

Appendix 2

EAS Business Plan 2016-2019

LA Annex (2016-2017)

Local Authority Specific Annex 2016-2017

Local Authority: Caerphilly

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

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

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

Key Stage 2										
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	87.4	89.5	88.1	87.9		CSI	75.1	78.5	77.7	78.7
English L4+	89.3	91.3	89.9	89.6		English L4+	78.1	81.7	80.6	81.0
Welsh (1st) L4+	90.7	89.5	92.7	92.7		Welsh (1st) L4+	81.4	76.6	88.9	86.8
Mathematics L4+	89.3	91.2	90.5	90.4		Mathematics L4+	79.1	82.1	80.8	81.7
Science L4+	91.0	92.8	91.1	91.8		Science L4+	82.4	83.9	82.3	83.2
English L5+	39.2	41.2	40.4	40.3		English L5+	20.2	20.6	23.4	21.8

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

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

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

Key Stage 3

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

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

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

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

Primary Attendance

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

Secondary

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

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

Step 1

Primary

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

Step 2

Primary

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

Step 3
Primary

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

Step 1
Secondary

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

Step 2
Secondary

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

Step 3

Secondary

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

Caerphilly schools currently in any Estyn follow up category

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

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

Pupil outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Authority specific activity financial year 2016-2017

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

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

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

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

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