Business Plan
2017 – 2020

The Education Achievement Service Business Plan has been though a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- 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
- Regional Youth Forum

This Business Plan is the regional strategic plan for accelerating educational outcomes during 2017-2018. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:
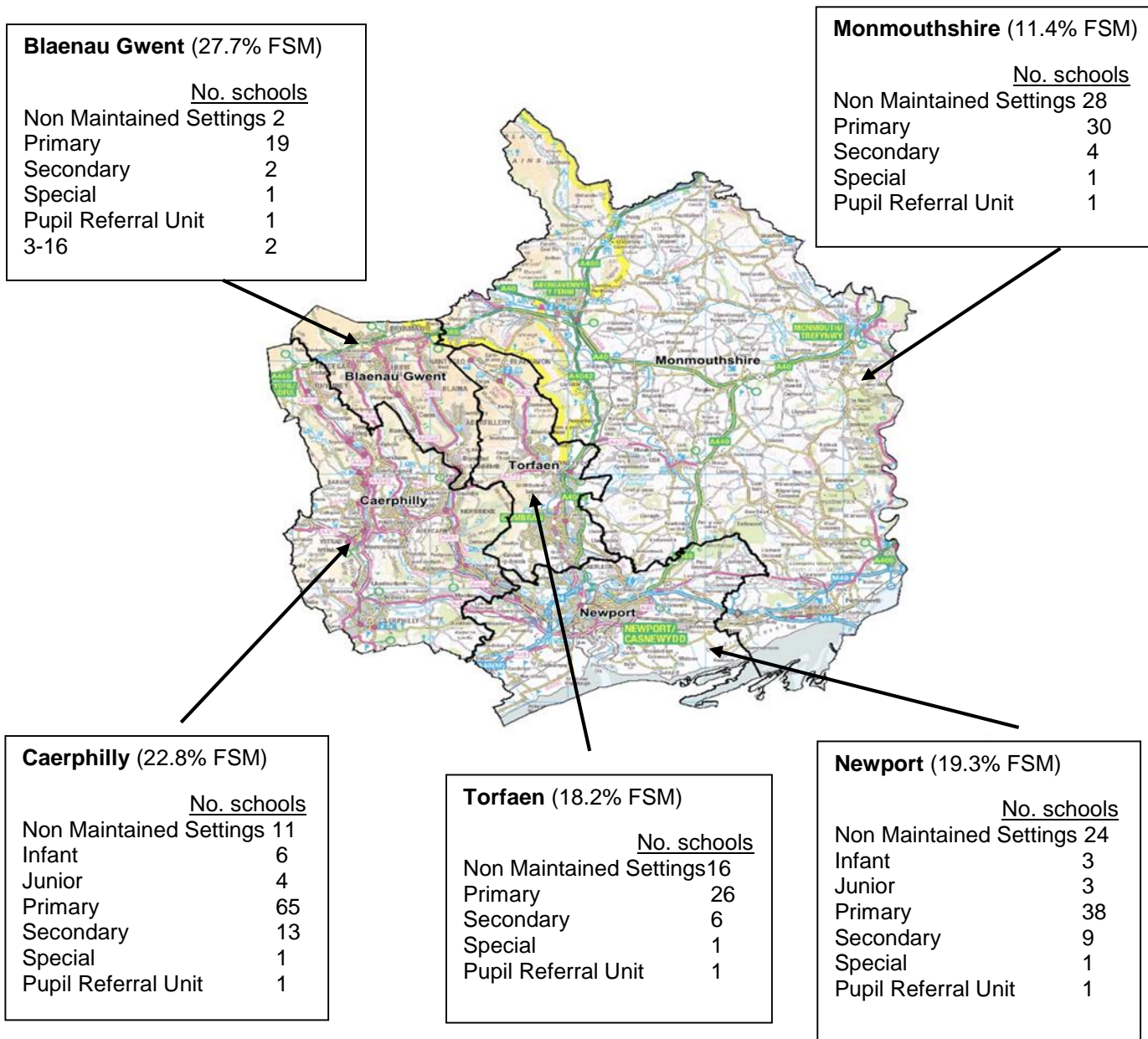
Cllr R Jevons Chair of Education Achievement Service Company Board	
Cllr G Giles Chair of Joint Executive Group	
Mr D McChrystal Lead Director on behalf of South East Wales Directors Group	
Ms D Harteveld Managing Director, Education Achievement Service	

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1. Regional Context

The EAS is the school improvement service for the five LAs in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2016 was 70,642. This represents 19% of all pupils in Wales. There are 238 maintained schools in the region, 15% of all maintained schools in Wales (PLASC, 2016). The percentage of pupils of compulsory school age who are eligible for free school meals is 20.1%, which is higher than the national figure of 18.4%. This level of eligibility is the highest of the four regional consortia (PLASC, 2016). 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). As of 30 September 2016, ethnic minorities account for 4.5% of the population in the region and this is similar to the Wales average (4.6%). As of July 2016, 777 children in the region are looked after by a local authority and attend a school in the region. This represents 14% of looked-after children in Wales.

Blaenau Gwent (27.7% FSM)

	No. schools
Non Maintained Settings	2
Primary	19
Secondary	2
Special	1
Pupil Referral Unit	1
3-16	2

Monmouthshire (11.4% FSM)

	No. schools
Non Maintained Settings	28
Primary	30
Secondary	4
Special	1
Pupil Referral Unit	1

Caerphilly (22.8% FSM)

	No. schools
Non Maintained Settings	11
Infant	6
Junior	4
Primary	65
Secondary	13
Special	1
Pupil Referral Unit	1

Torfaen (18.2% FSM)

	No. schools
Non Maintained Settings	16
Primary	26
Secondary	6
Special	1
Pupil Referral Unit	1

Newport (19.3% FSM)

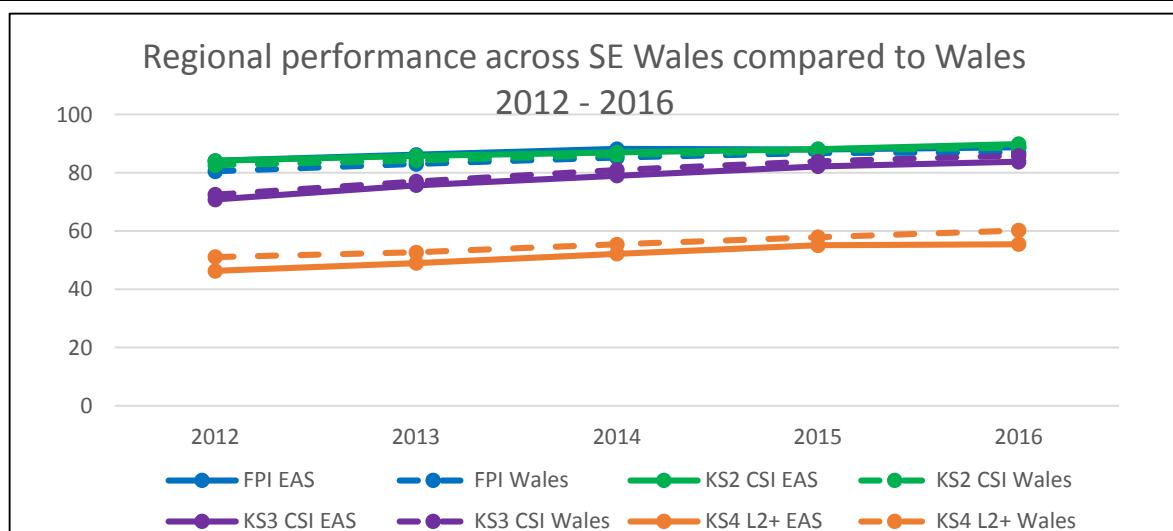|	No. schools
Non Maintained Settings	24
Infant	3
Junior	3
Primary	38
Secondary	9
Special	1
Pupil Referral Unit	1

2. Introduction

This Business Plan (2017-2020) outlines the programme of work that is required to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools. The rapid improvements that are required will need a strong commitment of partnership working to be successful. The EAS self-evaluation process has identified progress made in previous years, but most importantly the areas that require improvement across the region this academic year. These are noted in the summaries and graphs below:
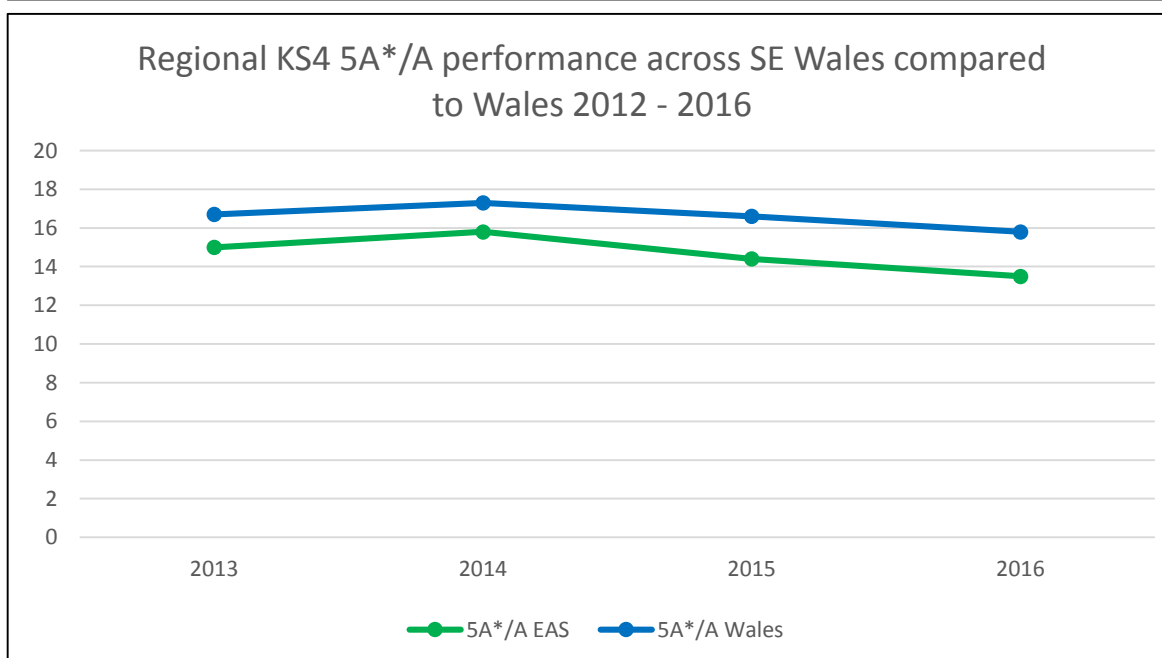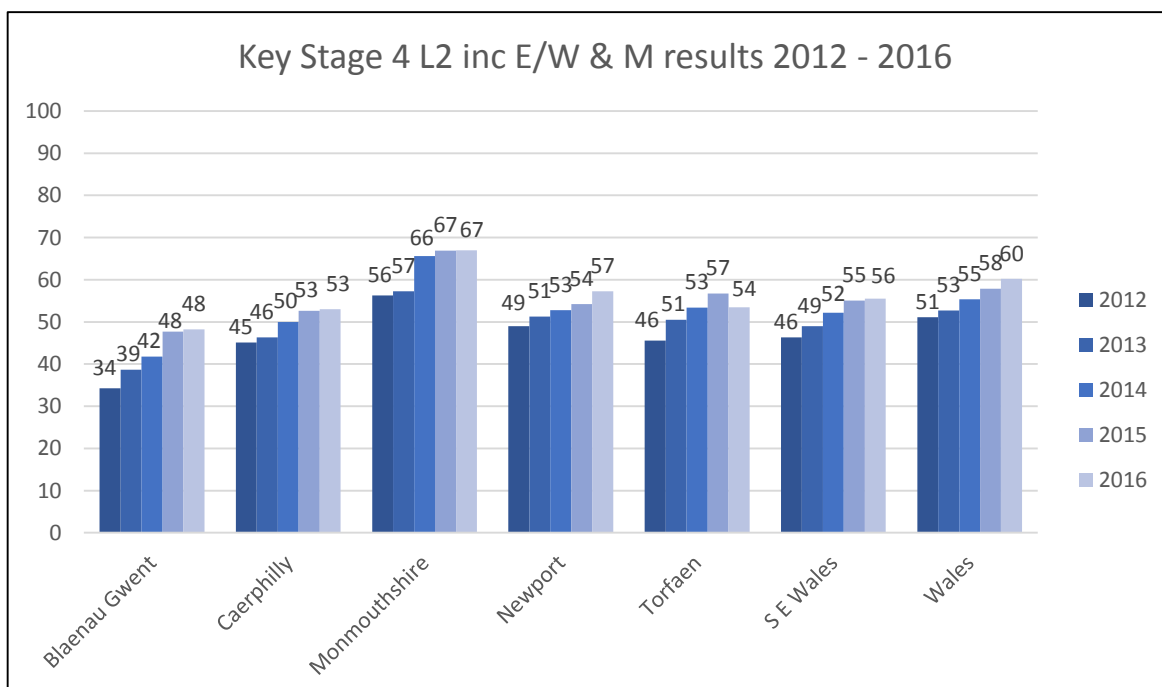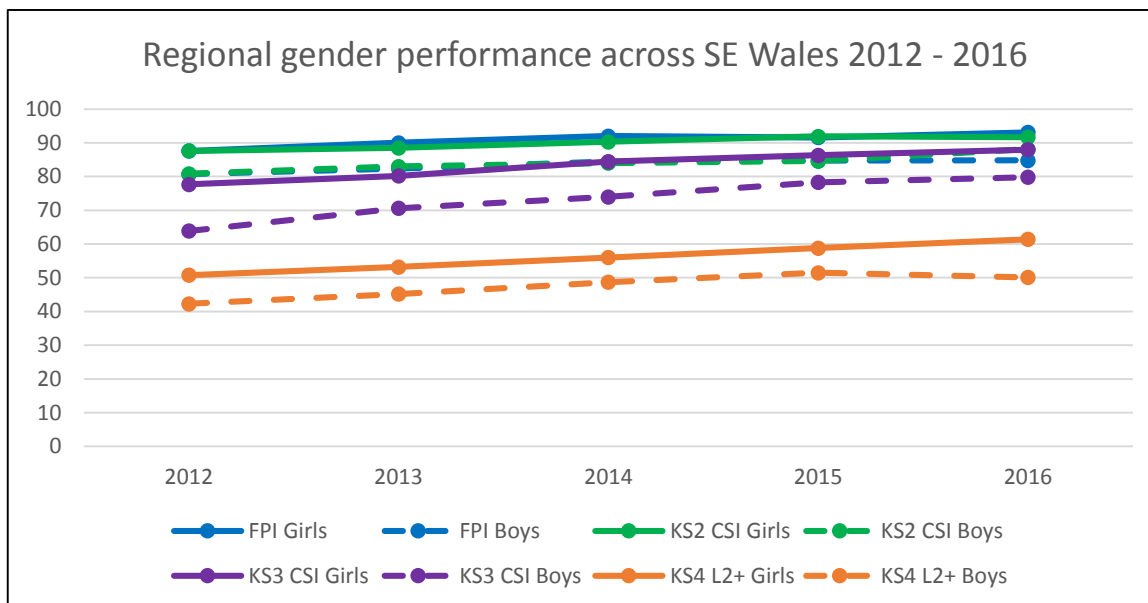
Outcomes	
Improvement 2016-2017	**Areas requiring improvement**
• Teacher Assessment outcomes at the end of Foundation Phase and Key Stage 2 (KS2) remain above the national average. Teacher Assessment outcomes at the end of Key Stage 3 (KS3) are adequate. • The FSM / non-FSM gap has decreased across the region since 2015 at Foundation Phase (FP), KS2 and KS3. • There is a regional four-year improving trend in Level 2 inclusive of English / Welsh and mathematics. • Key Stage 4 (KS4) FSM performance shows a slight improvement resulting in a narrowing of the gap between FSM and non-FSM pupils. • The number of schools with fewer than 40% of pupils achieving the Level 2+ has reduced from twelve in 2012 to one in 2016. • Performance at the Level 3 threshold in Key Stage 5 (KS5) in 2016 has improved by 2% to 97.6%.	• Accelerate improvement at KS4, particularly the Level 2+, at least in line with the rate of progress across Wales and other regions, and bring more schools in line with WG modelled expectations. • Improve FSM outcomes, particularly at KS4 in identified schools and Local Authorities (LAs) where progress has been too variable and too slow. • Raise expectation and secure improvements for more able learners across all phases, particularly at KS4 and KS5. • Secure further improvement against the Level 1 threshold and Capped Point Score. • Improve the accuracy of teacher assessment in a few identified schools. • Improve National Test outcomes. • Work with LAs to improve attendance and reduce exclusions across the region where this is an area of concern.
Provision	
Improvement 2016-2017	**Areas requiring improvement**
• National Categorisation and the Regional Intervention Framework have been applied consistently. • Education Improvement Board (EIB) meetings have helped to address barriers to improvement in amber and identified yellow schools. • The quality and range of data from pupil level up that the consortium now uses is improving. • There is a clear and coherent regional strategy for the self-improving system. • The EAS provides strong support for the implementation of new curriculum specifications at KS4, Welsh Baccalaureate and Successful Futures. • Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant (PDG). • The introduction of the 'Seren' project to raise aspirations at KS5 has played a role in securing improved regional KS5 outcomes at A/A* in 2016.	• Increase the rigour and accuracy in target setting, using pupils' prior performance to increase aspiration. • Improve the quality assurance and validation of progress towards targets to avoid the unexpected dips in performance that were experienced in 2016 in a few schools. • Continue to use bespoke support packages, to secure improvements in the quality of teaching, learning and leadership, particularly in the secondary phase. • Continue to improve the provision for Welsh. • Embed the Regional Self-Improving System and further develop the role of clusters to take a collective ownership of pupil outcomes, quality of teaching and leadership. • Improve the training available to school leaders to ensure that the effective allocation, monitoring and impact of Pupil Deprivation Grant (PDG) funding on pupil outcomes.

• There are good arrangements to identify the development needs of governors. • Specialist human resources support has enhanced the provision that is already in place in LAs.	• Following the revision of the Leadership Offer, embed newly developed programmes. • Continue to work with collaboratively with LAs and all Post-16 providers to secure effective provision. • Further develop joint working with LAs to improve the use of data to include all vulnerable learners, attendance and exclusion.

Leadership	
Improvement 2016-2017	**Areas requiring improvement**
• The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to Welsh Government (WG) guidance and key national, regional and local priorities. • Self-evaluation and improvement planning processes are becoming increasingly accurate, evaluative and balanced. The service-wide FADE process is a useful self-evaluation tool to shape and, where appropriate, re-focus resources and approaches. • Strategic leadership and management is good with a clearer governance and communication structure, which is increasingly effective and understood. • The Company Board has taken difficult decisions to ensure that Business Plan priorities have been followed. • School strategic partnerships are good and continue to improve. • The EAS engages effectively with Diocesan authorities. They are formally involved in the governance arrangements. • There is effective working with each LA and the EAS in relation to schools causing concern. • Where warning notices have been issued in LAs linked to standards, most schools have improved their performance. • There are sound financial processes in place. • Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.	• To work with LAs to develop a Risk Register to monitor more closely the performance of vulnerable schools, and to develop a more consistent approach to the use of statutory powers across the region. • Continue to build upon and strengthen the impact of the governance arrangements on the work of the service. • Embed service-wide performance management and quality assurance processes. • Improve the use of a wider set of data to inform service priorities and success criteria. • Embed the self-evaluation and risk management processes. • To further refine the partnerships and contracts that the region has to ensure that roles and responsibilities are clearly defined and that they are having the appropriate impact on outcomes. • Produce a written Workforce Strategy. • To fully support and contribute to the regional work streams with LAs to share best practice, join up work more fully between wider services and to realise economies of scale. • To further accelerate cross regional working to facilitate the sharing of practice between consortia.

Regional performance across SE Wales compared to Wales 2012 - 2016

Regional gender performance across SE Wales 2012 - 2016

Legend: FPI Girls, FPI Boys, KS2 CSI Girls, KS2 CSI Boys, KS3 CSI Girls, KS3 CSI Boys, KS4 L2+ Girls, KS4 L2+ Boys

Key Stage 4 L2 inc E/W & M results 2012 - 2016

Area	2012	2013	2014	2015	2016
Blaenau Gwent	34	39	42	48	48
Caerphilly	45	46	50	53	53
Monmouthshire	56	57	66	67	67
Newport	49	51	53	54	57
Torfaen	46	51	53	57	54
S E Wales	46	49	52	55	56
Wales	51	53	55	58	60

Regional KS4 5A*/A performance across SE Wales compared to Wales 2012 - 2016

Legend: 5A*/A EAS, 5A*/A Wales

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3. Business Plan (2017-2018) Objectives

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document 'Qualified for Life' (sections 1-6). Further details on delivery can be found in the 'Detailed Delivery Document' and the 'Professional Learning Offer 2017-2018'.

Qualified for Life Priority	Strategic Actions	Success Criteria *(These are in addition to the pupil targets at regional and LA level on Pages 15-17)*
1. Support for School Improvement	**To raise aspiration, to improve pupil outcomes and reduce variance across schools and LAs, to improve the quality of teaching and leadership and accelerate the progress of those schools in amber and red support categories by:** • Ensuring that all schools and settings receive high quality, bespoke support in line with their needs to accelerate progress and improve outcomes. • Working with LAs to develop a more consistent approach with schools causing concern and with the use of statutory powers to accelerate progress. • Supporting clusters of schools to build capacity, take collective ownership of outcomes and to improve the quality of teaching and learning, particularly between KS2 and KS3. • Reviewing the quality of provision at KS3 across the region and providing support to accelerate improvement as appropriate. • Implementing earlier target setting process at KS4. • Supporting and challenging school level planning documents, including grant spending plans, to ensure that maximum progress is made by all vulnerable groups of learners at all key stages. • Supporting school leaders to deal effectively with underperformance of staff. • Providing a regional strategy for the delivery of the Foundation Phase and continuing to support and challenge non-maintained settings effectively to improve outcomes.	• There will be a more consistent use of statutory powers for schools causing concern across the region. • All schools, including non-maintained settings, will make at least strong progress against their bespoke support plans. • Categorisation evidences that schools require reduced support levels over time: <45% of secondary schools will require amber or red levels of support by 2018; <10% of primary schools will require amber or red levels of support by 2018. • The majority of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. • >50% of secondary schools will be within 5% of their latest progress towards target submission for the L2+. • The number of schools placed in or that remain in Estyn statutory categories will reduce from 6 (5 in SI and 1 in SM) in 2015-2016 to <5 in 2016-2017 and <3 in 2017-2018. • Most secondary schools will make at least good progress against identified recommendations following KS3 reviews. • Most PDG plans meet requirements and focus appropriately on improving outcomes for vulnerable learners. Many are based on practices that have been proven to improve outcomes. • The Regional More Able Strategy will be understood and implemented over a two-year period by all stakeholders leading to improved outcomes for learners.
2. Pupil Well-being and Equity in Education	**To implement a regional strategy and Professional Learning Offer that is focused on improving the well-being and accelerating outcomes for learners,**	• Outcomes for pupils faced with the challenges of poverty accelerate at each key stage across the region and the gap between FSM and non-FSM

	particularly those facing the challenges of poverty by: • Supporting and challenging the use of evidence-based approaches to teaching (e.g. Sutton Trust Teaching and Learning Toolkit) to improve the allocation and impact of the PDG to accelerate outcomes of vulnerable learners. • Working with key partners to identify the most effective means of measuring well-being to accelerate the performance of all vulnerable learners. • Refining the support mechanisms to support Looked After Children (LAC) to a cluster-based model. • Support LAs in accelerating attendance and reducing exclusions across all schools by providing support to middle leaders in school who have this responsibility.	learners will decrease, particularly at KS4 (see targets for 2017). • Analysis indicates that PDG has been allocated effectively in most schools and is having a positive effective on outcomes for vulnerable groups. • Impact from the Professional Learning Offer to address well-being indicates positive impact at school level. • The use of a cluster approach to address the needs of vulnerable learners has been adopted in a minority of schools in 2017. • The progress of LAC accelerates across the region. • Attendance rates improve in line with schools and LA targets. • The rates of exclusions reduce in risk schools.
3.Professional Learning: Pedagogy and Leadership	**To implement a regional strategy and Professional Learning Offer (including Governor Development) that covers all the required milestones to improve the capacity and quality of teaching and leadership across the region by:** • Developing strategies that attract, retain and build the capacity of high quality school leaders and teachers in the region. • Engaging in the development of Initial Teacher Education (ITE) and introducing Phase 1 (Welsh medium) of a re-designed Graduate Teacher Programme (GTP) to ensure that effective teachers are trained and remain within the region. • Refining the Professional Learning Offer for supply teachers and support staff to ensure that there is a well-trained workforce in schools. • Updating the Excellence in Teaching and Leadership guidance to incorporate well-being, curriculum, learner voice and the revised WG Professional Standards.	• Improvements in the quality of teaching and leadership will be evidenced through Estyn outcomes and an improvement in Step 2 categorisations during 2017-2018. Primary Step 2 categorisations will improve. >35% will be an A for Step 2 Secondary Step 2 categorisations will improve. >65% of schools will be an A or a B for Step 2 • The number of Excellent judgements given by Estyn for provision and leadership will increase over the next 2 years at least in line with national outcomes. • Effective links will be established with ITE providers enabling the region to shape future delivery models. • Increasing capacity in the GTP programme by at least 10% in the priority area of Welsh medium (Phase 1) will begin to reduce recruitment concerns. • Most schools where middle leaders attend training will demonstrate improved outcomes in key performance indicators 12 months after their exit from the programme.
4.Curriculum and Assessment: Literacy (English and Welsh) and numeracy and science	**To refine the Regional Strategy for literacy (English and Welsh) and numeracy in collaboration with key partners to accelerate outcomes at all key stages by:** • Refining 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.	• The Regional Literacy / Numeracy Strategy and assessment strategies will be understood and implemented over a two-year period by all stakeholders. • Most English / Welsh / Mmathematics departments that receive bespoke support demonstrate at least strong

	• Supporting and challenging teacher assessment and moderation processes. • Leading on the regional strategy for Welsh language development in close collaboration with LAs. Provide 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. Implement strategies from the National Networks for Excellence in Mathematics (NNEC) and Science (NNES) to improve the quality of teaching and leadership.	improvements in teaching and leadership at both key stages. • Teaching schools for key curriculum areas and departments are used effectively to accelerate progress in identified schools at all key stages. • Most schools make at least strong progress towards embedding the Welsh Language Charter. .
5.Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	**To lead, support and appropriately challenge schools to implement the Successful Futures agenda and changes to non-core GSCE specifications by:** • Refining the Professional Learning Offer to improve the quality of leadership and teaching of non-core subjects and Welsh Baccalaureate at KS3 and KS4. • Supporting schools with the tracking of non-core subjects. • Schools continue to embed the Digital Competence Framework. • Curriculum Hubs for Welsh Baccalaureate and non-core GCSE subjects established in all areas, providing support and guidance for schools with the new GCSE specifications. • A robust regional support programme provided for Pioneers and partner schools through a cluster model of delivery.	• Most schools are in a strong position to deliver the Digital Competence Framework by September 2018. • Most schools will be fully informed of curriculum changes and developments as they arise. • The cluster model for dissemination and development activity will be effective. • Nominated 'Teaching Schools' for key curriculum non-core departments are used effectively to accelerate progress in identified schools at all key stages. • Most schools involved in the Global Futures programme will evidence an increase in learners studying modern foreign languages at KS4.
6.The Self-Improving System (SIS)	**Rationalise the Regional Model for the delivery of the Self-Improving System so that**: • It has a sharper focus upon the improvement of the quality of teaching and leadership and meeting the needs of all learners. • All networks of professional practice have a clear focus, expected impact measures and where appropriate is based upon outcomes of research. • The school cluster model becomes the 'anchor' for professional practice and capacity building. • All schools and clusters grow as learning organisations. • Collaborative working arrangements support the wider Federation agenda. • Research through HEIs and other institutions is commissioned and regard is given to outcomes to shape future planning.	• The regional strategy for the self-improving system is understood by all stakeholders. • Impact reports from clusters demonstrate improvements in provision and leadership in 2017 at individual school level, this is evidenced through improvements in outcomes and categorisation. • There is evidence that is based upon research and captured through FADE that school to school activity and networks of professional practice are having a positive impact on pupil outcomes, quality of teaching and leadership, particularly at the point of transition. • Research outcomes are used effectively to shape future regional delivery.

| 7.Wider Regional and EAS Company Developments | **To improve consistency in the quality of evaluation of school improvement activities throughout the service by**:
• Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported.
• Embedding the risk management and processes for reporting on value for money.
• Embedding the use of the FADE process.
To improve the efficiency and effectiveness of the EAS by:
• Ensuring that the Company remains compliant with Company and HR Law.
• Ensuring that governance and accountability structures are robust and that roles and responsibilities between the LA and the EAS remain clear.
• Reviewing workforce requirements.
• Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes. | • At least good progress will be made in addressing all Estyn / WAO recommendations.
• The Company remains compliant with Company and HR Law.
• The governance and accountability structures are robust and roles and responsibilities between the LA and the EAS remain clear.
• Collaboration and learning from other regions demonstrates an impact as evidenced in the Cross Regional Plan. |

3.1. Business Plan process

The EAS has procedures for self-evaluation and planning for improvement that are systematic, responsive and flexible, and provide the service with a platform from which to refine school improvement services to become more effective and efficient.

The half-yearly review of progress towards Service Area Plans in November 2016 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at that point in the year. Effective procedures for monitoring, challenge, support and intervention that are differentiated by need are in place. These procedures are underpinned by effective systems that, when implemented consistently, will ensure the impact required to accelerate improved pupil outcomes.

This Business Plan will be reviewed on a half-yearly basis and will be reported through the agreed governance arrangements. In addition, interim progress checks will be completed through the FADE approach. The Business Plan incorporates actions to address the recommendations of the Estyn / Wales Audit Office Inspection, 'A report on the quality of the school improvement services provided by the EAS Consortium' May 2016:

R1: Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported;

R2: Improve consistency in the quality of evaluation of school improvement activities throughout the service; and

R3: Identify and manage risks more effectively.

A summary of the findings from the full report is below:

Section	Grade
Support for school improvement	Good
Leadership	Good
Quality improvement	Good
Partnership working	Good
Resource management	Good

The diagram below explains the EAS approach to implementing the National Model for Regional Working and the delivery of the National Policy:

Additional EAS Service Provision and funding 2017-2018

National Strategies and Priorities

EAS predominate delivery mode

Funding stream 2017-2018
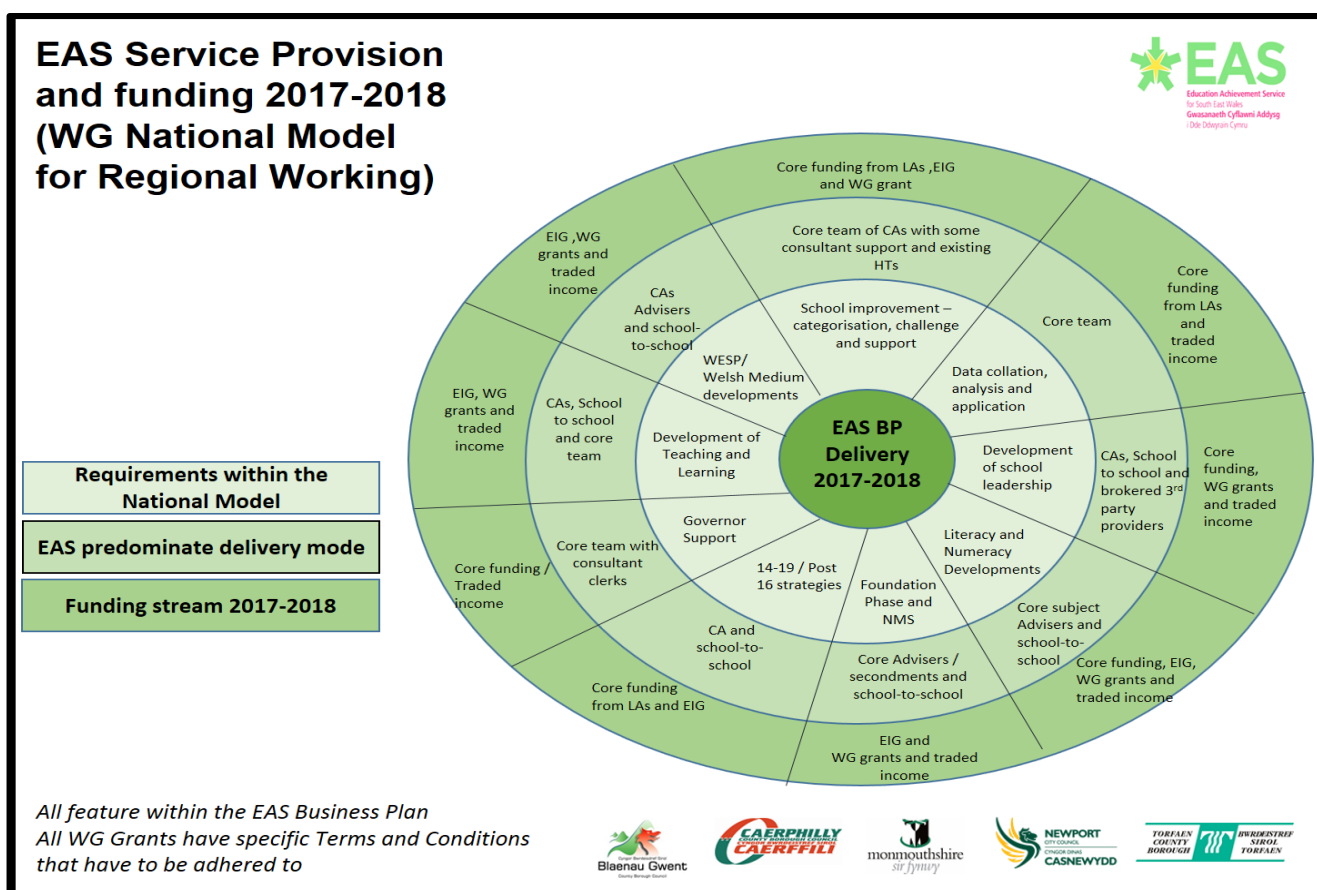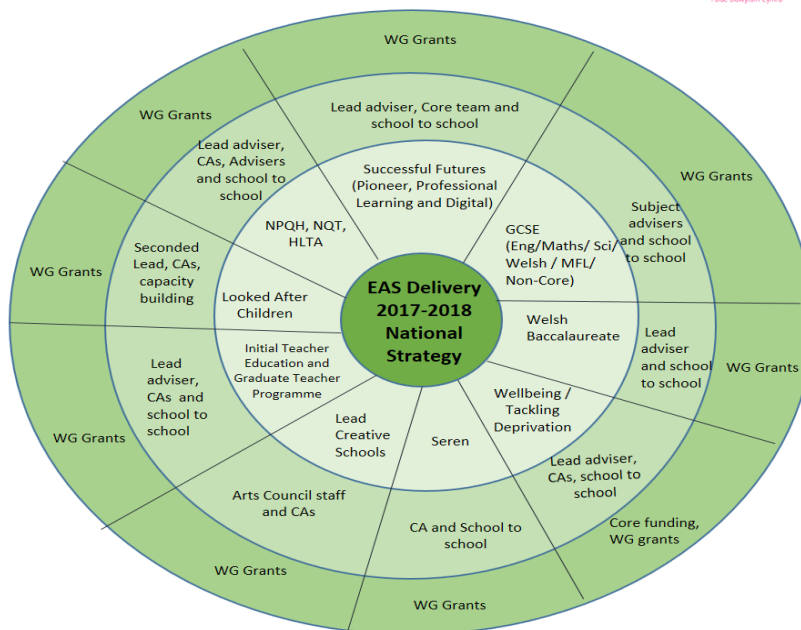
All feature within the EAS Business Plan
All WG Grants have specific Terms and Conditions that have to be adhered to

4. Regional strategy to address National Priorities and embed the Self-Improving System
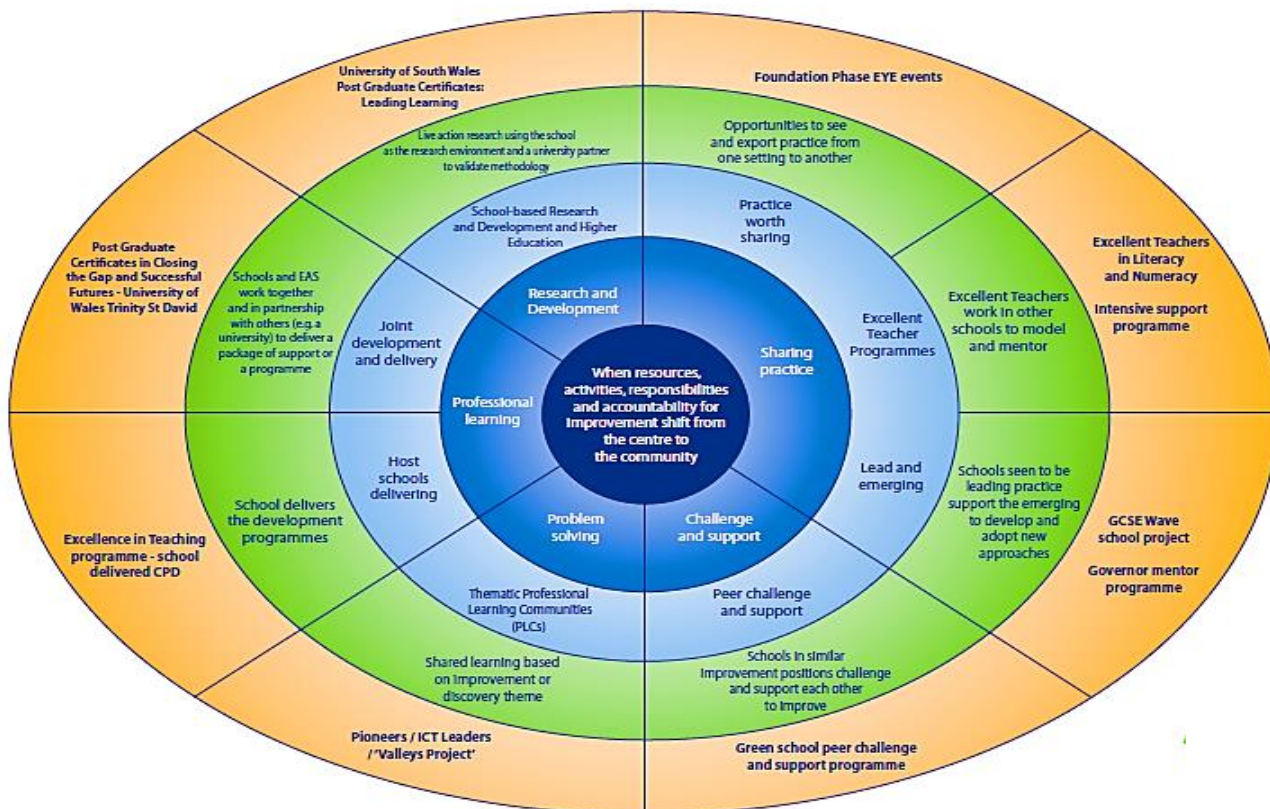
The regional definition of the self-improving system is one in which:

- *Resources* shift from the centre to the system, from the EAS to schools, so that schools have the time, money and people in place to support their own improvement and improvement in other schools
- *Activities* shift from central locations to schools, so that teachers and leaders work in live educational settings where real teaching, learning and leadership are happening
- *Responsibilities and Accountability* shift from the centre to the place where improvement is happening, so that schools share accountability for improvement of other schools

The EAS intends, during the period of the plan, to develop capacity in and improve the performance of the system in:

- Sharing practice, where we will improve the ways in which teachers or leaders share what they do and reflect together on why it works and how it could be adopted or adapted. This will include activities such as practice worth sharing, Excellent Teacher Programmes and pairing lead and emerging schools.
- Challenge and support, where we will improve the ways in which teachers or leaders challenge each other to improve and support each other to find ways to address the challenge.
- Problem solving, where we will improve the ways in which professionals work together to identify a problem and design and implement a solution.
- Professional learning, where we will improve the ways in which schools, teachers, leaders and others work together to deliver programmes of professional development to each other, including activities such as host schools delivering development programmes and schools and the EAS working together and in partnership with others to deliver a package of support or a programme.
- Research and development, where we will improve the ways in which we all work together to explore new areas of work and experiment with solutions that have not been tried before.
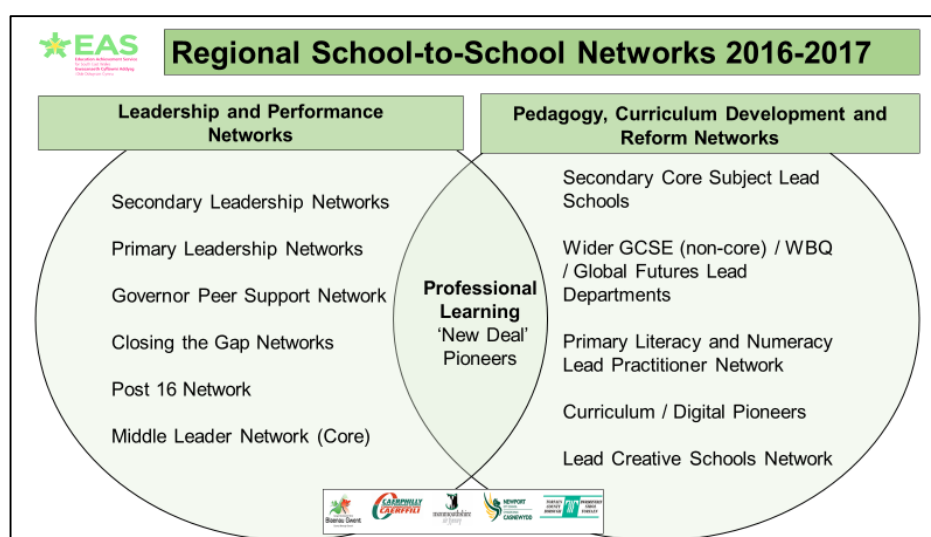
This image shows how the EAS has structured and prioritised its work to deliver the national priorities. In our establishment of leadership and performance networks, we have focused on the relationships between school leaders, leadership teams, the EAS workforce and governors. This work has enabled us to focus on the key priorities in leadership across all phases in our schools (including Post-16) on improving the quality of leadership in our schools and settings, and on the key priority of closing the gap between the achievement of priority groups of learners.

In the pedagogy, curriculum development and curriculum reform networks we have mobilised groups of schools around the emerging priorities from WG, such as non-core GCSEs and Welsh Baccalaureate. Running across the two domains, we have a well-established and funded network of over 20 Professional Learning school providers, who cover all the milestones in the WG matrix plus engage with our partner universities in the delivery of initial teacher education. These are the schools who in the next phase of development will underpin the realisation of the Successful Futures curriculum and the pedagogy and assessment expertise required by it.

In the period covered by this Business Plan, we will strengthen these networks and add to them further work on the development of the cluster-based approach to networks. This will enable us to use the network model to ensure that schools who have not so far engaged in, for example, the Pioneer programme for curriculum reform, will get access to schools in their own cluster who can support them in this work. The impact of this work will be captured systematically through the FADE approach on a termly basis.

5. Regional Key Stage Targets 2016-2019 and Local Authority Attendance Targets

The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2016. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

Targets for 2018 onwards remain draft subject to additional challenge and scrutiny during the next iteration of the process in 2017. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

Foundation Phase											
All Pupils	2016 Actual	2017 Target		**FSM Pupils**	2016 Actual	2017 Target		**non-FSM Pupils**	2016 Actual	2017 Target
FPI	88.8	89.5		FPI	77.3	79.0		FPI	91.9	92.1
LLC English O5+	90.3	90.4		LLC English O5+	80.7	81.0		LLC English O5+	93.0	92.8
LLC Welsh O5+	93.4	92.6		LLC Welsh O5+	84.5	82.3		LLC Welsh O5+	94.7	94.2
Math Dev.O5+	91.3	91.7		Math Dev.O5+	82.4	82.7		Math Dev.O5+	93.8	93.9
PSD O5+	95.0	95.3		PSD O5+	90.3	91.4		PSD O5+	96.3	96.2
LLC English O6	39.3	39.9		LLC English O6	22.2	21.3		LLC English O6	44.2	44.7
LLC Welsh O6	36.1	37.1		LLC Welsh O6	20.2	18.8		LLC Welsh O6	38.4	40.0
Math Dev. O6	37.8	39.2		Math Dev. O6	21.0	21.5		Math Dev. O6	42.4	43.5
PSD O6	59.0	59.7		PSD O6	38.7	39.0		PSD O6	64.5	64.7

FSM/non FSM gap	2016 Actual	2017 Target
FPI	14.6	13.1
LLC English O5+	12.3	11.8
LLC Welsh O5+	10.2	11.9
Math Dev.O5+	11.5	11.1
PSD O5+	6.0	4.8
LLC English O6	21.9	23.4
LLC Welsh O6	18.1	21.3
Math Dev. O6	21.4	22.0
PSD O6	25.8	25.7

Key Stage 2

All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	89.9	90.5	90.2	89.2	CSI	80.8	81.4	80.2	78.6	CSI	92.3	92.6	92.5	91.6
English L4+	91.9	92.1	91.7	91.0	English L4+	83.9	83.9	82.7	81.6	English L4+	94.0	93.9	93.7	93.2
Welsh (1st) L4+	93.1	93.8	92.9	93.7	Welsh (1st) L4+	90.1	83.3	82.1	88.0	Welsh (1st) L4+	93.7	95.5	94.4	94.5
Maths L4+	91.7	92.2	92.3	91.1	Maths L4+	84.3	84.1	83.7	82.2	Maths L4+	93.7	94.1	94.3	93.2
Science L4+	93.2	93.4	93.6	91.9	Science L4+	85.7	86.1	85.7	83.8	Science L4+	95.2	95.1	95.4	93.8
English L5+	44.5	46.5	45.8	44.7	English L5+	23.9	25.1	27.0	25.9	English L5+	47.6	51.5	50.1	49.0
Welsh (1st) L5+	36.7	42.8	40.8	41.7	Welsh (1st) L5+	14.3	20.5	16.7	21.3	Welsh (1st) L5+	41.3	45.8	43.0	43.8
Maths L5+	46.0	46.5	44.3	44.0	Maths L5+	24.4	24.9	25.0	27.0	Maths L5+	51.6	51.5	48.7	48.0
Science L5+	46.6	47.7	46.4	45.2	Science L5+	25.0	26.0	27.0	26.2	Science L5+	52.3	52.7	50.9	49.6
Welsh (2nd) L4+	84.4	86.0	87.2	86.2	Welsh (2nd) L4+	71.9	74.6	75.5	75.5	Welsh (2nd) L4+	88.0	88.7	90.0	88.9
Welsh (2nd) L5+	29.5	31.5	33.3	33.4	Welsh (2nd) L5+	16.0	16.3	17.6	20.8	Welsh (2nd) L5+	33.1	35.1	37.0	36.5

FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	11.6	11.2	12.3	13.0
English L4+	10.1	10.0	11.0	11.6
Welsh (1st) L4+	3.6	12.2	12.4	6.5
Maths L4+	9.4	10.0	10.5	11.0
Science L4+	9.5	9.0	9.7	10.0
English L5+	23.7	26.4	23.1	23.2
Welsh (1st) L5+	27.1	25.3	26.3	22.5
Maths L5+	27.2	26.5	23.7	21.0
Science L5+	27.2	26.7	23.8	23.4
Welsh (2nd) L4+	16.1	14.1	14.5	13.3
Welsh (2nd) L5+	17.2	18.8	19.4	15.7

Key Stage 3

All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target	non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	83.8	88.2	87.8	87.1	CSI	65.8	74.8	77.0	78.4	CSI	88.4	91.2	90.2	89.1
English L5+	87.5	90.6	90.2	91.6	English L5+	73.0	79.3	80.4	83.3	English L5+	91.3	93.3	92.4	93.5
Welsh (1st) L5+	87.4	89.8	90.8	90.9	Welsh (1st) L5+	67.2	73.3	84.6	87.0	Welsh (1st) L5+	91.0	92.7	91.8	91.6
Maths L5+	89.0	91.3	91.3	92.7	Maths L5+	75.3	81.0	82.4	85.4	Maths L5+	92.4	93.7	93.3	94.5
Science L5+	91.5	92.9	92.0	93.7	Science L5+	80.7	83.4	82.7	87.4	Science L5+	94.3	95.1	94.2	95.2
Welsh 2nd Lang L5+	81.8	86.7	86.9	87.8	Welsh 2nd Lang L5+	64.4	71.4	76.5	76.8	Welsh 2nd Lang L5+	86.5	90.4	89.4	90.4
English L6+	52.9	56.5	57.9	58.3	English L6+	28.1	35.3	38.0	39.3	English L6+	59.1	61.4	62.5	62.8
Welsh (1st) L6+	51.7	40.5	34.6	39.7	Welsh (1st) L6+	37.7	21.7	12.3	20.8	Welsh (1st) L6+	54.2	43.9	38.1	43.0
Maths L6+	60.2	62.8	62.6	65.2	Maths L6+	35.3	40.9	44.6	45.8	Maths L6+	66.4	67.9	66.7	69.8
Science L6+	59.7	61.2	62.7	64.8	Science L6+	36.7	39.7	44.2	44.3	Science L6+	65.5	66.2	66.9	69.7
Welsh 2nd Lang L6+	40.2	49.9	53.9	54.4	Welsh 2nd Lang L6+	18.5	26.4	33.8	33.8	Welsh 2nd Lang L6+	45.7	55.4	58.6	59.3

FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target
CSI	22.7	16.4	13.2	10.7
English L5+	18.2	14.0	12.0	10.2
Welsh (1st) L5+	23.8	19.4	7.2	4.6
Maths L5+	17.2	12.6	10.9	9.0
Science L5+	13.6	11.7	11.5	7.8
Welsh 2nd Lang L5+	22.1	19.0	12.9	13.6
English L6+	31.0	26.1	24.5	23.6
Welsh (1st) L6+	16.5	22.2	25.8	22.2
Maths L6+	31.1	27.0	22.1	24.0
Science L6+	28.8	26.5	22.8	25.4
Welsh 2nd Lang L6+	27.3	29.0	24.8	25.5

Key Stage 4

All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	55.5	59.2	62.6	67.7
L2	77.8	77.5	79.3	80.2
L1	94.4	94.3	96.0	93.4
English A*-C	64.2	65.5	68.6	72.7
Welsh (1st) A*-C	68.0	64.0	67.7	81.8
Maths A*-C	63.6	65.4	68.6	72.0
Maths Numeracy	0.0	63.3	67.0	71.3
Science 1st Qual	76.7	70.0	68.8	72.9
Science 2nd Qual	-	66.1	66.6	71.1

FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	30.5	36.5	40.3	46.5
L2	61.1	56.8	58.9	64.0
L1	90.6	88.2	89.2	90.5
English A*-C	39.6	42.9	46.5	53.2
Welsh (1st) A*-C	36.6	59.5	50.9	63.3
Maths A*-C	39.8	41.8	46.6	50.3
Maths Numeracy	0.0	38.9	44.6	49.4
Science 1st Qual	65.9	49.6	48.1	51.4
Science 2nd Qual	0.0	45.7	46.6	49.5

non-FSM Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	62.5	64.8	67.9	72.7
L2	83.7	83.0	84.1	83.9
L1	97.6	97.1	97.6	94.1
English A*-C	71.2	71.3	73.7	77.1
Welsh (1st) A*-C	68.4	64.5	70.4	85.1
Maths A*-C	70.5	71.3	73.8	77.0
Maths Numeracy	0.0	69.4	72.3	76.2
Science 1st Qual	81.2	75.3	73.7	77.8
Science 2nd Qual	0.0	71.4	71.3	76.1

FSM/non FSM gap	2016 Actual	2017 Target	2018 Target	2019 Target
L2 inclusive	32.0	28.2	27.6	26.1
L2	22.5	26.2	25.3	19.9
L1	7.0	8.9	8.4	3.5
English A*-C	31.6	28.3	27.2	23.9
Welsh (1st) A*-C	31.8	5.1	19.5	21.8
Maths A*-C	30.7	29.5	27.1	26.7
Maths Numeracy	0.0	30.5	27.7	26.9
Science 1st Qual	15.3	25.8	25.6	26.5
Science 2nd Qual	0.0	25.7	24.7	26.5

All Pupils	2016 Actual	2017 Target	2018 Target	2019 Target
Capped Pts 9	-	352.4	361.2	366.4
A*/A English	10.3	15.6	14.0	13.7
A*/A Welsh	5.3	6.0	8.9	12.9
A*/A Mathematics	16.4	17.9	17.4	18.8
A*/A Science	12.1	14.9	13.4	11.3

As advised by each LA, below are the number of EOTAS pupils in the Yr11 cohort this year to inform 2017 target setting (the data above for 2017 incorporates these figures):

- Blaenau Gwent – 3
- Caerphilly – 55
- Monmouthshire – 5
- Newport – 18
- Torfaen – 0

Authority Attendance Targets

Primary	2016 Actual	2017 Target	2018 Target	2019 Target
Blaenau Gwent	94.5	95	95.2	95.4
Caerphilly	94.6	95.3	95.5	95.7
Monmouthshire	95.7	96.1	96.15	96.2
Newport	94.5	95	95.1	95.2
Torfaen	94.6	96	96.5	97

Secondary	2016 Actual	2017 Target	2018 Target	2019 Target
Blaenau Gwent	94	94.6	94.8	95
Caerphilly	93.4	94.0	94.5	94.8
Monmouthshire	94.7	95	95.1	95.2
Newport	93.2	93.7	93.8	93.9
Torfaen	93.7	95	95.5	96

Additional supporting documents

These documents are available on request (Ref: 1-7 are available on the EAS website)

Ref	Document
1	Local Authority Annex documents
2	Detailed Business Plan April 2017-March 2018
3	Detailed Resource Overview 2017-2018
4	Long Term 3-year Business Plan Overview
5	Regional Professional Learning Offer 2017-2018
6	Regional Self-Evaluation Report
7	Regional Learner Pledge
8	EAS Risk Register
9	Self-Evaluation Timetable 2016-2018
10	FADE Timetable 2017-2018
11	Half-Year Business Plan reviews 2016-2017
12	Service related interim FADE reports
13	Cross Regional Development Plan 2016-2017