


## Essex Children's Trust

### Enjoy and Achieve Implementation Plan - Area Improvement Plan for West Essex

Year: 2011/12

Group: <b>Primary</b>	<b>CYPP Enjoy and Achieve</b> <b>Key Theme 1: Attainment and achievement: We will work in partnership to ensure that our schools enable all children and young people to learn, achieve highly, and liberate their potential.</b>	Period: <b>2011/2012</b>	Date: Sept 2011
-----------------------	--	-----------------------------	-----------------

What we need to do: <i>(CYPP &amp; Local Priorities, LAA targets.....see West Essex Children's Trust Action Plan Point 9 Enjoy and Achieve )</i>	Action(s) 2011/2	Who will lead it and by when? What resource is required?	Progress – (include statistical performance measure(s) and impact statement(s))	Other (e.g. risks identified and action required, equality/diversity issues and actions required, workforce issues and actions required)
1. <b><i>Improve oracy / phonics skills in the Early Years Foundation Stage, so that more children are able to achieve at least 6 points in CLLD and PSE and, across the EYFS curriculum (NI72)</i></b>	1. LA to input at HT meeting about good practice from EYFS and KS1 about the teaching of phonics and tracking pupil progress.  See also Early Years and Childcare Training Programme for Private, Voluntary and Independent Sector	Julie Brown  West HT meeting: 16.11.11 am  Ofsted briefings Oct 2011, further		

<p><b>2010/11 outcome 50%</b> <b>2011/12 outcome 52%</b> <b>(National 59%)</b></p> <p><b><i>Improve oracy / phonics skills in the primary phase so that children are able to make good progress in reading and writing and as a result the proportion of children attaining L4+ in English and Maths improves. 2 levels progress in English is improved</i></b></p> <p>£1000 funding per school – give schs menu of possible activities etc. to support oracy/reading into writing</p>	<p> EYTraining Brochure Autumn 2011.pdf</p> <p>Further development of cross sector Learning Communities ( PVI &amp; Maintained) Possible refined learning communities model to be established as part of transformation programme</p> <ul style="list-style-type: none"> <li>• Learning communities will continue to have a focus on 3 the importance of early speech language and communication: <ul style="list-style-type: none"> <li>➤ Listening and attention;</li> <li>➤ understanding( comprehension;</li> <li>➤ Speech, sounds and talk ( including CLLD use of Letters &amp; sounds) applied in the broadest sense linked to raising the quality of practice across EYFS</li> </ul> </li> </ul> <p>2012 will establish the revised EYFS framework within this context with its proposed redefining of the Areas of Learning to include 3 Prime Areas and 4 Specific and engage practitioners across all EY sectors in exploring the implications of this for their settings.</p> <p>b) LA to showcase good practice from EYFS, KS1 and KS2 schools during Spring term 2012 West HT meeting. How are schools developing transition</p>	<p>updates TBC</p> <p>Karen Musgrove, Kath Hardy, Sian Ansell</p> <p>Meeting 20/11/11 to draw up action plan of possible remodelling for Liz Norton’s consideration.</p>		
--	---	--	--	--

		<p>between PVI and Reception, KS1 to KS2</p> <p>Possible ideas:</p> <p>Targetting vulnerable groups – eg boys, higher attainers, FSM (Bentfield)</p> <p>Reading interventions</p> <p>Working with parents (Felsted)</p> <p>ECAR, CLLD programmes in KS1</p> <p>Effective transition (Clavering – Children’s cottage day nursery, )</p> <p>How senior leaders track and monitor phonics – moderation of judgements</p> <p>EAL – support for children where English is not their first language</p> <p>Creative Story Sessions- Dunmow St Mary’s at Little Goslings Children’s Centre Gt. Dunmow</p>	<p>Anne Fisher</p> <p>Jacky Castle</p> <p>West HT meeting: 7.3.12</p>		
	2.	<p>Work to increase and sustain collaboration and integrated planning and delivery of services to support the school’s capacity to meet the needs of vulnerable groups.</p> <p>Use data effectively to identify localised need and link schools with organisations to support the commissioning process.</p> <p>Ensure LDG lead headteachers are fully informed about possible funding streams e.g. EIF well in advance of</p>	<p>Schools Locality commissioning co-ordinator and Health Improvement manager</p> <p>Peter Everett</p> <p>Steve Brand</p> <p>Karen Musgrove</p>		

		<p>closing dates through lead facilitator and through schools' commissioning coordinators and health improvement manager. Review funding issues at each termly ADG meeting.</p> <p>Support ESCO's in the development of knowledge and confidence in effective commissioning through training/workshop sessions</p>	<p>Mary Dickinson Chris Fluskey 6/10/11</p>		
	3.	<p>Establish improved collaboration and links Children Centres and other EY settings including Childminders via EY learning communities and aligned network meetings and develop good transition and assessment arrangements.</p> <p>Ensure that the menu of children's services and providers are relevant and meet identified and localised need.</p> <p>Build on good practice from ECAT programme - ECaT Initiative</p> <p>Update: ECaT Settings to begin to develop buddy approach with other settings in their locality networking within their Learning Community and sharing best</p>	<p>Karen Musgrove and Mary Dickinson (Early Years Lead on the Task and Finish group)</p> <p>Siân Ansell – EY Language and Communication consultant Siân to arrange meeting during Autumn term</p>		

			<p>practice</p> <p>Case studies from all the ECaT settings including those in the West Area to be produced and shared pan Essex</p> <p>Accredited Speech Language and Communication training in West to be offered in the Spring Term</p> <p>Currently there is a bid for funding to support a further Communication and transition of draft proposals via Caroline Rapson</p> <p>Extended Schools Coordinator North Uttlesford, Saffron Walden and Stansted Mountfitchet Soft Federation Co-ordinator</p> <p>Project details and draft proposals are to be discussed further as consultation with all key partners involved required</p>			
				Gill Holland, Steve Brand, Siân Ansell		