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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Kim Houghton
(Rhif Ffôn: 01443 864267 E-bost: houghk@caerphilly.gov.uk)

Dyddiad: Dydd Gwener, 1 Mawrth 2019

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Sirhowy Room - Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Iau, 7fed Mawrth, 2019** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

AGENDA

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

A greener place Man gwyrddach

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat



Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

3	Cynllun Busnes y Gwasanaeth Cyflawni Addysg (2019-2021) - Atodiad yr Awdurdod Lleol 2019-2020 - Ymgynghoriad Drafft	1 - 38
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Cylchrediad:

Cynghorwyr C. Andrews (Is Gadeirydd), P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard (Cadeirydd), M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry, J.E. Roberts, R. Saralis, J. Simmonds a R. Whiting

Aelodau Cyfetholedig:

Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg (gyda hawliau pleidleisio ar faterion addysgol)
Mr M. Western

Cynrychiolwyr Rhiant Lywodraethwyr (gyda hawliau pleidleisio ar faterion addysgol) Mr M Barry a Mr R Morgan

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NEU) a Mrs P. Ireland (NEU)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

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Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu. Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatrwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN (2019-2021) AND LOCAL AUTHORITY ANNEX 2019-2020

REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS

1. PURPOSE OF REPORT

- 1.1 This report asks for members to consider the full contents of the EAS Business Plan 2019-2020 and the Local Authority Annex 2019-2020 before its onward submission to Cabinet. Through this activity members can ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

2. SUMMARY

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex. Through this activity members can ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

3. RECOMMENDATIONS

- 3.1 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential, prior to its submission to Cabinet for endorsement.

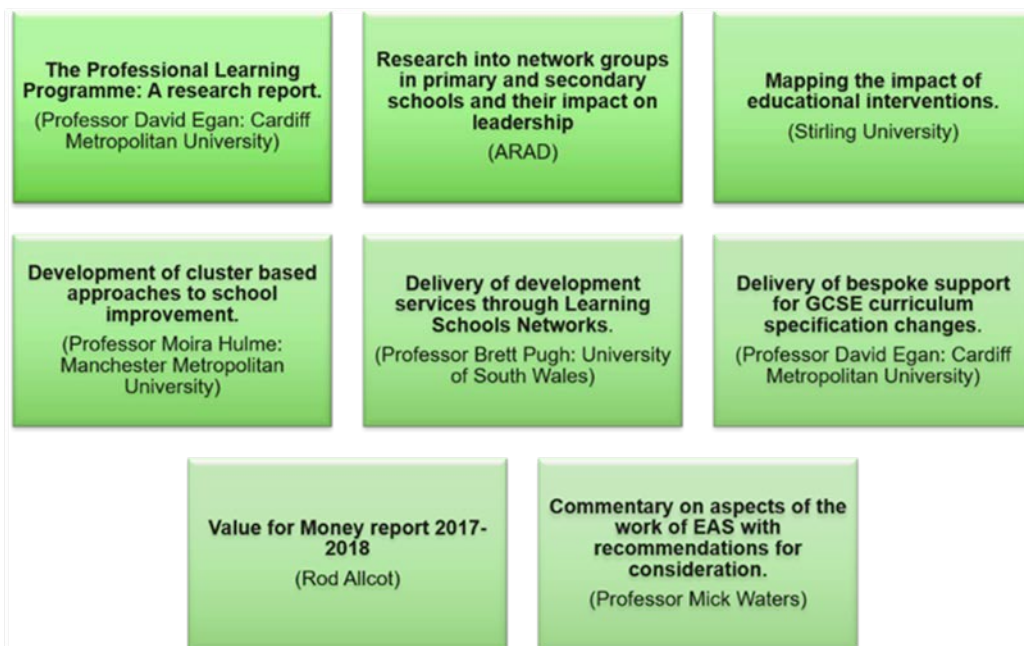
4. REASONS FOR THE RECOMMENDATIONS

- 4.1 EAS are required to submit their Business Plan to Welsh Government and Cabinet are scheduled to approve it.

5. THE REPORT

- 5.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2019–2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

- 5.2 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Caerphilly local authority strategic priorities that fall within the remit of the work of the EAS.
- 5.3 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.
- 5.4 The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



- 5.5 Please note that a mid-year evaluation of the current business plan has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. School and aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.
- 5.6 The Business Plan has been through a thorough consultation process (from January 18th 2019 until February 8th 2019). The Consultees are noted below:
- SEWC Directors and Diocesan Directors
 - Regional Joint Executive Group
 - Education Achievement Service Company Board
 - Education Achievement Service Audit and Risk Assurance Committee
 - Individual Local Authority Education Scrutiny Committees
 - Regional Headteacher Strategy Group
 - Regional Governor Strategy Group
 - Pupil Consultation

The written feedback that has been received from Caerphilly representatives has been fully considered and has been reflected, as appropriate in the final version of the Business Plan.

5.7 The Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2019 – 2020
- Detailed Business Plan 2019–2020
- Regional Grant Mapping Overview 2019–2020
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2019–2020
- Local Authority Strategic Education Plans

5.8 The regional focus for improvements (these are also focus areas for all schools within Caerphilly) for 2019/2020, will be to secure further improvement in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Leaders and Teachers and the implementation of the national self-evaluation framework.
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence.
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, EAL, more able (MA) and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where improvement remains too slow by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress.
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments.
- Supporting schools to ensure pupils make appropriate progress in literacy, numeracy and digital skills at all phases.
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners.
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models.
- To work with other middle tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The Regional Ambition is, by 2021 that:

5.9 Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

5.10 This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

- 5.11 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.
- 5.12 The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.
- 5.13 Caerphilly Strategic Priorities (as provided by the LA):

Strategic priorities for 2019/2020	Main link (s) to the improvement strands within the Business Plan
Improve key stage 4 performance.*	Improvement Strand: 1, 2 and 3
Improve the performance of pupils eligible for free school meals.*	Improvement Strand: 1, 2 and 3
Improve the quality of leadership in the secondary phase in order to improve the rate of progress.*	Improvement Strand: 1 and 2
Reduce number of days lost to exclusions	Improvement Strand: 1, 2 and 3
Improve attendance.	Improvement Strand: 1, 2 and 3

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

LA Annex Documents

- 5.14 Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil progress information is included for the first time. The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.
- How does the EAS support schools to identify and address their school improvement priorities?**
- 5.15 Through regional funding the EAS has invested in building the capacity of schools and educational settings within the region over the last five years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the Challenge Adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS Officers (including subject specific support, support for governors, Wellbeing and Equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks (Learning Network Schools) that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors.
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond;
- Access to eLearning materials and high-quality resources.

5.2 Conclusion

This report, along with the accompanying EAS Business Plan and LA Annex outlines the challenges facing Caerphilly as well as the programme of work required to accelerate outcomes and provision for children and young people in settings and schools within the Borough.

The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

6. ASSUMPTIONS

6.1 In proposing the recommendations set out within this report, it is assumed that the Caerphilly LA Risks will be mitigated through the identification of the priorities set out in 5.13 and the detailed actions set out within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan. The risks are as follows:

- Not a high enough percentage of learners in Caerphilly, particularly those from vulnerable groups, make the appropriate rates of progress against key indicators.
- The levels of absenteeism and exclusions remain too high and too variable across identified schools and this impacts negatively on the outcomes of groups of learners.
- There is insufficient challenge and support provided to improve the quality of leadership within schools requiring the greatest improvement, particularly within the secondary phase.
- The pace of improvements in the quality of teaching and learning is currently insufficient, particularly in the secondary phase.
- There are insufficient levels of engagement with meaningful professional learning opportunities in some schools and as a result strategies for improvement are not effectively implemented consistently.

6.2 As part of the internal EAS risk management process several potential barriers to the successful implementation of the regional Business Plan have been identified. These set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs and are set out in Section 4 of the Business Plan.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 The EAS Business Plan has the following links to Council Policies:

Corporate Plan 2018-2023.

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

8. WELL-BEING OF FUTURE GENERATIONS

8.1 The EAS Business Plan contributes to the following Well-being Goals:

- A prosperous Wales*
- A resilient Wales*
- A more equal Wales*
- A Wales of vibrant culture and thriving Welsh Language*
- A globally responsible Wales*

9. EQUALITIES IMPLICATIONS

9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

10. FINANCIAL IMPLICATIONS

- 10.1 The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.
- 10.2 The EAS was set up originally to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government Grants and income generated from trading services to schools, which due to the notion of a self-improving school system has now been successfully eradicated as an income stream.
- 10.3 The EAS continues to be hampered by short term grant awards from Welsh Government but working with Council's will continue to make the best use of this funding in a suboptimal environment. We continue to manage staff changes and are now some 44% smaller in payroll staff than when we started in 2012.
- 10.4 Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Following a recent meeting of the EAS Company Board the funding profile for 2019/20 was discussed. Taking all factors into consideration, the Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Caerphilly's contribution for 2019/20 is: £1,021,020
- 10.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date. The EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year.

10.6 It is important to note that for the EAS to continue to provide a regional service there needs to be a consistent regional percentage reduction, as in previous years. The alternative to this would be an unworkable two-tier approach to the delivery of the Business Plan priorities across the region and to schools within individual Local Authorities.

11. PERSONNEL IMPLICATIONS

11.1 There are no personnel implications.

12. CONSULTATIONS

- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation

13. STATUTORY POWER

13.1 Local Government Acts 1972 and 2000
Children's Act 2004
Standards and Framework Act 1998

Author: Debbie Harteveld, Managing Director, Education Achievement Service
Consultees: Christina Harray, Chief Executive
Councillor Philippa Marsden, Cabinet Member, Education & Lifelong Learning
Richard Edmunds, Corporate Director of Education & Corporate Services
Keri Cole, Chief Education Officer
Education Achievement Service Staff
SEWC Directors and Diocesan Directors
Regional Joint Executive Group
Education Achievement Service Company Board
Education Achievement Service Audit and Risk Assurance Committee
Local Authority Education Scrutiny Committees
Regional Headteacher Strategy Group
Pupil Consultation

Appendices:
Appendix 1 The South-East Wales Regional Mission: Business Plan (2019-2020) (First Draft for Consultation)
Appendix 2 Draft LA Annex Document 2019-2020



Education Achievement Service
for South East Wales
Gwasanaeth Cyflawni Addysg
i Ode Ddwyrain Cymru

Excellence

Innovation



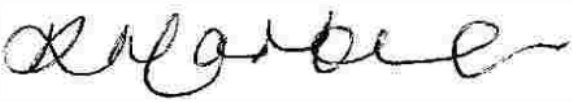

The South East Wales Regional Mission: Business Plan (2019-2020)

“Transforming pupil outcomes, creating capacity
through networks, enabling excellence in
teaching and leadership”

The Education Achievement Service (EAS) Business Plan has been through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of education (within South East Wales) and diocesan directors
- Regional joint executive group
- EAS company board
- EAS audit and risk assurance committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

This Business Plan has been agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

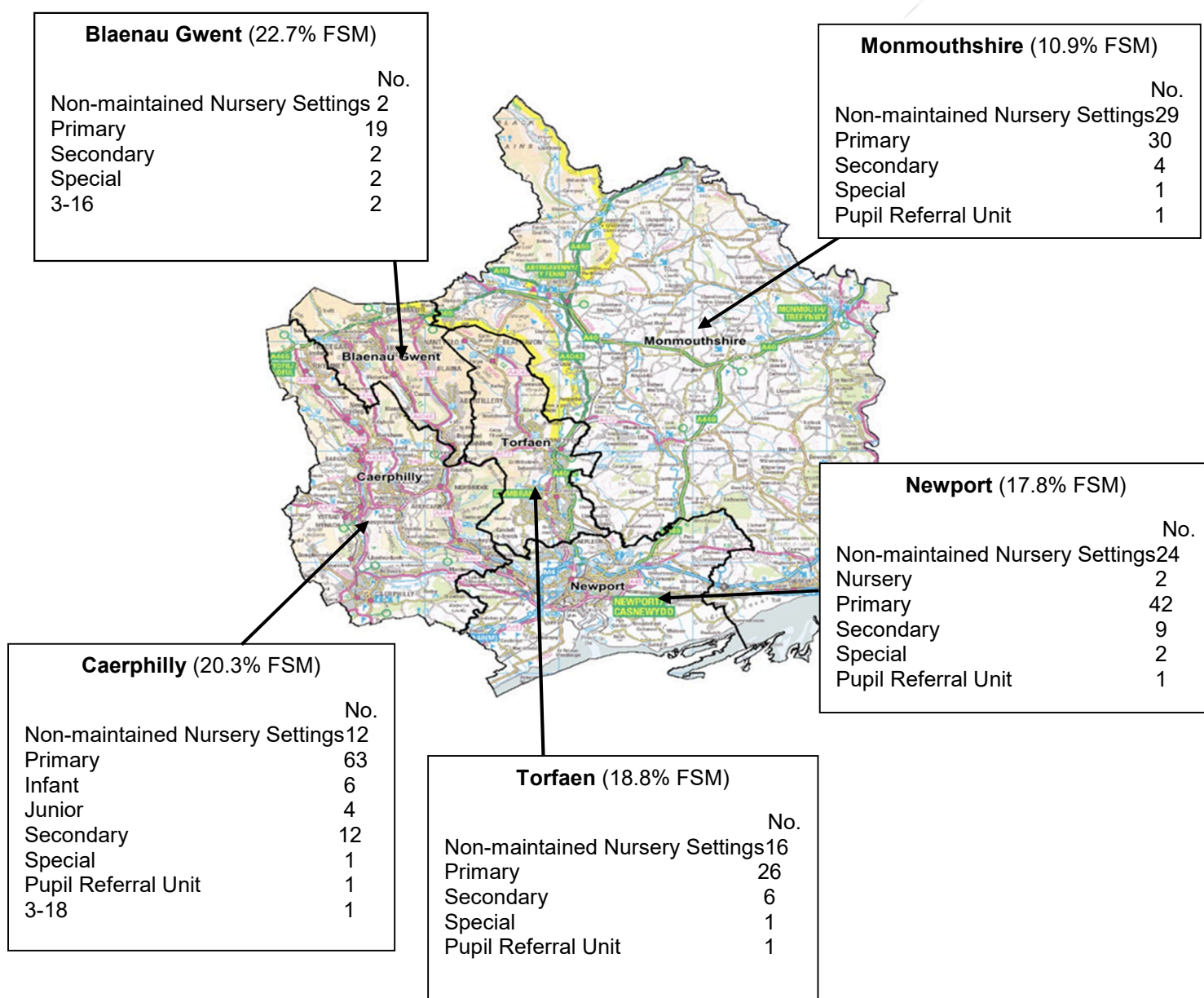
<p>Cllr R Jeavons</p> <p>Chair of Education Achievement Service Company Board</p>	
<p>Cllr D Yeowell</p> <p>Chair of Joint Executive Group</p>	
<p>Ms D Harteveld</p> <p>Managing Director, Education Achievement Service</p>	
<p>Mrs Lynette Jones</p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

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Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2018 was 71,970. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 15% of all maintained schools in Wales (EAS figure correct from September 2018, Wales figure from PLASC, 2018). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.4%, which is higher than the national figure of 17.4%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2018). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.3%, an increase from 9.7% in 2017. This is a similar rate of increase to that nationally (11.0% from 10.1%). As of PLASC 2018, 983 children in the region are looked after (LAC) by an LA and attend a school in the region. This represents 15% of looked after children in Wales.



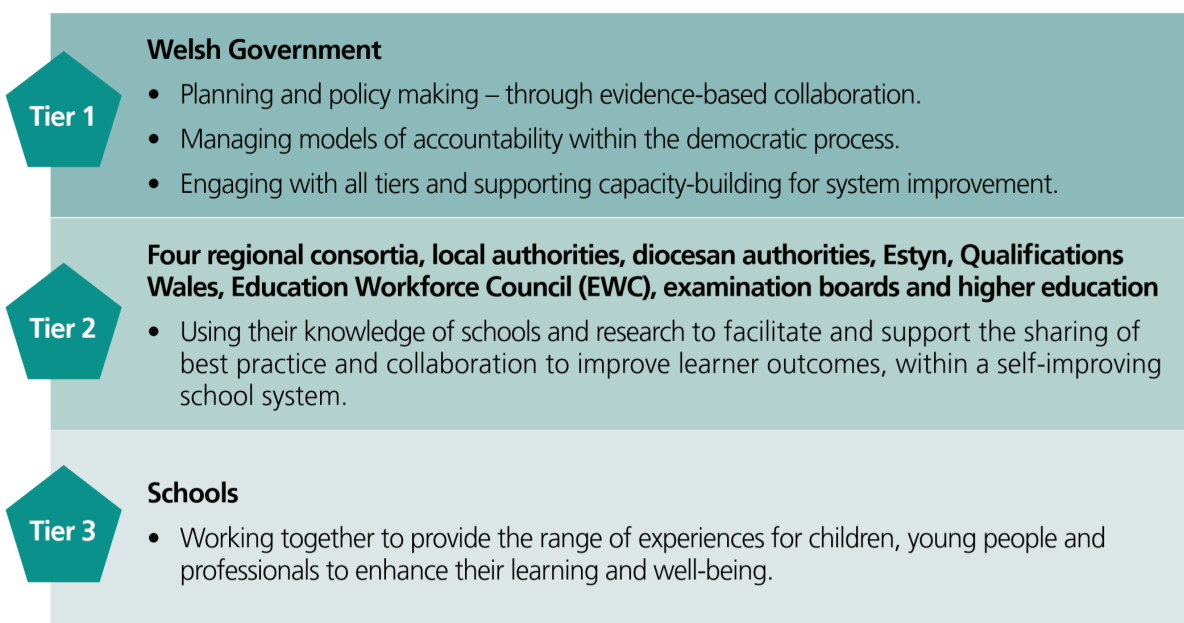
Section 2: Overview

What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

The EAS will work closely with all key partners to ensure the realisation of the Business Plan and to have maximum impact in delivery. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.



How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

Regional delivery models

EAS organises most of the professional learning offer on a cluster basis. Each cluster has an assigned lead for professional learning, who organises and co-ordinates support for and access to professional learning across the cluster. Each school has a regionally funded professional learning lead, who co-ordinates this work on a school basis. Support via the numerous learning network schools is also organised on a geographical basis to support this delivery model.

The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations, Professional standards for teaching and leadership/Excellence in Teaching and Leadership Framework. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn.


The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:





LA education strategic priorities 2019/20 (provided by each LA)


This Business Plan addresses each local authority strategic priority that are indicated with *. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.


The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2019/2020	Main link(s) to improvement strands within the Business Plan
 <p>Blaenau Gwent</p>	Improve Language, Literacy and Communication, through the acceleration of the acquisition of early language skills, in the Foundation Phase. *	Improvement Strand: 1 and 2
	Improve the performance of pupils eligible for free school meals in English and mathematics at all key stages. *	Improvement Strand: 1, 2 and 3
	To establish a baseline of post-16 attainment, value added from key stage 4 and positive destinations going forward. *	Improvement Strand: 3
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 2 and 3
	Reduce the number of pupils who are electively home educated and, consequently, reduce the number of pupils who become NEETS.	Improvement Strand: 3

 <p>Caerphilly</p>	Improve key stage 4 performance. *	Improvement Strand: 1, 2 and 3
	Improve the performance of pupils eligible for free school meals. *	Improvement Strand: 1, 2 and 3
	Improve the quality of leadership in the secondary phase in order to improve the rate of progress. *	Improvement Strand: 1 and 2
	Reduce number of days lost to exclusions.	Improvement Strand: 1, 2 and 3
	Improve attendance.	Improvement Strand: 1, 2 and 3

Monmouthshire 	Improve outcomes of vulnerable groups, including FSM learners, particularly at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce variance in outcomes, teaching and leadership, particularly at key stage 4, using the Excellence in Teaching and Learning Framework as a tool for improvement. *	Improvement Strand: 1, 2 and 3
	Strengthen leadership capacity in identified schools. *	Improvement Strand: 1 and 2
	Secure appropriate progress for learners across the full range of cognitive abilities of pupils. *	Improvement Strand: 1, 2 and 3
	Reduce the amount of fixed-term exclusions.	Improvement Strand: 1, 2 and 3

Newport 	Improve outcomes for FSM learners. *	Improvement Strand: 1, 2 and 3
	At key stage 4, develop senior and middle leadership improvement in the wider foundation subjects so that: professional learning, levels of accountability, curriculum development, teaching and learning and outcomes are consistent with those of the core subjects. *	Improvement Strand: 1, 2 and 3
	Ensure a consistent approach to ALN provision through the development and implementation of an ALN Review framework in collaboration with Local Authority inclusion services.	Improvement Strand: 2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.	Improvement Strand: 1, 2 and 3

Torfaen 	Improve the performance of FSM pupils across all key performance indicators. *	Improvement Strand: 1, 2 and 3
	Reduce the gender gap in key performance indicators, in particular boys' underperformance at key stage 4. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in key stage 4 outcomes between the highest and lowest performing secondary schools in the authority. *	Improvement Strand: 1, 2 and 3
	Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority. *	Improvement Strand: 1
	Develop a clear oversight of the standards of wellbeing of vulnerable learners across all settings in the authority.	Improvement Strand: 2

Each improvement strand within this plan now has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for vulnerable learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

Regional priorities for 2019/2020

The focus for improvement for 2019/2020 will be to secure further improvements in the following areas:

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;
- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;
- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;
- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;
- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;
- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;
- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;
- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and
- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

The regional ambition by 2021: Working with our key partners, we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;
- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

The South East Wales Regional Mission: Business Plan (2019/2020)

The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017/2021), is based upon findings from educational research and best practice and address the priorities in each LA strategic plan. Each improvement strand details actions that will support the successful realisation of the new national transformational curriculum and assessment arrangements.

Improvement Strand 1	<p>i) Developing a high-quality education profession</p> <p>ii) Inspirational leaders working collaboratively to raise standards</p>
What actions will the EAS take?	
<p>A. Developing a high-quality education profession</p> <ul style="list-style-type: none"> • Embed the principles of the national approach to professional learning in all regional programmes; • 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; • 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; • 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; • 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; • 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; and 	

- Develop programmes for different pathways into teaching and continue to support the programmes for initial teacher education through existing and new partnerships with higher education institutions.

B. Inspirational leaders working collaboratively to raise standards

- 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;
- Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;
- Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;
- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access 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; and,
- 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.

C. Specific focus on improving the outcomes for vulnerable learners

- 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;
- 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;
- 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;
- 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; and
- 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.

How will we know if we have made progress by March 2020?

A. Developing a high-quality education profession

- All schools will have engaged with the consultation and have a good understanding of the draft Curriculum for Wales and are actively implementing their professional learning plans to prepare the workforce utilising national and regional support materials;
- All regional professional learning will be underpinned by the characteristics of the regional professional learning model and national approach to professional learning;
- Most schools across the region will have engaged with the regional professional learning offer to support the development of their school as a learning organisation effectively utilising outcomes to inform self-evaluation;
- Nearly all clusters provide high-quality professional learning to support the implementation of the regional approach to the Professional Standards for Teaching and Leadership and all related milestone delivery programmes that enables a school to improve the quality of leadership, teaching and pupil outcomes;
- Where schools engage well with the broad professional learning offer they will be suitably equipped with a range of strategies to secure improved outcomes for learners;
- Where schools (particularly secondary schools) engage well with bespoke and wider regional professional learning for the development of teaching and leadership the school will be better placed to reduce within-school variation ensuring all pupils make appropriate progress in improving outcomes;
- The majority of clusters have had a member of staff trained through the Welsh in a year sabbatical scheme and are having impact on their school and beyond;
- All Welsh medium schools and nearly all English medium schools are demonstrating appropriate progress against the National Language Charter framework objectives;
- All secondary schools and an increasing proportion of primary schools are engaging with the Global Futures initiative;
- Partner link schools continue to support the delivery of initial teacher education, in partnership with relevant higher education institutions to realise the new pathways into teacher training from 2019 onwards; and
- A robust regional quality assurance and longitudinal impact model for all professional learning will be implemented.

B. Inspirational leaders working collaboratively to raise standards

- Where leaders engage fully in the regional leadership programmes they will have developed skills and knowledge for their current roles and future leadership aspirations;
- Where leaders engage with the range of professional learning that includes peer working, leadership shadowing, and coaching and mentoring within and outside of the region, leaders can share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase;
- A regional system of identification, tracking and professional learning support for aspirational leaders will be implemented enabling leaders to secure timely professional learning opportunities and experiences so that they are able to progress through the leadership milestones over time;
- A cross regional and higher education partnership approach to coaching and mentoring will be created to support all professional learning programmes to develop and support school leaders and governors;

- Where schools engage with specialist HR support, including professional learning opportunities, this will enable leaders to effectively implement the Professional Standards for Teaching and Leadership through appropriate performance management arrangements;
- Leadership recruitment processes have been revised, and updated assessment methods are being implemented by governing bodies across the region to support quality appointments to headteacher and deputy headteacher posts; and
- Where governing bodies engage in professional learning, on line self-evaluation or bespoke support programmes they have increased their ability to undertake their role in challenging and supporting school leaders to secure improvement.

C. Specific focus on improving the outcomes for vulnerable learners

- Where school leaders and governors engage well with the regional provision for raising the achievement and engagement of vulnerable pupils, they will be better equipped with relevant strategies to deliver their school improvement priorities.

Improvement Strand 2	Strong and inclusive schools committed to excellence, equity and wellbeing
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What will the EAS do (in addition to the specific actions contained within all other strands)?

- The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;
- 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;
- To implement, refine and monitor the impact of the regional strategies for looked after children and more able;
- Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;
- Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;
- Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;
- Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;
- 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;
- Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;
- 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;
- Support individual LA policies and procedures for attendance and exclusions, as appropriate; and

- 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.

How will we know if we have made progress by March 2020?

- National, regional and individual school-based research will be utilised to inform planning, provision and evaluating the impact of all intervention programmes in most schools;
- Many secondary schools will submit good-quality grant plans, with the majority making an improvement in the achievement and engagement of vulnerable pupils in line with school targets;
- Where schools (particularly secondary schools) engage with the regional professional learning offer for wellbeing and equity, they will be appropriately supported to develop and implement a bespoke wellbeing and equity strategy (to include the wellbeing toolkit and support linked to the adverse childhood experience agenda), which will better inform their direction of work to identify and track the progress of all vulnerable learners and measure the impact of interventions;
- Where schools engage within the professional learning offer that is linked to the work of the Children’s Commissioner, nearly all schools will be suitably equipped to apply pupil voice as a factor in school improvement activities;
- Where secondary schools engage well with the regional SEREN programme learners will have improved opportunities to attend a Sutton Trust university; and
- Where schools adopt the principles within the regional strategy for looked after children and known adopted pupils, they will have increased understanding and awareness of the strategies that can be used to improve the outcomes and progress for identified learners.

Improvement Strand 3

Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

What will the EAS do?

A. 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;
- 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;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- 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;
- 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;
- 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;

- Expand the range of school information that is used for accountability purposes at school, LA and regional level;
- Issue 'Professional Advice' based upon a sound evidence base to LAs and diocesan directors on a regular basis for consideration; and
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

B. 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 approaches to capacity building professional learning and accountability;
- 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;
- 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;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- 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 evidence to gain maximum impact on accelerating priority areas.

C. Specific focus on improving the outcomes for vulnerable learners

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- 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;
- 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;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

How will we know if we have made progress by March 2020?

A. Assessment, evaluation and accountability mechanisms

- The effective implementation of the refined schools causing concern strategy provides robust, timely information and support in schools and settings where improvement remains

too slow. LAs receive valuable and relevant information to inform the timely use of their statutory powers;

- All challenge advisers will implement effectively the intervention framework and associated strategies, ensuring that nearly all schools are equipped to make at least strong progress in a timely manner against the priorities in their school development plans;
- Where schools, particularly secondary schools, engage well with support, there will be less schools requiring the highest levels of support overtime;
- Effective support to identify and enable underperformance in leadership to be addressed is provided;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets, accurately track pupil progress over time and secure strong progress for nearly all pupils overtime;
- Where schools engage with support and guidance, they will be suitably equipped to reduce within school variation, therefore demonstrating improvements across a wider set of performance measures in line with individual school targets;
- Where schools that require high levels of support (particularly within the secondary phase) engage well with advice and support, they are enabled to secure robust, purposeful processes for self-evaluation, which inform accurate school improvement priorities leading to reduced, within-school variation and improved outcomes for learners over time; and
- Where LAs engage well with the support and advice provided for the Welsh in education strategic plans and SACRE, it will assist them in to meet their statutory requirements and the priorities within the plans.

B. Supporting a self-improving system

- The culture of collaboration and joint working is accelerated with most schools working well with other schools to secure improvement;
- A refined impact capture model for the work of the learning network schools and the role of clusters will be developed building on the commissioned research undertaken in 2018/19 to ensure value for money;
- Where schools secure the services of the EAS governor support agreement they will be provided with appropriate support and advice to enable them to implement their statutory functions; and
- Where schools engage with the range of networking opportunities that includes peer and cluster working within and outside of the region, practitioners are able to share and develop practice to improve leadership, teaching and learning within their own contexts, particularly within the secondary phase.

C. Specific focus on improving the outcomes for vulnerable learners

- Where schools (particularly within the secondary phase) engage well with advice and support they are enabled to set aspirational individual pupil targets for vulnerable learners, accurately track pupil progress and secure strong progress for pupils' overtime; and
- All secondary school pupil development grant plans will be agreed by a professional partner approval panel to ensure a wider stakeholder engagement and ownership of this process.

What will the EAS do?

- Continue to refine the business model for the EAS that aligns to the priorities identified within the regional and the national reform agenda;
- Work with key partners to secure a more sustainable funding model for the EAS that aligns fully with the service workforce plan and the updated Collaboration and Members Agreement;
- Maintain a high-quality, well informed, flexible and motivated workforce that embody the values and visions of the EAS in their work with schools;
- Further develop the effectiveness of the EAS company board through induction of new non-executive directors and the implementation of actions agreed through recent professional development;
- To ensure transparency of funding streams through publication of the regional grant mapping tool on a regular basis with the aim of maximising delegation rates to schools and settings;
- Further develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level;
- Enhance the current value for money model further exploring best practice models;
- Refine internal self-evaluation processes so that they focus more fully on the impact of the work of service teams in schools and settings on improving outcomes, provision and leadership;
- Improve availability, accessibility and efficiency of performance data and wider intelligence to better support effective self-evaluation activity and improve service delivery;
- Embed and promote the communication and marketing strategy ensuring a holistic approach to stakeholder engagement;
- Collaborate fully with other consortia and middle-tier organisations to realise efficiencies in programme development, delivery and sharing of best practice.

How will we know if we have made progress by March 2020?

- The business model, workforce plan and financial planning processes are refined so that they better reflect the priorities and resources required to continue to deliver an effective and efficient service that positively impacts on the progress towards the priorities within the plan and delivers value for money;
- Internal business intelligence databases will better support self-evaluation processes, enabling more informative and timely analysis to EAS staff and to LAs to better evaluate the impact of work in schools and to inform improvement priorities;
- A 3-year indicative funding model will have been agreed with the 5 LAs which ensures the core funding model is appropriately balanced and the collaboration and members agreement will reflect the actions that will be undertaken in the event of a change management processes having to be evoked;
- The company board and the audit and risk assurance committee will continue to undertake a programme of professional development and self-evaluation to ensure that the challenge and support that is provided enables the most effective delivery of the Business Plan and of statutory obligations;

- Internal self-evaluation processes will be refined so that they focus more fully on the impact of the work of service teams in schools and settings on promoting improving outcomes, provision and leadership;
- The regional grant mapping tool will be improved to enable easier analysis at school, LA and regional level of the impact of the resource linked to expected outcomes and to inform value for money judgements and improvement priorities;
- The communication and marketing strategy will be embedded with the internet, intranet and, where applicable, social media platforms well established to ensure better promotion of services and updates and engagement our stakeholders; and
- National approaches to programmes established through collaboration with other consortia. Cost comparisons with other consortia or similar organisations reviewed and strategies implemented. MTFP updated.

* Further details can be found in the Detailed Delivery Document and the Professional Learning Offer 2019/2020.

Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources: LA core contributions, grants and service level agreements. A detailed spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is available to all schools through the regional grant monitoring tool.

Monitoring and evaluation

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual LA annex document. These reports, as in previous years, will be suitable for scrutiny activity at LA and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and though Challenge and Review events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / LA self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The EAS will engage fully in the emerging national arrangements for evaluation and accountability.

Risks associated with the delivery of the Business Plan

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities; these are noted below:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- A lack of clarity about respective roles of the EAS and LA partners in the school improvement agenda;
- Schools / settings that require improvement are not: identified at an early-enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- There is not consistent application of agreed regional protocols;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

Section 5: Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2019–2020
2	Detailed Business Plan 2019–2020
3	Regional Grant Mapping Overview 2019–2020
4	Regional Self-Evaluation Report (Executive Summary)
5	EAS Risk Register (Executive Summary)
6	Regional Professional Learning Offer 2019–2020
7	Local Authority Strategic Education Plans
8	The Wellbeing of Future Generations Act

Glossary of terminology used for describing proportions:

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half	50%
Around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

Accountability

Integrity

Collaboration

Excellence

Innovation



EAS

Education Achievement Service
for South East Wales
Gwasanaeth Cefnogi Addysu
i Dde Ddwyrain Cymru

Local Authority Specific Annex 2019-2020

Local Authority: Caerphilly

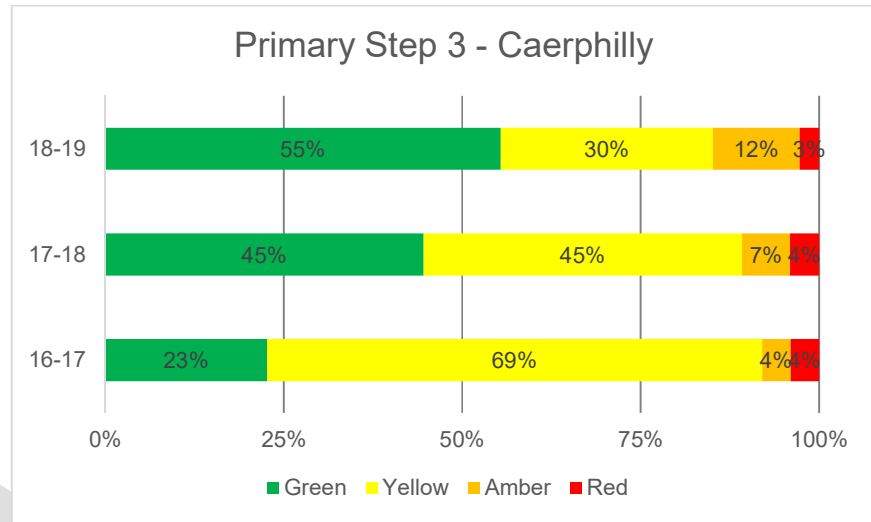
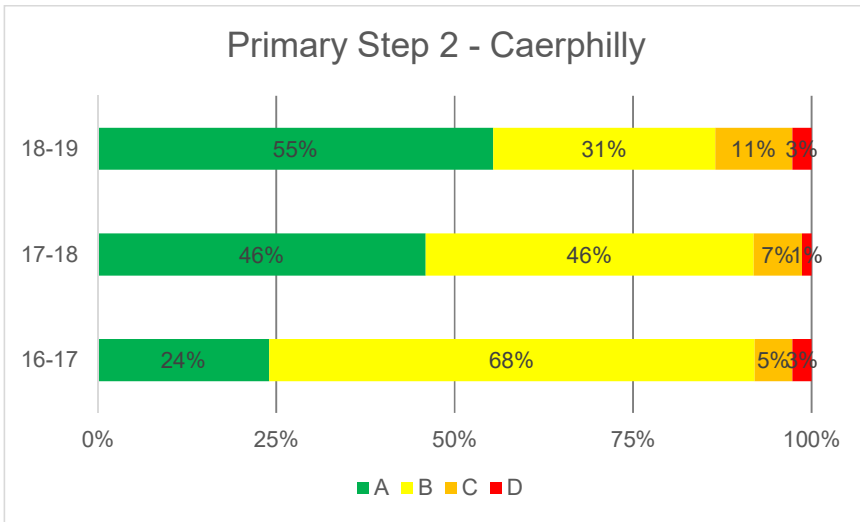
Summary of National Categorisation of schools in the Local Authority in 2016-2017, 2017-2018 and 2018-2019

Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	16-17	2	4	51	18	3%	5%	68%	24%
	17-18	1	5	34	34	1%	7%	46%	46%
	18-19	2	8	23	41	3%	11%	31%	55%
South East Wales	16-17	5	19	108	64	3%	10%	55%	33%
	17-18	3	18	84	88	2%	9%	44%	46%
	18-19	6	17	64	105	3%	9%	33%	55%

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Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	16-17	3	3	52	17	4%	4%	69%	23%
	17-18	3	5	33	33	4%	7%	45%	45%
	18-19	2	9	22	41	3%	12%	30%	55%
South East Wales	16-17	8	16	112	60	4%	8%	57%	31%
	17-18	9	16	81	87	5%	8%	42%	45%
	18-19	6	19	63	104	3%	10%	33%	54%

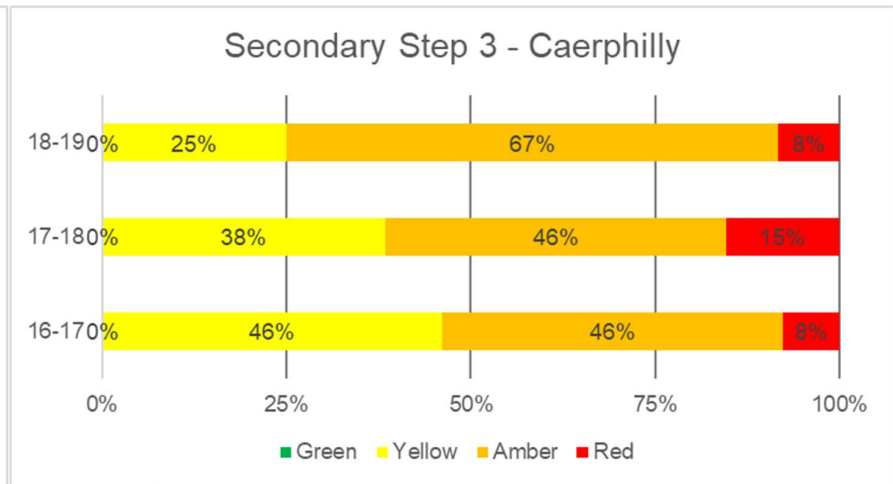
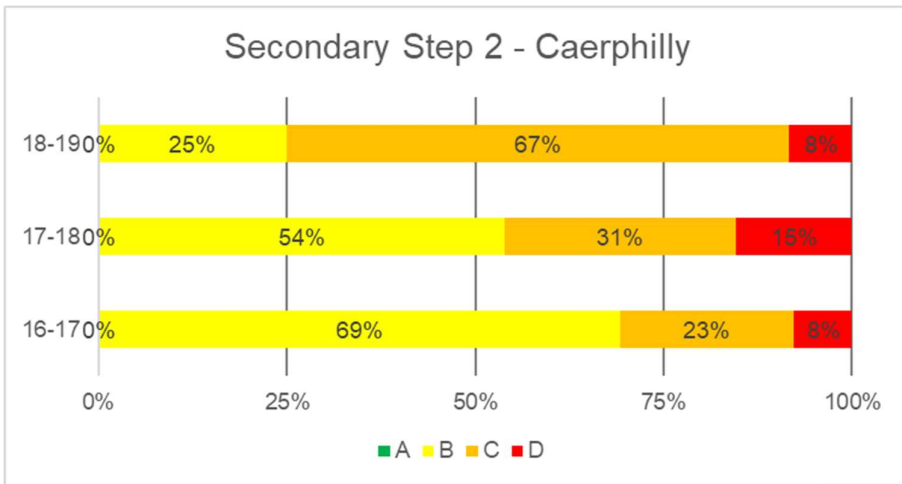
Note: A single 3-18 school is included in both primary and secondary tables.



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Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	2	4	7	0	15%	31%	54%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	16-17	1	6	6	0	8%	46%	46%	0%
	17-18	2	6	5	0	15%	46%	38%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
South East Wales	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	10	11	12	3	28%	31%	33%	8%
	18-19	7	15	7	6	20%	43%	20%	17%



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LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Llanfabon Infants	Nov-17	Jan-18	Significant Improvement
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Estyn Review
Secondary	Bedwas High	May-17	Jul-17	Special Measures
Secondary	Lewis School Pengam	Jan-18	Mar-18	Estyn Review
Secondary	Heolddu Comprehensive	May-18	Jul-18	Estyn Review
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

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High Level Pupil Progress Analysis - 2018 - FP to KS2 / KS2 to KS3

LA/Region: **Caerphilly**

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress	Matching			
				2014 FP cohort	2018 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
LLC - Welsh	346	89.3	10.7	388	354	89.2	97.7
LLC - English	1614	90.5	8.6	1668	1697	96.8	95.1
Mathematics	1983	91.7	7.6	2056	2051	96.4	96.7

* 2018 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

Progress of pupils between KS2 and KS3

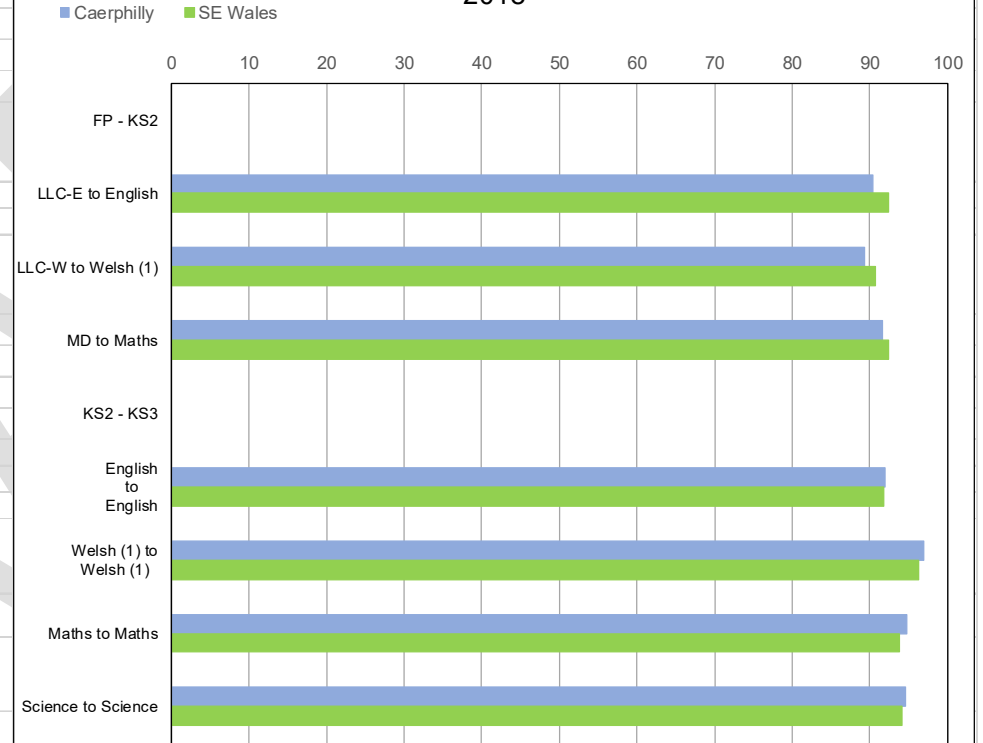
Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress	Matching			
					2015 KS2 cohort	2018 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
Welsh 1st Lang.	301	56.1	40.9	97.0	323	305	93.2	98.7
English	1991	40.9	51.1	92.0	2076	2056	95.9	96.8
Mathematics	1991	53.4	41.4	94.8	2076	2056	95.9	96.8
Science	1991	48.6	46.1	94.7	2076	2056	95.9	96.8

FP to KS2

Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.5	89.3	91.7	
KS2 to KS3 Expected Progress (2 Levels)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	92.0	97.0	94.8	94.7

% Learners making expected progress across KS2 / KS3 - 2018



Key Points:

From FP to KS2, approximately 9/10 learners make expected or greater progress. From KS2 to KS3 more than 9/10 learners make expected or greater progress

FP to KS2 A slightly lower proportion of learners, than across the region as a whole, make at least expected progress in English, Welsh (1st) and mathematics

KS2 to KS3 A similar proportion of learners make at least expect progress in English
 A slightly higher proportion of learners make at least expect progress in Welsh (1st)
 A slightly higher proportion of learners make at least expect progress in mathematics
 A slightly higher proportion of learners make at least expect progress in science

LA Summary and issues

- Improve Key Stage 4 performance
- Improve the performance of FSM learners
- Improve the quality of leadership in the secondary phase in order to improve the rate of progress
- Reduce number of days lost to exclusions
- Improve attendance

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, but attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 1.0% since 2015, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.2%. The Wales figure has increased from 1.3% to 1.6% in this time.

Exclusion figures are reported by LA

- Page 36
- Exclusions of 5 days or fewer has decreased significantly at both primary and secondary level from 2017, and at primary level is now similar to rates in 2015. At secondary level the figure is still higher than 2015 and 2016.
 - Since 2014/15 there has been a significant increase at secondary level for exclusions of 6 days or more, although it decreased from 2017 to 2018. It has also increased at primary level.
 - There have been no permanent exclusions from primary schools since 2014/15
 - Secondary permanent exclusions: 2014/15 – 9; 2015/16 – 15; 2016/17 – 28; 2017/18 – 25

Inspection/Categorisation

- Under the old framework, the percentage of schools judged at least Good for current performance since the 2014/15 school year was 74%. 74% of schools were judged Good or better for prospects for improvement. Under the new framework, the percentage of schools judged at least Good for Standards of achievement was 77%. 77% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2018/19, but the percentage of schools in the amber / red categories has also increased. There is one secondary schools categorised as red, with one moving from red to amber. However, a further 2 secondary schools have moved from yellow to amber. Overall 75% of secondary schools are categorised as either red or amber and none are categorised as green. (provisional and confidential).

Schools requiring Improvement 2018-2019 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2018-2019, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2018-2019. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Blackwood Comprehensive	Bedwas High
Bryn Primary	Llanfabon Infants
Bryn Awel Primary	Ysgol Bro Sannan
Crumlin High Level Primary	
Cwmcarn Primary	
Deolddu Comprehensive	
Idris Davies 3-18	
Islwyn High	
Lewis School Pengam	
Pantside Primary	
Phillipstown Primary	
Risca Comprehensive	
St Cenydd School	
St James Primary	
Ysgol Cwm Rhymni	

Ysgol Gilfach Fargoed

The content of this LA Annex has been agreed by:

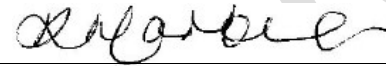
LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr Phillipa Marsden

EAS Managing Director



Ms. Debbie Harteveld

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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.

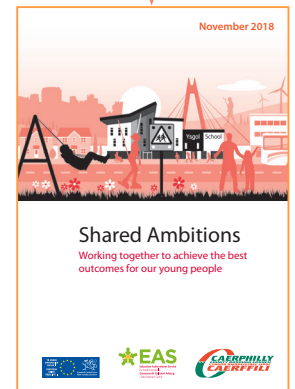
The Corporate Plan is the Council’s over-arching vision, supported by clear objectives and priorities.

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.

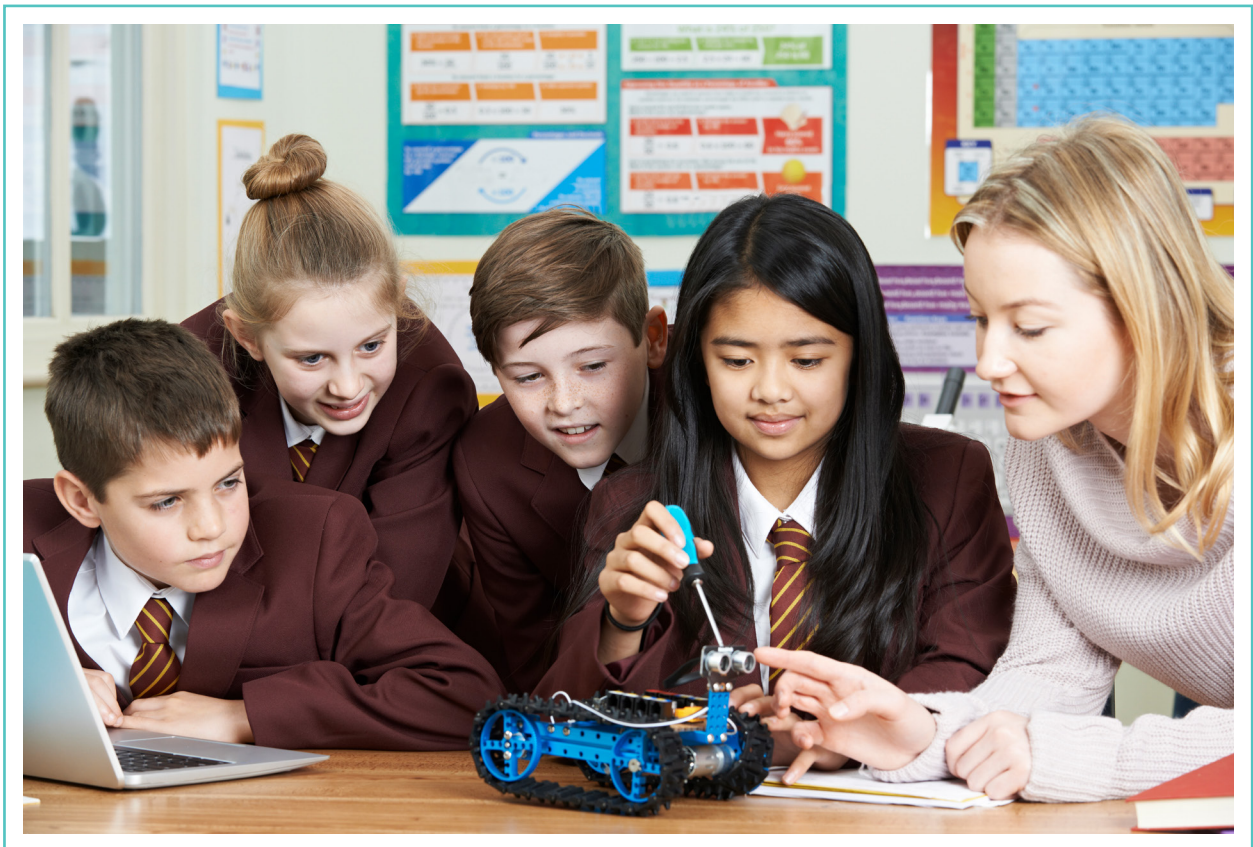
Attendance

- ❖ 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.







Appendix 2

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</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,</p>	<p>Devise a regional strategy for the roll-out of the ETLF in the secondary phase, PRUs and Special Schools that has a focus on schools requiring the most improvement in the first instance.</p> <p>Provide bespoke support for the GCSE specifications in English, Welsh, mathematics, numeracy and science to improve the quality of teaching and learning and accelerate outcomes at KS3 and KS4</p> <p>Provide opportunities through the use of networks and LNS schools to share best practice in the use of effective leadership models to improve the quality of teaching</p> <p>Utilise opportunities to share best practice within and beyond the region.</p> <p>Review the KS3 curriculum in identified schools within each LA (including pedagogy and assessment) to ensure compliance with Successful Futures and maximise pupil</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>mentoring programmes.</p> <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>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 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</p>	<p>attainment in the new KS4 specifications and measures.</p> <p>Provide support and challenge to statutory teacher assessment and moderation processes</p> <p>Ensure that Challenge Advisors are involved in moderating the process and have access to the information to ensure they support schools effectively.</p> <p>Specialist Adviser, supported by LNS schools to hold annual Skills Challenge Certificate leadership event, to include feedback and analysis of results, and sharing good practice.</p> <p>Refine and develop school to school working in non-core subject areas through the use of the LNS model. Lead on regional strategy for Welsh Language development and Global Futures in close collaboration with LAs.</p> <p>Challenge Advisors will use WG modelled estimates and pupils' prior performance information to support the target setting process and ensure appropriate challenge.</p> <p>EASi Target overviews for 2018-2019 will include vulnerable groups' analysis: Gender, FSM, LAC, SEN, More Able, EAL, BME.</p> <p>Utilise opportunities to share best practice within and beyond the region.</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
		<p>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>Utilise the links with transition between Key Stage 2 and Key Stage 3.</p>

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Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<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 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>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, Education Improvement Boards and inspection reports.</p>	<p>Refine the bespoke support to schools and the Professional Learning Offer to improve the quality of leadership and teaching of literacy, numeracy across all key stages and non-maintained settings.</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Communicate clearly with parents in order to engage their support</p> <p>Strengthen cluster arrangements for transition in this area.</p>		

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Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<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>Refresh incentive schemes and competitive elements, where appropriate</p> <p>Raise profile of attendance</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 practice;</p> <p>- support with</p>	

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>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>strategies to track, monitor and respond to attendance data. - additional guidance on self evaluation.</p> <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>	

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
		<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 advisors to provide additional support to schools.</p>	

Appendix 2

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>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</p>	

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Ensure staff are well trained in relevant areas and effective programmes</p> <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>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 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>	

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<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 for this group of pupils.</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 of those in</p>	<p>Challenge Advisers will work with the senior leaders in all schools to capture the impact of grant spend (PDG/EIG Monitoring Forms) as part of whole school self-evaluation.</p> <p>Challenge Advisers will encourage the use of PDG on a cluster basis to enable sharing of resources to maximise impact and in line with the terms and conditions of the grant, encourage secondary schools to consider 60% allocation towards KS3.</p> <p>Support schools to improve their use of the PDG and develop more integrated approaches to reducing the impact of poverty on outcomes</p> <p>Continue to develop the role of priority Link Governors: MAT, PDG and LAC</p> <p>Embed the regional strategy for More Able Learners</p> <p>Deliver the SEREN programme for Post 16 MA learners</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
		<p>EOTAS settings.</p> <p>Challenge targets for this group through Intervention Planning meetings and Education Improvement Boards.</p>	
			<ul style="list-style-type: none"> • The EAS Business Plan will give consideration to the outcomes of all regionally commissioned research and wider evidence to ensure the priorities and actions taken are well informed to improve the progress and provision for disadvantaged learners; • Provide bespoke professional learning opportunities for groups of school staff (Headteachers, senior leaders, teachers, support staff) on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to improve the quality of leadership and teaching for all learners; • To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners; • Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in identified secondary schools in spring term 2019 to improve the provision for vulnerable learners. • Partially fund a ‘Raising Achievement for Disadvantaged Learners’ Lead in all secondary schools

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>for 2019/2020 with non-negotiable terms and conditions;</p> <ul style="list-style-type: none"> • Facilitate half termly professional learning sessions with the nominated Leads in each secondary school with a focus on improving identification, aspirational target setting, provision and progress for all pupils, including those who are disadvantaged; • Support schools to improve their use of school level data and wider learner intelligence so that better informed decisions can be made to improve progress and provision for disadvantaged learners; • Based on the outcomes of impact reports, continue to fund each cluster across the region to embed their own Wellbeing strategy and accelerate common priorities; • Revise the agreement of school PDG plans by introducing a multi agency team in March 2019 to review impact of previous plans and agree allocations for 2019/2020 to ensure improved timeliness, agreement and impact on learners; • Provide the facility for schools to evaluate school expenditure in line with Education Endowment Foundation Toolkit to ensure the most effective impact on learners; • To monitor the progress of disadvantaged learners on a termly basis, through discussions with the Lead and scrutiny of school-based evidence; • Utilise cross regional and wider experience of effective practice to share successful strategies on what works and what works in different context, ensuring that the

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>Education Endowment Foundation Toolkit is understood and utilised across the region;</p> <ul style="list-style-type: none"> • Support schools and settings to utilise the Equity and Wellbeing Toolkit as a tool to support self-evaluation processes; • Ensure schools can access online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding; • Ensure that all regionally led professional learning offers and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role of schools in raising achievement; • Continue with the regional investment in 'Wellbeing and Equity Schools' Learning Network schools to offer guidance and support to all schools; • Embed the use of the guidance and professional learning opportunities for governors on challenging the use and impact of PDG and the progress of disadvantaged learners; • Provide bespoke professional learning for PDG Lead Governors.

Appendix 2

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</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>Continue to develop the role of priority Link Governors: MAT, PDG and LAC</p> <p>Utilise opportunities to share best practice within and beyond the region</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>shared.</p> <p>Ensure the whole school community understand these particular needs</p> <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>		

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service

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Appendix 2

Provision

Success Criteria

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>	

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
		<p>Evaluate progress against self evaluation tool.</p> <p>Continue to develop the hub and spoke model, in line with protocol.</p>	

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Appendix 2

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>Devise a regional strategy for the roll-out of the ETLF in the primary phase which is delivered by Professional Learning Pioneers.</p> <p>Update the ETLF to enable mapping against the Professional standards.</p> <p>Review the KS3 curriculum in identified schools within each LA (including pedagogy and assessment) to ensure compliance with Successful Futures and maximise pupil attainment in the new KS4 specifications and measures.</p> <p>Implement strategies from the National Networks for Excellence in Mathematics (NNEM) and Science (NNEST) to improve the quality of teaching and leadership.</p> <p>Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:</p> <p>National</p> <ul style="list-style-type: none"> •Working in partnership with Welsh Government and other regions to lead the development of the Humanities Area of Learning and Experience. •Area Lead to work collaboratively with Welsh Government Lead, CAMAU, HEI partners and others e.g. subject

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>associations/academics to plan and resource curriculum development sessions for pioneers (at least two days of live development work per month).</p> <ul style="list-style-type: none"> •Work with partners to ensure that all elements (progression framework, achievement outcomes, guidance/exemplification) of the AoLE are completed in time for publication of the new Curriculum for Wales in March 2019. <p>Report the progress of the group as agreed in the Welsh Government Core Brief to Programme Board, the Curriculum and Assessment Panel and Independent Advisory Group.</p> <ul style="list-style-type: none"> • Work with Welsh Government lead to ensure robust critique and evaluation of the AoLE group's work in developing the new Curriculum for Wales. <p>Regional</p> <ul style="list-style-type: none"> •To fund all partners schools to engage in the programme below. •Having a clear, unambiguous roll out programme for all schools across the region to engage in the programme. •To report on a termly basis on the engagement of all partner schools. •Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region. •Meeting with pioneers on a half-termly basis to provide strategic direction to regional (cluster based) •Monitoring the contribution of pioneer schools (including

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>completing the electronic log) to account for their progress in national AoLE development and regional support work.</p> <ul style="list-style-type: none"> •Providing opportunities for regional sharing of pioneer work through the integration of pioneers work in the induction programme set out in E4 below. <p>Ensure the impact of the curriculum reform programme through a school-to-school development of new curriculum and assessment arrangements in partnership with the HE sector.</p> <ul style="list-style-type: none"> •Engagement of a lead curriculum design professional in every cluster. •Delivery of the CCPE method for curriculum design in every cluster. •Examples in every cluster of its own interpretation of the emerging curriculum for at least 2 phases currently referred to as Key Stage, at least 4 of the 6 AoLEs and all three of the CCRs.

Appendix 2

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>Devise a Regional Strategy for Wellbeing and Equity</p> <p>Develop delivery plans against each of the key strands within the strategy</p> <p>Appoint a number of LNS schools that have a specific focus on delivering PL for this aspect of work across the region.</p> <p>Embed the Children’s Rights Approach to the work of the region.</p> <p>All schools to engage and create an Adverse Childhood Experience (ACE) cluster strategy that will be reviewed and impact captured</p> <p>Develop and deliver a professional learning programme for all school clusters.</p> <p>Make links into the ACE Hub network</p> <p>Agreed a definition of wellbeing that will operate across each cluster.</p> <p>Identify cluster-wide mechanisms for measuring and tracking learner wellbeing.</p> <p>Provide documented guidance to schools on:</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<ul style="list-style-type: none"> - Maximising wellbeing through the learning environment. - Planning for wellbeing in the curriculum. - Ensuring wellbeing through teaching, learning and assessment. - Supporting wellbeing through support services in the school. <p>Explore the following as mechanisms to support and enhance the connection between wellbeing and performance in the curriculum:</p> <ul style="list-style-type: none"> - The link between wellbeing and progress and standards. - The use of pupil voice to enhance and capture wellbeing in school. - The capture of pupils' impressions of progress and wellbeing. <p>Create and critique the school-level provision model for ensuring learner and adult wellbeing linking with LAs.</p> <p>Analyse the beyond-school partnership model for supporting wellbeing across the school community.</p> <p>Produce resources and professional learning for SRE.</p> <p>Make links with the Regional Leads for ALN and LA Inclusion Services and provide, in collaboration, professional learning opportunities for schools, as appropriate.</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>Utilise the findings from external research on the 'cluster approach' to refine this and future years models of delivery. Further development of the cluster-specific plans initiated in this financial year and implement the revised funding and plan approach.</p> <p>Implementation of the cluster-based self-assessment and development tool developed this year in pilot clusters / networks.</p> <p>Fund clusters for the implementation of the new curriculum (as below)</p> <p>Fund clusters for the development of Equity and Wellbeing Strategy</p> <p>Utilise the cluster model to drive forward the professional learning strategy.</p> <p>Utilise clusters to implement ETLF roll out and Action Based research PL.</p> <p>Utilise clusters to support role out of SLO approach.</p>

Appendix 2

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>page 76 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>Engagement – monthly updates from EAS on attendance at events – engagement with professional learning.</p> <p>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</p>	<p>Issue Professional Advice annually on all secondary schools for LA consideration.</p> <p>Engage with an education professor on the Regional Strategy for School Improvement and will implement findings.</p> <p>Deliver criterion-driven and evidence-based national categorisation, providing relevant update training to all stakeholders as appropriate.</p> <p>Implement the SEWC Intervention Framework, ensuring bespoke support for all yellow, amber and red schools.</p> <p>Utilise effective leaders from within and beyond the region to support the leadership development in identified schools.</p> <p>Utilise the Learning Network Schools ('Effective Schools')</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Develop links with senior leaders in other schools.</p> <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>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>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>that have been appointed to support the development of those schools requiring improvement.</p> <p>Roll out the ETLF as a supportive framework</p> <p>Provide a mentoring and coaching programme to develop and support school leaders and governors.</p> <p>Bespoke support packages to be developed and progressed</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>The Education Improvement Board (EIB) Protocol will be implemented in all Amber and identified Yellow schools.</p> <p>The Schools Causing Concern protocol will be implemented consistently across the region in all LAs.</p> <p>Further develop the work of the regional Leadership group in the programme endorsement process for the National Academy for Leadership.</p> <p>Support the Associates programme development and purposefully employ and engage the regional Associates in the development work of the regional strategy.</p> <p>Continue to refine and develop Leadership professional</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
		<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>learning and development across the following milestones through the use of the new Professional standards for Leadership:</p> <ul style="list-style-type: none"> • Aspiring Leader • Middle Leader • Aspiring HT • New/Acting HT • Experienced HT • Executive HT <p>Provide accreditation opportunities for professionals to engage with through an external tender process for HEIs.</p> <p>Regionally deliver the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship.</p> <p>Pilot peer review models across the region.</p> <p>Fund and monitor impact of a number of self-chosen school networks based upon common improvement needs.</p> <p>Enable good schools to aim for excellence and provide opportunities for them to link with and learn from national and international best practice.</p> <p>Tender for a professor with the appropriate research credentials to support the work of the Head Teachers</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
			<p>Strategy Group.</p> <p>Engage with HEI to guide delivery of curriculum reform.</p> <p>Engage with Professor Mick Waters to challenge and support the delivery of school improvement activity.</p> <p>Joint training led by Challenge Advisers / HR will continue - Effective Performance Management and Addressing performance concerns / Capability.</p> <p>Audit the leadership capacity across the region and map potential gaps in provision.</p>

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Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
<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>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>Monitor engagement with self evaluation.</p> <p>Where Governing Bodies are reluctant to engage, the LA will attend 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>Provide a mentoring and coaching programme to develop and support school governors.</p> <p>Continue to develop the EAS Excellence in Governance Framework to include a robust system in evaluating governing body effectiveness.</p>

Appendix 2

Target for improvement	Actions by schools	Actions by Local Authority	Actions by Education Achievement Service
	<p>Revise communication structures, meeting schedules and committee structures.</p> <p>Ensure governors take an active part in the development of the SDP and SER.</p> <p>Increase pupil voice within governing body meetings.</p> <p>Review use of DBS within governing bodies.</p>	<p>LA QA – LA to ensure that all schools have six main Governing Body meetings and committee structures are appropriate.</p>	



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

SUBJECT: TERMS OF REFERENCE FOR REVIEW OF POST 16 / SINGLE SEX AND SURPLUS PLACES

REPORT BY: CORPORATE DIRECTOR EDUCATION & CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To seek the views of the Committee on the draft Terms of Reference for the review of post 16 provision, single sex education and surplus places across Caerphilly prior to its submission to Cabinet.

2. SUMMARY

2.1 The Council is seeking to deliver a sustainable strategy for post-16 education in Caerphilly that is underpinned by robust models and delivers the right education in the right place and with the best outcomes for learners.

2.2 The continuation of single sex education at Lewis Girls School and Lewis School Pengam, as well as the challenge of reducing surplus places across Caerphilly's secondary school estate are separate but interlinked issues that also need to be addressed by this review.

2.3 The Council has engaged a specialist resource from Bridgend County Borough Council to deliver the review and wishes to establish a Review Board to oversee developments.

2.4 A draft Terms of reference for the Board and the Review are attached for Members consideration.

3. RECOMMENDATIONS

3.1 Members of the Scrutiny committee are asked to consider and comment on the content of the draft Terms of Reference for the Review of post 16 provision, single sex education and surplus places across Caerphilly prior to its submission to Cabinet for endorsement.

3.2 That the Education for Life Scrutiny Committee nominate two of its members to sit on the Review Board, one from the majority group and one from the opposition groups.

4. REASONS FOR THE RECOMMENDATIONS

4.1 To ensure that the Terms of Reference reflect the views of the Scrutiny Committee prior to the document being presented to Cabinet.

5. THE REPORT

5.1 Separately to this report, this Scrutiny Committee have considered an attainment strategy for Caerphilly, entitled 'Shared Ambitions', that sets the Strategic Vision for Education in Caerphilly 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."

5.2 While 'Shared Ambitions' focuses on raising standards, the vision for Education in Caerphilly contained within references the need to provide 'high quality educational opportunities, settings and experiences'. Finding a solution that addresses the current challenges of providing sixth form education; explores the need to retain or move away from single sex provision, and addresses the issues associated with surplus places are viewed as a key aspect of realising this bold vision.

5.3 Attached at Appendix 1 are the draft Terms of Reference for the review. The Terms of Reference set the overall objectives for the review as follows:

- To improve the effectiveness and outcomes of provision for all learners
- To improve efficiencies in the provision
- To provide new and enhanced opportunities to all learners
- To improve the learner experience
- To ensure the models are sustainable and deliver on 'Value for money'

5.4 The Terms of reference also sets out a proposed membership of the Review Board along with reporting arrangements as well as some context, outputs and further considerations.

Conclusion

5.5 The review of post 16, single sex and surplus places in Caerphilly is of strategic significance. The outcome must contribute toward the strategic vision for education across the Borough and enable the Council to develop a sustainable offer to learners across the secondary phase that meets 21st century needs.

6. ASSUMPTIONS

6.1 It is assumed that the review will take in to account the full range of stakeholder views as well as all necessary data and intelligence required to fully inform the final option, or options recommended for decision.

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 the learning environment.

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 review should provide a recommendation that enables sustainable delivery models to be put in place that will support the creation of a highly skilled and ambitious workforce of the future for Caerphilly.

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

Integration – Regardless of the outcome, the review will enhance the working relationships and integration of the Local Education Authority, Schools and local Colleges to the benefit of Caerphilly’s learners.

Collaboration – Some of the options already identified will explore the potential opportunities for collaboration, others may arise as part of the review.

Involvement – The review process will be inclusive with the Board comprising representation of a wide range of stakeholders and broader consultation with students, parents, governors, Head Teachers and other interested parties forming a core component of the review work.

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 at this stage.

10. FINANCIAL IMPLICATIONS

10.1 None specifically at this stage as the report is seeking to agree a terms of reference for the review.

10.2 The costs of the Bridgend Council employee who will be undertaking the review on the Council’s behalf have been set aside from 2018/19 in year underspends and Cabinet have agreed their use for this work.

11. PERSONNEL IMPLICATIONS

11.1 A Bridgend Council employee will be delivering the review on behalf of Caerphilly and will be engaged on the equivalent of two days a week, although this can be ‘flexed’ at key times.

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)
- Education Advisory Board.

13. STATUTORY POWER

13.1 The Local Government Acts 1998 and 2003.

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e-mail: edmunre@caerphilly.gov.uk

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

Appendices:
Appendix 1 Strategic Review : Sixth-form provision, single sex education and surplus places in secondary schools Terms of Reference

Strategic Review: Sixth-form provision, single sex education and surplus places in secondary schools Terms of Reference

MEMBERSHIP

Chair	Cabinet Member for Education Director of Education & Corporate Services Chief Education Officer Head of Education, Planning & Strategy 21 st Century School Lead LA Senior Managers <table style="display: inline-table; vertical-align: top; margin-left: 20px;"> <tr><td>Finance</td></tr> <tr><td>HR</td></tr> <tr><td>School Improvement</td></tr> <tr><td>Inclusion</td></tr> <tr><td>Property Services</td></tr> </table>	Finance	HR	School Improvement	Inclusion	Property Services
Finance						
HR						
School Improvement						
Inclusion						
Property Services						
	John Fabes, Review Lead Chair of Primary Heads Forum Chair of Secondary Headteachers Association Representative Headteachers (TBC) College Principals Scrutiny Member Representation (Labour Group) Scrutiny Member Representation (Opposition) Governors Association Representative Careers Wales EAS Representative (TBC) National Education Union (NEU)					

REPORTING ARRANGEMENTS

This is the strategic board for the review of sixth-form provision, single sex education and surplus places in secondary schools across Caerphilly County Borough Council. It will report to the Corporate Management Team, involve the Education for Life Scrutiny Committee and will refer to Cabinet for decision making and, where necessary, Council.

OVERALL OBJECTIVES

To deliver a sustainable strategy for post-16 education in Caerphilly that is underpinned by robust models and delivers the right education in the right place and with the best outcomes for learners.

The consider and make recommendations in respect of the continuation of single sex education at Lewis Girls School and Lewis School Pengam and to positively address any surplus places issues that exist across Caerphilly's school estate.

Specific objectives are:

- To improve the effectiveness and outcomes of provision for all learners
- To improve efficiencies in the provision
- To provide new and enhanced opportunities to all learners
- To improve the learner experience
- To ensure the models are sustainable and deliver on 'Value for money'

CONTEXT

To agree the parameters of the work to be undertaken, to scope out the work and to make a series of recommendations to Corporate Management Team and Cabinet which can be consulted upon.

Options for the consideration may include:

- Maintaining the status quo
- Ensuring all post 16 learners attend College sites
- A sixth-form centre which might be managed by the LA or by one of the colleges
- The option of regional sixth-form centres in existing secondary schools
- Other options that may emerge from the review or during any consultation process
- Continuation or cessation of single sex education within Caerphilly
- Addressing issues associated with surplus secondary school places

While there are three components to this review, they are entirely interlinked. As a result, the review will need to identify options to progress all three aspects and provide a balanced set of recommendations.

TIMESCALE

To be confirmed by Board once the scope and sequencing of the review has been established.

OUTPUTS

The Strategic Review Board will:

Develop a sustainable strategy on behalf of the Local Authority for post-16 education which is signed off by all stakeholders and which will inform future planning. Specifically it will:

- Establish and drive forward a strategic approach to post-16 education provision in the borough
- Propose a sustainable delivery model of post-16 provision which is of high quality and is financially viable
- Identify a coherent range of post-16 learning pathways to meet the needs of all learners, equip students for the 21st century and lead to increased opportunities for student recruitment
- Suggest ways to enhance progression routes and ensure an appropriate breadth of choice for the level 3 course offer
- Propose ways in which to develop the aspirations of learners, improve attainment, ensure progression and raise the levels of employability skills in learners with particular reference to vulnerable groups
- Make proposals in relation to improving retention rates
- Evaluate the impact of post-16 plans for education

Consider and make recommendations in respect of the continuation of single sex education at Lewis Girls School and Lewis School Pengam and to positively address any surplus places issues that exist across Caerphilly's school estate. Specifically, it will:

- Identify opportunities for any advantageous service re-configuration including assessing the implications for single sex education and managing the range of surplus places in secondary schools

The Board will also:

- Assess the implications of any proposals and advise the Corporate Management Team and Cabinet of those potential implications.
- Have an agreed 'whole system' approach.
- Ensure timely completion of every project milestones.

- Maintain open lines of communication to stakeholders especially Head teachers as the work progresses.

CONSIDERATIONS

- Caerphilly has 12 secondary schools, 8 of which are designated 11-18 and 4 designated 11-16
- 10 of Caerphilly's secondary schools are co-educational and 2 are single sex (Lewis School Pengam and Lewis Girls); in the latter sixth-form provision is co-educational
- Schools have been working collaboratively on sixth-form provision for a number of years in order to provide a wider curriculum offer
- Schools and the local authority recognise that the current model of delivery for post-16 provision needs to change to one that is more efficient, provides a higher quality of outcomes and is sustainable
- The review will need to include an assessment of the benefits/advantages of co-education alongside an Equality Impact Assessment of such provision; there will also need to be impact assessments addressing the Wellbeing of Future Generations
- The review will also need to consider the impact of surplus places across Caerphilly County Borough
- Other aspects to consider or take account of include:
 - Learner experiences
 - The views of all relevant stakeholders
 - The quality of provision, performance outcomes including value-added measures
 - Variances in provision across the Borough in 11-18 and 11-16 settings
 - The suitability and rigour of entry requirements
 - Achievement rates
 - The destinations of learners
 - Retention/drop-out rates
 - Size of sixth forms – viability, optimisation
 - Value for Money
 - The impact on future provision of potential funding reductions by Welsh Government