

Action Plan for raising attainment across the Foundation Stage

Improvement target

1. Supporting self evaluation processes in schools and settings
2. Prioritising LA support to setting and schools
3. Improving CLL development in all schools and settings
4. Developing transition from early years setting/nursery/cc to reception
5. Improving assessment for learning
6. Improving CLLD in identified group of schools through the PNS CLLD programme
7. Developing quality of teaching and learning in FS in targeted schools and developing work within the Make a Big Difference Programme
QUILT programme.

Equality target

1. Training and support to improve outcomes in relation to specific groups identified as achieving less well through FSP data improve
2. Transition programme for children with SEN from EY setting to mainstream to schools
3. Work in targeted specific schools and settings in disadvantaged areas
4. Supporting boys development through conditions for learning (including better outdoor play provision)
5. Improving teaching re EAL children and specific ethnic groups
6. Support for children with SEN
7. Linking with successful strategies already used in primary?? ISP, BPAP, EALP, gypsy Roma Traveller... (or at least information strategies on what works well – I expect these are going on in some of the same schools FS colleagues will be targeting too!)
8. PPEL programme used to develop stronger working partnerships with parents of particular groups who under achieve and improve involvement of parents in their children's early learning generally.

Action	Timeline	Responsibility	Resources	Expected outcome	Evidence of progress (tracked termly)
Improvement target <ul style="list-style-type: none"> Supporting self evaluation processes in schools and settings Prioritising LA support to setting and schools QUILT programme. Support opportunities for the development of management skills and leadership across the sector Provide further opportunities for staff to develop deeper understanding and higher qualifications in early years to improve the quality of the overall workforce Developing transition from early years setting/nursery/cc to reception Improving assessment for learning Improving CLLD in identified group of schools through the PNS CLLD programme 					
1. Haringey self evaluation programme supports settings and schools to evaluate their own practice and develop focused improvement plans	Training sessions Spring 2006 SEF visits start Autumn 2006 Information collected for SR meetings Summer 07	SJ lead for development of materials & training SJ, SAX & JP make SEF visits EYQ&I team all collect & feedback information	Printing costs (GSSG) PVI cover costs for training sessions (GSSG) Team time	Settings are able to accurately self evaluate and create action plans for improvement LA has an accurate view of quality and can plan training to fit needs	Sept 07 All settings have Received training and been visited. Initial action plans have been created Jan 08 Rolling programme of visits continues, will be reviewed in

					summer 08
2. The Haringey self evaluation programme contributes to the on going collection of information including Ofsted inspection outcomes which is used to prioritise LA support and training according to need	Ofsted data bases are up dated termly SEF evaluations are collected NOVAS are shared Annual collection and collation of information summer term 07	EP for PVLs JP for schools Area Advisory teachers All team members including SENCOs RC & AATs	Team time	An accurate picture of the quality of provision across all settings is built up that reflects providers' self evaluation and feeds into the annual training and support programme	Termly meetings collect and collate information which feeds into prioritising support to settings Jan 08 review of process will take place in summer term
3. The new protocol for NEG funded providers will ensure that all settings are clear about their responsibilities and what constitutes high quality provision	Draft protocol is shared with all providers and agreed Summer 2006 Protocol is in place alongside new NEG contract 2007	SJ & EP DS	Team time	New protocol and NEG contract ensure that all parties are clear about responsibilities and procedures which supports improvement in quality of provision	September 07 EP and LR have met with new providers alongside Area Advisory Teachers. EP left team, new appointment to be made Jan 08 new appointment made but not in post until Mid Feb. Backlog of new providers

					beginning to build. Alternative temporary arrangements being created to fill gap.
4. Run new QA (QUILT) scheme as a pilot to build on SEF process	Train EYQ&I team Spring 07 Start QUILT Autumn 07 Review termly	EQ&I Team SJ	£50,000 GSSG for resources Team time	Specific improvements to practice and provision in targeted settings and schools	Nov 07 1st cohort has completed 2 sections of programme. Impressive improvements have led to a 2 nd cohort being identified to join the programme Jan 08 QA meeting due to take place at end of Jan
5. a To improve leadership and management across the sector through NVQ Level 4 training for PVI settings and NPQICL for Heads of CC plus ICIL for middle managers	NVQ level 4 April 08 NPQICL 1 st cohort 05 06, 2 nd cohort 06-07, 3 rd 07-08 ICIL 1 st cohort 06-07	Workforce Development Team Lead Children's Centre Rowland Hill (JV)	£? Graduate Leader Fund GSSG funding for fees for Heads of Children's Centres	Development of skills of Managers of PVIs improves quality of provision All Heads of CCs in Haringey have national qualification and are supported in leadership role Development of next	Sept 07 Course not yet started 3 rd cohort underway. Heads and Deputies taking part. Haringey leads programme with Greenwich

in CCs	2 nd cohort 07-08	Lead Children's Centre Rowland Hill (JV)	GSSG funding for 9 Deputies and senior staff from CCs	group of leaders for CCs	9 practitioners supported to take part in second cohort Jan 08 Haringey selected as one of only two providers to carry the programme over the next 3 years
6.MA in early childhood through midwheeb	2007-2008	EYQ&I Team Senior Advisory Teacher JP	£4000 fees to MidWeb for participating teachers	Development of group of highly qualified and skilled staff plus a clear qualification development pathway for teachers	July 2007 1 st cohort started course. Jan 08 funding identified for further cohort in 2008-9
7.Provide support and training in observation and record keeping Develop local Haringey Profile to support assessment	On-going within overall CPD offer Publication summer 07 Roll out Autumn 07 Review Summer 08	EQ&I Team SJ with cross sector working party	£12,000 GSSG for publication Meeting and planning time	Haringey EY Profile created within the structure of the EYFS rolled out to schools and settings within training sessions to ensure proper use.	Sept 07 HEYP published Nov 07 roll out aligned within EYFS training Jan 08 roll out of training on track, further programme being planned
8. Provide training	EQ&I Team training	EQ&I Team	£8000 Standards	All practitioners are	Sept 07 EQ&I team

for all practitioners and briefings for interested in new EYFS	Spring/summer 07 Roll out of training Autumn 07/Spring 08		Fund	trained and ready to use EYFS by Sept 2008 Headteachers, Assessment Co-ordinators, Governors, SIPs, Partners received briefing sessions	received training and planned full training and briefing programme. Nov 07 50% practitioners have received training sessions Briefings provided to Early Childhood Forum, CC Strategy group. Jan 08 training programme on track. National Director EYFS booked to brief Headteachers in March
9. The Foundation Stage Profile is accurately supported, moderated and analysed enabling support and training to be targeted at those	June 30 th collection of FSP data July-September data shared with schools August analysis of data by LA September visits to schools with	JP leads programme SJ, SAX plus AG (EMA) and 2 teacher moderators	£9000 cover money to release 2 school moderators and 50% reception teachers for moderation meeting	Year on year moderation will become more consistent and accurate Staff in different key stages will be aware of FSP judgements Analysis of data will	Sept 2007 Results show improvement from last year. Targets met and exceeded Further support to be provided by NAA to improve moderation programme

groups who do not achieve as well as their peers	<p>unexpected or poor results</p> <p>September-October moderators meet to plan for FSP programme and consider implications of data</p> <p>Data shared with Headteachers & SIPs</p> <p>Spring 07 moderation visits 50% schools</p> <p>Moderation meeting 50% schools</p> <p>June FSP data returned to LA</p> <p>Autumn/spring inter LA meetings and visits</p>			<p>enable LA support to be accurately focused on the lowest achieving groups</p> <p>All children will achieve well by the end of the FoundationStage</p>	<p>Jan 08</p> <p>Moderation programme started, visits being made and meeting booked.</p>
10. CLLD programme and	<p>1st cohort Sept 06</p> <p>2nd cohort Sept 07</p>	Resources used to appoint CLLD co-	£50,000 National Strategy	Improved teaching Improved CLL	Sept 07 FSP results in CLL up from last year

CLL training improves teaching in the FS.	Phonic training planned within overall CPD offer for schools and provided for PVI's	ordinator from Literacy team who is experienced in Early Years CH CH		outcomes at FSP in target schools	in all but 2 target schools 2 nd cohort of schools started programme Jan 08 programme on track
11.Communicating matters will be run for practitioners in PVI settings linked to schools taking part in the CLLD programme	Autumn term settings identified and contacted & invited to meeting with schools to learn about the CLLD programme and Communicating Matters Spring – summer term 07 1 st run of Communicating matters Summer Summer –autumn 2 nd run	JP with members of the SLT team	6 days cover for practitioners from Transformation fund	Practitioners become skilled in listening to children and supporting their language development	Sept 2007. Positive feedback from previous cohorts Further training to be provided from the Communicating Matters programme Jan 08 Good take up by practitioners on shortened course further sessions planned

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- Work in targeted specific schools and settings in disadvantaged areas
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- Support for children with SEN
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1. A full training programme is in place to develop the understanding and skills of Early Years practitioners based on identified need from the analysis of SEF data, FSP and Ofsted outcomes	Summer term collection of evidence regarding quality of provision Autumn term planning for training programme for following financial year Spring term publish training	SR, SJ, JP, SAX, BJ (Workforce Development Team) plus all members of team plus EMA, ICT, CLL & Numeracy Consultants & Children's Centres	GSSG Standards Fund Transformation Fund LA Core funding	SEF & FSP moderation visits and Ofsted outcomes show improved provision	September 2007. EYFS training and briefing sessions started Analysis of FSP data providing information to plan where to provide training and support for identified schools in MBD programme Jan 08 Outline training
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	programme for year				programme put together for 08-09 brochure. New capital funding (2008-11) will need to be underpinned by further training programme and QA
2.Design and deliver a programme of training and support targeted on those schools where achievement measured by the FSP is poor through the MBD programme	Autumn 07 – Spring 08	EQ&I Team with Regional Advisor for the FS	£8000 from Standards Fund	Improved outcomes for children measured by the FSP June 08	Nov 07 1 st training session delivered to all 10 identified schools. 50% headteachers attended 1 st hour of session 9/10 evaluations positive 1 evaluation being followed up to find out reasons for negative response Jan 08 Training sessions provided and evaluated alongside visits to schools. Further training

					planned across the year.
3. Continue the Haringey transition support programme for children with SEN between settings and into reception classes	On-going across the academic year	Inclusion Team SR	SEN funding for 2 team members	Parents are empowered to make positive choices for their children's future schooling. Children with complex SEN are successfully supported into school	<p>Sept 07 Previous pilot programme has successfully supported children into school where most are able to settle in and achieve. The few who would find a special school placement more suitable are then supported to move there.</p> <p>Jan 08 New children are being identified for support with initial meetings for parents and children in spring term. Gradual withdrawal of support from team from previous cohort</p>
4. A post is developed to lead	Autumn 07 advertising and	Head of EY EQ&I Team	£40,000 GSSG	Improved provision in specific settings	Nov 07 Post advertised

targeted intervention in settings where provision is poor.	recruitment Spring 08 post appointed to and Early Years development Officer is able to co-ordinate and lead interventions Summer 07 Improvements in practice are evident in specific settings	CC		All PVIs judged by Ofsted as at least satisfactory	Jan 08 post appointed to commencing mid Feb 08. Interim arrangements being made to hold work load and address back log.
5, Training and support for EAL and children from ethnic minority groups is embedded within overall CPD offer to all EY practitioners	On going development within annual CPD offer	EQ&I Team with Haringey EAL Team	Standards Fund and GSSG provides cover money for training	All settings are able to address the needs of children with EAL or from ethnic minority groups with improved outcomes at the FSP	Nov 07 Training sessions provided by the EQ&I team with the EAL Advisory Teacher are well attended and have positive evaluations Better links with the Gypsy Roma team EAL Advisory Team work closely with EY Team attending a range of training sessions and National

					Conferences EAL Advisory Teacher works as FSP moderator PPEL in place
6. Parents as Partners Programme run in Haringey	Summer 07 – Spring 08	Head of Early Years PPEL Programme Co-ordinator	£250,000 National Funding	Improved involvement of parents in their children's learning Improved outcomes at the FSP for specific groups Improvement sustained by improved understanding and skills of practitioners in working with parents	Sept 07 Co-ordinator in place. Contact made with a range of schools, settings, community groups and parents from identified groups. Training sessions held for practitioners and parents Links made with other community outreach teams Very successful delivery of story telling training for parents and practitioners which will be repeated Jan 08 Story telling sessions so successful that

					extra ones are being held. Fathers day at Triangle Centre 9 th Feb to include a range of workshops and participation events National and local dissemination events booked
7. Haringey develops free places for two year olds from families facing disadvantage.	Spring 06 80 places agreed Providers identified and agreed to take part in scheme Easter 06 1 st places allocated September 06 children placed	SR	DfES/Sure Start funding for 80 places once allocated to individual children	Two Year Old Pilot criteria met	1 st cohort of two year olds move into NEG places for three year olds Parents provide positive feedback to national conference Further DCFS funding to extend programme from April 08 agreed
8. Pathfinders pilot is developed in Haringey to provide more flexible day-care	Autumn 06 staff identified programme set up All settings contacted and	SAX & MW	DfES funding	Parents are able to access more flexible childcare that suits their needs and enables them to	Sept 07 1 st settings providing mostly longer sessions a few provide more flexible

to suit parents' needs	invited to information sessions Jan 07 settings agree to take part in pilot April 07 1 st flexible places available Sept 07 schools join pilot			return to work.	sessions. Schools join programme Further advertising created to extend programme 2 PVI providers leave NEG scheme
9. Phase 2 Children's Centres are developed	Summer/autumn new CCs are identified, mostly on school sites Meetings are held with governing bodies Spring 07 Community mapping takes place and local planning groups set up. Plans are developed with Headteachers and governing bodies Easter 07 Plans are submitted to the DfES and agreed	RC, NA plus staff from other departments	Dfes CC capital and revenue funding	CC provide at least a core offer of services to support families to raise the achievement of the least advantaged children as measured by the FSP at the end of the Key Stage	Sept 07 Phase 2 CC programme on track. Nov 07 planning for Phase 3 CCs beginning Jan 08 A fair funding formula for Children's Centres has been created and consultation with the Centres has started. Positive feedback from the Heads of Centre about the process despite some issues that may

	Autumn 07 building work takes place Spring 08 9 new CCs are opened				require a re-working of the formula. Commissioning process for centrally held posts started.
10. Family support workers are appointed to all the CCs	<p>Spring/summer 07 FSWs organised within Networks. FSW Co-ordinators appointed Training provided alongside school FSWs.</p> <p>Autumn 07 FSWs identified for all Phase 1 and 2 CCs Vacancies appointed to Funding identified in budget for 2008+ Consideration of further FSWs for children with SEN</p>	<p>Head of EYFS with Head of Network South, Children and Families and PCT partners FSW Coordinator with Head of Network South</p> <p>Head of EYFS</p>	GSSG – CC funding	Early support is provided to families in need linking children to CCs	<p>Sept 07 FSWs are in place organised through Networks and able to work from CCs Training provided Vacancies identified but not yet appointed to</p> <p>Jan 08 Funding identified that will support FSWs in all CCs plus a manager etc. Vacancies advertised.</p> <p>Funding identified for 18 FSWs Consideration and discussion re SEN FSWs</p>

11. Develop better links with local Ofsted team in order to challenge and support PVIs appropriately	Meet with local Ofsted team to discuss issues Spring 07 Termly meetings held	RC/BJ		Consistent Ofsted judgements are in line with LA's and support LA work to improve quality in the poorest settings Very poor settings are de-registered and loose NEG funding	Local Ofsted no longer able to hold area meetings Jan 08 RC identified as Ofsted 'Responsible Person' for All CCs

Barriers to raising achievement;

- Difficult to raise the quality of provision in a few privately owned settings where the owners are resistant to change or do not understand what high quality provision looks like
- Slow uptake of Transformation fund due to concern over longer term sustainability for private providers
- Possible withdrawal from NEG scheme by a few settings due to concern over cross funding NEG places
- Slow uptake of Pathfinders through concern over ability to provide greater flexibility and cover costs
- Issues with QA for Ofsted impacts on LA's ability to challenge poor quality in a few settings