

The “quick-read” summary of Nottinghamshire’s Education Development Plan for 2002 - 2007

Background

1. From 1999 all Local Education Authorities (LEAs) have been required to produce an Education Development Plan (EDP) setting out priorities for school improvement and targets for pupils’ attainment. Targets for improvement must cover the performance of eleven-year-olds and fourteen-year-olds in national tests, together with the performance of pupils in GCSE examinations. In addition, targets have to be set for improving pupils’ attendance at school. Details of these targets are shown on the next page. Nottinghamshire’s first EDP covered the period from April 1999 to March 2002. The Department for Education and Skills (DfES) now requires EDPs to cover a five-year period so this new EDP runs from April 2002 to March 2007.

2. In constructing the EDP each LEA is required to undertake a detailed audit of performance in order to identify the priorities for improvement. As a result of the audit six priorities have been identified (see box opposite). The priorities reflect the national priorities required by the DfES (Priorities 1 to 4) and two local priorities that are specific to Nottinghamshire (Priorities 5 and 6).

Evaluation of the first EDP 1999 - 2002

3. The first EDP set targets for Nottinghamshire for pupils’ performance at age eleven and sixteen for 2002, together with targets for reducing exclusions from school and improving pupils’ attendance. Progress towards the 2002 targets for

Nottinghamshire’s EDP Priorities 2002 - 2007

1. Raising attainment in the early years and in primary schools, particularly in literacy and numeracy.
2. Raising attainment in Key Stage 3, Key Stage 4 and post-16.
3. Narrowing gaps in performance between different groups of pupils and tackling underachievement.
4. Providing support and challenge for schools causing concern.
5. Raising attainment and performance in ICT and improving its contribution to raising standards in other subjects.
6. Building learning communities.

eleven-year-olds (Key Stage 2) was good from 1999 but, as was the case nationally, slowed in 2001. However, since 1998, pupils’ performance in English at Key Stage 2 has improved by 11.2% and in mathematics by 13.4%. Nottinghamshire’s rate of improvement is greater than the national rate in both these subjects. In GCSE examinations, progress towards the EDP 2002 targets has been slow. There has been a year-on-year improvement since 1998 but at a lower rate than nationally. It is likely that the LEA will achieve its 2002 target for Key Stage 2 mathematics but Nottinghamshire faces a major challenge in achieving the 2002 targets for Key Stage 2 English and for GCSE examinations.

4. Progress in meeting the EDP 2002 target for reducing permanent exclusions has been very good and the target for both 1999 - 2000 and 2000 - 2001 has been exceeded. In the second EDP, LEAs are no longer required to set targets for exclusions. Progress in improving attendance has been much slower and the 2002 targets for both primary and secondary schools remain very challenging.

Nottinghamshire's performance targets 2002 - 2004

5. The targets for Nottinghamshire for 2002, 2003 and 2004 are set out below. The targets for 2002 are shown for information as these are targets set within the first EDP. All LEA targets are set within a range given by the DfES and have to be agreed by the DfES.

Nottinghamshire's performance targets

Performance measure	Targets		
	2002 (1st EDP)	2003	2004
Key Stage 2 tests			
English % of pupils at Level 4 and above	82%	83%	85%
% of pupils at Level 5 and above	No targets required	31%	36%
Mathematics % of pupils at Level 4 and above	76%	83%	85%
% of pupils at Level 5 and above	No targets required	31%	35%
Key Stage 3 tests			
English % of pupils at Level 5 and above	No targets required	66%	73%
Mathematics % of pupils at Level 5 and above	No targets required	70%	72%
Science % of pupils at Level 5 and above	No targets required	68%	72%
ICT % of pupils at Level 5 and above	No targets required	67%	70%
GCSE examinations			
% of pupils achieving 5+ A*-C grades	50%	50.5%	51%
% of pupils achieving 5+ A*-G grades (including English and mathematics)	No targets required	88%	91%
Average point score per pupil	38.5	39	40
Children leaving public care with 5+ A*-C grades	No targets required	18%	20%
Children leaving public care with 1+ A*-G grades	No targets required	68%	75%

LEA attendance targets	Target for 2003	Target for 2004
% of half days missed at LEA maintained primary schools	4.5%	4.0%
% of half days missed at LEA maintained secondary schools	7.5%	6.5%
% of half days missed at LEA maintained special schools	8.5%	7.5%

Audit of performance: pupils, schools and the LEA

6. A very wide range of local and national data is drawn together to give a detailed view of the performance in Nottinghamshire.

7. Pupils' performance

- The overall attainment of pupils of statutory school age continues to be stronger at the end of Key Stages 1 and 2 (seven and eleven-year-olds) than it is at the end of Key Stages 3 and 4 (fourteen and sixteen-year-olds).
- Boys in Nottinghamshire do not perform as well as girls in English in both primary and secondary schools, as is the case nationally. In mathematics however boys outperform girls at age eleven, although girls do better than boys in mathematics in GCSE examinations.
- The performance of pupils from ethnic minority backgrounds has improved overall, although the performance of specific groups of pupils still remains a concern. Nottinghamshire pupils do not achieve well at the higher levels, either in Key Stage 3 or Key Stage 4, and many schools lack confidence in identifying pupils that can be defined as gifted and talented in secondary schools.

Key strengths in pupils' performance in the early years and in primary schools

- Children under five achieve standards in line with or above national expectations.
- At Key Stage 1 (seven-year-olds), pupils' performance has significantly improved since 1998 in reading, writing, spelling and mathematics. The improvement is above the national rate. Standards are above the national average in reading and mathematics.
- The performance of pupils in English at age eleven has improved above the national rate, as has their performance in mathematics. In mathematics standards are broadly in line with the national average.

Key weaknesses in pupils' performance in the early years and in primary schools

- Children from manual backgrounds do not perform as well as those whose parents are in professional occupations. This applies to children in nursery and primary schools.
- Pupils' attainment in Key Stage 2 national tests in English is below the national average and below similar LEAs. Performance in writing is a particular concern.

Key strengths in pupils' performance in Nottinghamshire secondary schools

- The fourteen Nottinghamshire secondary schools involved in the pilot phase of the national Key Stage 3 Strategy have made better than the national average rate of improvement.
- Pupils' performance in Key Stage 3 in mathematics and science has risen substantially since 1998. In science, the performance of girls has risen significantly and the gap between girls' and boys' attainment has narrowed.
- The proportion of pupils achieving five or more higher grade passes at GCSE has risen steadily since 1998 (although at a lower rate than nationally).
- The performance of students taking two or more subjects at A-level and for those taking less than two A-levels is in line with the national average.

Key weaknesses in pupils' performance in Nottinghamshire secondary schools

- The performance of Nottinghamshire pupils in English in Key Stage 3 is below the national average and has not risen at the same rate as that of pupils nationally.
- In mathematics and science tests for fourteen-year-olds, Nottinghamshire pupils perform below the national average.
- Pupils at Key Stage 3 make less progress in lessons in Information and Communication Technology (ICT) than is the case nationally or in similar LEAs.
- In 2001 the proportion of pupils gaining five or more higher grade GCSE passes was below the national average and below all similar LEAs. The average point score for GCSE for Nottinghamshire pupils is below the national average and similar LEAs.

The performance of schools

8. A range of data and information is available to provide a clear picture of the performance of schools in Nottinghamshire. This includes the analysis presented in the LEA's statistical profile from Ofsted, which is based on the inspections of Nottinghamshire schools. In addition, the LEA has local evaluation evidence

provided by the Advisory and Inspection Service through school visits, reviews and the completion of School Improvement Reports. The key aspects for judging school effectiveness are the quality of teaching and the quality of leadership and management. The following tables summarise the main judgements about these aspects.

Key messages about the quality of teaching

- Teaching for children under five is a strength (2000 - 2001 data).
- Teaching in Key Stage 1 and Key Stage 2 is good overall and better than both the national average and that of similar LEAs.
- In primary schools, the teaching of literacy and numeracy is particularly effective.
- There has been a significant reduction in the number of unsatisfactory lessons since 1998.
- Teaching in secondary schools is improving, although there is still too much that is satisfactory and not enough that is very good. There is less good or very good teaching in Nottinghamshire schools than nationally or in similar LEAs.
- Teacher's use of ICT across the curriculum remains a weakness in primary and secondary schools.

Key messages about school leadership and management

- The quality of school leadership and management is improving in Nottinghamshire primary schools and is better than the national average and that of similar LEAs.
- Overall, the leadership of the head teacher is good or better in three quarters of primary schools; and school monitoring and evaluation processes have significantly improved.
- In secondary schools, leadership and management have also improved, particularly the leadership of the head teacher and the quality of strategic planning.
- In both primary and secondary schools governing bodies are playing an increasingly effective role.
- Some weaknesses remain in aspects of secondary school leadership and management, which overall is not as strong as in similar LEAs or schools nationally. Weaknesses relate particularly to the monitoring of teaching and the role of middle managers.

Other aspects of school performance

9. The audit of local and national data shows that the quality and use of assessment remains an area in need of improvement, particularly in secondary schools. Pupils' performance in ICT is also a major weakness in primary and secondary schools and more needs to be done to support schools in providing an appropriate ICT curriculum.

10. There has been a significant reduction since 1998 in the number of schools judged to be in need of special measures or having serious weaknesses and fewer schools overall require targeted, additional support. The number of Nottinghamshire schools in special measures or with serious weaknesses is less than the national average.

LEA performance

11. As part of the EDP audit, all the LEA's schools were sent a survey questionnaire seeking their evaluation of the effectiveness of LEA services. National data on the questionnaire is available from the Audit Commission and this enables the LEA to benchmark its services against the national average.

12. The analysis of the survey shows that schools judge the following services to be good:

- the LEA's support for the teaching of literacy;
- the LEA's support for the teaching of numeracy;
- the provision and use of pupil performance data;
- the induction for head teachers and newly qualified teachers;
- support for schools in special measures or with serious weaknesses;
- support for school self-evaluation;
- advice on legislation;
- clarity of the school improvement strategy;
- consultation on the EDP;
- the LEA's capacity to support schools if things go wrong;
- child protection guidance.

Schools were less satisfied with:

- liaison between the LEA and other agencies;
- provision for excluded pupils;
- provision for pupils with special educational needs.

Consultation on the 2002 - 2007 EDP

13. All LEAs are required to carry out a thorough consultation process to inform the construction of the EDP. In Nottinghamshire this process has been extensive and involved the following:

- a working group of head teachers from all phases;
- a series of conferences for head teachers;
- meetings with consultative panels representing teachers' professional associations, head teachers, the diocese, school governors;
- meetings with Nottinghamshire Association of Governors;
- circulation of a consultation document to a wide range of organisations and LEA partners (including all school governors);
- a working group of Elected Members and a seminar for all Members of the County Council;
- an advertisement in local libraries and the major local newspaper.

In response to the consultation process, changes were made to the draft plan and new actions added.

Priority 1: Raising attainment in the early years and in primary schools, particularly in literacy and numeracy

Activity programmes to support the achievement of targets and goals in Priority 1

14. The 2002 - 2003 programmes for this priority have been selected because they build on the effective work already underway to raise standards in literacy and numeracy and because they target action on identified areas needing further improvement. The actions within the six programmes (see opposite) provide:

- training, guidance and support for raising literacy standards for pupils aged 3 - 11 years. There is a focus on improving writing, improving boys' performance in the Foundation Stage and reducing the impact of transition;
- training, guidance and support for raising standards of numeracy for pupils aged 3 - 11 years including: intensive support for identified schools, training for subject teachers and developing numeracy across the curriculum;
- the dissemination of good practice;
- training, induction, advice and materials for head teachers, deputy heads and governors;
- support for schools to recruit and retain high quality staff;
- support for schools to improve the quality of their curriculum and assessment and, in particular, to develop the new Foundation Stage curriculum;
- focused support to identified schools through twinning, Beacon schools and the use of advanced skills teachers;

Priority 1: activity programmes 2002 - 2003

- 1.1 Raise standards in literacy in the Foundation Stage, Key Stage 1 and Key Stage 2.
- 1.2 Raise standards in numeracy in the Foundation Stage, Key Stage 1 and Key Stage 2.
- 1.3 Continue to improve the quality and effectiveness of school leadership and management in primary schools.
- 1.4 Improve the quality of curriculum provision and the effectiveness and use of assessment in the Foundation Stage, Key Stage 1 and Key Stage 2.
- 1.5 Improve the provision of performance data provided by the LEA for primary schools and the use that schools and the LEA make of the data.
- 1.6 Improve the progress of pupils with special educational needs.

- support for teachers working with pupils with special educational needs (particularly the use of P Scales);
- improved quality of pupil performance data, and help to schools on how to make the best use of this data.

15. The success of these programmes will be assessed by the achievement of the 2003 statutory targets for Key Stage 2 national tests. In addition, the following criteria will also be used to judge success:

- increased progress in literacy and numeracy (by 10%) for identified groups of children from disadvantaged backgrounds;
- an improved rate of progress for boys under five, in English and mathematics;
- an increase in the proportion of girls achieving the national average in mathematics tests in Key Stage 2;
- the quality of leadership and management is good in 85% of primary schools;
- no unsatisfactory teaching in literacy and numeracy;
- the role of governing bodies is judged to be good in 70% of schools inspected (as shown in the LEA statistical profile);
- no school sets 2004 targets that would produce the lowest Performance and Assessment Report (PANDA) grade;
- 95% of children in the Foundation Stage with complex special educational needs enter mainstream provision.

Priority 2: Raising attainment in Key Stage 3, Key Stage 2 and post-16

Activity programmes to support the achievement of targets and goals in Priority 2

16. The 2002 - 2003 programmes for this priority have been selected because they target action on those areas most in need of improvement in secondary schools. The actions contained within seven activity programmes (shown opposite) provide:

- training, consultancy and advice to improve teachers' skills in assessment and planning;
- support for the Keele University project on recording pupils' attitudes;
- work with head teachers to develop specialist schools and to use the expertise of such schools for the benefit of all schools;
- support for governing bodies (appointments, monitoring, target setting);
- dissemination of good practice;
- support for school self-evaluation;
- help for schools to implement the Key Stage 3 Strategy;
- support for a range of summer schools;
- mentoring and the use of advanced skills teachers to promote improved subject leadership;
- the production of high quality data and support for schools in interpreting and using data.

Priority 2: activity programmes 2002 - 2003

- 2.1 Improve the quality of teaching and learning in secondary schools.
- 2.2 Improve progression in pupils' learning at transition (primary to secondary education).
- 2.3 Raise standards in Key Stage 3 by implementing the national strategy.
- 2.4 Improve the quality of school leadership and management.
- 2.5 Improve provision for a relevant and collaborative 14-19 curriculum that prepares students for adult and working life.
- 2.6 Improve the progress made by pupils with special educational needs.
- 2.7 Improve the provision of performance data from the LEA for secondary schools, and the use that schools and the LEA make of data.

17. The effectiveness of these programmes will be measured by the achievement of the 2003 targets for Key Stage 3 tests and GCSE examinations. The other main criteria for judging success are:

- a reduction in unsatisfactory teaching to 1%;
- 95% of schools judged satisfactory or better at self-evaluation;
- an improvement in the value added progress of pupils from Key Stage 2 to Key Stage 3;
- leadership and management are judged good in 60% of schools inspected;
- a range of measures to contribute to improving the qualifications and educational experience of nineteen-year-olds;
- all schools to have key skills provision for fourteen to nineteen-year-olds;
- 70% of Key Stage 4 teaching is judged good or better by Ofsted inspectors;
- reduce the percentage of pupils working below National Curriculum Level 4 by 50% in identified groups of schools.

Priority 3: Narrowing gaps in performance between different groups of pupils and tackling underachievement

Activity programmes to support the achievement of targets and goals in Priority 3

18. The activity programmes in this priority have been selected in order to raise the standards achieved by specific groups of pupils and young people. The programmes are shown in the box opposite and are focused upon groups of pupils identified as underachieving by the audit process. The actions within the twelve activity programmes provide:

- focused work with identified schools where there are weaknesses in specific areas such as truancy, attendance, or the performance of autistic children;
- targeted work with identified groups of schools with underachieving pupils;
- innovative project work, such as the development of nurture groups;
- alternative curriculum strategies for Key Stage 4 pupils;
- distance learning support, conferences and working groups;
- support to pupil referral units;
- dissemination of good practice;
- improved identification, tracking and monitoring of gifted and talented pupils, those in public care and those with special educational needs.

19. The success of the activities will be measured by the achievement of the LEA's targets for eleven-year-olds, fourteen-year-olds and sixteen-year-olds together with the following:

Priority 3: activity programmes 2002 - 2003

- 3.1 Improve attendance in primary and secondary schools.
- 3.2 Improve the attainment of underachieving minority ethnic pupils.
- 3.3 Improve the attainment of Traveller children.
- 3.4 Improve the attainment of excluded pupils who attend off-site provision.
- 3.5 Improve the attainment of pupils at risk of permanent exclusion.
- 3.6 Raise the attainment of able pupils and those with exceptional talent.
- 3.7 Raise the attainment of underperforming boys.
- 3.8 Improve the attainment and progress of children educated in hospitals and at home.
- 3.9 Improve the attainment of pregnant teenagers and schoolgirl mothers.
- 3.10 Improve the attainment of children in public care.
- 3.11 Improve the attainment of children with autism.
- 3.12 Promote improved inclusive practice in schools.

- an increase in the number (to 50%) of Traveller children achieving the national average in Key Stage 2 tests;
- an increase (from 5% to 10%) in the proportion of Traveller children transferring to secondary school;
- the number of exclusions remains in line with the national average;
- 75% of pupils in PRUs achieve a recognisable qualification at Key Stage 4;
- a reduction in the absence of pupils in public care and an increase in the proportion of such children achieving the national average in Key Stage 2 tests and A* grades in GCSE examinations;
- the LEA's attendance targets are achieved;
- the LEA's targets for the performance of minority ethnic pupils are achieved;
- an improvement in the proportion of pupils achieving the highest levels in Key Stage 2 tests;
- improvements in boys' attainment in Key Stage 2 tests and GCSE (actual percentages are given in the full EDP);
- no school to have a level of inclusion of pupils with special educational needs less than the national average.

Priority 4: Providing support and challenge for schools causing concern

Activity programmes to support the achievement of targets and goals in Priority 4

20. The activity programmes in this priority are based upon the categories of schools causing concern and are focused upon the known areas of weakness within this group of schools. The actions are designed to:

- develop improved procedures to prevent schools getting into difficulty;
- cluster schools with similar weaknesses in order to better target support;
- provide training and support for head teachers and governors to enable them to improve their performance and sustain continued improvement (monitoring, planning, budget management);
- provide support for acting head teachers;
- deliver specific improvement programmes in individual schools;
- help schools make better use of performance management and more effectively measure the progress of their pupils.

21. The main criteria for assessing progress by the end of March 2003 are:

- a reduction in the average time a school takes to be removed from special measures (to eighteen months);
- 80% of schools removed from high levels of LEA support in three terms or less;

Priority 4: activity programmes 2002 - 2003

- 4.1 Increase the rate of improvement for schools requiring special measures.
- 4.2 Support and challenge the leadership and management of schools causing concern.
- 4.3 Provide support and challenge to schools in serious weakness and those that are underachieving.
- 4.4 Support and challenge schools causing concern, including those with emerging symptoms of weakness and underperformance.

- no more than 2% of schools to require high level support and no more than 10% to require lower level support;
- a 50% reduction in the number of special schools needing additional support;
- all serious weakness schools show significant improvement in one year;
- all underachieving schools demonstrate improvement in attainment.

Priority 5: Raising attainment and performance in ICT and improving its contribution to raising standards in other subjects

Activity programmes to support the achievement of targets and goals in Priority 5

22. These activity programmes reflect the continuing weakness in the teaching and standards of ICT in primary and secondary schools. Priority 5 is a Nottinghamshire-specific priority and improving ICT was also a priority in the first EDP. The actions in this second plan, however, have a different focus and are shown opposite. The actions cover:

- linking schools to the Broadband network;
- establishing on-line learning projects;
- providing training for school ICT coordinators;
- improving teachers' ICT skills and planning;
- support for ICT target setting;
- providing electronic case studies of good practice;
- developing the "Anywhere, Anytime Learning" project;
- providing training for LEA link inspectors to better support and advise schools about using ICT across the curriculum.

23. The effectiveness of the actions will be judged by the achievement of the LEA's Key Stage 3 ICT target and also by:

- a reduction in the computer : pupil ratio (to 1 : 8 in primary schools by 2003 and 1 : 5 for secondary and special schools);

Priority 5: activity programmes 2002 - 2003

- 5.1 Continue to improve the infrastructure and connectivity for schools.
- 5.2 Support schools' staff in making effective use of ICT.
- 5.3 Develop and disseminate good practice in the use of ICT.

- 95% of training is judged by participants to be good or better;
- an increase in the proportion of GCSE A* to C grades in ICT by 50% per year;
- a 10% improvement in Ofsted inspection judgements about the quality of teachers' ICT assessment;
- the teaching of ICT is satisfactory in 95% of schools inspected (by 2004).

Priority 6: Building learning communities

Activity programmes to support the achievement of targets and goals in Priority 6

24. This priority has been identified to reflect the diverse nature of Nottinghamshire's communities and the difficulties facing the LEA in raising the educational aspirations of pupils and parents in many of the disadvantaged areas of the county. The priority pulls together a range of activities to promote social inclusion and provides opportunities for pupils to develop skills and qualities to help them learn and value education. There are seven activity programmes, providing:

- training, advice and support for teachers about study support, promoting race equality, the healthy schools initiative and personal and social development;
- support for schools in the delivery of specific initiatives and projects;
- networks for schools and mentoring programmes;
- dissemination of good practice (citizenship);
- a range of family learning initiatives;
- links with local employers;
- support for schools to develop schools' councils and increase student participation in decision making.

25. Judging the effectiveness of these activity programmes will reflect the longer term nature of many of these initiatives. The following success criteria will be used:

- 50% of secondary schools will provide one hour per week of study support;

Priority 6: activity programmes 2002 - 2003

- 6.1 Build learning communities teams.
- 6.2 Extend opportunities for learning in out-of-school hours.
- 6.3 Extend opportunities for learning in the school day.
- 6.4 Engage parents and carers in supporting children's learning.
- 6.5 Enhance the role played by pupils in their community.
- 6.6 Extend the healthy schools initiative.
- 6.7 Promote school-business links.

- 50% of primary schools will provide half an hour per week study support;
- ten secondary and twenty primary schools will undertake a study support qualification;
- 100% of secondary schools have effective drug policies in place;
- pupils' attitudes improve overall by 15% and boys' attitudes by 10% (Keele survey);
- 90% of secondary and 95% of primary schools have a "good" judgement for ethos, in Ofsted inspections;
- 100% of schools participate in Healthy Schools Initiative.

Monitoring and Evaluating the 2002 - 2007 EDP

26. A thorough process of monitoring and evaluating the progress and impact of the EDP was introduced in 1999 for the first plan. This existing structure will continue to be used but will be further developed to take account of the views of schools and LEA partners on a regular basis. Overall responsibility for monitoring lies with the senior team of the Education Department. Standard formats for reporting progress are in place, with progress monitored twice a year - in July and in December. Progress reports will be circulated to all schools, to Elected Members and to the LEA and School Performance Consultative Panel. An annual EDP evaluation report is produced at the end of the financial year. This takes account of the monitoring reports, feedback from schools and stakeholders, the LEA's statistical profile and the school survey of LEA services, together with the annual performance report. This annual report will be sent to the DfES in line with new requirements.

27. The full version of the EDP can be found on Wired, the LEA's website at <http://wired.nottsc.co.uk> and on Nottinghamshire County Council's website at www.nottsc.co.uk/education/serviceplans. The LEA's annual action plan and activity programmes are to be found in Annex 2 of the full version of the EDP. If you require further information please contact Di Morton on 0115 977 3642.