

## Key Strategic Planning for CPR Success Zone/NKLP

To be read in conjunction with overall Target sheet for the Zone.

At universal level: I. Raising standards, attainment and achievement – stretch targets. Supporting inclusion and improving attendance.			
Needs Analysis	Focus area	Outcomes Summer 2010	Outcomes Summer 2011
<p>Schools and central teams including locality based services and CPR Learning Space.</p> <p>In school this provision refers to Learning Mentor roles, Nurture staff, inclusion staff, family support workers and any initiatives linked to funding delivered by Excellence in Cities</p> <p>In the Central Team this refers to the overall project leadership roles, Business, project and extended services management and administration roles</p> <p>In the Learning Space this refers to additional G and T delivery, Outdoor learning and Learning Space professional development and capacity building. Out of Hours provision is delivered here by the Playing for Success staff and project</p> <p>This also refers to the PACT project – a key source</p>	<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Staff and school capacity to deliver on improved standards. Focus on two levels of progress in English and Mathematics</li> <li>Part of the proposed Academy structure for raising standards.</li> <li>Improve recruitment and retention of students in senior school settings.</li> <li>Transition work at all levels using the LA guidance and best practice evidence.</li> <li>G &amp; T targets</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 improved APS</li> <li>KS4 – 5A*-C including English and Maths</li> <li>KS3 two levels progress in English and Maths.</li> <li>KS2 two levels progress in literacy and numeracy</li> <li>KS1 and foundation stage pupils continue to make improved progress</li> </ul>	<ul style="list-style-type: none"> <li>Post 16 .improved APS</li> <li><b>KS4</b> – 5A*-C including English and Maths</li> <li>KS3 two levels progress in English and Maths.</li> <li>KS2 two levels in literacy and numeracy</li> <li>KS1 and foundation stage pupils continue to make improved progress</li> </ul>
	<p><b>Curriculum:</b> Learning and Teaching</p> <ul style="list-style-type: none"> <li>G and T Provision – including monitoring, training and development work in schools and in the CPRLS depending on the school identified need.</li> <li>Specification of particular areas to focus on for each school and maybe groups of schools – maths at KS2 maths, foundation, writing, creativity and enterprise across the board</li> <li>Learning to Learn – research (formal and informal projects) with Campaign for Learning and local Learning and Research Facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Improved progress by more Cluster schools on using the principles from G and T to deliver a range of learning tools and thinking</li> <li>More embedded in schools with staff to sustain assessment for learning work.</li> <li>Ongoing evidence of 'what works' from research reports alongside increased ownership of educational change</li> <li>Movement to offer broader curriculum with diplomas</li> <li>Information, Advice and Guidance (IAG) available for all pupils</li> <li>Outdoor learning as a regular integral part of curriculum delivery in a range of learning settings.</li> </ul>	<ul style="list-style-type: none"> <li>Improved progress by more Cluster schools on using the principles from G and T to deliver a range of learning tools and thinking</li> <li>More embedded in schools with staff to sustain assessment for learning work.</li> <li>Ongoing evidence of 'what works' from research reports alongside increased ownership of educational change</li> <li>Movement to offer broader curriculum with diplomas. Information, Advice and Guidance (IAG) available for all pupils</li> <li>Outdoor learning as a regular integral part of curriculum delivery in a range of learning settings.</li> </ul>
	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li>ICT delivery - curriculum work, media and VLE, including more creative approaches to the layout of ICT facilities</li> <li>Data Protection</li> <li>ICT Technical Support – Additionality with SLA</li> </ul>	<ul style="list-style-type: none"> <li>25% of North Kerrier primary schools and some outside schools using VLE. Increasingly sustainable ICT strategies in place for primary schools in the area</li> <li>Ensuring SLA's for technical support are on track and delivery is achievable</li> <li>Increase no's of schools committed to SLA's</li> </ul>	<ul style="list-style-type: none"> <li>A further 50% of schools in the Cluster using the VLE</li> <li>Increasingly sustainable ICT strategies in place for primary schools in the area</li> <li>Ensuring SLA's for technical support are on track and delivery is achievable</li> <li>Increase no's of schools committed to SLA's</li> </ul>
	<ul style="list-style-type: none"> <li><b>Primary and Early Years</b></li> <li>Language and Communication Strategy</li> <li>Early Years and Foundation</li> <li>Learning Outside the Classroom</li> <li>Parents and Children together (PACT) delivered to more settings, particularly in conjunction with targeted mental health project.</li> </ul>	<ul style="list-style-type: none"> <li>More staff and families trained and using the skills and strategies. Fewer children being reported to be requiring higher level interventions than 2008 baseline.</li> <li>Improved communication training and development.</li> <li>Social emotional wellbeing addressed</li> <li>Transition elements explicit and embedded.</li> <li>Schools reporting improved relationships amongst parents for delivery of communication and relationships education. (County wide delivery)</li> </ul>	<ul style="list-style-type: none"> <li>More staff and families trained and using the skills and strategies. Fewer children being reported to be requiring higher level interventions than 2009 baseline</li> <li>Improved communication training and development.</li> <li>Social emotional wellbeing addressed</li> <li>Transition elements explicit and embedded.</li> <li>Schools reporting improved relationships amongst parents for delivery of communication and relationships education. (County wide delivery)</li> <li>OCN qualifications and programme delivered to support</li> </ul>

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Needs Analysis	Focus area	Outcomes Summer 2010	Outcomes Summer 2011
		<ul style="list-style-type: none"> <li>OCN qualifications and programme delivered to support 'hearing our children's voice' - family learning project reporting improved engagement amongst families.</li> <li>Transition project delivered in appropriate settings with parents reporting improved engagement with secondary schools and young people reporting improved transition period in to secondary schools. County wide project.</li> </ul>	'hearing our children's voice' - family learning project reporting improved engagement amongst families.
	<b>Aspiration raising</b> <ul style="list-style-type: none"> <li>Aiming Higher at primary level with Year 5 and families and communities work. Facilitated and coordinated both within and for the schools.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing targeted and general work with families and communities, children and young people as per programme</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing targeted and general work with families and communities, children and young people as per programme</li> </ul>
	<b>Extended Services</b>	<ul style="list-style-type: none"> <li>Compliance with Cornwall Strategic Plan for full service provision in all areas.</li> <li>Evidence of school improvement impact for Extended Services, Swift and Easy Access embedded within school contexts for vulnerable groups.</li> <li>Out of Hours learning used by schools for more vulnerable and targeted groups of children and Young people. This includes continuation of the Playing for Success project for improving literacy, numeracy and social emotional wellbeing.</li> <li>Family Learning programmes with vulnerable families linked to Cornwall College and strategic partners.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinated delivery, monitoring and evaluation of annual development plan</li> <li>Evidence of school improvement impact for extended services, swift and easy access embedded within school contexts.</li> <li>Out of Hours learning used by schools for more vulnerable and targeted groups of children and Young people. This includes continuation of the Playing for Success project for improving literacy, numeracy and social emotional wellbeing.</li> <li>Family learning programmes with vulnerable families linked to Cornwall College</li> </ul>
	<b>Pupil Voice</b> <ul style="list-style-type: none"> <li>Young people contributing to and influencing services in North Kerrier</li> <li>Cross phase project with schools and facilitated by central staff, and multi-agency partners on behalf of NKLP</li> </ul>	<ul style="list-style-type: none"> <li>Improved clarity and ongoing influence on NKLP learning, curriculum and activities by young people</li> </ul>	<ul style="list-style-type: none"> <li>Improved clarity and ongoing influence on NKLP learning, curriculum and activities by young people</li> </ul>
	<b>CPD</b> <ul style="list-style-type: none"> <li>Training and capacity building – ICT, LM, Teaching Assistants as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing staff training and capacity building</li> <li>Annual Cross Curricular CPD Event</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing staff training and capacity building</li> <li>Annual Cross Curricular CPD Event</li> </ul>
	<b>Monitoring, Research and reporting</b> <ul style="list-style-type: none"> <li>Various research reports including SMART, PACT, Learning Mentors, Paul Hamlyn</li> </ul>	<ul style="list-style-type: none"> <li>Schools and multi-agency partners reporting improved ECM outcomes; including attainment and wellbeing outcomes from 2008 baseline</li> </ul>	<ul style="list-style-type: none"> <li>Schools and multi-agency partners reporting improved ECM outcomes; including attainment and wellbeing outcomes from 2008 baseline</li> </ul>
	<b>Coordination</b> <ul style="list-style-type: none"> <li>Coordination and additionality for Cornwall delivered. For example, PSA roles, Paul Hamlyn (reducing FT exclusions) and Extended Services strategic support.</li> </ul>	<ul style="list-style-type: none"> <li>Clarity for schools and services on roles –functions - actions</li> </ul>	<ul style="list-style-type: none"> <li>Clarity for schools and services on roles –functions - actions</li> </ul>
	<b>Business management, Data and project development</b> <ul style="list-style-type: none"> <li>Developing sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring business case on track and adjustments made as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Ensuring business case on track and adjustments made as appropriate. New projects monitored</li> </ul>

**At additional level – to support the raising achievement, social and emotional wellbeing of our children, staff and families.** Vulnerable groups (exclusion, attendance, social emotional wellbeing) - children, young people and families who require additional services as identified by school, child or family.

Needs Analysis	Focus area	Outcomes Summer 2009	Outcomes Summer 2010
	<ul style="list-style-type: none"> <li>• <b>Reducing exclusions / improving attendance</b> Behaviour for Learning Partnerships - Inclusion Provision, strengthened partnership/management working with PRU. Nurture provision</li> <li>• Additional inclusion work, network coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Improving Attendance Target</li> <li>• Year on year reductions in fixed term and permanent exclusions.</li> <li>• Changing factors within schools and within children / families identified for ongoing improvement</li> <li>• Staff and Parent Support Adviser's (PSA) role supports reducing persistent absence with individual and vulnerable group work available for all schools</li> <li>• Paul Hamlyn project continues to impact on primary reductions</li> <li>• Evidence of sharing of good practice amongst the school.</li> <li>• Improved attendance, parent and family engagement in schools.</li> <li>• Social, emotional wellbeing on data reports from schools.</li> <li>• Improved learning outcomes reported by cohort from each school to aggregate to Cluster wide report</li> </ul>	<ul style="list-style-type: none"> <li>• Year on year reductions in fixed term and permanent exclusions.</li> <li>• Changing factors within schools and within children / families identified for ongoing improvement</li> <li>• Parent Support Adviser's (PSA) role supports reducing persistent absence with individual and group work available for all schools</li> <li>• Paul Hamlyn project continues to impact on primary reductions</li> <li>• Evidence of sharing of good practice amongst the school.</li> <li>• Improved attendance, parent and family engagement in schools. Social, emotional wellbeing on data reports from schools.</li> <li>• Improved learning outcomes reported by cohort from each school to aggregate to Cluster wide report</li> </ul>
<p>Delivery by mixture of schools staff from SMART, CPRLS, KDC and other strategic partners including Playing for Success.</p> <p>This strategy also assumes integration of service delivery with Family services, Youth Cornwall and Connexions. It also assures input from the community and voluntary sector including NC4C, Health and Police</p>	<p><b>Multi-agency staff</b></p> <ul style="list-style-type: none"> <li>• Early intervention, in schools and locality services comprising, CSC, family support, CAMHS and Ed Psych to support those with additional needs.</li> <li>• Role to support and challenge schools and setting with regard to the ways of working</li> <li>• Targeted Youth Support</li> <li>• Nurture provision</li> <li>• Learning Support and Inclusion provision.</li> </ul> <p><b>Transitions</b></p> <ul style="list-style-type: none"> <li>• Mixed delivery method with school staff being trained and using L2L strategies in holiday periods.</li> </ul> <p><b>Training in preventative strategies from the multi-agency professionals</b></p> <ul style="list-style-type: none"> <li>• Restorative justice and CAMH's strategies</li> <li>• Schools (and children and families) supported to deliver CAF assessment and process. Training for lead professionals in schools</li> </ul> <p><b>Improved literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>• focus for 'amber' pupils after school. Individual</li> </ul>	<ul style="list-style-type: none"> <li>• Improved numbers of children and young people staying in school settings and enjoying school</li> <li>• Improved numbers of children staying in universal services</li> <li>• NEETs identified and linked to targeted youth as appropriate</li> <li>• Reduction in number of NEET in Kerrier</li> <li>• Reduced numbers of pupils going into CIC thresholds. Pupils, schools and parents reporting improved wellbeing using the evidence based tools.</li> <li>• Improved persistent absence amongst all schools.</li> <li>• Specific outcomes using evidence-based tools to show improved social, emotional and wellbeing outcomes for these young people.</li> </ul> <ul style="list-style-type: none"> <li>• Students, parents and schools reporting improved satisfaction with learning settings,</li> </ul> <ul style="list-style-type: none"> <li>• Professionals reporting improved confidence and using/applying the skills in more settings with more pupils.</li> <li>• Schools, children and families reporting improved working and outcomes for CAF interventions.</li> </ul> <ul style="list-style-type: none"> <li>• 180 pupils per year showing improved progress. County data tracking shows 66% made one level's</li> </ul>	<ul style="list-style-type: none"> <li>• Improved numbers of children and young people staying in school settings and enjoying school</li> <li>• Improved numbers of children staying in universal services</li> <li>• NEETs identified and linked to targeted youth as appropriate</li> <li>• Reduction in number of NEET in Kerrier</li> <li>• Reduced numbers of pupils going into CIC thresholds. Pupils, schools and parents reporting improved wellbeing using the evidence based tools.</li> <li>• Specific outcomes using evidence-based tools to show improved social, emotional and wellbeing outcomes for these young people.</li> </ul> <ul style="list-style-type: none"> <li>• Students, parents and schools reporting improved satisfaction with learning settings,</li> </ul> <ul style="list-style-type: none"> <li>• Professionals reporting improved confidence and using/applying the skills in more settings with more pupils.</li> <li>• Schools, children and families reporting improved working and outcomes for interventions.</li> </ul> <ul style="list-style-type: none"> <li>• 180 Pupils in this 2010 cohort make similar or better progress in literacy and numeracy. Increased links between G and T and</li> </ul>

	and small schools by themselves cannot offer this but can do in partnership.	progress and 20% made 2 levels progress	Learning Space provision and this team.
	<b>Parenting Strategy</b> <ul style="list-style-type: none"> <li>• Hard to engage families</li> <li>• With some existing school staff and the CPRLS, plan for more delivery by range of other professionals to support this work and engaging families</li> </ul>	<ul style="list-style-type: none"> <li>• More staff in schools able to engage parents and their families using the strategies and approaches</li> </ul>	<ul style="list-style-type: none"> <li>• More staff in schools able to engage parents and their families using the strategies and approaches</li> </ul>