


Post Inspection Action Plan

December 2012

 CCBC_a_greener_place

Contents

Overview	3
Recommendation 1	4
Recommendation 2	11
Recommendation 3	16
Recommendation 4	20
Recommendation 5	24
Arrangements for Monitoring the Plan	30
List of Abbreviations	31
Appendix 1	33

Overview

The Local Authority Education Services for Children and Young People were inspected in July 2012 and all key questions and overall judgements were judged to be adequate. Consequently, the Local Authority is in a category of Estyn Follow Up and will receive a monitoring visit in the autumn term, 2013. The Authority is required to produce a Post Inspection Action Plan which outlines actions which will meet recommendations made and progress will be monitored and reported to SMT, CMT, Cabinet and Scrutiny on a routine basis (please see schedule attached – Appendix 1).

Recommendation 1

Implement improvement strategies and specific actions to improve outcomes for learners especially at key stages 3 and 4.

Context

Since the publication of the Estyn Inspection in July 2012 CCBC has worked with Blaenau Gwent, Newport, Monmouthshire and Torfaen to form the Education Achievement Service which provides school improvement services to the 5 Local Authorities. The service provides support and challenge to all schools and the associated services for literacy, numeracy, foundation phase, Welsh, 21st Century learning/ICT, 14-19 and Governor Support Service.

Since the inspection, the data for key stages 3 and 4 has been published. This shows that improvement is continuous at key stage 3 CSI and the percentage of schools in the bottom quartile of benchmark tables has reduced from 29% to 21%. At key stage 4 in 2011, performance was above average in 3 out of the 5 main indicators (Level 1 threshold, level 2 threshold and capped wider points score), while being average in the other 2 indicators (CSI and Level 2 threshold including English/Welsh and maths). In 2012, performance was above average in 2 of the indicators (CSI and Level 2 threshold including English/Welsh and maths) and below average in the other 3 indicators (Level 1 threshold, Level 2 threshold and capped wider points score).

What is to be done	By Whom	External Support	Timescale	Resources
The Education Achievement Service (EAS) will implement a revised intervention framework agreed with CCBC to provide clarity and transparency for EAS intervention in schools and for reporting and decision making at LA level.	System Leaders for all Caerphilly schools	EAS	Jan 2013	Existing within the EAS
Confirm arrangements for sharing data between the LA and the EAS and develop a range of school performance profiles to support schools.	EAS Learning Information Support Team	EAS	April 2013	Existing within the EAS
Establish a task group to build on and strengthen quality approaches to teacher assessment and the tracking of pupil progress leading to a focus on individual pupil performance and effective intervention for identified groups.	Head of Performance, EAS with representative headteachers and systems Leaders for Caerphilly schools	EAS	Jan 2013	Existing within the EAS Headteachers across primary, secondary and special schools
Introduce 'School Secure' to share all school performance information and to ensure a common understanding between schools, LA inclusion, finance, HR staff and the EAS of school performance and improvement priorities.	Head of Performance, EAS	EAS	December 2012	At key stages 3 and 4 £15,000 PA hosting and development cost within Budget

What is to be done	By Whom	External Support	Timescale	Resources
Fortnightly meetings between the EAS Senior Systems Leader for Caerphilly with Manager, LEI and key LA officers for ALN, and other key departments.	Senior System Leader (West) / Manager, LEI	EAS	December 2012	
Further embed strategies for raising levels of boys' achievement to reduce the gap in performance with girls.	Systems Leaders Literacy and Numeracy Leads, EAS			
Implement SEWC literacy strategy with a focus on schools underachieving at key stages 3 and 4 in English. This will include building on the local Skills Strategy, developing specialist and outstanding teachers, effective assessment and moderation arrangements, and improving strategies for teaching, learning, intervention and catch-up.	SL Literacy Team Leader, EAS	EAS	January 2013	SEG Grant; PDG grant. 2013 – 2014 to include contribution from school SEG funds
Implement SEWC numeracy strategy with a focus on schools underachieving at key stages 3 and 4 in mathematics. This will include developing specialist and outstanding teachers, effective assessment and moderation arrangements, and improving strategies for teaching, learning, intervention and catch-up.	Numeracy Lead, EAS	EAS	January 2013	SEG Grant; PDG grant. 2013 – 2014 to include contribution from school SEG funds

What is to be done	By Whom	External Support	Timescale	Resources
Evaluate the impact of the EAS literacy and numeracy strategies on Caerphilly schools.	LEI Manager / Schools Leadership Teams		September 2013	Existing resources
<p>Using the Reading Test Data from 2012, identify target groups of pupils within key stage 3 and work with school leaders to implement effective intervention programmes.</p> <p>Use data collated in 2013 to evaluate the impact of these interventions.</p>	Senior Adviser, ALN/School Effectiveness		<p>October 2012</p> <p>May 2013</p>	
<p>Provide training for Heads of English and mathematics departments and their line managers, at the Welsh Government/ London Education programme for addressing performance in GCSE examinations.</p> <p>School leaders to implement recommendations from the training.</p>	Literacy and Numeracy Leads, EAS	EAS	January 2013	Existing within the EAS

What is to be done	By Whom	External Support	Timescale	Resources
Target the EAS leadership development programme “Entitlement to Leadership” on underperforming schools to ensure a clear understanding of data, effective self-evaluation and planning for improvement, and the role of middle managers in improving standards.	Curriculum Lead, EAS	EAS	Jan 2013	2012 – 2013: Within existing budget. 2013 – 2014 to include contribution from school SEG funds
Target the development programme for aspiring middle and senior leaders on underperforming schools with a focus on improving standards.	Curriculum Lead, EAS	EAS	February 2013	2012 – 2013: Within existing budget. 2013 – 2014 to include contribution from school SEG funds
Develop the “Associate Systems Leaders” Programme to develop the capacity of Headteachers to provide effective support and intervention to their peers in conjunction with EAS monitoring and intervention strategies.	Managing Director, EAS	EAS	January 2013	Within existing budget
Implement the EAS specialist HR strategy to support schools in dealing with underperformance in leadership and teaching.	Managing Director, EAS	EAS	January 2013	Within existing budget

What is to be done	By Whom	External Support	Timescale	Resources
Agree with schools targets and associated actions for pupils with FSM and LAC and other identified vulnerable groups. Establish and implement tracking systems to enable the progress of these groups to be monitored and evaluated.	Systems Leaders		January 2013	Within existing budget
Review systems for managing attendance in all school settings. Identify clear actions and associated targets.	Systems Leaders	EAS	September 2012	Within existing budget
Establish an intervention programme for Welsh as a second language for targeted schools in key stage 3 and 4.	Systems Leaders Welsh and EAS Welsh Service	EAS	September 2012	Within existing budget plus 0.5 secondment
The Youth Service will capture all qualification-related activity through the implementation of a revised data management system. Increase opportunities for young people to gain formal accreditation in programmes followed.	Interim Manager, Community Education		January 2013	

What is to be done	By Whom	External Support	Timescale	Resources
<p>Success Criteria</p>	<p>The agreed EAS Intervention Framework is implemented consistently across all schools, identifying appropriately challenging targets for achievement, with associated levels of EAS and LA support for leadership and teaching and learning. Progress against school targets and planned actions are reported by exception to the CEO and Manager, LEI through fortnightly meeting with the Systems Leaders. 100% of targeted underperforming English and mathematics departments attend the EAS and Welsh Government/London Education programmes with their line managers, with action plans implemented in each department.</p> <p>Improved levels of performance:</p> <ul style="list-style-type: none"> • At key stage 3, the CSI to increase from 68% to 75% (to be confirmed). • At key stage 3, the number of schools below the median will decrease from 65% to 44%. • At key stage 3, reduce the gender gap at CSI from 14% in 2012 to 5% in 2014. • At key stage 4, in Level 2 threshold including English and maths, an increase from 45% to 50% (to be confirmed). • Attendance in secondary schools to rise from 91.7% to 92.5% (to be confirmed). • At key stage 4/5, learners gain more nationally recognised qualifications as a result of increased opportunities being provided in non-formal and formal settings. 			
<p>Monitoring</p>	<p>The delivery of school improvement services are monitored through the EAS Joint Executive SMT, CMT and Scrutiny processes. Progress towards the meeting of the targets within this plan will be reported and subsequently challenged through these settings.</p>			
<p>Lead Officer</p>	<p>Managing Director, Education Achievement Service</p>			

Recommendation 2

Strengthen the level of challenge to its secondary schools.

Context

Since the publication of the Estyn Inspection in July 2012 CCBC has worked with Blaenau Gwent, Newport, Monmouthshire and Torfaen to form the Education Advisory Service which provides school improvement services to the 5 Local Authorities. The service provides support and challenge to all schools and the associated services for literacy, numeracy, foundation phase, Welsh, 21st Century learning/ICT, 14-19 and governors' support.

The team of System Leaders appointed to deliver support and challenge to Caerphilly secondary schools have strong recent and relevant experience of successful leadership at LA and School level. Particular care has been taken to engage professionals with experience of successfully raising standards.

What is to be done	By Whom	External Support	Timescale	Resources
The Education Achievement Service (EAS) will implement a revised intervention framework agreed with CCBC to provide clarity and transparency for EAS intervention in schools and for reporting and decision making at LA level.	System Leaders for all secondary schools	EAS	April 2013	Existing within the EAS
Establish and agree with schools, the EAS and LA clear and concise intervention plans, based on the SEWC Intervention Framework.	Manager, LEI and Head of Performance, EAS	EAS	April 2013	Existing within the EAS
Senior officers work closely with the EAS to ensure appropriate intervention when schools do not improve, including the use of the LA's full range of powers to improve these schools quickly.	Corporate Director Cabinet Member Manager, LEI Senior Systems Leader, EAS	EAS	January 2013	Existing resources
Implement quality assurance process for Systems Leaders and LA officers' activity reports, school commentaries and judgements.	Head of Performance, EAS, in conjunction with Manager, LEI and Corporate Director	EAS	December 2012 and On-going	Existing within the EAS

What is to be done	By Whom	External Support	Timescale	Resources
<p>Through data analysis, identify under-performing departments in English and Maths. Heads of Departments will work with the Literacy and Numeracy Teams in the EAS to agree actions to effect improvement. Challenging targets will be agreed.</p> <p>Identify specific schools requiring support at leadership level. Design bespoke programmes to support their development</p>	<p>Literacy and Numeracy Leads, EAS /</p> <p>Head of Performance, EAS</p>	<p>EAS</p>	<p>January 2013</p>	<p>SEG Grant; PDG grant 2013 – 2014 to include contribution from school SEG funds</p>
<p>Current WG Banding information is used to target interventions into schools in Band 4 and 5, to support the development of focused action plans which are costed and monitored rigorously by the System Leader.</p> <p>Schools in Bands 1, 2 and 3 continue to have increased expectations and set themselves challenging targets.</p>	<p>Head of Performance, EAS.</p>	<p>EAS</p>	<p>January 2013</p>	<p>Within existing resources</p>
<p>Where schools have been successful in raising standards in 2011-2012, Systems Leaders will work with school leaders to evaluate plans and strategies implemented and ensure that continuous improvement is, therefore, secured and new targets set remain challenging.</p> <p>Identify good practice and share across the Consortium.</p>	<p>Head of Performance, EAS</p>	<p>EAS</p>	<p>January 2013</p>	<p>Within existing resources.</p>

What is to be done	By Whom	External Support	Timescale	Resources
Evaluate the impact of the EAS literacy and numeracy strategies on Caerphilly schools.	Manager, LEI		September 2013	Existing resources
Implement the EAS specialist HR strategy to support schools in dealing with underperformance in leadership and teaching.	Managing Director, EAS	EAS	January 2013	Within existing budget
Improve information at individual school level to Scrutiny to strengthen Member challenge on underperformance.	Corporate Director	EAS	July 2013	Within existing budget

Success Criteria	<p>Evaluations of judgements and recommendations of Systems Leaders demonstrate robust use of data, appropriately challenging targets for pupil achievement and clear, focussed actions to secure improvement. The agreed EAS Intervention Framework is implemented consistently across all schools, identifying appropriately challenging targets for achievement, with associated levels of EAS and LA support for leadership and teaching and learning. Progress against school targets and planned actions are reported by exception to the Corporate Director and the Manager of LEI through fortnightly meeting with the Systems Leaders. 100% of targeted underperforming English and mathematics departments attend the EAS and Welsh Government/London Education programmes with their line managers, with action plans implemented in each department. Evaluation of the impact of the EAS literacy and numeracy demonstrate a positive impact on pupils' performance at key stage 3 and 4.</p> <p>Improved levels of performance in all 5 indicators of performance at key stages 3 and 4.</p>
Monitoring	<p>The delivery of school improvement services are monitored through the EAS Joint Executive SMT, CMT and Scrutiny processes. Progress towards the meeting of the targets within this plan will be reported and subsequently challenged through these settings.</p>
Lead Officer	<p>Managing Director, EAS</p>

Recommendation 3

Improve the robustness of self-evaluation and target setting.

Context

At the time of the inspection, Self Evaluation was at an early stage of development and processes were not embedded across all of the Directorate departments. Targets were not always sufficiently linked to plans. However, since July, processes for self evaluation have been strengthened and have been extended across all departments. Lead officers have a clear understanding of the need for a rigorous and robust approach and contribute well. A schedule for challenge meetings is in place and involves all service managers, senior management team, Cabinet Member and the Corporate Management Team. Targets have been reviewed this term and progress against them have been reported to Scrutiny.

The Directorate has now completed a full cycle of the new planning arrangements and targets are becoming more sharply focused and challenging. Use of data is improving and the tracking of formal and non-formal qualifications is a new development. Also for the first time this year, there is tracking of particular groups of pupils, including those entitled to free school meals, looked after children and other vulnerable groups. Their attendance and performance are closely monitored.

What is to be done	By Whom	External Support	Timescale	Resources
Include a schedule of self-evaluation activities and timescales in the current planning cycle for challenge meetings and reporting so that the culture of self evaluation and target setting becomes further embedded.	Manager, LEI/ Assistant Director, Planning & Strategy	EAS	October 12	Staffing 50 days
Update summative SER termly.	Identified Lead Officers	EAS	November 12 March 13 June 13	Staffing 20 days
Each service to produce a summary and judgement for their area.	Identified Lead Officers	EAS	December 12 April 13 July 13	Staffing 20 days
Undertake challenge meetings for each area, adjust judgements accordingly and identify action points and timescales.	Lead Officers	EAS	January 13 April 13 July 13	Staffing 50 days
Updated SE summary report presented to SMT, Cabinet Member and Scrutiny termly. Outcomes from these meetings are noted and actioned.	Manager, LEI/ Assistant Director, Planning & Strategy	EAS	April 13 July 13 November 13	Staffing 20 days

What is to be done	By Whom	External Support	Timescale	Resources
Review all targets set to ensure a sharp focus on standards, particularly at KS3-4. Report to SMT termly and use to inform the schedule of visits with the EAS.	Senior Management Team	EAS	December 12 March 13 September 13	Staffing 10 days
Identify vulnerable groups of learners and track progress. Report the progress to SMT bi-annually. Include a focus on qualifications followed through the Youth Service and the performance of pupils entitled to free school meals	Manager, LEI/ Data Manager	EAS	January 2013 September 2013	Staffing 10 days
Lead Officers to report on progress towards targets at SMT and Scrutiny.	Lead Officers	EAS	January 13 July 13 September 13 Dec 13	Staffing 10 days
Review and monitor schools' targets in line with the EAS policy.	Managing Director, EAS/ Corporate Director	EAS	January 2013	Staffing 10 days

Success Criteria	There is an established annual planning cycle which is updated termly. Outcomes inform actions which are included in the subsequent DIP and SIP. Self Evaluation practice is embedded across the Directorate and is instrumental in securing improvement. Lead officers work with their teams to identify strengths and areas for development. Summaries of these findings are presented and judgements are challenged with action points identified. This process is reviewed continuously within an agreed timetable and work is focused on raising standards. The summative SER is written in a very rigorous style and accurately identifies areas for improvement. The report draws upon high levels of activity and sophisticated systems which are embedded across the Directorate. Relevant stakeholders are involved. Challenging targets are set from thorough analysis of data held within the tracking systems, and are linked to the areas identified through Self Evaluation. Progress is reported to SMT, CMT and Scrutiny, where performance is challenged.
Monitoring	Self Evaluation and target setting processes are monitored through SMT, CMT and Scrutiny processes. Progress towards the meeting of targets is reported and subsequently challenged through these settings.
Lead Officer	Manager, LEI

Recommendation 4

Align corporate and partnership strategic planning processes in order to make best use of available resources to improve outcomes for children and young people.

Context

The authority is working towards aligning the corporate and statutory partnership planning processes in order to identify a common purpose for all strategic plans and ensure greater consistency across all provision. To achieve the Single Integrated Plan, a Unified Needs Assessment has been undertaken which identifies the needs across the County Borough, including the outcomes for children and young people. A single process that embeds firm links between planning and an appropriate focus on improving outcomes for learners, will contribute towards a measurable improvement in standards. It will also provide improved consistency in target setting, monitoring and evaluation across the Council and key stakeholders.

The Single Plan will establish a set of priorities for the authority, identified through the needs assessment, and provide a structure for all corporate and statutory partnership plans. This level of consistency across the planning process will ensure that all plans are aligned to needs across the County Borough and ensure that key priorities that focus on education are consistently communicated between key strategic documents. This process will identify a framework for accountability throughout the planning process from the Local Service Board, through to individual services.

The Single Plan will be divided into 5 key themes, of which Education and Lifelong Learning will make a significant contribution to the 'Learning' outcome, whilst contributing to outcomes within the additional areas of Safer, Prosperous, Healthier and Greener. This plan will establish a platform for all outcomes which impact upon children and young people and provide the authority with the opportunity to take advantage of situations that present an opportunity to plan effectively and strategically with key partners and where possible make best use of resources.

What is to be done	By Whom	External Support	Timescale	Resources
Engage all corporate and statutory partnerships in establishing a Single Planning Process.	Lead Officer, Single Plan	Welsh Government Guidance	November 2012	Within existing resources
Undertake a unified needs assessment and ensure that representatives from Education and Lifelong Learning provide data, information and input into the assessment.	Lead Officer, Single Plan/Partnership Co-ordinators	Coactiva	Monday 12 th / Tuesday 13 th / Monday 19 th / Tuesday 20 th November	
Analyse the needs assessment and develop a draft plan for consultation ensuring that the needs for children and young people are clearly identified.	Lead Officer, Single Plan and the writing team		November / December 2012	
Undertake a statutory 12 week consultation process that engages citizens and stakeholders	Lead Officer, Single Plan		December 2012 – February 2013	
In addition to consulting with children and young people directly, ensure that their key services are also engaged in the consultation process and are aware of priorities moving forward for 2013.	Corporate Director/Chair CYPP, Manager, LEI	EAS	December 2012 – February 2013	
Amend the plan, as appropriate, as a result of consultation and take the final document through the council process of approval.	Lead Officer, Single Plan / Chairs & Vice Chairs / Partnership Group	Key stakeholders	March – April 2013	

What is to be done	By Whom	External Support	Timescale	Resources
In line with the Single Planning process, develop a performance management framework to monitor progress and increase accountability of partners.	Lead Officer, Single Plan and LSB	Partners	March 2013	Within existing resources
Undertake a new planning cycle from 1 st April 2013 that ensures all plans within Education and Lifelong Learning i.e. Service Improvement Plans, Directorate Improvement Plans are aligned to the Single Plan and Council Priorities.	Led by Corporate Director, Senior Management Team and Lead Officer, Planning & Performance		March – April 2013	Within existing resources
Undertake a review of the Education and Lifelong Learning strategic and operational planning at the end of Quarter 1 in the planning cycle	Led by Corporate Director, Senior Management Team and Lead Officer, Planning & Performance	Performance Management Unit	July 2013	Within existing resources
Review the level of engagement of key Education and Lifelong Learning staff within multi agency groups and boards, ensuring that partnership working is effective to raise standards for children and young people	Led by Chair CYPP, embedded by Senior Management Team	Key Stakeholders and CYPP Board	July 2013	Within existing resources

What is to be done	By Whom	External Support	Timescale	Resources
Undertake a review of the Education and Lifelong Learning strategic and operational planning at the end of Quarter 2 in the planning cycle	Led by Corporate Director, Senior Management Team and Lead Officer, Planning & Performance	Performance Management Unit	October 2013	Within existing resources
Success Criteria	<ul style="list-style-type: none"> • Single Plan developed and finalised by April 2013. • Single process for planning is adopted within the authority, aligning opportunities to work collaboratively. • The partnership planning process is consistent across the authority • Data is monitored and evaluated to allow for the development of improved provision and outcomes for children and young people. 			
Monitoring	<ul style="list-style-type: none"> • The progress and outcomes of the Single Plan will be monitored by the Local Service Board, set within a clear framework of accountability. • Within the Directorate the plan will be monitored internally by the Corporate Director and SMT every quarter starting in July 2013. Progress of the SIPs will be tracked against priorities identified in the Single Plan. • The Children and Young Peoples Partnership Board will monitor and report on outcomes for children and young people against the criteria for Families First. 			
Lead Officer	Lead Officer, Planning and Performance			

Recommendation 5

Take urgent action to reduce surplus capacity in schools generally and secondary schools in particular.

CONTEXT

Since the Estyn Inspection in 2009 CCBC has produced a transformational Strategic Outline Programme (SOP) with the express aim of meeting the modernisation agenda and raising standards. The SOP has been evaluated by Welsh Government (WG) as high quality, ranking joint highest with 2 other LAs across Wales. The SOP and 21st Century Schools Strategy was developed in conjunction with a Stakeholder Group, whose membership is representative, broad and diverse.

WG requested revised bids (SOP2) in November 2011. WG supported CCBC's entire £92m revised bid in December 2011. This bid will address increased Welsh Medium secondary demand, subsequently reduce English Medium surplus secondary places and improve condition, suitability, sufficiency and sustainability of school buildings.

In **Primary** an increase of 481 pupils is projected from 2012-2014, followed by a reduction of 645 pupils from 2014-2018. Based on WG's latest published All Wales analysis (January 2011) CCBC had 21.4% surplus places. Based on September 2012 actuals, this figure has reduced to 17.5% with projections indicating that this will reduce further to 11.3% by September 2015.

With the decline in primary pupil numbers from that date, primary surplus places begin to rise again which will require consideration of primary rationalisation proposals and/or revision of usage of primary school accommodation, primarily in Band B of the 21st century schools programme.

In **Secondary** there has been a gradual decline in pupil numbers since 2003 with a further reduction in English Medium of 1034 projected by 2022. During this corresponding period it is projected that Welsh Medium secondary pupils will increase by 939. Based on WG's latest published All Wales analysis (January 2011) CCBC had 16.7% surplus places. Based on September 2012 actuals, this figure has increased to 21.7% with projections indicating that this will increase further to 29.5% by 2022 without any secondary rationalisation.

The SOP2 bid will remove 3000 surplus places out of an estimated All Wales total of 23,000 this being twice the Council's proportionate amount. The outcome of effective school organisation planning will be to provide enough school places in the right areas to meet future demand.

The outcome from all of the above should result in both primary and secondary surplus places being below 10% by the end of Band A of the 21st Century Schools Programme (March 2021).

What is to be done	By Whom	External Support	Timescale	Resources
Update strategic plans (Schools Asset Management Plan 2012-2021 and School Places Plan 2012-2021) to reflect September 2012 data.	Senior Officer, 21 st Century Schools	N/A	31 December 2012. Updated annually thereafter	Staffing 10 days
Conduct a thorough review of individual primary school capacity to ensure accuracy and compliance with present usage.	Senior Officer, 21 st Century Schools	WG determination re any disputed proposed changes	31 March 2013	Staffing 40 days
Conduct a thorough review of individual secondary school capacity to ensure accuracy and compliance with present usage.	Senior Officer, 21 st Century Schools	WG determination re any disputed proposed changes	31 December 2012	Staffing 15 days
Review and update capacity of all schools on an annual basis.	Senior Officer, 21 st Century Schools	N/A	31 January 2013 & annually thereafter	Staffing 10 days

What is to be done	By Whom	External Support	Timescale	Resources
<p>Implement phase 1 of secondary rationalisation to reduce number of secondary school places. Process to be followed includes:</p> <ul style="list-style-type: none"> • Decision in principle to proceed • Review school catchment areas • Informal consultation phase • Formal consultation • Statutory Notice • Strategic Outline Case • Outline Business Case • Final Business Case 	21 st Century Schools Team	<p>WG re:</p> <ol style="list-style-type: none"> 1. Ministers' decision in the event of statutory objections, and 2. Evaluation and approval of SOC, OBC & FBC 	<p>As detailed below</p> <p>January 2013</p> <p>February 2013</p> <p>February 2013</p> <p>April/May 2013</p> <p>June/July 2013</p> <p>March 2013</p> <p>July 2013</p> <p>March 2014</p>	<p>Staffing 50 days, plus printing & postage 5k</p> <p>Capital cost TBC</p>
Review post-16 arrangements in the context of the evolving 14-19 agenda.	Lead Officer, 21 st Century Schools	WG, LAN and EAS re 14-19 policy development	31 July 2013	Staffing 25 days
Review secondary rationalisation timescales in the event of any significant changes in circumstances e.g. WG borrowing initiative.	Lead Officer, 21 st Century Schools	WG re new policy initiatives	Dependent on any WG policy changes	Dependent on proposal(s)

What is to be done	By Whom	External Support	Timescale	Resources
Review primary school places in the medium term in the context of falling pupil rolls with a view to further rationalisation in Band B.	Senior Officer, 21 st Century Schools	Senior Officer, 21 st Century Schools	January to June 2014	Staffing 20 days. Capital cost TBC
Review of small primary schools (below 100 pupils) and those with more than 25% of their capacity unfilled with a view to further rationalisation in Band B.	Lead Officer, 21 st Century Schools	WG re Ministers' decision in the event of statutory objections	31 December 2013	Staffing 5 days. Capital cost TBC
<p>Ensure all SOP2 bids are compliant to maximise £92m grant. Process to be followed includes:</p> <ul style="list-style-type: none"> • Decision in principle to proceed • Review school catchment areas • Informal consultation phase • Formal consultation • Statutory Notice • Strategic Outline Case • Outline Business Case • Final Business Case 	Lead Officer, 21 st Century Schools	<p>WG re:</p> <ol style="list-style-type: none"> 1. Ministers' decision in the event of statutory objections, and 2. Evaluation and approval of SOC, OBC & FBC 	Ongoing process from now to March 2021 based on present timescales	Staffing 150 days. Capital cost up to £92m

What is to be done	By Whom	External Support	Timescale	Resources
Update of condition survey data – all schools.	Corporate Property	Successful contractor, following tender	Phased over 2013/14 financial year	Staffing 10 days to update plans and revise costings

Success Criteria	21 st Century Schools Band A Programme met and both primary and secondary surplus places are below 10% by the end of Band A of the 21 st Century Schools Programme.
Monitoring	This will be conducted through scheduled updates to Senior Management Team, Corporate Management Team, 21 st Century Schools Board meetings and regular updates to Scrutiny, Cabinet and Council, as per agreed statutory processes and post inspection action plan schedule.

Lead Officer	Lead Officer, 21 st Century Schools
---------------------	--

Arrangements for monitoring whole plan

The Post Inspection Action Plan (PIAP) will be submitted in January, 2013. The draft has been shared with all stakeholders, Scrutiny Committee, Cabinet Member in December, 2012.

Progress towards the PIAP targets will be reviewed through weekly Senior Management Team meetings, as appropriate, Corporate Management Team meetings, Headteacher meetings and Scrutiny and Cabinet.

List of Abbreviations

CCBC – Caerphilly County Borough Council
CMT – Corporate management team
CSI – Core Subject Indicator
CYPP – Children and Young Peoples Plan
DIP – Directorate Improvement Plan
EAS – Education Achievement Service
FBC – Final Business Case
FSM – Free School Meals
HR – Human Resources
ICT – Information and Communications Technology
LA – Local Authority
LAC – Looked After Children
LAN – Local Area Network
LEI – Learning, Education and Inclusion
OBC – Outline Business Case
PDG – Performance Deprivation Grant
PIAP – Post Inspection Action Plan
SE – Self Evaluation
SEF – School Effectiveness Framework
SEG – School Effectiveness Grant
SER – Self-Evaluation Report
SEWC – South East Wales Consortium
SIP – Service Improvement Plan
SMT – Senior Management Team
SOC – Strategic Outline Case
SOP – Strategic Outline Plan
WG – Welsh Government

POST INSPECTION ACTION PLAN : FORWARD PROGRAMME : 2013

	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
	2012	< ===== 2013 =====>											
Activity													
Draft PIAP to Scrutiny	1-5												
Progress report to PM Scrutiny						1-5						1-5	
SMT and Cabinet Member scrutinise progress		1-5			1-5			1-5			1-5		
CMT quarterly progress report				1-5			1-5			1-5			1-5
Re-inspection by ESTYN											1-5		
Update DIP and SIPs to reflect September 2012 data				5									