EDUCATION FOR LIFE SCRUTINY COMMITTEE - 7TH MARCH 2019

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

REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS

1. PURPOSE OF REPORT

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

2. SUMMARY

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

3. RECOMMENDATIONS

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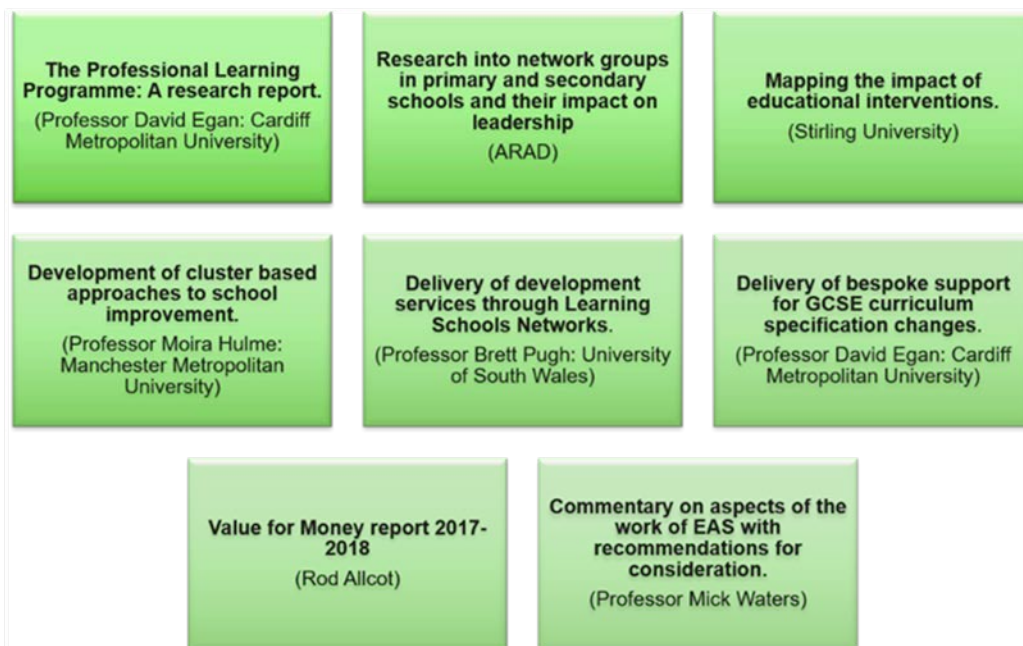
4. REASONS FOR THE RECOMMENDATIONS

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

5. THE REPORT

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

5.2   Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes, external research and feedback from Estyn. The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within each LA are met through bespoke work with each school. This Business Plan addresses Caerphilly local authority strategic priorities that fall within the remit of the work of the EAS.

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

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

The Professional Learning Programme: A research report. (Professor David Egan: Cardiff Metropolitan University)	**Research into network groups in primary and secondary schools and their impact on leadership** (ARAD)	**Mapping the impact of educational interventions.** (Stirling University)
Development of cluster based approaches to school improvement. (Professor Moira Hulme: Manchester Metropolitan University)	**Delivery of development services through Learning Schools Networks.** (Professor Brett Pugh: University of South Wales)	**Delivery of bespoke support for GCSE curriculum specification changes.** (Professor David Egan: Cardiff Metropolitan University)
	Value for Money report 2017-2018 (Rod Allcot)	**Commentary on aspects of the work of EAS with recommendations for consideration.** (Professor Mick Waters)

5.5   Please note that a mid-year evaluation of the current business plan has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes. School and aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.

5.6   The Business Plan has been through a thorough consultation process (from January 18th 2019 until February 8th 2019). The Consultees are noted below:

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

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

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

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

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

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

The Regional Ambition is, by 2021 that:

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

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

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

5.11   The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

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

5.13   Caerphilly Strategic Priorities (as provided by the LA):

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

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

LA Annex Documents

5.14   Each LA Annex contains an overview of the performance and the main areas for development at a LA level. A summary of the schools that require the highest levels of support, inspection outcomes and an overview of categorisation for the LA. Pupil progress information is included for the first time. The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the tiers, noted below, are embedded in the way in which we will continue to work across the sectors.
How does the EAS support schools to identify and address their school improvement priorities?

5.15   Through regional funding the EAS has invested in building the capacity of schools and educational settings within the region over the last five years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

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

5.2 Conclusion

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

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

6. ASSUMPTIONS

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

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

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

7. LINKS TO RELEVANT COUNCIL POLICIES

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

Corporate Plan 2018-2023.

Objective 1 - Improve education opportunities for all
Objective 2 - Enabling employment

8. WELL-BEING OF FUTURE GENERATIONS

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

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

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

10.1 The EAS has a robust governance model that is underpinned by the Collaboration and Members agreement (CAMA). The EAS is funded on an annual basis from three sources, illustrated below. A detailed spending plan will accompany the final Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of grants is shared with all stakeholders on a termly basis.

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

10.3 The EAS continues to be hampered by short term grant awards from Welsh Government but working with Council's will continue to make the best use of this funding in a suboptimal environment. We continue to manage staff changes and are now some 44% smaller in payroll staff than when we started in 2012.

10.4 Over the past three financial years, the EAS has been able to contribute to the efficiency savings of Councils by reducing the core funding commitment by 8%. Following a recent meeting of the EAS Company Board the funding profile for 2019/20 was discussed. Taking all factors into consideration, the Company Board agreed that it could offer a 2% efficiency saving on last year's core funding contribution for 2019/20 as was indicated in our indicative figure last year. Caerphilly's contribution for 2019/20 is: £1,021,020

10.5 These efficiencies have been thought through carefully in what will be a challenging financial climate for the EAS. This offer of efficiency has been derived in good faith and has been based upon indicative information to date. The EAS will need to implement a change management programme to enable a balanced budget to be set for the coming financial year.

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

11.   PERSONNEL IMPLICATIONS

11.1   There are no personnel implications.

12.   CONSULTATIONS

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

13.   STATUTORY POWER

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

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

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

EAS

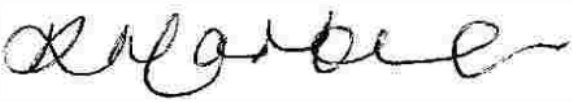# The South East Wales Regional Mission: Business Plan (2019-2020)

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

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

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

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

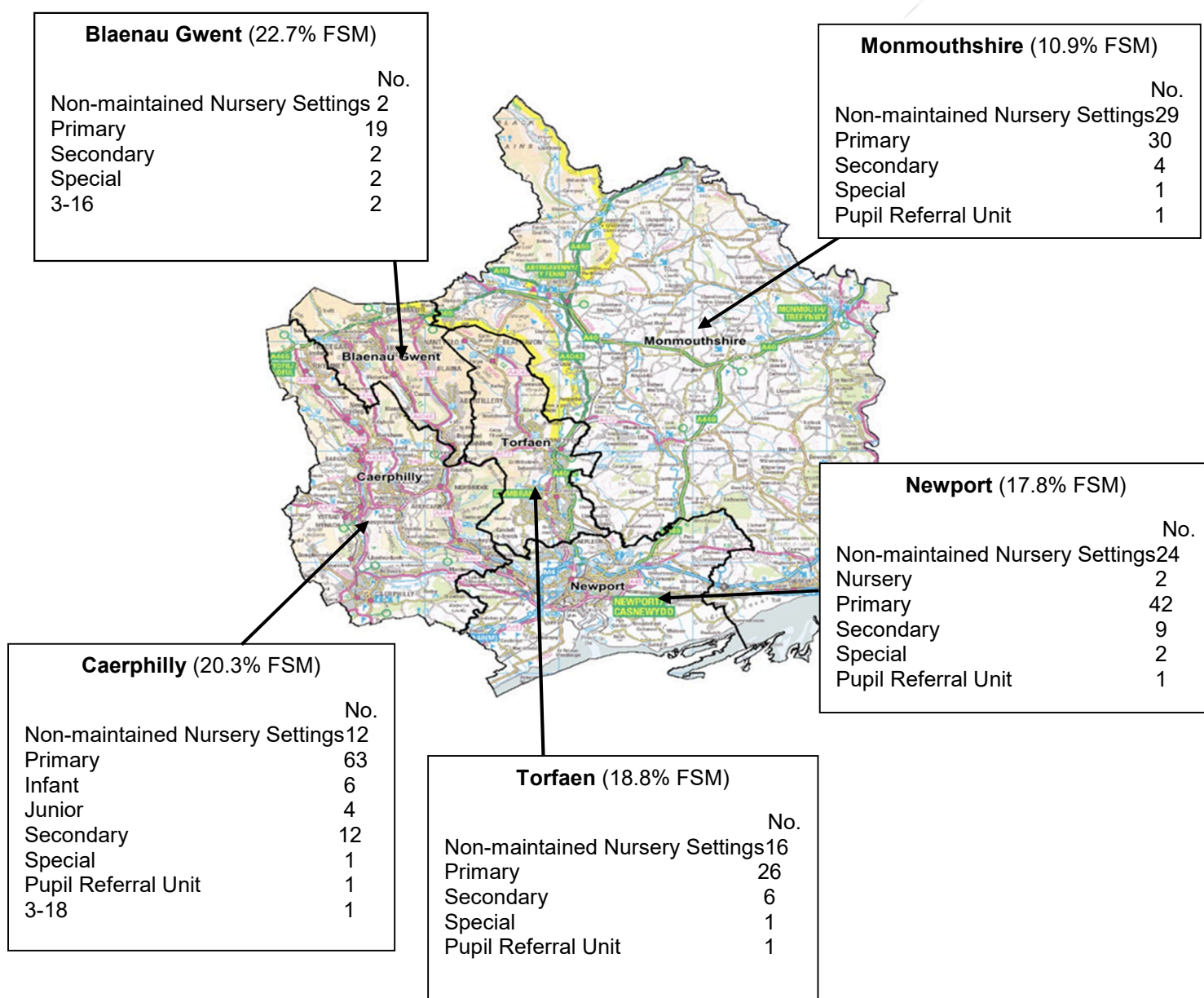|	
Cllr R Jeavons Chair of Education Achievement Service Company Board	
Cllr D Yeowell Chair of Joint Executive Group	
Ms D Harteveld Managing Director, Education Achievement Service	
Mrs Lynette Jones Lead Director on behalf of South East Wales Directors Group	

Contents

Section 1: Regional context

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

Blaenau Gwent (22.7% FSM)

	No.
Non-maintained Nursery Settings	2
Primary	19
Secondary	2
Special	2
3-16	2

Monmouthshire (10.9% FSM)

	No.
Non-maintained Nursery Settings	29
Primary	30
Secondary	4
Special	1
Pupil Referral Unit	1

Newport (17.8% FSM)

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

Caerphilly (20.3% FSM)

	No.
Non-maintained Nursery Settings	12
Primary	63
Infant	6
Junior	4
Secondary	12
Special	1
Pupil Referral Unit	1
3-18	1

Torfaen (18.8% FSM)

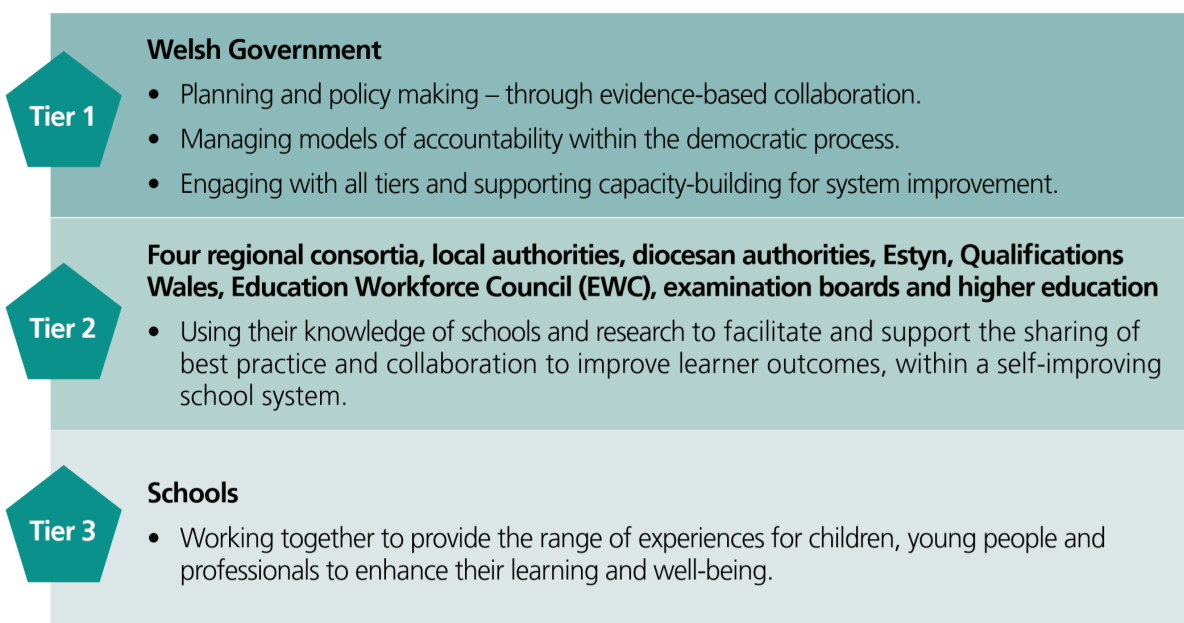|	No.
Non-maintained Nursery Settings	16
Primary	26
Secondary	6
Special	1
Pupil Referral Unit	1

Section 2: Overview

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

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

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

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

Tier 1

Welsh Government
- Planning and policy making – through evidence-based collaboration.
- Managing models of accountability within the democratic process.
- Engaging with all tiers and supporting capacity-building for system improvement.

Tier 2

Four regional consortia, local authorities, diocesan authorities, Estyn, Qualifications Wales, Education Workforce Council (EWC), examination boards and higher education
- Using their knowledge of schools and research to facilitate and support the sharing of best practice and collaboration to improve learner outcomes, within a self-improving school system.

Tier 3

Schools
- Working together to provide the range of experiences for children, young people and professionals to enhance their learning and well-being.

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

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

A summary of these supporting strategies is:

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

Regional delivery models

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

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

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and LA partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.
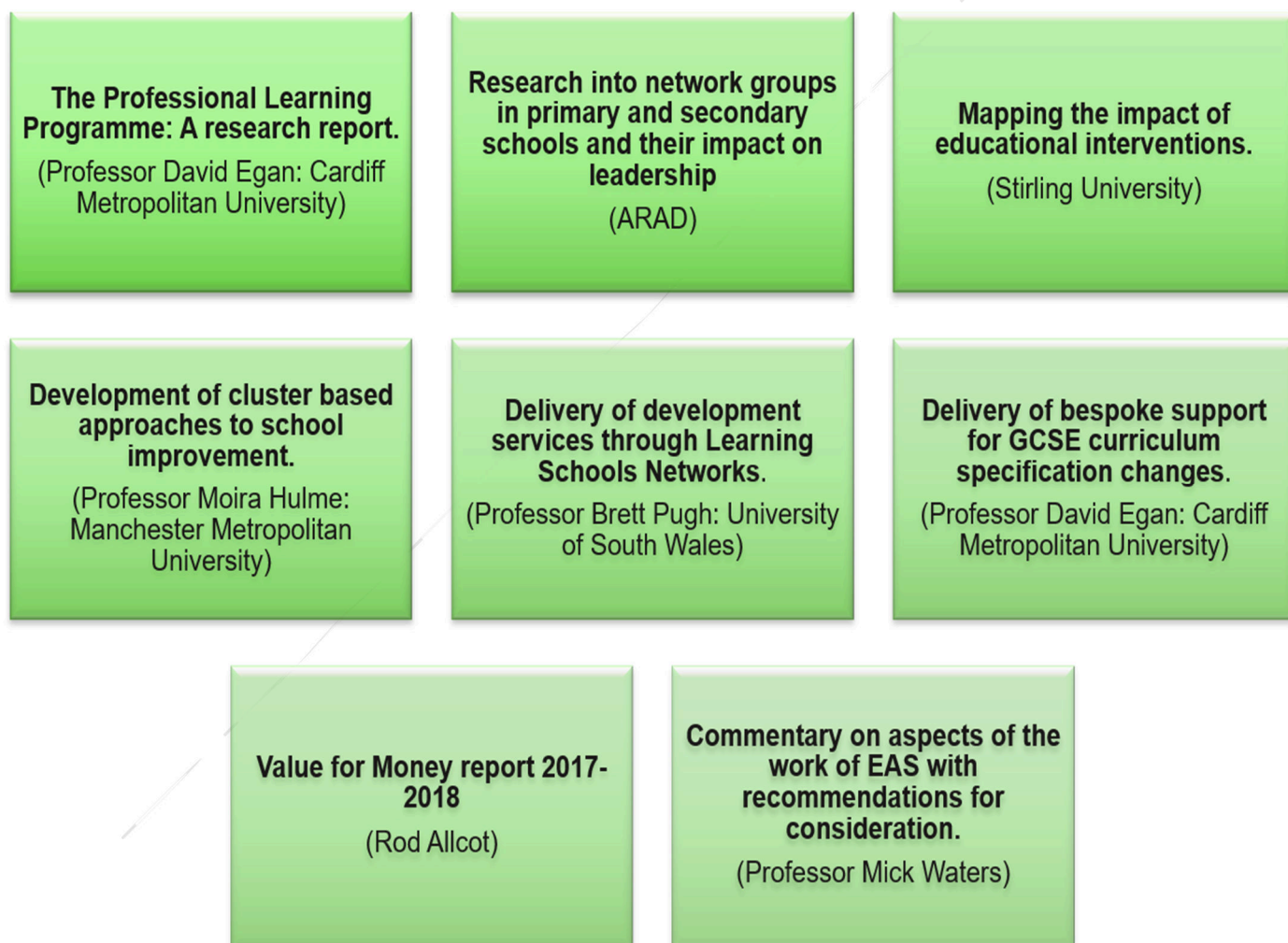
Section 3: Business Plan 2019/2020: Introduction

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

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

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

The Professional Learning Programme: A research report. (Professor David Egan: Cardiff Metropolitan University)	**Research into network groups in primary and secondary schools and their impact on leadership** (ARAD)	**Mapping the impact of educational interventions.** (Stirling University)
Development of cluster based approaches to school improvement. (Professor Moira Hulme: Manchester Metropolitan University)	**Delivery of development services through Learning Schools Networks.** (Professor Brett Pugh: University of South Wales)	**Delivery of bespoke support for GCSE curriculum specification changes.** (Professor David Egan: Cardiff Metropolitan University)
Value for Money report 2017-2018 (Rod Allcot)	**Commentary on aspects of the work of EAS with recommendations for consideration.** (Professor Mick Waters)	

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

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

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

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

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

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

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

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

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

Regional priorities for 2019/2020

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

- To provide schools and settings access to a wide range of professional learning and advice and guidance to support: the successful realisation of the curriculum and wider reform agenda, the implementation of the Professional Standards for Teaching and Leaders and the implementation of the national self-evaluation framework;

- To facilitate and quality assure effective professional learning opportunities to enable the sharing of best practice within and beyond the region, ensuring that all schools and settings have access to evidence-based research to continually improve their practice and aim for excellence;

- To continue to raise aspiration, improve pupil outcomes (particularly for vulnerable groups of learners: FSM, gender, English as an additional learning, more able and looked after children) and reduce the variance within and across schools (particularly within the secondary phase), settings and LAs;

- To accelerate improvement in schools and settings where improvement remains too slow, particularly in the secondary phase, by ensuring earlier intervention and support and supporting the use of local authority statutory powers to accelerate progress;

- To provide a range of professional learning and bespoke support to reduce the variance within and across identified schools, particularly within the secondary phase, and to improve the quality of leadership, teaching and learning, particularly within the secondary phase across all departments;

- Supporting schools to ensure that pupils make appropriate progress in literacy, numeracy and digital skills at all phases;

- To embed and refine the regional Equity and Wellbeing Strategy to improve regional multi-agency working, to reduce duplication and to simplify the support offer to schools and settings for disadvantaged learners;

- To further develop the regional strategy to develop a self-improving system through the cluster, networks, learning network schools and peer working models; and

- To work with other middle-tier partners to implement the new arrangements for accountability and to ensure a streamlined approach to the reform agenda.

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

- Ensuring successful learning experiences and high levels of wellbeing, particularly for those learners facing the greatest challenges;

- Building effective networks of professionals across the five local authorities and beyond, and working together to improve leadership, teaching and learning; and

- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

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

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

Improvement Strand 1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
What actions will the EAS take?	

A. Developing a high-quality education profession

- Embed the principles of the national approach to professional learning in all regional programmes;
- Provide a coordinated regional support programme that is guided by national direction for all aspects of curriculum reform, to include supporting schools to develop as 'Learning Organisations'. Ensure that this is communicated effectively to all key professionals;
- Provide bespoke professional learning opportunities for headteachers, senior leaders, teachers and support staff on the Excellence in Teaching and Leadership Framework to support the implementation of the Professional Standards and to support ongoing improvement in the quality of leadership, teaching and pupil outcomes;
- Implementation of the regional strategies for: Welsh language development, literacy, numeracy and digital skills, Foundation Phase, science, technology, engineering and mathematics (STEM), global futures, and post-16;
- Extend the support and development opportunities for core and non-core departments within the secondary phase to improve outcomes, the quality of teaching and leadership and reduce variance within and across schools;
- Deliver, quality assure and review the impact of the following regional and national programmes: pathways for learning support workers (to include the delivery of the accreditation programme for higher level teaching assistants) and the regional programme for newly qualified teachers; and

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

B. Inspirational leaders working collaboratively to raise standards

- Provide an extensive portfolio of leadership development opportunities (endorsed, as appropriate, by the National Academy for Educational Leadership) that meet the needs of all sectors, delivered in partnership with higher education institutions, consortia and other middle-tier organisations;
- Deliver in partnership with consortia, higher education institutions and LAs the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship;
- Planned opportunities will be provided for identified leaders to: experience levels of leadership that they have been unable to access in their own schools; experience leadership in a different context other than their own; break down barriers between phases and different contexts;
- Identify and develop a growing regional cohort of aspirational leaders, current serving headteachers and experienced headteachers to expand system wide leadership opportunities;
- In partnership with consortia and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors;
- Offer a more flexible service level agreement to governing bodies that includes: a comprehensive professional learning programme for governors; access to the regional excellence in governance framework, to include a robust system to evaluate governing body effectiveness; support and mentor arrangements for governing bodies in need of improvement; and,
- Provide a range of professional learning opportunities and support for school leaders from the regional specialist HR service plan (in partnership with LA HR services) that support the implementation of the Professional Standards for Teaching and Leadership.

C. Specific focus on improving the outcomes for vulnerable learners

- Facilitate half-termly professional learning sessions with the nominated school leads for vulnerable learners in each secondary school, with a focus on improving identification, tracking and target setting, provision and pace of progress for vulnerable learners;
- Utilise cross regional and wider experience of effective practice to share successful strategies on what works to improve provision and outcomes in different contexts, ensuring that the Education Endowment Foundation Toolkit is understood and utilised across the region;
- Provide access to online resources, guidance documents and resource frameworks to support strategic planning and to make best use of grant funding to improve the progress of groups of that vulnerable learners;
- Ensure that all regionally led professional learning and induction programmes include opportunities to develop an understanding of poverty and disadvantage and the role schools have in raising achievement for vulnerable learners; and
- Embed the professional learning opportunities for governors on challenging the use and impact of the pupil development grant and other allocated resource on the progress and outcomes of vulnerable learners.

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

A. Developing a high-quality education profession

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

B. Inspirational leaders working collaboratively to raise standards

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

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

C. Specific focus on improving the outcomes for vulnerable learners

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

Improvement Strand 2	Strong and inclusive schools committed to excellence, equity and wellbeing

What will the EAS do (in addition to the specific actions contained within all other strands)?

- The Business Plan will consider the outcomes of all regionally commissioned research and wider evidence to ensure that the priorities and actions taken are well informed, to improve the progress and provision for vulnerable learners;
- Embed and refine the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to improve regional multi-agency working, to reduce duplication, promotes improved learner outcomes and to simplify the professional learning and support to schools and settings;
- To implement, refine and monitor the impact of the regional strategies for looked after children and more able;
- Support schools to build on the success of the SEREN Network, to deliver improved provision for our most-able learners;
- Provide a comprehensive programme of professional learning for all schools and settings that is additional, different and complementary to individual LA offers;
- Provide bespoke resource and a bespoke professional learning programme for raising achievement for vulnerable learners nominated lead in all secondary schools for 2019/2020;
- Implement a pilot project with RADY (Raising Achievement of Disadvantaged Youngsters) in secondary schools to improve the provision for vulnerable learners;
- Support the implementation of the regional wellbeing audit tool to support school self-evaluation activity and further improve the progress and provision for wellbeing in all settings;
- Work with a research partner establish the impact of wellbeing strategies, and develop guidance and case studies materials to support improvement across schools;
- Will work with practitioners and partners to provide resources and strategies that embed pupil voice to ensure children and young people are partners in their own learning;
- Support individual LA policies and procedures for attendance and exclusions, as appropriate; and

- Work in partnership with LA inclusion and/or wellbeing officers and the additional learning needs transformation officer, as appropriate, to implement regional strategies utilising the regional professional learning offer.

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

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

Improvement Strand 3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system

What will the EAS do?

A. Assessment, evaluation and accountability mechanisms

- In consultation with partners refine the regional intervention framework and associated strategies for schools causing concern to include regional expectations, timescales and strategies to accelerate the progress of all schools, particularly those in the highest levels of support;
- Provide robust, timely information and support in schools and settings where improvement remains too slow, therefore sharing relevant information with LAs and Diocesan Directors to inform, as appropriate, the use of LA statutory powers to accelerate progress;
- Review and revise the regional strategy for target setting and further develop the use of pupil progress data at school, LA and regional level;
- Provide structured support and professional learning opportunities for school leaders and the wider educational workforce to meet the assessment demands in line with current and new accountability arrangements within the reform agenda;
- Support the development and piloting of the national self-evaluation framework and further develop the 'single plan' approach with all schools to ensure that there are robust processes for self-evaluation in schools and settings;
- Professional learning will support the school self-evaluation processes so that school development plan priorities will reflect LA improvement priorities, as appropriate. The

progress towards school priorities will be monitored on at least a termly basis and where there are concerns, these will be raised with the LA as appropriate and support modified / accelerated if required;

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

B. Supporting a self-improvement system

- Based upon the outcomes of recent external research, continue to invest and support the learning network school strategy and the cluster-based approaches to capacity building professional learning and accountability;
- Pilot a range of peer working models for developing effective school leadership and pedagogy to include: Primary/secondary interface and core and non-core departments within the secondary phase;
- Further develop networks of professional practice that provide opportunities for self-chosen school networks based upon common improvement needs and opportunities to engage in an action research-based methodology to support their work;
- In line with regional and national developments refine the provision, delivery approaches, impact capture and engagement of school-based Professional Learning; and
- Commission a range of bespoke evaluations, giving consideration to findings and recommendations from the commissioned services and other available reports and remits so that the EAS continues to utilise a wide range of evidence to gain maximum impact on accelerating priority areas.

C. Specific focus on improving the outcomes for vulnerable learners

- Extend access to the network of schools that support professional learning and guidance for to improve the progress and provision for all vulnerable groups;
- Challenge Advisers will use range of performance data and pupils' prior performance information to support school level discussions around the target setting process and to ensure appropriate challenge and provision for all groups of learners;
- EASi overviews will be updated to include vulnerable groups' analysis (gender, FSM, looked after children, special educational needs, more able, English as an additional language, British minority ethnic) to assist with school self-evaluation activity;
- Progress of vulnerable learners / other groups (as appropriate) will be discussed through education improvement boards / intervention meetings and challenged where required; and
- Establish a new forum, to include a wider group of regional stakeholders to review and approve schools' grant planning.

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

A. Assessment, evaluation and accountability mechanisms

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

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

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

B. Supporting a self-improving system

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

C. Specific focus on improving the outcomes for vulnerable learners

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

Improvement Strand 4	**EAS Business Development**

What will the EAS do?

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

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

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

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

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

Section 4: Governance and funding

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

Monitoring and evaluation

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

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

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

Risks associated with the delivery of the Business Plan

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

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

Section 5: Additional supporting documents

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

Glossary of terminology used for describing proportions:

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

Accountability

Integrity

Collaboration

Excellence

Innovation

EAS

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

Local Authority Specific Annex 2019-2020

Local Authority: Caerphilly

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

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

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

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

Primary Step 2 - Caerphilly

Year	A	B	C	D
18-19	55%	31%	11%	3%
17-18	46%	46%	7%	1%
16-17	24%	68%	5%	3%

Primary Step 3 - Caerphilly

Year	Green	Yellow	Amber	Red
18-19	55%	30%	12%	3%
17-18	45%	45%	7%	4%
16-17	23%	69%	4%	4%
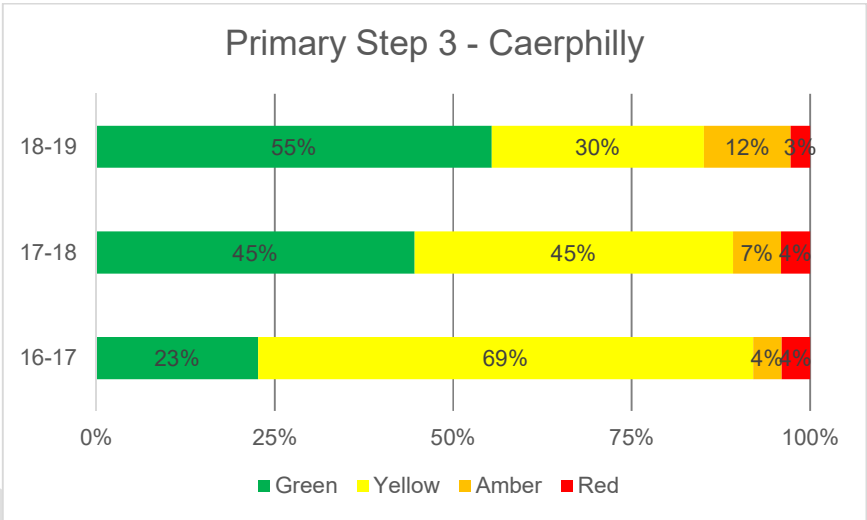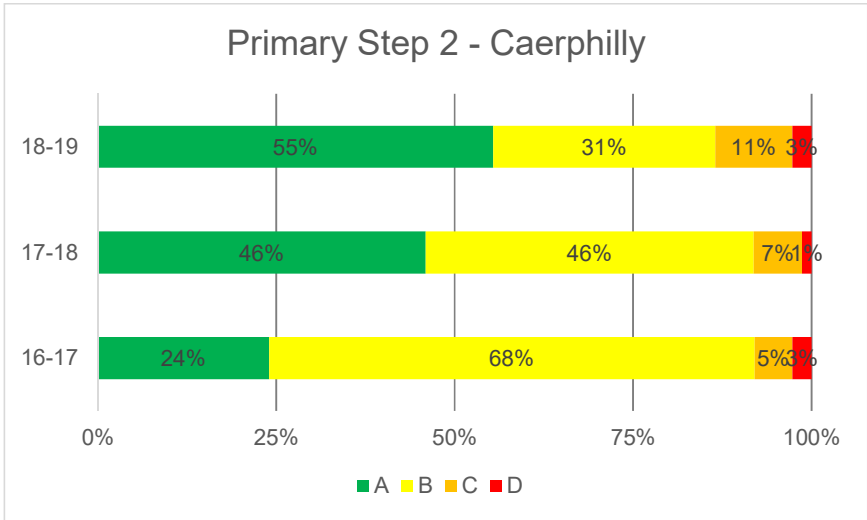
Step 2 – Secondary		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	16-17	1	3	9	0	8%	23%	69%	0%
	17-18	2	4	7	0	15%	31%	54%	0%
	18-19	1	8	3	0	8%	67%	25%	0%
South East Wales	16-17	6	9	17	4	17%	25%	47%	11%
	17-18	8	10	13	5	22%	28%	36%	14%
	18-19	6	15	8	6	17%	43%	23%	17%

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

Secondary Step 2 - Caerphilly

	A	B	C	D
18-19	0%	25%	67%	8%
17-18	0%	54%	31%	15%
16-17	0%	69%	23%	8%

Legend: A (green), B (yellow), C (amber), D (red)

Secondary Step 3 - Caerphilly

	Green	Yellow	Amber	Red
18-19	0%	25%	67%	8%
17-18	0%	38%	46%	15%
16-17	0%	46%	46%	8%

CAERPHILLY COUNTY BOROUGH COUNCIL / CYNGOR BWRDEISTREF SIROL CAERFFILI

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

LA schools currently in any Estyn follow-up category

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

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

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

LA/Region: Caerphilly

Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	346	89.3	10.7
LLC - English	1614	90.5	8.6
Mathematics	1983	91.7	7.6

Matching

2014 FP cohort	2018 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
388	354	89.2	97.7
1668	1697	96.8	95.1
2056	2051	96.4	96.7

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

Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	301	56.1	40.9	97.0
English	1991	40.9	51.1	92.0
Mathematics	1991	53.4	41.4	94.8
Science	1991	48.6	46.1	94.7

Matching

2015 KS2 cohort	2018 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
323	305	93.2	98.7
2076	2056	95.9	96.8
2076	2056	95.9	96.8
2076	2056	95.9	96.8

Summary

	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
FP to KS2 Expected Progress (2 'Levels')	90.5	89.3	91.7	

	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
KS2 to KS3 Expected Progress (2 Levels)	92.0	97.0	94.8	94.7

% Learners making expected progress across KS2 / KS3 - 2018

Legend: Caerphilly, SE Wales
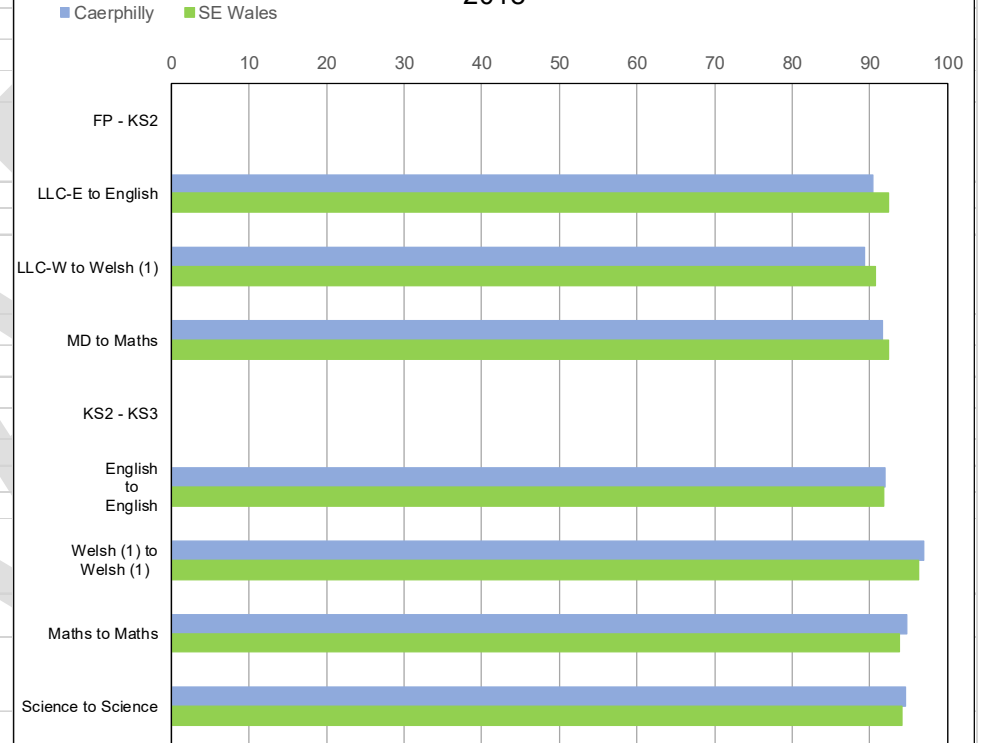
Key Points:

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

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

KS2 to KS3 — A similar proportion of learners make at least expect progress in English

A slighlty higher proportion of learners make at least expect progress in Welsh (1st)

A slighlty higher proportion of learners make at least expect progress in mathematics

A slightly higher proportion of learners make at least expect progress in science

LA Summary and issues

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

Attendance/Exclusions
- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, but attendance is still below the Wales average.
- Unauthorised absence in primary schools has increased to 1.0% since 2015, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2014 from 1.4% to 2.2%. The Wales figure has increased from1.3% to 1.6% in this time.

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

Inspection/Categorisation

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

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

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

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

| Ysgol Gilfach Fargoed | |

The content of this LA Annex has been agreed by:

LA Director / Chief Education Officer:

Mrs. Keri Cole

Cabinet Member for Education:

Cllr Phillipa Marsden

EAS Managing Director

Ms. Debbie Harteveld