

Hounslow Education Partnership

Strategic Plan

2002-06

*Lifelong Learning, Leisure and Cultural Services
Acting Corporate Director: Harold Warner*

HOUNSLOW EDUCATION PARTNERSHIP

PURPOSE

This is a partnership between the LEA, maintained, voluntary and other schools, community groups and organisations concerned with improving the quality of education in, or connected with, the London Borough of Hounslow. It is based on the belief that far more can be achieved for the individual's education and training by working together rather than separately.

The partnership unites the LEA, Schools and others in a commitment to maintain the current strengths of education in Hounslow and to make all possible further improvements.

THE PARTNERS WILL DO THIS BY:

- Having clear aims and purposes
- Setting challenging, ambitious, but realistic targets
- Sharing successful approaches, expertise, resources and ideas
- Being well informed about new developments
- Reviewing progress

THE PARTNERS WILL BE PREPARED TO:

- Work co-operatively and openly
- Keep channels of communication open
- Respect each others' viewpoints
- Hear constructive criticism

OUR COMMITMENTS AS PARTNERS:

WORKING TOGETHER FOR HOUNSLOW'S LEARNERS

The central purpose of the Hounslow Education Partnership is to ensure that all members of its diverse communities have opportunities throughout life to enjoy high quality education and training with high levels of success. This can only be achieved within a positive and practical policy of equal opportunities, in which all individuals are of equal worth and the education and training providers' ethos fosters attitudes and relationships, which enable all to achieve success and fulfilment.

AREAS OF COMMITMENT:

The Hounslow Education Partnership will:

- Work to improve the quality of provision and standards of achievement
- Encourage a culture of learning and enable all learners to fulfil their personal development
- Develop more effective continuity and progression across different phases and stages of education and training
- Share with parents and carers the responsibility for the education and well being of their children
- Secure the expertise and resources to realise ambitious expectations for success
- Ensure those involved in the partnerships are offered high quality support and training to enable them to fulfil their roles
- Involve community groups and individuals in the provision of education in a fair and effective way

THE ROLE OF THE LOCAL EDUCATION AUTHORITY:

Hounslow LEA believes:

- In a locally accountable education service
- In working with the local community on shared values, aims and objectives to develop and improve that service
- That this approach secures a better education for all learners than an isolated and fragmented collection of schools, colleges and other providers in a “market place” environment

The LEA’s role is that of advocate for and leader of, local education. The LEA adds value to work of all providers, both through its direct involvement and by encouraging collaboration between all of the partners. The LEA has major responsibilities towards schools, their staff and Governors and also directly to parents and children. The LEA is a major contributor to youth and community work, adult education, training for work and, more generally, fostering lifelong learning and cultural development.

The overriding priority is improvement, continually raising standards and ensuring high quality education for all.

The LEA recognises the need to maintain and develop a Lifelong Learning Department which:

- Fulfils its statutory and regulatory functions effectively and efficiently
- Offers a strong base for supporting school improvement and community learning
- Is staffed by high quality caring people with appropriate knowledge and experience reflecting, as far as possible, the wider community

Policies for the future need to be planned in partnership with schools and the community. These should consolidate and build on what has already been achieved. It is from this foundation, that the wider Hounslow Education Partnership can grow and develop.

AS A PARTNER THE LEA WILL:

- Review the way it makes decisions, prepares advice and involves and consults other stakeholders
- Continue to seek additional funding from alternative sources
- Continue the campaign to persuade central government to fund education adequately
- Seek and maintain and, if possible, increase the current level of Local Authority funding
- Ensure the LEA gives value for money and works efficiently
- Ensure support services to schools are responsive and effective
- Be fair, open, honest and sensitive in all its activities
- Seek to resolve differences through full consultation and consideration of all parties

Hounslow Lifelong Learning, Leisure and Cultural Services: Strategic Plan 2002-06

The Hounslow Context

In 2001, OFSTED described Hounslow in the following terms:

Hounslow is an outer London Borough, serving an area of West London, close to Heathrow Airport. The Borough is made up of six discrete regions, which are diverse in terms of the social and ethnic characteristics of the local population. Economically, the area is active with relatively high levels of employment. However, there are parts of the Borough which have significant levels of pupil mobility and significant cross-borough movement between Hounslow and five Local Education Authorities (LEAs) that surround it. There is a steady and growing inflow of asylum seekers and refugees.

The key features of the economic life of the Borough are the proximity of Heathrow Airport, the M4 corridor dominated by major corporate office developments and access to the broader West London employment area. Key industries are management and administration, information technology and leisure, hospitality and catering.

There are established areas of skill shortage in the local economy. Equally, there are areas of low educational attainment where economic prospects are accordingly limited. Substantial regeneration work has been undertaken to raise the economic profile, attractiveness and skill levels in parts of the borough. Key to this was the Feltham SRB programme, which has just been concluded.

Hounslow is ethnically a very diverse borough. Of the pupils taking GCSE in 2001, 46% were classified as white, 25% of Indian origin, 9.5% black and 7% of Pakistani origin. Patterns of attainment follow the national pattern with higher attainment amongst Asian pupils and lower attainment amongst black and some white pupils.

The diversity of the Borough produces very diverse schools. This is accentuated by the geography of the borough, which limits pupil movement. Schools vary greatly in their population. Ethnically some are predominantly Asian and others predominantly white. Socially and economically, the differences are as great with the proportion of pupils receiving free meals varying from under 10% to over 50%. Not surprisingly, levels of pupils' attainment are also very different from school to school.

Background to the Strategic Plan

This is the second four-year strategic plan for education and lifelong learning that has been prepared in Hounslow. It is written at a time of continuing change in education, nationally and locally. The legislation of 1998, which established the framework within which LEAs work, is now firmly established but has been supplemented by a wide range of further initiatives. These impact on the structure and governance of education and schools, on the curriculum and on the management framework of Local Authorities.

Local Education Authorities now are required to work in partnership with a wide range of other bodies. There are long-established partnerships with self-managing schools and with dioceses. Much work is now channelled through joint bodies, such as the School Organisation Committee and the Admissions Forum. In post 16 and adult education, the LEA works alongside the local Learning and Skills Council, the Learning Partnership and independent providers, notably West Thames College. Similarly in early years education, the LEA is a key member of the Early Years Partnership, which draws together LEA and private sector provision. Current proposed legislation takes this pattern further. Important aspects of financial management will be addressed through a schools' financial forum.

Much of the work of LEAs is defined by the requirements of a range of statutory plans required by government. Key plans include:

- The Education Development Plan which sets out the LEA's plans for raising standards in schools
- Post Inspection Action Plan
- Asset Management Plan
- Behaviour Support Plan
- Capital Funding Plan
- Children's Services Plan
- Divisional and Section Service Plans
- Early Years & Development Plan
- Excellence in Cities Plan
- Ethnic Minority Achievement Plan

- Hounslow Lifelong Learning Plan
- Quality Protects Plan
- School Organisation Plan
- SEN Development Plan
- Youth Development Plan
- Youth Justice Plan

Local Government has also been subject to major transformations. With effect from May 2002, Hounslow Council will move to a “cabinet style” system. This combines an elected Executive with a system of Overview and Scrutiny. At the same time, the Council has undertaken a reorganisation of its departments. Education has become the department of Lifelong Learning, Leisure and Culture absorbing client side responsibility for the Leisure Services trust. The Council is strengthening its corporate centre with an increased focus on performance management and cross council working.

In the Government’s first term, attention focused on the primary curriculum and on standards in primary schools. This is now shifting to the secondary phase. The Key Stage 3 strategy, the 14 to 19 Green Paper and the Excellence in Cities programme, are together designed to have a major impact on standards in Secondary Schools.

There continues to be a critical agenda around the concept of inclusion. This is an area that has long been a priority in Hounslow. The challenges have, however, never been more acute. The differences in attainment between different groups of pupils remain stubbornly large. The tensions in schools between inclusion, maximising measured attainment and retaining market share are becoming acute. Legislation requires change in the management of special needs and disability issues. There is a particular need to promote participation and achievement amongst the most marginalised groups such as looked after children, traveller children and pupils excluded from school.

At this time of intense change, we believe that the vision and principles of Hounslow Education Partnership, first set out in 1997 and forming the basis of the first Strategic Plan, remain completely valid. Indeed the focus on partnership set out at that time has become even more appropriate. The view of the LEA, not as a command system, but as a catalyst and enabler, is now established nationally. This second plan builds on the achievements of the first and takes the LEA forward with confidence into a new period of development.

Evaluating LEA Performance

There are now elaborate systems for monitoring and evaluating LEA performance. This area has changed substantially since the writing of our first strategic plan. The principal features are:

1. The Inspection of LEAs

Hounslow LEA was inspected in February 2001 by a joint OFSTED/Audit Commission team. The inspection found that “the council, the LEA and schools share a clear commitment to raising achievement, to equal opportunities and to social inclusion.” It went on to say that:

“The LEA performs almost all of its functions at least satisfactorily and many of them well. Particular strengths of the LEA include:

- Support to schools for raising standards of literacy and numeracy
- Support for schools with serious weaknesses or requiring special measures
- Personnel support
- The exercise of Special Educational Needs functions in a way that supports school improvement
- Support for behavioural and the work of the Pupil Referral Unit and
- Support for pupils with English as an additional language

There are weaknesses, but they are few in number and are outweighed by the overall strengths of the LEA. Weaknesses are:

- Information and communication technology (ICT) in administration
- Support to schools for raising the standards of ICT in the curriculum
- The time taken to produce statements of special educational needs
- Asset management planning and
- Property services”

In response to the Inspection, the LEA produced an Action Plan, which it has been addressing since September 2001. The remaining elements of the plan are incorporated in this Strategic Plan and in the plans of individual services.

2. The Best Value Framework

The Best Value framework covers all areas of Local Government and indeed some other areas of the public services. The Council is required to prepare annually a Best Value Performance Plan. This incorporates the key performance indicators for each service together with commentary on the past year’s achievement and the next year’s objectives. The performance indicators for education are set out as Appendix 1 and show the extent to which the Department met its key targets in 2000-01, which is the last year for which full data is available. They also show the targets to which the LEA is working in the first year of this Strategic Plan.

The Best Value process also includes a rolling programme of in depth reviews of individual services or of cross cutting themes. Reviews have so far been completed of the Education Psychology Service, Student Services and Adult & Community Education and the Department had an input into a cross cutting Transport Review. A Review of Services to Vulnerable Children is currently underway.

3. Statutory Targets

The LEA is required to set, in negotiation with the DfES, targets for pupil attainment at Key Stages 2, 3 and 4 across the whole Borough. It is then required to seek to negotiate school level targets, which will enable the Borough targets to be reached. Appendix 2 shows the LEA targets compared to actual achievements and the targets which have been agreed up to 2004. This Strategic Plan is designed to underpin the achievement of these targets.

Priorities for 2002 to 2006

The LEA has identified its priorities for the four years ahead. It builds on the outcomes of recent evaluation, on the ambitions of the Council for the future of the Borough and, inevitably, on the requirements of Central Government.

Priority 1: The Lifelong Learning, Leisure and Cultural Services Department aims to contribute to the achievement of the corporate goals of the Council and to support the revised political and corporate structures. It recognises the critical importance of working in partnership with all appropriate local, regional and national bodies. It recognises its responsibility to be accountable through robust systems of performance management, Best Value procedures and appropriate external monitoring and inspection

This priority arises from the recent reorganisation of the Council in line with the “Modernising Local Government” agenda. This includes the increased focus on accountability, corporate working and the increased requirement to work in a range of partnership arrangements.

Priority 2: The Lifelong Learning, Leisure and Cultural Services Department is committed to maximising the resources available for education in the borough and to managing them effectively in the interests of learners. It recognises the critical importance of the recruitment, retention and development of staff and the need to develop the use of ICT into an effective system of e-government.

This priority arises from the obvious need to maximise resources in the context of the Council’s decision not to passport the full increase in SSA to education in 2002. As in much of London, teacher recruitment and retention are at crisis point. Asset management and support for ICT were two areas where OFSTED identified that improvement was required.

Priority 3: The Lifelong Learning, Leisure and Cultural Services Department recognises the central importance of supporting the raising of standards in schools. Through the Education Development Plan it will support schools in meeting targets for pupil attainment. Through its monitoring of schools, it will identify schools in need of additional support and will take appropriate action to ensure that all schools are effective, however challenging their circumstances.

Currently there is just one school in special measures and one with serious weaknesses. There is however an increasing need to support schools who find themselves in challenging circumstances because, for example of pupil movement or acute teacher shortages. Support for school improvement, including the national strategies, was seen as a strength of the LEA by OFSTED, but it will need to remain a central feature of the LEA’s work. The targets set for pupil attainment are challenging and the national agenda for change remains demanding.

Priority 4: The Lifelong Learning, Leisure and Cultural Services Department is committed to ensuring that there is an effective and efficient system of schools in the Borough, which meets the needs of all parents and children. It will work closely with the appropriate representative bodies to achieve this. It will provide appropriate management support for Governing Bodies and Headteachers, so that they are empowered to lead successful and autonomous schools.

At present, there are significant spare places in some primary schools, but very little space in the borough's secondary schools; both features need to be addressed. New legislation on admissions and on the powers and role of governing bodies will need to be addressed. The LEA has long been committed to empowering schools and will wish to continue to support schools to this end.

Priority 5: The Lifelong Learning, Leisure and Cultural Services Department puts a high priority on ensuring the effective inclusion of all learners in the education system. This includes meeting the needs of those with special educational needs and ensuring that inequalities in access and attainment between different groups of learners are reduced.

Inclusion has long been a priority in Hounslow. The effectiveness of work in a number of areas was recognised by OFSTED. Particular challenges are posed by new legislation, changing patterns of need and the high costs involved in meeting needs effectively. While there remain pupils who are not enabled to access educational opportunities successfully, this area of work will remain a priority.

Priority 6: The Lifelong Learning, Leisure and Cultural Services Department recognises that education is a lifelong process. To this end it will support the development and enhancement of early years education and childcare in the Borough. It will continue to contribute to the development of young people outside schools and to the education and training of adults of all ages.

Much work in the areas of Adult and Community Education is funded through the Learning and Skills Council. However, the LEA remains a key partner. There are expectations of closer collaboration between schools, further education and employers, which the LEA needs to broker. Early years work remains a Government and a local priority. Raising standards in the Foundation Stage has been identified as a priority.

Monitoring and Evaluation

Detailed arrangements for the monitoring and evaluation of the work of the department are set out in each of the individual plans referred to in the text. The overall performance of the department will be kept under review throughout the year by the Education Management Team and by elected members. This process will have four essential components:

1. Key performance indicators have been identified as part of the Best Value Performance Plan. These are listed as Appendix 1. Some indicators (for example those relating to pupil performance) are of necessity reviewed annually. Others are reviewed termly. The Assistant Education Officer will report on the indicators to the first EMT meeting of each term. Reports will also be submitted to the Council's Corporate Management Team as required.
2. Each priority in the strategic plan will be reviewed termly by the Education Management Team. An identified member of EMT will report on progress, supported by other relevant staff. Responsibility for reporting will allocated as follows:

Priority 1	Harold Warner
Priority 2	Harold Warner
Priority 3	Gill Whitney
Priority 4	Sheena Poley
Priority 5	Jane Clarke
Priority 6	Jane Clarke

3. Reports will be submitted to members on a regular basis. Key reports will be:
 - The annual review of examination and test results
 - The annual review of the Education Development Plan
 - Bi-annual reports on schools causing concern
 - Annual review of the Best Value Performance Plan
 - Annual financial outturns.
 - Termly (in the first instance) Monitoring and Evaluation of the Post Inspection Action Plan

In addition, there will be a termly report on the progress of the strategic plan (deriving from 2, above) and additional reports as required by the Executive or by Overview and Scrutiny.

4. The department will be required to undertake a wide range of evaluations by government and other agencies. During 2002-03, the most significant will be the Council wide Comprehensive Performance Assessment. In addition all the individual statutory plans and national programmes require monitoring and evaluation reports to be submitted to appropriate agencies. Finally schools and a range of other services are subject to external inspection by Ofsted. These reports are public documents and will be reported to members as they occur.

Priority 1: The Lifelong Learning, Leisure and Cultural Services Department aims to contribute to the achievement of the corporate goals of the Council and to support the revised political and corporate structures. It recognises the critical importance of working in partnership with all appropriate local, regional and national bodies. It recognises its responsibility to be accountable through robust systems of performance management, Best Value procedures and appropriate external monitoring and inspection.

Activity	Delivery Plan(s)	Targets for March 2003	Lead responsibility
To develop systems that will enable it to effectively participate in and contribute to the Council's revised decision making structures.	Council Constitution	<ul style="list-style-type: none"> ● Establish working systems to meet the expectations of the new Executive ● Maintain a Forward Plan showing decisions to be put to members. 	Harold Warner
To ensure that new areas of work arising from the Council's reorganisation are effectively integrated.	Commissioning Strategy	<ul style="list-style-type: none"> ● Establish systems for liaison with CIP and for monitoring leisure and cultural services. ● Put in place procedures for commissioning work in leisure and cultural services for April 2003 ● Service plan for 2003-04 agreed 	Harold Warner
To contribute appropriately to the Council's Comprehensive Performance Assessment, to the annual Performance Plan and to relevant Best Value reviews	Best Value Performance Plan	<ul style="list-style-type: none"> ● Complete CAP self-assessment process within education and meet the requirements of the review process. ● Identify action arising from the CAP process ● Set targets for performance and identify priorities for the Best Value Performance Plan. ● Deliver Best Value reviews for vulnerable Children and the managing of Hounslow's leisure partnership 	Jane Clarke
To contribute to the development of Public Service Agreements with government.	Public Service Agreement and associated plans	<ul style="list-style-type: none"> ● Identify 'stretch' targets for the education service as part of the PSA ● Secure funding to support delivery of targets ● Identify where bureaucracy can be reduced ● Produce a plan to support delivery of the PSA 	Jane Clarke
To continue to develop partnership working with all relevant organisations.	Relevant service plans	<ul style="list-style-type: none"> ● Members of Hounslow Education Partnership are informed of and consulted on all on major policy issues. ● Participate in all appropriate partnerships 	Harold Warner John Bolt
Through its "Virtual Teachers Centre" website, to make all key policies and procedures available for continuous comment and feedback from Hounslow's education community.	Education Development Plan	<ul style="list-style-type: none"> ● Keep the Website up to date. ● Schools, governors, parents, central staff routinely use HVTC as a resource. 	Martin Hinckley

Priority 2: The Lifelong Learning, Leisure and Cultural Services Department is committed to maximising the resources available to education in the borough and to managing them effectively in the interests of learners. It recognises the critical importance of the recruitment, retention and development of staff and the need to develop the use of ICT into an effective system of e-government.			
Activity	Delivery Plan	Targets for March 2003	Lead responsibility
To continue to make the case, locally and nationally, for the appropriate resourcing of education in Hounslow.	Commissioning Strategy	<ul style="list-style-type: none"> Funding for education, leisure and cultural services set at least at SSA level for 2003-04 	Harold Warner
To implement the radical new arrangements for managing the education budget to be introduced from April 2003.	Finance service plan	<ul style="list-style-type: none"> Revised budget framework in place by April 2003 Consultation machinery for advising on the distribution of funding in place 	Harold Warner Alex Taylor
To work closely with the Learning and Skills Council in order to maximise the resources available to Hounslow and to ensure their equitable distribution.	Finance service plan	<ul style="list-style-type: none"> Post 16 budgets are sufficient to meet the needs of all schools and services affected. 	Harold Warner Alex Taylor
To, with partners, establish and begin to implement a strategic plan for ICT.	ICT draft strategy ICT Strategy Action Plan	<ul style="list-style-type: none"> ICT skills of all staff improved A strategic plan for ICT agreed All relevant staff to make full use of EMS LGFL used to improve electronic communication and data transfer 	Harold Warner Annette Spratley
To ensure that all relevant data can be processed and transferred electronically using a fully populated pupil database.	Service Plan Ofsted Action Plan	<ul style="list-style-type: none"> All schools' initial data files to be in EMS by end of July 2002 Establish regular school to LEA electronic data transfer cycle by Sept 2002 Use EMS data files as the source of pupil data and for all pupil focussed analysis 	Harinder Ghatora Annette Spratley
To continue to implement the asset management process by putting in place appropriate suitability and condition assessments for all premises	Asset Management Plan	<ul style="list-style-type: none"> To have undertaken further condition assessments for all schools To have revised suitability assessments 	Venetia Rogers
To maximise the capital allocations available to Hounslow and will ensure that they are appropriately and efficiently utilised to meet identified needs.	Asset Management Plan PFI Plan	<ul style="list-style-type: none"> Submit and gain approval of the Outline Business Case for the Heston PFI scheme. Expand capital allocation in line with DfES requirements and timescales. 	Venetia Rogers

<p>To provide all possible support to schools in recruiting and retaining staff</p>	<p>TTA annual plan Education Development Plan</p>	<ul style="list-style-type: none"> ● Reduced teacher vacancies in schools. ● Reduced senior manager vacancies in schools. ● Increase in minority ethnic staff in schools and at centre 	<p>Richard Beddell Chrissie Elam</p>
<p>To provide full personnel support for schools and central services and meet the changing requirements of legislation and national and local policy</p>	<p>Education Personnel Service Plan</p>	<ul style="list-style-type: none"> ● Single Status fully implemented. ● GTC requirements fully implemented. ● CRB arrangements in plan and running smoothly. ● Personnel electronic records fully in place. ● Systems to support Performance Management in schools in place. 	<p>John Reece</p>

<p>Priority 3: The Lifelong Learning, Leisure and Cultural Services Department recognises the central importance of supporting the raising of standards in schools. Through the Education Development Plan it will support schools in meeting targets for pupil attainment. Through its monitoring of schools, it will identify schools in need of additional support and will take appropriate action to ensure that all schools are effective, however challenging their circumstances.</p>			
Activity	Delivery Plan	Targets for March 2003	Lead responsibility
To negotiate targets for pupil attainment with the DfES and with individual schools and will provide appropriate analyses of school and pupil performance to support this process.	Education Development Plan	<ul style="list-style-type: none"> • Targets agreed with all schools for 2004 exams • Revised format for data analysis agreed and data analyses published for 2002 results. 	Chris Thomas
To undertake light touch monitoring of all schools	Education Development Plan	<ul style="list-style-type: none"> • Evaluation of Annual Review process undertaken • Whole department system for monitoring data about schools established summer term 2002. • Monitoring of schools ongoing 	Chris Thomas
Using the monitoring outcomes, statistical data and the outcomes of Ofsted inspections, to identify schools in need of additional support and will take action to meet their needs	Education Development Plan Focus School support plans	<ul style="list-style-type: none"> • Focus schools identified April 2002. • Support plans identified with all focus schools by June 2002. • Reports of progress of focus schools in October 2002 and March 2003. 	John Bolt
<p>To plan and implement annually a school improvement programme which will support schools:</p> <ul style="list-style-type: none"> • In raising standards in early years and primary education, which will include the implementation of the national literacy and numeracy strategies; • In raising standards in secondary education, which will include the implementation of the Key Stage 3 strategy, the 14 to 19 Green Paper and the Excellence in Cities programme. 	Education Development Plan	<ul style="list-style-type: none"> • To achieve the LEA targets for pupil performance at KS1 and KS2 • Continue to develop and implement the national strategies for literacy and numeracy • To achieve the LEA targets for pupil performance at KS3 and KS4 and the additional targets in the EiC plan • To implement the full KS3 strategy from September 2002. 	<p>Corinne Stevenson</p> <p>Irene Canton, David Meaden,</p> <p>Mark Williamson, David Meaden,</p>

<ul style="list-style-type: none"> ● In meeting the needs of all groups of pupils who lack effective access to educational opportunities; ● In raising standards in ICT; ● In improving assessment and school self evaluation; ● In developing and using effectively the skills of all staff. 		<ul style="list-style-type: none"> ● Improvement in the participation and attainment of groups at risk of social exclusion in June 2002 and subsequently. ● Evidence of improved provision in schools for under achieving groups by March 2003. ● Increased participation in enrichment programmes. ● Targets for attainment in ICT at KS3 ● Targets for provision of ICT and participation in LGFL met by all schools by March 2003. ● School annual reviews show improvement in assessment and self evaluation in schools. ● 95% of NQTs successfully complete induction year in 2002 and 2003. ● Evidence of improved quality of senior and middle management in schools. ● Targets for involving heads and teachers in professional development met. 	<p>Selby Thomas Jude Ragan,</p> <p>Chris Salt,</p> <p>Chris Thomas</p> <p>Corinne Stevenson,</p>
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Priority 4: The Lifelong Learning, Leisure and Cultural Services Department is committed to ensuring that there is an effective and efficient system of schools in the borough which meets the needs of all parents and children. It will work closely with the appropriate representative bodies to achieve this. It will provide appropriate management support for governing bodies and headteachers so that they are empowered to lead successful and autonomous schools.

Activity	Delivery Plan	Targets for March 2003	Lead responsibility
To establish new systems for the admission of pupils to schools in line with new legislation	Schools section service plan	<ul style="list-style-type: none"> • Plan and gain agreement to revised scheme for secondary transfer 2004 • Organisation and systems in place to manage the new system 	Sheena Poley
To ensure that there are appropriate numbers of school places so that parents and pupils' needs can be met and schools can be organised in a cost effective manner.	Schools section service plan	<ul style="list-style-type: none"> • Complete review of secondary school places to meet shortfall in east and centre of borough and present proposals to members • Keep primary place requirements under review 	Sheena Poley
To provide appropriate management support for governing bodies and headteachers, particularly in the light of changing powers and responsibilities under the 2002 Education Act	Schools section service plan	<ul style="list-style-type: none"> • Maintain current service to governing bodies • Produce model schools complaints procedure • Provide advice to schools on the implications for governing bodies of the current Education Bill 	Sheena Poley
To ensure appropriate representation of parent governors on Council committees.	Schools section service plan	<ul style="list-style-type: none"> • Parent governors elected and play an appropriate role in Council business 	Sheena Poley
To maintain an appropriate offer of "buy back" services for schools which meet schools' identified needs	HELP prospectus Ofsted action plan	<ul style="list-style-type: none"> • Revised offer of services to schools in place meeting requirements of schools and of audit. 	Harold Warner

Priority 5: The Lifelong Learning, Leisure and Cultural Services Department puts a high priority on ensuring the effective inclusion of all learners in the education system. This includes meeting the needs of those with special educational needs and ensuring that inequalities in access and attainment between different groups of learners are reduced.

Activity	Delivery Plan	Targets for March 2003	Lead responsibility
To ensure that the structure of special schools and centres and the funding of pupils with special needs meet changing requirements and support the principle of inclusion.	SEN Development Plan EDP	<ul style="list-style-type: none"> ● Reorganisation of centres completed ● Review of special schools undertaken and consequent action agreed by members 	Jane Clarke
To implement the national Behaviour Improvement Strategy in 4 consortia of schools		<ul style="list-style-type: none"> ● Bid for funding agreed by the DfES ● LBPs and BEST teams in place in all consortia ● Evidence of improvement in attendance and behaviour ● Targets met for participation in summer activities programme. 	Jane Clarke Selby Thomas
To seek to reduce inequalities in attainment between different ethnic groups of pupils.	Education Development Plan. Ethnic Minority Achievement Plan EMAP/EiC Plan	<ul style="list-style-type: none"> ● Reduction in parental complaints re racist incidents. ● Ofsted reports comment favourably on race relations. ● Achieve targets outlined in EDP re EAL stages and SATs/GCSE results for underachieving minority ethnic groups. 	Avtar Sherri Ros Carter
To implement SEN and Disability Act and the revised Code of Practice for SEN.	SEN Development Plan	<ul style="list-style-type: none"> ● complete update of LEA special needs procedures in line with the revised COP by May 02 ● revise and adopt LEA SEN policy by Jan 03 ● provide guidance training and support to governors and schools on implementing the SEN and Disability Act 	Merle Abbott
To ensure that appropriate full time provision is made for all excluded pupils and that reintegration processes are as effective as possible.	EDP	<ul style="list-style-type: none"> ● Full-time provision in place for all permanently excluded pupils ● Enhance provision at the PRS ● Agree and implement new protocols for the work of the Pupil Co-ordination Panel to better support reintegration 	Jane Clarke

To improve the access to education and the attainment of Looked after Children	Quality Protects Management Action Plan	<ul style="list-style-type: none"> • Targets for the attainment and attendance of LACs met. • Fully implement admissions process for LAC to LBH schools • Enhanced guidance and support in relation to LACs in place 	Helen Priest
To provide continuing advice, support and guidance to schools in meeting all forms of special educational needs.	Education Development Plan	<ul style="list-style-type: none"> • Early Learning Goals integrated into Individual Education Plans. • IEPs show smart targets related to NNS/NLS. • Increase in number of schools using index for inclusion. • 100% of schools have SEN/disability policy and can demonstrate progress for SEN/disabled pupils. • All schools using P scales for pupils working at level W at KS2 + above. 	Jude Ragan Irene Canton
To ensure that all SEN placements of pupils outside LEA provision provide full value for money.	SEN Service Plan	<ul style="list-style-type: none"> • Monitor costs of placements and progress of pupils • Work with other London authorities in adopting a common approach to funding 	Merle Abbott
To utilise the Connexions initiative to ensure that all pupils receive high quality guidance and support in accessing education, training and employment.	Connexions Business Plan	<ul style="list-style-type: none"> • All young people 13-19 to have access to a Connexions personal adviser and to specialist provision • Protocols in place to support the operation of the service 	Jane Clarke
To develop the Parent Partnership Service in line with DfES criteria.	Parent Partnership Delivery Plan	<ul style="list-style-type: none"> • The service complies fully with the standards set out in the new Code of Practice. 	Venetia Rogers

Priority 6: The Lifelong Learning, Leisure and Cultural Services Department recognises that education is a lifelong process. To this end it will support the development and enhancement of early years education and childcare in the borough. It will continue to contribute to the development of young people outside schools and to the education and training of adults of all ages.

Activity	Delivery Plan	Targets for March 2003	Lead responsibility
To provide programmes of community education in partnership with schools.	Adult and Community Education Service Strategic Plan Corporate Lifelong Learning Plan Primary Community Team Service Plan	<ul style="list-style-type: none"> ● Increase uptake in Adult Education Courses by 10% ● Increase the numbers of people using Community Sports Halls by 5% ● Increase numbers of voluntary and community groups using schools which are community Education Centres by 5% ● Review community Education Policy and contractual arrangements with schools for community use 	Anne Armstrong/ Heather Connell Anne Armstrong Anne Armstrong Anne Armstrong
To raise attainment levels in and improve the access of excluded groups to adult and community education	Adult and Community Education Service Strategic Plan Corporate Lifelong Learning Plan Primary Community Team Service Plan	<ul style="list-style-type: none"> ● Deliver a programme of Basic Literacy and Numeracy family education classes ● Improve achievement in the vocational programme by 10% on previous year ● Continue to develop widening participation programmes in West Hounslow, Hanworth, Isleworth and Brentford and Chiswick ● Increase the numbers of adult learners in Basic Skills by 15% 	Heather Connell/ Anne Armstrong Anne Armstrong Anne Armstrong Anne Armstrong
To maintain Youth Service provision with appropriate links to the Connexions programme	Youth Service Development Plan	<ul style="list-style-type: none"> ● Six personal advisers committed to delivery of Connexions targets 	Gordon Stewart
To implement the Early Years and Childcare Plan including full participation in Sure Start, Wraparound care and Neighbourhood Nurseries	Early Years and Childcare Plan	<ul style="list-style-type: none"> ● 750 places funded by Nursery education grant across all sectors ● Increased teacher support and training for all EY practitioners ● Expand childcare and wraparound care ● On track to open neighbourhood Nursery by Sept 2003 	Sheena Poley
To ensure that Early Years provision is delivered through appropriate funding arrangements	Early Years and Childcare Plan	<ul style="list-style-type: none"> ● Secure budget provision 2003/04 	Sheena Poley
To provide family literacy and numeracy and parent education programmes	Education Development Plan	<ul style="list-style-type: none"> ● Minimum of 2 targeted family learning programmes run. ● Increased confidence/participation in children's education in targeted families. 	Heather Connell .

<p>To provide an enhanced the student services system, building on the Best Value review, that maximises the support available for individual learners.</p>	<p>Student Services service plan</p>	<ul style="list-style-type: none">● Meet DfES service standards/target times for administering applications● Have in place a new IT system for Student Support, including on-line access by students.	<p>Venetia Rogers</p>
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Appendix 1

Best Value Performance Indicators

Indicator	Actual 2000-01	Target 2001/02	Actual 2001/02	Top 25% in London	Target 2002-03
BV30: Percentage of 3 year olds receiving a good quality, free, early years education place in the voluntary, private or maintained sectors.	72.7%	81.0%	71.9%	83.0%	74.9%
BV33: Youth Service expenditure per head of population in the Youth Service target age range.	£54.70	Not comparable	TBA	N/A	£60.70
BV34a: Percentage of primary schools with 25% or more of their places unfilled.	4.7%	7.0%	6.7%	4.1%	7.0%
BV34b: Percentage of secondary schools with 25% or more of their places unfilled.	0.0%	0.0%	0.0%	0.0%	0.0%
BV36a: Expenditure per pupil in LEA schools in respect of nursery and primary pupils aged under five.	£3,987.94	Not comparable	TBA	N/A	£4,345.19
BV36b: Expenditure per pupil in LEA schools in respect of primary pupils aged five and over.	£3,043.90	Not comparable	TBA	N/A	£3,312.68
BV36c: Expenditure per pupil in LEA schools in respect of secondary pupils aged under 16.	£3,562.48	Not comparable	TBA	N/A	£3,906.18
BV38: Percentage of 15 year old pupils in schools maintained by the LEA achieving five or more GCSEs at grades A*-C or equivalent.	46.5%	50.0%	45.6%	51.0%	51.0%
BV39: Percentage of 15 year old pupils in schools maintained by the LEA achieving 5 GCSEs or equivalent at grades A*-G including English and Maths.	N/A	None set	87.0%	N/A	89.0%
BV40: Percentage of pupils in schools maintained by the LEA achieving Level 4 or above in the Key Stage 2 Mathematics test.	69.9%	71.0%	70.2%	75.0%	75.0%
BV41: Percentage of pupils in schools maintained by the LEA achieving Level 4 or above in the Key Stage 2 English test.	73.4%	76.0%	73.6%	79.0%	78.0%
BV43a: Percentage of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks <i>excluding</i> those affected by “exceptions to the rule” under the SEN Code of Practice.	61.5%	80.0%	86.3%	99.5%	90.0%
BV43b: Percentage of statements of special educational need issued by the authority in a financial year and prepared within 18 weeks <i>including</i> those affected by “exceptions to the rule” under the SEN Code of Practice.	39.4%	40.0%	75.6%	69.0%	80.0%
BV44: Number of pupils permanently excluded during the year from all schools maintained by the LEA per 1,000 pupils at all maintained schools.	1.44	Not comparable	1.55	N/A	1.05
BV45: Percentage of half days missed due to total absence in secondary schools maintained by the LEA.	8.5%	None set	8.5%	N/A	8.25%
BV46: Percentage of half days missed due to total absence in primary schools maintained by the LEA.	7.3%	None set	7.4%	N/A	7.0%

Indicator	Actual 2000-01	Target 2001-02	Actual 2001-02	Top 25% in London	Target 2002-03
BV48: Percentage of schools maintained by the LEA subject to special measures.	0.0%	0.0%	1.25%	1.0%	1.25%
BV159a: The percentage of permanently excluded pupils provided with alternative tuition of 5 hours or less.	N/A	None set	N/A	N/A	0.0%
BV159b: The percentage of permanently excluded pupils provided with alternative tuition of 6-12 hours.	N/A	None set	N/A	N/A	0.0%
BV159c: The percentage of permanently excluded pupils provided with alternative tuition of 13-19 hours	N/A	None set	N/A	N/A	0.0%
BV159d: The percentage of permanently excluded pupils provided with alternative tuition of 20 hours or more	N/A	None set	N/A	N/A	100.0%
BV181a: The percentage of 14-year-old pupils in schools maintained by the LEA achieving Level 5 or above in the Key Stage 3 test in English	68.0%	None set	66.0%	N/A	72.0%
BV181b: The percentage of 14-year-old pupils in schools maintained by the LEA achieving Level 5 or above in the Key Stage 3 test in Maths	62.0%	None set	62.0%	N/A	68.0%
BV181c: The percentage of 14-year-old pupils in schools maintained by the LEA achieving Level 5 or above in the Key Stage 3 test in Science	53.0%	None set	61.0%	N/A	63.0%
LOC 23: Percentage of young people satisfied with the Youth Service	92.0%	92.0%	93.0%	1999/00 76.7% (Brent only)	93.0%

Appendix 2

Statutory Targets for Pupil Attainment

Target	2001 target	2001 actual	2002 target	2003 target	2004 target
% gaining L4+ in English	76	74	78	80	83
% gaining L4+ in Maths	71	70	75	79	82
% gaining L5+ in English at KS2	N/A	27	N/A	30	32
% gaining L5+ in Maths at KS2	N/A	27	N/A	30	32
% gaining L5+ in English at KS3	N/A	66	N/A	75	76
% gaining L5+ in Maths at KS3	N/A	62	N/A	73	75
% gaining L5+ in Science at KS3	N/A	61	N/A	65	67
% gaining L5+ in ICT at KS3	N/A	N/A	N/A	70	75
% gaining 5+ A* to C grades at GCSE	50	45.6	51	52	53
% gaining 5+ A* to G grades at GCSE including En & Ma.	N/A	87	N/A	91	92
Average point score per pupil at GCSE	40	37.6	40	41	41