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For all enquiries relating to this agenda please contact Charlotte Evans  
(Tel: 01443 8642100 Email: [evansca1@caerphilly.gov.uk](mailto:evansca1@caerphilly.gov.uk))

**Date: 6th March 2019**

Dear Sir/Madam,

At the meeting of the **Cabinet** held in the **Sirhowy Room, Penallta House, Tredomen, Ystrad Mynach** on **Wednesday, 13th March, 2019** at **10.30 am** the attached appendix has since been amended and is now available. Please note that this items remains subject to Call-in until 5pm on Monday 18th March 2019.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'CHARRY'.

**Christina HARRY**  
INTERIM CHIEF EXECUTIVE

## A G E N D A

	Pages
4 Education Attainment Strategy and Action Plan.	1 - 30

### **Circulation:**

Councillors C.J. Cuss, N. George, C.J. Gordon, Mrs B. A. Jones, P.A. Marsden, S. Morgan, L. Phipps, D.V. Poole and Mrs E. Stenner,

And Appropriate Officers.

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# Shared Ambitions

Working together to achieve the  
best outcomes for our young people

2019-2022







# Contents

	page
<b>Political Foreword</b> .....	<b>4</b>
<b>Strategic Context</b> .....	<b>5</b>
<b>Strategic Vision</b> .....	<b>6</b>
<b>The Caerphilly Context</b> .....	<b>8</b>
<b>Caerphilly Data Sheet</b> .....	<b>11</b>
<b>Guiding Principles</b> .....	<b>14</b>
<b># TeamCaerphilly</b> .....	<b>18</b>
<b>Identifying the Challenges Ahead</b> .....	<b>22</b>
<b>Our Success Criteria</b> .....	<b>28</b>

# 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	84.1	87.8	3.7
	Wales	83.9	85.9	87.4	88.1	0.7
KS 4 L2 Threshold E/W & M	Caerphilly	52.6	53.0	49.9	46.9	-3.0
	Wales	57.9	60.3	54.6	55.1	0.5
KS 5 L3 Threshold	Caerphilly	97.7	97.1	96.8	97.5	0.7
	Wales	97.0	98.0	97.1	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.

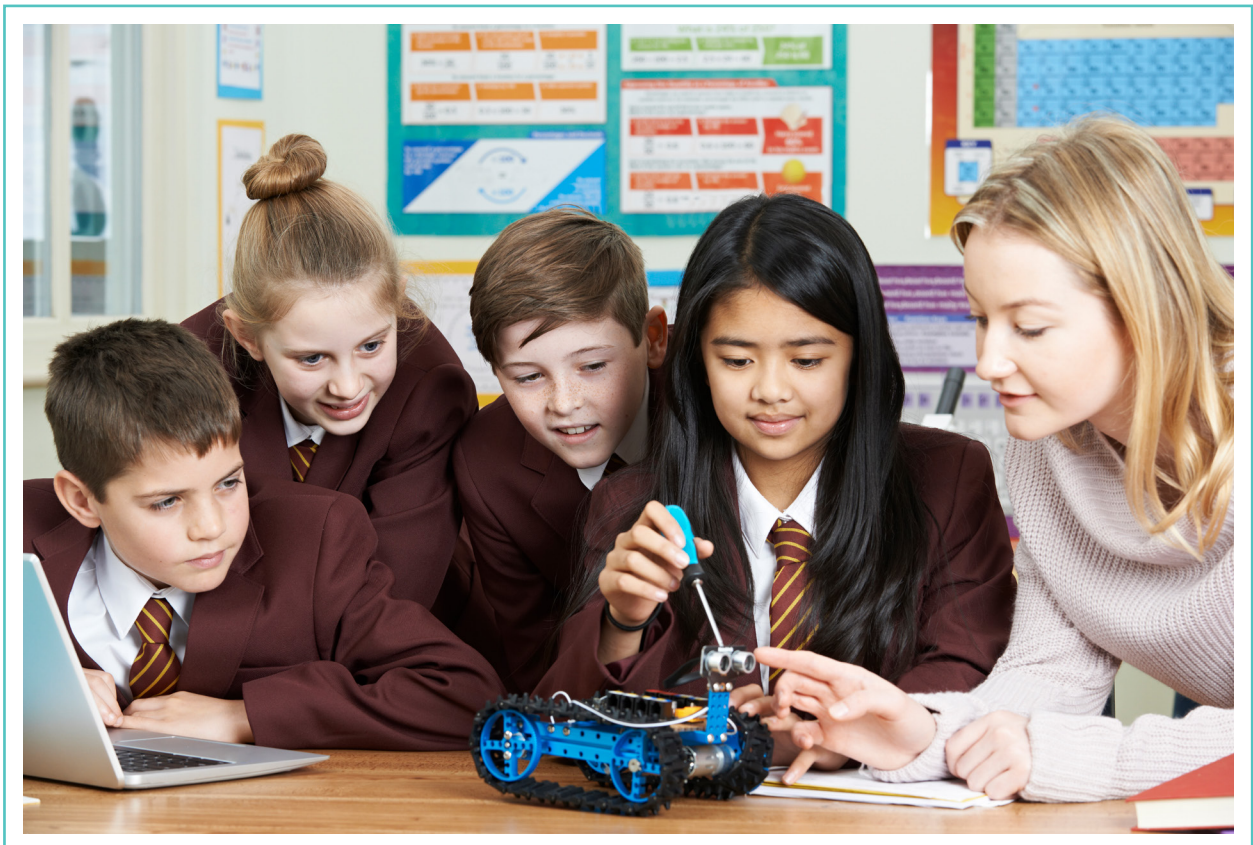
## Attendance

- ❖ 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.

# 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.
- ❖ 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 into 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. Governing 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.



