

Ref.	Best Value Report Recommendations	LEA Response					Lead Responsibility
		Comment	Proposed Action	Actions to date	Stage	Target date	
	Recommendations for the LEA and partners						
R1	<i>The LEA should collect data relating to Foundation Stage Profile in line with DfES circulars and guidance.</i>	This data has not been available to collect as the Profile is new and now provides us with an opportunity to establish robust systems.	CfBT and LEA to formalise the collection of data starting from September 03.	Data at National level is yet to be made available CfBT have integrated the use of Foundation Stage Profile data into guidance for schools in targeting pupil achievement in Key Stage 1 FSP data was collected from schools in July 03 and this is repeating on an annual cycle. Analysis of school and LEA performance are made in September on an annual basis. School information is released along with other Primary performance data in October.	Green		Martin Kaliszewski /Paul Davies
R2	<i>The LEA should work with its strategic partners in CfBT and the EYDCP to achieve consistency of practice across all LEA and PVI providers in the Foundation Stage.</i>	This work has progressed across the work of the EYDCP and School Improvement Service and there is now a 3 year rolling programme of training to support curriculum and leadership practice. Ensuring a co-ordinated approach to training through liaison with EYCDP, EPS and CfBT is in the EYSEN service business plan.	Draft the SLA between EYDCP and CfBT to reflect the recommendations of the Best Value Review.	Foundation stage training offered through comprehensive CPD programme. Leadership and management training and conferences. In-school and clustered consultancy work on consistency in curriculum offer. Transition project with QCA , SIS and 15 schools. The SLA for 04-05 has been agreed	Green	March 2005	Penny Gaunt/ Ruth Szulecki
R3	<i>The LEA should establish a review of the potential for moving to an integrated 3-7 Foundation Phase which extends and combines the learning and curriculum</i>	Further investigation on Welsh experience will be necessary. The EYDCP Educational Psychologist is already starting a research project based upon the work of the EPPE project (the first European longitudinal study of children's	CfBT to action Foundation Stage staff working on Best Value research scholarships. EYDCP to produce interim research report.	Longitudinal project with EAZ schools continues to develop well with Transition Policies between Foundation Stage and Key Stage One being established. Initial curriculum developments in Year One classes, based on Foundation Stage principles have brought encouraging results with increased levels of pupil motivation	Green	March 2005	Jenny Smith/ Nina Siddall

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	<i>philosophy found in the best of our Foundation Stage and Key Stage 1 settings.</i>	development between the ages of 3-7 years) Effective Provision of Pre-School Education Project.		and performance outcomes exceeding teacher expectation. Programme of CPD now established for Year One teachers re Curriculum design and the development of 'Learning Journeys', with the 'blocking' and 'combining' of subject areas. This work reflects the principles of the Primary Strategy 'Excellence and Enjoyment'. The LEA successfully bid for the DfES project through Brunel University, to focus on Foundation Stage and Key Stage One transition and the promotion of Foundation Stage philosophy in the curriculum for Gifted & Talented pupils. This project was launched with two local schools April 2004 and will complete March 2005. The research with Professor Iram Siraj Blatchford of the EPPE has now started and initial; training for those providing support and advice in the Foundation Stage will commence from the Autumn term			
R4	<i>The LEA will collaborate with the CfBT and EYDCP to ensure continuity of curriculum support for PVI early years settings.</i>	Further assessment of collaborative working is taking place as part of the review of the contract between CfBT and EYDCP on support to the Foundation Stage (see R2)	Draft the SLA between EYDCP and CfBT to reflect the recommendations of the Best Value Review.	SLA fully in place, regular reviews and recommendations between EYDCP and SIS.	Green	March 2005	Penny Gaunt/ Ruth Szulecki
R5	<i>The Chief Adviser should provide monitoring reports to the Assistant Director responsible for Early Years to demonstrate the successful</i>	Details of developments are outlined in EDP2. Much of this work is included in the MSSR and the analysis of the Foundation Stage sections. The last MSSR	Report to be made available March 2004 and then termly thereafter.	EDP projects in actions across the LEA. These are reviewed and actions linked to support in SRAS (School Receiving Additional Support) schools as result of MSSR.	Green	March 2005	Penny Gaunt

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	<i>implementation of a Foundation Stage school visit policy. The first monitoring report should be available by January 2004.</i>	takes place in December, therefore reports cannot be available until March.					
R6	<i>Through its contractual arrangements with CfBT, the LEA should ensure that Link Adviser visits to schools from 2003/2004 will include a discrete Foundation Stage focus. In schools which are thought to be underperforming, specialist Foundation Stage Adviser should be allocated.</i>	Details of developments are outlined in EDP2. The implementation of the MSSR and interventions will tackle quality issues although no discrete foundation stage interventions are programmed in for 03-04. The LEA contract with CfBT is focussed on delivering outcomes and does not prescribe/ 'ensure' the means of delivery.	For 04-05 CfBT resources will be reviewed to consider timetabling in discrete interventions.	Foundation stage consultants provide dedicated work in schools through SRAS (School Receiving Additional Support) and consultancy support.	Green	March 2005	Penny Gaunt/ Nina Siddall
	Recommendations for the LEA						
R7	<i>Business development advice should be available to Headteachers who are developing partnerships with PVI providers or co-located or jointly managed settings.</i>	This is available through the EYDCP Childcare Enterprise Manager and the EYDCP Childcare Development Officers. Existing Business Support guidance within the recently launched 'RED Book' (Records and Events Diary) provides guidance on employment issues.	Ongoing	Following the EYDCP staff restructure, there is a childcare development role to work specifically with schools on 'extended schools' projects. There are currently 30 schools and colleges that offer early education. (see list) Schools expressing an interest in extending or providing childcare provision have been offered support and a copy of the RED book The RED book is acknowledged nationally as good practice and is available to other authorities via the Sure Start website	Green		Ruth Szulecki
R8	<i>Stepping Forward should be available to</i>	Stepping Stones and Stepping Forward are	Stepping Forward will be made	The new format of the Stepping Forward Profile has been well	Green	April 2004	Jenny Smith/ Andy Meighan

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	<i>schools and pre-school settings in electronic form.</i>	also used by EYSEN and to a more limited extent by Playlink.	available in electronic form where appropriate to the PVI setting by April 2004.	received by settings and practitioners continue to be supported by an extensive CPD programme. Electronic formats of the National Profile remain developmental and the LEA has not therefore promoted these for use in schools. The processes of assessment required in the Foundation Stage are not entirely compatible with programmes available. An electronic version of Stepping Forward has not therefore been further pursued, combined with very low demand. The focus has been to develop observation skills for assessment and the approaches of Assessment for Learning.			
R9	<i>There should be a review of available research and practice, leading to a review of strategies of target setting for Key Stage 1 and Key Stage 2, paying particular attention to areas where parental support is likely to be ineffective, slight or non-existent.</i>	This recommendation covers 2 areas of work, parent support and target setting. Parenting Support Strategy already details the targeting of LEA activity in identified schools.	CfBT will review KS1 & 2 Target setting. Further scrutiny will be made of effective way of involving parents and developing their trust and support.	Pathway for progress fully in place at KS2 in primary schools. KS1 audit and review of tracking procedures in place KS1. target setting to be developed in KS1 Playlink personnel successful in terms of establishing trust with 'traditionally hard to reach' groups. Developing parental partnership from the outset, through enhanced opportunities for group work, training, keyworking (service co-ordination) and parental support groups now a key focus for the Early Years teaching and Support Service.	Green	Oct 2005	Denise Ford/ Penny Gaunt
R10	<i>The LEA should issue guidelines supporting Foundation Stage Coordinators in developing their links with feeder settings.</i>	There is a pilot project taking place this year using 'Speaking and Listening' skills development activity across schools and their	CfBT will include support for Foundation Stage Co-ordinators to develop links with feeder providers	Satellite Cluster Groups for schools established Spring 2004 and to be extended to Pre-school settings Summer 2004. These clusters are coordinated by practitioners with identified good practice and specialist	Green	July 2004 (ongoing)	Jenny Smith

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	<i>This should lead to increased satisfaction with transition arrangements.</i>	feeder pre-schools. A Foundation Stage guidance folder for all settings is being produced.	within EDP2.	<p>qualifications and experience. They are supported by members of the Foundation Stage Advisory Team. The groups aim to promote moderation of assessments, share effective practice and promote continuity in learning from and between settings to raise standards. Effective networking is already well established between some schools and pre-school providers (eg. Little Horsted, St Pauls (St Leonards), West Rise Infants (Eastbourne). Many schools with PVIs on site have also established effective curriculum continuity and transition arrangements.</p> <p>An extensive CPD programme on Transition has been organised for Summer 04. This programme will meet the needs of Pre-school settings and transition into Reception classes and the needs of Reception teachers as pupils transfer into Key Stage One.</p>			
R11	<i>The LEA should provide a training session for Members to increase their awareness of, the Foundation Stage, early years settings, the work of the EYDCP and how this can support raising attainment.</i>	This briefing should include EYSEN service and Playlink in addition to CfBT and EYDCP.	Encouragement of greater involvement by elected Members in the range and impact of Early Years services provided by the agencies that form the Partnership is to be promoted during the consultation on the next strategic Early Years Development and	<p>Members training activity planned with Foundation contact adviser. Information on MSSR and support to SRAS schools at Foundation stage offered at standards panel to members termly. Cross agency working and shared projects in EDP</p> <p>Cllr Meg Stroude-Cabinet member-Children, Young People and Libraries Has been appointed vice-chair of the Early Years Development and Childcare Partnership. There is member representation from Cllr Mary McPherson and Cllr Jay Kramer who attend Co-ordinator</p>	Green	March 2005	Ruth Szulecki/ Penny Gaunt

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			Childcare Plan. This should help in fostering and promoting the development of quality services at a local level. Specific training/information seminars will be offered within the current financial year.	group meetings			
R12	<i>There is increased differentiation in training sessions and development activities for the Foundation Stage are specifically targeted to meet the specific professional development needs of practitioners and their different settings.</i>	The current strategy of joint training for all Foundation Stage settings has greatly increased the mutual understanding by schools and PVI settings of different styles of working and the quality in the diverse provision in East Sussex, and is therefore an approach which will continue.	Differentiation already features in the joint training programme, which aims to be responsive to the training needs of all practitioners.	Differentiation of CPD programme continues as detailed October 2003. Course evaluations/audits/liaison groups reflect high levels of satisfaction (CPD averages 83% good/very good/excellent judgements). The 2004/5 CPD Training Map clearly reflects an established differentiated programme that is designed to meet local and national priorities.	Green	March 2004 (ongoing)	Ruth Szulecki/ Jenny Smith
R13	<i>Training for Governors should include the use of a broad range of performance data to complement and challenge any findings provided by OfSTED reports.</i>	Governor training has already been provided by Jenny Smith and further support through this report to raise the profile of this work and the attendance at training sessions is welcomed. The LEA is unable to 'challenge' OfSTED reports but can scrutinise and cross reference with local information.	Governors will be provided with a range of performance data relating to school and pupil performance during existing training and further specific training on Early Years will be put into the programme.	Spring Term 04 Programme of Governor Training was completed with very good evaluations. These sessions combined with the Foundation Stage Phase Leaders' Leadership and Management Course, have significantly promoted the profile of the Foundation Stage in schools and for Governors. Pre-Ofsted training for Governors also identifies the Foundation Stage as a discrete stage for evaluation, judgements and reporting. Some schools have identified Governors	Green	July 2004 (ongoing)	Jenny Smith/ Martin Kaliszewski/ Carol Dadswell

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				with specific brief for the Foundation Stage. A further programme of Governor Training Summer 04 will focus on Continuity of Learning and Assessment for Pupils in Foundation Stage and Year One.			
R14	<i>The Foundation Stage Profiles for the schools where teachers are undertaking the Post Graduate Certificate in Early Years at Brighton University are compared in 2004 and 2005 with schools with similar pupil intakes and with all East Sussex schools to compare the impact on attainment.</i>	This recommendation will form part of the evaluations of this training activity.	See Rec 1	This recommendation cannot be further actioned until Autumn 2004. It should, however, be noted that practitioners who undertook the Post Graduate Early Years specialist qualification are fulfilling a number of Satellite Cluster Group Coordinator Roles (Ref R10).	Green	Autumn 2004	Jenny Smith
R15	<i>The LEA should set up recording and monitoring systems to provide data to assess estimated long term savings derived from early intervention.</i>	Agree the difficulty with the various databases across the work of Early Years. Need to be collated/integrated to facilitate better tracking of effective early intervention. This should be capable of monitoring for EY children with SEN i.e. fewer statements, fewer placements in agency schools, fewer special school placements.	The trailblazer IRT project will set up systems for monitoring and recording data.	The IRT Index is now live and will help to track children and the services that they are in contact with For pre-school children with disabilities and SEN and other vulnerable pre-school groups, Curriculum Based Developmental Profiles (CBDP) utilised to obtain baseline data in terms of children's performance at the outset of intervention. Same assessment tool to be used as a follow up in terms of impact. Work ongoing in terms of the subsequent development of a core database for CBDP, allowing for sharing of information, statistical analysis across Early Years. (i.e. linking with No of Statements,	Piloting Green		Alison Jeffery /Denise Ford/ Martin Kaliszewski

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				<p>setting/school, provision of ancillary funding, key worker etc). The Early Years Strategy team has commissioned this project</p> <p>Foundation Stage Profile and KS1 results are held for all pupils who have taken these assessments. Analysis at school and pupil level takes place and will allow for monitoring of pupil groups.</p>			
R16	<i>The LEA should give a high priority to funding a continuation of the current SEN training programme, to further develop the ability of Early Years practitioners to identify and manage SEN within their settings, and to replace skills lost through staff turnover.</i>	Agree	Ongoing	Recruitment of the Area Inclusion team is now complete. A rolling programme of accredited training continues to be delivered. Funding levels have been maintained. Further joint EYDCP and EYSEN projects are being developed through the Early Years Strategy Team			Ruth Szulecki
R17	<i>All pre-school settings should use Stepping Forward to support effective transition to Reception.</i>	The LEA is not able to ensure, only to encourage best practice. Stepping Forward will be made available to all Pre School Settings. (R8)	Pre-schools are given training on the use of the Stepping Forward to promote the value of its use, to support effective transition to reception. This will be updated following the introduction of the new Foundation Stage Profile and further work on transition	PVI settings are strongly encouraged to use Stepping Forward Profiles as their main form of assessment. This academic year 7000 copies of the profile have been distributed to settings and this provision has been supported by a CPD programme to develop appropriate use of profiles and skills of observation. Foundation Stage Consultants have targeted the development of profiles in their visits to settings and as part of their pre-Ofsted support to settings. Practice and implementation is variable but Consultant reports	Green	July 2004 (ongoing)	Jenny Smith/ Denise Ford

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			guidance.	<p>identify an increasing number of settings who are using the profiles well to raise the quality of learning and teaching.</p> <p>The CPD Transition Programme Summer 2004 along with Satellite cluster Group Activities (Ref R10) will actively promote the central role of Stepping Forward Profiles in the transition process and the promotion of Continuity in Learning.</p> <p>Early Years Service support settings in use of stepping Forward Profile assisting with observation and targeted support of individual children with additional educational needs.</p>			
R18	<i>Schools should seek to ensure that all Reception classes have a full-time Teaching Assistant by September 2004.</i>	The LEA is not able to ensure, only to encourage best practice. Current and potential budget constraints on schools may inhibit development.	The LEA will encourage best practice	Training available as stated in Comment column. Encouraged not ensured. Significant issue with funding.	Amber	March 2005	Penny Gaunt
	Recommendation for the EYDCP						
R19	<i>As a means of raising the status of the service, the EYDCP should investigate salary levels in settings and schools and make recommendations covering comparable salary levels for staff with similar levels of professional qualification and comparable levels of responsibility.</i>	The LEA is not able to ensure, only to encourage best practice. Existing Business Support guidance within the recently launched 'RED Book' (Records and Events Diary) provides guidance on employment issues.	The LEA will encourage best practice	Survey of fee structure has been undertaken and is reviewed annually. The EYDCP team give advice and guidance as part of the support and sustainability training. The RED book is issued to all new providers	Green		Ruth Szulecki

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	<i>Additional recommendation</i>						
R20	<i>The task of making appointments of LEA governors should be given to the Standards Panel and steps should be taken to advertise vacancies more widely.</i>	This recommendation would require a change in current policy and practice. The concerns regarding the lack of County Councillor involvement in the appointment of LEA governors are recognised. This practice contrasts with other authorities.	This proposal will be reported to the Governance Committee for consideration.	Report presented to Governance Committee on 21 October as a result of which the Governors' Panel of County Councillors was established to make LEA governor appointments. The first meeting of the Panel was on 02 February 2004. The Panel will meet half termly henceforward	Completed		Rob Graham/ Carol Dadswell