

APA and JAR Action Plan – In Chronological Order

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
April 2008			
<p>Oxfordshire Safeguarding Children's Board operating like an Area Child Protection Committee (and not a Safeguarding Children's Board). (SCLA 4)</p>	<p>Urgent review of Oxfordshire Safeguarding Children's Board size, functioning & structure.</p> <p>All members, groups and panels to have a clear remit via updated job descriptions, terms of reference, and integrated reporting to the main Board.</p>	<p>New chairman; Oxfordshire Safeguarding Children's Board Business Manager</p>	
<p>Poor educational achievements for CLA at Key Stages 2 and 4 (5 A* - Cs). (SCLA 5)</p>	<p>Implement personalised learning programmes, informed by base line assessments, at point of entry to the care system and PEPS.</p> <p>Ensure sustainability of additional targeted work in schools:</p> <ul style="list-style-type: none"> ▪ Key Stages 2/3 teacher ▪ Oasis Project ▪ Year 11 transition programmes/peer mentoring in CFEs. <p>Aimhigher Programme (Oxford University)</p>	<p>Assistant Head of Service, Children Looked After</p> <p>Service Manager (Reach Up Team)</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Thresholds for access to Social Care Services are too high (as measured by numbers of referrals per 10,000 population and concerns expressed by stakeholders) (SCLA 7)</p>	<p>Three additional posts in 2008/09.</p>	<p>Assistant Head of Service, Family Support & Assessment with Service Managers</p>	
<p>Family Group Conferencing (FGC) is not yet embedded. (SCLA 11)</p>	<p>Service in place</p>	<p>Assistant Head of Service & service manager, safeguarding & quality assurance</p>	
<p>Access to sexual health screening is unsatisfactory. (SRH 2)</p>	<p>CASH (Contraception and Sexual Health Service) now extended throughout the county. Children's Lead for Public Health, Oxfordshire PCT, to review quarterly. (for information only at DMT)</p>		
<p>Ensure that all young people with identified substance misuse needs receive specialist assessment within five working days. (This refers to YOS). (SRH 4)</p>	<p>System adjusted to ensure that cover is available to undertake assessments across YOS areas. Via YJB Quarterly Statistical Returns.</p> <p>Monitored by YOS Steering Group on a quarterly basis and via GOSE as also included in DAAT statistical returns.</p> <p>Achieved but need to monitor.</p>	<p>Head of Youth Offending Service</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>The lack of coordinated post-16 provision and implementation of planned post-16 development to provide greater choice and opportunity for young people with complex needs has been too slow.</p> <p>(LDD 1)</p>	<p>Approval from cabinet to extend age range of special schools.</p> <p>Work closely with parent partnerships, schools and colleges to ensure clear communication with parents.</p>	<p>Headteachers; Service Managers, SEN</p> <p>Assistant Head of Service, SEN; Lead Service Manager, SEN.</p>	
<p>Lack of a long term joint workforce strategy & plan for the partnership including the voluntary and community sector.</p> <p>(SM 1)</p>	<p>Recruit to post of workforce development officer.</p> <p>Establish effective multi-agency workforce development group as a sub-group of the Children's Trust.</p> <p>Half time voluntary sector post – employed though OCVYS. Funding obtained. Recruitment underway.</p> <p>To map and co-ordinate training needs and opportunities for the voluntary sector (including training provided by the voluntary sector).</p>	<p>Head of Commissioning, Strategy and Locality Development</p>	
<p>Quality Assurance monitoring underdeveloped and systems to monitor impact not agreed</p> <p>(14-19 (3))</p>	<p>Further develop, agree and implement policies for Quality Assurance and Quality Improvement (14-19 EP 3.1)</p>	<p>Service Manager, 14-19 strategy & 14-19 Consultant (quality frameworks and data strategy group)</p>	
<p>Long term co-ordinated strategy for learning difficulties /disabilities for post 16 students, to be agreed</p> <p>(14-19 (4))</p>	<p>Deliver Engagement programmes (14-19 EP 2.1) as part of 14-19 Education Plan.</p>	<p>Service Manager 14-19 Strategy</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
KS4 Outcomes lower than statistical neighbours (14-19 (5))	Review and improve effectiveness of deployment of secondary SIPs. Review the range of evidence and data used by MICAS to target the deployment of SSR/support/task group strategies to intervene in schools at risk.	External consultancy Senior Adviser Secondary School Improvement and Partnership Director (LSC)	
May 2008			
Teenage Pregnancy Strategy's links with Safeguarding not explicit (SRH 3)	The role and remit of the Oxfordshire Safeguarding Children's Board is to be the first priority of the Independent Chairman. The issues will be included as priority actions for the Oxfordshire Safeguarding Children's Board forward plan.	Independent Chair, Oxfordshire Safeguarding Children's Board	
Concerns around Front Door (Duty) work flow and recording practices (e.g. "Contacts", "Referrals" and Pending system). (SCLA 6)	Commission a comparative review/analysis of Oxfordshire's Front Door systems and practice. Implement recommendations and incorporate into over-arching Prevention and Safeguarding Strategy	Head of Service, Children and Families.	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>A good range of recreational and leisure activities is available for children and young people with learning difficulties and / or disabilities, but access to these facilities for those living in rural areas is constrained by the lack of transport.</p> <p>(LDD2)</p>	<p>Assess current provision and baseline of engagement.</p> <p>Develop a strategy and resource plan linked to short breaks strategy and Childcare Sufficiency project to meet identified needs.</p> <p>Involve children, young people and families; Independent Transport Unit; extended services and District Councils.</p>	<p>Assistant Head of Service, SEN, Disability and Access; Childcare Development team.</p> <p>Service Manager, Participation and Children's Fund</p>	
<p>No clear strategic equality and diversity plan.</p> <p>(SM3)</p>	<p>Refocus diversity leads group to produce plan.</p>	<p>Head of Commissioning, Strategy and Locality Development</p>	
<p>Consortia have made unequal progress. Provision is insufficient and incoherent</p> <p>(14-19(2))</p>	<p>Review curriculum mapping and agree consistent and coherent provision and progression to meet entitlement.</p> <p>Draw up Consortium Action and Implementation Plans</p>	<p>Service Manager 14-19 Strategy</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Insufficiently rigorous management structures and procedures within the partnership to ensure comprehensive management oversight of processes and outcomes.</p> <p>Implement rigorous evaluation and performance management procedures across the Partnership to ensure that outcomes are monitored and that the impact of actions is evaluated.</p> <p>(SM2)</p>	<p>Include as part of the evaluation and review of the CYPP. Implement new Children's Trust arrangements, which include a Performance Sub-Group.</p>	<p>Head of Commissioning, Strategy and Locality Development</p>	
<p>KS4 Outcomes lower than statistical neighbours</p> <p>(14-19(5))</p>	<p>Review and target deployment of key school improvement professionals, consultants, advisers and lead professionals at school, locality, area levels.</p>	<p>Senior Adviser Secondary School Improvement and Oxfordshire Partnership Director (LSC)</p>	
<p>June 2008</p>			

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Absence of an overarching Prevention and Safeguarding Strategy.</p> <p>(SCLA1)</p>	<p>Draft strategy to be developed, agreed at Core Group and full Oxfordshire Safeguarding Children's Board (OSCB) June 2008.</p> <p>Elements of Strategy:</p> <ul style="list-style-type: none"> ▪ Early Intervention Practitioners' Toolkit; ▪ Child Protection Procedures; ▪ Social Care Case Management; ▪ Safe Recruitment; Allegations Management. 	<p>Head of Service, Children and Families</p>	
<p>Insufficient numbers of initial and core assessments being undertaken.</p> <p>(SCLA8)</p>	<p>CAF sampling to ensure appropriate cases are referred to Assessment Teams</p>	<p>Service Managers (Assessment, Localities).</p>	
<p>Clear policies, advice and guidance are provided to schools on bullying but the impact has not been fully evaluated. Some children and young people indicated that they were aware of these policies in school but felt they were still being bullied and that teachers did not always follow the advice provided.</p> <p>(SCLA17)</p>	<p>Analysis of data sets held on bullying.</p>	<p>Service Manager, Monitoring and Tracking</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>The lack of coordinated post-16 provision and implementation of planned post-16 development to provide greater choice and opportunity for young people with complex needs has been too slow.</p> <p>(LDD1)</p>	<p>Disseminate models of good practice to promote flexible arrangements between schools and colleges.</p> <p>Formalise and implement Transition protocol.</p>	<p>Head teachers; Lead Service Manager, SEN; Manager, Supporting Choices; Service Manager, Workforce Development.</p>	
<p>A good range of recreational and leisure activities is available for children and young people with learning difficulties and / or disabilities, but access to these facilities for those living in rural areas is constrained by the lack of transport.</p> <p>(LDD2)</p>	<p>Implement revised strategy.</p>	<p>Assistant Head of Service, SEN, Disability and Access.</p>	
<p>Many services for children with learning difficulties and / or disabilities provided by health, social care, education and voluntary sector professionals are good, but their availability can be insufficient for some needs. There is unequal access to: Behaviour support SEN services Occupational therapy Mental health services.</p> <p>(LDD5)</p>	<p>Ensure the role, purpose and protocols for access to services are clearly communicated.</p> <p>In partnership with schools implement recommendations of Vulnerable Young People Succeeding in Education, Training and Employment (VYPETE) project.</p>	<p>Directorate Management Team.</p> <p>VYPETE Steering group</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>“Ensure” equality of access to provision and services across the local area.</p> <p>(SM5)</p>	<p>Audit current transport as part of access mapping of provision.</p> <p>Access to be central to 14-19 recreational developments.</p> <p>Ensure access issues are central to Teenage Pregnancy strategy.</p>	<p>Assistant Head of Service (SEN, Disability & Access)</p> <p>Assistant Head of Service (Learning and Achievement)</p> <p>Teenage Pregnancy Co-ordinator</p>	
<p>While a strong focus on reducing inequalities has led to good services for unaccompanied asylum seekers (UASC), this is not consistently reflected in Travellers’ access to school.</p> <p>(SM6)</p>	<p>Develop Traveller Education Strategy.</p> <p>Draft Strategy currently being developed.</p> <p>Review targets in CYPP for year 3.</p>	<p>Assistant Head of Service (Social Inclusion)</p>	
<p>Some young people still have limited choice and access to educational and vocational courses and leisure and recreational opportunities because of transport difficulties.</p> <p>(SM8)</p>	<p>Establish the evidence for the assertion that there is a limitation due to transport.</p> <p>Plan changes to transport policy and identify resources to address any disadvantage</p>	<p>Assistant Head of Service (SEN, Disability & Access)</p>	
<p>Insufficiently detailed Action Plan for coherent and consistent 14 – 19 implementation</p> <p>(14-19(1))</p>	<p>Organise Consultation event(s) to develop 14-19 EP building on current progress.</p>	<p>Assistant Head of Raising Achievement Service (Learning & Achievement)</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Work in close partnership to ensure that the strategy for children and young people with Learning Difficulties is fully incorporated within the overall 14 – 19 Strategy</p> <p>(14-19(4))</p>	<p>Representative from LDD Strategy Steering Group to be member of 14 – 19 Strategy Steering Group (OFSG).</p> <p>Inclusion strategy to be included in SEN policy and linked to 14 – 19 Strategy.</p> <p>Outcomes of Vulnerable Young People succeeding in Education, Training & Employment project to feed into 14 – 19 Strategy.</p>	<p>Assistant Head of Service (Social Inclusion & Integrated Support Services) and Assistant Head of Service (SEN, Disability & Access)</p>	
<p>Long term co-ordinated strategy for learning difficulties /disabilities for post 16 students, to be agreed</p> <p>(14-19(4))</p>	<p>Develop, agree and implement strategy for the delivery of entitlement to SEN and LDD post 16 C&YP (14-19 EP 3.8).</p> <p>Identify gaps/good practice through OSSHTA/Directorate project.</p> <p>Link Policy to the capital investment plan for SEN</p>	<p>Head of Young People & Access to Education Service Senior Adviser Curriculum, Learning and Inclusion</p> <p>Head of Young People & Access to Education Service</p> <p>All Consortia with LDD team/LSC /Property and Assets</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
Attainment of black and minority ethnic groups, particularly for underachievement of pupils of Indian heritage (APA) (14-19(6))	Complete audit to identify the underlying factors causing underachievement for Indian heritage group and formulate appropriate action plans	EMAS consultants /teachers	
High numbers of Teenage mothers are Not in Education, Employment or Training (NEET) (14-19(7))	Teenage Pregnancy Unit to Issue a benchmarking tool kit in 08 to enable stakeholders to assess the level of support for young parents at local level Targets set for 2009;2010;2011	Service Manager Teenage Pregnancy and Sexual Health	
July 2008			
Attainment of black and minority ethnic groups, particularly for underachievement of pupils of Indian heritage (APA) (14-19(6))	Work with community groups to consolidate partnership work with BME parents and community groups for positive action	OFSG and Director, Children Young People and Families EMAS team	
Concerns around Front Door (Duty) work flow and recording practices (e.g. "Contacts", "Referrals" and Pending system). (SCLA6)	Implement recommendations and incorporate into over-arching Prevention and Safeguarding Strategy.	Head of Service, Children and Families.	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Clear policies, advice and guidance are provided to schools on bullying but the impact has not been fully evaluated. Some children and young people indicated that they were aware of these policies in school but felt they were still being bullied and that teachers did not always follow the advice provided.</p> <p>(SCLA17)</p>	<p>Identification and dissemination of successful practice in schools.</p>	<p>Principal Educational Psychologist.</p>	
<p>Access to sexual health screening is unsatisfactory.</p> <p>(SRH 2)</p>	<p>CASH (Contraception and Sexual Health Service) now extended throughout the county. Children's Lead for Public Health, Oxfordshire PCT, to review quarterly.</p>		
<p>Ensure that all young people with identified substance misuse needs receive specialist assessment within five working days. (This refers to YOS).</p> <p>(SRH 4)</p>	<p>System adjusted to ensure that cover is available to undertake assessments across YOS areas. Via YJB Quarterly Statistical Returns.</p>	<p>Via YJB Quarterly Statistical Returns</p>	
<p>Further develop strategies to raise attainment of BME pupils and address inequalities associated with exclusion, offending and re-offending.</p> <p>(SM7)</p>	<p>Develop Strategy.</p> <p>Implement findings of joint LA and DCSF project as identified in PID above.</p>	<p>Service Manager Ethnic Minority Achievement Service) and Service Manager (Learning & Inclusion)</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
Poor educational achievements for CLA at Key Stages 2 and 4 (5 A* - Cs). (SCLA5)	Develop an action plan based on findings from Review of <i>Education & Training of Vulnerable Children & Young People</i> .	Assistant Head of Service, Children Looked After	
Insufficiently detailed Action Plan for coherent and consistent 14 – 19 implementation (14-19(1))	Draw up and agree the 14-19 Education Plan (14 - 19EP) with stakeholders that links with Secondary School Improvement Plan, Building Schools for the Future (BSF) developments, and the CYPP. (See Oxfordshire 14-19 EP Briefing Paper) Agree plan with all stakeholders and implement.	Service Manager 14-19 Strategy OFSG and Director, Children, Young People & Families	
August 2008			
September 2008			
Poor educational achievements for CLA at Key Stages 2 and 4 (5 A* - Cs). (SCLA5)	Employment of a virtual head.	Head of Children and Families; Assistant Head of Service, Children Looked After	
Poor educational achievements for CLA at Key Stages 2 and 4 (5 A* - Cs). (SCLA5)	Over the next three years increase the numbers of young people participating in accredited leisure activities by piloting the DCSF initiative.	Service Manager, Children Looked After; Service Manager, Placements	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>The lack of coordinated post-16 provision and implementation of planned post-16 development to provide greater choice and opportunity for young people with complex needs has been too slow.</p> <p>(LDD 1)</p>	<p>Develop post-16 curriculum across special schools and with FE colleges.</p>	<p>Heads of Schools and Colleges and SEN advisory team</p>	
<p>Introduce training and support to ensure that council members understand their corporate parenting responsibilities and are enabled to deliver them.</p> <p>(SM4)</p>	<p>Programme of training events drawn up and implemented on a regular basis.</p>	<p>Asst HoS, CLA Corporate Parenting Manager</p>	
<p>Introduce training and support to ensure that council members understand their corporate parenting responsibilities and are enabled to deliver them.</p> <p>(SM4)</p>	<p>Briefings for new county councillors.</p>	<p>Asst HoS, CLA Corporate Parenting Manager</p>	
<p>KS4 Outcomes lower than statistical neighbours</p> <p>(14-19(5))</p>	<p>Use thematic SSRs to identify and disseminate good practice in raising attainment at KS4</p>	<p>Senior Adviser Sceondary School Improvement Oxfordshire Partnership Director (LSC)</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>The quality and standards of Careers Education & Guidance/ Information, Advice & Guidance is insufficient and the impact is not secure</p> <p>(14-19(6))</p>	<p>Accelerate progress in achievement of consistent implementation of CEIAG protocols (14-19 EP 3.8) by the actions:-</p> <p>Ensure the full adoption of IAG protocol by Oxfordshire learning providers</p> <p>Support each consortium to pass through the Gateway IAG element in at least one line of learning</p> <p>Action the full recommendations of the IAG Review see separate action plan which addresses all of the identified issues.</p>	<p>Service Manager, Supporting Choices</p> <p>Service Manager, Supporting Choices</p>	
October 2008			
<p>Clear policies, advice and guidance are provided to schools on bullying but the impact has not been fully evaluated. Some children and young people indicated that they were aware of these policies in school but felt they were still being bullied and that teachers did not always follow the advice provided.</p> <p>(SCLA17)</p>	<p>Development of training and awareness raising within schools.</p>	<p>Principal Educational Psychologist.</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
Access to sexual health screening is unsatisfactory. (SRH 2)	CASH (Contraception and Sexual Health Service) now extended throughout the county. Children's Lead for Public Health, Oxfordshire PCT, to review quarterly.		
Ensure that all young people with identified substance misuse needs receive specialist assessment within five working days. (This refers to YOS). (SRH 4)	System adjusted to ensure that cover is available to undertake assessments across YOS areas. Via YJB Quarterly Statistical Returns.	Via YJB Quarterly Statistical Returns	
November 2008			
Attainment of black and minority ethnic groups, particularly for underachievement of pupils of Indian heritage (APA) (14-19(6))	Update Service Plans annually to ensure actions are taken to address needs of other groups vulnerable to underachievement (eg FSM; CLA; Youth Offending, travellers)	Assistant Head of Raising Achievement Service (Learning & Achievement)	
December 2008			
January 2009			
Access to sexual health screening is unsatisfactory. (SRH 2)	CASH (Contraception and Sexual Health Service) now extended throughout the county. Children's Lead for Public Health, Oxfordshire PCT, to review quarterly.		

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Ensure that all young people with identified substance misuse needs receive specialist assessment within five working days. (This refers to YOS).</p> <p>(SRH 4)</p>	<p>System adjusted to ensure that cover is available to undertake assessments across YOS areas. Via YJB Quarterly Statistical Returns.</p>	<p>Via YJB Quarterly Statistical Returns</p>	
February 2009			
March 2009			
<p>Teenage pregnancy rates are higher than in similar authorities and Oxfordshire has been slow in developing a proactive response to this. However, the Joint Commissioning Strategy for Teenage Pregnancy and Sexual Health 2007-2010 has well targeted priorities.</p> <p>(SRH1)</p>	<p>Implementation of detailed actions in the Strategy supported by additional PCT investment. Subject to Public Service Board monitoring on a quarterly basis (via LAA and LAA2).</p>	<p>As detailed in the Strategy</p>	
April 2009			
<p>No clear strategic equality and diversity plan.</p> <p>(SM3)</p>	<p>Complete equality impact assessments for 13 localities and incorporate into the plan.</p>	<p>Head of Commissioning, Strategy & Locality Development</p>	
May 2009			
June 2009			
July 2009			

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>1. FS to Year 1 transition:</p> <ul style="list-style-type: none"> * Strengthen progression to ensure that pupils build on FS outcomes. * SIPs support schools in setting challenging end of key stage targets. * Ensure that activities and pedagogical approaches in year 1, whilst age appropriate, are sufficiently challenging to ensure progression. 	<p>Senior Adviser (Curriculum, Learning & Inclusion) with Primary Strategy Manager and EY adviser</p>	
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>2. Writing:</p> <ul style="list-style-type: none"> * Further develop programme of CPD with particular focus on boys' writing and on level 3 writing * Strengthen focus on boys' writing in all PNS programmes in targeted schools * Inclusion team to strengthen CPD and traded offer relating to writing at Wave 2 and Wave 3 and for more able pupils. * Require SIPs to prioritise as appropriate 	<p>Senior Adviser (Curriculum, Learning & Inclusion) with Primary Strategy Manager, Service Manager Inclusion and lead literacy consultant</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>3. Maths:</p> <ul style="list-style-type: none"> * Further develop programme of CPD with particular focus on calculation skills * PNS team to strengthen support for KS1 maths in all PNS programmes in targeted schools * Build capacity of maths team to respond to requests for traded support * Inclusion team to strengthen CPD and traded offer relating to maths at wave 2 and Wave 3 and for more able pupils. * Require SIPs to prioritise as appropriate 	<p>Senior Adviser (Curriculum, Learning & Inclusion with Primary Strategy Manager, Service Manager Inclusion and lead maths consultant</p>	
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>4. Reading:</p> <ul style="list-style-type: none"> * Further develop CPD programme and OCC guidance on phonics and the teaching of reading * PNS team to strengthen support for KS1 reading in all PNS programmes in targeted schools * Inclusion team to strengthen CPD and traded offer relating to reading at wave 2 and Wave 3 and for more able pupils. * Require SIPs to prioritise as appropriate 	<p>Senior Adviser (Curriculum, Learning & Inclusion with Primary Strategy Manager, service Manager Inclusion and lead literacy consultant</p>	

Issue	Action	By when and by whom	Outcome/ Comment including reason for any slippage & action being taken
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>5. More able, gifted and talented: In addition to 1-4 above, * Inclusion team to strengthen CPD relating to MAG&T in KS1</p>	<p>Senior Adviser (Curriculum, Learning & Inclusion with Service Manager Educational Inclusion and lead consultant</p>	
<p>Results at Key stage 1 are lower than statistical neighbours</p> <p>Raise standards at KS1 with particular focus on writing, maths and attainment of more able pupils</p> <p>(14-19(5))</p>	<p>6. Schools of concern: * Strengthen focus on achievement at KS1 in targeted schools through Task / Support group and SSR activities. Broaden involvement of consultants.</p>	<p>Senior Adviser (Monitoring Intervention & Challenge) with Senior Adviser (Curriculum, Learning & Inclusion)</p>	