



CABINET – 13TH MARCH 2019

SUBJECT: EDUCATION ATTAINMENT STRATEGY AND ACTION PLAN

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

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- 1.1 The attached report was presented to Special Education for Life Scrutiny Committee on Thursday 7th March 2019.
 - 1.2 The recommendations of the Scrutiny Committee will be verbally reported at the meeting.
 - 1.3 Cabinet are asked to consider the views expressed by the Education for Life Scrutiny Committee.

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Appendices:
Appendix Special Education for Life Scrutiny Committee Report – 7th March 2019



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

SUBJECT: EDUCATION ATTAINMENT STRATEGY AND ACTION PLAN

REPORT BY: CORPORATE DIRECTOR EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To present to the Committee the attainment strategy for Caerphilly, entitled 'Shared Ambitions: working together to achieve the best outcomes for our young people', and to seek the views of Members on the strategy and associated action plan before its onward submission to Cabinet.

2. SUMMARY

- 2.1 The Council's attainment strategy, 'Shared Ambitions' is attached at Appendix 1 and the associated strategic action plan is attached at Appendix 2.
- 2.2 The strategy sets out a proposed vision for improving attainment and achievement across our schools that is linked explicitly to the priorities identified within the Councils self-evaluation document and the systemic issues that emerged throughout the summit process that took place over the autumn.
- 2.3 The strategy also includes a number of guiding principles and a narrative for #teamcaerphilly that enshrine the approaches and behaviours that will underpin the delivery of the strategy.
- 2.4 The strategic action plan attached to the strategy sets out what the Local Education Authority, the Education Achievement Service and the Schools themselves will do to drive improvement across the school system in Caerphilly.

3. RECOMMENDATIONS

- 3.1 Members of the Scrutiny committee are asked to consider and comment on the content of the education attainment strategy and the associated strategic plan prior to its submission to Cabinet for endorsement.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To ensure that the views of the Scrutiny Committee are considered prior to the education attainment strategy being presented to Cabinet.

5. THE REPORT

- 5.1 The appended strategy has been under development since September 2018. The stages of development are set out below:

1. EAS Professional Advice issued.
2. One Day Diagnostic undertaken with senior LEA, EAS staff and Cabinet Member assessing the performance and key issues underpinning performance at every secondary school.
3. A Summit meeting held with each secondary school at which Head Teachers were asked to account for performance and any known underlying issues as well as set out their plans for improvement.
4. Further Summit meetings were held with schools where specific issues were identified.
5. Key Priorities for improvement within the Education Service Self Evaluation shared with Scrutiny, CMT and PDM.
6. Initial draft of attainment strategy developed proposing the vision, initial context, guiding principles, narrative, findings and plans.
7. Further revisions of initial draft undertaken to organise findings and actions.
8. Draft attainment strategy shared with the Education Advisory Board December.
9. Draft attainment strategy shared with Schools Causing Concern meeting.
10. Draft attainment strategy shared with the Education for Life Scrutiny Committee, dated 8th January 2019.
11. Draft attainment strategy designed and branded.
12. Draft attainment strategy and associated strategic plan then shared with:
 - Caerphilly Secondary Headteachers
 - Caerphilly Primary Heads consultative forum
 - Corporate Management Team
 - Education Advisory Board

The strategy and plan, following further discussion at this Scrutiny Committee will be submitted to Cabinet for endorsement at its meeting of the 13th March.

5.2 The proposed vision within the strategy is described as follows:

“To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences.”

5.3 A set of guiding principles established by the Caerphilly Learning Partnership as a means of securing learning excellence have been included in the strategy in order to support its delivery.

5.4 The strategy also includes a draft narrative for #TeamCaerphilly, which is the approach that the Council intends to take in everything it will do to improve outcomes. The narrative is aligned directly to the four enabling objectives of Welsh Government’s Education in Wales: Our National Mission policy.

5.5 Some of the key priorities and headline findings identified within the strategy are as follows:

- Improve outcomes at end of Key Stage 4 and 5.
- Improve the performance of boys and pupils identified as e-FSM across all phases of education.
- Build on the recent increase in attendance data to achieve improvements over time.
- Reduce the number of exclusions across secondary schools in line with regional and national data.
- Leaders need to be able to access, and fully engage in, high quality support and development
- Focus on improving standards of literacy, particularly in years 7, 8 and 9
- Improve the quality of teaching and learning through an enhanced focus on teaching and classroom practice
- Ensure all schools take advantage of professional learning opportunities
- Enhance resilience of leaders, senior leadership teams and schools through an additional, tailored program of support.

- 5.6 A strategic plan is attached that includes the actions that will drive improvement. The plan is divided in to actions for schools, actions for the LEA and actions for the EAS.

Conclusion

- 5.7 The 'Shared Ambition' document, together with the appended Strategic Plan set out the Council's plans for raising levels of attainment and achievement across the Borough. This is not something that the Council can achieve alone, indeed the actions set out within the Strategic Plan make clear that the Schools and the Education Achievement Service are equal partners in raising standards. The document is also designed to ensure that the way in which the Council and its partners approach improvement is recognised as being as, if not more, important than the actions contained within.

6. ASSUMPTIONS

- 6.1 This section should set out what assumptions have been made in proposing the recommendations in the report. The assumptions could include, amongst other things, inflation, costs, expenditure, population, policy, service demand etc. If no assumptions have been made or were thought necessary, then this should be stated.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 The strategy and associated plan support the delivery and progression of the Corporate Plan, specifically the Councils adopted Wellbeing Objective 1 – to improve education opportunities for all.

- 7.2 Within this objective, the strategy aims to specifically progress the following outcomes:

1. Raise standards of attainment.
2. Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
3. Improve 'Digital Skills' for all ages.
4. Improve the learning environment.
5. Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The strategy is aligned to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- A prosperous Wales – 'Shared Ambitions' will help develop a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
- A more equal Wales – The focus within the strategy on driving up standards for vulnerable groups will help create a society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).

- 8.2 The strategy contributes to the five ways of working as follows:

Long Term –The strategy is intended to put in place the foundations and interventions required to bring about sustainable improvement in attainment over the long term and to create a highly skilled and ambitious workforce of the future for Caerphilly.

Prevention – Maximising the opportunities for all learners to reach their full potential should increase the likelihood of those learners going on to secure long term employment and becoming self-reliant.

Integration – the strategy is designed to align and integrate the work of the Schools, Local Education Authority and the Education Achievement Service

Collaboration – the strategy document has been shared with all of the Gwent Local Education Authorities and has been shaped by good practice identified across the region. Opportunities to collaborate on actions will be explored as a matter of course.

Involvement – the process that has shaped the strategy to date has been inclusive of the Head Teachers and Chairs of Governors of secondary schools, the Education Achievement Service, the Local Education Authority and a number of external professionals. As part of the wider consultation on the strategy stakeholder involvement has been widened to include Welsh Government.

9. EQUALITIES IMPLICATIONS

- 9.1 An Equalities Impact Assessment is not needed because the issues covered are for information purposes only, therefore the Council's full EIA process does not need to be applied.

10. FINANCIAL IMPLICATIONS

- 10.1 It is anticipated that any required investment will be funded from directorate in year underspends subject to the necessary approvals,

11. PERSONNEL IMPLICATIONS

- 11.1 None.

12. CONSULTATIONS

- 12.1 The following have been consulted on the proposed strategy through various stages of its development:

- Cllr Philippa Marsden, Cabinet Member for Education and Achievement
- Cabinet Members (through PDM)
- Christina Harry, Interim Chief Executive
- Corporate Management Team (CMT)
- Debbie Harteveld, Managing Director, Education Achievement Service
- Caerphilly Secondary Head Teachers
- Education Advisory Board
- Statutory Officers from Gwent Education Authorities
- Education for Life Scrutiny Committee
- Caerphilly Primary Heads consultative forum.

13. STATUTORY POWER

- 13.1 The Local Government Acts 1998 and 2003.

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Consultees: Cllr Philippa Marsden, Cabinet Member Education and Achievement
Christina HARRY, Interim Chief Executive
Keri Cole, Chief Education Officer
Debbie Hartevelde, Managing Director EAS
Cllr Colin Mann, Leader of the Plaid Group

Appendices:

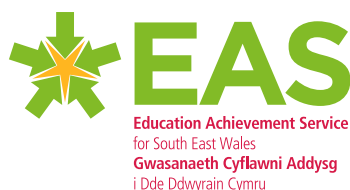
Appendix 1 Education Attainment Strategy, 'Shared Ambitions'

Appendix 2 Strategic Plan



Shared Ambitions

Working together to achieve the best outcomes for our young people



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Political Foreword

“Working together to deliver the best outcomes for our children”

As Caerphilly Council’s Cabinet Member for Education and Achievement, I’m proud to be part of an organisation that works so hard, alongside our key partners, to deliver real improvements for learners of all ages and abilities across the county borough.

Our new Strategy reflects this shared ambition to deliver positive change and I am delighted to be associated with the document. The strategy is aligned to the key objectives of Welsh Government and the Education Achievement Service (EAS), providing a direct link between national, regional and local aspirations.

Here in Caerphilly we have bold ambitions to provide every learner with the best life chances and we are committed to doing this through the provision of high quality teaching, learning and leadership across our impressive 21st Century school settings.

To realise these ambitions we also need to understand the challenges specific to our communities and work with schools, the EAS and Welsh Government to identify the best solutions to those challenges.

We want to ensure every learner leaves school with the qualifications they deserve and move on to the destination of their choice. This strategy recognises the importance of strong relationships and the need for a shared ambition, as well as defining the unique approach that is **#teamcaerphilly**.

Successful collaboration can help provide the best opportunities for our children to lead fulfilling and rewarding lives - they deserve us to be their champions and we can achieve this when we work better together.

Cllr Philippa Marsden

CCBC Cabinet Member for Education and Achievement

Strategic Context

In March 2018, Caerphilly Council adopted a set of Wellbeing Objectives for 2018-2023 within its Corporate Plan.

The Corporate Plan is the Council’s over-arching vision, supported by clear objectives and priorities.

Within the Plan, **“Improve education opportunities for all”** was selected as Wellbeing Objective 1. As part of the Council’s plans to deliver this Wellbeing Objective, eight outcomes were identified.

This strategy aims to deliver improvement across five of those eight, specifically to:

- 2 Raise standards of attainment.
- 3 Reduce the impact of poverty on attainment for both vocational and non-vocational qualifications to provide equality of opportunity.
- 6 Improve ‘Digital Skills’ for all ages.
- 7 Improve the learning environment.
- 8 Safeguard all children and young people in order to create a climate for learning, particularly for those most vulnerable.

Underpinning the strategic action plan attached to this document are a wide range of supporting plans that set out in greater detail the improvement activity being undertaken by our schools, the Education Achievement Service (EAS) and the Education Service.



Education Service Plan

School Business Development Plans

Individual EAS Plan & Caerphilly specific annex

Our Vision for Education is:

“ To **raise standards**
and ensure our learners
are **healthy**, confident,
proud and **ambitious**
and can benefit from
high quality
educational
opportunities,
settings and
experiences. ”



The Caerphilly Context

The Caerphilly County Borough covers an area stretching from the Brecon Beacons National Park in the north, to Cardiff and Newport in the south. It is bordered to the west by Merthyr Tydfil and Rhondda Cynon Taff, and to the east by Blaenau Gwent and Torfaen local authorities.

The area lies at the heart of both the South Wales Valleys and the Cardiff Capital Region. The Caerphilly county borough occupies some 108 square miles (28,000 hectares) of the Valleys area of South East Wales. It is a little over 18.6 miles long and nearly 11 miles wide, and is formed by the valleys of three rivers: the Rhymney, Sirhowy and Ebbw. The county borough has 180,000 residents living across a mixture of urban and rural communities. Three quarters of the county borough is used for agriculture and forestry.

There are around 23,000 statutory aged pupils attending schools across the County Borough with around 2000 learners typically comprising the key stage 4 cohort (15 and 16 year olds). Caerphilly learners account for around a third of the learners sitting external examinations at the end of key stage 4 across the region of south east Wales in any given year.

In Caerphilly there are:

- 72** Primary Phase Schools
- 1** Voluntary Aided Primary School
- 11** Secondary Schools
- 1** 3 to 18 School
- 1** Pupil Referral Unit
- 1** Special School
- 2** Further Education colleges across the Caerphilly Borough
- 250+** Registered childcare providers



The Caerphilly Context

The EAS, the education consortium for South East Wales, supports the role of Caerphilly local authority in delivering their statutory functions, addressing improvement priorities and promoting improved pupil outcomes.

There is Youth provision across the borough supporting both universal access and more targeted support for young people and their families, as well as continued delivery of quality library services and community centres.

Our adult education provision delivers quality learning opportunities across the borough for individuals beyond school age.

There are significant levels of deprivation within the Borough with 29.7% of statutory school age pupils living in 20% of the most disadvantaged areas in Wales. 14 of the 110 areas in the Caerphilly county borough are in the top 10% of the most disadvantaged areas in Wales.

20.3% percent of Caerphilly pupils on roll of statutory school age are entitled to free school meals (taken from Pupil Level Annual School Census 2018), ranking the authority 18th out of the 22 local authorities in Wales.

Although the percentage of learners living in workless households within Caerphilly county borough has decreased, the percentage remains higher than the Wales average and is the second highest amongst local authorities in South East Wales. .

Homelessness is decreasing nationally and Caerphilly county borough has a much higher rate of homeless prevention than the Wales average or across other areas within the region.

Caerphilly County Borough Council is committed to tackling the causes of poverty and ensures the five anti-poverty grant programmes are working collaboratively to maximise reach to the most vulnerable.

The Council has listed Improving education opportunities for all as the first of its Wellbeing Objectives and has committed to an ambitious 21st century schools investment programme.

Band A of the 21st century school programme is nearing an end with 3 new schools built and 3 schools improved. Work is currently underway to agree the funding to progress the equally ambitious Band B programme.

The Cardiff Capital Region City Deal is another ambitious investment programme designed to develop the transport infrastructure and connectivity as well as expanding employment and apprenticeships to positively promote regeneration of communities.

The Caerphilly Context

Caerphilly 2018 Attainment Datasheet

The table below sets out the Council and Wales Average performance across each of the key stages over the last four years:

- ❖ Foundation Phase (FP) Pupils Aged 3-7
- ❖ Key Stage 2 (KS2) Pupils Aged 7-11
- ❖ Key Stage 3 (KS3) Pupils Aged 12-14
- ❖ Key Stage 4 (KS4) Pupils Aged 14-16
- ❖ Key Stage 5 (KS5) Pupils Aged 16-18

Trend		2015	2016	2017	2018	1 Year improvement
Foundation Phase FPI	Caerphilly	89.2	88.6	88.9	86.7	-2.2
	Wales	86.8	87.0	87.3	82.6	-4.7
KS 2 CSI	Caerphilly	87.4	90.4	90.1	89.7	-0.4
	Wales	87.7	88.6	89.5	89.5	0.0
KS 3 CSI	Caerphilly	80.3	82.0	87.8	87.8	3.7
	Wales	83.9	85.9	88.1	88.1	0.7
KS 4 L2 Threshold E/W & M	Caerphilly	52.6	53.0	46.9	46.9	-3.0
	Wales	57.9	60.3	55.1	55.1	0.5
KS 5 L3 Threshold	Caerphilly	97.7	97.1	97.5	97.5	0.7
	Wales	97.0	98.0	97.6	97.6	0.5

Note: There have been changes to the Key stage 4 examinations since 2017 which make true like for like comparisons difficult.

Attainment by Key Stage

- ❖ Attainment at Foundation Phase remains above the Wales average, and the decline in 2018 is less than the Wales rate. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2015 and 2018 is higher than Wales.
- ❖ Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement is above the Wales rate.
- ❖ Attainment at Key Stage 4 shows a faster rate of decline than that across Wales. Performance is still below the Wales average, with the gap widening.
- ❖ Attainment at Key Stage 5 is stable, with a similar level of attainment in 2018 as in 2015. Performance has gone from above Wales in 2015 to just below in 2018.

The Caerphilly Context

Attainment by Gender

- ❖ Between 2015 and 2018 the gender gap widened at Foundation Phase, due to a larger decline by boys than girls, and is now wider than the Wales gender gap.
- ❖ At Key Stage 2 the gender gap narrowed in this time, due to a larger improvement by boys than girls, but the gap remains wider than the Wales gender gap.
- ❖ Between 2015 and 2018 the gender gap widened at Key Stage 3, and is still wider than the Wales gender gap.
- ❖ At Key Stage 4 the gender gap is narrower than Wales, but has widened between 2015 and 2018 due to a larger decline by boys than girls.

Attainment by Free School Meals (FSM)

- ❖ At Foundation Phase and Key Stage 2, the performance of Free School Meals pupils in 2018 is above the Wales average. The Free School Meal / non Free School Meal gap is narrower than across Wales at both stages, compared to an increase in the Wales gap at Foundation Phase, and a slower decrease in the Wales gap at Key Stage 2.
- ❖ At Key Stage 3, performance of Free School Meal pupils is now above the Wales average after being below from 2014 to 2017, and the Free School Meal / non Free School Meal gap has narrowed considerably, and is now lower than that across Wales.
- ❖ At Key Stage 4 performance of Free School Meal pupils remains below the Wales average. In 2018, the Free School Meal / non Free School Meal gap narrowed, and is narrower than across Wales. Both Free School Meal / non Free School Meal pupil performance has declined since 2015, which is mirrored across Wales.

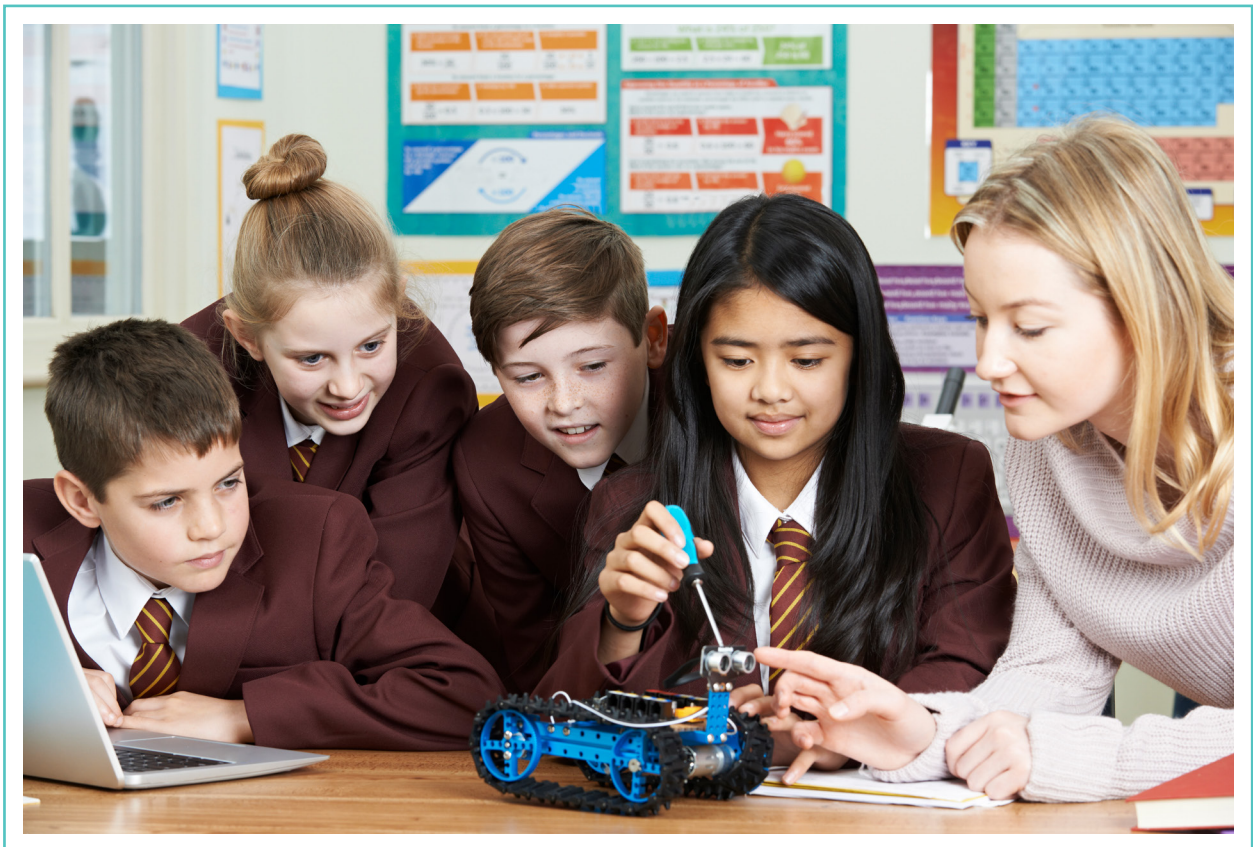
Attendance

- ❖ Over the past 4 years, attendance at primary schools has remained stable around 94.5%.
- ❖ Attendance at secondary schools has increased overall since 2015, at a faster rate to that across Wales, however attendance is still below the Wales average by 0.4pp.
- ❖ Unauthorised absence in primary schools has increased to 0.9% since 2015, but is below the Wales figure of 1.1%.
- ❖ At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.2%. The Wales figure has increased from 1.3% to 1.6% in this time.
- ❖ PW – Persistent Absenteeism??

The Caerphilly Context

Exclusions

- ❖ Since 2014/15 there has been a rise overall at primary and secondary level for exclusions of 5 days or fewer.
- ❖ Since 2014/15 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level, rising slightly in 4 years.
- ❖ Caerphilly has the highest rate of exclusions of 6 days or more per 1000 pupils in the region at both primary and secondary schools. At primary the rate was 1.4 compared to the regional figure of 0.6, and at secondary the rate was 12.0 compared to 5.7 across the region.
- ❖ There have been no permanent exclusions from primary schools in the past 4 years (PW – To Check, may be 1).
- ❖ Secondary permanent exclusions have risen from 9 in 2014/15 to 25 in 2017/18 with a slight decline from the 2016/17 high of 28.



Guiding Principles

The following guiding principles have been agreed by the Caerphilly Learning Partnership to underpin the work of all partners in their pursuit of excellence in teaching and learning. The principles underpin this strategy and will guide the work and behaviours of all contributors.

Leadership

There will be leadership at all levels to deliver excellence in learning. A variety of approaches will be required to suit different circumstances. However, we believe for leadership to be sustainable, effective, and to have maximum impact, a distributed style is most often preferable.

This empowers everyone to be part of decision making, and to take on responsibilities by developing leadership at all levels. We are all accountable to learners in our community for the outcomes they achieve and it is our collective responsibility to ensure needs are met.

Learning offer

The learning offer stems from the variety of institutions and services in Caerphilly and the quality of the collaborations and partnership working between them. The learning offer available will be broad, rich, diverse and relevant to the needs of learners so that all have access to appropriate career paths and lifelong learning.

Our workforce

We recognise our workforce to be the most important resource in supporting our learners.

Their wellbeing is paramount. We want a well-motivated and enthusiastic team with a shared ambition for success.



Guiding Principles

We will provide access to a variety of professional learning opportunities so as to equip the workforce with the necessary skills and experiences which are relevant to their role, and the workforce will be fully involved in the co-design of these opportunities. All of the workforce are entitled to be treated fairly, with dignity and respect. We are committed to appointing the very best workforce, and to providing opportunities for gaining experiences across learning settings when appropriate.

Community focus

All stakeholders will have the opportunity to participate in the shaping of delivery in the pursuit of excellence in learning. Learning provision will be at the heart of our communities, acting both as a hub and reaching out to all residents. Working with families will maximise the learning opportunities for learners to lead fulfilled adult lives.

Collaboration and partnership working for lifelong learning

In Caerphilly, the delivery of education and the provision of learning opportunities takes place in the day and evening, at weekends and throughout the calendar year, whether provided by schools, Further Education institutions, the Adult and Community Learning service, the Youth Service, or the wide range of our partner agencies from both the statutory and voluntary sectors. This richness and diversity of educational services, together with the collaborations and partnership working between them, enhances the quality of learning in the county borough.

Responsiveness

We will be responsive to the learning needs of our community and ensure that those needs are reflected in the courses and opportunities which will be planned and provided. We will also be proactive, agile and innovative in our approach towards initiatives and employers' skills requirements.

Resilience

We will ensure that resilience is developed at both individual and organisational levels. Individual resilience will focus on developing everyone's ability to manage challenges and problems, to learn and use skills such as perseverance and optimism and to handle new situations. Organisational resilience will focus on how we can adapt to the challenges we will face but will also consider the individual within the organisation and the processes and culture those individuals work with on a daily basis.

Guiding Principles

Welsh language

The Welsh language is at the heart of our ambition to achieve excellence. Through celebrating, promoting and supporting the use of the Welsh language we will ensure that all stakeholders will benefit from the richness of learning and cultural opportunities.

Effective support

Effective support is an essential ingredient in our pursuit of excellence. Through co-constructed partnerships, specialist support, collaboration and mentor work, there will be a commitment to support learners, the workforce, and leaders in accordance with their specific needs or entitlement, along their chosen pathway.

Celebration of achievement

We will ensure success and achievements are properly recognised and celebrated. This must be reflected in our day to day working relationships as well as through other means such as social media, traditional media, local events, and participation in competitions and contests. We will celebrate the success of both learners and the workforce, of teams and of individuals, throughout the community.

Constructive challenge

We will thrive within a culture of self-reflection and mutual challenge. As stakeholders, we will put forward our ideas and trust one another to offer views and to question the proposals so that they are honed. Challenges should be evidence based and managed in a mutually respectful way.

Effective use of resources

Resources will be shared across sectors to encourage collaborative activities ensuring maximum impact on learner outcomes. Leaders have a significant role in developing collaborative partnerships to ensure resources, human and material, are effectively managed and used.

#TeamCaerphilly

Our Narrative and Mission

The approach is aligned directly to the four enabling objectives of Welsh Government's Education in Wales: Our National Mission policy.

The EAS Business Plan 2019/20 has also been organised around these objectives enabling the local, regional and national direction to be explicitly aligned.

Developing a High Quality Education Profession

The world's highest-performing education systems have vibrant, engaged educators and support staff who are committed to continuous learning. Caerphilly will support the professional workforce to be lifelong learners who reflect on and enhance their own practice to motivate and inspire learners.

We will aim to create the conditions that enable our workforce to:

- ❖ Reach the highest standards of accredited professional practice and ensure that learners can access vibrant, focused and engaging content at all times.
- ❖ Challenge themselves to learn from the best by regularly exploring practice and pedagogy at high performing schools across the region and bringing it in to practice within Caerphilly Schools.
- ❖ Be positive, resilient, energetic and well and have access to wellbeing support should any of that change.

"Every child deserves a champion – an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be."

Rita Pierson





#TeamCaerphilly

Inspirational Leaders Working Collaboratively to Raise Standards

Inspirational leaders are well prepared and supported to lead their organisations through the changes ahead. They promote and support effective, collaborative leadership and are central to the realisation of the aims and priorities for learners in Caerphilly and to the national reform agenda.

In order to develop sustainable and long term improvements across every school in Caerphilly, we will develop an environment that supports our education leaders to work collectively to:

- ❖ Reach the highest standards of accredited professional leadership practice in education.
- ❖ Regularly access high quality coaching and mentoring from within and outside of the education sector to continually refine leadership practice.
- ❖ Challenge themselves to learn from the best by regularly exploring leadership practice at high performing schools across the region and bringing that practice in to Caerphilly Schools.
- ❖ Communicate and network with peer leaders openly, transparently and regularly to share existing good practice, challenges and plans for improvement.
- ❖ Ensure improvement activity is focused on improving the quality of teaching and learning available to our learners.
- ❖ Assess the progress being made in our schools in an open, frank and transparent manner and be accountable for school performance and responsible for the development of plans that will drive improvement.
- ❖ Be positive, resilient, energetic and well and have access to wellbeing support should any of that change.
- ❖ Champion the vision, guiding principles and foundation stones set out within this strategy.

#TeamCaerphilly

Strong and Inclusive Schools Committed to Excellence, Equity and Wellbeing

Caerphilly will strive to ensure that its learners are supported to be emotionally and physically ready to learn in a safe, supportive and nurturing environment so that no challenge should prevent any learner from reaching their potential.

Schools in Caerphilly should:

- ❖ Offer highly engaging, challenging and inclusive learning opportunities that meet the needs of all learners.
- ❖ Maximise exposure to these high quality learning opportunities by raising attendance levels through the application of innovative new strategies, sharing these widely when good progress is made.
- ❖ Do everything they can to reduce the levels of exclusions and, in doing so, maximise the time available for learners to be in school.
- ❖ Have effective and innovative strategies in place to raise the achievements of vulnerable learners and learners entitled to free school meals.

Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Education in Caerphilly will be a self-improving system that is built upon objective and evidence based assessment, evaluation, improvement, reflection and refinement.

Schools in Caerphilly should:

- ❖ Feel supported and encouraged to be completely open, honest and transparent when accounting for their relative position, progress made to date and plans for improvement that are based on robust self-evaluation.
- ❖ Be willing to further strengthen self-evaluation processes and school positions through external challenge and moderation.
- ❖ Have a clear and consistently applied strategies for ensuring the progress for all learners and improving pupil outcomes.
- ❖ Feel a sense of belonging and connection to the ethos of #TeamCaerphilly and the region and hold a desire to share knowledge and raise standards right across the system.
- ❖ Engage fully in the regional model for school improvement.
- ❖ Celebrate their achievements widely and proudly.

Identifying the Challenges

In order to identify the challenges that need to be overcome, it is essential that the current position of the education system within Caerphilly is clearly articulated in a balanced, unambiguous and evidence based way.

The key elements that help frame the current position are:

1. The council's processes for self-evaluation that utilise a wide range of evidence to identify strengths and areas for improvement.
2. The findings of the summit meetings held with each secondary school through the autumn of 2018.
3. The outcomes of self-evaluation activity, evidence based reports and the annual Business Plan provided by the EAS.



Identifying the Challenges

Caerphilly Education Service Self-Evaluation

The Council's current self-evaluation position statement concludes the following as the main high level priorities for improvement:

- p1** Improve outcomes at end of Key Stage 4 and 5. Identify any dips in performance at Foundation Phase, Key Stage 2 and Key Stage 3 and consider strategies for improvement.
- p2** Await confirmation of outcomes measures for Key Stage 4 and 5 by Welsh Government. Consider alternative strategies to effectively scrutinise performance data in light of changes to performance reporting measures. Data to be based on:
 - ❖ National categorisation;
 - ❖ Progress of schools causing concern;
 - ❖ Estyn inspection outcomes and progress of schools;
 - ❖ School engagement in the curriculum reform progress;
 - ❖ Implement guidance from WG regarding a national 'score card'.
- p4** Refine current procedures to monitor and track 'risk' pupils to ensure that all categories of vulnerability are taken into account. Work alongside school improvement partners to monitor, challenge and support schools in order to raise attainment for these students.
- p5** Ensure target setting is focused on aspiration for all learners rather than high stakes accountability.
- p6** Build on the recent increase in attendance data to achieve improvements over time. Continue to build capacity in schools in order to effectively raise levels of attendance.
- p7** Reduce the number of exclusions across secondary schools in line with regional and national data. Support schools in sharing best practice across the SEWC region.
- p8** Continue to develop methods for evaluating the impact education services have on wellbeing and attitudes to learning. Modify existing strategies based on findings.
- p9** Work alongside regional and national partners to further improve the quality of education for pupils identified as EOTAS (Education other than at school).
- p10** Improve identification and outcomes for less able students through the successful implementation of the Additional Learning Needs Reform Act.
- p13** Work alongside the school improvement service to effectively implement the 'Successful Futures' curriculum.
- p14** Continue to sharpen and improve self-evaluation processes through an ethos of 'collective accountability'. Engage with the national self-evaluation toolkit currently being developed by Estyn, OECD and practitioners. Use the toolkit to inform the Local Authority self-evaluation process.

Identifying the Challenges

Outcome of Summit Meetings

In August the EAS issued professional advice to each Local Authority which provided a detailed breakdown of current and historic attainment, attendance and exclusion data for each secondary school in Caerphilly at key stage 4 accompanied by actions for consideration.

In accordance with the regionally agreed Summit Protocol, senior staff from Caerphilly's Education Service and the Education Achievement Service used the professional advice and local data to carry out a comprehensive diagnosis of the results with a view to agreeing initial lines of enquiry for the forthcoming Summit meetings.

The Summit meetings followed a consistent format with every secondary school head, in some cases accompanied by the Chair of Governors and other senior school leaders, accounted for their school performance and shared their emerging plans to improve performance in future years.

Throughout the meetings a number of consistent themes began to emerge and, where schools had managed to buck broader trends, some innovative local approaches were identified which may have broader benefit if shared more widely.

The key themes that emerged from the Summit discussions are set out below, while some of the innovation identified forms part of the attached strategic action plan:

Leadership

All leaders demonstrated a commitment to improving the outcomes of all pupils.

Leaders need to be able to access, and fully engage in, high quality support and development opportunities.

Leaders need to ensure that self-evaluation systems are effective, embedded and are increasingly sharpened so that strengths and areas for improvement can be crystalised. These processes should permeate through all levels of the school.

Leaders need to be able to analyse and account for the school's performance. They should have clear priorities and identify appropriate strategies to drive improvement. This responsibility should be shared at all levels. These priorities should be adopted by primary schools within the cluster wherever appropriate.

The value of target setting and the checking of progress was questioned. Tracking systems are variable but do not always extend throughout the whole school. In the best practice, there are strong links to KS2 systems.

The use of key indicators, benchmarking and early entry, sometimes appears to drive behaviours which are not always conducive to an appropriate pathway for all learners.

The engagement of Governing Bodies is variable and not all are meaningfully involved in relevant processes such as self-evaluation. Governor training and development is also an area for improvement overall.

Identifying the Challenges

Outcomes

There remains a significant number of pupils who don't achieve the level 2 inclusive measure because of one subject – usually English, Welsh or Maths. This 'readacross' challenge is increased in the Capped 9 measure. Levels of literacy are a concern for most schools and require a greater focus in Year 7, 8 and 9. Some good work is taking place with primary schools but is in early stages of development.

Performance of vulnerable groups, especially boys and those learners eligible for free school meals, is a concern and sometimes strategies for improvement appear limited. Exclusion rates are exceptionally high in some schools in comparison with similar schools. Attendance has improved in the majority of schools but remains a challenge.

Provision

Not all schools have taken opportunities to visit and learn from the best practice within and beyond the region. The focus on pedagogy needs to be sharpened and increased. Levels of engagement with the Excellence in Teaching and Learning Framework (ETLF) and new curriculum professional learning remains variable.

The Strategic Action Plan

An Action Plan has been developed as a mechanism for addressing the specific issues and challenges identified as requiring improvement within section 6 of this strategy. The local authority will work with schools and the EAS to ensure that actions taken are effective, timely and have the desired impact.

The plan will be monitored and reviewed as appropriate through the Council's recently established Education Advisory Board with update reports being considered regularly by the Council's Corporate Management Team, Policy Development Meetings and the Education for Life Scrutiny Committee.





Our Success Criteria:

Outcomes: Levels of skill development are improved and there is significant increases in outcomes in English / Welsh and Mathematics, which is reflected in the Capped 9 measure. Tracking systems enable effective target-setting, identifying pupils vulnerable to underachievement, so that effective interventions are provided across all phases of learning.

Provision: High quality teaching and learning experiences will be accessed by all learners, regardless of their setting or vulnerability. Our workforce will be motivated and engaged to deliver the new curriculum and bespoke pathways leading to appropriate destinations will be designed to ensure increased success

Leadership: Inspirational Leadership is well equipped at all levels to deliver excellence in learning. Leaders are resilient, working collaboratively across the region and beyond to learn from the best of practice. Leaders maximise the impact of their resources and manage change effectively.

Key Actions from the Strategic Plan:

Drive effective transition practices so that learners have consistent, high quality experiences and can achieve ambitious targets set at every stage of their development.



Support schools and the families of learners to meet the needs of pupils, particularly those most vulnerable.



Equip leaders at all levels to improve self-evaluation, planning and resource management to ensure a positive impact on outcomes.



Equip Governors to effectively challenge the school to improve at pace and scale.



Implement an accredited comprehensive development programme to strengthen senior leadership resilience and capacity to lead change as well as improve the clarity of communication across the school.





School Improvement Strategic Action Plan 2018-19



Outcomes

Success Criteria

Levels of skill development are improved and there is a significant increase in outcomes in English/Welsh and Mathematics, which is reflected in the capped 9 measure. Tracking systems enable effective target-setting, identifying pupils vulnerable to underachievement, so that effective interventions are provided across all phases of learning.

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Improve outcomes for all learners by the end of KS4.</p>	<p>Increase rigour of line management and accountability through all levels of teaching and leaders.</p> <p>Review arrangements for identification of targeted pupils.</p> <p>Revise quality assurance systems for the evaluation of interventions for pupils</p> <p>Increase levels of engagement with all pupils, especially those most vulnerable.</p> <p>Expand and develop pupil mentoring programmes.</p>	<p>Continue to expand high quality early years provision.</p> <p>Continue to monitor the progress of all schools, ensuring that issues are identified early and addressed.</p> <p>Support cluster working to enhance transition and collaboration at every opportunity.</p> <p>Intervention meetings continue to provide appropriate support and challenge, ensuring pace of progress. There will be a focus on the main key performance indicator</p> <p>Monthly LA Quality Assurance meetings with EAS to monitor</p>	<p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Review and adapt the curriculum to ensure that all pupils have access to an appropriate pathway.</p> <p>Ensure bespoke programmes for pupils as appropriate.</p> <p>Ensure meetings and agendas are purposeful and focused on improving provision.</p> <p>Ensure all staff are updated on accountability measures</p>	<p>improvement.</p> <p>LA to take appropriate action if progress is too slow. LA will consider the use of Statutory Powers wherever grounds for Warning Notice exist.</p> <p>LA to review target setting processes to ensure that it is in line with Welsh Government guidance.</p> <p>LA will challenge schools where targets are below modelled estimates.</p> <p>STRIVE software to be used to identify vulnerable groups. This identification to be used as part of the discussion with schools and EAS.</p>	<p>implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16;</p> <p>Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools;</p> <p>Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers and the regional programme for newly qualified teachers; and In consultation with partners refine</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;</p> <p>Provide robust, timely information and support in schools and settings where improvement remains too slow, to inform, as appropriate, the use of LA statutory powers to accelerate progress;</p> <p>Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;</p> <p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting</p>

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Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;</p>
<p>Improve standards in Skills</p>	<p>Review provision and design a skills overview.</p> <p>Engage with pupils to ensure they are involved.</p> <p>Revise Schemes of Work to demonstrate coverage and progression and to ensure meaningful links across</p>	<p>LA will support the use of recommended programmes, e.g. Accelerated Reading.</p> <p>Strengthen links between schools and libraries to support literacy programmes</p> <p>LA will monitor progress through Intervention Planning meetings,</p>	<p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>departments.</p> <p>Review roles and responsibilities and line management of key staff.</p> <p>Explore the use of successful programmes where there is identified need, e.g. Accelerated Reading, Sound</p> <p>Evaluation current programmes.</p> <p>Use diagnostic assessment effectively to adapt provision as needed.</p> <p>Communicate clearly with parents in order to engage their support</p> <p>Strengthen cluster arrangements for transition in this area.</p>	<p>Education Improvement Boards and inspection reports.</p>	<p>outcomes;</p> <p>Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase;</p> <p>Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers;</p> <p>Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;</p> <p>Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>and non-core departments within the secondary phase;</p> <p>Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work.</p>
<p>Build on the recent increase in attendance data to sustain improvements over time.</p>	<p>Review policies, roles and responsibilities as appropriate.</p> <p>Evaluate existing programmes and interventions to identify best practice.</p> <p>Increase levels of engagement with targeted families.</p> <p>Secure frequent robust, regular monitoring of attendance and strengthen links with SLT.</p> <p>Increase the involvement of pupils and families in shaping strategies.</p>	<p>Create a target based around persistent absenteeism:</p> <ul style="list-style-type: none"> • Three year targets • Identify targets for persistent absenteeism linked to e-FSM and LAC pupils <p>Suggested targets to be provided to schools based on comparative data</p> <p>Continue to build capacity in schools in order to effectively raise levels of attendance including:</p> <p>Half termly workshops for support staff focused on the sharing of good</p>	<p>Support LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Refresh incentive schemes and competitive elements, where appropriate</p> <p>Raise profile of attendance within Cluster meetings</p> <p>Celebrate achievements</p> <p>Continue to build capacity in schools in order to effectively raise levels of attendance.</p> <p>Provide training for Attendance leads</p> <p>Facilitate the sharing of good practice.</p>	<p>practice;</p> <ul style="list-style-type: none"> - support with strategies to track, monitor and respond to attendance data. - additional guidance on self evaluation. <p>Refine current consultation procedures to include an increased focus on e-FSM and LAC pupils.</p> <p>Monitoring of focused schools (primary and secondary) at monthly attendance and exclusion data meetings.</p> <p>Amber/red schools to be held to account at ongoing Intervention Planning / Education Improvement Board meetings. Progress against targets to be monitored at each meeting.</p> <p>Implement intervention action plans where school attendance data is more than 1% below the previous year.</p> <p>Share attendance data on a monthly basis with EAS to enable challenge</p>	

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Reduce the number of exclusions across schools in line with regional and national data.</p>	<p>Review policies and their implementation.</p> <p>Review structures and behaviour reporting systems.</p> <p>Develop and enhance internal provision wherever possible.</p> <p>Adapt the curriculum as appropriate.</p> <p>Analyse and respond to data on a regular basis at SLT.</p> <p>Involve pupils and families in identifying and evaluating effective strategies.</p> <p>Deepen discussion at the point of transition re pupils vulnerable to exclusion.</p> <p>Ensure staff are well trained in relevant areas and effective programmes</p>	<p>advisors to provide additional support to schools.</p> <p>Review current roles and responsibilities to improve the co-ordinated response to reducing exclusions</p> <p>Create a target based around reduction in exclusions</p> <ul style="list-style-type: none"> - Number of permanents - Number of fixed term - Number of days lost. <p>Targets to be personalised by individual school.</p> <p>Monitoring of focused schools (primary and secondary) at monthly attendance and exclusion data meetings.</p> <p>Progress against target to be monitored at each Intervention Planning /Education Improvement Board meetings.</p> <p>Appoint an Inclusion Officer to</p>	<p>Support LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p>

APPENDIX 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Maximise the use of recommended resources, e.g. Thrive, Class Charts</p> <p>Revise the structure and line management of teams.</p> <p>Increase the presence of senior staff at key times during the school day.</p>	<p>support schools in reducing exclusions and facilitating revised managed moves protocol.</p> <p>Work with the EAS to co-ordinate wellbeing reviews with clear recommendations.</p> <p>LA officers to visit schools to view good practice and feedback to Headteachers.</p>	
<p>Improve the outcomes of pupils identified as e-FSM across all phases of education.</p>	<p>Ensure an appropriate focused profile in school, e.g., SLT, Governing Body agendas etc.</p> <p>Employ a multi-agency approach towards improving provision.</p> <p>Develop and enhance mentoring programmes</p> <p>Identify appropriate staff to support, e.g., family, engagement officer, learning coach.</p> <p>Provide bespoke enrichment experiences as appropriate</p> <p>Review target setting processes</p>	<p>LA to explore increasing access to free school meal application.</p> <p>Work within Council departments to develop a comprehensive work experience programme, with prioritisation for this group of learners.</p> <p>Increase the access to the Music service and other enrichment programmes.</p> <p>Maximise funding streams to promote engagement in extra curricular activities.</p> <p>Celebrate achievements, particularly</p>	<p>Embed and refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to improve regional multi-agency working, to reduce duplication, promotes improved learner outcomes and to simplify the professional learning and support to schools and settings;</p> <p>Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>for this group of pupils.</p>	<p>of those in EOTAS settings.</p> <p>Challenge targets for this group through Intervention Planning meetings and Education Improvement Boards.</p>	<p>Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;</p> <p>Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;</p> <p>Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
<p>Improve outcomes for other vulnerable groups, including LAC, Boys and MAT</p>	<p>Ensure access to high quality teaching and support.</p> <p>Review policies and procedures as appropriate</p> <p>Enhance, provision, tracking and intervention wherever needed.</p> <p>Establish strong links with families and provide meaningful, accessible information for them</p> <p>Develop improved transition arrangements</p> <p>Ensure staff working with groups are highly skilled and clear about their roles.</p> <p>Engage with professional learning opportunities and ensure that all learning is shared.</p> <p>Ensure the whole school community understand these particular needs</p>	<p>Review register and targets for LAC pupils</p> <p>Ensure that appropriate packages are in place</p> <p>Social Services and Education to liaise on tracking progress of LAC</p> <p>Identify MAT learners in the Music service and monitor progress</p> <p>Monitor the impact of PDG spend through intervention meetings</p>	<p>allocated resource on the progress and outcomes of vulnerable learners.</p> <p>Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;</p> <p>Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;</p> <p>EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;</p> <p>Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
	<p>Develop strong links to SLT</p> <p>Involve pupils in developing action plans and strategies</p> <p>Use PASS or a similar survey to track impact on wellbeing</p> <p>Link with regional programmes, e.g. SEREN</p> <p>Adapt schemes of work as needed</p> <p>Increase the intelligence of the use of data</p> <p>Evaluate the impact and value for money of existing programmes and intervention.</p>		<p>required; and</p> <p>Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning. To implement, refine and monitor the impact of the regional strategies for looked after children and more able;</p> <p>Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;</p> <p>Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;</p> <p>Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service*
			<p>Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;</p> <p>Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;</p> <p>Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;</p> <p>Will work with practitioners and partners to provide resources and strategies that embed pupil voice to ensure children and young people are partners in their own learning;</p>

Provision

Success Criteria

APPENDIX 2

High quality teaching and learning experience will be accessed by all learners, regardless of their setting or vulnerability. Our workforce will be motivated and engaged to deliver the new curriculum and bespoke pathways leading to appropriate destinations will be designed to ensure increased success.

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve provision for learners with additional learning needs, ensuring compliance with the Act.</p>	<p>Review current provision.</p> <p>Restructure staff and teams as appropriate.</p> <p>Update all stakeholders, wherever possible</p> <p>Engage in all professional learning activities</p>	<p>Develop new statutory paper work in line with ALN Act.</p> <p>Support SENCOs to develop Person Centred Planning (pcp) approach across clusters.</p> <p>Work with SNAP to deliver parental workshop.</p> <p>Develop 0-3 pathway working in regional collaboration.</p> <p>Evaluate progress against self evaluation tool.</p> <p>Continue to develop the hub and spoke model, in line with protocol.</p>	<p>Support individual LA policies and procedures for attendance and exclusions, as appropriate;</p> <p>Work in partnership with LA inclusion and/or wellbeing officers and the additional learning needs transformation officer, as appropriate, to implement regional strategies utilising the regional professional learning offer.</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
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Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Work alongside the school improvement service to effectively implement the 'Successful Futures' curriculum.</p>	<p>Engage with professional learning opportunities and ensure that all learning is shared.</p> <p>Update all stakeholders effectively.</p> <p>Review the current curriculum and plan necessary changes.</p> <p>Identify additional resources required.</p> <p>Work in partnership with other schools.</p> <p>Maintain full engagement of school community</p>	<p>All relevant staff in LA to engage in professional learning opportunities with EAS and disseminate as appropriate.</p> <p>Focus on pedagogy in Education Improvement Board / Intervention Planning meetings.</p> <p>LA will monitor schools that do not engage with training supporting curriculum reform. Schools that do not engage to be held to account.</p>	<p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as 'Learning Organisations'. Ensure that this is communicated effectively to all key professionals;</p> <p>Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing</p>

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Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve provision for pupil EOTAS</p>		<p>Develop a model of provision for vulnerable learners (secondary PRU).</p> <p>Revise process for tuition.</p> <p>Develop provision for primary pupils (linked to Innovate).</p> <p>Review curriculum delivery.</p> <p>Develop systems for tracking this vulnerable group</p> <p>Support headteachers to conduct a review of current system and identify clear actions for improvement</p>	<p>improvement in the quality of leadership, teaching and pupil outcomes;</p> <p>Support individual LA policies and procedures for EOTAS as appropriate;</p> <p>Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;</p>

Leadership

Success Criteria

Inspirational leadership are well equipped at all levels to deliver excellence in learning. Leaders are resilient, working collaboratively across the region and beyond to learn from the best of practice. They maximise the impact of their resources and manage change effectively.

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<p>Improve the impact of leadership on pupil attainment and progress</p>	<p>Review roles and responsibilities of senior leaders and lines of accountability.</p> <p>Review quality assurance processes, meeting schedules and agendas to ensure a maintained strategic focus.</p> <p>Implement the middle leaders toolkit.</p> <p>Review job descriptions in line with professional standards.</p> <p>Develop links with senior leaders in other schools.</p>	<p>Engagement – monthly updates from EAS on attendance at events – engagement with professional learning. LA to follow up persistent issues re. lack on engagement.</p> <p>LA to fund and implement a comprehensive leadership development programme that will strengthen senior leadership resilience and capacity to lead change as well as improve the clarity of communication across the school.</p> <p>LA to continue to provide a bespoke induction programme focusing on all aspects of leadership and management. This will complement National Academy initiatives.</p>	<p>Inspirational leaders working collaboratively to raise standards</p> <p>Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations;</p> <p>Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;</p> <p>Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Develop a culture of professional challenge.</p> <p>Engage in ETLF training</p> <p>Develop SLTs financial planning skills.</p> <p>Establish peer observation and incorporate actions into plans.</p> <p>Seek and respond to stakeholder views</p> <p>Explore pupil leadership</p> <p>Support succession planning, e.g. ILN, NPQH</p>	<p>LA to provide enhanced financial management training to support pressures of MTFP.</p> <p>School leaders to identify priorities for improvement via Education Improvement Boards and Intervention Planning meetings.</p> <p>Joint LA/EAS termly meetings to be held with all yellow/green secondary schools with standardised agenda and a focus on evaluation against SDP priorities.</p>	<p>access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;</p> <p>Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;</p> <p>In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;</p> <p>Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.</p> <p>Supporting a self-improvement system Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>approaches to capacity building professional learning and accountability;</p> <p>Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;</p> <p>Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;</p> <p>In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and</p> <p>Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>evidence to gain maximum impact on accelerating priority areas.</p> <p>Assessment, evaluation and accountability mechanisms In consultation with partners refine the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;</p> <p>Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;</p> <p>Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;</p> <p>Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>demands in line with current and new accountability arrangements within the reform agenda;</p> <p>Support the development and piloting of the national self-evaluation framework and further develop the ‘single plan’ approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;</p> <p>Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;</p> <p>Expand the range of school information that is used for accountability purposes at school, LA and regional level;</p>
<p>Improve the impact of Governing Bodies on school effectiveness.</p>	<p>Ensure governors have undertaken mandatory training as well as a range of in-house activities.</p>	<p>Monitor engagement with self-evaluation. Where Governing Bodies are reluctant to engage, the LA will attend</p>	<p>Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access</p>

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Participate in the Self Evaluation training programme.</p> <p>Increase the engagement of governors and develop the link role.</p> <p>Review the information provided to governors so that it is increasingly useful</p> <p>Review the Annual Reports for Parents.</p> <p>Audit governors' skills and identify areas for training.</p> <p>Develop strategies to increase the challenge of the governing body.</p> <p>Revise communication structures, meeting schedules and committee structures.</p> <p>Ensure governors take an active part in the development of the SDP</p>	<p>and discuss (red and amber schools)</p> <p>The LA will aim to ensure that all LA Governor vacancies are filled and that wherever possible cluster staff fulfil this role alongside ward members.</p> <p>Create more training opportunities for LA Governors/Elected Members who are also Governors.</p> <p>LA Quality Assurance – LA to ensure that all schools have six main Governing Body meetings and committee structures are appropriate.</p>	<p>to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement;</p> <p>Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.</p>

APPENDIX 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	and SER. Increase pupil voice within governing body meetings. Review use of DBS within governing bodies.		

**(The EAS Business Plan 2019/2020 and related Professional Learning Offer 2019/2020 (including the Learning Network Schools) details the actions that will be undertaken with schools, these have been summarised above under the headings contained within the plan)*