

National Assembly for Wales Circular NAFWC 26/02: Grants for Education Support and Training (GEST) Programme 2003-4

This Circular is addressed to:

County and County Borough Councils in Wales
Welsh Joint Education Committee
Awdurdod Cymwysterau, Cwricwlwm as Asesu Cymru
Bwrdd yr Iaith Gymraeg
ELWa
Welsh Local Government Association
General Teaching Council for Wales

Overview: guidance to local education authorities on grant allocations and priorities for expenditure in 2003-4 and arrangements for claiming grant.

Action for LEAs:

Submit GEST spending plans - by 4 November 2002

Enquiries about the contents of this Circular and requests for additional copies should be directed to:

Standards and Performance Division
Department for Training and Education, Welsh Assembly Government
Cathays Park, Cardiff CF10 3NQ

tel 029 20826006/6008/5634
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Related Documents

This document replaces the draft GEST Circular 2003/4 - NAFWC 25/02

National Assembly for Wales Circular NAFWC 26/02: Grants for Education Support and Training (GEST) Programme 2003-4

Topic:- School Standards

SUMMARY

1.1 This Circular informs County and County Borough Councils of the Grants for Education Support and Training (GEST) programme for 2003-04 and invites grant applications. The programme has been drawn up following consultation with LEAs, ACCAC, the General Teaching Council for Wales, ELWa and Estyn.

1.2 The Circular is issued subject to the outcome of the Comprehensive Spending Review and to decisions of the Welsh Assembly Government on the local authority revenue settlement for 2003-04, and amendments to relevant grant scheme regulations. The Welsh Assembly Government reserves the right, at its discretion, to amend or withdraw the content of this Circular in part or in whole.

1.3 GEST grants are made in accordance with regulations made under sections 484 and 487 of the Education Act 1996 as amended by the School Standards and Framework Act 1998

1.4 This Circular provides detailed guidance on:

- GEST programme aims and objectives;
- the calculation of GEST allocations for Local Education Authorities (LEAs);
- financial arrangements including virement and delegation and arrangements for claiming grant;
- the Activities and Priorities eligible for GEST support;
- information to be submitted by LEAs in spending plans;
- competitive bid requirements; and
- programme monitoring and evaluation.

Equal opportunities

The Assembly is committed to equal opportunities - the promotion of a culture in which diversity is valued and equality of opportunity is a reality. Local education authorities should be aware of and have regard to equal opportunities issues relating to all the aspects of the GEST programme for which they are responsible. No pupil, parent, teacher or other member of school or LEA staff should receive less favourable treatment on the grounds of: race; colour; sex; sexual orientation; age; marital status; disablement; religion; family/domestic responsibilities and working patterns e.g. part-time or supply staff, nor should any individual be disadvantaged by conditions or requirements which cannot be shown to be justifiable.

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GEST PROGRAMME SCOPE AND STRUCTURE

GEST and school improvement

2.1 The Welsh Assembly Government believes that every school has the capacity to improve and succeed and is working towards a distinctive Wales school improvement programme which is "evidence-based, locally managed and professionally valid". The Assembly Government's broad agenda for supporting school improvement was set out in www.betterwales.com and in "The Learning Country". The GEST programme provides funding for LEAs to assist them to take forward local action in support of these priorities.

2.2 Priorities for action include:

- the promotion of early learning;
- higher levels of attendance;
- improved support for children and young people at risk of social exclusion including those from ethnic minorities and looked-after children;
- high quality services for pupils with special educational needs;
- the development of a strong extra-curricular prospectus for every child;
- affordable and universal access to the Internet; and
- robust quality assurance and professional development systems .

2.3 The GEST programme has a key role in assisting local education authorities to raise standards of attainment and eradicate under-performance in support of these goals and of their own local priorities - as set out in their approved Education Strategic Plans. It will also support all schools to:

- devise specific objectives for improved performance in all aspects of the curriculum including religious education;
- feature targets, and progress towards them, in annual reports to parents, and prospectuses - giving particular attention to addressing weaknesses in literacy, mathematics, ICT and science; and
- respond to Estyn inspection reports and to the recommendations from LEA monitoring activities with vigorous action plans to build on strengths and deal with weaknesses.

2.4 LEAs and schools are expected to work closely together in pursuit of the prospective national targets set out in "The Learning Country".

Programme aims and objectives

2.5 The overall aim for the use of the grant provision is to supply effective training, support and developmental activities to achieve improved educational outcomes, and to aid County and County Borough Councils to meet selected priority needs and/or implement Education Strategic Plans.

2.6 The GEST Programme objectives for 2003-04 are to:

- improve school performance and pursue the specific objectives contained in "The Learning Country" and related documents including www.betterwales.com and the White Paper "Shaping the Future of Special Education";
- support implementation of the proposals contained in the Green Paper "The BEST for Teaching and Learning";

- assist schools to raise standards in priority curriculum subjects and to support delivery of the National Curriculum and its related assessment arrangements;
- support LEAs in developing and implementing their Education Strategic Plans, including assistance for measures designed to monitor school performance, support schools with identified weaknesses and to intervene on issues where appropriate;
- develop efficient and effective systems for leadership and staff support, with continuing professional development focused on raising standards;
- promote greater use of information and communications technology in education; and
- tackle social disadvantage.

2.7 Against this background, the programme for 2003-04 will consist of the following Activity Areas, each supported by grant:

Activity 1	Raising Standards
Activity 2	Planning for Success
Activity 3	Early Years Learning
Activity 4	Literacy and Numeracy
Activity 5	Pupil and Youth Support
Activity 6	Special Education Needs
Activity 7	Welsh
Activity 8	Out of Hours Prospectus
Activity 9	ICT in Schools
Activity 10	Professional Development

Details of objectives for each Activity Area together with the criteria for funding are given in Annex A.

2.8 The Assembly recognises the critical role of both primary and secondary schools in raising standards of attainment across Wales. Authorities will be expected to consider the needs of both sectors in drawing up plans for the use of GEST funding, and to ensure that resources in each Activity Area are deployed both fairly and effectively to address these. Authorities will also need to take account of the importance of securing genuine and meaningful progression across key stages, and in particular the transition from key stage 2 to 3.

2.9 In drawing up their strategies for 2003-04, LEAs and schools should have regard to the key messages contained in The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2000-01, published in February 2002. They should also draw on the findings of Estyn inspection and thematic reports. In drawing up plans for the use of GEST funding in their areas, LEAs and schools will also wish to have regard to:

- the need to strengthen the dissemination of INSET as outlined in the OHMCI report on In-Service Education and Training for Teachers in Wales, published in 1995; and
- the findings and recommendations set out in the Welsh Office Research Project Report INSET in Small Primary Schools in Wales, published in June 1995; and
- the guidance which the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) has published .

2.10 Authorities and schools should note that, although there are particular Activity areas covering induction and SEN initiatives, all activity areas can cover training and support requirements for both newly appointed as well as more experienced staff, including those in the SEN field.

2.11 LEAs and schools should also note that where schools wish to pursue 'Investors in People' GEST funding in Activities 1 and 10 may be used to support the training and development of all staff employed by the school.

FUNDING ARRANGEMENTS

Expenditure supported

3.1 The Welsh Assembly Government has announced the provision of £57.7 million (gross) GEST grant under the arrangements and conditions detailed in this Circular.

Rate of grant

3.2 The grant rate in 2003-04 will be 60% for all Activities.

Basis of allocations

3.3 Allocations under GEST are based primarily on a needs indicator based formula which was drawn up in consultation with LEAs. Details of the formula are given at Annex B. Competitive bids will still be requested where this is considered appropriate.

3.4 Most allocations will be made at **Activity (not Priority)** level in 2003-04 and in general LEAs and schools will be free to determine how best to achieve the objectives for each Activity Area taking into account local needs and circumstances. Exceptions to this are the competitive bid areas and priorities which are ringfenced. LEAs will be required to provide the Welsh Assembly Government with Spending Plans to demonstrate how the GEST objectives will be achieved in respect of each Activity Area and, where appropriate, competitive bids and ringfenced priorities.

Programme administration costs

3.5 LEAs may retain centrally up to 5% of their formula allocation for each Activity Area to support the administrative costs which they incur on the development and management of the GEST programme .

Virement arrangements

3.6 The Welsh Assembly Government proposes to allow considerable flexibility for virement within the 2003-04 programme in order to give authorities and schools discretion to plan and deliver the programme in the most efficient and effective way. Provided that virements will not compromise achievement of the Activity Areas from which funding is moved, LEA may vire as follows without seeking prior approval from the Welsh Assembly Government:

Activity/Priority Area	Virement in	Virement out
Activity 1	No limit	No limit
Activity 2	No limit	No limit
Activity 3	No limit	No limit
Activity 4	No limit	Not permitted
Activity 5	Not permitted for Priority C but otherwise no limit	Not permitted.
Activity 6	No limit	no limit
Activity 7	No limit	Not permitted
Activity 8	No limit	No limit
Activity 9	Not permitted for Priority D otherwise, no limit	Not permitted; priority D ringfenced
Activity 10	No limit	Not permitted for Priority A but otherwise no limit

Authorities must advise the Welsh Assembly Government by 31 March 2003 of

all virements actioned.

3.7 It is recognised that during the year exceptional circumstances may arise preventing an LEA from making efficient and effective use of its allocation. In such cases, virements may be allowed which are outside the above arrangements provided that explicit written approval has first been sought and obtained from the Welsh Assembly Government Department for Training and Education. ***Authorities should note that the Department will not, as a general rule, provide retrospective approval for virements of this nature.***

Delegating funds to schools

3.8 LEAs are expected to involve schools closely in the implementation of GEST activities, including decisions about the delivery of approved training and support activities.

3.9 It is a requirement that **a sum equivalent to 50% of each authority's total formula-based allocation should be delegated to schools.** Where LEAs have indicated a wish to delegate a greater sum, the Welsh Assembly Government is content to exercise its powers to require LEAs to delegate to schools in accordance with the stated wishes of those Authorities. In doing so, this places a statutory duty on those Authorities. If circumstances change such that these statutory levels of delegation to schools cannot be met, the Department should be informed as soon as possible.

3.10 LEAs should indicate in their GEST applications the extent to which they wish to retain funding centrally or delegate to schools as appropriate for each individual Activity Area. They should take account of any special **arrangements that** may apply to individual Activities and Priorities (these are set out under the relevant headings in Annex A). The Welsh Assembly Government will give sympathetic consideration to LEA delegation proposals and will exercise its powers to require delegation to schools as far as possible in accordance with LEAs' stated wishes. However Authorities should note that where funding is retained centrally no more than 5% should be used by the LEA to manage and monitor these Activities

3.11 Under the **Financing of Maintained Schools Regulations 1999**, a local education authority must include in its local schools budget expenditure offset by GEST and the matching local authority contribution; but the authority is not required to include this expenditure in its individual schools budget distributed by formula to schools.

3.12 Where funding is delegated to schools under GEST arrangement schools will need to demonstrate, through the LEA, that they are effectively discharging the responsibility being given to them under the programme. It is up to the LEA, in conjunction with its schools, to establish appropriate cost-effective arrangements for doing this. These arrangements should ensure that schools effectively control devolved GEST funds and deploy them in accordance with GEST programme objectives, priorities and grant conditions. In particular, schools should:

- produce a costed annual programme of training and support activities designed to realise objectives made explicit in each School Development Plan
- feature training systematically in annual development plans taking account of data made available in Estyn's annual report on standards in schools in Wales, and information published by the Welsh Assembly Government following National Curriculum assessment of 7, 11 and 14 year olds
- take action in as many of the relevant priority areas as is practicable given local circumstances and needs (having regard to School Development Plans);
- closely monitor programme delivery and expenditure against budget;
- ensure that copies of the annual programmes are available for

examination by School Inspectors, the Audit Commission and LEA staff;

- provide LEAs with information required for GEST programme monitoring and evaluation returns to the Welsh Assembly Government; and,
- ensure that any likely under spend is surrendered to the LEA as soon as possible so that it can be put to good use elsewhere.

3.13 LEAs retain the ability to withdraw delegated funds, in whole or in part, from schools who fail to comply with the above requirements.

Payments to teachers for in-service training at weekends and in school holidays

3.14 The School Teachers' Pay and Conditions Document enables employers to make payments to full and part-time teachers and deputy headteachers for in-service training undertaken voluntarily at weekends and school holidays. The precise arrangements governing these payments are set out in the document and further guidance set out in paragraph 42 of Teachers Pay and Conditions Document 2001.

3.15 The level of any payment made should be in line with the School Teachers Review body principle that all payments should be funded from money saved for supply cover.

3.16 Such payments can be funded through GEST provided that:

- the training concerned is in line with the purposes of the relevant GEST grant;
- the GEST grant concerned includes the supply cover cost of training as eligible expenditure;
- the payments are funded from savings in supply cover;
- they are not specifically excluded. In particular, payments should not be made for in-service training undertaken on any of the 195 days on which a full-time classroom teacher is expected to work including twilight sessions and non-contact days.

ICT Procurement

3.17 ICT procurement should normally form part of a planned strategy of ICT development rather than being carried out on an ad hoc basis across authorities. Authorities should note that GEST funding may only be used to support the procurement of ICT equipment and services under Activity Area 9. LEAs wishing to support additional ICT expenditure (eg on hardware or software to support the delivery of specific curriculum subjects or professional development initiatives) will be expected to support this expenditure by vireing resources into Activity 9 from other parts of the GEST programme (in line with the virement rules described above).

Payment of grant

- 3.18 Grant will be paid on a three termly basis covering the periods ending 31 July, 31 December and 31 March.
- 3.19 Grant claiming arrangements for the 2003-04 programme are summarised in the table below. Claims forms will usually be issued to LEAs one month before the relevant claim deadline. LEAs will be required to submit grant claims showing actual expenditure against each GEST Activity Area (and where appropriate, for specific ringfenced Priority Areas) as well as any virement actioned.

Period ending	Claim on Form	Claim deadline
31 July 2003	GEST1 (2003-04)	30 September 2003
31 December 2003	GEST2 (2003-04)	31 January 2004
31 March 2004 (estimated)	GEST 3E (2003-04)	31 May 2004
31 March 2004 (final)	GEST 3F (2003-04)	31 October 2004

- 3.20 Please note the following points which apply to each specific claim period:

Claim	Points to note
GEST 1 (2003-04)	Claims should be based on actual expenditure incurred up to 31 July 2003.
GEST 2 (2003-04)	The maximum amount which authorities may claim on form GEST 2 is determined by the Welsh Assembly Government Department for Training and Education and will be notified to LEAs following receipt of all audited GEST3F claims for 2002-03.
GEST 3E (2003-04)	GEST claim form 3E allows LEAs to claim, on an estimated basis, for expenditure up to 31 March 2004. 75% of this claim will be paid early in the 2003-04 financial year.
GEST 3F (2003-04)	GEST claim form 3F allows LEAs to claim the audited balance of expenditure for the period up to 31 March 2004. Payment will only be made once audit certification for 2002-03 has been received.

- 3.21 Grant may only be paid for eligible expenditure incurred (or estimated to be incurred) during the financial year ending 31 March 2004. If an overall under or over-spend for 2003-04 is revealed at audit certification stage, corrective adjustments will usually be made to the second claim for the 2004-05 programme.

- 3.22 LEAs are also reminded that no grant in respect of expenditure incurred after 31 July may be paid until the auditors' certificate for the previous financial year has been received.

Financial monitoring and forecasting

- 3.23 It is important to ensure that all GEST resources are deployed in a timely and effective way. The Assembly will be closely monitoring outturn expenditure on GEST throughout the year and may need to follow-up with authorities any issues which appear likely to effect overall spending figures for the year. To assist in this process, LEAs are required to submit outline spending forecasts for each term alongside their GEST spending plans for 2003-04. These should provide the following information:

Term	Forecast expenditure (as % total formula allocation*)
Term 1 (period ending 31 July 2003)	%
Term 2 (period ending 31 December 2003)	%
Term 3 (period ending 31 March 2004)	%

*including EMAG and library authorities funding.
Separate figures may be requested for successful
competitive bids

APPLICATION AND GRANT APPROVAL ARRANGEMENTS

Application procedures

4.1 LEAs should submit Spending Plans for funding against each of the Activity Area headings detailed in Annex A. Spending Plans are not generally required against each of the Priority headings given in this Annex. However, LEAs should demonstrate in their plans how they will address the various objectives of these Priority Areas and what factors have influenced their proposals. In some instances, such as where funding is ring fenced or competitive bids are required, LEAs are required to submit bids at Priority level. These requirements are set out in Annex A.

4.2 LEA Spending Plans should be submitted on the proforma which is attached at Annex D. All Plans should be sent via email and also by a **printed copy** signed by the Director of Education (this is required for audit purposes). The addresses for submission of Plans are:

*Miss Tracey Seal
Standards & Performance Division 2
Welsh Assembly Government
Cathays Park,
Cardiff CF10 3NQ*

Email to: gest@wales.gsi.gov.uk

The deadline for Spending Plans and competitive bids is 4 November 2002.

DfTE will arrange for onward transmission of Spending Plans (electronic versions only) to Estyn.

Consortium arrangements

4.3 LEAs may form consortia to provide specific training and support activities or projects if they wish. Where LEAs have decided to work in consortia, they may make an arrangement among themselves whereby one LEA applies for the approval of expenditure, employs any staff involved and claims grant, while the remaining LEAs contribute to the element of expenditure which is not covered by grant. Alternatively, they may prefer that each LEA takes responsibility for a share of expenditure with each making claims for grant following either separate Spending Plans or a joint Plan approved by the Assembly. Either arrangement is acceptable but Plans should make clear which is to be adopted.

Innovative approaches and other funding sources

4.4 The Welsh Assembly Government wishes to encourage LEAs and schools to deploy innovative approaches to raise standards. For example, they should seek opportunities to work co-operatively with other agencies, ELWAs, EBPs, employers and other sponsors to develop educationally worthwhile activities or specialisms, and where possible to bolster GEST provision with contributions from such partners. Activities funded through the GEST programme, however, should not simply replicate or replace those already separately funded from other LEA resources or other Assembly grants (eg projects involving Training and Enterprise Councils). GEST activities should be additional to, coherent with and mutually reinforcing of similar activities funded through other sources. LEAs should not use any funding they receive from other government specific grants to pay their contribution to the GEST programme. They should indicate in their GEST applications whether they have also obtained or are bidding for funding from other sources, as part of an integrated plan.

Consideration of applications

4.5 When considering LEA formula-based plans and competitive bids the following general factors will be taken into account:

- the degree to which the LEA's plans meet the programme activity and priority objectives;
- past performance both within and across LEAs;
- the reports and views of Estyn on priority needs and the quality of existing provision.

Additional criteria related to each Activity Area are set out in **Annex A**.

4.6 The Welsh Assembly Government reserves the right to withdraw grant support or make a conditional grant allocation where an LEA's proposals do not accord with the programme objectives and conditions laid down in this Circular.

4.7 The Welsh Assembly Government expects that Authorities will aim to ensure that courses are managed effectively with full regard to value for money, and to the possibilities of income generation wherever they arise.

Notification of approvals and allocations

4.8 It is expected that final Programme approvals and allocations and the results of competitive bids will be notified to authorities in January 2003.

FORMULA CHANGES - TRANSITIONAL ARRANGEMENTS

5.1 A revised allocation formula for GEST was introduced in 2002-3, following a review by a joint Assembly/LEA working group. The revised formula has resulted in very substantial changes to allocations for some authorities. Changes are therefore being introduced over a three year period, for which 2003-04 is the second year. Implementation is being staged as follows:

2002-03	changes x 1/3 applied
2003-04	changes x 2/3 applied
2004-05	changes x 3/3 applied

This arrangement is reflected in the indicative allocations at Annex C.

PERFORMANCE MONITORING AND EVALUATION

6.1 The Welsh Assembly Government is committed to developing GEST as an evidence-based programme. The Assembly is therefore looking to LEAs and schools to secure effective targeting and value for money for the expenditure incurred. They should establish cost effective planning, monitoring and evaluation arrangements for this purpose, taking account of Best Value and other requirements.

6.2 A range of Management Information has been established for the GEST programme activities. These are detailed in the relevant Activity Area sections in **Annex A**. LEAs should note that proposed targets for achievement against the Management Information

should be included with GEST spending plans submitted to the Assembly .Plans which do not contain these targets will be referred back to LEAs for amendment. LEAs will be asked to provide details of achievement against these targets, once agreed, on the pro forma at Annex E by 31 May 2004.

ENQUIRIES

7.1 LEAs should ensure that current GEST service providers, and those expressing an interest in becoming a provider, are notified of the existence of this Circular and advised that a copy can be obtained from Standards and Performance Division 2, Welsh Assembly Government Department for Training and Education or from <http://www.learning.wales.gov.uk>.

7.2 Enquiries about the general content of this Circular, GEST finance, programme conditions and procedures should be addressed to:

*Paul Massey
Standards and Performance Division 2
Welsh Assembly Government
Department for Training and Education*

*Tel: 029 20 825634
Email: gest@wales.gsi.gov.uk*

7.3 Enquiries about specific activities and priority areas (but not matters of finance or virement) should be addressed to the contact officers shown at Annex A.

ACTIVITY 1 : RAISING STANDARDS

Priorities for 2003-04

- A BROADER-CURRICULUM
- B NATIONAL CURRICULUM
- C RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP
- D PUPIL ASSESSMENT
- E QUALIFICATIONS

Overall aim of the Activity

To improve school performance and raise overall standards of pupil attainment.

To ensure that schools are equipped to deliver:

- the national and basic curriculum in Wales, with a particular focus on selected priority subjects;
- broader curriculum areas;
- skills across the curriculum; and
- qualifications approved for use in schools under Section 96 and 99 of the Learning and Skills Act.

To improve the quality of teacher assessment so as to improve standards and close the gap between the performance of girls and boys.

To ensure teachers receive appropriate training and support to facilitate the delivery of work related education and vocational courses in schools.

In framing INSET and other training activity, LEAs will wish to take account of the Annual Report of Her Majesty's Chief Inspector for Education and Training in Wales and the findings of Estyn inspection reports and thematic surveys. Analysis of pupils' performance following statutory assessment at 7, 11 and 14 are also relevant. These are presented in the following Welsh Assembly Government booklets:

- *Key Stage 1- Primary Schools - National Curriculum Assessment Results in Wales;*
- *Key Stage 2 - Primary Schools - National Curriculum Assessment Results in Wales;*
- *Key Stage 3 - Secondary Schools - National Curriculum Assessment Results in Wales; and from 2002,*
- *The LEA-specific National Curriculum Assessment and Public Examination Results booklets.*

Allocations

Funding for this Activity Area will be allocated by formula. Individual LEA allocations are set out at Annex C.

Management Information

LEA's performance in this Activity Area will be monitored against the following indicators. Please provide separate figures for primary, secondary and special schools:

- number of training days for teachers in the four 'broader curriculum' areas of:
 - PSE;
 - Global Citizenship;
 - Sustainable Development; and
 - Race Equality.

- Number of training days for teachers in the following curriculum subject areas:
 - Modern Foreign Languages;
 - Science;
 - Technology (D&T);
 - Physical Education;
 - Religious Education
 - Mathematics, and
 - Other

- Number of vocational courses held in secondary and special schools

- Number of training days for teachers attending Key Skills training (the definition of the 6 key skills can be found via the ACCAC website)

- Number of staff taking part in Progress File training and workshops

- Number of Foreign Language Assistants employed

- Number of training days for Teachers to deliver Applied GCSEs

DfTE will monitor performance with reference to:

- number of training days for teachers in the two "broader curriculum" areas of:
 - Careers Education;
 - Work Related Education;

- number of teachers undertaking placements with employers; and
- Number of training days for teachers attending Welsh Baccalaureate Qualification events organised by Welsh Joint Education Committee.

Information required for Spending Plan

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DfTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys and ACCAC guidance materials
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

Spending Plans should include evidence that Estyn reports and surveys on school/LEA performance have been taken into account in planning training provision.

Virement

There is no limit on virement in or out of this Activity.

Delegation to schools

This Activity Area is covered by the standard delegation arrangements described in paragraph 3.8 of this Circular.

If delegation arrangements are proposed outside the normal procedures described in paragraph 3.8, LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

Background Information

The National Curriculum Orders.

The PSE and WRE Frameworks and Supplementary Guidance

Education for Sustainable Development and Education for Global Citizenship - booklet to be issued in Autumn 2002

Equal Opportunities and diversity in the school curriculum in Wales

Skills across the curriculum (key stages 1-3)

Optional Assessment Materials

Making Effective Use of Assessment Information series

PRIORITY 1A: BROADER-CURRICULUM

Objectives

To support delivery of cross-cutting curriculum themes and to help secure the overall provision of a broad and balanced curriculum in schools. In particular:

- To support schools in **personal and social education (PSE)** including citizenship, equal opportunities, health and sex education and drug and alcohol misuse, taking account of the PSE framework issued by ACCAC in September 2000.

The framework seeks to promote and enable pupils' positive attitudes and values in areas like equality of opportunity and acceptance of others regardless of race, religion, gender, sexuality, age or disability. The Assembly therefore expects that appropriate priority should be given to training which reflects the messages on racial equality emanating from the Macpherson Report.

The PSE framework also aims to help pupils become active citizens, through the opportunity to learn about and understand the nature of community and democracy, and the duties, rights and responsibilities that they carry.

- To support schools in the implementation of the ACCAC framework for work related education for 14-19 year olds (ACCAC, 2000). The activities identified in the framework play a central role in preparing young people for working life by using employer support to improve students' learning and make learning more relevant to future working needs
- Activity should be targeted at supporting schools in meeting the guidance in the framework that 14-19 year olds should undertake good quality work experience and have access to at least two further opportunities including an enterprise activity, employer support for curriculum or coursework assignments, a vocationally related

course and mentoring by an employer to support action planning and setting of personal goals.

- Activity to support the development of positive attitudes by young people to enterprise should be informed by aims and objectives set out in the Entrepreneurship Action Plan for Wales.
- To support schools in meeting the requirement that a programme of careers education be provided for young people in Years 9-13. Careers education helps young people develop the knowledge and skills that will help them make best use of their capabilities in learning and work throughout life
Activity should be targeted at supporting schools in delivering the learning outcomes for careers education set out in the ACCAC framework for careers education and guidance for 11 to 19 year olds (ACCAC, 2001).
- To support the ongoing development of Progress File/National Record of Achievement. All secondary schools should establish effective procedures to support pupils in reviewing and recording personal achievement; setting targets and action planning, building on the revised national record of achievement and linked closely to careers education and guidance. Funding will primarily support teacher training in the introduction and use of Progress File materials (the intended replacement for the National Record of Achievement).
- To support schools in delivering Education for Sustainable Development and Education for Global Citizenship. Activity should be targeted at developing whole-school approaches to delivering these areas through sustainable opportunities present in the school curriculum

Eligible activities

Eligible activities for this priority in 2003-04 include:

- training for primary and secondary teachers and materials to support training (excluding ICT hardware) in the delivery of the broader-curriculum areas of:
 - Personal and Social Education;
 - Careers & Work Related Education;
 - purchase of professional training by Careers Wales companies;
 - provision of supply cover for those attending training courses including INSET training, cluster/networking meetings and workshops on the Progress File.
 - Global Citizenship;
 - Sustainable Development
 - Race Equality ; and
 - Entrepreneurship
- measures to enhance the delivery of food in the curriculum;
- support for teachers to develop the skills required to act as a subject co-ordinator within a primary school or for a cluster of primary schools.

- measures to improve employer support for the delivery of the curriculum including teacher placements with employers
- measures to improve equality of opportunity for every child and improve standards of attainment by tackling stereotyping; targeting under-performance and raising expectations;
- measures to close the gap in performance between boys and girls; and
- training on making best use of time.

Funding may also be used to provide training against these headings for teachers in special schools and peripatetic teachers. Funding can be extended to include training in first aid / health and safety but should be confined to teachers of subjects for which first aid and health and safety have a particular relevance. Please note that schools are expected to meet the costs of general health and safety and First Aid requirements from their general budgets.

Other information

Personal and Social Education

ACCAC's 'Framework for Personal and Social Education'.

Authorities and schools will wish to take account of the "Tackling Substance Misuse in Wales: A partnership Approach" published by the National Assembly for Wales in April 2000. This action plan makes several key recommendations regarding the content of prevention programmes in schools and of prevention policies. Reference should be made to the guidance contained in Welsh Assembly Government Circular 17/02, 'Substance Misuse: Children and Young People'.

- Personal and Social Education Framework Key Stage 1 to 4 in Wales, ACCAC, 2000
- Personal and Social Education: Supplementary Guidance, ACCAC, 2000
- Equal Opportunities and Diversity in the School Curriculum in Wales, 2001
- Education for Sustainable Development and Global Citizenship, ACCAC, 2002
- Welsh Assembly Government "Sex and Relationship Education Guidance

Careers and Work Related Education

Spending Plans should demonstrate how schools will work with national (Careers Wales and the National Council - ELWa) and local partners (including Education Business Partnerships and employers) to improve the quality and range of careers and work related education provided for young people. It should be noted that in the promotion of education business links, Careers Wales can provide support to schools in provision of work experience, enterprise activities and employer mentoring. The National Council - ELWa leads on support for teacher placements and employer support for the delivery of the curriculum.

- A Framework for Careers Education and Guidance for 11 to 19 years-old in Wales, 2001
- Careers Education and Guidance: Supplementary Guidance, ACCAC, 2002
- A Framework for Work-Related Education for 14 to 19 year-olds in Wales, ACCAC, 2000
- Work-Related Education for 14 to 19 year-olds in Wales: Supplementary Guidance, ACCAC, 2002
- Food in the School Curriculum in Wales (ACCAC, 2001)

Global Citizenship

The United Nations Convention on the Rights of the Child can be seen as an important starting point for young people to learn about *Global Citizenship*. It is about their rights and responsibilities and the rights of children and young people worldwide.

Information and teaching materials are available in bilingual versions from CEWC-Cymru, and in English from Save the Children UK and UNICEF UK.

PRIORITY 1B: NATIONAL CURRICULUM

Objectives

This priority contributes to improved school performance and higher overall standards of attainment by supporting training for primary and secondary school teachers in the delivery of core National Curriculum subjects.

This priority looks to deliver the Commitment in '*Better Wales*' to support the development of pupils' bilingual and other linguistic skills. The priority looks this year to support the Welsh Assembly Government's Modern Foreign Languages Strategy "Languages Count", published in April 2002 and the accompanying guidance from Estyn "Aiming for Excellence in Foreign Languages". Authorities are encouraged to provide appropriate teacher training, such as that provided by CILT Cymru (the Centre for Information on Language Teaching and Research) and employ the services of Foreign Language Assistants to help develop this important area.

"The Learning Country" identified the need to give particular attention to raising standards of numeracy in schools. Authorities are encouraged to provide appropriate teacher training making best use of the guidance on numeracy to be provided by ACCAC in 2003 and central support provided by Mathcymru.

This priority also aims to improve the standards and quality of physical education and sport in primary and secondary schools through support for the implementation of the recommendations in the PE and School Sport Task Force "Action Plan for Wales".

Eligible activities

Eligible activities for this priority in 2003-04 include:

- training for teachers in the delivery of National Curriculum subjects and materials to support training (excluding ICT hardware). Although it is open to schools and LEAs to determine the subjects for which training should be provided, the Welsh Assembly Government has designated the following subjects as being of particular priority in 2003-04:
 - Modern Foreign Languages (refer to Guidance on Language Learning 5-14 being developed by ACCAC, supported by Estyn), including;
 - Training and other measures designed to raise pupils' attainment levels at key stage 3.

- Measures to support diversification of languages offered by schools
- Measures to support the introduction of MFL on a non-statutory basis at key stage 2
- Mathematics
- Science;
- Information Technology; and
- Physical Education:
 - training for teachers to help raise overall standards of provision and attainment in PE in primary and secondary schools with a particular focus on training to:
 - develop skills required to teach PE;
 - act as Head of Department for PE;
 - act as a co-ordinator within a school or cluster of schools in the primary or secondary sector;
 - develop cross-phase school co-ordinators to help improve partnership links between primary and secondary schools, and with community providers of sport to help the development of school sport.
 - training programmes should, where possible, be based on the achievement of specified competencies (which can be assessed) and lead to certification/accreditation.
- support for teachers to develop the skills required to act as a subject co-ordinator within a primary school or for a cluster of primary schools.
- training designed to promote a whole school approach to raising standards of numeracy and literacy
- training designed to support the implementation of the Y Cwricwlwm Cymreig and in particular activity to meet the recommendations in the Estyn report "Y Cwricwlwm Cymreig. The Welsh Dimension of the Curriculum in Wales - good practice in teaching and learning" (Estyn, 2001)
- measures to provide equality of opportunity for every child and improve standards of attainment by tackling stereotyping; targeting under-performance and raising expectations;
- measures to close the gap in performance between boys and girls; and
- training on making best use of time.

Funding may also be used to provide training against these headings for teachers in special schools and peripatetic teachers. Funding can be extended to include training in first aid / health and safety but should be confined to teachers of subjects for which first aid and health and safety have a particular relevance. Please note that schools are expected to meet the costs of general health and safety and First Aid requirements from their general budgets.

Other information

Science

Science is a compulsory curriculum subject up to age 16. Evidence from the Council for Science and Technology Report on Science Teachers, the House of Lords Select Committee Report on Science and Society, the House of Commons Science and technology Committee Inquiry into Science 14-19 have all found that young people are turning away from science once they enter secondary school. These findings have been supported by recent reports from Estyn.

The Assembly has supported the promotion of science in the classroom through Wales Science Year to improve standards of performance, to stimulate greater interest in science, to make science teaching more interesting, and to encourage more students to pursue science as a career or study option post-16. These aims are long-term in nature and are more likely to be achieved through a sustained campaign to improve the perception of science and embed best practice into schools, rather than through small-scale one-off exercises.

A quality Science education is vital for pupils to access a knowledge based, technological society. Science develops problem solving and higher order thinking skills particularly for pupil led investigative work. Scientific literacy is essential, alongside the basic skills of numeracy and literacy.

To enable further raising of standards of achievement - teachers will need to teach in ways that engage pupils in their own learning. Pupils who have been equipped with a range of appropriate learning strategies are better able to become independent learners. In so doing they are also helped to embark on life-long learning.

Physical Education

The most recent Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales indicated that there is still much to be done to raise standards of PE and school sport in both primary and secondary schools and to improve pupils' overall fitness levels

The Welsh Assembly Government is committed to improving health and fitness levels in Wales and to giving sport a renewed emphasis in schools and local communities. It recognises that PE and school sport makes a vital contribution to the health, physical fitness and general development of young people.

The PE and School Sport Task Force "Action Plan for Wales", issued for consultation in June 2001, established a platform for the improvement of standards in physical education and school sport for all young people in Wales. Resources have therefore been made available to the Sports Council for Wales (SCW) to take forward a number of key recommendations from the Plan - including the development of programmes for the continuing professional development of teachers and the establishment of pilot Curriculum Development Centres to identify, strengthen and develop good practice in physical education and school sport. A national co-ordinator, working to a steering group, has been appointed by SCW to oversee this work and to develop plans for the implementation of other areas of the report.

In undertaking this work SCW is working closely with the New Opportunities Fund to ensure that the work proposed complements NOF funding - £48m over 4 years - for PE and sport in schools. The NOF funding targets the building of new facilities and refurbishment of existing facilities and plays a key part in realising the Assembly's objectives for PE and school sport, as set out in The Learning Country. The SCW work focuses on raising standards through curriculum and staff

development and the promotion of local partnerships to develop and disseminate good practice.

In drawing up their in-service training and other plans to enhance the delivery of PE and sport in schools, LEAs should take account of the recommendations made in the "Physical Education and School Sport Action plan for Wales" and, where possible, implement them in conjunction with other measures designed to achieve greater and wider participation in sport by pupils and young people, including those promoted by the Sports Council for Wales and others i.e.

- 'Dragon Sport' - a Sports Council for Wales initiative aimed at 7-11 year olds with the objective of improving extra-curricular sporting opportunities, through the development of a trained volunteer base and encouragement of Junior sections of sports clubs. The initiative launched in October 2000 and is expected to provide an impetus for real improvement. [PE and School Sport Task Force Report recommends that "Dragon Sport" is extended to secondary schools.]
- "Clwb Cymru" - aimed at 11-16 year olds, with a view to improving junior club development opportunities in sports clubs, after school clubs or local authority facilities. The scheme has been in existence for 3 years and continues to be developed.

Materials published by ACCAC exemplifying standards against the new level descriptions for PE at key stages 1-3 will aid teachers in recognising attainment and setting targets to improve standards in PE.

LEA plans should take account of the recommendations in the PE and School Sport Action Plan for Wales issued in June 2001.

LEAs plans should take account of the findings of Estyn inspection reports/thematic surveys and the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales .

Where possible, LEAs should implement their plans in conjunction with other measures designed to achieve greater and wider participation in sport by pupils and young people, including those promoted by the Sports Council for Wales and others

- Exemplification of Standards in Physical Education: Key Stage 1-3, ACCAC, 2001 (booklet and video)
- Skills Across the Curriculum Key Stage 1-3, ACCAC, 2002
- Guidance to the Curriculum Cymreig, ACCAC, 2003 (forthcoming)
- The Comparative Performance of Boys and Girls in Schools in Wales, ACCAC, 1999
- Report of a Research Project a Whole School Language Policies in the Secondary Schools of Wales, ACCAC, 1999

PRIORITY 1C: RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP

Objective

To provide training and support measures to assist with implementation and development of RE and **collective worship** in schools. In 2003-04 training should focus particularly on the requirements of teachers delivering RE in Key Stages ages 3 and 4 and the need to improve

standards in pupils' spiritual development (recent Estyn evidence reports that not many secondary schools provide for pupils' spiritual growth and understanding).

Eligible activities

Eligible activities for this priority in 2003-04 include:

- training for teachers in the delivery of Religious Education. Training programmes should aim to raise overall standards of provision and attainment in RE in primary, secondary and special schools through providing teacher training to: develop skills required to teach RE; to act as a co-ordinator within a school or cluster of schools in the primary or secondary sector; act as Head of Department for RE. Training programmes should, where possible, be based on the achievement of specified competencies (which can be assessed) and lead to certification/accreditation.

Other information

The Education Act 1996 requires that the school curriculum should promote the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepare pupils for the opportunities, responsibilities and experiences of adult life. The principle of this is echoed in The Learning Country - the paving document setting out the strategic aims of the Welsh Assembly Government.

In developing measures to improve standards achieved by pupils in RE, LEAs and SACREs should have regard to the statutory requirements for the provision of RE and collective worship, the recommendations in Welsh Office Circular 10/94, the Guidance to SACREs and Agreed Syllabus Conferences published by ACCAC and the findings of Estyn Inspection Reports/thematic surveys and the Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales.

PRIORITY 1D: Pupil Assessment

Objective

To assist schools in implementing schemes to assess children when they start primary school as a preliminary to raising standards and improving basic skills.

To support the management and delivery of the National Curriculum assessment arrangements for 7,11 and 14 year olds to secure consistent assessment standards across schools in Wales, and to organise as appropriate, effective audit, moderation and data collection arrangements.

Eligible activities

Eligible activities for this priority in 2003-04 include:

- training to develop teachers' skills in the assessment of pupils' skills when they start primary school.

- training to help teachers plan for children's learning and to measure progress.
- training to develop teachers' skills in National Curriculum assessment.

Other information

Full details of the requirements for baseline assessment are set out in ACCAC's information booklets to schools and LEA / other scheme providers entitled "Statutory Baseline Assessment in Wales" distributed in 1998.

The funding is designed to support headteachers in the delivery of their statutory assessment responsibilities, details of which are contained in ACCAC's Statutory Assessment and Reporting Arrangements booklets, in Key Stages 1-3 through the provision of classroom teacher supply cover on the basis of up to:

- 0.5 days per class for 11 year-olds (Key Stage 2)
- 0.5 days supply cover per class for 11 year-olds and 14 year-olds in Welsh medium or bilingual schools undertaking the statutory tasks for Welsh (first language)

Additional information is set out in ACCAC's guidance for schools in the series of publications ("Making Effective Use of Assessment Information" and in the series of Optional assessment materials.

- Making Effective Use of Assessment Information: Key Stage 1-3, ACCAC, 1999
- Making Effective Use of Assessment Information: Primary Schools Video and Handbook, ACCAC, 2002
- Making Effective Use of Assessment Information: Recording, Key Stages 1-3, ACCAC, 2000
- Making Effective Use of Assessment Information: Reporting, Key Stages 1-3, ACCAC, 2000
- ACCAC's series of Optional Assessment Materials -available in most subjects. Promoting progression and raises standards of attainments for all pupils.

PRIORITY 1E: Qualifications

Objective

Following the reviews of Curriculum 2000 and Key Skills by ACCAC and QCA a number of changes have been made, particularly to assessment arrangements for ASs and Key Skills. Provision under this priority will help to implement those changes.

This priority is also intended to facilitate support for teachers wishing to prepare and implement other new/revised qualifications, notably applied GCSEs.

The Welsh Baccalaureate is a major initiative of the Welsh Assembly Government. Funding under this priority can be used to facilitate participation by schools in events organised by the WJEC Welsh Baccalaureate Qualification team.

The Welsh Assembly Government remains committed to encouraging greater breadth in post 16 students' studies. Funding under this priority will support schools that intend to provide greater breadth of provision.

Eligible activities

Training and support for staff to deliver approved qualifications and to participate in the development of the Welsh Baccalaureate Qualification.

Measures to raise standards of attainment in approved qualifications and to implement changes to AS and Key Skills qualifications following the review of Curriculum 2000.

Ineligible expenditure

Training related to qualifications that are not approved for use in schools under Sections 96 and 99 of the Learning and Skills Act 2000.

Other information

Report of the review of Curriculum 2000 and Key Skills -
http://www.accac.org.uk/qualifications/REVIEW_CURRIC/INTRO.html and
http://www.qca.org.uk/nq/ks/key_skills_review01.pdf

Contact details

Joint Council For General Qualifications
Welsh Joint Education Committee
Key Skills Support Programme Cymru
ACCAC

www.jcgg.org.uk
www.wjec.co.uk
www.keyskillssupport.net/cymru/
www.accac.org.uk/

ACTIVITY 1 CONTACT DETAILS

Priorities A and B

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1A	Careers Education	Mike Barry Training, Skills and Career Policy Division E mail: michael.barry@wales.gsi.gov.uk Tel 029 20825863
1A	Work Related Education	Tegwen Harrison Standards and Performance Division Email: tegwen.harrison@wales.gsi.gov.uk Tel 029 20826251
1A 1B	Food in the Curriculum Science, Technology	Melanie Owen Standards and Performance Division Email: melanie.owen@wales.gsi.gov.uk Tel 029 20826005
1B	Modern Foreign Languages Global Education	John Hicks Standards and Performance Division Email: john.hicks@wales.gsi.gov.uk Tel 029 20826001
1B	Physical Education	Angela Powell Standards and Performance Division Email: angela.powell@wales.gsi.gov.uk Tel 029 20826013
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ACTIVITY 2: PLANNING FOR SUCCESS

Priorities for 2003-04

- A SCHOOL IMPROVEMENT FUND
- B SETTING AND MONITORING TARGETS
- C LEADERSHIP AND MANAGEMENT SKILLS FOR SCHOOL GOVERNORS
- D CLASSROOM SUPPORT FUND

Overall aim of the Activity

To support the work of achieving school improvement targets set out in LEA Education Strategic Plans.

To help raise standards of attainment in schools by providing support for training and development activities which improve school leadership, management and governorship.

To strengthen performance during the transition from Key Stage 2 to Key Stage 3.

Allocations

Funding for this Activity Area will be allocated by formula. Individual LEA formula allocations are set out at Annex C.

Management Information

Performance against Priority A (School Improvement) will be measured on the basis of progress towards meeting targets in ESPs.

Performance in the other Priority Areas will be monitored against the following Management Information:

- Number of governor training courses
- Number of different training courses provided
- Number of governor training attendances (excluding whole governing body sessions)
- The percentage of governors trained (excluding whole governing body sessions)
- Number of whole governing body training sessions (excluding those held as Estyn pre-inspection briefing sessions)
- Number of "full time equivalent" classroom assistants employed (only those funded by GEST).

Information required for Spending Plan

General requirements:

- Outline of LEA plans for meeting activity/priority objectives
- Overview of past achievements in this activity area
- Commentary on relevant Estyn reports and surveys
- Explanation of rationale for 2003-04 plans
- Proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans for this Activity Area:

LEA Spending Plans should make clear in their Priority C/D Spending Plans:

- Planned total expenditure on the training of governors
- to what extent the use of the Classroom Support Fund in earlier years has been evaluated, and how this evaluation is reflected in the current Spending Plan;
- the main focus of work to be supported under the Fund and how the support reduces the administrative burden on teachers;
- the nature of classroom support that it is envisaged including whether the Fund would be used to employ assistants or provide other forms of assistance, for example, funding of the training for assistants;
- the number of "full time equivalent" persons that will be employed, with an indication of the average salary they will be paid; and
- how they proposed to focus this additional support on those schools that need it most.

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

School Improvement Fund Spending Plans will additionally be judged against the extent to which they:

- are appropriately targeted to meet the Fund's objectives;
- demonstrate links with ESP targets;
- demonstrate additionality; and
- have quantifiable outputs.

Virement

There is no limit on virement into or out of this Activity.

Delegation to schools

The Classroom Support Fund should be 100% delegated to schools. This delegation should, however, be targeted at specific rather than all schools. LEAs should make clear in their Spending Plans the reasoning behind their delegation proposals.

If other delegation arrangements are proposed outside the normal procedures described in paragraph 3.8, LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations . We will not be able to approve expenditure for this activity if this information is not provided.

PRIORITY 2A: School Improvement Fund

Objectives

LEAs recently completed implementation of their first full Education Strategic Plan (ESP) for 1999-2002 and are finalising their second full plan covering 2002-2005 . A key element of each ESP is the LEA's role in devising and implementing rigorous arrangements for regularly and systematically monitoring the performance of all their schools and for intervening and supporting any schools which through this background are identified as having weaknesses. LEAs are encouraged to use GEST provision to support this work.

Additionally LEAs are encouraged to support, through this priority, the work connected with the implementation of the National Assembly's Information Management (IMS), which is designed to support the monitoring activities of schools and LEAs. A key element of this will be the provision of and access to suitable training to help school managers and administrative staff in the collection of appropriate data and the use of management information software (e.g. the Pupil Level Annual School Census (PLASC)).

Against this background, the specific objectives of the School Improvement Fund are:

- to improve attainment in low and under-performing schools;
- to narrow the gap between the lowest performing schools and the best;
- to reinforce the LEA role in support of school improvement;
- to facilitate the spread of best practice between schools;
- to improve continuity and progress across the Key Stages with a particular focus on the transition between Key Stages 2 and 3; and
- to improve skills available in schools for the collection and use of management information (e.g. PLASC).

Eligible activities

These include:

- measures to support schools identified through the ESP monitoring process as having weaknesses which give cause for concern;
- projects aimed at enabling successful schools to share the critical elements of their success (building in part on the mentor schools idea mentioned in BEST);
- work aimed at improving progression between primary and secondary schools;
- releasing an experienced head to work with schools in need of support;
- innovative programmes aimed at enhancing pupil and school performance including those which alter/extend the shape of the school day;
- work intended to complement new programmes such as lottery funded study support;
- short term secondments but not the costs of employing additional LEA staff; and

- Training to support school managerial and administrative staff with the implementation of the National Assembly's Information Management Strategy.

Other information

Projects should aim to complement activities funded elsewhere under GEST or from other sources of Government funds. Projects will normally be expected to focus on particular schools within the LEA, reflecting the principle that intervention and support offered to schools should be in inverse proportion to their success. Other schools may, however, have a part to play in delivering the programme in those schools. Co-operative ventures between authorities would be welcomed.

PRIORITY 2B: Setting and Monitoring Targets

Objectives

To support training for senior staff and governors to better equip them to meet the statutory requirements to monitor improvements in pupils' progress, report progress, set targets and publish results, including the use of School Development Plans for these purposes.

To support training and development, where necessary, to build on strengths and address weaknesses identified post inspection, and to improve standards in teaching and learning.

PRIORITY 2C: Leadership and Management Skills for School Governors

Objective

To support the development and implementation of efficient and effective school management by developing the management and leadership skills of governors.

To provide training and support for governors to assist them to carry out their statutory duty under pay and conditions legislation to review the performance of headteachers and their deputies against sets of agreed strategic objectives and supporting performance indicators.

To train governors to enable them to develop and implement new school performance management policies.

Eligible activities

Support should be directed at assisting school governors, particularly new governors, to identify their particular training and developmental needs and provide training and support measures to address them. Plans should focus on the guidance and training needed to enable them to fulfil their role, and arrangements to assist in developing their skills and experience.

Governor training is regarded as a high priority by the Welsh Assembly Government. LEAs should give a high priority to the development of governance and management skills, on encouraging whole governing body training, and on evaluation activities.

Development and delivery of training in the new performance management arrangements

PRIORITY 2D Classroom Support Fund

Objectives

This priority assists the drive to raise standards through the provision of well-targeted, additional classroom support for teachers. The objectives to be pursued under this heading include:

- raising pupil levels of attainment;
- providing additional, practical support for teachers in the classroom;
- reducing the administrative burdens on teachers; and
- highlighting the role of classroom assistants in relation to the priorities of raising standards of literacy and numeracy.

Eligible Activities

It will be for LEAs to determine how this fund may be harnessed most effectively in the light of their particular circumstances. LEAs may wish to use the fund to recruit more classroom assistants. The fund is, however, sufficiently flexible to encompass other forms of support that have the effect of reducing administrative burdens on teachers and enabling teachers to give a greater focus to the work of raising standards. What form of assistance authorities determine would be most appropriate should be directed in particular at those schools and pupils that have furthest to travel to meet the level set out in the national targets for Wales.

Authorities also have the flexibility to decide which aspect of their work in raising standards should benefit from this additional support. Some authorities may wish to direct additional assistance in support of their work on literacy and numeracy. Others may want to give a particular focus to work aimed at raising standards of attainment of pupils from ethnic minority communities. Others may wish to give priority to tasks that would, particularly in small schools, have the effect of reducing administrative burdens on teachers. Others may wish to focus additional support on early years work. The only requirements that all authorities must satisfy are:-

- this support must be additional
- it must be directed at teachers in the classroom and
- it should be targeted at schools that need support the most.

The Classroom Support Fund is intended to complement the benefits which schools can gain from New Deal Classroom Assistants. Staff supporting teachers in the classroom, whatever their origin, are, for example, likely to have training needs in common. It may also be utilised to support specific aspects of activity taking place under the New Deal programme.

The Classroom Support Fund may be used to support training for classroom assistants but LEAs should note that classroom assistants are also eligible for training under other parts of the GEST programme.

Ineligible Activities

Authorities should note that the Classroom Support Fund may not be used to cover the costs of staff already employed. The Fund may not be used to cover the costs of existing employees that are re-deployed to work as classroom assistance unless somebody is recruited to take that person's place.

ACTIVITY 2 CONTACT DETAILS

Priorities A and B

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ACTIVITY 3: EARLY YEARS LEARNING

Priorities for 2003-04

A EARLY YEARS LEARNING

Overall aim of the Activity/Priority

To improve quality assurance measures and promote coordinated provision for the under 5s in the State, voluntary and private sectors, in line with LEAs' approved Early Years Development Plans/Early Years Development and Childcare Plans.

To develop the skills of staff working with under-fives and coordinate provision for this age group. In drawing up their training programme, LEAs and schools should have regard to the ACCAC publication "Desirable Learning Outcomes for Children's Learning before Compulsory School Age", "Guidance for Local Early years and Childcare Partnerships in Wales" (Welsh Office Circular 7/99) and in the information document "Statutory Baseline Assessment in Wales".

LEAs will need to take particular note of increased demands for staff training in line with the increased places being made available for 3 year olds.

Allocations

Funding for this Activity Area will be allocated by formula. Individual LEA allocations are set out at Annex C.

Management Information

Number of staff trained in education of under 5s (in line with quality assurance arrangements under Early Years Development Plans/Early Years Development and Childcare Plans).

Information required for Spending Plan

General requirements:

Submissions to DfTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans

Annex A GEST supported activities and priorities 2003-04

- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements:

None.

Assessment criteria

General criteria:

- The degree to which LEA plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

Appropriateness of training towards recommendations within Desirable Learning Outcomes. Links to "Guidance for Local Early Years and Childcare Partnerships in Wales" and approved Early Years Development Plans/Early years Development and Childcare Plans.

Virement

There is no limit on virement into or out of this activity.

Delegation to schools

LEAs must state what proportion of the allocation for this activity they propose delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

Other Information

- Desirable Outcomes for Children Leaving Before Compulsory School Age, ACCAC, 2002

ACTIVITY 3 CONTACT DETAILS

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ACTIVITY 4: LITERACY AND NUMERACY

Priorities for 2003-04

- A RAISING STANDARDS OF LITERACY
- B FAMILY LITERACY AND NUMERACY
- C SUMMER LITERACY
- D SUPPORT FOR LIBRARY AUTHORITIES
- E RAISING STANDARDS OF NUMERACY
- F SUMMER NUMERACY

Overall aim of the Activity

To raise standards of literacy and numeracy in core subjects and across the wider curriculum with particular emphasis on developing progress at Key Stage 3.

There will be an expectation that spending plans, while maintaining the momentum at primary level, will also include the continuation of strategies to raise standards in literacy and numeracy in key stage 3. In this context, particular attention should be given to the framework for action in the Welsh Assembly Government/Estyn/ACCAC document 'Aiming for Excellence in Key Stage 3' published October 2002.

The funding under this Activity Area is intended to raise standards of literacy and numeracy both in primary and secondary schools through:

- improving the quality of the teaching, learning and use of language and mathematics.
- the development of local education authority literacy and numeracy strategies aimed at raising standards at KS2 and KS3.
- projects to assist schools in meeting the published targets for improvement in these skills.
- projects aimed at breaking down the inter-generational cycle of poor skills in literacy and numeracy to assist educational providers in meeting National Education and Training targets.

Reading and writing, speaking and listening are bilingual activities in Wales and any references to literacy in this Activity refer to the Welsh and English languages equally.

Allocations

With the exception of Priority 4D, funding for this Activity Area will be allocated by formula. Individual LEA allocations are set out at Annex C.

Management Information

DfTE will monitor performance against Priorities A and E with reference to:

- the percentage of pupils to achieve Levels 4 and 5 (or above) in language and mathematics at Key Stage 2 and Key Stage 3 respectively during 2002,
- target percentage of pupils achieving Levels 4 and 5 (or above) in English, Welsh and mathematics at Key Stage 2 and Key Stage 3 respectively in 2004

LEAs should provide the following information to support their Spending Plans against Priorities B, C, D and F:

- Numbers of schools involved in the Family Literacy programme
- Numbers of schools involved in the Family Numeracy programme
- Number of parents involved in the Family Literacy programme
- Number of parents involved in the Family Numeracy programme
- Number of summer schemes to be operated in literacy
- Number of summer schemes to be operated in numeracy
- Number of pupils targeted for summer schemes

Information required for Spending Plan

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DfTE should include:

- completed Management Information on current targets for KS2 and KS3 for 2003-04
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals for GEST funded activities complement literacy and numeracy activities funded from BSA Strategic Intervention Grants. LEAs may instead wish to append their BSA SIG plans.
- Evidence of measured gain made by children resulting from the previous year's schemes
- Evidence of support by libraries to delivery of local literacy strategy
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans for this Activity Area:

LEAs should submit proposals which comply with their local literacy and numeracy strategies and relate to guidance issued by the Welsh Office / Welsh Assembly Government and OHMCI (Wales) / Estyn for improving literacy and numeracy standards in primary and secondary schools.

Projects should focus on the generic issues that OHMCI/Estyn have identified with success in raising standards and, in particular on targeting low and under-performing schools.

Assessment criteria

General criteria:

- The degree to which LEAs' plans meet activity and priority objectives
- Past performance of LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

The approach and degree of LEAs' targets towards meeting national targets (see Management Information)

Virement

In order to ensure that measures are appropriately targeted towards maintaining the momentum of the LEA literacy & numeracy strategies, no virement is permitted out of this Activity Area. Funding may be vired in from other parts of the programme. The Assembly acknowledges that not all LEAs have developed literacy and numeracy strategies to the same degree and that the relative emphasis on these two key areas will vary from one LEA to another. It will be for LEAs to determine the level of funding to be attributed to their literacy and numeracy activities but the Assembly will be looking for an approximate **equal division of resources** between these two areas.

Delegation to schools

LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grants (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided. Paragraph 2.8 (Page 5) provides guidance on the distribution ratio between primary and secondary schools. However, given the emphasis for raising standards in KS3, authorities should ensure that secondary schools receive priority of GEST investment for this Activity.

PRIORITY 4A: Raising Standards of Literacy

Objective

To raise standards of literacy in Wales through improving the quality of the teaching, learning and use of language in schools.

Eligible activities

- Schemes and resources aimed at improving the quality of teaching and learning of language
- Schemes and resources aimed at improving the use of language across the curriculum
- Projects to assist schools in meeting the published targets for improvement.

In framing Spending Plans, priority should be given to activity to address the key issues for improvement identified by Estyn in "*The role of LEAs in raising standards of literacy. A summary report based on LEA inspections conducted during 1999*". In particular, the Estyn report stated that LEAs should "*continue to focus on raising standards of literacy as a key priority in primary schools and further develop initiatives to raise standards in secondary schools*".

Ineligible activities

Purchase of IT hardware.

If LEAs are in doubt about eligible expenditure they should seek assurance from the relevant Assembly contact.

Other information

The following publications are relevant:

- *The Learning Country - the paving document setting out the strategic aims of the Welsh Assembly Government published in August 2001.*
- *Aiming for Excellence in Key Stage 3. A joint discussion document produced by the Welsh Assembly Government, Estyn and ACCAC to be published October 2002*
- *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2000-2001*
- *Raising Standards of Literacy in Primary Schools: A Framework for Action (Welsh Office / OHMCI 1998).*
- *The role of LEAs in raising standards of literacy: A summary report based on LEA inspections conducted during 1999.*
- *Estyn Inspection Reports / thematic surveys (eg Raising Standards of Spelling in English in Primary Schools and Raising Standards of Writing in Primary Schools)*

- *Aiming for Excellence in Key Stage 3: literacy and numeracy. A series of 4 videos and accompanying booklets produced by the BBC and developed by ACCAC, Estyn and the Welsh Assembly Government (to be issued March 2003)*
- *Report of a Research Project on Whole School Language Policies in the Secondary Schools of Wales, ACCAC, 1999*
- *Skills across the Curriculum, ACCAC, 2002*
- *Optional Assessment Materials in English, Welsh and Welsh second language at Key Stages 2 and 3, published by ACCAC*
- *INSET Activities and developing Higher Order Reading Skills in English at KS2, ACCAC, 1996*
- *Datblygu Uwch - Sgiliau Darllen Cymraeg yn CA2: Pecyn HMS*

Local authorities should satisfy themselves on the value for money aspects of their proposals and should seek every opportunity to ensure public/private partnerships and business sponsorship.

PRIORITY 4B: Family Literacy and Numeracy

Objectives

To support Family Literacy and Numeracy projects aimed at breaking down the inter-generational cycle of poor literacy and numeracy by establishing programmes which encourage parents to develop good reading, writing and number skills along with their children. To support the objectives and targets for significantly improving pre-and post-16 basic skills, as set out in the National Assembly's Basic Skills Strategy for Wales.

Other information

GEST support should be aimed at children aged 3-6 and their parents at schools where there is evidence of under-achievement in reading, writing and numbers skills. It should build on progress made as a result of the National Assembly's Basic Skills Strategy and LEAs should continue to work closely with the Basic Skills Agency in developing any proposals including the planning and operation of local projects.

In framing Spending Plans LEAs should:

- describe and prioritise their strategic planning for Family Literacy and Numeracy programmes, including reporting on numbers and targets for "Keeping Up With the Children" programmes, and Family Literacy and Numeracy Workshops;
- include proposals for review and evaluation of courses.

PRIORITY 4C: Summer Literacy

Objective

To improve the literacy skills of children who are underachieving in this skill with particular emphasis on those preparing for KS2/3 transition.

Eligible activities

Costs of schemes providing intensive literacy support during the school summer holidays. If LEAs are in doubt about eligible expenditure they should seek assurance from the relevant Assembly contact.

Other information

Spending Plans should state:

- the number and age range of pupils targeted for the summer schemes and the number of targeted schools and/or primary-secondary school partnerships
- the number of schemes to be operated
- evidence of measured gain made by children resulting from the previous year's scheme, and proposals for evaluation.

The following publications are relevant;

- Summer Literacy Schemes in Wales; 1997. The Education *extra* Evaluation.
- Summer Literacy Schemes in Wales; 1998. Education *extra* Working Guidance

PRIORITY 4D: Support for Libraries

Objective

To enable libraries to provide an enhanced service, or specific new projects, in support of the LEA's literacy strategy

Eligible activities

- Projects which specifically promote the importance of reading and encourage young people to read.
- Acquisition of materials and resources which directly support the development of literacy skills.

If Library Authorities are in doubt about eligible expenditure they should seek assurance from the relevant Assembly contact.

Other information

LEAs should indicate how they and the library authority have agreed to use the ring-fenced funding under this priority in support of the local literacy strategy.

PRIORITY 4E: Raising Standards of Numeracy

Objective

To raise standards of numeracy in Wales through improving the quality of the teaching, learning and use of mathematics in schools.

Eligible activities

- Schemes and resources aimed at improving the quality of teaching and learning of mathematics.
- Schemes and resources aimed at improving the use of mathematical skills across the curriculum
- Projects to assist schools in meeting the published targets for improvement .

In framing Spending Plans, priority should be given to activity to address the key issues for improvement identified by Estyn in "*The role of LEAs in raising standards of numeracy. A summary report based on LEA inspections conducted during 2000*". In particular, the Estyn report stated that LEAs should "*continue to ensure that numeracy figures strongly in school improvement planning by:*

- *maintaining the focus on raising standards of numeracy as a high priority in primary schools;*
- *further developing initiatives to raise standards in secondary schools and to improve secondary teachers' knowledge of numeracy strategies implemented in partner primary schools;*
- *giving greater emphasis to complementing work in mathematics classes with the development of numeracy skills across the curriculum.*

Ineligible activities

Purchase of IT hardware.

If LEAs are in doubt about eligible expenditure they should seek assurance from the relevant Assembly contact.

Other information

The following publications are relevant:

- The Learning Country- the paving document setting out the strategic aims of the Welsh Assembly Government published in August 2001.
- Aiming for Excellence in Key Stage 3. A joint discussion document produced by the Welsh Assembly Government, Estyn and ACCAC to be published October 2002.
- The Annual Report of her Majesty's Chief Inspector of Education and Training in Wales 2000-2001.
- Raising Standards of Numeracy in Primary Schools: A Framework for Action (Welsh Office / OHMCI 1999).
- The Role of LEAs in Raising Standards of Numeracy: A summary report based on LEA inspections conducted during 1999 and 2000.
- Estyn Inspection Reports / thematic surveys.
- Aiming for Excellence in Key Stage 3: literacy and numeracy. A series of 4 videos and accompanying booklets produced by the BBC and developed by ACCAC, Estyn and the Welsh Assembly Government (for issue March 2003)
- Skills across the Curriculum, ACCAC, 2002
- Optional Assessment Materials in mathematics at Key Stages 2 and 3, published by ACCAC

Local authorities should satisfy themselves on the value for money aspects of their proposals and should seek every opportunity to ensure public/private partnerships and business sponsorship.

PRIORITY 4F: Summer Numeracy

Objective

To improve the numeracy skills of children who are underachieving in mathematics in school with particular emphasis on those preparing for KS2/3 transition.

Eligible activities

Costs of schemes providing intensive numeracy support during school holidays.

If LEAs are in doubt about eligible expenditure they should seek assurance from the relevant Assembly contact.

Other information

Spending Plans should state:

- the number and age range of pupils targeted for the summer schemes and the number of targeted schools and/or primary-secondary school partnerships
- the number of schemes to be operated
- evidence of measured gain made by children resulting from the previous year's scheme, and proposals for evaluation.

The following publication is also relevant:

- Summer Numeracy Schemes in Wales 1998. Evaluation of the pilot schemes by *Education extra*

Activity 4 Contact Details

Priorities A, and C - F

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ACTIVITY 5: PUPIL AND YOUTH SUPPORT

Priorities for 2003-04

- A YOUTH AND COMMUNITY WORKERS
- B YOUTH ACCESS
- C ETHNIC MINORITY ACHIEVEMENT
- D SCHOOL ATTENDANCE AND BEHAVIOUR
- E CHILD PROTECTION
- F LOOKED AFTER CHILDREN

Overall Aim of the Activity

To raise standards of attainment for disadvantaged pupils and pupils from disadvantaged communities.

To encourage disaffected young people to remain in or return to learning.

To improve school attendance and reduce the number of pupils who are excluded from school.

To improve equality of educational opportunity for all minority ethnic groups including those for whom English is an additional language.

To raise awareness of and equip teachers to take appropriate action in response to child protection issues.

Allocations

Funding for this Activity Area will be allocated by formula with ringfenced elements for Priority C. Details of LEA allocations are given in Annex C.

Management Information

The following Management Information will be applied in 2003-04:

- number of qualified youth workers at Foundation and Cert HE levels;
- number of youth workers undertaking qualification through the Coherent Route of Training;
- number of youth workers undertaking qualification through innovative work based training initiatives;
- number of teachers undertaking joint training with Youth Workers

- % of y11 ethnic minority pupils gaining 5 or more A*-C at GCSE
- % of ethnic minority pupils with Level 5 or higher at KS3 in core subjects
- % of ethnic minority pupils with Level 4 or higher at KS2 in core subjects
- number of ethnic minority pupils moving up 1 level on the English language acquisition scale
- number of schools with electronic attendance registers;
- number of schools operating a system of first day absence contact;
- number of days training expected to be provided in 2003/04 for teachers in behaviour management in the last 3 years;
- number of designated teachers trained in child protection matters;
- the number of non-designated teachers and non-teaching staff trained in child protection matters; and
- the number of (a) primary schools and (b) secondary schools covered by staff in the second category.
- looked-after children:
 - attendance rates

This Priority Area will be monitored with reference to the information on the educational achievements of looked after children collected on the local authority return, OC1, with reference to:

- number and percentage of children after end of year 11 attaining 1 GCSE/GNVQ achievement;
- number and percentage of children after end of year 11 attaining 2 or more GCSE/GNVQ achievements

Information required for Spending Plan

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DFTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans

Annex A GEST supported activities and priorities 2003-04

- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans

There are a number of additional information requirements related to this Activity Area. These relate specifically to Priorities A, D, E and F. Further details are given under the relevant Priority heading below. LEAs should ensure that they refer to these sections in preparing their plans for 2003-04 and ensure that the information required is included in full in the Spending Plans submitted to the Assembly.

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

For **Priority A** (Youth and Community Workers), LEA Spending Plans will also be assessed on the extent to which they provide for the development and implementation of agreed quality standards with regard to monitoring and evaluation of training delivered within the framework of this Activity.

For **Priority B** (Youth Access). Spending Plans for this element will reflect work directly with young people to encourage them to remain in education or training. There should be a description as to how proposals complement the Authority's plan for Cymorth - the Children and Youth Support Fund which is to be introduced from April 2003, and how they will assist in meeting targets within the Cymorth plan. Cymorth will unify the previous Sure Start, Children and Youth Partnership fund, Youth Access Initiative, Childcare Strategy, and Play Grant streams.

The following additional criteria will be applied to the assessment of Spending Plans against **Priority D** (School Attendance and Behaviour) and **Priority F** (Looked After Children):

- Evidence of effective targeting
- Primary and secondary schools coverage
- Involvement of ESWS
- Multi-agency working and (for looked-after children) carer involvement
- Multi-agency partnership
- Identified and measurable outcomes consistent with LEA and Assembly objectives
- Monitoring arrangements

Virement

There is no limit on virement into this Activity Area except for **Priority C**. Prior written approval should be sought from the Assembly before making any virements into this Priority Area.

No virement out of this Activity Area is permitted.

Delegation to schools

Delegation arrangements are outside the normal procedures described in paragraph 3.8, LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided. **LEAs should also note the special delegation arrangements which apply to Priority D and Priority F.**

PRIORITY 5A: Youth and Community Workers

Objectives

To develop an in-service training programme for youth and community workers (full-time and part-time paid and voluntary) designed to meet the emerging priorities identified by the *Education and Training Action Plan for Wales, Learning is for Everyone*, the *Learning and Skills Act 2000*, *Extending Entitlement* and *Betterwales.com*. These include:

- A shortage of suitably qualified staff, particularly at National Qualified level, resulting in an effective ratio between full and part-time workers.
- The need to realign professional youth work training to ensure greater congruence between contemporary and developing practice, driven by a partnership approach to working with young people.
- The need to enhance the level of skills of those qualified and in post as a means of ensuring the effective intervention with young people through a clear understanding of the role of the youth service and youth workers within a multi-disciplinary environment.
- The development of focused management skills particularly those related to determining purpose, linked to social policy initiatives targeted at young people, underpinned by robust monitoring and evaluation arrangements.

Eligible activities

Priorities for funding will be:

- further development of the Coherent Route of Training leading to an increase in qualified workers trained through developing work-based training initiatives.
- continued opportunities provided for professional development for both full time and part time staff in particular focusing on fieldwork supervision (practice teaching), quality issues and training for managers at all levels of the service.
- an improvement of services to young people by a qualified work force who are aware of contemporary issues and policies related to both the Welsh Assembly Government's agenda and the needs of young people.

Information required to be included in Spending Plans

Spending Plans should include details of local authority proposals for ensuring a range of training opportunities are available to all staff across the service. It is important proposals ensure that youth and community work at all levels reflects the criteria of National Standards for Youth Work. Details should also be included of costs for part-time staff cover (if required) while undertaking training opportunities. Plans should also include proposals for developing clear and workable links with other services. Full details of monitoring and evaluation arrangements.

PRIORITY 5B - Youth Access

From April 2003 the objectives of the former Youth Access Initiative are included within the new unified grant "Cymorth - the children and youth support fund." One of the key themes of Cymorth is training, mentoring and information, and part of the theme aim is to ensure that children and young people disaffected or who are in danger of becoming disaffected from education, training or employment receive training, mentoring and information to enable them to maintain engagement with education, training or employment as appropriate. The Cymorth plan for the 11+ age group is to be drawn up by the Young People's Partnership within each Authority, and the overall plan will be owned by the Children and Young People's Framework Partnership.

The GEST element provides resources to help those under the statutory school leaving age who have dropped out of mainstream education, or are in danger of doing so, to come back into suitable learning as part of the overall partnership strategy.

PRIORITY 5C: Ethnic Minority Achievement Grant

Objective

To improve equality of educational opportunity for all minority ethnic groups including, in particular, measures to assist pupils for whom English is an additional language (EAL) and measures to improve standards of achievement and to tackle risk of under-achievement. This Priority excludes provision for school-age children of asylum seekers.

Allocations

The distribution arrangements for this grant were reviewed by a joint LEA/Estyn/Assembly Government Working Party during 2002. As a result, the 2002-03 allocations were based in part upon the level of English/Welsh acquisition and key stages of the pupils involved. Further refinement, to include an element to recognise the added costs of providing for isolated learners, is planned for 2003-04. A research project is underway to address the broader remit of the grant, i.e. the matter of ethnic minority achievement more generally. The final report on this research is due before the end of the 2002/3 financial year but it will need further discussions before the formula for distribution can be adjusted to take account of the findings. It is expected to implement these in 2004-05.

PRIORITY 5D: School Attendance and Behaviour

Objectives

To promote community and school-based action to address pupil disaffection and behaviour difficulties, including multi-agency working, aimed at meeting targets to reduce absence and make provision for excluded pupils.

To build on LEA Behaviour Support Plans and the guidance set out in Welsh Assembly Government Circular 3/99 "Pupil Support and Social Inclusion" on reducing the risk of disaffection in the classroom particularly to support secondary schools with serious problems of poor behaviour, low attendance and low attention. To support curriculum development, staff training, specialist pastoral care, re-integration, training in behaviour management and professional development of Education Social Work Service (ESWS) staff.

The Audit Commission Report "Missing Out" (published October 1999), along with the White Paper "Building Excellent Schools Together" and more recently the strategies outlined in the Paving Document, "The Learning Country" are also relevant.

To contribute to future developments following the national conference on 'Tackling Disaffection Together', held in October 2001, a report, including recommendations from the conference, has been published and ongoing work is taking place to develop more detailed proposals in specific task and finish groups. This, alongside further consultation, will contribute

to the development of an overall strategy for Wales in addressing the issues around pupils and young people who have become disengaged from mainstream education.

Eligible activities

LEAs are asked to draw up Spending Plans to tackle attendance and behaviour difficulties in schools as well as provision for excluded pupils. Projects supported under the former Youth Access Initiative and the new plans for Cymorth - the Children and Youth Support Fund indicate the variety of options available at the local level aimed at promoting social inclusion which can be complemented by GEST funding.

Without being prescriptive, the Welsh Assembly Government would expect Spending Plans to cover a range of activities consistent with the principles underpinning Circular 3/99. These might include:

- Preventative action aimed principally at the 4-14 age group
- Networking with local agencies, including the voluntary sector
- Behaviour management training for teachers/pupils
- Parenting skills/responsibilities for attendance and behaviour
- Anti-bullying awareness
- First day absence contact
- Focused ESWO interventions
- Improved IT - electronic registers and ESWO linkage
- Curriculum flexibility and pre-16 out of school provision (particularly for excluded pupils)
- Re-integration mechanisms
- ESWS professional training and development
- Activities/outcomes of the Task and Finish Group on Attendance

Funding may also be used to provide training for staff other than teachers who are engaged in strategies designed to improve school attendance and behaviour and make provision for excluded pupils.

Information required to be included in Spending Plans

Spending Plans from LEAs should include, as a minimum, the following supporting information :

- an indication of the scale of need at school level: attendance rates, exclusions (permanent and fixed period);
- a clear statement of objectives on progress towards targets for reducing absence and exclusion and other performance measures consistent with policies set out in Education Strategic Plans and Behaviour Support Plans;
- existing practices to tackle attendance and behaviour difficulties;
- arrangements for multi-agency working for early intervention and preventative work to reduce pupil disaffection;
- targeted schools and the consultation undertaken with the school; and
- discussion with ESWS.

Other information

Reference should be made to LEA Behaviour Support Plans and Education Strategic Plans.

Delegation

For this Priority, the intention is that much of the action undertaken for this GEST activity will be school-based or involve identified schools in a significant way and that all such funding will be delegated to school level. LEA Spending Plans should identify specific and costed proposals for school-based actions. It is recognised that there may be elements of LEA Spending Plans that may require funding to be held centrally. This should also be identified.

PRIORITY 5E: Child Protection

Objectives

To provide for training, including inter-agency training, for designated teachers in Child Protection.

To provide for training for all education service staff to promote their being alert to the signs of abuse and neglect and knowing to whom they should report concerns or suspicions, within the context of school-based child-protection measures.

Information required to be included in Spending Plans

The following information should be provided:

- clear description of the nature of training to be provided for designated teachers;
- the duration of the training and the numbers of designated teachers attending;
- clear description of the nature and duration of awareness raising training among non-designated teaching and non-teaching staff and the number of participants; and
- the incidence of child protection training undertaken on a multidisciplinary basis (i.e. involving the staff of social services departments, health authorities, police etc with responsibilities for child protection).

PRIORITY 5F: Educational Attainment for Looked After Children

Objectives

To promote actions aimed to improve the educational achievement of children looked after by local authorities.

To build on the guidance set out in Welsh Assembly Government Circular 2/2001 intended to bring the educational attainment of looked after children closer into line with that of their peers and to assist local authorities in their role of corporate parents. The key principles underpinning the guidance are:

- Prioritising education
- Having high expectation and raising standards
- Promoting inclusion through challenging attitudes
- Achieving continuity and stability
- Early intervention and priority action
- Listening to children and young people

Eligibility

Projects supported under the Children First Development Fund and the new unified grant Cymorth - the Children and Youth Support Fund indicate the variety of options available at the local level to address the broader needs of looked after children, although Cymorth is not targeted at these children specifically. LEAs are asked to complement these activities by drawing up Spending Plans that are compatible with the key action areas promoted in Circular 2/2001.

- Every looked after child to have a Personal Education Plan (PEP) within 20 days of entering care or of joining a new school
- Each local authority to have a protocol for sharing relevant care and placement information as well as school data
- A designated teacher in every school to act as an advocate and resource for looked after children
- Education provision to be secured at the same time as a care placement is decided (or within 20 school days when a placement is made in an emergency).
- Strengthening advocacy arrangements for looked after children
- Education Welfare Service to have specific responsibility to maintain an overview for looked after children and their school attendance

The expectation is that Spending Plans might cover awareness raising and the promotion of inter-agency working, professional development of school based staff and training for carers involved in quality day to day support for the education of looked after children; addressing data deficit and improving information exchange on, for example, attendance, admission arrangements, special education need, test scores and other measures of educational progress;

measures to tackle disaffection; and mechanisms for involving the young people in their education. These are not prescriptive suggestions as Spending Plans will need to reflect local circumstance and need.

Information required in GEST Spending Plans

The following information should be provided in LEA Spending Plans:

- number of looked after children;
- attendance rates, achievement profiles, and exclusion data;
- statement of objectives for raising educational attainment for looked after children consistent with Education Strategic Plan policies to raise attainment locally;
- existing practices to respond to the educational needs of looked after children; and
- details of multi-agency working arrangements

Delegation

The assumption is that much of the action undertaken for this GEST activity will need to be co-ordinated at LEA level. Where school-based actions are planned, LEA Spending Plans should identify specific and costed proposals together with those elements that require funding to be held centrally. On receipt of Spending Plans, the Assembly will notify each LEA of the amounts to be delegated to schools.

Activity 5 Contact Details

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ACTIVITY 6: SPECIAL EDUCATIONAL NEEDS

Priorities for 2003-04

- A SKILLS FOR WORKING WITH SEN PUPILS
- B SCHOOL SEN POLICIES/REVISED SEN CODE OF PRACTICE
- C PARENTAL SUPPORT AND CONCILIATION
- D SPEECH AND LANGUAGE THERAPY
- E MULTI-SENSORY IMPAIRED ADVISORY SCHEME (Consortia Spending Plans only)

Overall aims of the activity

To develop staff expertise and provision for pupils with Special Educational Needs (SENs) in accordance with the SEN Code of Practice for Wales and "Shaping the Future for Special Education - An Action Programme for Wales").

Allocations

Allocations for this activity will be formula-based in 2003-04. Individual LEA formula allocations are set out at Annex C. The allocation for priority 6E is not formula based and consortia Spending Plans are invited for this activity.

Management Information

The following Management Information will be used to monitor this activity in 2003-04:

- number of teaching staff training on a course of one term or more that leads to a recognised qualification in special needs;
- number of teaching staff who have attended an SEN course at both primary and secondary levels;
- number of LSAs receiving training;
- number of Welsh Speaking SEN specialists in training on a course of one term or more that leads to a recognised qualification in special needs;
- number and range of Welsh medium assessment and teaching materials either purchased, produced or disseminated;
- number of referrals made to the Independent Parental Support Service;
- number of families actually supported by the Independent Parental Support Service;
- number of referrals made to the Independent Conciliation Service;

- number of teachers receiving training to specifically support children with speech and language difficulties;
- number of LSAs receiving training to specifically support children with speech and language difficulties;
- number of teachers receiving training to support children with multi-sensory impairment; and
- number of LSAs receiving training to support children with multi-sensory impairment.

Information required for GEST Spending Plans

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DFTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements:

None.

Assessment criteria

General criteria:

- The degree to which LEAs' plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

None.

Virement

There are no restrictions on virement in or out of this Activity Area.

Delegation to schools

LEAs must state what proportion of the allocation for this activity they propose delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

Other information

In preparing Spending Plans under this Activity Area, LEAs might find it useful to refer to:

- SEN and Disability Act 2001;
- The SEN Code of Practice for Wales;
- "Shaping the Future for Special Education - An Action Programme for Wales";
- the Green Paper, "The BEST for Teaching and Learning";
- National Standards for SEN co-ordinators published by the Teacher Training Agency;
- Flexibilities for Joint Working between Health and Local Government (Assembly Guidance - Nov 2000); and
- "Provision for Children with Speech and Language Needs - Facilitating Communication between Education and Health Services" (Nov 2000).
- The SEN Handbook of Good Practice (to be published later in 2002)

PRIORITY 6A: Skills for working with SEN Pupils

Objectives

This Priority Area relates to the SEN Code of Practice for Wales and the Welsh Assembly Government's Action Programme for Special Educational Needs, "Shaping the Future for Special Education". In particular, the commitment that greater emphasis will be placed on special educational needs (SEN) within teacher training, induction and development.

This Priority Area also relates to the SEN aspects of the Green Paper on the future of the

teaching profession, "The BEST for Teaching and Learning in Wales".

Eligible activities

Funding in this Priority Area will be used to provide training for teachers of children with SEN and Learning Support Assistants (LSAs). Funding in this activity area can also be used to secure appropriate training for existing and prospective SEN specialists and Educational Psychologists able to work through the medium of Welsh. This will contribute to the aims of the Activity Area by improving the earlier identification of SEN, more appropriate interventions thus helping to facilitate greater inclusion of children with SEN in mainstream schools and classes as advocated in the "SEN Code of Practice for Wales". A further aim of the activity area will be to address possible local or regional shortfalls in the number of SEN specialists able to practice through the medium of Welsh.

Other information

LEAs will wish to have regard to the SEN and Disability Act 2001 and the SEN Code of Practice for Wales published in January 2002.

PRIORITY 6B: School SEN Policies/SEN Code of Practice

Objectives

This Priority Area relates to the Welsh Assembly Government's Special Educational Needs Code of Practice for Wales. In particular, it relates to measures promoting inclusion of children with SEN in mainstream schools and classes and measures aimed at promoting, where practicable, co-operation between mainstream and special schools.

Eligible activities

Funding in this Priority Area will be used to support schools in the development of effective SEN policies in line with the SEN Code of Practice for Wales and measures outlined in "Shaping the Future for Special Education". Funding under this priority area can also be used for the purchase, production and dissemination of materials referred to in the SEN Handbook of Good Practice, which is being distributed to schools during 2002-3.

PRIORITY 6C: Parental Support and Conciliation

Objectives

This Priority Area relates to new duties on LEAs under the SEN and Disability Act 2001, the SEN Code of Practice for Wales and to the Welsh Assembly Government's Action Programme for Special Educational Needs, "Shaping the Future for Special Education - An Action Programme

for Wales”.

LEAs are required to have in place arrangements offering all parents of SEN children independent advice and support through IPSs. LEAs must also have in place disagreement resolution arrangements for dealing with disputes in relation to children with SEN. The SEN and Disability Act 2001 gives statutory force to these aims.

Eligible activities

Funding in this Priority Area will be used to:

- support LEAs in making available an independent support and advice service through IPSs to all parents of children with SEN;
- develop local conciliation arrangements with an independent element for resolving disputes between parents, schools and local education authorities in line with the new duties on LEAs under the SEN and Disability Act 2001.

PRIORITY 6D: Speech and Language Therapy

Objectives

This priority area relates to the provision of speech and language therapy (SLT) services for children who have SEN. The Welsh Advisory Group on SEN is considering the key issues affecting the management and delivery of therapy provision. The Advisory Group will produce a consultation document during 2003.

An independent Report on the provision of SLT across England and Wales published in November 2001, entitled *‘Provision for Children with Speech and Language Needs - Facilitating Communication Between Education and Health Services’* pointed to the need, amongst other things, for stronger collaboration between health bodies and local authorities in planning and delivering SLT services for children with SEN.

Significant additional resources have been provided by the Assembly in recent years for health and education services generally in Wales. The NHS Act 1999 also provided for the pooling of NHS resources with other statutory partners to promote closer working practices. Subsequent guidance entitled *‘Flexibilities for Joint Working between Health and Local Government’* was issued by the Welsh Assembly Government last November.

Eligible Activities

Funding in this priority area will be used to:

- train teachers and learning support assistants who could support a qualified Speech and Language Therapist in providing for children with speech and language difficulties in schools.
- develop, within the context of Local Health Groups, stronger partnership arrangements in the planning and provision of services for

children with speech and language difficulties.

PRIORITY 6E: Multi-sensory Impaired Advisory Scheme

Objectives

This is a new priority area, being introduced in order to establish advisory support related to children with multi-sensory impairment. It is anticipated that a number of consortia proposals will be submitted in order that an advisory service for specialists in this area can be established across the whole of Wales.

Eligible Activities

Funding in this priority area will be used to:

- Appoint specialist teachers who can advise schools on the needs of children with multi-sensory impairment
- Train teachers and Learning Support Assistants who are working with children with multi-sensory impairment
- Assist in the identification of pupils who may have a multi-sensory impairment

ACTIVITY 6 CONTACT DETAILS

Priority Areas 6A, B, C, D & E
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ACTIVITY 7: WELSH IN THE NATIONAL CURRICULUM/ TRANSFERRING TO WELSH-MEDIUM TEACHING

Priorities for 2003-04

- A RAISING STANDARDS ACROSS KEY STAGES
- B NATIONAL WELSH INSET PROGRAMME AND NATIONAL WELSH-MEDIUM INSET PROGRAMME
- C ASSISTING TRANSFER TO WELSH-MEDIUM TEACHING

Overall aim of the Activity

To provide training and support measures to assist with implementation and development of Welsh as both a first and second language within the National Curriculum and to support teachers who wish to transfer to Welsh-medium teaching. Support should be made available to primary, secondary and, where appropriate, special schools.

LEA proposals in this area are expected to demonstrate clearly how they link with applications for Welsh language education grant from the Welsh Language Board. Authorities should also pay particular attention to the findings of the OHMCI Report 'The Effectiveness of Welsh Second Language In-Service Training for Non-Welsh Speaking Primary Teachers', published in May 1998.

LEAs will be expected to have regard to the recent Report of the Assembly's Education and Lifelong Learning Committee Review of Welsh in Education in drawing up their plans for 2003-04. In particular, they will be expected to indicate what strategies are being adopted to meet the concerns about outcomes and levels of achievement in Welsh Second Language.

Allocations

Allocations to LEAs for this activity area will be partly formula-based in 2003-04 and partly bid-based.

The total provision for allocation by **formula** is £3.2 million. The allocation formula is presently subject to review (in consultation with LEA representatives) and detailed advice will be issued in due course. Authorities should use the figures at Annex C for planning purposes until further notice.

£1,000,000 will be available for additional competitive bids against Priority areas A, B and C in 2003-4. LEAs will be aware that a small working group consisting of representatives from the Assembly, LEAs and the WLGA has been examining the future of the competitive bid element. This work is not yet complete but the consensus so far is in favour of retaining the competitive bid element for the time being.

In addition, £200,000 has been earmarked for the Welsh Joint Education Committee to continue the funding for the National Programme in support of the delivery of Welsh Second Language and the parallel National Programme for Welsh-medium education. This funding is separate from both the formula allocations and the competitive bid provision set out above.

The National Programme of work will support the objectives of Priority C (programmes of guidance/support). The work will be monitored and the WJEC will be accountable to those LEAs that choose to participate in the consortium arrangements described under Priority C, as well as to the Assembly.

Management Information

- Number of training days for teachers in teaching Welsh as a First Language
- Number of training days for teachers in teaching Welsh as a Second Language
- Number to be trained as Welsh co-ordinators
- Number of teachers to be trained to teach through the medium of Welsh

Information required in support of formula allocations

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DfTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans for this Activity Area:

- An indication of the current strengths and weaknesses either across the LEA or by reference to particular schools/localities in the delivery of Welsh as a National Curriculum subject
- A broad description of the training and/or support programmes which the LEA proposes to offer together with an indication of how the proposed programmes address issues identified above and what outcomes are expected to be achieved.

Information required in Support of competitive bids

Where an Authority is also seeking additional funding under the competitive bid element, the Department will expect to receive significantly more detailed information. Specifically, bids

under the competitive element should :

- demonstrate clearly what additional activities will take place with competitive funding over and above that which is funded through formula allocation. Generally, high priority will not be given to competitive bids which are aimed at securing more resources in order to fund the type of activities which are already being supported by formula funding ;
- provide details of proposed expenditure on each of Priorities A, B and C for which funding is sought ;
- demonstrate how schools in the greatest need will be given priority.

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

LEA bids/Spending Plans will be assessed on the extent to which they provide the required information (as set out above) and:

- establish need;
- demonstrate the length of time over which Welsh has been embedded in the curriculum at primary level;
- pinpoint specific areas of concern e.g. challenges associated with implementation at Key Stage 4;
- demonstrate that issues raised in Estyn survey reports and the ELL Committee report are being addressed; and
- the track record of the LEA.

Virement

Funding for this Activity is ring-fenced. Virement out is not allowed. There is no limit on the amount which may be vired into this Activity.

Delegation to schools

This Activity is covered by the standard delegation arrangements described at paragraph 3.8 of the Circular.

If delegation arrangements are proposed outside the normal procedures described in paragraph 3.8, LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

PRIORITY 7A: Raising Standards Across Key Stages

Objective

To develop the linguistic and methodological skills of teachers to enable them to teach Welsh/Welsh second language to National Curriculum standards in primary, secondary and special schools.

Eligible activities

In 2003-04, these include :

- training to improve teachers' linguistic skills ;
- training to improve teachers' methodological skills ;
- training specifically designed to address the challenges associated with the successful delivery of Welsh at Key Stage 2 ;
- training to develop the skills required to act as a subject co-ordinator within a school or cluster of schools ;
- training specifically aimed at improving continuity and progression across Key Stages, particularly in the transition between Key Stages 2 and 3 ;
- training to ensure the effective implementation of Welsh at Key Stage 4 in the light of the statutory changes which took effect from September 1999 ;
- the creation and development of locally-produced materials (print, electronic etc) to support the better delivery of Welsh as a subject, including training in its use in the classroom. The Assembly requires that any materials produced with GEST funding and which are suitable for ICT application will be made available through NGfL Cymru in due course (subject to quality control mechanisms established for NGfL Cymru).

Other information

In the primary sector, LEAs and schools should aim to raise overall standards of attainment in Welsh/Welsh second language through, in particular, developing the skills required to act as a subject co-ordinator within a primary school or for a cluster of primary schools.

In the secondary sector, Authorities may wish to consider the position of non-Welsh-speaking schools who started implementing Welsh at Key Stage 4 for the first time from September

1999. Schools will wish to have regard to the range of materials commissioned by ACCAC to support the teaching of Welsh Second Language, in particular the materials for GNVQ at Key Stage 4.

Authorities and schools should give particular attention to the links between measures which they wish to take in this area and the LEA strategies for literacy more generally.

Training programmes should be based on the achievement of specified linguistic competencies and lead to certification and, possibly, accreditation. Schools and LEA's will wish to have regard to ACCAC's optional assessment materials for Welsh Second Language at Key Stage 3 and materials for Welsh at key stage 2 and 3 and Welsh Second Language key stage 2. Classroom materials commissioned by the Authority to support the teaching of Welsh will also be available from ACCAC.

PRIORITY 7B: National Welsh INSET programme and National Welsh-medium INSET programme

Objectives

To develop, co-ordinate and support training and other measures for implementing Welsh as a National Curriculum subject for all pupils.

To develop and coordinate a programme of inter-authority training activities for curriculum subjects taught through the medium of Welsh.

To assist with the design, development and implementation of training programmes leading to the achievement and accreditation of specified key competencies for linguistic and subject co-ordinator skills.

To encourage co-operation between LEAs in meeting the above objectives.

Other information

In 2003-04 activity in support of Welsh as a subject should focus, in particular, on the development and establishment of training/support programmes for primary school teachers delivering Welsh second language, particularly in Key Stage 2 but taking account of the need for progression through to Key Stage 3. The training programmes should be designed to build in flexibility of delivery. They should, where practicable, exploit and maximise use of: modular approaches, distance learning techniques, new technologies and delivery by a range of providers with relevant expertise.

LEAs who wish to benefit from the work of the National Trainer, for which funding of £200,000 has been nominally earmarked through the WJEC, will need to agree a consortium arrangement for managing and funding the work of these officers. They will also need to make a commitment to providing support, at LEA level, for their work, either through the provision of LEA-based training officers or through a commitment of cash resources. LEAs' applications for this priority should address these points as well as the other matters in the application form at Annex D. The same considerations apply in respect of the INSET programme for Welsh-medium schools.

The WJEC should apply for the above funding using the application form at Annex D. This should be accompanied by an indication of the number of LEAs likely to participate in the consortium arrangements, how the work of the Training Officers will be supported and monitored at LEA level and proposed arrangements for evaluating and reviewing the impact of the scheme. The application should also contain a breakdown of the funding applied for under the following headings: Direct Wage Costs, Staff to be Employed (wte), Travel & Subsistence Costs and Administrative Overhead.

PRIORITY 7C: Assisting transfer to Welsh-Medium Teaching

Objectives

To increase the number of teachers able to teach other subjects through the medium of Welsh by providing training to enable them to transfer from English to Welsh-medium teaching.

Eligible activities

Training and other support measures designed to enable teachers to make the transition from teaching National Curriculum subjects through the medium of English to teaching through the medium of Welsh or bilingually.

ACTIVITY 7 CONTACT DETAILS

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ACTIVITY 8: OUT OF HOURS PROSPECTUS

Priorities for 2003-04

- A MUSIC DEVELOPMENT FUND
- B OUT OF HOURS LEARNING

Overall aim of the Activity

The Welsh Assembly Government is keen to extend provision for out of hours learning and participation in extra-curricular activities such as music and sport and those out of school activities capable of inspiring creativity more broadly.

Allocations

Funding for this Activity Area will be allocated by formula. Individual LEA allocations are set out at Annex C.

Management Information

A. Music Development Fund

Number of pupils engaged in musical activities outside the curriculum:

- vocal;
- Instrumental.

B. Out of Hours Learning

Number of training courses run.

Number of teachers attending these courses.

Number of teachers achieving appropriate accreditation.

Information required for bid

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DFTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03

- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements to be address in LEA plans for this Activity Area:

To access the **Music Development Fund**, LEAs will be expected to draw up local music development plans which should include the following:

- a brief outline of current provision for, and level of investment in, music activities;
- proposals demonstrating:
 - how the music development fund will be used to provide new opportunities for young people to take part in music activities over and above statutory curriculum requirements;
 - specific targets for extending and improving the scope and quality of music services and the numbers of young people expected to take advantage of these; and
 - how the proposals will meet the needs of those young people who might not otherwise have the opportunity to learn a musical instrument or fulfil their true potential;
 - the extent to which the plans are to be taken forward in partnership with neighbouring LEAs or other local groups;
 - confirmation that the projects to be supported are additional to current expenditure.

Assessment criteria

General criteria:

- The degree to which LEAs' plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

Music Development Fund plans will be assessed against:

- the extent to which they meet the objectives of the Fund; and
- the rigour of the targets for extending and improving music services and the number of young people participating.

Virement

There is no limit on virement in or out of this Activity

Delegation to schools

Funding for the Music Development Fund is outside the normal delegation to school requirements. The consultation paper "Extending Opportunities for Young People" envisages that more often than not the Fund will be expected to support activities at an all-authority level, or across more than one LEA under partnership arrangements. Funding should therefore be retained centrally.

Priority B of this Activity Area is covered by the standard delegation arrangements described in paragraph 3.8 of this Circular.

Other information

Where LEAs currently provide central support for out of hours activities, GEST funding should be used to enhance this provision and not as a substitute for current investment.

New Opportunities Fund (NOF) - the development of out of hours learning should be in accord with LEA's education strategic plans and complement NOF funded activities.

LEAs should take account of the framework for extending out of hours learning opportunities in Wales "Unlocking Potential", published as part of the BEST programme.

LEAs should take account of the report of the Welsh Assembly Government's PE and School Sport task force published for consultation by the Assembly in June 2001 as "Physical Education and School Sport: Action plan for Wales", together with guidance issued by the Sports Council for Wales and others.

LEAs should also take account of the Code of Practice on Out of School Hours Learning and training materials being developed by Education Extra [with grant support from the Welsh Assembly Government]. The Code will include information on a series of demonstration projects being funded by the Welsh Assembly Government.

Music Development Fund - The Music Development Fund will be supported in GEST during 2003/4. However, an independent evaluation will be carried out during 2002/3 in conjunction with the Arts Council for Wales to determine the effectiveness of the programme. This should help inform the Assembly on whether the MDF should continue in its current format or whether funding should provide a different kind of support such as for the Arts generally. LEAs will be expected to fully co-operate with ACW during the review providing data and information when requested in a timely manner.

The aim of the review will be to determine the extent to which LEAs across Wales, both individually and as a whole, have increased opportunities for young people of all abilities and social status to perform music.

Some of the key points that the evaluation will examine are as follows:

- evidence of expenditure for additional tuition, instruments and equipment and the extent to which activities supported were extra-curricular;
- the effectiveness of strategies deployed by LEAs to promote social inclusion by extending opportunities for participation in music activities and to help young people of all abilities to fulfil their musical potential and progress to different levels of achievement;
- the (indirect) impact on standards in music in schools;
- value for money; and
- the impact on music opportunities, should the MDF be phased out.

The evaluation will also be expected to make recommendations on whether promoting a wider arts initiative would facilitate participation by more young people in creative and diverse activities.

PRIORITY 8A: MUSIC DEVELOPMENT FUND

Objectives

This Priority aims to maintain and enhance opportunities for young people to develop musical skills, regardless of their social background or where they live. It is designed to provide opportunities outside the formal curriculum which enable pupils of all standards and abilities to aspire to excellence and fulfil their musical potential. It aims to provide a flexible framework to support LEAs in developing, from their individual positions on the spectrum of provision, towards common goals. The broad vision of this Fund is set out in the consultation document "Music Development Fund: Extending Opportunities for Young People" published by the National Assembly Education Department in October 1999.

Eligible activities

Eligible activities for this priority in 2002-3 include:

- the provision of tuition and instruments in schools;
- the development of a pyramid of musical activities and events such as youth orchestras, youth brass bands, youth choirs and other musical ensembles; and
- the promotion of opportunities for young people of all abilities.

Authorities should note that activities which fall within the scope of the provision that schools and LEAs must make to comply with the requirements of the National Curriculum Order for Music are not eligible.

Other information

Where LEAs currently provide central support for out of hours activities, GEST funding should be used to enhance this provision and not as a substitute for current investment.

Music Development Fund - GEST funding for the Music Development Fund will continue 2003-4. Funding arrangements for future years will be subject to review in the light of independent evaluation and consideration of support required for extra-curricular arts activities generally in order to take forward the objectives of the Assembly's Culture Strategy for Wales.

PRIORITY 8B: OUT OF HOURS LEARNING

Objectives

To provide training and support measures to teachers in schools to improve quality and encourage development of out of hours learning activities.

Measures to Enhance the Delivery of Out of Hours Training

Training for teachers and out of hours learning co-ordinators. Training programmes should aim to raise overall standards of provision of out of hours learning activities in primary, secondary and special schools. Through training, encourage teachers to act as co-ordinators within a school - or clusters of schools - in the primary or secondary sector. Training programmes should, where possible, be based on the achievement of specified competencies and lead to certification.

Other information

Where LEAs currently provide central support for out of hours activities, GEST funding should be used to enhance this provision and not as a substitute for current investment.

New Opportunities Fund (NOF) - The development of out of hours learning should be in accord with LEA education strategic plans and complement NOF funded activities.

LEAs should take account of the framework for extending out of hours learning opportunities in Wales 'Unlocking potential', published as part of the BEST programme.

LEAs should take account of the report of the Welsh Assembly Government's PE and School Sport task force, due for publication early next year, together with guidance issued by the Sports Council for Wales and others.

LEAs should take account of any guidance material issued on this subject by Education Extra.

LEAs should take account of the Welsh Assembly Government's publication "Learning Country: Learning Pathways 14-19", which will be published on 29 October 2002, and the relationship with Young People's Partnerships set up in each local authority to deliver Extending Entitlement.

Activity 8 contact details

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ACTIVITY 9: ICT IN SCHOOLS

Priorities for 2003-04

- A NATIONAL GRID FOR LEARNING
- B EFFECTIVE USE OF ICT IN SCHOOLS
- C JOINT AUTHORITY PROJECTS
- D BROADBAND NETWORK FOR LIFELONG LEARNING

Overall aim of the Activity

To support the effective use of Information and Communication Technologies (ICT) across the curriculum.

Allocations

Funding for this Activity Area will be allocated by formula with ringfenced elements for Priority D which is via a flat rate allocation of £63,400 per authority for the advisory and technical support posts.

Individual LEA allocations for priorities 9A - C are set out in Annex C.

Management Information

LEA performance in this Activity Area will be monitored against the following Management Information:

- number of schools connected to the broadband network for lifelong learning with a connectivity of 2MB or higher
- average pupil computer ratio in schools (all computers);
- average pupil:computer ratio in schools (computers less than 5 years old);
- number of training days for teachers in ICT(excluding NOF); and
- Number of teachers trained in the effective use of whiteboards in the classroom.

Separate figures for each indicator should be provided for primary, secondary and special schools respectively.

Information required for Spending Plan

General requirements:

This will vary according to the extent to which LEAs are proposing to concentrate on particular priority areas but submissions to DFTE should include:

- completed Management Information targets for 2003-04
- forecast outturn against relevant performance indicators for 2002-03
- outline of LEA plans for meeting the objectives of this activity area
- explanation of how proposals contribute to Education Strategic Plans
- overview of past achievements in this activity area
- commentary on relevant Estyn reports and surveys
- explanation of rationale for 2003-04 plans
- proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans for this Activity Area:

LEA plans should include:

- full details of the LEA's approach to the provision of ICT in schools and an evaluation of progress to date/lessons learned;
- details of ICT equipment and services to be provided to schools against the following headings:
 - hardware
 - software
 - connectivity
 - intranet arrangements
 - internet service provider(s)
 - technical support arrangements (including call-out)
 - training (associated with installation and upgrades)
- written confirmation that 100% of schools are connected to the Internet;
- progress towards achievement of all-Wales targets for broadband connectivity;
- details of arrangements which have been put in place to ensure that pupils do not have access to inappropriate materials and to address other child protection issues (eg in relation to material published on the Internet by pupils and schools);
- overview of plans for securing the effective use of ICT across the curriculum including ICT training for teachers and other school staff. These should include details of proposed targeting to meet specific school or subject development needs;

- details of participation in joint projects with other local authorities which aim to develop and disseminate innovative uses of ICT to support teaching and learning. The information provided on these projects should include:
 - project title
 - project aims and objectives;
 - forecast outcomes;
 - proposed dissemination arrangements;
 - lead authority details; and
 - value of funding being contributed by each LEA.

For the Advisory and technical support (priority 9D):-

- brief outline of proposed appointment arrangements for the new posts; and
- outline job descriptions for both posts
- outline of all other technical/advisory posts in LEA and LA
- brief explanation of how these fit together to make a complete package

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives
- Past performance both within and across LEAs
- The reports and views of Estyn on priority need and the quality of existing provision

Criteria specific to this Activity Area:

- Evidence that Estyn reports/surveys and other evidence on school performance have been taken into account in LEA plans.
- LEAs plans confirm that all schools have been connected to the National Grid for Learning by 2002.
- Level of ICT equipment and technical support services for schools to be compatible with requirements for National Grid for Learning;
- Effective use of resources including evidence of value for money in ICT procurement;
- Value added to existing LEA ICT technical and advisory support
- improved level/quality of support to classroom teachers

Virement

No virement is permitted from this Activity Area except by prior written approval of DFTE. Virement into this Activity Area is permitted except for Priority 9D which is ringfenced.

Delegation to schools

LEAs must state what proportion of the allocation for this activity they propose to delegate to schools. This will enable the Assembly to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

No delegation to schools is permitted for Priority 9D - advisory and technical support

Investment in hardware etc should not proceed at the expense of training and development in this activity. When funding is delegated to schools, LEAs will wish to monitor the balance involved and, if necessary, to impose certain restrictions to ensure that professional development is accorded appropriate priority. **The Department expects that schools and LEAs will ensure that sufficient priority is accorded to meeting the ICT training needs of teaching and other staff.**

Other information

The Welsh Assembly Government expects LEAs to have a development plan for ICT in its schools. Typically, such a plan should take account of:

- the innovative use of ICT in the delivery of the curriculum and teachers' professional development;
- links with wider education provision, such as after school hours learning activities, further education, other adult education, libraries, museums and galleries;
- **complementarity** with expenditure on ICT for management and administration;
- realistic pacing of equipping and professional development;
- the LEA's policies on protecting school pupils from on-line access to undesirable materials and other Internet-related child protection issues;
- existing networking by LEAs, schools and other institutions;
- creation of content, including Welsh medium materials, which can be shared with other schools [via NGfL Cymru](#)
- the availability of the plans themselves for the information of parents;
- proposals to work in partnership with other LEAs to develop and implement their ICT plans: and

- proposals for monitoring and evaluating the impact of ICT investment on raising standards.

Similarly, the Welsh Assembly Government expects LEAs to satisfy themselves that schools which are to receive funding for NGFL through GEST adequately address the issues listed above through their individual school development plans.

PRIORITY 9A: NATIONAL GRID FOR LEARNING

Objective

To support school participation in the National Grid for Learning to provide a national focus and agenda for harnessing new technologies to raise educational standards.

Eligible activities

Eligible activities for GEST funding in 2003-04 include:

- development of local network infrastructure in schools and external network connections to local broadband Points of Presence;
- ICT equipment (including peripherals);
- training provided by ICT suppliers as part of lease or purchase arrangements;
- services and software to ensure best use of the infrastructure of equipment and networking including Internet services and managed services;
- curriculum software and other curriculum ICT applications;
- development and implementation of innovative approaches to the use of ICT in teaching and learning including Grid content;
- support for out of school activities for pupils who do not have access to a personal computer at home; and
- networking activities between schools or with public libraries or FE institutions.

Procurement arrangements for ICT are a matter for local decision but authorities will need to be able to demonstrate that they have complied with European procurement legislation and Best Value requirements. LEAs may choose to meet their schools' needs for ICT equipment, support and training through contracts with accredited NGfL Managed Service suppliers. The ICT Task Force is expected to consult on proposals for improving ICT procurement for schools in Wales during 2003.

It will also be for LEAs to decide how to target NGFL funding, taking full account of the robustness of schools' ICT plans. Among the issues which LEAs will wish to consider are:

- the priority to be given to schools which are less well equipped by comparison with others in the LEA;
- ensuring that ICT is used effectively to give all pupils the opportunity to develop ICT skills and to support teaching and learning across the curriculum; and
- the particular circumstances of small schools, isolated schools, pupil support units and special schools.

However, LEAs should proceed on the basis that all schools will be connected to broadband Points of Presence by 2005, with a connection speed of at least 2Mb.

Other information

The implementation of the National Grid for Learning and progress towards meeting the objective of the funding will be evaluated as follows:

- by reports from LEAs on how their development plan is being implemented;
- development by the ICT Task Force of a national ICT asset register; and
- by Estyn in the course of its regular work.

PRIORITY 9B: EFFECTIVE USE OF ICT IN SCHOOLS

Objective

To support innovation and improvement in the delivery of the National Curriculum through the use of information and communication technologies.

Eligible activities

Eligible activities for GEST funding in 2003-04 include:

- identifying areas of curriculum development, delivery and assessment where information and communication technologies (ICT) will improve pupil learning experiences and developing the use of available ICT in these areas. Particular attention should be given to training for senior school managers and subject leaders to plan for the effective use of ICT across the curriculum in schools, with appropriate cross-reference to the Pen-I-ben programme and NGfL Cymru.
- training for teachers and school support staff (including peripatetic teachers and teachers and support staff employed in Pupil Referral Units) in the use of ICT - including basic skills, the effective use of ICT in subject teaching and the implications of broadband technology;
- support for local and national "best practice" projects which aim to identify, evaluate and disseminate effective ways of using ICT to improve teaching and learning in schools; and

- *supply cover and travel & subsistence costs in respect of teachers undertaking ICT training supported by the New Opportunities Fund excluding payments for training undertaken on a Saturday or Sunday or during school holidays.*

Other information

LEAs may wish to refer to those sections which deal with ICT in the Annual Report of Her Majesty's Chief Inspector of Schools in Wales 2000-1

LEAs will also wish to have regard to the optional assessment materials for IT at key stage 2 published by ACCAC in 2000-01.

PRIORITY 9C: Joint Authority Projects

Objectives

To support the innovative use of networking technology in line with the proposals for developing the National Grid for Learning set out in "Connecting the Learning Society" and "Open for Learning Open for Business".

To develop the use of ICT in enhancing levels of educational attainment, particularly in literacy and numeracy, and to promote social inclusion.

To promote collaboration between local education authorities and the sharing of expertise and good practice between education professionals.

Eligible Activities

Collaborative projects between local education authorities (and other partners) which:

- demonstrate clear integration of ICT projects with "offline" teaching and learning in one or more national curriculum subjects;
- contribute to the development of stimulating Grid content (in Welsh and English) to support teaching and learning, including material produced by teachers and learners (note: excluding material funded via NGfL Cymru);
- demonstrate imaginative, effective and efficient use of ICT resources in schools including interactive whiteboard technology and broadband;
- support networking activities between schools or with public libraries or FE institutions;
- support out of school activities including for pupils who do not have access to a personal computer at home;

- address the specific needs of pupils with special educational needs, including very bright pupils or those with learning difficulties; and
- have a clear framework for evaluating learning gains.

The overall aim of the collaborative element of NGfL funding in 2003-04 is to encourage innovative uses of networking technology so that ICT is harnessed to improve the quality of teaching and learning with a view to making a direct impact on levels of educational attainment. Project expenditure may include infrastructure and software costs but may also cover support costs associated with applying the technology and for providing direct hands-on support to schools. Projects which seek to extend NGfL infrastructure but do not have a learning component which relates to the application of networking technologies will not be eligible for support.

Other information

The outcomes of successful projects will be published on [NGfL Cymru](#) or [VTC Cymru](#) either in the form of case studies or as material which can be used to support teaching and learning in schools across Wales.

It is open to authorities to choose the subject areas in which they believe this technology will have the greatest impact but the Department would particularly welcome projects aimed at improving standards in the Government's priority areas of literacy and numeracy; [at supporting progression from key stage 2 to 3](#); at tackling social disadvantage and for assisting pupils in areas covered by the Communities First initiative.

PRIORITY 9D: Broadband Network for Lifelong Learning

Objectives

To support local development of the broadband network for lifelong learning.

To stimulate the demand for broadband and develop good practice in the use of broadband technology to support teaching and learning in schools and to enhance lifelong learning.

Eligible expenditure

Continuation of an ICT technical support post. These posts are expected to reside in the local authority corporate ICT support sections but with a specific remit to support schools, libraries and ICT learning centres. Their responsibilities will include:

- enhancing current local authority networking/technical support services;
- re-engineering of LA/LEA support for the information age;
- enable extension of the broadband network for lifelong learning from local authority hubs to schools, libraries and community learning locations.

Continuation of an additional LEA ICT advisor. These posts are expected to reside within the local education authority ICT support sections, with the expectation that they will provide support across the lifelong network and not just schools and are likely to be more of an "assistant" ICT Teacher Advisory post. Their responsibilities will include:

- enhancing current LEA ICT support services;
- re-engineering of advisory services for the information age; and
- supporting teacher development, materials generation and sharing of best practice.

Ineligible expenditure

- posts must genuinely be additional to current complement
- technical posts not reporting to corporate IT services
- technical posts not explicitly supporting schools, libraries or lifelong learning
- advisory posts that address only schools support unless the post is clearly complementary to existing posts supporting libraries
- advisory posts that address only library support unless the post is clearly complementary to existing posts supporting schools
- advisory posts that address only one schools sector unless the post is clearly complementary to existing posts supporting the full range of sectors (primary, special, secondary)

Other information

To underpin this additional funding the Assembly is working with ELWa to set in place other actions to support and train the post holders, co-ordinated on an all Wales basis. Further information will be provided on these in due course. By drawing down funding for the additional posts, LEAs and LAs are committing to provide genuine opportunities for ALL technical and advisory staff to take part in these activities.

This project is a key element of Cymru Ar-lein - the ICT strategy for Wales. It is also an important first step towards an all-Wales e-learning strategy being taken forward by ELWa. The draft strategy is currently being developed and will be the subject of public consultation in the autumn of 2002.

A summary of Cymru Ar-lein - On-line for a Better Wales can be found at <http://www.cymruarlein.wales.gov.uk> and more detailed has detailed information is also available on the website or under the "Themes and Strategies" tab on the National Assembly site: <http://www.wales.gov.uk>. See progress with the strategy by selecting **actions and objectives** from the list on the left hand side of most pages of the site and send feedback via the fora or feedback form.

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ACTIVITY 10: PROFESSIONAL DEVELOPMENT

Priorities for 2003-2004

- A NATIONAL HEADSHIP DEVELOPMENT PROGRAMME (NHDP) & SCHOOL LEADERSHIP MODULES (SLMs)
- B INDUCTION AND EARLY PROFESSIONAL DEVELOPMENT
- C OTHER TEACHER DEVELOPMENT AND SUPPORT

Overall aim of the Activity

A. To support the continuing professional development of the school leadership group and teachers aspiring to headship, while also providing opportunities for newly appointed and experienced headteachers to reflect on progress and to develop their leadership skills.

B. To provide support to newly qualified teachers (NQTs) during their first three full terms (or an equivalent period of part time employment) as a teacher in post and to provide further support for teachers in their second and third years in the profession

C. To provide training to support the professional development of teachers and support staff. To provide training and support for headteachers and teachers to enable them to develop and implement school performance management policies and systems. To provide individually tailored training programmes for individuals following the Graduate or Registered Teacher Programmes in schools. To support Advanced Skills teachers or other suitably qualified and experienced teachers to spread good practice.

Allocations

Priority 10A

Funding for this priority area will be allocated by formula with ring-fenced elements for NPQH, PHIP and LPSH. Individual LEA allocations are set out in Annex C.

School Leadership Modules

LEAs should develop mechanisms that secure the delivery of a professional development programme for members of the leadership group, including those who aspire to the leadership group. This should take account of the framework provided by the Assembly's School Leadership Modules Programme. The notional cost for each Unit should be c. £150 for each one-day unit and tutorial workshop and c. £250 per 2-day unit and workshop.

NPQH

LEAs should ensure that funding is made available to support candidates who are seeking to pursue nationally recognised qualification. Funding for this activity is ring-fenced. The fee for

the NPQH is currently £3050 to include all training, tutorial support and assessment. The NPQH is delivered over a 20 month period and LEAs should also make provision for a minimum of 12 days supply cover per candidate.

PHIP

LEAs should provide GEST funding that enables all headteachers appointed to their first substantive headship to access the Professional Headship Induction Programme. Funding for this activity is ring-fenced. Funding should be set at a level of £2,000 per headteacher, for those with less than 0.6 teaching commitment and £2,500 for all headteachers with 0.6 or more teaching commitment. Funding should be made available over a two-year period from the date of appointment.

Mentor Training

Funding allocated for Mentor Training to support the PHIP programme should aim to provide a training programme of up to 2 days duration with an element of funding to provide follow up support by the LEA, as well as sufficient supply cover for those headteachers who act as mentors within the PHIP programme.

LPSH

LEAs should aim to provide funding to allow 20% of all headteachers within their authority to access the Welsh Assembly Government's Leadership Programme for Serving Headteachers annually. Funding for this activity is ring-fenced. The cost of the programme is £2,000 + VAT. LEAs should consider funding supply costs (up to 5 days) for headteachers who participate in the programme.

Partners in Leadership

The Partners in Leadership Programme in Wales is costed at a further £350 per participant. This is only payable on participation by the headteacher in the programme.

Priority 10B

Induction - LEA's should provide GEST funding of each NQT employed in their schools. This is set at £2,700 per NQT.

Induction Tutors - LEAs should allocate GEST funding to support the work of induction tutors £1,000 per NQT should be allocated for induction tutors in secondary schools, £1,250 for each NQT in a primary or special school and £1,500 for an NQT in a primary school where the induction tutor is a teaching head. £600 should be allocated to each tutor to support the LEA provided Briefing for tutors.

Management Information

Number of teachers/headteachers taking part in training under each of the following schemes:

- School Leadership Modules
- National Professional Qualification for Headship
- Professional Headship Induction Programme
- PHIP Mentor Training Programme

- Leadership Programme for Serving Heads
- Partners in Leadership
- Number of newly qualified teachers
- Number of Induction Tutors being trained
- Number of Induction Tutors already fully trained
- Number of Advanced Skills Teachers
- Number of headteachers and teachers attending training sessions on performance management
- Number of teachers undergoing Peer Assessor training

Information required for Spending Plan

General requirements:

- Outline of LEA plans for meeting activity/priority objectives
- Overview of past achievements in this activity area
- Commentary on relevant Estyn reports and surveys
- Explanation of rationale for 2003-04 plans, including an outline of LEA plans to meet the priority objectives within the context of its own Educational Strategic Plan
- Proposals for monitoring and evaluation of this activity

Specific requirements to be addressed in LEA plans for this Activity Area:

School Leadership Modules

LEA Spending Plans should outline a strategy for supporting the professional development of members of the leadership group, including those who aspire to the leadership group. . This strategy should take account of the Welsh Assembly Government's framework of the School Leadership Modules Programme.

Information submitted should refer to:

An outline plan setting out the Authority's proposals to implement the School Leadership Modules Programme, from April 2002 onwards, including:

- any joint working arrangements between LEAs and other organisations, including HEIs to secure effective and efficient delivery of the programme,
- an outline prospectus of the units being offered, these should be prioritised according to the areas of priority set out within each authority's Educational Strategic Plan;
- anticipated number of participants accessing one or more of the SLM Units, to include the Foundation Unit (Developing Leadership).
- the authority's plans to evaluate the programme

National Headship Development Programme

LEA Spending Plans should outline a strategy for managing the National Headship Development Programme. This should clearly demonstrate how the LEA both manages and allocates funding to the individual strands within the programme. Information submitted by the LEAs should include:

- an outline plan for meeting the priority objectives, including references to the LEA's Education Strategic Plan;
- current and anticipated numbers of participants within each strand of the programme;
- proposals for marketing, monitoring and evaluating the individual strands of the NHDP.
- details of other headteacher development activities for which GEST funding is being used to support.

Induction and Early Professional Development

LEA Spending Plans should outline a strategy for supporting the induction of NQTs. This strategy should take account of the Welsh Assembly Government's arrangements for Induction and Early Professional Development.

Information submitted should refer to:

An outline plan setting out the Authorities proposals to implement the new Induction arrangements, from September 2003 onwards, including:

- any joint working arrangements between LEAs and other organisations, including HEIs to secure effective and efficient delivery of induction,
- references made to the new induction arrangements in the authorities' Educational Strategic Plan;
- anticipated number of NQTs
- the authorities plans to evaluate their induction arrangements
- details of other induction activities for which GEST funding is used.

Assessment criteria

General criteria:

- The degree to which LEA's plans meet activity and priority objectives and support the aims of their own ESPs
- Past performance both within and across LEAs
- The reports and views of Estyn on how priority need is being met and the quality of existing provision

Criteria specific to this Activity Area:

Evidence that:

- That the authority is implementing a programme to support the professional development of school leaders other than the headteacher;
- The authority is meeting targets for participation in the NHDP in so far that levels of participation and completion relating to the NPQH are maintained or increased, that all headteachers appointed to their first substantive headship are supported by the Professional Headship Induction Programme and that 20% of eligible serving headteachers, drawn from across all phases and sectors participate in the LPSH programme during 2003-4
- The authority is implementing the new induction arrangements for NQTs

Virement

There is no limit on virement in or out of this programme except for the ring-fenced measures in relation to NPQH, PHIP and LPSH, where no virement out is allowed without prior written permission from the Welsh Assembly Government. However, LEAs are able to vire funding between programmes within Activity 10A itself, as long as due account is taken of the Management Information for the individual NHDP strands and SLM programme.

Delegation to schools

The Activity is covered by the standard delegation arrangements described in paragraph 3.8 of the Circular, except for funding in Priority 10A associated with the NPQH and LPSH, which must be maintained centrally. Authorities should state in their Spending Plans what proportion of their allocation for the National Headship Development Programme they propose to delegate to schools. This will enable the Welsh Assembly Government to give formal approval for these delegation arrangements as required by the Education Standards Grant (Wales) regulations. We will not be able to approve expenditure for this activity if this information is not provided.

Other eligible activities within the SLM, NHDP and Induction priority, which LEAs may wish to retain as a proportion of their allocation, include:

- Arrangements to deliver the School Leadership Modules - LEAs may use 5% of the funding allocated to the SLM programme for administration and to support the development of tutors where joint working arrangements are put in place to deliver the SLM programme.
- Supporting the NPQH - LEAs may use 5% of ringfenced funding to undertake the NPQH workshops for those interested in the NPQH selection process within their authorities and to run NPQH workshops for those interested in pursuing the qualification as well as support group activities for those already pursuing the qualification.

- Supporting the management of Peer network and Mentor programmes within PHIP - LEAs may hold back 5% of funding over and above the £2000-£2500 provided to each headteacher. In addition, a further 5% may be used to support the delivery of the Mentor Training programme.
- Supporting the LPSH - LEAs may hold back 5% of funding to run LPSH awareness programmes and to initiate support networks for post-workshop and post Day 5 participants.
- Supporting assessment and quality assurance responsibilities regarding Induction - LEAs may hold back 5% of funding to support these elements

PRIORITY 10A: National Headship Development Programme (NHDP) & School Leadership Modules (SLMs)

The activities within Priority 10A aim to ensure that school leaders in Wales are better prepared, provided with more support on appointment; and given even greater opportunities to develop their leadership and management skills throughout their leadership career.

Objectives

National Headship Development Programme

The National Headship Development Programme is the Welsh Assembly Government's overarching programme to support the professional development of headteachers in Wales.

The aims of the programme are to provide headteachers with:

- a clear vision for their school and an ability to articulate and implement that vision;
- the necessary tools that allow them to manage their school efficiently and effectively -ensuring high quality teaching and learning for all;
- a framework for setting their own and their school objectives within personal and school improvement plans ;
- problem solving, analytical and reflective skills

The Programme is underpinned by the Welsh Assembly Government's National Standards for Headteachers and takes account of the Welsh policy and education context.

The programme enables headteachers to have access to training and development that supports each stage of their career, taking school leaders from a generic entry qualification (NPQH), through to applying their training and development in a specific context during their first two years of headship (PHIP), to delivering opportunities for serving headteachers to review progress and set challenging objectives for themselves and their schools (LPSH)

School Leadership Modules

While the National Headship Development Programme supports the professional development needs of headteachers who play a central role in leading our schools, the Welsh Assembly Government also recognises that members of the leadership group are also key leaders.

The framework provided by the SLM programme ensures the Welsh Assembly Government's plan for a coherent programme to support the training and development of school leaders through the NHDP is built upon and reflects the distinctive needs and circumstances of Wales.

The aims of the programme are to:

- provide a national framework capable of supporting the professional development needs of school leaders, other than the headteacher;
- support the CPD of members of the leadership group through linking their own personal development planning, appropriately informed by the performance management arrangements, with school development planning.

Eligible Activities

NPOH

All aspiring headteachers are being encouraged to participate in the revised NPOH. Anyone with significant experience of leadership at a whole school level can apply for a place on the NPOH. Normally they will be members of a school's leadership group or senior management team. In future, candidates may have already taken part in the SLM programme. The expectation is that candidates take a minimum of 12 months and a maximum of 20 months to complete the qualification. Applicants apply directly to the LEA for GEST funding and LEAs are required to carry out the NPOH application and selection process according to national criteria set by the Welsh Assembly Government. Detailed guidance is provided in the LEA handbook.

In setting priorities, should there be more applicants than funding can support within an individual LEA, the LEA should consider the individual merits of applicants alongside the LEAs profile of schools and current candidates.

Candidates following the NPOH need to be fully aware of what their LEA is funding and what it is not. LEAs should provide clear guidance for candidates on the financial support available for supply cover and travel and subsistence allowances and on the LEAs policy on funding re-assessment costs if necessary and on the withdrawal of candidates from the NPOH programme.

PHIP

Expenditure should directly relate to providing access, through the use of the Professional Headship Profile, to a Professional Induction and Development programme for all first time appointed headteacher. This should include peer networking opportunities, a mentoring programme and an appropriate range of training and development opportunities, many of which will be outlined in the National Training and Development Directory.

Detailed guidance is provided in the LEA handbook.

Mentor Training Programme

Mentor support from experienced headteachers plays an important part in the development of newly appointed headteachers. Mentors are drawn from serving headteachers and mentor networks should be developed and co-ordinated by LEA/headteacher partnerships. All Mentors within the programme are required to complete a mentor-training programme delivered by LEAs, informed by Welsh Assembly Government's materials.

The training programme is designed to contribute to the wider professional development of headteachers, making an important contribution to developing the headteacher's role in mentoring and coaching staff in their own schools, including those pursuing the NPQH.

Mentors will need to be committed to providing 3 to 6 days support to their newly appointed colleagues over a two-year period following training. LEAs may wish to consider providing an element of funding to cover the cost of supply and other reasonable costs for headteachers who act as mentors on the PHIP programme. This will depend on individual school and headteacher circumstances, but a notional figure of £600 per mentor should be considered.

LPSH

The LPSH in Wales is intended to provide opportunities for all serving headteachers in Wales to access a professional training programme of the highest quality, recognising the needs of individual headteachers within a national programme designed to secure improvements for every participant.

The LPSH is delivered through up to 30 programmes annually, with some 6 of these being run through the medium of Welsh.

Expenditure should provide access to the LPSH residential workshop and follow up activities. Places are available for some 350-400 serving headteachers to access the programme in any year.

Application Packs are available, from the Welsh Assembly Government, to all eligible headteachers who will need to secure GEST funding through the LEA before they can access the programme. The pack contains details of all workshops provided during 2003-2004.

In prioritising places on the programme LEAs should take account of the following factors:

- The programme is targeted at headteachers who have been in post for three years or more.
- It is unlikely to be suitable for headteachers appointed to their present school within the last two years or those likely to move school in the near future.
- LEAs should ensure that they take account of phase and sector ratios e.g. primary, secondary, special and Welsh medium schools when making funding decisions. Secondary School Headteachers are currently under-represented on the programme.

Partners in Leadership

All participants in the Leadership Programme for Serving Headteacher are invited to participate in the Partners in Leadership Programme. This freestanding element of the programme is run by Business in the Community Wales and provides headteachers with an opportunity to work with a business partner.

School Leadership Modules

Expenditure should focus on the delivery of 17 units, including the foundation unit that make up the School Leadership Modules Programme or LEA developed units that are complimentary to the objectives of the SLM units. These can be delivered by individual LEA, LEA partnerships, LEA/HEI partnerships or School/LEA partnerships.

Eligible activities

The delivery of the 16 units, including the foundation unit that make up the modular programme. Individual LEAs, LEA partnerships, LEA/HEI partnerships or School/LEA partnerships can deliver these.

Materials to support the delivery of the programme, including a participant's handbook, provided during the Foundation Unit will be made available by the Assembly.

LEAs may also wish to consider establishing arrangements in which participation in the School Leadership Modules Programme can be accredited by LEA/HEI partnership.

Ineligible expenditure

Expenditure relating to items of a capital nature e.g. ICT equipment is not a legitimate expenditure within the ring-fenced funding provided to support the participant headteachers within the PHIP programme.

Other information

LEAs should take due regard to the following guidance documents and training materials (as and when they become available):

- School Leadership Modules tutor and participant materials and guidance. (Materials to support the delivery of the programme are available from Teaching and Leadership Division 3)
- NPQH LEA Handbook
- NPQH Application Packs
- PHIP LEA Guidance
- The Professional Headship Profile
- PHIP Mentor Training Programme materials
- National Training and Development Directory
- The LPSH Information and Application Pack
- LPSH Guidance for LEAs

PRIORITY 10B: Induction and Early Professional Development

Objective

To provide support to newly qualified teachers (NQTs) during their first three full terms (or an equivalent period of part time employment) as a teacher in post.

To provide further support for teachers in their second and third years in the profession.

To develop a positive attitude to the profession and the teacher's own professional development.

To develop the skills colleagues need to work with NQTs by providing continuing professional development to support induction tutors and enable them to assess NQTs' progress.

Eligible activities

Eligible activities for this priority in 2003-04 include:

- £2,700 to support the professional development programme of each NQT employed in schools within the LEA. This is for the use of the school in support of the NQT. Schools should use this to enable NQTs to have a reduced timetable in which to carry out professional development activities.
- Induction tutors will need time to spend in support of NQTs for whom they are responsible and therefore funding should be used for this purpose. £1,000 per NQT will be allocated for induction tutors in secondary schools, £1,250 for each NQT in a primary or special school and £1,500 for an NQT in a primary school whose induction tutor is a teaching head.
- £600 for the Briefing of each induction tutor.
- Funding to enable the LEA to carry out their assessment and quality assurance responsibilities on the basis of up to 5% of these elements of the Spending Plan.

Ineligible expenditure

Expenditure relating to items of a capital nature e.g. ICT hardware is not a legitimate expenditure within the ring fenced funding to support induction and early professional development

Other information

The National Standard for Induction.

Draft Handbook for Induction and Early Professional Development in Wales - from competency to proficiency.

Briefing for Induction Tutor Role.

PRIORITY 10C: Other Teacher Development and Support

Objective

To support the continuing professional development of school teachers, teaching assistants and other support staff.

To provide training and support for headteachers and teachers to enable them to develop and implement school performance management policies and systems.

To provide individually tailored training programmes for those following the Graduate or Registered Teacher Programmes in school.

To support Advanced Skills Teachers (ASTs) or other suitably qualified and experienced teachers in posts approved by DfES in spreading good practice, carrying out outreach, development and delivery of in-service training for other teachers and support in schools for initial teacher training. To enable other school staff to benefit from the outreach and training developed and delivered in this way.

To train teachers to take part in Section 10 school inspections as peer assessors or school nominees.

Eligible expenditure

Development and delivery of training that increases the skills, knowledge and understanding of teachers, teaching assistants and other support staff and their effectiveness in schools, particularly to meet the demands of national and local initiatives, including those provided on a cross-school basis.

Development and delivery of training in performance management arrangements. Support for performance management operational costs related to areas such as review discussions and classroom observation.

Purchase of equipment, materials and supply cover to enable ASTs or other suitably qualified and experienced teachers to fulfil their role in spreading good practice, carrying out outreach, development and delivery of in-service training for other teachers and support in schools for initial teacher training.

Costs of enabling teachers to attend training led by Estyn in relation to their new role in the inspection process, as peer assessors and nominees, under the arrangements for Section 10 school inspections which will be introduced in April 2004. These include costs of travel, subsistence and supply cover for teachers who attend peer assessor and nominee training courses.

Ineligible expenditure

Expenditure of a capital nature is not a legitimate expenditure within this priority, except for the provision of equipment (e.g. ICT equipment) to enable ASTs and other suitably qualified and experienced teachers to deliver the spreading of good practice and outreach to schools.

Other information

Please email requests for information to teachingenquiries@wales.gsi.gov.uk.

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Annex B - INDICATIVE ALLOCATIONS FORMULA 2003-2004

The 2003-04 GEST allocation formula is set out below. The following variables and weightings have been applied to the formula to calculate the individual LEA allocations for 2003-04 set out at Annex C.

This is a revised formula which has been developed in consultation with local education authorities and the Welsh Local Government Association. The revised formula is being phased in over a three-year transition period (see paragraph 5.1). The effect of changes arising from the revised formula has therefore been mitigated by 1/3 for 2002-3 and 2/3 for 2003-4 except for Activity 7 - Welsh. The full effect of formula changes will be applied to allocations for 2004-5 onwards. A separate working group reviewed the allocations for Activity 7 (Welsh) in 2002 and the recommended changes have been incorporated fully in the 2003/4 allocations.

Further details on the development of this formula are available in the Working Group Report "Review of the GEST Allocation Formula" which was issued to Directors of Education on 26 July 2001. Indicative GEST allocations figures are provided for planning purposes only. NB. Final GEST allocations remain subject to the outcome of the Comprehensive Spending Review and will be announced in January 2003

ACTIVITY AREA	Amount to be allocated	Previous Variables	Weighting (%)	Revised Variables	Weighting
1. Raising Standards	£8,100,000	Number of teachers	80	Number of pupils (P, S, SP)	33.3
		Number of schools (primary, secondary, special) Area	10	Child Deprivation Index	33.3
			10	Settlement	33.3
2. Planning for Success	£5,400,000	Number of teachers	70	Model No of teachers	33.3
		Number of pupils	10	Number of pupils (P,S,Sp)	33.3
		Child Deprivation Index	10	Child Deprivation Index	33.3
		Area	10		
3. Early Years Learning	£1,050,000	Number of pupils aged under 5 Area	80	Child Deprivation Index	33.3
			20	Population under 5	33.3
				Settlement	33.3

Annex B Allocations formula 2003-04

ACTIVITY AREA	Amount to be allocated	Previous Variables	Weighting (%)	Revised Variables	Weighting
4. Literacy and Numeracy (excl. £10k per library authority)	£4,680,000	Number of teachers Number of schools (nursery, special, primary, secondary) Area	80 10 10	Number of pupils (P, S, SP) Child Deprivation Index Settlement	33.3 33.3 33.3
5. Pupil and Youth Support	<u>Youth</u> £949,000 <u>Other</u> £5,601,000	<u>Youth</u> Youth Population Child Deprivation Index <u>Other</u> Teachers Primary Schools Secondary Schools Child Deprivation Index	90 10 20 35 35 10	<u>Youth</u> population 11 to 19 Child Deprivation Index <u>Other</u> Model No of teachers Number of pupils (P, S, SP) Child Deprivation Index	85 15 3.33 3.33 3.33
6. Special Educational Needs	£3,900,000	Number of teachers Number of schools (nursery, special, primary, special)	90 10	<u>SSA element</u> population aged 5 to 16 settlement 40,000 dep children in low s-e group dep children in families on IS/JSA dep children in lone adult households	80 10 3.33 3.33 3.33

Annex B Allocations formula 2003-04

ACTIVITY AREA	Amount to be allocated	Previous Variables	Weighting (%)	Revised Variables	Weighting
7. Welsh (excl. competitive bid)	£3,200,000	Number of pupils learning Welsh as a First Language	10	Number of pupils learning Welsh as a First Language	15
		Number of pupils learning Welsh as a Second Language	90	Number of pupils learning Welsh as a Second Language	65
				Child Deprivation Index	20
8. Out of Hours Prospectus	£3,500,000	Number of teachers	70	Number of pupils (P, S, Sp)	33.3
		Number of pupils	10	Child Deprivation Index	33.3
		Child Deprivation Index	10	Settlement	33.3
		Area	10		
9. ICT (excl. priority 9d)	£8,100,000	Number of teachers	50	Child Deprivation Index	25
		Number of schools (P,S,Sp) Area	20	Number of pupils aged 5+	50
		Number of pupils aged 5+	10	Settlement	25
			20		
10. Professional Development	£7,000,000	Number of teachers	20	Number of teachers (incl. nursery)	50
		Number of primary schools	40	Number of schools (incl. nursery)	50
		Number of secondary schools	40		

ALLOCATION FORMULA 2002-2003

$$\frac{\sum \left[\left[\frac{N_{LEA1}}{N_{W1}} \times W_1 \right] + \left[\frac{N_{LEA2}}{N_{W2}} \times W_2 \right] \dots \right]}{100} \times \pounds_W = \pounds_{LEA}$$

Where:

N_{LEA} = number of the variable in the LEA (e.g. pupils)

N_W = number of the variable in Wales

W = weighting applied to that variable (i.e. N)

\pounds_W = allocation available for the Activity Area for Wales

\pounds_{LEA} = calculated allocation for the LEA

This shows the formula applied with two variables, (i.e. N_{LEA1} and N_{LEA2} etc.). In circumstances with additional variables, extra terms are added to the numerator of the equation as required.

Annex C Indicative Allocations 2003-04

Annex C - GEST Indicative Allocation 2003-04 (£000). Figures provided for planning purposes only. Final GEST allocations remain subject to the outcome of the Comprehensive Spending Review and should be available in January 2003

	Raising standards	Planning for success	Early years learning	Literacy and numeracy	Pupil and Youth Support (youth)	Pupil and Youth Support (other)	Special Educational needs	Welsh	Out of Hours	ICT (excl. 9d)	Professional Development	LEA Total (£'000)
Isle of Anglesey	221	126	27	128	21	134	90	76	95	215	185	1318
Gwynedd	389	224	52	225	37	248	140	131	165	381	380	2370
Conwy	322	194	42	186	32	198	129	113	139	316	248	1921
Denbighshire	266	176	34	153	28	184	116	104	115	269	232	1675
Flintshire	400	257	53	231	44	272	176	155	172	400	339	2501
Wrexham	329	207	44	190	41	226	160	127	142	325	290	2082
Powys	447	254	60	258	37	247	142	125	189	444	395	2599
Ceredigion	226	129	28	130	24	142	79	71	94	226	241	1389
Pembrokeshire	371	223	49	214	37	228	146	124	160	363	296	2211
Carmarthenshire	528	314	68	305	51	333	204	181	224	521	487	3217
Swansea	547	392	72	316	74	398	319	238	239	547	444	3586
Neath Port Talbot	374	249	48	216	44	262	192	151	162	368	325	2390
Bridgend	332	236	42	192	41	242	166	143	144	339	289	2167
The Vale of Glamorgan	305	218	40	176	40	217	165	133	132	312	258	1995
Rhondda Cynon Taff	677	459	87	392	81	486	334	275	293	675	598	4357
Merthyr Tydfil	172	123	22	100	21	128	103	70	75	171	148	1134
Caerphilly	506	336	66	292	59	359	244	206	221	500	411	3200
Blaenau Gwent	203	136	25	117	24	144	103	83	89	200	162	1286
Torfaen	232	180	29	135	30	187	132	112	102	243	212	1593
Monmouthshire	215	134	27	124	25	131	83	77	92	219	171	1297
Newport	354	271	46	205	47	271	219	166	156	362	281	2377
Cardiff	682	563	89	394	111	564	457	341	300	704	609	4815
Wales	8100	5400	1050	4680	949	5601	3900	3200	3500	8100	7000	51480

Note: these figures exclude:

Welsh - Competitive bid+WJEC	800
Ethnic Minority Achievement Grant	3,850
Library Authorities - £10K per LEA	220
ICT Priority 9D	1,394.8

Annex D - GRANTS FOR EDUCATION SUPPORT AND TRAINING 2003-04

I wish to apply for grant support for expenditure in 2003-04 as set out below:

Name of authority:

Signature:

Position:

Date:

SUMMARY INFORMATION

Activity Area	Formula allocation	Competitive bid	Proposed LEA expenditure	Proposed expenditure by schools*	Total proposed expenditure
Activity 1					
Activity 2					
Activity 3					
Activity 4					
Activity 5					
Activity 6					
Activity 7					
Activity 8					
Activity 9					
Activity 10					
TOTAL					

**should reflect proportion of grant to be delegated to schools under each Activity Area*

GRANTS FOR EDUCATION SUPPORT AND TRAINING 2003-04

LEA:

ACTIVITY AREA:

LEA PROPOSALS (please provide answers to ALL questions)

1. Describe LEA plans for meeting the objectives of this area including proposals for focusing resources on particular priority areas and the rationale for these.

2. Explain how the LEA proposals will contribute to achievement of your Education Strategic Plan.

3. Provide an overview of past achievement in this activity area (or its equivalent up to 2002-03) and explain how lessons learned have been taken into account in formulating plans for 2003-04.

4. What lessons have been learned from Estyn reports/ surveys and other evaluation evidence and how have these been taken into account in your plans for this Activity Area in 2003-04?

5. How will progress towards the achievement of objectives for this Activity Area be monitored during 2003-04 and against what criteria?

6. Describe the authority's arrangements for securing financial control and value for money in respect of expenditure in this Activity.

7. Please state any proposals for (a) virement in or out of this activity area and (b) delegation to schools (where this differs from general requirements).

LEA CONTACT DETAILS FOR THIS ACTIVITY:

Name:
Position:
Address:

Telephone:

Email:

Annex E - GEST 2003-04 Application: Management Information - FORECAST FOR 2003-04

LEA:

Activity/Priority	Indicator	Forecast
Activity 1	Raising Standards	
<i>Priority A</i>	Number of training days for teachers in each of the following: PSE Global Citizenship Sustainable Development Race Equality DfTE will monitor performance in this activity area with reference to: Number of training days for teachers in each of the following: Careers Education Work Related Education	
	Number of vocational courses held in secondary and special schools	
	DfTE will monitor performance in this activity area with reference to: <ul style="list-style-type: none"> • Number of teachers undertaking placements with employers • Number of training days for teachers attending Welsh Baccalaureate Qualification events organised by Welsh Joint Education Committee 	
	Number of training days for staff taking part in Progress File training and workshops	
<i>Priority B</i>	Number of training days for teachers in each of the following: Modern Foreign Languages Science Technology (D&T & ICT) PE Maths Other	Pr Sec Sp Pr Sec Sp Pr Sec Sp Pr Sec Sp Pr Sec Sp
	Number of Foreign Language Assistants employed	
<i>Priority C</i>	Number of training days for teachers in: Religious Education	Pr Sec Sp

Annex E Management Information

Activity/Priority	Indicator	Forecast
<i>Priority E</i>	Number of teachers attending Key Skills training (the definition of the 6 key skills can be found via the ACCAC website)	
	Number of training days for teachers to deliver Applied GCSEs	
<i>Activity 2</i>	Planning for Success	
<i>Priority 2A</i>	DfTE will monitor performance in this activity area with reference to: <ul style="list-style-type: none"> Performance against this priority will be measured on the basis of progress towards meeting targets in ESPs. 	
<i>Priorities 2B-D</i>	Number of governor training courses	
	Number of different training courses provided	
	Number of governor training attendances (excluding whole governing body sessions)	
	The percentage of governors trained (excluding whole governing body Sessions)	
	Number of whole governing body training sessions(excluding those held as Estyn pre-inspection briefing sessions)	
	Number of classroom assistants employed (FTE) - only include those funded by GEST	
	<i>Activity 3</i>	Early Years Learning
<i>Priority A</i>	Number of training days for staff in the education of under 5s	
<i>Activity 4</i>	Literacy and Numeracy	
<i>Priorities 4A, Dand E</i>	DfTE will monitor performance in this activity area with reference to the percentage of pupils the percentage of pupils <ul style="list-style-type: none"> to achieve Levels 4 and 5 (or above) in English, Welsh and mathematics at Key Stage 2 and Key Stage 3 respectively during 2002, the target percentage of pupils achieving Levels 4 and 5 (or above) in English, Welsh and mathematics at Key Stage 2 and Key Stage 3 respectively in 2003 	
<i>Priority 4B</i>	Numbers of schools involved in the Family Literacy programme	
	Numbers of schools involved in the Family Numeracy programme	
	Numbers of parents involved in the Family Literacy programme	
	Numbers of parents involved in the Family Numeracy programme	
<i>Priorities 4C and F</i>	Number of summer schemes to be operated in numeracy	
	Number of summer schemes to be operated in literacy	
	Number of pupils targeted for summer schemes	
<i>Activity 5</i>	Pupil and Youth Support	
<i>Priority 5A</i>	Number of qualified youth workers at Foundation and Cert HE levels	

Annex E Management Information

Activity/Priority	Indicator	Forecast
	Number of youth workers undertaking qualification through the Coherent Route of Training	
	Number of youth workers undertaking qualification through innovative work based training initiatives	
	Number of teachers undertaking joint training with Youth Workers	
<i>Priority 5C</i>	% of y11 ethnic minority pupils gaining 5 or more A*-C at GCSE	
	% of ethnic minority pupils with Level 5 or higher at KS3 in core subjects	
	% of ethnic minority pupils with Level 4 or higher at KS2 in core subjects	
	Numbers of ethnic minority pupils moving up 1 level on the English language acquisition scale	
<i>Priority 5D</i>	Number of schools with electronic attendance registers	Pr Sec Sp
	Number of schools operating a system of first day absence contact	Pr Sec Sp
	Number of days training expected to be provided in 2003/04 for teachers in behaviour management in the last 3 years	Pr Sec Sp
<i>Priority 5E</i>	Number of designated teachers trained in child protection matters	
	Number of non-designated teachers and non-teaching staff trained in child protection matters	
	The number of schools covered by staff in the second category	Pr Sec
<i>Priority 5F</i>	Attendance rates (looked after children)	Pr Sec
	This Priority Area will be monitored with reference to the information on the educational achievements of looked after children collected on the local authority return, OC1, with reference to: <ul style="list-style-type: none"> number and percentage of children after end of year 11 attaining 1 GCSE/GNVQ achievement number and percentage of children after end of year 11 attaining 2 or more GCSE/GNVQ achievements 	
Activity 6	Special Educational Needs	
<i>Priorities 6A and B</i>	Number of teaching staff training on a course of one term or more that leads to a recognised qualification in special needs	
	Number of teaching staff who have attended an SEN course at both Primary and Secondary levels	
	Number of LSAs receiving training	
	Number of Welsh speaking SEN specialists in training on a course of one term or more that leads to a recognised qualification in special needs	
	Number and range of Welsh medium assessment and teaching materials either purchased, produced or disseminated	

Annex E Management Information

Activity/Priority	Indicator	Forecast
<i>Priority 6C</i>	Number of referrals made to the Independent Parental Support Service	
	Number of families actually supported by Independent Parental Supporters	
	Number of referrals made to the Independent Conciliation Service	
<i>Priority 6D</i>	Number of teachers receiving training to specifically support children with speech and language difficulties	
	Number of LSAs receiving training to specifically support children with speech and language difficulties	
<i>Priority 6E</i>	Number of teachers receiving training to support children with multi-sensory impairment	
	Number of LSAs receiving training to support children with multi-sensory impairment	
Activity 7	Welsh	
<i>Priority 7A</i>	Number of training days for teachers in teaching Welsh as a Second language	
	Number to be trained as Welsh co-ordinators	
<i>Priority 7C</i>	Number of teachers to be trained to teach through the medium of Welsh	
Activity 8	Out of Hours Prospectus	
<i>Priority 8A</i>	Number of pupils engaged in musical activities outside the curriculum	
	<ul style="list-style-type: none"> • vocal • instrumental 	
<i>Priority 8B</i>	Number of training courses run	
	Number of teachers attending these courses	
	Number of teachers achieving appropriate accreditation	
Activity 9	ICT in Schools	
<i>Priority A</i>	Number of schools connected to the BROADBAND NETWORK for LIFELONG LEARNING with a connectivity of 2MB or higher	Pr Sec Sp
	Average pupil computer ratio in schools (all computers)	Pr Sec Sp
	Average pupil-computer ratio in schools (computers less than 5 years old)	Pr Sec Sp
<i>Priority B</i>	Number of training days for teachers in ICT (excluding NOF)	Pr Sec Sp
<i>Priority C</i>	<i>Joint Authority Projects:</i> LEAs should provide target outcomes for each project	
<i>Priority D</i>	Number of teachers trained in the effective use of whiteboards in the classroom	Pr Sec Sp
Activity 10	Professional Development	
<i>Priorities 10A - and 10B</i>	<i>Number of teachers/headteachers taking part in training under each of the following schemes: -</i>	
<i>Priority 10A</i>	School Leadership Modules	
	National Professional Qualification for Headship	
	Professional Headship Induction Programme	

Annex E Management Information

Activity/Priority	Indicator	Forecast
	PHIP Mentor Training Programme	
	Leadership Programme for Serving Heads	
	Partners in Leadership	
Priority 10B	Number of newly qualified teachers	
	Number of Induction Tutors being trained	
	Number of Induction Tutors already fully trained	
Priority 10C	Number of Advance Skills Teachers	
	Number of headteachers, and teachers attending training sessions on performance management	
	Number of teachers undergoing Peer Assessor training	

GEST 2003-04 Application: Performance Indicators - FORECAST OUTTURN for 2002-03

LEA:

Activity Area		Target	Forecast outturn
Activity 1	Raising Standards		
<i>All Priorities</i>	Number of teachers trained in:		
	Priority A : Revised National Curriculum (Primary)		
	Priority B : Revised National Curriculum (Secondary)		
	Priority C : Pupil Assessment	Pr Sec Sp	
	Priority E : Work Related Education	Sec Sp	
	Priority F : Personal and Social Education		
	Priority G : Religious Education	Pr Sec Sp	
	Priority H : Physical Education	Pr Sec Sp	
	Priority I : Post-16 Qualifications	Sec Sp	
	Number of vocational courses held in secondary and special school		
	Number of teachers trained to act as subject co-ordinators		
	Number of teachers attending Key Skills training		
	Number of teachers attending Race Equality training		
	Number of staff taking part in Progress File training and workshops		
	Number of Foreign Language Assistants employed		
	Number of teachers attending foreign language training courses		
	Number of books purchased.		
	Generic descriptions of other materials purchased (eg CDs, videos) with approximate quantities of each type		
Activity 2	Planning for Success		
<i>Priority 2A</i>	Performance against this priority will be measured on the basis of progress towards meeting targets in ESPs.		
<i>Priorities 2B-D</i>	Number of governor training courses		
	Number of different training courses provided		
	Number of governor training attendances (excluding whole governing body sessions)		
	The percentage of governors trained (excluding whole governing body Sessions)		
	Number of whole governing body training sessions		

Annex E Management Information

	Number of additional classroom assistants employed		
Activity 3	Early Years Learning		
<i>Priority A</i>	Number of staff trained in education of under 5s in line with quality assurance arrangements under Early Years Development Plans/Early Years Development and Childcare Plans		
Activity 4	Literacy and Numeracy		
<i>Priorities 4A, C, D, E and F</i>	DfTE will monitor performance in this activity area with reference to <ul style="list-style-type: none"> the percentage of pupils who have achieved Levels 4 and 5 in language and mathematics at Key Stages 2 and 3 respectively during 1999 - 2000; and the target percentage of pupils to achieve Levels 4 and 5 in language and mathematics at Key Stages 2 and 3 respectively for 2000 - 2001 		
<i>Priority 4B</i>	Numbers of schools involved in the Family Literacy and Numeracy programmes		
	Numbers of parents involved in the Family Literacy and Numeracy programmes		
Activity 5	Tackling Social Disadvantage		
<i>Priority 5A</i>	Number of qualified youth workers at Foundation and Cert HE levels		
	Number of youth workers undertaking qualification through the Coherent Route of Training		
	Number of youth workers undertaking qualification through innovative work based training initiatives		
<i>Priority 5D</i>	Number of teachers actively involved in projects to combat disaffection		
	School attendance rates and exclusion levels (permanent and fixed period)		
<i>Priority 5E</i>	Number of designated teachers trained in child protection matters		
	Number of non-designated teachers and non-teaching staff trained in child protection matters		
	The number of schools covered by staff in the second category	Pr Sec	
<i>Priority 5F</i>	Attendance rates (looked after children)		
	Number excluded (permanent and fixed period)		
	Comparative educational attainment with Year peer group including GCSE/GNVQ achievement		
Activity 6	Special Educational Needs		
<i>Priorities 6A and B</i>	Number of additional training places purchased or provided with GEST funds		
	Number of teachers receiving training at both Primary and Secondary levels		
	Number of LSAs receiving training		
	Number of Welsh speaking SEN specialists in training		
	Number of pupils participating in integration activities with mainstream schools		
	Number of special schools participating in integration activities with mainstream schools		
	Number and range of Welsh medium assessment and		

Annex E Management Information

	teaching materials either purchased, produced or disseminated		
Priority 6C	Number of "Named Persons"		
	Number of Independent Parental Supporters		
	Number of families supported by Independent Parental Supporters		
	Details of local conciliation arrangements secured and number of cases referred		
Activity 7	Welsh		
Priority 7A	Number of teachers to be trained in teaching Welsh as a First language		
	Number of teachers to be trained in teaching Welsh as a Second language		
	Number to be trained as Welsh co-ordinators		
Priority 7C	Number of teachers to be trained to teach through the medium of Welsh		
Activity 8	Out of Hours Prospectus		
Priority 8A	Number of pupils engaged in musical activities outside the curriculum		
	• vocal		
	• instrumental		
	Number of musical activities supported (as appropriate)		
	• youth orchestra		
	• youth choir		
Priority 8B	Number of training courses run		
	Number of teachers attending these courses		
	Number of teachers achieving appropriate accreditation		
Activity 9	ICT in Schools		
Priority A	Number of schools connected to NGFL Managed Services or equivalent	Pr Sec Sp	
	Number of schools connected to the internet	Pr Sec Sp	
	Average pupil computer ratio in schools (all computers)	Pr Sec Sp	
	Average pupil-computer ratio in schools (computers less than 5 years old)	Pr Sec Sp	
Priority B	Number of teachers trained in ICT	Pr Sec Sp	
Priority C	Joint Authority Projects: LEAs should provide target outcomes for each project		
Priority D	Number of teachers trained in the effective use of whiteboards in the classroom	Pr Sec Sp	
	Number of new advisory posts		
	Number of new technical support posts		
Activity 10	Professional Development		

Annex E Management Information

<i>Priorities 10A and 10B</i>	<i>Number of teachers/headteachers taking part in training under each of the following schemes: -</i>		
<i>Priority 10A</i>	National Professional Qualification for Headship		
	Professional Headship Induction Programme		
	Mentor Training Programme		
	Leadership Programme for Serving Heads		
	Partners in Leadership		
<i>Priority 10B</i>	Induction of newly qualified teachers		
	Advance skills teachers		
	Employment based routes into teaching		
<i>Priority 10C</i>	Number of governors, headteachers, and teachers attending training sessions on performance management		