



St Helens Council

Creating Opportunity and Success for All

**Single Education Plan
2004 - 2009**

CONTENTS

Introduction

- A: Single Education Plan and Corporate Objectives**
- B: Vision for Lifelong Learning in St Helens**
- C: Overall Strategic Analysis**
- D: Single Education Plan Priorities**
 - 1. Developing and Implementing SureStart**
 - 2. Excellence in Primary Education**
 - 3. Transforming Secondary Education**
 - 4. The Planning of School Places and Future School Provision**
 - 5. Promoting Inclusion**
 - 6. Supporting Adult Learning and Cultural Development**
- E: Consultation on the Single Education Plan**

APPENDICES

- 1. Glossary**
- 2. Planning and Performance Management Framework**
- 3. Key Targets and Expected Outcomes**
- 4. Links Between Single Education Plan Priorities and Other Strategies**
- 5. Monitoring of Attainment and Achievement in Schools**

INTRODUCTION

The Single Education Plan sets out a five year Strategic Plan for Education & Lifelong Learning for the period 2004-2009.

It forms the overarching plan for the Lifelong Learning Portfolio in St Helens, and also embraces a number of key objectives of the Social and Cultural Development Portfolio, as well as a number of cross cutting Portfolio objectives.

St Helens participated in the pilot phase of the Single Education Plan. We are aware that as the Plan rolls out nationally, we may need to make changes or modifications to the Plan. In particular, we are aware of the developing Children's Services Agenda. We are fully committed to ensuring that our plan is regularly reviewed and updated, and reflects national, as well as local and regional priorities.

The Plan will form the key Portfolio contribution to the Borough's Community Plan and the Council's Corporate Plan. It provides an overview of the key development objectives for the main Portfolios, including those currently in the Education Development Plan, the Youth Service Plan.

Most of the aims and objectives in this plan can only be delivered through effective partnerships with a wide range of statutory and voluntary sector partners, stakeholders, linked organisations, schools and learners themselves. We are committed to working closely within partnerships and will recognise the contribution and achievements of others as we implement our Plan.

Our Plan also sets out our Vision for Lifelong Learning in St Helens, and outlines our commitment to schools and communities in the Borough. With our partners, we want to make St Helens a true Learning Community.

Susan Richardson
Director of Education & Leisure Services

A Single Education Plan and Corporate Objectives

The Council and its Partners have set out a ten-year vision which is:

“To make St.Helens a modern, distinctive, economically prosperous and vibrant Borough”

The Borough Community Plan identifies eight primary objectives:

- Opportunity and success for all who live, study, train and work in the Borough, through high quality lifelong learning experiences and activities.
- Improved Health and Well Being through flexible, responsive health and social care.
- A diverse modern economy, offering a wide range of job opportunities.
- A wide choice of quality homes for all our residents.
- A healthy, safe and rich environment with a choice of good transport facilities for all.
- Reduced crime and fear of crime.
- High quality opportunities and facilities for leisure and sport, with a vibrant cultural life.
- A growing population with better opportunities for disadvantaged groups.

The Community Plan Objectives are aligned with the Council’s Corporate Objectives. They are jointly aimed at delivering the Borough’s vision, and form the strategic backdrop to the Single Education Plan and the Strategy for Lifelong Learning. The key Corporate Portfolios and related Objectives are as follows:

- ***Corporate Service and Performance Improvement Portfolio*** – To support the Council in planning and implementing its services in an efficient and effective manner by continually improving the Council’s organisation and deployment of its resources for the maximum benefit of the Borough.
- ***Lifelong Learning Portfolio*** – To work in partnership to ensure the delivery of high quality services, which will raise attainment, promote lifelong learning and social inclusion, and improve health, well being and quality of life.
- ***Social Care and Health Portfolio*** – To promote independence and inclusion by the provision of services which will deliver positive outcomes for people.
- ***Urban Regeneration Portfolio*** – To promote investment, create jobs and build modern sustainable communities.
- ***Environmental Protection Portfolio*** – To improve the environment for the benefit of the Community.
- ***Community Safety Portfolio*** – To work jointly through partnership to reduce crime and disorder and the fear of crime and disorder to make St. Helens a safer place to live, work and visit.
- ***Social and Cultural Development Portfolio*** – To build an effective framework for ending social exclusion in St. Helens, therefore enabling a better quality of life.

Planning Structure

The above objectives inform the Council’s Strategic and Service Planning. There are a number of levels of planning, which link to a comprehensive Performance Management Framework. These are set out in the detailed chart attached at **Appendix 2**.

The Borough’s Community Plan and the Council’s Corporate Plan are closely aligned and set out the long-term vision and objectives for the Borough. The Best Value Performance Plan reports annually on progress against key plans and indicators. (N.B. Work will be undertaken during 2004 to integrate

the Best Value Performance Plan and Corporate Plan more closely, in line with recent consultation documents).

The Corporate Plan comprises three-year Portfolio strategic objectives, and the SEP will inform this directly.

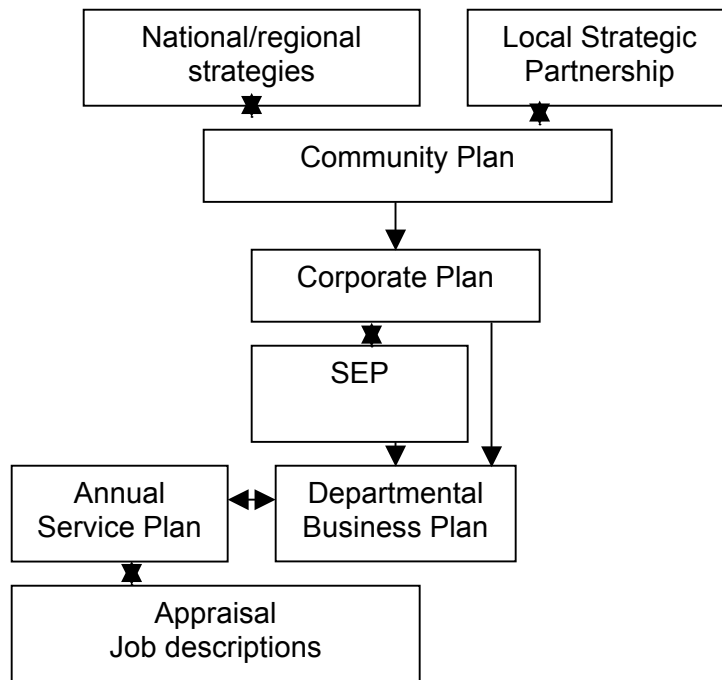
Underpinning the three-year plans, are Annual Departmental Business Plans and Annual (Team) Operational Service Plans.

The Service Plans are key to the delivery of Corporate and Departmental objectives. They are produced at team level, informed by the Corporate and Business Plan priorities, and set out in detail how each team will contribute to the delivery of corporate objectives.

The Operational Service Plans link directly to individual staff objectives, identified and confirmed through an annual appraisal process. This process clarifies individual contributions and also identifies any support needs.

An annual Training and Development Plan is produced, informed by any corporately identified training needs, as well as team or individual support/training and development needs.

**Summary of St Helens Council Strategic Planning Framework
(see also Appendix 2)**



As indicated above, the Council works closely with a range of key partners in the statutory and voluntary sector. As far as the Single Education Plan is concerned, key local and regional partners include: St Helens Learning Partnership; St Helens Local Strategic Partnership; the Learning and Skills Council Greater Merseyside; Greater Merseyside Connexions.

At sub-regional level, the Learning and Skills Council has set out a Strategy for Learning and Skills 2002 – 2005. This relates closely to the Council’s Strategy and the objectives are:

- Increasing the participation and achievement of young people
- Increasing the participation and achievement of adults
- Meeting the Workforce Development and skills need of Employers
- Improving the quality, relevance and coherence of learning provision.

All of the above complement and support partner objectives locally.

The Greater Merseyside Connexions Business Plan 2002 –2005 also sets out a number of related key priorities. Their principal aim is to maximize the participation, and achievement through learning, of all young people aged 13 to 19. The particular focus is on raising aspirations, participation and achievement. As such Connexions have a key role in the implementation of the 14 – 19 Strategy.

Performance Management

The Council has in place a comprehensive performance management framework which is monitored at individual, team, departmental and Portfolio level and is supported by an extensive monitoring database, which is part of a Council wide ‘online’ system.

A major Corporate Performance Management Report analyses performance against key indicators and progress against identified actions, and this is taken on a quarterly basis to Chief Officers Group, Executive, Scrutiny Commission and Council, with a full review annually.

In addition, within the Department, at team, branch and Senior Leadership Team level there are regular reviews of progress against targets. A detailed self-assessment framework is also under development to inform the monitoring and review progress.

The monitoring process is informed by a range of performance indicators, external benchmarking information, performance reviews and other survey data.

Please see also Appendix 5 which sets out in more detail the monitoring and evaluation process for attainment and achievement in schools.

In summary, monitoring and evaluation will take place at a number of levels as outlined below, within a Corporate Framework.

- **Level 1:** The Lead Officers from each SEP priority will monitor and evaluate progress against key indicators as set out in the action plans for their priorities;
- **Level 2:** The Departmental Senior Leadership Team will evaluate progress reported by Lead Officers;
- **Level 3:** External monitoring will occur when SEP progress is reported to:
 - The Director's Consultative Forum
 - Headteachers and Governing Bodies of schools
 - Key partners – EiC Partnership, Diocesan Authorities, Greater Merseyside Learning and Skills Council, Connexions, Council Departments, FE and Sixth Form Colleges, Early Years Development and Childcare Partnership, Excellence in Cities Partnership, St Helens Learning Partnership and the Local Strategic Partnership.
- **Level 4:** Monitoring and evaluation will take place through:
 - The Corporate Performance Management system, which is reported to the Executive Member for Lifelong Learning; Executive; the Scrutiny Commission and Council.

The Single Education Plan has been fully integrated into the Corporate Strategic Planning Framework, such monitoring will take place through the Corporate Performance Management Framework. SEP targets will be highlighted within this system.

B Vision for Lifelong Learning in St Helens

St Helens Council recognises that it has a key role to provide educational vision and leadership to the community. This vision is central to the regeneration and economic vibrancy of the Borough, and in addition, is key to the personal fulfilment and well being of individuals within the community.

Our vision for Lifelong Learning is all about:

Creating Opportunity and Success for All

We have set out some key principles which will drive our work:-

Key Principles

- Aiming for excellence
- Working in partnership
- Delivery quality services
- Raising achievement
- Improving health, well-being and quality of life
- Promoting social inclusion
- Embracing change for improvement

We are aiming for the following:

Learning which is high achieving and inclusive where all individuals will:

- Have an educational experience that fosters intellectual growth and cultivates social and emotional development.
- Have access to high quality learning opportunities, which enable them to progress and to achieve to their full potential.
- Acquire an appreciation of the value of knowledge, and the desire, confidence and skills to continue to enjoy learning throughout their lives.
- Develop a strong sense of citizenship and community with the opportunity to grow into valued members of the local, regional, national and global economy.
- Experience an education which meets their diverse needs and ambitions, responds to their talents, and helps them achieve their goals and aspirations.
- Learn in a high quality environment providing an effective 21st century curriculum.
- Develop a sense of self belief, self worth, identity, security and emotional well-being.
- Have access to worthwhile creative and cultural experiences.

Schools which are able to:

- Develop their own distinctive ethos and unique identity.
- Provide high quality teaching, learning and leadership within a pupil focussed learning environment.
- Be an inclusive learning community where there is equality of access and opportunity for all pupils to achieve well.
- Provide a focal role in the community, facilitating access to a range of services to help meet the needs of pupils, their families and the wider community.
- Be self aware, self improving and autonomous.

An Education Service which will:

- Work constructively and openly with schools, enabling them to take responsibility for their own continuous improvement.
- Support the sharing of good practice, enabling schools to work in collaboration with each other.
- Ensure that all education stakeholders are consulted and are able to participate in discussion, networking and information exchange.
- Implement an agreed strategy of monitoring, challenge, intervention and support and ensure that resources are focussed where they are most needed.
- Support schools in the effective use of data to allow them to analyse and challenge their performance.
- Celebrate the achievement of individual pupils and schools.
- Support schools in implementing the St Helens Education Inclusion Strategy, valuing and celebrating inclusive practice.
- Support schools in providing a broad, balanced, relevant and enjoyable curriculum and in promoting curriculum innovation.
- Support effective partnerships, co-operation and collaboration across the Education Service.
- Continue to maximise the resources available to schools through effective and efficient use of revenue and capital, effective delegation and passporting of education funding, and by accessing external funding opportunities.

Our Commitment to Our Communities:

- We will deliver and facilitate high quality, inclusive learning, leisure and cultural activities in line with Best Value principles.
- We will support effective partnership , co-operation and collaboration to maximise opportunities with the community.

- We will celebrate success and achievements.
- We will support and promote health and well-being.
- We will contribute to the development and support of family cohesion and social cohesion.
- We will encourage active citizenship and community empowerment.

C Overall Strategic Analysis

In the last few years, St Helens has undergone major investment and regeneration. The Council and its partners intend to continue this process in order to create an economically vibrant Borough with opportunity for high quality lifelong learning as a key objective. The City Growth Strategy, for which St Helens is a national pilot, provides a new approach to economic development based on a strong private sector led private – public partnership, and now forms a major impetus to further economic, social and cultural regeneration. The following evidence motivates this action.

1) Demography and socio-economic indicators

- The birth rate is declining and this has already impacted on the primary sector, resulting in fewer schools. By 2009, there will be 1000 fewer secondary pupils aged 11-15. Consequently, it is likely that fewer than the current number of high schools will be needed. It is necessary, therefore, to review future school and pre-school provision to ensure resources are used efficiently.
- There are pockets of high adult and youth unemployment; there is also a significant skills gap. To address this, and to create the conditions to sustain economic development, there is a need to ensure access to relevant qualifications framework and higher levels of participation and retention in education and training post-16.
- Overall 20.7% of residents hold no vocational qualification (18.9% regionally); the proportion of the population with higher educational qualification is 9.7% compared to 13.5% nationally. In 13 of the 18 wards, there are low levels of literacy and numeracy post-16. In order to address these issues, locally accessible first rung provision and Skills for Life opportunities need to be made available in local communities.
- There is significant deprivation: St Helens is the 42nd most deprived local authority in England; 36% of people live in the 10% most deprived wards and of these 7 are within the top 10% for deprivation nationally and 3 fall in the top 3%. There are significant indicators of poor health: 18% more people die before the age of 75 than the national average; the mortality rates for heart and respiratory disease are above average. Child poverty is strongly linked to lower achievement and poorer life chances.
- The Borough has a small but diverse ethnic minority population of approximately 1.16% and there are no significant groupings.
- There are higher than average levels of teenage pregnancy and parenthood and lone parenting. This has a negative impact on continued participation in education and on achievement.
- The current proportion of young people 16-18 not in education, employment and training stands at 10.90% (March 2004). This is above the North West average of 9.3% and the England rate of 11.05%, but is below the Merseyside average of 11.05%. Significant work is being undertaken to reduce this, and there has been a major reduction in the number of 'not known' – currently at just 2.40%.

2) Corporate and partnership priorities

- The Council is committed to working in partnership to achieve its corporate objectives for improving opportunity for lifelong learning and educational achievement. In February 2003, the Area Wide Inspection Report of post-16 education was published. The LEA, working with the LSC and other partners, has produced an action plan in response to the report. This has led to a review of the configuration of secondary education, where there is a need to achieve a better co-ordinated and planned provision post-16, to improve student participation, choice and retention. There is also a need to improve the quality of the learning environment and to achieve greater consistency in the quality of teaching and learning. The Council is also

formulating its response to the Green Paper issues relating to Children's Services, and anticipates significant development in this area in 2004/2005.

3) Educational achievement

- At Key Stages 1 and 2, schools perform better than both the national average and most similar LEAs. Value added at KS2 is good. Over the last five years, the trend has been an increase in attainment in all Key Stage 2 tests. In English, in 2003 level 4 and above was the highest ever at 79%; mathematics at 76% was above the national average. In English, 73% of schools have a benchmark grade of C or above with 28% at A/A*. In mathematics, over one-third of schools have a grade of A/A*. This is above what might be expected.
- Secondary schools face significant challenges to raise achievement and add greater value. This is particularly acute at Key Stage 4 where there has been a three year decline in the key GCSE indicator of 5+A*-C. In 2000, 47% of pupils achieved this; in 2003 it was 44.8%. The value added from Key Stage 3 to Key Stage 4 is weak in the majority of schools. Only three schools show consistently good value added over the last three years; the majority show value added within the bottom quartile. However, there are important signs of improvement at Key Stage 3: the 2003 results are above the national average and the best achieved so far with 71% of pupils gaining level 5 or above in English and 70% in mathematics; over the last five years there has been an increasing attainment trend overall.
- The gap between targets and attainment is widening; this is set to continue if, as targets rise over time, attainment persists at a similar level or falls.
- OFSTED inspection evidence indicates that progress made by pupils with Special Educational Needs (SEN) and Gifted and Talented (G&T) is mainly good and never less than satisfactory at any key stage. For EAL pupils, (pupils with English as an Additional Language) progress is also good although the proportion of pupils in this group is very low at 0.5% primary and 0.3% secondary. Looked after children: the proportion gaining 1 A*-G at GCSE was 67%, above the 2002 target of 65%. There are significant gender issues. In English, girls perform better than boys at the end of each key stage.

4) The Quality of Educational Provision

- **OFSTED inspection** evidence is positive overall:
 - > Better than average teaching, including good teaching of basic skills,
 - > School improvement between inspections above national averages,
 - > Strong learning in ICT,
 - > Good leadership and management in a majority of schools.
 - > The majority of schools give good or better value for money.
- The 2003 review of EDP2 provides the following evidence:

Early Years - the quality of teaching and learning for the under-fives is better than that seen nationally and leadership is good.

Primary literacy and numeracy targets are challenging, but there is evidence that supported schools have made greater gains than those not supported. OFSTED evidence shows that the basic skills of literacy and numeracy are generally well taught.

At KS3, there has been better identification of priority support schools; attainment has risen overall. A key issue is to improve the leadership of the strategy in schools and to secure improved teaching and learning, particularly for targeted groups.

At KS4, there is a need to promote curriculum collaboration and the sharing of best practice, including the contribution of specialist schools.

Schools causing concern - OFSTED evidence indicates that, in 79% of schools, improvement since the previous inspection is good or better (63% nationally). Overall, school effectiveness is good or better in 88% of schools (65% nationally).

ICT has seen significant improvements. The provision of facilities, including ICT suites and the two City Learning Centres, has moved at a swift pace. OFSTED data shows learning in ICT as good or better in 77% of schools (46% nationally).

Overall, leadership and management is rated good or better in the majority of schools inspected. There has been a significant change at headship level within the last two years, particularly in secondary schools.

5) Social inclusion

- Activities have succeeded well in relation to supporting pupils through the PSHE and PE curriculum and the Creative Partnership. The Healthy Schools Project has targeted particularly vulnerable groups such as pregnant schoolgirls and those misusing substances. There has been extensive audit and training in relation to child protection. Provision for children who are vulnerable as a consequence of special educational needs has been made more readily available because of the work of the Provision Agreement Panel. The number of statements of SEN is falling. A year ago the level of statementing stood at 2.8% and rising. It is currently 1.6% and falling. Attendance is improving, but there are still schools where this is a significant issue. Exclusions have fallen; there is an extensive behaviour improvement programme. OFSTED information shows that provision for pupils with additional needs is often good. However, the attainment of children in public care, and other vulnerable groups, is currently below the level reached in the best performing LEAs.

Additional funding has been made available for Gypsy and Traveller education, this group representing the single largest coherent minority ethnic community in St Helens.

The LEA has increased the participation with both older learners and adults with learning difficulties and disabilities.

6) Key issues and Priorities

- In order to respond effectively to demographic trends; to ensure the efficient management of resources; to provide appropriate SureStart, school, further and adult education; to combat the influence of poverty and poor health and to raise educational achievement and promote social inclusion, the Single Education Plan will have the following priorities.
 1. **Developing and Implementing Sure Start**
 2. **Excellence in Primary Education**
 3. **Transforming Secondary Education**
 4. **The Planning of School Places and Future School Provision**
 5. **Promoting Inclusion**
 6. **Supporting Adult Learning and Social and Cultural Development**

7) Cross-cutting themes

In drawing up the Single Education Plan (SEP), account has been taken of national and local objectives. These appear in various sections within the SEP priorities and are:

- **Investing in the workforce.** St Helens Council recognises that the most valuable resource is the staff it employs. The Education and Leisure Services Department has achieved Investor in People status. It will seek to ensure that all employees develop the knowledge and competence to perform effectively so they can contribute to the achievement of service objectives. Critical to this is the recruitment and retention of high quality staff.
- **School workforce reform.** The LEA will support and challenge schools in implementing workforce reform as set out in the National Agreement, and is currently extending its role in developing and implementing a coherent teachers' and support staff Continuous Professional Development strategy.
- **Equalities.** St Helens Council is committed to working towards the attainment of the Equality Standard and the implementation of the Equalities Action Plan. By 2006, it will have achieved Level 5 of the Equalities Standard.
- **Accessibility Strategy.** The Council has produced an Accessibility Strategy based upon a comprehensive audit of schools' physical and curriculum requirements, and in keeping with the spirit and letter of the Special Educational Needs and Disability Act (2001).

The Adult and Community Learning service is also working to ensure that the Access requirements of the Disability Discrimination Act (Part 4) are met in relation to its provision.

- **Resource Management.** The Council is committed to managing resources effectively in line with the agreed corporate Best Value Review Programme. The declining pupil population presents planning and funding implications which will be addressed through ongoing monitoring and review.
- **Innovation to Improve Teaching and Learning.** This is to improve learning for all pupils and other learners, whatever their needs, and to encourage diversity and collaboration between schools and with other providers. St Helens is committed to electronic learning and has a Borough-wide strategy for developing the enormous potential of ICT as a teaching, learning and communication tool for all learners.
- **Promoting Inclusion.** The aim is to provide additional educational support to vulnerable children so they can achieve their potential and to ensure integration into school for those who have missed out on education for a significant time.

In respect of adult learners there are two main aims. The first is to facilitate the inclusion of adults with learning difficulties and disabilities into mainstream provision whilst the second is to provide a first step curriculum enabling access for adults with few, if any, qualifications.

- **Enhancing Social and Community Cohesion.** We recognise the critical role of the Council in promoting community cohesion and supporting diversity. We will ensure that learning is relevant to the needs and aspirations of the community through citizenship, PSHE, work-related learning, and the provision of a programme of Family Learning to promote parental/carer support for children's learning and development. We will also work to ensure that all learners gain positive experiences of other cultures and faiths.

- **Leading improvement by sharing best practice.** Acting holistically, the LEA will: tackle school underperformance, sustain improvement in primary education, transform secondary education and raise achievement 14-19, develop early education and childcare, improve services to children and young people at risk, and remove barriers to learning by improving behaviour and attendance. We will work in collaboration with schools, within the framework of the Code of Practice on LEA-School Relations, so they can lead change through informed professionalism.

D PRIORITIES

<p>Priority 1:</p>	<p>Developing and Implementing SureStart</p>
<p>Strategic Goal</p>	<p>To successfully implement Sure Start, delivering on the principles of high quality, integrated services for children and their families ensuring the best possible start, comprehensive Foundation Stage curriculum and continuing opportunities in life.</p>
<p>Strategic Analysis</p>	<p>Needs have been identified from an analysis of:</p> <ul style="list-style-type: none"> • Audit of Local Provision to the SureStart Unit in May 2003 which included Sure Start Local Programmes; planned or existing Neighbourhood Nurseries; schools, including Nursery Schools, with early years' provision; and provision available in the voluntary, independent, and private sectors. • Live Birth statistics • Pupil Population data by Ward and across the Borough. • Health data provided through the St.Helens Ward Profile. • Data relating to training for Early Years Foundation Stage practitioners. • OFSTED Inspection Reports. • Deprivation data. <p>The data shows that St Helens has a declining child population which is not showing any signs of arresting. The SureStart Unit, as part of the implementation of Children's Centres, have set a number of targets for the area in terms of children 0-5 years old to be 'reached' and the number of additional pre-school centre-based childcare places to be provided. The Council continues to be proactive in managing the effects of the declining pupil population in schools, and is anxious to ensure that childcare places are not created in excess of demand which would subsequently cause various settings to become unviable. Initially, the Council stated that it was unable to accept its Children's Centre target of 348 new childcare places. However, the target was subsequently agreed with the SureStart Unit on the proviso that, if ongoing monitoring provides the evidence for a reduction in the target, then further discussion can take place. Additionally, the reach target set for 2010 of 8012 children was reduced to 7710.</p>
<p>Key Objectives</p>	<ul style="list-style-type: none"> • To establish a network of Children's Centres across the Borough. • To deliver the required "core offer" for Children's Centres. • To ensure the development of integrated services for children and their families. • To provide high quality, affordable childcare. • To provide choice in childcare opportunities for parents. • To provide parenting support and information. • To provide a network of support for childminders. • To promote, increase and support parental involvement.

	<ul style="list-style-type: none"> • To provide clear sign posting into the full range of services for children, young people and their families. • To ensure integrated service provision for children with additional needs, those who are vulnerable or those in need. • To provide high quality early education integrated with day care. • To implement strategies to improve the quality of learning and raise achievement further in the Foundation Stage. • To provide extensive high quality training and development for Foundation Stage practitioners. • To ensure all settings achieve the Quality Kite Mark.
Key Targets and Expected Outcomes	<ul style="list-style-type: none"> • 1,049 new childcare places created by March 2004. • 2 Childminder Networks created by March 2004. • 150 childminders supported across the Borough. • 10 Neighbourhood Nurseries open by March 2004. • 8 Children's Centres delivering the SureStart Children's Centres 'Core Offer' to children (0-5 years old) and their families in the top 20% most disadvantaged wards by 2006. • A further 348 new full day childcare places created by 2006. • 5,208 children (0-5 years old) reached by the 8 Children's Centres by 2006. • 7,710 children (0-5 years old) reached by 2010. • 4 days relevant training and development per practitioner in the delivery of the Foundation Stage Curriculum per year. • By the end of Reception, the majority of children achieve the Early Learning Goals.
Actions	<ul style="list-style-type: none"> • Review and consult on the delivery plans for the current SureStart Local Programmes in order to develop the initiatives as Children's Centres. • Consult on and develop delivery plans for the two new Children's Centres and implement within set timescales and budget. • Support and contribute to the re-shaping of services to young children and their families in line with the requirements of the Children's Green Paper, 'Every Child Matters'. • Develop a range of high quality childcare places across the Borough particularly in areas of disadvantage. • Further develop systems to ensure effective information for parents. • Promote programmes and training to support and increase parental involvement. • Support effective training and development for the network of childminders across the Borough. • Provide a high quality training and development programme for Foundation Stage practitioners. • Provide support to enable all settings to implement an effective Foundation Stage Curriculum.
Monitoring & Evaluation	<ul style="list-style-type: none"> • Report through the Council's Corporate Performance Management Framework.

	<p>Framework.</p> <ul style="list-style-type: none"> • Assess the implementation of the actions within the delivery plans of the Children’s Centres. • Collect, collate and analysis data on the number of children ‘reached’ as part of the Children’s Centres Strategy. • Provide timely returns to the SureStart Unit as required. • Report the analysis of information and the key issues to the Children’s Centres Partnerships and Operational Management Board. • Provide regular briefings to the Executive Member for Lifelong Learning. • Provide reports for the Council’s Chief Officers and Executive as required. • Targets met within timescales. • CPA/Ofsted judgements. • Early Years Quality Kite Mark.
<p>Links to other strategies</p>	<ul style="list-style-type: none"> • Community Plan • Corporate Plan • Developing Children’s Services • Overarching Children’s Strategy • Raising Attainment Strategy • Children’s Preventive Strategy • Extended Schools Programme • Strategic Framework for Inclusion • Health Improvement Modernisation Programme • Play Strategy. • Adult Learning Plan • Libraries Position Statement • City Growth Strategy • Social Inclusion Strategy

Priority 2:	Excellence in Primary Education
Strategic Goal	<ul style="list-style-type: none"> To build on current good practice and raise standards further by implementing a shared vision for a successful Primary Strategy
Strategic Analysis	<ul style="list-style-type: none"> Needs were identified from an analysis of school and LEA OFSTED data, school self-review and improvement plans, evaluation of EDP2, School Improvement Service review. Test results are above the national and similar LEA average but attainment has levelled out in a number of key areas, the gender gap in literacy remains; some schools still give cause for concern. The LEA targets are challenging and the gap between target and outcome remains; a priority is to reduce the gap and maintain the gains to further improvement.
Key Objectives	<ul style="list-style-type: none"> To support all schools to develop their unique ethos and character where excellence & enjoyment are aims for all children To achieve high standards through a rich, varied and innovative primary curriculum To develop further the National Literacy and Numeracy Strategies and improve performance in these key skills To support all schools in the introduction of the primary entitlement to Modern Foreign Languages (MFL) To develop the professional capacity of all schools to lead the improvement of teaching and learning To improve the use of E-learning across the curriculum To develop assessment for learning in all schools To support all schools to address barriers to learning and promote inclusive practice To support schools in securing an effective transfer to secondary education for all pupils To enable all schools to learn from each other by sharing best practice through networking and collaboration To provide targeted and co-ordinated support to underperforming schools To develop schools' capacity, in partnership with other agencies, to offer a range of extended services to the community.
Key Targets & Expected Outcomes	<ul style="list-style-type: none"> By 2006, 85% of pupils achieve level 4 in English and mathematics in the Key Stage 2 tests and 35% achieve level 5 By 2006, less than 10% of schools have fewer than 65% of pupils achieving level 4 and above
Actions to achieve outcomes	<ul style="list-style-type: none"> Develop a primary strategy that supports all schools to: build on literacy and numeracy strategy success, develop the curriculum in ICT, MFL and creativity Monitor, challenge and direct targeted support to schools that do not perform as well as they could Promote programmes and services to address the needs of all groups of learners: those with gifts and talents and additional educational needs Develop the leadership programme to improve the capacity of all schools

	<p>to transform teaching and learning through collaboration and the sharing of best practice</p> <ul style="list-style-type: none"> • Develop an Authority programme for the transformation of learning, incorporating the best of research into learning styles and the impact of this on teaching practice. • Support workforce reform to enable all teachers to improve teaching to raise standards • Develop systems for tracking the achievement of all pupils and ensuring effective assessment for learning and efficient transfer to secondary education • Promote extended services and partnerships beyond the classroom so parents and families can help children to learn • Focus behaviour and attendance strategies in support of better learning for vulnerable groups
<p>Monitoring & Evaluation</p>	<ul style="list-style-type: none"> • Report through the Council’s Corporate Performance Management Framework. • SIS to assess the evidence of school self-review and improvement planning with annual report to governors • SIS to monitor progress in key themes: teaching & learning, curriculum, leadership and achievement. Report to Director’s Forum, headteachers. • Scrutinise school and LEA OFSTED data • Evaluate pupil attainment information annually to analyse trends, value added and variation in achievement. Report to SLT, Chief Officers, Education Scrutiny, headteachers and governors • Ensure all appropriate service areas (A&I, SIS) contribute to evaluations on school performance through cross departmental monitoring • Provide monitoring information on Family Programmes to the LSC • Provide regular briefings to the Executive Member for Lifelong Learning.
<p>Links to other strategies</p>	<ul style="list-style-type: none"> • Community Plan • Corporate Plan • SureStart Programme • Developing Children’s Services • Strategic Framework for Inclusion • Extended Schools Programme • Workforce Reform • E-learning Strategy • LEA strategy for Leadership and Management • National Strategy for Modern Foreign Languages • Behaviour Improvement Programme • Adult Learning Plan • City Growth Strategy • Children’s Preventive Strategy • Social Inclusion Strategy • Excellence in Cities Strategy

Priority 3:	Transforming Secondary Education
Strategic Goal	<ul style="list-style-type: none"> • To raise achievement with every school delivering excellence and every pupil achieving success
Strategic Analysis	<ul style="list-style-type: none"> • Needs were identified from an analysis of achievement data, OFSTED information, school self-review and SIP, evaluation of EDP2, School Improvement review. • A significant decline is anticipated in the secondary school population; by 2009/2010 there will be 1000 fewer secondary pupils aged 11 to 15. • Area-Wide inspection indicates the need to plan co-ordinated post -16 provision to: improve curriculum collaboration and choice, ensure consistent high quality teaching and learning and improve participation and retention. • Across the LEA, GCSE performance is declining, value added at Key Stage 4 is weak; LEA targets are challenging and the gap between target and outcome is widening • There are gains in threshold achievement at Key Stage 3 but there remains a need to improve value added. • The Council is committed to building schools for the future, which can provide for the 21st century curriculum.
Key Objectives	<ul style="list-style-type: none"> • To raise achievement at Key Stage 3 through the effective strategic co-ordination of the National Strategy, with particular focus on improving the quality of teaching and learning. • To raise achievement at Key Stage 4 and beyond by implementing a coherent 14-19 strategy with a clear, flexible curriculum and qualifications framework, offering breadth and flexibility to develop and stretch all young people • To exploit and expand the range of vocational learning opportunities through joint college, school and work based learning provision and local employers • To improve value added achievement scores for all schools across all key stages. • To improve collaboration between schools and other providers to enable the sharing of best practice, including using the expertise of Specialist Schools and Colleges • To support, monitor and challenge the implementation of the Leadership Incentive Group (LIG) Plan and the Excellence in Cities Strategy and their impact on achievement • Through the Aim Higher Strategy, to increase the number of young people accessing Higher Education. • To reduce the number of young people in the NEET category – i.e. those not entering education, employment or training. • To develop the professional capacity of all schools to lead improvement and change management through self-review • To support all schools to address barriers to learning and promote inclusive practice • To improve the use of Early Learning across the curriculum • To provide targeted and co-ordinated support to underperforming schools and departments • To implement the LEA Strategy in relation to the Specialist School Programme.

Key Targets & Expected Outcomes	<ul style="list-style-type: none"> • By 2005, raise attainment at KS3 to meet the targets of: English 80%, mathematics 78%, science 76% and ICT 82% level 5 and above • By 2005, raise attainment at Key stage 4 to meet the GCSE 5+A*-C target of 56.2%. • By 2006, no schools are below the 30% floor target for 5+A*-C GCSE. • Increase participation at 16+ in line with the targets set in the Area Wide Inspection Action Plan
Actions to achieve outcomes	<ul style="list-style-type: none"> • Support school capacity building to develop professional learning communities with collaborative inquiry on professional practice and a shared learning vision with collective responsibility for pupil progress. • Develop collaboration, share best practice and ensure funds such as EiC and KS3 intervention are well targeted • Build LEA school improvement capacity - coherently link all support and challenge roles into transformational teams deployed in schools where the greatest gain can be made. • Focus LEA support on - audit/review, Raising Achievement Planning, improving teaching/learning and enhancing leadership capacity through raised expectations. • Develop an Authority programme for the transformation of learning, incorporating the best of research into learning styles and the impact of this on teaching practice. • Focus behaviour and attendance strategies in support of better learning, particularly for vulnerable groups • Support exam preparation through a co-ordinated “thirst for learning” programme across all schools • Improve the role of learning mentors in supporting learners at KS4 • Develop assessment for learning, track the achievement of pupils and ensure targeted intervention to support raising achievement. • Work to achieve the objectives of the Area Wide Inspection Action Plan so there is appropriate, planned provision supporting learner choice • Enhance business-education and employer education links within the Borough • Develop an enhanced range of vocational learning opportunities 14-19 • Support school leadership and management at all levels through the Leadership Development Programme and LIG. • Use EiC strategically to impact positively on improving teaching, learning and leadership to raise achievement. • Assess Aim Higher needs and plan development in identified priority schools.
Monitoring & Evaluation	<ul style="list-style-type: none"> • Report through the Council’s Corporate Performance Management Framework. • School Improvement Service will monitor progress in the key themes: KS3, 14-19 and evaluate impact. Report to Secondary Leadership Forum and DCF. • AWI Action Plan via 14-19 Strategy Group, LSC GM and National LSC • SIS to assess the evidence of school self-review and improvement planning with annual report to governors • Scrutinise school and LEA OFSTED data • Report through the Council’s Corporate Performance Management Framework. • Annual check of attainment information - analyse trends, value added

	<p>and variation in achievement - report to SLT, Chief Officers, Education Scrutiny Panel, headteachers and governors</p> <ul style="list-style-type: none"> • Ensure appropriate service areas (A&I, SIS) contribute to evaluation • Provide regular briefings to the Executive Member for Lifelong Learning.
<p>Links to other strategies</p>	<ul style="list-style-type: none"> • Community Plan • Corporate Plan • Developing Children’s Services • Area-wide Inspection Action Plan • Extended Schools Programme • Workforce reform strategy • E-learning Strategy • National KS3 Strategy • National Strategy for Modern Foreign Languages • Strategic Framework for Inclusion • Behaviour Improvement Programme • Connexions Strategic Plan • LSC Greater Merseyside Strategic Plan • Social Inclusion Strategy • Children’s Preventive Strategy • Excellence in Cities Strategy • City Growth Strategy

Priority 4	The Planning of School Places and Future School Provision
Strategic Goal	<ul style="list-style-type: none"> • To continue to ensure effective management of school places linked to an appropriate capital programme including “Building Schools for the Future”
Strategic Analysis	<p>Needs have been identified from:</p> <ul style="list-style-type: none"> • Pupil population data by Ward and across the Borough • School Population trends and forecasts • Live Birth statistics • Trends in admissions to schools • Asset Management Data • Deprivation data • Attainment data <p>The data shows that St.Helens Council has a significantly declining pupil population which has resulted in 21 schools in the primary sector having been closed or amalgamated since 1991. In August 2002, a secondary school was also closed. The LEA carried out a full review of the primary sector in the academic year 2001/2002, and numerous actions were taken as a result of that work including:</p> <ul style="list-style-type: none"> • Reduction in the admission limit at a number of schools across the Borough. • Surplus accommodation removed through positive measures including the development of ICT suites; Surestart Bases; a Learning Mentor Base and a School Attendance Improvement Officer Base. • Surplus mobile accommodation removed. <p>Additionally, an infant school and a junior school will close with effect from 31st August 2004, and an all through primary school will open on the junior site. A Nursery school will also close with effect from 31st August 2004.</p> <p>The decline in the primary sector will inevitably impact on the secondary school population with the total number attending the eleven high schools, aged 11 – 15, likely to decrease from 11,221 in January 2003 to 10,346 by 2008/2009, a drop of 875 pupils. By 2009/2010 there will be just over 1,000 fewer secondary pupils aged 11 – 15. This is in addition to the surplus places already in the secondary sector.</p> <p>The Asset Management data shows that if all high schools were to be considered under the Building Schools for the Future Programme then at least five would be likely to be completely rebuilt. However, the live births in St.Helens have now fallen to below 2000 which clearly suggests that in the future the pupil population will not sustain the number of schools currently in the secondary sector.</p>
Key Objectives	<ul style="list-style-type: none"> • To provide the appropriate number of school places in both the primary and secondary sectors. • To provide high quality secondary school buildings suitable for the 21st Century by participating in the “Building Schools for the Future” programme in years 2006/2007-2009/10. • To establish a revised associated primary school system. • To provide high quality primary school buildings. • To reduce the number of primary schools with over 25% (and at least 30) surplus places.

	<ul style="list-style-type: none"> To reduce the number of primary and secondary schools with over 10% overcrowding.
Key Targets and Expected Outcomes	<ul style="list-style-type: none"> To have no primary school with 25% or more surplus capacity by 2008/2009. To continue to have no secondary school with 25% or more surplus capacity To have no school in either the secondary or primary sector with 10% or more over crowding To complete the “Building Schools for the Future” programme by 2009/2010.
Actions	<ul style="list-style-type: none"> To consult widely with all stakeholders on the future of secondary school provision including sixth forms and implement outcomes in partnership with the LSC. To consult widely with all stakeholders on a new associated primary school system and implement outcomes. To develop a detailed strategic plan for the re-building/replenishment of secondary school provision. To plan strategically for the re-building of a number of primary schools to ensure that primary education is delivered in facilities which are of a 21st Century standard. To continue to manage strategically the falling pupil roll. To maintain an effective capital repairs programme. To implement the LEA’s Accessibility Strategy.
Monitoring & Evaluation	<ul style="list-style-type: none"> Report through the Council’s Corporate Performance Management Framework AWI Action Plan via 14-19 strategy group, LSC GM and national LSC. Analysis of PLASC data; live birth statistics and Ward data. Analysis of school capacities Analysis of ASSET Management Plan Data. Best Value Indicators achieved. Building for Schools for the Future Strategy accepted by DfES. District Audit evaluation LEA OFSTED inspection
Links to other Strategies	<ul style="list-style-type: none"> Community Plan Corporate Plan Area Wide Inspection Action Plan Strategic Framework for Inclusion Behaviour Improvement Programme LEA Accessibility Strategy SureStart Extended Schools Programme Workforce Reform LSC Greater Merseyside Strategic Plan E Learning Strategy Social Inclusion Strategy City Growth Strategy Local Agenda 21 Strategy Excellence in Cities Strategy

Priority 5	Promoting Inclusion
Strategic Goal	<ul style="list-style-type: none"> • To provide high quality inclusion support services to schools, learning communities, children and young people and to ensure that such services are effectively engaged with the work of other relevant agencies.
Strategic Analysis	<p>Needs have been identified from an analysis of:</p> <ul style="list-style-type: none"> • Attendance data • Exclusions data • Attainment data relating to Children in Public Care; Children of Traveller Families and Children with English as an Additional Language; Children with Additional Needs warranting enhanced funding; Teenaged Parents; YOT statistics; Substance Misuse statistics. • Data obtained through supported school self-reviews. • Health data provided through the St Helens Ward Profile. • Data on Children in Need obtained through the ACPC. • Trends in data relating to assessment of Special Educational Needs. <p>The data demonstrates that permanent exclusions are falling and are below the national average. Attendance is improving, although improvement is still slightly below target. Attainment of children in public care, and other vulnerable groups, is below the level of the highest performing LEAs. The level of statementing is falling.</p>
Key Objectives	<ul style="list-style-type: none"> • To develop integrated support services within a coherent network that relates to the role and structures of other agencies. • To raise achievement of vulnerable children including those with additional educational needs and statements of SEN. • To improve the attendance of all children and particularly those in vulnerable groups including those with additional educational needs and statements of SEN. • To support the greater inclusivity and accessibility of schools including provision for children with additional educational needs and statements of SEN. • To improve access to management information from both education and other agencies • To implement the objectives agreed in the Children's Strategic Partnership plan • To develop services capable of addressing the needs of vulnerable children, including those with additional educational needs and statements of SEN, at an early stage. • Develop the work of the Youth Service in conjunction with that of agencies in the state and voluntary sector in order to enhance the opportunities for young people to participate in community and school based activities. • To improve support for parents/carers of pupils in vulnerable groups, including those with additional educational needs and statements of SEN
Key Targets & Expected Outcomes	<ul style="list-style-type: none"> • By 2005 all children in Public Care are achieving in line with national targets: 15% of 15 year olds leaving care with 5 A*-C 85% of 15 year olds leaving care with 1 or more GCSE A*-G • By 2006, attendance will be in line with national targets: In secondary schools half days of absence reduced to 7.5% In primary schools half days of absence reduced to 4.25%

	<p>In special schools half days of absence reduced to 10%</p> <ul style="list-style-type: none"> • By 2006, all schools will have effective systems in place to promote SMSC, PSHE and Citizenship. • Reduce the level of fixed term exclusions by 20% by 2006 • 10% increase in Youth Service participation rates by 2006
Actions	<ul style="list-style-type: none"> • Support the development of a range of extended services for children and families delivered through Children's Centres, Schools and other agencies. • Ensure that children with additional educational needs receive appropriate support at the earliest time • Develop a wide range of appropriate provision to support the learning of children unable to attend school or whose circumstances make it difficult to do so. • Provide targeted study support in community venues for pupils at risk of under achieving or exclusion • Implement the Behaviour Improvement Programme • Promote the use of the Inclusion Framework for Self-Review in all schools • Promote effective SMSC, PSHE and Citizenship development in schools through systematic training • Contribute to the development of Identification Referral and Tracking Systems • Develop Behaviour Education Support Teams to include part of the work of the Youth Service, the Voluntary Sector Sports & Recreation and Healthy Schools. • Enhance the Protective Factors which can help children to overcome disadvantage through the establishment of, for instance, Nurture Groups for KS1; Parenting Groups; links with St Helena Housing. • Provide Skills for Life programmes through the medium of Family Literacy, Language and Numeracy for parents/carers and their children. • Work with other agencies to develop and re-shape other services where appropriate.
Monitoring & Evaluation	<ul style="list-style-type: none"> • Report through the Council's Corporate Performance Management Framework • Analysis of Management Information data including attendance, exclusions, Children with Additional Needs • Scrutiny of OFSTED reports & data • Analysis of attainment data on vulnerable children • Through contact and liaison with multi-agency strategic and task groups • School Cluster audits • Comparison of results with statistical neighbours • Use of Inclusion Self-Review Framework • User feedback
Links to other strategies	<p>Community Plan Corporate Plan SureStart & Early Years Programme Behaviour Improvement Programme Children's Preventive Strategy Health Improvement Modernisation Programme Valuing People Developing Children's Services Youth Service Plan Connexions Strategic Plan</p>

	<p>Teenage Pregnancy Strategy Substance Abuse Strategy Healthy Schools Plan Excellence in Cities Strategy Adult Learning Plan Libraries Position Statement Raising Attainment Strategy Social Inclusion Strategy City Growth Strategy E Learning Strategy</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Priority 6	Supporting Adult Learning and Social and Cultural Development
Strategic Goal	<ul style="list-style-type: none"> To develop adult learning and cultural opportunities, and to improve community health, well-being and quality of life.
Strategic Analysis	<p>Needs have been identified from:</p> <ul style="list-style-type: none"> Educational attainment of pupils and adults LSC priorities LSP floor targets Unemployment data Labour Market Intelligence CIPFA surveys Public Library Standards Comparator selector averages (Library Authorities) Indices of deprivation Census data Best value Reviews Investigations into Barriers to Learning <p>The data shows that, following a period of decline, the overall Borough population level is stabilizing but with a substantial decline in the birth rate and an increasing ageing population.</p> <p>There are significant issues for concern based around health, urban deprivation and low levels of literacy and Numeracy at 16+. The latter being reflected in the low levels of residents who hold higher education or vocational qualifications.</p> <p>Adult and Youth unemployment levels are high and there is a significant skills gap in the local economy. The Council has identified these factors as key action areas within the Community and Corporate Plan.</p>
Key Objectives	<ul style="list-style-type: none"> Further develop partnership working across all cultural, community and learning activities to ensure the availability of a wide range of high quality cultural opportunities. To support the role of schools in delivering community services. Enhance the opportunities for young people to participate in community and school based activities. To promote personal and physical development. To deliver sporting leisure and cultural activities that support people of all ages and from diverse groups; a particular focus will be placed on young people and older people. To further develop the People's Network and other community ICT provision to support the Lifelong Learning agenda. To work with the St Helens Learning Partnership and LSCGM to expand access to adult learning opportunities and contribute to Skills for Life

	<p>provision.</p> <ul style="list-style-type: none"> • To promote reading. • To contribute to health improvement in the Community.
Key Targets and Expected Outcomes	<ul style="list-style-type: none"> • Increase the number of uses of People's Network Computers in St Helens Libraries to 60,000 by March 2004 • Increase the number of physical visits to public library premises per 1000 population to 5100 by March 2004 • 1.5% increase in active library users under 5 by March 2004 • 90% learner success rates in LEA Adult and Community Learning by 2004. • Improve retention rate in Adult and Community Learning to 84% by 2003/2004. • 1450 Adult and Community Learning learning opportunities available by 2003/2004.
Actions	<ul style="list-style-type: none"> • Deliver departmental contribution to the Local Cultural Strategy Action Plan. • Implement outcomes of Best Value Review of Libraries. • Continue to work towards 100% achievement of appropriate Public Library Standards. • Implement the agreed sport, physical activity and physical education strategy. • Develop volunteering framework in liaison with voluntary sector. • Provide a programme of community based learning opportunities. • Implement School Sports Co-ordinator Programme. • Implement Arts and Heritage Strategies. • Contribute to LSCGM Strategic Area Review. • Introduce a 3 year plan for ACL with LSCGM. • Extend Reader Development activities. • Participate in the PCT Paediatric Review of Children's Services.
Monitoring and Evaluation	<ul style="list-style-type: none"> • Report through the Council's Corporate Performance Management Framework • Regular briefings to the Executive Members for Lifelong Learning and Social and Cultural Development • Reports for the Council's Chief Officers and Executive as required • Completion of the Council's Performance Management systems and People's Panel requirements • Review of strategy action/development plans • Report progress to the Local Strategic Partnership and other appropriate Partnerships • CIPFA Public Library returns • Undertake annual CIPFA PLUS (Libraries) • MUALBN Benchmarking requirements (Arts) • ILR and other returns to the LSC • Self-Assessment Review for ACL • Provider Performance Review for ACL • External inspection of Adult and Community Learning
Links to other strategies	<ul style="list-style-type: none"> • Community Plan • Corporate Plan • Local Cultural Strategy • NW Cultural Strategy • Economic Development Plan 2001 - 2006 • City Growth Strategy

	<ul style="list-style-type: none">• LSC Greater Merseyside Strategic Plan• Local Agenda 21• Valuing People• Tourism Strategy 2002 - 2006• St. Helens Health Partnership Plan• Neighbourhood Renewal Strategy• Social Inclusion Strategy• Strategic Framework for Inclusion• Libraries Position Statement• Success for All• Skills Strategy• Success for All• Teenage Pregnancy Strategy• Substance Abuse Strategy• Healthy Schools Plan• Adult Learning Plan
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

E Consultation on the SEP

1: Consultation process

The LEA recognises its responsibility to communicate effectively with schools and other partners and stakeholders in establishing the purpose of the SEP and the rationale behind the priorities it contains.

For schools, for each Adviser note of visit, a link is recorded between the purpose of the visit and the priorities of the SEP. Each term, the Link Adviser visit is informed by key themes around standards, teaching and learning and leadership and management. The degree to which individual school development plan improvement priorities match those in the SEP is noted. The SEP will be a standard agenda item for school governing bodies. The LEA is active in discussing individual school targets in relation to the targets in the SEP.

The SEP will be produced for circulation to schools and all key stakeholders and will be placed on the LEA web site. Each year, an evaluation of the SEP will be circulated to schools and all partners and stakeholders for comment; it will identify what has been achieved and what remains to be done.

The LEA, as appropriate, includes the SEP as an item for consideration at:

- The Director's Forum, which comprises Headteachers from all phases.
- Monthly meetings between all Headteachers, The Director and key officers
- The Director's Annual Conference for Headteachers
- The Governors' Forum
- In addition, LEA representatives attend meetings of various partnership groups, where the SEP is considered.

2: List of those formally consulted on the plan

- The governing body and headteacher of every school maintained by the LEA;
- Local Diocesan Bodies;
- School staff, including school-based support staff, through trade unions and professional associations;
- Local parent representatives;
- Arts Council (NW)
- North West Museums, Libraries and Archives Council
- Local FE and Sixth Form Colleges;
- CVS
- GONW (DCMS representative)
- The Standing Advisory Council for Religious Education (SACRE);
- Local Strategic Partnership, St Helens Learning Partnership, Strategic Cultural Partnership, Early Years Development and Childcare Partnership, Connexions Partnership, LSCGM and the Social Services department of the Authority;
- Statutory local services (e.g. health).

3: Summary of Responses

- Much detailed consultation had already taken place on the EDP and other related plans and strategies during 2002 and 2003.
- Consultation on the SEP began formally in September 2003, when the strategic vision was presented at the Director's Annual Conference for Headteachers. There was broad agreement with the priorities put forward at that stage.
- In December 2003, Directors Forum considered a draft copy of SEP.

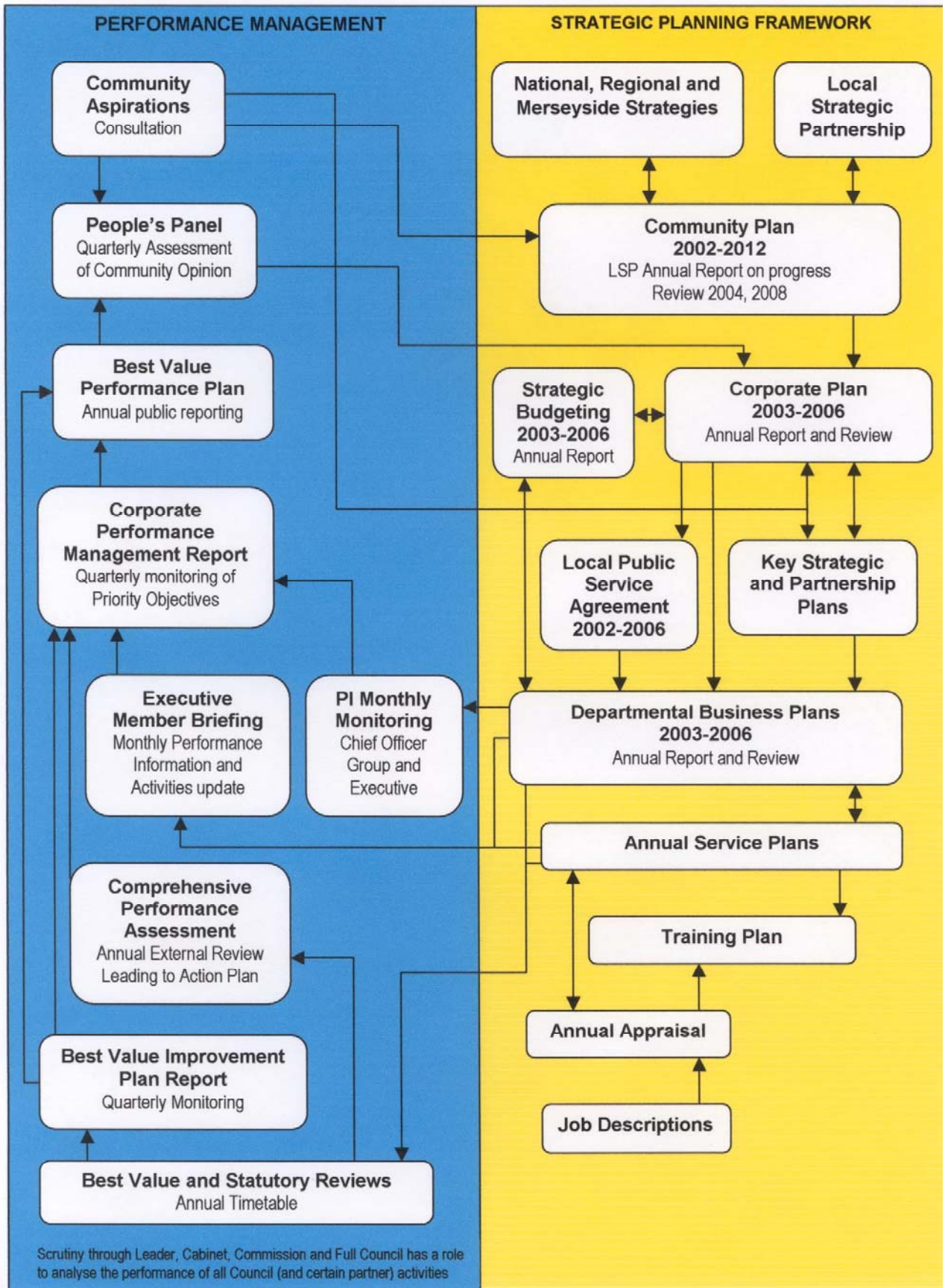
- In January 2004, the SEP was taken through the Council's decision-making process; there was strong support from Council for the priorities included in the plan.

APPENDIX 1 - GLOSSARY

ACPC	-	Area Child Protection Committee
A & I	-	Access and Inclusion
ACL	-	Adult and Community Learning
BIP	-	Behaviour Improvement Programme
CGS	-	City Growth Strategy
CIPFA	-	Chartered Institute of Public Financial Accountants
CPA	-	Corporate Performance Assessment
DCF	-	Director's Consultative Forum
DDA	-	Disability Discrimination Act
EAL	-	English as an Additional Language
EDP	-	Education Development Plan
E-Government	-	Electronic Government
EiC	-	Excellence in Cities
FE	-	Further Education
G&T	-	Gifted and Talented
GCSE	-	General Certificate of Secondary Education
ICT	-	Information Communications Technology
ILR	-	Individual Learner Record
KS	-	Key Stage
LEA	-	Local Education Authority
LIG	-	Leadership Incentive Grant
LSC(GM)	-	Learning and Skills Council (Greater Merseyside)
LSP	-	Local Strategic Partnership
MFL	-	Modern Foreign Languages
MUALBN	-	Metropolitan and Unitary Authority Leisure Benchmarking Network

NNLS	-	National Literacy and Numeracy Strategy
OFSTED	-	Office for Standards in Education
PE	-	Physical Education
PHSE	-	Personal, Social and Health Education
PLASC	-	Pupil Level Annual Schools Census
SEN	-	Special Educational Needs
SEP	-	Single Education Plan
SIS	-	School Improvement Service
SMSC	-	Social, Moral, Spiritual and Cultural
SLT	-	Senior Leadership Team
YOT	-	Youth Offending Team

Planning and Performance Management Framework – Appendix 2



APPENDIX 3- Links between SEP Priorities and Other Strategies

Other Strategy	Priority					
	1	2	3	4	5	6
Adult Learning Plan	✓	✓			✓	✓
Area-wide Inspection Action Plan			✓	✓	✓	
Behaviour Improvement Programme	✓	✓	✓	✓	✓	
Children's Preventive Strategy	✓				✓	
City Growth Strategy	✓	✓	✓	✓	✓	✓
Community Plan	✓	✓	✓	✓	✓	✓
Connexions Strategic Plan	✓	✓	✓	✓	✓	
Corporate Plan	✓	✓	✓	✓	✓	✓
Developing Children's Services	✓	✓	✓	✓	✓	
Economic Development Plan 2001 - 2006	✓		✓	✓		✓
E-learning Strategy		✓	✓	✓	✓	✓
Excellence in Cities Strategy		✓	✓	✓	✓	✓
Extended Schools Programme	✓	✓	✓	✓	✓	✓
Green Paper – "Every Child Matters"	✓	✓	✓	✓	✓	✓
Health Improvement Modernisation Programme					✓	
Healthy Schools Plan	✓					
Strategic Framework for Inclusion	✓	✓	✓	✓		✓
LEA Accessibility Strategy	✓	✓	✓	✓	✓	✓
LEA strategy for Leadership and Management		✓	✓			
Libraries Position Statement	✓				✓	✓
Local Agenda 21						✓
Local Cultural Strategy						✓
LSC Greater Merseyside Strategic Plan			✓	✓		✓
National KS3 Strategy			✓			
National Strategy for Modern Foreign Languages		✓	✓			
Neighbourhood Renewal Strategy		✓	✓			✓
NW Cultural Strategy						✓
Overarching Childrens Strategy	✓	✓	✓		✓	
Play Strategy.	✓					
Programme of support for schools causing concern		✓	✓			
Raising Attainment Strategy	✓	✓	✓		✓	✓
Social Inclusion Strategy						✓
St. Helens Health Partnership Plan					✓	✓
Substance Abuse Strategy					✓	✓
Skills Strategy			✓			✓
Success for All			✓		✓	✓
Sure Start Programme		✓		✓	✓	
Teenage Pregnancy Strategy			✓		✓	✓
Tourism Strategy 2002 - 2006						✓
Valuing People					✓	✓
Workforce Reform		✓	✓	✓		

APPENDIX 4 Key Targets and Expected Outcomes

- 1,049 new childcare places created by March 2004.
- 2 Childminder Networks created by March 2004.
- 150 childminders supported across the Borough.
- 10 Neighbourhood Nurseries open by March 2004.
- 8 Children's Centres delivering the SureStart Children's Centres 'Core Offer' to children (0-5 years old) and their families in the top 20% most disadvantaged wards by 2006.
- A further 348 new full day childcare places created by 2006.
- 5,208 children (0-5 years old) reached by the 8 Children's Centres by 2006.
- 7,710 children (0-5 years old) reached by 2010.
- 4 days relevant training and development per practitioner in the delivery of the Foundation Stage Curriculum per year.
- By the end of Reception, the majority of children achieve the Early Learning Goals.
- By 2006, 85% of pupils achieve level 4 in English and mathematics in the Key Stage 2 tests and 35% achieve level 5
- By 2006, less than 10% of schools have fewer than 65% of pupils achieving level 4 and above
- By 2005, raise attainment at KS3 to meet the targets of: English 80%, mathematics 78%, science 76% and ICT 82% level 5 and above
- By 2005, raise attainment at Key stage 4 to meet the GCSE 5+A*-C target of 56.2%.
- By 2006, no schools are below the 30% floor target for 5+A*-C GCSE.
- Increase participation at 16+ in line with the Area Wide Inspection Action Plan
- To have no primary school with 25% or more surplus capacity by 2008/2009.
- To continue to have no secondary school with 25% or more surplus capacity
- To have no school in either the secondary or primary sector with 10% or more over crowding
- To complete the "Building Schools for the Future" programme by 2009/2010.
- By 2005 all children in Public Care are achieving in line with national targets:
15% of 15 year olds leaving care with 5 A*-C
85% of 15 year olds leaving care with 1 or more GCSE A*-G
- By 2006, attendance will be in line with national targets:
In secondary schools half days of absence reduced to 7.5%
In primary schools half days of absence reduced to 4.25%
In special schools half days of absence reduced to 10%
- By 2006, all schools will have effective systems in place to promote SMSC, PSHE and Citizenship.
- Reduce the level of fixed term exclusions by 20% by 2006
- 10% increase in Youth Service participation rates by 2006
- Increase the number of uses of People's Network Computers in St Helens Libraries to 60,000 by March 2004
- Increase the number of physical visits to public library premises per 1000 population to 5100 by March 2004
- 1.5% increase in active library users under 5 by March 2004
- 90% learner success rates in LEA Adult and Community Learning by 2004.
- Improve retention rate in Adult and Community Learning to 84% by 2003/2004.
- 1450 ACL learning opportunities available by 2003/2004.

Monitoring of Specific Actions in relation to Attainment and Achievement in Schools

1: Overall Aims

Monitoring will:

- Check that what is expected to be in place is in place;
- Enable a position statement to be drawn up that identifies strengths, weaknesses and opportunities;

Evaluation will:

- Analyse and judge the effectiveness of each SEP Priority against the actions taken, outcomes expected and key targets set;
- Provide a summary of progress to key targets, identify what will be stopped or continued and inform the next round of monitoring, in this way evaluation will be cyclical. Reports will explain why things are as they are;
- Evaluation reports will be shared to disseminate good practice; examples of good practice will be available to all schools through The Learning Zone web-site.

2: Overview of Process - What will happen and how?

Monitoring will check the following evidence base:

- Attainment data on pupils' achievement and progress and the benchmarks and value added for this performance, including data on individuals and groups of pupils, including those who are vulnerable or at risk of underachieving.
- Data on attendance and exclusion.
- Best Value Performance Indicators - monitored by Senior Leadership Team each month.
- Link Adviser notes of visit to schools, including notes of concern and monitoring reports of schools causing concern - checked each term by the Head of School Improvement.
- Evidence from questionnaires and surveys, including LEA wide monitoring of key strategies - collated by appropriate senior officers.
- Cross-Departmental Monitoring Group (CDMG) information recorded in minutes of CDMG meetings and CDMG evidence forms will be reported to Senior Leadership Team each term.
- School OFSTED Reports, PANDAs and improvement plans will be scrutinised by Link Advisers.
- Feedback from schools, pupils and parents will be collected by Link Advisers and through Parents/Area Forum and evaluated by appropriate officers.

3: Who will monitor and evaluate?

- **Level 1:** The Lead Officers for each SEP priority will monitor and evaluate progress against key indicators as set out in the action plans for their priorities;
- **Level 2:** The Departmental Senior Leadership Team will evaluate progress reported by Lead Officers;
- **Level 3:** External monitoring will occur when SEP progress is reported to:
 - The Director's Consultative Forum
 - Headteachers and Governing Bodies of schools

- Key partners – EiC Partnership, Diocesan Authorities, LSCGM, Connexions, Council Departments, FE and Sixth Form Colleges, Early Years Development and Childcare Partnership, Excellence in Cities Partnership and St Helens Learning Partnership and St Helens Local Strategic Partnership.
- **Level 4:** Monitoring and evaluation will take place through
 - The Corporate Performance Management system:
 - Education Scrutiny Committee
 - Executive Member for Lifelong Learning

4: When will it happen; Summary of Key Monitoring and Evaluation dates

- **Each term** from April 2004, lead officers will check data and report progress against key outcomes. Key monitoring questions will be:
 - What does the data tell us about how well are we doing in relation to the expected outcomes and key targets?
 - How do we compare to benchmarking data?
 - Which objectives have been met on time, which are on schedule to be met, which are not on course and why?
 - How is the programme operating in schools; which individual school factors are hindering and which helping?
- Evaluation reports will be provided to SLT and external monitors in accordance with the cycle of meetings and the corporate Performance Management cycle.
- Link Advisers will monitor how school improvement plan priorities fit with the SEP priorities of the LEA.
- **Annually** each October a summary evaluation of progress towards SEP key targets and objectives in each priority will be compiled by the Head of School Improvement. This will be submitted to the DfES, Chief Officers and Executive Members

5: Overview of monitoring strategy

SEP Monitoring & Evaluation - summary	HOW	WHEN	WHO	REPORTED TO
MONITORING	Checks on: <ul style="list-style-type: none"> • Attainment data • School self review data • School improvement plans • OFSTED data • Link adviser notes • Review themes • Visits to good practice web site • Specialist school activities • LIG activity 	Each term From summer 2004	Priority lead officer	<ul style="list-style-type: none"> • SLT • Heads • Governors • Executive Member Lifelong Learning
EVALUATION	Annual evaluation report on action and progress against key targets and outcomes.	Summer 2004	H of SIS	Annual evaluation reports to <ul style="list-style-type: none"> • DfES • COG • Members • Key Partners