year that LEA will receive funding.			✓
1.3 Develop, deliver, monitor and evaluate BYPU courses as specified in original New Opportunities Fund bid.	Special Schools NOF will be complete in August 2005.			✓
1.4 Provide opportunities, with schools, for Post-16 students, especially those from minority groups, to work as BYPU Tutor Assistants, thus developing their skills in supporting the learning of others by acting as role models.	Many post -16 students involved as tutor assistants. A group, with specialist skills have now trained and in some cases are team tutoring their own course. They are also involved in identifying and recuiting replacements when they go to university.			✓
2.1 To offer training opportunities to tutors working within BYPU	Evening/week-end workshops offered to tutors on topics such as child protection and the ECM agenda.			✓
2.2 Through BYPU, improve teachers' knowledge of the learning needs of gifted and talented young people, and enhance teachers' skills in developing the learning of these pupils.	Teacher knowledge is linked to the needs of A.G.&T. pupils in areas supported by the summer schools.			✓
3.1 To offer experience of OSHL and database of BYPU tutors to support schools and Liaison Groups when setting up and developing extra-curricular activities, homework clubs and similar projects	Data base of tutors circulated by Dan China and enquires have been forthcoming. Possible conflict in demand for such people to support schools releasing staff for PPA compared to offering OSHL opportunities.BYPU has received a significant invoice(£2,400) for police checks on these tutors.			✓
3.2 Liase with Children Fund to develop ways in which Study Support can be incorporated into the county programme for vulnerable children.	BYPU is organising residential experiences for vulnerable children for Children's Fund. Also support for the Serious Fun Project and for the Super-Sleuth project in Chesham alongside Thames Valley Police.			✓
3.3 Continue annual BYPU conference to disseminate successful practices and support staff development.	Annual Conference will be in June 2005 looking at links to Healthy Schools and managing challenging behaviour.			✓
3.4 Liase with Continyou, and others, to identify and disseminate successful practices.	BYPU director attends regioal meetings and the Continyou conference.			✓

Priority G: Steve Edgar
Plan G6: Ian Park - Implement the national strategies for physical education and school sport

G6 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Identify the lead special school to co-ordinate the specials schools partnership from 2005	Alfriston School identified as lead school. Funding bid submitted to YST October 04	✓		
1.2 Support the development of the BuckinghamUpper and the Burnham Upper Special Schools partnership beginning in 2006	Both funding bids completed and submitted October 2004			✓
1.3 Identify the hub school for the final Wycombe partnership beginning in May 2006	This action is on hold until consultation on the LEA Strategic Plan for Specialist Schools is complete.	✓		
2.1 Develop the County's strategic plan for the development of sports facilities on secondary schools sites to align with the requirements idetified within the County PE Strategy Group and the County Plan for Sport	All original plans now have funding agreed and building has commenced. The plan for a sports hall in every Secondary School has been developed. Meeting to take place with County PE Strategy Group to dicuss placement and access to swimming pools.		✓	
3.1 Implement the PE and Schools Sports Strategy in every Buckinghamshire School	Subject to all funding bids being confirmed the strateguc infrastructure is on target to be in place for September 2006			✓
3.2 Develop the County PE Strategy Group	County PE Strategy Group comprises directors of the 4 Sports Colleges and LEA representatives.			✓
3.3 Ensure a co-ordinated development of the PE and School Sports Plans, the County Strategy for Sport and the County Sports Partnership	This plan is at a standstill. See plan 3.4	✓		
3.4 Appoint a County Sports Manager	Yet to be appointed	✓		
4.1 Support schools in implementing the changes to the schools' swimming programme, as required by the new National Swimming Advisory Group	4.1 and 4.2 both on hold following the death of Nathan Matthews in a school swimming lesson. There will be a review of County policy and proceedure for swimming in January 2005. Further action plans will result from this review.		✓	
4.2 Work with Local Authority swimming teachers in improving teaching and in making assessment more reliable	See 4.1	✓		
5.1 Help teachers to develop criteria to identify successful practice in PE and sport and disseminate effective strategies through the School Sports Partnership web-site	Web-site operating, but not yet well used. This is planned to be linked on the BGfL.		✓	

Priority H: Nigel Cook
Plan H1: Simon Lockwood - Prepare teachers to undertake middle management roles. Strengthen the role of middle managers in Buckinghamshire schools

H1 Action Plans	**Comments** To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Develop the courses for current and aspirant middle managers to match individual need, school need and to reflect initiatives nationally, such as Leading from the Middle	Happening with a lot of schools: the use of Leading from the Middle (NCSL), the use of middle management courses linked to Oxford Brookes and the use of tailored courses at school level			✓
2.1Continue to deliver subject specific training to co-ordinators covering induction, development and networking	Carried out by subject advisers, KS3 and PSA consultants			✓
2.2 Consult small schools headteachers' groups on the best mode of delivery in the small school context now that PLP is well established	This has been affected by the development of the Primary Leadership Programme, and the School Improvement Service will be looking soon to identify how to provide support for schools that have finished PLP or who aren't covered by it.	✓		
2.3 Maintain and refresh networking groups to support middle managers	Carried out by subject advisers, KS3 and PSA consultants			✓
2.4 Establish the commitment of BASL to supporting and developing middle management	Scheduled for academic year 2005-06		✓	

Priority H: Nigel Cook
Plan H2: Pauline Cue - Support and challenge Buckinghamshire schools in reviewing and evaluating their strengths and weaknesses

H2 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Support schools in the use of value added progress measures and information on differential performance among pupil groups, in line with the DfES data standards framework and Ofsted criteria	Value added information has been sent out to schools, with information on different pupil groups.			✓
2.1 Further review and revise the SSSE framework to strengthen financial monitoring and to take account of national developments e.g. changes to Ofsted criteria	The 2004 revision has been completed with financial aspects strenthened. However, a further revision is currently taking place as a result of the DfES/ Ofsted New Relationship with Schools			✓
2.2 Develop and publish a kit of evaluation tools to support the audit materials in the SSSE framework.	A number of tools, eg What is Good Teaching, What is Good Work, and What is Good Leadership, have been developed. Exemplification is unde way.		✓	
2.3 Provide training for headteachers and senior managers on using the SSSE framework effectively	Training has been held in the Autumn Term			✓
2.4 Provide training to middle managers in the use of data and SSSE subject evaluation	Training has been offered but some was cancelled for lack of take-up. Training is being integrated with other support rather than being held separately.		✓	
3.1Review the annual cycle of adviser visits in respect of timing, frequency, purpose and focus of each activity, inline with changing Government requirements and in rsponse to feednack from LEA Ofsted	Completed for the 2004-5 cycle			✓
3.2 Undertake the programme for link advisers as identified in the Annual Cycle	The 2004-5 cycle is under way		✓	
3.3 Work with schools and SMST to review LEA school profiles systems and other data provision	The school profiles and value added information provided to schools has been reviewed. Performance Data Focus Groups of head teachers have been closely involved in these reviews.			✓

3.6 Publish case studies from the Buckinghamshire Swan Awards for Schools showing excellence in the curriculum and inclusion	A leaflet summarising the 2004 case studies has been published.			✓
4.1Publish SSSE case studies on the Buckinghamshire Website and share successful practices through training and through liaison groups.	Examples are being sought. This will be an activity for later in the Summer Term, although if the SSSE has to be reviewed for the summer term it might be necessary to postpone the development of case studies.		✓	

H3 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Continue to run information seminars for deputy headteachers about NPQH	Regular seminars organised by NCSL			✓
2.1 Strengthen and develop professional development opportunities for headteachers through the establishment of collaborative leadership learning groups	Extensive collaborative leadership arrangements providing many opportunities for headteachers		✓	
2.2 Continue to develop an active partnership with NCSL through the establishment of an academy for school leadership	200 out of 240 headteachers enrolled as BASL members		✓	
2.3 Develop the range of leadership development activities run by the Bucks Academy for School Leadership	International study tours, tutoring on courses and conferences, establishment of Learning Communities, Consultant Headteachers		✓	
2.4 Develop collaborative learning groups for newly appointed heads and deputy headteachers	As 2.1. Deputy headteacher programme under development. Programme for newly appointed Headteachers being revised.		✓	
2.5 Train headteachers to equip them with the skills to mentor newly appointed heads	Mentoring programme being developed through the Academy		✓	

EDP 04/05 Monitoring
Priority H: Nigel Cook
Plan H4: Pauline Cue - Develop and disseminate successful practice in all Buckinghamshire schools

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H4 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Develop a range of support networks for those at different levels wishing to engage in school-based research	Learning communities set up through BASL will support this plan.		✓	
1.2 Develop, with HE Institutions, programmes of accredited courses e.g. for middle managers	Programme for Middle Managers is now being delivered			✓
2.1 Provide opportunities for school staff to find out about successful practice and to draw on wider research e.g through Head of Department and subject coordinators' conferences and BASL	this is built into CPD activities			✓
2.2 Develop web-based dissemination of research findings and other information to support teaching	Work is starting on this - completion date July 2005		✓	
2.3 Further develop and disseminate 'What is Good Teaching' matrix and web-based support materials for this.	Matrix has been developed and support materials are being devised		✓	
2.4 Support and promote the work of Leading Teachers and Leading departments in the dissemination of successful practices	Completion date July 05		✓	
2.5 Disseminate good practice from schools achieving Swan Awards, Challenge Awards and other certification	2004 Swan Awards' good practice disseminated through a leaflet in Summer/ early Autumn. 2005 cycle now nearing completion.		✓	

EDP 04/05 Monitoring
Priority H: Nigel Cook
Plan H5: Pauline Cue - Improve the quality of assessment in Buckinghamshire schools

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H5 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Continue to ensure that consultancy support is deployed where need is greatest on the basis of the analysis of performance in Buckinghamshire schools.	Completed for 2004 but this is an annual cycle			✓
2.1 Develop and implement a revised programme of training and support to encourage the effective use of the revised SIMS Assessment Manager; Target Tracker, school profiles; and other ICT assessment software, and to use information from these to support SSSE.	Guidance and training on using data to support SSSE has been completed. SIMS Assessment Manager training is now in modules, and the tracking templates are under development. Target Tracker training is well under way.		✓	
2.2 Provide guidance and training in the use of assessment data in curriculum planning and target setting.	Support to schools is being provided thorough CPD and also through the work of link advisers		✓	
3.1 Support schools in the effective use of data analyses provided by Schools Management Support Team including target setting pupil and school level estimates (FFT) and other packages to analyse attainment, progress and potential and to use this data to support individual target setting	Support to schools has been provided thorough guidance in the school SPA packs and value added packs , through consultancy and through the work of link advisers. It is an annual cycle, complete for 2004/5, guided by the Performance Data Focus Groups of primary, secondary and special heads and senior managers.			✓
4.1 Provide training and support to encourage the use of prior pupil performance on transfer to a different school.	This is built into the support and training above, and into the training provided by the Secondary Strategy.		✓	
5.1 Provide training and support to ensure the Foundation Stage Profile is implemented by all schools and that the information is used effectively.	The FSP has been implemented in all schools; training has taken place on the use of the information.			✓
5.2 Provide training, support and moderation to ensure changes to KS1statutory assessment requirements are implemented consistently	Completed for 2004/5 but this is an annual cycle			✓

EDP 04/05 Monitoring
Priority H: Nigel Cook
Plan H5: Pauline Cue - Improve the quality of assessment in Buckinghamshire schools

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5.3 Provide training and support for teachers new to statutory assessment in all Key Stages	Completed for 2004/5 but this is an annual cycle			✓
5.4 Ensure that special arrangements for statutory assessment at KS1,2, 3 are implemented effectively and consistently	Completed for 2004/5 but this is an annual cycle			✓
5.5 Carry out spot checks on tests at KS2 and KS3 as required by QCA	Completed for 2004/5 but this is an annual cycle			✓
5.6 Support mainstream and special schools' use of P scales for assessment and target setting for pupis working below level 1 in the National Curricumum	The County Adviser (SEN) is working with mainstream and special schools on this. The Special Schools Performance Data Focus group is sharing and developing good practice.		✓	
6.1 Identify and disseminate successful practices in assessment and its uses	Identification has begun and some good practice has been observed; further identification and dissemination is planned for later in the Summer Terms.		✓	

H6 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Allocate Standards Fund to Buckinghamshire schools to meet the Government's targets for hardware and connectivity.	Ongoing annually			✓
2.1 Provide advice on procurement, leasing, technical support, and security.	Ongoing annually			✓
2.2 Provide strategic advice to schools on the purchase and deployment of hardware appropriate to the curriculum, including the vision for developing technologies.	Ongoing annually			✓
2.3 Target support for schools' curriculum planning and the effective use of ICT resources where it is needed most.	Ongoing annually			✓
2.4 Support the implementation of broadband connectivity in conjunction with the South East Grid for Learning.	Ongoing until project completion date			✓
3.1 Further develop ICT training facilities.	Continued developments constantly made to update provision			✓
4.1 Provide training and support for teachers and subject managers in the use of ICT.	Fully developed CPD and INSET (HOS) scheme in place providing training for teachers, subject leaders, LSA's and Support Staff			✓
4.2 Establish and maintain electronic forms of communication both with and between schools using broadband technology.	Bucks GfL web portal and video conferencing server now in operation and rolling out in schools across the network			✓
5.1 Develop and implement ICT systems to support a Virtual Learning Environment. Establish and support a working group to investiagte the benefits of broadband technology icluding the development of piloting of 'on-line' learning.	Bucks GfL "Moodle" based Virtual Learning Environment in operation and working group in action to develop its maximum potential (in co-opertaion with E- learning Co-ordinator, Ian Usher)			✓

Improve the effectiveness of governing bodies by providing high quality support services

H7 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 SIS to provide training, development and support as required (purchased by PP on behalf of schools)	Ongoing programme of Governor training evaluated annually in conjunction with SIS. New programme formulated taking account of national and local initiatives and in consultation with SIS and represntatives from BASG			✓
1.2 Member of SIS to attend one governor meeting per year to facilitate good communications	The area adviser continues to meet and share with the GB team to develop Governor training and support. We continue, as a team, to support all senior appointments. All link advisers are attending or have attended a governing body meeting for each school where invited.			✓
1.3 Support for Governing Bodies at times e.g. appointments and other partricular circumstances	Ongoing support provided for appointments and in othe circumstances through Area Advisory Teams			✓

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H8 Action Plans	Comments To include an assessment of the impact and effectiveness of implemented plan. An analysis of progress made by different groups and indicate for those action plans that should have started but have not the revised date.	Red	Amber	Green
1.1 Establish an e-learning steering group for Bucks	Steering group will be developed frommembers of Virtual Learning Environment (VLE) Pilot project		✓	
1.2 Identify with schools their needs, and run a series of training courses on E-learning related topics	Needs identified from schools in the Pilot Project		✓	
1.3 Publish latest e-learning information, research, best practice and advice online.	Published as outcomes of pilot project			✓
1.4 Host E-learning conference for schools in Bucks and beyond on E-Learning in conjunction with ICT and advisory colleagues	In planning		✓	
1.5 Provide training on E-Learning, Internet technologies, online mentoring & tutoring, video conferencing using the technologies adopted offered to school by the LEA	Commencing Video Conferencing Pilot		✓	
2.1 Talk to liaison groups, headteacher representatives and other networks to provide information and advice about E-Learning	Ongoing through pilot projects in a number of areas		✓	
3.1 Pilot most appropriate methods of sharing of good practice in E-learning though pilot schools using technologies offered by the LEA.	VLE Pilot Project underway			✓
4.1 Find out current picture of E-Learning in the county and use this information to establish networks of practice and inform future priorities	Ongoing through survey to be conducted in early 2005		✓	
4.2 Identify with schools and advisory colleagues priorities for the development of E-Learning	Ongoing through work on BGfL and school VLEs		✓	
4.3 Apply for funding where possible to develop E-Learning initiatives.	Content available for schools on VLE pilot. LSC funding for sixth form enrichment in 8 secondary schools. Potential for other Standards Funding for new projects related to Inclusion and Transfer		✓	
4.4 Develop E-Learning research project looking at curriculum provision in smaller sixth forms.	LSC Project will cover this		✓	
4.5 Develop E-Learning research project in small primary schools in Bucks.	County Networked Learning Communities will use VLEs to enhance their work		✓	
4.6 Draft, test and publish new School Improvement website as part of BCC Internet site.	SIS website available to schools			✓

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4.7 Share new course materials in conjunction with the Recruitment and Retention team.	Ongoing through materials being assembled on BGfL		✓	
5.1 Work with schools to help them incorporate online learning activities into their own school web sites	Schools in the Pilot Project will establish best practice in doing this		✓	
6.1 Develop online/e-learning elements of the Buckinghamshire Academy of School Leadership.	Ongoing through work with SIS colleagues		✓	
7.1 Research, pilot and evaluate an online staff recruitment web site, which offers schools the capacity to manage their own vacancies online.	Currently writing a project plan in conjunction with the Rrecruitment and Retention team		✓	