CABINET – 28TH MARCH 2018

SUBJECT: **EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2018-2021**

REPORT BY: **EDUCATIONAL ACHIEVEMENT SERVICE**

1.1 The attached report was presented to the Education for Life Scrutiny Committee on the 26th February 2018. The report updated Members on the Education Achievement Service (EAS) Business Plan 2018-2021 and the Caerphilly specific Annex (April 1st 2018 - March 31st 2019). EAS are required to submit their Business Plan to Welsh Government and Cabinet are requested to endorse it.

1.2 The report outlined the South East Wales EAS Business Plan 2017-2020. The plan sets out the priorities, programmes and outcomes to be achieved by the EAS on behalf of the South East Wales Consortium. The report also focuses upon the expected outcomes in Caerphilly and the specific programmes that will be implemented during 2017-2018, these are contained in the Local Authority (LA) Annex.

1.3 Having considered the content of the Officer's report, the Education for Life Scrutiny unanimously agreed the recommendations contained therein and

RECOMMENDED to Cabinet that: -

(i) the priorities contained within the Business Plan and the Annex and the impact of the plan for communities within its local authority area, be noted;

(ii) the EAS Business Plan be endorsed prior to its submission to Welsh Government.

Author: Emma Sullivan, Senior Committee Services Officer

Appendix 1 Education for Life Scrutiny Report – 26th February 2018
Education Achievement Service (EAS) Business Plan 2018-2021 (Final)

APPENDIX

EDUCATION FOR LIFE SCRUTINY COMMITTEE - 26TH FEBRUARY 2018

SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN 2018-2021

REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS

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1. PURPOSE OF REPORT

1.1 To seek members views on the draft EAS Business Plan 2018-2021 and the Local Authority Annex 2018-2019, prior to consideration by Cabinet.

2. SUMMARY

2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue 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 and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

3. LINKS TO STRATEGY

3.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

4. THE REPORT

4.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2018-2021) outlines the programme of work that is required to continue 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 and settings. The priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan and progress made across the region with the areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS.

4.2 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. The EAS offers a wide range of bespoke support that is based upon best practice.

Expected outcomes

4.3 The Business Plan is now in the process of consultation which will last until mid-February 2018. All feedback from the Caerphilly Scrutiny Committee will be considered and the final plan will be updated and shared with all LAs from March 2018 onwards. The final version of the Business Plan will commence on April 1st 2018.

4.4 The expected outcomes of the EAS Business Plan actions are noted in the success criteria section in Section 3 of the plan. These are ambitious and progress will be mapped against these. In addition, regional and Caerphilly pupil level targets and attendance targets are noted in Section 6 of the plan and later in this report. Members will be provided with update reports on progress made towards these targets at key points in the year.

Issues and Findings
Progress made towards EAS Business Plan 2017-2018

4.5 The progress made towards the Business Plan and LA Annexes is reported to The Joint Executive Group (JEG) and the EAS Company Board on a biannual basis. This is also complemented by a range of additional reports (such as pupil outcomes, progress towards targets information, regional value for money and progress of schools causing concern) that are shared with the above groups and also LA Education Scrutiny Committees and termly Challenge and Review events with Welsh Government Officers (with the Cabinet Secretary for Education in the autumn term event). This report is not intended to duplicate previous reports that have been provided and reports only against previous Business Plan priorities.

4.6 Section 2 of the Business Plan (Appendix A) highlights a summary of wider regional improvements over the last 12 months.

4.7 Appendix C details the mid-year review of the current Caerphilly Annex.

4.8 It is important to note that not all actions within the Business Plan will have an immediate impact on end of key stage outcomes. It is also important to note that outcomes cannot be attributed to solely to the work of the regional consortium as other partners in the system also play an important role. The role of school leaders and governing bodies in holding these leaders to account are a key factor in securing school improvement.

Current Business Plan Priority 2017-2018	Progress Judgement (October 2017)
1. Support for School Improvement	Satisfactory Progress
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress
4. Curriculum and Assessment	Satisfactory Progress
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress
6. The Self-Improving System (SIS)	Strong Progress
7. Wider Regional and EAS Company Developments	Strong Progress

The progress judgements made above are set against the success criteria contained within the Business Plan for 2017/2018. These judgements are made by the EAS using internal self-evaluation processes to gather a wide range of first hand evidence. All judgements are shared through the governance structures.

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

4.9 In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

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

4.10 Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations from a good baseline. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
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	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

4.11 The Estyn team considered a range of evidence including the consortium's business planning, evaluations, challenge advisers' reports, target setting procedures, risk assessments and the views of headteachers. Estyn does not plan to make any further follow-up visits to the EAS. Any remaining areas for improvement will be monitored informally by Estyn's regional link inspector and the relevant local authority link inspectors, and considered during future inspections of local government education services.

4.12 Estyn noted in their report that "EAS senior managers make honest and accurate evaluations of the strengths and shortcomings in the school improvement activities that they provide for schools. They have a clear understanding of how to link the findings from self-evaluation activities to improvement planning."

4.13 The improvements that are required at regional and LA level will continue to require a strong commitment of partnership working to be successful with Caerphilly making full use of their statutory powers, as appropriate, and wider support services such as HR to ensure that all schools make improvements at the required pace.

4.14 School leaders in schools in Caerphilly requiring the most improvement will need to fully engage with the improvements that need to be made and, alongside governing bodies will need to drive forward this change at pace. The EAS will offer support and challenge through this process but will not be able to effect change on a whole level without the commitment from each tier within the system.

Implications
The South-East Wales Regional Mission: Business Plan (2018-2019)

4.15 This Business Plan focuses upon the actions that are required to accelerate improvement across the region and across all schools, PRUs, Special Schools and non-maintained nursery settings in Caerphilly. 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 Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019 (these will be updated and refined following the final version of the attached plan). The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

4.16 The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents April 2018-March 2019
- Detailed Business Plan April 2018-March 2019
- Detailed Resource Overview 2018-2019
- Long Term 3-year Business Plan Overview
- Regional Self-Evaluation Report
- Regional Professional Learning Offer 2018-2019
- EAS Risk Register (Executive Summary)
- Self-Evaluation Timetable 2016-2018

4.17 The focus for improvement for 2018-2019 will continue to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

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

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

4.19 The delivery elements within the plan are centred around 7 key Improvement Strands: Support for School Improvement, Professional Learning (Teaching and Leadership), Excellence, Equity and Wellbeing, Curriculum, Assessment and Accountability, Supporting Collaboration, Curriculum Reform and EAS Company Developments). Each of these strands detail ‘What we will do’ and a section that will be used to monitor progress against detailed success criteria ‘How will we know we will have made progress by March 2019’

4.20 The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

4.21 The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

4.22 The Business Plan targets in Section 6 are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

4.23 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.

4.24 The regional and LA targets for 2018 are final and Members will have had involvement with Directors in agreeing these. Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in autumn 2018. **The targets for Caerphilly schools can be found on pages 2-5 in the LA Annex 2018-2019 (Appendix B).**

LA Annex Documents

4.25 Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil level targets and attendance targets are also included.

A summary of overall pupil performance in Caerphilly LA

- Since 2014, attainment at Foundation Phase has been above the Wales average, although the rate of improvement is below that of Wales. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment declined at Key Stage 4, but at a slower rate of improvement than that across Wales. Performance is still below the Wales average, but the gap has narrowed from 2014 and 2016.
- Attainment at Key Stage 5 is stable, with the same level of attainment in 2017 as in 2014. Performance remains below Wales.
- Since 2014, attainment at Foundation Phase has been above the Wales average. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment at Key Stage 4 shows a faster rate of improvement than that across Wales. Performance is still below the Wales average, with the gap narrowing from 2014 and 2016.

Gender

- Between 2014 and 2017 the gender gap narrowed at FP, and was below the Wales gender gap.
- At KS2 the gender gap narrowed in this time, and is also below the Wales gender gap.
- Between 2014 and 2017 the gender gap narrowed at KS3, but is still wider than the Wales gender gap.
- At KS4 the gender gap is wider than Wales, and has widened between 2014 and 2017.

FSM

- At FP and KS2, the performance of FSM pupils in 2017 is above the Wales average. But the FSM/non FSM gap is above the gap for Wales and has grown since 2014.
- At KS3, performance of FSM pupils has been below the Wales average between 2014 and 2017, and despite the FSM/non FSM gap narrowing, it is still wider than the gap across Wales.
- At KS4 performance of FSM pupils remains below the Wales average. In 2017, the FSM/non FSM gap widened, but is narrower than across Wales. FSM pupil performance has declined since 2014 although non FSM performance has improved in this period.

FSM benchmarking quartiles

- At FP, 59% of schools are above the median for FPI. At KS2, 54% of schools are above the median for CSI. At KS3, 40% of schools are above the median for CSI. At KS4, 77% (10 out of 13 schools) are above the median for L2 inc.
- Blackwood, Risca, St Martin's, Lewis Girls', Rhymney, Bedwas and Cwmcarn are all in Quarter 1 for L2 inc
- Heolddu, Lewis School and Ysgol Cwm Rhymni are all in Quarter 4 for L2 inc.

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools has increased by 0.3pp.
- Attendance at secondary schools has increased overall since 2014, but at a slower rate to that across Wales, and attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 0.9% since 2014.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.1%. The Wales figure has remained stable between 1.3% and 1.4% in this time.
- Since 2013/14 there has been a significant rise overall at primary and secondary level for exclusions of 5 days or fewer
- Since 2013/14 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level.
- There has been 1 permanent exclusion from primary in 2016/17, although there were no permanent exclusions from primary schools in the past 4 years
- Secondary permanent exclusions
  2013/14 - 14
  2014/15 - 8
  2015/16 - 14
  2016/17 - 20

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 80%. One school was deemed unsatisfactory in 2016/17. Increase in schools judged at least Good for prospects for improvement has increased to 93%.
- The percentage of primary schools categorised Green has almost doubled to 44% in 2017/18. One secondary school categorised Red, seven Amber, five Yellow (provisional and confidential).

Business Plan 2018-2021 is designed to address the areas required improvement noted above.

Risks

4.26 Risks to delivery of the Business Plan occur when the following points are not adhered to:

- There is a lack of clarity about respective roles and statutory responsibilities leading to misconceptions about the role of the EAS.
- Agreed actions are not carried out in a timely manner by EAS and / or LA e.g. Schools Causing Concern Register actions

- EAS and LA staff do not demonstrate a united front when dealing with schools, particularly those that give cause for concern.
- Schools are not held to account in a timely manner using the existing mechanisms.
- There is not consistent application of agreed regional protocols e.g. meeting deadlines for target setting, elected Members attending selected EIBs
- Timely consideration is not given to the use of LA Statutory Powers e.g. low standards, attendance, exclusions, leadership
- Full use is not made of the training offers to ensure that all Elected Members are up to date with key messages.
- Full use is not made of consultation events to help shape the direction of the EAS.

4.27 Uncertain financial projections make it difficult to fully cost the Business Plan at this stage.

4.28 Continued changes in reporting arrangements and performance measures at KS4 for a number of subjects continues to present risks to LA and regional outcomes.

4.29 Limited impact of the work of the EAS in schools where underperformance in leadership is not challenged effectively.

4.30 The work of the EAS in improving outcomes for vulnerable learners will remain slow unless there is greater engagement with all key partners across LAs to ensure effective joint targeting of resources.

4.31 Officers from the EAS and Council are working together to ensure that these risks are minimised and mitigated.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

6. EQUALITIES IMPLICATIONS

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

7. FINANCIAL IMPLICATIONS

7.1 The EAS was set up to be reliant on three funding streams to remain financially viable: core funding from councils, grant funding (this includes a contribution from the regional Education Improvement Grant (EIG) and other Welsh Government (WG) Grants) and income generated from trading services to schools, which due to the notion of a self-improving school system has reduced overtime.

7.2 By way of context, the EAS has seen funding reductions in each of the areas noted above:

- A reduction in the EIG of 14% (since 2014 and a further potential 11.2% to the regional allocation which would equate to £192k reduction planned for EAS in 2018/2019);

- A reduction in a WG grant to support new GCSE specifications of 50% which equates to £182k; and
- A 92% reduction in trading income equating to £1.15m (since 2012 with a further £100k planned for 2018/2019). We do not intend reverting back to a trading organisation because we feel this compromises our legitimacy and is at odds with the strategic direction Members have asked for.

7.3 The service continues to be hampered by short term, ad hoc grant awards from Welsh Government. The EAS continues to manage staff changes and are now some 40% smaller in payroll staff than when the service started in 2012. Whilst this has been effectively managed to date it has been a contributing factor in increased cash contributions to the pension fund (£170k for the next two financial years). In addition, Members will be aware that the total regional EIG reduction for 2018/19 totals £3.028m. Whilst the detail surrounding this reduction is becoming clearer the regional position is still to be determined.

7.4 Over the past three financial years the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 3%. Following a recent meeting of the EAS Company Board the funding profile for 2018/2019 and indicative funding for the following 2 financial years was discussed. Taking all factors into consideration, the Company Board agreed that it can offer a 2% efficiency saving on last year's core funding contribution for 2018/19 and an indicative 2% efficiency for the next 2 financial years.

EAS 'As Is' Model Aug 2012	**2014/15** (funding levels set by WG, based on RSG formula to LA)	**2015/16**	**2016/17**	**2017/18**	**% Movement 2011/12 to 2017/18**	**2018/19** Efficiency Saving
		-3.4%	**-3%**	**-3%**		**2.0%**
1,187,541	1,169,666	1,129,897	1,096,000	1,063,120	**-10%**	1,041,858

7.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS and councils. It is likely that the EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year. Considering this the Company Board will meet early January 2018 to formulate the detailed approach to this and will communicate with JEG Members as necessary

8. PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.

9. CONSULTATIONS

9.1

- Education Achievement Service staff
- South East Wales Directors / Chief Education Officers and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Circulated to individual Local Authority Education Scrutiny Committees via Chief Education Officers / Directors in January 2017
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

10. RECOMMENDATIONS

10.1 For members to receive the report for information and take the opportunity to comment on the contents of the Business Plan as part of the consultation process, prior to consideration by Cabinet.

10.2 For members to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential, prior to consideration by Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

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

12. STATUTORY POWER

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

Author: Debbie Harteveld, Managing Director, Education Achievement Service
Consultees: Christina Harrhy, Chief Executive
Keri Cole, Chief Education Officer
Sue Richards, Interim Head of Planning, Strategy and Resources
Jane Southcombe, Financial Services Manager
Councillor Philippa Marsden, Cabinet Member, Education & Lifelong Learning
Councillor Wynne David, Chair, Education for Life Scrutiny Committee
Councillor Gaynor Oliver, Vice Chair, Education for Life Scrutiny Committee
Richard Harris, Acting Deputy Monitoring Officer
Steve Harris, Acting Head of Finance & S151
Headteachers
SEWC Directors
Joint Education Group (JEG)

Appendices:
Appendix 1 Education Achievement Service Business Plan 2018-2021
Appendix 2 Local Authority Annex 2018-2019
Appendix 3 Mid-Year review Caerphilly Annex 2017-2018 (for information only)

This is the draft version for consultation.

The final plan will be available in both Welsh and English.

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

The South-East Wales Regional Mission: Business Plan (2018-2021)

"Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership."

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 2018-2019. 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	
Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group	
Ms D Harteveld Managing Director, Education Achievement Service	

Draft V3

Contents

1	South East Wales Regional Context	**4**
2	Introduction • Regional Improvements 2017-2018 • Priority Areas 2018-2019	**5** 6 8
3	The South-East Wales Regional Mission: Business Plan (2018-2010)	**9**
4	National and Regional Implementation Strategies	**18**
5	Funding information	**18**
6	Regional Pupil Targets (All Key Stages) and Attendance Targets	**19**
7	Additional Supporting documents • Local Authority Annex documents • Detailed Business Plan April 2018-March 2019 • Detailed Resource Overview 2018-2019 • Long Term 3-year Business Plan Overview • Regional Self-Evaluation Report • Regional Professional Learning Offer 2018-2019 • EAS Risk Register (Executive Summary) • Self-Evaluation Timetable 2016-2018	**23**
8	Glossary of Terms	**24**

Draft V3

1. Regional Context

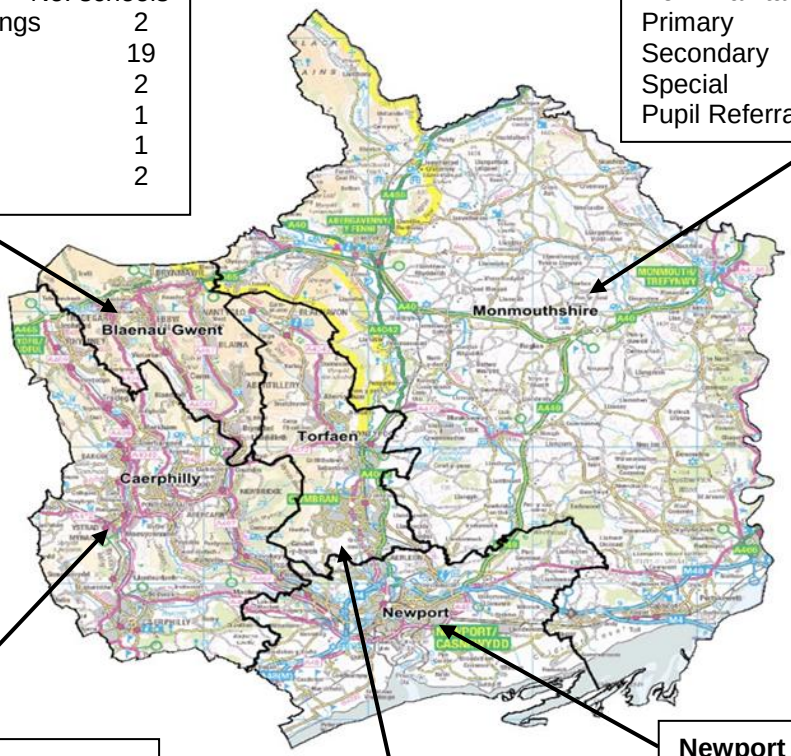
The EAS is the school improvement service for the five Local Authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2017 was 71,234. This represents 19% of all pupils in Wales. There are 240 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from Jan 2018, Wales figure from PLASC, 2017). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.5%, which is higher than the national figure of 17.8%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2017). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5-15 from an ethnic minority background is 9.7%, an increase from 7.3% in 2013. This is a similar rate of increase to that nationally (10.1% from 8.3%). These overall figures mask significant differences between LAs, with the proportion of ethnic minority pupils in Newport increasing from 23.0% to 23.7% in 2017. As of March 2017, 816 children in the region are looked after (LAC) by a LA and attend a school in the region. This represents 14% of LAC in Wales.

Blaenau Gwent (22.8% FSM)

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

Monmouthshire (10.5% FSM)

	No. schools
Non- Maintained Settings	29
Primary	30
Secondary	4
Special	1
Pupil Referral Unit	1



Caerphilly (21.0% FSM)

	No. schools
Non- Maintained Settings	12
Primary	63
Infant	6
Junior	4
Secondary	12
Special	1
Pupil Referral Unit	1
3-16	1

Torfaen (17.5% FSM)

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

Newport (18.6% FSM)

	No. schools
Non- Maintained Settings	24
Nursery	2
Primary	42
Secondary	9
Special	2
Pupil Referral Unit	1

2. Introduction

This Business Plan (2018-2021) outlines the programme of work that is required to continue 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 and settings. Priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS. The improvements that are required at regional and Local Authority level require a strong commitment of partnership working to be successful.

Progress made toward EAS Business Plan 2017-2018

Business Plan Priority	Progress Judgement (October 2017)	Progress Judgement (March 2018) – to be updated
1. Support for School Improvement	Satisfactory Progress	
2. Pupil Wellbeing and Equity in Education	Satisfactory Progress	
3. Professional Learning: Pedagogy and Leadership	Satisfactory Progress	
4. Curriculum and Assessment	Satisfactory Progress	
5. Curriculum and Pedagogy: Wider Curriculum and Pioneer Development	Satisfactory Progress	
6. The Self-Improving System (SIS)	Strong Progress	
7. Wider Regional and EAS Company Developments	Strong Progress	

Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

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

Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations. A summary of the judgements is below:

Recommendation	Estyn Progress Judgement
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	Satisfactory Progress
R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service	Strong Progress
R3 Identify and manage risks more effectively	Very Good Progress

Summary of wider regional improvements 2017-2018

Regional Outcomes
• Teacher Assessment outcomes at the end of foundation phase and key stage 2 at the expected and higher levels are good and continue to improve. Attainment has been above the Wales average since 2013.Teacher Assessment outcomes at the end of key stage 3 are improving but still remain below the Wales average. • The gender gap in both foundation phase and key stage 2 continues to narrow at the expected level and is below the Wales average. At key stage 3, the gender gap is narrowing however remains higher than the Wales average. At the higher levels, gender gaps have widened in foundation phase, key stage 2 and key stage 3. • FSM regional performance at the expected level has continued to improve at foundation phase and key stage 3 but declined at key stage 2 in 2017. Between 2014 and 2017, the gap between the attainment of FSM pupils and non-FSM pupils has narrowed at each of these key stages. • The performance of Looked After Children (LAC) pupils has improved considerably at key stage 3 from 2014. Performance of pupils with Special Educational Needs (SEN) and those with English as an additional language (EAL) has improved since 2014. • At key stage 4, this year it is not possible to meaningfully compare results to previous years. However, performance of the region compared to national performance is still relevant. At the L2+ performance indicator, performance across the region declined by 2.6pp, compared with a decline of 5.7pp across Wales. This has resulted in the gap between regional performance and national performance narrowing to 1.7pp. • At key stage 4, 13 out of 35 (37.1%) schools are placed in benchmark quarter 1 for the L2+ indicator. More schools are now able to predict pupil outcomes with greater accuracy, 19 out of 35 schools had L2+ performance within 5pp of their June progress estimate. • Overall performance at L2 English Language, L2 Welsh Language and A*-C grades in GCSE Science has improved. • Between 2014 and 2017, the gap between attainment of FSM pupils and non-FSM pupils for the L2+ has remained fairly static. The gender gap between girls and boys and the Wales averages are narrowing due to a larger decline in performance of these groups across Wales this year. • Regional performance of learners achieving 5A*/A grades has improved for the first time in 4 years. • Overall performance at the L3 threshold has declined slightly. The performance of boys is at the Wales average, performance of girls is 1.3pp below that of Wales. Performance at A*/A Grades across the region has declined overall between 2016 and 2017 by 2.7pp. • Over the past 4 years, attendance at primary schools has continued to improve. Despite secondary school attendance improving at a slightly faster rate than Wales, it remains below the Wales average. • The percentage of Year 11 leavers known to be NEET (Not in Education, Employment or Training) across the region has reduced at a faster rate of improvement than that made nationally, and is below the Wales average.

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Provision
• There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region and the implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided. • The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools and non-maintained settings which are applied more consistently and have resulted in the majority of schools and non-maintained settings making good progress. The processes for holding schools in a red category to account have been robust and well understood. • Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed. • The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year. • There is a clear and coherent regional strategy for the self-improving system. The region has made good progress in developing mechanisms to facilitate school-to-school support in key areas including the recent introduction of the Learning Network Schools and cluster working. • The support for new curriculum specifications at key stage 4 in core subjects, Welsh Baccalaureate and the implementation of WG initiatives such as Successful Futures is good. • Challenge advisers monitor diligently schools' plans for their use of the Pupil Development Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage. • There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme. • Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.
Leadership
• The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities with good progress has been made towards recommendations from Estyn. • Self-evaluation and improvement planning processes are accurate, evaluative and balanced. • A wider range of performance indicators at school and regional level are now being used in self-evaluation activity to ensure that the progress of all groups of learners is challenged and supported. • Strategic leadership and management is good with an effective governance and communication structure, which is becoming increasingly effective. • School strategic partnerships are good and continue to improve. • Working practices with LAs are becoming increasingly effective 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 and processes to evaluate Value for Money (VFM) have been improved and refined and are now appropriate. • Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.

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Regional Priorities for 2018-2019

The focus for improvement for 2018-2019 will focus on continuing to secure improvements in the following areas:

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

The Regional Ambition is, by 2021 that:

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

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

A detailed three year overview is available within the additional support documentation.

3. The South-East Wales Regional Mission: Business Plan (2018-2019)

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 Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019. The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

Improvement Strand (Link to Education in Wales)	What will we to do?	How will we know we will have made progress by March 2019? *(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes)*
A. Support for School Improvement 1 Developing a high-quality education profession. 2 Inspirational leaders working collaboratively to raise standards.	**To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, More Able (MA) and LAC) and reduce the variance across schools and LAs through improving the quality of leadership, teaching and learning by:** • Ensuring that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes. • Further developing pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate. • Collecting progress towards targets information through a differentiated approach, using a range of first hand evidence to verify submitted data. • Challenging the use and impact of early entry using models of best practice. • Supporting and challenging school level planning documents to ensure best use of grant spend so that maximum progress is made by all vulnerable groups of learners. • Reviewing the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation.	• All Challenge Advisers (CAs) will effectively implement the CA work programme for 2018-2019 and the Consortium Intervention Framework will be implemented consistently, ensuring that nearly all schools, including non-maintained settings make at least strong progress against the bespoke actions within support plans. • There will be a more consistent approach to the use of statutory powers across the region through the implementation of the Schools Causing Concern Register meetings. • L2+ regional achievement will be >60%. No secondary school will be below 45% at L2+. Around half of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. The gap in performance between FSM and non-FSM learners for L2+ will continue to close, with the improvement of FSM learners. • >55% of secondary schools will be within 5% of their target set for the L2+. • Most secondary schools will use early entry appropriately for Y10 and Y11 learners. • Categorisation outcomes will evidence that schools require reduced support levels over time. <45% of secondary schools will require amber or red support levels for 2018-2019 with evidence of reduced levels of within school variation.

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	• Continuing to work closely with LAs, through the implementation of the Schools Causing Concern Risk Register to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress. • Implementing the regional Foundation Phase action plan in line with WG priorities. • Implementing the Post 16 Learning Action Plan. • Identifying and sharing examples of best practice across the region, focusing on effective support for vulnerable learners and measuring and improving learner well-being.	• The number of schools placed in or remaining in Estyn statutory categories, particularly in the secondary phase, will reduce. • Most Grant Plans (PDG/EIG) meet requirements and focus appropriately on improving outcomes for vulnerable learners. The majority of secondary schools focus appropriately on meeting the target of 60% spend at KS3. • There are increased opportunities for primary and secondary schools to engage in school to school working through cluster working and networking opportunities that impact on pupil outcomes and develop leadership capacity. • Case studies of identified best practice will be created and shared across the region. • The regional approach to consistent target setting at key stage 5 using ALPS will be embedded. • At least satisfactory progress is being made to implementing the actions within the Regional Foundation Phase Action Plan. • At least satisfactory progress is being made to implementing the Post 16 Learning Action Plan.
B. Professional Learning 1 Developing a high-quality education profession. 2 Inspirational leaders working collaboratively to raise standards.	**Review the current regional delivery model for professional learning in line with the national professional learning model so that it remains fit for purpose. Work in collaboration with EWC to ensure maximum impact of the PLP.** **Addressing the quality of teaching to improve learner outcomes by:** • Supporting teachers and school support staff so that they benefit from opportunities to improve the quality of their pedagogy and have opportunities for professional learning in a research-driven culture. • Supporting the adoption and implementation of new professional standards for all education professionals. • Improving the quality and consistency of teaching in the secondary phase by providing	• A further shift in the balance away from centrally delivered programmes so that, during the year, all programmes have school-based components and measurably impact upon classroom practice. • The Excellence in Teaching and Leadership Framework will have been disseminated in nearly all clusters. • Most school leaders will have adopted the ETLF or an equivalent instrument that impacts effectively on improving the quality of teaching across schools. • A minority of secondary schools will improve the profile of teaching from the initial baseline within year one moving towards around half in year two. • There will be an increased take-up on professional learning

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	schools with an initial profile of the quality of teaching which has been derived from a variety of sources and access to appropriate support. • Improving the quality of teaching, especially for the realisation of the new curriculum using the new Excellence in Teaching and Leadership Framework (ETLF). • Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan. • Delivering at a regional level the induction programme for Newly Qualified Teachers (NQTs). • Implementing a pilot scheme to prepare Welsh medium graduate support staff for teaching through the medium of Welsh (GTP route / PGCE) concludes with evidence of progression to Initial Teacher Education (ITE). • Supporting LAs in the delivery of the cluster based pilot models for supply teachers and Business Managers. • Supporting the national development and regional delivery of pathways for Learning Support Workers. • Delivering Higher Level Teaching Assistant accreditation as part of the national development pathway for Learning Support Workers. • Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce. • Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign. **Ensure that Leaders at all levels across the region are well supported to develop and aspire colleagues and to work collaboratively to embed the new curriculum and improve outcomes for our learners by:** • Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring	programmes for pedagogy and leadership from the current baseline. • A majority of schools will have engaged with teachers having access to individual professional learning plans. • An improved impact capture methodology for professional learning on practice. • Evaluative reports commissioned from Higher Education Institutions demonstrate the positive impact of the induction programme for NQTs. • Increased numbers of applicants and successful candidates for Higher Level Teaching Assistant accreditation from the current baseline. • A majority of schools will have participated in the professional learning programme for Learning Support Workers. • ITE graduates will be better prepared to undertake their NQT process and enter the fully qualified workforce within the region. • A regional succession plan for leadership will be created and agreed by LAs to ensure more effective recruitment and retention of high quality leaders across the region. • Increase take up of NPQH by highest quality candidates and secure more effective conversion from NPQH accreditation to employment as Headteachers within the region.

Draft V3

	Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher. • Providing secondary school leaders opportunities to experience and learn from a range of successful settings within and beyond the region. • Providing specialist HR training for school leaders in areas such as effective performance management and addressing performance concerns are effectively implemented in schools. • Delivering the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship. • Embedding the use of the Excellence in Teaching and Leadership Framework across the region to maximise the impact of leadership on standards of teaching and learning. • Developing professional learning programmes that will satisfy accreditation processes of the National Academy for Educational Leadership. • To support the development and implementation of the Associates Programme for the National Academy for Educational Leadership.	
	The Governor Support & Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards by: • Continuing to offer a Professional Learning Offer that includes the EAS Mandatory Training and Strategic Development Programme for Governors. • Making E-Learning available for each priority area from within the professional learning offer for governors. • Providing support to Governing Bodies that require improvement by sharing and promoting best practice.	• Annual questionnaires for stakeholders deem the majority of governing bodies as effective by July 2019 • Increased numbers of governing bodies that complete the online Governing Body Self Evaluation (initial pilot 29%) to increase year on year. • Attendance at Mandatory Training and engagement in online Mandatory E-learning to remain in line with the annual turnover of governors (35% of governor population). • Increase engagement at Link Governor Seminar and on the Link Governor Hwb Network by 20%.

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	• Disseminating the EAS Excellence in Governance Framework to ensure that all Governing Bodies are effectively challenging and supporting schools to improve. • Continuing to develop the effectiveness of priority Link Governors in improving outcomes for groups of learners by providing guidance on: More Able, Pupil Development Grant and Looked After Children. • Providing an effective clerking service to schools.	• Governor awareness of the link role for deprivation via the annual questionnaire will raise from 78% to 82% and the role for More Able and Looked After Children will be no lower than 75%. • Maintain the percentage of governors agreeing that overall, they are satisfied with the service they receive from Governor Support at over 95%.
C. Excellence, Equity and Wellbeing **3** Strong and inclusive schools committed to excellence, equity and well-being.	**Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:** • Developing a wellbeing toolkit using a wide range of data for vulnerable groups to identify school, LA and regional needs, sharing and improving practice. • Supporting schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes. • Working with key partners such as the Regional Equity and Wellbeing Strategy Group to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas. • Maximising the impact of commissioned research on practice in relation to more vulnerable groups at school, LA and regional level. • Embedding the regional strategy for LAC. • Further refining the collaborative arrangements in place for Pupil Referral Units and Special Schools which are designed to improve the outcomes for these groups of learners. • Supporting schools to improve their work in measuring and improving learner wellbeing.	• A majority of schools in year 1 will utilise the wellbeing toolkit to improve provision and more effective resourcing for vulnerable groups. • The regional More Able Strategy will be understood and implemented over a two-year period by all schools, leading to improved outcomes for learners. • Improved quality in PDG plans, especially in secondary schools with around half of plans in year 1 making the shift to proven approaches that lead to sustainable improvements in outcomes. • Most clusters access and make use, at school level of new professional learning opportunities in relation to ACEs. • An agreed definition of wellbeing will operate across many clusters in year 1. • Improved outcomes based upon the baseline from 2017 and uptake in university placements for learners within the SEREN programme.

Draft V3

	• Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage. • Expanding professional learning opportunities to enable key school practitioners to become more aware that the effect of Adverse Childhood Experiences (ACEs) can have on learners. • Working closely with key partners to support The Children's Rights Approach to education. • Working with Regional Leads for Additional Learning Needs (ALN) to implement, as appropriate, professional learning for school based practitioners. • By working closely with LAs to support the implementation of Additional Learning Needs (ALN), attendance, exclusion and for those pupils Educated other than at school (EOTAS) strategies at school level.	
D. Curriculum, Assessment and Accountability **4** Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.** **Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.** **Supporting schools to ensure the effective development of pupil skills at all phases.** **In collaboration with key partners refine the regional Welsh medium Education Strategy and continue to deliver on the key principles within the Global Futures Programme.** **To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.**	• Most departments engage well with the regional support programmes leading to improvements in provision and outcomes. • By March 2019, all schools will have developed understanding of the emerging transformational curriculum coupled with a flexible approach to the changing performance measures. • A majority of schools make effective use of guidance materials for effective skills development at school level. • Increased numbers of practitioners enrolled onto language training events demonstrating improved confidence in language use. • Increased number of clusters with a member of staff trained to Higher Level through the one-year Welsh Language Sabbatical Scheme. • Increased proportion of Welsh medium teachers and support staff trained through the Sabbatical Scheme. • National Language Charter objectives will be met in all schools

Draft V3

	Refine and develop support for Skills Challenge Certificate/Welsh Baccalaureate.	(Silver Award) according to individual school timetables towards verification. • Cymraeg Campus objectives (Bronze / Silver) met in all participating English medium schools. • Improved standards in Modern Foreign Languages (MFL) and increased numbers of young people choosing to study modern foreign language subjects at GCSE and A level. • Improved learning experiences of modern foreign languages for learners from 7-19. • Outcomes from the Excellence in mathematics and Science National Networks become embedded across the region. • Most schools will implement through their planning recommendations of the regional strategies for Literacy and Numeracy. • Regional average Skills Challenge Certificate results to be in line with the National Average (-4/+2 tolerance).
E. Supporting Collaboration 4 Robust assessment, evaluation and accountability arrangements supporting a self-improving system.	**Ensure that education professionals within the region can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential. We will achieve this by:** • Prioritising investment in clusters of schools to build capacity encouraging clusters to take collective ownership of outcomes, improve the quality of teaching and learning and develop the new curriculum. • Piloting a cluster based self-assessment and development tool across selected clusters to enable accurate assessment of needs. • Increasing opportunities for university-school engagement to support an increased research-engaged profession. • Supporting schools to develop as learning organisations (SLOs), enabling their capacity to adapt	• A majority of cluster improvement plans are of a good quality focusing on shared data and a common commitment to collective working that enhances transition arrangements for learners. • The self-assessment cluster tool will be used effectively by 3 clusters as a pilot programme in year 1. • At least 12 comprehensive schools and 40 primary schools will have engaged in collaborative work with Higher Education Institutions. • by the end of the summer term 2018 to produce school level research on improving practice. • Outcomes of research will inform future design of provision for Learning network schools, the cluster model and bespoke support for departments. • All schools will have engaged with the SLO model within year 1 and a majority of schools will have completed a self-assessment in

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	quickly and explore new approaches, with a means to improving learning and outcomes for their learners. • Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with a Higher Education Institution. • Developing further the school based peer enquiry model. • Working in partnership with Local Authorities to develop a model for school federations. • Continuing to work in partnership with other regions to realise delivery of pan regional plans.	relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations. • A majority of clusters have examples of school based peer enquiry work in relation to curriculum development and professional learning. • Outcomes of pan-regional collaborative programmes covering leadership, pedagogy, assessment, performance measurement and Equity and Wellbeing will inform provision and future planning.
F. Curriculum Reform 	**Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:** • Working with a partner Higher Education Institution to develop and deliver a focussed programme of professional learning that supports cluster based curriculum development. • Working in partnership with Welsh Government to lead the development of the Humanities Area of Learning and Experience (AoLE). • Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region. • Supporting schools, through effective brokerage in continuing to embed the Digital Competence Framework (DCF) and work realising the strategic aims of cracking the code. • Supporting schools trialling and testing of curriculum; planning and preparation for changes.	• All schools will have a nominated lead practitioner for curriculum design and development, who will have worked through the professional learning programme. • Most clusters will have begun to develop principles for a collaborative approach to curriculum planning. • Humanities Area of Learning and Experience will be developed and tested through professional inquiry, in time for publication in the new Curriculum for Wales in March 2019. • All pioneer schools will pro-actively contribute to national AoLE development and the regional development programme. • DCF school survey to show most schools making good or better progress with implementing DCF. • Many schools will be actively engaged with Hwb platform. • Few schools receive Estyn recommendations to improve provision for ICT. • Many schools will be actively engaged with the 360 audit tool. • Identified clusters engage well with the Coding Club initiative.

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G. Company Development	**To improve the efficiency and effectiveness of the EAS by:** • Engaging fully with all consultation groups to ensure increased engagement with regional strategies. • 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 more fully. • Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need. • Introducing a regional Management Information System to enable more efficient of a range of data. • improving the process to evaluate the effectiveness of grant spend on pupil outcomes. • Ensuring that the EAS remains compliant with current and future legislative changes. • Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear. • Engaging with any future changes to the National Model for regional working. • Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes.	• The EAS remains compliant with Company Law. • There is a sustainable three-year financial plan in place. • Evaluating VFM at individual project level. • The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners. • A Management Information system will be implemented from September 2018 enabling a more refined use of data. • Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region. • The governance and accountability structures are robust and roles and responsibilities between the LA and EAS remain clear. • Collaboration and learning from other regions demonstrate an impact on the provision and outcomes within the region.

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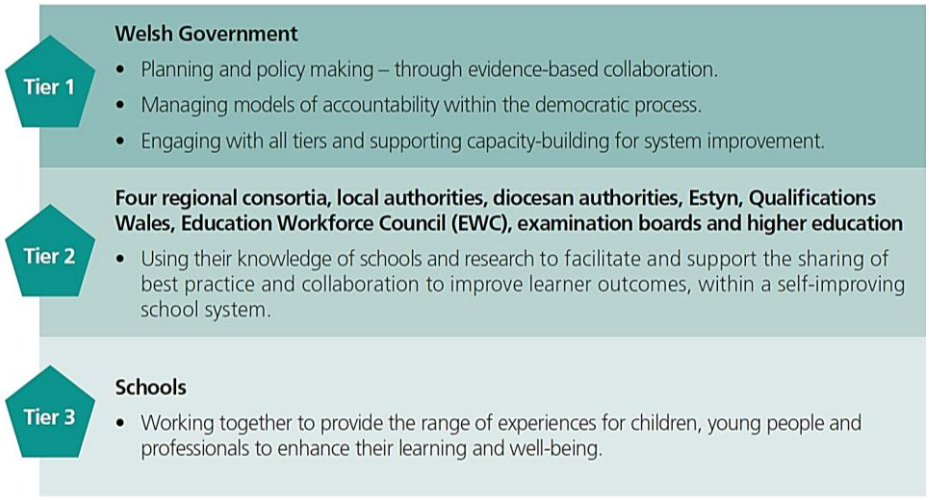
4. National and Regional Implementation Strategies

The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the Tiers, noted below, are embedded in way in which we will continue to work across the sectors.



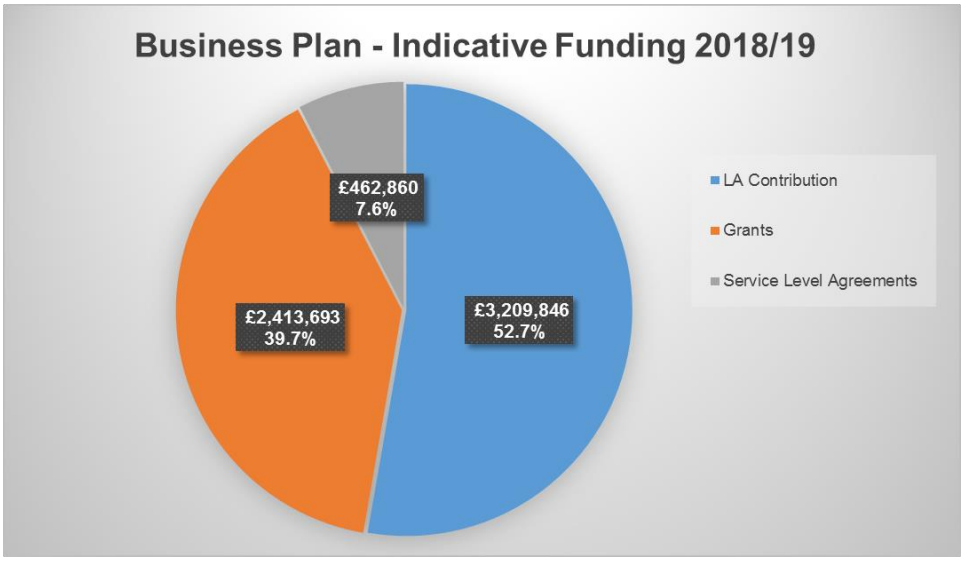
Source: Education in Wales: Our National Mission

The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

5. Funding Information (indicative – will be updated)

The EAS is funded on an annual basis from three sources as illustrated below. A detailed spending plan accompanies this Business Plan and is intrinsically linked to all actions contained within the Business Plan.



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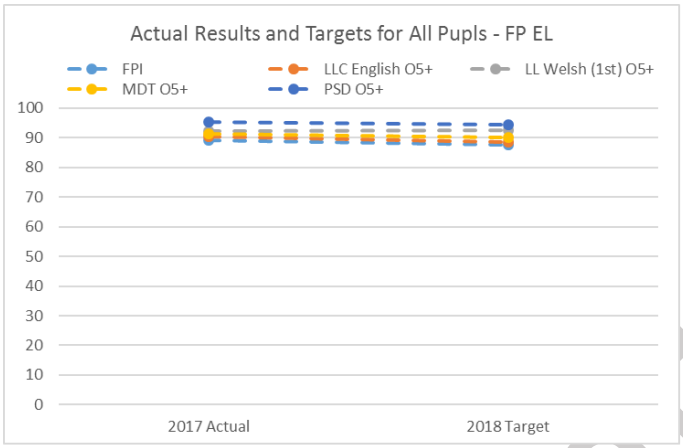
6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

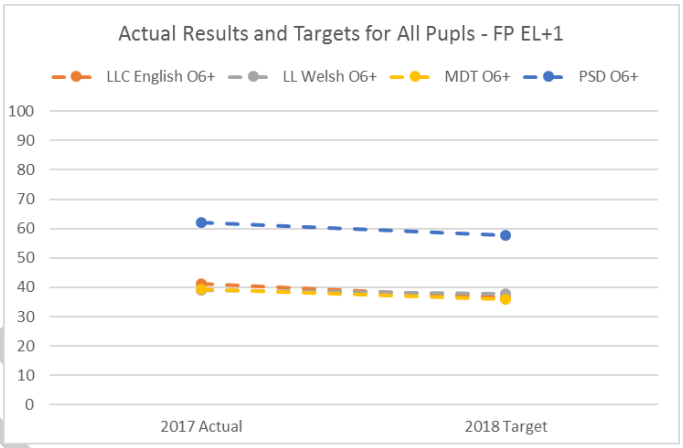
The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

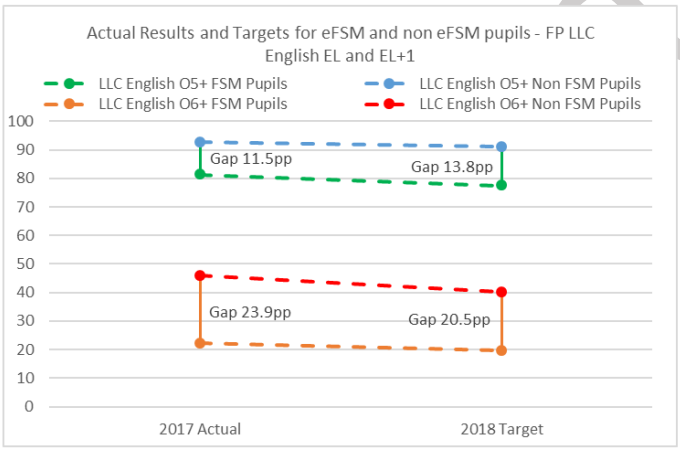
To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and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

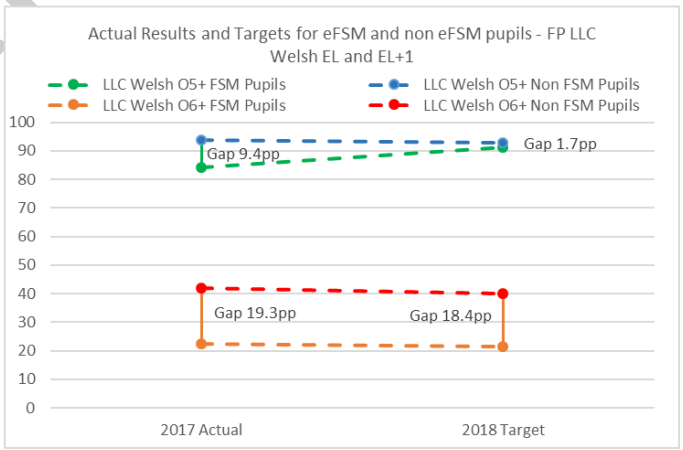
Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in 2018. Individual LA aggregate targets can be found in the accompanying LA Annex documents.

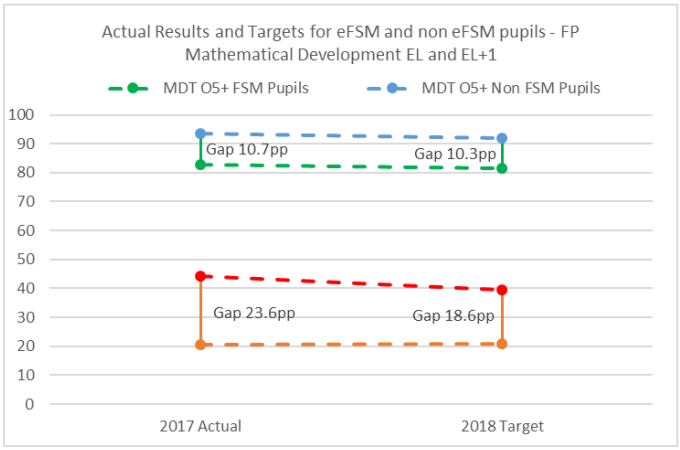
Foundation Phase

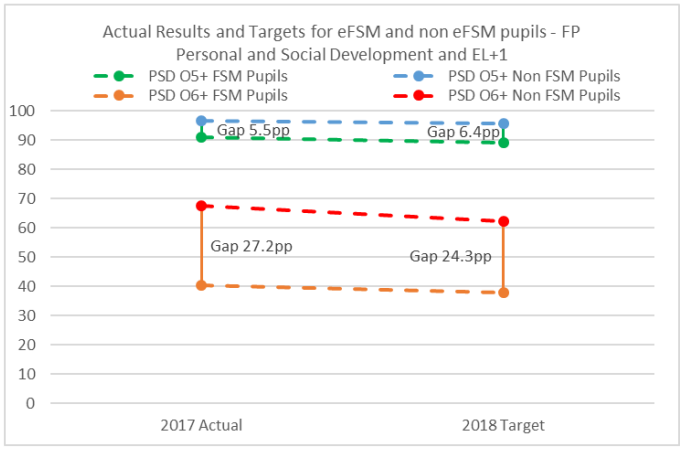




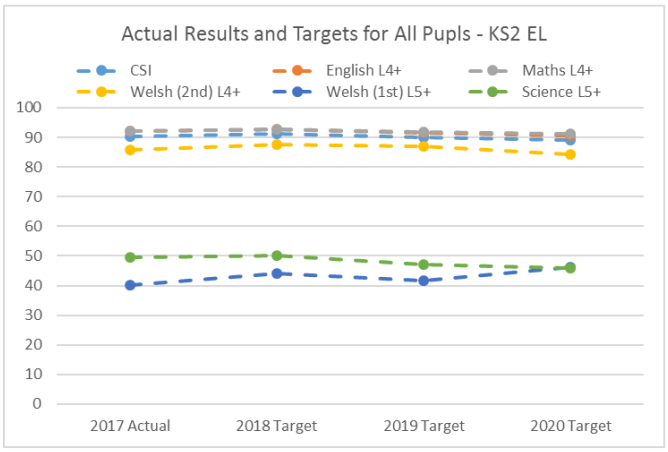


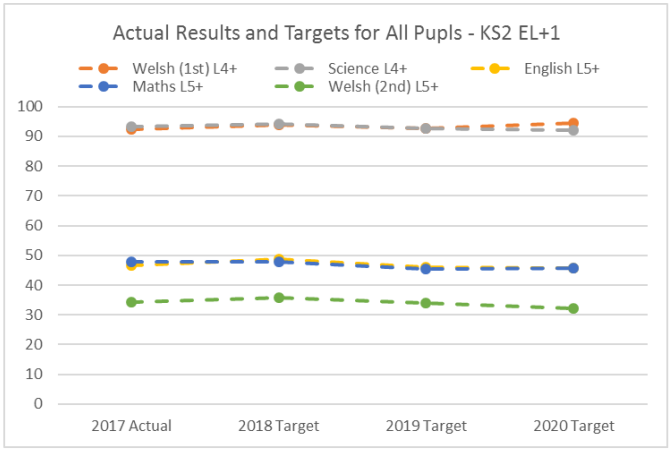






Key Stage 2


Actual Results and Targets for All Pupls - KS2 EL
CSI
English L4+
Maths L4+
Welsh (2nd) L4+
Welsh (1st) L5+
Science L5+
100
90
80
70
60
50
40
30
20
10
0
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for All Pupls - KS2 EL+1
Welsh (1st) L4+
Science L4+
English L5+
Maths L5+
Welsh (2nd) L5+
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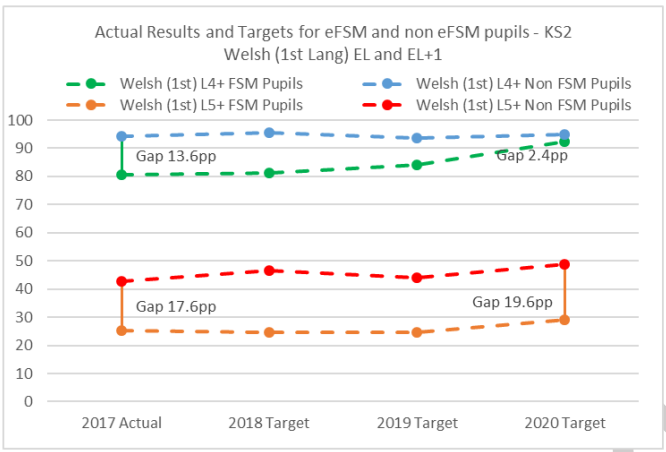
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Welsh (1st Lang) EL and EL+1
Welsh (1st) L4+ FSM Pupils
Welsh (1st) L4+ Non FSM Pupils
Welsh (1st) L5+ FSM Pupils
Welsh (1st) L5+ Non FSM Pupils
Gap 13.6pp
Gap 2.4pp
Gap 17.6pp
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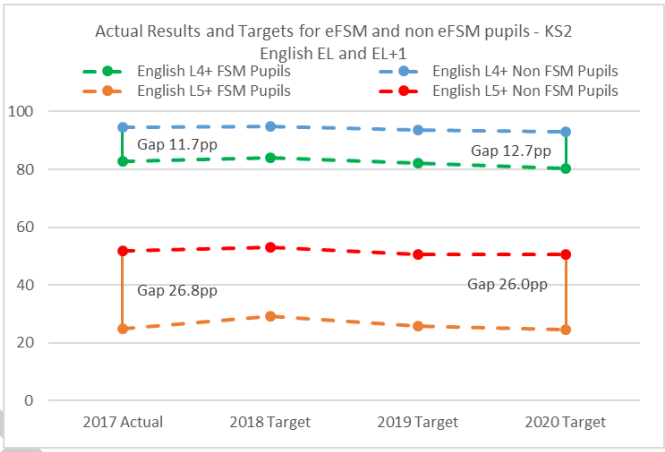
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
English EL and EL+1
English L4+ FSM Pupils
English L4+ Non FSM Pupils
English L5+ FSM Pupils
English L5+ Non FSM Pupils
Gap 11.7pp
Gap 12.7pp
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Gap 26.0pp
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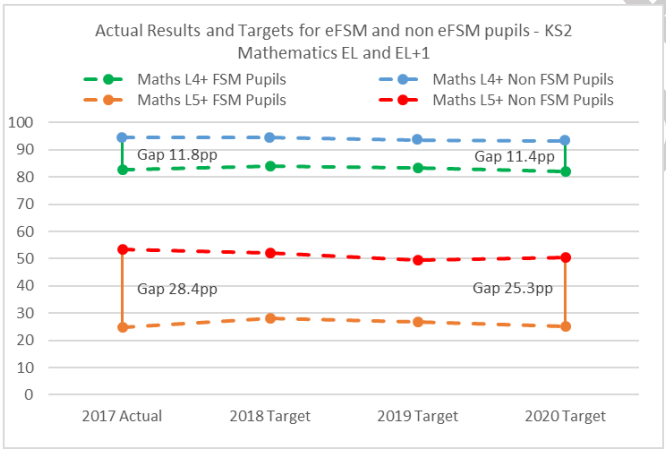
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Mathematics EL and EL+1
Maths L4+ FSM Pupils
Maths L4+ Non FSM Pupils
Maths L5+ FSM Pupils
Maths L5+ Non FSM Pupils
Gap 11.8pp
Gap 11.4pp
Gap 28.4pp
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2017 Actual
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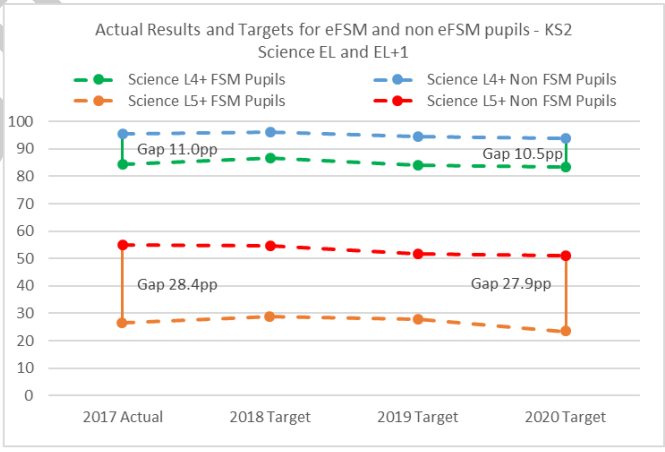
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Science EL and EL+1
Science L4+ FSM Pupils
Science L4+ Non FSM Pupils
Science L5+ FSM Pupils
Science L5+ Non FSM Pupils
Gap 11.0pp
Gap 10.5pp
Gap 28.4pp
Gap 27.9pp
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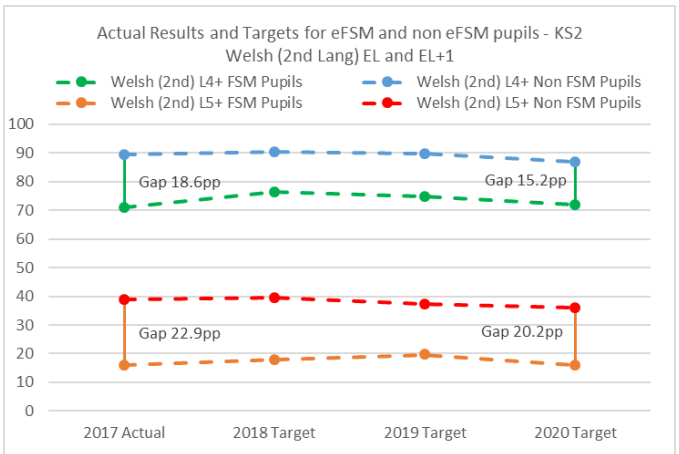
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS2
Welsh (2nd Lang) EL and EL+1
Welsh (2nd) L4+ FSM Pupils
Welsh (2nd) L4+ Non FSM Pupils
Welsh (2nd) L5+ FSM Pupils
Welsh (2nd) L5+ Non FSM Pupils
Gap 18.6pp
Gap 15.2pp
Gap 22.9pp
Gap 20.2pp
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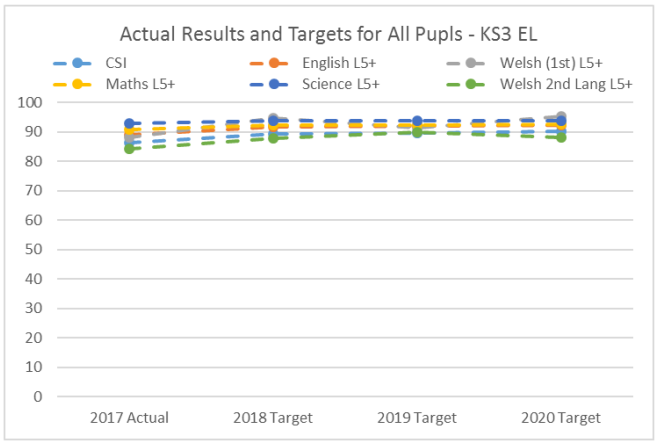
2017 Actual
2018 Target
2019 Target
2020 Target

Key Stage 3


Actual Results and Targets for All Pupils - KS3 EL
CSI
English L5+
Welsh (1st) L5+
Maths L5+
Science L5+
Welsh 2nd Lang L5+
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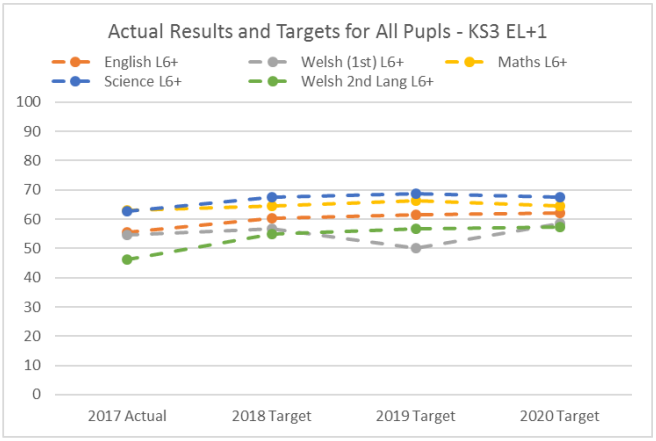
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for All Pupils - KS3 EL+1
English L6+
Welsh (1st) L6+
Maths L6+
Science L6+
Welsh 2nd Lang L6+
100
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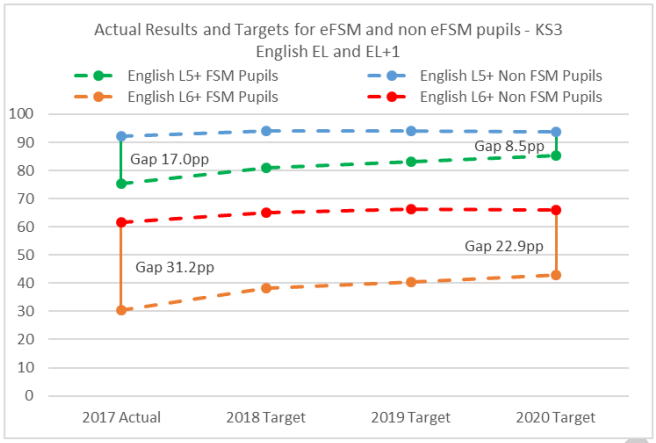
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
English EL and EL+1
English L5+ FSM Pupils
English L5+ Non FSM Pupils
English L6+ FSM Pupils
English L6+ Non FSM Pupils
Gap 17.0pp
Gap 8.5pp
Gap 31.2pp
Gap 22.9pp
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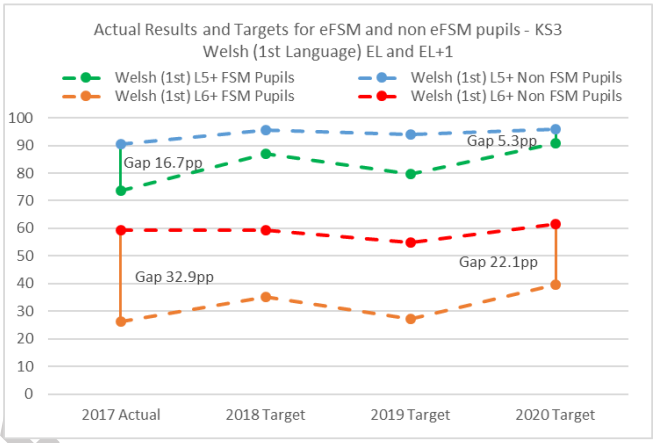
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Welsh (1st Language) EL and EL+1
Welsh (1st) L5+ FSM Pupils
Welsh (1st) L5+ Non FSM Pupils
Welsh (1st) L6+ FSM Pupils
Welsh (1st) L6+ Non FSM Pupils
Gap 16.7pp
Gap 5.3pp
Gap 32.9pp
Gap 22.1pp
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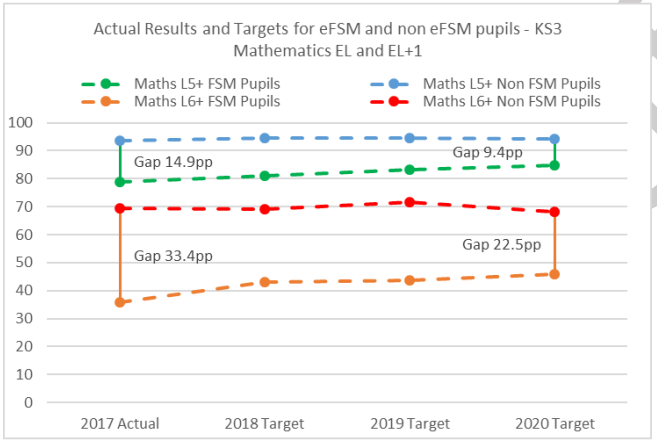
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Mathematics EL and EL+1
Maths L5+ FSM Pupils
Maths L5+ Non FSM Pupils
Maths L6+ FSM Pupils
Maths L6+ Non FSM Pupils
Gap 14.9pp
Gap 9.4pp
Gap 33.4pp
Gap 22.5pp
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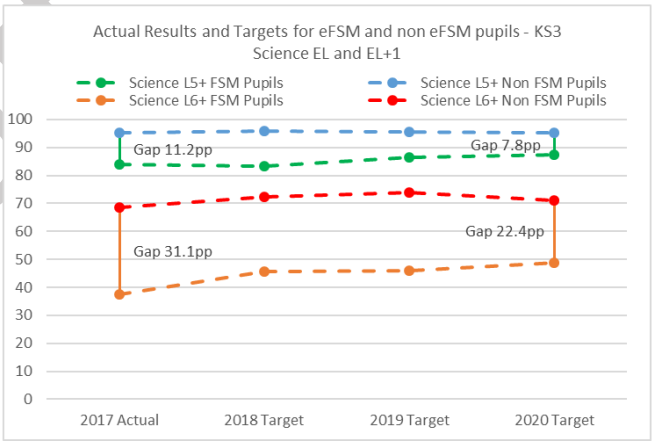
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Science EL and EL+1
Science L5+ FSM Pupils
Science L5+ Non FSM Pupils
Science L6+ FSM Pupils
Science L6+ Non FSM Pupils
Gap 11.2pp
Gap 7.8pp
Gap 31.1pp
Gap 22.4pp
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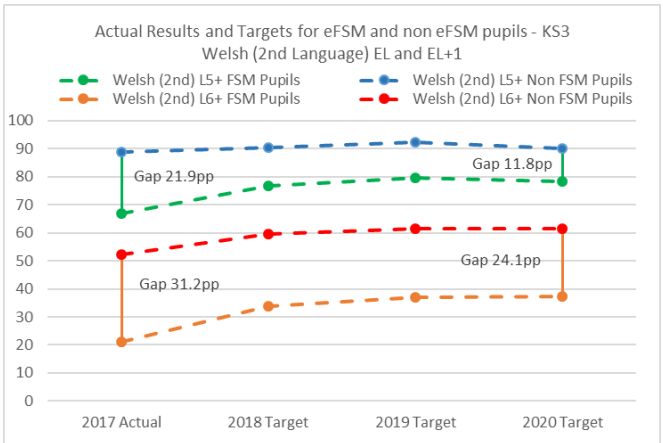
2017 Actual
2018 Target
2019 Target
2020 Target


Actual Results and Targets for eFSM and non eFSM pupils - KS3
Welsh (2nd Language) EL and EL+1
Welsh (2nd) L5+ FSM Pupils
Welsh (2nd) L5+ Non FSM Pupils
Welsh (2nd) L6+ FSM Pupils
Welsh (2nd) L6+ Non FSM Pupils
Gap 21.9pp
Gap 11.8pp
Gap 31.2pp
Gap 24.1pp
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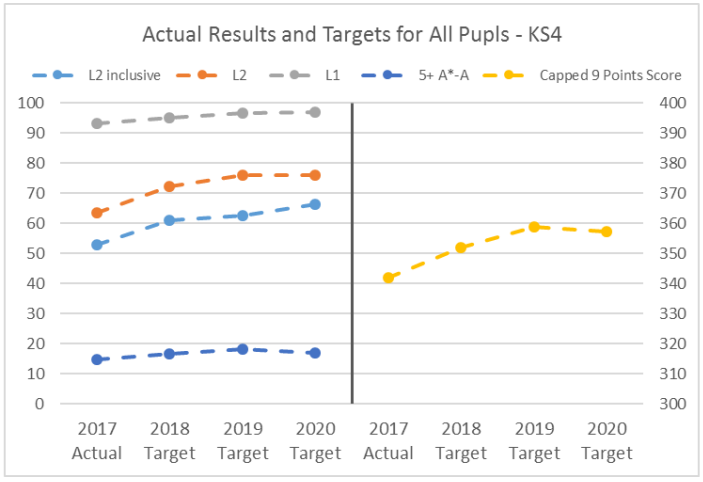
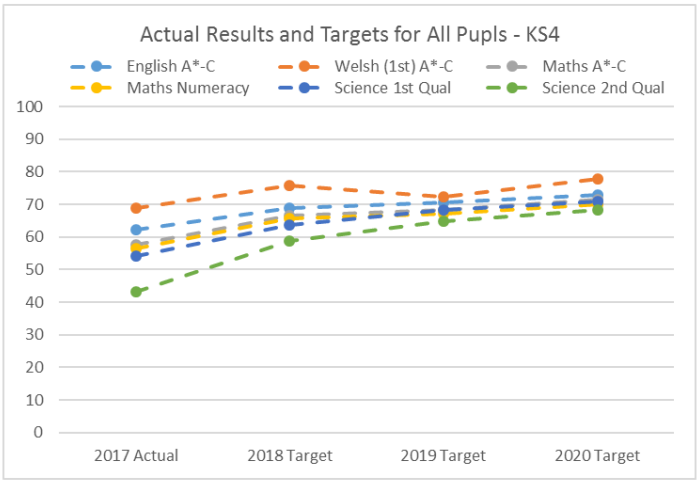
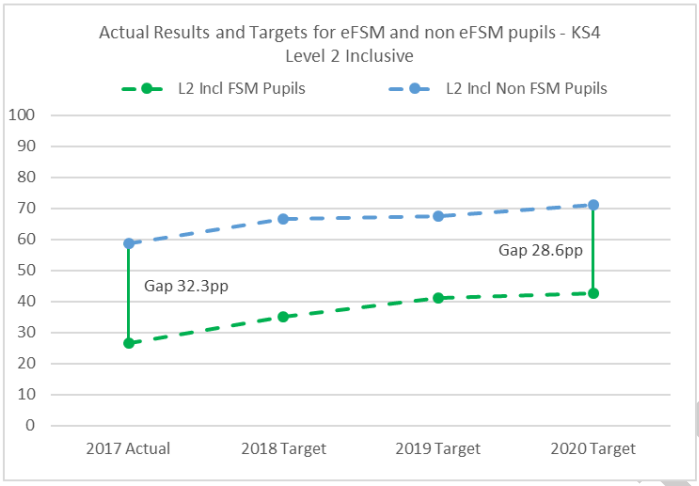
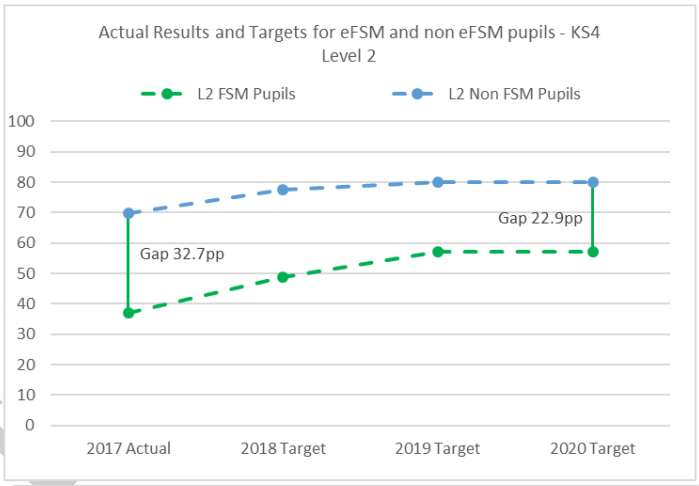
2017 Actual
2018 Target
2019 Target
2020 Target

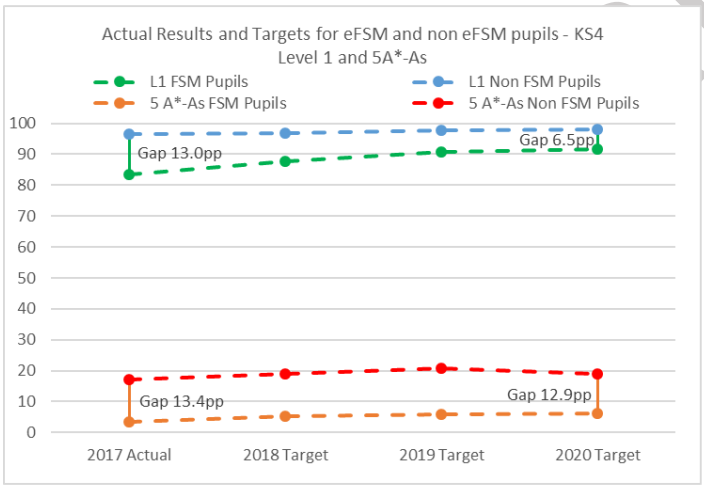
Key Stage 4

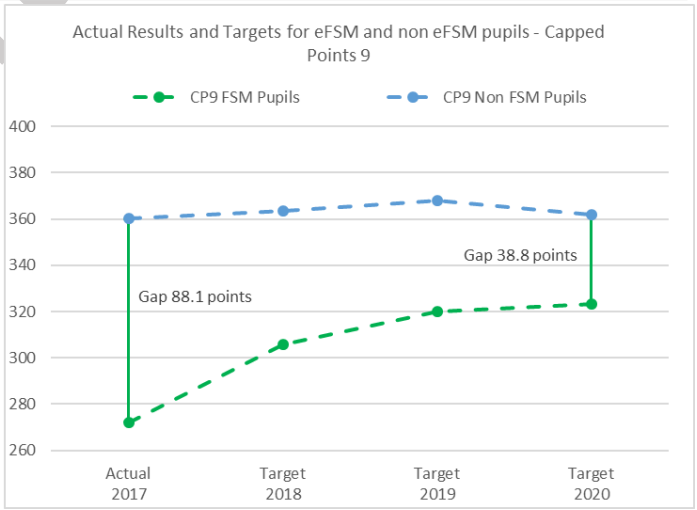












Local Authority Pupil Attendance Targets

Pupil Attendance				
Primary	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
Blaenau Gwent	94.6	94.9	95.0	95.1
Caerphilly	94.7	95.1	95.2	95.3
Monmouthshire	95.6	96.2	96.2	96.2
Newport	94.7	94.8	94.9	95.0
Torfaen	94.6	96.0	96.0	96.5

Pupil Attendance				
Secondary	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
Blaenau Gwent	93.7	94.5	94.7	95.0
Caerphilly	93.3	94.2	94.3	94.4
Monmouthshire	95.0	95.2	95.25	95.3
Newport	93.6	93.8	94.0	94.1
Torfaen	93.7	95.0	95.0	95.5

7. Additional supporting documents

Ref	Document
1	Local Authority Annex documents 2018-2019
2	Detailed Business Plan April 2018-2019
3	Detailed Resource Overview 2018-2019
4	Long Term 3-year Business Plan Overview 2019 - 2021
5	Regional Self-Evaluation Report
6	EAS Risk Register
8	Self-Evaluation Timetable 2016-2018
9	Regional Professional Learning Offer 2018-2019
10	Estyn Inspection Reports (May 2016 and September 2017)

Draft V3

8. Glossary of Key Terms

ACE	Adverse Childhood Experience
ALPS	Advanced level performance system (used for A levels)
AoLE	Area of Learning and Experience from the new curriculum
DCF	Digital Competence Framework
EAL	English as an additional language
EAS	Education Achievement Service
eFSM	Eligible Free School Meals
ETLF	EAS Excellence in Teaching and Leadership Framework
EOTAS	Education Other Than At School
EY	Early Years
FP	Foundation Phase (Curriculum year groups Yr 1 and Yr 2)
FSM	Free School Meals
GTP	Graduate Teacher Programme
HEI	Higher Education Institution
HR	Human Resource
ITE	Initial Teacher Education
KS2,3,4	Key Stage 2, 3, 4 (KS2 age 7 – 11 "Juniors", KS3 age 11- 14, KS4 age 14 - 16)
LA	Local Authority
LAC	Looked after Children
LLC	Languages, Literacy and Communication
LLC Cym	Languages, Literacy and Communication - Cymraeg
LLC Eng	Languages, Literacy and Communication - English
MA	More Able learners
MAT	More Able and Talented
MD	Mathematical Development
NC	National Curriculum
NPQH	National Professional Qualification for Headship
NMS	Non- maintained Nursery Setting
PGCE	Post Graduate Certificate in Education
PLASC	Pupil Annual School Census
PLO	Professional Learning Offer
PSD	Personal and Social Development
PSE	Personal and Social Education
PSHE	Personal Social Health Education (also PSCHE including citizenship)
SIS	Self-Improving System
SEN	Special Educational Needs
SEWC	South East Wales Consortium
SEREN	Network of regional hubs designed to support Wales' brightest 6 form students to achieve their academic potential and to gain access to leading universities.
SLO	Schools and Learning Organisations
STEM	Science, Technology, Engineering and Mathematics
VFM	Value for Money
WG	Welsh Government

Draft V3

Expected National Curriculum Levels	By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6. By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5. By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7
Foundation Phase Indicator (FPI)	Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity. Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.
Core Subject Indicator (CSI) in key stages 2,3 and 4	The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

Level 1 qualification	The equivalent of a GCSE at grade D to G.
The Level 1 threshold (L1)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.
Level 2 qualification	The equivalent of a GCSE at grade A* to C.
The Level 2 threshold (L2)	Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.
The Level 2 threshold including English or Welsh first language and mathematics (L2+)	Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications.
Level 3 qualification	The equivalent of an A level at A* to C
The Level 3 threshold (L3)	Learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.
The capped average points score (CPS)	Only includes the best nine results (with subject restrictions) for each pupil from all qualifications approved for use in Wales at age 16.

Draft V3

Appendix 2

Local Authority Specific Annex 2018-2019

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 2017. 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 WG Modelled Expectations.

Foundation Phase		
All Pupils	2017	2018
	Actual	Target
FPI	88.9	88.9
LLC English O5+	89.6	89.6
LLC Welsh O5+	93.8	93.8
Math Dev.O5+	91.2	91.2
PSD O5+	95.0	95.0
LLC English O6+	38.9	38.9
LLC Welsh O6+	38.0	38.0
Math Dev. O6+	37.8	37.8
PSD O6+	57.8	57.8

FSM Pupils	2017	2018
	Actual	Target
FPI	76.5	77.8
LLC English O5+	78.5	77.9
LLC Welsh O5+	86.2	86.0
Math Dev.O5+	81.2	82.6
PSD O5+	89.7	90.6
LLC English O6+	20.8	18.0
LLC Welsh O6+	24.1	16.3
Math Dev. O6+	18.1	18.8
PSD O6+	35.7	32.7

non-FSM Pupils	2017	2018
	Actual	Target
FPI	92.6	91.2
LLC English O5+	93.3	91.3
LLC Welsh O5+	95.1	93.2
Math Dev.O5+	94.2	92.6
PSD O5+	96.7	95.9
LLC English O6+	45.0	40.0
LLC Welsh O6+	40.6	40.6
Math Dev. O6+	43.8	41.0
PSD O6+	64.5	62.1

FSM/non FSM gap	2017	2018
	Actual	Target
FPI	16.1	13.4
LLC English O5+	14.8	13.3
LLC Welsh O5+	8.9	7.2
Math Dev.O5+	12.9	10.0
PSD O5+	7.0	5.3
LLC English O6+	24.2	22.0
LLC Welsh O6+	16.5	24.3
Math Dev. O6+	25.7	22.2
PSD O6+	28.9	29.4

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Note: The targets highlighted in blue above are the figures Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

Key Stage 2																
All Pupils	2017	2018	2019	2020		FSM Pupils	2017	2018	2019	2020		non-FSM Pupils	2017	2018	2019	2020
	Actual	Target	Target	Target			Actual	Target	Target	Target			Actual	Target	Target	Target
CSI	90.1	90.1	89.5	89.9		CSI	78.8	80.1	80.6	80.7		CSI	93.2	92.7	91.7	92.4
English L4+	91.8	92.2	91.0	90.8		English L4+	82.1	82.7	83.1	81.3		English L4+	94.4	94.7	93.0	93.3
Welsh (1st) L4+	94.7	94.7	93.0	93.2		Welsh (1st) L4+	86.3	84.8	84.4	90.9		Welsh (1st) L4+	96.3	95.8	94.3	93.5
Maths L4+	92.1	92.1	91.5	92.1		Maths L4+	83.0	81.3	84.5	84.0		Maths L4+	94.6	94.4	93.2	94.2
Science L4+	92.9	93.3	91.8	92.2		Science L4+	83.3	84.2	83.8	83.8		Science L4+	95.5	95.7	93.8	94.4
English L5+	44.5	44.9	44.1	41.9		English L5+	24.0	26.7	24.9	20.4		English L5+	50.1	49.6	48.9	47.6
Welsh (1st) L5+	40.5	42.5	43.6	43.9		Welsh (1st) L5+	19.6	21.7	24.4	15.9		Welsh (1st) L5+	44.4	45.6	46.5	48.1
Maths L5+	45.7	45.7	43.0	42.8		Maths L5+	23.5	25.8	26.6	21.8		Maths L5+	51.7	48.6	47.2	48.4
Science L5+	46.3	46.3	43.6	42.7		Science L5+	24.9	26.5	25.6	20.9		Science L5+	52.2	49.2	48.1	48.6
Welsh (2nd) L4+	84.4	85.9	85.9	85.4		Welsh (2nd) L4+	67.3	71.6	75.5	76.6		Welsh (2nd) L4+	89.6	90.0	88.7	88.0
Welsh (2nd) L5+	33.9	33.9	33.5	30.8		Welsh (2nd) L5+	16.1	16.7	18.8	12.0		Welsh (2nd) L5+	39.2	38.7	37.5	36.3

FSM/non FSM gap	2017	2018	2019	2020
	Actual	Target	Target	Target
CSI	14.3	12.6	11.1	11.7
English L4+	12.3	11.9	9.8	12.0
Welsh (1st) L4+	10.0	11.0	9.9	2.6
Maths L4+	11.6	13.0	8.7	10.2
Science L4+	12.3	11.5	10.0	10.6
English L5+	26.2	22.9	24.0	27.2
Welsh (1st) L5+	24.8	23.9	22.0	32.2
Maths L5+	28.3	22.9	20.6	26.6
Science L5+	27.3	22.7	22.4	27.7
Welsh (2nd) L4+	22.3	18.3	13.2	11.5
Welsh (2nd) L5+	23.1	22.0	18.7	24.3

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Note: The targets highlighted in blue above are the figures Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

Key Stage 3																
All Pupils	2017	2018	2019	2020		FSM Pupils	2017	2018	2019	2020		non-FSM Pupils	2017	2018	2019	2020
	Actual	Target	Target	Target			Actual	Target	Target	Target			Actual	Target	Target	Target
CSI	84.1	87.9	87.9	89.3		CSI	68.6	73.1	77.3	79.9		CSI	88.7	91.5	90.6	91.8
English L5+	86.2	90.2	90.8	91.4		English L5+	72.3	77.3	82.0	84.4		English L5+	90.2	93.4	93.0	93.2
Welsh (1st) L5+	86.6	93.8	88.9	96.3		Welsh (1st) L5+	66.7	84.6	72.2	91.8		Welsh (1st) L5+	89.6	95.1	92.6	97.0
Maths L5+	88.9	90.9	90.5	91.2		Maths L5+	75.1	77.8	80.3	83.5		Maths L5+	92.7	94.1	93.1	93.2
Science L5+	90.7	92.0	92.7	92.1		Science L5+	80.0	79.5	84.0	85.6		Science L5+	93.8	95.1	94.9	93.8
Welsh 2nd Lang L5+	83.4	84.6	86.9	81.6		Welsh 2nd Lang L5+	66.3	69.7	75.4	71.7		Welsh 2nd Lang L5+	88.9	88.5	89.9	84.3
English L6+	50.2	54.6	54.9	58.0		English L6+	28.4	30.4	32.5	39.3		English L6+	56.5	60.5	60.6	62.9
Welsh (1st) L6+	54.7	54.7	45.0	54.1		Welsh (1st) L6+	23.3	33.3	18.5	34.7		Welsh (1st) L6+	59.4	55.5	50.8	57.6
Maths L6+	58.4	58.8	59.2	59.7		Maths L6+	33.5	35.3	37.5	41.0		Maths L6+	65.5	64.6	64.7	64.6
Science L6+	57.6	61.6	60.7	61.9		Science L6+	35.1	38.8	36.8	45.1		Science L6+	64.0	67.2	66.8	66.4
Welsh 2nd Lang L6+	41.8	50.1	51.4	49.9		Welsh 2nd Lang L6+	19.3	24.0	29.5	30.7		Welsh 2nd Lang L6+	48.7	57.0	57.1	55.2

FSM/non FSM gap	2017	2018	2019	2020
	Actual	Target	Target	Target
CSI	20.1	18.4	13.4	11.9
English L5+	17.8	16.1	11.0	8.8
Welsh (1st) L5+	22.9	10.5	20.4	5.2
Maths L5+	17.6	16.3	12.8	9.8
Science L5+	13.8	15.6	10.9	8.1
Welsh 2nd Lang L5+	22.7	18.8	14.5	12.6
English L6+	28.1	30.1	28.1	23.6
Welsh (1st) L6+	36.1	22.1	32.3	22.9
Maths L6+	32.0	29.3	27.2	23.6
Science L6+	28.9	28.5	30.0	21.3
Welsh 2nd Lang L6+	29.4	33.0	27.7	24.5

Note: The target highlighted in blue above is the figure Caerphilly have agreed to use for their Key Performance Indicators, they have not been generated from the school/pupil targets.

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Key Stage 4				
All Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	49.9	59.5	60.2	63.0
L2	59.9	69.1	75.5	73.6
L1	94.0	95.2	96.6	97.1
Capped 9 Points Score	336.2	344.6	357.7	345.1
5+ A*-A	13.5	14.6	14.3	13.8
English A*-C	59.9	68.3	70.1	70.0
Welsh (1st) A*-C	66.2	73.7	70.4	79.6
Maths A*-C	54.7	65.0	65.5	67.7
Maths Numeracy	53.7	64.1	64.4	66.2
Science 1st Qual	53.5	64.2	68.0	69.8
Science 2nd Qual	43.1	60.7	66.7	68.5

FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	24.5	33.0	38.4	37.5
L2	33.0	44.1	53.7	55.1
L1	85.4	87.9	89.6	91.9
Capped 9 Points Score	263.3	299.6	317.2	301.5
5+ A*-A	3.3	5.3	4.2	3.7
English A*-C	34.3	43.3	47.2	48.6
Welsh (1st) A*-C	45.0	53.1	50.0	68.3
Maths A*-C	28.0	38.0	42.1	43.5
Maths Numeracy	27.5	37.5	40.3	40.2
Science 1st Qual	27.7	38.0	44.4	48.6
Science 2nd Qual	17.9	35.3	43.5	46.9

non-FSM Pupils	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	56.1	66.4	66.2	69.2
L2	66.4	75.8	81.6	78.1
L1	96.5	97.1	98.5	98.4
Capped 9 Points Score	354.7	360.2	370.8	355.6
5+ A*-A	15.9	17.1	17.2	16.3
English A*-C	66.0	74.9	76.4	75.2
Welsh (1st) A*-C	68.5	76.8	73.7	81.4
Maths A*-C	61.1	72.2	72.0	73.7
Maths Numeracy	59.9	71.1	71.1	72.5
Science 1st Qual	59.6	71.1	74.5	74.9
Science 2nd Qual	49.2	67.4	73.1	73.8

FSM/non FSM gap	**2017 Actual**	**2018 Target**	**2019 Target**	**2020 Target**
L2 inclusive	31.6	33.4	27.8	31.7
L2	33.4	31.7	27.9	23.0
L1	11.1	9.2	8.9	6.5
Capped 9 Points Score	91.4	60.6	53.6	54.1
5+ A*-A	12.6	11.8	13.0	12.6
English A*-C	31.7	31.6	29.2	26.6
Welsh (1st) A*-C	23.5	23.7	23.7	13.1
Maths A*-C	33.1	34.1	29.8	30.2
Maths Numeracy	32.5	33.6	30.8	32.3
Science 1st Qual	31.9	33.1	30.1	26.3
Science 2nd Qual	31.3	32.2	29.6	26.9

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Note: As advised by LA, there are no EOTAS pupils in the Yr11 cohort this year to inform 2018 target setting.

Primary Attendance

Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	94.7%	95.1%	95.2%	95.3%

Secondary Attendance

Pupil Attendance				
	2017 Actual	2018 Target	2019 Target	2020 Target
LA	93.3%	94.2%	94.3%	94.4%

Summary of National Categorisation of schools in the Local Authority in 2015-2016, 2016-2017 and 2017-2018

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	15-16	0	9	35	31	0%	12%	47%	41%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	15-16	2	24	90	79	1%	12%	46%	41%
	16-17	2	19	61	113	1%	10%	31%	58%

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Step 2 - Primary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	15-16	1	7	51	16	1%	9%	68%	21%
	16-17	2	4	51	18	3%	5%	68%	24%
	17-18	1	4	36	34	1%	5%	48%	45%
South East Wales	15-16	4	27	113	50	2%	14%	58%	26%
	16-17	2	19	106	63	1%	10%	56%	33%
	17-18	3	17	86	88	2%	9%	44%	45%

Step 3 - Primary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	15-16	1	8	50	16	1%	11%	67%	21%
	16-17	3	3	52	17	4%	4%	69%	23%
	17-18	3	4	35	33	4%	5%	47%	44%
South East Wales	15-16	5	29	109	51	3%	15%	56%	26%
	16-17	4	17	110	59	2%	9%	58%	31%
	17-18	9	15	83	87	5%	8%	43%	45%

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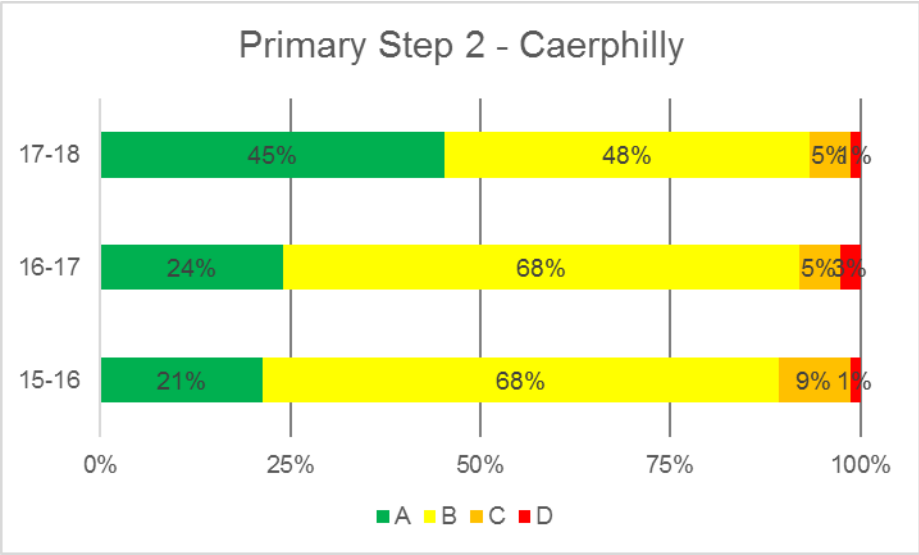
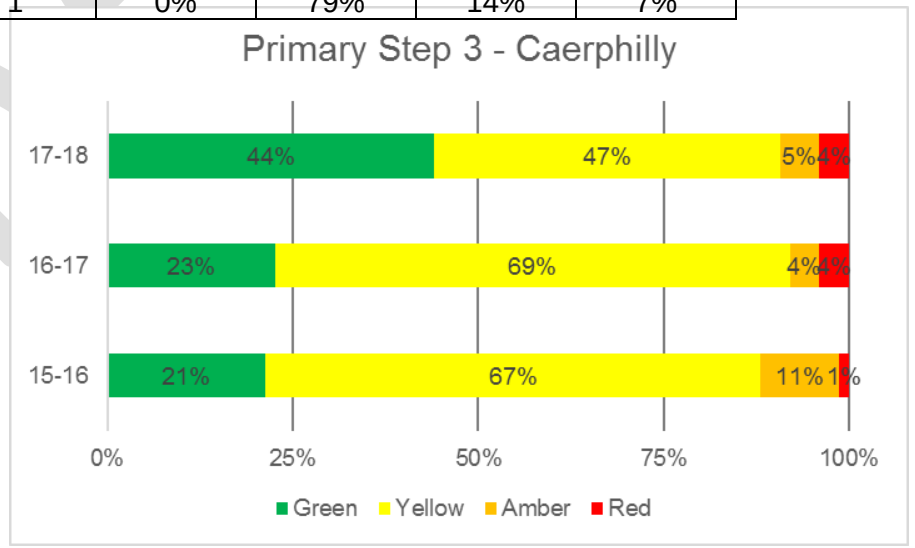


Step 1 - Secondary		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Caerphilly	15-16	1	11	1	1	7%	79%	7%	7%
	16-17	0	11	2	1	0%	79%	14%	7%



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South East Wales	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	15-16	1	8	5	0	7%	57%	36%	0%
	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	1	5	7	0	8%	38%	54%	0%
South East Wales	15-16	3	17	15	1	8%	47%	42%	3%
	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	6	12	13	5	17%	33%	36%	14%

Step 3 – Secondary		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	15-16	2	8	4	0	14%	57%	29%	0%
	16-17	1	6	6	0	8%	46%	46%	0%
	17-18	1	7	5	0	8%	54%	38%	0%
South East Wales	15-16	6	17	12	1	17%	47%	33%	3%
	16-17	6	12	15	3	17%	33%	42%	8%
	17-18	9	12	12	3	25%	33%	33%	8%

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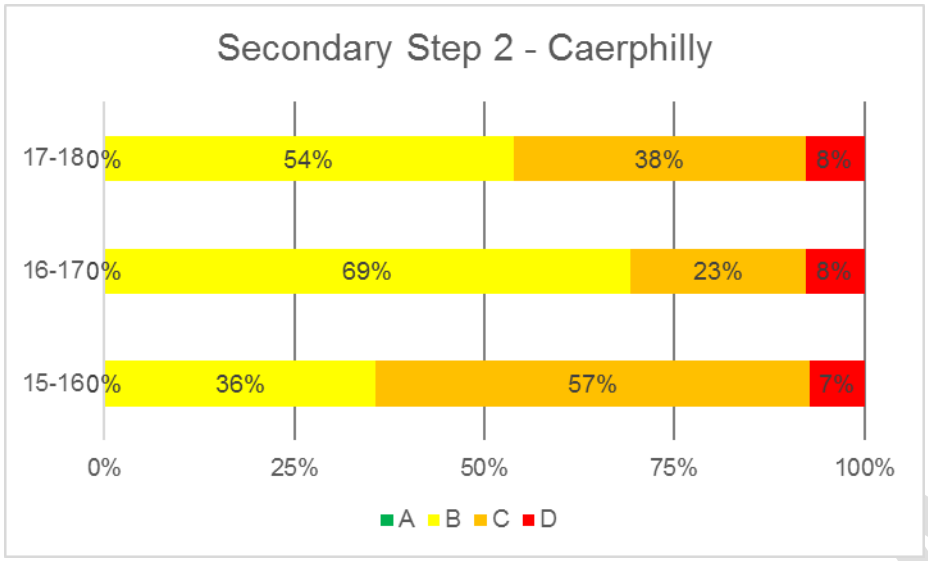

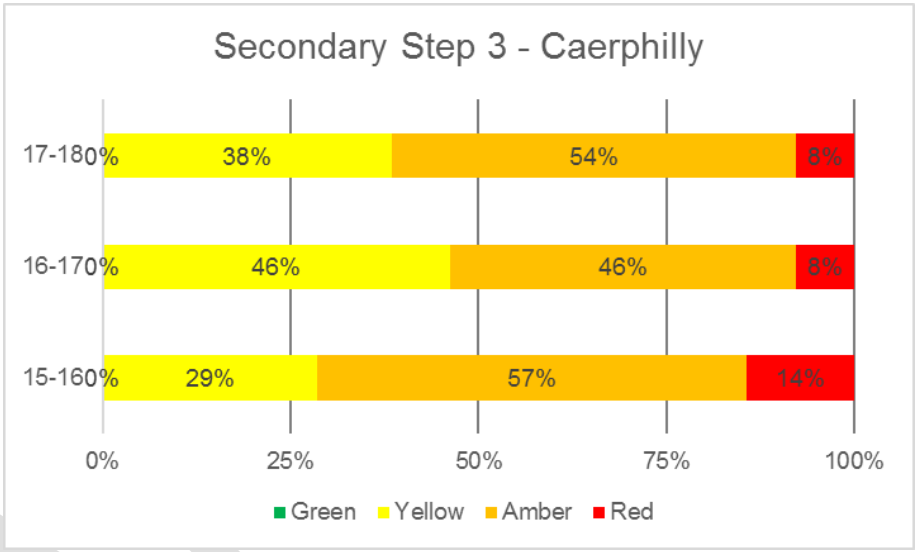

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	St James Primary*	May-16	Jul-16	Estyn monitoring

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Bedwas High	May-17	Jul-17	Special Measures
Secondary	Lewis Girls Comprehensive	Nov-14	Nov-14	Estyn monitoring
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	LA monitoring

LA Summary and issues

Overall pupil performance

- Since 2014, attainment at Foundation Phase has been above the Wales average, although the rate of improvement is below that of Wales. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment declined at Key Stage 4, but at a slower rate of improvement than that across Wales. Performance is still below the Wales average, but the gap has narrowed from 2014 and 2016.
- Attainment at Key Stage 5 is stable, with the same level of attainment in 2017 as in 2014. Performance remains below Wales.
- Since 2014, attainment at Foundation Phase has been above the Wales average. Since 2016, attainment at Key Stage 2 has been above the Wales average. The rate of improvement between 2014 and 2017 is higher than Wales.
- Attainment at Key Stage 3 is still below the Wales average, although the rate of improvement from 2016 and from 2014 is above the Wales rate.
- Attainment at Key Stage 4 shows a faster rate of improvement than that across Wales. Performance is still below the Wales average, with the gap narrowing from 2014 and 2016.

Gender

- Between 2014 and 2017 the gender gap narrowed at FP, and was below the Wales gender gap.
- At KS2 the gender gap narrowed in this time, and is also below the Wales gender gap.
- Between 2014 and 2017 the gender gap narrowed at KS3, but is still wider than the Wales gender gap.
- At KS4 the gender gap is wider than Wales, and has widened between 2014 and 2017.

FSM

- At FP and KS2, the performance of FSM pupils in 2017 is above the Wales average. But the FSM/non FSM gap is above the gap for Wales and has grown since 2014.
- At KS3, performance of FSM pupils has been below the Wales average between 2014 and 2017, and despite the FSM/non FSM gap narrowing, it is still wider than the gap across Wales.
- At KS4 performance of FSM pupils remains below the Wales average. In 2017, the FSM/non FSM gap widened, but is narrower than across Wales. FSM pupil performance has declined since 2014 although non FSM performance has improved in this period.

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FSM benchmarking quartiles

- At FP, 59% of schools are above the median for FPI. At KS2, 54% of schools are above the median for CSI. At KS3, 40% of schools are above the median for CSI. At KS4, 77% (10 out of 13 schools) are above the median for L2 inc.
- Blackwood, Risca, St Martin's, Lewis Girls', Rhymney, Bedwas and Cwmcarn are all in Quarter 1 for L2 inc
- Heolddu, Lewis School and Ysgol Cwm Rhymni are all in Quarter 4 for L2 inc.

Attendance/Exclusions

- Over the past 4 years, attendance at primary schools has increased by 0.3pp.
- Attendance at secondary schools has increased overall since 2014, but at a slower rate to that across Wales, and attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 0.9% since 2014.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.1%. The Wales figure has remained stable between 1.3% and 1.4% in this time.
- Since 2013/14 there has been a significant rise overall at primary and secondary level for exclusions of 5 days or fewer
- Since 2013/14 there has been a significant increase at secondary level for exclusions of 6 days or more. It has been fairly stable at primary level.
- There has been 1 permanent exclusion from primary in 2016/17, although there were no permanent exclusions from primary schools in the past 4 years
- Secondary permanent exclusions
  2013/14 - 14
  2014/15 - 8
  2015/16 - 14
  2016/17 - 20

Inspection/Categorisation

- The percentage of schools judged at least Good for current performance has increased since 2014 to 80%. One school was deemed unsatisfactory in 2016/17. Increase in schools judged at least Good for prospects for improvement has increased to 93%.
- The percentage of primary schools categorised Green has almost doubled to 44% in 2017/18. One secondary school categorised Red, seven Amber, five Yellow (provisional and confidential).

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Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support)

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 2017-2018. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2017-2018. Each of these schools will have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Cwmcarn High	Bedwas High
Cwmcarn Primary	Bryn Arwel Primary
Glanynant PRU	Llanfabon Infants
Heolddu Comprehensive	St James Primary
Islwyn High	
Lewis Girls	
Lewis School Pengam	
Pantside Primary	
Park Primary	
Rhymney Comprehensive	
Upper Rhymney Primary	
Ysgol Cwm Rhymni	

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The content of this LA Annex has been agreed by:

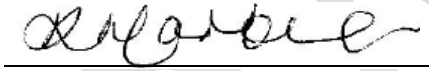
LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr Derek Havard

EAS Managing Director



Ms. Debbie Harteveld

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Appendix 3

Local Authority Specific Annex 2017-2018

Local Authority: Caerphilly

Review of LA level performance set against target and previous performance

Foundation Phase										
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**
FPI	88.6	88.9		89.2		**FPI**	77.1	76.5		77.2
LLC English O5+	90.1	89.6		89.1		**LLC English O5+**	81.1	78.5		77.6
LLC Welsh O5+	92.6	93.8		94.5		**LLC Welsh O5+**	82.9	86.2		88.1
Math Dev.O5+	91.4	91.2		91.9		**Math Dev.O5+**	82.2	81.2		81.8
PSD O5+	94.3	95.0		95.0		**PSD O5+**	89.8	89.7		89.4
LLC English O6	36.1	38.9		37.4		**LLC English O6**	18.0	20.8		18.4
LLC Welsh O6	31.7	38.0		36.4		**LLC Welsh O6**	9.8	24.1		15.3
Math Dev. O6	36.2	37.8		38.1		**Math Dev. O6**	18.0	18.1		19.0
PSD O6	55.5	57.8		55.8		**PSD O6**	36.3	35.7		33.1

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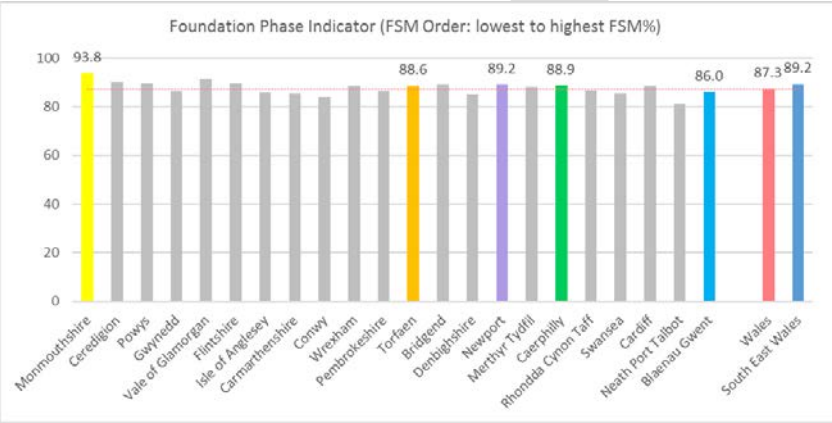
Performance in the foundation phase improved slightly from 88.6% in 2016 to 88.9% pupils achieving the foundation phase indicator (FPI) in 2017, an increase of 0.3 percentage points. Caerphilly currently ranks 8th in Wales for the FPI when compared with other local authorities, which is above the LA's FSM ranking (18th, 2017 PLASC data), same ranking as last year.



10 Year Performance Summary – FPI / CSI (before 2012)

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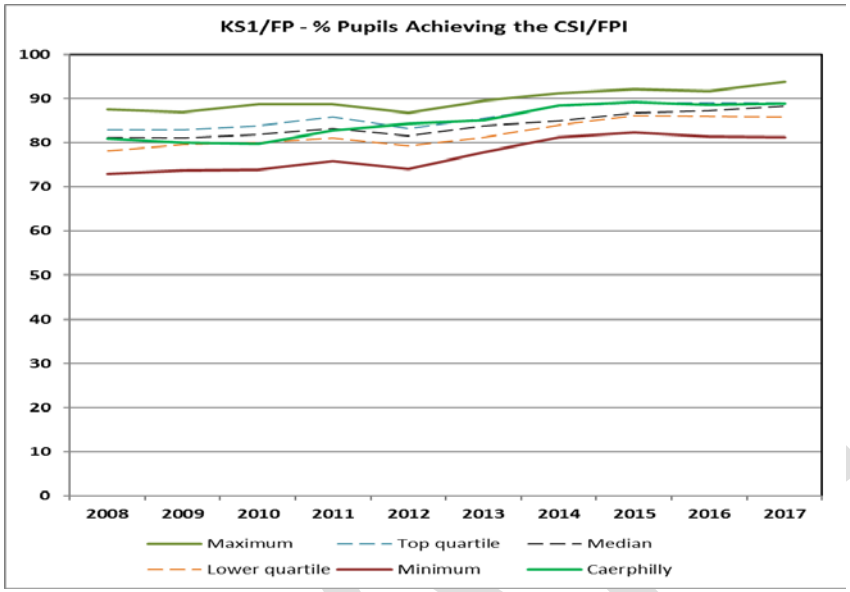
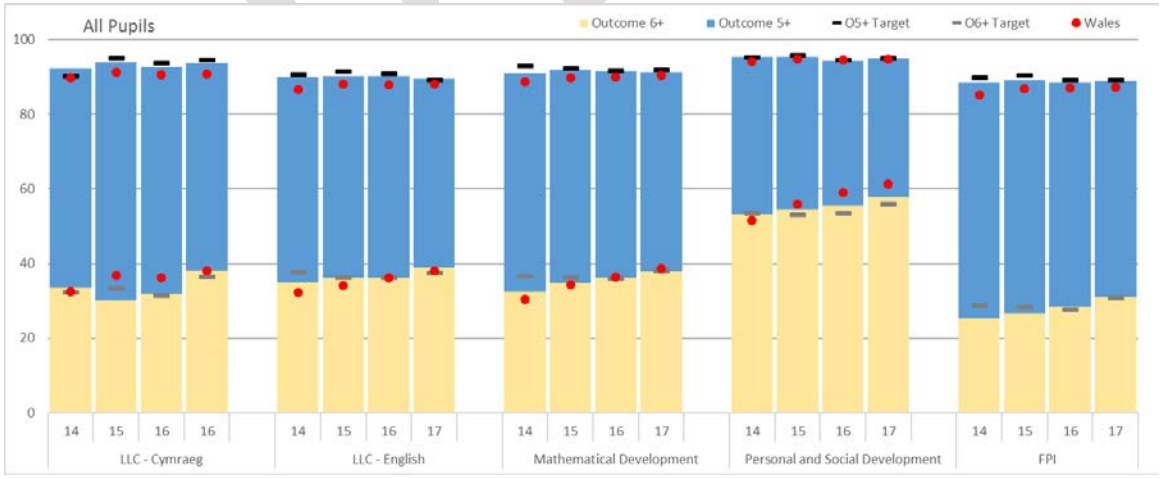


There have been improvements at the expected level (outcome 5+) in all areas, apart from LLC English and Mathematical Development, which have marginally declined by 0.5 and 0.2 percentage points respectively. At the higher outcome (outcome 6+) there have been improvements in all areas.



Percentage of pupils achieving Outcome 5+:

	FPI	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	88.9	89.6	93.8	91.2	95.0
Target	89.2	89.1	94.5	91.9	95.0
Caerphilly 2016	88.6	90.1	92.6	91.4	94.3
Wales 2017	87.3	88.1	90.9	90.3	94.7

Percentage of pupils achieving Outcome 6+:

	LLC English	LLC Welsh	Mathematical Development	PSD
Caerphilly 2017	38.9	38.0	37.8	57.8
Target	37.4	36.4	38.1	55.8
Caerphilly 2016	36.1	31.7	36.2	55.5
Wales 2017	38.1	38.1	38.7	61.3

Performance in the Foundation Phase Indicator improved by 0.3 percentage points and is ranked 8th in Wales.

Performance in LLC English has declined slightly at outcome 5+ but has improved by 2.8 percentage points at outcome 6+. Performance is ranked 10th in Wales at outcome 5+.

Performance in LLC Welsh has improved by 1.2 percentage points at outcome 5+ but has improved by 6.3 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

Performance in mathematical development has declined slightly at outcome 5+, but has improved by 1.6 percentage points at outcome 6+. Performance is ranked 9th in Wales at outcome 5+.

Performance in PSDWCD has declined by 0.7 percentage points at outcome 5+ and has improved by 2.3 percentage points at outcome 6+. Performance is ranked 11th in Wales at outcome 5+.

Performance is within 1% of the schools' aggregate targets for each area of learning.

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Gender differences at outcome 5+ (boys' performance – girls' performance):

	FPI		LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-8.1	-6.1	-8.1	-6.9	-7.5	-4.6	-5.3	-4.0	-6.7	-4.2
Wales	-8.2	-7.1	-8.3	-7.2	-7.0	-6.0	-5.3	-4.1	-5.3	-5.0

Gender differences at outcome 6 (boys' performance – girls' performance):

	LLC English		LLC Welsh		Mathematical Development		PSD	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-12.5	-7.3	-23.5	-9.8	-3.4	0.9	-22.9	-13.0
Wales	-11.7	-12.7	-15.1	-13.7	0.1	-0.9	-18.3	-18.0

At outcomes 5+ and 6+ gender differences have decreased in all indicators, and the gender gaps are narrower than that across Wales.

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Wales rankings:

When compared with other LAs in Wales, performance in Caerphilly is higher than could be expected for each area of learning. However, rank positions have declined for LLC English and Mathematical Development.

	FPI	LLC English	LLC Welsh	Mathematical Development	PSDWCD
2017	8 ⇨	10 ↓	9 ⇨	9 ↓	11 ↑
2016	8 ↓	7 ↑	9 ↓	7 ↓	16 ↓
2015	6 ↑	8 ↓	6 ↓	4 ↑	12 ↓

FPI	
Monmouthshire	93.8
Vale of Glamorgan	91.4
Ceredigion	90.2
Powys	89.6
Flintshire	89.5
South East Wales	89.2
Newport	89.2
Bridgend	89.1
Caerphilly	88.9
Torfaen	88.6
Cardiff	88.5
Wrexham	88.4
Merthyr Tydfil	88.1
Wales	87.3
Rhondda Cynon Taff	86.9
Pembrokeshire	86.6
Gwynedd	86.6
Blaenau Gwent	86.0
Isle of Anglesey	85.8
Carmarthenshire	85.6
Swansea	85.5
Denbighshire	85.3
Conwy	84.0
Neath Port Talbot	81.2

LLC - English	
Monmouthshire	94.7
Ceredigion	92.1
Vale of Glamorgan	91.8
Torfaen	90.8
Newport	90.5
South East Wales	90.4
Flintshire	90.3
Wrexham	90.0
Bridgend	90.0
Powys	89.9
Caerphilly	89.6
Cardiff	89.1
Merthyr Tydfil	89.1
Pembrokeshire	88.5
Wales	88.1
Rhondda Cynon Taff	87.7
Blaenau Gwent	86.8
Denbighshire	86.4
Swansea	85.8
Conwy	85.7
Isle of Anglesey	84.1
Neath Port Talbot	82.5
Carmarthenshire	82.1
Gwynedd	57.9

LLC - Welsh	
Monmouthshire	98.1
Blaenau Gwent	96.8
Vale of Glamorgan	96.6
Powys	95.2
Newport	94.5
Bridgend	94.4
Flintshire	94.1
Swansea	93.8
Caerphilly	93.8
Merthyr Tydfil	93.3
South East Wales	92.4
Rhondda Cynon Taff	92.2
Cardiff	92.1
Ceredigion	91.8
Wales	90.9
Denbighshire	90.6
Carmarthenshire	90.5
Isle of Anglesey	90.3
Neath Port Talbot	89.2
Wrexham	88.7
Gwynedd	88.3
Conwy	87.2
Pembrokeshire	86.3
Torfaen	83.8

Math. Dev.	
Monmouthshire	94.4
Vale of Glamorgan	93.7
Ceredigion	92.8
Bridgend	92.3
Flintshire	92.2
Merthyr Tydfil	91.8
Powys	91.6
South East Wales	91.4
Newport	91.3
Caerphilly	91.2
Cardiff	91.2
Wrexham	91.1
Torfaen	90.7
Gwynedd	90.3
Wales	90.3
Rhondda Cynon Taff	90.2
Blaenau Gwent	90.0
Carmarthenshire	89.6
Pembrokeshire	89.3
Isle of Anglesey	89.1
Swansea	89.0
Denbighshire	88.8
Conwy	87.4
Neath Port Talbot	85.4

PSD	
Monmouthshire	97.9
Vale of Glamorgan	96.7
Flintshire	96.1
Ceredigion	96.0
Powys	96.0
Bridgend	95.6
Gwynedd	95.3
South East Wales	95.2
Cardiff	95.1
Wrexham	95.1
Torfaen	95.1
Caerphilly	95.0
Isle of Anglesey	94.9
Merthyr Tydfil	94.8
Carmarthenshire	94.8
Swansea	94.7
Newport	94.7
Wales	94.7
Denbighshire	94.4
Conwy	94.3
Blaenau Gwent	94.2
Rhondda Cynon Taff	93.8
Pembrokeshire	93.4
Neath Port Talbot	91.3

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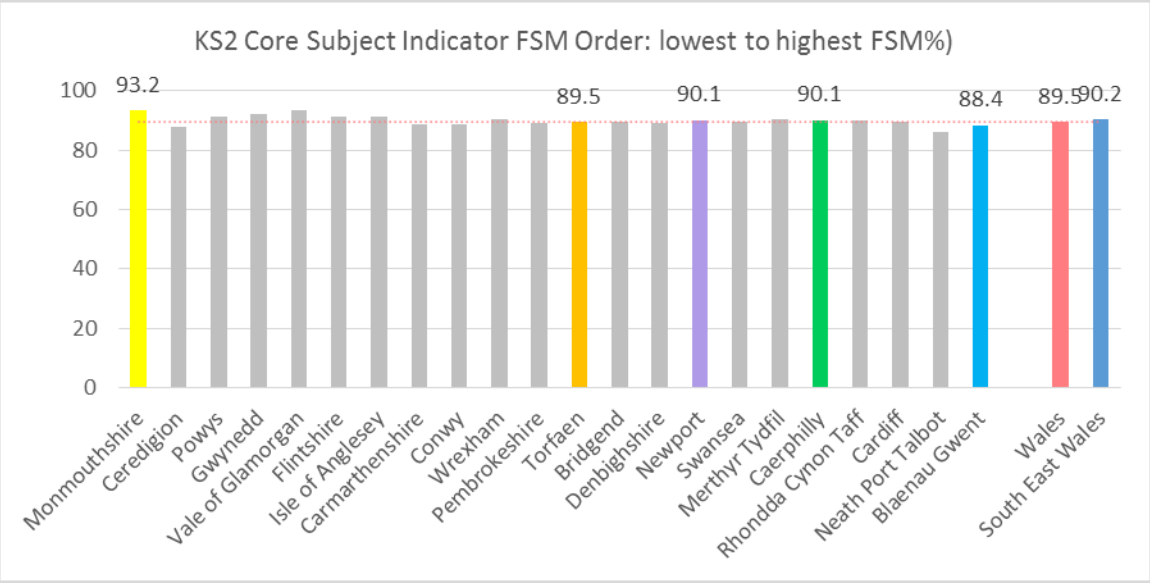
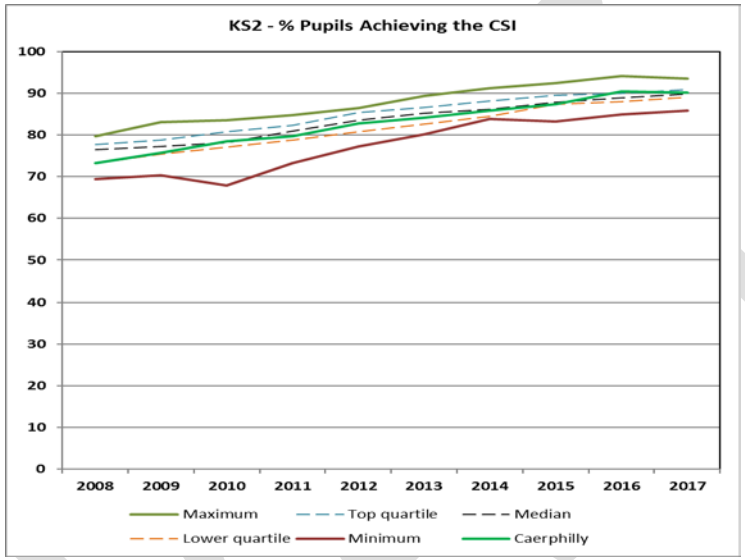
Key Stage 2														
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**
CSI	90.4	90.1	↓	90.4	88.8	88.9		**CSI**	80.6	78.8	↓	80.2	77.6	79.6
English L4+	92.4	91.8	↓	92.1	90.4	90.7		**English L4+**	83.2	82.1	↓	83.6	80.8	82.6
Welsh (1st) L4+	91.8	94.7	↓	95.6	93.0	94.2		**Welsh (1st) L4+**	88.5	86.3	↓	88.5	83.3	89.2
Maths L4+	92.0	92.1	↑	92.1	91.2	90.8		**Maths L4+**	84.1	83.0	↓	83.1	81.2	82.1
Science L4+	93.2	92.9	↓	92.9	92.4	91.1		**Science L4+**	85.9	83.3	↓	84.7	82.2	82.8
English L5+	40.9	44.5	↑	44.0	40.8	41.7		**English L5+**	23.0	24.0	↑	23.9	23.8	21.5
Welsh (1st) L5+	34.1	40.5	↓	43.9	36.5	37.8		**Welsh (1st) L5+**	5.8	19.6	↑	13.5	14.8	16.2
Maths L5+	42.5	45.7	↑	43.1	40.3	41.2		**Maths L5+**	19.8	23.5	↑	21.6	23.8	22.1
Science L5+	42.2	46.3	↑	43.9	41.3	41.6		**Science L5+**	20.0	24.9	↑	24.3	25.2	21.3

Performance decreased slightly in 2017, with 90.1% pupils achieving the core subject indicator (CSI), 0.3 percentage points below 90.4% in 2016. Caerphilly is ranked 10th in Wales, which is higher than could be expected given the LA's FSM ranking.



10 Year Performance Summary – Key Stage 2 CSI



Performance at the expected level (4+) has improved in Welsh 1st language, Welsh 2nd Language and mathematics. At level 5+, performance has improved in all subjects.

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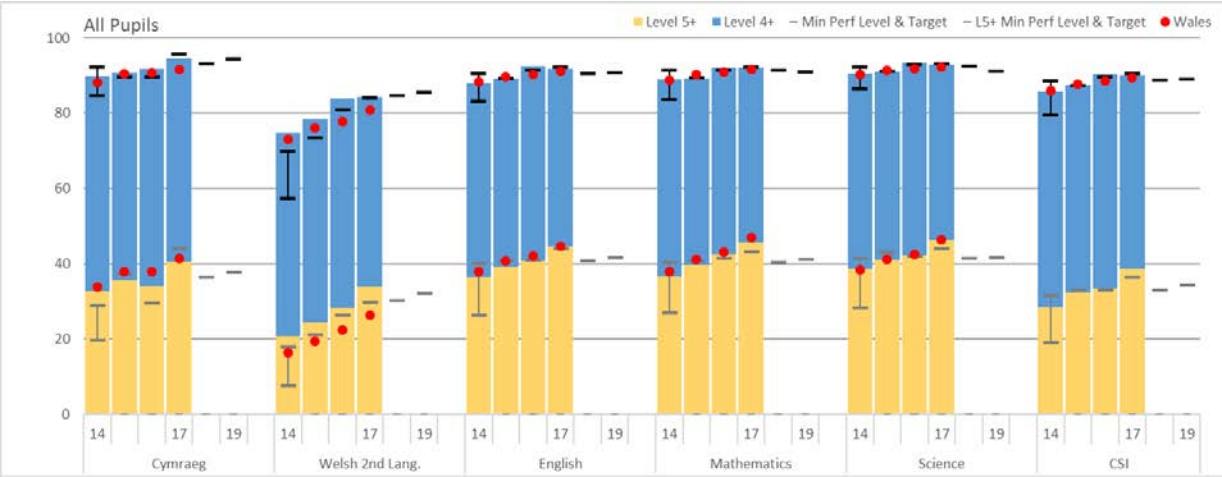

Percentage of pupils achieving level 4+:

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	90.1	91.8	94.7	92.1	92.9
Target	90.4	92.1	95.6	92.1	92.9
Caerphilly 2016	90.4	92.4	91.8	92.0	93.2
Wales 2017	89.5	91.1	91.6	91.6	92.2

Percentage of pupils achieving level 5+:

	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	44.5	40.5	45.7	46.3
Target	44.0	43.9	43.1	43.9
Caerphilly 2016	40.9	34.1	42.5	42.2
Wales 2017	44.7	41.5	47.0	46.4

Performance in the CSI has declined slightly by 0.3 percentage points and is ranked 10th in Wales.

Performance in English at the expected level 4+ has declined by 0.6 percentage points and is ranked 10th in Wales. Performance at the higher level 5+ has improved by 3.6 percentage points.

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Performance in Welsh (first language) at the expected level 4+ has improved by 2.9 percentage points and is ranked 6th in Wales. Performance in Welsh (first language) at the higher level 5+ has improved by 6.4 percentage points.

Performance in mathematics at the expected level 4+ is stable at 92.1% and is ranked 9th in Wales. Performance in mathematics at the higher level 5+ has improved by 3.2 percentage points.

Performance in science at the expected level 4+ has declined slightly by 0.3 percentage points and is ranked 10th in Wales. Performance in science at the higher level 5+ has improved by 4.1 percentage points.

Performance at the expected level 4+ for all indicators was within 1% of the school aggregate targets.

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Gender differences at level 4+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-5.3	-4.0	-4.9	-4.8	-5.0	-5.6	-3.9	-2.2	-4.2	-3.2
Wales	-5.2	-4.5	-5.6	-5.0	-5.2	-6.0	-3.2	-2.8	-3.6	-3.4

At level 4+ gender differences have decreased in each subject area except Welsh. Gender differences are narrower than the national gender differences in all subjects.

Gender differences at level 5+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-13.3	-13.8	-15.7	-22.7	-0.1	-4.4	-5.4	-9.2
Wales	-12.0	-12.9	-13.8	-17.3	0.7	-0.8	-3.6	-5.2

At level 5+ gender differences have increased for all subjects. The gender gaps are still wider than the national averages.

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Wales rankings:

The LA's rankings against other LAs in wales in all subjects has declined this year.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	10 ↓	10 ↓	6 ↓	9 ↓	10 ↓
2016	3 ↑	3 ↑	13 ↓	5 ↑	4 ↑
2015	=15 →	=15 →	10 →	18 ↓	15 ↓

CSI	
Vale of Glamorgan	93.5
Monmouthshire	93.2
Gwynedd	92.1
Isle of Anglesey	91.4
Powys	91.2
Flintshire	91.0
Wrexham	90.3
Merthyr Tydfil	90.2
South East Wales	90.2
Newport	90.1
Caerphilly	90.1
Rhondda Cynon Taff	90.0
Wales	89.5
Torfaen	89.5
Swansea	89.5
Cardiff	89.4
Bridgend	89.4
Pembrokeshire	89.2
Denbighshire	88.9
Carmarthenshire	88.8
Conwy	88.4
Blaenau Gwent	88.4
Ceredigion	87.9
Neath Port Talbot	85.9

English	
Monmouthshire	95.3
Vale of Glamorgan	94.2
Gwynedd	93.2
Powys	93.2
Newport	93.0
Isle of Anglesey	92.6
Flintshire	92.6
South East Wales	92.3
Wrexham	92.0
Torfaen	92.0
Caerphilly	91.8
Merthyr Tydfil	91.4
Rhondda Cynon Taff	91.4
Swansea	91.3
Wales	91.1
Bridgend	90.8
Cardiff	90.8
Pembrokeshire	90.7
Denbighshire	90.6
Carmarthenshire	90.2
Conwy	90.2
Ceredigion	89.3
Blaenau Gwent	88.9
Neath Port Talbot	87.4

Welsh 1st Lang.	
Bridgend	98.3
Merthyr Tydfil	97.7
Vale of Glamorgan	96.7
Powys	95.9
Swansea	95.3
Caerphilly	94.7
Neath Port Talbot	93.3
Rhondda Cynon Taff	93.0
Cardiff	92.8
Denbighshire	92.4
South East Wales	92.3
Wales	91.6
Conwy	91.3
Gwynedd	91.1
Carmarthenshire	90.6
Pembrokeshire	90.4
Newport	90.1
Wrexham	89.7
Torfaen	88.9
Blaenau Gwent	88.6
Isle of Anglesey	88.3
Ceredigion	87.2
Monmouthshire	86.8
Flintshire	86.6

Mathematics	
Vale of Glamorgan	94.8
Monmouthshire	94.5
Gwynedd	93.3
Isle of Anglesey	93.1
Flintshire	93.0
Powys	92.8
Wrexham	92.5
Rhondda Cynon Taff	92.2
South East Wales	92.1
Caerphilly	92.1
Newport	91.9
Denbighshire	91.8
Swansea	91.7
Wales	91.6
Cardiff	91.6
Torfaen	91.5
Merthyr Tydfil	91.4
Carmarthenshire	91.4
Bridgend	91.4
Pembrokeshire	91.3
Blaenau Gwent	90.8
Conwy	90.5
Ceredigion	90.5
Neath Port Talbot	87.6

Science	
Monmouthshire	95.3
Vale of Glamorgan	94.9
Powys	94.3
Torfaen	93.8
Isle of Anglesey	93.8
Gwynedd	93.8
Newport	93.4
South East Wales	93.3
Flintshire	93.2
Wrexham	92.9
Caerphilly	92.9
Denbighshire	92.7
Rhondda Cynon Taff	92.6
Swansea	92.4
Wales	92.2
Merthyr Tydfil	92.0
Carmarthenshire	91.7
Cardiff	91.7
Bridgend	91.6
Pembrokeshire	91.5
Conwy	91.2
Blaenau Gwent	91.1
Ceredigion	91.0
Neath Port Talbot	89.4

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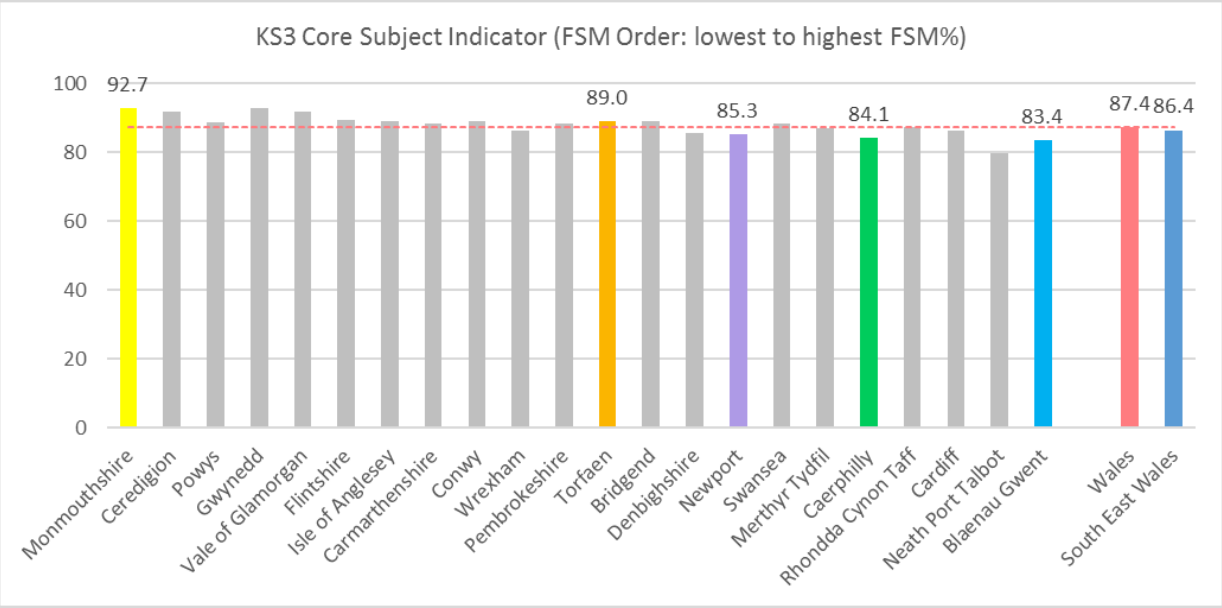
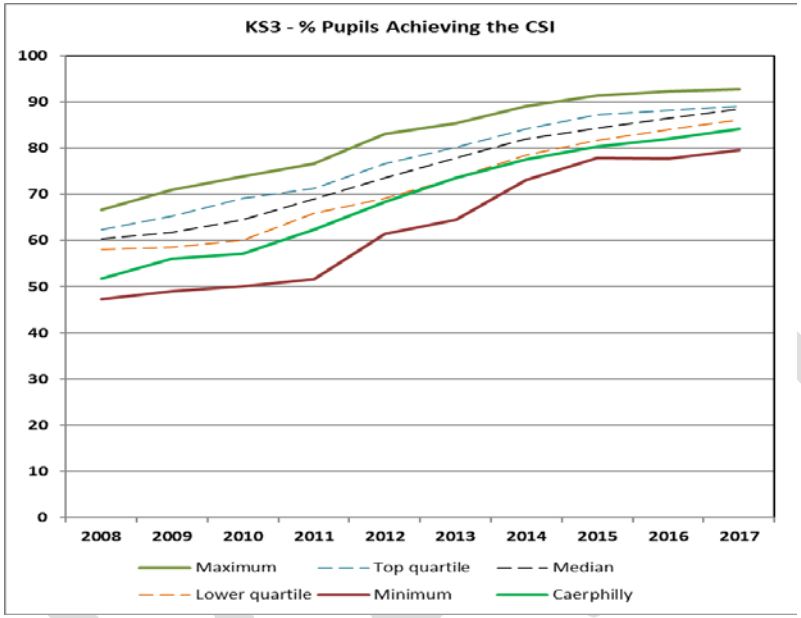
Key Stage 3															
All Pupils	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**		**FSM Pupils**	**2016 Actual**	**2017 Actual**	**2017 Perf. v Target**	**2017 LA Target**	**2018 LA Target**	**2019 LA Target**
CSI	82.0	84.1		86.1	84.9	88.1		**CSI**	65.1	68.6		71.9	73.1	76.8
English L5+	85.3	86.2		89.0	87.7	90.1		**English L5+**	70.0	72.3		77.2	77.0	80.3
Maths L5+	87.6	88.9		89.5	89.4	91.5		**Maths L5+**	74.5	75.1		78.1	80.3	82.3
Science L5+	89.8	90.7		92.3	90.7	93.7		**Science L5+**	78.8	80.0		81.9	81.7	86.6
English L6+	46.6	50.2		50.1	50.2	48.5		**English L6+**	23.9	28.4		34.4	32.0	27.5
Maths L6+	54.3	58.4		54.7	53.6	55.3		**Maths L6+**	34.9	33.5		35.5	37.4	34.3
Science L6+	57.0	57.6		57.2	55.3	57.0		**Science L6+**	35.8	35.1		37.9	37.8	35.1

Performance continues to improve, with 84.1% pupils achieving the core subject indicator (CSI), an increase of 2.1 percentage points from 82.0% in 2016. Caerphilly remains ranked 20th in Wales.



10 Year Performance Summary – Key Stage 3 CSI



Performance has improved across all indicators at expected level 5+, level 6+ and level 7+ except for Welsh 1st Language at bothL5+ & L7+..

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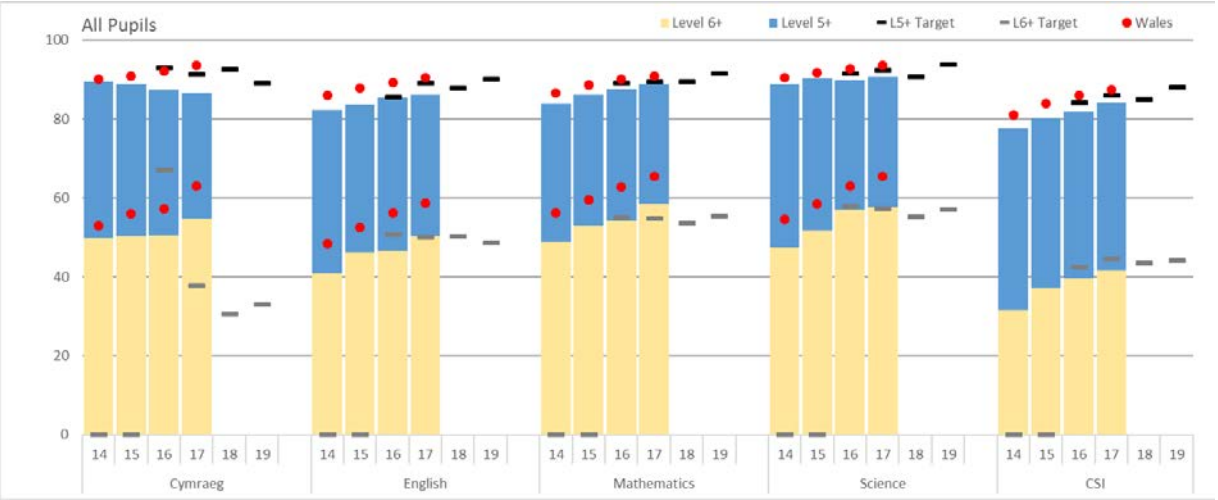

Percentage of pupils achieving level 5+

	CSI	English	Welsh (First Language)	Mathematics	Science
Caerphilly 2017	84.1	86.2	86.6 -1.0	88.9 1.0	90.7 1.0
Target	86.1	89.0	91.3	89.5	92.3
Caerphilly 2016	82.0	85.3	87.3	87.6	89.8
Wales 2017	87.4	90.5	93.5	90.8	93.5

Percentage of pupils achieving level 6+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	50.2	54.7	58.4 1.0	57.6
Target	50.1	37.7	54.7	57.2
Caerphilly 2016	46.6	50.4	54.3	57.0
Wales 2017	58.7	58.7	65.5	65.6

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Percentage of pupils achieving level 7+

	English	Welsh (First Language)	Maths	Science
Caerphilly 2017	14.1	12.1	20.0	19.5
Caerphilly 2016	12.4	12.3	19.9	15.7
Wales 2017	20.7	20.7	30.8	26.5

Performance in the CSI has improved by 2.1 percentage points and continues to be ranked 20th in Wales.

Performance in English at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in English at level 6+ and level 7+ has improved by 3.6 and 1.7 percentage points respectively.

Performance in Welsh first language at the expected level 5+ has declined by 0.7 percentage points and is ranked 18th out of 18 in Wales. Performance in Welsh at level 6+ has improved by 4.3 percentage points, but has declined slightly at level 7+ by 0.2 percentage points.

Performance in mathematics at the expected level 5+ has improved by 1.3 percentage points and is ranked 20th in Wales. Performance in mathematics at level 6+ and level 7+ has improved by 4.1 and 0.1 percentage points respectively.

Performance in science at the expected level 5+ has improved by 0.9 percentage points and is ranked 21st in Wales. Performance in science at level 6+ and level 7+ has improved by 0.6 and 3.8 percentage points respectively.

Performance at the expected Level 5+ was less than 3% below school aggregate targets, except for Welsh first language, which was 4.7% below target.

Gender differences at level 5+ (boys' performance – girls' performance):

	CSI		English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-10.9	-8.8	-10.3	-8.2	-8.3	-11.6	-5.4	-5.3	-6.2	-5.5
Wales	-7.4	-7.4	-8.0	-7.3	-5.8	-4.9	-3.7	-4.5	-4.4	-4.4

Gender differences have decreased for all indicators except Welsh first language, and are still wider than the Wales average gender difference.

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Gender differences at level 6+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-22.7	-20.1	-20.6	-16.9	-4.9	-7.5	-10.0	-13.4
Wales	-18.4	-18.6	-18.8	-19.2	-5.0	-7.3	-11.0	-12.2

Gender differences have decreased for English and Welsh, and have increased for maths and science. The gender gaps are still wider than the Wales average gender difference for English, mathematics and science.

Gender differences at level 7+ (boys' performance – girls' performance):

	English		Welsh (First Language)		Mathematics		Science	
	2016	2017	2016	2017	2016	2017	2016	2017
Caerphilly	-9.4	-8.9	-14.1	-11.6	-1.2	-5.1	-7.0	-7.4
Wales	-11.0	-12.7	-10.5	-12.0	-3.6	-4.1	-8.3	-8.1

Gender differences have increased for mathematics and science. However, the gender gaps are narrower than the Wales average gender difference in all subjects except mathematics.

Wales rankings:

Whilst there have been some performance improvements in 2017, Caerphilly's ranking has remained the same for all subjects except English, which has declined from 20th to 21st.

	CSI	English	Welsh (first language)	Mathematics	Science
2017	20 ⇨	21 ↓	18/18 ⇨	20 ⇨	21 ⇨
2016	20 ⇨	20 ⇧	18/18 ↓	20 ↓	21 ↓
2015	20 ↓	22 ↓	13/18 ↓	19 ⇨	19 ↓

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CSI	
Gwynedd	92.8
Monmouthshire	92.7
Ceredigion	91.9
Vale of Glamorgan	91.8
Flintshire	89.5
Bridgend	89.0
Torfaen	89.0
Conwy	88.9
Isle of Anglesey	88.9
Powys	88.6
Pembrokeshire	88.4
Carmarthenshire	88.4
Swansea	88.2
Rhondda Cynon Taff	87.4
Wales	87.4
Merthyr Tydfil	87.1
South East Wales	86.4
Wrexham	86.3
Cardiff	86.2
Denbighshire	85.6
Newport	85.3
Caerphilly	84.1
Blaenau Gwent	83.4
Neath Port Talbot	79.6

English	
Ceredigion	95.2
Monmouthshire	94.5
Vale of Glamorgan	93.9
Gwynedd	93.6
Isle of Anglesey	92.9
Flintshire	92.5
Powys	92.3
Bridgend	91.6
Conwy	91.2
Swansea	91.2
Pembrokeshire	90.8
Cardiff	90.8
Torfaen	90.7
Merthyr Tydfil	90.7
Wales	90.5
Rhondda Cynon Taff	90.4
Carmarthenshire	90.0
Denbighshire	90.0
Wrexham	89.8
Newport	89.3
South East Wales	89.0
Blaenau Gwent	86.3
Caerphilly	86.2
Neath Port Talbot	85.6

Welsh 1st Lang.	
Pembrokeshire	99.3
Wrexham	96.6
Powys	96.3
Vale of Glamorgan	95.6
Cardiff	95.4
Swansea	95.4
Flintshire	95.1
Isle of Anglesey	95.0
Rhondda Cynon Taff	94.1
Gwynedd	93.7
Wales	93.5
Ceredigion	93.0
Bridgend	92.7
Denbighshire	92.4
Conwy	92.2
Carmarthenshire	92.1
Neath Port Talbot	91.6
Torfaen	89.9
South East Wales	88.0
Caerphilly	86.6
Merthyr Tydfil	-
Blaenau Gwent	-
Monmouthshire	-
Newport	-

Mathematics	
Gwynedd	94.8
Monmouthshire	94.5
Vale of Glamorgan	93.4
Ceredigion	93.3
Flintshire	92.7
Carmarthenshire	92.4
Torfaen	92.4
Conwy	92.1
Bridgend	92.1
Pembrokeshire	91.6
Powys	91.2
Swansea	91.0
Isle of Anglesey	91.0
Wales	90.8
South East Wales	90.7
Rhondda Cynon Taff	90.7
Denbighshire	90.7
Newport	90.6
Cardiff	89.3
Wrexham	89.2
Blaenau Gwent	89.1
Caerphilly	88.9
Merthyr Tydfil	88.6
Neath Port Talbot	84.4

Science	
Monmouthshire	97.0
Gwynedd	96.8
Ceredigion	96.6
Vale of Glamorgan	95.7
Bridgend	95.5
Conwy	95.4
Isle of Anglesey	95.3
Powys	95.2
Torfaen	95.2
Flintshire	95.1
Carmarthenshire	94.1
Denbighshire	93.8
Cardiff	93.7
Wales	93.5
Rhondda Cynon Taff	93.3
South East Wales	93.0
Newport	92.9
Pembrokeshire	92.8
Merthyr Tydfil	92.6
Swansea	91.6
Blaenau Gwent	91.4
Wrexham	91.4
Caerphilly	90.7
Neath Port Talbot	89.0

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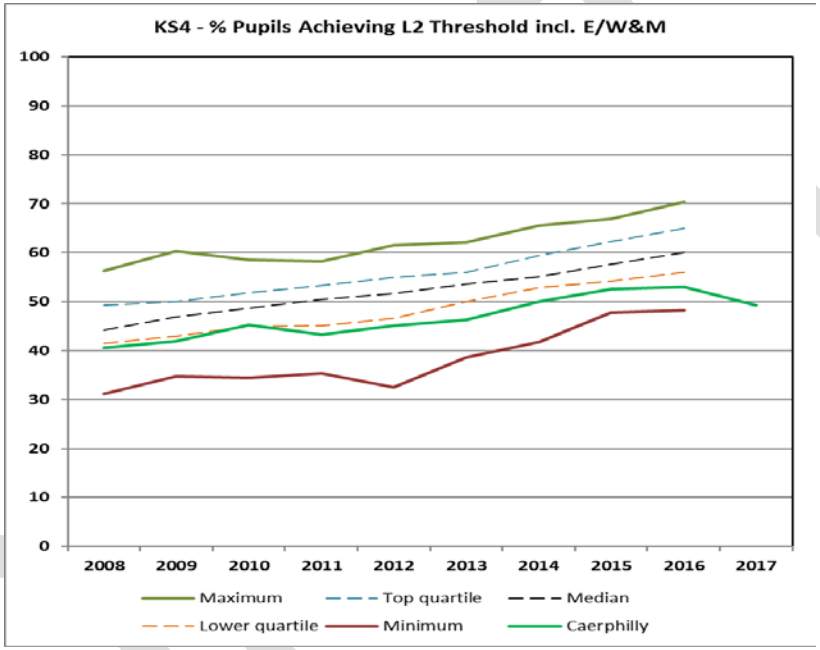
Key Stage 4 (PROVISONAL)

Please note that this section is compiled using provisional data provided by schools on exam results day. This data is subject to a validation process throughout September and October. Final confirmed data is not likely to be available until December 2017. A full analysis will be provided on the final validated data set.



	Cohort Number	% L2 E,W+M		
School	**2017**	**2016**	**2017**	**2017 Target**
Caerphilly	1,965	53.0	49.2	56.0
EAS - South East Wales	**6,025**	**55.5**	**52.1**	**59.2**
Wales		**60.3**		

Primary Attendance

Note: 2017 attendance data is available Dec 2017

Pupil Attendance				
	2016 Actual	**2017 Target**	**2018 Target**	**2019 Target**
LA	94.6	95.3	95.5	95.7

Secondary Attendance

Pupil Attendance				
	2017 Actual	**2017 Target**	**2018 Target**	**2019 Target**
LA	93.3	94.0	94.5	94.8

Summary of National Categorisation of schools in the Local Authority in 2014-2015, 2015-2016 and 2016-2017

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%
	16-17	0	8	22	45	0%	11%	29%	60%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%
	16-17	2	19	63	115	1%	10%	32%	58%

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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%
	16-17	2	4	51	18	3%	5%	68%	24%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%
	16-17	3	18	109	64	2%	9%	56%	33%

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%
	16-17	3	3	52	17	4%	4%	69%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%
	16-17	5	18	111	60	3%	9%	57%	31%

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%
	16-17	0	11	2	1	0%	79%	14%	7%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%
	16-17	3	19	8	5	9%	54%	23%	14%

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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%
	16-17	1	3	9	0	8%	23%	69%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%
	16-17	6	9	17	4	17%	25%	47%	11%

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%
	16-17	1	6	6	0	8%	46%	46%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%
	16-17	6	12	15	3	17%	33%	42%	8%

LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Primary	St James Primary*	01/05/2016	20/07/2016	Estyn	Estyn
Primary	Park Primary	01/04/2015	25/06/2015	SI	SI

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Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection	Current Follow-up status
Secondary	Bedwas High	01/05/2017	26/07/2017	SM	SM
Secondary	Blackwood Comprehensive	01/11/2015	15/01/2016	Estyn	Estyn
Secondary	Lewis Girls Comprehensive	01/11/2014	09/01/2015	Estyn	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:

Focus for 2016-2017

- Attendance
- Efsm
- Raising standards KS 4
- Continuing development of 21st schools
- ALN review
- EOTAS review

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Schools requiring Improvement 2017-2018 (Amber and Red Overall Categories of support) The information below indicates the additional support that was given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2016-2017. The support was in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2016-2017. Each of these schools had a detailed Intervention or Support Plan, the progress each school made over the academic year has been captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

School	National Categorisation 2016-2017			Draft National Categorisation 2017-2018 (Confidential)		Overall judgement on progress made against detailed actions
	Step 1	Step 2	Step 3	Step 2	Step 3	
Cwmcarn Primary	3	C	Amber	B	Yellow	Strong
Pontlottyn Primary	1	C	Amber	B	Yellow	Strong
Upper Rhymney Primary	1	C	Amber	C	Amber	Satisfactory
Bedwas High	3	B	Amber	D	Red	Limited
Heolddu Comprehensive	3	C	Amber	C	Amber	Satisfactory
Islwyn High	N/A	C	Amber	C	Amber	Satisfactory
Lewis Girls	3	C	Amber	B	Amber	Satisfactory
Rhymney Comprehensive	3	B	Amber	C	Amber	Satisfactory
St Cenydd Comprehensive	3	B	Amber	B	Yellow	Strong
Glan y nant PRU	N/A	C	Amber	C	Amber	Satisfactory
Park Primary	3	C	Red	B	Amber	Strong
St James Primary	3	D	Red	C	Red	Satisfactory
Cwmcarn High	3	D	Red	C	Amber	Satisfactory
Pantside Primary	3	D	Red	C	Amber	Strong

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Local Authority specific activity financial year 2017-2018

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2017-2018). 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	Expected Outcomes	Update
• Bedwas High School • Tyn Y Wern Primary • Graig Y Racca Primary • St Helen's RC Primary • Bedwas Infant • Bedwas Junior • Machen Primary To develop the role of the deputy head teacher in working collaboratively with primary Deputy Head colleagues across the cluster and Bedwas Deputy, Yr 7 lead, Transition and MAT lead. This Peer Working Project would allow release time for deputies from all schools in the cluster to share best practice, undertake learning walks across each school and monitor the quality and standards of books, with a focus on writing, planning and the learning environment.	• Impact on KS 3 curriculum working with primary colleagues from New Deal and Curriculum Pioneer Primary Schools • Shared approaches to KS2 – KS3 Pedagogy and AFL strategies • Closer tracking of pupils between KS2 & KS3 • Focused supported transition for vulnerable groups, eFSM, LAC, EAL • Shared approach to supporting and challenging More Able and Talented Pupils. • A more focused use of Iris software • An improvement in standards in all schools • 6 weekly meeting with deputy group to monitor progress	**Transition - curriculum and pedagogy Update**: • Key Stage 3 practitioners (literacy, history, geography KS3 teachers) observed best practice in literacy in Year 6. New units of work have been created as a result. Shared discussion around adapting effective teaching strategies have taken place. • KS3 Literacy and numeracy coordinators have met with KS2 colleagues with a focus on improving the quality of curriculum. • KS2 teachers have worked alongside secondary colleagues to make appropriate adaptations to KS2 literacy curriculum in light of feedback/changes to requirements and a focus on key skill development. A focus on grammar through 'Grammar for Writing' is

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Developing this capacity amongst the deputies, with support from the head teachers will raise standards in all schools and support the secondary school in the process. The deputy heads are best placed to implement curriculum reform across the schools, sharing the expertise of the group (Pioneer schools, Creative Lead schools etc) will inform future decisions. Training has already been organised in the form of an inset day, across the cluster to consider the DCF. The model for transition can be shared across the authority. LA Strategic lead and EAS to meet with the group to write the action plan and meet half termly to review actions and progress, Funding: 21.5K through LA annex		being used in KS2 and this is detailed in the Cluster improvement plan for the year. **Transition: Wellbeing Update** • Role of KS3 inclusion manager is currently underway with a focus on attendance, parental engagement, emotional health and wellbeing. Liaison with the LA is good and the systems are improving including the following: ✓ individual attendance targets with vulnerable pupils set shared with parents and other relevant stakeholders. ✓ Implementation of 'Callio' – attendance strategy alongside school leaders. ✓ regular contact made with vulnerable families; e.g. parental engagement sessions. ✓ Support provided for pupils who are identified as vulnerable through 1-1 or group support. • Substance misuse – training on effective intervention and education - A working party has been created including other clusters. Meeting with a range of

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		agencies police, EOTAS, substance misuse agencies to collect a holistic picture. There have been a high number of EOTAS exclusions due to substance misuse. Outcome – a robust action plan has been created (Adam Thomas, Healthy Schools Practitioner). Pupil feedback has been sought in high school and cluster. Looked at research – creating pastoral guidance around this issue and creating a curriculum based on latest guidance. **Aspects to be completed:** Assessment for Learning strategy for cluster to be fully explored. Training/support to be provided, school visits to be arranged. Visits to other schools – Pioneer/Lead schools to see curriculum developments and links to Successful Futures Tracking of Pupil Progress from Year 6 to Year 7 – meetings to take place DHT/Literacy Coordinators to report outcomes and updates to other senior leaders

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The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer: _____

Cabinet Member for Education: _____

Principal Challenge Adviser:

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