

CSF PRIORITIES 2002/3-2003/4 COMPARISON

CSF PRIORITIES 2002/03		CSF PRIORITIES 2003/04		EXPLANATION
1.1	To raise achievement in the early years of education	1.1	To raise achievement in the early years of education	SAME
1.2	To implement and promote strategies for improving achievement at primary level, especially in numeracy and literacy	1.2	To promote and strengthen strategies for improving achievement at Key Stages 1 and 2, especially in literacy and numeracy	Minor word change as the Foundation Stage of the primary level is addressed in 1.1
1.3	To implement and promote strategies for improving achievement at Key Stage 3	1.3	To implement and promote strategies for improving achievement at Key Stage 3	SAME
1.4	To develop and implement a 14-19 strategy with schools and colleges that includes a 14-19 curriculum which is appropriate to the needs of every child and raises achievement	1.4	To implement a 14-19 strategy with schools and colleges for improving achievement based upon collaboration between institutions and the dissemination of good practice	Minor word change as the 14-19 strategy has now been developed
1.5	To implement and promote strategies that encourage pupils to engage in curricular activities which are wider than the National Curriculum, particularly activities in the arts and citizenship	1.5	To implement and promote strategies for improving achievement in the broader curriculum particularly in the arts and citizenship	The strategy is in place and the focus needs to be on ensuring full impact on raising achievement
1.6	To develop the capability of schools to raise the achievement of every child	1.6	To develop the capability of schools to raise the achievement of every child	SAME
1.7	To intervene earlier in schools which may cause concern because of poor performance	1.7	To intervene early in schools which may cause concern because of poor performance	SAME
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2.1	To secure equal opportunities in recruitment, appraisal, promotion and professional development of staff	2.1	To recruit high quality staff and governors in sufficient numbers to CSF, including schools	Priority 2.2 from the 2002/03 Plan, which covered both recruitment and retention, has been separated into 2.1 and 2.3 in the 2003/04 Plan in order to focus explicit sets of actions on each
2.2	Constantly to monitor and change recruitment and retention practices and issues impacting on retention, so that appropriate staffing levels (including governors) are secured	2.2	To secure equal opportunities in appraisal, promotion and professional development of staff	Re-numbered. Formerly 2.1
2.3	To develop and implement management practices which engage staff directly in the development of services and provide them with the opportunity to continuously improve their knowledge, skills and practice	2.3	To improve the retention rates of staff in the department and in schools	See 2.1 above
2.4	To support the development of managers so that they are well equipped to lead, manage and coach their staff	2.4	To support the development of managers so they are well equipped to lead, manage and coach their staff	SAME
		2.5	To provide programmes for the continuing professional development of staff and governors in order to develop and improve practice	This is a re-shaping of 2.3 from the 2002/03 Plan to focus more clearly on continuing professional development
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3.1	To develop integrated early education, childcare, family support and health services to give every child the best possible start in life	3.1	To develop integrated early education, childcare and family support and health services to give every child the best possible start in life	SAME
3.2	To develop services for all parents/carers that help them to promote the success of their children	3.2	To develop services for all parents/carers that help them to promote the success of their children	SAME
3.3	To build professional links between health services and the Service to promote the educational and social development of children	3.3	To extend professional links between health services and the service to increase joint approaches to promoting the educational and social development of children	Amended wording to acknowledge that professional links exist and now needs to lead to joint work.
3.4	To expand the range of opportunities for children and young people to develop their knowledge, skills and self-esteem	3.4	To expand the range of out of school opportunities for children and young people to develop their knowledge, skills and self-esteem	3.4 and 3.5 from 2002/03 have been merged in recognition that the preventative strategy focus on the wide range of out of school activities
3.5	To respond rapidly to anticipated or emerging problems of disaffection and anti-social behaviour amongst older children	3.5	To motivate children to prevent them failing at school due to problems with their behaviour	WAS 3.6
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4.1	To ensure practice which secures high achievement in schools is shared within the county for the benefit of every child	4.1	To work in collaboration with specialist schools to develop further provision for gifted and talented pupils inside and outside school	4.1 and 4.2 from 2002/03 have been merged in recognition that the 'Diversity Pathfinder' will result in a network of specialist schools working in partnership with others
4.2	To enhance provision for gifted and talented pupils both in school and through experiences which complement their work at school	4.2	To ensure that children whose family circumstances put them at risk of underachievement have full access to universal provision and targeted services	WAS 4.3
4.3	To ensure that children whose family circumstances put them at risk of under-achievement have full access to universal provision and targeted services	4.3	To target support for children with disability or additional needs to ensure they develop educationally and socially to their full potential	4.4 and 4.5 from 2002/03 have been merged as the actions needed to cover both groups of children
4.4	To identify and target support for disabled children so that they have the opportunity to participate as much as possible in universal services	4.4	To develop further equal opportunities policies and practices	WAS 4.7
4.5	To help children with special needs, including those with a statement of special educational needs, to develop educationally and socially	4.5	To secure a wide range of learning opportunities for adults	WAS 4.8
4.6	To target support on children whose behaviour puts them at risk of being excluded from universal services			NB - The actions associated with 4.6 from 2002/03 are absorbed within 3.5 in 2003/04
4.7	Further to develop equal opportunities policies and practices			
4.8	To secure a wide range of learning opportunities for adults			
5.1	To secure a safe environment for every child including those who are vulnerable	5.1	To secure a safe environment for every child, including those who are vulnerable	SAME
5.2	To work with schools and other agencies on national and local initiatives designed to tackle issues facing children, including the provision of support to specific vulnerable groups	5.2	To work with schools and other agencies, on national and local initiatives designed to tackle issues facing children and young people, including the provision of support to specific vulnerable groups	Minor word change to include 'young people' as well as 'children'
5.3	To recruit, retain and provide support to foster carers and adopters, in order to enhance the service they offer to children	5.3	To recruit, retain and provide support to foster carers and adopters, in order to enhance the service they offer to children	SAME
5.4	To support schools in identifying vulnerable groups and developing responses, including programmes which enhance the achievement of children in public care	5.4	To ensure children in public care have their health, education, social and emotional development needs met	Was 5.5. Wording amended to state more explicitly our commitment to meeting the needs of children in care
5.5	To enable children who enter public care to develop emotionally, socially and educationally	5.5	To enable children who leave public care to be supported in their settings and to assist them in their transition to adulthood	Was 5.6. Minor word change to include support in their settings, to take account of The Children (Leaving Care) Act
5.6	To enable children who leave public care to make a smooth transition to adulthood			
6.1	To enhance management information systems which support the continuous improvement of all services	6.1	To raise the level of ICT skills and awareness	Tackles the same issues as the priorities in 2002/03
6.2	To ensure that ICT systems support the raising of achievement by helping children and adults to learn in school and elsewhere	6.2	To ensure that ICT systems support the raising of achievement by helping children and adults to learn in school and elsewhere	SAME
6.3	To work with schools and other agencies to connect their ICT systems to those within the Department to improve working practices and communications	6.3	To use ICT to integrate the management of knowledge and communications to benefit the work of CSF and partner agencies	See 6.1
6.4	To develop ICT systems which engage with service users and help them to obtain information and services which meet their requirements	6.4	To use ICT to improve the delivery of CSF department services to adults, children and schools	See 6.1

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7.1	To offer service users and stakeholders easily accessible ways by which they can provide feedback on standards of service delivery and influence service development	7.1	To increase the active participation of users, children, parents/carers and stakeholders in the design and delivery of information about services	New priorities in 2003/04 because in 2002/03 we expect to get all the basic systems in place and will need to move on to more pro-active and innovative engagement
7.2	To ensure that all interaction between the Service and its users and stakeholders uses plain and appropriate language	7.2	To increase and improve our ways of listening, responding and feeding back to the users of our services	
7.3.	To ensure that children and families are able to participate in services	7.3.	To increase and improve the participation of service users in the planning and development of services	
7.4.	To ensure that services align with the county and district community strategies via our partnership arrangements and other community based activities	7.4.	To increase and improve participation of voluntary and community groups, schools and other stakeholders in the planning and development of services	
8.1	To implement legislation and to use Government initiatives and funding in ways which will improve services including using opportunities for working with the private sector and other parts of the public sector to deliver services more effectively	8.1	To use government initiatives, funding and public/private partnership to improve services	Improved wording
8.2	To secure continuous improvement through a rolling programme of Best Value Reviews, identify efficiency savings and re-invest them giving priority to preventative work	8.2	To secure continuous improvement through a rolling programme of Best Value Reviews and other reviews, identify efficiency savings and re-invest them giving priority to preventative work	Minor wording change to include 'mini Best Value review'
8.3	To develop contract and commissioning arrangements to secure best value	8.3	To procure and maintain sufficient suitable buildings and equipment that represent value for money and are fit for purpose	Was 8.4. Minor wording change to whole for purpose (i.e 'suitable' in asset Management Planning Terms)
8.4	To procure and maintain sufficient suitable buildings and equipment which are value for money	8.4	To ensure that the planning of school places and admission arrangements support parents/carers, operate cost-effectively and support the raising of school standards	Was 8.5
8.5	To ensure that admission arrangements and the planning of school places meets the reasonable expectations of parents/carers, operate cost effectively and support the raising of school standards			NB - 8.3 from 2002/03 has been removed as we expect significant improvement to be achieved in this year.