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Date: 9th March 2016

Dear Sir/Madam,

A meeting of the **Cabinet** will be held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 16th March, 2016** at **2.00 pm** to consider the matters contained in the following agenda.

Yours faithfully,

A handwritten signature in blue ink that reads 'Chris Burns'.

Chris Burns
INTERIM CHIEF EXECUTIVE

A G E N D A

	Pages
1 To receive apologies for absence.	
2 Declarations of Interest. Councillors and Officers are reminded of their personal responsibility to declare any personal and/or prejudicial interest(s) in respect of any item of business on the agenda in accordance with the Local Government Act 2000, the Council's Constitution and the Code of Conduct for both Councillors and Officers.	
To approve and sign the following minutes: -	
3 Cabinet held on 2nd March 2016.	1 - 6

To receive and consider the following reports on which executive decisions are required: -

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4	Education Achievement Service (EAS) Business Plan 2016-2017.	7 - 256
5	Closure of the Key Stage 2 Specialist Resource Base for Children with Hearing Impairment at Hendre Junior School, & Re-Designation of the Social Inclusion Class at Cefn Fforest Primary School: Outcome of the Formal Consultation Process.	257 - 280
6	Velothon Wales 2016 - Proposed Road Closures.	281 - 310
7	Council Tax Discretionary Reduction Policy - Section 13A (1) (C).	311 - 322
8	To receive and consider the following reports, which in the opinion of the Proper Officer may be discussed when the meeting is not open to the public and first to consider whether the Public Interest Tests requires that the meeting should be closed to the public for consideration of these items.	323 - 324
9	Write-Off of Debts Over £20,000 - NNDR Arrears for LTD Companies.	325 - 328

Circulation:

Councillors Mrs C. Forehead, N. George, D.T. Hardacre, K. James, Mrs B. A. Jones, R. Passmore, D.V. Poole, K.V. Reynolds, T.J. Williams and R. Woodyatt,

And Appropriate Officers.



CABINET

MINUTES OF THE MEETING HELD AT PENALLTA HOUSE, TREDOMEN ON WEDNESDAY 2ND MARCH 2016 AT 2.00 P.M.

PRESENT:

Councillor K. V. Reynolds – Chair

Councillors:

N. George (Community and Leisure Services), D.T. Hardacre (Performance and Asset Management), K. James (Regeneration, Planning and Sustainable Development), B. Jones (Corporate Services), R. Passmore (Education and Lifelong Learning) and T.J. Williams (Highways, Transportation and Engineering).

Together with:

C. Burns (Interim Chief Executive), C. Harry (Corporate Director - Communities), N. Scammell (Acting Director of Corporate Services and S151 Officer) and D. Street (Corporate Director – Social Services).

Also in Attendance:

M. Headington (Principal Officer: Outdoor Facilities and Bereavement Services), K. Cole (Chief Education Officer), L. Travis (Senior Community Education Manager), C. Jones (Head of Performance and Property), D.A. Thomas (Senior Policy Officer) and C. Evans (Committee Services Officer).

1. APOLOGIES FOR ABSENCE

Apologies for absence were received from Councillors C. Forehead, D.V. Poole and R. Woodyatt.

2. DECLARATIONS OF INTEREST

Councillor R. Passmore declared an interest in the item relating to Outdoor Bowls Clubs, details are minuted with the respective item.

3. CABINET – 17TH FEBRUARY 2016

RESOLVED that the minutes of the meeting held on 17th February 2016 (minute nos. 1 - 8) be approved and signed as a correct record.

MATTERS ON WHICH EXECUTIVE DECISIONS WERE REQUIRED

4. OUTDOOR BOWLS CLUBS

Councillor R. Passmore declared an interest in this item (a family member is an employee at a Bowls Club within the Borough) and left the meeting during its consideration.

In July 2014, a report was considered by the Regeneration and Environment Scrutiny Committee as part of the Medium Term Financial Plan (MTFP) proposals, in which one of the recommendations was the closure of six out of the twenty-one bowling greens managed by the Authority to achieve £100K financial savings (£50K in 2015/16 and £50K in 2016/17).

Members resolved that all clubs should be consulted and given the option to take up self-management. Officers and the Cabinet Member met with all clubs on the 17 October 2014 to set out the various proposals. It was agreed that officers would meet clubs on an individual basis, thereafter to discuss self-management. It was later resolved by Cabinet that the range of MTFP Budget Proposals be approved, including the rationalisation of bowling greens.

The report outlined that having held meetings with 35 clubs across the borough, the clubs were accepting of the proposals, which included proposals for clubs to undertake non-specialist maintenance and operations, for which an annual grant would be provided by the Authority, which will reduce per annum, and eventually result in the clubs being more self-sufficient.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report: -

- (i) in noting that Bowling rationalisation was recommended and approved by Cabinet on the 14th October 2015, the implementation of self-management across the remaining 20 bowling greens within the county borough be approved;
- (ii) the proposals outlined in paragraphs 6.1 to 6.5 of the Report be approved, which will allow the Authority to achieve financial savings phased over the next 2 financial years;
- (iii) it be noted that, as set out in paragraph 4.5 of the report, users of the facility at Abertridwr Park have already indicated that they do not wish to be considered for self-management.

5. THE REGISTRATION OF PUPILS WHO ARE EDUCATED OTHER THAN AT SCHOOL (EOTAS)

The report sought the approval of Cabinet of the process for the registration of pupils who are educated other than at school (EOTAS).

It was noted that the majority of pupils settle successfully in schools and make progress. However, a relatively small number of pupils across the authority have needs that cannot be met within a school setting. Some of these pupils are too vulnerable to cope with a school environment, whilst others present behaviours that are too challenging for a mainstream school.

The Local Authority (LA) has identified alternative provision for these pupils and organises and funds this. The pupils have remained on the roll of the main school but they have no interaction with it, so their registration becomes academic. It would be more reasonable for the pupils attending full time provisions to be registered at the Pupil Referral Unit (PRU) which is the hub of the LA's EOTAS provision. A number of these pupils could return to education at school.

It was proposed that, where pupils are educated off site in full-time provision independent of the school, they will be registered at the PRU. This is because they have no meaningful contact with the school and often will never have done so. Where pupils in need of an alternative curriculum are educated through collaborative arrangements between schools, they should remain on their respective school roll.

Members thanked the Officer for the report and the extensive work input in order to achieve these recommendations. Officers highlighted that, whilst this may seem like a minor change, it forms part of a wider review of EOTAS provision, which aims to provide all pupils, regardless of ability with the opportunity to achieve their best.

A Member sought further information on the number of children now schooled at home. Officers highlighted there are currently 43 pupils being schooled at home, which has seen an increase since Christmas. Members were reassured that checks are conducted to ensure that pupils are being properly educated, and any safeguarding issues would be raised immediately with Social Services. In addition, it was noted that further checks are being conducted with these families to determine the reasons for leaving the Local Authority School System.

Following consideration and discussion, it was moved and seconded that the recommendations in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report:

- (i) it be agreed that all pupils who receive full-time education provision away from the school site, be registered at the Pupil Referral Unit (PRU);
- (ii) where schools make local arrangements for alternative provision, pupils remain on their respective school rolls.

6. EUROPEAN SOCIAL FUND (ESF) PROJECT: INSPIRE 2 WORK 2014-2020

The report provided Cabinet with information on the current status of the Inspire 2 Work Project and sought approval for the use of earmarked reserves to be used for match funding for this operation.

Members noted that despite the recent upturn in the economy, unemployment and economic inactivity is still an issue for concern in the County Borough. Since 2013, Officers have participated in the development of regional proposals seeking to build on the success of employment support operations delivered under the 2007-13 ESF Programme, including Bridges into Work, Pre-Vent and Working Skills for Adults.

A number of operations have been approved by the Welsh European Funding Office (WEFO) and others are at an advanced stage of development, nearing approval. Those approved include the WG led Communities4Work operation, that matches some of their investment in the Communities First Programme, with Communities First teams now supported to deliver employment support in the most deprived areas of Wales.

Inspire 2 Work is at advanced business plan stage, this operation focuses in the clearly identified need to address the issue of young people 16-24 who are NEET (not in employment, education or training). Members noted that at present, this operation has not yet been formally approved by WEFO. The Lead Sponsor on this project is Blaenau Gwent County Borough Council.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RESOLVED that for the reasons contained in the Officers report it be agreed that funding be utilised of up to £375k from the Authority's Training and Apprenticeship reserves to ensure that the Authority can be a Partner in the Inspire 2 Work project (subject to WEFO approval of the business case).

RECOMMENDATION TO COUNCIL

7. PROPOSED SUPPLEMENTARY PLANNING GUIDANCE: PONTLLANFRAITH HOUSE SITE

The report sought to recommend to Council, the formal adoption of the Site Development Brief for the Pontllanfraith House Site as Supplementary Planning Guidance to both the Caerphilly County Borough Local Development Plan and the Deposit Replacement Caerphilly County Borough Local Development Plan up to 2031.

Council has agreed the closure of Pontllanfraith House as a corporate office as part of its Medium Term Financial Plan. The offices have been vacated and the services previously provided from that office relocated to other corporate offices.

The site has therefore become surplus to requirements and it is proposed to offer the site for sale for residential development.

The report also outlined the progress made to date in structuring a Development Brief, including public consultation, and proposes to submit the Brief for adoption as Supplementary Planning Guidance. The Guidance will be issued to potential developers who have interest in purchasing the site so that they may be advised of the council's ambitions for the site in planning terms.

Following consideration and discussion, it was moved and seconded that the recommendation in the report be agreed and referred to Council. By a show of hands this was unanimously agreed.

RECOMMENDED that for the reasons contained in the Officers report, Council be requested to formally adopt the Development Brief for Pontllanfraith House Site as Supplementary Planning Guidance to both the Caerphilly County Borough Local Development Plan up to 2021 and the Deposit Replacement Caerphilly County Borough Local Development Plan up to 2031.

8. STRATEGIC EQUALITY PLAN AND OBJECTIVES 2016-2020

The report, which was presented to Policy and Resources Scrutiny Committee on 1st March 2016, sought the views of Members on the updated Strategic Equality Plan and Objectives 2016-2020 prior to its presentation at Council to seek approval for adoption as Council policy.

Members were advised that since April 2012, the Council has had in place a four-year Strategic Equality Plan alongside a Welsh Language Scheme in order to comply with statutory duties. These have been supported by a single operational document, the Equalities and Welsh Language Strategic Objectives and Action Plan. This operational document was created as the requirements of both statutory duties have many similar requirements in terms of implementation, so this unified action plan reduces duplication of actions and streamlines the implementation of both sets of duties.

All local authority Welsh Language Schemes come to a formal end in March 2016 due to the introduction of the new legislation and so as part of this policy update, the Council's Welsh Language Scheme document will be removed from the policy framework, so that actions within the Strategic Equality Plan, related to the new Welsh Language Standards, can replace it.

The Strategic Equality Plan has undergone relatively minor updates in order to reflect changes or to provide additional information only. The Objectives and Action Plan have been developed to take achievements and progress into account and to bring the document in line with the Welsh Language Standards. The main additions are sections on the Armed Forces Covenant and links to the Well Being of Future Generations (Wales) Act 2015. Equalities and Welsh Language issues (alongside Community Cohesion matters) form 3 of the 7 Well-being Goals within the Act.

Arising from discussion at the Policy and Resources Scrutiny Committee and in noting that there were typographical errors that needed to be addressed, Cabinet were asked to note that Members had expressed a need for the Police to be included in the list of stakeholders listed against Objectives 3 and 7, and for this section to be extended to reflect the need for discussion between the Police and other stakeholders regarding such issues. A Member had also requested that the rights of children be reflected in the section of the Plan outlining the Human Rights Equality issue. Officers had confirmed at that time that these sections would be updated and expanded accordingly. In addition, it was noted that Policy and Resources Scrutiny Committee had requested that the indicators within table at 3.2 of the Strategic Equalities Plan 2016 be revised to ensure clarity.

Cabinet, in noting the feedback from Policy and Resources Scrutiny, thanked the Officers for the extensive work to produce the document and following consideration and discussion, it was moved and seconded that, subject to the proposed amendments, the recommendation in the report be approved. By a show of hands this was unanimously agreed.

RECOMMENDED that, subject to the suggested amendments proposed by the Policy and Resources Scrutiny Committee and for the reasons contained in the Officers report and outlined at the meeting, Council be requested to formally approve the Strategic Equality Plan and Objectives and Action Plan.

The meeting closed at 2.58pm

Approved and signed as a correct record subject to any corrections made at the meeting held on 16th March 2016.

CHAIR

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CABINET – 16TH MARCH 2016

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2016-2017

REPORT BY: DEBBIE HARTEVELD (MANAGING DIRECTOR (INTERIM) EAS)

1. PURPOSE OF REPORT

- 1.1 This report presents the South East Wales Education Achievement Service (EAS) Business Plan 2016-2019. The plan sets out the priorities, programmes and outcomes to be achieved by the EAS on behalf of the South East Wales Consortium (SEWC).

2. SUMMARY

- 2.1 SEWC is required to submit to the Welsh Government (WG) a three-year Business Plan that will be updated annually. This is the third iteration of the plan first submitted in 2013. This plan covers the period 2016-2019. The requirement for a 3-year Business Plan is set out in WG's National Model for Regional Working.

3. LINKS TO STRATEGY

- Qualified for Life - the national Education Improvement Strategy (2014)
- Successful Futures - the review of curriculum and assessment (2015)
- Teaching tomorrow's teachers - Options for the future of initial teacher education in Wales (2015)
- Children and Families (Wales) Measure 2010
- Child Poverty Strategy for Wales
- Corporate Improvement Plan
- The Learning Theme of Caerphilly Delivers
- The LSB Single Integrated Plan
- Welsh Government's Welsh-medium Education Strategy

4. THE REPORT

- 4.1 This Business Plan sets out the overall targets to be achieved by the EAS working in partnership with the five local authorities. These outcomes are based on an analysis of pupil level data and a sound judgement of what should be achieved over the lifetime of the plan. The programmes of work to achieve these outcomes are set out in detail for 2016-17 and will be reviewed for future years.

- 4.2 The South East Wales EAS Business Plan sets out four priorities: Improving attainment overall but narrowing the gap between FSM and non FSM pupils; raising attainment in English; Welsh and Mathematics. These are the core priorities for the service and all other activities and programmes are now supporting the achievement of these outcomes.
- 4.3 The Business Plan contains an Annex which is specific to Caerphilly Country Borough Council. This section details the high level targets for the next three years for pupil outcomes and pupil attendance, specific support that will be provided to schools requiring enhanced support and any bespoke Local Authority intervention programmes. Progress towards the Annex will be provided bi-annually.
- 4.4 This plan must be endorsed by Cabinet and annual updates on progress will be provided for Members.

5. EQUALITIES IMPLICATIONS

- 5.1 The EAS have their own Equalities and Welsh Language plans in place; Caerphilly CBC has therefore not undertaken any specific impact assessment on the business plan.

6. FINANCIAL IMPLICATIONS

- 6.1 The financial implications are to be included in the relevant sections of the Business Plan when confirmed.
- 6.2 Financial arrangements for the core funding to the EAS from Caerphilly County Borough Council for 2016/17 are currently based on an indicative allocation (this includes a 3% efficiency saving on the previous year) of £1,096,000. At the time of the submission of this report this indicative allocation is through verbal confirmation. This section will be updated with the financial agreement for 2016 -2017 when finally confirmed.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no personnel implications within this report.

8. CONSULTATIONS

- 8.1 The South East Wales EAS Business Plan has been developed in consultation with a wide range of key stakeholders and all comments have been reflected in the report. The consultation framework is set out in the Appendices section of the plan.

9. RECOMMENDATIONS

- 9.1 That Cabinet endorse the content of the EAS Business Plan.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 EAS are required to submit their Business Plan to Welsh Government and Cabinet are required to endorse it.

11. STATUTORY POWER

- Children and Families Measure (Wales) 2010.
- Local Government Measure 2009
- Education Act 1944

Author: Debbie Hartevelde, Interim Manager, Education Achievement Service
Consultees: Chris Burns, Interim Chief Executive
Keri Cole, Chief Education Officer
Nicole Scammell, Acting Director of Corporate Services & S151
Councillor Rhianon Passmore, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair of Education Scrutiny Committee
Councillor James Pritchard, Vice Chair of Education Scrutiny Committee
Headteachers
SEWC Directors
Joint Education Group (JEG)

Appendices:
Appendix 1 EAS Business Plan 2016-2019
Appendix 2 Annex for Caerphilly County Borough Council 2016-2017

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South East Wales Education Achievement Service (EAS)

Business Plan 2016-2019

Final Draft V3



Contents

	Summary	2
Section 1	Introduction and national context	3
Section 2	Local context: progress against targets (pupil outcomes) 2014-15	5
Section 3	Progress towards Business Plan 2015-2018	12
Section 4	Focus on service delivery 2016-2019 <ul style="list-style-type: none"> • Emerging regional challenges for pupil outcomes 2016-2019 • Short term challenges for service areas 2016-2017 	16
Section 5	Regional Key Stage targets 2016-2018 and Local Authority attendance targets	18
Section 6	Key regional priorities 2016-2019 <ul style="list-style-type: none"> • Priority 1 - Accelerating the progress of learners who face the challenges of poverty • Priority 2 - Improving standards of achievement in English (and literacy) • Priority 3 - Improving standards of achievement in Welsh (and literacy) • Priority 4 - Improving standards of achievement in Mathematics (and numeracy) 	21 22 26 29 33
Section 7	Appendices <p>Appendix 1: Risk register</p> <p>Appendix 2: Resources</p> <p>Appendix 3: Business planning framework 2016-17</p> <p>Appendix 4: Progress overview Estyn / Wales Audit Office (WAO) report on regional working</p> <p>Appendix 5: Governance structure chart</p> <p>Appendix 6: High level service plan overviews and service offers 2016-2017</p> <p>Appendix 7 Local Authority annexes</p>	36

Summary

The Education Achievement Service (EAS) for South East Wales has prepared this Business Plan for 2016-2019 to outline the programme of work required to achieve improved outcomes for children and young people.

This version builds on the current Business Plan for the service (2015-2018) but takes account of the framework of new Welsh Government (WG) policy, particularly:

- National School Categorisation system;
- 'Qualified for Life' - the national Education Improvement Strategy;
- 'Successful Futures' - the review of curriculum and assessment;
- 'Teaching tomorrow's teachers' - the review of Initial Teacher Training.

Section 1: Introduction and national context

This section outlines the national context that has informed this Business Plan and in particular the satisfactory progress that has been made in response to the Estyn/Welsh Audit Office report, "Improving schools through regional consortia".

Section 2: Local context; progress against targets 2014-2015

This section reviews the outcomes of education performance in the academic year 2014-2015 set against targets.

Section 3: Progress towards Business Plan 2015-18

This section details a high level summary of the progress towards service improvements that have been achieved over the past year and the priorities for future development of these services.

Section 4: Focus on service delivery in 2016 -2019

This section focuses upon the short term service delivery requirements for 2016-2017.

Section 5: Regional Key Stage targets 2016-2018

This section contains a set of revised targets to be achieved over the period to 2018 for each Key Stage. These targets are the outcome of detailed work in each school and are based on robust analysis of pupil level data for each cohort. There is greater confidence throughout the system that these targets are challenging and achievable.

Section 6: Key regional priorities for 2016-2019

This section reiterates the long term regional priorities. The EAS Business Plan 2016-19 retains the four core priorities:

1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
4. Improving standards of achievement in Mathematics (and numeracy)

It outlines how these priorities will be delivered within the framework of the national context and outlines the detailed programmes required to deliver these priorities. The programmes of work are framed to demonstrate how 'Qualified for Life' is integrated into service planning and delivery. This section of the plan then enables each team to draft detailed service delivery plans that enable effective performance management and accountability of the service.

(Section 7 contains a number of appendices that support the detail within the main body of the Business Plan. These are likely to be updated as the year progresses.)

Section 1: Introduction and national context

This Business Plan sets out the improvements needed to meet the needs of children and young people in South East Wales. This plan for 2016-19 builds on the 2015-18 plan submitted to the Welsh Government in March 2015. The plan sets out our:

- understanding of the national context;
- evaluation of progress in 2014-15;
- overview of the regional priorities and how these will implement 'Qualified for Life' / Successful Futures / Teaching Tomorrow's Teachers;
- pupil level targets for 2016-17.

This plan is supported by service plans that identify the resources required to achieve these targets.

National context

In 2015, WG commissioned and published further guidance and recommendations to ensure that its strategy as set out in 'Qualified for Life' will be implemented fully and successfully. The Donaldson report 'Successful Futures' and the Furlong report 'Teaching Tomorrow's Teachers' set out long term programmes for the revision of the curriculum and assessment, as well as for the reform of initial and in-service training for teachers.

This strategic framework builds on the existing programme including: School's Challenge Cymru (SCC) (Pathways to Success); the Creative Education Strategy; the implementation of the national Literacy and Numeracy Frameworks; Rewriting the Future; the Welsh-medium Education Strategy and the revised national model for regional working.

'Qualified for Life' sets the framework through which the EAS will achieve its priorities and targets.

They are:

- improving the quality of teaching;
- refreshing the curriculum;
- improving the quality and public confidence in the Welsh framework of qualifications;
- strengthening leadership.

The EAS will continue to build the capacity of schools to be at the core of a self-improving system. Their centrality of schools in this system is written into the WG strategy and is reaffirmed in the Estyn/WAO inspection report published in June 2015. The EAS will work with LAs and the WG to implement the recommendations of that review. This Business Plan will ensure that there is:

- clarity on the nature and operation of the EAS, with a particular focus on the increase in schools' capacity to contribute to the self-improving system;
- a clear focus on medium-term outcomes;
- collaborative relationships for school improvement across consortia;
- a building of effective leadership;
- an improvement of the effectiveness of the governance and management of the EAS.

The EAS will also implement the recommendations of the Estyn report: 'Improving schools through regional education consortia'. These include the following:

1. Improve performance management arrangements by:

- planning for the medium-term to ensure a strategic approach to school improvement;
 - ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery;
 - capturing, sharing and using data (from pupil level up) efficiently and effectively;
 - monitoring the progress of pupils and schools regularly;
 - taking a more robust approach to identifying and managing risks;
 - realistically self-evaluating their strengths and shortcomings;
 - tightly managing the individual performance of their staff.
2. Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.
 3. Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.
 4. Improve the quality and range of support for schools and in particular:
 - develop clearer strategies for maximising the potential of school-to-school support;
 - provide or broker better support for teaching and learning in non-core subject areas;
 - involve diocesan authorities effectively in the strategic planning and evaluation of regional services.

The 2016-19 Business Plan has been developed through an open, transparent and inclusive process utilising outcomes from self-evaluation processes and consulting with a range of key partners. This process has ensured that full consultation on the priorities has shaped the development of programmes, the allocation of resources and provided a framework for collective review and evaluation of the impact of the service.

To date, progress within the implementation of the post review action plan is satisfactory overall.

- Revised business planning, self-evaluation and performance management systems are in place. These are based on detailed data analysis. The use of performance outcomes to measure service quality is improving.
- Training for the implementation of revised systems of school categorisation has improved the quality and consistency of Challenge Advisers' (CA) evaluations. Further work is in progress to ensure consistency of impact on raising the quality of leadership in schools.
- New staff are in post and revised systems are in place to accelerate the performance of FSM pupils. The impact of these measures will be visible in 2016 and beyond.
- The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the 'New Deal', Digital and Curriculum Pioneer Schools.
- Diocesan authorities are now more fully involved in the governance framework of the consortium.

Section 2: Local context: progress against targets (pupil outcomes) 2014-2015

In 2015-18, the South East Wales Education Achievement Service set four priorities in its Business Plan. These priorities are:

1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
4. Improving standards of achievement in Mathematics (and numeracy)

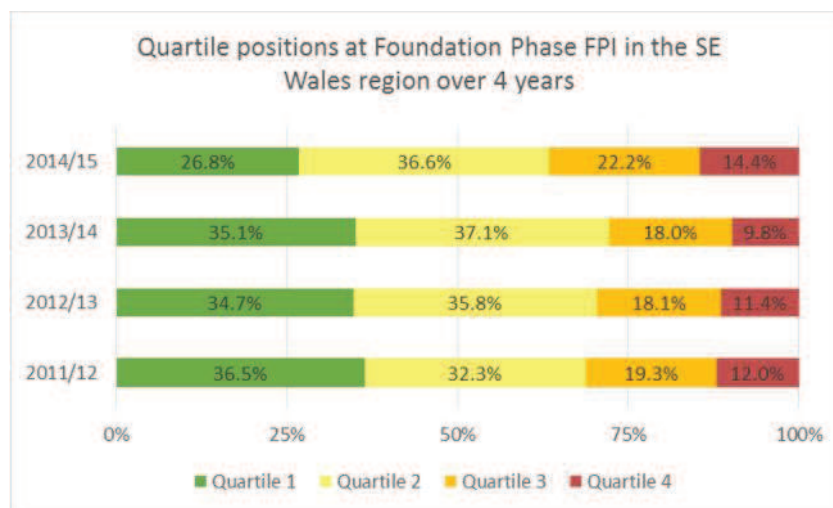
These priorities were based on a detailed analysis of current performance and set out the targets to be achieved over a two-year period. The results of tests, examinations and teacher assessment in 2015 show improvements in all Key Stages across a four-year period from 2012.

Foundation phase

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Foundation Phase Indicator (FPI) declined by 0.2% in 2015, although overall improvement from 2012 to 2015 was 3.9%. Despite this being a slower rate of progress than that made nationally over the same time period (6.3%), performance remains above the Wales average by 1.2%. Performance of FSM pupils at O5+ declined slightly across the region in 2015; however, performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points. Girls' performance remains higher than boys for all areas of learning but the gap reduced slightly in 2015 and remains less than across Wales as a whole.

The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (63.4%) for the FPI are both above expectation. The percentage of schools in the bottom 25% of schools (14.4%) is also significantly lower than expectation. Performance increases in the FPI in all five Local Authorities from 2012 to 2015 have been at a slower rate than that made nationally, but from a higher base. The FPI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Outcome 6 there have been increases in each area of learning from 2012 to 2015; however, the rate of improvement in each area of learning was at a slower rate than across Wales as a whole. Performance in Language, Literacy and Communication (LLC) English and LLC Cymraeg remain below the Wales average, but performance in mathematical development and Personal and Social Development (PSD) are now slightly above it.

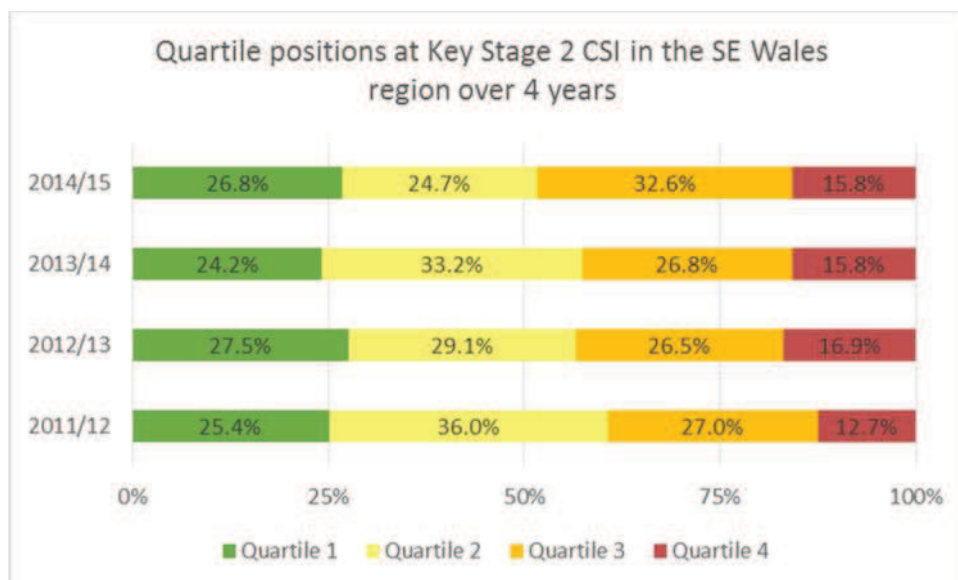
	Percentage achieving the FPI				3 yr progress
	2012	2013	2014	2015	
Blaenau Gwent	79.2	81.2	83.4	83.2	4.0
Caerphilly	84.3	85.0	88.5	89.2	4.9
Monmouthshire	86.8	89.5	91.0	91.8	5.0
Newport	84.9	87.3	87.0	88.1	3.2
Torfaen	83.3	87.6	90.6	86.0	2.7
S E Wales	84.1	86.2	88.2	88.0	3.9
Wales	80.5	83.0	85.2	86.8	6.3



Key Stage 2

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Core Subject Indicator (CSI) improved by 1.1% in 2015, with an overall improvement from 2012 to 2015 of 4.0%. Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points. Girls' performance remains higher than that of boys for all core subjects with the gap increasing at Levels 4 and 5. Girls are making faster progress. Whilst this progress is slightly slower than that made nationally (5.1%), performance remains 0.4% above the national average. The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (51.5%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (15.8%) is also better than expectation. The CSI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Level 5, there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject was at a slower rate than across Wales as a whole. Performance in all subjects, except Welsh first language, remains higher than the Wales average.

	Percentage achieving the KS2 CSI				3 yr progress
	2012	2013	2014	2015	
Blaenau Gwent	78.3	80.1	83.8	86.6	8.3
Caerphilly	82.7	84.2	85.8	87.4	4.7
Monmouthshire	86.3	89.3	89.5	92.5	6.2
Newport	86.1	86.4	86.2	89.3	3.2
Torfaen	85.6	89.1	91.2	84.3	-1.3
S E Wales	84.1	85.8	87.0	88.1	4.0
Wales	82.6	84.3	86.1	87.7	5.1

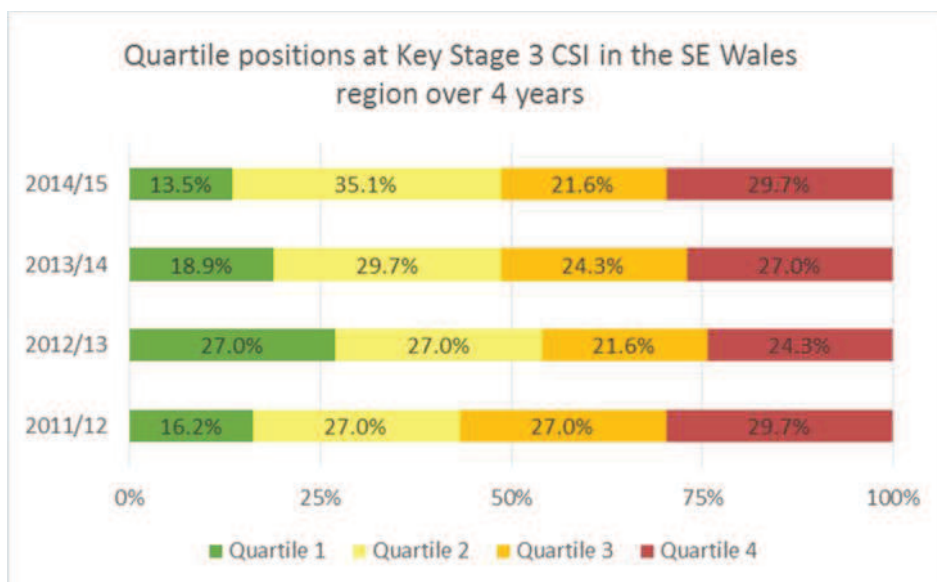


Key Stage 3

Satisfactory progress has been made in this Key Stage and performance remains adequate overall. Performance in the CSI improved by 3.2% in 2015, with an overall improvement from 2012 to 2015 of 11.4%. Despite these improvements, regional performance in the CSI remains lower than the national average. Performance of pupils eligible for free school meals has improved overall, at a slower rate at Level 5+ but a faster rate at level 6+. Performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points). Girls' performance remains higher than that of boys at Level 5+; however, the attainment of boys has improved at a faster rate in three out of five LAs.

Performance improved in four Local Authorities but there was an expected decline in Torfaen. The percentage of schools in 2015 placed in the top 25% of similar schools (13.5%) and in the top 50% of similar schools (48.6%) for the CSI are both below expectation. Too many schools are in the bottom 25% of schools (29.7%), compared with expectation. The CSI LA rank is above expectation relative to FSM position in Blaenau Gwent, equal to it in Monmouthshire but below it in the remaining three authorities. At Level 6 there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject, except Welsh first language. Performance in each subject remains lower than the national average.

	Percentage achieving the KS3 CSI				3 yr progress
	2012	2013	2014	2015	
Blaenau Gwent	61.5	64.5	76.4	80.1	18.6
Caerphilly	68.4	73.5	77.6	80.3	11.9
Monmouthshire	77.7	80.3	84.2	90.8	13.1
Newport	73.8	78	77.1	81.6	7.8
Torfaen	71.8	79.8	81.9	81.9	10.1
S E Wales	70.8	75.7	79.0	82.2	11.4
Wales	72.5	77.0	85.5	83.9	11.4



Key Stage 4

Satisfactory progress has been made in this Key Stage and performance at the end of Key Stage 4 is adequate. Performance in the Level 2 threshold including English/Welsh and Mathematics (L2+) improved by 2.9% in 2015, with an overall improvement from 2012 to 2015 of 8.8%. Despite these improvements being at a faster rate than Wales as a whole, regional performance remains below the Wales average. The overall performance improvements mask the performance variation between Local Authorities (+5.2% to +13.4%), with the gains of over 10% made by the Local Authorities underperforming in 2012 (Blaenau Gwent, Torfaen and Monmouthshire). The number of schools below 40% for this indicator has reduced to two (from twelve in 2012). However, the variance between schools remains too high. The percentage of schools in 2015 for the L2+, placed in the top 25% of similar schools (18.9%), is slightly below expectation, but the percentage of schools in the top 50% of similar schools (51.3%) is slightly above expectation. There are also fewer schools than expected in the bottom 25% of schools (18.9%), a significant reduction from 33.3% in 2012.

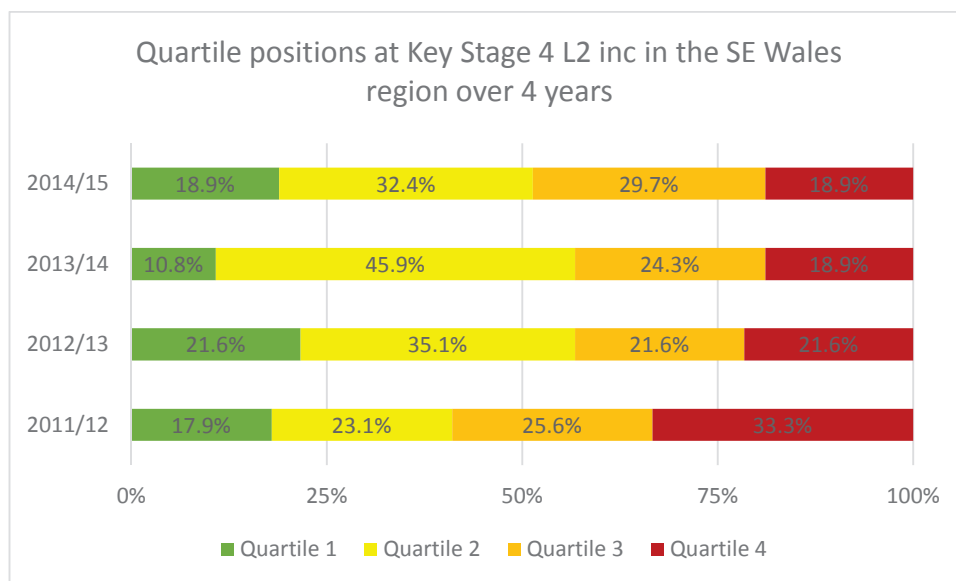
The percentage of schools in 2015 for the Capped Point Score (CPS) placed in the top 25% of similar schools (5.4%) and in the top 50% of similar schools (35.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (35.1%).

The percentage of schools in 2015 for the Level 2 threshold (L2) placed in the top 25% of similar schools (12.8%) and in the top 50% of similar schools (41.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (37.8%), an increase from 25.6% in 2012.

The percentage of schools in 2015 for the Level 1 threshold (L1) placed in the top 25% of similar schools (13.5%) and the top 50% of similar schools (37.8%) are both well below expectation, despite improvements since 2012. There are still slightly too many schools in the bottom 25% of schools (27.0%), despite an improvement from 35.9% in 2012.

Performance at Level 2 English improved by 1.1 percentage points to 65.8% in 2015. Performance improved in three Local Authorities, but declined in two. Performance in Level 2 Welsh (first language) declined by 10.7 percentage points to 65.4%, predominantly due to a significant decline in one of the two Welsh-medium Secondary schools. Performance in Level 2 Mathematics improved by 4.4 points across the region to 62.2%, with improvements in all five LAs.

School	Percentage achieving L2 E,W+M				1 yr Progress	3 yr Progress
	2012	2013	2014	2015		
Blaenau Gwent	34.3	38.7	41.8	47.7	5.9	13.4
Caerphilly	45.1	46.3	50.0	52.6	2.6	7.5
Monmouthshire	56.3	57.3	65.6	66.9	1.3	10.6
Newport	49.0	51.3	52.8	54.2	1.4	5.2
Torfaen	45.6	50.5	53.4	56.7	3.3	11.1
S E Wales	46.3	49.0	52.2	55.1	2.9	8.8
Wales	51.0	53.0	55.0	57.6	2.6	6.6



FSM comparison at Key Stage 4

Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).

Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).

The performance gap between FSM and non-FSM pupils has narrowed slightly since 2014, from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Welsh second language

At Key Stage 2, the L4+ figure in the region for 2015 was 82% (target of 75% was surpassed). Overall, performance at the expected level increased from 2014 by 2 percentage points, with performance above Wales' by 5.9 percentage points (above Wales for 3 years). Performance in all LAs was above Wales. Targets were surpassed in all LAs. Performance up in all LAs other than

Torfaen, but above target. Performance in all LAs was above Wales. Newport was ranked first LA in Wales for performance in Welsh second language, Monmouthshire second and Blaenau Gwent third. Caerphilly and Torfaen were also in the top 10 LAs.

The overall gap in performance of FSM and non-FSM pupils at the expected level narrowed on 2014 by 4 percentage points. The gap narrowed in all LAs, most significantly in Blaenau Gwent and Monmouthshire by 6 percentage points. The overall rate of progress of FSM pupils (5 percentage points) is higher than the progress of non-FSM pupils.

At Key Stage 2, the L5+ figure in the region for 2015 was 26% (target of 23% was surpassed). Overall performance at L5+ up by 2 percentage points and above Wales by 7 percentage points. Performance of all LAs is at least in line with Wales improved performance at L5+ in all LAs other than Torfaen. The overall gap widened at the expected level +1 with a lower rate of progress by FSM pupils by 2 percentage points. There was a gap increase in Blaenau Gwent, Caerphilly and Monmouthshire. Girls' performance remains higher than boys' at L4+ and L5+. The gap has increased by 3 percentage points at L4+ due to girls making progress at a faster rate than boys. The gap has narrowed by one percentage point at L5+ with a decline of 3 percentage points in both girls' and boys' performance. Overall performance in all skills at the expected level has increased on performance in 2014 by 3 percentage points for Oracy, and 7 percentage points for Reading and Writing. The weakest skill is Writing. Performance in this skill is 12 percentage points below performance in Oracy and 4 percentage points below that of Reading. Overall performance in Oracy and Writing was at the expected level +1 has increased by 3 percentage points, and in Reading by 4 percentage points. Writing is the weakest skill.

At Key Stage 3, the L5+ figure in the region for 2015 was 81% (target of 79% was surpassed). Overall performance is in line with Wales (81.2%). Performance in Blaenau Gwent and Monmouthshire is above Wales. Performance in the other LAs is below Wales (Caerphilly by 2.1 percentage points, Newport by 2.7 percentage points and Torfaen by 1.3 percentage points). Torfaen, Caerphilly and Newport ranked fifteenth, eighteenth and nineteenth positions, respectively. Caerphilly is up 4 positions in 2014 by 7.9%.

The overall gap in performance of FSM and non-FSM pupils at the expected level remains steady on 2014 at 25 percentage points, with an equal rate of progress by FSM and non-FSM pupils. The gap narrowed in all LAs other than Caerphilly and Monmouthshire where the gap increased, most significantly in Monmouthshire by 10 percentage points.

At Key Stage 3, the L6+ figure in the region for 2015 was 39% (Target of 34% was surpassed) Performance increased from 2014 by 7.9 percentage points. Overall performance is above Wales by 5.7 percentage points.

Overall performance in Oracy, Reading and Writing at the expected level has increased by 7, 9 and 9 percentage points, respectively. The weakest skill is Writing. Performance in this skill is 1 percentage point below that of Reading.

Overall performance in Oracy, Reading and Writing at the expected level +1 has increased by 4, 7 and 5 percentage points, respectively.

At the expected level, girls outperform boys by 14 percentage points. The Wales gap is 13.1 percentage points. The gap has narrowed by 2 percentage points since 2014, from 16 percentage points. At the expected level +1, girls outperform boys by 21 percentage points. The gap has increased by 1 percentage point since 2014.

There has been a strong focus on improving the accuracy and consistency of teacher assessment. The EAS has also taken the lead nationally in partnership with three other regions on the STAP. This work has impacted directly on authority performance in Mathematics which dropped to more realistic figures at expected levels in 2015. However, there is still a significant gap between teacher assessment and National Test results in the Foundation Phase and Key Stage 2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Year 9, but overall performance in tests and Teacher Assessment (TA) at the end of Key Stage 3 does not provide a sufficiently strong foundation for GCSE. It is recognised that improving school assessment, tracking and target setting processes remain priority areas for curriculum teams and Challenge Advisers in all phases.

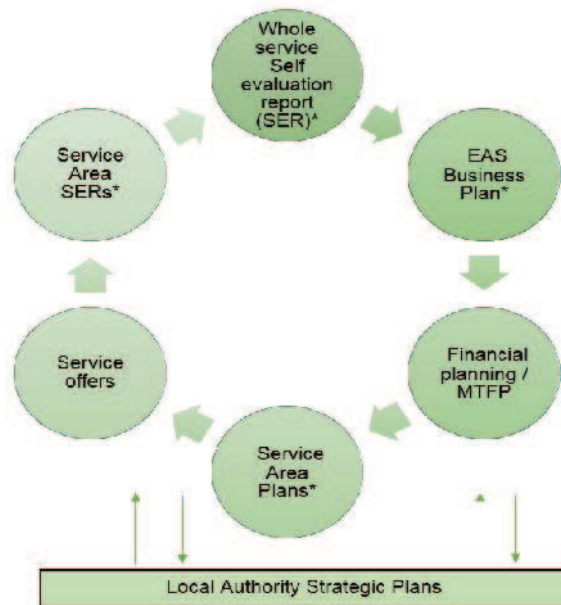
Section 3: Progress towards Business Plan 2015-18

The 2015-18 Business Plan set out the EAS approach to implementing the national model for school improvement across the South East Wales consortium. The half-yearly review of progress towards Service Area Plans in November 2015 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at this point in the year. The headlines are as follows:

Business planning, service planning and review

All services set outcome targets and performance criteria using a common framework. The EAS revised self-evaluation cycle is now fully operational and ensures that all services are self-assessing progress. Individual performance reviews are now underpinned with an objective evidence base. Value for money assessments undertaken as a part of service review have commenced and inform service deployment. There is still further work required to achieve consistency and sustained impact from this work. Embedding of school-to-school support has been backed by increased delegation of funds to schools coupled with the leadership, by schools, of key projects in the Excellence in Teaching programme.

Effective procedures for monitoring, challenge, support and intervention that are differentiated by need are in place. These procedures are underpinned by effective systems that, when implemented consistently, will ensure the impact required to accelerate improved pupil outcomes.



Revised national school categorisation

The new national system of categorisation is now fully implemented. A consistent high level of challenge to schools has ensured that the process is properly criterion-driven and evidence-based. The tables below demonstrate the levels of support required across the region at primary and secondary phases over the past two years.

Primary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	3	6	13	2	13%	25%	54%	8%
	15-16	2	4	16	2	8%	17%	67%	8%
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
Torfaen	14-15	1	8	13	4	4%	31%	50%	15%
	15-16	0	7	13	6	0%	27%	50%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

Secondary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	1	3	0	0	25%	75%	0%	0%
	15-16	1	2	1	0	25%	50%	25%	0%
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
Torfaen	14-15	1	2	3	1	14%	29%	43%	14%
	15-16	1	2	3	0	17%	33%	50%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

Schools Challenge Cymru (SCC)

All SCC schools have approved improvement plans developed in partnership with their SCC Adviser (SCCA). EAS and Local Authority (LA) Officer attendance on the monthly Accelerated Improvement Boards ensures that there is now a more regular scrutiny of programmes, progress and outcomes, that resources are targeted and that intervention is tracked and evaluated more systematically. This is, however, still an aspect of work that will require continued monitoring.

Challenge Advisers (CAs)

Training and development for CAs is now focused on the implementation of the national model for school Ccategorisation, improving brokerage and building capacity for school-to-school support. All CAs are performing to at least a satisfactory standard with most judged good or better. Effective performance management is improving the impact of Challenge Advisers across the region, particularly to improve pupil outcomes, the accuracy of categorisation, target setting, tracking and monitoring of progress in Secondary schools. New measures are in place to ensure that data is accurate, shared and used strategically to improve teaching. There has been a lower rate of turnover of CAs within this academic year, with a few schools receiving a new CA. These aspects will require embedding during the next year.

School-to-school support

The foundations for school-to-school support are now in place. The school categorisation process has identified those schools with capacity to host/partner with schools requiring support in key areas of teaching and leadership. The Excellence in Teaching and Excellence in Leadership programmes provide the frameworks for commissioning support. Phase 1 schools piloting new GCSEs are now ready to support other schools implementing new syllabuses from September 2015. School-to-school support is now more fully integrated into service planning. All service areas have identified the capacity to provide school-to-school support and how such support can be accessed and targeted to need. The medium-term financial plan for 2016-2017 will be more sharply focused on the sustainability of the school-to-school model. Monitoring the impact of this work is a priority for the next year alongside a redefined regional overview for the Self-improving System.

Leadership development

The continued development of the Excellence in Leadership programme underpins the strategy to improve the performance of schools, governing bodies, head teachers, senior leaders and middle leaders. The programme was revised in 2014-15 to implement the national model for school improvement. Over 75% of schools report that support for these processes is good or better. Challenge Advisers now play a more prominent role in needs assessment, commissioning support and evaluating impact of the leadership programme. Leadership development and capacity of leaders within the region remains a priority for improvement in 2016-2019. The implementation of Qualified for Life has refocused this work and it now permeates action in all of the Business Plan priorities.

Teaching and learning

The Excellence in Teaching framework and the Excellence in Teaching programme provide the foundations for the core school-to-school support programmes. In 2014-15 over 1200 teachers participated in one or more of the constituent elements of this programme. The Excellence in Teaching programme provides the foundation for the implementation of many provisions in Qualified for Life. This aspect of work will permeate the work of the region over the next few years. Measuring the impact of these programmes on outcomes for learners will be a key focus.

Business support

In 2014-15, business support services were restructured to provide the capacity required for the implementation of the national model for school improvement. The priority was given to developing integrated systems for information management, enabling schools to bring together school improvement planning with the use of SEG, Pupil Deprivation Grant (PDG), Welsh in Education, Foundation Phase and other Welsh Government grants.

There were many developments around the Learning Intelligence and business planning functions to improve efficiency and impact. Development of the Value for Money (VFM) diagnostic system has continued throughout the year to support school improvement, this will be a focus for the Regional Finance group to develop this year. The My School Improvement Dashboard (MySID) has been developed throughout the year and will continually provide a focus as to improving school and pupil outcomes. There have been many successful bids for new grant monies and were successful in winning a Welsh Government nationally advertised contract for the STAP. There has been recognition that Local Authorities are integral to the development of many grant monitoring procedures and outcomes and much work has been done in this area to improve the links. The focus of grants available to the region has been around increasing delegation to schools and building a sustainable approach to school-to-school support, both of which have been successful. The Welsh Government delegated target for the Education Improvement Grant was 80% but 86% was achieved across the region.

Over the year there have been many meetings and discussions with all employee Trade Unions to harmonise many Human Resource (HR) policies and procedures and the subsequent roll out to all staff. This is an aspect of work that requires ongoing attention.

Further work has been undertaken to improve the communication policy, including the standardisation of all reports, letters, presentation, and this aspect of work will remain a focus for service delivery over the next year. Communication strategy and workforce development will be a critical aspect upon which to build.

Regional and Local Authority plans

Significant improvements have been achieved in the alignment of Local Authority and consortium plans. These measures have focused on better targeting of support for looked after children, for the prevention of NEETs and progression in post-16 education and training. The consortium will continue to work closely on this aspect of work over the next year to further refine this.

Key findings of the independent schools' survey of views on the quality of work provided by the EAS.

A report highlighting the feedback from the survey, which compares views from the 2014 survey to the 2015 survey, shows that there have been significant improvements in the number of schools registering positive views on the work of the EAS and their understanding of the respective roles and responsibilities with Local Authorities. The survey, which is anonymised and allows schools to register their views without being identified, shows real improvements in the leadership of the service, the work of Challenge Advisers and the support given to schools to help them improve.

There are, however, key areas identified for improvement in 2015-16, with the focus mainly on support for tracking and target setting and the use of MySID. The system supports schools in planning for improvement, identifying resource allocation for improvement activities and monitoring and evaluation the impact of that spend.

The survey results can be found on the EAS website.

Section 4: Focus on service delivery in 2016-2019

Emerging high level regional challenges for pupil outcomes 2016-2019

- Whilst the performance of FSM pupils has increased across the region, the gap remains too wide and has increased slightly in a few indicators in a few LAs. Accelerating the performance of FSM pupils remains a priority.
- There is too much variance in performance between LAs, schools and between subjects at Key Stage 4.
- Gender differences are smaller than across Wales in primary schools, but boys' performance needs to continue to improve across most Key Stages.
- The performance of more able learners needs to accelerate, particularly at Key Stages 3, 4 (with emphasis on the CPS measure) and 5.
- Whilst there have been improvements in Welsh second language, this remains an area for improvement, particularly at Key Stages 3 and 4.
- There is too much variance in the consistency and rigour of teacher assessment across schools.
- Outcomes in national literacy and numeracy tests are variable across the region. The development of skills in literacy (English and Welsh) and numeracy remain a priority.
- Levels of attendance across the region vary.

Short term challenges for service areas 2016-2017

The South East Wales consortium has established firm foundations on which to implement the key Welsh Government policy, Qualified for Life. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and improving standards of achievement in numeracy. The EAS has established two core programmes which are building capacity to deliver effective school-to-school support: the Excellence in Learning and Excellence in leadership programmes. These programmes have proved to be very valuable in enabling the successful implementation of the national model for Regional Working and SCC. These programmes integrate the work of CAs, specialists and schools with a sustained record of improvement in key fields. A key additional focus for these initiatives in 2016-2017 will be meeting the needs of the more able and talented pupils. The EAS will work closely with schools and LAs to ensure that all schools who require support to improve receive it in a timely manner.

We will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce - Strengthening work with initial teacher training; implementing the 'New Deal' for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) and knowledge building permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improving the use of digital technology for learning and assessment; and, improving capacity to accelerate the achievement and progress of learners facing the challenge of poverty, those who are more able and those with special needs.
- Embedding high expectations in the curriculum - Implementing refreshed literacy and numeracy programmes, including the Areas of Learning and the Digital Competence Framework; strengthening the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implementing the Foundation Phase Baseline assessment and ensure that its data is robust, reliable and informative;

engaging with the development of the Donaldson report recommendations; and, supporting the implementation of the Youth Guarantee.

- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to realign the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life'.
- Enabling schools to implement the new framework of qualifications and assessment - GCSEs, Welsh Baccalaureate and Essential Skills Wales; and, embedding assessment of creative and problem solving learning within the curriculum and assessment framework.
- Enabling improved leadership for self-improving schools - Embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring an improved, coherent leadership development framework that supports classroom teachers, middle and senior leaders to improve the impact of their work; improving the impact of Schools Challenge Cymru work; improving impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress for all pupils, including the more able and talented; improving intervention and support for schools in the lowest categories; and, improving governance and improved support for governing bodies.

In March 2015, Welsh Government published proposals to strengthen the quality of teachers' assessments across Wales in Key Stages 2 and 3. The EAS, in collaboration with the other three regional consortia, made a successful bid for this work and is now delivering the programme. This programme will continue for a further 2 years.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated for impact. These priorities, as set out in 'Qualified for Life', are embedded in the strategic priorities of the EAS and will have a clearer focus in the EAS Business Plan for 2016-2019.

The detailed short term priorities for 2016-2017 are contained in the Service Plans in Appendix 7.

The revised structure of the EAS, with the key roles of responsibilities for leadership and management of the key areas of business, were implemented from September 2014. The structure has three key elements:

The **Challenge Adviser Service Area** focuses on the implementation of the National Categorisation System and the Intervention Framework with a key role of knowing and responding to the performance of individual schools, LAs and the region as a whole.

The **Brokerage, Intervention and Support (BIS) Service Area** leads on national and local programmes related to leadership, teaching and learning, governance of schools, literacy, numeracy, Foundation Phase, Welsh and 21st century learning.

The **Business Support Service Area** leads on the financial management, Learning Intelligence information related to the performance of schools, LAs and the region. It also includes business intelligence which informs on progress against business and service plans and the provision of value for money. The area is also responsible for human resource management, health and safety, pensions, communication strategy, procurement, legal and all other aspects that safeguards the company.

Section 5: Regional Key Stage targets 2016-2018

The targets below are derived from the targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2015. The target setting process across the region is robust, with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities. This includes analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, Fisher Family Trust (FFT) estimates and WG Modelled Expectations.

Foundation Phase		
All pupils		
	2015 Actual	2016 Target
FPI	88.0	88.9
LLC English 05+	90.0	90.5
LLC Welsh 05+	91.6	93.9
Mathematics Dev.05+	90.7	91.5
PSD 05+	95.6	94.7
LLC English 06	36.3	39.0
LLC Welsh 06	32.0	33.7
Mathematics Dev. 06	34.7	37.5
PSD 06	56.6	56.3

Foundation Phase		
FSM pupils		
	2015 Actual	2016 Target
FPI	76.8	78.3
LLC English 05+	80.2	81.1
LLC Welsh 05+	83.3	87.6
Mathematics Dev.05+	81.7	82.5
PSD 05+	90.6	89.7
LLC English 06	19.3	22.8
LLC Welsh 06	20.6	13.5
Mathematics Dev. 06	18.0	22.5
PSD 06	35.9	36.7

Key Stage 2				
All pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	88.1	89.8	88.8	88.8
English L4+	90.0	91.6	90.7	91.0
Welsh (1 st) L4+	90.6	91.1	90.2	92.1
Mathematics L4+	90.2	91.8	91.3	91.1
Science L4+	91.9	93.3	92.3	92.4
English L5+	42.6	44.1	43.8	44.4
Welsh (1 st) L5+	35.8	34.3	36.5	40.9
Mathematics L5+	42.4	43.9	43.4	42.7
Science L5+	44.4	46.2	45.2	44.9
Welsh (2 nd) L4+	82.1	83.2	82.6	83.3

Key Stage 2				
FSM pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	77.3	80.2	78.5	77.8
English L4+	80.2	82.6	81.6	81.9
Welsh (1 st) L4+	82.5	81.5	81.9	83.6
Mathematics L4+	81.0	83.3	82.2	81.9
Science L4+	84.1	85.2	83.8	83.9
English L5+	24.0	23.7	24.5	24.1
Welsh (1 st) L5+	21.3	11.1	16.9	21.9
Mathematics L5+	23.5	23.3	24.7	23.6
Science L5+	24.7	25.4	26.1	24.9
Welsh (2 nd) L5+	26.4	26.7	28.8	30.3

Key Stage 3				
All pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	82.2	85.1	87.2	87.7

Key Stage 3				
FSM pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	59.6	68.7	72.8	76.6

English L5+	86.5	88.2	90.4	90.6
Welsh (1 st) L5+	88.2	91.4	93.4	95.3
Mathematics L5+	87.0	89.6	91.4	91.8
Science L5+	91.1	91.7	93.0	92.3
English L6+	51.5	55.6	59.3	60.5
Welsh (1 st) L6+	51.8	63.9	71.3	67.3
Mathematics L6+	56.9	61.0	63.8	64.3
Science L6+	54.5	60.6	63.7	63.7

English L5+	67.8	74.5	78.9	81.3
Welsh (1 st) L5+	79.5	78.0	79.0	89.6
Mathematics L5+	67.9	76.4	80.6	83.9
Science L5+	78.2	80.4	84.0	83.8
English L6+	27.5	33.2	38.8	40.9
Welsh (1 st) L6+	35.9	45.8	54.4	50.8
Mathematics L6+	31.3	38.8	44.1	45.4
Science L6+	28.8	39.0	43.8	44.9

Key Stage 4				
All pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	54.7	59.5	63.4	64.3
L2	81.7	82.5	82.7	82.8
L1	95.3	94.9	96.0	96.4
CSI	50.6	58.2	60.9	61.6
English A*-C	65.4	68.1	70.7	71.6
Welsh (1 st) A*-C	65.4	79.1	84.9	86.0
Mathematics A*-C	62.0	65.7	69.4	69.4
Science L2	82.9	81.2	76.9	72.9

Key Stage 4				
FSM pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	28.7	37.3	41.5	44.7
L2	62.8	65.1	64.5	66.8
L1	88.2	87.3	88.5	91.0
CSI	25.5	34.8	39.1	41.8
English A*-C	40.9	47.5	49.1	52.7
Welsh (1 st) A*-C	38.1	46.3	64.1	71.7
Mathematics A*-C	37.7	44.4	47.9	49.8
Science L2	71.0	66.6	57.8	54.9

Attendance targets by LA

Primary attendance

Pupil attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Blaenau Gwent	94.5	95.2	95.3	95.4
Caerphilly	94.5	95.1	95.1	Not set
Monmouthshire	95.8	96.0	96.0	96.0
Newport	94.5	94.6	94.7	94.8
Torfaen	96.0	96.0	96.0	96.5

Secondary attendance

Pupil attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Blaenau Gwent	93.2	93.8	94.0	94.2
Caerphilly	92.7	93.8	94.0	Not set
Monmouthshire	94.8	95.0	95.0	95.0
Newport	93.1	93.2	93.4	93.6
Torfaen	95.0	95.0	95.0	95.5

Section 6: Key regional priorities for 2016-2019

The South East Wales consortium has established firm foundations on which to implement 'Qualified for Life'. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and, improving standards of achievement in numeracy.

The South East Wales consortium will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce - Strengthening work with initial teacher training; implementing the 'New Deal' for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improving the use of digital technology for learning and assessment; and, improving capacity to accelerate the achievement and progress of learners facing the challenge of poverty and those with special needs.
- Embedding high expectations in the curriculum - Implementing refreshed literacy (English and Welsh) and numeracy programmes, including the Areas of Learning; strengthening the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implementing the Foundation Phase Baseline assessment and ensuring that its data is robust, reliable and informative; engaging with the development of the Donaldson report recommendations; and, support the implementation of the Youth Guarantee.
- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to re-profile the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life'.
- Enabling schools to implement the new framework of qualifications and assessment; GCSEs, Welsh Baccalaureate and Essential Skills Wales; and, embedding assessment of creative and problem solving learning within the curriculum and assessment framework.
- Enabling improved leadership for self-improving schools; embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring a coherent leadership development framework supports classroom teachers, middle and senior leaders to improve the impact of their work; improving the impact of Schools Challenge Cymru work; improving impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress; improving intervention and support for schools in the lowest categories; and, improving governance and improved support for governing bodies.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated rigorously. These priorities, as set out in 'Qualified for Life' are embedded in the strategic priorities of the EAS and will be in the core of the EAS Business Plan for 2016-2019.

Detailed Plans 2016-19

Priority 1: Accelerating the progress of learners who face the challenge of poverty

Progress achieved in 2014-15

Foundation Phase

The performance of FSM pupils at O5+ declined slightly across the region in 2015, however performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points.

Key Stage 2

Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points.

Key Stage 3

The performance of pupils eligible for free school meals has improved overall but at a slower rate at Level 5+ but a faster rate at Level 6+. The performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points).

Key Stage 4

Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).

Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).

The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Programmes to achieve improvement over 2016-2019

These are high level long term actions. Detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans in Appendix 7.

Excellence in Teaching:

- Closing the Gap (CTG) Champion, in collaboration with Challenge Advisers to identify schools where the gap between FSM pupils and non-FSM pupils is greatest and/or has not improved over a three-year period.
- These schools will be paired with the best performing schools to support a programme of school-based training and development to improve progress of FSM pupils at all ages and across the curriculum.

- Expert teachers across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Learning to be gained from the joint 'Valley's Project' with Central South consortium and shared into the system.
- 'Expert' teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Training and development programme to be monitored by CTG champion and Challenge Advisers over 2016-17 to identify best practice and to extend this programme to 2017 and beyond.
- Exemplars of best practice to be published in 2017-18 and following years.
- Challenge Advisers to ensure that Pioneer Schools and Lead Creative schools have robust and deliverable plans for supporting improvements across the region.
- Challenge Advisers to ensure that support for newly qualified teachers embeds effective curriculum planning to accelerate the progress of FSM pupils.
- Improvements from SCC schools and advisers will be shared across the system.
- EAS Senior Management Team (SMT) to establish partnerships with Initial Teaching Education Training (ITET) providers to improve the pool of effective new teachers entering the profession with the motivation, skills and knowledge required to accelerate the progress of FSM pupils.

Challenging Curriculum and supportive assessment

- Closing the Gap Champion and Challenge Advisers to identify subject areas and aspects of learning where the progress of FSM pupils is the greatest cause for concern and to ensure that work is commissioned to improve the quality of teaching and learning in these areas.
- Challenge Advisers will ensure that bespoke support plans, school development plans and grant plans in 2015-2016 and 2016-2017 clearly identify aspects of support for the acceleration of FSM learners and improvements in quality of teaching and learning in identified schools.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning, particularly in those subjects and aspects of learning where FSM pupils make less progress than expected.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which accelerate the performance of all pupils and ensure that FSM pupils make the greatest gains.
- Literacy (English and Welsh 1st) and numeracy teams to focus support on transition across Years 5 - 8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM learners, particularly in Y7 and Y8.
- Closing the Gap Champion to track the impact of lead creative schools on accelerating the attainment of all pupils and particularly for FSM pupils.
- Challenge Advisers to advise on effective tracking and intervention strategies for FSM learners.
- 21st Century learning team to support programmes of intervention, development and training for literacy (English and Welsh), numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- CTG Champion to review relative progress of FSM pupils in Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Literacy (English and Welsh) and Numeracy teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of FSM pupils.
- CTG Champion to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Ten case studies from literacy (English and Welsh) and numeracy to be published in 2017-18.
- Excellence in Teaching programme to focus on embedding best practice from literacy (English and Welsh 1st) and numeracy across other GCSE and other qualifications frameworks.
- Focused support through Pioneer Schools for the development and implementation of the new GCSE in Science and other subjects where problem solving in real world contexts is a priority focus.

Excellence in Leadership

- Challenge Advisers to ensure that school development plans place narrowing the gap as a priority, particularly in those schools facing the greatest challenge. The development of middle leaders in improving outcomes for learners will focus in bespoke school support plans in current and subsequent years.
- CTG Champion to establish 10 cluster-based programmes to investigate and establish programmes across communities to raise ambition and attainment for families facing the challenge of poverty.
- Consortium leadership to establish a strategic partnership with a University to commission and deliver a research programme to underpin school improvement initiatives and enable teachers and leaders to gain higher qualification in recognition of their work.
- Challenge Advisers to ensure that effective systems for tracking progress of pupils focuses attention on FSM pupils, those who are 'looked after' and pupils with additional learning needs.
- Challenge Advisers will forge effective links with attendance officers to demonstrate the effective processes to engage FSM learners and families.
- Challenge Advisers to intervene strategically in those schools where in-school variation between English/Welsh 1st and Mathematics is impacting against the L2+ achievement measure.
- Governors' support programme ensures that all governing bodies scrutinise progress of FSM pupils and evaluate the schools' measures to accelerate the progress of these pupils and other vulnerable groups.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017)

By 2019:

- Attainment targets for FSM learners set for 2016, 2017 and 2018 all achieved.
- The gap in performance of FSM and Non-FSM learners is closed across the key indicators.
- Achievement of FSM learners at L2+ improves in all targeted schools and in-school variance is reduced significantly.

- The percentage of Secondary schools that perform above the WG target for L2+ (FSM, currently 32%, 2017 - 34%, 2018 - 36%) increases across the region by 50%.
- Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils.
- Attendance improves in line with targets across the region.
- School leaders place emphasis on Family and Community engagement as part of their whole school development planning processes.

Priority 2: Improving standards of achievement in English (and literacy)

Progress achieved in 2014-15

Foundation phase

In 2015 90% of pupils in schools across South East Wales achieved Outcome 5+. This was the same as in 2014 and 1 percentage point below target. Since 2012, there has been an increase of 3 percentage points. In 2015 performance of FSM pupils at O5+ was 81%, compared to 93% for non-FSM pupils, giving a gap of 12 percentage points which is 1 percentage point below target and static over a 3-year period. The gender gap is 6 percentage points, a narrowing of 1 percentage point due to the decrease in girls' performance.

In 2015 36% of pupils in schools across South East Wales achieved Outcome 6+. This was the same as in 2014 and 1 percentage point below target. The FSM/non-FSM performance gap is now 22 percentage points, which has remained static for the last 3 years.

Key Stage 2

In 2015, 90% of pupils in schools across South East Wales achieved Level 4+. This was an increase of 1 percentage point from 2014 and met the target. In 2015 the FSM/non-FSM performance gap is now 12 percentage points, which has narrowed by 4 percentage points. Performance of non-FSM pupils decreased by 1 percentage point.

In 2015, 43% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 2 percentage points from 2014 and met the target. The FSM/non-FSM performance gap is now 23 percentage points, which has narrowed by 3 percentage points and met the target. The gender gap has increased by 3 percentage points, with girls outperforming boys.

Key Stage 3

In 2015, 86% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 1 percentage point from 2014 and is 1 percentage point below target. In 2015 the FSM/non-FSM performance gap is now 22 percentage points, which has widened by 1 percentage point, and has met the target. Performance of non-FSM pupils decreased by 1 percentage point.

In 2015, 51% of pupils in schools across South East Wales achieved Level 6+. This was an increase of 6 percentage points from 2014 and was 2 percentage points below the target. The FSM/non-FSM performance gap is now 29 percentage points, and is 5 percentage points below the target. Girls outperform boys, but the gender gap has narrowed by 3 percentage points, due to boys making a faster rate of progress.

Key Stage 4

In 2015, 65.8% of pupils in schools across South East Wales achieved the L2 measure for English compared to 68.6% across Wales. This is an increase of 6.4 percentage points since 2012, which mirrors the rate of progress across Wales. The gap in performance between the region and Wales remains at 2.8 percentage points.

Over the past year, the region has seen a 1 percentage point increase at this level, which is lower than the increase across Wales in the same period (2.4 percentage points).

At individual Local Authority level, two out of the five authorities in SE Wales had a greater rate of progress compared to Wales (Blaenau Gwent and Monmouthshire) over the 3-year period 2012-2015.

Test performance

- Regional benchmark performance for the Reading tests was average overall in 2015, with roughly 25% schools in each quarter in all Key Stages at both SS85+ and SS115+.
- Performance was strongest in Key Stage 3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%). Conversely, benchmark performance for Teacher Assessment was stronger in Foundation Phase and Key Stage 2 than for Key Stage 3.

- Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for Teacher Assessment (possibly reflecting the impact of writing on the overall level awarded), compared with performance in the tests at SS85+. In Key Stage 3, more schools were in the top quarter for the test, than for Teacher Assessment at level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.

Programmes to achieve improvement over 2016-2019

(These are high level long term action: detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion and Challenge Advisers to work with the English/Literacy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- English/literacy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at KS2 and 3.
- Expert/outstanding teachers of English across all phases to be identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Literacy team support schools in the teaching of writing at Key Stages 2 and 3.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are competent in raising standards in English and literacy and are entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- English/literacy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- English/literacy team to identify priorities for the development of the new curriculum and track the progress of English and literacy developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in English.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside English.
- English/literacy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- English/literacy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- The GCSE Wave project will continue to support departments as agreed in the project plan.
- English/literacy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.
- English/literacy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in English.
- English/literacy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four Case studies from English/literacy to be published in 2017-18.

Excellence in Leadership

- English/literacy team to provide intensive support programme in schools where attainment is consistently below the median.
- English/literacy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of English.
- English/literacy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- English/literacy team to support Challenge Advisers in raising the quality and impact of curriculum leadership in English.
- English/literacy to strengthen leadership capacity in schools with consistent underperformance.
- English/literacy team to support the transition programme in schools where English is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools (60%) performing above the median.

Priority 3: Improving standards of achievement in Welsh 1st and 2nd language (and literacy)

Progress achieved in 2014-15

Welsh 1st language

Foundation Phase

In 2015, performance of pupils in schools across South East Wales at Outcome 5+ remained above the Wales average. At Outcome 6+ performance was 4.9 percentage points below the Wales average, and has decreased by 2 percentage points. The FSM/non-FSM performance gap decreased by 1 percentage point at O5+ but increased by 1 percentage point at O6+.

Key Stage 2

In 2015, performance of pupils in schools across South East Wales at Level 4+ remained above the Wales average for the third year, increasing by 1 percentage point year on year. At Level 5+ performance was 2 percentage points below the Wales average, but has improved at a faster rate. The FSM/non-FSM performance gap decreased by 8 percentage points at L4+ and 3 percentage point at L5+. FSM pupils are making faster progress than non-FSM pupils.

Key Stage 3

In 2015, performance of pupils in schools across South East Wales at Level 5+ decreased by 1 percentage point and was 2.9 percentage points below the Wales average. At Level 6+ performance was 4.1 percentage points below the Wales average, but has improved at the same rate as Wales. The FSM/non-FSM performance gap decreased significantly between 2014 and 2015. FSM pupils are making faster progress than non-FSM pupils at both L5+ and L6+.

Key Stage 4

In 2015, performance of pupils in schools across South East Wales at Level 2 Welsh decreased by 10.7 percentage points.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.

Writing is the weakest skill at Key Stages 2 and 3.

Welsh 2nd language

Key Stage 2

In 2015, performance of pupils in schools across South East Wales at Level 4+ increased by 2 percentage points and is now 5.9 percentage points above the Wales average. At Level 5+ performance increased by 2 percentage points and is now 7 percentage points above the Wales average. The FSM/non-FSM performance gap decreased at L4+ by 4 percentage points, but has increased by 2 percentage points at L5+.

Key Stage 3

In 2015, performance of pupils in schools across South East Wales at Level 5+ increased by 4.6 percentage points and is in line with the Wales average. At Level 6+ performance increased by 7.9 percentage points and is now 5.7 percentage points above the Wales average. The FSM/non-FSM performance gap remains at 25 percentage points.

Key Stage 4

Performance in full course GCSE/Level 2 equivalent overall is 1.3 percentage points below the Wales average.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.

Writing is the weakest skill at Key Stage 2 and 3.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans for both Welsh 1st and Welsh 2nd languages in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Welsh in Education team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at Key Stage 2 and 3. (Welsh 1st and Welsh 2nd language)
- Expert teachers of Welsh 1st/2nd language across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Literacy team support schools in the teaching of writing at Key Stages 2 and 3. (Welsh 1st and Welsh 2nd language)
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages. (Welsh 1st language)

Challenging Curriculum and supportive assessment

- Welsh in Education team to identify priorities for the development of the new curriculum and track the progress of Welsh 1st and 2nd language developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority. (Welsh 1st and Welsh 2nd language)
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Welsh 1st and 2nd language.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside Welsh 1st and 2nd language.
- Welsh in Education team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8. (Welsh 1st and Welsh 2nd language)

- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils. (Welsh 1st and Welsh 2nd language.)

A rewarding qualifications framework

- Welsh in Education team to capture the learning from Pioneer schools implementing new GCSEs, and identify strengths in planning, provision and teaching. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in Welsh. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Three case studies from literacy (Welsh 1st and 2nd language) to be published in 2017-18.

Excellence in Leadership

- Welsh in Education team to provide intensive support programme in schools where attainment is consistently below the median in Welsh-medium schools.
- Welsh in Education team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Welsh as a 1st and 2nd language.
- Welsh in Education team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support Challenge Advisers in raising the quality and impact of curriculum leadership in Welsh. (Welsh 1st and Welsh 2nd language.)
- Welsh in Education team to strengthen leadership capacity in schools with consistent underperformance. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support the transition programme in schools where Welsh 1st and 2nd language is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment. (Welsh 1st language)
- Improved performance in leadership at KS4 with higher percentage performing above the median at KS3.
- Improved performance of learners entered for GCSE qualifications in Welsh 2nd language.

- Increase the numbers of learners entered for full course qualifications in Welsh 2nd language (as detailed in the Welsh in Education Strategic Plan, (WESP)).

Priority 4: Improving standards of achievement in Mathematics (and numeracy)

Progress achieved in 2014-15

- Regional performance remains just above / in line with Wales averages in Foundation Phase (FP) and KS2 (91/90% respectively) and increased 2 points in line with Wales in Key Stage 3 (2 pts below Wales). Results rose 2 points at the higher levels in FP and KS2 and continue to be just above Wales (despite Wales figures improving by 4/3 points). Performance improved slightly at L6+ (5 points compared with four nationally), closing the gap between South East Wales Consortia (SEWC) and Wales to 3 points.
- The percentage of pupils achieving the expected level and expected level +1 increased or matched last year's figures in all but three cases (Blaenau Gwent at 05+ linked to girls' performance, and Torfaen at 05+, L4+ and L5+ in both KS2 and KS3). The latter was anticipated following the focus on Teacher Assessment and the need to demonstrate greater alignment between TA and test results.
- Gender differences at the expected level suggest relative underperformance of boys in Newport at 05+ (FP), Caerphilly at L4+ (KS2) and Blaenau Gwent at L5+ (KS3). At the higher levels, gender differences in favour of girls are wider than Wales in Torfaen at 06+ (FP) and Blaenau Gwent in Key Stages L6+ (KS3), with relative underperformance of girls in Monmouthshire at L6+ (KS3).
- Fewer schools were above the median at the expected level in FP and Key Stages 2 and 3 than in 2014. This reflects the regional focus and rigour on TA and the need to ensure accurate use of best-fit approaches. It was anticipated that this would result in LA TA performance being lower than last year in most LAs. LA rankings at the expected levels are above or close to LA FSM ranking for all but Key Stages 2 and 3 in Torfaen.
- Mathematics performance improved in Key Stage 4, increasing 4 points across the region compared with a national increase of just 2 points. Improvements were in line with Wales in Monmouthshire (2 pts) but above for all other LAs and strongest in Blaenau Gwent: 7 pts (Caerphilly: 4 pts, Torfaen: 4 pts, Newport: 3pts). However, performance declined in twelve schools across the region (< 2 pts in four schools, 2-5 points in four schools and > 5 pts in three schools). In Blaenau Gwent, this reflects relatively stronger performance of boys this year; in other LAs gender differences are similar to Wales averages, albeit with significant variation at school level.
- Regional benchmark performance at Key Stage 4 was above average for the first time, with 54% schools above median and less than 25% in Q4. Whilst the EAS target for at least 60% of schools to be above the median in 2015 was not met, performance was significantly stronger than last year and represents SEWC's strongest performance. At the start of the EAS, nearly two-thirds of schools were below median, of which 41% were in the bottom quarter.
- Regional benchmark performance in the national numeracy tests was below average overall in 2015, with more than half the schools below the median in 8 out of 12 indicators. However, this represents improvement compared with 2014 where benchmark performance in was well below average, with more than half the schools below the median for all but one of the twelve measures (Procedural: KS3: SS85+).
- Performance was above average in the procedural test in KS2 at SS115+, both tests at SS85+ in KS3 and the procedural test at SS115+ in KS3.
- Performance was strong in Year 9, and stronger than in Years 2 and 6, contrary to Teacher Assessment benchmarks where Key Stage 3 performance was well below average at the expected level (only 36% schools above the median compared with 61% in Foundation Phase and 56% at Key Stage 2).

- In the primary phase (Years 2 and 6), with the exception of the Year 6 procedural test at SS115+, there were fewer than 50% of schools above the median, and significantly more schools in the bottom quarter than in the top quarter.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Mathematics/numeracy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Mathematics/numeracy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils.
- Expert/outstanding teachers of Mathematics/numeracy across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert/Outstanding teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are expert in Mathematics/numeracy entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- Mathematics/numeracy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- Mathematics/numeracy to identify priorities for the development of the new curriculum and track the developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Mathematics.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which Mathematics and numeracy.
- Mathematics/numeracy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- Mathematics/numeracy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Mathematics/numeracy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.

- Mathematics/numeracy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in Mathematics/numeracy.
- Mathematics/numeracy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four case studies to be published in 2017-18.

Excellence in Leadership

- Mathematics/numeracy team to provide intensive support programme in schools where attainment is consistently below median.
- Mathematics/numeracy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Mathematics/numeracy.
- Mathematics/numeracy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Mathematics/numeracy team to support Challenge Advisers in raising the quality and impact of curriculum leadership | Mathematics/numeracy.
- Mathematics/numeracy team to strengthen leadership capacity in schools with consistent underperformance.
- Mathematics/numeracy team to support the transition programme in schools where Mathematics and or numeracy is a priority focus.

Outcomes from programmes

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Improved performance in the National Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools performing above the median.
- 95% of schools rate support for Mathematics/numeracy as good or better.

Section 7 Appendices

Appendix 1: EAS risk register

Spring Term Update to be added before submission to WG.

No.	Date logged	Date / reported to Board	Category	Risk description... There is a risk that.... In relation to the EAS Business Plan	Consequence	Scale		Impact and Likelihood (DxE)	Red = 9-16 Amber = 5 - 8 Green = 1-4	owner	Planned action	Review date	Update (November 2015)
						Scale 1 - 4	Scale 1 - 4						
						High Risk (9 -16)							
						Medium Risk (5 - 8)							
						Low Risk (1 - 4)							
1	15/03/2015		Political - local	School categorisation is not accurately completed	Lack of focus for school improvement and achievement.	3	1	3	L	KB	Robust QA, training and guidance for completion	01/01/2016	
2	15/03/2015		Customer	LA or LAs refuse or fails to behave in line with the national model	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA Concerns at officer/Board level as they emerge	31/01/2016	
3	15/03/2015		Customer	The customer (LA) duplicates the services of EAS	Confusion for schools and lack of overall control of service	3	2	6	M	KB	As above	31/01/2016	
4	15/03/2015		People and Organisation	Key people or significant numbers of CAs fail to deliver services	Impact on the ability of EAS to deliver the national model and impact on school improvement. Impact on reputation of the service	3	2	6	M	KB	Effective line management systems in place. PDRs implemented. QA systems in place	Aug-16	
5	15/03/2015		People and Organisation	Loss of critical individuals within the CA Team	Impact on the ability of EAS to deliver the national model and impact on school improvement	2	1	2	L	KB	CA Partners trained in preparation for schools that require CAs at short notice. Replacement strategies implemented	May-16	
6	15/03/2015		Performance	Learners' improvement is not aligned to CAs input efforts	Life chances of pupils not realised. VFM of CA time not effective	3	2	6	M	KB	QA systems and line management meetings implemented. PCA/LA monthly meetings and where required Schools Causing Concern Review.	Jan-16	
7	15/03/2015	2.12.15 Item 5	Performance	Target setting process not fully implemented by EAS and / or LA SIMS teams	Pupil level target information not completed at a regional level. Unable to provide the LAs with detailed statutory information	4	2	8	M	KB	Monthly meetings with LIT and LA staff to monitor progress and compliance	Feb-16	Target setting process completed. QA process and final agreement with LAs to take place prior to Dec 14th. Risk remains the same.
8	16/03/2015		Health and Safety	Incident at work - employee	loss of productivity, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/02/2016	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.
9	16/03/2015		Health and Safety	Incident on site - participant, guest, visitor	reputational, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/11/2015	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.

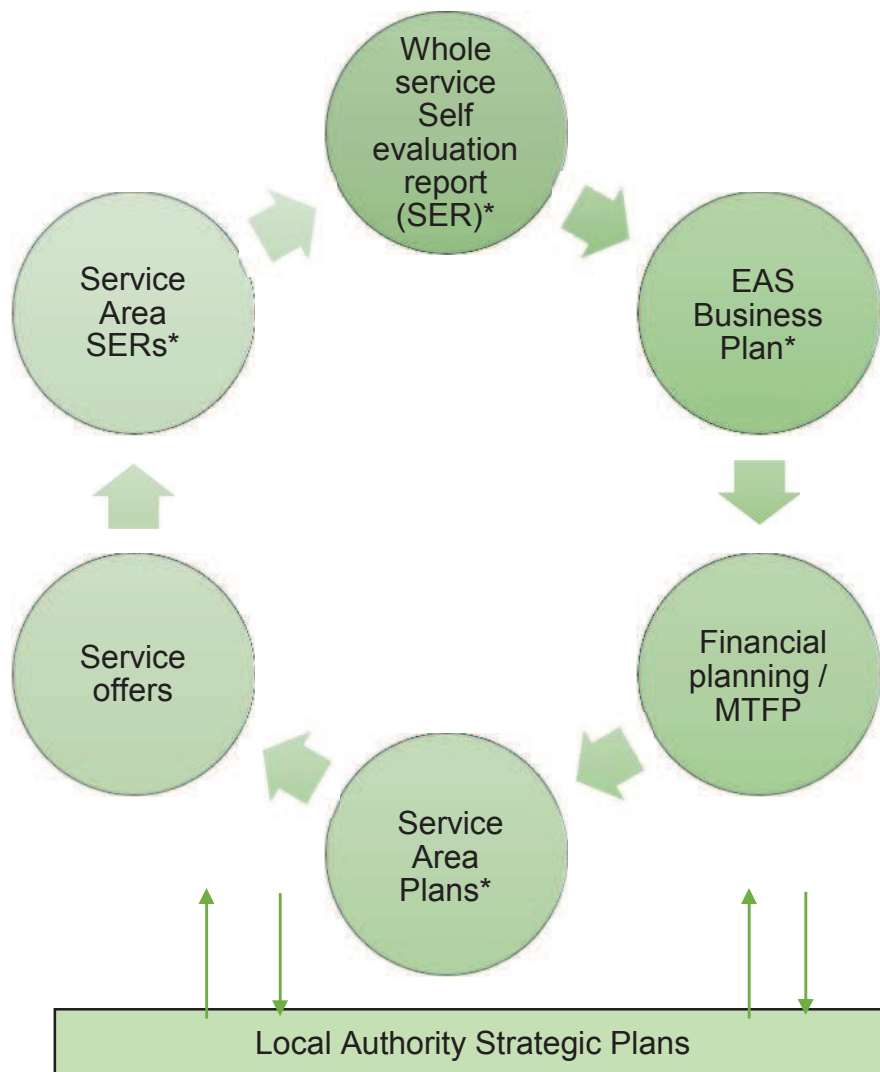
10	16/03/2015		Technology and Information	Significant system failure	loss of data, security breach, legal action	4	1	4	L	GW	Review of process, expectations and actions	Jan-16	
11	16/03/2015		Technology and Information	Moderate Software failure	loss of data, productivity	2	2	4	L	GW	Review of process, expectations and actions	Jan-16	
12	16/03/2015		Technology and Information	Device failure	individual	1	3	6	M	GW	Process reviewed, expectations and actions agreed	Jan-16	
13	16/03/2015		Technology and Information	Investment error or failure - hardware	Waste, security breach	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
14	16/03/2015		Technology and Information	Investment error or failure - software	Waste	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
15	16/03/2015		Technology and Information	MySID and SS - data and function transfer	Waste	3	3	9	H	KP	ongoing review of migration	01/02/2016	Risk remains the same as the systems are migrated.
16	16/03/2015		Technology and Information	MySID and CPD Online	Loss of productivity, reputation, relationships with schools	3	3	9	H	KP	immediate review of process, expectations and actions	01/02/2016	School survey complete. MySID HT user group to meet Dec 15. Risk to be reviewed after this date. Risk remain.
17	16/03/2015		People and the organisation	Underperformance - individual	Waste, requirement to take action	2	3	6	M	SMT	Execute PDR	01/03/2016	PDR process implemented. Half yearly reviews completed by Dec 15. SMT to review quality. Risk remain.
18	16/03/2015		People and the organisation	Underperformance - team	Waste, requirement to take action	3	2	6	M	SMT	Execute PDR and Business Plan / QA	01/11/2015	Business Plan reviews taken place. Staff survey complete. SMT to review quality. Risk remain.
19	16/03/2015		People and the organisation	Loss of key staff	Loss of capacity/capability	2	3	6	M	SMT	All monitor and succession plan	Jan-16	
20	16/03/2015		People and the organisation	Workload impact on staff retention	Loss of staff, impact on health	3	2	6	M	SMT	Review through 1-1 and PDR's	04/01/2016	Ongoing risk to the Business. Risk to remain the same. SMT to monitor sickness absence monthly.
21	16/03/2015		People and the organisation	Failure to secure school-based capacity	loss of opportunity	2	4	8	M	KP	Review s-2-s capacity in all phases across all teams	Jan-16	
22	01/09/2015	1.12.15 Agenda item 11	Political - local	Failure to agree EAS governance model because operational or strategic concerns/ differences	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA concerns at officer/Board level as they emerge	01/02/2016	Governance model not fully agreed. Audit Committee to be agreed 2.12.15. Expected Board agreement with Legals Jan 16. Risk to remain until all completed.

23	01/09/2015	1.12.15 Agenda item 6	Finance and cash flow	Failure in cash flow	Lack of ability to pay staff and creditors	4	1	4	L	GW	Process reviewed, outcomes implemented. Monitored on fortnightly basis	01/11/2015	Risk reduced from Medium (8).
24	01/09/2015		Legal and Regulatory	Specific compliance issues relating to grant expenditure	Loss of money and impact on service delivery	3	1	3	L	GW	Process reviewed, training need identified, monitored on a weekly basis	Jan-16	
25	01/09/2015	23.09.15-Agenda-Item-12	People and Organisation	Failure to recruit a new and appropriate MD in a timely manner	Disruption to leadership and management of the service, as it approaches an inspection	3	3	9	L	RG	Establish agreed process for the recruitment of the new MD with appropriate HR support	01/06/2016	Interim MD appointed. Post until Aug 31st 2016. All interim backfill posts completed. Risk to be removed and reviewed June 2016.
26	25/11/2015	1.12.15 Agenda item 8	Finance and cash flow	Failure to review school to school financial allocations and process of impact monitoring. Not preparing schools adequately for the accountability shift.	Schools not able to demonstrate impact and grant compliance. Detrimental impact of development of resilience and self improving schools.	3	2	6	M	KP	Refine current processes for allocation and impact monitoring of schools to school budgets. Engage with new HT Strategy group. Risk level remains at 6, but new processes and the implementation of the timebank solution will reduce the risk significantly in FY16-17.	01/02/2016	
27	25/11/2015	1.12.15 agenda item 7 & 9	Finance and cash flow	Reduced grant / funding allocations in future from WG / LAs	Impact on service delivery	3	3	9	H	GW	Medium term financial plan updated and shared with Board. Scenarios of reduction included. Change Management Policy - continue to engage with	27/01/2016	

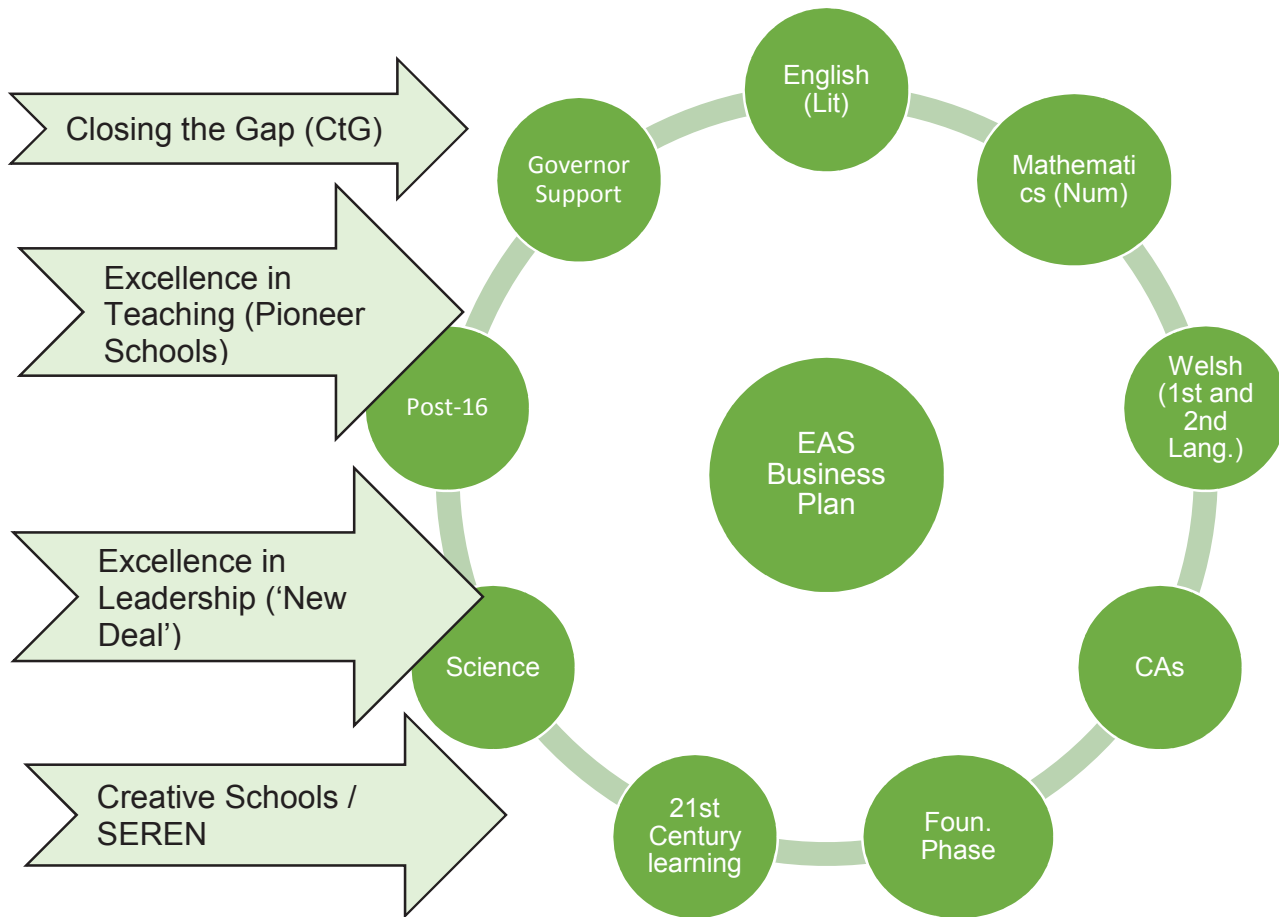
Appendix 2: Resources (To follow when budgets agreed)

Appendix 3: Business Planning Cycle 2015-2016

EAS self-evaluation process 2015-2016

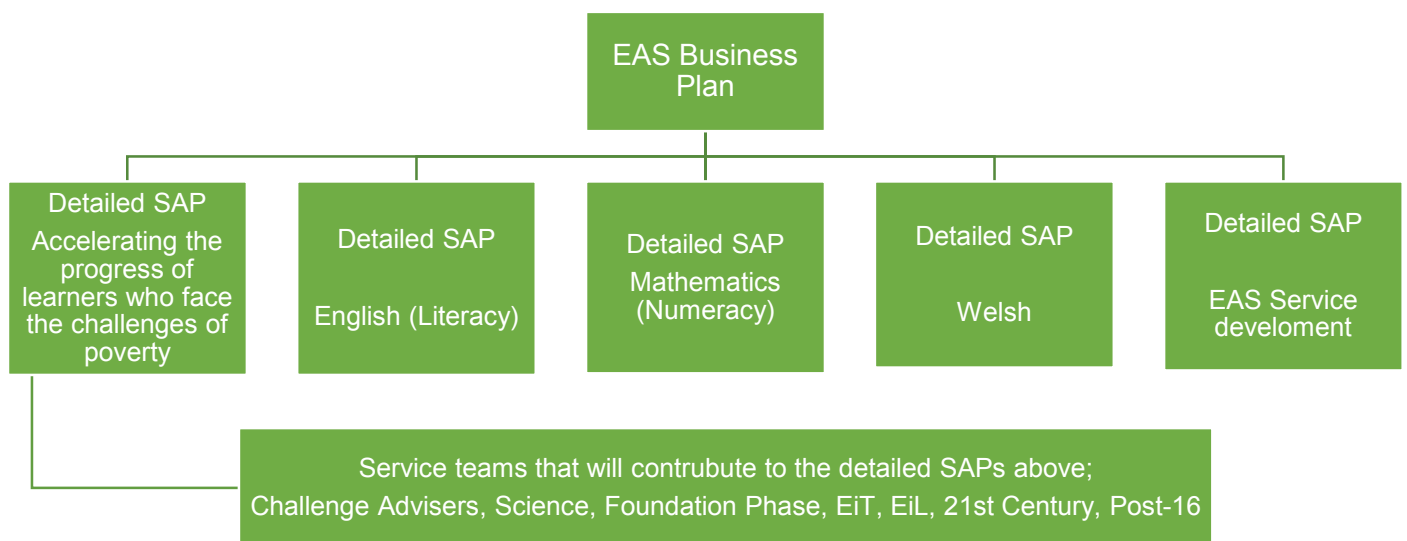


A4 Service Plan overview



Detailed Service Area Plans

There will be five detailed Service Area Plans which will be populated from all other service areas. All that contribute to these SAPs will be held to account for progress through them.



Appendix 4: Progress Overview Estyn/WAO report on Regional Working (as at November 2015)

High level progress overview - Estyn Recommendations (Improving Schools through Regional Educational Consortia - Estyn report June 2015) and Wales Audit Office (WAO) (Achieving improvement in support to schools through regional education consortia - an early view)

The progress measures used in this report are as follows;

	Addressing the recommendation	Aspects still requiring attention	Impact on standards and / or quality of provision
Limited progress	<i>Does not meet the recommendation</i>	<i>All or many important aspects still awaiting attention</i>	<i>No impact on standards and/or quality of provision</i>
Satisfactory progress	<i>Addresses the recommendation in many respects</i>	<i>A few important aspects still require significant attention</i>	<i>Limited impact on standards and/or quality of provision</i>
Strong progress	<i>Addresses the recommendation in most respects</i>	<i>Only minor aspects still require attention</i>	<i>Positive impact on standards and / or quality of provision</i>
Very good progress	<i>Addresses the recommendation in all aspects</i>	<i>No aspects require further attention</i>	<i>Very good impact on quality of provision</i>

Recommendation	High level summary of progress to date / Judgement (November 2015)	High level summary of ongoing actions
<p>Estyn R1 Improve performance management arrangements by:</p> <ul style="list-style-type: none"> planning for the medium term to ensure a strategic approach to school improvement ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery capturing, sharing and using data (from pupil 	<p>Judgement:</p> <p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> Revised Business planning processes in place with reviews built in and challenged by SMT. The use of data is now more efficient and stored centrally. Data sharing agreements in place with LAs. Pupil level data is used for target setting processes across the region. 	<ul style="list-style-type: none"> Continue to up skill all team leaders within the service on business planning, self-evaluation and impact driven accountabilities. Further refine the Business Planning cycle and engage more widely with all stakeholders. Refine the data collection processes from schools and LAs to enable greater efficiency. Improve the bespoke nature of the LA Annexes. Improve the accuracy and rigour in the target

<p>level up) efficiently and effectively</p> <ul style="list-style-type: none"> • monitoring the progress of pupils and schools regularly • taking a more robust approach to identifying and managing risks • realistically self-evaluating their strengths and shortcomings • tightly managing the individual performance of their staff <p>Local authorities should: R6 Support their regional consortium to develop medium term business plans and ensure that all plans take account of the needs of their local schools.</p> <p>WAO</p> <p>R2 To focus on outcomes through medium term planning.</p>	<ul style="list-style-type: none"> • Risk register now in place and monitored through the Board meetings. • Self-evaluation systems are developing across the service. • Performance Management systems are now in operation across the service. 	<p>setting and progress towards targets information from schools.</p> <ul style="list-style-type: none"> • Embed and refine the quality of the Performance Development Review (PDR) processes and impact on service delivery. • Further refine the self-evaluation systems and processes across the service to better inform service priorities. • In consultation with SEWC develop the VFM systems.
<p>R2 Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.</p>	<p>Judgement:</p> <p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> • Revised systems and processes implemented to judge the effectiveness and quality of CA reports. • Quality assurance and line management arrangements have been improved. • Training for all CAs on the implementation of the National Categorisation Model, effective intervention in schools has been delivered. • Bespoke support plans have been introduced for all schools. 	<ul style="list-style-type: none"> • Reduce the variance in outcomes between schools. • Improve the outcomes, particularly at KS4 and for those pupils facing the challenges of poverty across the region. • Embed the new processes and protocols. • Utilise the PM systems and quality assurance framework to its optimum. • Continue to identify and reduce the variance in quality where it still exists. • Use the school survey as a useful tool to evaluate provision across the CA service.

	<ul style="list-style-type: none"> Materials and practice has been shared and learning taken from ERW and CSC. 	<ul style="list-style-type: none"> Further develop the work streams with other regions as agreed in the cross - region action plan.
<p>R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.</p>	<p>Judgement:</p> <p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> CTG Champion appointed and project plan in operation. One partial secondment (Primary Head) made and one CA appointment made with focus on leadership and closing the gap. Ongoing support for best use of PDG. Engagement in Valleys project in collaboration with CSC. MySID now being used by CAs to monitor and advise on PDG spend. 	<ul style="list-style-type: none"> Reduce the variance in outcomes for pupils facing challenges of poverty, particularly at KS3 and KS4. Review the impact of the use of MySID as a tool for allocation and impact of PDG grant. Utilise the Leadership Timebank as a tool to identify and share the best practice in this area of work. Embed the role of the PDG Officers. Fully implement the 'Valley's' Project in conjunction with CSC and take learning from this approach. Continue with the joint training for CAs with CSC.
<p>R4 Improve the quality and range of support for schools and in particular:</p> <ul style="list-style-type: none"> develop clearer strategies for maximising the potential of school-to-school support provide or broker better support for teaching and learning in non-core subject areas. 	<p>Judgement:</p> <p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> School-to-school strategy document in draft for consideration by all regional consortia - joint project across all four regions. Ongoing work with 'New Deal' Schools and lead schools for Excellence in Teaching (EIT) and Excellence in Leadership (EiL), including 20 primary schools now delivering collaboratively on: <ul style="list-style-type: none"> The Leadership programme The leadership timebank 	<ul style="list-style-type: none"> Continue to develop and deliver the programme of staff development within the 'New Deal'. Work with the Pioneer Schools for the curriculum to engage the non-core subjects. Continue support for the WBQ and new non-core GCSEs.

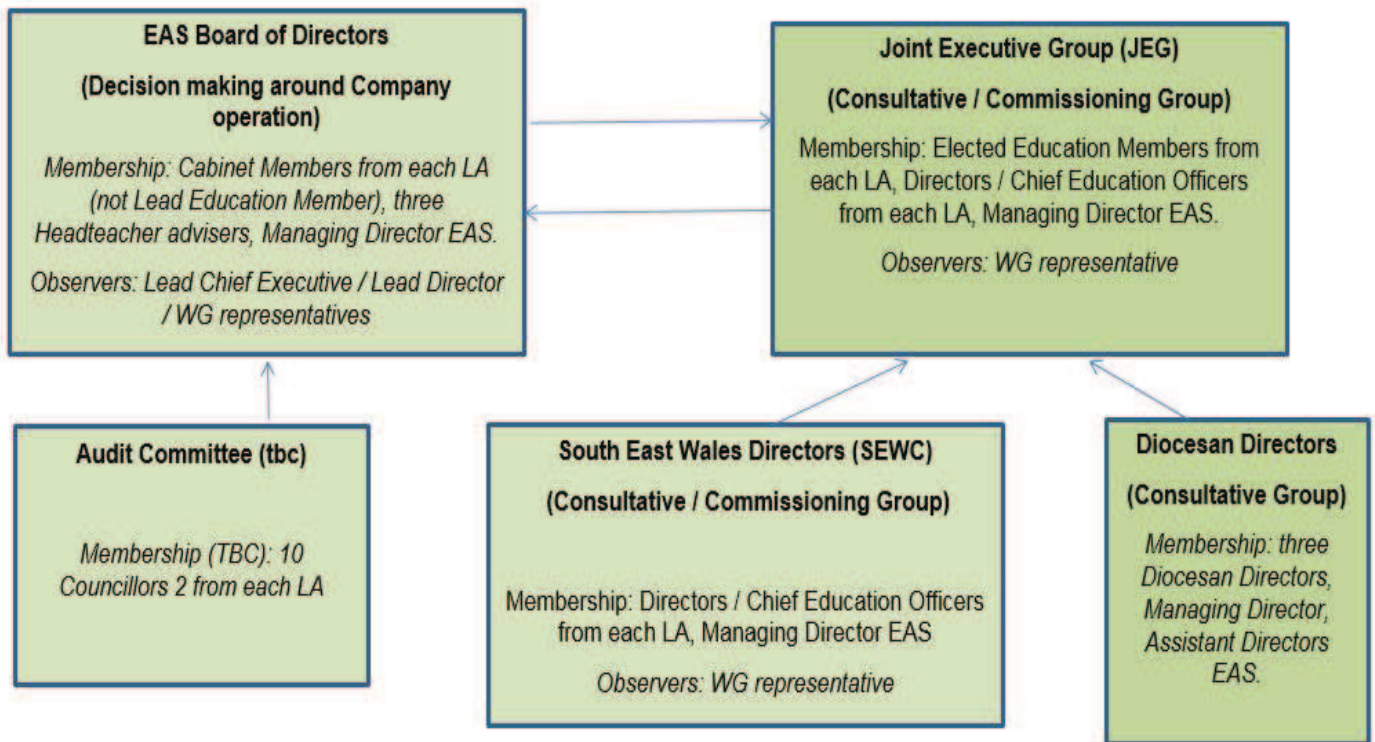
	<ul style="list-style-type: none"> ○ The Excellence in Leadership Framework ○ Strategic delivery partnerships with Higher Education (HE) and other third party providers • The Excellence in Teaching and Leadership programmes, being brought together as a response to the 'New Deal' and Successful Futures programmes, now focus on and record progress in relation to teachers and leaders in the non-core subjects in all Key Stages. • In addition, school-to-school funding and other resources released by WG are being used to support schools' preparation for the implementation of the Welsh Baccalaureate (WBQ) and new GCSEs for September 2016. 	
<p>R5 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services.</p>	<p>Judgement:</p> <p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> • Agreed annual protocol implemented for working more closely with the diocesan authorities. • Regular meetings scheduled with the Managing Director over the year. • Training provided to CAs on the distinct nature of Faith schools and the role of the diocese. • Senior CA appointed with specific responsibility as the key link to the Diocesan directors. • Draft Categorisation and Targets shared with the Directors for views. 	<ul style="list-style-type: none"> • Embed the agreed processes into practice. • Review the impact of this joint working.
<p>Estyn R7 Develop formal working arrangements</p>	<p>Judgement:</p>	<ul style="list-style-type: none"> • Activate the Business Planning timetable.

<p>between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium.</p> <p>WAO R5 To improve the effectiveness of governance and management of regional consortia.</p>	<p>Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> • Quality assurance protocols in place and implemented across the region with SEWC. • Joint Executive Group (JEG) meeting scheduled for the year and is now fully operational. • EAS Board now fully operational. • Business Planning timetable 2016/2017 created, involving all levels of governance. • Regular attendance at Scrutiny / Select Committees in all LAs. 	<ul style="list-style-type: none"> • Embed the role of JEG more fully ensuring this is effectively challenging the work of the service. • Introduce the Audit Committee into the Governance Structure. • Review and evaluate the quality and accuracy of the quality assurance framework that is currently in place with each LA. • Review and evaluate the quality assurance mechanisms within the service to ensure reports / information submitted to JEG / Board is of high quality and informative. • Re-configure the SEWC group to align more fully with strategic matters. • Self-evaluate the processes for governance as part of the regional strategy.
<p>WAO R3 To develop more collaborative relationships for the school improvement system;</p> <ul style="list-style-type: none"> • Regional consortia should develop improved arrangements for sharing practice and supporting efficiency (for example, one consortium could take the lead on tackling an issue or have functional responsibility for the development of a policy). 	<p>Judgement: Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention.</p> <p>Summary progress to date;</p> <ul style="list-style-type: none"> • Cross regional SMT conference was held in September 2015. High level action plan has been created for each of the identified work streams. • The Partnership arrangements between the four regions manage the STAP programme on behalf of the WG. • The development of CAs particularly when challenging and supporting improvements in outcomes for pupils facing the 	<ul style="list-style-type: none"> • Continue delivery on the agreed cross regional action plan through 2015/2016. • Review and self-evaluate the impact of the current work streams. • Utilise the network of Pioneer and 'New Deal' schools to share the best practice. • Embed the cross regional self-Improving Strategy and review impact at regional level.

	<p>challenging of poverty is ongoing with CSC.</p> <ul style="list-style-type: none">• The support and challenge for the delivery of the Welsh Bacallaureate has been led by EAS and also delivered across the CSC region.	
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Detailed update can be found in the Action Plan.

Appendix 5: Draft high level Governance structure of EAS (subject to confirmation by new governance arrangements)



Appendix 6: Service Plan Overviews and Service Offers 2016-2017

These Service Plan Overviews are high level summary documents that detail the progress made on actions in the previous Business Plan and the key actions and expected outcomes for the coming year.

The Service Offers detail the services that are provided to schools across the region for the next year, how these will be delivered and why these aspects have been chosen.

Details on resource implications will be worked up in the detailed Service Area Plans which will be completed in full mid-March when all financial information is available.

Service Area	English and Literacy
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <p>Foundation Phase: O5+: 90% equal to 2014 (1% below target). 3-year trend: increase of 3%. FSM 81%; non-FSM 93%- gap of 12% is 1% below target and static over a 3-year period. Gap between girls and boys is 6 points - down by 1 point through drop in girls' performance. O6+:36%, equal to 2014 and 1% below target. FSM/non-FSM gap 22 points and whilst at target level has remained static over 3 years.</p> <p>Key Stage 2: Level 4+: 90% - met target (increase of 1%). FSM/non-FSM gap 12 points is at expected level and improved by 4 points. Non-FSM pupils' performance fell by 1 point. Level 5+: 43% - met target level and an increase of 2 points. FSM/non-FSM gap 23 points, narrowed by 3 points to meet target. Girls outperform boys and the gap has grown by 3 points.</p> <p>Key Stage 3: Level 5+: 86% - improvement of 1% (1% below target). FSM/non-FSM gap 22 points and below target by 4 points. (Increase of 1 point) Level 6+: 51% improved by 6 points (2 points below target). FSM/non-FSM gap is 29 percentage points (5 points below target). Girls outperform boys but the gap has narrowed by 3 points due to boys making better progress.</p> <p>Key Stage 4: 65.8% L2 compared to 68.6% across Wales. An increase of 6.4pp since 2012, mirrored across Wales. The gap in performance between the region and Wales remains at 2.8 pp.</p> <p>Test performance: Regional benchmark performance for the reading tests was average overall in 2015, with 25% schools in each quarter in all Key Stages at both SS85+ and SS115+. Performance was strongest in KS3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%). Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for TA compared with performance in the tests at SS85+. In KS3, more schools were in the top quarter for the test, than for TA at Level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.</p>	
<p>Drivers for the coming year</p>	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Accelerate the progress of FSM pupils in all LAs, particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases. • Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and support from FP through to KS4. • Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+). • Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment. • Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning. • Improve moderation accuracy across all Key Stages. • Support schools with the Foundation Phase strategic action plan and Estyn remit responses. • Improve GCSE performance. At least 55% schools to be in above median in 2016. • Ensure that at least 95% of all schools and governing bodies' rate support for English as good or better. 	
<p>Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area.</p> <ul style="list-style-type: none"> • Support PDG Champion, Challenge Advisers and Outstanding Teachers to strengthen the quality of teaching in identified schools for all pupils including FSM and boys. • Work closely with BIS teams to support schools with the demands of new GCSEs and the coordination of Wave school-to-school GCSE project. • Support Excellence in Teaching Programme (ETP) team and Pioneer schools to identify excellent teachers across the region to engage in school-to-school support and improvement. • Support the 21st century team ensuring support programmes are rigorous and aligned across Literacy and numeracy, narrowing the attainment gap for FSM learners. • Establish partnerships with ITET providers and Institutes of Higher Education to ensure raised standards. • ALN teams in LAs to further improve the work of interventions for vulnerable learners. 	

Specific focus of this Service Area's work in each LA within the region

Blaenau Gwent: Raise standards of writing in collaboration with BG schools. Improve reading test outcomes- BG currently lowest performing LA in Years 2 and 6. Reduce variance between teacher assessment and test outcome.

Caerphilly: Raise reading test performance through the 'All round reader project' and the Caerphilly reading project using best practice from across the LA to share at LA and regional level. Target 85% of learners to achieve a standardised score of 85+.

Monmouthshire: Raise standards at the expected level + 1 to ensure that all learners achieve their potential across all Key Stages, particularly KS4. (0.3 pp rise in 2015, 9.1pp rise over three years- highest in the region)

Newport: Raise pupil attainment particularly within KS4 in schools who dipped in 2015. (-1.5pp 2015) Using EAS support and Wave 1 S2S ensure that middle leaders are tracking and monitoring all learners' progress to ensure raised standards. Reduce variation between TA and National Test in Year 9 and aim for 85% of learners to achieve SS85+. (Newport have the lowest % at 85+ within Yr 9). Support work streams for EAL project.

Torfaen: Teacher assessment of reading and reduced variation between TA and Test outcomes. Greater attendance at central training including reflection day. Target 85% SS85+ in Yr 2,6 and 9

Service Area Business Plan 2016 - 2017: Short term overview

Accountability - Tracey Abdulla

Priority / Blaenoriaeth

Priority Outcome 1:
Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2
Improving standards of achievement in English (and literacy)

Desired outcomes / Deilliannau

	Expected level				Expected level + 1			
	Actual	Target			Actual	Target		
ALL	2015	2016	2017	2018	2015	2016	2017	2018
FP	90.0	90.5			36.3	39.0		
KS2	90.0	91.6	90.7	91.0	42.6	44.1	43.8	44.3
KS3	86.5	88.2	90.4	90.6	51.5	55.6	59.3	60.5
KS4	65.4	68.1	70.7	71.6				

	Expected level FSM				Expected level + 1: FSM			
	Actual	Target			Actual	Target		
ALL	2015	2016	2017	2018	2015	2016	2017	2018
FP	80.2	81.1			19.3	22.8		
KS2	80.2	82.6	81.6	81.9	24.0	23.7	24.5	24.0
KS3	67.8	74.5	78.9	81.3	27.5	33.2	38.8	40.9
KS4	41.4	47.5	49.1	52.7				

	Expected level: Non-FSM						Expected level + 1: Non-FSM						
	Actual	Target				GA P 2015	P Gap 2016	Actual	Target				GA P 2015
ALL	2015	2016	2017	2018			2015	2016	2017	2018			
FP	92.8	92.9			12.6	11.8	40.8	43.2			21.5	20.4	
KS2	92.4	93.8	93.1	93.1	13.5	12.0	47.4	49.0	48.7	49.1	23.4	25.3	
KS3	90.7	91.4	93.3	92.8	22.9	16.9	57.0	60.9	64.3	65.2	29.5	27.7	
KS4	71.5	72.5	75.0	76.2	30.1	25.0							

Over- arching targets

	<p>Improve performance in Teacher Assessment at higher levels, National Reading tests from Yr2-9 and GCSE including higher grades so that the percentage of pupils at 85+ and 116+ is above the national average.</p>		
<p>Excellence in Teaching: Improving the teaching and assessment of oracy, reading and writing to raise standards across of all pupils across all Key Stages leading to Improved performance of FSM pupils, ALN, EAL, MAT, LAC and boys with increased focus on school-to-school partnerships and the CTG work programme.</p>			
<p>Challenging curriculum and supportive assessment: The development of the new curriculum including an EAS learning pathway for Years 3-11 fully embedded and used in schools to support the progress of all pupils. Work alongside the Pioneer schools to take forward Successful Futures agenda.</p>			
<p>Excellence in Leadership: Strengthen the quality and impact of school leadership and middle leaders to ensure attainment is above the median in identified schools. Ensure senior and middle leaders have the skills to challenge and support departments Ensure AFL and accurate teacher assessment with effective tracking systems to strengthen accountability are utilised to track learner progression.</p>			
<p>A rewarding qualifications framework: Continue to develop school-to-school working in line with Successful Futures focusing on progression from Year 5 into 6 transition into Year 7 and continued progression into 8. Continue to prepare subject leaders for the demands of the new GCSEs using S2S.</p>			
<p>Main activities / Prif weithgaredd</p>	<table border="1"> <thead> <tr> <th data-bbox="1217 835 1350 891">When</th> <th data-bbox="1350 835 1546 891">Who?</th> </tr> </thead> </table>	When	Who?
When	Who?		
<p>Excellence in Teaching: Provide effective central and bespoke training that raises attainment in all schools and enables schools to effectively address national, regional, LA and school priorities. Support schools where learner outcomes are consistently weak and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Support leaders with the monitoring of individual pupil targets and progress towards targets. Collaborate with the FP & Welsh teams to provide schemes of learning/ training programmes for both English and Welsh from FP-KS4. (Get it Write/Lively Literacy, LLP focusing specifically on Yr 5,6,7 and 8) Collaborate with WG, teachers and school leaders to deliver grant funded programmes within English and LNF (FP-KS). Collaborate with the EAS EAL working group to develop resources to support schools and teachers Support schools in responding to the implications of Donaldson’s Successful Futures using school-to-school, Pioneer schools and delegates from the Excellence in Teaching programme Develop post-16 support to accelerate the progress of learners who failed to gain L2.</p>	<table border="1"> <tbody> <tr> <td data-bbox="1217 891 1350 1624"> <p><i>April 2016-March 2017</i></p> </td> <td data-bbox="1350 891 1546 1624"> <p>Lead for English and Literacy. 4 primary officers & 2 secondary. 2 GCSE specialist advisers (WG funded-summer term only)</p> </td> </tr> </tbody> </table>	<p><i>April 2016-March 2017</i></p>	<p>Lead for English and Literacy. 4 primary officers & 2 secondary. 2 GCSE specialist advisers (WG funded-summer term only)</p>
<p><i>April 2016-March 2017</i></p>	<p>Lead for English and Literacy. 4 primary officers & 2 secondary. 2 GCSE specialist advisers (WG funded-summer term only)</p>		
<p>Challenging Curriculum and supportive assessment: Collaborate with schools, through school-to-school support, to raise standards of English and literacy reducing variation across LAs In collaboration with regional Pioneer schools and all BIS teams, particularly FP, Numeracy and Welsh, prepare learners for the demands of everyday life, national tests, GCSE and PISA. Provide systematic training and guidance in relation to national moderation materials and reporting on cluster moderations events- FP-KS2 & 3. Support all clusters with any contested profiles. Improve accuracy and consistency of teacher assessment reflected in cluster moderation reports and at external verification. Improve the progress of FSM, ALN and MAT learners along with effective transition within/ across Key Stages.</p>	<table border="1"> <tbody> <tr> <td data-bbox="1217 1624 1350 2094"> <p>April 2016-March 2017.</p> </td> <td data-bbox="1350 1624 1546 2094"></td> </tr> </tbody> </table>	<p>April 2016-March 2017.</p>	
<p>April 2016-March 2017.</p>			

Continue to facilitate the sharing of school developed resources across the region in all Key Stages.
 Identify best practice within schools through school profiling and facilitate sharing of skills and resources through drop in clinics, network meetings and training programmes.

Excellence in Leadership:
 Improve the quality of both senior and middle leadership for English and Literacy and governance through S2S support developing accountability for standards. Extend partnership working within BIS teams, Governor Support and the ETP programme.
 Work collaboratively with the CTG champion and collaborate with LA ALN officers to provide complementary support to schools using school-to-school where appropriate.
Learner outcomes for 2015-16 evaluated Sept '16.

April 2016-March 2017.

A Rewarding Qualifications Framework
 Developing the teaching and assessment of oracy, reading and writing in a holistic way building on skills and ensuring progression throughout the Key Stages.
 Enable learners to be at the heart of their learning, able to solve problems and gain understanding of why they are completing tasks and confident to be able to transfer these skills across the curriculum.
Delivery of the English/ Literacy strategy is dependent upon school-to-school including Lead Practitioners and Literacy Champions, to develop collaboration across all Key Stages. S2S support is used in the preparation of resources, delivery of training and in-school support with other colleagues working alongside EAS advisers.

April 2016-March 2017.

Key milestones / Cerrig Milltir 2016-2019

	FP 05+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
2014-15	90.0	90.0	86.5	65.4	30.1
2015-16	90.5	91.6	88.2	68.1	25.0
2016-17		90.7	90.4	70.7	25.9
2017-18		91.0	90.6	71.6	23.4

Service Offer 2016 - 2017:

Service Area	English and Literacy			
<p>Summarise the main regional priorities for your service area;</p> <ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases. Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and support from FP through to KS4. Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+). Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment. Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning. Improving the moderation accuracy Foundation Phase profiling, KS2 and 3. KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 51% above median) and only 6 schools in Q1 (16%). 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
<p>Lively Literacy-Making the Links FP-Year 2.</p>	<p>This training will enable teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus, teaching in a holistic way. All delegates will be confident in the use of the EAS writing sequence and planning materials to provide learners with engaging activities for non-Literary writing through focused tasks and enhanced provision. Evidence of impact Joint book scrutinies will be conducted with subject leaders in their school to look for improved outcomes in pupils writing not just in Literacy but across the curriculum.</p>	<p>Modular / S2S Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.</p>	<p>Challenging Curriculum and supportive assessment & A rewarding qualifications framework. Standards in writing and the assessment of writing need to improve within the Foundation Phase particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages.</p> <ul style="list-style-type: none"> R1 Make developing literacy skills a priority in improvement plans and schemes of work R3 Map opportunities for oracy, reading and writing across the curriculum R3 Tackle the underperformance of pupils entitled to FSM in English, 	<p>ALL</p>

			<p>including for more able pupils, by targeting and matching support to their individual learning needs</p> <ul style="list-style-type: none"> • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres 	
<p>Getting it 'Write' Year 3-6</p>	<p>This training will enable teachers to plan engaging activities for pupils to enable the assessment or oracy, reading and writing through a text/ stimulus, teaching in a holistic way.</p> <p>All teachers will deliver an EAS unit of work developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to teacher planning from across the EAS stored within a drop box facility.</p> <p>Evidence of impact</p> <p>Joint book scrutinies will be carried out along with Literacy Coordinator/ SLT out to look for improved outcomes in pupils writing not just in Literacy but across the curriculum.</p> <p>Delegates also share planning produced and pupil outcomes as a result of the training.</p>	<p>Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.</p>	<p>Challenging Curriculum and supportive assessment & A rewarding qualifications framework.</p> <p>Standard in writing and the assessment of writing need to improve within KS2 particularly with those disadvantaged by poverty.</p> <p>Estyn remit report identifies writing as the weakest skill within all Key Stages. KS2 expected level 86% compared with oracy and reading 91 and 90% respectively.</p> <ul style="list-style-type: none"> • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R3 Map opportunities for oracy, reading and writing across the curriculum • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres 	ALL

Collaborative Classroom culture	<p>This training maximises the use of AFL strategies in order to raise standards in Literacy.</p> <p>Evidence of impact Joint book scrutinies will evidence improved assessment strategies such as ‘closing the gap marking’, peer/ self -assessment, collaborative pupil responses, learning diaries etc.</p>	<p>Central training using best practice from delegates in 2015 to exemplify and share success/ strategies to date.</p>	<p>Challenging curriculum and supportive assessment Standards within oracy, reading and writing need to be raised. Pupils need to be central to their learning and understand what they need to do to improve- all pupils including FSM, AEN, ALN and MAT pupils</p> <ul style="list-style-type: none"> R6 Improve ‘assessment for learning’ practices and the marking of pupils’ work. 	<p>ALL</p>
Tools not rules- effective teaching of grammar	<p>This two-day training compliments GIW and will develop teachers understanding of key aspects of grammar which are explicit in the new curriculum documents. Delegates will gain Increased subject knowledge and confidence in planning for teaching and learning of grammar. Delegates will feel confident in providing rich writing opportunities for pupils to strengthen their use of grammar in standard English</p> <p>Evidence of impact Improved standards in extended writing Book scrutines and shared practice within Day 2 will enable monitoring of impact.</p>	<p>Central training with a reflection task on day 2 and sharing of experiences.</p>	<p>Challenging Curriculum and supportive assessment Requests from HT across the EAS and the demands of the new Language, Literacy and communication skills area of learning and English Programme of study to ensure we meet the progression required.</p> <p>R5 Agree how to teach spelling, punctuation and grammar and provide consistency in approaches, such as teaching spelling rules and strategies.</p>	<p>ALL</p>
Guided Group Reading	<p>Delegates will be taught how to implement rich and stimulating Guided Group Reading sessions to develop reading skills. They will be taught how to use ‘benchmarking’ and running records to establish the ‘instructional’ reading level for each pupil.</p> <p>Evidence of impact The outcome of this training is improved attainment and assessment of reading evidenced in TA and National Test data.</p>	<p>Central training programme with reflection task to share impact in the classroom on learners.</p>	<p>Challenging Curriculum and supportive assessment & Excellence in Teaching. Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1</p> <ul style="list-style-type: none"> R2 Continue to raise pupils’ ability to read for information and use higher order reading skills R5 Train teachers to plan more challenging opportunities in all subjects 	<p>ALL</p>

			to develop pupils' higher order reading and writing skills	
<p>Reading Response- Top ten reading responses.</p> <p>Year 3 and 5 March 2016</p> <p>Year 2/4/6 (Summer 2016)</p>	<p>This training programme provides delegates with a range of resources and strategies to not only aid the assessment of reading activities for TA purposes but also offers strategies to support pupils with National Test style questions.</p> <p>Impact will be analysed following National tests and outcomes within Reading in the summer term.</p> <p>Evidence of impact</p> <p>All teachers who attend the training will gain confidence and understanding in the planning and teaching of reading to ensure alignment with TA and National Test data.</p> <p><i>Improved reading test outcomes to be confirmed in June 2016</i></p>	<p>Resource created through school-to-school.</p> <p>Delivered centrally and bespoke.</p>	<p>Challenging Curriculum and supportive assessment & Excellence in Teaching.</p> <p>Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1</p> <ul style="list-style-type: none"> • R2 Continue to raise pupils' ability to read for information and use higher order reading skills • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills 	ALL
<p>Literacy Launcher</p>	<p>Intervention tutors will be taught how to use effective teaching/support strategies together with a wide range of resources when supporting pupils engaged on the Literacy Launcher intervention programme.</p> <p>The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of</p>	<p>This three-day event will support Teaching Assistants to lead and deliver the group intervention programme.</p>	<p>Excellence in Teaching</p> <p>Improved performance of FSM pupils and boys alongside performance for all learners.</p> <ul style="list-style-type: none"> • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs. 	All

	<p>writing and raise awareness of strategies integral to supporting intervention pupils.</p> <p>Evidence of impact Improved pupil performance of FSM pupils.</p>			
Success in 6 & 7	<p>This three-day event will support Teaching Assistants to lead and deliver the group intervention programme. The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of writing and raise awareness of strategies integral to supporting intervention pupils.</p> <p>Evidence of impact Improved performance of FSM pupils.</p>	Modular/ S2S/ Research task to show impact.	Excellence in Teaching Improved performance of FSM pupils and boys alongside performance for all learners. <ul style="list-style-type: none"> • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R9 Share more information to aid pupils' transition to secondary school. 	All
Leading Literacy	<p>The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/ Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting.</p> <p>Evidence of impact A mini Literacy review will be conducted in all delegates' schools to ascertain the impact of the training and effectiveness of subject leadership.</p>	Five day modular course with S2S and research to measure impact.	Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Supporting Literacy development	Using the wide range of effective teaching strategies and resources gained during the training TAs will be more able and confident when supporting pupils with their literacy skills.		Excellence in Teaching Improved performance of FSM pupils and boys alongside performance for all learners.	

for support staff	<p>Evidence of impact Improved performance of FSM pupils.</p>		<ul style="list-style-type: none"> • R1 Make developing literacy skills a priority in improvement plans and schemes of work. • 	
Language Coordinator meetings	<p>All delegates have been provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.</p> <p>Evidence of impact Raised performance across the Key Stages and reduced variation- July 2016</p>	Termly network meetings using S2S input and sharing of best practice.	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median.</p> <ul style="list-style-type: none"> • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices 	
Literacy Champions	<p>The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff.</p> <p>Evidence of impact Attendees/participants will:</p> <ul style="list-style-type: none"> • Share good practice within and between schools. 	There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median. R4 Monitor and evaluate the impact of strategies for improving literacy.</p>	

	<ul style="list-style-type: none"> Develop their skills for teaching reading, writing and oracy. <p>Evidence of impact Improved standards of reading, writing and oracy to be measured in June 2016.</p>	supporting other members of staff.		
Training and support for NQT joint with Mathematics	<p>Improved teaching and tracking of English and Literacy.</p> <p>Evidence of impact National tests and teacher assessment- book scrutinies.</p>	Central course/ S2S/ Research 5-day modular course in collaboration with Numeracy team.	Excellence in Teaching Reducing variance amongst new teachers to enable all learners to progress.	All
Secondary Courses				
Getting it 'Write' KS3 Year 7-8	<p>This training will enable secondary teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus teaching in a holistic way building on teaching methods used in KS2. Delegates will be provided with a scheme of learning for each year group from Year 7-9 All teachers will deliver these EAS units developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to further teacher planning from across the EAS stored within a drop box facility.</p> <p>Evidence of impact Book scrutinies will be carried out to look at improved outcomes in pupils writing not just in English but across the curriculum. Delegates will also share planning produced and pupil outcomes as a result of the training.</p>	Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	<p>A rewarding qualifications framework.</p> <p>Excellence in Teaching Standard in writing and the assessment of writing need to improve within KS3 particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. KS3 expected level 81% compared with oracy and reading 87% and 85% respectively.</p> <ul style="list-style-type: none"> R1 Make developing literacy skills a priority in improvement plans and schemes of work R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work 	ALL

			<ul style="list-style-type: none"> R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work 	
Support for teaching the New GCSE specification	<p>All delegates will gain a greater understanding of the new specification and approaches to teaching the required skills. They will gain detailed knowledge of the new terminology and how this links to PISA. All delegates will be expected to develop a 'course plan' and produce schemes of learning to deliver the skills. The units produced will reflect the delegates' confidence in planning and teaching the new GCSE.</p> <p>Evidence of impact GCSE results 2017- new specification first examination.</p>	<p>Module/ S2S working The programme consists of- 1 full day and 2x ½ days equivalent training/networking At least ½ days school-based peer observation and consolidation of pedagogy</p>	<p>Challenging Curriculum and supportive assessment A rewarding qualifications framework. The imperative to raise standards within KS4. A new specification first being assessed in 2017 and Literature no longer counting towards the Level 2.</p> <ul style="list-style-type: none"> R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work 	ALL
Literacy Champions	<p>All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson.</p> <p>Evidence of impact</p>	<p>Network/ S2S/ Research</p>	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level.</p> <ul style="list-style-type: none"> R4 Monitor and evaluate the impact of strategies for improving literacy. 	All

	All delegates will be expected to share examples of best practice to monitor impact.			
Outstanding teachers	<p>All delegates will gain knowledge on how to develop skills for PISA, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading.</p> <p>Evidence of impact GCSE results 2017- new specification first examination.</p>	Network/ S2S/ Research Termly half day meetings.	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level.</p>	All
Literacy Coordinator networks	<p>All delegates will be provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.</p> <p>Evidence of impact- Improved outcomes at the end of Key stage 3, reduced variation between teacher assessment and test, positive moderation/ verification of learner profiles Year 9</p>	Network/ S2S/ Research Termly half day meetings	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level.</p> <ul style="list-style-type: none"> • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy 	ALL

Page 73

Heads of English network meeting (Termly + monthly drop in clinics)	<p>All delegates are provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3.</p> <p>Evidence of impact Improved outcomes at KS4 and reduced variance with regard to National Test and teacher assessment.</p>	<p>Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours</p>	<p>Excellence in Leadership Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4.</p> <ul style="list-style-type: none"> • R4 Monitor and evaluate the impact of strategies for improving literacy • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R8 Work with other schools to share effective standardisation and moderation practices 	<p>All LAs</p>
Sample of BESPOKE SUPPORT offered by EAS English and literacy team.				
Literacy Learning pathways resource and support Year 2-6	<p>This Year group specific scheme of learning has been produced by schools across the region using the EAS writing sequence and planning materials to ensure alignment with GIW and Lively Literacy.</p> <p>Evidence of impact Impact will be measured through joint book scrutiny and pupil outcomes in July 2016.</p>	<p>Support includes 6 half days in the school (one half day to discuss unit of work and resources available as well as follow-up visit to monitor impact of the planning).</p>	<p>Challenging Curriculum and supportive assessment & A Rewarding Qualifications Framework. All Red schools to be provided with planning and support to enable them to deliver rich tasks to their learners to improve outcomes from FP to the end of KS2.</p>	<p>All red schools across the region.</p>
Collaborative classroom culture	<p>This is a one-day training module which focuses on maximising the use of AFL strategies within the classroom and raising standards in literacy throughout both Key Stages. Through constructive, collaborative feedback and marking we can develop children's ability to become reflective learners and help them to close the gap between current and desired performance. During this one-day training</p>	<p>One-day training module.</p>	<p>Challenging Curriculum and supportive assessment Improving teacher assessment and Assessment for Learning to improve pupil outcomes</p> <ul style="list-style-type: none"> • Provide challenging work in English to stretch all pupils, particularly the more able. 	<p>All</p>

	<p>module, teachers will explore a variety of assessment for learning strategies including 'closing the gap' marking, peer/self-assessment, collaborative pupil responses, learning diaries, the sharing of assessment criteria and models of progression.</p> <p>Evidence of impact</p> <p>Impact to be measured through joint book scrutiny with school leadership team.</p>			
<p>Developing Higher order reading skills across the curriculum</p>	<p>All teachers will be able to plan and prepare tasks and activities that develop higher order reading skills for pupils The will be able to exemplify clear development of the higher order reading skills and application of them across the curriculum.</p> <p>Evidence of impact</p> <p>Book scrutinies at department and whole school level.</p>	School-based.	<p>Challenging Curriculum and supportive assessment</p> <p>Variance in teacher assessment and performance in National Tests</p>	All LAs
<p>Support for new Heads of department-professional dialogue to agree priorities and plan package of support</p>	<p>School leaders more confident in identifying priorities and planning appropriate activities and interventions in English</p> <p>Evidence of impact</p> <p>Improved outcomes at the end of KS3 and 4 for all learners and a narrowing of the attainment gap.</p>	School-based initial meeting followed by EAS support and S2S support and shadowing.	<p>Excellence in Leadership</p> <p>Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful Futures</p>	All LAs

Service Area	Mathematics / Numeracy
<p>Summarise progress towards 2015 -18 Business Plan Judgement: SATISFACTORY</p>	
<p>FSM: With the exception of O5+ (FP) performance of FSM learners increased in all cases. Gains were most significant in KS4 at A*-C (7 pts) and at L6+ in Key Stage 3 (6 pts). As a result, regional FSM / non-FSM gaps narrowed at both E and E+1 for all but L5+ KS3. The gap is now smaller than Wales averages for 2014 at E (apart from L5+ KS3), equal at the higher levels in KS2 and 3, and slightly wider at O6+ (FP).</p> <p>TA: Regional results improved or consistent with last year for E and E+1 in all but four cases (BG: O5+ and Tor: O5+, L4+ and L5+ KS2/KS3). Latter anticipated following drive for greater alignment of TA/tests. Fewer schools above the median for E in all phases than in 2014, but also fewer in Q4 (with exception of O5+). At the higher levels, benchmarks stronger than 2014 (best at L5+ KS2). Relative underperformance of boys at E in Newport O5+, Caer L4+ and BG L5+ (KS3) and at E+1 in Tor (O6+) and BG (L6+ KS3).</p> <p>KS4: Improved performance in 2015 with A*- C increasing 4 points compared with a national increase of 2 points (Most progress in BG: 7 pts, then Caer 4 pts, Tor 4 pts, New 3pts, Mon 2pts). Regional benchmarks above average with 54% schools above median and less than 25% in Q4. EAS target not met (60%), but performance significantly stronger than last year and SEWC's strongest performance to date. At the start of EAS, nearly 2/3 schools were below the median with 41% in Q4. However, results fell in 12 schools. Rate of improvement from 2012 to 2015: Wales 58% → 64% (6 points) / EAS 53% → 62% (9 points).</p> <p>Tests: Regional benchmark performance below average with more than half the schools below the median for 8/12 measures. Whilst this falls short of the consortium target this represents improvement compared with 2014. Performance strongest in Y9 but noticeably weaker than last year in Year 2.</p>	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p>	
<ul style="list-style-type: none"> • WG: 'Qualified for Life', 'Successful Futures', 'New Deal' and Furlong reviews. • Mathematics Task and Finish report (national Centre of Excellence), PISA and international research. Estyn: Raising standards of numeracy, S2S collaboration, Tackling Poverty reports Chief HMI (Her Majesty's Inspectorate for Education and Training in Wales) annual report. • All Wales Core Data sets and additional data releases, Sutton Trust Research, Seren report. 	
<p>Key priorities drawn from the <u>direction of travel</u> in the above datasets</p>	
<ul style="list-style-type: none"> • Improve performance in Teacher Assessments at the higher levels, national tests from Year 2 to Year 9 and at GCSE in KS4 (incl. percentage achieving higher grades). Accelerate progress of FSM learners in all Key Stages, and of pupils who did not achieve A*- C in Mathematics in Y11. • Continue to intervene in schools / LAs where learner outcomes / leadership are consistently weak. • Improve the teaching of number and reasoning skills in Mathematics lessons and improve planning for the application of numeracy skills in rich and meaningful contexts (all phases). • Improve AFL, the accuracy of teacher assessment and pupil tracking in all phases (esp KS3). • Improve middle leader monitoring and challenge in secondary schools through training, S2S activities and bespoke coaching. Equip primary Head teachers to recognise and address weaknesses in progression and next-step learning in Mathematics. • Further develop S2S working, ensuring an appropriate and well-managed balance of brokered, commissioned and central delivery models and establish robust QA processes. • Develop the confidence and expertise of CAs in relation to TA and moderation in particular. 	
<p>Key links within the EAS service teams / LA Officers required to deliver your service area</p>	
<ul style="list-style-type: none"> • PCAs / CAs: to identify and agree schools requiring intensive Mathematics support (generally amber/red) and ensure consistent working across BIS/CA teams and curriculum/subject guidance • All BIS teams to ensure consistent vision, processes and communication with schools, but particular collaboration with FP team / leads for CTG, Science, 21st C learning, EIT/L, post-16. The work of the CTG Champion is fully integrated within numeracy strategy (0.5 numeracy team member) so this provides vital link with other teams and wider areas of PDG work. Liaise with Lead Creative Schools (LCS). • Collaborate with ALN leads in Local Authorities to complement the training and support provided by LA officers, and with Further and Higher Education settings in relation to post-16 and Initial Teacher Training (ITT). 	

Specific focus of this Service Area's work in each LA within the region

Pri: BG/Caer: Improve planning, teaching and formative assessment (Y6)

Mon/Tor: Improve numerical reasoning (rich tasks + planning - focus on Year 2 and 5)

Newport: Raising performance in national procedural tests, esp in Y2 (other LAs next year)

Sec All LAs but focus particularly on Torfaen (performance well below average in Y9 national tests and weakest benchmarks at KS4) and Newport (KS4 progress slower than other LAs, albeit improved).

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Mathematics / numeracy

Priority / Blaenoriaeth:

Priority Outcome 4:
Improving standards of achievement in Mathematics (and numeracy)

Priority Outcome 1:
Accelerating the progress of learners who face the challenge of poverty
NB Targets in the column to the right are based on aggregated school targets set for 15-16.

Figures in red are EAS numeracy estimates.

Overarching target

Improve benchmark performance at the higher levels in teacher assessment and in numeracy tests at 85+ esp (Y2-9).
Improve performance at GCSE (A*-C and higher grades) and of FSM in all Key Stages.

Desired Outcomes / Deilliannau

	Expected level					Expected level + 1				
	Actual		Target			Actual		Target		
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALL										
FP	91	91	92 92			33	35	38 37		
KS2	90	90	92 91	91	91	40	42	44 43	43	43
KS3	85	87	90 89	91	92	52	57	61 59	64	64
KS4	58	62	66 64	69	69					

	Expected level: FSM					Expected level + 1: FSM				
	Actual		Target			Actual		Target		
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALL										
FP	82	82	83 83			16	18	23 19		
KS2	80	81	83 82	82	82	21	24	23 25	25	24
KS3	68	68	76 70	81	84	26	31	39 33	44	45
KS4	30	38	44 39	48	50					

	Expected level: FSM/non-FSM gap					Expected level + 1: FSM/non-FSM gap				
	Actual		Target			Actual		Target		
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
ALL										
FP	12	11	11 10			22	21	18 19		
KS2	13	12	11 11	12	11	24	23	26 21	25	23
KS3	21	22	17 20	13	10	32	31	27 29	25	24
KS4	34	31	26 28	26	24					

Excellence in Teaching. Focus: Improved teaching and learning of Mathematics

(particularly number and reasoning) in all phases, including post-16.

Challenging Curriculum and supportive assessment. Focus: Improved application of skills (all phases). More effective targeted teaching of particular groups (/learners).

Improved assessment *of* and *for* learning and moderation processes; more effective school use of test information; improved tracking within and across Key Stages and curriculum transition (Reduced TA/test gap by raising standards in tests). For TA target for improvement: few learner profiles judged one level to high at cluster moderation (2015: 13 in Y6 (12 sch) / 9 in sec (5 sch)).

Excellence in Leadership: Focus: Improved middle leadership in secondary and Head teacher monitoring of progression in primary. Increased collaboration with CAs in teacher assessment and cluster moderation activities and with intensive schools. Appropriate balance of S2S and centrally delivered models with effective QA processes.

A rewarding qualifications framework: Effective dissemination of Mathematics Task and Finish report and wider use of ETF (Ma) leading to improved skills, teaching, leadership.
Clear regional and EAS understanding of numeracy strategy and S2S work in Mathematics, aligned to Qualified for Life (QfL), 'Successful Futures', 'New Deal' / Furlong proposals.

Main activities / Prif weithgaredd

When/Pryd

Who?

Excellence in Teaching

- Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs (A1).
Pri Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2.
Sec: All LAs but focus on Torfaen (performance well below average in Y9)

April 2016 - Mar 2017

Learner outcomes for 2015-16

EAS numeracy team

Senior Challenge Adviser (lead for Mathematics and numeracy)

<p>national tests) and Newport (KS4 progress slower than other LAs).</p> <ul style="list-style-type: none"> Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities (A2). In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures (A1/2). In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches (A3) and projects to strengthen post-16 provision (A4). 	<p>evaluated Sept 2016.</p> <p>Learner outcomes for 2016-17 evaluated Sept 2016</p>	<p>5.1 primary core numeracy officers:</p> <ul style="list-style-type: none"> - 2 advisers - 2 ass advisers - 0.5 PDG Ass adviser - 0.6 fixed term ass. adviser
<p>Challenging curriculum and supportive assessment</p> <ul style="list-style-type: none"> Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills as a pre-requisite to application, and an emphasis on 'authentic' contexts (B). Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings (C). Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (link - E3). Continue to improve assessment of and for learning in Mathematics (D1/D2) to reduce the gap between TA and test results. This will require: <ul style="list-style-type: none"> - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after moderation; - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion; Continue to provide central and bespoke training to improve tracking, data analysis, and curriculum transition within / across Key Stages (D3). 	<p>Throughout the year but statutory TA and test activities April - June 2016.</p>	<p>2 secondary Full time equivalent (FTE) numeracy officers</p> <ul style="list-style-type: none"> - Mathematics adviser - associate adviser - 3 specialist advisers (WG grant funded - sum term only) <p>Delivery of numeracy strategy is dependent upon S2S collaboration for particular aspects of the service plan, including commissioned work alongside team members in intensive schools</p>
<p>Excellence in Leadership</p> <ul style="list-style-type: none"> Improve the quality of leadership for Mathematics and numeracy (E1). In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary. Refine, extend and quality assure brokered S2S work (E2) and continue to monitor the balance between S2S and EAS delivered models. Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools (E3). Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy (E4). This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2). Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21stCL, post-16) as well as Pioneer and LCS, and ITT settings (E4). 	<p>Throughout the year April 2016 - Mar 2017</p> <p>Collaborate with CA team July - Oct 2016 to confirm majority of intensive schools.</p>	<p>Pri - equiv. of 7 days/week</p> <p>Sec - equiv. of 6 days/week</p> <p>Specific links with CA team LA ALN officers as well as BIS teams (see bullet left)</p>
<p>A rewarding qualifications framework</p> <p>Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work</p>	<p>Throughout the year April 2016 - Mar 2017</p>	<p>For moderation, close working with En/We and Sc</p>

has taken place to develop teachers' understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand **why** they are doing something, not just **how**. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.

Resources / Adnoddau		Key milestones / Cerrig Milltir 2015-18					
Budget estimate for 2016-2017			FP	KS2	KS3	KS4	KS4
			O5+	L4+	L5+	A*-C	FSM gap
Core Budget incl S2S	77 000	2014-15	91 92	90 91	87 88	62 64	30 29
Grant (125k, 35k, 25k, 5k)	170 000	2015-16	92 92	92 91	90 89	66 67	26 27
Estimated Income (Traded Service Level Agreement (SLS))	520 000	2016-17	- 93	91 92	91 90	69 69	26 25
Total	767 000	2017-18	- 93	91 92	92 91	69 70	25 24

Service Area	Mathematics / numeracy
<p>Summarise the main regional priorities for your service area</p>	
<p>Excellence in Teaching</p>	
<ul style="list-style-type: none"> Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs (A1). Primary: Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2. Secondary: All LAs but focus on Torfaen (performance well below average in Y9 national tests) and Newport (KS4 progress slower than other LAs). 	
<ul style="list-style-type: none"> Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities (A2). In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures (A1/2). In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches (A3) and projects to strengthen post-16 provision (A4). 	
<p>Challenging curriculum and supportive assessment</p>	
<ul style="list-style-type: none"> Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills and knowledge as a pre-requisite to application, and an emphasis on 'authentic' contexts (B). Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings (C). Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (linked to E3). Continue to improve assessment <i>of</i> and <i>for</i> learning in Mathematics (D1/D2) in order to reduce the gap between TA and test results. This will require: - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after the moderation process; - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion. Continue to provide central and bespoke training to improve tracking and data analysis, and curriculum transition within and across Key Stages (D3). 	
<p>Excellence in leadership</p>	
<ul style="list-style-type: none"> Improve the quality of leadership for Mathematics and numeracy (E1). In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary. Refine, extend and quality assure brokered S2S working (E2) and continue to monitor the balance between S2S and EAS delivered models. Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools (E3). Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy (E4). This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2). Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21stCL, post-16) as well as Gov support, Pioneer schools, and ITT settings (E4). 	
<p>A rewarding qualifications framework</p>	
<p>Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work has taken place to develop teachers'</p>	

Page 81

understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand **why** they are doing something, not just **how**. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.

PRIMARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
<p>Targeted Mathematics intervention in identified schools. (A1) Schools (predominantly amber/red) identified and agreed with CAs/PCAs prior to engagement and funding for the programme confirmed based on the number of days required.</p>	<p>Programmes will focus on recommendations established in baseline review contributing to:</p> <ul style="list-style-type: none"> consistently weak performance of learners in Mathematics / numeracy (TA/tests); concerns raised by CAs / Estyn re provision and leadership. 	<p>Bespoke school-based programme (up to 12 days)</p> <ul style="list-style-type: none"> Support period two to three terms. Support provided by EAS numeracy team in collaboration Mathematics Teaching Schools. Support and coaching in teaching, assessment and leadership. 	<p>Excellence in Teaching Estyn recommendations 6, 3, 2, 4 (See last page for recommendations)</p> <p>Categorisation Framework Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish Report School evaluation (those who have received support in the past)</p>	All LAs
<p>Planning teaching and formatively assessing Mathematics in the Foundation Phase (Y2) (A1, A2, D1)</p> <p>LA joint-funded project. (Linked to Y2 Handbook).</p>	<p>Teachers' perceptions challenged re effective T&L in Mathematics in order to achieve the appropriate daily balance between focused teaching and the essential practice and consolidation required through well-planned enhanced and continuous provision.</p> <p>Evidence</p> <ul style="list-style-type: none"> pre/post-project comparisons performance, planning, teaching 	<p>Training and S2S</p> <ul style="list-style-type: none"> Schools agreed in collaboration with FP to establish appropriate mix of settings and practice. Initiative informed by work of the Mathematics FP working group pilot in 2015-16). Teachers need to have attended the Year 2 course above: 'Splashes and ripples in the FP'. S2S triad working and case studies, as above. 	<p>Excellence in Teaching / Challenging curriculum and supportive assessment Estyn recommendations 3, 2, 6</p> <p>Need to ensure wider understanding of the characteristics of effective FP practice and Mathematics teaching by demonstrating how these are compatible when planned and applied well School survey / Successful Futures Estyn / FP reports / National tests (Y2) Reviews / Book scrutiny</p>	New port
<p>Planning teaching and formatively assessing Mathematics in Year 6 (A1, A2, D1)</p>	<p>Improved planning for 'next-step learning' in Mathematics</p> <p>Evidence:</p>	<p>Training and S2S</p> <ul style="list-style-type: none"> Up to 5 central sessions plus classroom research including triad working across schools and final case study. 	<p>Excellence in Teaching / Challenging curriculum and supportive Assessment Estyn recommendations 3, 2, 6</p>	BG Caer

Page 50

Joint-funded LA project building on pilot delivered in 15 BG schools 2015-16 (Linked to Y5/6 Handbook).	<ul style="list-style-type: none"> Improved benchmark performance in Year 6 procedural tests. Appropriate coverage and progress evident in books, and the learner profiles taken to cluster moderation. 	<ul style="list-style-type: none"> Collaboration with CAs to ensure priority given to schools in amber and red categories, but at least 25% places green/yellow to provide momentum and allow good practice that can be shared. 	Particular weaknesses at LA level in procedural and/or reasoning tests Mathematics Task and Finish Report Successful Futures Estyn num /FP reports National Test data Mathematics reviews Book scrutiny Estyn inspections	
<p>Numerical reasoning and problem solving (Y2 & 5) (A1, B, D1)</p> <p>LA joint-funded LA project to support teachers in planning rich tasks that enable pupils to develop these skills.</p>	<p>Improved planning for application of numeracy skills in Mathematics</p> <p>Evidence:</p> <ul style="list-style-type: none"> Improved benchmark performance in reasoning tests. Appropriate coverage of the reasoning strand evident in books and the thematic plans. 	As above	<p>Focus on Year 5 to provide stronger platform for learners moving into Year 6 the following Year and Year 2 so that tasks allow MAT learner to move on.</p>	Mon Tor
<p>N/R Five and counting (A2, D1)</p>	<p>Improved teaching and tracking of pupils' mental and written strategies, understanding of connections within number and application of these skills through money, measurement, data.</p> <p>Evidence:</p> <p>Improved performance in tests (FSM benchmarks to improve in procedural tests particularly), appropriate coverage and progression in pupils' book, improved teaching for understanding and better differentiation to ensure all learner to make good progress in lessons.</p>	<p>Central training /classroom research</p> <p>1.5 modular course + school-based action research</p>	<p>Excellence in Teaching Estyn recommendations 3, 2, 6</p> <p>Training will build on guidance to date but focus on planning a series of integrated lessons which secure good progress within and across lessons. Aim is to develop teacher' confidence to make decisions about what is needed, why, and for how long, so that they make the most of the time they Mathematics lessons.</p> <p>Mathematics Task and Finish Report Successful Futures Estyn numeracy reports National Test data 'New Deal' School survey</p>	All LAs
<p>Make Year 1 Count</p>		1.5 modular course + school-based action research		
<p>Y2 Two Counts Too</p>		1.5 modular course + school-based action research		
<p>Y2 Splashes and ripples in Foundation Phase (incl. Y2 handbook).</p>		2 modular course + school-based action research		
<p>Y3/4 Effective Mathematics T&L in lower KS2 (incl Y3/4 Mathematics handbook).</p>		1.5 modular course + school-based action research		
<p>Y5/6 Effective Mathematics T&L in upper KS2 (incl Y5/6 Mathematics handbook).</p>		1.5 modular course + school-based action research		

<p>NQTs Mathematics and numeracy training for NQTs.</p>		<p>Central training / S2S / research 5-day modular course (in collab with literacy team) incl. 2 days in lead schools (S2S programme)</p>		
<p>Developing mental strategies (R - Y6) (A2)</p>	<p>Increased understanding of progression and effective strategies to develop pupils' understanding of the number system and the importance of connections in Mathematics.</p>	<p>Bespoke whole day training in Llanwern - split into FP/KS2 for sharper focus.</p>	<p>Excellence in Teaching <i>Estyn recommendation 3</i></p> <p>Whole school consistency in the teaching of number is vital and underpins all areas of math/numeracy. - All numeracy reports</p>	<p>All LAs</p>
<p>Developing written methods of calculation (A2)</p>		<p>Bespoke whole day training Year 2 - 6 but teachers in Rec and Y1 encouraged to attend.</p>		<p>All LAs</p>
<p>Making effective use of digital technology to enhance Mathematics teaching and learning. (A3) For schools with access to IRIS connect, this can include guidance on the use of this to develop coaching and classroom observation.</p>	<ul style="list-style-type: none"> • Increased knowledge and confidence to use digital technology in Mathematics lessons • Teachers able to access and upload materials onto EAS LNF tracker EAS storage app • Exemplification shared across all schools during the year. 	<p>Bespoke twilight, half day or whole day training / meetings in school - whole staff or particular teachers.</p>	<p>Excellence in Teaching <i>Estyn recommendations 3, 6</i></p> <p>It is important to provide a clear steer to develop appropriate use from the outset rather than IT at the expense of good T&L.</p> <p>Successful Futures IT framework Estyn remit</p>	<p>All LAs</p>
<p>Embedding reasoning and problem solving in Mathematics. (B)</p> <p>Builds on cluster training and 'Mathematics Alive' / 'Mathematics on the Move' conferences.</p>	<ul style="list-style-type: none"> • Improved teaching, development and consolidation of skills and strategies expected • Application of skills seen as something central to every Mathematics lesson not bolt on • Improved capacity of school leaders to plan, monitor and evaluate this strand of Mathematics. 	<p>Bespoke half or whole day training / coaching in school - All year groups together or working with individual teachers / year groups</p>	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 6, 3</i></p> <p>Numerical reasoning is the strand teachers find hardest to address and is under-developed in many schools compared with number, measures and data handling. Regional performance needs to improve.</p>	<p>All LAs</p>

<p>Mathematics and numeracy workshops (B)</p>	<ul style="list-style-type: none"> • Exemplification of effective Mathematics teaching and better understanding of characteristics in the numeracy ETF (i.e. from unsatisfactory to excellent) with subsequent impact on own lessons. • Increasing insight into planning for the application of numeracy skills / importance of rich tasks. 	<p>S2S (half day workshops)</p> <ul style="list-style-type: none"> • Programme is part of the generic EAS workshop programme but coordinated and managed by a member of the Mathematics. • School apply directly to the team if they would like a member of staff to visit another school to focus specifically on Mathematics or numeracy. 	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 6, 3</i></p> <p>Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report</p>	<p>All LAs</p>
<p>Small step intervention programme (C)</p> <p>Additional support for Y1/2 pupils and guidance for those working with PA+/Statemented pupils</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Appropriate selection of pupils. • Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. • Consistent approaches applied by class teachers and LSAs delivering programme. 	<p>Modular course / research Predominantly LSAs, SENCOs, unit staff.</p>	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 1, 2</i></p> <p>Whilst the long term aim is to reduce the number requiring additional intervention, evidence shows there will always be a group of learners who need timely additional support to overcome difficulties</p> <p>Sutton Trust WG and Estyn Basic skills reports/remits</p>	<p>All LAs</p>
<p>Group numeracy catch-up programmes (C)</p> <p>Withdrawal programme for pupils falling behind in Y2- 6</p>	<p>As above</p>	<p>Modular course / network - Predominantly LSAs.</p>	<p>As above</p>	<p>All LAs</p>
<p>Planning, teaching and assessing ALN learners (C)</p> <p>- 'Inch worms and grasshoppers'</p>	<p>Increased understanding of progression in number, the importance of visuals and modelling and careful diagnostic monitoring.</p>	<p>Modular course Teachers in LSUs / SENCOs LSAs working with particular pupils</p>	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 1, 2, 4</i></p> <p>Often there are teachers and LSAs do not attend Mathematics specific training or access the materials available to support them.</p>	<p>All LAs</p>

<p>Assessment for Learning in Mathematics (D1)</p> <p>‘Planning, assessing and recording the journey - Are we nearly there yet?’</p>	<p>Improved understanding of how to use feedback from individual pupils and classes based on discussions, the work in their books and the full range of assessment information in order to diagnose weaknesses and next steps progress and set steps in their learning.</p>	<p>Bespoke half day training in school - split into FP /KS2 for sharper focus.</p>	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 4, 2</i></p> <p>AFL in Mathematics requires the ability to distinguish between misconceptions, errors+ misunderstandings This continues to be a key area for development. - WG /Estyn num reports - Mathematics Task and Finish Report - Book scrutiny</p>	<p>All LAs</p>
<p>Assessment for Learning in Mathematics (FP/ KS2) (D1)</p> <p>‘Planning, assessing and recording the journey Are we nearly there yet?’</p>	<p>Improved understanding of how to use feedback from individual pupils and classes based on discussions with learners, work in their books and the full range of assessment information from national tests (incl. Alfie and other assessment data) in order to diagnose weaknesses set steps for learning.</p>	<p>Central training / research / S2S</p> <p>Half day central training with opp. for triad work with 2 other schools leading to case study.</p>	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 1, 2, 4</i></p> <p>AFL in Mathematics requires close analysis at question / pupil level to distinguish between errors, misconceptions, and misunderstandings. To do this, teachers need to be clear about strategies used and progression. This continues to be a key area of work.</p>	<p>All LAs</p>
<p>Teacher assessment and moderation (D2 / D3)</p> <p>Testing, tracking, reporting.</p>	<ul style="list-style-type: none"> • Greater accuracy / consistency. • More effective tracking. • Narrowing of gap between TA and test as increased focus ‘on next learning’ (D1) and greater understanding of LDs/ best-fit. 	<p>Training / workshops / seminars and LA meetings</p> <ul style="list-style-type: none"> • Updates at HT seminars and coordinator networks. • Training. • LNF workshops. 	<p>Challenging curriculum and supportive assessment <i>Estyn recommendations 1, 2, 6</i></p> <p>Regional priority to improve TA accuracy and take full account of statutory requirements, national exemplification materials + verification.</p>	<p>All LAs</p>
<p>Whole school tracking of numeracy skills using EAS LNF tracker (D3)</p>	<p>Improved understanding of online tools and exemplification, and formative assessment potential.</p>	<p>Bespoke half day or twilight training in school</p>	<p>Challenging curriculum and supportive assessment / Excellence in leadership <i>Estyn recommendations 4, 1</i></p> <p>Implementing assessment and reporting requirements associated with LNF</p>	<p>All LAs</p>

<p>Using diagnostic information to inform strategic monitoring (E1 / D1, D2) 'Maths inside out' Leadership aspects of D1</p>	<p>Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1).</p>	<p>School-based leadership meeting Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).</p>	<p>Challenging curriculum and supportive assessment / Excellence in leadership Estyn recommendations 4, 1, 2 - Num/CA reviews - Estyn numeracy report</p>	<p>All LAs</p>
<p>Strategic Mathematics training and briefings for school leaders (E1)</p>	<ul style="list-style-type: none"> • Systematic dissemination on strategic aspects of provision and leadership in Mathematics/numeracy to ensure all Head teachers are aware of national/regional/LA priorities and the support available. 	<p>Seminars and LA meetings</p> <ul style="list-style-type: none"> • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers. 	<p>Excellence in leadership Estyn recommendations 1, 3, 4</p> <p>Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance.</p> <p>National perf data WG stat. guidance STAP guidance Mathematics Task and Finish Report Ma T+ Finish report Estyn numeracy reports</p>	<p>All LAs</p>
<p>Subject leader training / network meetings (E1)</p>	<ul style="list-style-type: none"> • Termly network meetings to ensure those leading on aspects of Mathematics and numeracy are equipped to provide the guidance and subject knowledge required. 	<p>Network and S2S</p> <ul style="list-style-type: none"> • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies. 	<p>Excellence in leadership Estyn recommendations 3, 4, 6, 2, 1</p> <p>Mathematics Task and Finish Report Estyn numeracy reminds</p>	<p>All LAs</p>
<p>Leadership consultancy to review developments and confirm priorities (E1)</p>	<p>School leaders more confident in identifying priorities and planning appropriate activities and interventions in Mathematics.</p>	<p>School-based leadership meeting (half day meeting with senior team member)</p>	<p>Excellence in leadership Estyn recommendation 1</p> <p>Estyn num reports Ma Task+ Finish report Successful Futures</p>	<p>All LAs</p>
<p>Assisted Mathematics review / book scrutiny (E1)</p>		<p>One to two days depending on size of school and scope of review.</p>	<p>Excellence in leadership Estyn recommendations 1, 2</p>	<p>All LAs</p>

			Estyn numeracy reports CA/Estyn report	
Termly update meetings for lead practitioners (E2)	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: <ul style="list-style-type: none"> • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and be 'early-adopters' of the national changes expected; • have capacity to share effective practice with other schools. 	Network, S2S and research <ul style="list-style-type: none"> • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers who can be used to share best practice on a regular basis. 	Excellence in leadership Estyn recommendations 6, 3, 4 Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
PDG programme based on enhanced catch-up programme (5 days) (E3) Page 88 Leadership support to strengthen monitoring and evaluation Guidance to increase engagement with parents/carers	<ul style="list-style-type: none"> • Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives. Improved leadership capacity. 	Bespoke support / Network - Predominantly LSAs.	Challenging curriculum and supportive assessment / Excellence in leadership Estyn recommendations 1, 2 Positive feedback and improved leadership arising from previous programme (23 schools) suggests model should be extended and adapted to combine both catch-up and PDG elements as there is a natural overlap. - Catch-up evaluation - Sutton Trust - WG and Estyn remits	All LAs
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	<ul style="list-style-type: none"> • Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more 	Bespoke support Coordinator networks SEWC, LA and school-based programmes / conferences <ul style="list-style-type: none"> • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online) 	Challenging curriculum and supportive assessment / Excellence in leadership Estyn recommendations 1, 2 Relative underperformance of FSM learners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes.	All All BG, C,T Mon/T All All LAs All LAs

	<p>effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills.</p>	<ul style="list-style-type: none"> • Family and Community Engagement Conference (FACE) event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics 	<ul style="list-style-type: none"> - Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research 	<p>New / C All LAs All LAs</p>
<p>Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy.</p>	<ul style="list-style-type: none"> • Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners. 	<p>Termly updates and regional numeracy training for governors.</p>	<p>Excellence in leadership <i>Estyn recommendations 1, 2</i></p>	<p>All LAs</p>

SECONDARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
<p>Targeted Mathematics intervention in identified schools. (A1)</p> <p>Schools (predominantly below the median) identified and agreed with CAs/PCAs prior to engagement.</p>	<p>Programmes will focus on recommendations established in baseline review contributing to:</p> <ul style="list-style-type: none"> consistently weak performance of learners in Mathematics / numeracy (GCSE/numeracy tests); concerns raised by CAs / Estyn re provision and leadership. 	<p>School-based extended programme, S2S</p> <ul style="list-style-type: none"> Support period two- three terms. Support provided by EAS numeracy team, one member focusing on teaching and learning and the other member focusing on leadership and addressing the recommendations from the profiling report. Visits to Wave 1 schools arranged according to need identified in the profiling report. 	<p>Excellence in Teaching <i>Estyn recommendations 3, 6, 4, 2</i></p> <p>Dip in GCSE results Benchmark performance Categorisation Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish report</p>	<p>All LAs</p>
<p>Raising the Bar in GCSE Mathematics and Mathematics-Numeracy. (A2)</p>	<ul style="list-style-type: none"> Programme will ensure that all Mathematics teachers are aware of the requirements of the 2 new GCSEs and are equip to teach all elements of the new GCSEs whilst enhancing pupils' metacognition skills. Exemplification of effective teaching for the new GCSEs by Wave 1 schools and EAS numeracy team with subsequent impact on own lessons. 	<p>School-based extended programme, S2S</p> <ul style="list-style-type: none"> S2S support provided by Wave 1 schools. Visits coordinated, managed and accompanied by a member of the EAS num team. Joint planning sessions following a lesson study model where change makers/EAS develop and trial exemplar lessons before sharing with rest dept. Training in a dept meeting/ twilight provided by EAS to ensure all teachers are aware of requirements for 2 new GCSEs, the changes to 	<p>Excellence in Teaching <i>Estyn recommendation 3</i></p> <p>WG initiative to address the changes in the assessment regime and the implementation of the two new GCSEs in Mathematics.</p>	<p>All LAs</p>

		<p>the curriculum and the assessment regime.</p> <ul style="list-style-type: none"> Accompany HOD/SLT in profiling the department to identify strengths and weaknesses and to support the school in devising an action plan to address the recommendations identified. 		
<p>‘Ever thought of teaching Mathematics and numeracy?’ (A2)</p> <p>A new cohort of NQT and non-specialist teachers to build on the original pilot course in June 2015. The course provides guidance and support to enable NQTs and teachers to become effective teachers of Mathematics in Key Stage 3. Training will address specific aspects of knowledge and pedagogy required to teach Mathematics well.</p>	<ul style="list-style-type: none"> Improved teaching and tracking of pupils’ mathematical skills. Understanding the connections within the curriculum and the progression of skills. <p>Evidence: Appropriate coverage and progression in pupils’ books, teaching Mathematics for understanding and better differentiation to ensure all learners make good progress in lessons.</p>	<p>Central course/S2S/research 8-day modular course focusing on:</p> <ul style="list-style-type: none"> Key Stage 3 Mathematics skills encompassing levels 3 to 6 the development of effective teaching and learning strategies effective Assessment for Learning strategies and marking and feedback opportunities to observe ‘lead practitioners’ and then be expected to develop these approaches within own school. 	<p>Excellence in Teaching <i>Estyn recommendations 8, 3, 2</i></p> <p>Schools requiring additional Mathematics capacity are finding it difficult to recruit good Mathematics teachers. This training addresses the national shortage of Mathematics teachers as well as ensuring that NQTs are ready to ‘hit the road running’ upon starting their new posts in September 2016.</p> <p>Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data ‘New Deal’</p>	All LAs
<p>Developing ‘Singapore Mathematics’ techniques. (A2)</p> <p>An EAS funded project on the Singapore teaching methods including teaching to mastery, concrete - pictorial - abstract, bar</p>	<ul style="list-style-type: none"> Improved teaching of pupils’ mathematical skills ensuring that teaching is through understanding. Understanding the connections within the curriculum and the progression of skills. Develop pupils’ fluency, mathematical reasoning and problem solving skills. 	<p>Research in collaboration with the EAS numeracy team</p> <ul style="list-style-type: none"> Year 7 teachers weekly sessions during the summer term. 	<p>Excellence in Teaching <i>Estyn recommendations 3, 8</i></p> <p>This method of teaching Mathematics develops pupils’ mathematical ability and confidence without having to resort to memorising procedures - making Mathematics more engaging and accessible for all. Mathematics Task + Finish report</p>	EAS to liaise with ind HTs

modelling and problem solving.			Successful Futures Estyn num reports	
Marking and feedback (A2)	<ul style="list-style-type: none"> Exemplification of effective strategies in marking and feedback with subsequent impact upon the department's marking policy and evidence in pupils' books. 	Bespoke twilight meeting in school - Whole department	Excellence in Teaching / supportive assessment <i>Estyn recommendations 4, 1, 2</i> Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data Mathematics reviews Book scrutiny Estyn inspections	All LAs
Mathematical literacy. (A2) Guidance with strategies to enable pupils to confidently answer PISA-type questions	<ul style="list-style-type: none"> Increased understanding of the strategies to develop pupils' ability to answer and understand PISA questions. 	Bespoke twilight meeting in school Whole department	Excellence in Teaching <i>Estyn recommendations 3, 8</i> Mathematics Task + Finish report Successful Futures PISA report	All LAs
Developing reasoning skills (A2) Dept support in teaching problem solving strategies and planning rich tasks that enable pupils to develop numerical reasoning skills.	Greater understanding of the need to ensure that numerical reasoning skills are embedded and applied in all Mathematics lessons. Evidence: <ul style="list-style-type: none"> Improved benchmark performance in reasoning tests. Appropriate coverage of reasoning strand evident in pupils' books. Application of skills seen as central to every Mathematics lesson, not a bolt on. 	Central course / research 2 afterschool twilight sessions in June 2016 and school-based action research.	Excellence in Teaching <i>Estyn recommendations 3, 6, 8</i> Particular weaknesses in developing numerical reasoning and highlighted in the reasoning test data.	All LAs
Numerical reasoning Workshop (A2) Workshop at King Henry VIII school, Abergavenny and is for teachers wanting to improve their practice in		Half day workshop <ul style="list-style-type: none"> The workshop is coordinated and managed by a member of the EAS Mathematics team. Schools apply via CPD online. 		

developing numerical reasoning in the classroom.				
Introducing 'Bowland Mathematics' (A2)		Central course / research 1.5-day modular course and school-based action research		
Developing use of digital technology in light of local and international research. (A3) For schools with access to iPads, other devices and IRIS connect, this can include guidance on the use of Apps to enhance teaching and learning and the use of IRIS to develop teaching and classroom observation.	<ul style="list-style-type: none"> Increased knowledge and confidence to use digital technology in Mathematics lessons Teachers able to access and upload materials onto EAS LNF tracker EAS storage app. 	Bespoke Twilight meeting in school - whole department or particular teachers.	Excellence in Teaching <i>Estyn recommendations 3, 6, 8</i> Successful Futures IT framework Estyn remit	All LAs
Mathematics post-16 (A4)	<ul style="list-style-type: none"> Guidance to strengthen post-16 provision: those without GCSE in Mathematics and also MAT learners. 	School-based consultation S2S / network opportunities Student master classes + visits	Excellence in Teaching <i>Estyn recommendations 3, 6</i> EAS keys stage 5 strategy Seren programme Coleg Gwent Collaboration	All LAs
Numeracy across the curriculum workshops (B) - run by change makers that have been part of the EAS 'Numeracy Champion' initiative; held in schools.	<ul style="list-style-type: none"> Exemplification of effective numeracy across the curriculum practices and better understanding of the application of numeracy skills in STEM subjects with subsequent impact on standards of num. Increasing insight into planning for the application of numeracy skills / rich tasks. 	Half day workshops <ul style="list-style-type: none"> Part of the generic EAS workshop programme but coordinated and managed by EAS Mathematics team Schools apply via CPD online. 	Challenging curriculum / supportive assessment <i>Estyn recommendations 3, 6, 8</i> Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
Numeracy Champion project (B)	<ul style="list-style-type: none"> Better understanding of the application of numeracy skills in 	Modular course / S2S / Research - STEM subject change makers, the numeracy	Challenging curriculum / supportive assessment	All LAs

<p>A new cohort of schools to take part in the 2nd round of the joint EAS /school funded project to improve numeracy across the curriculum in STEM subjects.</p>	<p>STEM subjects with subsequent impact on numeracy across the curriculum in own schools.</p> <ul style="list-style-type: none"> Increasing insight into planning for the application of numeracy skills / importance of rich tasks. 	<p>coordinator and the SLT in charge of numeracy attend a variety of planning sessions.</p> <ul style="list-style-type: none"> planning sessions alongside the EAS numeracy team, 	<p>Estyn recommendations 6, 8</p> <p>Successful Futures Estyn S2S report Estyn numeracy reports Mathematics Task and Finish Report</p>	
<p>Introducing numeracy Intervention in KS3 (L4/5) (C)</p> <p>Withdrawal programme for pupils falling behind in KS3</p>	<ul style="list-style-type: none"> Appropriate selection of pupils. Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. Consistent approaches applied by teachers and tutors delivering programme. 	<p>Modular course</p> <ul style="list-style-type: none"> Predominantly numeracy intervention tutors 	<p>Challenging curriculum / supportive assessment</p> <p>Estyn recommendations 1, 2</p> <p>Sutton Trust / BS reports WG and Estyn</p>	<p>All LAs</p>
<p>Network meeting for numeracy tutors (C)</p>		<p>Network meeting</p> <ul style="list-style-type: none"> Numeracy intervention tutors 		
<p>Turning Ds into Cs (D1)</p> <p>Programme using diagnostic information from question level analysis (QLA)), to accelerate progress of pupils falling behind in Key Stage 4.</p>	<ul style="list-style-type: none"> Exemplification of effective assessment strategies to identify strengths and areas requiring more targeted teaching tailored to pupils' individual needs. Improved performance in GCSE Mathematics, approp. coverage tailored to need and better differentiation to ensure all learners make good progress. 	<p>Bespoke twilight meeting in school</p> <ul style="list-style-type: none"> whole department or particular teachers. 	<p>Estyn recommendations 4, 1, 2</p> <p>As above</p>	<p>All LAs</p>
<p>Teacher Assessment and moderation (D2)</p>	<ul style="list-style-type: none"> Greater accuracy / consistency. More effective tracking Y7-9. Narrowing TA/ test gap and greater understanding best-fit. 	<p>Training / wkshops / seminar</p> <ul style="list-style-type: none"> Updates at Head teacher seminars and HOD networks Inter-school KS3 moderation Dept and cluster support. 	<p>Challenging curriculum / supportive assessment</p> <p>Estyn recommendations 4, 6</p> <p>EAS priority to improve TA accuracy. Meet statutory cluster requirements</p>	<p>All LAs</p>
<p>Whole schools tracking using EAS LNF tracker (D3)</p>	<p>Improved understanding of online tools and exemplification; formative assessment potential.</p>	<p>Half day or twilight training in school</p>	<p>Challenging curriculum / supportive assessment</p> <p>Estyn recommendations 4, 1, 2</p>	<p>All LAs</p>

			LNF assessment and reporting	
Heads of Department Conference (E1)	<ul style="list-style-type: none"> • Termly network meetings to equip those leading on Mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium. 	Network / S2S / research <ul style="list-style-type: none"> • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies. 	Excellence in Leadership Estyn recommendations 7, 5, 3, 4, 2,1 National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
Numeracy Coordinator Network Meeting (E1)				
NEW Heads of Department Network Meeting (E1) Suitable for newly appointed Heads of department.	<ul style="list-style-type: none"> • Termly network meetings to ensure those new to the role of head of Mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas. 	Network / S2S / research <ul style="list-style-type: none"> • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies. 	Excellence in leadership Estyn recommendations 7, 5, 3, 4, 2 National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
Mathematics line manager training (E1) A new modular course aimed at upskilling line managers of Mathematics departments to effectively evaluate standards within the Mathematics department.	<ul style="list-style-type: none"> • Exemplification of effective Mathematics teaching and better understanding of ETF (Mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps. 	Central course/network/research <ul style="list-style-type: none"> • 2 x ½ day training sessions • 2 x 1hour follow-up sessions in school including opportunities for coaching 	Excellence in leadership Estyn recommendations 5, 4, 3, 1, 2 National performance data Successful Futures Mathematics Task + Finish report Estyn numeracy reports	All LAs
Termly update meetings for lead practitioners. (E2) A network meeting aimed at previously trained lead	Ensure lead practitioners previously trained and currently deployed for S2S work continue: <ul style="list-style-type: none"> • to improve teaching in own school/reduce internal variation. 	Network / S2S / research Termly meeting for the 'core' group of lead practitioners.	Excellence in Leadership Estyn recommendations 8, 6, 3 Successful Futures Estyn S2S report 'New Deal' School survey	All LAs

practitioners of Mathematics.	<ul style="list-style-type: none"> • remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools. 		Mathematics Task and Finish Report	
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	<ul style="list-style-type: none"> • Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills. 	Bespoke support Coordinator networks SEWC, LA and school-based programmes / conferences <ul style="list-style-type: none"> • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online) • FACE event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics 	Challenging curriculum and supportive assessment / Excellence in leadership Estyn recommendations 1, 2 <p>Relative underperformance of FSM leaners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes.</p> <ul style="list-style-type: none"> - Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research 	<p>All</p> <p>All BG, C,T Mon/T</p> <p>All All LAs All LAs New / C All LAs All LAs</p>
Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy. (E4)	<ul style="list-style-type: none"> • Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners. 	Termly updates and regional numeracy training for governors.	Excellence in leadership Estyn recommendations 1, 2	All LAs

Estyn Mathematics / numeracy recommendations

R1	Monitor the performance of pupils eligible for free school meals and offer targeted interventions as necessary.
R2	Meet the needs of pupils who experience difficulties or are more able.
R3	Increase the level of challenge for all pupils by making sure that: - Lessons are structured to engage, motivate and stretch all pupils - Mathematical problem solving skills are developed and applied to a wide range of real-life contexts.
R4	Ensure that assessment and tracking procedures are robust.
R5	Improve departmental self-evaluation and improvement planning.
R6	Share best practice across the school and evaluate new ways of working.
R7	Facilitate networks for sharing best practice between Mathematics departments.
R8	Provide support, challenge and professional development opportunities for Mathematics departments and individual teachers

Service Area	CYMRAEG a llythrennedd / WELSH and literacy
<p>LIMITED progress has been made towards the 2015-2018 Business Plan because;</p> <p>Foundation Phase: O5+ 92%. Performance remains above Welsh average. FSM 83% non-FSM 93% (Gap 10%). The rate of progress of FSM pupils is higher than non-FSM pupils. O6+ 32%. Overall performance decreased and is 4.9 points below Wales. The gap in performance of FSM and non-FSM (14%) pupils widened on 2014 by 1 point.</p> <p>Key Stage 2: L4+ 91%. Overall performance increased on 2014 by 1 point. Performance is above Wales (91.3%) for the third year. FSM 83% non-FSM 92% (Gap 10%). The gap narrowed by 8 points. L5+ 36%. Overall performance is below Wales by 2 points. Performance continues to increase at a higher rate than Wales. FSM 21% non-FSM 38% (Gap 17%). The overall gap narrowed on 2014 by 3%. The rate of progress of FSM pupils is higher at L4+ and L5+.</p> <p>Key Stage 3 L5+ 88%. Overall performance is below Wales by 2.9%. FSM 79% non-FSM 89% (Gap 10%). L6+ 52%. Performance remains below Wales for the 3rd year. FSM 36% non-FSM 54% (Gap 18%). The overall gap in performance at L5+ and L6+ narrowed significantly on 2014. The rate of progress of FSM pupils is significantly higher than the progress of non-FSM pupils at L5+ and L6+. Writing is the weakest skill at KS2 and KS3 with performance below Wales particularly at the expected +1 (4 points below at KS2 L5+ and significantly below at KS3 L6+ by 13 points). Girls perform better than boys at all Key Stages. Girls' performance is in decline.</p> <p>Key Stage 4 Based on 2 schools' performance, GCSE results at A* - C decreased by 10.7 points overall to 65.4%. Significant decline in performance in one of the two Welsh-medium secondary schools.</p> <p>Teacher Assessment / National Tests SS85+ Regional test performance is inconsistent with TA data in Year 2 and Year 6 with decline in performance on 2014. SS116+ Regional test performance is highly inconsistent with TA data in Y2, 6 and 9 and at its highest in Y9 at 36.9 points. Regional benchmark performance for the reading tests was below average at the end of Year 2 (SS85+ and SS116+), and in Y6 and Y9 (SS85+).</p>	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • WG Core data sets (school and LA level) and additional EAS analyses. • National Categorisation information, LA and school inspection reports and information gained from moderation events. Estyn Chief HMI Report. Inspection and Challenge Adviser recommendations. • 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools. • The need to improve the Welsh-medium offer (school survey). WMES / WESP. • Self-improving regional strategy. 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Continue to improve outcomes for and accelerate the progress of FSM learners and boys. • Improve Foundation Phase performance particularly at LLC O6+. • Improve overall performance, particularly at the expected level +1 at KS2. • Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4. Improve GCSE performance. • Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes. • Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3. 	
<p>Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area</p>	

- Work with the Closing the gap champion to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Work with CAs to identify excellent teaching, improve curriculum leadership in Welsh and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Work with the Excellence in Teaching and Excellence in Leadership lead and schools to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes. Develop the NQT support for Welsh-medium.
- BIS collaboration: Work in partnership with the Foundation Phase team to identify best practice for the delivery of school-to-school support; English Literacy team to support schools in the teaching of writing (KS2 and 3) and with GCSE development; Mathematics team - literacy in Mathematics.
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.
- Establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession. Work with LA officers to support WESP development.

Specific focus of this Service Area's work in each LA within the region

- Improve FP O5+ performance, particularly in Blaenau Gwent and improve performance in O6+, particularly in Blaenau Gwent, Caerphilly and Torfaen. Provide FP training based on the revised *Cyfathrebu'n Gyntaf* guidance. In Blaenau Gwent, support to focus on the provision of a sound language model by teachers for pupils to improve literacy.
- Improve overall performance in KS2 at the expected level +1 in all LAs (other than Newport). Utilise and share best practice from Newport regionally through school-to-school programmes. Provide training on the demands of L5+ in each Attainment Target.
- Improve GCSE performance, particularly in Caerphilly. Work with the secondary schools to monitor the impact of the GCSE/PISA project on current Y10 pupils and the refocusing of teaching and learning in KS3 and Y9 to meet GCSE/PISA requirements.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3 through training on task setting and joint standardisation and moderation. Further develop the Getting it Write (*Seiliau Sgrifennu*) strategy.
- Provide training for and monitor teacher assessment and cluster processes in the three Welsh-medium clusters (Cwm Rhymni - Caerphilly, Gwynllyw - Torfaen, Blaenau Gwent, Monmouthshire and currently Newport).

Caerphilly - Work with Caerphilly schools to improve overall literacy skills through the development of oral group work interaction skills. This will promote reasoning and critical thinking, supporting response to reading and developing extended writing.

Newport - Work with Newport schools develop a literacy transition (Y5-8) plan incorporating All Round Reader approaches and the principles of Getting it Write to ensure a curriculum fit for all learners (FSM / ALN / MAT). Support transition to the new Welsh Medium secondary school.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: CYMRAEG a llythrennedd / WELSH and literacy

Accountability: Elen Roberts

Priority / Blaenoriaeth:

Desired Outcomes / Deilliannau

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 3: Improving standards of achievement in Welsh (and literacy)

Overarching targets

All learners:

- Improve performance in TA particularly at the expected +1, national reading test outcomes from Y2 to Y9 and GCSE performance at KS4.
- Improve performance in writing. To be at least on a par with national outcomes at the expected level at KS2 and KS3 and the gap with Wales narrowed at the expected Level +1 at both KS2 and 3 but particularly at KS3.
- 100% of L4-5 profiles (KS2) and L5-6 profiles (KS3) agreed at cluster moderation.

FSM:

- Continue to accelerate the progress of FSM learners and boys. The FSM non-FSM gap increases throughout the Key Stages but significantly at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	91	91.6	93.9	34	32	33.7
KS2	90	90.6	91.1	32	35.8	34.3
KS3	89	88.2	91.4	51	51.8	63.9
KS4	76	64.5	79.1			

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	81	83.3	87.6	22.2	20.6	13.5
KS2	75	82.5	81.5	15.6	21.3	11.1
KS3	67	79.5	78	26.7	35.9	45.8
KS4	53	38.1	46.3			

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	11	9.7	7.3	13	13.5	23.4
KS2	18	9.6	11.3	28	17.1	26.6
KS3	25	9.8	15.7	29	17.8	21.2
KS4	22	30.4	32.7			

Excellence in Teaching

Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment

Reduce the number of contested profiles through cluster moderation.

Increase the accuracy of TA and correlation to National Test outcomes.

Excellence in Leadership

Improved planning for literacy in identified schools. Ensure that schools have effective assessment, monitoring and tracking processes in place.

Improved succession planning for current and new Welsh-medium schools.

A rewarding qualifications framework

Both secondary schools are equipped for the demands of the new GCSEs in Welsh.

Develop case studies of effective practice in Welsh/literacy.

Continue to develop school-to-school support with identified schools leading literacy.

Support the work of the Pioneer Schools.

Main activities / Prif weithgareddau

**When?
Pryd?**

**Who?
Pwy?**

Excellence in Teaching

<p>Provide central and bespoke training which raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills. It will also be built upon project resources and principles developed with Welsh-medium schools in 2015-16 including <i>Seiliau Sgrifennu</i> (adaptation of Getting it Write) to improve writing skills and the <i>Darllenwr Dygn</i> (All Round Reader). Support from schools within the consortia and beyond will be utilised to provide meaningful programmes of support. Training programmes will be monitored for impact.</p> <p>Provide targeted support to schools where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns.</p> <p>Provide support for teachers delivering training or school-to-school support. Monitor impact of school-to-school support.</p> <p>Collaborate with WG, schools, English/literacy team and teachers to deliver grant funded programmes for Welsh/literacy.</p> <p>Collaborate with the Mathematics/Numeracy team to support the Welsh literacy in Mathematics initiative.</p> <p>Review provision for and delivery of services to Welsh-medium schools in early 16-17 academic year.</p>	<p>April 16 - March 17</p> <p>Learner outcomes evaluated Sept 16</p>	<p>JR, ER, RW</p> <p>Schools Eng. and Lit - TA Links with other consortia CA team and JR</p> <p>'New deal' (MC) ER, JR Eng. and Lit - TA, Found. P-GB, Mathematics - LT</p> <p>ER, SMT</p>
<p>Challenging Curriculum and supportive assessment</p> <p>Improve assessment for learning in Welsh and the accuracy and consistency of teacher assessment and moderation. Provide training and guidance on the national moderation materials and reporting on cluster moderation events.</p> <p>Support enhanced transition from KS2 to KS3 (Y5-8) ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM, ALN and MAT pupils in Y7 and Y8 (include and focus on new WM school).</p>	<p>Ongoing</p> <p>Summer 16 - March 17</p>	<p>JR, ER, CAs EIT lead MC Pioneer Schools JR and s-t-s</p>
<p>Excellence in Leadership</p> <p>Work with CAs to improve the quality and impact of leadership for Welsh and literacy in identified schools where performance is consistently below the median and in line with National Categorisation. Work with CAs to broker school-to-school support.</p> <p>Facilitate networking opportunities for Welsh-medium HTs and Language Coordinators focusing on literacy development.</p> <p>Share resources and best practice through the time bank.</p> <p>Support the Welsh-medium schools with the recruitment of staff to the EIT / EiL programmes.</p>	<p>April 16- March 17</p>	<p>JR and ER</p> <p>ER and JR</p> <p>With KP With MC</p>
<p>A rewarding qualifications framework</p> <p>Capture the learning from Pioneer Schools implementing new GCSEs and identify strengths in planning, provision and teaching.</p> <p>Develop schemes of work and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning and accelerate the progress of all pupils in literacy skills and communication in Welsh.</p>	<p>April 16 - March 17</p>	<p>JR and MC</p> <p>s-t-s</p>

Key milestones / Cerrig Milltir 2015-2018

	FP O5+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
14-15	91.6	90.6	88.2	64.5	30.4
15-16	93.9	91.1	91.4	79.1	32.7
16-17	-	90.2	93.4	84.9	15
17-18	-	92.1	95.3	86	17.1

Service Offer 2016 - 2017:

Service Area		CYMRAEG / WELSH		
<p>Summarise the main regional priorities for your service area:</p> <ul style="list-style-type: none"> • Continue to improve outcomes for and accelerate the progress of FSM learners and boys. • Improve Foundation Phase performance particularly at LLC O6+. • Improve overall performance, particularly at the expected level +1 at KS2. • Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4. • Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes. • Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3. • Improve GCSE performance. 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Focused support / Intervention Primary / Secondary	In house support for schools agreed with CAs. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Increase the number of schools performing above the median Excellence in Teaching Excellence in leadership	All
Bespoke training Primary / Secondary	Bespoke literacy training to support schools with the implementation of their own school development plans. Following EAS delivered training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	Advisory / s-t-s / direction to appropriate outside providers.	In response to individual SIPs Excellence in Teaching Excellence in leadership Challenging curriculum and supportive assessment.	All
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

	An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy			
Welsh literacy NQT programme (and literacy in Mathematics) Primary and Secondary KS2/3	NQTs engaged with this programme will: <ul style="list-style-type: none"> - be aware of best practice in the teaching and development of literacy skills across the curriculum - have the opportunity to observe best practice in a school / schools with a literacy and literacy in Mathematics focus for the activity - have the opportunity to reflect on and plan based on their experiences and to share experiences based on observed practice 	4-day training programme - combined central / school-based delivery s-t-s Day 1 training and final day reflection held separately for primary and secondary practitioners. Observations based in another school in the region or cross-consortia	'New Deal' National priorities - literacy & numeracy Excellence in Teaching	All
Assessing Welsh / Literacy Primary and Secondary KS2/3 & Foundation Phase 1 day for teachers in Y2 and Y3	Teachers engaged with this programme will: <ul style="list-style-type: none"> - develop a clear understanding of the demand of the NC levels with specific focus on the expected level +1 (Levels 5 and 6) with exemplification guidance form WG and from within the region - gain further understanding of standardisation and moderation practices and of the verification process - participate in regional standardisation and moderation exercises Improved accuracy of TA. Reduced number of contested profiles at cluster moderation.	3 day programme - central delivery for KS2 and 3 1-day moderation LLC for the FP	Improve outcomes, particularly at the expected level +1 and LLC Welsh O6+. Improved accuracy of TA. Reduced number of contested profiles at cluster moderation. Excellence in Teaching Challenging curriculum and supportive assessment.	All

<p>Oracy training programme - 'Ar Iafar'</p> <p>Year 3 to 6</p>	<p>Teachers engaged with this programme will have:</p> <ul style="list-style-type: none"> - improved capacity to plan for the delivery and practice of oracy skills - improved awareness of oral language teaching methodology including second language teaching strategies / games - improved assessment of oracy at the expected and expected level +1 - the opportunity to reflect on a whole school policy for oracy across the curriculum to influence their own planning <p>The final day of the programme will be a day for practitioners to reflect on and share their own practice following the experience</p>	<p>5-day training programme - combined central / school-based delivery s-t-s</p>	<p>Improve literacy outcomes. Increased demand of the POS L4>5</p> <p>Excellence in Teaching Challenging curriculum and supportive assessment</p>	<p>All</p>
<p>'Y Darllenydd Dygn' / The All Round Reader</p> <p>Y2 - 4</p> <p>and</p> <p>Y6 - 9</p>	<p>An introduction to the <i>Darllenydd Dygn</i> guidance document.</p> <p>This training draws on the expertise and experiences of numerous practitioners as they have faced the challenge to improve learners' reading skills and close the gap between the teacher assessment and national Reading Test results.</p> <p>The resource considers three main challenges for learners, namely, the text itself, the medium of the text and the conditions with which they have to cope in order to be able to respond to the text.</p>	<p>0.5-day overview training on the <i>Darllenydd Dygn</i> guidance document</p> <p>s-t-s</p>	<p>Improve TA and close the gap between TA and National Reading Test outcomes</p>	<p>All</p>

	The training exemplifies a number of strategies found in the Literacy team's Top Ten Reading Responses resources and as well those which can be found in the Welsh team's <i>Ditectifs Darllen</i> resource			
<p>Reading training programme: '<i>Darllen Deniadol</i>'</p> <p>Foundation Phase, primary and secondary KS2/3</p>	<p>Teachers engaged with this programme will have:</p> <ul style="list-style-type: none"> - an up to date school perspective on the changes made to pedagogy and its impact on learning following the implementation of '<i>Y Darllenydd Dygn</i>' - an understanding of how to make the best use of available reading programmes and resources <p>The final day of the programme will be a day for practitioners to reflect on and share their own practice following days 1 and 2 of the programme</p>	3-day training programme - combined central / school-based delivery s-t-s	<p>Improve TA and close the gap between TA and National Reading Test outcomes</p> <p>Excellence in Teaching Challenging Curriculum and supportive assessment</p>	All
<p>Writing programme - '<i>Gwreiddio Sgrifennu</i>'</p>	<p>Teachers engaged with this programme will have:</p> <ul style="list-style-type: none"> - improved understanding of the writing process and the development of extended writing across the curriculum - an opportunity to absorb best practice in developing extended writing shared by a number of schools in a writing conference - an opportunity to observe best practice in writing within another school 	4-day training programme - combined central / school-based delivery s-t-s	<p>Improve outcomes in writing</p> <p>Excellence in Teaching Challenging curriculum and supportive assessment</p>	All

	The final day of the programme will be a day for practitioners to reflect on and share their own practice following the programme			
<i>Cyfathrebu'n Gyntaf</i> (Communication Matters) for the Foundation Phase	School-led training on the updated <i>Cyfathrebu'n Gyntaf</i> programme for FP practitioners.	s2s	Improve LLC Welsh outcomes in the FP, particularly at O6+.	All
Llythrennedd mewn Mathemateg	Programme of support for literacy in Mathematics based on the work of the 2015-16 literacy in Mathematics group, led by linguistically capable experts of Mathematics from the secondary sector (Gwynllyw and Cwm Rhymni)	Network / s2s	Improved access to Mathematics and numerical reasoning through the development of literacy skills. Improved TA and the gap between TA and National Test outcomes closed. National priorities - Literacy and Numeracy	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	

Service Area	Welsh Second Language
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <p>Key Stage 2: Performance in Welsh second language at the expected level has improved by 2 points with performance above Wales by 5.9 points. Performance is above Wales in all LAs. Overall performance is above Wales for the third year. At L5+ performance has improved by 2 points and is above Wales by 7 points. Across the region, the overall gap in performance of FSM and non-FSM pupils at the expected level has narrowed by 4 points. The rate of progress of FSM pupils is higher than the progress of non-FSM pupils. The overall gap widened at the expected level plus one with a lower rate of progress by FSM pupils by 2 points.</p> <p>Key Stage 3: Across the region performance has increased by 4.6 points and is in line with Wales. Performance has improved in all LAs. Performance has increased at a slightly higher rate than Wales. At the expected plus one performance improved in all LAs and by 7.9 points overall. Overall performance is above Wales by 5.7 points. The overall gap in performance of FSM and non-FSM pupils at L5+ remains steady on 2014 at 25 points with an equal rate of progress by FSM and non-FSM pupils. Girls' performance remains higher than boys' at KS2 and KS3. Writing is the weakest skill at KS2 and KS3.</p> <p>Key Stage 4 Full course/Level 2 equivalent: Performance overall is 1.3 points below Wales but performance is above the Wales average in three of five LAs including Monmouthshire where 59% of the cohort have been entered for a full course examination in Welsh. Performance is below Wales in Blaenau Gwent and Caerphilly but there has been a significant increase in the numbers entered for full course in both LAs in recent years (currently 32 and 42% of the cohort entered for full course) with improvements seen in performance in Caerphilly year-on-year. Short course: Overall performance in the short course improved on 2014 in Blaenau Gwent and Caerphilly but decreased in all other LAs. The numbers of pupils entered for examinations and the shift to full course entry has a bearing on outcomes as these vary year-on-year SE Wales has a high proportion of pupils entered for qualifications in Welsh. 90% of the cohort have been entered in Monmouthshire, 89% in Torfaen, 86% in Newport, 78% in Caerphilly and 67% in Blaenau Gwent.</p>	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • WG Core data sets at KS3 (school and LA level) and additional EAS analyses. • Estyn Chief HMI Report. LA and school inspection reports. National Categorisation information, information gained from moderation events and Welsh in Education Officer intelligence on schools. Low language skills of workforce (primary phase). • Team analysis of school uptake of key courses / engagement in core network meetings. • 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools. • WMES / WESP. • Self-improving regional strategy. 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Reduce the gender gap at L4 and L5 at KS2. Accelerate the rate of progress FSM pupils, and all vulnerable learners at KS2, particularly the expected level and at KS3. • Improve performance in Writing at both KS2 and KS3. • Reduce the number of Estyn recommendations. Reduce variation within and across schools. • Increase the no. of schools performing above the median (KS3) and improve performance at KS4. • Improve accuracy and consistency of TA. Reduce number of contested profiles through cluster moderation. 	

- Increase school-to-school working.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Closing the gap champion: strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- CAs: identify excellent teaching, improve curriculum leadership in Welsh 2L and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Excellence in Teaching and Excellence in Leadership lead and schools: to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes.
- English/Welsh Literacy teams: support schools in the teaching of writing (KS2 and 3).
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.

Specific focus of this Service Area's work in each LA within the region

Continue to accelerate the rate of progress FSM pupils at KS2, at the expected level particularly in Caerphilly, Newport and Torfaen and accelerate progress at the expected level +1 and at KS3 in all LAs. Focus on AFL strategies.

KS2: Reduce the gender gap at L4, particularly in Caerphilly and Torfaen and L5, particularly in Blaenau Gwent, Caerphilly and Newport.

Improve performance in Writing at KS2 in Blaenau Gwent, Caerphilly and Torfaen in particular and overall at KS3.

Increase the number of schools performing above the median at KS3 particularly in Caerphilly, Newport and Torfaen and improve performance at KS4 (full course - Caerphilly, short course - in all LAs). Increase engagement with HODs network and KS3/4 training - Newport, Torfaen and Blaenau Gwent.

Improve the accuracy and consistency of teacher assessment and moderation at KS2/3. All.

Torfaen - Secondary schools. Baseline review of standards and provision and support middle leaders and departments through a school-to-school approach utilising support from within the SE Wales region.

Newport - (Ranked 1st LA in Wales at KS2). Develop lead schools capable of sharing best practice with others. Trial school-to-school support.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Welsh second language. (Area also responsible for **MFL** project).

Accountability: Elen Roberts

Priority / Blaenoriaeth:

Desired outcomes / Deilliannau

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 3: Improving standards of achievement in Welsh (Second Language)

Overarching targets

All learners (inc. FSM):

- To continue to raise standards in the primary phase with focus on FSM and boys' performance. Despite positive teacher assessment outcomes in Year 6 there is considerable work to be done to improve the language skills and provision for Welsh second language within and across schools to ensure continuity and progression (improve Estyn inspection outcomes).
- Raise standards of all learners in KS3 and KS4 including FSM and boys'.

National Priority - MFL

Improve the uptake of MFL at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
AL L	2014	2015	2016	2014	2015	2016
KS 2	77	82	83	23	26	26
KS 3	77	81		31	39	
KS 4	71	77.2				

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
AL L	2014	2015	2016	2014	2015	2016
KS 2	63	68.5	69.2	12	13	14.3
KS 3	57	61		12	17	
KS 4	61	61				
Short	33	33				

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
AL L	2014	2015	2016	2014	2015	2016
KS 2	21	17.4	17.6	15	17	15.5
KS 3	25	25		24	28	
KS 4	18	18				
Short	26	26				

	<p>Monitor uptake in MFL lead schools and the wider effect of school-to-school. Uptake targets as outlined in project plan.</p>
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Excellence in Teaching

- Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment

- Reduce the number of contested profiles through cluster moderation.

Excellence in Leadership

- Fewer Estyn recommendations to improve the development of Welsh skills and Developing Welsh outside the classroom. Reduce variation within and across schools.
- Ensure that identified schools have effective assessment practices and systems for monitoring and tracking progress in place.
- Work with Head teachers, subject leaders / Welsh second language coordinators / MFL lead network schools to share best practice and build capacity for school-to-school support. Increase number of best practice sharing events and increase school-to-school delivery from the 2015-16 baseline.

A rewarding qualifications framework

- Continue to prepare for the new Welsh second language GCSE specification and support schools in preparing for a new curriculum ensuring Developing Welsh / Bilingualism is embedded.
- Support secondary schools to ensure provision for Welsh at KS3 and KS4 is appropriate as changes are made to the GCSE specification for Welsh (full -2017, withdrawal of Short by 2018) and in line with the WG response to the One Language for All review / curriculum development. Curriculum plans are fit for purpose. Also for MFL.
- Set regional targets at KS3 and KS4 in line with 2017-18 target setting process.

Main activities / Prif weithgareddau

When? / Pryd?

Who? Pwy

Excellence in Teaching

Provide central and bespoke language and methodology training for the primary phase that raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills and on the SOWs / resources developed by the Welsh in Education team in collaboration with schools to support the WG commissioned *Fflic a Fflac* and *Y Pod Antur* series' (EAS *Hwyl Dan Saith* and *Antur Anhygoel*). Training programmes will be monitored for impact.

April 16-
March 17

Welsh in Education team

Continue to develop the EAS *Antur Anhygoel* teaching, learning and assessment support materials in collaboration with schools as the WG Y Pod Antur commissioned series enters upper Key Stage 2.

Delivery of *Antur Anhygoel*

<p>Best practice from schools within the consortia will be utilised to share best practice and grow meaningful school-to-school support in the primary and secondary phase given low language base of staff. Training in the secondary sector will predominantly become school-led with links with Welsh-medium (EIT programme). Wave model to be explored for secondary. Support and monitor impact of school-to-school working. Provide targeted support and intervention to a proportion of primary schools in each Local Authority, where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Review provision for and delivery of Welsh services to schools early in 16-17 academic year. Scope capacity for s-t-s.</p>	<p><i>Porffor</i> resource Sept 16</p> <p>April 16 onwards. Reviewed termly. Oct. 2016</p>	<p>ER, PL 'New Deal' (MC), 21C (JK) ER, PL and team Welsh team and CAs</p> <p>ER, SMT</p>										
<p>Challenging Curriculum and supportive assessment Provide training on assessment for KS2 and KS3 practitioners Provide training and guidance on the national moderation materials and reporting on cluster moderation events. Support enhanced transition from KS2 to KS3 ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM and ALN pupils in Y7 and Y8. Support schools with the move to a new curriculum</p>	<p>Ongoing</p> <p>Summer 16 onwards</p>	<p>ER and Welsh team</p> <p>s-t-s</p>										
<p>Excellence in Leadership Work with CAs to improve the quality and impact of leadership for Welsh second language in identified schools where performance is consistently below the median (secondary) and in line with National Categorisation (and, for primary, Welsh in Education Officer intelligence on schools). Work with CAs to broker school-to-school support. Facilitate Language Coordinator and HODs networks (Welsh / MFL).</p>	<p>April 16 - March 17</p>	<p>ER, PCAs, Welsh team 'New Deal' (MC),</p>										
<p>A rewarding qualifications framework Prepare for the implementation of the new GCSE Welsh second language specification (2017) and new MFL specification (2016). Capture the learning from Pioneer Schools (links with Welsh-medium) / schools with best practice in the delivery of Welsh second language / MFL at KS3 / KS4 GCSE and identify strengths in planning, provision and teaching. Develop SOWs and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning.</p>	<p>Autumn 16 / Spring 17 with emerging Welsh Spec. Summer 16</p>	<p>ER, 'New Deal' (MC),</p> <p>Welsh team and schools</p>										
<p>Key milestones / Cerrig Milltir 2016-2019</p>												
<table border="1"> <thead> <tr> <th></th> <th>KS2 L4+</th> </tr> </thead> <tbody> <tr> <td>14-15</td> <td>82</td> </tr> <tr> <td>15-16</td> <td>83</td> </tr> <tr> <td>16-17</td> <td>82</td> </tr> <tr> <td>17-18</td> <td>83</td> </tr> </tbody> </table>		KS2 L4+	14-15	82	15-16	83	16-17	82	17-18	83		<p>Performance at KS3 and KS4 to be at least in line with national outcomes and demonstrate improvement year-on-year. Capture of target setting for Welsh Second Language at KS3 and 4 to be addressed. KS3 - improved benchmark performance.</p>
	KS2 L4+											
14-15	82											
15-16	83											
16-17	82											
17-18	83											

Service Offer 2016 - 2017:

Service Area		WELSH SECOND LANGUAGE		
Summarise the main regional priorities for your service area;				
Reduce the gender gap at L4 and L5 in KS2.				
Accelerate the rate of progress FSM pupils at KS2, particularly the expected level and at KS3.				
Improve performance in Writing at both KS2 and KS3.				
Reduce the number of Estyn recommendations. Reduce variation within and across schools.				
Increase the number of schools performing above the median at KS3 and improve performance at KS4.				
Improve the accuracy and consistency of teacher assessment. Reduce the number of contested profiles through cluster moderation.				
Increase school-to-school working.				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
PRIMARY				
Welsh in Education Officer support and intervention Primary	In house support for a proportion of schools in each LA agreed with CAs. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language Reduce Estyn recommendations Reduce variation within and across schools. Excellence in Teaching	A proportion of schools in each LA
School-to-school support Primary	Utilising the support of the 15 schools engaged in the 2015-16 pilot programme as centres of best practice Feedback from HTs involved	s-t-s	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language	All
Twilight best practice sharing events.	Schools to deliver informal best practice events. Delegates to commit to act following events.	s-t-s	'New Deal' Excellence in Teaching Excellence in leadership	
Bespoke training Primary	Bespoke language / methodology training to support schools with the implementation of their own school development plans.	Advisory	In response to individual SIPs Improve outcomes and reduce Estyn recommendations Excellence in Teaching	All

	Following training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.		Excellence in leadership Challenging curriculum and supportive assessment	
Excellence in leadership of Welsh Second Language				
Excellence in leadership of Welsh second language - Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh second language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the Key Stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All
What good looks like for new Welsh second language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the Key Stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh second language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
Central training for Assessment:				
Assessment for Welsh second Coordinators	Teachers engaged with these programmes will:	2 days	Reduce the number of contested profiles through cluster moderation.	All

Assessment in the Foundation Phase	- develop a clear understanding of the demand of the NC levels appropriate for age and stage	1.5 days		
Assessment for Y3 and 4		1 day	Develop continuity and progression in assessment practice throughout the primary phase. Tendency to focus on teaching the full NC Range and skills and plan for assessment in Y6 only.	
Moving L4-5 for Y5 and 6	- building a standardised portfolio of work - gain further understanding of standardisation and moderation practices and of the verification process - exemplification guidance form WG and from within the region - participate in regional standardisation and moderation exercises Following training a book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act on two of the training sessions.		
Central training - KS2 - Skill Specific				
Successful steps to writing in Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the writing process and the development of extended writing - assessment for learning strategies - an opportunity to see best practice in developing extended writing Following training a book scrutiny exercise will be offered by the Welsh in Education team.	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Underperformance in writing (12 points below oracy). Improve AFL of writing to improve outcomes for FSM/ALN and MAT learners. Excellence in Teaching Challenging curriculum and supportive assessment.	All
Ready for Reading Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the expectations and appropriate reading resources available	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work	HMI Chief Inspector's Annual Estyn report / LA reports Underperformance in reading (8 points below oracy) Excellence in Teaching	All

Page 115

	<ul style="list-style-type: none"> - improved understanding of the reading process and strategies to develop understanding of and response to texts - assessment for learning strategies - an opportunity to see best practice in reading skills <p>Following training a listening to learners / book scrutiny exercise will be offered by the Welsh in Education team.</p>	developed following commitment to act	Challenging curriculum and supportive assessment	
Improve your reading skills Y3 and 4	To enhance teachers' reading skills and confidence in reading and discussing texts with pupils. Use of appropriate texts Pronunciation	1 day	HMI Chief Inspector's Annual Estyn report (Reading) / LA reports Underperformance in reading (8 points below Oracy)	All
Transition from FP to KS2 - Year 3				
Y3 Methodology EAS <i>Antur Anhygoel</i> <i>Oren</i> scheme and resources	Teachers engaged with this programme will: <ul style="list-style-type: none"> - have a clear understanding and practical knowledge of the EAS <i>Antur Anhygoel Oren</i> scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh 	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the range and skills in Year 3 Successful implementation of the WG directed resource, <i>Y Pod Antur Cymraeg</i> 1. To ensure that non-speakers of Welsh have access to and are able to deliver the programme in their schools.	All
Continuity and progression - Year 3-4				
<i>Antur Anhygoel Porffor</i> scheme and resources	- Improved provision and standards and enjoyment in learning in Year 4	New resource developed by the	Improved assessment and teaching of the range and skills in Year 4.	All

	- Increased use of Welsh both inside and outside the classroom	Welsh in Education team - Sept 16	Successful implementation of the WG directed resource, <i>Y Pod Antur Cymraeg 2</i> . Improved continuity and progression.	
Y4 methodology EAS <i>Antur Anhygoel Porffor</i> scheme and resources	Teachers engaged with this programme will: <ul style="list-style-type: none"> - have a clear understanding and practical knowledge of the EAS <i>Antur Anhygoel Porffor</i> scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh 	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment	All
Foundation Phase				
Year 1 and 2 methodology EAS <i>Hwyl Dan Saith</i> scheme and resources	Teachers engaged with this programme will: <ul style="list-style-type: none"> - plan effectively through focused, enhanced and continuous provision to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners - use AFL strategies effectively in Welsh - develop the use of Welsh in all areas of learning 	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the Range in Y1 and 2 Successful implementation of the WG directed resource, <i>Fflic a Fflac</i>	All

PRIMARY LANGUAGE

Foundation Phase

Everyday Welsh inside and outside the classroom - FP	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Fflic a Fflac (EAS: <i>Hwyl Dan Saith SOW</i>)	2 days	Low level language skills to be able to deliver the curriculum.	All
Nursery and Reception		1 day		
Y1		1 day	Reduce Estyn recommendations	
Y2		2 days		

KS2

Everyday Welsh inside and outside the classroom - KS2	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Y Pod Antur Cymraeg (EAS: <i>Antur Anhygoel SOW</i>)	2 days	Low level language skills to be able to deliver the curriculum	All
KS2 Past Tense		1 day	Reduce Estyn recommendations	
Y3 and Y4 / Y5 and Y6		2 days		
KS2 Third person		2 days		
Y3 and Y4 / Y5 and Y6		2 days		
Y3 <i>Antur Anhygoel 1</i>		2 days		
Y4 <i>Antur Anhygoel 2</i>		3 days		
Y5 Language		3 days		
Y6 Language	3 days			

Intensive language training

Part 1- 6 language training programme series.	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level.	All parts 2 days.	Low level language skills to be able to deliver the curriculum Reduce Estyn recommendations.	All
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Stakeholders

Head teachers	Improved language skills to ensure that Welsh is given an audible place in all areas of school life and any public events such as governor meetings, school concerts	0.5 day	<u>New Welsh Language Measures (2015)</u>	All
School administrative officers	Improved language skills to use a Welsh greeting when answering the phone, greeting visitors	0.5 day	<u>New Welsh Language Measures (2015)</u>	All

School governors	Improved language skills to use Welsh with teachers and pupils	2 hours	New Welsh Language Measures (2015)	All
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SECONDARY				
Welsh second language Heads of Department meetings Secondary	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice. Raised performance across the Key Stages and reduced variation- July 2016	Network	Reduce the number of schools performing below the median at KS3 Excellence in leadership Challenging curriculum and supportive assessment.	All
Bespoke support	Support meeting with Welsh team at the request of CAs and schools.	Advisory	Review of provision / plan support.	All
EIT in Welsh second language	An opportunity for delegates to receive training and observe practice in Welsh second language through the EIT programme.	s-t-s	Reduce the number of schools performing below the median at KS3 Excellence in Teaching Challenging curriculum and supportive assessment.	All
EIT Workshop programme	An opportunity for delegates to access the eiT Workshop Programme through the medium of Welsh.	s-t-s Cwm Rhymini	Excellence in Teaching Challenging curriculum and supportive assessment.	All
Brokered visits to schools to observe good practice / work with skilled practitioners Strengths / areas for development audit	Support for practitioners on the broad themes of: Planning and self-evaluation Teaching and learning MAT Assessment GCSE A-Level Bilingualism Use of ICT in Welsh second language	s-t-s	Excellence in Leadership Excellence in Teaching Challenging curriculum and supportive assessment.	All
Best practice in primary / secondary cluster transition	Leading cluster initiatives in Welsh second language and securing continuity and progression from KS2 through planning and a shared	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All

	understanding of the assessment process.			
Assessment at KS3	Successful planning for assessment and making secure judgements at KS3.	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All
Successful planning for and assessment of GCSE Controlled Assessments and preparing students for the formal GCSE written paper.	Improved accuracy of assessment and appropriate preparation of students for the GCSE Controlled Assessment tasks.	s-t-s 2-3 days	Improved GCSE performance at KS4. Target C/D borderline.	All
Developing Welsh across the school	Strategies developed to improve the visibility and audibility of Welsh in daily school life.	s-t-s	Estyn HMI report - opportunities for the use of Welsh across the school.	All
ICT in Welsh second language teaching	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	s-t-s	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	All
NQT training	Support for NQTs and non-specialist teachers of Welsh with focus on KS3 planning and assessment and GCSE expectations and assessment.	2.5 days Training + observation visit	'New Deal' Excellence in Teaching Challenging curriculum and supportive assessment	All
PRU Network meetings	All delegates to receive training on appropriate methodology, support with language development planning and delivery and national priorities. Information and resources shared with opportunities to share best practice.	Network	Excellence in Teaching Challenging curriculum and supportive assessment.	All

Service Area	CAs
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <ul style="list-style-type: none"> • TA outcomes at the end of FP and KS2 are good. • TA outcomes at the end of KS3 and performance at the end of KS4 are adequate. • Whilst the performance of FSM pupils has increased across the region, the gap remains too wide. 13 secondary schools have FSM L2+ performance above the 3-year rolling national average (30%). • There is still a significant gap between TA and test results in FP and KS2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Y9, but overall performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE. • The SEWC Intervention Framework demonstrates increased autonomy for green schools. A bespoke support programme is in place for all schools, with differentiated CA support. • National Categorisation was completed within timescales. The region has 7 exceptions that override the grid. 1 school is a rare exception (3A Green) and the other 6 schools have been categorised based on the need for increased support. The number of red and amber primary schools across the region have decreased from 59 schools (30%) to 36 (19%). There is no direct correlation between TA outcomes and the overall support category. Of the 82 primary schools (41%) that were 1 for step 1, only 52 (26%) are green. However, 24 secondary schools (65%) still require amber or red support. • Where schools are placed in an Estyn follow-up category, many primary schools make good progress. During 2014-2015, 63% of primary schools were judged to be good or better. In the secondary phase, the rate of progress of schools is variable. Although no secondary schools inspected in this period were judged to be unsatisfactory, 80% were judged to be adequate. • Improved robust QA processes have ensured improved consistency in CA judgements and any inconsistencies are known. Nearly all Head teachers who completed the school survey identify that their CA knows their school well and provides appropriate support and challenge. • Revised protocols ensure that in most schools, LA judgements for pre-inspection commentaries are well matched to Estyn inspection outcomes. Where they are not, the differences are minimal. • All schools submitted progress towards targets data, however, the reliability of information submitted for KS4 was variable when compared to outcomes. The role of the CA was not always effective. There are now clear protocols and a stronger alignment in the target setting process between the CA and BIS teams. • The service has provided guidance and training for all schools in effective school development planning and self-evaluation. Although not yet fully embedded, MySID is an additional tool, supporting schools to meet statutory requirements, including compliance of grant funding. Many Head teachers agreed that the quality of support received from CAs enabled them to complete grant plans. A minority of schools (54) have used the MySID facility to complete 3-year SDPs. Many of the primary plans are at least of a good quality. Across the secondary phase the plans and processes are variable with many being adequate. • Pupil level data is used well by most CAs to scrutinise pupil performance at school level and support schools' setting of targets, evidenced through the school perception survey. There have been improved levels of QA and accountability between the CA and BIS teams by holding joint 2016 target moderation meetings to discuss and challenge where necessary every individual secondary school's targets. 	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • Whilst improvements in boys' performance are evident, this is not fast enough to reduce gender gaps. • Whilst the performance of FSM pupils has improved across the region, the gap remains too wide. • The performance of LAC learners has improved in primary schools, but remains below all pupils. The gap widens in secondary schools and their progress and overall performance remains too low. • There remains a gap between TA and test results in FP and KS2 in the majority of LAs. Performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE. • 24 secondary schools (65%) require amber/red support. Too many secondary schools are in Estyn follow-up categories. The rate of progress of secondary schools in statutory categories is variable. • Progress at L2+ in many secondary schools is still too slow and remains variable. The percentage of learners achieving 5 A*-A grades fell from 15.3% in 2014 to 8.9% in 2015. • Attendance across the 5 LAs is variable with 3 out of the 5 LAs (BG, Caerphilly and Newport) ranked below 18. Newport is ranked 21st for Primary attendance and Caerphilly is ranked 22nd for secondary attendance. • Although variance in CA work has reduced, greater consistency across the region remains a priority. 	

- There have been limited opportunities for PCAs to work regionally to improve consistency in practice.
- A minority of CAs need to scrutinise and challenge targets more robustly using available data.
- Strengthening the monitoring of progress in underperforming amber schools has been improved, through the introduction of EIBs. Early indications are proving positive.
- Capturing and sharing good practice within and across schools is limited.
- WG: 'Qualified for Life', 'Successful Futures', 'New Deal', Pioneer Schools.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Improve outcomes at KS4 and reduce variance between schools and between LAs. Continue to improve outcomes for FSM learners, particularly at KS4.
- Improve standards of achievement in English, Welsh and Mathematics for all learners.
- Improve the accuracy and consistency of TA and improve outcomes in national tests.
- Improve attendance in identified LAs (BG, Newport and Caerphilly).
- Strengthen the links between CAs and BIS when challenging and supporting schools to improve.
- Embed QA programmes, PDRs and training programmes for CAs.
- Strengthen the quality of support and challenge for target setting and tracking of pupils' progress.
- Support and challenge the quality and impact of middle leadership and the quality of teaching in schools.
- Reduce the number of secondary schools being placed in Estyn statutory categories.
- Improve the support and challenge for self-evaluation and school development planning.
- Embed the termly programme of Local Authority specific development sessions with governors.
- Further strengthen the integration of the SCC programme into regional working.
- Embed the value for money diagnostic system.
- Improve the effective use of intelligence and data to improve outcomes for vulnerable learners.
- Strengthen links with CA teams in the other consortia.
- Provide effective, relevant CPD opportunities for all CAs.

Key links within the EAS service teams / LA Officers that will be required to deliver your service area:

- AD BIS: Joint working; Implementation school-to-school model; Pioneer and 'New Deal' Schools.
- Literacy / Numeracy / Welsh BIS team - Target setting, progress towards targets.
- CTG Champion - Effective school development planning - PDG grant spend.
- 21st Century Learning Lead - MySID Development / review.
- Learning Intelligence: Effective use of data to challenge and support schools.
- Governor Support: CA Training, PCA termly meetings, utilising the expertise of consultant governors.

Local Authority Officers

- Wider Group meetings in all LAs: ALN, EWS, Finance, HR, H&S, Safeguarding etc.
- Director / CEO and or Assistant Director / Deputy CEO: LA QA, Intervention panel meetings, EIBs.
- ALN Officers: Termly meetings with PCAs, EIB meetings (where appropriate).
- Community First Officers (as appropriate) to support effective PDG spend. Families First officers.

Specific focus of this Service Area's work in each LA within the region

Blaenau Gwent: Improve the performance of FSM learners and Non-FSM learners; Continue to improve performance at the expected level +1 and L2+.

Caerphilly Improve the performance of FSM learners, particularly at KS4. Improve performance in L2+.

Newport: Improve KS3 outcomes. Improve the gender gap at the expected level +1 in FP and KS2; Continue to close the gap in performance at KS4 for the L2+. Improve the performance of girls at KS4. Improve performance in L2 Mathematics and English.

Monmouth: Continue to improve the performance of FSM learners in all Key Stages; Continue to improve performance in L2+ and CSI at KS4; Improve performance at the higher level across all Key Stages, particularly A*-A at KS4.

Torfaen: Continue to improve the performance of FSM learners particularly at KS4; Continue to improve performance at the expected level +1 - FP, KS2, KS3. Continue to improve performance in L2+. Continue to improve performance in National Test outcomes across all phases.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Challenge Advisers (Key Accountability - Kirsty Bevan)		
Priority / Blaenoriaeth :	Desired Outcomes / Deilliannau	
<p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) and / or any additional wider service priorities from the Business Plan</p>	<p>Excellence in Teaching</p> <ul style="list-style-type: none"> Improve categorisation at step 3 in primary from 19% amber/red schools to <15%. Improve categorisation at step 3 in secondary from 67% amber/red schools to <50%. All yellow, amber and red schools will make at least strong progress against the bespoke actions within support plans. Reduce the number of secondary schools placed in Estyn follow-up categories. Improve primary Estyn outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn outcomes so that no more than 50% of schools are judged to be adequate or below. Nearly all CA evaluations of schools will correlate with Estyn inspection outcomes. Maintain good standards in FP and KS2 with at least 88% of pupils achieving the FPI and CSI. Improve outcomes for FSM learners with >77% of pupils achieving the FPI and CSI, reducing the gap by at least 1%. Continue to improve standards at O6 with >37% of pupils achieving English O6 (>20% FSM), >32% achieving Welsh O6 (>13% FSM) and >35% of pupils achieving Mathematics O6 (>20% FSM). Continue to improve standards at L5 with >43% of pupils achieving English L5 (>24% FSM), >35% of pupils achieving Welsh L5 (>15% FSM) and >43% achieving Mathematics L5 (>23% FSM). Improve standards in KS3 with >83% achieving the CSI. Improve outcomes for FSM learners in KS3 with >60% achieving the CSI reducing the gap in performance by at least 5%. Improve outcomes in KS3 L6 with >54% of pupils achieving English and Welsh L6 (>32% FSM) and >58% achieving Mathematics L6 (>35% FSM), reducing gender gaps by at least 3%. Improve the outcomes, particularly at KS4. >56% of pupils will achieve the L2+. >32% of FSM learners will achieve the L2+ in 2015-2016, closing the gap by at least 3%. Increase the number of schools above the WG measure for FSM performance (32% for 2015-2016) from 64% to less than 50%. 	
	<p>Challenging Curriculum and supportive assessment</p> <ul style="list-style-type: none"> Reduce the number of contested profiles through cluster moderation. Increased accuracy of TA and correlation to National Test outcomes. Increased accuracy of progress towards targets versus outcomes data, particularly in the secondary phase. No more than 15% of schools will have a discrepancy of >5% points and <10% points between outcomes and target at L2+. 	
	<p>Excellence in Leadership</p> <ul style="list-style-type: none"> Improve Step 2 primary categorisations, from 17% of schools C or D, to >15%. Improve step 2 secondary categorisation, from 58% of schools C or D, to >50%. Improve primary Estyn inspection outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn inspection outcomes so that no more than 50% of schools are judged to be adequate or below. Improve attendance in identified LAs, demonstrating higher ranking positions. All schools will have SDPs that are at least good or better. Consultant governors are used well to support the work of the governing body in underperforming schools, resulting in improved categorisation. 	
	<p>A rewarding qualifications framework</p> <ul style="list-style-type: none"> A clear regional understanding of school-to-school work which impacts on standards. All secondary schools are equipped to deliver the new curriculum requirements. Case studies on effective practice across the curriculum (literacy, numeracy, Welsh and closing the gap) support and improve underperforming schools. 	
Main activities / Prif weithgaredd	When ? / Pryd?	Who ?

<p>Excellence in Teaching</p> <ul style="list-style-type: none"> • Implement criterion-driven and evidence-based National Categorisation, providing relevant update training to all stakeholders. • Implement and evaluate the impact of the SEWC Intervention Framework, ensuring bespoke programmes for all yellow, amber and red schools. • Ensure that CAs make effective use of Learning Intelligence 'Dashboards' to develop knowledge of schools, LAs and the region so that support is tailored and effective. • Implement and evaluate the impact of the EIB protocol. • Review the impact of the 'Growing Green and Aiming for Excellence' programme. Provide training for new green schools and allocate triads. Plan for the cascading of this approach. • Embed training/ coaching and QA processes to ensure all CAs are effective and reduce variance. Secure consistency in the quality of CAs' written evaluations. • Work with the PDG champion to identify schools where the gap between FSM/ Non-FSM pupils is the greatest and/ or has not improved over 3 years. Identify the best performing schools, broker support, monitoring progress and impact. • Ensure bespoke support for NQTs embeds effective curriculum planning and accelerates the progress of FSM learners. 	<p>April 2016 - March 2017</p>	<p>PCA S CAs</p>
<p>Challenging Curriculum and supportive assessment</p> <ul style="list-style-type: none"> • PDG Champion and CAs to identify subject areas and aspects of learning where progress of FSM pupils is a concern and ensure that work is commissioned to improve the quality of teaching and learning. • CAs to receive appropriate curriculum update from BIS team members. • Improve the accuracy and rigour in target setting and progress towards targets. • Attend identified cluster moderation events to secure greater accuracy of TA. 	<p>April 2016 - March 2017</p>	<p>PCA S CAs</p>
<p>Excellence in Leadership</p> <ul style="list-style-type: none"> • For red/amber non-SCC secondary schools, a clear programme of non-negotiable activity will be detailed within support and intervention plans to secure rapid improvement in key areas such as target setting and the tracking of pupils' progress, curriculum and qualifications changes and progress towards Estyn recommendations. • Provide training for schools on effective self-evaluation and School Development Planning, with a focus on narrowing the gap. Further develop the use of MySID. Support and monitor the effectiveness of Education Improvement Grant (EIG) and PDG spend. • Work with LAs and leaders in schools to improve the leadership and management of attendance in identified schools, sharing good practice through a school-to-school model and CA monitoring of impact. Strengthen links with attendance officers in LAs to engage FSM learners and families and disseminate information to CAs. • Intervene strategically in schools where in-school variation between English / Welsh and Mathematics is impacting on the L2+. • Support the development of middle leadership in non-SCC secondary schools, implementing and monitoring the EAS middle leadership programme. • Complete leadership reviews in identified red and amber schools in Estyn categories, to review progress against recommendations. • Embed the termly LA specific development sessions with governors. • Work with Governor Support to produce online training materials for governors. • Work with Governor Support to identify and use effective consultant governors. • Further develop the work streams with other regions as agreed in the cross - region action plan to include: the development of a national training programme for CAs; joint training events with CSC - Closing the Gap. • Continue to improve the clarity and effectiveness of working arrangements with SCCAs and plan for hand over from the programme. 	<p>April 2016 - March 2017</p>	<p>PCA S CAs</p>
<p>A rewarding qualifications framework</p> <ul style="list-style-type: none"> • Signpost identified schools to appropriate EAS teaching programmes. • Implement the SEWC Best Practice Case Study protocol to enable CAs to identify good practice case studies that have impacted on provision/outcomes, focusing on FSM performance. CAs will utilise the leadership time bank with schools. 	<p>April 2016 - March 2017</p>	<p>PCA S CAs</p>

- Ensure that Pioneer Schools and Lead Creative Schools have robust outreach plans and address any concerns about their capacity to deliver.
- Fully implement and evaluate the Valleys' Project in conjunction with CSC.

Key milestones / Cerrig Milltir 2016-2019

Key Stage 4					Key Stage 4				
All Pupils					FSM Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target		2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	54.7	59.5	63.4	64.3	L2 inclusive	28.7	37.3	41.5	44.7
L2	81.7	82.5	82.7	82.8	L2	62.8	65.1	64.5	66.8
L1	95.3	94.9	96.0	96.4	L1	88.2	87.3	88.5	91.0
CSI	50.6	58.2	60.9	61.6	CSI	25.5	34.8	39.1	41.8
English A*-C	65.4	68.1	70.7	71.6	English A*-C	40.9	47.5	49.1	52.7
Welsh (1 st) A*-C	65.4	79.1	84.9	86.0	Welsh (1 st) A*-C	38.1	46.3	64.1	71.7
Math A*-C	62.0	65.7	69.4	69.4	Math A*-C	37.7	44.4	47.9	49.8
Science L2	82.9	81.2	76.9	72.9	Science L2	71.0	66.6	57.8	54.9

Regional targets for all Key Stages detailed within the EAS Business Plan.

Service Area	Foundation Phase
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <ul style="list-style-type: none"> • FPI declined by 0.2% overall. Performance remains above the Wales average by 1%. Three Local Authorities improved performance from the previous year. Slight decline in Blaenau Gwent with a more significant, but expected decline in Torfaen. • Performance at O5+ in both LLC English and MD declined slightly. LLC target was missed by 1%. However, performance across the region for LLC is 2% above the Wales average (88) and 1% above 89.7 for MD. • At O6 all LAs except Torfaen improved on 2014 outcomes. • The performance of FSM pupils at O5+ declined slightly across the region, approximately in line with their peers nationally. Performance at O6+ improved. The gap between FSM and non-FSM pupils reduced slightly. • Across the region, girls' performance remains higher than boys' for all areas of learning at O5. The gender gap reduced slightly in 2015 at a similar rate to that nationally. The FPI gender gap remains less that across Wales as a whole. • 15 Non-maintained Settings (NMS) inspected 15/16. 93% achieved two overall judgements of Good. Two settings piloted joint CSSIW/Estyn framework - 1 setting Estyn monitoring, awaiting publication of 2nd. 	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • AWCDS, school profiles and additional analysis including FP school/setting survey. • National Categorisation, CA requests, LA and school/setting inspection reports. • National agenda FP Profile statutory September 2015 - moderation and training required. • 'Qualified for Life': Curriculum for Wales, a curriculum for life; • Estyn Annual Report 2014-15 and Estyn remit report 'The role of advisory teachers for NMS'. • Team analysis of school/setting course take up / engagement in core network meetings/survey. • Liaison with Pioneer schools - moving towards the emerging curriculum. • Self-improving regional strategy 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Ensure rigorous and consistent baseline assessment - Improve accuracy of TA end of FP - link with English/Welsh/numeracy teams. Improve the alignment between TA and test data particularly the expected level +1. • Accelerate the progress of FSM pupils in all LAs - link with CAs, CTG lead and English /Welsh /numeracy teams to draw on best practice. • Improve outcomes for all learners including SEN/MAT/EAL- liaise with BIS/CA teams to identify schools with good outcomes for all learners in order to share good practice. • Strengthen middle leadership skills of FP leaders with a focus on data analysis and monitoring provision to ensure FP practice impacts on standards of achievement. • Ensure 10% link teachers support through modelled lessons as well as documentation. • Work closely with Flying Start (FS), NMS and schools to ensure smooth transition and high quality workforce. 	
<p>Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area</p> <ul style="list-style-type: none"> • Link with literacy team to secure accurate teacher assessment in FP - using Foundation Phase Profile (FPP) as baseline and end of phase FP Outcomes in year 2. Increase consistency across LAs. • Work closely with CTG Champion working in FP schools highlighting best practice in family engagement e.g. <i>FACE, Family Learning Signature, Pori Drwy Stori</i>. • Liaise with numeracy team on planned projects in Year 2 linking effective FP pedagogy /reasoning in Mathematics (Monmouthshire, Newport and Torfaen). • Liaise with Welsh team to identify schools to support 'Communication Matters' (Cymraeg) as school-to-school network. 	

- Work closely with LA Early Years'/Flying Start officers, SEN advisory teams, and COMIT team to ensure smooth transition and/or early identification of children at risk of underachievement.
- Liaise with LA officers to monitor impact of the Early Years Pupil Deprivation Grant (EYPDG) on standards of teaching and learning.

Specific focus of this Service Area's work in each LA within the region

Increase practice worth sharing (PWS) events across LAs to include more schools from the west. The work of the team this year will be to identify schools to host best practice in Foundation Phase on school sites to enable more collaborative learning through self-sustaining schools approach.

Blaenau Gwent: Establish Early Educators (EE) group. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others.

Caerphilly: Establish Early Educators group. Identify schools with PWS. Link with 'Family Signature Pilot' - improving outcomes for FSM. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others. Improve attendance of NMS to Foundation Phase training.

Monmouthshire: Continue to focus on MAT provision and outdoor learning to raise standards and embed EE for school-to-school sharing. **Newport:** Link with 'Family Signature Pilot' - improving outcomes for FSM. Extend EE into school-to-school support to share practice in other LAs.

Torfaen: Establish nursery Early Educators group, and continue improve Foundation Phase course attendance - particularly early years.

WM schools - Arrange separate WM Foundation Phase leader network meetings. Set up school-to-school good practice sharing in liaison with Welsh team.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Foundation Phase

Accountability: Gaynor Brimble

Priority / Blaenoriaeth: Desired Outcomes / Deilliannau

	Expected level		Expected level +1	
	2015 Actual	2016 Target	2015 Actual	2016 Target
ALL	88	88.9	-	-
FPI	88	88.9	-	-
LLC (E)	90	90.5	36.3	39.0
LLC (W)	91.6	93.9	32.0	33.7
MD	90.7	91.5	34.7	37.5
PSWBCD	95.6	94.7	56.5	56.3

	FSM Expected level		FSM Expected level +1	
	2015 Actual	2016 Target	2015 Actual	2016 Target
ALL	76.8	78.3	-	-
FPI	76.8	78.3	-	-
LLC (E)	80.2	81.1	19.3	22.8
LLC (W)	83.3	87.6	20.6	13.5
MD	81.7	82.5	18.0	22.5
PSWBCD	90.6	89.7	35.9	36.7

	Expected level FSM/non-FSM gap		Expected level +1 FSM/non-FSM gap	
	2015 Actual	2016 Target	2015 Actual	2016 Target
ALL	14.3	13.2	-	-
FPI	14.3	13.2	-	-
LLC (E)	12.6	11.8	21.5	20.4
LLC (W)	9.7	7.3	13.5	23.4
MD	11.4	11.2	21.1	18.7
PSWBCD	6.3	6.2	26.5	24.5

Priority Outcome 1:
Accelerating the progress

Excellence in Teaching: raise standards of teaching and learning - Estyn inspection outcomes. Decrease % of schools requiring intensive support in all LAs. Increase numbers of schools with high quality Foundation Phase provision to extend the capacity for self-improving systems. BG from 12 - 16 schools 64%; Caer from 34 - 42 schools

of learners who face the challenge of poverty Priority Outcome 2: Improving standards of achievement in English and literacy for all pupils Priority Outcome 4: Improving standards of achievement in Mathematics and numeracy for all pupils	60%; Mon from 16 - 21 schools 68%; New from 33 - 37 schools 84%; Tor from 10 - 17 schools 63%		
	Challenging Curriculum and supportive assessment: -Improve teacher assessment at beginning and end of phase using FPP and FP Outcomes. Reduce numbers of contested assessments. Improved accuracy of TA of reading across Foundation Phase. Narrow the gap in reading test and TA.		
	Excellence in Leadership Strengthen middle leadership to challenge FP performance in schools. Leaders equipped to challenge and support teams to raise standards through thorough self-evaluation. Strengthen NMS leadership outcomes KQ3 - fewer settings receiving adequate for 3.2		
	A rewarding qualifications framework - increase the numbers of schools in all LAs able to share high quality Foundation Phase practice and standards to strengthen as self-improving systems.		
Main activities / Prif weithgaredd		When? / Pryd?	Who?
Excellence in Teaching <ul style="list-style-type: none"> Continue to support schools where learner outcomes are consistently weak, or external evaluations raise concerns in all LAs. Continue to provide central and bespoke training to enable practitioners to address national, regional, LA and school/setting priorities e.g. FPP, FSM, MAT/EAL/SEN Provide training to NQTs, or new to FP practitioners in particular. Extend and embed 'Communication Matters' literacy training for all practitioners in FP, Particularly CM Nursery in Caer/BG. Extend and embed EE group across all LAs. Increase number of high quality FP provision schools to host events/days/workshops/PWS - e.g. block play, outdoors, MAT. Collaborate with CTG champion identify schools which successfully engage parents in closing the gap of underachievement. Work closely with CAs particularly around expectations for early years. Identify good practice and share with CA team. Extend partnership working with BIS teams - particularly literacy and numeracy to ensure consistency across teams. Increase numbers of PWS events in BG, Caer and Tor in schools and settings. Strengthen transition from setting to school - use of 10% link teacher. 		Outcomes 16-17 evaluated Sept 16 April 16-Mar 17 Programme reviewed on termly basis	CA FPhase and FPhase team in close collaboration with identified schools. TSOs + TAs + schools who provide support Team 4 TSOs 1 Associate Adviser Literacy 8 TAs (NMS) <ul style="list-style-type: none"> (2 fixed term) 1 x O.6 1 x O.4 (fixed term - end Mar 16)
Challenging Curriculum and supportive assessment <ul style="list-style-type: none"> Continue to improve assessment of and for learning in FP in particular the accuracy and consistency of teacher assessment and moderation including expectations for progress of FSM and ALN learners using FPP as guide. Provide training and support for those implementing literacy intervention progs /working with ALN learners. FP end of phase moderation - link to literacy team - decrease the % of schools with inaccurate TA. 		April 16-Mar 17 Programme reviewed on termly basis	Delivery of the FP plan is dependent upon S2S collaboration for aspects of service offer.
Excellence in Leadership <ul style="list-style-type: none"> Continue to strengthen the role of FP middle leadership through termly network meetings with focus on standards. Continue to provide extended training for new leaders to improve quality of leadership monitoring and evaluation. Collaborate with the CTG champion and share best practice with leaders across the EAS. 		April 16-Mar 17 Programme reviewed on termly basis	Schools commissioned to provide aspects of professional development

<ul style="list-style-type: none"> Work closely with CAs to identify and broker support from successful leaders to support others - link to 'Excellence in Teaching' and 'Excellence in Leadership' programmes. 		<p>and support to middle leaders.</p>
<p>A rewarding qualifications framework</p> <ul style="list-style-type: none"> Collaborate with BIS and CA teams, to identify schools whose curriculum has a positive impact on learner engagement and outcomes. Be involved in and provide advice for collaborative learning taking place in Pioneer schools particularly but not exclusively curriculum and 'New Deal' pioneers and Lead Creative schools. 		

Key milestones / Cerrig Milltir 2016-2019

2016/17

Achieve target outcomes for all pupils including closing the gap in performance for FSM pupils

FSM/non-FSM gap	2015 Gap	2016 Gap prediction	Change
FPI	14.2	13.3	-1.0
LLC English O5+	12.6	11.8	-0.7
LLC Welsh O5+	9.7	7.3	-2.4
Mathematics Dev.O5+	11.4	11.1	-0.3
PSD O5+	6.2	6.2	0.0
LLC English O6	21.5	20.4	-1.1
LLC Welsh O6	13.5	23.4	9.9
Mathematics Dev. O6	21.1	18.8	-2.3
PSD O6	26.6	24.5	-2.1

2017/18 and 2018/19 No targets available for FP

Service Offer 2016 - 2017

Service Area	Foundation Phase			
<ul style="list-style-type: none"> Support schools and settings to deliver high quality FP provision. Ensure rigorous and consistent reception baseline assessment across all LAs through moderation. Moderate between NMS and nurseries to aid transition and consistency. Improve accuracy of TA end of FP and improve the alignment between TA and test data particularly the expected level +1. Continue to increase the uptake of training in Caerphilly, Blaenau Gwent, and Torfaen. Accelerate the progress of FSM pupils in all LAs working closely with CAs and CTG Champion to share good practice. Improve outcomes for SEN/MAT pupils - appropriate support and challenge in literacy development in particular. Work closely with FS/NMS/schools to ensure smooth transition and high quality workforce, reduce the impact of poverty through early intervention - high quality early years provision - engaging families. Strengthen FP middle leadership skills to ensure standards of teaching and learning are at least good in the majority of schools. 				
Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Excellence in Teaching				
Communication Matters TA Training <ul style="list-style-type: none"> Nursery Reception Year One/Year Two 	<ul style="list-style-type: none"> Improved TA confidence in supporting literacy development Increased capacity in schools to support groups of learners Improved literacy outcomes including MAT/boys/ FSM 	Training	Need to ensure wider understanding of the characteristics of effective literacy teaching in Foundation Phase by demonstrating how these are compatible when planned and applied well - particularly in early years in Caer and BG School survey Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'Supporting reading' <ul style="list-style-type: none"> Reception Year One Year Two 	<ul style="list-style-type: none"> Improved reading strategies and outcomes for learners including MAT/boys/ FSM Improved use of AFL strategies in reading making appropriate use of diagnostic information 	Training	All LAs have discrepancy between TA and reading tests. Use FPP as guide along with new Foundation Phase framework. Need for accurate assessment of reading strategies and ongoing AFL of progress.	All LAs

Service Area	Foundation Phase			
			Data analysis, Estyn reports Training analysis/feedback.	
Communication Matters Teacher Training <ul style="list-style-type: none"> • Nursery • Reception • Year One • Year Two 	<ul style="list-style-type: none"> • Improved literacy outcomes for all pupils including MAT/boys/ FSM • Improved teaching of the three aspects of literacy with appropriate materials to demonstrate progress 	Training	Raise quality of literacy teaching and learning through rich texts and cross curricula links. Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'My Mark My Message' <ul style="list-style-type: none"> • Reception teachers • Teaching assistants 	<ul style="list-style-type: none"> • Improved teacher knowledge of emergent writing strategies • Effective use of FPP to support AFL • Identification of MAT/ALN for differentiated support 	Training leading to S2S	Ensure robust use of FPP in Reception to support assessment of writing including FSM and MAT/ALN/EAL training analysis/ feedback	All LAs
Bright Sparks - MAT Purposeful Provision for able learners	<ul style="list-style-type: none"> • Improving provision/AFL to support MAT pupils • Support schools to meet regional target for O6 	S2S	Raise standards of performance for MAT pupils in all LAs and particularly Monmouthshire Data evidence School-to-school sharing evidence Estyn remit reports. Estyn reports	All LAs
Inspiring Investigators Perfect for the move to AoLs+E Science as investigation	<ul style="list-style-type: none"> • Application of literacy and numeracy skills through engaging scientific work • Improved thinking, problem solving and reasoning skills applied in meaningful contexts 	Training Outside provider	All LAs move towards engaging curriculum applying literacy and numeracy in scientific contexts. Preparation for Successful Futures Foundation Phase survey outcomes, Training feedback/ analysis	All LAs
Block Play - Reception to Year 3 Building Block	<ul style="list-style-type: none"> • Improved social, emotional and collaborative skill • Engaging learners, improving literacy and numeracy through rich tasks • Engaging boys 	S2S	Improving literacy and numeracy skills through meaningful contexts - BG, Caerphilly target. Other LAs are building on block play. Strong in Newport able to host events. Foundation Phase survey outcomes. Training feedback/ analysis. School requests. School visit evidence/learning walks/ standards	All LAs

Service Area	Foundation Phase			
'Learning Environments Matters' indoors and out Specifically for NQTs and teachers new to year group.	<ul style="list-style-type: none"> Participants will improve the learning environments to promote independent learning Raised standards for literacy and numeracy Effective use of outdoors t.= 		HT feedback and course evaluations Outdoor learning is a priority in many schools - high demand for support NQTs - professional development.	
Effective outdoor learning 'Outdoors Matters' - raising standards through purposeful provision in the outdoors	<ul style="list-style-type: none"> Engaging learners, improving literacy and numeracy through rich tasks Improved literacy and numeracy across the curriculum Improved levels of WB 	S2S	Part of the statutory curriculum - entitlement to learning. Estyn report evidence Estyn annual report Feedback/training analysis High % of school requests	All LAs
Effective Early Education 'Partnerships in Excellence'	<ul style="list-style-type: none"> Improved early years education leading to firm foundations for later learning FPP outcomes improve over time Increased parental engagement 	S2S	Focus for Foundation Phase team for two years - need to ensure early learning is fully understood Feedback/training analysis School requests	All LAs
Pilot Project 'Sharing learning spaces' Investigating: 'Enabling environments' / Role of the adult including visits to nursery hubs in EAS	<ul style="list-style-type: none"> Target schools who share provision with Flying Start Improved transition - linked to pedagogical approaches Joint working with FS and FP improved working practices 	Research/net work S2S Specifically School/FS settings	Effective transition supports pupils who are disadvantaged. Research evidence impact of effective transition on learners particularly those from disadvantaged background.	All LAs
Challenging Curriculum and Supportive Assessment				
FPP - moderation	<ul style="list-style-type: none"> Teacher assessment at baseline is rigorous across the region Reduced LA variation in TA 	Training S2S	Use baseline data to monitor pupil progress 2018. Consistency of teacher assessment - data analysis Feedback from FPLs/HTs	All LAs
FPP transition moderation NMS/school nurseries	<ul style="list-style-type: none"> Teacher assessment at baseline is rigorous across the region in maintained and funded Non-maintained settings 	Training	Regional priority to secure teacher assessment Transition /parity of assessment to smooth transition and forge strong links with providers	All LAs

Service Area	Foundation Phase			
	<ul style="list-style-type: none"> • 			
FPP - training for new teachers in nursery and reception	<ul style="list-style-type: none"> • Teacher assessment at baseline is rigorous across the region • Reduce LA variation 	Training	Need for all teachers new to reception to be trained in implementation and expectation of baseline assessment.	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers LLC	<ul style="list-style-type: none"> • Ensure teacher assessment in FP is accurate using FP Outcomes in Y2. Support transition between Y2/3 	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation All LAs Decrease the numbers of contested TA within clusters	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers PSWBCD	<ul style="list-style-type: none"> • Using FPP to support robust teacher assessment of PSWBCD 	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation Improve consistency of assessment particularly at O6	All LAs
Intervention - Tackling the Tail of Underachievement in Y1 EAS network	<ul style="list-style-type: none"> • Ensure assessment data is used robustly to identify and assess progress made by pupils at risk of underachievement in FP 	Network	Narrow the gap agenda - in all LAs. Intervention focused specifically on Yr 1 pupils - early intervention needed. Network to share practice across EAS. Gap for FSM pupil data	All LAs
Intervention - Tackling the Tail of Underachievement in Y1 TA training	<ul style="list-style-type: none"> • Increased capacity in schools to target support for pupils at risk of underachievement in Y2 	Training	Narrow the gap agenda - in all LAs. Increase numbers of schools implementing successful intervention focused specifically on Yr 1 pupils - early intervention needed. Gap for FSM pupil data	All LAs
Intervention - Assessing early literacy in Y1 Teachers	<ul style="list-style-type: none"> • Ensure appropriate assessment data is used robustly to identify pupils at risk of underachievement in FP and assess progress made. 	Research - possibility of training and network for ALN staff leading to S2S next year.	Using diagnostic assessment tools to target pupils with literacy difficulties, improve teacher knowledge of what works. Regional need to close the gap and improve teacher assessment.	Pilot in Caerphilly LA - ALN team.
SNRB Network Using FPP to support learners with additional needs.	<ul style="list-style-type: none"> • Improved consistency in TA for learners with additional needs 	S2S network	Local initiative - identified by schools to support each other Closing the gap, ALN agenda,	All

Service Area	Foundation Phase			
Sharing practice across schools with SNRBs	<ul style="list-style-type: none"> Improved network opportunities for special schools and resource bases to share FP practice. 		Literacy, numeracy for pupils with additional needs. Improve Foundation Phase practice through school-to-school sharing.	
Excellence in Leadership				
Leadership Matters in the Foundation Phase Raising standards of leadership	<ul style="list-style-type: none"> Improved middle leadership skills Effective use of monitoring procedures to raise standards Stronger links with schools supporting each other 	Training S2S	Local priority - extend capacity for schools as self-improving systems Train new leaders on the role and responsibility - raise standards Estyn reports/Annual report CA / HT requests Foundation Phase survey outcomes	All LAs
FP termly network meetings	<ul style="list-style-type: none"> Well informed middle leaders able to lead FP and raise standards Essential network updates on national regional, and local priorities 	Network	Local priority - raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	<ul style="list-style-type: none"> Targeted successful leaders will support new or inexperienced leaders on the leadership journey Strengthened middle leadership skills impacting on pupil outcomes 	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot Aspiring Leaders - developing leadership skills Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	<ul style="list-style-type: none"> Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) Improved Professional development outside current school Evidence of impact on setting provision 	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All

**Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year**

Service Area	21st Century Learning
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <ul style="list-style-type: none"> • KS3 ICT performance varies both across and within the 5 SE Wales Local Authority areas. For example, Level 5 performance ranges from 78.5% to 100% for non-FSM learners in 2015 (22.5% performance range). On average 14.8% fewer FSM learners achieved a Level 5 in ICT in 2015 than non-FSM learners (an increase of 1% from 2014). • Between April 2014-March 2015 only one school inspected had recommendations to improve the development of ICT skills. Since April 2015 five further schools have received recommendations to improve ICT skills. • The number of inspections during which pupil skill levels in ICT have been reported on as a strength of the school has risen in the reporting period 2015/16 by 33%. • The 21st Century Learning team is currently engaged in the support of one intensive intervention across the region. This number is reduced as a result of successfully supporting 3 schools to meet ICT recommendations. • In collaboration with 'lead schools' the EAS has published the ICT Skills Framework Document to support schools in covering all statutory ICT skills from FP through to KS2. Exemplification/suggested activities have been included. The KS3 Framework has been made available to all secondary schools in draft format. • The 21st Century Learning team has 8 active lead primary schools delivering programmes and supporting bespoke requests for support for both the ICT curriculum and where ICT can support literacy, numeracy and breaking the link between poverty and achievement. • For school-to-school programmes 90% of all aspects of programme delivery reviewed by attendees are considered to be excellent, this rises to 96% for the quality of approaches used. • Hwb usage statistics demonstrate an upward trend in uptake following the training and development programmes funded by the Learning in Digital Wales (LIDW) grant. In April 2015 101 schools were using the system by September 2015 this figure has risen to 131 schools (50% use regionally). • 28% schools across the region have signed up for the 360 safe Cymru e-safety self-evaluation tool. • 29 Primary schools have participated in the first two tranches of the ICT Leadership Programme (co-hosted by Glan Usk and Mount Pleasant Primary Schools). All schools have recorded and can demonstrate impact on the strategic development planning relative to their starting point. A further 18 schools have opted to join tranche 3. • School survey demonstrated improvements from (2014 to 2015). For example, 61% of schools state that they can demonstrate a positive impact of services provided, up 16% from 2014. Increases also measured in the % of schools that felt the service better understood their needs (up 6%), could access services (up 5%) and had accessed school-to-school support (up 9%). 	
<p>Drivers for the coming year 2016-2017</p>	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Support the Introduction of the Digital Competence Framework (available September 2016). • Improve the consistency and quality of ICT skills delivery at KS2/3. • Improve the quality and consistency of KS3 teacher assessment in ICT. • Improve Leadership capacity in the strategic development of ICT and Digital Competence. • Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards for all groups of learners. • Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools. • Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding. • Further develop the use of the Hwb national learning platform in schools across the EAS region. • Build capacity for school-to-school delivery in the support of Digital Competence, identifying and adding expertise to the time bank to promote school-led brokerage. 	
<p>Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area</p>	

- Link with Literacy, Numeracy and Foundation Phase teams in the development of programmes linking the use of digital technology to improve outcomes to ensure coherent messages/pedagogies.
- Embed the priorities of the CTG programmes.
- Link with the Excellence in Teaching and Leadership Strategy Lead in the further development and refinement of Digital Competence teaching, learning and leadership programmes.
- Link with LA safeguarding leads in the development of e-safety guidance, advice and workshops for schools.
- Link with 21st Century planning officers, as and when appropriate to discuss new builds.

Specific focus of this Service Area's work in each LA within the region

- Enhancing the breadth scope of school-to-school programmes to support teaching, learning and leadership and extending the 'lead school' network into Monmouthshire and Blaenau Gwent.
- Target a greater uptake of the free tools offered by the Hwb national learning platform in Torfaen and Monmouthshire schools.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: 21st Century Learning (Key Accountability for James Kent)

Priority / Blaenoriaeth:	Desired Outcomes / Deilliannau	
<p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy)</p> <p>From Business Plan: Embedding the school-to-school model through the establishment of the Pioneer Schools for Digital Competence</p>	<p>Excellence in Teaching</p> <ul style="list-style-type: none"> • Improve the consistency and quality of ICT skills delivery at KS2/3 	
	<p>Challenging Curriculum and Supportive Assessment:</p> <ul style="list-style-type: none"> • Improved consistency of KS3 teacher assessment in ICT (less regional variance in performance, closing gap in performance between non-FSM and FSM learners) 	
	<p>Excellence in Leadership:</p> <ul style="list-style-type: none"> • Improve leadership capacity (at all levels) in the strategic development of ICT and Digital Competence 	
	<p>Estyn:</p> <ul style="list-style-type: none"> • Fewer Estyn recommendations to improve in the development of ICT skills across all schools (2014/15 as benchmark) • A greater number of inspection reports highlighting improved pupil skills levels in ICT/across curriculum (2014/15 as benchmark) 	
	<p>Pioneer Schools:</p> <ul style="list-style-type: none"> • A mature CPD model to support implementation of the Digital Competence Framework developed with 'New Deal'/Digital Pioneer Schools (20% engagement in Year 1) 	
	<p>Hwb:</p> <ul style="list-style-type: none"> • Improved (80% - target) uptake and regional usage of the Hwb national digital learning platform and 360 safe tool (60% - target). 	
Main activities / Prif weithgaredd	When? / Pryd?	Who?
<p>Excellence in Teaching</p> <p>i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders</p> <p>ii) Developing literacy and numeracy through Digital Competence in the Foundation Phase</p>	<p>i) Start 06/16, review progress half termly from Jul 2016</p> <p>ii - iv and vi) Start 09/16, review progress half termly from Nov 2016</p>	<p>All programmes school-to-school co-constructed and delivered. (Schools to be confirmed following detailed planning phase - March 2016)</p>

<p>iii) Developing literacy through Digital Competence at KS2/3 (CTG) iv) Developing Mathematics and numeracy through Digital Competence in KS2/3 (CTG) v) Integrating coding into the Primary curriculum vi) Planning and teaching Digital Competence in the Primary (or) Secondary school (CTG) vii) Hwb support for schools (CTG) = <i>Programmes that will have an added focus on Closing the Gap.</i></p>	<p>v) Start 05/16 review progress half termly vii) Programmes run from April 2016 evaluation ongoing.</p>	<p>Team links required: ii) Foundation Phase iii) Literacy team iv) Numeracy team vi) Excellence in Teaching</p>
<p>Challenging Curriculum and supportive assessment i) Key Stage 3 Moderation Training (ICT)</p>	<p>i) Start 02/16 but to continue in summer term, review ongoing</p>	<p>Delivered by EAS core team Team links required: Literacy and numeracy to ensure consistency of approach to moderation of teacher assessment</p>
<p>Excellence in Leadership i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders ii) Are you inspection ready (primary)? (ICT/Digital Competence) iii) E-Safety: Keeping Pupils and Staff Safe Online iv) ICT Leadership Programme (for Primary Middle Leaders) v) Primary network meetings: ICT coordinators vi) Secondary network meetings: Heads of ICT vii) Intelligent Investment viii) ICT self-evaluation (self-supported review)</p>	<p>i) Start 09/16, review half termly ii-viii) Start 05/16, review half termly</p>	<p>i-iv) School-to-school programmes, co-constructed and delivered. v-viii) EAS-led/school contributions Team links required: iii) LA regional safeguarding lead iv) Excellence in Leadership</p>
<p>Key milestones / Cerrig Milltir 2016-2019</p> <p>2016/17:</p> <ul style="list-style-type: none"> • Enhanced usage of Hwb+ platform and 360 safe tools (66% target for both) • 80% of CPD programme deliverable through school-to-school brokerage • At least 20% schools begin to adopt and embed the Digital Competence Framework (September 2016) <p>2017/18:</p> <ul style="list-style-type: none"> • 90% of CPD programmes and 'brokered intervention' delivered through the school-to-school network (via timebank/CPD online). • 50% effective adoption of Digital Competence in schools • 85% schools engage with Hwb tools/360 safe <p>2018/19:</p> <ul style="list-style-type: none"> • All programmes/brokered intervention delivered via school-to-school support (via timebank) • 100% effective adoption of Digital Competence in schools • 100% schools engage with Hwb tools/360 safe 		

Service Offer 2016 - 2017:

Service Area	21st Century Learning			
<p>Summarise the main regional priorities for your service area;</p> <ol style="list-style-type: none"> 1) Support the Introduction of the Digital Competence Framework (available September 2016) 2) Ensure the consistency and quality of ICT skills delivery at KS2/3 3) Improve the quality and consistency of KS3 teacher assessment in ICT 4) Improve Leadership capacity in the strategic development of ICT and Digital Competence 5) Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards 6) Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools 7) Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
<p>Preparing for Digital Competence: A course for Primary School Leaders (EiL/CTG).</p>	<p>Outcome: To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school</p> <p>Evaluation/Impact: Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.</p>	<p>School-to-School (workshop).</p>	<p>The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.</p>	<p>ALL</p>
<p>Preparing for Digital Competence: A course for Secondary School Leaders (EiL/CTG).</p>	<p>Outcome: To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school</p> <p>Evaluation/Impact: Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.</p>	<p>School-to-School (workshop)</p>	<p>The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.</p>	<p>ALL</p>
<p>Are you inspection ready (ICT/Digital Competence)? (EiL/CTG)</p>	<p>Outcome: ICT leads understand how to prepare digital evidence to demonstrate learner progress in ICT in order that they are always inspection ready.</p> <p>Evaluation/Impact:</p>	<p>School-to-School (workshop)</p>	<p>Increasing number of schools with Estyn recommendations to improve and increasing focus on Digital Competence</p>	<p>ALL</p>

	Increase in the number of schools with ICT/ Digital Competence mentioned as a strength in Estyn reports and fewer with recommendations to improve ICT Skills Development			
Key Stage 3 Moderation Training (CCSA)	Outcome: More accurate and robust processes for moderation. Evaluation/Impact: Examples of moderation and levelling (portfolios) Greater consistency in levelling across secondary schools (data/moderation procedures)	School-to-School/EAS-led (workshop)	Estyn remit report questions the quality/accuracy and consistency of teacher assessment at KS3 ICT	ALL
E-Safety: Keeping Pupils and Staff Safe Online (EiL/CTG)	Outcome: Creation of a more robust and up to date approach to e-safety through the School (to include leadership, teaching, learning and community engagement) Evaluation/Impact: Evidence from ICT portfolio, Policies, Staff Meeting minutes, registered and monitored consortia use of regional data made available through Hwb (360 safe usage stats will show a significant increase)	School-to-School (1/2-day workshop)	Less than 30% of EAS schools have engaged with 360 safe self-evaluation tool provided by WG, e-safeguarding will require a greater focus within the citizenship element of Digital Competence	ALL
Developing Literacy and Numeracy through Digital Competence in the Foundation Phase (EIT/CTG).	Outcome: Improved pupil engagement and standards in literacy and numeracy. Improved independence and standards in enhanced provision. Evaluation/Impact: Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (3-day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing literacy and numeracy through Digital Competence in KS2/3 (EIT/CTG).	Outcome: Improved pupil engagement and standards in literacy Evaluation/Impact: Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (2 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing Mathematics and numeracy	Outcome: Improved pupil engagement and standards in numeracy Evaluation/Impact:	School-to-School (2 days).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and	ALL

through Digital Competence in KS2/3 (EIT/CTG).	Pupil portfolios, moderated pupils' work, pupil voice surveys and observation.		first curriculum change from "Successful Futures", schools will require support to embed the Framework.	
Integrating coding into the Primary curriculum (EIT/CTG).	Outcome: Development of coding skills to independently create artefacts Evaluation/Impact: Products of pupil coding	School-to-School (1 day at 2 levels).	Coding will be delivered to all pupils through the area of Science and Technology in the new curriculum. This programme will help primary practitioners to acquire the skills needed to deliver on this agenda.	ALL
Planning and teaching Digital Competence in the Primary School (EIT/CTG).	Outcome: Improved planning and delivery of Digital Competence to support the development of literacy and numeracy skills Evaluation/Impact: Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Planning and teaching Digital Competence and ICT in the Secondary Schools (EIT/CTG).	Outcome: Improved planning and delivering of Digital Competence and ICT to develop curriculum subjects/emerging areas of learning and experience. Evaluation/Impact: Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
ICT Leadership Programme (for Primary Middle Leaders) (EiL)	Outcome: Improved strategic leadership of ICT across the school to include e.g. developing a coherent vision for ICT, planning and evaluating effecting teaching and learning experiences, planning for future priorities Evaluation/Impact: Evidence of impact through the school's ICT strategy/vision, schemes of work/planning documents, lesson observations and exemplars of pupils' work.	School-to-School (4 day programme).	Middle Leadership Development, is a priority within the EAS Business Plan.	ALL
Primary network meetings: ICT	Outcomes: Sharing of regional good practice/resources across schools.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum,	ALL

coordinators (EiL).	Dissemination of key information as the 'digital curriculum' evolves Improved links between schools and development of School2School work Evaluation/Impact: Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work, increased partnerships and sharing of good practice.		assessment changes and opportunity to share good practice.	
Secondary network meetings: Heads of ICT (EiL).	Outcome: Sharing of regional good practice/resources across schools. Dissemination of key information as 'digital curriculum' evolves Evaluation/Impact: Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum, assessment changes and opportunity to share good practice.	ALL
Intelligent investment (EiL).	Outcome: School leaders will be better informed about latest developments in technology education and how these relate to the new digital curriculum Evaluation/Impact: Improvement in the quality of ICT strategies in schools, evident in SER/SDP.	EAS-led (school contributions).	Event to help leaders to understand the investment required in ICT infrastructure/digital technologies and the development of an effective ICT strategy to support the implementation of Digital Competence across the curriculum.	ALL
Support for Intervention.	Outcome/Impact will be dependent upon the nature of the intervention required/brokered.	Either EAS-led or brokered via school-to-school.	Will emerge from CA requirements or Estyn recommendations.	Where/As required.
ICT self-evaluation (self-supported review) (EiL).	The self-supported ICT review provides schools with an indication of their progress against 14 key areas (including leadership, teaching and learning, e-safeguarding etc.) in order to inform next steps in improving their ICT strategy.	EAS-led or school-to-school (dependent on availability).	A robust ICT self-evaluation will support schools in preparing for the requirements to deliver Digital Competence.	ALL

	The self-evaluation will inform the next steps to improvement from which an action plan can be developed.			
Hwb Support for Schools (EIT).	EAS will continue to receive funds to support the utilisation of the Hwb national Learning Platform activities to include: Support for Hwb+ platform development, Utilisation of MS 365, Just2Easy and Hwb platform tools, linked to the delivery of Digital Competence.	Combination of EAS-led and school-to-school support.	Developing Digital Competence through Hwb is a WG priority. EAS/school workshops will assist schools in understanding how the Hwb toolset can be used to support this agenda.	ALL

**Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year**



Service Area	Science
<p>Summarise progress towards 2015-2018 Business Plan priorities:</p> <p>Science is a new aspect of work and was not included in the previous Business Plan. This aspect of work is only currently funded for KS4 activity.</p>	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> WJEC - release of updated assessment materials (exam papers), release of sample practical assessment materials, preparing to teach training events in the Spring Term and technician support/resource materials linked to specified practical tasks. Removal of the Applied Science 2010 QCF (The old BTEC). Last cohort being year 11 Sept 2015. Interim provision support. School measures - for reporting summer 2017, pupils in Wales will now need two Level 2 qualifications in Science. WJEC GCSE qualifications only - From September 2016 KS4 pupils in Wales will need to gain a minimum of two GCSEs in Science from the Suite of qualifications offered by WJEC only. Support schools that have extensively used the BTEC qualification in KS4. Self-Improving regional strategy. 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> Improve outcomes at KS4, reduce variance between departments. Improve leadership capacity within departments. Review WJEC updates and provided an updated summary document on the WJEC suite for all schools. Intervene and support any schools that do not attend the WJEC training event. Disseminate information to these schools. Evaluate the teaching and learning/pedagogy development of the GCSE project in light of WJEC updates. Support schools in the transition year in their choices and implementation following the removal of the Applied Science 2010 QCF qualification via school-to-school support. Chair LA Heads of Science meetings termly. Support network for Science technicians. 	
<p>Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area</p> <ul style="list-style-type: none"> WJEC - updates, advice and feedback. 'Qualified for life' - Focus on Science Working Group, sharing ideas with other Science Advisers and representatives of other Science stakeholders. GCSE Development Group. CAs and LA officers. 	
<p>Specific focus of this Service Area's work in each LA within the region</p> <ul style="list-style-type: none"> All LAs - support for all schools in understanding the options the new GCSE Suite presents. All LAs to have termly Heads of Science meetings. Caerphilly - Lewis Pengam Wave 1 school. Monmouthshire - Chepstow Comp Wave 1 school. Newport - Bassaleg Comp Wave 1 school. 	

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Science																																												
Accountability: Andras Luka																																												
Priority / Blaenoriaeth:		Desired Outcomes / Deilliannau																																										
<ol style="list-style-type: none"> 1. Accelerating the progress of learners who face the challenge of poverty. 2. Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum 3. Evaluate KS4 pathways available from New WJEC Suite 4. Effective leaders driving improvements in Science 		<ol style="list-style-type: none"> 1. Reduce the predicted gap for each year 2016-2018 by 4% (See attached table appendix 1) 2. All schools to have engaged with the GCSE project. 3. All schools confident in selecting appropriate courses for pupils and all schools offering a range of qualifications from the GCSE Suite. 4. Improved awareness of monitoring and evaluative process to improve self-evaluation and therefore departmental planning and pupil outcomes. 																																										
<table border="1"> <thead> <tr> <th colspan="5">Key Stage 4</th> </tr> <tr> <th colspan="5">All Pupils</th> </tr> <tr> <th></th> <th>2015 Actual</th> <th>2016 Target</th> <th>2017 Target</th> <th>2018 Target</th> </tr> </thead> <tbody> <tr> <td>Science L2</td> <td>82.9</td> <td>81.2</td> <td>76.9</td> <td>72.9</td> </tr> </tbody> </table>		Key Stage 4					All Pupils						2015 Actual	2016 Target	2017 Target	2018 Target	Science L2	82.9	81.2	76.9	72.9	<table border="1"> <thead> <tr> <th colspan="5">Key Stage 4</th> </tr> <tr> <th colspan="5">FSM Pupils</th> </tr> <tr> <th></th> <th>2015 Actual</th> <th>2016 Target</th> <th>2017 Target</th> <th>2018 Target</th> </tr> </thead> <tbody> <tr> <td>Science L2</td> <td>71.0</td> <td>66.6</td> <td>57.8</td> <td>54.9</td> </tr> </tbody> </table>			Key Stage 4					FSM Pupils						2015 Actual	2016 Target	2017 Target	2018 Target	Science L2	71.0	66.6	57.8	54.9
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<p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy)</p> <p>and / or any additional wider service priorities from the Business Plan</p>		<p>Excellence in Teaching Support the teaching at KS4 to ensure initial GCSE results for the new Science Suite are in line with those of English and Mathematics. Increase the % of pupils gaining A-A* grades in Science.</p> <p>Challenging Curriculum and supportive assessment Support schools in selecting appropriate courses for all pupils to suit their needs and to support their progress through the development of accurate teacher assessment and systems for monitoring the progress of all pupils.</p> <p>Excellence in Leadership Development of leadership skills of all staff with responsibilities in Science. To build confidence in data collection and its evaluation. To use this intelligence to inform self-evaluation from which targets that impact on both staff and pupil performance are introduced.</p>																																										
Main activities / Prif weithgaredd		When? / Pryd?		Who?																																								
<p>Excellence in Teaching GCSE project - identification of change makers in schools. Agree what excellent</p>		January 2016 - August 2017		All secondary schools																																								

looks like in Science. Using new specifications, triad lesson planning, delivery and evaluation. School-to-school model to peer review lessons. Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Embedding problem solving, numerical and literacy skills in teaching and learning.		
Challenging Curriculum and supportive assessment Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Ensuring schools select a range of qualifications that suits the learner. Embedding assessment of creative and problem solving learning within the curriculum and teaching and learning.	January 2016 - August 2017	All secondary schools
Excellence in Leadership GCSE project profiling - Modelling roles of department Heads, broadening the range of intelligence used, effective data analysis and its use, raising standards of teaching and learning and driving pedagogy changes. Use the school-to-school model for peer support/challenge and sharing of ideas. Getting leaders to measure the impact of their intervention.	January 2016 - August 2017	All secondary schools
A rewarding qualifications framework Support leaders of Science understand the various qualifications available in the Science Suite, and identify an appropriate course for each type of learner. To support all Science teachers in the delivery of each qualification in the Suite.	January 2016 - August 2017	All secondary schools
Key milestones / Cerrig Milltir 2016-2019 2016/17 August 2017 - all schools to have engaged with GCSE project. Level 2 outcomes 2016 81.2% Level 2 outcomes 2017 76.9% 2017/18 Level 2 outcomes 2018 72.9% 2018/19		

Appendix 3 Service Offer 2016 - 2017: SCIENCE

Service Area				
<p>Summarise the main regional priorities for your service area;</p> <ul style="list-style-type: none"> Accelerating the progress of learners who face the challenge of poverty. Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum. Evaluate KS4 pathways available from New WJEC Suite. Effective leaders driving improvements in Science. 				
Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Understanding the New Science Suite.	Heads of Science to make informed choices. Schools offering a range of qualifications that are most suited to each individual.	Network.	L2 provision in Wales changes in 2016 to GCSE only, with WJEC the only provider. Estyn have been briefed by WJEC/WG to question schools where a range of qualifications from the suite are not offered.	All LAs
Using the specified practical tasks as a vehicle to develop deeper learning and skills development.	Improved pupil performance in assessment tasks presented in all qualifications found in the new GCSE Suite.	Network and s2s.	All new L2 qualifications in the Science Suite have practical work and its understanding embedded through both delivery and assessment.	All LAs
Leading a Science Department	Effective Science leaders. Consistency within the Science team, improved teaching and learning with effective use of resources leading to improved pupil outcomes in KS4.	s2s	The heavy use of BTEC will make schools L2 outcomes vulnerable in Science. With the introduction of GCSE only qualifications in Science there is the potential for a large drop in L2 outcomes in Science initially in 2018.	All LAs
Development of PISA competence tasks.	Teachers confident in their ability to prepare pupils to perform in PISA assessments. Teachers able to	Collaboration with Cardiff South Central Adviser and Schools.	Improved understanding of the skills pupils need to be successful, so pupil performance in future	All LAs

	identify similarities and differences between PISA and New GCSE assessment materials and competencies needed to be successful in both.		PISA assessments improves as GCSE success grows.	
Resource development promoting the development of Literacy, Numeracy and Problem solving skills in Science	Resources available to schools with instructions on how teachers can use them effectively. Improved pupil engagement and success with New GCSE assessment tasks.	s2s Network	New GCSE assessment materials will require pupils to draw upon a greater repertoire of skills that they will need pull together to successfully attempt and complete tasks.	All LAs
Developing the appeal for Science.	Resource development (Video) aimed at KS3 pupils to develop their interest in Science. To highlight how Science impacts their lives and how they could have a successful future following a career in Science.	s2s	Pupils and parents aware of career pathways Science offers motivating pupils leading to improved pupil outcomes.	All LAs
On demand Support for Science departments and staff.	Improved teaching and learning and leadership in Science.	s2s EAS adviser.	Improved pupil outcomes.	All LAs
KS3 Verification guidance	Science leaders and teachers aware of the body of evidence needed to award a pupil a level. Understanding what a pupil profile looks like. An understanding of the verification process. Science provision in KS3 and in particular Year 9 to provided multiple opportunities for pupils to access all skills. A clear understanding of level descriptors.	s2s Network	Cluster moderation meetings leading to disagreement on levels awarded (lack of evidence/level descriptors not understood). External verification process.	All LAs
Support for Science Technicians.	Network of contacts for technician staff to access rapid support. Technicians confident in their abilities to support the new Science Suite of	Network	New Science Suite to have a heavy practical influence. Pupil outcomes dependent on engagement with all specified practical tasks (as a minimum).	All LAs

	qualifications. Technicians familiar with safety updates.			
Excellence in Teaching for Science.	All teachers to know what good in Science looks like now and to develop this to ensure teaching is still good when the new the new GCSEs are delivered.	s2s	Raise the number of pupils gaining A/A* grades.	All LAs
Delivering a New Year 9 Scheme of Work	Scheme of work stretching from Summer Year 8 through Year 9. To provide repeated opportunities for pupils to be successful with KS3 skills whilst experiencing the KS4 programme of study.	Network s2s	Provide a seamless transition between Key Stages to ensure pupil progression through KS3 is integrated in KS4 delivery. To provide sufficient evidence to satisfy KS3 verification whilst easing the pressure of delivering the KS4 course.	All LAs
Schemes of Work for new Science Suite	Scheme of work for Applied Double Award, Double Award and Separate Sciences developed. Written into the scheme of work to include resources developed in wave 1 schools (literacy/numeracy/thinking skills development)	Network	New Suite of qualifications from WJEC. No scheme of work provided so individual schools would need to produce. Would model change in pedagogy	All LAs

Service Area	Post-16
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <ul style="list-style-type: none"> • The overall pass rate at A*-E declined to 96.5% in 2015, compared with 99.5% in 2014. However, the pass rate at A*-A improved slightly to 20.9% in 2015 compared with 20.1% in 2015. The number of A-Level entries in 2015 increased from 4,202 to 4,424, despite a decrease in the cohort size from 2,233 to 2,198. The total number of A-Levels achieved at A*-E per pupil therefore increased from 1.83 to 1.94. The total number of A-Levels achieved at A*-A per pupil therefore increased from 0.37 to 0.42 with the percentage of pupils achieving the Level 3 Threshold improved from 96.1 in 2014 to 96.6% in 2015. • Change in 14 -19 regional grant priorities since the inception of the plan priorities has seen a slight variation in planned activities, However, most activities continue with variable ongoing impact at this stage. • Brokering of collaboration between schools, colleges and work based learning providers has improved over the last 6 months and in particular an emphasis on review of provision post-16 aligned to new funding and planning arrangements in this phase. • Support for post-16 funding and planning in each LA has increased with regular update meetings taking place with most LAs to ensure support which is bespoke to need. It also includes joint meetings with Welsh Government and sharing of practice between authorities. As such, LAs confidence in the new arrangements has continued to grow. • Organised events for school staff and learners have taken place to improve schools IAG for learners not progressing to traditional routes and joint WBQ events to create new challenges have been successfully achieved. • Red and Amber schools continue to be a priority for post-16 challenge and support working in tangent with main stream CAs. However, the synergy with SCC Challenge Advisers is not as good. • There is ongoing testing of KS5 self-evaluation and development planning with all schools and is a key feature of 6th form challenge and support at this present time. The standard of approach across the region is variable and will be a focus of continued support in the future through the deployment of school-to-school and bespoke support. • The EAS Seren project for MAT Year 12 learners was successfully launched in October 2015 and will be a key feature of support throughout 15/16. This is an established partnership with all 6th forms in the region and Coleg Gwent. 	
<p>Drivers for the coming year</p>	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan:</p> <ul style="list-style-type: none"> • Continued focus on review of regional post-16 provision in response to Welsh Government new funding and planning regime post-16 and support for LAs and smarter collaborative work with Colleges • Improve offer and range of support bespoke to needs of 6th forms deploying models of school-to-school working across schools, sharing practice and expertise and to support others • Successfully deliver the Seren programme in support of MAT learners, Year 12, and evaluate learner impact in Year • Ensure synergy of the Lead Creative Schools programme with BIS and CA team with a focus on CTG • Improve self-evaluation and 6th form development planning including target setting • Improve the overall performance of Heads of 6th forms as middle leaders • Improve support for FSM learners post-16 in relation to attainment and progression 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Support the LAs to improve further the scrutiny and planning of post-16 and the delivery of the Youth Guarantee provision across the region • Develop school-to-school 6th form projects across the region in 15/16, build upon this further in 16/17 and beyond. Initial projects to focus on areas for improvement including: Target setting post-16; self-evaluation and development planning; Support for FSM learners post-16 • Increase A-level A* - A performance and offer of Sutton Trust University offers to Year 13 MAT learners in line with Seren programme targets • Deliver leadership training to Heads of 6th form to improve overall performance • Improve support for FSM learners post-16 in relation to attainment and progression 	

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- LA post-16 links and regular meeting alongside active support in all Welsh Government / LA meetings
- Coordination of Lead Creative team links with CAs and BIS team
- Youth Forum engagement to agree learner entitlement agreement across the region
- CA joint secondary school meetings
- BIS team planning to support GCSE resits post-16
- EIT and EIL leads engagement in planning of support for school staff post-16
- External links: LCS - Arts Council, Welsh Government Post-16 and Seren teams

Specific focus of this Service Area’s work in each LA within the region:

All LAs - bespoke support for post-16 funding and planning regime per LA and sharing practice across the region. Includes support in and for the Welsh Government scrutiny and planning meetings and sharing practice across the region:

- Blaenau Gwent post-16 provision is delivered by Blaenau Gwent Learning Zone (Coleg Gwent). The recent Seren partnership with the College has significantly strengthened the school - college relationship and BG learners are well represented on the Seren project.
- Monmouthshire - support for post-16 planning includes facilitation of collaboration between all secondary schools and Coleg Gwent re post-16 provision. Additional support will be tailored to need as it arises.
- Torfaen - bespoke support for LA and nominated lead of the post-16 transformational agenda.
- Caerphilly - bespoke support for LA in response to LA specific post-16 strategic priorities.
- Newport - bespoke support for post-16 provision collaboration and LA governor committee specific to post-16.

Service Area Business Plan 2016 - 2017: Short term overview: Service Area: Post-16

Priority / Blaenoriaeth:

- A. Post-16 planning and funding support for LAs
- B. Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form -to include a trial of target setting for post- 16
- C. Successful delivery of the Seren Project and building upon links with colleges.
- D. Established intervention support in school 6th forms for FSM learners
- E. Increase school-to-school working in 6th forms as a prominent feature of a self - improving system

Desired Outcomes / Deilliannau

1. Increase the proportion of successful Oxbridge applications to match the UK average.
2. Increase by 10% the percentage of learners receiving an offer from Sutton Trust 30 from the August 2015 benchmark.
3. Increase by 10% the number of learners achieving A and A* from the benchmark of August 2015 benchmark.
4. Progression to post-16 education and training and retention to complete courses improved by 25% for FSM learners.
5. Establish a self-improving system within 6th form settings.
6. Improved standard and quality of self-evaluation and development planning in KS5 in the majority of 6th forms.

Excellence in Teaching: Improve the teaching of A-levels in KS5 to increase the no of A*-A achievement in line with the 10% target as above. **Challenging curriculum and supportive assessment:** Identify and share through school-to-school working effective tracking and intervention strategies for FSM learners in 6th form. **Excellence in Leadership:** Develop the leadership skills of Heads of 6th form to improve their ability to establish a rigour in SER, target setting and develop planning for improvement at KS5. **A rewarding qualifications framework:** Improve GCSE resit results in 6th form through development of schemes of work which recognise the support needs of Year 12 and 13 learners.

Main activities / Prif weithgaredd	When? / Pryd?	Who?
<p>Excellence in Teaching</p> <ul style="list-style-type: none"> Develop toolkits of 'what good looks like' at KS5. Include contributions to the Timebank specific to KS5 Seek practice worth sharing from across the Wales/UK to support schools in the establishment of effective intervention in school 6th forms for FSM learners 	<p>Start: 1/2/16, Review: 30/4/16 Ongoing</p> <p>Start: 1/2/16, Review 30/3/16 Ongoing</p>	<p>6th forms in EAS region</p> <p>External schools and partners</p>
<p>Challenging Curriculum and supportive assessment</p> <ul style="list-style-type: none"> Successful delivery of the Seren Project for MAT learners in Year 12 Ongoing communication with EAS colleagues re 6th form activity to keep at the fore impact of KS5 on performance KS3 and KS4 	<p>Started: 1/10/16, Review:31/3/16, End of phase 1 - 31/8/16</p> <p>Ongoing activity. Review 30/4/16. Ongoing</p>	<p>Oxbridge and Russell group universities. Head of 6th forms, school MAT coordinators, Head of A-levels at Coleg Gwent</p> <p>Mainstream CAs</p>
<p>Excellence in Leadership</p> <p>Facilitate increased school-to-school working post-16 to address areas of identified support needs in schools (and in support of the Youth Guarantee) across the region including support for:</p> <ul style="list-style-type: none"> Self-evaluation and 6th form development planning; target setting; transition Year 11 to 12 and 12 to 13 Ongoing support to LAs for post-16 planning and funding across the region Review use of Isynoptic as a data tool for sharing performance, benchmarking and target setting to raise standards 	<p>Started January 2016, Review 30/4/16. Ongoing</p> <p>Already started. Review 30/4/16. End: 1/9/16</p> <p>Already started. Review end of term on ongoing basis</p> <p>Start 1/2/16, Review 31/3/16 End 31/7/16</p>	<p>Head of 6th forms</p> <p>Schools with 6th forms</p> <p>LA nominated link for post-16</p> <p>SMT</p>
<p>A rewarding qualifications framework</p> <ul style="list-style-type: none"> Build upon links and relationships with colleges in support of breadth of post-16 provision. Post-16 GCSE resit success. 	<p>Already started. Review 30/4/16. Ongoing</p> <p>Started 1/9/15, Review 30/4/16. End 31/8/16</p>	<p>The Principal of Coleg Gwent and Coleg Y Cymoedd. Head of A-levels and 14 - 19 coordinators</p> <p>BIS leads for Mathematics and English</p>
<p>Key milestones / Cerrig Milltir 2016-2019</p> <p>2016/17: Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils. Increase by 10% the % of learners receiving an offer from Sutton Trust 30 from the Aug 15 benchmark; Increase by 10% the number of learners achieving A and A* from the August 16 benchmark. 2017/18: Achievement of Seren project targets by Year 13 learners in schools and college. 2018/19: Achievement of Seren project targets by Year 13 learners in schools and college</p>		

Service Area	Post-16			
<p>Summarise the main regional priorities for your service area;</p> <ul style="list-style-type: none"> • Post-16 planning and funding support for LAs. • Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form - to include a trial of target setting for post-16. • Successful delivery of the Seren Project and building upon links with colleges. • Established intervention support in school 6th forms for FSM learners. • Increase school-to-school working in 6th forms as a prominent feature of a self-improving system. 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
<p>School-to-school projects across 6th forms in the region to address and support areas for improvement aligned to above regional priorities</p>	<p>Improvement in performance of learners and the effectiveness of 6th form leadership skills</p> <p>Establish a culture of a self-improving within 6th form settings</p> <p>Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate</p>	<ul style="list-style-type: none"> • School-to-school • Use of external partners 	<ol style="list-style-type: none"> 1. Overall learner performance in SEWC in KS5 is below the national averages in most cases. 2. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need 3. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction. 4. Support for MAT learners is weak in most schools and many policies do not extend to KS5 5. New KS5 performance measures to be introduced by 	<p>All LAs</p>

			Welsh Government means a change in data analysis in schools for KS5 6. The overall quality of leadership in 6 th form is adequate and needs to improve	
Leadership training for Heads of 6 th form	Improve the leadership and management skills of Heads of 6 th form	CPD aligned to the EIL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6 th form	
Bespoke support for LAs.	Improved understanding and confidence in managing new funding and planning process for post-16 provision. Enhance collaboration with FE and across region.	One to one and collectively as LAs.	New funding and planning process for LAs in post-16 provision.	All LAs

**Service Area Business Plan 2016 - 2017:
Progress 2015-16 and key drivers for the Coming Year**

Service Area	Governor Support
<p>SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;</p> <ul style="list-style-type: none"> • The new SLA with Schools has now been put in place with at least a 98% take up, (93% target). Some of the increase has been due to Governing Bodies purchasing the Advice & Guidance SLA only. Further work is required to introduce the new SLA with each LA. • A Closing the Gap Governor is now in place in the majority of Schools following the distribution of the 'Getting to know Your School' - Link Governor Guidance Document. Database updates will allow distribution of further training material, to include specific training via an online training facility. 112 governors attended the Regional Governors' Conference (including a workshop on 'Closing the Gap'). All (100%) agreed that the conference would be of value to them in their role as a Governor (up from 94% in 2014). • Training material has now been updated to include information on the role of the Closing the Gap Governor. Governor awareness of the need to accelerate the progress of learners who face the challenge of poverty has now been raised through the issue of guidance on how they can challenge the school and the recommendation that they appoint a Closing the Gap Governor. In the 2015 survey of Governors the % who understand the priorities and outcomes of PDG planning has risen to 78.23% meeting the 4% increase target. • Over 85% of GBs have now reviewed their HT report in line with EAS guidance and are thus providing appropriate information to enable Governors to challenge. In the 2015 survey 99% agreed that their HT's report followed the EAS guidance, 97% agreed that Governors ask questions (challenge) the report. • The % evaluating Mandatory Training as good or better met the target of 90% for 2014/15. Work to develop a system for measuring the impact of training and a target measure for impact is ongoing. The Mandatory Training Protocol has been circulated. Governing Bodies now receive termly updates on any outstanding training requirements. • The vast majority of 'Red' School Chairs (apart from additional Governor Chairs) were offered a mentor Chair; the offer was not always taken up. It was further recognised that not all 'red' school Chairs needed additional support and new Chairs could also require a mentor. A Consultant to GB's programme proposal has been issued. • Termly enhanced, LA bespoke levels of support and training are offered to Chairs of Governors through meetings with the Principal Challenge Adviser and Governor Support Liaison Officer. These meetings are focused on disseminating good practice in governance and improving leadership. • Communication channels to discuss and consult on strategic matters are not as develop as they should be. 	
<p>Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • Internal self- Evaluation of SAP • 2015 Governor Training Needs and impact analysis survey • 2015 / 16 categorisation • 2015 Governor Survey • New national Model Self-Evaluation for Governing Bodies 	
<p>The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;</p> <ul style="list-style-type: none"> • Consultants to GB's Programme developed and roll out across EAS area commenced • Online training made available to all Governors for Performance Data and Induction • System for evaluating impact of training introduced • To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support 	

<ul style="list-style-type: none"> • Develop guidance / training to challenge grant spending/ support budget monitoring • Roll out Clerks QA process to improve the support to GBs • Improve communication channels and re-establish the Governor Strategy Group
Key links EAS service teams / L A Officers that will be required to deliver your service area Challenge Advisers, LA Officers - links for training & BIS team
Specific focus of this Service Area's work in each LA within the region The priorities for 2016/17 apply across the whole region.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area:	
Priority / Blaenoriaeth:	Desired Outcomes / Deilliannau
<p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy)</p> <p>and / or any additional wider service priorities from the Business Plan</p>	<p>Excellence in Teaching Online training available to all Governors / Clerks to support their development and for Governors their ability to challenge in respect of the performance of learners who face the challenge of Poverty.</p> <p>Guidance material / training provided to all Governors to enable them to challenge grant spending including PDG (target for those understanding the priorities of PDG 80%) and attendance.</p> <p>Consultants to Governing Bodies Programme in place to provide support to Governing Bodies who have limited capacity to self-improve and challenge.</p>
<p>Governor Support; a new focus on the role of Governor Support Services in school improvement and the delivery of a newly formulated Service Level Agreement for all schools, introduce the Consultant Governor programme to improve the aspects identified in the Governor survey 2015.</p>	<p>Excellence in Leadership All Schools categorised as D for step 2 of the National Categorisation have received / been offered bespoke support (self-evaluation, additional training, Consultant, Mentor Chair as appropriate)</p> <p>A system to measure the impact of training in place</p> <p>Review of SLAs completed and introduced from 2017</p> <p>Consultation with Governors on self-Improving system with a target response rate of 15%. Emphasis on the importance of school-to-school work through PCA meetings and Annual Conference (target to increase % in attendance by 5% above 2015 attendance for individual LAs)</p> <p>Networking and good practice sharing opportunities to be made available through the further development of the PCA/ Chair meetings. GB good practice case studies published on EAS web site</p>

	All Associate Clerks have been assessed using the QA process and support put in place as appropriate. The % of Governors rating the Clerking Service as good or better is at least 90% for all LAs 2016 survey. (BG Target 90%, CCBC 92%, all others 95%)	
Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Leadership		
Consultants to Governing Bodies Programme developed and roll out across EAS area commenced. Additional support option available to Governing Bodies to assist in self-improvement.	Jan/ Feb 2016 - consult with stakeholders March 2016 recruitment Summer 2016 Training and deployment Autumn 2016 Monitor and initial evaluation	Governor Support Team CA
Online training made available to all Governors /Clerks for Performance Data and Induction. Support development and ability to challenge in respect of PDG. To increase training opportunities limiting suspensions/disqualifications to 2%.	Spring 2016 Scope provision Summer 2016 develop and pilot Autumn 2016 -introduce and evaluate	Governor Support team (Lead for project -Clare Coff) Ed Pryce
System introduced for evaluating impact of training to inform improvements to the training programme.	Research completed and outcomes available July16	Clare Coff
To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support	Spring 2016 link with CA to identify required support and agree plan Summer 2016 implement /monitor impact	Governor Support Team CA
Develop guidance / training material to challenge grant spending/ support budget monitoring and pupil Attendance.	Spring / Summer 2016 Autumn 2016 evaluate including governor Survey	Governor Support Team
Review SLAs in respect of the anomalies across the L's and work with LA's to find a solution	Review Spring/Summer 16 Agree new SLA Autumn 16 Introduce from 1/04/17	Governor Support Geraint Willington
Roll out Clerks QA process to improve the support to GB's	Spring 2016 - schedule agreed and training for Governor Support Officers (GSOs) completed. Assessment ongoing throughout year	Governor Support Team
Dove tail with work under way in Excellence in Leadership to ensure role of governors is integral	Spring / Summer 2016	Governor Support Excellence in Teaching Strategy Lead
Re-establish the Governor Strategy group with representatives from each of the 5 Governor Association groups.	Spring 16 to introduce. Review September 16	Governor Support

Redefine the communication structure between each of the Governor networks and introduce a Governor Bulletin.		
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Key milestones / Cerrig Milltir 2016-2019

2016/17

2016 Governor Survey, the % of Governors rating the Clerking Service as good or better is at least 90%. Number of Governors who understand the priorities of PDG increases from 78% to 80%.

New WG Governance regulations published

Consultant Governor programme developed and initial roll out commenced.

2017/18

Consultant Governor Programme fully in place and evaluated.

System for evaluating impact of training embedded and review completed.

2018/19

Review SLA

Service Offer 2016 - 2017:


Service Area	Lead Creative Schools
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Summarise the main regional priorities for your service area;

- Lead Creative Schools; embed the new Lead Creative School grants in over 30 schools in the region, and ensure effective integration with the work of EAS.
- Challenge Advisers to ensure that Lead Creative schools have robust and deliverable plans for supporting improvements across the region.
- Closing the Gap Champion to track the impact of Lead Creative Schools on accelerating the attainment of all pupils and particularly for FSM pupils.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
<p>Page 158</p> <p>One to one support for schools to manage and coordinate individual LCS projects. Schools will work directly with Arts Council partners.</p>	<p>Delivery of specific projects through the creative arena and relative to improvements identified in the school development plan.</p>	<p>Coaching, mentoring by Arts Council partners</p> <p>2-day induction training for school coordinators</p>	<p>Application of a specific project to raise standards linked to school development plans.</p>	<p>All LAs</p>

Service Area		Closing the Gap		
Summarise the main regional priorities for your service area;				
<ul style="list-style-type: none"> • Foundation Phase: The progress of pupils eligible for free school meals declined slightly at Outcome 5+, but progress at level 6+ improved with the gap between FSM and non-FSM pupils narrowing. • Key Stage 2: FSM pupil performance has improved at both level 5+ and level 6+ across the region and in each LA except Torfaen at Level 4+. The gap between FSM and non-FSM pupils reduced in each Local Authority except Caerphilly at Level 5+. • Key Stage 3: At level 5+, progress of FSM pupils improved but at a slower rate than non-FSM pupils. In contrast, progress at level 6+ was faster for FSM pupils. • Key Stage 4: Over the past year the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%). Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%). • The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points. 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from CtG Project Team				
1. Programme-Level Challenge	Provide ongoing support and challenge to the delivery areas: <ul style="list-style-type: none"> • English (Lit) • Mathematics (Num) • Welsh (1st and 2nd Lang.) • CAs • Foun. Phase • 21st Century learning • Business Support • Science • Post-16 	Interviews with area leads – termly review Development of area-specific services aimed at closing the gap – e.g. workshops on community engagement, parental support, subject-specific pedagogy	Ongoing challenge to all programme areas to ensure programme offers are fit for purpose	All LAs
2. AfA s-2-s	Trial AfA in 2 clusters and share resources and models more widely	School-to-school	Achievement for All as a successful programme-level development in two clusters of schools	Operates in Monmouthshire and Torfaen
3. Valleys Project	School-to-school programme engaging schools in upper Caerphilly, Torfaen and BG	School-to-school in partnership with CSC	Relative performance of valleys schools	Operates in BG, upper Caerphilly, Torfaen
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
4. 10-10 project	Identify the ten most effective schools according to pupil outcomes in closing the attainment gap in Literacy and Numeracy. National test data will be	Investigate practice and provide schools across the region with examples	Using test data, focus on 10 highest performing schools (in relative terms) to determine current	LA application will depend on the data

	used as a measure: share practice with wider group of schools	of strategies, planning, activities and interventions	practise and share with lowest performing schools to improve outcomes	
5. PG Certs	A Post Graduate Cert programme exploring over 2 units, best practice in family and community engagement and best practice in school and curriculum leadership and design to support closing the gap	University-run workshops and school-to-school	Elective programme attended by schools according to own self-evaluation	Open to all LAs
6. Pedagogy Resource for Teachers	Using this model, provide a resource to support development in pedagogy taking into account the key findings of current research: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Insert area of coverage</div> 	Paper resource with workshop sessions to support	In all LAs, focus is on pedagogy and practice, driven by the ten areas of focus from STT and WG publication: <ul style="list-style-type: none"> • FACE • SEAL • Intervention • AfL • Tracking • LNF • Learning Skills • Curriculum Design • Pupil voice • Transition 	Open to all LAs
7. Governors' Training Resource	Video-based resource using the materials from last year's PDG conference as support to PDG Govs	Online video resource	New role of Closing the Gap link governor requires further support and guidance	Open to all LAs
8. FACE Event	WG funded event sharing practice in FACE	Single large scale event with follow-up on schools' statements of needs	Specific focus on Family and Community Engagement	Open to all LAs
9. Family Learning Signature	Pilot programmes in use of FLS in 2 clusters – Newport and Caerphilly	Cluster based s-2-s programme	Specific focus on Family and Community Engagement	Newport and Caerphilly
10. PDG – input to Heads' summer conference	Key input on progress across the items above to the Summer 2016 conference	Conference in summer	Update and guidance to leadership, seeking views on programme and new requirements for support	Open to all LAs
11. Liaison with SCC	Improved outcomes for learners in SCC schools	Across SCC programme	Linked to SCC categorisation	SCC Schools only
12. LAC link and liaison	Improved outcomes for LAC learners	Workshops and school-to-school	Performance of LAC learners	Open to all LAs

Service Area	Excellence in Leadership (EiL)			
<p>Summarise the main regional priorities for your service area;</p> <ul style="list-style-type: none"> • <i>To improve the quality of Leadership (as set out in Qualified for Life and EAS Business Plan 2016-19), especially middle leadership and senior leadership in secondary schools</i> • <i>To build the capacity of schools through a self-improving system (EAS Business Plan 2016-19), focused initially on a common understanding of the benefits of the approach</i> • <i>The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the New Deal Pioneer Schools (EAS Business Plan 2016-19)</i> • <i>Though all LAs will be in receipt of the regional offer, there will be variation at programme level depending on the priorities of schools, cluster and LAs – this will include specific attention to:</i> <ul style="list-style-type: none"> ○ Support for Middle Leaders and the effective accountabilities that are required ○ Support for self-evaluation and school development planning ○ Effective delivery of NPQH and support for new Heads ○ Reduction of variance in pupil outcomes (particularly for FSM and other vulnerable learners), provision (particularly the quality of teaching and development of skills) and leadership between schools ○ Support for tracking and target setting ○ Finding a key transparent link between school development plans (SDP), grant spending plans and impact, including use of MySID ○ Improving succession planning for Headship and sustaining Headship for longer term post-holders (with particular emphasis on Welsh Medium school leadership) 				
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from EiL Programme				
ILM Levels 4, 5 and 6 (Portal)	Nationally recognised qualifications for staff at relevant levels, improved performance in role	Rolling programme in NVQ style core knowledge and evidence presentation	<ul style="list-style-type: none"> • Level 4 – emerging leaders and business managers • Levels 5 and 6 – dept. leaders, TLR holders, cross-school responsibilities • For all – reduction of variance in quality at emerging leader 	All LAs

Post-Graduate Certificate: Leadership for School Improvement (University of South Wales)	Improved leadership of systems and processes by practitioners with whole-school responsibilities	Accreditation of school-based CPD plus action research	<ul style="list-style-type: none"> Quality of leadership of learning Focus on whole-school responsibility 	All LAs
Post-Graduate Certificate: Breaking the Link and Closing the Gap (UWTSD)	Improved understanding of strategies at micro and macro level for family and community engagement and teaching and learning to address the challenges of poverty	Action research and workshops	<ul style="list-style-type: none"> System leadership for closing the poverty gap 	All LAs
Post-Graduate Certificate: Successful Futures (UWTSD)	Improved understanding of Donaldson and curriculum/pedagogy design to address the implications of the report	Action research and workshops	<ul style="list-style-type: none"> System leadership in preparation for Donaldson 	All LAs
ILM Level 7, Reflective Practice (Portal)	Improved performance in the identified area of priority, nationally recognised qualifications for staff at L7	Rolling programme in NVQ style core knowledge and evidence presentation	<ul style="list-style-type: none"> School-level defined by practitioner and schools leadership 	All LAs
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Middle and Senior Leader Development Programme: Leading Teaching and Learning	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on teaching and learning	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	<ul style="list-style-type: none"> Leadership of learning and accountability for standards 	All LAs
Middle and Senior Leader Development Programme: Leading Pastoral and Support Services	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on pastoral and support services	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	<ul style="list-style-type: none"> Leadership of learning and accountability for standards 	All LAs
Year 1 Headship (EAS Delivered)	Delivery of WG funded programme of mentorship and support. Faster settling of new Heads, improved succession planning and increased capacity for Headship	School-to-school and workshops	<ul style="list-style-type: none"> Defined by leaders new to post – national priority 	All LAs
TEN Development Programme (TEN)	Improved performance in transaction management – leadership and	Externally provided workshops	<ul style="list-style-type: none"> Defined by school self-evaluation and cluster/PLC working 	All LAs

	management processes as identified by schools' self-evaluation			
NPQH (EAS and CSC Delivered)	Delivery of national programme to assess readiness for Headship	Assessment model	<ul style="list-style-type: none"> • Succession and capacity 	All LAs
Deputy Heads' Network	Improved mutual support for Deputy Head teachers, focus on areas of priority identified by schools and clusters	PLCs and workshops	<ul style="list-style-type: none"> • Expressed by leaders in seminars, linked to capacity building and succession planning 	All LAs
Preparing for Headship – prior to NPQH	Improved readiness for NPQH assessment, more effective NPQH processes	Action research and workshops	<ul style="list-style-type: none"> • Emergent from data in last three years of NPQH – application, on-programme and successful completion 	All LAs
Headship 5Y.+	Higher levels of support for longer serving Heads, sustainable capacity in leadership, increased retention of higher performing Heads.	Brokered programme externally delivered.	<ul style="list-style-type: none"> • Expressed by leaders in seminars, linked to capacity building and ensuring sustainability of post-holders and development of Executive Head teachers. 	All LAs
Rolling programme of Heads' seminars and conferences	Constant updating to Heads on regional priorities and actions Gaining the views of Head teachers on regional issues and direction	Conferences and seminars	<ul style="list-style-type: none"> • Common understanding of issues and priorities 	All LAs
MySID Development programme	Improvement in use of MySID to include: <ul style="list-style-type: none"> • Basic operation • Self-Evaluation and School Development Planning • Finance module • Recording impact 	Workshops	<ul style="list-style-type: none"> • Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID 	All LAs
Target setting and tracking – CPD workshops	Improved practice and understanding of the regional approach to target setting Reduced variance between target set and outcome	Workshops	<ul style="list-style-type: none"> • Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID 	All LAs

			<ul style="list-style-type: none"> Variance between targets and outcomes 	
CPD in HR priority areas	Development programme covering: <ul style="list-style-type: none"> Pay Policy Effective Performance Management Addressing Performance Concerns 	Workshops	<ul style="list-style-type: none"> Improvement in quality of leadership at all levels 	All LAs

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Leadership offers from wider teams				
English and Literacy				
Leading Literacy	The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting.	Five-day modular course with S2S and research to measure impact.	Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Language Coordinator meetings	All delegates have been provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Termly network meetings using S2S input and sharing of best practice.	Raise the impact of leadership in English to ensure attainment is above the median. <ul style="list-style-type: none"> R1 Make developing literacy skills a priority in improvement plans and schemes of work R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages 	

			<ul style="list-style-type: none"> • R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices. 	
Literacy Champions	<p>The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff.</p> <p>Evidence of impact Attendees/participants will:</p> <ul style="list-style-type: none"> • Share good practice within and between schools. • Develop their skills for teaching reading, writing and oracy. 	<p>There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff.</p>	<p>Raise the impact of leadership in English to ensure attainment is above the median.</p> <p>R4 Monitor and evaluate the impact of strategies for improving literacy.</p>	
Literacy Champions	<p>All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve</p>	<p>Network/ S2S/ Research</p>	<p>Raise the impact of leadership in English to ensure attainment is above the median.</p> <p>Variance in subject leadership across the EAS and poor level of performance across the key</p>	<p>All</p>

	grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson.		stages within English and Literacy at above expected level. <ul style="list-style-type: none"> R4 Monitor and evaluate the impact of strategies for improving literacy. 	
Outstanding teachers	All delegates will gain knowledge on how to develop skills for Pisa, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level.	All
Literacy coordinator networks	All delegates will be provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level. <ul style="list-style-type: none"> R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages 	ALL

			<ul style="list-style-type: none"> • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy 	
Heads of English network meeting (Termly + monthly drop in clinics)	<p>All delegates are provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3.</p>	<p>Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours</p>	<p>Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4.</p> <ul style="list-style-type: none"> • R4 Monitor and evaluate the impact of strategies for improving literacy • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R8 Work with other schools to share effective standardisation and moderation practices 	All LAs
Support for new Heads of department-professional dialogue to agree priorities and plan package of support	<p>School leaders more confident in identifying priorities and planning appropriate activities and interventions in English</p>	<p>School-based initial meeting followed by EAS support and S2S support and shadowing.</p>	<p>Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful futures</p>	All LAs

Mathematics and Numeracy				
Strategic mathematics training and briefings for school leaders	<ul style="list-style-type: none"> • Systematic dissemination on strategic aspects of provision and leadership in mathematics/numeracy to ensure all Head teacher are aware of national/regional/LA priorities and the support available. 	Seminars and LA meetings <ul style="list-style-type: none"> • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers. 	Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance. National perf data WG stat. guidance STAP guidance Successful Futures Ma T+ Finish report Estyn numeracy reports	All LAs
Subject leader training / network meetings	<ul style="list-style-type: none"> • Termly network meetings to ensure those leading on aspects of mathematics and numeracy are equipped to provide the guidance and subject knowledge required. 	Network and S2S <ul style="list-style-type: none"> • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies. 		All LAs
Termly update meetings for lead practitioners	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: <ul style="list-style-type: none"> • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and are 'early-adopters' the national changes expected; 	Network, S2S and research <ul style="list-style-type: none"> • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers 	Successful Futures Estyn S2S report New Deal School survey Maths task and finish report	All LAs

	<ul style="list-style-type: none"> • have capacity to share effective practice with other schools. 	who can be used to share best practice on a regular basis.		
E1 (D1/D2) Using diagnostic information to inform strategic monitoring Leadership aspects of 'Maths inside-out' (see D1)	Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1 above).	School-based leadership meeting Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).	See above - Num/CA reviews - Estyn numeracy reports	All LAs
Leadership consultancy to review developments and confirm priorities	School leaders more confident in identifying priorities and planning appropriate activities and interventions in mathematics	School-based leadership meeting (half day meeting with senior team member)	- Estyn num reports - Maths task and finish report - Successful Futures	All LAs
Assisted mathematics review / book scrutiny		One to two days depending on size of school and scope of review	Estyn numeracy reports CA/Estyn report	All LAs
Heads of Department Conference	<ul style="list-style-type: none"> • Termly network meetings to equip those leading on mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium. 	Network / S2S / research <ul style="list-style-type: none"> • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies. 	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs
Numeracy Coordinator Network Meeting				
NEW Heads of Department Network Meeting.	<ul style="list-style-type: none"> • Termly network meetings to ensure those new to the role of head of mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas. 	Network / S2S / research <ul style="list-style-type: none"> • Termly input from EAS numeracy team, outside speakers, lead schools, 	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs

Suitable for newly appointed heads of department.		practitioners and teachers engaged in funded projects and case studies		
<p>Mathematics Line Manager Training.</p> <p>A new modular course aimed at upskilling line managers of mathematics departments to effectively evaluate standards within the mathematics department.</p>	<ul style="list-style-type: none"> • Exemplification of effective mathematics teaching and better understanding of ETF (mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps. 	<p>Central course/network/research</p> <ul style="list-style-type: none"> • 2 x ½ day training sessions • 2 x 1 hour follow up sessions in school including opportunities for coaching 	<p>National performance data</p> <p>Successful Futures</p> <p>Maths Task + Finish report</p> <p>Estyn numeracy reports</p>	All LAs
<p>Termly update meetings for lead practitioners.</p> <p>A network meeting aimed at previously trained lead practitioners of mathematics.</p>	<p>Ensure lead practitioners previously trained and currently deployed for S2S work continue:</p> <ul style="list-style-type: none"> • to improve teaching in own school/reduce internal variation. • remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools. 	<p>Network / S2S / research</p> <p>Termly meeting for the 'core' group of lead practitioners.</p>	<p>Successful Futures</p> <p>Estyn S2S report</p> <p>New Deal</p> <p>School survey</p> <p>Maths Task + Finish report</p>	All LAs
The Foundation Phase				
<p>Leadership Matters in the Foundation Phase</p> <p>Raising standards of leadership</p>	<ul style="list-style-type: none"> • Improved middle leadership skills • Effective use of monitoring procedures to raise standards • Stronger links with schools supporting each other 	<p>Training</p> <p>S2S</p>	<p>Local priority – extend capacity for schools as self-improving systems</p> <p>Train new leaders on the role and responsibility – raise standards</p> <p>Estyn reports/Annual report</p> <p>CA / HT requests</p>	All LAs

			Foundation Phase survey outcomes	
FP termly network meetings	<ul style="list-style-type: none"> Well informed middle leaders able to lead FP and raise standards Essential network updates on national regional, and local priorities 	Network	Local priority – raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	<ul style="list-style-type: none"> Targeted successful leaders will support new or inexperienced leaders on the leadership journey Strengthened middle leadership skills impacting on pupil outcomes 	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot Aspiring Leaders – developing leadership skills Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	<ul style="list-style-type: none"> Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) Improved Professional development outside current school Evidence of impact on setting provision 	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All
Welsh				
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging Curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging Curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	
Excellence in leadership of Welsh Second Language – Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh Second Language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the key stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All

What good looks like for new Welsh Second Language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the key stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh Second Language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
21st Century Learning				
Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders	<ul style="list-style-type: none"> Head teachers provided with an introduction to the framework and a toolkit to support the implementation of the Digital Competence Framework. 	School-to-school delivered workshops.	<ul style="list-style-type: none"> Effective model developed for implementing the DCF from September 2016 	All LAs
ICT Leadership Programme (for Primary Middle Leaders)	<ul style="list-style-type: none"> ICT coordinators role is developed to be able to support the introduction of the Digital Competence Framework in schools. 	School-to-school delivered programme.	<ul style="list-style-type: none"> Supporting implementation of Digital Competence in Schools. 	All LAs
Primary network meetings: ICT coordinators and Secondary HODs of ICT meetings	<ul style="list-style-type: none"> All ICT coordinators/HODs up to date with national policy/curriculum and assessment change. Sharing of good practice across schools/departments. 	School-to-school delivered programme	<ul style="list-style-type: none"> To ensure all ICT middle leaders are supported with the implementation of the Digital Competence Framework. 	All LAs
ICT self-evaluation (self-supported review)	<ul style="list-style-type: none"> A self-evaluation review to highlight current performance against 14 key self-evaluation questions 	School-to-school or EAS led self-evaluation (against preparedness for Digital Competence)	<ul style="list-style-type: none"> Preparedness for integration of Digital Competence needs to start with an effective self-evaluation 	All LAs

	<ul style="list-style-type: none"> Targets to improve performance in light of self-evaluation 			
Intelligent Investment	<ul style="list-style-type: none"> Event to support schools in making effective strategic decisions with the investment in infrastructure and purchase of ICT equipment linked to the requirements of Digital Competence in schools. 	EAS led, with school-led workshops.	<ul style="list-style-type: none"> Schools will need to make sound financial investments in ICT infrastructure and equipment to effectively deliver the Digital Competence Framework. 	All LAs
Welsh Baccalaureate Support Programme	<ul style="list-style-type: none"> Welsh Baccalaureate leads provided with continued support and guidance for the implementation of the specifications. 	EAS and School-to-school led workshops and development groups.	<ul style="list-style-type: none"> Continued support required as Welsh Bacc becomes the performance measure from 2018 (Year 10 2016). 	All LAs
HODs networks, non-core subjects	<ul style="list-style-type: none"> HODs supported with the implementation of the new GCSEs. 	EAS and School-to-school led workshops.	<ul style="list-style-type: none"> Support with implementation of the new GCSEs in most non-core subjects from September 2016. 	All LAs
Post-16				
Leadership training for Heads of 6 th form	Improve the leadership and management skills of Heads of 6 th form	CPD aligned to the EIL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6 th form	
School-to-school projects across 6 th forms in the region to address and support areas for improvement aligned to above regional priorities	<p>Improvement in performance of learners and the effectiveness of 6th form leadership skills</p> <p>Establish a culture of a self-improving within 6th form settings</p> <p>Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate</p>	<ul style="list-style-type: none"> School-to-school Use of external partners 	<p>7. Overall learner performance in SEW in KS5 is below the national averages in most cases.</p> <p>8. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need</p>	All LA's

			<p>9. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction.</p> <p>10. Support for MAT learners is weak in most schools and many policies do not extend to KS5</p> <p>11. New KS5 performance measures to be introduced by Welsh Government means a change in data analysis in schools for KS5</p> <p>12. The overall quality of leadership in 6th form is adequate and needs to improve</p>	
Excellence in Teaching				
<p>PG Cert (UWTSD) “Breaking the Link” Equity in Education is aimed at all staff.</p>	<p>Critically assess the nature of educational inequality in Wales;</p> <ul style="list-style-type: none"> • Engage with successful practice in reducing inequality; • Recognise the value of diverse resources within the school and wider community and determine effective ways of utilizing the resources; • Evaluate why specific approaches for reducing the impact of disadvantage are effective and have significant impact; • Reflect on and analyse a range of 	Partnership between schools and UWTSD.	<p>Qualified for Life – Strategic Objective 1. An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills.</p>	All Local Authorities.

	<p>literature and research on educational inequality in Wales and internationally.</p>		<p>EAS Business Plan - Accelerating the progress of learners who face the challenge of poverty.</p> <p>Qualified for Life - strategic objective 4. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.</p>	
<p>PG Cert (UWTSD) “Pedagogy and Curriculum for Successful Futures” is aimed at staff with a leadership responsibility.</p>	<p>The Level 7 Post-Graduate Certificate will allow Curriculum and New Deal Pioneer Practitioners to undertake research and development which is directly linked to their Curriculum Pioneer status. It will give schools and practitioners the structure and research base to consider how best to develop new curriculum structures, pedagogical practices and assessment procedures as they look to develop and implement aspects of the new Curriculum for Wales by 2021.</p>	<p>Partnership between schools and UWTSD.</p>	<p>Qualified for Life – Strategic Objective 1. An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills.</p> <p>WG Priority - ‘Successful Futures’ - the review of curriculum and assessment</p> <p>Qualified for Life - strategic objective 4. Leaders of education at every level working together in</p>	<p>All Local Authorities.</p>

			a self-improving system, providing mutual support and challenge to raise standards in all schools.	
Teaching and Learning Strategy Toolkit	<p>To deliver to schools a toolkit for improving the provision of Teaching & Learning through the following signposted areas;</p> <ul style="list-style-type: none"> • Vision • Staff roles and responsibilities • Learner entitlement • Pedagogy • Curriculum • QA and Self-evaluation • Learner voice • AfL • Book and work review • Practice benchmark • Observation • Sharing practice • Use of other adults • Range of resources • Data and tracking • Intervention • Workforce commitment • Improvement plan 1-2-3 	AD BIS, EiT Lead & school delivered.	<p>Qualified for Life – Strategic Objective 1. An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills.</p> <p>Qualified for Life - strategic objective 4. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.</p>	All Local Authorities.

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Appendix 2

EAS Business Plan 2016-2019

LA Annex (2016-2017)

Local Authority: Caerphilly

The targets below are derived from pupil level targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2015. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase								
All Pupils	2015 Actual	2016 Target	2017 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target
FPI	89.2	89.2			FPI	78.0	79.6	
LLC English O5+	90.1	90.8			LLC English O5+	79.1	83.4	
LLC Welsh O5+	93.8	93.8			LLC Welsh O5+	86.8	86.4	
Mathematics Dev.O5+	91.9	91.6			Mathematics Dev.O5+	83.5	84.3	
PSD O5+	95.4	94.6			PSD O5+	89.6	90.0	
LLC English O6	36.3	36.2			LLC English O6	19.7	20.4	
LLC Welsh O6	30.3	31.4			LLC Welsh O6	20.8	6.8	
Mathematics Dev. O6	34.7	36.1			Mathematics Dev. O6	17.4	21.7	
PSD O6	54.4	53.5			PSD O6	36.9	34.2	

Page 61

Non-FSM Pupils	2015 Actual	2016 Target	2017 Target
FPI	92.7	91.9	-
LLC English O5+	93.9	93.1	-
LLC Welsh O5+	95.1	94.8	-
Mathematics Dev.O5+	94.5	93.6	-
PSD O5+	97.1	95.9	-
LLC English O6	41.1	41.2	-
LLC Welsh O6	31.9	35.0	-
Mathematics Dev. O6	39.6	40.1	-
PSD O6	59.9	59.0	-

Page 182
Key Stage 2

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target	FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	87.4	89.5	88.1	87.9	CSI	75.1	78.5	77.7	78.7
English L4+	89.3	91.3	89.9	89.6	English L4+	78.1	81.7	80.6	81.0
Welsh (1st) L4+	90.7	89.5	92.7	92.7	Welsh (1st) L4+	81.4	76.6	88.9	86.8
Mathematics L4+	89.3	91.2	90.5	90.4	Mathematics L4+	79.1	82.1	80.8	81.7
Science L4+	91.0	92.8	91.1	91.8	Science L4+	82.4	83.9	82.3	83.2
English L5+	39.2	41.2	40.4	40.3	English L5+	20.2	20.6	23.4	21.8

Welsh (1st) L5+	35.6	29.5	38.5	37.4	Welsh (1st) L5+	20.3	4.3	14.8	17.0
Mathematics L5+	39.6	41.4	40.9	39.5	Mathematics L5+	20.0	19.9	24.6	23.5
Science L5+	41.0	42.2	41.5	40.1	Science L5+	22.5	21.3	24.6	23.5
Welsh (2nd) L4+	78.4	80.8	77.0	81.7	Welsh (2nd) L4+	62.1	66.6	63.9	71.3
Welsh (2nd) L5+	24.5	26.3	24.6	27.7	Welsh (2nd) L5+	11.0	11.9	15.9	16.8

Page 16 of 35

Non FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	91.2	92.7	91.3	90.6
English L4+	92.8	94.0	92.7	92.1
Welsh (1st) L4+	92.8	91.9	93.5	93.7
Mathematics L4+	92.4	93.8	93.4	92.9
Science L4+	93.7	95.3	93.8	94.3
English L5+	45.2	46.9	45.6	45.7
Welsh (1st) L5+	38.8	33.7	42.4	40.8

Mathematics L5+	45.7	47.6	45.8	44.2
Science L5+	46.9	47.9	46.6	45.0
Welsh (2nd) L4+	84.1	85.2	81.3	85.1
Welsh (2nd) L5+	29.0	30.6	27.5	31.2

Key Stage 3

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	80.3	84.1	86.9	87.1		CSI	60.4	69.5	75.2	77.0
English L5+	83.7	85.6	89.2	89.2		English L5+	67.0	73.1	78.3	80.3
Welsh (1st) L5+	88.9	93.0	95.7	97.4		Welsh (1st) L5+	80.8	83.8	85.7	94.4
Mathematics L5+	86.1	88.9	90.4	90.6		Mathematics L5+	69.2	78.3	81.5	82.0
Science L5+	90.2	91.5	93.5	91.7		Science L5+	79.7	82.5	85.6	83.5
English L6+	46.2	50.6	57.4	52.0		English L6+	24.8	30.7	42.3	32.4
Welsh (1st) L6+	50.2	67.1	79.5	71.1		Welsh (1st) L6+	30.8	51.4	57.1	50.0
Mathematics L6+	52.9	55.0	58.0	57.8		Mathematics L6+	30.5	35.0	43.1	37.3
Science L6+	51.7	57.8	65.5	57.5		Science L6+	25.5	38.1	49.0	37.1

Non FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	85.8	88.5	90.5	90.0
English L4+	88.2	89.4	92.6	91.7
Welsh (1st) L4+	90.1	94.7	97.1	98.1
Mathematics L4+	90.6	92.2	93.1	93.1
Science L4+	92.9	94.2	96.0	94.1
English L5+	52.3	56.6	62.1	57.6
Welsh (1st) L5+	52.7	69.9	82.5	75.5
Mathematics L5+	59.1	61.0	62.6	63.7
Science L5+	59.0	63.7	70.6	63.4

2015
 2016
 2017
 2018

Key Stage 4										
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	52.0	59.7	65.3	65.4		L2 inclusive	25.9	38.4	41.7	44.8
L2	79.4	80.6	82.0	81.3		L2	58.3	64.1	63.8	67.7
L1	96.4	96.5	97.3	97.4		L1	90.8	92.7	93.0	93.7
CSI	47.9	58.9	62.8	64.1		CSI	24.3	38.4	41.0	43.7
English A*-C	61.7	65.9	70.2	71.8		English A*-C	38.3	46.7	46.8	51.6
Welsh (1st) A*-C	55.3	77.4	86.0	87.7		Welsh (1st) A*-C	17.4	38.5	54.2	73.7
Mathematics A*-C	61.1	66.6	70.1	68.4		Mathematics A*-C	36.7	47.2	47.8	50.0
Science L2	82.0	84.5	78.0	75.4		Science L2	74.7	73.3	57.8	57.0

Non FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	59.3	63.4	69.4	70.7
L2	85.7	84.8	86.8	85.4
L1	98.6	97.5	98.5	98.5
CSI	57.2	62.9	67.3	70.2
English A*-C	68.2	70.2	74.6	77.9
Welsh (1st) A*-C	59.5	75.6	76.2	90.2
Mathematics A*-C	67.6	70.7	74.4	74.0
Science L2	90.3	87.3	83.4	81.0

Page 18

Primary Attendance

Pupil Attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Caerphilly	94.5	95.1	95.1	Not set

Secondary

Pupil Attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Caerphilly	92.7	93.8	94	Not set

Summary of National Categorisation of schools in the Local Authority in 2014-2015 and for 2015-2016

Step 1

Primary

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	2	23	34	16	3%	31%	45%	21%
	15-16	0	9	35	31	0%	12%	47%	41%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%

Step 2

Primary

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	2	15	44	14	3%	20%	59%	19%
	15-16	1	7	51	16	1%	9%	68%	21%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%

**Step 3
Primary**

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

**Step 1
Secondary**

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	14-15	5	6	2	1	36%	43%	14%	7%
	15-16	1	11	1	1	7%	79%	7%	7%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%

**Step 2
Secondary**

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	14-15	0	11	2	1	0%	79%	14%	7%
	15-16	1	9	4	0	7%	64%	29%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%

Step 3

Secondary

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

Caerphilly schools currently in any Estyn follow up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Nantyparc Primary	Jun-15	Sep-15	LA
Primary	Ysgol Cwm Derwen	Jun-15	Sep-15	LA
Primary	Ysgol Gymraeg Bro Allta	May-15	Aug-15	LA
Primary	Park Primary	Apr-15	Jul-15	Estyn
Primary	Upper Rhymney Primary	Nov-14	Feb-15	Estyn
Primary	Hengoed Primary	Oct-14	Jan-15	Estyn
Primary	Ysgol Y Lawnt	May-14	Aug-14	LA
Primary	Crumlin High Level Primary	Apr-14	Jul-14	LA
Primary	Cwmaber Infants	Sep-11	Dec-11	LA
Primary	Tiryberth Primary	Sep-15	Nov-15	Estyn
Primary	Ty Sign Primary	Nov-15	Jan-16	Estyn

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Rhymney Comprehensive	Apr-15	Jul-15	Estyn
Secondary	Lewis Girls Comprehensive	Nov-14	Feb-15	Estyn
Secondary	St Martins Comprehensive	Apr-14	Jul-14	SI
Secondary	Risca Comprehensive	Mar-14	Jun-14	Estyn
Secondary	Blackwood Comprehensive	Nov-15	Jan-16	Estyn

Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan.

- Improve the process and accuracy of target setting especially at KS4.
- Improve the accuracy of teacher assessment at FP, KS2 and KS3.
- Sustain the improvements identified in key indicators in KS4 outcomes, by removing inconsistencies and variance in school performance.
- Improve the number of secondary schools meeting the WG FSM measure at KS4.
- Continue to improve the quality of leadership.
- Continue to improve the quality of teaching.
- Improve the capacity and capability of governing bodies to effectively challenge the quality of provision and pupil outcomes at both Primary and secondary schools.

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2015-2016. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2015-2016.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Primary				
Overall Support Category Red				
Park Primary School	<ul style="list-style-type: none"> • 100% of sample accurate. • All teachers understand the end of year and end of phase/ key stage targets for each pupil. • Pupils at risk of under-performance will be identified accurately at least every half term. • Pupils supported through intervention will make progress that is good or better both in intervention groups and in class. • Teaching staff are held accountable for their contribution towards pupils' outcomes and the implementation of the SDP. • Minutes and monitoring forms show that agreed actions have been 	<ul style="list-style-type: none"> • Develop the role of leadership. • Hold practitioners to account for making accurate assessments of pupils' current attainment. • Quality assure targets set by practitioners, to ensure they are realistic, challenging and based on pupils' prior attainment and standardised scores. • School/ EAS: to monitor the progress of all pupils supported with first-hand evidence. • Provide differentiated intervention for literacy and numeracy using agreed criteria. • School/EAS: Monitor selection and progress of pupils supported through intervention or IEPs. 	25 CA days	Leadership support from St Gwladys

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>implemented and sustained.</p> <ul style="list-style-type: none"> • Key roles and responsibilities are appropriately distributed and fulfilled by SLT. • Leaders provide governors with an accurate evaluation of the school's current position and progress. • GB holds the school to account for the standards and quality achieved. • Teachers' planning takes account of: Statutory requirements; The needs and interests of almost all pupils; The range of evidence needed to support their assessments. • School's standardisation evidence covers the full range of evidence required by WG for end of phase/ key stage assessment for LLC/English MD/Mathematics PSE/science and Welsh. 	<ul style="list-style-type: none"> • EAS: provide support to update Performance Management targets for senior and middle leaders and teaching staff to include pupil level targets and whole school priorities. • Update job descriptions for support staff to reflect school targets and priorities. • HT to ensure that all training and development is carefully tailored to meet the needs of the school and the individual with a focus primarily on improving teaching and learning. • 1CA will review training plans and impact reviews. • Senior leaders(head deputy and FPH) to work in partnership with other schools to further develop leadership and management skills and improve internal processes for monitoring and holding people to account. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Teachers make accurate assessments of pupils' current attainment. • The quality of teaching will be 100% good or better. (PIAP target). • Reports will provide accurate information on: Progress towards targets, Current strengths, Areas for development, Impact of training, Planned further support. 	<ul style="list-style-type: none"> • SLT & CA to rigorously monitor progress towards PIAP using a range of first hand evidence and stakeholders. • Improve the quality of teaching and learning. • School: Update long-term, mid-term and weekly planning to take particular account of pupils' different needs and abilities ensuring that: <ul style="list-style-type: none"> • Long term plans : • Provide planned opportunities for pupils to access the statutory programme of study, including at the higher than expected level. • Cover an appropriate range of national, age-appropriate expectations for literacy and numeracy. • Include a range of assessment opportunities. • Mid term plans:include guidance on differentiation for more able and less able pupils. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • Provide guidance on the types of assessment to be used. • Short term plans: • Provide detailed information on differentiation. • Make specific reference to supporting individual pupils in receipt of intervention. • Make specific reference to supporting individual pupils supported with IEPs. • Provide details of evidence to be gathered to support teachers' assessments. • School/EAS: Monitor the accuracy of Teacher Assessment. • School: Implement programme of support that addresses the needs of all substantive and temporary staff. • EAS/School: The HT/SMT and CA will complete planned joint book scrutiny, learning walks and session observations to quality assure the school's judgements. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> The HT, through the termly report to the GB, will feedback the outcomes of monitoring and evaluation. 		
Overall Support Category Amber (high support / medium)				
Cwmcarn Primary School	<ul style="list-style-type: none"> Governors have clearly defined roles within the committee. Governors will fulfill statutory duties. Governors have clear understanding of pupil performance. Governors provide effective challenge and support on data monitoring and analysis to the SMT. All governors secure in their knowledge of key processes to support school improvement. Governors are able to hold HT to account. Improvements to the standard of teaching to enable outcomes of 100% good or better. 	<ul style="list-style-type: none"> School to organise appropriate committee structures to address different aspects of governance. Provide governors with the appropriate knowledge and understanding to undertake their statutory duties. CA to provide bespoke training to committees to raise the level of challenge. All governors to attend mandatory courses and other relevant training from the range of courses available eg safeguarding. Governors to undertake annual skills audit to ensure training meets needs. 	13 CA days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Staff are clearly identifying strengths and areas for development for their areas of responsibility. Areas for development are acted upon and improved outcomes observed. • Areas for development are acted upon and improved outcomes observed. SMT are monitoring follow up effectively. 	<ul style="list-style-type: none"> • Establish clear framework which is adhered to by SMT and middle leaders. Governors are aware of the process and can challenge outcomes. • CA to monitor the impact of the monitoring process (EAS). Joint book scrutiny to verify school judgement and to measure provision and the effective use of AfL. • Developing role of middle within the school to ensure a wider school perspective and clear understanding of roles and responsibilities. • CA to monitor progress with SMT. • School to hold regular moderation meetings to check accuracy of assessment process. • CA to work with SMT via book scrutiny to ensure accuracy of provision and marking. 		
Rhydri Primary School	<ul style="list-style-type: none"> • Staff will have taken an effective lead role in 	<ul style="list-style-type: none"> • Developing successful distributed leadership by: 	10.5 CA days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>aspects of school improvement.</p> <ul style="list-style-type: none"> • Coaching models will provide evidence of supporting and developing staff. • Leadership meetings will identify good progress in all aspects of SDP. • Staff are clear on their roles and responsibilities and use time effectively to further improve standards. Staff understand their part within the monitoring cycles. • Scores in numerical reasoning will improve on previous years: • Numerical reasoning outcomes will be in line with procedural Mathematics results. • Exemplar material provides clear guidelines of expectations and outcomes for all pupils and with particular 	<ul style="list-style-type: none"> • Implement programme of training based on 'coaching' models of leadership. • Implementing programme of training focusing on managing change in the workplace. • Continuing to ensure that leadership meetings focus on school improvement issues. • Leadership targets identified as part of performance management process 2015-16. • CA and SMT to monitor work of middle leaders through discussion and analysis of FADE/monitoring reports. • Improving numerical reasoning by: • Improving strategies to enable pupils to articulate their understanding and explanations of the application of maths. • Developing the use of 'placemats' to provide 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>reference to expected level +1 and SS115+</p> <ul style="list-style-type: none"> Identified pupils involved in action research project will have made significant progress as a result of interventions and whole class activities. Number of pupils achieving 115+ will increase to 46%. <p>June 2016 targets:</p> <ul style="list-style-type: none"> Year 2 85+ = 90% Year 3 85+ = 90% Year 4 85+ = 100% Year 5 85+ = 95% Year 6 85+ = 100% <p>June 2016 targets:</p> <ul style="list-style-type: none"> Year 2 115+ = 20% Year 3 115+ = 25% Year 4 115+ = 95% Year 5 115+ = 55% Year 6 115+ = 55% 	<p>pupils with procedures for solving numerical reasoning questions.</p> <ul style="list-style-type: none"> Pupil progress has an increased focus on targets linked to numerical reasoning. There is an appropriate focus and range of numerical reasoning in foundation subject lessons. Creation a portfolio of work based on good practice across the school (within Mathematics lessons and across the curriculum). CA to monitor the impact of the monitoring process (EAS). Joint book scrutiny to verify school judgement and to measure provision and the effective use of identified skills across the curriculum. Improving standards in reading for more able and FSM pupils. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • Undertaking research on outcomes of reading of vulnerable groups (MAT FSM boys) which includes planning, whole class teaching, intervention groups moderation and evaluation activities. • Providing training on effective teaching strategies associated with visual literacy. • Using current sub levelled skills ladders to record progress of focused vulnerable groups. • Disseminating progress of action research project to wider audience. • CA to monitor the impact of the process (EAS). Joint scrutiny to verify school judgement and to measure provision and the effective use of identified skills. Review of progress scores. • CA to undertake termly review of targets with SMT 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		Listening to learners joint process with school.		
Pantside Primary School	<ul style="list-style-type: none"> • leaders have roles and responsibilities that reflect their skills, experience and posts • leaders, at all levels, are held to account for securing improvement; and • the senior leadership team challenge and quality assure their work independently of the Head teacher. <p>All teachers:</p> <ul style="list-style-type: none"> • implement the school's agreed policies and practices to a high standard; • plan rich tasks that meet the needs and interests of all pupils; and • make effective use of assessment data to set challenging targets and 	<ul style="list-style-type: none"> • School to review distribution of roles and responsibilities (link to SDP priorities and including developing teaching). • CA to support SLT in developing operational plans to deliver their accountabilities in the SDP. • School to provide appropriate leadership training tailored to the needs of the team (Induction DHT) including lesson observations. • Leaders to evaluate and report on the impact of training. • CA to lead training on quality assuring the quality of improvement plans and monitoring progress towards delivery. 	15 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>provide well-differentiated tasks.</p> <p>Governors:</p> <ul style="list-style-type: none"> • Understand and fulfil their roles; • Contribute to evaluating the schools performance and planning for improvement; and • Hold the school to account for the standards and quality achieved. 	<ul style="list-style-type: none"> • SLT will report progress towards their improvement plans each half term. • CA will lead training on evaluating and reporting on standards and progress. • Improving the consistency of teaching and learning so that 100% of teaching is good or better. • SLT will monitor and report progress towards pupil level targets half termly. • School will work in partnership with EAS to provide high level support for teaching and developing Mathematics and numeracy. • Mathematics/ numeracy leader will provide half termly reports to SLT and Governors re progress towards intensive maths plan. 		<p>Blaenavon Primary School</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • School to provide training appropriate to the needs of staff including LSAs. • SLT to monitor and report on the impact of training. • SLT to scrutinise books each half term and monitor teaching termly with a focus on provision for MAT pupils and AFL. • School/ EAS joint lesson observations (in addition to Mathematics). • CA will quality assure school's progress towards targets including standardised scores, school's tracking data and scrutiny of pupils' work. • Developing the role of the Governing Body. • EAS to lead GB with supported self- evaluation and improvement planning. • GB to appoint a "champion" to lead SSE 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>and improvement planning.</p> <ul style="list-style-type: none"> • EAS to broker school to school support for Chair of Governors. • CA to lead training on developing the role of the Link Governor. • School/CA to support joint learning walk, book scrutiny and listening to learners with Governors. • School/CA to support reporting monitoring outcomes to full Governing Body. • “Champion” to provide half termly update on progress to EIB. 		
<p>Pontlottyn Primary School</p>	<ul style="list-style-type: none"> • The Head teacher has sufficient time to complete leadership and management tasks; • All staff, employed by the school, have clear roles and responsibilities and 	<ul style="list-style-type: none"> • Improve the leadership capacity of the School. • CA to broker support from mentor head and cluster heads. • Head teacher to work with mentor to develop a 	<p>15 CA Days</p>	<p>Phillipstown Primary Abertysswg Primar</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>are held accountable for their work;</p> <ul style="list-style-type: none"> • All staff contribute to self-evaluation and to securing improvement; • There are no vacancies on the Governing body; • The sub-committees of the Governing body, and link governors, provide effective support for the school. 	<p>personal work plan to meet forthcoming deadlines.</p> <ul style="list-style-type: none"> • Head teacher to work with cluster to share distribution of common tasks. • PM panel of Governing body to set objectives and agree appropriate plan of support for acting Head teacher. • review distribution of roles and responsibilities (link to SDP) including non-teaching roles. • CA to support leaders in developing operational plans to deliver their accountabilities in the SDP. • CA to lead training on quality assuring the quality of improvement plans and monitoring progress towards delivery. • Leaders to evaluate and report progress towards their improvement plans each half term. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>All teachers:</p> <ul style="list-style-type: none"> implement the school's agreed policies and practices to a high standard; 	<ul style="list-style-type: none"> Provide appropriate leadership training tailored to the needs of the team. CA will lead training on self evaluation with all staff. School will develop an MER cycle that includes a wide range of stakeholders and draws on the full range of evidence. CA will lead training, with all staff on planning for and securing improvement. School GB to appoint sub-committees. CA to lead training on developing the role of the link governor. Improve the consistency of teaching and learning so that 100% of teaching is good or better. School to provide training appropriate to the needs of staff, including LSAs. CA will quality assure training plan. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> plan rich tasks that meet the needs and interests of all pupils; and make effective use of assessment data to set challenging targets and provide well-differentiated tasks. 	<ul style="list-style-type: none"> SLT to monitor and report on the impact of training. SLT to scrutinise books each half term and monitor teaching termly with a focus on provision for MAT pupils and AFL. School/ mentor head/EAS joint lesson observations. SLT to monitor and report progress towards pupil level targets and standards in books each half term. CA to quality assure school's progress towards targets including standardised scores, school's tracking data and scrutiny of pupils' work. 		
St James' Primary School	<ul style="list-style-type: none"> The percentage of pupils attaining the expected level in core subjects is compares favourably with 	<ul style="list-style-type: none"> Improve the percentage of pupils on track to attain, at least the expected levels in 	14 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>similar schools across Wales.</p> <ul style="list-style-type: none"> • The percentage of boys attaining the expected level in oracy, reading and writing is compares favourably with the Family of Schools' average for their gender. • Attainment in Welsh compares favourably with local and national averages. • In most cohorts, the percentage of pupils with standardised scores above 85, or above 115, is above the median for reading and numeracy. • Leaders focus on standards when monitoring teaching or learning. • Leaders use a sufficient range of evidence to ensure that judgements are robust and quality assurance is robust. 	<p>core subjects by the end of the key stage.</p> <ul style="list-style-type: none"> • Detailed actions and cohort specific targets described in school SDP. • School leaders will monitor progress towards pupil level targets half termly. • CA to quality assure school's progress towards targets including standardised scores, school's tracking data and scrutiny of pupils' work. • CA to broker school to school support for developing portfolios of evidence and standardisation/moderation of TA in science. • Improve processes for monitoring and self evaluation. • School: senior leaders will monitor provision and standards for their focus area. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Leaders use data effectively enough to identify areas for improvement, or to inform performance management or individual pupil targets. • Performance management objectives are specific and linked clearly to improvement priorities, so that all staff know exactly what they need to do to achieve their targets. • Leaders monitor progress often enough, and with sufficient rigour, to allow leaders to hold others to account for their work. • Leaders use data effectively enough to identify areas for improvement, or to inform performance management or individual pupil targets. 	<ul style="list-style-type: none"> • School: senior leaders will provide evaluative reports for their focus area. • School: will provide clear guidance on the range of evidence to be considered when reaching a judgement. • SLT to present evaluation reports to HT SLT and CA. • CA: will provide training session on quality assuring their work using their monitoring and evaluation reports. • CA will provide training on monitoring and evaluating using a range of evidence to support judgements. • CA to support development of independent support and challenge. • Improve processes for planning and securing improvement. • SLT to prepare improvement plan. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Performance management objectives are specific and linked clearly to improvement priorities, so that all staff know exactly what they need to do to achieve their targets. • Leaders monitor progress often enough, and with sufficient rigour, to allow leaders to hold others to account for their work. 	<ul style="list-style-type: none"> • CA to lead training on Quality assuring the plans for improvement including identifying the key priorities. • SLT to present update to HT, CA and SLT towards implementation of their improvement plans each half term prior to EIB meetin. • CA will broker school to school support to develop DHT role in leading and securing improvement. • HT and deputy to agree the focus of the support and the reporting arrangements. 		Queen Street BG
Tir Y Berth	<ul style="list-style-type: none"> • Improved outcomes for pupils and clear evidence of pupils being able to apply the skills undertaken in discrete lessons to the same quality.. • Governors are produing reports to main governing 	<ul style="list-style-type: none"> • Raise standards of pupils' literacy and numeracy skills across the curriculum. • EAS/ BIS to provide high level intervention support for numeracfor numerac and literacy and provide training for identified 	14 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>body on impact of strategies and provide effective challenge to improve standards.</p> <ul style="list-style-type: none"> • % of books sampled to be marked according to agreed policy: • 14/01/16 80% • 24/02/16 100% • 14/04/16 100% • 09/06/16 100% • Whole school attendance target of 95%. • Reduce the % of pupils with attendance below 95% to less than 20%. • Reduce the % of pupils with attendance below 90% to less than 5%. • All cohorts above statutory age achieve at least 95% attendanc. • Members of the SLT will: • Understand the school's current strengths and areas for development. 	<p>teachers on reading strategies which will be disseminated to all staff.</p> <ul style="list-style-type: none"> • School to promote engagement of parents and pupils through promoted reading programmes, Premiership reading league, parent workshops. • Identified Governors to review and report progress half termly. • Senior leaders to monitor the teachers' planning for developing and extending writing and numeracy across the curriculum. • CA to review progress through joint planned book scrutiny activity with the school to include a review of SL monitoring reports. • School to review and update marking policy with all staff. • Senior and middle leaders to provide training and 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Be able to evaluate outcomes and standards across the school. • Understand how provision affects outcomes. • Be able to provide effective feedback. • Plan for and secure improvements. • All members of SLT will understand: • Progress made by all pupils/ cohorts. • Progress made by groups of pupils. • The efficacy of key improvement strategies and the impact on pupils' progress. • Teachers will understand the progress made by pupils in their classes. • The SER is based on a wide range of robust, reliable, first-hand evidence and clearly identifies the most 	<p>develop guidance for all staff on quality marking.</p> <ul style="list-style-type: none"> • Senior and middle leaders to monitor the implementation of the policy. • Improve attendance. • GB to review and amend current attendance policy. • School to work with LA EWO service to strengthen current management of attendance policy: • Introduce letters for parents where attendance is below 90% EWO visits where attendance is below 85%. • Increase profile and rewards for good attendance. • School set challenging targets for all year groups. • SLT to agree key monitoring and reporting criteria and evaluate and report impact of key strategies. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	important areas for improvement.	<ul style="list-style-type: none"> • School to work in partnership with similar school that has secured better levels of attendance. • CA to monitor progress. • Further develop distributed leadership and meet requirement sof Estyn recommendations. • School to distribute key accountabilities that align with PIAP priorities. • School to agree PM targets to reflect SLT members accountabilities. • CA to provide training for SLT RE: Providing robust challenge and support for their work, monitoring with a focus on standards.Providing feedback to individuals, all staff, SLT and Governors.Evaluating the impact of their work. • HT to work in partnership with another school to identify effective strategies 		<p>Garnteg Primary (T)</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>in developing the role of the SLT.</p> <ul style="list-style-type: none"> • School to agree criteria for effective tracking systems.HT will report on progress made, for each agreed criteria, each term via report to the Governing body. • CA will quality assure the data analysis. • School to update MER cycle to include a variety of evidence from the full range of stakeholders. • CA to provide training on collecting evidence from stakeholders to support self-evaluation. • SLT to take responsibility for leading and reporting on an aspect of self-evaluation with stakeholders. • CA to quality assure SER and monitoring reports. • Head and SLT to provide clear rationale for the 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>inclusion of improvement priorities.</p> <ul style="list-style-type: none"> • GB will provide robust challenge to the identification of key priorities for improvement. • CA will quality assure SDP and PIAP. 		
<p>Ysgol Gymraeg Gilfach Fargoed</p>	<ul style="list-style-type: none"> • Job descriptions appropriate and being followed • All managers clear about role and how to measure impact • All subject areas and initiatives evaluated • Review data tracking and progress evaluated • Review teacher assessment and evaluation in place • Book review undertaken and evaluated • Resources available to meet curriculum needs as prioritized in action plan • HT evaluation in place and reported to CA and GB 	<ul style="list-style-type: none"> • Support school in developing consistency between managers when monitoring and holding staff to account to develop middle leadership skills and to have a greater impact on standards. • HT to delegate roles and responsibilities in line with job descriptions and hold middle leaders to account for their areas of responsibility. • CA to meet middle leaders half termly to check they fully understand and undertake their areas of responsibility. • GB to hold middle leaders to account for their roles and responsibilities. 	<p>13 CA Days</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Tracking information indicates pupils on track and information triangulated with learner books • Attainment of groups of learners improved • Teacher planning indicates that expectations are high and level of challenge improved • HT evaluations in place and reported to CA • Tracker used effectively and all pupils on track • Strategies in place to support individual learners • Improved scores in Welsh reading • Improved outcomes in national tests • Assessment for learners is effective and that pupil feedback on confidence levels is positive 	<ul style="list-style-type: none"> • Develop all staff input to the school SER. • CA to run an evaluation session with all staff, including TAs to commence process of evaluating interventions. • Develop the roles of middle leaders including lead staff for Foundation Phase, Key Stage 2, Literacy coordinator, Numeracy coordinator and ICT lead and the ALNCo. • Hold individual sessions with individual co-ordinators half termly. • Improve coordinators knowledge of performance in their areas by using the tracking system, undertaking regular book reviews, including one per term with the CA, and observing lessons with a clear focus. • CA to undertake termly learning walks to look at resources and their use to support Learning. • Improving consistency in attainment particularly at 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>higher levels including FSM learners and increasing the level of challenge across the School.</p> <ul style="list-style-type: none"> • School to follow the ETF and share information on good practice in other areas so that school can arrange a visit to observe and discuss strategies proven to be successful. • Improve the level of challenge to pupils by improving differentiation. • Learning walks to be undertaken by staff. • HT to scrutinise and evaluate teacher planning each half term to ensure level of challenge is sufficient. • All staff to use the school tracking system to make sure pupils are on track to reach their individual targets and report. • Assist the school in developing strategies to improve Welsh reading and in national tests in all subject areas. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • Develop strategies to improve Welsh reading and national tests. • Improve pupils' reading skills so that they understand the demands of the tests. • Replicate test conditions frequently to support learners. • Ensure content is taught and that assessment for learning is used effectively to support individual learners. • Give learners strategies to cope when they come across questions they do not understand initially. • Share information on good practice in other areas so that school can arrange a visit to observe and discuss strategies proven to be successful. 		
Upper Rhymney Primary School	<ul style="list-style-type: none"> • Governors minutes to reflect challenge to Headteachers reports and PIAP. • Governors and all staff having direct input into 	<ul style="list-style-type: none"> • Further develop the role of senior leaders and governors - Embed self evaluation processes. • CA to run a workshop for governors on challenging 	14.5 CA days	Chepstow Primary Alliance schools

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>the SER and formulating the priorities for a smart SDP 16/17.</p> <ul style="list-style-type: none"> • SMT to formulate a plan to improve learning environments within their own school. • Improved pupil engagement as observed in ETF lesson observations spring 16. • Improve the quality of teaching judged to be good or better by 20%. • 20% lessons observed to have excellent elements. • For Book scrutiny spring 16 to see improvement in closing the gap marking from summer 15. • Improvement in consistency of marking across the school inline with school policy expectations. • Improved dissemination of good practice improvement in % of 	<p>data and to support governors in a learning walk.</p> <ul style="list-style-type: none"> • CA to support the school run a self evaluation day using executive SMT summaries and evidence from Questionnaires etc To update the SER and support the school to formulate a smart SDP from the SER. • Senior leaders to visit three alliance schools looking at provision and learning environment. • Create a plan for improving learning environments and make improvements to existing provision especially in terms of outdoor learning opportunities. • Improve the quality and consistency of teaching. • HT and SMT to continue to rigorously monitor teaching through lesson observation and book scrutiny. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>good and better lessons by 20%.</p> <ul style="list-style-type: none"> • Targets for expected L+ to be met for year 3 and 5. • For book scrutiny spring 16 to see improvement in closing the gap marking from summer 15. • Governors to complete learning walk profoma highlighting evidence viewed. • Governors challenging the progress of the PIAP with questions minuted in the governors minutes. • Planning and books to match in terms of challenge and differentiation. 	<ul style="list-style-type: none"> • CA to carry out joint observations and a variety of book scrutiny. • CA to provide close the gap marking presentation and whole staff book look using books from good practice school so staff can see what good and manageable marking looks like. • CA and School - Joint book scrutiny for closing the gap marking with SMT using FADE. • School - Peer lesson observations in triads reviews. • Improve challenge across the school especially for more able. • CA and HT learning walk to look at challenge followed by a book scrutiny looking at differentiation and challenge. • CA to provide close the gap marking presentation and whole staff book look using books from good practice school so staff can see what good and 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>manageable marking looks like.</p> <ul style="list-style-type: none"> • CA to support governors monitor the PIAP and use a learning walk to find evidence of challenge and provision for more able pupils. • CA and HT to scrutinize planning and books for challenge. 		
Secondary				
Overall Support Category Red				
Bedwas High School (SCC)	<ul style="list-style-type: none"> • Targets for all key indicators are met for pupil outcomes at KS4 • Intervention programmes are effective in supporting children staff are confident and skilled in delivery • Data from diagnostic testing is used effectively to target appropriate groups of learners • Departments are consistent in approach SMT are effectively monitoring performance 	<ul style="list-style-type: none"> • Continue to improve the standards in English and Mathematics through improved. • Learning Support provision and In class literacy support. • Literacy and numeracy skills development for pupils. • Additional English and maths teaching groups. • Develop effective Numeracy and Literacy diagnostic testing. 	Up to 25 SCC Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	and internal processes within departments	<ul style="list-style-type: none"> • Develop Specialised literacy Intervention Programmes. • Raise the expectations and aspirations of staff, pupils, parents and community. Establish a pride and passion for the success of all aspects of school life for the long term progress of the school. • Provide Additional CPD time for staff. • Development of data tracking activities. • Develop Community engagement. • Ensure effective Departmental Challenge and support. • Development of leadership and Management capacity. • Extension to leadership team through appropriate use of scc funding. • Develop effective Senior Leadership Mentoring. • Use of performance management to support clear roles and responsibilities. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Cwmcarn High School	<ul style="list-style-type: none"> • The capacity and roles and responsibilities of the SLT are appropriate to the demands of highly effective school leadership as laid out in the National Leadership Standards. • Planning & target setting and quality assurance activity and outcomes around self-evaluation and monitoring are effective in bringing about improvement in teaching & learning and standards. • School achieves 2016 targets of: <ul style="list-style-type: none"> • L2+ 60 % • L2 English 74% • L2 Mathematics 70% • Provision of appropriate and accurate data to all levels of leadership that can inform judgements, deployment of intervention strategies and decisions around modification to schemes of learning. • SDP is a concise, working document 	<ul style="list-style-type: none"> • Build the capacity and effectiveness of leadership at all levels across the school, particularly at senior leadership level. • CA to assist the HT in ensuring that SLT roles and responsibilities are appropriate. • CA to provide or commission on-going support and training if required for the newly constituted SLT on Quality of the SDP & SER, Data & tracking, QA through book scrutiny and lesson observations and Line management. • CA to provide or commission on-going support and training for middle leaders on: Quality of the DDP & DER. • Develop the quality and impact of improvement planning and target setting so that it is highly effective in raising the level of performance in external examinations through robust actions, scheduled 	22 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>understood by all stakeholders, which captures and prioritises correctly the development issues for the school.</p> <ul style="list-style-type: none"> • DDP is a concise, working document understood by all members of the department, which captures and prioritises correctly the development issues for the area and is informed appropriately by whole-school priorities. • Consistency in judgements across all key indicators. • School has in place an appropriate range of QA activities that are calendared and provide timely and accurate information on the quality of teaching and learning. • Detailed, quantitative impact reports written with key actions highlighted for incorporation into whole school development planning. 	<p>monitoring, evaluation & review.</p> <ul style="list-style-type: none"> • Regular meetings to track the progress towards KS4 targeted outcomes in Level 2 inclusive, Level 2 English and Mathematics at an individual pupil level. • Work with HT and Data Manager to continue to refine the data systems utilized by the school and further develop the use of individual pupil progress data and targets from Y7 to Y11. • Support the SLT in the continued development of a new format and approach to School Development Planning. • Support the middle leaders in the development, through looking at best practice, of a new format and approach to Departmental Development Planning. • CA to work with middle leaders to establish clear evidence and understanding of what 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Judgements around the quality of teaching and learning are an accurate reflection of the work of pupils and are consistent across all areas. • CA to support SLT in the introduction of appropriate processes/systems to identify relative strengths and weaknesses in teaching and learning across different subject areas. • CA to work with middle leaders to establish clear evidence and understanding of what good looks like at all levels of performance at KS3 & KS4. • CA to carry out joint lesson observations with middle leaders to provide CPD and external verification of judgements around standards. • CA to support SLT in the development of internal and external activities to 	<p>good looks like at all levels of performance at KS3 & KS4</p> <ul style="list-style-type: none"> • Ensure self-evaluation is robust in continuing to develop the quality of teaching & learning and its impact on standards of all pupil outcomes. • CA to carry out audit of current quality assurance processes and make recommendations based on examples of best practice. • CA to support the HT in evaluating data from QA activities in order that impact on outcomes is maximized. • CA to carry out joint lesson observations with middle leaders to provide CPD and external verification of judgements around standards including use of the ETF. • Develop strategies to identify and share effective practice in teaching and learning. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	act on the outcomes of item.	<ul style="list-style-type: none"> • CA to support SLT in the introduction of appropriate processes/systems to identify relative strengths and weaknesses in teaching and learning across different subject areas. • CA to work with middle leaders to establish clear evidence and understanding of what good looks like at all levels of performance at KS3 & KS4 • CA to carry out joint lesson observations with middle leaders to provide CPD and external verification of judgements around standards. • Provide support as necessary as the school continues to address budget and leadership issues. 		
Overall Support Category Amber				

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
Heolddu Comprehensive (SCC)	<ul style="list-style-type: none"> • To raise L2 + from 36% (B1 A1) • To raise L2 + from 36% • To raise standards in English, Mathematics & Science K.St. 4 (B2) • To raise standards in English, Mathematics & Science K.St. 4 • Reduce disadvantaged learner performance gap in Level 2+ from 14% • Reduce disadvantaged learner performance gap in Level 2+ from 14% (A2) • Increase Level 2 performance from 63%. Improve Capped Points Score percentage from 314% pts (A3) • Increase Level 2 performance from 63%. Improve Capped Points Score percentage from 314% pts • Increase Level 1 performance from 95% (B3) • To raise achievement levels for more able and 	<ul style="list-style-type: none"> • To improve the quality of teaching to good or better in all lessons from 65+% (B6) • To fully integrate assessment for learning into all lessons • Improve standards of groups of access to learning • Improve standards of groups of access to learning • Improve standards of groups of access to learning (B7) • Improve standards of groups of access to Learning • To address the deficiency in literacy and numeracy across the school in a number of target areas • To improve pupil achievements in external examinations for Essential Key Skills • To develop the Numeracy Framework in K.St. 3 • To develop the Numeracy Framework in K.St. 3 	Up to 25 SCCA days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>talented students at K.St. 3 and K.St. 4 (B4)</p> <ul style="list-style-type: none"> • To raise standards in all subjects in Key Stage 3 by maintaining quartile 1 position (B5) • Reduce the gender gap reading attainment - 35.2% diff at K.St. 3 • Whole school attendance to 95% • Reduce the number of students with attendance below 85% by 10% • Improved attendance in K.St. 4 linked to student achievement • Improved student punctuality • Raised attendance of identified disadvantaged students 	<ul style="list-style-type: none"> • To develop the Literacy Framework in K.St. 3 • To create a specific learning environment to promote literacy and numeracy • Increase opportunities to develop numeracy • To support the family of targeted students with low levels of attendance • Developing young and aspiring leaders • Developing middle leaders for leadership • Developing skills of leadership • Developing leadership skills in the classroom • Developing capacity of the new leadership team • Capacity to develop the implementation of the SER and Single Plan 		
<p>Lewis Girls' Comprehensive School</p>	<ul style="list-style-type: none"> • School achieves targets of: • L2+ – 62% • L2 English – 69% • L2 Mathematics – 62% • A*/A grades in Mathematics: 14% 	<ul style="list-style-type: none"> • Raise standards across the school, in particular the indicators that include Mathematics (ESTYN Recommendation 1 and 2). 	<p>15 Days</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Reduced variation within subject performance • Improved understanding around impact of data changes at a classroom level • 100% good or better teaching across the curriculum • Impact on learning and progress for pupils eligible to FSM is consistently good or better • L2+ – 42% • Teaching that consistently delivers pace and challenge to all learners across the curriculum • More able learners in Mathematics achieve A*/A grades in Mathematics at KS4. Target:14% • Consistently good or better quality of teaching in sets 3 and 4 at KS4 • All staff have an understanding of the characteristics of 	<ul style="list-style-type: none"> • Bespoke support by English and Mathematics advisers. Joint visits with CA to track progress towards targets ahead of submission to the EAS. • CA to conduct: Work scrutiny Joint lesson observations. • English and Mathematics advisers to conduct joint work scrutiny exercises. • Improve the quality of teaching and learning to ensure that all lessons are engaging and have sufficient pace and challenge (ESTYN Recommendation 3). • School to continue to implement the Excellence in Teaching Framework and the support materials provided by the CA. • CA to include termly session observations, book scrutiny, listening to learners, learning walks. • Bespoke support from English and Mathematics Advisers. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>excellent and good teaching</p> <ul style="list-style-type: none"> • Positive impact on pupils' attendance and achievement against all indicators, in particular for pupils eligible to FSM • School's recording systems using the new templates evidence pupils on track to meet their achievement targets 	<ul style="list-style-type: none"> • Identified teachers to access EAS training. • Improve structures and processes to strengthen accountability between senior and middle leaders (ESTYN Recommendation 4). • School to embed successfully the new roles and responsibilities. • School to ensure consistency of challenge by all leaders in holding staff to account. 		
<p>Lewis School Pengam</p>	<ul style="list-style-type: none"> • School achieves or exceeds targets of: L2+ 54% L2+ FSM 35% L2 77% • Appropriate and effective intervention strategies are employed that impact positively on individual 	<ul style="list-style-type: none"> • Improve standards at KS4 in the key performance indicators of Level 2 inclusive, Level 2 and 5A*A, particularly for FSM pupils, so that both performance measures in Step 1 are consistent and the level 2 indicator is above the median. • CA to provide/broker advice and guidance on 	<p>11.5 CA Days</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>pupil progress towards targets.</p> <ul style="list-style-type: none"> • Reduced in school variation across the curriculum in the use of QA systems. • School achieves or exceeds targets of: • L5+ English 76% L6+ English 27%. • Outcomes are above BMQ 4. • L5+ FSM gap narrows from current prediction of 40%. • Reading outcomes in the national test and teacher assessment are closely aligned. • Number of FSM pupils attaining L5+ reading improves from current target of 9 (36%). • Reduced levels of variation within the department between the quality and accuracy of target and tracking data. • Robust link between progress on intervention programmes and in class: all pupils on intervention 	<p>best practice regarding pupil level intervention strategies and tracking.</p> <ul style="list-style-type: none"> • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. • Improve the number of pupils making two levels of progress at KS3 in English and improve the correlation between national reading tests and teacher assessment. • CA to provide support for target setting, reading intervention, expected levels of progress and the effective use of tracking data. Actions to include: • Book scrutiny, Joint lesson observations Attendance at department meetings. • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>or catch up programmes make appropriate progress.</p> <ul style="list-style-type: none"> • Schemes of work and learning pathways are appropriate. • Reduced in school variation across the curriculum in the use of QA systems. • Reduced in school variation in the quality of judgements at middle leader level regarding: • The quality of teaching and Learning. • Priorities for improvement. • More holistic view on the impact at whole school level. • Consistent documentation demonstrating a rigorous quantitative approach to evaluation. Use of performance data has a clear impact on planning, appropriate use of resources and SMART targets for improvement. 	<p>monitor the impact on outcomes, teaching and provision.</p> <ul style="list-style-type: none"> • Further develop processes of development planning so that there is a closer alignment between whole school self-evaluation and department improvement planning. • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. • CA to support the school through provision of CPD and exemplar best practice materials regarding effective whole school and departmental self-evaluation and development planning. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> All QA systems and processes demonstrate readiness for inspection. 			
Oakdale Comprehensive	<ul style="list-style-type: none"> School achieves targets of: L2 English Language L2 English Literature KS4 FSM CSI 33% L5+ oracy L5+ reading L5+ writing Appropriate and effective intervention strategies are employed that impact positively on individual pupil progress towards targets. Reduced in school variation across the curriculum in the use of QA systems. School achieves targets of: L2+ 67% L2 English 77% L2 Mathematics 71% L5+ English 85% L6+ English 53% L5+ maths 86% L6+ maths 44% L5+ science 97% L6+ science 59% 	<ul style="list-style-type: none"> Improve standards in English in both key stages, particularly boys' writing. Improve the core subject indicator attainment of FSM pupils in key stage 4. CA to provide/broker advice and guidance on best practice regarding pupil level intervention strategies and tracking in English. CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. Actions to include: Book scrutiny Joint lesson observations Attendance at MLT meetings where appropriate. Improve the accuracy of pupil tracking and teacher assessment by developing more coherent pupil 	12.5 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Reduced levels of variation between the quality and accuracy of target and tracking data across the curriculum. • Improved levels of understanding about the impact of data on lesson planning and pupil progression. 	<p>tracking in both key stages and more consistent teacher assessment in key stage 3. and reduce in school variation between individual pupil targets and outcomes.</p> <ul style="list-style-type: none"> • CA to provide CPD and support to middle leaders regarding target setting, expected levels of progress and the effective use of tracking data. • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. • Improve key stage 3 outcomes in all subjects at the expected level and the expected level plus one so that performance places the school above the median when compared to similar schools based on free school meals eligibility. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • Improve the correlation between pupil outcomes in the national tests and teacher assessment. • CA to provide support and training as appropriate regarding transition data and the importance of making two levels of progress from KS2 to KS3, and the match to outcomes at KS4 for all pupils in all subjects. • Curriculum review: review the KS3 schemes of learning and assessment in English, Mathematics and science to ensure they provide appropriate coverage opportunities for progression to Level 6+ and progression to KS4. 		
Pontllanffraith Comprehensive	<ul style="list-style-type: none"> • School achieves targets of: L2+ 45% (48%)* L2+FSM 31% (34.7%) L2 67% (72%) L2 English 48% (52%) L1 91% 98%) *Brackets excluding SSRB pupils 	<ul style="list-style-type: none"> • Improve standards at KS4 in the key performance indicators of Level 2 inclusive, Level 2, Level 2 English, Level 1 and the capped points score so that, when SSRB pupils are excluded from the data, performance 	14 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Appropriate and effective intervention strategies are employed that impact positively on individual pupil progress towards targets. • Consistent whole school QA systems are in place. Systems impact on progress and standards. • Reduced levels of variation between the quality and accuracy of target and tracking data across the curriculum. • Improved link between feedback to pupils and progress and standards. • Improved quality and quantity of work in pupils' books. • Reduced in school variation across the curriculum through use of QA systems. • School achieves targets of: English 5+ 86% (93%) 87% boys Mathematics 5+ 85% (91%) 87% boys 	<p>matches that of similar schools.</p> <ul style="list-style-type: none"> • CA to provide/broker advice and guidance on best practice regarding pupil level intervention strategies and tracking. • CA to support the school in the quality assurance of systems and outcomes in the use of data to track pupils' progress, and to monitor the impact on teaching and provision. • Reduce in school variation between individual pupil targets and outcomes, and improve consistency in assessment. • EAS - CA to provide CPD on:Target setting support to middle leaders Book scrutiny Lesson observations. • CA to support the school in:The quality assurance of systems and outcomes around the use of data to track pupils' progress and its impact on teaching and provision. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>Science 5+ 85% (91%) 87% boys CSI 5+ 84% (90%) 85% boys</p> <ul style="list-style-type: none"> Curriculum content and assessment from Y7 to Y9 provides sufficient opportunity for the majority of pupils to access learning pathways at levels 5,6 & 7 Literacy and numeracy skills are secure for progression into KS4 All pupils on catch up and intervention programmes make suitable progress L2 outcomes in English are not dependent on L2 literature Reduced in school variation at MLT level in judgements about: the quality of teaching and learning; priorities for improvement; how to action improvement All leaders have a clear view of how department priorities impact on whole school outcomes 	<ul style="list-style-type: none"> Improve the number of pupils making two levels of progress at KS3 in the core subjects so that: all indicators are above the median when SSRB pupils are excluded, and the performance of boys is closer to that of girls. CA to support a review of the KS3 schemes of learning and assessment in English & Mathematics to ensure they provide appropriate coverage opportunities for progression to Level 6+ and progression to KS4. Review intervention and catch up programmes and evaluate impact. Improve the consistency and quality of departmental self-evaluation and development planning. CA to support the school in: The quality assurance of systems and outcomes around the use of data to track pupils' progress and 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> Improved quality of documentation which demonstrates: A rigorous, quantitative approach to evaluation; effective use of performance data which has clear impact on planning SMART targets for improvement, and appropriate deployment of resources 	<p>its impact on teaching and provision.</p> <ul style="list-style-type: none"> School/EAS - CA to support the school through provision of CPD and exemplar best practice materials (including brokered sharing best practice visits) regarding effective departmental self-evaluation and development planning. 		
<p>Risca Community Comprehensive</p>	<ul style="list-style-type: none"> School achieves targets of: L2+ 61% Efsm L2+ 53% L2 Mathematics 68% L2 science 95% 5A*A 10% Appropriate and effective intervention strategies impact positively on individual pupil progress towards targets. Progress is routinely monitored. Reduced in school variation across the curriculum. 	<ul style="list-style-type: none"> Improve standards at KS4 in the key performance indicators of Level 2 inclusive, Level 2 Mathematics, level 2 science and 5 A*A, to align with modelled expectations, improve WG Step 1 data, and improve comparative benchmark quarters. (Estyn R1: raise standards in KS4; R2 improve MAT performance). Track the progress towards KS4 targeted outcomes in Level 2 	13.5 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • QA systems used consistently and impact on standards. • BMQs for English and maths are above the median in both teacher assessment and national tests for year 9 pupils. • Reduced levels of variation between the quality and accuracy of target and tracking data across the curriculum. • Improved levels of understanding about the impact of data on lesson planning and pupil progression. • Significant reduction in the number of pupils failing to make two levels of progress from KS2 to KS3 in the core subjects, boys in MFL (FFTD baseline), and Welsh. • A rigorous and consistent whole school approach to the use of tracking data from Y7 to Y11. • Intervention strategies Impact on progress for most pupils. 	<p>inclusive, Level 2 Mathematics, Level 2 science and 5A*A at an individual pupil level.</p> <ul style="list-style-type: none"> • CA to provide/broker advice and guidance on best practice regarding pupil level intervention strategies and tracking. • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. • CA to provide CPD and support to middle leaders regarding target setting, expected levels of progress and the effective use of tracking data. • Reduce in school variation between individual pupil targets and outcomes, and improve the correlation between comparative performance in teacher assessment and in the national tests. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • KS2/3 cluster moderation is completed robustly, portfolios are thorough and all staff have confidence about TA level judgements. • Appropriate schemes of learning are in place to ensure challenge, pace and progress. • Curriculum content and assessment from Y7 to Y9 provides appropriate opportunity for pupils to access learning pathways at levels 5,6 & 7. • Report delivered with outcomes and recommendations to GB. 	<ul style="list-style-type: none"> • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision. • Actions to include: Book scrutiny, Joint lesson observations, Attendance at MLT meetings where appropriate. • Improve the number of pupils making two levels of progress at KS3, particularly boys in English, modern foreign languages and Welsh. • Half termly EIB meetings to track pupils' progress towards KS3 Level 5+ and L6+ in the core subjects and in MFL and Welsh, at an individual pupil level. • CA to provide support and training as appropriate regarding transition data and the importance of making two levels of progress from KS2 to KS3, and the match to 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>outcomes at KS4 for all pupils in all subjects.</p> <ul style="list-style-type: none"> Review KS3 schemes of learning and assessment in English, Mathematics and science to ensure they provide appropriate coverage opportunities for progression to Level 6+, and progression to KS4. 		
Rhymney Comprehensive School	<ul style="list-style-type: none"> Targets are achieved or exceeded: L2+ FSM 37% CSI boys 55% A*-C history 83% A*-C geography 86% Y11 FSM attendance meets the local target of 90% Progress towards Estyn R1 is at least strong. Targets as above and targets in all other KS4 key indicators are achieved or exceeded. Appropriate and effective intervention strategies are employed that impact positively on individual pupil progress towards 	<ul style="list-style-type: none"> Improve standards in KS4 in: the level 2 inclusive indicator, particularly for boys and FSM pupils; the capped points plus, particularly FSM; the CSI attainment of boys; A*-C attainment in history and geography; Y11 FSM attendance. CA to monitor the impact of intervention strategies on pupil progress in KS4. CA to provide/broker advice and guidance on best practice regarding pupil level intervention strategies and tracking. CA to support the school in the quality assurance of systems, processes and 	13.5 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>targets, particularly for FSM pupils.</p> <ul style="list-style-type: none"> • The use of QA systems and processes is consistent in all departments, and in-school variation in standards is reduced. • Reduced levels of variation between the quality and accuracy of target and tracking data across the curriculum. • Middle leaders are confident about the accuracy of target setting in departments. • Reduced in school variation across the curriculum in the use of QA systems. • Work in pupils' books shows consistent progress in all subjects. • Progress in books is well matched to teacher assessment. • Significantly reduce the number of pupils failing to make two levels of progress from KS2 to KS3 in the core subjects. 	<p>the use of data to track pupils' progress, and to monitor the impact on outcomes, teaching and provision.</p> <ul style="list-style-type: none"> • Improve processes for setting targets and for monitoring pupil progress, particularly in key stage 4, so that there is a closer alignment between end of key stage outcomes and targets which are set in year 10, and between teacher assessment and the quality of work in pupils' books in both key stages. • CA to provide target setting support, monitoring and training for senior and middle leaders to exemplify expected levels of progress and the effective use of tracking data. • CA to support the school in the quality assurance of systems, processes and the use of data to track pupils' progress, and to monitor the impact on 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • L5+ writing exceeds the current target of 60% (all pupils); 37% FSM boys. • L6+ core subjects, particularly English, exceed or equal targets of: English 15% Mathematics 54% Science 34% CSI 14% • All national test benchmarks in 2016 are above the median, or close to the median boundary if BMQ 4 in 2015. • Learning pathways and provision are well matched to need. • Appropriate amendments are made to schemes of learning where required. • Intervention strategies and timings are reviewed routinely for impact. • All pupils on intervention and catch up programmes make appropriate progress: all Y8 and Y9 pupils reach functional reading age 	<p>outcomes, teaching and provision.</p> <ul style="list-style-type: none"> • Improve standards in key stage 3, particularly boys' writing at L5+, pupils' attainment in all core subjects at L6+, and attainment in the national tests where comparative outcomes are below the median. • CA to provide CPD/support to DHT and staff regarding national transition data and the importance of making two levels of progress from KS2* to KS3 to actual outcomes at KS4 for ALL individual pupils in ALL subjects. • Review the KS3 schemes of learning and assessment in English, Mathematics and science to ensure they provide appropriate coverage opportunities for progression to Level 6+ and progression to KS4. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>and 65% of Y9 boys attain L5+ writing (Local targets).</p> <ul style="list-style-type: none"> • Whole school approach to tracking and the use of data from Y7 to Y11 is rigorous and seamless. • Curriculum content and assessment from Y7 to Y9 provides sufficient opportunity for the majority of pupils to access learning pathways at levels 5,6 & 7. 			
St Cenydd School (SCC)	<ul style="list-style-type: none"> • School meets targets set for key indicators for KS4 • Effective implementation of intervention programmes for targetted pupils 	<ul style="list-style-type: none"> • Improve standards and outcomes, with particular focus on English, Mathematics, Science and Welsh Baccalaureate • Development of Literacy and Numeracy Enhanced Invention Programme • Appoinment of KS2/3 Literacy Transition Cluster Teacher • Introduction of Boys FSM Reading Scheme • Use of SCC funding for Additonal English Teacher Post • MFL Cluster Language Assistant 	Up to 25 SCCA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • 85% of teaching to be good or better by Spring 2016 100% Autumn 2016 • Consistent policy implemented and rigorously monitored by SMT • Effective programmes meeting the needs of potentially disaffected pupils via 'in house' provision • Positive impact on pupils' attendance and achievement against all indicators, in particular for pupils eligible to FSM • School's recording systems using the new templates evidence pupils on track to meet their achievement targets • Consistent approaches to monitoring performance within departments with improved outcomes for pupils 	<ul style="list-style-type: none"> • Further improve the quality of teaching, learning and assessment to ensure positive impact on pupil progress and outcomes • INSET Provison - Breaking Through and MA Leadership • Tactical Teaching INSET and Resource • IRIS Licence to support improvement in the quality of teaching • Implement an Assessment and Marking Policy, Procedures and Practice • INSET - ITP / OTP - Year 2 • General Teacher Post - Year 2 • Keynote Literacy Cluster INSET for all teaching staff - Year 2 • WBQ and PSE Capitation and Resource • Further improve pupil engagement, leadership and attendance • Development of Engagement Programmes for KS3 and KS4 eg 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<p>Success Through Sport and STEM</p> <ul style="list-style-type: none"> • Develop effective EOTAS Provison Programme with LA • Creation of Behaviour Support Manager - FSM / Boys Engagement & Success • Capitation and Resource for SEN / Support and Guidance • Pupil Transport Scheme for FSM Students • Creation of Nurture LSA Post - FSM / KS3 Overcoming Transition Barriers • Effective use of Learning Coach- FSM / KS4 Overcoming Barriers to Learning • Leadership development at senior and middle level, with particular focus on rigour of monitoring of the quality and impact of teaching, learning and assessment • Excellence In Teaching Framework Resource 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> Literacy and Numeracy Leadership Development SLT and Governor Review of School Policies and Procdeures 		
St Martin's School (SCC)	<ul style="list-style-type: none"> Improved outcomes against KS4 key indicators for all pupils and vulnerable groups of learners Effective programmes meeting the needs of potentially disaffected pupils via 'in house' provision Positive impact on pupils' attendance and achievement against all indicators, in particular for pupils eligible to FSM School's recording systems using the new templates evidence pupils on track to meet their achievement targets Evidence of pupils' confidence in the use of key skills across the curriculum 	<ul style="list-style-type: none"> Raise standards at KS4 by. Improving teacher programmes with EAS. MFL Assistant. GCSE Revision Pod Tool. Additional Mathematics & English Provision for Y11 (L2+). Continue a onsite provision for students working towards L1. Raising aspirations and attainment of Target Groups. Improve achievement of disadvantaged learners. Implement a new learning pathway with a local college for students at risk of disaffection. Pupil Premium. Develop KS4 Family Project to engage learners. KS3 Curriculum X to develop wider provision. 	Up to 25 SCCA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Departmental planning clearly identifies opportunities for pupils to use and consolidate literacy and numeracy skills across the curriculum • All leaders have a clear view of how department priorities impact on whole school outcomes • Improved quality of documentation which demonstrates: • A rigorous, quantitative approach to evaluation; effective use of performance data which has clear impact on planning • SMART targets for improvement, and • Appropriate deployment of resources 	<ul style="list-style-type: none"> • Department Resources link to DDP and access to ICT for FSM. • x2 LSA nurture Provision for Transition/ASD & x2 LSA Behaviour Support. • Raise standards in literacy and numeracy and wider skills. • Develop Y6 Teacher Transition Project Teacher. • Develop and implement an accelerated literacy and numeracy curriculum provision for 50% of the cohort in Year 7 using a primary colleague. • Increase student participation in physical exercise and sport through physical literacy and reward. Collaboration with St. Ceyndd and link with EAS. • Provision of LSA (x2) to develop Literacy & Numeracy Support. • Training, Supply and resources to address differentiation. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		<ul style="list-style-type: none"> • Improve strategic leadership at all levels through: • Employing additional teacher to facilitate strengthening management group. • Training & external qualifications for staff. • Supply Cost towards visits, reflection and implementation of initiatives. • Leadership Capacity Development with support from SCCA. 		
Special / PRU				
Overall Support Category Red				
None identified				
Overall Support Category Amber				
Glan y Nant	<ul style="list-style-type: none"> • Leader identified and admin support in place enabling the TiC to better evaluate the work of the school and drive forward further improvements. 	<ul style="list-style-type: none"> • Ensure that there is a teacher identified to take responsibility when TiC is offsite and ensure administrative support is in place to support the TiC. • Work with LA to ensure that there is a teacher identified as 	11.5 CA Days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Reports produced by EAS teams and improvement plans in place and being actioned. • Improved provision and outcomes for pupils. • Lesson observations carried out and targets met. • Staff are in receipt of CPD. Most teaching to be good or better by the end of July 2016. • Action Plans in place for staff and quality of teaching improves. • Management Committee well informed about the quality of teaching. 	<p>a deputy leader to avoid potential problems in the event of the TiC not being at work for any protracted period of time and ensure administrative support is in place to support the TiC.</p> <ul style="list-style-type: none"> • C.A. to review role division and emerging impact and report to Management Committee. • Engage support from the EAS literacy and numeracy teams and Science advisor in order to evaluate the quality of work, pupil progress and to identify further areas for improvement. • TiC to allocate resources to purchase support from EAS teams to quality assure schemes of work and delivery of English, maths and science and the progress made by pupils. CA to work with TiC and subject leads in order to produce resultant improvement plans. • Set a target for the quality of teaching and monitor more lessons in 2015/16 and QA judgements made through use of external support. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Pupil tracking effectively measures pupil progress. • The quality of whole school and subject self-evaluations and SDPs is good. • Line managements effective in securing improvements. • Parental engagement is good. • Pupil voice is well represented impacting positively on actions taken by the school. • Self evaluation reflects a wider range of views. 	<ul style="list-style-type: none"> • Target for quality of teaching agreed with CA. CA to support Tic in joint lesson observations (KS3) along with chair of Management committee. Tic to report progress towards meeting target to management committee. • School to design and implement a programme of CPD to ensure standards of teaching and learning improve further. C.A to QA the programme. • School's leader identifies teachers who are consistently performing below 'good', agree action plans to support them to improve and further evaluate their performance. CA to check suitability of the plans. • Leader to Report outcomes of Lesson monitoring and implications for future practice to the Management Committee. • Support the school in Q.A. activities including self-evaluation. 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> • Other data such as individual pupil attendance is now used alongside book reviews when reaching judgements about learner progress. Books demonstrate that appropriate progress is made by most learners. Staff adhere to marking policy. • Teacher assessment is accurate. 	<ul style="list-style-type: none"> • C.A to support the school in Quality Assurance: • Check tracking of pupils. • QA quality assure self-evaluation and developments planning processes and plans across the school and extent of involvement of staff and Management committee. • Review quality/effectiveness of line management. • Review quality effectiveness of parental engagement. • Review opportunities and impact of pupil voice. • TiC to ensure more staff and Management Committee are involved in self evaluation. • Ensure the school's marking and assessment policy is followed consistently and that teacher assessments are accurate and externally validated. • C.A to support the school in Quality Assurance: Carry out x2 book scrutinies. • School leaders to ensure an improved range of information is used alongside book reviews when determining progress made by pupils. This 		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		to include: frequency of placement on PRU premises, together with individual learner attendance. <ul style="list-style-type: none"> • TiC to ensure effective external moderation of core subject work. 		

Local Authority specific activity financial year 2016-2017

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2016-2017). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Excepted Outcomes
Reading Project <ul style="list-style-type: none"> • Raising attainment in reading with reduced variation between National test data and Teacher Assessment through bespoke support in 10 schools across Caerphilly and the Launch of an Accelerated Reading project. • 10 identified primary schools to be provided with the Accelerated Reading software including web based training, a training day delivered in each school by AR and the licences for all pupils within Year 5 and 6 for one year. • Deliver whole school training to the ten schools selected focussing on Reading responses and preparation for National testing. (April 2016) 	<ul style="list-style-type: none"> • Improved outcomes for targeted schools currently benchmarked 4 for reading at both the standardised score of < 85 and SS 115 or above • Closer correlation between Teacher assessment and national test score • Pupils become confident resilient readers • Pupils use a series of embedded strategies for developing higher order reading skills that will assist in familiarisation with National reading test type questions • Sharing of data at a higher level. AR can provide a district model agreement to allow senior leaders within the consortia group the ability to access high level reports and track the longitudinal reporting from Primary to Secondary.

<ul style="list-style-type: none"> • Arrange for the sharing of good practice event regarding the Accelerated reading programme in Tredegar Comprehensive School. • Arrange verification meetings with the ten schools to collate current pupil attainment within Year 5 and 6 in schools selected. • Select 10 OTs to support schools and provide training via shadowing during Term 1 monitoring visit. 	
<p>Mathematics Project – Planning, teaching and formative assessing Mathematics in Y6</p> <ul style="list-style-type: none"> • Targeted support to strengthen the quality of planning at the end of key stage 2 based on the Year 6 Mathematics handbook and the training teachers received earlier in the term. Led by one of the EAS Mathematics teaching schools in collaboration with the EAS numeracy team. The focus is on providing a clear structure for planning and assessment of the ‘core’ work pupils need to know, understand and do by the end of year 6. 	<ul style="list-style-type: none"> • Improved planning for ‘next-step learning’ in Mathematics. • Appropriate coverage and progress evident in books, and the learner profiles taken to cluster moderation. • Improved benchmark performance in year 6 procedural tests. • Improved standards in Mathematics at the end of key stage 2.
<p>Family Learning Signature Pilot Programme</p> <p>From ‘Face the challenge together’: Family and community engagement toolkit for Wales by Welsh Government</p> <p>In order to improve family and community engagement in schools, EAS are conducting a Family Learning Signature pilot programme in Newport and Caerphilly and have invited the Newport High and Rhymney Comprehensive clusters to participate in this.</p> <p>The Family Learning Signature is a systemic approach to family engagement and education with positive research evidence available from schools across the country. Evidence gathered demonstrates that the FLS improves the capacity of schools to engage with families and learners. The family conversations about learning that the FLS stimulates help the family consider their own learning and to understand how to plan to enhance their ability to</p>	<p>Year 1 outcome: Increased participation of families in schools measured by percentage of families engaged in aspects of Family and community engagement events e.g. parents’ evening, parent courses, family learning courses etc.</p> <p>Year 1 outcome: increased incidence of family and community engagement opportunities offered by schools as shown in school self-evaluation outcomes</p> <p>Subsequent years of the project: increased educational attainment of parents, increased educational attainment of learners, improved attendance.</p>

support learning in the home. Evidence from long term users has demonstrated how the signature has helped to close the gap between FSM and non-FSM learners in attendance and attainment.



CABINET – 16TH MARCH 2016

SUBJECT: CLOSURE OF THE KEY STAGE 2 SPECIALIST RESOURCE BASE FOR CHILDREN WITH HEARING IMPAIRMENT AT HENDRE JUNIOR SCHOOL, & RE-DESIGNATION OF THE SOCIAL INCLUSION CLASS AT CEFN FFOREST PRIMARY SCHOOL: OUTCOME OF THE FORMAL CONSULTATION PROCESS

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To update Cabinet on the formal consultation process and to determine whether to proceed to Statutory Notice in respect of the above proposal.

2. LINKS TO STRATEGY

- 2.1 The report links to the Additional Learning Needs Review of specialist provision across Caerphilly County Borough.

3. THE REPORT

- 3.1 Cabinet, at its meeting on 9th December 2015, agreed to proceed to a formal consultation process in relation to the above proposals.
- 3.2 A formal consultation process (accompanied by consultation documents) took place between 4th January 2016 and 14th February 2016.
- 3.3 In relation to the closure of the Key Stage 2 Specialist Resource Base (SRB) for children with hearing impairment (HI) at Hendre Junior School, six responses were received. Of the five responses received two were in favour of the proposal, two were against and one was unsure. The sixth response did not express an opinion but asked for clarification on a number of points. A summary of these responses are included in Appendix.1. Where the Local Authority has made a response to comments received, these are also included in Appendix 1.
- 3.4 The main issues which have arisen during the formal consultation process in relation the closing the SRB at Hendre Junior School can be summarised as following:
- General acknowledgement that parents of children with a significant hearing impairment are choosing to educate their children in local, catchment, mainstream school rather than specialist provision;
 - Concerns were expressed regarding provision for families who wanted to send their children to a setting where there was a deaf peer group and a requirement for education via British Sign Language;
 - Possible pressure on the regional, peripatetic Hearing Impaired Service as support for mainstream HI pupils increases;

- Future provision for children with a HI and appropriate training for schools and teaching and non-teaching support staff;
- Lack of opportunities for mainstream pupils at Hendre Junior School to integrate with pupils with a HI and learn additional skills such as signing.

3.5 In relation to the re-designation of the key stage 2 Social Inclusion class at Cefn Fforest Primary School two responses were received. Both responses expressed the view that they were not sure about the proposal. Both respondents chose to use the online form and indicated they would like more information regarding the proposal. One respondent noted that Cefn Fforest offered a good service which didn't make children feel different or discriminated against for having special educational needs. A summary of the responses from members of the public are included in Appendix.2.

4. EQUALITIES IMPLICATIONS

4.1 A community and equality impact assessment has been completed in relation to both proposals in accordance with the School Organisation Code. These are included in Appendix 3.

5. FINANCIAL IMPLICATIONS

5.1 There are no financial implications related to this report.

6. PERSONNEL IMPLICATIONS

6.1 Alternative arrangements have been made with regard to all staff at Hendre Junior SRB. In relation to staff in Cefn Fforest any staff affected will be fully consulted along with trade union representatives and supported through HR processes.

7. CONSULTATIONS

7.1 Consultations have taken place as referred to in the report and comments have been reflected in the report. A full list of consultees is attached as Appendix 4.

8. RECOMMENDATIONS

8.1 Cabinet are asked to consider the outcome of the consultation process and to determine whether to proceed to Statutory Notice.

9. REASONS FOR THE RECOMMENDATIONS

9.1 To decide whether to proceed with the publication of a Statutory Notice.

10. STATUTORY POWER

10.1 The School Organisation Code (section1.13) 2013.

10.2 This is a Cabinet function.

Author: Jacquelyn Elias - E-Mail: eliasj@caerphilly.gov.uk

Consultees:

Mr C Burns, Chief Executive

Mrs Keri Cole, Chief Education Officer

Mr Bleddyn Hopkins, Assistant Director.

Councillor Rhianon Passmore, Cabinet Member for Education

Mrs Lynne Donovan, Personnel Manager

Mrs Gail Williams, Interim Head of Legal Services

Mrs Jane Southcombe, Financial Services Manager

Mr John Farmer, Head Teacher, Hendre Junior School.

Chair of Governors, Hendre Junior School

Mrs Julie Farmer, Head Teacher Cefn Fforest Primary School

Chair of Governors, Cefn Fforest Primary School

Appendices:

Appendix 1: Responses in relation to the closure of the SRB at Hendre Junior School

Appendix 2: Responses in relation to the re-designation of the Social Inclusion class at Cefn Fforest Primary School

Appendix 3: Community and Equality Impact Assessment Reports for Cefn Fforest Primary School and Hendre Junior School

Appendix 4: List of consultees for proposals relating to Cefn Fforest Primary School and Hendre Junior School

Background Papers:

1. Consultation document on the proposal to re-designate the key stage 2 Social Inclusion Class at Cefn Fforest Primary School.

2. Consultation document on the proposal to close the Specialist Resource Base at Hendre Junior School

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Appendix 1

Summary of responses to the consultation relating to the closure of the SRB at Hendre Junior School

Response received & Reference	Method of response	Response to Proposal to Close SRB	Responder	Summary of responses & issues raised	LA Response
1. AF2075589	Online form	No	Parent of Ex pupil	The respondent considered that his children benefitted from interaction with hearing impaired children. He considered that the closure of the SRB would be a loss to the school and community.	
2. AF2077809	Online form	No	Governor anonymous	The respondent acknowledged that children with a hearing impairment should be in mainstream but felt that the SRB class should be utilised as a SRB for children with speech and language difficulties.	
3. AF2078727	Online form	Not sure	NDCS	The respondent from the NCDS indicated that they could not reach a firm decision on the closure of the base without a clearer indication on	The LA has asked to meet with a representative of the NCDS and regional HI service to discuss issues raised

				the impact it will have on deaf children. The NCDS also commented on the lack of proactive consultation with key stakeholders.	
4. 9 th February 2016	Email	Yes	Governing Body Hendre Junior School	The email supports the closure of the SRB for children with a hearing impairment. The email expresses the view that the Governing Body's request that the SRB was re-designated as a speech and language SRB is not reflected in the Consultation Document.	Mrs Keri Cole, Chief Education Officer, responded to this email – the transcript of this response is included below
5. 10 th February 2016	Email	No opinion given but further information requested	Penyrheol Trecenydd Energlyn Community Council	The email requested further information on numbers projected to attend the SRB, queried issues around speech and language provision and expressed concern regarding money invested in the SRB class	Ms J Elias, Service Manager, responded to this email – the transcript of this response is included below
6. 14 th February 2016	Email	yes	Regional Hearing Impaired	The email acknowledged increasing	The LA has asked to meet with a

			Service	parental choice for mainstream over specialist HI education. Consideration needs to be given to pupils who may want to be educated with deaf peers and also on the possible impact on the regional service in of more support in mainstream for HI pupils.	representative of the NCDS and regional HI service to discuss issues raised
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Copy of email sent in reply to consultation response no. 4

From: Butler, Gwenda **On Behalf Of** Cole, Keri
Sent: 15 February 2016 10:37
To: Cllr. Sargent, M.E
Subject: RE: Consultation document on the proposal to close the SRB for children with a Hearing Impairment at Hendre Junior School

Dear Margaret,

Thank you for your email. Your response to the consultation document will be included in the consultation report, which will be issued in March.

I acknowledge that the Governing Body did make the suggestion that the SRB could be re-designated as a speech and language class. However, as was discussed at the meeting, the Local Authority considers there is adequate specialist speech and language provision in Caerphilly. There are four SRB classes shared between Coed y Brain Primary School and Tir y Berth Primary School which can accommodate 32 pupils in total. In addition these settings offer an outreach support service and part-time assessment places for children. In the Welsh Medium sector the SRB in Cwm Derwen provides for children with significant speech and language impairments.

The SRB at St Cenydd does accommodate children with speech and language impairments but this not a discrete class. The majority of children attending the SRBs in Tir y Berth and Coed y Brain go on to attend their catchment secondary school and this is an increasing trend for those pupils who do not have additional special educational needs. As the numbers of children attending the SRB in St Cenydd has reduced considerably over the past five years the Local Authority and St Cenydd Community School are currently undertaking a joint review of the SRB to consider options for the future.

I believe it was discussed at the Governors' meeting that the ALN review has identified that there is a shortage of specialist provision for children and young people with behavioural, emotional, and social difficulties. At the time of the meeting, governors did not consider that this was an option they wished to consider. If this an option the Governing Body would like to reconsider I would be very happy to discuss this with them.

Regards
Keri

From: Cllr. Sargent, M.E
Sent: 09 February 2016 15:54
To: Cole, Keri

Cc: Farmer, John M

Subject: Consultation document on the proposal to close the SRB for children with a Hearing Impairment at Hendre Junior School

Good afternoon Keri,

In my capacity as chairman of the Hendre Juniors School Governing Body I have been asked to write to you regarding the above consultation document.

At our recent Governors meeting the consensus of opinion arrived at was that the document does not reflect the many meetings the Governing Body had with Caerphilly County Borough Council Inclusion Service with the aim of securing a Speech and Language unit at the school.

While the Governors agree that children with a hearing impairment want to, and should, be in a mainstream class setting and understand that by using that principal there seems no needs for the facility at Hendre Junior School, the school will remain to have a very well equipped and recently refurbished class compliant with the Disability Discrimination Act (DDA). As such it would seem sensible and pragmatic to make use of this facility.

Hendre Junior School and St Cenydd Comprehensive School are, as you know, on the same site and St Cenydd has a Speech and Language class. One of the fundamental reasons for petitioning the Inclusion Service to site a Speech and Language class at Hendre Junior School is for the very fact that this would aid the transition pupils will make from Junior School to the Comprehensive.

The Governors acknowledge that relevant reports have been discussed by committees at the County Borough and we understand and support the closure of the Special Resource Base for children with a Hearing Impairment.

However, The Governors believe that this Consultation should have mentioned that Hendre Junior School would have welcomed a Speech and Language class at the School, especially as there is a Speech and Language class at St Cenydd Comprehensive School.

Look forward to hearing from you in due course.

Kind regards, Margaret

Cllr. Margaret Sargent
Chairman of Governors at Hendre Junior School

Tel. No. 029 20 882910
margaretsargent@caerphilly.gov.uk

Copy of email sent in reply to consultation response no 5.

From: WWW: School Consultation
Sent: 15 February 2016 11:40
To: 'Helen Treherne'
Cc: Cole, Keri
Subject: RE: Caerphilly CBC - Consultations

Dear Helen,

Thank you for your response to the consultation on behalf of Penyrheol Trecenydd Energlyn Community Council. This will be included in the final consultation report.

One of the reasons that prompted the consultation to close the specialist resource base (SRB) at Hendre Junior School was the fact that there were no pupils with a significant hearing impairment projected to attend the base in this academic year or for the foreseeable future. As discussed in the consultation paper, increasingly parental choice for children with hearing impairment is for them to attend their local catchment school with appropriate support. The Local Authority works very closely with the regional Hearing Impairment Service to ensure that the needs of pupils with hearing impairment are met.

The SRB at Hendre Junior School was not designated to support children with speech and language difficulties as their primary need. It was suggested by the Governing Body at Hendre Junior School that the SRB could be re-designated to accommodate children with speech and language difficulties. However the Local Authority already has sufficient specialist speech and language provision with SRBs in Coed y Brain Primary School and Tir y Berth Primary School. In addition the SRB in Ysgol Cwm Derwen also offers specialist provision for children with speech and language difficulties through the medium of Welsh.

There are children who have complex learning difficulties and/ or physical medical difficulties in addition to a hearing impairment, who require specialist provision. The needs of these children will be accommodated in Complex Needs SRBs of which there are six classes across the Local Authority.

With regard to the SRB classroom this is a resource that the school could use to support pupils with special educational needs on roll at Hendre with specialist interventions and small group work. The Local Authority has indicated to the Governing Body of Hendre Junior School that currently there is a shortage of specialist provision for children with behavioural, emotional and social difficulties. If the Governing Body wanted to consider hosting another SRB this is an option available to them.

I hope this answers the questions from the Community Council. If there are any further queries I can assist you with please do not hesitate to contact me.

Best wishes

Jacquelyn Elias

Service Manager - Additional Learning Needs | Rheolwraig Gwasanaeth –
Anghenion Dysgu Ychwanegol
Caerphilly County Borough Council | Cyngor Bwrdeistref Sirol Caerffili

☎ 01443 866646

✉ eliasj@caerphilly.gov.uk

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Follow us on Twitter	twitter.com/caerphillycbc
Watch our YouTube Channel	www.youtube.com/caerphillycbctv
View our photo galleries on Flickr	www.flickr.com/photos/caerphillycbc

From: Helen Treherne [<mailto:ptecouncil@btinternet.com>]

Sent: 10 February 2016 12:19

To: WWW: School Consultation

Subject: Re: Caerphilly CBC - Consultations

Hi

This was discussed at our last Community Council meeting.

Councillors have asked me to obtain from yourselves the projected numbers of pupils for the next five years that would have been attending the Specialist Resource Base at Hendre.

They also enquired whether this included speech and language, as well as hearing impairment?

They were concerned that a lot of money had gone into the Resource Base, which was DDI-compliant etc.

I look forward to hearing from you. Our next meeting is Thursday, 18th February.

Thanks.

Helen

Helen Treherne
Clerk to the Council
Penyrheol Trecenydd Energlyn Community Council

Tel : 029 20830666

Email : ptecouncil@btinternet.com

Appendix 2

Summary of responses to the consultation relating to the re-designation of the Social Inclusion Class at Cefn Fforest Primary School.

Response received & Reference	Method of response	Response to Proposal to Close SRB	Responder	Summary of responses & issues raised	LA Response
1. AF2077617	Online form	Not sure	Parent	The respondent considered she needed more information to make a decision. The respondent commented that 'Cefn forest offers a good service which makes the children feel as they are attending a full stream school so they don't feel different or discriminated for having a special need and makes them feel part of the community'	Ms J Elias, Service Manager ALN, emailed the respondent with a copy of the consultation document and more information about the process.
2.	Online form	Not sure	Parent of future pupil anonymous	The respondent considered he/she needed more information to make a decision	

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Community and Equality Impact Assessment

Hendre Junior School Community and Equality Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of our decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help us to consider the impact of Council decisions and policies within and between communities more generally. The Community Impact Assessment process will ensure that our decision making process is robust and impacts on all communities within Caerphilly ensuring that they are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community that we serve.

1. Information on the proportion of pupils from the catchment area that attend the school

The proportion of children from the catchment area that attend Hendre Junior School is 56%.

2. Information on the proportion of pupils from outside the catchment area that attend the school

The proportion of children from outside the catchment area that attend Hendre Junior School is 44%.

3, Current facilities and /or services offered by Hendre Junior School

The following after school clubs are provided all year round

- Performing Arts
- Rugby
- Netball
- Football
- ICT (Coding /Green Screen)
- Karate (hosted by outside provider)
- Eco
- Homework club

The following clubs are held seasonally

- Golf
- Athletics
- Art/Craft
- Gardening

4. If accommodation, facilities or services are provided by a school where would they be provided in event of a school closure?

Closure of the SRB at Hendre Junior School would have no impact on any facilities or services provided by the school

5 .Whether other facilities available in the immediate local or wider community will or could be enhanced in event of a school closure

Closure of the SRB at Hendre Junior School would have no impact on any facilities or services provided by the school so it will not be necessary to enhance other facilities in the local or wider community.

6 .Information about the facilities and services provided at any alternative school

Closure of the SRB at Hendre Junior School does not necessitate the use of facilities and services at any alternative school.

7 .Information about the distance and travelling times involved in attending an alternative school of the same language category.

As the SRB has no pupils on roll at present there are no implications with regard to having to travel to an alternative setting. Any pupil with a hearing impairment living within the catchment area for Hendre Junior School would be admitted to the school in line with Caerphilly's admission procedures and provided with support as necessary.

8. How parents and pupils' engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils, and particularly any less advantaged pupils will be helped to participate in after school activities).

Closure of the SRB at Hendre Junior School would have no impact on pupil engagement as pupils in the school will continue to benefit from facilities offered there.

9. Information about any wider implications the changes would have on public transport provisions

The proposal is not expected to have any significant implications for public transport provision in the area.

10. Information on wider community safety issues.

No significant safety issues are anticipated

Equality Impact Assessment is also undertaken in conjunction with and as part of the Community Impact Assessment and examines the potential equality implications of Council proposals.

The following are known as the "protected characteristics" in the Equality Act 2010 and are the groups that need to be considered: age; disability; gender; Marriage and Civil partnership; Pregnancy and maternity; race; religion and belief; and sexual orientation.

Given the nature of this proposal, many of the above groups will not be impacted and this can be demonstrated by responding to the following questions.

1) Is the proposal likely to damage, or improve, relations between any particular groups or between the Council and those groups?

The proposal to close the SRB at Hendre Junior School will not have a negative impact on relations between any particular groups or between the Council and these groups. Children with disabilities who live in the catchment for Hendre Junior School or who attend the school through parental choice will continue to be treated equally and with respect.

2) Are there any other community concerns or risks to communities that potentially arise, or are addressed, from the proposal?

There are no concerns or risks associated with this proposal.

3) Is the proposal likely to diminish, or improve positive attitudes towards different groups or restrict broader participation in public life?

The proposal is likely to improve positive attitudes towards children with hearing impairments as the majority of these children will attend their local catchment school. This will give more children without hearing impairment opportunities to understand the nature of this disability and learn ways of supporting their hearing impaired peers. Children with a hearing impairment will be more integrated into their local community, which will give them more opportunities to participate in public life.

4) Will the understanding of issues of race, disability, gender, social inclusion/community, Welsh language, ethnicity, age, religion or sexual orientation be promoted or damaged?

The understanding of issues around disability and in particular hearing impairment will be promoted more widely as more children with hearing impairments attend their local schools.

5) Is the proposal likely to have a negative or positive impact upon groups with 'protected characteristics'?

The proposal is likely to have a positive impact on groups of children with a hearing impairment as they are more likely to attend their catchment school and be accepted by their own community.

6) Is consultation required with any of the groups listed?

No consultation is required with the group listed but consultation will take place with the regional hearing impaired service and NDCS to ensure that appropriate support is in place for children and young people with hearing impairments and their families.

Cefn Fforest Primary School Community and Equality Impact Assessment

Community Impact Assessments are a structured way for the Council to fully understand the implications of our decisions and whether they are detrimental or discriminatory to certain groups or sections of the community. They help us to consider the impact of Council decisions and policies within and between communities more generally. The Community Impact Assessment process will ensure that our decision making process is robust and impacts on all communities within Caerphilly ensuring that they are fully considered in Council business. By carrying out impact assessments, the Council is working to promote equality for all our service users, employees and the wider community that we serve.

1. Information on the proportion of pupils from the catchment area that attend the school

The proportion of children from the catchment area that attend Cefn Fforest Primary School is 68%

2. Information on the proportion of pupils from outside the catchment area that attend the school

The proportion of children from outside the catchment area that attend Cefn Fforest Primary School is 32%.

3. Current facilities and /or services offered by Cefn Fforest Primary School

Cefn Fforest Primary School provides

- Family Link officer who runs weekly activities in our family room which is open daily – activities change each term:
- Monday Paediatric First Aid – Tots Aerobics – Digging Daddies
- Tuesday STEPS confidence course – HWB youth workers – Family Engagement
- Wednesday Sexual Health
- Thursday Live Life to the Full
- Friday –Parent Coffee Morning

After school activities:

- Monday Netball KS2
- Tuesday Rugby and Multi-skills KS2 Schools Council Lunch
- Wednesday Games club ks1 Football KS2 Gymnastics KS2
- Thursday KS1 Activity club Eco Council Lunch
- Friday Lunch Choir

4. If accommodation, facilities or services are provided by a school where would they be provided in event of a school closure?

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on any facilities or services provided by the school

5. Whether other facilities available in the immediate local or wider community will or could be enhanced in event of a school closure

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on any facilities or services provided by the school so it will not be necessary to enhance other facilities in the local or wider community.

6. Information about the facilities and services provided at any alternative school

Re-designation of the Social Inclusion class at Cefn Fforest Primary School does not necessitate the use of facilities and services at any alternative school.

7. Information about the distance and travelling times involved in attending an alternative school of the same language category.

Pupils attending the Social Inclusion class remain in the roll of their catchment school and are placed in the social inclusion class for a maximum of four terms. By December 2016 no pupils will remain in the class so no pupil will have to travel to an alternative setting.

If at the end of four terms in the social inclusion class there was a recommendation that a pupil required ongoing, long –term specialist provision this would be managed through the Local Authority’s Specialist Placement and Provision Panel and with full consultation with the pupil’s parents /carers.

8. How parents and pupils’ engagement with the alternative school and any facilities it may offer could be supported (e.g. how pupils, and particularly any less advantaged pupils will be helped to participate in after school activities.

Re-designation of the Social Inclusion class at Cefn Fforest Primary School would have no impact on pupil engagement as pupils in the school will continue to benefit from facilities offered there.

9. Information about any wider implications the changes would have on public transport provisions

The proposal is not expected to have any significant implications for public transport provision in the area.

10. Information on wider community safety issues.

No significant safety issues are anticipated

Equality Impact Assessment is also undertaken in conjunction with and as part of the Community Impact Assessment and examines the potential equality implications of the LA’s proposals.

The following are known as the “protected characteristics” in the Equality Act 2010 and are the groups that need to be considered: age; disability; gender; Marriage and Civil partnership; Pregnancy and maternity; race; religion and belief; and sexual orientation.

Given the nature of this proposal, many of the above groups will not be impacted and this can be demonstrated by responding to the following questions.

1) Is the proposal likely to damage, or improve, relations between any particular groups or between the LA and those groups?

The proposal to have a Foundation Phase Complex Need class to complement the Complex Needs key stage 2 class is likely to have a positive impact on children with disabilities. This is because they will have continuity of specialist education and enhanced opportunities to integrate with mainstream peers.

2) Are there any other community concerns or risks to communities that potentially arise, or are addressed, from the proposal?

There are no risks identified

3) Is the proposal likely to diminish, or improve positive attitudes towards different groups or restrict broader participation in public life?

The proposal is likely to improve positive attitudes towards children with disabilities as they will have opportunities to be part of the school and wider community.

4) Will the understanding of issues of race, disability, gender, social inclusion/community, Welsh language, ethnicity, age, religion or sexual orientation be promoted or damaged?

The understanding of issues of disability will be promoted through this proposal.

5) Is the proposal likely to have a negative or positive impact upon groups with 'protected characteristics'?

The proposal is likely to have a positive impact upon groups with 'protected characteristics' as the culture and ethos of the school setting promotes meaningful inclusion and values the contribution of individual children, through a person centred approach.

6) Is consultation required with any of the groups listed?

No

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Appendix 4

List of Consultees for Proposals relating to Cefn Fforest Primary School

- The Cabinet Member for Education, Caerphilly Borough Council
- All current serving Caerphilly County Borough Council Councillors
- Chief Education Officer, Newport City Council
- Director of Education Monmouthshire County Borough Council
- Chief Education Officer, Torfaen County Borough Council
- Chief Education Officer, Blaenau Gwent County Borough Council
- Church in Wales, Llandaff
- Roman Catholic Diocesan Authority, Cardiff
- The Governing Body of Cefn Fforest Primary School
- Parents and Carers of all pupils attending Cefn Fforest Primary School
- Staff at Cefn Fforest Primary School
- The Welsh Minister for Education and Skills
- The constituent Assembly Member for Caerphilly
- The regional Assembly Members
- The Member of Parliament for Caerphilly
- Estyn
- Teaching and Trades Unions
- The South East Wales Education Achievement Service
- Caerphilly Transport Department
- The Gwent Police and Crime Commissioner
- Aneurin Bevan University Health Board
- Gwent Hearing Impaired Service

List of Consultees for Proposals relating to Hendre Junior School

- The Cabinet Member for Education, Caerphilly Borough Council
- All current serving Caerphilly County Borough Council Councillors
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- Chief Education Officer, Blaenau Gwent County Borough Council
- Church in Wales, Llandaff
- Roman Catholic Diocesan Authority, Cardiff
- The Governing Body of Hendre Junior School
- Parents and Carers of all pupils attending Hendre Junior School
- Staff at Hendre Junior School
- The Welsh Minister for Education and Skills
- The constituent Assembly Member for Caerphilly
- The regional Assembly Members
- The Member of Parliament for Caerphilly
- Estyn
- Teaching and Trades Unions
- The South East Wales Education Achievement Service
- Caerphilly Transport Department
- The Gwent Police and Crime Commissioner
- Aneurin Bevan University Health Board
- Gwent Hearing Impaired Service



CABINET – 16TH MARCH 2016

SUBJECT: VELOTHON WALES 2016 – PROPOSED ROAD CLOSURES

REPORT BY: CORPORATE DIRECTOR COMMUNITIES

1. PURPOSE OF REPORT

- 1.1 To consider the responses to the public consultation on road closures for the proposed Velothon Wales 2016 event and determine whether or not to proceed with implementing and advertising a temporary road closure order.

2. SUMMARY

- 2.1 In 2015, a new cycling event called 'Velothon Wales' was held on 14 June 2015 involving three routes affecting the county borough: a 50km and 140km route for 15,000 cyclists to take place as a sportive (mass participation) event followed by a 194km UCI classified race for up to 200 elite (professional) cyclists.
- 2.2 Run 4 Wales, a social enterprise organisation set up by Welsh Athletics have been given the role of delivering a Velothon Wales 2016 event under licence by the Lagardère Group to be held on 22 May 2016. In order to cater for the event, extensive road closures will be required along the proposed route for the duration of the event to permit the safe passage of the participating cyclists, restricting vehicular access across and along these roads impacting on local communities, businesses, churches and other stakeholders.
- 2.3 A delegated Decision Notice to consult on the route proposal for the 2016 event was published on 1 February 2016 and extensive public consultation on the road closures associated with the route proposal took place between 22 February and 4 March 2016.

3. LINKS TO STRATEGY

- 3.1 To work towards the Council's corporate objective of improving peoples' living environment through targeted actions, regulation, information and advice.
- 3.2 Engineering Services Division Objective: To work towards a safer environment through positive measures to reduce road accidents and particularly for protecting and providing for vulnerable road users.
- 3.3 The event supports the Single Integrated Plan 'Prosperous Caerphilly' priority measure 1 'Improve local employment opportunities including access to opportunities across a wider geographic area' and Healthier Caerphilly priority measure 2, 'Improve lifestyles of the population in the county borough so that people recognise and take responsibility for their own health and well-being and make use of the opportunities and support available to them'.

- 3.4 The Council has agreed to a five-year regeneration programme entitled "People, Businesses and Places". The staging of the event supports a number of Activity aims within the strategy including 'Increasing economic activity' and 'Protecting and developing the economy' and Service Improvement Objectives to, 'Increase the range of employment opportunities for local residents' and 'Increase the number of tourists visiting Caerphilly County Borough'.

4. THE REPORT

- 4.1 The Welsh Government has made it clear they view the Velothon Wales event as an important high profile event for promoting Wales and tourism especially and has made a significant financial contribution to attract the event to Wales.
- 4.2 In order to cater for the event, roads along the proposed route will need to be closed between 08:30 and potentially 18:15 hours to permit the safe passage of the participating cyclists, restricting vehicle access across and along these roads and impacting on local communities, businesses, churches and other stakeholders. There is potential for restricted trading for businesses affected by this route and normal Sunday bus timetables affected by the proposed route will be impractical to maintain.
- 4.3 The Council undertook an extensive consultation exercise in April 2015 prior to agreeing to close roads along the proposed routes for the 2015 event and subsequently undertook a post event consultation exercise to gain feedback on the staging of the event.
- 4.4 Following the 2015 event the Major Events Unit (MEU) of Welsh Government undertook a debrief exercise that led to a number of recommendations being put forward to the Event Organiser, the Lagardère Group in respect of staging an improved Velothon event in 2016.
- 4.5 A delegation representing the Event Organiser met with Cabinet members on 18 November 2015 to present their approach to the 2016 event and to outline their proposal to retain the long route as close to the 2015 route as possible and to cease the short (50km) route.
- 4.6 A delegated Decision Notice to consult on the route proposal was posted on 1 February 2016 and a two week consultation period took place between the period 22 February to 4 March 2016.
- 4.7 Officers have been meeting with the Event Organiser to discuss some of the mitigation measures planned to overcome the following concerns outlined by members:
1. Earlier communication to affected stakeholders.
 - (i) A direct mail letter outlining the proposed route details was sent out week commencing 22 February 2016, 12 weeks in advance of the event to approximately 105,000 properties on and in the vicinity of the route.
 - (ii) A follow up letter is planned for April that is intended to include more detailed information on route crossing points and road closure timing information.
 2. Where possible deploy stewards with local knowledge to engage with affected stakeholders on the day of the event.
 - (i) A stewarding company has been engaged by the Event Organiser and is attending regular meetings to understand this issue and to plan accordingly with a greater emphasis on briefing stewards on Traffic Management plans and to place stewards with local knowledge at key points on the proposed route, where possible.
 - (ii) Run4Wales have a database of local volunteers that they will be looking to utilise at the event to support the work of the stewarding company.
 - (iii) The Council events team will contact their local stewards to ask that they consider working at the event.
 3. Identify potential points on the route that may require a Police presence.
 - (i) A 'Risk Register' has been set up to identify risks and hazards on the route.
 - (ii) The Police are looking to deploy PCSO's around the route at such identified

- points.
4. Identify vehicle Emergency Local Access Points (ELAP) across the route and ELAP operating times.
 - (i) Officers have discussed with the Event Organiser retaining the following mitigation measures:
 - Access from Crumlin Road and the A467 (Northbound) and return journey.
 - 2 way traffic controlled access between Panside and the A467 (Southbound) and return journey.
 - At Wyllie roundabout, maintain access across the route North and South for buses only.
 - Access from Gellideg Heights under 'Moto' escort to Newport Road via Heolddu Road and return journey.
 - Access across route between Maesycwmmmer and Thomas Street.
 - Installation of Contraflow arrangement from the South of Llanbradach leading to Pwll y pant roundabout (no left turn at roundabout).
 - 2 way traffic controlled access between Bedwas (B4600) and Caerphilly Park and Ride via the Mornington Meadows distributor road.
 - 2 way traffic controlled access between Bedwas (B4600) and Castle Court shopping centre car park via Lansbury Park.
 - Managed access, outside of race times, between Meadowlands Close Park and the Mornington Meadows distributor road across the route (Bedwas Road - B4600).
 - Managed access between King Edward Avenue and St. Martins Road.
 - (ii) Recently received feedback from the Event Organiser indicates that safety concerns currently make it difficult to introduce ELAP's at the following points on the route that Officers have been exploring with the Event Organiser:
 - Bedwas Road.
 - A4048, across Wyllie roundabout.
 - Access across Cedar Tree roundabout from Corbetts Lane.
 - (iii) Officers have asked that Organisers identifying the following ELAP:
 - Bartlett Street (one way).
 5. Earlier production of Traffic Management documentation to an agreed timescale.
 - (i) Officers have received detailed Traffic Management plans for the route and are currently reviewing the detail of the plans.
 6. Additional community engagement with stakeholders where identified.
 - (i) The organisers have offered to meet with community representatives as part of their Engagement Plan and have agreed to undertake.
 - A Councillor 'Drop In' session.
 - To meet with representatives of Bedwas and Maesycwmmmer communities.
 7. Target quicker removal of temporary Traffic Management Infrastructure to open closed roads sooner than in 2015 following the transit of the elite race along the route.
 - (i) Information on opening and closing times has been received for roads on the proposed route.
 8. Setting up a contact centre to handle public enquiries with local staff knowledge.
 - (i) A local contact centre has been engaged to deal with enquiries in relation to the event.

5. EQUALITIES IMPLICATIONS

- 5.1 A full Equality Impact Assessment has not been undertaken on this report, however all operational work concerning the proposed road closures would be undertaken following a wide public consultation on the proposals and the publication of the proper order. Any negative impact on individuals or groups raised will be considered in the final decision

6. FINANCIAL IMPLICATIONS

- 6.1 There is no financial obligation on the authority in relation to the staging of the event.
- 6.2 There could be a relatively low financial cost to the authority of Officers attending the event on the day in order to protect local stakeholder interests, if warranted.

7. PERSONNEL IMPLICATIONS

- 7.1 None.
- 7.2 In order to protect the authority's interests and to support the staging of the event Officers have been invited to participate in the running of the Command, Communication and Control centre on the day of the event.

8. CONSULTATION

- 8.1 The consultation period for the route proposal was arranged for the period between 22 February and 4 March 2016 in accordance with the Councils approved procedure. A list of all stakeholders is included in Appendix 1.
- 8.2 Responses received are included in Appendix 2.
- 8.3 The Event Organiser has separately implemented a Stakeholder Communications and Engagement Plan with those directly affected by the proposed routes. The plan will focus on engagement with residents and businesses directly affected by the road closures and will aim to raise awareness of the event to the wider community across South East Wales. A range of activities will be undertaken including letter drops to key stakeholders, advanced signage along the route, media relations, an advertising campaign, direct engagement with businesses and a dedicated helpline has also been set up by the Event Organiser so that the public can engage directly with them.

9. RECOMMENDATIONS

- 9.1 Cabinet consider the responses to the consultation summarised in Appendix 2.
- 9.2 Based on the consultation responses received and the mitigation measures offered by the organisers it is recommended that the Council proceed with implementing and advertising a temporary road closure order for the event.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To ensure due consideration is given to the consultation responses prior to deciding on whether or not to proceed with implementing and advertising the temporary road closure order.

11 STATUTORY POWER

- 11.1 Local Government Act 2000. The Road Traffic Regulations Act 1984 as amended by Road Traffic Regulation (Special Events) Act 1994.

Author: Paul Hudson, Events and Marketing Manager
Consultees: Chris Burns, Interim Chief Executive
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Clive Campbell, Transportation Engineering Manager
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Ian MacVicar, Group Manager Operations
Gail Williams, Interim Head of Legal Services and Monitoring Officer

Appendices:

Appendix 1: List of stakeholders consulted

Appendix 2: Summary and consideration of objections/support received to the advertised proposals.

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Appendix 1 – list of stakeholders consulted

Key Stakeholder Groups

All CCBC Councillors (email / drop in)
Town / Community Councils (direct email)
Community Partnerships (direct email)
Youth Forum (via Co-ordinator)
50+ Forum (via Development Officer)
Business Forum (via Co-ordinator)
Tourism Association (via Tourism Officer)
Utilities (electric, water, gas) (direct email)
CCBC staff – esp. social care (via HoS email)
Emergency Services (via ESAG)
ABHB (via email)
GAVO (via Liaison Officer)
LSB (via Programme Manager)
Town Centre Gazettes (via Town Centre Manager)

Residents / Community

CCBC Website (online article)
CCBC Social Media (link to CCBC website)
Local Media (Media Release)
Printed information available at

- All Libraries
- All Leisure Centres
- Customer Service Centres
- Caerphilly Visitors Centre
- Cash Offices
- Housing Offices
- Reception areas
- Community Centres
- Adult Education centre
- Visitor attractions

Other Stakeholders

Businesses along the route (direct email or post)
Churches / Chapels (direct email or post)
Farms (short route)
Residential/Nursing Homes (via Social Services)
Taxi firms / Private bus hire companies (direct email or post)
Emergency Vets in Ystrad Mynach (direct email)
Public Transport (via CCBC public transport team)
Sports groups / clubs (via CCBC sport & leisure team)
Supermarkets – esp. in terms of deliveries (email):

- ASDA (Blackwood / Caerphilly)
- TESCO (Ystrad Mynach / Caerphilly / Risca)
- SAINSBURYS (Pontllanfraith)
- MORRISONS (Bargoed and Caerphilly)
- ICELAND (Caerphilly)

Appendix 2: Summary and consideration of objections/support received to the advertised proposals

Consultee	General comments	Specific requests	
SOCIAL MEDIA			
M O, Twitter	Why bother with this again? Nobody wants it here and we shouldn't have to deal with the hassle of it.	No	
J E, Facebook	Preferably something that won't require me to be under house arrest like last year please	No	
B N, Twitter	I'm looking forward to it. I'd love to see some more small local road closures made common though the CBC to allow children to play safely on the street	No	
T L, Facebook	Needs far better planning than last time	No	
N P, Facebook	Looking forward to it	No	
M T, Facebook	I'm delighted this is coming back, it was exciting to watch and a little walking in the fresh air was good for us all.	No	
K B, Facebook	Great, my son loved it last year he'll be up there with his packed lunch watching them go through! Just hope the idiots who tried get through the road closures like last year stays away! Makes it unsafe for people on the bikes, spectators and the security people! Saw one of them nearly ran over by an impatient driver!	No	
K J M, Facebook	Great, totally nightmare for people last year. So many friends has issues trying to get to work	No	
S G, Facebook	Hope it's not going stop me getting to hospital as this is weekend my baby is due!!	No	
S G, Facebook	I'm not going to be under house arrest. I will drive where and when I want thank you!! last year even my mother's carers couldn't get to her	No	
G R S, Facebook	Finally an event that the council don't shut Pontywindy road for.	No	
K L, Facebook	Can't it go to North Wales for a change	No	
R B, Facebook	Fabulous to see this back again. Giving people enough notice, to make alternative arrangements .hopefully the event will run smoothly. good luck to all.	No	
C G, Facebook	More diversion of traffic, giving people information on alternative routes ... People found it hard to access ystrad hospital due to closures... District nurses need to be given alternative routes to get to their patients Great event last year, but poor communication regarding alternative routes.	Improved communications	
D L, Facebook	Well done on paying millions making cycle paths for them to ride on roads	No	
S M, Facebook	It's unreasonable to close the roads for over 9 hours! Last year no communication and I was in a wedding that weekend. It was an absolute shambles	No	

C G, Twitter	Great event, but need more info on diversions, Out of Hours nurses and Drs need to get around, access to Ystrad hospital	Health care professionals need to be considered	
P, Twitter	Wonderful, can't wait to be trapped in our homes again with no say whatsoever	No	
J H, Facebook	Closing 2 major roads is insane	No	
H T H, Facebook	Please can you make sure the splash pad and toilets in Morgan Jones park are open for local people to walk to this year? They were only opened after the event last year and due to the road closures some people have no choice than to stay in the local area?	No	
A H, Facebook	Last year was a disaster ☹️	No	
B P, Facebook	Looks like it will take me 3 hours to get to work again.	No	
P F, Facebook	Last year was a total nightmare!!	No	
VIA EMAIL			
AG, Caerphilly Resident	I am very happy that the Velothon is coming back to/through Caerphilly for another year. As a resident, I am very happy to have roads that I would normally use, I am very happy to have these closed for a single day. The amount of money & healthy lifestyle that is promoted by this event easily outweigh the need for me to use roads for a day. I sincerely hope that Caerphilly council get behind this event & support it wherever possible.	No	
Cllr P B, Caerphilly	Because of the closure times, I would suggest that the Professionals start first as they will be through Caerffili like a shot from a gun. The amateurs to follow a half hour later. They should follow a different route through Ystrad Mynach and Nelson, to the Fiddlers elbow roundabout, and then through Cilfynedd, Pontsion Norton etc to Cardiff through the Treforrest Estate. The big holdup in Caerffili is not from the Professionals, but the slower of the amateurs the vast majority of which walked all the way to the top of Caerffili mountain which took the major amount of time.	Suggest change timings and change route	
HK, Caerphilly Resident	I am surprised, after the poor organisation of the event last year, that CCBC are allowing it to be hosted once again. I understand from the website that "lessons have been learnt following last year's event", but you do not illustrate these "lessons". It appears that this is a fait accompli, and that the event is to be held no matter what I, or others, say. Nevertheless, I wish to submit the following views	Improve stewarding (esp at St Martins Rd junction) and address littering	

	<p>about the Velothon Event:</p> <p>The road closures at the St Martin's Road junction nearest the town were manned by stewards (students) who didn't have a clue what was going on, and they were unable to answer basic questions about timings, protocol etc. with any certainty. They were also unable to manage the traffic with confidence when people needed to drive across the road which was closed. The organisers had clearly not invested time or money into good, basic training for the event.</p> <p>The rubbish strewn across the roads by the cyclists and on-lookers was not being cleaned up (not that it should have been there in the first place of course), which gave the wrong impression that it was fine to drop litter at an event backed by CCBC. The organisers should surely be responsible for meeting the costs of the clean-up after the event.</p> <p>The signs along the cycle route were not removed for weeks after the event, and the organisers should have been chased up by CCBC in order to do so.</p>	problems.	
CH, Resident	<p>Yet again, the Borough will be cut in half with us northerners finding it impossible to travel southwards without taking long diversions. How difficult will it be to visit relatives in hospital? Go shopping in Caerphilly? Use some of our country parks? And why? So non-residents can play on their bikes.</p> <p>No doubt someone will make up a figure about it boosting the local economy by £X thousand pounds but how is this calculated? As I understand it, these cyclists enter the Borough at Hafodryns and leave at Caerphilly mountain on their way to Cardiff. Where do they stop to spend their money? What do they buy? And as I, and many others, will alter my activities on that Sunday to avoid these roadblocks then surely some local businesses will suffer from a drop in trade.</p> <p>So are these projected figures available :</p> <p>How many local jobs will this event create? How much additional revenue will local firms and services gain from that day? How much lost revenue will businesses and services suffer because of travel difficulties?</p>	Financial implications of event	

EN, Crumlin Resident	Can the route please consider that those residents living in Crumlin, NP11 3PJ area, Lower Viaduct terrace etc, are completely cut off from being able to leave the area as it is one way in and out only. This is not acceptable for local residents, the long road closures mean many will have to take time off work, for which I'm sure you are unlikely to compensate.	Access for residents in Crumlin, NP11 3PJ	
PB, Caerphilly Resident	<p>I wish to register a strong objection to the closure of Mountain Rd Caerphilly for the Velathon Event. Last year the road was closed for most of the day, yet for most of the day there were no cyclists to be seen! It seems that neither Caerphilly Council nor the organisers have taken any notice of the objections and complaints which were raised after last year's event.</p> <p>The residents of King Edward Ave, Princes Ave, Railway Terrace, Underwood, Danycoed, Corbett Crescent, Warren Drive and Mountain Rd are marooned in their homes for the day when, on the evidence from last year, the road does not need to be closed all day. Local businesses on Mountain Rd and Cardiff Rd were also badly affected by the closure, which resulted in loss of revenue and considerable inconvenience to staff.</p> <p>I would strongly urge the Council to consider ensuring the road is closed only when necessary - it may cause the organisers & Caerphilly Council some inconvenience to make more detailed arrangements based on the wellbeing of residents and needs of local businesses rather than a blanket road closure. A small inconvenience when compared to the major inconvenience to local residents.</p> <p>If the Council are determined to proceed with a full day's closure I'm sure you will be able to let me have the justification for such a decision.</p>	Mountain Road, Caerphilly	
SH, Caerphilly Resident	<p>This event caused absolute chaos in and around Caerphilly last year and will doubtless do the same this year. This might be acceptable as a 'one off', but it's regrettably another one of the seemingly endless events and inconvenience that the residents of central Caerphilly have to endure. The traffic flows on a Sunday are now no different to any other day and Caerphilly will be grid locked once again.</p> <p>Residents of Heol Trecastell will be land locked, as even with the bollards removed at Nantgarw Road, the grid lock means that no one can get in or out. This is a huge worry in terms of emergency access or egress.</p>	Access for residents in Heol Trecastell / Nantgarw Road	

	<p>The traffic flows and configuration in Caerphilly means that the slightest hiccup anywhere causes huge delays. The recent fiasco with the Coke Lorry at Coryton caused grid lock virtually back to Ystrad Mynach Hospital. To close main roads for such a time is quite ridiculous.</p> <p>There is a groundswell of opinion amongst Caerphilly residents that enough is enough. All should be entitled to the peaceful enjoyment of their homes and personal business. I'm sure that no-one would object to a one off event such as occurs in France, Monaco, the Isle of Mann, Gateshead etc. It is the volume and regularity of such events that all seem to impact upon Crescent Road that are causing people to lose patience. I trust that there are very good arrangements in place to keep Caerphilly moving or I fear a backlash.</p> <p>It could be argued that some of the events such as the street markets do hold some attraction. In all honesty, I cannot see how anyone is going to get excited about a cyclist going past.</p>		
Ian, Resident	Don't have it causes nothing but problems	No	
BJ, Resident	<p>If the A469 is to be closed, how am I going to get to work in Cardiff and if I have to go north to go south who will pay my extra petrol bill given that Velothon are making money out of this?</p> <p>How much is Velothon contributing to the extra policing and extra council costs?</p>	No	
J C, Centre Manager Castle Court Shopping Centre	<p>Response same as last year but no doubt will gain zero sympathy.</p> <p>This event completely KILLED our businesses trade through that day, it also obstructed many shoppers and staff who could not reach hospitals and pensioners because of crazy road closures. No No No is our viewpoint. These bike road closures should NOT be on major road networks.</p>	Impact on businesses within Castle Court	
CB, Caerphilly Resident	<p>I wanted to write in support of Velothon Wales.</p> <p>I am a resident of Caerphilly, I live in Virginia Grove off Bedwas Road so will be directly affected by the race. This is a one day event that local residents have had plenty of advanced warning of. In order to try and get Caerphilly on the map and bring in more business to the area the town needs events like this.</p> <p>For one day of inconvenience and hopefully a positive impact to the town I'd like to</p>	No	

	see the proposed route remain the same.		
AT, Caerphilly Resident	<p>I can understand why cyclists want this race and the 16000 plus amateurs will have a truly amazing day whilst raising thousands for charity. What I don't understand and want explained in detail is why all roads in and out of Caerphilly will be closed for a couple of hours so a few elite riders can go up and down Caerphilly Mountain.</p> <p>If all riders used the A469 around Caerphilly with the elite rider going up one side of road and down the other as the cars do and I've seen many elite long distant runners do, there would be no need for road closures in the centre of Caerphilly. Which would please residents who already have road closures for local events eg. Big Cheese, Bonifire Night and Christmas Markets to name a few and everyone who wanted or needed to enter/leave Caerphilly could go via Trethomas, Newport, although for some including myself this would be an inconvenience.</p> <p>If the riders are so bad, fussy or you argue it not safe so that they couldn't possibly do the above, then why not let them ride up the Mountain via A469 at the top take the left turn onto Cefn Carnau Lane at the end of this turn left onto Van road then right at the roundabout turn onto the by-pass to the Pwll-y-pant roundabout. this route would I know involve closing all the roads around Caerphilly but would save road closure in the town Centre.</p> <p>If you want the pretty publicity photos with Caerphilly Castle in the background, then use the A468 close the centre of Caerphilly make hundreds of peoples lives difficult, but please don't lock down Caerphilly for a few elite rider. they could still go up and down on the same route or use Cefn Carnau Lane as I know they are going to use lanes along the route.</p> <p>To leave only one way in and out of Caerphilly is inconvenient but being told you will not be able to get in or out of Caerphilly whilst the elite race is on is far, far more than that. For a few, thousands are being forced to re-think/plan that day, some will no doubt forget and face stewards who I found last year were rude, lied and showed absolutely no compassion. Or help lines that tell you to break the law as I was told if I needed to get out during race I should park my car on other side</p>	Elite race timings	

	<p>of closure earlier in the day, when I said that would mean leaving it on a dual carriage way the person I was speaking to just repeated the same suggestion. Needless to say I did not follow this advice.</p> <p>Lastly could you tell me who has priority if there an emergency during the race should it follow the route published the racers or the emergency services e.g. would the race be halted say to let an ambulance go over the Mountain to the Heath Hospital or would they have to wait for racers to pass</p>		
TN, Resident	I found the road closure information confusing last year. I thought it would be a good idea to show maps with the roads that are open at various times.	Improve map info	
PE, Maesycwmmmer Resident	<p>Hello, firstly I am amazed that this event, that was an absolute disaster for the residents of Caerphilly County last year, is once again being allowed to be held in our county.</p> <p>Last year I applied to the organisers of the Velothon for dispensation to leave and return to my home in Main Road Maesycwmmmer. Dispensation was agreed and I was informed that the marshals in the area would be informed of this dispensation. I supplied my car registration number and was told where, and at what time I would be allowed to leave and return, also that the marshals had been informed. I left at the agreed time only to find the exit road was already coned off and the marshals did not have any information. After some argument I had to physically remove some cones in order to leave the route at the Crown roundabout and go about my business.</p> <p>On return at the agreed time of 3.00pm to the Crown roundabout as agreed, I found myself in a queue of approximately fifteen cars on one side all needing to gain access, most to just cross the roundabout. Marshals refused point blank to allow anyone to even cross the roundabout. When I informed them that I had requested and received dispensation they had no information regarding this, and still refused to allow myself or anyone else any access whatsoever.</p> <p>Among the people queuing to use the roundabout was one lady who was a carer and needed to get to her elderly patient. Also one lady who was a diabetic and needed to get home for her insulin treatment. This was explained to the young boys acting as marshals who obviously didn't care about anyone's potentially serious problems, and still refused to allow anyone to cross the the roundabout.</p>	Ensure marshals are adequately informed when local residents have been given permission to access/exit an area	

	<p>Tempers then became very frayed and the police had to be called to 'Keep the peace'. The police also refused to override the marshals stating it was outside their remit.</p> <p>The result was that dozens of cars were made to queue from 3.00pm to 5.00pm to cross the Crown roundabout. During these two hours one group of approximately six riders actually passed through, taking about three or four seconds to pass. This incident last year, is what occurred at just one point on this route, it must have been multiplied dozens of times along the route. There was demonstrably absolutely no consideration or organisation to minimise the total disruption caused to the general public.</p> <p>Whoever agrees to this closure of the main road arteries of South East Wales for eight or nine hours, does not seem to realise that this closure also prohibits vehicles even crossing this route, resulting in virtually total immobilisation of all traffic in S.E.Wales.</p> <p>This event is an infringement of the public's right to freedom of movement in S. E. Wales area and as such is probably illegal.</p>		
S, Caerphilly Resident	<p>I live in Hazel Grove, Parc Avenue, Caerphilly. Last year, I was able to get out and about during Velothon using the route through Crossways Business Park. However, I did get stuck in a queue of traffic of people cutting through the Business Park, thinking they could get onto Bedwas Bridge Roundabout - they didn't realise this exit was blocked. When I did eventually get through, it was quite dangerous trying to navigate into Sir Stafford Close to get to Hazel Grove because of all the cars parked there. To avoid this queue and parking, it would make sense to shut this part of road by the McDonalds roundabout and put a sign there saying it is only for residents or people going to Crossways Pub or Hotel.</p> <p>One other observation is to have stewards manning roadblocks who have local knowledge so they can give people directions - I had to help a steward out last year as he was from Birmingham and didn't know the answers to people's questions.</p> <p>I do hope this makes sense. Please let me know if you have any questions or need more information.</p>	<p>Suggestions for managing traffic Parc Avenue area Caerphilly</p> <p>Ensure stewards have local knowledge</p>	

Cllr J J,
Ynysddu Ward

Despite protest by Caerphilly Council last year the Velothon was pushed through by the Welsh Government in a gung-ho manner which gave little concern for the small communities along the route. Despite being invited to a meeting with the organisers of Velothon, as a local Councillor I felt my suggestions were nothing more than an irritation. I was told at the meeting 'you can object all you like but it is going ahead!!.

I felt I must make a comment on the issues that my valley faced last year during the Velothon.

Signage

There were very large signs along the by-pass from Newport to the B4251. Because of the large amount of explanation, wording on the sign was a lot to read when driving along. Welsh was on the top. So drivers were not only faced with very lengthy information, but non-Welsh speakers had to read down to get to the English. This, whilst driving was not possible. You will see below from my first hand experience, this did cause a problem. Please can we have English first signage for this year's Velothon.

First Hand Experience of last years Velothon

I live in Wyllie. The only entrance to Wyllie during the Velothon was the turning from the B4251. I drove down to Cwmfelinfach to do some Council work. I did not have to cross the by-pass so I did not expect any problems in exiting and entering Wyllie, as I would have assumed that the entrance to the B4251 at Wattsville would have been signposted sufficiently for drivers not to use this road. (I had asked for signage that said "road closed, access only" – but my request had been refused.)

On returning to Wyllie I was caught in a one hour queue. Vehicles had entered the B4251 at Wattsville and were queued up from the Pontllanfraith roundabout thus blocking the Wyllie turnoff. The Velothon organisers were letting cars through occasionally, but in no way did this relieve the backlog.

I got out of my car and spoke to drivers. Many of them thought there had been an accident. They had no knowledge of the Velothon. When I asked them had they read the signs I was told yes they had seen signs but could not read them. See above my request for English first signage

Improve signage
and access around
Wyllie

	<p>Those drivers who live locally are aware that there is a way through the valley by using a lane (Pontgam Lane) which is accessed at Ynysddu and goes under the by-pass . This is narrow and with the amount of traffic that were using this through road, it was very difficult and at times was gridlocked. Two large vehicles can not pass in places. This road is sufficient for small amounts of traffic but not to take all the traffic which normally would use the B4251. If the road was closed to through traffic, only those who live in the valley and those local drivers who are aware of the Pontgam Lane would enter the valley, thus alleviating traffic.</p> <p>Last year I suggested that the signage could indicate (in English) that there was a diversion via the Abercarn by-pass and through West-end Abercarn which leads to a network of roads that can take drivers to wherever they want to go without being held up by the Velothon. This is a road which can take a larger amount of traffic and would be able to take the amount of traffic that would chose not go down the B4251 valley.</p> <p>I would summarise my request for this years Velothon as follows:</p> <p>English first signage. Sign (English first) at the turnoff from the by-pass into Wattsville ‘road closed – access only’. Diversion signs (English first) directing traffic through Westend Abercarn.</p> <p>I am happy to speak to the organisers of Velothon and also Council Highway Officers about my suggestions.</p>		
Mountain View Ranch	<p>I’m a keen cyclist and I’ve taken part in these sort of events several times such as the Dragon Ride however they have always been through largely rural areas not through densely populated areas such as the cities and towns of South Wales. The problem I have with this event is that I know the organisers are basically making very handsome profits at the expense of local businesses along the route many of whom would stand to lose several thousands in lost profit. Yes there is a small charitable element but it’s very small. If it’s a nice day we would expect to sales of around 5-7k at this time of year but people will simply not come because of the ‘perceived’ road closures even if there are alternative routes. I just don’t</p>		

	<p>buy the 'longer term economic benefits argument' at all it's just a nice catch phrase to justify this and many other things.. I'm a mathematics graduate with keen interest in economics too and I like to see the hard facts and numbers behind any such claims. I know from experience the vast majority of participants will live within drivable distance and so drive in on the day, do the event, and then drive straight home afterwards.. the cost of entry has shocked the cycling community and those that do pay it certainly won't be inclined to go and spend even more on accommodation and restaurants etc etc. If they want to run this event along a route which affects so many businesses then they need to compensate those businesses, that's the simple solution.</p>		
<p>Cllr. M P, Morgan Jones Ward</p>	<p>Whilst I will support any event of this nature within our Borough but I am strong believer that these type of events should be shared about CCBC , I accept that the back drop of the Castle comes in to play for the Winter and Summer events and that as flat as possible for the Caerphilly 10k, But this type of event can be rerouted elsewhere within the whole of the borough and shared amongst all wards as requested by members in meetings that I attend and I quote why is it always in Caerphilly with a cycle race like this you can,</p> <p>I know they all want the challenge of Caerphilly Mountain they can just bring them in from a different direction and this will take away the total road closures which caused absolute mayhem as the Sunday trade is as busy as any other day in Caerphilly Town Centre,</p> <p>Please look at the total road closers for the business that operate and the carers who need to attend or need to get around also the Stewards of the event have a good local knowledge of the area this was not the case last year as I personally witnessed some aggressive arguments of people trying to drive locations but was blocked off and the stewards could not answer them as they were not from this area,</p>	<p>Consider businesses and carers in road closures and ensure stewards have local knowledge</p>	
<p>Cllr J P, Morgan Jones Ward and Cllr S C, Caerphilly Town</p>	<p>We write to put forward our views on the route for the upcoming Velothon. These views have been formed following conversations and e mails with residents living in Virginia Grove, Bedwas Road and Heol Trecastell.</p>	<p>Ensure mitigation for Bedwas Road and Virginia Grove and Heol</p>	

Council	<p>In 2015 there were severe problems for residents living on Bedwas Road and Virginia Grove. Shortly before the event took place we managed to get some concessions for local residents living in Virginia Grove when short – term windows for crossing Bedwas Road were agreed. These were the only concessions achieved and although better than the initial blanket closure approach, residents still suffered with access for most of the day.</p> <p>Residents living on Bedwas Road and Virginia Grove had big problems getting to work and going about their business for the whole of the day. Having accepted the inconvenience for one year we're not prepared for residents living on Bedwas Road and Virginia Grove to suffer the same fate again this year. We don't agree the route should travel down Bedwas Road at all, but if the route does incorporate Bedwas Road then as a bare minimum we demand that one lane of traffic all the way along Bedwas Road is kept open for residents to be able access the road to go about their daily business. There can be no return to last year's events.</p> <p>From the perspective of Heol Trecasell, last year's closure of Cardiff Road had a major impact on access and egress. As traffic was diverted along Crescent road, traffic backed up past the entrance to the estate. As a consequence, there was a queue to get out of the estate and only then by peoples good will in letting vehicles out.</p> <p>Last year, I understand the bollards at the scout huts were lowered, but the grid lock meant that it was impossible to get anywhere. With over a hundred dwellings, the normal traffic flow in and out of Heol Trecastell is considerable. We'd draw your attention to contemporary working patterns where Sunday trading means that a significant number of residents (and traders) are very busy, as evidenced by the car parks of any shopping outlets. We'd ask you to consider retailers on the Gallagher Retail Park and what the impacts of last year's route meant for them. Last year we spoke to residents who work on a Sunday and they were very severely restricted.</p> <p>We're informed of the events that led to the cancellation of the Rhymney Valley Half Marathon back In 1992. The former Rhymney Valley Council took the decision to terminate the Rhymney Valley Half Marathon - one of the most</p>	<p>Trecastell</p> <p>Retailers on Gallagher Retail Park</p>
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	<p>prestigious events on the athletics calendar. In the 12 years it ran (prior to Sunday Trading) the event was well managed and without much disruption. Following the change in Sunday Trading it was impossible to do this without road closures, as the traffic on Sundays increased massively. The Council then decided to cancel the event do in large part to the changing consumer habits following Sunday Trading legislation. It therefore makes today's situation even more pressing, given the rise in population, housing, retail outlets and traffic since that time.</p> <p>In addition to the disruption, one of the big concerns is the access for emergency vehicles. Given the state of Crescent Road last year, we're concerned that ambulance or Fire vehicle vehicles could get anywhere near Heol Trecastell. Even if an ambulance were to get in, it would be difficult to get to a hospital, and that is a worry.</p> <p>In conclusion – We think with some thought, the route could easily be diverted away from the main arterial roads. We would include Bedwas Road and Crescent Road in this. We're demanding that Bedwas Road (if included in the route again) operates at least one lane of continuous traffic. This will enable access in and out for residents living in Virginia Grove and would allow Bedwas Road residents to go about their business without the mass disruption of last year. Residents living in Heol Trecastell need to be safeguarded as they continue to be hemmed in during major events. We do not believe that Cardiff Road should be used as the knock on effects are extensive. We can not see how residents won't be severely restricted if last year's route goes ahead again. We're therefore calling on officers and organisers to come forward with mitigating measures to improve access and egress for residents living in Heol Trecastell.</p>		
<p>South Wales Fire and Rescue</p>	<p>Following last year's event SWFRS continue to work with our partners in both Local Authorities and Emergency Services. A number of recommendations were identified and highlighted within the Welsh Government debrief report.</p> <p>Comprehensive contingency arrangements will be in place.</p> <p>Event organisers have co ordinated in conjunction with the Blue Light partners a</p>		

	<p>number of Emergency Local Access Points (ELAP's). The ELAPs have been pre identified to aid mobilization during the event. On Duty operational Fire Crews and Fire Control will be aware the ELAP protocol</p> <p>A joint Tactical Cell will be established, where Event Planners, Local Authorities, Emergency Services will be co located and in a position to response and react to any incidents/issues arising. SWFRS will have a Command Team within the cell.</p>		
C, Caerphilly Resident	<p>Hello – is it possible to get a system in place where it's possible for residents, when needed, to have permission to cross the roads that are closed during Velothon please?</p> <p>I live on Prince's Avenue and it's not possible to get there without crossing Mountain Road. I will be working 07:00 – 13:00 on the 22nd, and want to return home after finishing work.</p> <p>Last year, I had to wait in work for hours after finishing my shift as it wasn't possible to return home after 18:30. I also had to find somewhere to stay on the Saturday night, because the road was closed at 6:15 in 2015 and the organisers refused to let me cross.</p> <p>I appreciate that the road has been closed for a shorter time this year so leaving for work at 6:30 isn't a problem, but if it's possible to agree a time with the organisers to cross Mountain Road and go home? Around 13:30, or 14:00? It's only crossing the road that needs to be done, a matter of seconds!</p> <p>By the way, I only heard by chance about this consultation. I'd contacted Velothon Cymru and they mentioned it to me. How do you expect people to find out about the consultation if you don't contact them?!</p>	Specific access requirements for Prince's Avenue Caerphilly	
MO, Ynysddu Resident	<p>It's with some dismay that I understand the velothon is returning to Caerphilly for another day of shambolic mismanagement. I live in Pontgam Terrace, Ynysddu. It's a terrace of 30 houses on a country lane between Ynysddu and Gelligroes Mill, and last year people who live here were virtual prisoners all day, as the lanes on Mynyddislwyn were gridlocked by cars desperately trying to move around the blockage of the Newbridge bypass. Just take a moment to look at the attachments to understand that gridlock is the only way to describe the situation.</p> <p>I'm so glad that lessons have been learnt after last year – by God they should</p>	Congestion along Pontgam Terrace	

	<p>have been; but what exactly have you learnt? And just where have you advertised the coming velothon? – apart from your website that is. Because if you seriously want the residents of this borough to engage on this issue, there has been precious little publicity, and even less time for us to respond.</p>		
<p>GM, Fleur de Lis Resident</p>	<p>I would like to respond to the above consultation and object to the road closures as proposed in the consultation. My reasons for objecting to the proposal as it currently stands are set out below:</p> <p>1. <u>Complete closure of A472</u></p> <p>The closure of the A472 between 8:30 and 17:45 will have a significant impact on the ability of residents to travel around the county and to Cardiff. The closure of this key route will effectively act as a barrier, preventing traffic from reaching anywhere south of the A472 (such as Caerphilly, Cardiff and Newport), as well as north of the A472, without causing significant disruption to drivers and local residents while also placing a tremendous burden on local roads, which are not designed to cope with such traffic.</p> <p>The above point is of considerable concern to me not just as a driver likely to require access to Cardiff during this period, but also as a local resident. As a resident of Victoria Road, Fleur-de-lis, the complete closure of the A472 will cause traffic travelling between Blackwood and Ystrad Mynach to be diverted along my road. We already experience high volumes of traffic travelling at high speed along this road (despite being subject to a 30mph speed limit), and this diversion will do nothing to reduce these problems.</p> <p>Furthermore, the complete closure of the A472 will make it extremely difficult to reach Cardiff without a significant diversion. With this in mind, please advise how I should access Cardiff from my home in Victoria Road while this closure is in operation?</p> <p>2. <u>Access to Ysbyty Ystrad Fawr</u></p> <p>As well as providing crucial access to Cardiff and other parts of the county, the</p>	<p>Access to and from Victoria Road, Fleur-de-lis</p>	

A472 provides the sole access to Ysbyty Ystrad Fawr.

Leaving aside concerns as to how medical staff and emergency service vehicles should access the Hospital during the closure, how do you anticipate non-emergency patients and visitors should access the Hospital during this period?

3. The Cycle Racing on Highways Regulations 1960

You will be aware that regulation 5 of the Cycle Racing on Highways Regulations 1960 (as amended by the Cycle Racing on Highways (Amendment) (Wales) Regulations 2015) ("the Regulations"), provides that a race may only be authorised where a risk assessment has been undertaken. The Regulations require the risk assessment to take into account (among other things) "*a suitable and sufficient assessment of the risks to the health and safety of competitors, race officials, spectators and other road users arising out of the holding of the race...*" and "*details of appropriate actions that will be taken...to ensure the safe operation of the race.*"

With the above in mind, I look forward to the publication of the risk assessment prepared by the promoter of the Velothon, and in particular, their assessment as to the risks to other road users arising out of the holding of the race, and the appropriate actions they will take to mitigate those risks.

Having regard to the significant increase in traffic that is anticipated on minor residential roads, I am particularly interested in the promoters assessment of the risk to local residents as road users, and what action the promoter will be taking on these minor local roads to mitigate against the risk of injury as a result of the higher volumes of traffic.

4. An alternative?

As a public authority, the council must act reasonably and consider whether there are any reasonable alternatives to the proposed action.

In this instance, the complete closure of the A472 will cause considerable

	<p>disruption to local residents and road users in the area. The duration of the closure also seems particularly unreasonable. The closure of the A472 for such a significant amount of time appears to be driven by the promoters determination to maximise the number of competitors participating in the Velothon, and in turn, the amount of profit the promoter will make as a result. Putting the profits of a private undertaking before the safety, wellbeing and convenience of local residents flies in the face of what this council should be doing.</p> <p>I therefore suggest that the number of competitors permitted to participate in the event should be limited so as to either:</p> <p>(a) enable the roads to be closed for a shorter time period; or (b) enable one lane/one side of the carriageway of the A472 to remain open during the event.</p> <p>This will ensure that less disruption is caused to local residents, while also enabling this event to take place.</p> <p>If this isn't considered possible, I would like to know why, as well as any representations the council has made in relation to the number of participants in the Velothon.</p> <p>I look forward to these matters being taken into consideration and await a response from you on the specific queries raised above.</p> <p>Please note that although I consent to the details of my objections being shared with others, I do not consent to my name or email address being disclosed to anyone outside Caerphilly Council without my explicit consent.</p>		
<p>AP, Ynysddu Resident</p>	<p>I am emailing on behalf of AP regarding the road closures in the Blackwood/Ystrad Mynach area, she has stated that last years road closures prevented access to Pontgam Terrace and closed a number of other roads in the area consequently disrupting her rounds on the Caerphilly homecare unit due to route alterations. A number of other residents of Pontgam Terrace have</p>	<p>Pontgam Terrace Ynysddu – home carer needing to exit during the day</p>	

	complained of the same issue and would like to bring this to your attention.		
SB, Ynysddu Resident	<p>I am a concerned resident that lives on pontgam terrace ynysddu..</p> <p>I am a care worker that covers work at weekends in a carers role for caerphilly county borough council.</p> <p>Last year the road closures caused complete grid lock of cars jammed on our country lanes leading up to pontgam terrace from both directions...there was no proper traffic control to allow cars to move. ...</p> <p>So I want to voice my concerns that these issues are addressed properly this year. As I need to be able to drive to my calls in the local area.</p>	Pontgam Terrace Ynysddu, home carer needing access to clients on the day	
Wayne David, Labour MP for Caerphilly	<p>Letter following last year's event</p> <p>As the MP for Caerphilly, I am writing to express my concern about what happened last Sunday (14 June 2015) with regard to the Velothon. My office and I have received a number of complaints from constituents who have expressed legitimate concerns. Amongst the concerns are:</p> <ol style="list-style-type: none"> 1. The extremely poor organisation of the event. The organisation was in the hands of Lagardere Unlimited UK. Amongst the concerns expressed to me were the lack of prior warning of road closures, the fact that the road closures did not always mirror the publicity, the rudeness of some of the stewards to members of the public, and the stewards' lack of local knowledge which meant that local people were not being given advice about alternative routes when effected by road closures. 2. The huge inconvenience and disruption caused to residents of large parts of the borough, especially Caerphilly town. Please find attached a letter that I have received from Care Cymru which indicates how a number of their clients were adversely affected by the road closures. 3. A number of constituents found it extremely difficult to attend their place of work. I know of at least one constituent who had to sleep outside of the area on Saturday night to be able to attend work on Sunday morning. 4. The extensive road closures and disruption undoubtedly had an adverse effect on local businesses. I have been contacted by businesses in Bargoed and Caerphilly who suffered loss of trade because of the event. 5. Residents of the borough also found it difficult to access Ysbyty Ystrad 		

	<p>Fawr.</p> <p>I am sure that the Local Authority will do a careful analysis of the pluses and minuses of the event for the Borough. I suspect however that the negatives of the Velothon coming to Caerphilly Borough far outweigh the positives. 15,000 cyclists is a huge number for the area to cope with and, I am told, that next year the numbers could increase further. While I fully appreciate that the Velothon has enhanced the image of Wales to the outside world and that significant sums of money have been raised for charity, I firmly believe that it is not appropriate for the Velothon to 'disrupt' large parts of the borough every year for the next four years. I would therefore strongly urge your Authority to consider not authorising the Velothon for future years.</p> <p>Additional comments (2016)</p> <p>More specifically, I would hope that there is emphasis placed on:</p> <ol style="list-style-type: none"> 1. Clear and extensive advance notice of road closures and the disruption which will be caused. 2. Proper briefing and training for all stewards so that they are able to give full and courteous advice to local people on the day of the Velothon. 3. The shortest possible length of time for road closures. 4. Clear sign posting of alternative routes when roads are closed. 5. Active consideration to be given to avoiding Caerphilly town centre. There is much to be said, I would have thought, from a cycling point of view as well as from a resident's point of view to the use of the Caerphilly Bypass, i.e. the A468 around Cwrt Rawlin and Penrhos and then up Caerphilly Mountain. <p>I hope the above comments are helpful.</p>		
Caerphilly Council's Town and Community Council Liaison Committee	<p>On behalf of the Caerphilly Council's Town and Community Council Liaison Committee I wish to raise two points for your consideration in your planning for your event across South East Wales in 2016 :</p> <ol style="list-style-type: none"> 1). Can the Town and Community Councils be added to your prior consultation list? The lack of consultation on the event details in 2015 was a major issue for many affected residents and businesses along the route 		

	2). Can you consider erecting temporary/portable toilet blocks/rest points along the route to prevent those partaking from using private driveways, walls and hedgerows?		
WRITTEN CORRESPONDENCE			
K W, Caerphilly Town Council	<p>Further to your communication regarding this year's Velothon the Caerphilly Town Council objects to the roads around the Caerphilly Town being closed to traffic for such a long period.</p> <p>The Town Council supports events that highlight Caerphilly but to close roads for 8 to 9 hours brings undue hardship to residents.</p> <p>Would it not be possible to vary the routes for the amateur riders and either take them from Ystrad Mynach to Nelson and down through Cilfynydd and Pontypridd, or if this is not possible to take them off at the Cedar Tree roundabout and go up the bypass (A468) thereby avoiding the town centre and limiting disruption to town residents.</p>		
INTERNAL			
G B, Senior Assistant Engineer, CCBC	<p>We have met with the organisers and colleagues within ITU/ TM in 2015 to discuss this years Velothon proposal. During this meeting that all points regarding TM) conflicts / lack of stewarding (not exhaustive) and targeted areas for improvement were stressed to them for their consideration and response. As far as I am aware (GR may have further knowledge) we have not received and updated TM plan taking those proposals into account, therefore I can only assume that further meetings will be held between all stakeholders again well in advance of the event.</p> <p>As you are aware communication from the organisers is not as free-flowing as one would like.</p>		
P W, Home Care and Reablement Team	<p>Further to your request for comments regarding this year's Velothon please find below comments from the Home Care and Reablement Team.</p> <ul style="list-style-type: none"> Will there be detailed maps showing the road closures, in particular showing access routes to Panside (A467 – Central Ave and Woodland Drive). 	Information requested on access to Panside, Maesycwmmmer, LLanbradach and	

	<ul style="list-style-type: none"> • Will there be access to Maesycwmmer? We have service users living there and need to arrange access for care staff. • Will there be access to Caerphilly town from Llanbradach, last year one lane of the dual carriageway between the bottom of Llanbradach and Corbetts roundabout (A469) • Will there be any access between Bedwas (A468 – Bedwas Road) and Caerphilly town? Last year this caused us the most issues as we needed to have additional staff work to cover Bedwas and Caerphilly town. 	Bedwas for Home Care	

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CABINET – 16TH MARCH 2016

SUBJECT: COUNCIL TAX DISCRETIONARY REDUCTION POLICY - SECTION 13A (1) (C)

REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151 OFFICER

-
- 1.1 The attached report, which outlined details of a draft Council Tax Discretionary Reduction Policy concerning Section 13A (1) (c) of the Local Government Finance Act 1992, was considered by the Policy and Resources Scrutiny Committee on 1st March 2016. The report sought the views of Members on these proposals prior to its presentation to Cabinet for approval.
 - 1.2 Members were advised that Section 13A (1) (c) of the Local Government Finance Act 1992 as amended gives discretion to billing authorities to reduce a liable person's council tax 'to such extent as it thinks fit', even to nil, whether on an individual basis or by prescribing one or more categories
 - 1.3 The Section 13A discretion is in addition to various statutory reductions, discounts, disregards and exemptions that are already within existing legislation. The discretionary power was originally envisaged to be used in extreme cases affecting a limited number of council tax payers (such as a crisis or fire/flooding event). However, from 1st April 2013, the way in which support is provided to council tax payers on low income changed with the introduction of Council Tax Reduction Schemes throughout the UK.
 - 1.4 In Wales the Welsh Government has committed to a 100% funded Council Tax Reduction Scheme until the end of March 2017. This is not the case in England and consequently an increase in Section 13A applications has been experienced. Any move by the Welsh Government to not fully fund the Council Tax Reduction Scheme from April 2017 may result in a rise in Section 13A applications in Wales. Any change in the Council Tax Reduction Scheme would require a report to full Council along with an assessment of the potential financial implications.
 - 1.5 The Section 13A policy (appended to the report in draft form) aims to provide a more transparent and equitable way of determining applications received for discretionary council tax reduction.
 - 1.6 Discussion took place regarding the support available to persons applying for discretionary council tax reduction and the available methods of appeal in cases of refusal. Officers explained that a financial assessment is required to support cases of financial hardship and that where required Council staff would offer support in completing the relevant income/expenditure form. Members were advised that under the Local Government Finance Act 1992, there is no

right of appeal against the Council's use of discretionary powers, but the Council will accept a taxpayer's written request for a review of its decision if it is made within 28 days of the original decision. The review will be carried out by the Director of Corporate Services and Section 151 Officer who will consider whether the applicant has provided any additional information against the required criteria that will justify a change of decision.

- 1.7 Officers explained that the Council will treat all Section 13A applications on their individual merits and emphasised that support is already available through the Council Tax Reduction Scheme, which is separate to the Section 13A Discretionary reduction. Officers also outlined the details of the limited number of successful Section 13A applications approved to date and it was agreed that further information regarding unsuccessful applications would be provided to Members following the meeting.
- 1.8 Following consideration of the report, the Policy and Resources Scrutiny Committee unanimously recommended to Cabinet that for the reasons contained therein, the Council Tax Discretionary Reduction Policy - Section 13A (1) (c) as set out in the Appendix to the report be approved.
- 1.9 Members are asked to consider the recommendation.

Author: R. Barrett, Committee Services Officer, Ext. 4245

Appendices:

Appendix 1 Report to Policy and Resources Scrutiny Committee on 1st March 2016 – Agenda Item 9



POLICY AND RESOURCES SCRUTINY COMMITTEE – 1ST MARCH 2016

**SUBJECT: COUNCIL TAX DISCRETIONARY REDUCTION POLICY -
SECTION 13A (1) (C)**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES AND SECTION 151
OFFICER**

1. PURPOSE OF REPORT

- 1.1 To present the Scrutiny Committee with details of a draft Council Tax Discretionary Reduction Policy concerning Section 13A (1) (c) of the Local Government Finance Act 1992 (introduced by Section 76 of the Local Government Act 2003 and substituted by Section 10 of the Local Government Finance Act 2012) which allows a Council to reduce a person's Council Tax liability to nil, if it sees fit to do so, prior to its presentation to Cabinet for approval.

2. SUMMARY

- 2.1 This report provides details of a draft policy setting out the circumstances and information that will be taken into consideration when making a decision to award a reduction under Section 13A (1) (c) of the Local Government Finance Act 1992, as amended.

3. LINKS TO STRATEGY

- 3.1 Council tax provides significant resources which assist the Council in achieving a balanced financial plan. A council tax discretionary reduction policy will support the Council's anti-poverty strategy.

4. THE REPORT

- 4.1 Section 13A (1) (c) of the Local Government Finance Act 1992 as amended gives discretion to billing authorities to reduce a liable person's council tax 'to such extent as it thinks fit', even to nil, whether on an individual basis or by prescribing one or more categories. This discretion is in addition to various statutory reductions, discounts, disregards and exemptions that are already within existing legislation.
- 4.2 This discretionary power was originally envisaged to be used in extreme cases affecting a limited number of council tax payers, for example, a crisis or event that has made the property uninhabitable such as a fire or flood. However, from 1st April 2013 the way in which support is provided to council tax payers on low income changed with the introduction of council tax reduction schemes throughout the UK. This change has resulted in many more applications of this type being received by councils in England.

- 4.3 Following the abolition of Council Tax Benefit on 31st March 2013, Members will be aware that the Welsh Government contributed a further £22m of funding on top of the £222m provided by the UK Government in order to maintain Council Tax Reduction Scheme (CTRS) entitlement at 100%. In England, no such provision was made and so many councils decided to reduce the maximum entitlement under their CTRS from 100% to a lesser amount which resulted in low income working age council tax payers having to pay a proportion of their council tax liability.
- 4.4 With the Welsh Government planning to review funding arrangements for the CTRS from 2017/18 onwards, any reductions in funding are likely to result in low income working age council tax payers in Wales having to start paying a proportion of their council tax liability. To date this Council has only received a handful of applications which have been duly considered by the Head of Corporate Finance under delegated powers.
- 4.5 This policy aims to provide a more transparent and equitable way of determining applications received for discretionary council tax reduction under Section 13A (1) (c).
- 4.6 Members are therefore asked to consider and comment upon the draft policy attached as Appendix A of this report.

5. FINANCIAL IMPLICATIONS

- 5.1 The financial burden of awarding reductions under Section 13A (1) (c) of the Local Government Finance Act 1992 as amended must be borne wholly by the Council as a loss of council tax revenue.

6. EQUALITIES IMPLICATIONS

- 6.1 There are no potential equalities implications of this report and its recommendations on groups or individuals who fall under the categories identified in Section 6 of the Council's Strategic Equality Plan, therefore a full Equalities Impact Assessment has not been carried out.

7. PERSONNEL IMPLICATIONS

- 7.1 There are no direct personnel implications arising from this report.

8. CONSULTATIONS

- 8.1 There are no consultation responses which have not been reflected in this report.

9. RECOMMENDATIONS

- 9.1 It is recommended that Members consider and comment upon the draft Council Tax Discretionary Reduction Policy - Section 13A (1) (c) as at Appendix A, prior to its presentation to Cabinet for approval.

10. REASONS FOR THE RECOMMENDATIONS

- 10.1 To ensure the views of the Scrutiny Committee are considered prior to the draft policy being presented to Cabinet on 16th March 2016.

11. STATUTORY POWER

- 11.1 Local Government Finance Act 1992 (introduced by Section 76 of the Local Government Act 2003 and substituted by Section 10 of the Local Government Finance Act 2012) and regulations made under the Act.

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Consultees: Cllr Barbara Jones, Deputy Leader & Cabinet Member for Corporate Services
Nicole Scammell, Acting Director of Corporate Services & Section 151 Officer
John Carpenter, Council Tax & NNDR Manager
Sean O'Donnell, Principal Council Tax & NNDR Officer
Gail Williams, Interim Head of Legal Services * Monitoring Officer
David A. Thomas, Senior Policy Officer (Equalities and Welsh Language)

Appendices:
Appendix A Council Tax Discretionary Reduction Policy - Section 13A (1) (c)

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Council Tax Discretionary Reduction Policy

Section 13A (1) (c)

1. Background

- 1.1. Section 13A of the Local Government Finance Act 1992 allows Councils to reduce the amount of council tax payable. It can be used for individual cases or the Council can determine classes of cases in which liability is to be reduced. Caerphilly County Borough Council has not specified any class of cases but will consider claims on an individual basis. The purpose of this discretionary reduction is to provide temporary assistance to council tax payers to help reduce their council tax liability. There are financial implications in awarding any reductions other than those currently available under the statutory legislation, and the financial burden of Section 13A reductions is borne wholly by the Council as a loss of council tax revenue.

2. Legislative Powers

- 2.1. Section 13A (1) (c) of the Local Government Finance Act 1992 (introduced by Section 76 of the Local Government Act 2003 and substituted by Section 10 of the Local Government Finance Act 2012), provides the Council with the discretion to reduce liability for council tax in relation to individual cases or class(es) of cases that it may determine and where statutory discounts and exemptions do not apply.

A summary of Section 13A (1) (c) is set out below:

- Where a person is liable to pay council tax in respect of any chargeable dwelling, the Council for the area in which the dwelling is situated may reduce the amount to such extent as it thinks appropriate.
- The power under subsection (1) includes the power to reduce an amount to nil.
- The power under subsection (1) may be exercised in relation to particular cases or by determining a class of case in which liability is to be reduced to an extent provided by the determination.

3. Applying for Section 13A Discretionary Reduction

- 3.1. Who can apply?

Those persons liable to pay council tax to Caerphilly County Borough Council who can apply are:-

- Owner Occupiers
- Tenants
- Residents
- Persons acting on behalf of a liable person e.g. disabled, or elderly persons, i.e. an appointee, solicitor or someone with power of attorney.

3.2. The Council will treat all applications on their individual merits, however some or all of the following criteria must be met for each case:

- The taxpayer must satisfy the Council that all reasonable steps have been taken to resolve the situation prior to application;
- The amount outstanding must not be the result of deliberate non-payment or failure to make payments as required through neglect;
- All other appropriate council tax discounts/reductions have already been awarded;
- The taxpayer does not have access to other assets that could be used to pay council tax;
- The situation and reason for the application must be outside of the applicant's control, for example, environmental factors like flooding;
- Unless it is clear that the applicant will not qualify, the applicant has applied for council tax reduction support (the Welsh Government's national council tax reduction scheme exists to ensure that those on low incomes receive financial assistance with their council tax);
- There must be evidence of financial hardship or personal circumstances that justifies a discretionary reduction in council tax liability. To evidence financial hardship an Income/Expenditure form must be completed. **See appendix A.**

3.3. Requests for a discretionary reduction to lower council tax liability will be required in writing from the council tax payer, or a recognised third party appointed to act on their behalf, and titled 'Section 13A Application'. There is no formal application form.

3.4. The application should relate to the current council tax year, unless the applicant has received a bill following a delayed council tax valuation for a previous year(s) or a late determination as to liability to the council tax.

3.5. The Council reserves the right to request any additional evidence in support of the discretionary reduction application, and will act consistently and reasonably in doing so. Where the applicant is unable to, or does not supply the required evidence, the Council will still consider the application and will take into account any other evidence available.

4. Decision Making

4.1. The Council Tax and NNDR Manager will consider all Section 13A applications and make a recommendation to the Head of Corporate Finance whose decision will be made under delegated powers.

4.2. Any successful application for a discretionary reduction will be granted for a temporary period only. The reduction will cease at the end of this period and a further application will be required for consideration of any ongoing assistance.

- 4.3. Discretionary reductions will generally be made from the date that the Council received the application form, but the Council may backdate reductions under this policy, if it is considered reasonable to do so.

5. Notification of Decision

- 5.1. The Council will notify an applicant in writing within 21 days of receiving sufficient information to make a decision or, if this is not possible, within a reasonable period afterwards.

6. Review of Decision

- 6.1. Under the Local Government Finance Act 1992, there is no right of appeal against the Council's use of discretionary powers. However, the Council will accept a taxpayer's written request for a review of its decision if it is made within 28 days of the original decision. The Director of Corporate Services & Section 151 Officer will carry out the review and consider whether the customer has provided any additional information against the required criteria that will justify a change in its decision. Following this, if the taxpayer is still aggrieved at the Council's decision, it may only be challenged by way of judicial review where the High Court may be asked to consider whether the Council has acted within its powers.

7. Fraudulent Claims and Overpayments

- 7.1. The Council reserves the right to recover any overpayment of a discretionary reduction where the reduction was made as a result of misrepresentation or failure to disclose a material fact, fraudulently (or otherwise), or due to an administrative error by the Council (where it is reasonable to assume that the taxpayer would have been aware).

The Council is committed to tackling fraud and abuse of public funds in all forms. Where there is suspicion that that a fraud may have occurred, the matter will be investigated and this may lead to criminal proceedings being initiated. The Council will consider prosecuting any applicant who makes a false statement or provides fraudulent evidence in support of an application.

8. Equalities Statement

- 8.1. The Council is committed to equality and fairness. Equality is about ensuring people are treated fairly and given fair chances. It is also about ensuring that people receive fair outcomes in the standard of service they receive from the Council.

We will work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh, BSL or any other language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.



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COUNCIL TAX
DETAILS OF INCOME & OUTGOINGS

Name and Address	Date of Issue:	
	Date to be Returned by:	
	A/c Number:	
	Tel Number:	
	N I Number:	

EMPLOYED (give weekly amounts)		UNEMPLOYED OR ON BENEFIT (give weekly amounts)	
Date commenced employment:		Date first claimed benefit:	
Employer: Address:		Income Support:	£
		Pension Credit:	£
		Job Seeker's Allowance:	£
Tel Number:		Incapacity Benefit or ESA:	£
Payroll No:		Tax Credits:	£
Net Income:	£	Other Benefits:	£
Tax Credits:	£		
TOTAL INCOME:	£	TOTAL INCOME:	£

Savings	
Savings/bank accounts	
Total Savings held	£

OTHER RELEVANT DETAILS	
Partner's full name:	
Partner's income (weekly):	£
Partner's employment details (if applicable) :	
Number of dependent children:	
Ages of children:	

Please ensure you include all of your outgoings below:

Expenses	Amount £	Frequency i.e. weekly, monthly or 4 weekly	Expenses	Amount £ A Amount £	Frequency i.e. weekly, monthly or 4 weekly
Rent/Rent arrears/Mortgage			Loans/HP		
Council Tax/Council Tax Arrears			Fines/Court Orders		
Electricity			Television (Rental)		
Gas			TV Licence		
Water rates			Car (Fuel, Tax, insurance)		
Food/Housekeeping			Travel Expenses		
Childcare (Dinner money)			Clothing		
Insurances (home, personal)			Maintenance paid		
Telephone (home)			Other		
Telephone (mobile)					
Credit Card/Store Card			Total Expenditure		

If any of the expenses given above are unusually high, please give details:

ADDITIONAL INFORMATION

Declaration

I **declare** that the information given on this form is correct.

Signed:

Dated:

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CABINET – 16TH MARCH, 2016

PUBLIC INTEREST TEST – EXEMPTION FROM DISCLOSURE OF DOCUMENTS SCHEDULE 12A LOCAL GOVERNMENT ACT 1972

SUBJECT: WRITE-OFF OF DEBTS OVER £20,000 – NNDR ARREARS FOR LTD COMPANIES

REPORT BY: INTERIM HEAD OF LEGAL SERVICES AND MONITORING OFFICER

I have considered grounds for exemption of information contained in the report referred to above and make the following recommendations to the Proper Officer:-

EXEMPTIONS APPLYING TO THE REPORT:

Legal advice (paragraph 16). Information relating to the financial or business affairs of any particular person (including the Authority holding that information) (Paragraph 14).

FACTORS IN FAVOUR OF DISCLOSURE:

There is a public interest in the way in which the Council recovers monies owed.

PREJUDICE WHICH WOULD RESULT IF THE INFORMATION WERE DISCLOSED:

The Report includes legal advice in relation to the recovery of arrears of NNDR. The report also contains detailed information about the financial affairs of third parties and disclosure of such information could breach their right to privacy of their financial business affairs.

MY VIEW ON THE PUBLIC INTEREST TEST IS AS FOLLOWS:

In relation to paragraph 16, the exemption is absolute and there is no right to require the information is made public.

That paragraph 14 should apply. I am mindful of the need to ensure the transparency and accountability of public authorities for decisions taken by them in relation to the recovery of monies owed. However disclosure of the information contained in the report about the financial affairs of third parties could breach their right to privacy in relation to their financial//business affairs.

The information is not affected by any other statutory provision which requires the information to be publicly registered.

On that basis as set out above I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information. Members are asked to consider these factors when determining the public interest test, which they must decide when considering excluding the public from this part of the meeting.

RECOMMENDED DECISION ON EXEMPTION FROM DISCLOSURE:

On the basis set out above I feel that the public interest in maintaining the exemption outweighs the public interest in disclosing the information, and that the report should be exempt.

Signed: 

Dated: 8th March, 2016

Post: **Interim Head of Legal Services/Monitoring Officer**

I ~~accept~~/do not accept the recommendation made above.

Signed: 
Proper Officer

Date: 8/3/16

By virtue of paragraph(s) 14, 16 of Part 1 of Schedule 12A of the Local Government Act 1972.

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