

Appendix 1 Learning and Achievement Strategy Priorities 2014

Our Immediate Priorities

The immediate **priorities in 2014** of the Learning and Achievement Strategy are set out below and represent important building blocks for future development and will help to form an important initial agenda for the Partnership Board.

Learning and Achievement Strategy Priorities for 2014		
Priority	Description	Level
Strategy Launch	Launch and establish the Learning and Achievement Strategy	High
Oversight and collaboration	The Learning and Achievement partners will develop a Partnership Board to oversee the delivery of agreed priorities within the Strategy.	High
Communications	Develop effective communications with settings, schools and adult learning about improvement;	High
Agreement	To gain agreement from all partners to a collaborative approach.	High
Self-Evaluation	Establish a supported self-evaluation system and ensure this is effective for settings, schools and adult learning.	High
Schools Causing Concern	Focus on support and challenge to help raise educational achievement and attainment in settings and schools causing concern or in an Ofsted category.	High
Adult Learning	Complete current restructure, procurement and service improvement processes.	High
Statutory Duties	Fulfil statutory duties around Assessment, Moderation, NQTs and Governance;	High
Safeguarding	Contribute to the process of achieving effective levels of safeguarding in settings, schools and adult learning provision.	High
Standards and Performance	Monitor pupil performance, progress and related educational standards across Rutland.	High
Narrow the Gap	Narrow the gap for underachieving and vulnerable groups.	High
Teaching and Learning	Support the continued development of the quality of Learning and Teaching in Rutland.	High
Professional Development	Work with individual schools or groups of schools to facilitate change via the use of relevant and value for money professional services.	High