



South East Wales
Education Achievement Service
(EAS)

Business Plan 2015 – 2018



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Section 1: Introduction & national context

The EAS has prepared this three-year business plan to deliver the improvements needed to meet the needs of children and young people in South East Wales. The plan sets out our:

- understanding of the national context;
- evaluation of progress in 2014-15;
- overview of the regional priorities and how these will implement 'Qualified for Life';
- targets for 2015-16;
- service plans that identify the resources required to achieve these targets.

National Context

The Welsh Government's framework for improving quality and standards in education has, since April 2014, required the refocusing and recalibration of intervention and support across the South East Wales consortium. The EAS has delivered on these expectations but now needs to refine further its service provision. The challenge we see is to ensure that schools and local authorities across the consortium are enabled to implement the strategic objectives set out in 'Qualified for Life':

- strengthening teaching;
- refreshing the curriculum;
- improving the quality and rigour of assessment; and,
- strengthening leadership;

These challenges will be met alongside continued implementation of:

- the national model for regional working;
- the new model for school categorisation;
- Schools Challenge Cymru;
- new frameworks for curriculum and assessment - new GCSE's, Welsh Baccalaureate;
- the national programme to implement the literacy and numeracy frameworks;
- the regional strategy for narrowing the achievement gap;
- the Welsh Medium Education Strategy; and,
- effective support for governing bodies; and
- specialist human resource advice.

The EAS will refocus and recalibrate its programme of challenge, intervention and support for 2015 – 2018 to ensure that it builds the capacity to deliver the strategic objectives as set out in 'Qualified for Life'. A key element of this three year plan is the further reduction of services provided by core EAS staff and the extension of services being provided through the school to school model. The plan also recognises the impact of ongoing reduced funding for the public sector. This will impact on core and grant funding, as well as the capacity of schools to pay for traded services.

Section 2: Local Context – progress against the 2014/15 Business Plan

In 2014, the South East Wales Education Achievement Service set four priorities in its Business Plan:

1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
4. Improving standards of achievement in mathematics (and numeracy)

These priorities were based on a detailed analysis of current performance and set out the targets to be achieved over a two-year period. The impact of this Business Plan, published in March 2014, will be evident in summer 2015 following the publication of teacher assessment, test and examination results. In the interim, the results from 2014 (at expected outcome /level) indicate:

- performance in English met or exceeded targets in the Foundation Phase and Key Stages 2,3 and 4;
- performance in Welsh First Language met or exceeded targets in the Foundation Phase and Key Stage 3;
- performance in Welsh second language met or exceeded targets in Key Stages 2 and 3;
- performance in mathematics met or exceeded targets in the Foundation Phase;
- attainment at level 2 and level 2 inclusive at Key Stage 4 met or exceeded targets.

Results show that at expected outcome level +1 were met in English and Welsh First language at all phases and key stages. Result in mathematics met or exceeded targets in the Foundation Phase and Key Stage 2. Overall attainment in mathematics shows improvement at a greater rate than the national rate, although targets were not met in key stages 2, 3 or 4. Attainment at level 1 at Key Stage 4 similarly showed significant improvement although attainment was 1.1% below target.

The progress of pupils eligible for free school meals showed significant improvement. Performance at the expected level was at or above target in English at all key stages; in Welsh in the Foundation phase and in Mathematics at Foundation Phase and Key Stage 3. Attainment at level 2 was significantly above target. Whilst the achievement gap has narrowed significantly, targets set for this indicator have not been met with the exception of the foundation phase in English and Welsh first language.

Analysis of progress across the consortium shows:

- Schools in Blaenau Gwent achieved targets in all phases and subjects with the exception of Welsh first language in the Foundation Phase, mathematics in Key Stages 3 and 4 and in GCSE at level 2 inclusive.
- Schools in Caerphilly achieved targets in all phases and subjects with the exception of Welsh first language at Key Stages 2 and 4, mathematics in Key Stage 4 and in GCSE at level 2 inclusive.
- Schools in Monmouthshire achieved targets in English at Key Stages 3 and 4; Welsh first language at Foundation Phase and Mathematics at Key Stage 4. Attainment at level 2 and level 2 inclusive also met expected targets.

- Schools in Newport achieved targets at English in Key Stage 4, Welsh 1st language at Key Stage 2 and level 2 and level 2 inclusive.
- Schools in Torfaen achieved targets in all phases and subjects with the exception of English at Key Stage 3; Welsh First Language at all key stages and Mathematics at Key Stage 4.

Whilst performance across the consortium has not met targets in some areas, overall progress towards these targets is good:

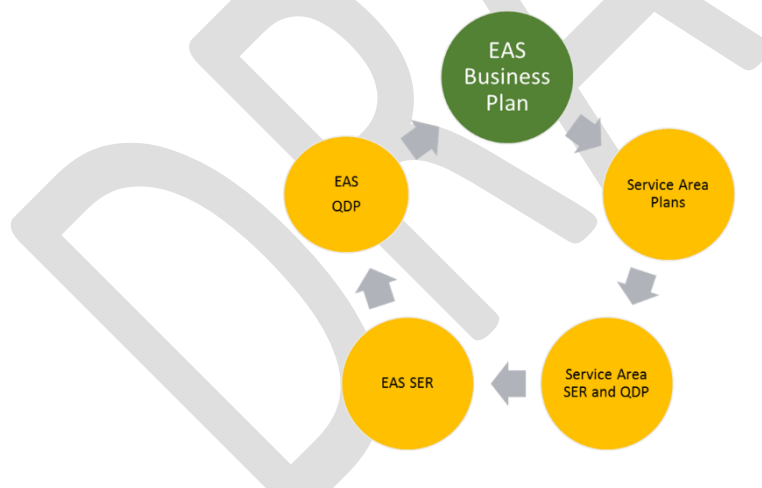
- End of Foundation Phase outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. Performance in all south east Wales LAs is stronger than in other LAs with similar levels of pupils eligible for FSM at both key stages. Performance in four of the five is LAs consistently above the Wales figures in the majority of indicators in the FP and three are above the national figures at KS2.
- Performance at KS3 is adequate. Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM. Improvements were seen in all indicators in four LAs in 2014, ranging from a 2.6 points increase in the CSI in Torfaen to 11.9 points in Blaenau Gwent. However, performance remained static in Newport.
- Performance at KS4 is adequate. However, the rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continues to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales.
- The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of FSM pupils increased at a faster rate across the region than across Wales. At KS3, FSM pupil performance was accelerated at a greater rate than the whole cohort in mathematics and science, but progress was slower in English and the CSI and declined in Welsh first language (2 schools).
- At KS4, the rate of improvement for FSM pupils was just below the national average for the Level 2 inclusive in 2014. Pupils eligible for FSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen.

- The performance of pupils in vulnerable groups, including SEN pupils, EAL pupils, and LAC pupils has increased over the last three years at all key stages. In Key Stages 3 and 4, gender differences are higher than across the whole of Wales with girls outperforming boys. Gender differences are lower than across Wales at Foundation Phase and Key Stage 2 English, Welsh second language and mathematics.
- Reducing pupil absence is a significant challenge for the South East Wales LAs, with secondary school absence in Caerphilly, Newport and Blaenau Gwent ranked the highest in Wales. Absence has reduced in all LAs over the last 3 years at a faster rate than across Wales in Blaenau Gwent, Caerphilly and Monmouthshire, but this pace needs to be increased particularly in Newport and Torfaen.

The 2014 Business plan set out the EAS approach to implementing the national model for school improvement across the South East Consortium. Progress has been good as shown in the detailed business plans on each service in section 5. The headlines are as follows:

Business planning, service planning and review.

All services set outcome targets and performance criteria using a common framework. The EAS Quality Cycle is now fully operational and ensures that all services are self-assessing progress. Individual performance reviews now underpinned with objective evidence base. Value for money assessments undertaken as a part of service review and inform service deployment. Embedding of school-to-school support has been supported through increased delegation of funds to schools.



Revised National School Categorisation

The new national system of categorisation is now fully implemented. Consistent, high level of challenge to schools has ensured that the process is properly criterion driven and evidence based. National model for school improvement implemented in all stages of support and intervention. The intervention programme has been revised so support and intervention programmes have improved focus and targeted outcomes. Earned autonomy is now established for the best schools with a peer assessment approach being introduced as part of the framework. The Schools Causing Concern Policy has been updated in the light of the revised Intervention Framework and is now implemented fully in all Local Authorities.

Schools Challenge Cymru (SCC)

All SCC schools have approved improvement plans developed in partnership with their SCC Adviser (SCCA). Through Education Achievement Service (EAS) and Local Authority Officer attendance on the monthly Accelerated Improvement Boards, ensures that there is a regular scrutiny of programmes, progress and outcomes and that resources are properly targeted and that intervention is tracked and evaluated. School to school support is now implemented as part of the overall support package for SCC schools through the Capacity Building aspect of the regional grant and individual school plans.

Challenge Advisers

All Challenge Advisers appointed and in post. Training and development for Challenge Advisers is now focused on the implementation of the National Model for School Categorisation, improving brokerage and building capacity for school-to-school support. All Challenge Advisers are performing to at least a satisfactory standard with most judged to be good or better. The National Standards for Challenge Advisers are used as an accountability tool through the Performance Development Review programme. Challenge Advisers are working to a common framework set by the revised Intervention Framework. The role of Principal Challenge Adviser, holding an overview of strengths and weaknesses in each LA has proved to be vital. Challenge Advisers are now centrally involved in the core processes for the schools to which they are attached: performance review, oversight of leadership processes to improve teaching, school categorisation, target setting and the quality of governance.

School to school support

The foundations for school-to-school support are now in place. The school categorisation process has identified those schools with capacity to host/partner with schools requiring support in key areas of teaching and leadership. The Excellence in Teaching and Excellence in Leadership programmes provide the frameworks for commissioning support. Phase 1 schools piloting new GCSEs are now ready to support other schools implementing new syllabuses from September 2015. The outstanding teacher programmes in literacy and numeracy have established a pool of teachers and schools with capacity to support others. SEG funding in 2014-15 has enabled trialling and evaluation of different school-to-schools support models. The outcomes have informed planning for 2015-16.

HR support

Specialist support is available to schools and is accessed through Headteachers, Challenge Advisers, Chairs of Governors and Local Authority officers as required. The revised school categorisation process at stages 2 and 3. Approach to commissioning HR advice revised following review of performance in 2014-15. Common processes and procedures on appointments are to be introduced. All Headteacher's and Chairs of Governors have been informed of the role and responsibilities of this Specialist Service and how this links in with the Corporate HR services offered by each LA. This Specialist service has been involved in creating regional approaches to key policies and protocols and disseminating these through training events to Headteachers and Chairs of Governors. Those schools that have been categorised as requiring Overall Support of Amber or Red have either Support Plans or Intervention Plans. Where there are key issues around staffing or HR matters the Specialist HR support links with the Challenge Adviser to offer advice and support. Information gained from the 'Wider Group Meetings' that are now held on a monthly basis in all LAs feeds into the categorisation of schools at Step 2 and Step 3 of the process. The approach to the commissioning of this Specialist HR Service is currently being reviewed.

Leadership Development

The continued development of the Excellence in Leadership programme underpins the strategy to improve the performance of schools, governing bodies, Headteachers, senior leaders and middle managers. The programme was revised in 2014-15 to implement the national model for school improvement with a primary focus on the use of assessment for learning, strategies to improve learning across subjects and schools, the use of assessment, test and examination data to improve planning, teaching, tracking and target setting. Over 75% of schools report that support for these processes is good or better. Challenge Advisers now play a more prominent role in needs assessment, commissioning support and evaluating impact of the leadership programme.

Teaching and Learning

The Excellence in Teaching framework and the Excellence in Teaching programme provide the foundations for the core school-to-school support programmes. In 2014-15, over 80 teachers participated in one or more of the constituent elements of this programme, with over 90% reporting positive outcomes. The Excellence in teaching programme will provide the foundation for the implementation of many provisions in 'Qualified for Life'.

Business support

In 2014-15, Business support services were restructured to provide the capacity required for the implementation of the national model for school improvement. The priority was given to developing integrated systems for information management enabling schools to bring together school improvement planning with the use of SEG, PDG, Welsh in Education, Foundation Phase and other Welsh Government Grants. Learning Intelligence and Business planning functions improved their efficiency and impact. All schools are now completing key information returns within timescale and the speed and quality of reporting to schools has improved. Business processes have improved the flexibility with which resources can be deployed and significant savings have been achieved in key areas. This work will enable the increased impact of school-to school support. Accounts spend within budget but we are meeting all the challenges faced and service requirements. Developments of VFM diagnostic system to support SI and ALN, MySid development, successful bids for new monies, building relation with LA –recognised the necessity to work together e.g. monitoring of school grant plans, mentioned the new EIG – delegation 85.7% target 80%.

Regional and LA Plans

Significant improvements have been achieved in the alignment of LA and consortium plans. These measures have focused on better targeting of support for looked after children, for pupils with special educational needs, for the prevention of NEETs and progression in post 16 education and training.

Section 3: EAS Business Plan 2015-17 Targets

The targets below are derived from the targets submitted by all schools across south east Wales during the statutory target setting process in autumn 2014. The target setting process across the region is robust with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase		
All Pupils		
	2014 Actual	2015 Target
FPI	88.2	89.0
LLC English 05+	90.3	90.8
LLC Welsh 05+	90.8	94.5
Maths Dev.05+	90.9	91.4
PSD 05+	95.2	95.1
LLC English 06	35.6	36.8
LLC Welsh 06	33.6	33.8
Math Dev.06	32.5	35.1
PSS 06	54.4	53.0

Foundation Phase		
FSM Pupils		
	2014 Actual	2015 Target
FPI	77.4	79.1
LLC English 05+	80.5	82.3
LLC Welsh 05+	81.1	88.5
Maths Dev.05+	81.5	82.9
PSD 05+	90.3	90.0
LLC English 06	18.9	19.9
LLC Welsh 06	22.2	24.1
Math Dev.06	16.00	18.8
PSD 06	35.2	33.5

Key Stage 2				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	87.0	87.5	87.5	87.9
English L4+	89.3	89.5	90.5	90.3
Welsh (1 st) L4+	90.0	90.1	90.8	91.6
Mathematics L4+	90.0	89.7	90.5	90.3
Science L4+	91.9	91.8	91.5	91.6
English L5+	40.6	42.7	42.6	42.9
Welsh (1 st) L5+	31.9	37.9	37.2	42.2
Mathematics L5+	40.0	42.4	42.4	42.8
Science L5+	42.1	45.0	43.4	43.3

Key Stage 2				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	73.0	75.8	75.5	76.9
English L4+	76.9	79.2	80.0	81.1
Welsh (1 st) L4+	75.0	79.5	81.8	86.5
Mathematics L4+	79.7	79.5	79.9	80.6
Science L4+	82.0	83.5	81.8	83.3
English L5+	20.0	24.3	22.8	22.8
Welsh (1 st) L5+	15.6	21.9	11.4	24.0
Mathematics L5+	20.9	24.0	23.8	23.1
Science L5+	21.2	25.1	24.0	22.6

Key Stage 3				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	79.0	82.8	83.9	85.5
English L5+	84.6	86.6	87.3	89.1
Welsh (1 st) L5+	88.7	92.5	91.9	93.1
Mathematics L5+	84.7	87.8	88.7	89.9
Science L5+	89.7	89.9	91.0	91.3
English L6+	45.8	53.0	53.3	57.5
Welsh (1 st) L6+	51.0	64.1	62.3	69.3
Mathematics L6+	51.9	56.8	57.3	59.7
Science L6+	49.8	55.6	56.8	60.7

Key Stage 3				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	58.2	65.7	68.7	71.7
English L5+	67.8	73.2	74.2	77.4
Welsh (1 st) L5+	66.7	88.4	81.4	77.6
Mathematics L5+	67.9	73.9	75.1	79.8
Science L5+	76.6	78.1	80.3	82.10
English L6+	21.6	32.8	31.5	35.5
Welsh (1 st) L6+	26.7	48.8	50.8	50.0
Mathematics L6+	26.4	35.7	36.7	38.9
Science L6+	24.1	36.3	37.2	40.2

Key Stage 4				
All Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	52.2	59.9	61.6	64.5
L2	79.6	83.5	83.9	84.4
L1	93.7	95.2	96.0	96.1
CSI	50.0	58.2	60.8	63.7
English A*-C	64.7	68.7	69.9	72.0
Welsh (1 st) A*-C	76.1	82.5	86.3	84.9
Maths A*-C	57.8	65.5	67.2	70.5
Science L2	82.5	79.5	80.4	79.3

Key Stage 4				
FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	25.7	37.7	39.0	43.9
L2	56.7	64.6	64.7	67.5
L1	83.1	86.7	88.6	90.7
CSI	23.8	36.1	38.4	41.9
English A*-C	37.7	48.0	48.0	52.3
Welsh (1 st) A*-C	53.3	58.1	58.5	79.1
Maths A*-C	30.0	43.3	44.6	49.4
Science L2	67.4	63.9	63.3	61.0

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Section 4: Key Regional Priorities for 2015 - 2016

The South East Wales Consortium has established firm foundations on which to implement 'Qualified for Life'. The Consortium's work has focused on its current priorities: Accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and, improving standards of achievement in numeracy. The EAS has established two core programmes which are building capacity to deliver effective school to school support: the Excellence in Learning and Excellence in leadership programmes. These programmes have proved to be very valuable in enabling the successful implementation of the National Model for Regional Working and Schools Challenge Cymru. These programmes integrate the work of Challenge Advisers, specialists and schools with a sustained record of improvement in key fields. A key additional focus for these initiatives in 2015/16 will be meeting the needs of the more able and talented pupils.

The South East Wales Consortium will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce – strengthening work with initial teacher training; implementing the New Deal for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improve the use of digital technology for learning and assessment; improve capacity to accelerate the achievement and progress of learners facing the challenge of poverty and those with special needs.
- Embedding high expectations in the curriculum – implementing refreshed literacy and numeracy programmes, including the Areas of Learning; strengthen the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implement the Foundation Phase Baseline assessment and ensure that its data is robust, reliable and informative; engage with the development of the Donaldson report recommendations; and, support the implementation of the Youth Guarantee.
- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to reprofile the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life';
- Enabling schools to implement the new framework of qualifications and assessment – GCSE's, Welsh Baccalaureate and Essential Skills Wales; embedding assessment of creative and problem solving learning within the curriculum and assessment framework;
- Enabling improved leadership for self-improving schools – embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring a coherent leadership development framework supports classroom teachers, middle and senior leaders to improve the impact of their work; improve the impact of Schools Challenge Cymru work; Improved impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress for all pupils, including the more able and talented; improved intervention and support for

schools in the lowest categories; improved governance and improved support for governing bodies.

The EAS has embedded the four stage model for school improvement in its current work and has ensured that all programmes are evidence based, targeted accurately, resourced effectively and evaluated rigorously. These priorities, as set out in 'Qualified for Life' are embedded in the strategic priorities of the EAS and will have a clearer focus in the EAS Business Plan for 2015 – 2018.

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Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year



Service Area	Building Capacity – SCC Grant
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	There was not a plan for SCC last year as it did not exist. Schools' foci on building capacity to accelerate programme of these learners was expressed largely in the Literacy and Numeracy Plans
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	There was not a plan for SCC last year as it did not exist. Schools' foci on building capacity to accelerate programme of these learners was expressed largely in the Literacy and Numeracy Plans
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan – Leadership <ul style="list-style-type: none"> CA reports on leadership in reviews and scrutinies Estyn findings on KQ3 Categorisation School survey Impact reports from programme participants Data from Governor Services on succession planning and senior leader / HT recruitment 	Overview of datasets – the sets of data that will inform the detailed Service Area Plan – Teaching <ul style="list-style-type: none"> CA reports on quality of teaching in reviews and scrutinies Estyn findings on KQ2 in schools Categorisation School surveys Impact reports from programme participants
Key priorities drawn from the <u>direction of travel</u> in the above datasets – Leadership <ul style="list-style-type: none"> CA reports – specifically focused on RED and AMBER schools Estyn findings on KQ3 – variable across the LAs – data to be confirmed by Business Intelligence at detailed planning time Categorisation – variable across LAs – data to be confirmed by Business Intelligence School surveys – clear demand for more extensive offer across leadership areas in all phases Impact reports from programme participants – subject to ongoing review Data from Governor Services – key areas of vulnerability in HT appointment 	Key priorities drawn from the <u>direction of travel</u> in the above datasets – Teaching <ul style="list-style-type: none"> CA reports – still high instances of 'adequate' judgments on practice – data to be confirmed by PCAs Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence School surveys – clear demand for more extensive offer across the curriculum areas in all phases Impact reports from programme participants – subject to ongoing review
Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact School survey – cover the whole range of leadership requirements for development	Summarise key inputs from the Estyn Remit visit and school-survey Remit visit – focus on impact School survey – cover the whole range of teacher requirements for development
Summarise Estyn and national priorities impacting on the Service Area – Leadership Estyn Annual report Challenge of poverty Possible changes to standards NPQH process and outcomes NLDB New Deal for leadership development	Summarise Estyn and national priorities impacting on the Service Area – Teaching Estyn Annual report Challenge of poverty WBQ PISA LNF programme changes
Specific focus of this Service Area's work in each LA within the region Refer to Excellence in Leadership and Excellence in Teaching overview plans	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Building Capacity – SCC Grant: Excellence in Leadership Programme		
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Improving the quality of leadership in all phases in all schools</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Fewer red and amber schools, in line with targets set by PCAs and CAs • More green and yellow schools • Higher levels of recognition of good leadership in <ul style="list-style-type: none"> ○ Categorisation reports ○ Estyn reports ○ School-level surveys ○ 360 review exercises • A clear account of the relationship between improved leadership and better learner outcomes • A clear account of the role of leadership in challenging the attainment gap • Improved succession planning and improved quantity and quality of HT applicants 		
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • ILM 5 • EDIT Support Programme – English Departments only • Post Grad Cert • Pre-Headship Seminar (NPQH prep) • NPQH • Y1 Headship • Leadership Seminars and Conferences • Structured Mentoring and Support • Excellent Leaders of Education • Global Leaders of Education 	<p>When? / Pryd?</p> <p>All programme run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions</p> <p>All services are offered to all schools, including SEN schools, PRUs and in the Welsh Medium where possible</p>	<p>Who? / Pwy?</p> <p>Lead – Jeff Beecher</p> <p>Schools:</p> <p>Secondary</p> <ul style="list-style-type: none"> • Caldicot • Risca • Ebbw Fawr • Bassaleg • Duffryn <p>Primary (TBC)</p> <ul style="list-style-type: none"> • Ystruth - BG • George Street - TCC • Woodlands - TCC • Goytre Fawr - MCC • Gilwern - MCC 	<p>Primary (TBC, cont.)</p> <ul style="list-style-type: none"> • St. Gwladys - CCBC • Pengam - CCBC • Mount Pleasant - NCC • Gwyddon – CCBC • Trellech Gabriel's RC - NCC • Eveswell – NCC • YG Casnewydd - NCC • YG Cwm CP - MCC • Millbrook - NCC • Malpas CIW Infants - NCC • Nantyparc - CCBC • Coedygarn - BG • Our lady of the angels RC – TCC • Ysgol Cwmbran – TCC • YG Ifor Hael – NCC
<p>Resources / Adnoddau</p> <p>Refer to Excellence in Leadership and Excellence in Teaching overview plans</p>		<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – launch all elements of the programme, review position as expressed in New Deal, possible review of leadership standards</p> <p>2016/17 – pending review of impact and specifically analysis of succession challenge, reconfigure the programme</p> <p>2017/18 – will be contingent on the impact of the New Deal</p>	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Building Capacity – SCC Grant: Excellence in Teaching Programme	
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Improving the quality of teaching and learning in all phases in all schools, in particular using a heavily school-to-school CPD and support methodology</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> Engagement in the programme by teachers from all red and amber schools Fewer judgments of adequate by CAs and school leaders More judgments of good and excellent Higher levels of satisfaction by learners A clear account of the relationship between improved teaching and better learner outcomes, especially for learners challenged by poverty 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> Breaking Through- for teachers who demonstrate consistently adequate teaching Securing Good and Aiming for Excellent The Excellent Teacher Programme The Workshop Programme ETF Training ETF update – skills development Teaching and Learning reviews NQT and HLTA support Support for WBQ implementation Post-16 support including non-schools All activities are available to SEN schools, to PRUs and in the medium of Welsh 	<p>When? / Pryd?</p> <p>All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions</p>	<p>Who? / Pwy?</p> <p>Lead – Mike Cameron</p> <p>Schools:</p> <p>Secondary</p> <ul style="list-style-type: none"> Caldicot YGCR – Welsh medium secondary working with CSC schools St Joseph's St Alban's Newport High Lewis Pengam Duffryn <p>Primary</p> <ul style="list-style-type: none"> Abertillery Ystrad Mynach St Julian's Glan Usk Croesyceiliog Eveswell Rhiw Syr Dafydd Blaenavon Heritage St Gwladys Y Castell and 'Anelu' schools – Welsh Medium
<p>Resources / Adnoddau</p> <p>Refer to Excellence in Leadership and Excellence in Teaching overview plans</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – launch the workshops (March 15), recruit to BT, trial ETP in both phases</p> <p>2016/17 – embed all programmes and migrate central services from WBQ implementation to ongoing school-to-school support</p> <p>2017/18 – will be contingent on the impact of the New Deal</p>	

Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year

Service Area	Challenge Adviser Programme
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	<p>The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of eFSM pupils increased at a faster rate across the region than across Wales.</p> <p>At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools. All of these schools are categorised no higher than a C at Step 2, and all but one are categorised no higher than Amber at Step 3 of the categorisation framework.</p> <p>Revised Target setting processes and procedures have a sharper focus upon the performance of eFSM learners at individual pupil level at each Key Stage at expected level and expected level +1.</p>
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	<p>FP & KS2: End of FP outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. When the performance of SE Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is above average in primary schools.</p> <p>KS3: Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in SE Wales LAs remains below other LAs with similar levels of pupils eligible for FSM.</p> <p>KS4: The rate of progress in SE Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within SE Wales. When the performance of SE Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive. Revised Target setting processes and procedures have a sharper focus upon the performance of individual learners at each Key Stage at expected level and expected level +1.</p>
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • AWCDS – schools and LA • National Categorisation overviews (all steps) • Target setting information, National Test outcomes • Outcomes of Estyn inspections, Summary of levels of support (high, medium, low) • Summary of progress towards targets on intervention / support plans, Overview of progress made in the categorisations of schools • School survey outcomes, Leadership survey outcomes, Quality of the PDG planning process • 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • Accelerate the rate of improvement for eFSM learners, particularly at KS4. • Increase the number of schools with eFSM L2 inclusive performance above the national average. • Continue to improve performance at KS4 at a faster rate than across Wales. • Improve accuracy of teacher assessment and reduce the variance between these outcomes and the national tests. • Improve the number of schools in overall categories of yellow and green, improve the number of schools in Step 2 categories of B and A and decrease the number of schools requiring high levels of support within each overall category • Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments • Improve CA input into the PDG planning process 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<ul style="list-style-type: none"> • Greater consistency in approach of challenge and support by the System Leader/Challenge Advisor • To improve the support for Self Evaluation and planning and increase the support for pupil tracking and target setting • Improve the integration of SCC into the work of the Education Achievement Service (EAS) 	
Summarise Estyn and national priorities impacting on the Service Area	
<ul style="list-style-type: none"> • Implementation of National Model for Categorisation 	

Service Area	Challenge Adviser Programme	
<ul style="list-style-type: none"> Continue to implement a rigorous training programme for CAs Implement a 'Peer Review' system to increase the autonomy for our best schools Implementation of the SCC programme and induction of new SCCAs Implementation of the WBQ and PISA priorities, Improve the quality and effectiveness of PDG planning Effective use of the VFM to improve the accountability of CAs, Development of the school to school model for support Improving the links with Inclusion services within each LA 		
Specific focus of this Service Area's work in each LA within the region <ul style="list-style-type: none"> Refer to the Business plan Annex with each LA for further detail of 2015/16 plans 		
Priority / Blaenoriaeth: <ul style="list-style-type: none"> Accelerate the progress of learners who face the challenge of poverty Improve standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy) Effective Implementation of the National Model for Categorisation Implement an enhanced Target setting process and increase support for schools Implement further a rigorous training programme for CAs Implement a 'Peer Review' system to increase the autonomy for our best schools Implement the SCC programme and induction of new SCCAs Improve the quality and effectiveness of PDG planning Improve the support for Self Evaluation and planning Improve the links with all Governing Bodies. 	<ul style="list-style-type: none"> Desired Outcomes / Deilliannau Accelerate the rate of improvement for eFSM learners, particularly KS4 Increase the number of schools with eFSM L2 inclusive performance above the national average. Improve further the performance at KS4 at a faster rate than across Wales. Improved consistency and accuracy in teacher assessments Improve the number of schools in overall categories of yellow and green (compared with Dec 2014) Improve the number of schools in Step 2 categories of B and A (compared with Dec 2014) Decrease the number of schools requiring high levels of support within each overall category (compared with Feb 2015) Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments and decrease the number of schools that require follow up activity. Revised SEWC Intervention Framework that demonstrates increased autonomy for our best schools. All schools will submit pupil level data and progress towards target information. High quality support and challenge from CAs. Improved support and challenge implemented for PDG planning. Termly meetings with COG in each LA implemented and lead by the PCA 	
Main activities / Prif weithgaredd	When? / Pryd?	Who? / Pwy?
Implement the National Model for Categorisation and ensure that all schools make appropriate progress within each Step.	From April 2015	Lead by: DH Key responsibility: PCAs / CAs
A structured training programme for CAs that links with the requirements of the National Model and aligns with outcomes of QA and PDRs continues to be offered.	Programme implemented and ongoing From Feb 2015	Lead by: DH Key responsibility: PCAs
Embed the use of the VFM diagnostic system as a tool to increase accountability for progress and to increase transparency in allocation and outcome.	Ongoing developments	Lead by: DH / GW
Embed the use of PDR process to increase accountability for improvements.	Review: Feb 2015 / new: April 2015 Ongoing process	Lead by: DH Key responsibility: PCAs
Embed the role of the PCA in quality assuring the work and holding CAs to account for performance and improvements in categorisations.	Ongoing process	Lead by: DH
Implement a structured training programme for schools to improve the quality of targets setting.	Training implemented from May 2015	Lead by: DH Key responsibility: EP / RS
Introduce a QA model for the PDG planning process to ensure all CAs are aware of their role in ensuring appropriate allocation of funds.	From March 2015	Lead by: DH Key responsibility: All CAs
Further develop the links and QA of the SCCAs – monitor pace and progress of the schools.	Ongoing process	Lead by: DH Link with WG / SCCAs
Implement a termly programme of meetings with COGs to develop their knowledge of EAS, school improvement approaches, regional and national updates.	From April 2015 – termly programme	Lead by: DH Key responsibility: PCAs
Introduce a Peer review system and increased autonomy for Green Schools. Devise the programme with a small group of Headteachers, roll out to all Green schools during the summer / autumn terms.	Implemented from April 2015 / review in Dec 2015	Lead by: DH Working Group of HTs Key responsibility: PCAs
Support schools with the introduction of MySID to	March 2015 ongoing process	Lead by : KP / DH

Service Area	Challenge Adviser Programme	
improve the quality of self-evaluation planning and SDPs.		
Improve the quality of information regarding the performance of SEN learners and links with inclusion services in each LA, through; increased use of pupil level data through tracking systems.	Ongoing process	Key responsibility: PCAs
Resources / Adnoddau Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding	Key milestones / Cerrig Milltir 2015 – 18 2015/16: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% 2016/17: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% 2017/18: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%	

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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Developing School to School Approaches to School Improvement
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	This is a new area of planning – references to progress last year can be found in the relevant service area update, especially for Literacy, Numeracy, Welsh, the Foundation Phase
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	This is a new area of planning – references to progress last year can be found in the relevant service area update, especially for Literacy, Numeracy, Welsh, the Foundation Phase
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • CA reports on quality of teaching in reviews and scrutinies • Estyn findings on KQ2 in schools • Categorisation • School survey • Programme participation rates • Impact reports from programme participants 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • CA reports – still high instances of ‘adequate’ judgments on practice – data to be confirmed by PCAs • Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence • Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across the curriculum areas in all phases • Programme participation rates – programme investment must flex in order to meet emerging and changing demand • Impact reports from programme participants – subject to ongoing review 	
Summarise key inputs from the Estyn Remit visit and school-survey	
Remit visit – focus on impact of programmes, positive stakeholder feedback on school to school modelled and appetite for more School survey – high appetite for further work in this area	
Summarise Estyn and national priorities impacting on the Service Area	
Estyn Annual report The National Model WBQ PISA LNF programme changes	
Specific focus of this Service Area’s work in each LA within the region	
<ul style="list-style-type: none"> • BG –focus on Literacy as an emerging model • Caerphilly –focus on needs of SCC schools, especially in leadership • Monmouthshire – focus on requirements of individual schools – leadership development, Excellence Chains • Newport – focus on target setting and direction of travel of pupil data • Torfaen – focus on Literacy and Numeracy performance and moderation 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Developing School to School Approaches to School Improvement		
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Improving the system through application of school-to-school development and improvement models</p>	<p>Desired Outcomes / Deilliannau</p> <p>Delivery of growing school-to-school support and development programmes through:</p> <ul style="list-style-type: none"> • Excellence in Leadership • Excellence in Teaching • Outstanding Teacher Programme – Mathematics and Numeracy • Outstanding Teacher Programme – English and Literacy • Practice Worth Sharing and School Projects – The Foundation Phase • GCSE Mathematics Wave 1 • GCSE Science Wave 1 • GCSE English Wave 1 • 21st Century Learning • The Welsh Bacculaureate • PLPS 		
<p>Main activities / Prif weithgaredd</p> <p>Examples of activities and indicative levels of engagement:</p> <ul style="list-style-type: none"> • Excellence in Leadership – 26 host schools and 110 participant schools in 15-16 • Excellence in Teaching – 18 host schools and 220 participant schools in 15-16 • Outstanding Teacher Programme – Mathematics and Numeracy and English and Literacy – 18 host schools and 80 participant schools in 15-16 • Practice Worth Sharing and School Projects – The Foundation Phase – 250 participating settings in 15-16 • New GCSEs – all secondary schools engaged in 15-16 • 21st Century Learning – 10 host schools and 130 participating schools in 15-16 • The Welsh Bacculaureate – 10 host schools and 90 participating schools in 15-16, across both regions • PLPS – 10 host schools and 45 participating schools 	<p>When? / Pryd?</p> <p>Three models...</p> <ul style="list-style-type: none"> • CPD and development programmes, which run at various times in the year and are delivered by Host Schools • Structured mentoring and support, which is needs-led, is generally 1-1 or in very small groups and is brokered • Triad and chain work, which is small groups of schools with semi-permanent arrangements to share based on common interest 	<p>Who? / Pwy?</p> <p>Lead – Kevin Palmer</p> <p>Schools: See the relevant plans for school details:</p> <ul style="list-style-type: none"> • Excellence in Leadership • Excellence in Teaching • Literacy • Numeracy • QfL • Foundation Phase • 21st Century Learning • Physical Literacy 	
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – deliver the detailed programme and review through a structured comparative analysis of impact of all programmes</p> <p>2016/17 – evaluate and embed the next version based on progress with model and New Deal</p> <p>2017/18 – will be contingent on the impact of the New Deal</p>		

**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Improving Leadership Excellence in Leadership Programme (New Deal)
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • CA reports on leadership in reviews and scrutinies • Estyn findings on KQ3 • Categorisation • School survey • Impact reports from programme participants • Data from Governor Services on succession planning and senior leader / HT recruitment 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • CA reports – specifically focused on RED and AMBER schools • Estyn findings on KQ3 – variable across the LAs – data to be confirmed by Business Intelligence at detailed planning time • Categorisation – variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across leadership areas in all phases • Impact reports from programme participants – subject to ongoing review • Data from Governor Services – key areas of vulnerability in HT appointment 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<p>Remit visit – focus on impact</p> <p>School survey – cover the whole range of leadership requirements for development</p>	
Summarise Estyn and national priorities impacting on the Service Area	
<p>Estyn Annual report</p> <p>Challenge of poverty</p> <p>Possible changes to standards</p> <p>NPQH process and outcomes</p> <p>NLDB</p> <p>New Deal for leadership development</p>	
Specific focus of this Service Area’s work in each LA within the region	
<ul style="list-style-type: none"> • BG <ul style="list-style-type: none"> ○ Collaboration / school to school working with a focus on improving standards of writing using best practice ○ Building capacity - preparation for Headship ○ Effective use of PDG, improving outcomes for vulnerable learners • Caerphilly <ul style="list-style-type: none"> ○ referred to PCA for detailed planning time • Monmouthshire <ul style="list-style-type: none"> ○ Collaboration and school to school working ○ Governance and developing their role ○ Supporting Heads in early headship and developing middle leaders ready for headship • Newport – highest priority: <ul style="list-style-type: none"> ○ Creating strategic direction ○ Leading learning and teaching – specifics around AfL and BfL, SoW ○ Developing distributed leadership and securing accountability ○ Strengthening SE to ensure pockets of underperformance are identified and addressed ○ Effective grant planning to ensure impact on standards ○ Sharing practice • Torfaen <ul style="list-style-type: none"> ○ Consistency in key documentation i.e. writing SER and SIPs ○ Self-evaluation processes ○ Change management ○ Dealing with under-performance 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Improving Leadership - Excellence in Leadership Programme (New Deal)		
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Improving the quality of leadership in all phases in all schools</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Fewer red and amber schools • More green and yellow schools • Higher levels of recognition of good leadership in <ul style="list-style-type: none"> ○ Categorisation reports ○ Estyn reports ○ School-level surveys ○ 360 review exercises • A clear account of the relationship between improved leadership and better learner outcomes • A clear account of the role of leadership in challenging the attainment gap • Improved succession planning and improved quantity and quality of HT applicants 		
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • ILM 5 • EDIT Support Programme – English Departments only • Post Grad Cert • Pre-Headship Seminar (NPQH prep) • NPQH • Y1 Headship • Leadership Seminars and Conferences • Structured Mentoring and Support • Excellent Leaders of Education • Global Leaders of Education 	<p>When? / Pryd?</p> <p>All programme run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions</p> <p>All services are offered to all schools, including SEN schools, PRUs and in the Welsh Medium where possible</p>	<p>Who? / Pwy?</p> <p>Lead – Jeff Beecher</p> <p>Schools:</p> <p>Secondary</p> <ul style="list-style-type: none"> • Caldicot • Risca • Ebbw Fawr • Bassaleg • Duffryn <p>Primary (TBC)</p> <ul style="list-style-type: none"> • Ystruth - BG • George Street - TCC • Woodlands - TCC • Goytre Fawr - MCC • Gilwern - MCC 	<p>Primary (TBC, cont.)</p> <ul style="list-style-type: none"> • St. Gwladys - CCBC • Pengam - CCBC • Mount Pleasant - NCC • Gwyddon – CCBC • Trellech Gabriel's RC - NCC • Eveswell – NCC • YG Casnewydd - NCC • YG Cwm CP - MCC • Millbrook - NCC • Malpas CIW Infants - NCC • Nantyparc - CCBC • Coedygarn - BG • Our lady of the angels RC – TCC • Ysgol Cwmbran – TCC • YG Ifor Hael – NCC
<p>Resources / Adnoddau</p> <p>Programme S-2-S subsidies</p> <p>SCC grant - £402,000</p>		<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – launch all elements of the programme, review position as expressed in New Deal, possible review of leadership standards</p> <p>2016/17 – pending review of impact and specifically analysis of succession challenge, reconfigure the programme</p> <p>2017/18 – will be contingent on the impact of the New Deal</p>	

Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year

Service Area	Improving Literacy
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	<ul style="list-style-type: none"> • FP- KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels decreased by 4 pt in FP to 13 pts but only narrowed by 1 point in KS2 to 16pts remaining static in KS3 at 21pts. The gap between eFSM and non-FSM pupils increases throughout the key stages. • Compared to national averages for 2013 In the FP the gap is 4pts smaller, KS2 0.5pts and KS3 1.9pts smaller than national averages for 2013. • KS4: Performance of eFSM learners has improved in all LAs and the region overall from 35 to 38pts, however, the gap has increased by 1pts overall to 33% slightly above the national average of 32pts. • The trend over the last three years shows that the EAS is closing the gap more quickly than Wales at all Key stages.
Improving standards of achievement in English and Literacy	<p>Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3</p> <ul style="list-style-type: none"> • FP Results increased at 05+ and 06+ in line with Wales. • KS2 L4+ increased in line with Wales, L5+ almost double the increase in Wales + 4.5pts. (KS2 +2.3pts above Wales) • KS3 Average increases less than for Wales across all three levels (L5+, L6+ and L7+). <p>Benchmark performance well above average in primary but average in secondary (KS3 50% above the median, 25% in Q4)</p> <ul style="list-style-type: none"> • FP 05+: 74%, 06+ 63%, (36% in top quarter) KS2 L4+: 55%, L5 62% (29% top quarter) • Key Stage 3 (50%) Too many schools in the bottom quarter; only 8 schools Q1 at L5+ and 11 schools at L6+. L5+ 47% above the median (10 schools in Q4) , L6+ 54% above the median (11 schools in Q1, 10 in Q4) <p>Key stage 4 GCSE examination performance</p> <ul style="list-style-type: none"> • GCSE results at A* - C increased in all LAs, and by 5 points overall to 65%, compared with a national increase of 3 points. Biggest increases in Blaenau Gwent (5 points) and Monmouthshire (8.5 points). Results are still below national figures 66% by 1.5pts. Benchmark performance is average overall: 51% above median, compared to 44% in maths, with 24% in Q1 (9 schools) and 8 schools in Q4 for GCSE English.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • WG Core data sets (school and LA level) TA and national Reading tests • EAS schools profiles and additional analyses Trends, comparisons with similar schools, performance of different groups, progress • Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level) • EAS school survey responses 2014 • Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events • National categorisation information, LA and school inspection reports and information gained from moderation events • Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc.) 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases, incl. KS4. • Support learners with SEN/ AEN to ensure they achieve their potential through targeted intervention and support from FP through to KS4. • Improve performance in national tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. • KS3: Increase percentage pupils achieving L7 in Y9 (Only 12% in 2014). This does not provide a strong enough foundation for KS4 in terms of securing the top grades. • KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 50% above median and only 9 schools in Q1). • 15% of schools disagree that EAS understand their needs in terms of English and Literacy and 15% felt that the work of the English and Literacy team did not reflect the needs of their school. 13% of schools felt that had difficulty accessing English and Literacy services. 33% of schools stated that the English and Literacy team didn't encourage them to share practice and 36% felt that support from the English and Literacy team did not demonstrate a positive impact in their schools. • Impact reports from central and bespoke training participants have been 100% positive across the key stages within English and Literacy (based on attendee evaluations), However, we still need to accelerate the attendance at central training for English and Literacy in the secondary sector, along with bespoke school support and closely monitor the impact of the training and support on the learner. 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<ul style="list-style-type: none"> • Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level English/ Literacy documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan; continued use of a common format for delivery plans across BIS curriculum and FP teams. 	

Service Area	Improving Literacy																																																																												
<ul style="list-style-type: none"> Improve support for Eng/Lit in particular advice and guidance on how to improve. Monitor the effectiveness of the new support programme by gaining feedback from schools and undertaking systematic impact reviews Continue to ensure team meetings are minuted and contain actions and progress updates. School survey – Develop the role of lead schools for English and Literacy support and enhance the school to school offer for CPD activities and self-evaluation. 																																																																													
<p>Summarise Estyn and national priorities impacting on the Service Area</p> <ul style="list-style-type: none"> Literacy and numeracy Framework (LNF), revised AoL/PoW (FP – KS3) and revised GGCS in KS4. WBQ / GCSE/Post-16 qual. changes. Delivery of WG National Support Programme from Sept 2015 (incl. remaining CfBT work relating to Y9 in sum term - TBC) SEG/PDG planning, monitoring reporting requirements (informed by Sutton Trust Toolkit). Estyn Annual Chief Inspector's report, and individual reports on schools / LAs. Estyn thematic reports (English KS4, Literacy KS2 and 3, FP, Working with schools in Special Measures, Overcoming Poverty) PISA analyses and reports, as well as annual analyses and feedback on GCSE English exams (WJEC) 																																																																													
<p>Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in all LAs)</p> <p>Caerphilly- Training focussing on writing and narrowing the gap in attainment particularly with boys. BG- establish consistent and accurate TA and training focussing on writing and narrowing the gap in attainment particularly with boys. (Pilot in BG Getting it 'Write' project) Monmouthshire – strategies to improve teaching and learning including higher order reading and writing skills / raise achievement of eFSM and more able pupils Torfaen – establish consistent and accurate TA + strong cluster moderation processes / monitor effectiveness of tracking literacy skills across the curriculum Newport – Monitor cluster plans and evaluate impact / develop and disseminate 'rich tasks' in English/ Literacy to develop writing across the curriculum - FP – KS3 settings (Lively Literacy- Making the Links - AoL project, Getting it 'Write' and Mind the Gap project)</p>																																																																													
<p>Priority / Blaenoriaeth: Priority Outcome 4: Improving standards in English (and Literacy) for all pupils Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>NB Targets in the column to the right are based on aggregated school targets set for 2014-15. Figures in red are EAS English estimates set in 2014-15</p> <p>English / Literacy is making good progress in breaking the link between poverty and under-performance. Improvement in the relative performance of eFSM pupils in English and Literacy is equal to or better than the national average in the Foundation Phase and Key stages 2 and 3. However, the gap remains slightly larger than national averages within Key Stage 4. (1% above NA)</p>	<p>Desired Outcomes / Deilliannau</p> <table border="1" data-bbox="874 902 1498 1077"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Expected level</th> <th colspan="2">Expected level + 1</th> </tr> <tr> <th>2014</th> <th>2015</th> <th>2014</th> <th>2015</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>FP</td> <td>90</td> <td>91 (91)</td> <td>36</td> <td>37 (38)</td> </tr> <tr> <td>KS2</td> <td>89</td> <td>89 (90)</td> <td>41</td> <td>43 (43)</td> </tr> <tr> <td>KS3</td> <td>85</td> <td>87 (87)</td> <td>46</td> <td>53 (47)</td> </tr> <tr> <td>KS4</td> <td>65</td> <td>69 (66)</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="874 1104 1498 1308"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Actual 2014</th> <th colspan="3">Target 2015</th> </tr> <tr> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>81</td> <td>93</td> <td>13</td> <td>82</td> <td>93</td> <td>11</td> </tr> <tr> <td>KS2</td> <td>77</td> <td>93</td> <td>16</td> <td>79</td> <td>92</td> <td>13</td> </tr> <tr> <td>KS3</td> <td>68</td> <td>89</td> <td>21</td> <td>73</td> <td>90</td> <td>17</td> </tr> <tr> <td>KS4</td> <td>30</td> <td>64</td> <td>33</td> <td>48</td> <td>73</td> <td>25</td> </tr> </tbody> </table>			Expected level		Expected level + 1		2014	2015	2014	2015	ALL					FP	90	91 (91)	36	37 (38)	KS2	89	89 (90)	41	43 (43)	KS3	85	87 (87)	46	53 (47)	KS4	65	69 (66)				Actual 2014			Target 2015			eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap	FP	81	93	13	82	93	11	KS2	77	93	16	79	92	13	KS3	68	89	21	73	90	17	KS4	30	64	33	48	73	25
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<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> Provision of effective training and guidance to support schools in raising the bar for all learners in English and Literacy, including SEN learners whilst narrowing the eFSM/non-FSM gap and focus on the progress of pupils who may be disadvantaged by poverty. With changes to the new POS and GCSE specifications we will collaborate with schools to address the imperative to raise standards of English and Literacy so that learners are equipped for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests. This will ensure that results are in line with national averages. (2014 1.5pp below) Provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model. Collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective implementation of the revised AoL/PoS from September 2015 (FP/KS2/KS3), as well as the new English GCSE. Collaborate with WG to implement the 4th year of the NSP support plan including supporting planning with individual teachers/depts, securing effective curriculum transition (KS2 and KS3), and establishing effective partnerships with parents and SENCos. We will continue to work with subject leaders and lead practitioners to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in English and Literacy linked to EAS generic 'Excellence in Teaching' Strategy. 	<p>When? /Pryd?</p> <p>April 2015 to March 2016</p> <p>Learner outcomes evaluated July-Sept 2016</p>	<p>Who? / Pwy?</p> <p>EAS English/ Literacy team</p> <p>Challenge Adviser with responsibility for English and Literacy</p> <ul style="list-style-type: none"> Secondary English adviser One associate English Adviser Two Secondary English specialist advisers – funded directly from WG to implement GCSE project 1.6 English / Literacy Advisers 1 Advisory Teacher 2 seconded Advisory teachers. 																																																																											

Service Area	Improving Literacy																												
<p>- Support effective use of rich task setting to develop oracy, reading and writing and develop pupil interaction and discussion, and effective formative assessment based on a clear knowledge of pupils' strengths and weaknesses. Approaches particularly successful in supporting the learning of pupils at risk of falling behind in English and Literacy – notably eFSM, SEN, ALN and EAL pupils. Schools will have access to a regional diagnostic tool aligned to the national reading tests to help teachers to identify weakness at an early stage so that pupils can receive targeted intervention before the gap develops. Schools will continue to have access to a regional online LNF tracker to assist reporting in summer 2015.</p> <p>-10 day secondary English 'conversion course' in June 2015 to provide specific knowledge to support non-English specialists in planning, teaching and assessing English in key stage 3 and English Language in key stage 4. This pilot programme will provide a pragmatic solution, classroom trialling and lesson feedback. We will also be supporting schools in responding to the implication of key recommendations within the Donaldson Review.</p>																													
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>Targets at expected levels (NB Figures in red EAS estimates)</p> <table border="1" data-bbox="869 801 1485 972"> <thead> <tr> <th></th> <th>FP</th> <th>KS2</th> <th>KS3</th> <th>KS4 (all)</th> <th>KS4 (FSM GAP)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>90</td> <td>91</td> <td>87</td> <td>70</td> <td>27.2</td> </tr> <tr> <td>2016-17</td> <td></td> <td>90</td> <td>89</td> <td>72</td> <td>25</td> </tr> <tr> <td>2017-18</td> <td></td> <td>92</td> <td>91</td> <td>74</td> <td>23</td> </tr> </tbody> </table>						FP	KS2	KS3	KS4 (all)	KS4 (FSM GAP)	2015-16	90	91	87	70	27.2	2016-17		90	89	72	25	2017-18		92	91	74	23
	FP	KS2	KS3	KS4 (all)	KS4 (FSM GAP)																								
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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Improving Teaching - Excellence in Teaching Programme – New Deal
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • CA reports on quality of teaching in reviews and scrutinies • Estyn findings on KQ2 in schools • Categorisation • School survey • Impact reports from programme participants 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • CA reports – still high instances of ‘adequate’ judgments on practice – data to be confirmed by PCAs • Estyn findings on KQ2 – variable across the LAs – data to be confirmed by Business Intelligence • Categorisation – highly variable across LAs – data to be confirmed by Business Intelligence • School survey – clear demand for more extensive offer across the curriculum areas in all phases • Impact reports from programme participants – subject to ongoing review 	
Summarise key inputs from the Estyn Remit visit and school-survey	
Remit visit – focus on impact	
School survey – cover the whole range of teacher requirements for development	
Summarise Estyn and national priorities impacting on the Service Area	
Estyn Annual report	
Challenge of poverty	
WBQ	
PISA	
LNF programme changes	
Specific focus of this Service Area’s work in each LA within the region	
<ul style="list-style-type: none"> • BG – KS4 Mathematics and English – support for the PISA project, specific school-to-school approach for Literacy • Caerphilly – ensure SCC schools access the service • Monmouthshire – develop the school-to-school offer • Newport – ensure SCC schools access the service, check LA priorities in primary • Torfaen – check LA position on priorities • All – target red and amber schools for engagement of teachers in programme 	

Service Area Business Plan 2015 – 2016: Overview

Service Area		Improving Teaching - Excellence in Teaching Programme – New Deal	
Priority / Blaenoriaeth: Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy) Through: Improving the quality of teaching and learning in all phases in all schools, in particular using a heavily school-to-school CPD and support methodology		Desired Outcomes / Deilliannau <ul style="list-style-type: none"> • Higher levels of engagement in the programme by teachers from red and amber schools • Fewer judgments of adequate by CAs and school leaders • More judgments of good and excellent • Higher levels of satisfaction by learners • A clear account of the relationship between improved teaching and better learner outcomes, especially for learners challenged by poverty 	
Main activities / Prif weithgaredd <ul style="list-style-type: none"> • Breaking Through- for teachers who demonstrate consistently adequate teaching • Securing Good and Aiming for Excellent • The Excellent Teacher Programme • The Workshop Programme • ETF Training • ETF update – skills development • Teaching and Learning reviews • NQT and HLTA support • Support for WBQ implementation • Post-16 support including non-schools • All activities are available to SEN schools, to PRUs and in the medium of Welsh 		When? / Pryd? All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions	Who? / Pwy? Lead – Mike Cameron Schools: Secondary <ul style="list-style-type: none"> • Caldicot • YGCR – Welsh medium secondary working with CSC schools • St Joseph's • St Alban's • Newport High • Lewis Pengam • Duffryn Primary <ul style="list-style-type: none"> • Abertillery • Ystrad Mynach • St Julian's • Glan Usk • Croesyceiliog • Eveswell • Rhiw Syr Dafydd • Blaenavon Heritage • St Gwladys • Y Castell and 'Anelu' schools – Welsh Medium
Resources / Adnoddau Programme S-2-S subsidies SCC grant - £219,500		Key milestones / Cerrig Milltir 2015 – 18 2015/16 – launch the workshops (March 15), recruit to BT, trial ETP in both phases 2016/17 – embed all programmes and migrate service from WBQ implementation to ongoing school-to-school support 2017/18 – will be contingent on the impact of the New Deal	

**In Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	CYMRAEG / Llythrennedd	Welsh First Language / Literacy
Progress 2014-15		
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:		
Accelerating the progress of learners who face the challenge of poverty	<p>FP- KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 2 pts in FP (currently 11 pts) but increased by 2 points in KS2 and by 6 points in KS3 (18 pts / 25 pts respectively). The overall gaps in performance are lower than the national averages for 2014 in the FP and KS2 (by 3 / 1 points respectively) but are higher in KS3 by 9 points. The gap between eFSM and non-FSM pupils increases throughout the key stages.</p> <p>KS4: The overall gap in performance of eFSM and non-FSM pupils narrowed by 5 points in 2014 (based on 2 schools' performance). The overall gap in performance is lower than the national average for 2014 in KS4 by 5 points. There is a downward performance trend at Ysgol Gyfun Cwm Rhymini, Caerphilly (gap currently 50%). There is an upward trend in performance of eFSM learners at Ysgol Gyfun Gwynllyw, Torfaen with eFSM performance in 2014 above that of non-FSM pupils by 1.9%. (eFSM pupils 13% cohort in both schools)</p>	
Improving standards of achievement in Welsh and Literacy	<p>Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3</p> <p>FP - Results increased at O5 by 3 points in line with Wales and significantly at O6 by 7 points (Wales up by 4 points). Performance at the expected level above the Wales average in Caerphilly, Monmouthshire and Newport, slightly below (1 point) in Torfaen but significantly below Wales in Blaenau Gwent. KS2 - Overall performance above the national average by 2 points. Results on a par with/ above Wales in all LAs other than Monmouthshire. L5+ overall performance below Wales by 2points. KS3- Based on the performance of 2 schools. Overall performance below Wales (L5 by 1pt/L6 by 2 pts)</p> <p>Benchmark performance well above average in primary but below average in secondary. FP/KS2 O5+: 65% (5% Q1), O6+ 65% (20% Q1) L4+: 61%.(22% Q1) L5+44% 11% (Q1) KS3 Both schools in the bottom quarter L5+. KS4 One school in Q3, one in Q1</p> <p>Relative performance of tests in comparison with Teacher Assessment</p> <p>Regional reading test performance SS85+ below Wales in KS2 and KS3. Significant inconsistency between reading test and TA data in FP, KS2 and KS3 with TA at the expected levels significantly higher than performance at SS85+ with even greater variation between SS116+ and the expected level +1.</p> <p>Year 2 SS85+83% TA O5+ 91% (Variation 8%), SS116+ 16% TA O6+ 34% (Variation 18%) Year 6 SS85+ 80% TA L4 90% (Variation 10%), SS116+ 11% TA L5 32% (Variation 20%) Year 9 SS85+ 85% TA L5 89% (Variation 4%), SS116+ 13% TA L6 51% (Variation 38%)</p> <p>Key stage 4 GCSE examination performance - based on provisional data submitted Sept 2014</p> <p>Based on 2 schools' performance GCSE results at A* - C increased by 1.5 points overall to 76%. Results in Caerphilly up by 6 points and Torfaen down by 4 points and by 1 point overall to 58%, compared with a national increase of 2 points. Performance in Caerphilly is on a par with the national average with Torfaen performance 7 points above the Wales average.</p>	
Drivers for the Coming Year		
Overview of datasets – the sets of data that will inform the detailed Service Area Plan		
<ul style="list-style-type: none"> WG Core data sets (school and LA level) } TA and national reading tests EAS schools profiles and additional analyses } Trends, comparisons with similar schools, performance of different groups, progress Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level) Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events National categorisation information, LA and school inspection reports and information gained from moderation events Inspection and Challenge Adviser recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) 		
Key priorities drawn from the <u>direction of travel</u> in the above datasets		
<ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs, but particularly KS3 and KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases. Improve performance in national reading tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. KS3: Increase percentage pupils achieving L5 and above and ensure TA and SS116 data are more closely aligned in 2015 so that a strong foundation is set for KS4 in terms of securing the top grades. Improve performance in Writing at KS2 and KS3 and 100% positive responses on training provided e.g. Communication Matters and LanCo meetings, however more WM training being requested by delegates 		
Summarise key inputs from the Estyn Remit visit and school-survey		
<p>Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level Welsh / literacy documentation to provide succinct overview, avoiding duplication in delivery plan; use common format for delivery plans across BIS teams. team meetings minuted with actions and progress updates. Improve Welsh 1st language support for schools. Address school-survey feedback</p>		
Summarise Estyn and national priorities impacting on the Service Area		

- WESP, Estyn Annual Report, Raising skills in literacy, Challenge of Poverty, GCSE/ PISA, LNF Programme

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in all LAs)

Regional approach to raising standards in Welsh as a first language due to the small number of schools in individual LAs.

Trans-regional approach to raising standards of teaching and learning in the Welsh-medium sector (Primary and Secondary) – *Anelu at Ragoriaeth*. Trans-regional approach to raising standards in Welsh as a first language in KS3 and KS4 – 2 schools – joint working, family working, EAS / CSC GCSE forum, CYDAG Embed *Cyfathrebu'n Gyntaf* in the PF. Establish consistent and accurate TA + strong cluster moderation processes / monitor effectiveness of tracking literacy skills. Strategies to improve teaching and learning including higher order reading (8 reading behaviours) and writing skills in KS2. Training focussed on assessment, AT3 writing and narrowing the gap in attainment

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Service Area Business Plan 2015 – 2016: Overview

Service Area	CYMRAEG / Llythrennedd	Welsh / Literacy																																																																													
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 3: Improving standards in Welsh and Literacy for all pupils</p> <p>Priority Outcome 1: Accelerating the progress of Learners who face the challenge of poverty</p> <p>NB Targets in the column to the right are based on aggregated school targets set for 2014-15.</p> <p>In the primary phase and in KS4, Cymraeg/Llythrennedd is making good progress in breaking the link between poverty and under-performance. The overall gaps in performance between e-FSM and non-FSM pupils at the expected level are lower than the national averages for 2014 in the FP, KS2 and KS4 (by 3 / 1 / 5 points respectively).</p> <p>Tables - 22 Welsh-medium schools in SE Wales. 20 primary, 2 secondary.</p>		<p>Desired Outcomes / Deilliannau</p> <table border="1" data-bbox="901 349 1396 611"> <thead> <tr> <th></th> <th colspan="2">Expected level</th> <th colspan="2">Expected level + 1</th> </tr> <tr> <th></th> <th>Actual</th> <th>Target</th> <th>Actual</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>2014</td> <td>2015</td> <td>2014</td> <td>2015</td> </tr> <tr> <td>FP</td> <td>91</td> <td>94</td> <td>34</td> <td>34</td> </tr> <tr> <td>KS2</td> <td>90</td> <td>90</td> <td>32</td> <td>38</td> </tr> <tr> <td>KS3</td> <td>89</td> <td>92</td> <td>51</td> <td>64</td> </tr> <tr> <td>KS4</td> <td>76</td> <td>82</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="901 638 1396 949"> <thead> <tr> <th></th> <th colspan="3">Actual 2014</th> <th colspan="3">Target 2015</th> </tr> <tr> <th></th> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>81</td> <td>92</td> <td>11</td> <td>89</td> <td>95</td> <td>6</td> </tr> <tr> <td>KS2</td> <td>75</td> <td>93</td> <td>18</td> <td>79</td> <td>92</td> <td>13</td> </tr> <tr> <td>KS3</td> <td>67</td> <td>92</td> <td>25</td> <td>88</td> <td>93</td> <td>5</td> </tr> <tr> <td>KS4</td> <td>53</td> <td>75</td> <td>22</td> <td>58</td> <td>85</td> <td>27</td> </tr> </tbody> </table>		Expected level		Expected level + 1			Actual	Target	Actual	Target	ALL	2014	2015	2014	2015	FP	91	94	34	34	KS2	90	90	32	38	KS3	89	92	51	64	KS4	76	82				Actual 2014			Target 2015				eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap	FP	81	92	11	89	95	6	KS2	75	93	18	79	92	13	KS3	67	92	25	88	93	5	KS4	53	75	22	58	85	27
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<p>Main activities / Prif weithgaredd</p> <p>Immediate priorities</p> <ul style="list-style-type: none"> Provide differentiated and well-targeted interventions in identified schools aligned to the National Categorisation Model. Collaborate with schools to develop the consistency of TA and strong cluster moderation processes throughout the region; work with WG to establish effective procedures to quality assure external verification activities in summer 2015. Collaborate with schools to raise standards of Welsh/literacy to equip learner for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests. Provide effective training and guidance to support schools in raising the bar for all learners in Welsh / literacy, whilst narrowing the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty. Ensure effective sharing of best practice and well-constructed programmes of school-to-school support in Welsh / literacy linked to EAS generic 'Excellence in Teaching' Strategy' Collaborate with WG for 4th year of the NSP from July 2015. Support planning with individual teachers/depts, securing effective curriculum transition (KS2 and KS3), and establishing effective partnerships with parents and SENCos. Collaborate with school leaders / WESP fora to decide on and develop appropriate support for ALN in Welsh. Work with the WG Sabbatical scheme to support the linguistic development of practitioners and assistants. WESP Outcomes 1-7 <p>Improve provision for Welsh and literacy - effective use of resources to support pupils' understanding, frequent pupil interaction and discussion, effective formative assessment based on knowledge of pupils' strengths and weaknesses. Schools will have access to a regional online LNF tracker for Welsh, which will strengthen teacher assessment and assist reporting in summer 2015.</p>		<p>When? /Pryd?</p> <ul style="list-style-type: none"> Targeted intervention currently being provided in line with Categorisation Cluster moderation dates in place (March-May '15) with cluster standardisation and moderation activities underway. EAS sampling in May/June'15 GCSE/PISA school-to-school programme and EAS/CSC GCSE/PISA forum underway LanCo meeting programme in place. Central training programme to be published in line with MySID (March / April '15) Identify hub schools for Literacy – Summer '15 <p>April 2015 to March 2016</p> <p>Learner outcomes evaluated July-Sept 2016</p> <p>Who? / Pwy?</p> <p>EAS Welsh team Head of Welsh in Education with responsibility for Welsh First Language and Welsh Second Language</p> <p>1 (Seconded to Aug 2015) Welsh Advisory Teacher, Primary (20 of 22 Welsh medium schools in Primary sector)</p> <p>Welsh Literacy Adviser TO BE APPOINTED for September 2015 (replacement for above role due to need for high level support and challenge for literacy as well as Welsh 1st language) & School to school working. 3 hub schools for Welsh literacy and numeracy (Welsh-medium) lead by above Adviser. TO BE AGREED Language tutor (shared with Welsh 2nd language) supporting the language training needs of teachers and assistants in the Welsh-medium sector and liaising with WG Sabbatical Scheme.</p>																																																																													

Resources / Adnoddau

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding

Key milestones / Cerrig Milltir 2015 – 18 Targets at expected levels

	FP	KS2	KS3	KS4 (all)	KS4 (FSM GAP)
2015-16	93	77	92	86	31.1
2016-17		77	93	85	6.7
2017-18		75	94	86	5

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Progress 2014-15 and Drivers for the Coming Year

Service Area	Early Years and Foundation Phase																																												
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Accelerating the progress of learners who face the challenge of poverty	The overall gap in performance of eFSM and non-FSM pupils at the expected levels reduced at a faster rate than across Wales in 2014 in all areas of learning other than mathematics. The gap is smaller than Wales in all areas of learning. eFSM/non-FSM gap (percentage points):																																												
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Improving standards of achievement in Foundation Phase	Teacher Assessment in Foundation Phase <ul style="list-style-type: none"> Overall, the FPI at O5+ has improved from 2013 to 2014 (86 to 88), which is above the national average of 85 There was a greater improvement in O6 for language, literacy and communication English (2.4 points), Welsh (6.3 points). Performance is above national average in both languages (LLC English 3.4 points above, LLC Welsh 1.1 points above). Mathematical Development (O6) made progress by 1.9 points over this period and is 2.2 points above the national figure. Benchmark performance is well above average in primary schools across the region <ul style="list-style-type: none"> FPI 72% of schools above the median at O5+ O6 LLC (63) MD (62) and PSD (63) above the median 1/3 of schools in Q1 for LLC, almost 1/3 for MD 																																												
Drivers for the Coming Year																																													
Overview of datasets – the sets of data that will inform the detailed Service Area Plan <ul style="list-style-type: none"> National agenda ~ introduction of FP Profile statutory from September 2015. Training required for all Reception and Yr 2 teachers Introduction of new AOLs for LLC and MD within FP pedagogy ~ particularly focus on nursery provision Estyn Annual Report 2013-14 p.11 Early development, p.28 ‘preschool experiences enormously beneficial ... especially for children at risk of underachieving’. TSO impact of training annual audit visits to all schools, highlighting schools needing support and those with PWS Team analysis of school/setting course uptake / engagement in core network meetings/ observation of impact of training National categorisation information, LA and school inspection reports and information gained from moderation events Inspection, Challenge Adviser requests (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) 																																													
Key priorities drawn from the direction of travel in the above datasets <ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs. Target to reduce gap by 1% in all AOLs 2015. Ensure that HTs and senior leaders are aware of Estyn annual report 13.14 and FP Stocktake recommendations with regard to FP pedagogy HT Conference March 15 Review courses on offer to ensure they meet national priorities and specifically target the progress of eFSM pupils Develop and extend ‘Communication Matters’ to provide wide reaching LLC support, continue to promote numeracy across the curriculum with specific courses Follow up impact of training visits with support to schools who are not implementing FP as statutory curriculum Liaise more closely with CAs working in schools with intervention plans to ensure joined up approach 																																													
Summarise key inputs from the Estyn remit visit and school-survey <ul style="list-style-type: none"> 14.15 School survey outcomes very positive. The work of the team valued with over 88% satisfaction on questions specifically related to FP. In particular EYE, TLR networks and sharing practice were highlighted as impacting positively in school. Areas to improve were identified as: early years support for literacy and numeracy. Specific nursery provision training. Continue to ensure team meetings are minuted and contain actions and progress updates relating to SAP priorities. 																																													
Summarise Estyn and national priorities impacting on the Service Area <ul style="list-style-type: none"> EIG terms and conditions will impact on course costs Introduction of FP Profile and AOLs for LLC and MD (statutory Sept 2015) Estyn annual report notably nursery and yr two and pupils at risk of underachieving (eFSM/EAL/SEN) Responding to FP stocktake recommendations March 2014, awaiting outcome of Donaldson review (February 2015) 																																													
Specific focus of this Service Area’s work in each LA within the region (NB eFSM is an underlying focus in all LAs) Research shows that quality early years provision has an impact on all pupils but particularly eFSM and SEN pupils. This will be a																																													

focus across all LAs. In addition ensure new AoLs for LLC and MD are incorporated in appropriate Foundation Phase training. **Blaenau Gwent, Torfaen.** Focus on role of the adult, the learning environment and literacy planning using rich texts. **Caerphilly:** focus on early years (nursery) provision. Work across LAs to share best practice. Improve attendance at TLR meetings
Newport: expand Early Educators Group and begin to use as 'hubs of excellence' for nursery classes across consortium
Monmouthshire: continue to focus on MAT. Monitor impact of new Early Educators group in Monmouthshire.
Torfaen: General: Improve take up of training. Focus on identified schools for 'Picture Book Project' to improve provision for literacy learning.

Service Area	Early Years and Foundation Phase
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Priority / Blaenoriaeth:

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2: Improving standards in English and literacy for all pupils.

Priority Outcome 4: Improving standards in mathematics and numeracy for all pupils

Desired Outcomes / Deilliannau				
	Expected level		Expected level + 1	
	Actual	Target	Actual	Target
ALL	2014	2015	2014	2015
LLC	90	91	36	37
MD	91	91	32	35
PSD	95	95	54	53
FPI	88	89	26	28

	Actual 2014			Target 2015		
	eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap
LLC	81	93	12	82	93	11
MD	82	94	12	83	94	11
PSD	90	97	7	90	97	6
FPI	77	91	14	79	92	13

Main activities / Prif weithgaredd
The focus for 15/16 remains the same as previous years and serves to build on what has gone before. Knowledge of and response to government and Estyn findings drives the work of the Foundation Phase team. **Key drivers 15/16:**

- Nursery provision
- Embedding language, literacy and communication and numeracy skills across the curriculum
- Developing the skills of middle leaders

- FP Profile training statutory 2015:** Provide training for all relevant FP staff due to implement new assessment procedures.
- Introduction of new AOLs LLC and MD statutory 2015.** Collaborate with WG, teachers and school leaders to deliver programmes designed to ensure effective implementation of revised AOLs from Sept 2015
- Provide effective training and guidance to support schools and settings in raising the bar for all learners, whilst narrowing the eFSM/non-FSM gap by focusing, in particular on **literacy and numeracy development:**
- Deliver **ELKLAN** training to schools and settings. Language development has significant impact on cognition and learning particularly for pupils disadvantaged by poverty and those with SEN/EAL
- Extend **'Communication Matters'** nursery provision and revise other training to link more closely with language, thinking and problem solving
- Provide specific training for teaching assistants to support vulnerable learners and engage MAT pupils.
- Provide specific LLC intervention training **'Tackling the Tail'**
- Promote **'Numeracy Counts'** and **'Maths, Here, There, Everywhere'** in schools and settings to improve numeracy skills
- Share best practice in **nursery provision** across all LAs (from Newport **Early Educators group**, expanded to include Monmouthshire 15.16)
- Provide differentiated and well-targeted interventions in collaboration with CAs in identified schools in line with the National Categorisation Model
- Provide **cluster moderation for LLC** to ensure greater

When? /Pryd?

April 2015 to March 2016

Learner outcomes evaluated July-Sept 2016

Training programme 15.16

HT conference March 15

Who? / Pwy?

EAS Foundation Phase team

Challenge Adviser with responsibility for FP

5 training and support officers
1 associate adviser FP literacy
7.4 teachers advisers for non-maintained settings

<p>consistency of Teacher Assessment throughout the region</p> <ul style="list-style-type: none"> • Maintain Foundation Phase network meetings for leaders to ensure effective sharing of best practice and offer extended TLR training to improve middle leaders of FP to raise standards of achievement for all pupils and particularly eFSM 		
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EiG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EiG will inform the core funding</p> <ul style="list-style-type: none"> • 	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 deliver training programme as previous with amendments made following EiG Ts and Cs Key focus statutory FPP training</p> <p>2016/17 reconfiguring of Foundation Phase SAP in light of impact of EiG changes to charging practices</p> <p>2017/18 dependent upon impact of EiG, fewer courses more school to school</p>	

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Service Area Business Plan 2015 – 2016:



Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional 14 - 19																														
Progress 2014-15																															
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:																															
<p>Accelerating the progress of learners who face the challenge of poverty</p>	<p>EAS supports NEETS reduction through the brokering of 14 – 19 collaboration and the Post 16 review recommendations to schools. Progress on NEETS reduction has been made in 4 out of the 5 authorities as detailed below</p> <table border="1"> <thead> <tr> <th>Local Authority</th> <th>2012 outcomes</th> <th>2013 outcomes</th> <th>2014 LA targets</th> <th>2014 outcomes</th> </tr> </thead> <tbody> <tr> <td>Blaenau Gwent</td> <td>4.2%</td> <td>4.6%</td> <td>4.2%</td> <td>3.44%</td> </tr> <tr> <td>Caerphilly</td> <td>5.9%</td> <td>4.4%</td> <td>5%</td> <td>3.53%</td> </tr> <tr> <td>Monmouthshire</td> <td>3.8%</td> <td>2.8%</td> <td>3.3%</td> <td>1.69%</td> </tr> <tr> <td>Newport</td> <td>4.9%</td> <td>4.9%</td> <td>4.9%</td> <td>4.75%</td> </tr> <tr> <td>Torfaen</td> <td>5.5%</td> <td>2.5%</td> <td>1.5%</td> <td>2.15%</td> </tr> </tbody> </table> <p>Destinations – Improvement in overall learner destinations across the 5 LA's over the last 2 years is good, with a decline only in Year 12 (13/14) in Blaenau Gwent of 8% - unemployed or destination not known</p> <p>Achievement - At KS4 in 2014 the 14 – 19 grant funded overall achievement rates were FSM pupils 92.63% and non FSM pupils 96.27%, comparable with offsite course provision of FSM pupils 90.94%, non-FSM pupils 94.41%.</p> <p>Achievement of L3 Threshold in all 6th forms has improved marginally by 0.5%</p>	Local Authority	2012 outcomes	2013 outcomes	2014 LA targets	2014 outcomes	Blaenau Gwent	4.2%	4.6%	4.2%	3.44%	Caerphilly	5.9%	4.4%	5%	3.53%	Monmouthshire	3.8%	2.8%	3.3%	1.69%	Newport	4.9%	4.9%	4.9%	4.75%	Torfaen	5.5%	2.5%	1.5%	2.15%
Local Authority	2012 outcomes	2013 outcomes	2014 LA targets	2014 outcomes																											
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Drivers for the Coming Year																															
<p>Overview of datasets – the sets of data that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> WG NEETS data per 5 LA's Internal data sets on 14 – 16 learner performance on grant funded programmes Careers Wales destination data per school, per LA School categorization and SCC schools (with 6th forms) and 6th form performance data per school 																															
<p>Key priorities drawn from the <u>direction of travel</u> in the above datasets</p> <ul style="list-style-type: none"> Increased NEETS figure in Torfaen Prioritise red and amber schools re overall performance/destinations years 11 and 13 and those schools with high eFSM and other vulnerable learners (SEN, LAC, ALN) including standards of tracking and learner support for progression to other providers 																															
<p>Summarise key inputs from the Estyn Remit visit and school-survey. Relevant to 14 – 19 :-</p> <ul style="list-style-type: none"> Clarity between the role of the LA and EAS Increased support for SEG/PDG/WEG planning and use of MySID Increased support for pupil tracking and target setting Improved support for self-evaluation and QIP planning for schools to make progress 																															
<p>Summarise Estyn and national priorities impacting on the Service Area Estyn annual report, Estyn report on Learner support services for pupils aged 14 - 16 Challenge of poverty, YEPF framework per LA and region, new 6th form performance measures, Ministers priorities</p>																															
<p>Specific focus of this Service Area's work in each LA within the region</p> <ul style="list-style-type: none"> Across all other LA's continue to support EPC's with brokering partnerships and new initiatives to ensure a continued focus on destination for all eligible learners Target SCC schools per LA with continued post 16 challenge and support, bespoke to school, including a focus on all learner performance and destinations 																															

Service Area	Regional 14 – 19	
<p>Priority / Blaenoriaeth:</p> <p>Accelerating the progress of learners who face the challenge of poverty</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Facilitate and broker provider collaboration alongside reduced funding and changing curriculum • Support achievement of targeted NEETs reduction across all LA's by ensuring progression pathway for all eligible year 11 - 13 learners through post 16 reviews and 14 – 19 reviews of collaboration • 6th forms to improve target setting and outcomes relative to planned new WG performance measures and Minister priorities for 6th forms 15/16 • Above to include target setting and tracking for all vulnerable learners (SEN, FSM, LAC, ALN) • Collaborative provision in 14-19 to be equal in standard for all types of learners, languages and for both home/base 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • Post 16 reviews and follow up with schools - priority is Red and Amber schools including SCC schools • Support all 6th forms to respond to new performance measures and Ministers priorities 15/16 • Joint CA visits • Support schools with self-evaluation of collaborative provision • QA of IAG/pastoral support as identified • Build bank of case studies on 14 - 19 practice worth sharing across the region • Support schools to build capacity in enhanced employer engagement through WBQ challenges brokering links • Challenge/support LANs and curriculum groups in all aspects relative to 14 – 19 in particular collaboration • Support LA in delivery of YEPF framework through all of above 	<p>When? / Pryd?</p> <p>LANs and Curriculum groups dates throughout the year</p> <p>Review and follow up dates for 6th forms</p> <p>Joint core visits with CAs in year to enhance challenge and support for KS5</p> <p>Pre-arranged EPC meetings</p> <p>Chair 6th form operational meeting each term</p> <p>Create case study per term</p>	<p>Who? / Pwy?</p> <p>14 – 19 Lead – SD Post 16 CA – SF</p> <p>Careers support – HR Pastoral support – TC</p>
<p>Resources / Adnoddau:</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18:</p> <p>2015/16: All LAs – improvement in NEETS figs All schools with 6th forms revised target setting and analysing performance and destinations for all learners</p> <p>2016/17: Improvement in A* - B A level performance and overall qualification achievement – targets bespoke to each school. Improved destination of all learners years 11 - 13</p> <p>2017/18: Further improvements of above to previous year</p>	

**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Regional ICT Strategy - 21st Century Learning
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	<ul style="list-style-type: none"> • The EAS now has 7 primary and 5 lead secondary schools leading on the development of school to school support, a key priority for which is to accelerate the progress of learners who face poverty. • 189 staff have participated in 'school to school' programmes that aim to capitalise on the investment in technology aimed at accelerating the progress of learners facing poverty. • Additional consultant-led programmes (to support the effective use of technology to accelerate the progress of learners who face the challenge of poverty) have been developed where school based practice is underdeveloped • Schools that have clear, demonstrable evidence of using technology to engage, enthuse and develop learners skills are being encouraged to share practice through the Intelligent Investment programme.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
<p>Overview of datasets – the sets of data that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • Estyn findings on KQ1/2 or recommendations specific to the development of ICT skills and the use of technology to support improved outcomes across the curriculum. Additionally schools meeting existing recommendations to improve, where ICT is identified as a focus for improvement. • School survey • Impact reports from programme participants • Usage stats for Hwb/Hwb+ platform 	
<p>Key priorities drawn from the <u>direction of travel</u> in the above datasets</p> <ul style="list-style-type: none"> • Priority 1:- Estyn findings on KQ1/2 and recommendations for ICT are variable across the LAs – data to be confirmed by Business Intelligence. This is the highest priority for the 21st Century Team and will be addressed as the need for support emerges. Existing activities within the core service offer will ensure better support for schools strategic planning for and delivery of ICT in schools. • Priority 2:- Improving Service Delivery:- 33% of schools disagree that EAS understand their needs in terms of 21st Century Learning and 27% felt that the work of the 21st Century Learning team did not reflect the needs of their school. 32% of schools felt that had difficulty accessing 21st Century Learning services. 42% of schools felt that the 21st Century Learning was unable to demonstrate a positive impact on their work/progress. 43% of schools stated that the 21st Century Learning team didn't encourage them to share practice. These issues are being addressed through the development of ICT networks of practice, school to school CPD programmes and the capacity building afforded by development of lead schools. • Priority 3: The development of school to school programmes:- Impact reports from programme participants have been 100% positive for all school to school programmes (based on attendee evaluation) developed thus far, however, there are a still an insufficient number of programmes. This is being developed within the core and discretionary service offers. • Priority 4:- The development of the Hwb+ platform:- Usage statistics for the EAS region suggest that only a minority of schools are taking advantage of the benefits provided by the Hwb+ platform. This remains a key priority. <p>NB:- The 21st Century team lead has co-constructed CPD events with the Welsh team to ensure provision to support Welsh language development</p>	
<p>Summarise key inputs from the Estyn Remit visit and school-survey</p> <p>Remit visit – focus the CPD training and development programme on impact</p> <p>School survey – Develop the role of lead schools within the service delivery model. Enhance further the school to school offer for CPD activities and self-evaluation. Ensure staffing levels are appropriate to deliver program and engage the private sector as appropriate. Ensure that schools are given sufficient opportunities to share good practice.</p>	

Summarise Estyn and national priorities impacting on the Service Area
Estyn annual report
Challenge of poverty
WBQ (Digital Literacy)
LNF programme changes
National support for development of coding/programming skills (KS3/4)
Development of Hwb and Hwb+ (National Learning Platform)

Specific focus of this Service Area's work in each LA within the region

- Blaenau Gwent – Ensure all schools utilise the core services provided as appropriate
- Caerphilly – Further develop school to school support model and further cluster-based ICT self-supported reviews
- Monmouthshire – Continue to support the up-skilling of practitioners through school to school support
- Newport – Identify good practice schools to support further school to school activity. Develop the positive engagement from a minority of schools that don't engage with the EAS programme
- Torfaen – Improve engagement with the 21st Century Learning programme

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Service Area Business Plan 2015 – 2016: Overview



Service Area	Regional ICT Strategy - 21st Century Learning	
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Fewer Estyn recommendations to improve in the development of ICT skills • A greater number of inspection reports highlighting improved pupil skills levels in ICT and the use of ICT to support progress in other areas of the curriculum including the effective use of technology to accelerate the progress of learners who face the challenge of poverty • Greater consistency in the development of ICT skills between clusters of schools and across LAs • Improved engagement and usage of the Hwb national learning platform 	
<p>Main activities / Prif weithgaredd</p> <p>Core activities</p> <p>ICT Networks, Hwb support, Intelligent Investment, Safeguarding, Self-evaluation, ICT Leadership Programme, Programming (secondary), Preparing for Estyn, SOW and skill ladders workshops.</p> <p>Responsive activities (as required)</p> <p>Critical incidents, Intensive support, Estyn and Challenge</p> <p>Discretionary Programme</p> <p>iPads and the NQT, Introduction to Google Apps for Education, Inclusive Classroom (to provide support for learners with ALN), Parental Engagement, Using Lego to develop skills in literacy, numeracy and science, crop-curricular ICT in the secondary school, programming in the primary school, using ICT to support numeracy KS2 using iPads to support literacy KS2/3, using the PDG grant to raise standards with technology.</p> <p>Co-constructed programmes with Dragonfly training</p>	<p>When? / Pryd?</p> <p>All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions. Responsive activities are triggered by Challenge Advisor request for support</p>	<p>Who? / Pwy?</p> <p>Lead – James Kent Secondee:- Ian Timbrell</p> <p>Schools: Secondary</p> <ul style="list-style-type: none"> • Chepstow • Fairwater High • Newport High • Lewis Pengam • Monmouth Comp • Bassaleg <p>Primary</p> <ul style="list-style-type: none"> • Ystrad Mynach • St Julian's • Glan Usk • Phillipstown • St Gwladys • Mount Pleasant • Woodlands <p>Consultants:- Value Added Education Dragonfly Training Suffolk Education Consultants</p>
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding.</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16:- A significant/measurable improvement in school satisfaction with 21st Century Learning service from school survey. Enhanced usage of Hwb+ platform and Hwb content sites (evidence from WG data). 60% of CPD programme deliverable through school to school model</p> <p>2016/17:- 100% CPD programme (core and discretionary) delivered through school to school support</p> <p>2017/18:- Additional services including responsive support provided through self-managed school to school brokerage.</p>	

**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Improving Numeracy
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	<ul style="list-style-type: none"> FP- KS3: Overall gap in performance of eFSM and non-FSM pupils at the expected levels increased by 1 pt in FP (now 13 pts) but narrowed by 1 point in both KS2 and KS3 (13 pts / 21 pts respectively). Whilst eFSM figures are 3/2 pts above Wales ave in FP/KS2, in KS3 the SEWC average is nearly 3 pts below Wales (Mon ave same; other LAs below). KS4: Increase of just 0.2 pts over the last 3 years compared with a national increase of 3 points (Only 30% eFSM learners achieved A*-C in mathematics in 2014). As a result, the performance of eFSM learners is 4.5 pts below the Wales average. Torfaen is 2 pts above the national average, but all other LA below. There has been a noticeable improvement from a very low base in BG (20 pts → 28 pts since 2012); conversely a decline in New (36 pts → 29 pts)
Improving standards of achievement in mathematics and (numeracy)	<p>Teacher Assessment in Foundation Phase, Key stage 2 and key stage 3</p> <ul style="list-style-type: none"> FP/KS2 Results increased at all levels (in line with Wales at L4+ and 06+, more at L5+, slightly less at 05+) KS3 Average increases slightly less than for Wales across all three levels (L5+, L6+ and L7+). LA rankings at L5+ are similar to their FSM rankings in 3 LAs (BG, Caer, New), stronger in Tor, weaker in Mon. <p>Benchmark performance well above average in primary but below average in secondary (KS3).</p> <ul style="list-style-type: none"> FP/KS2 05+: 68%, L4+: 65% , and nearly 1/3 schools in top quarter for both 06+ and L5+ KS3 Too many schools in the bottom quarter; only 6 schools Q1 at L5+ and L7+, and 4 schools at L6+ <p>Relative performance of tests in comparison with Teacher Assessment</p> <ul style="list-style-type: none"> Performance at SS85+ relatively weaker in reasoning than procedural in Monmouthshire; similar elsewhere. TA at the expected levels significantly higher than the combined FP – KS3 test rankings for Caerphilly, Newport and Torfaen in FP and KS2, and for Torfaen in KS3. The opposite is true for Monmouthshire in KS3. <p>Key stage 4 GCSE examination performance - based on provisional data submitted Sept 2014</p> <ul style="list-style-type: none"> GCSE results at A* - C increased in all LAs, and by 1 point overall to 58%, compared with a national increase of 2 points. Biggest increases in Torfaen (2 points) and Monmouthshire (3 points). Benchmark performance below average overall: 44% above median, but only 11% in Q1 (4 schools).
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> WG Core data sets (school and LA level) } TA and national numeracy tests (procedural and reasoning) EAS schools profiles and additional analyses } Trends, comparisons with similar schools, performance of different groups, progress Additional team analyses – benchmark comparisons between TA and test results, GCSE grade distribution (LA/SEWC level) Team analysis of school uptake of key courses / engagement in core network meetings / SLT attendance at key training events National categorisation information, LA and school Estyn inspection reports and information gained from moderation events Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) School survey / PISA test results (Feb 2015) / Impact reports from course / programme participants and from work in intensive schools 	
Key priorities drawn from the direction of travel in the above datasets	
<ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases, incl. KS4. Whilst the gap at GCSE is similar to the gap in English, it is 2 points wider than last year (on national average in 2013). Improve performance in national numeracy tests compared with 2014 (both procedural and reasoning). This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. KS3: Increase percentage pupils achieving L6+ in Y9 (Only 35% in 2014). This does not provide a strong enough foundation for KS4. KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 43% above median and only 11% in Q1). 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<ul style="list-style-type: none"> Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level numeracy documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan. Continue to minute team meetings (actions / progress). Very positive feedback in last school survey at both pri / sec. However, 55% sec schools felt they needed more support in relation to PISA Only 45% / 55% schools felt they had engaged in school to school work (pri /sec). Of those that have, nearly all reported positive impact. 	

Summarise Estyn and national priorities impacting on the Service Area

- Literacy and numeracy Framework (LNF), revised AoL/PoS (FP – KS3) and revised GGCS in KS4. WBQ / GCSE/Post-16 qual. changes.
- Delivery of WG National Support Programme from Sept 2015 (incl. remaining CfBT work relating to Y9 in sum term - TBC)
- WG statutory testing and assessment requirements, incl. monitoring of cluster moderation, testing and marking processes, and provision of specific training for teachers in relation to the marking of national reasoning tests (Y2 – 9).
- SEG/PDG planning, monitoring reporting requirements (informed by Sutton Trust Toolkit).
- Estyn Annual Chief Inspector’s report, school and LA reports. Estyn thematic reports / WG report on best practice in mathematics KS4)
- PISA analyses and reports, as well as annual analyses and feedback on GCSE mathematics exams (WJEC / other exam boards)
- National focus on school to school working. National categorization model: challenge and support in proportion to need.

Specific focus of this Service Area’s work in each LA within the region (NB eFSM is an underlying focus in al LAs)

Caer:	KS3 boys at L5+ & L6+ (and also at GCSE this year)	Strengthen reasoning of all, rich tasks, more able
Mon:	KS4 eFSM gap (2 schools), relatively weaker in reasoning tests	Improve reasoning / rich tasks, KS4 FSM, MAT
BG:	TA at higher levels, girls in Y2 P (SS85+) & KS2 L4+, boys’ tests Y2-9.	Strengthen TA, moderation, monitor tracking (LNF), catch-up
Tor:	Y6/9 tests very weak compared with TA	Strengthen TA, moderation, monitor tracking (LNF), procedural
New:	Reasoning at Y2/Y6/9 (SS85+) and KS3 TA at L6+	Evaluate impact of cluster plans, reasoning / rich tasks

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Service Area Business Plan 2015 – 2016: Overview



Service Area	Improving Numeracy						
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 4: Improving standards in mathematics (and numeracy) for all pupils</p> <p>Priority Outcome 1: Accelerating the progress of learners Who face the challenge of poverty</p> <p>NB Targets in the column to the right are based on aggregated school targets set for 2014-15. Figures in red are EAS numeracy estimates set in 2014-15</p> <p>In the primary phase, mathematics is making good progress in breaking the link between poverty and under-performance at the expected levels. Performance of eFSM learners is above the national average and improving at a faster rate than Wales in KS2. In FP, over 80% eFSM learners achieve 05+ and so the rate of improvement has slowed. Performance of eFSM learners in all but one LA in each key stage is below the national average at L5+ and A*C in secondary and performance at KS4 has improved by just 0.2 pts over the last 3 years, compared with a national increase of 3 points.</p>	Desired Outcomes / Deilliannau						
			Expected level		Expected level + 1		
			Actual	Target	Actual	Target	
	AL L	2014	2015		2014	2015	
	FP	91	91 (91)		32	35 ((33)	
	KS 2	90	90 (92)		40	42 (40)	
	KS 3	85	88 (86)		52	57 (54)	
	KS 4	58	65 (61)				
			Actual 2014		Target 2015		
		eFS M	Non-fsm	Gap	eFS M	Non-fsm	Gap
FP	82	94	12	83	94	11	
KS 2	80	93	13	80	92	12	
KS 3	68	89	21	74	92	18	
KS 4	30	64	34	43	70	28	
Main activities / Prif weithgaredd			When? /Pryd?	Who? / Pwy?			
<ul style="list-style-type: none"> Provide effective training and guidance to support schools in raising the bar for all learners in mathematics and numeracy, whilst narrowing the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty. Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model. Collaborate with schools to address the imperative to raise standards of mathematics and numeracy so that learners are equipped for the demands of everyday life and perform well in national tests, GCSE exams and international PISA tests. Continue to develop the work of OTs and lead practitioners at a variety of levels to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in numeracy. This will include mathematics workshops linked to the generic EAS 'Excellence in Teaching' Strategy'. Continue to collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective implementation of the revised AoL/PoS from September 2015 (FP/KS2/KS3), as well as the two new GCSEs. Collaborate with WG to implement the fourth year of the NSP, demonstrating the following: <ul style="list-style-type: none"> Capacity to plan and deliver increased support to schools on the LNF; Further support for schools to develop and implement the LNF, including the revised AoL / PoS as part of planned regional delivery; Sharing learning between consortia; Alignment of activities with the ongoing NSP /avoidance of duplication. <p>Specific focus will be given to improving curriculum planning at school and department level, strengthening curriculum transition (KS2-3) and establishing effective partnerships with parents, LSAs and SENCos. Other priorities will be - high focus on the development of reasoning skills and problem solving and further develop the use of effective visual resources and connections within mathematics to support pupils' understanding, and frequent pupil interaction and discussion, and effective formative assessment based on a clear knowledge of pupils' strengths and weaknesses - approaches particularly successful in supporting the learning of pupils at risk of falling behind in mathematics – notably eFSM, EAL and SEN pupils. Schools will continue to have access to regional diagnostic assessments which complement the national numeracy tests. This supports teachers to identify weakness at an early stage so that pupils can receive targeted</p>			<p>April 2015 to March 2016</p> <p>Learner outcomes for 2015-16 evaluated July-Sept 2016.</p> <p>Learner outcomes for 2014-15 evaluated July-Sept 2015</p>	<p>EAS numeracy team</p> <p>Senior Challenge Adviser with responsibility for mathematics and numeracy</p> <p>1 sec mathematics adviser 1 sec associate adviser 2 sec mathematics specialist advisers – funded directly from WG to implement GCSE project Advisers (2 year - 1.6) – Funded by WG</p> <p>2 pri mathematics advisers 2 pri associate advisers 4 seconded teacher advisers Two Secondary Mathematics Specialist Advisers (2 year - 1.6) – Funded by WG</p>			

intervention before the gap develops. Schools will continue to have access to a regional online LNF tracker also, which will assist reporting in summer 2015. We will run an 8 day secondary mathematics 'conversion course' in June 2015 to support non-mathematics specialist in planning, teaching and assessing mathematics in key stage 3. The programme will provide pragmatic solutions, central training, classroom trialling and lesson feedback. We anticipate take up of around 15% of secondary schools.

- Supporting schools in responding to the implication of key recommendations within the Donaldson Review
- Capitalising on the potential of digital literacy to enhance teaching and learning in mathematics / numeracy. Specific support will be providing for Welsh medium schools where fewer APP resources currently exist.

Resources / Adnoddau

Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding

Key milestones / Cerrig Milltir 2015 – 18

Targets at expected levels (NB EAS estimates)

	F P	KS2	KS 3	KS4 (all)	KS4 FSM gap
2015-16	90	91	89	67	28
2016-17	91	90	90	70	27
2017-18	92	92	91	72	26

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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Creative Education
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • Performance of relevant groups at end of KS • CA reports on creative education in reviews and scrutinies • Estyn findings on KQ2 in schools, specifically as they relate to creativity where available • Categorisation • School survey 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • Performance of relevant groups at end of KS – same focus as eFSM • CA reports on creative education in reviews and scrutinies – not currently known • Estyn findings on KQ2 in schools, specifically as they relate to creativity where available – not currently known • Categorisation – not currently known for this area • School survey – not currently addressed 	
Summarise key inputs from the Estyn Remit visit and school-survey	
Remit visit – nothing to report	
School survey – nothing to report	
Summarise Estyn and national priorities impacting on the Service Area	
<ul style="list-style-type: none"> • The Smith Report, September 2013 • Challenge of poverty • Donaldson Review 	
Specific focus of this Service Area’s work in each LA within the region	
<ul style="list-style-type: none"> • BG – not yet known as project not launched • Caerphilly – not yet known as project not launched • Monmouthshire – not yet known as project not launched • Newport – not yet known as project not launched • Torfaen – not yet known as project not launched 	
Project launch date – 3.3.2015	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Creative Education	
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Enhancing creativity in all schools</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Improved outcomes for eFSM pupils • Improved outcomes for schools with higher eFSM populations • Enhanced creative opportunities across the whole school • Enhanced outcomes in the creative areas of the curriculum 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • Work with WG and the Arts Council to configure the new programme • Promote the programme and engage schools in it • Host the delivery staff from ACW in the region, and support day-to-day activities • Adapt the Arts and Creative Learning Plan to suit the needs of schools in the region • Identify lead and participant schools for the creative school programme 	<p>When? / Pryd?</p> <p>All programmes run throughout the year, mostly termly with reviews on an on-demand basis and grant-driven programmes in line with grant conditions</p>	<p>Who? / Pwy?</p> <p>Lead – TBC by appointment</p> <p>Schools: TBC by the project</p>
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed and breakdown of PDG monies. This will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – set up the programme, deliver V1, review impact</p> <p>2016/17 – evaluate and embed the next version</p> <p>2017/18 – will be contingent on evaluations</p>	

Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year

Service Area	Governor Services (Function fully delivered within Consortium)
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
<p>Accelerating the progress of learners who face the challenge of poverty</p> <p>Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))</p>	<ul style="list-style-type: none"> • Model Headteacher Report has been distributed to all HT's/ Governors (includes requirement to provide data on PDG grant and outcomes for learners on termly basis) • Governor Training Programme reviewed attendance at Data training increased by 100% from 12/13 to 14/15 and 50% of 14/15 figure attended in Autumn term 2015 alone. Individual data sessions have been set up for all secondary schools • Mandatory training protocol developed and sent to all Chairs to assist in the removal of Governors who have not attended mandatory training and may not be effective in challenging in this area • Self-Evaluation training or other appropriate training has been completed for schools who were previously 'purple' to improve effectiveness of GB all 'purple' Chairs were offered a mentor Chair
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • LA and school Service Level Agreements (SLAs) • National Categorisation • School Survey • Governor Survey • Training Attendance and Evaluations 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • Red School GB to GB support to be developed further and complete SE with new red schools. • Secure positive engagement in LA and schools SLAs • Headteacher survey identified 12.19% of Governors don't understand priorities and outcomes of SEG/WEG/PDG planning, in the Governors Survey 18.79% identified themselves as not understanding these priorities or outcomes. • Headteacher survey identified that 16.26% of Governors were confident in using performance data to challenge the School, in the Governor survey only 12.41% identified themselves as not being confident. • To increase Evaluation feedback for mandatory and strategic sessions from 85% to 90% good or better and to further develop evaluation of impact 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<p>School Survey –</p> <ul style="list-style-type: none"> • Amend Mandatory Induction and Chair training to include more information on SEG/WEG/PDG. • Highlight the importance to Governing Bodies of have a Link Governor for 'Closing the Gap' through circulation of the Knowing Your School Link Governor guide • Support Governing Body adoption of Mandatory Training protocol to ensure relevant Governors attend training or are removed to ensure they are equipped with the skills to challenge the School on Performance data 	
Summarise Estyn and national priorities impacting on the Service Area	
<ul style="list-style-type: none"> • School to School support • Challenge of Poverty • Mandatory Governor Training 	
Specific focus of this Service Area's work in each LA within the region	
<ul style="list-style-type: none"> • Blaenau Gwent has the highest number of Red Schools as a % of the total number of Schools and these GB's will receive additional support through SE and establishing Chair to Chair support. • Work is being completed with Torfaen LA to establish a Lead Practitioner Governor programme 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Governor Services	
<p>Priority / Blaenoriaeth:</p> <p>Accelerating the progress of learners who face the challenge of poverty</p> <p>Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Vast majority of GB's have a Closing the Gap Governor appointed. • Mandatory training (Induction & Chair) to include further additional information on Closing the Gap. • 85 % of GB's have reviewed their HT report in line with EAS guidance. • A system to measure the impact of training in place. • Mandatory training protocol adopted by 90% of GB's • All 'red' School (Jan 2015 categorisation) Chairs to have been offered a mentor Chair 	
<p>Main activities / Prif weithgaredd</p> <p>Complete transition into new LA and Schools SLAs</p> <p>Link Governor role guidance rolled out Clerks briefed to highlight importance of appointing Closing the Gap Governors</p> <p>Review Training programme to ensure priority areas are fully covered and complete training needs analysis. Establish a system of evaluating the impact of training.</p> <p>School to School Support – Chair to Chair Support – Red schools Chairs matched to green / yellow and develop training session/ material to support</p> <p>Mandatory training protocol circulated via GB agenda and adopted for implementation.</p> <p>Complete Self-Evaluation toolkit with all new red schools</p> <p>Promote use of guidance on Headteacher reports and assess % of Schools where it is in place. (include question in annual Governor survey on impact)</p>	<p>When? / Pryd?</p> <p>April 2015 to March 2016</p>	<p>Who? / Pwy?</p> <p>All Governor Support staff</p> <p>Training Officer</p> <p>GSO Liaison Officers Training Officer Head of Governor Support</p> <p>All Governor Support Staff</p> <p>GSO's</p> <p>Deputy Head of Governor Support</p>
<p>Resources / Adnoddau People and money</p> <p>Core funding – TBC, following EIG outcomes SLA income £436,000</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – Governor Survey – reduction in % of Governors who do not understand priorities / impact of PDG. 90% of mandatory training judged good or better</p> <p>2016/17 – Lead Practitioner Governor Programme developed and roll out across EAS area commenced.</p> <p>2017/18 - System for evaluating impact of training embedded and review completed. Lead Practitioner programme fully implemented.</p>	

**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	LAC
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> • Performance of LAC pupils at end of KS – EAS performance data • NEETS data and link between LAC and risk of NEET • CA reports on effectiveness of approach to LAC where available • Estyn findings where available • Reports from LACE coordinators at LA level 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> • Performance of LAC pupils at end of KS – focus on Y6, Y9, Y11 • NEETS data and link between LAC and risk of NEET – focus on Engagement and Progression Coordinators in LAs • CA reports on effectiveness of approach to LAC where available – school by school basis • Estyn findings where available – to be analysed with the LACE coordinators in LAs • Reports from LACE coordinators at LA level: <ul style="list-style-type: none"> ○ The range of interventions available ○ Take-up on a school-by-school basis ○ A regionally consistent approach to home-tuition 	
Summarise key inputs from the Estyn Remit visit and school-survey	
Remit visit – nothing to report	
School survey – nothing to report	
Summarise Estyn and national priorities impacting on the Service Area	
WG strategy to support children who are looked after – see http://wales.gov.uk/newsroom/educationandskills/2015/150203-looked-after-children/?lang=en	
Specific focus of this Service Area's work in each LA within the region	
<ul style="list-style-type: none"> • BG – TBC with LACE coordinator • Caerphilly – TBC with LACE coordinator • Monmouthshire – TBC with LACE coordinator • Newport – TBC with LACE coordinator • Torfaen – focused in specific areas, linked to SCC 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	LAC	
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through:</p> <p>Improving the quality of teaching and learning in all phases in all schools</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Improved outcomes for LAC pupils • Changes to practice in line with evidence-based approaches • A clear link between practice and outcomes expressed in school SDP and strategies • Clear and consistent approaches to service provision at LA and regional level 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • Calculate available resources • Confirm model • Detail model • Set up programme infrastructure • HR matters – JDs, PSs, recruitment • Menu-service matrix and provision profile • SLA structure • Service delivery on a needs-led basis 	<p>When? / Pryd?</p> <p>All services run throughout the year</p> <p>Note – changes to LAC funding model for 2015-6 will alter the provision of services to LAC pupils</p>	<p>Who? / Pwy?</p> <p>Lead – TBC by appointment</p> <p>Schools: TBC by the project</p>
<p>Resources / Adnoddau</p> <p>PDG LAC grant – awaiting WG to confirm breakdown of PDG grant</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – set up and deliver V1 of the programme</p> <p>2016/17 – evaluate and embed the next version</p> <p>2017/18 – will be contingent on the impact of the PDG</p>	

Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional Priorities – Target Setting
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	The target setting process across the region is robust with all school targets now linked to targets for individual pupils recorded in school management information systems and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities. Management tools provided to schools include analysis of projected future performance for all learners and FSM learners against previous performance, projected Free School Meal benchmark quarters and FFT estimates. All schools submitted draft targets by deadline (17 October 2014). Individual pupil targets have been made available to LAs to enable monitoring of specific groups (e.g. ALN, LAC).
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Additional data collections have been introduced during the 2014/15 academic year for schools to report expected end of key stage outcomes against targets three times a year (December, March, and June). Over 95% schools submitted information by the first deadline in December 2015. Secondary schools also provided information on early entry GCSE achievements in January 2015. This information will inform all CA spring core school visits.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> Individual pupil targets Whole school targets Target setting analysis tools LA and EAS target summaries Progress towards targets surveys (Dec, March, June) Early entry GCSE results. 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets	
<ul style="list-style-type: none"> Continue to challenge schools to raise aspirations for pupils across the whole key stage, including FSM pupils and achievement at the higher levels. Secure effective use of interim reporting at school, LA and regional level Continue to support and challenge schools to embed individual pupil end of key stage target setting and monitoring of progress towards targets at all levels within the school (classroom, SLT, GB). Continue to refine technical processes to reduce administrative workload for schools, ensuring work is focused on the setting and reviewing of the pupil targets. 	
Summarise key inputs from the Estyn Remit visit and school-survey	
<ul style="list-style-type: none"> Summer 2014 School Survey – 71% schools felt the EAS had made significant impact on supporting school individual pupil tracking and target setting and 89% felt the pupil and school performance targets provided a challenge to improve. 	
Summarise Estyn and national priorities impacting on the Service Area	
<ul style="list-style-type: none"> Target setting is linked to all national priorities – improving literacy, numeracy and improving outcomes for learners facing poverty. Qualified for Life: “The role of regional consortia in the National Model is to deliver intervention, and challenge. This challenge is essential to ensure that schools set ambitious and stretching targets for improved learner attainment.” National Model for Regional Working: “The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and significantly improved pupil attainment.” 	
Specific focus of this Service Area’s work in each LA within the region	
<ul style="list-style-type: none"> Continuing to work closely with LA SIMS teams to provide schools with the technical tools to record and report pupil and school targets and to provide bespoke training for schools specific to each LA’s technical environments. 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Regional Priorities – Target Setting	
Priority / Blaenoriaeth: Improving literacy, numeracy and outcomes for learners facing poverty.	Desired Outcomes / Deilliannau <ul style="list-style-type: none"> All schools set ambitious and stretching targets for improved learner attainment. <ul style="list-style-type: none"> All schools effectively track pupil progress towards achieving stretching targets 	
Main activities / Prif weithgaredd	When? / Pryd?	Who? / Pwy?
To implement the annual statutory target setting data collection and challenge process through the following activity; <ul style="list-style-type: none"> School workshops SIMS technical workshops 	<ul style="list-style-type: none"> April 2015 	Key responsibility: AD <ul style="list-style-type: none"> EAS and LA SIMS teams
<ul style="list-style-type: none"> Schools review pupil targets and discuss with CAs. Progress of all groups of learners will be a focus. 	<ul style="list-style-type: none"> May 2015 June-July 2015 	<ul style="list-style-type: none"> LA SIMS teams Schools, supported by EAS Learning Intelligence Team and LA SIMS Teams; CAs.
<ul style="list-style-type: none"> Schools submit draft targets – individual pupil level (Y2,4,5,6,8,9,10,11) 	<ul style="list-style-type: none"> 2 Oct 2015 	<ul style="list-style-type: none"> Schools, supported by EAS Learning Intelligence Team and LA SIMS Teams.
<ul style="list-style-type: none"> CAs and PCAs scrutinize and challenge pupil and school targets 	<ul style="list-style-type: none"> By 16 Oct 2015 	<ul style="list-style-type: none"> CAs and PCAs
<ul style="list-style-type: none"> Schools submit revised targets where required 	<ul style="list-style-type: none"> 23 Oct 2015 	<ul style="list-style-type: none"> Schools supported by EAS Learning Intelligence Team and LA SIMS Teams.
<ul style="list-style-type: none"> Targets (excluding Y7) submitted to LAs for review and challenge 	<ul style="list-style-type: none"> 30 Oct 2015 	<ul style="list-style-type: none"> EAS Learning Intelligence Team and PCAs
<ul style="list-style-type: none"> Secondary schools submit Y7 targets 	<ul style="list-style-type: none"> 4 Nov 2015 	<ul style="list-style-type: none"> Schools supported by EAS Learning Intelligence Team and LA SIMS Teams.
<ul style="list-style-type: none"> Y7 targets submitted by LAs for review and challenge 	<ul style="list-style-type: none"> 20 Nov 2015 	<ul style="list-style-type: none"> EAS Learning Intelligence Team and PCAs
<ul style="list-style-type: none"> LA review and challenge process complete and schools receive confirmation of approval of targets. 	<ul style="list-style-type: none"> 18 Dec 2015 	<ul style="list-style-type: none"> LAs
The collection of progress towards targets information from schools, this will include eFSM and end of key stage target information. This information will be challenged for accuracy by CAs during subsequent school visits. Overviews will be shared with all LAs.	<ul style="list-style-type: none"> Dec 15 March 16 June 16 	Key responsibility: AD <ul style="list-style-type: none"> Schools and EAS Learning Intelligence Team
Resources / Adnoddau Outcomes of EIG will inform the core funding	Key milestones / Cerrig Milltir 2015 – 18 2015/16: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% 2016/17: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% 2017/18: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%	

Service Area Business Plan 2015 – 2016: Progress 2014-15 and Drivers for the Coming Year

Service Area	Regional delivery of National Programmes – Schools Challenge Cymru	
Progress 2014-15		
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:		
Accelerating the progress of learners who face the challenge of poverty	<p>At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools (14 of the 23 are SCC).</p> <p>Revised Target setting processes and procedures have a sharper focus upon the performance of eFSM learners at individual pupil level at each Key Stage at expected level and expected level +1.</p>	
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	<p>KS3: Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM.</p> <p>KS4: The rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive.</p> <p>Revised Target setting processes and procedures have a sharper focus upon the performance of individual learners at each Key Stage at expected level and expected level +1.</p>	
Drivers for the Coming Year		
Overview of datasets – the sets of data that will inform the detailed Service Area Plan <ul style="list-style-type: none"> • Outcomes / minutes from AIB meetings • Monthly finance submissions from SCC schools • AWCDs – SCC schools and LAs with SCC schools • National Categorisation overviews (all steps) • Progress towards targets surveys (Dec, March, June) • Early entry GCSE results. 	<ul style="list-style-type: none"> • Outcomes of Estyn inspections • Summary of progress towards targets and key objectives within the SCC Plans • Summary of progress towards Estyn recommendations 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets <ul style="list-style-type: none"> • Accelerate the rate of improvement for eFSM learners, particularly at KS4 in SCC schools. • Increase the number of SCC schools with eFSM L2 inclusive performance above the national average. • Continue to improve performance at KS4 at a faster rate than across Wales. • Increase the number of SCC schools that have higher than a 'C' or 'D' for step 2 • Increase knowledge of the direction of travel within each SCC school. • Improve the financial reporting mechanisms from school to EAS. 		
Summarise key inputs from the Estyn Remit visit and school-survey <ul style="list-style-type: none"> • To improve the links with SCCAs and the progress of SCC schools • To improve the support for self evaluation and planning • Increase the support for pupil tracking and target setting • Summer 2014 School Survey – 71% schools felt the EAS had made significant impact on supporting school individual pupil tracking and target setting and 89% felt the pupil and school performance targets provided a challenge to improve. 		
Summarise Estyn and national priorities impacting on the Service Area <ul style="list-style-type: none"> • Implementation of National Model for Categorisation • Implementation of the SCC programme and induction of new SCCAs • Implementation of the WBQ and PISA priorities • Improve the quality and effectiveness of PDG planning • Development of the school to school model for support through the capacity building element within the SCC Plan 		
Specific focus of this Service Area's work in each LA within the region <ul style="list-style-type: none"> • The SCC schools in BG, TCC, CCBC and NCC will be required to implement the Schools Causing Concern Policy where schools are in Overall Category of 'Red'. • The above LAs will have representation on the AIBs and will use this as the mechanism to monitor the progress towards meeting the objectives within the AIBs. 		

Service Area Business Plan 2015 – 2016: Overview

Service Area	Regional delivery of National Programmes – Schools Challenge Cymru	
<p>Priority / Blaenoriaeth:</p> <ul style="list-style-type: none"> Accelerating the progress of learners who face the challenge of poverty Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy)) To accelerate the rate of improvement for eFSM learners, particularly at KS4 in SCC schools. To increase the number of SCC schools with eFSM L2 inclusive performance above the national average. To increase knowledge of the direction of travel within each SCC school. To improve the financial reporting mechanisms from school to EAS. To ensure effective implementation of the SCC programme plan and induction of new SCCAs Implementation of the WBQ and PISA priorities To develop of the school to school model for support through the capacity building element within the SCC Plan To ensure effective Implementation of the National Model for Categorisation and to demonstrate improvements from 2014/2015 Implement an enhanced Target setting process and increase support for schools To improve the quality and effectiveness of PDG planning 	<p>Desired Outcomes / Deilliannau:</p> <ul style="list-style-type: none"> Accelerate the rate of improvement for eFSM learners, particularly at KS4 and SCC schools. Increase the number of SCC schools with eFSM L2 inclusive performance above the national average from 1 school to 4 schools in 2015/2016. Continue to improve performance at KS4 at a faster rate than across Wales, with no SCC school below 40% for the L2+ in 2015 and SCC school performance targeted to increase from an average of 45% in 2014 to 51% in 2015. There will be a decrease in the number of SCC schools in Overall red category (from 5 schools to 1 school) 2015/2016 3 SCC schools in current Overall Category Red will improve to Amber in 2015/2016 2 SCC schools in current Overall Category Amber will improve to Yellow in 2015/2016 The knowledge and direction of travel of all SCC schools will be known in depth by PCAs. All visit reports from SCCAs will be received in EAS. SCC schools will have improved financial reporting systems that enable monthly claims to be submitted accurately. SCCAs will continue to receive updated information of the services / programmes offered by the EAS. All schools will submit pupil level data and progress towards target information. All SCC schools will have a partner school 	
<p>Main activities / Prif weithgaredd</p>	<p>When? / Pryd?</p>	<p>Who? / Pwy?</p>
<p>Appoint new SCCA to add capacity Provide induction programmes for newly appointed SCCAs. All SCCAs will receive regular regional updates.</p>	<p>From April 2015</p>	<p>Lead by: DH Key responsibility: PCAs</p>
<p>Re-organise the allocation of SCC schools to SCCAs.</p>	<p>From April 2005 onwards</p>	<p>Lead by: DH</p>
<p>Provide the SCC schools / bursars with additional support to ensure they are able to fully complete their monthly claims. Regular school visits and workshops.</p>	<p>Ongoing developments</p>	<p>Lead by: DH / GW Key responsibility: TVD</p>
<p>Further develop regular links with SCCAs through attending monthly meetings that focus upon the progress of schools / development of leadership.</p>	<p>From March 2015 onwards</p>	<p>Lead by: DH / KP</p>
<p>Embed the role of the PCA in attendance at AIB meetings for all SCC schools. Monitor the progress and pace of change.</p>	<p>Ongoing process</p>	<p>Lead by: DH Key responsibility: PCAs</p>
<p>Improve the quality of information that SCCs send to EAS following visits to schools. AD will liaise with WG to improve the methods used.</p>	<p>From March 2015</p>	<p>Lead by: DH</p>
<p>Implement a structured training programme for schools to improve the quality of targets setting.</p>	<p>From March 2015</p>	<p>Lead by: DH Key responsibility: All CAs</p>
<p>Introduce a QA model for the PDG planning process to ensure all SCCAs are aware of their role in ensuring appropriate allocation of funds.</p>	<p>Ongoing process</p>	<p>Lead by: DH Link with WG / SCCAs</p>
<p>Support SCCAs with the introduction of MySID to improve the quality of self-evaluation planning and SCC Plans for the new academic year.</p>	<p>From April 2015 – termly programme</p>	<p>Lead by: DH / KP Key responsibility: PCAs</p>
<p>Support the Implementation of the WBQ and PISA priorities in all SCC schools through a self-evaluation process and followed support.</p>		<p>Lead by: KP Key responsibility: JK</p>
<p>To develop of the school to school model for support through the capacity building element within the SCC Plan and a re-launch of the 'Excellence Chain' concept.</p>	<p>March 2015 ongoing process</p>	<p>Lead by : KP / DH</p>
<p>Improve the quality of information regarding the performance of SEN learners and links with inclusion services in each LA, through; increased use of pupil level data through tracking systems.</p>	<p>Ongoing process</p>	<p>Key responsibility: PCAs</p>

Resources / Adnoddau		Key milestones / Cerrig Milltir 2015 – 18
Budget estimate (Jun 14 up to Aug 2015)		Regional Targets:
SCCA costs	109,849	2015/16: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7%
Building Capacity	606,124	2016/17: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0%
School Plans (academic year 14/15)	2,664,275	2017/18: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%

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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Specialist HR support
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))	Not in previous plan – current service arrangements do not focus on this area of work. This will be explicitly addressed in the plan for 2015-6.
Drivers for the Coming Year	
<p>Overview of datasets – the sets of data that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> • Contents of Support Plans and Intervention Plans where HR issues are a concern / barrier for school improvement • Overview of school categorisation, particularly at Step 2 and Step 3 • Outcomes from Estyn inspections, particularly schools in SI and SM • Minutes / outcomes from CA meetings and LA specific issues • Minutes / outcomes from LA Wider Group meetings • WG guidance and Legislation • Feedback from training sessions with CAs / GBs / HTs • Feedback from SEWC Directors meetings / SEWC Lead HR Officers meetings • Feedback from Trade Union meetings 	
<p>Key priorities drawn from the direction of travel in the above datasets</p> <ul style="list-style-type: none"> • Case work / advice arising from schools with Intervention Plans / Support Plans or from CA referrals • Casework or follow up liaising activity from LA Wider group meetings • Finalise guidance and protocols for Headteacher / Deputy Headteacher appointments • Complete the protocol for HT Secondment • Devise SEW protocol for Capability • Finalise support pack and guidance materials for effective performance management • Continue to deliver training for joint training with CAs and HT on Managing Underperformance • Continue to deliver joint training with CAs on Pay Policy 	
<p>Summarise key inputs from the Estyn Remit visit and school-survey</p> <ul style="list-style-type: none"> • Re-consider the approach to delivering the specialist HR support • Greater clarity on the roles of the Specialist HR support and the LA HR Support • Increased support for addressing performance related concerns in schools 	
<p>Summarise Estyn and national priorities impacting on the Service Area</p> <ul style="list-style-type: none"> • Implementation of National Model for Categorisation / Estyn Inspections • WG updated guidance on the Pay Policy • WG Statutory guidance on Capability Processes 	
<p>Specific focus of this Service Area's work in each LA within the region</p> <ul style="list-style-type: none"> • Refer to the Business plan Annex with each LA for further detail • Continue to link with LA Officers in each LA through the HR Group 	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Specialist HR Support	
<p>Priority / Blaenoriaeth:</p> <ul style="list-style-type: none"> • Re-consider the approach to delivering the specialist HR support • Act upon case work / advice arising from schools with Intervention Plans / Support Plans or from CA referrals • Act upon casework or follow up liaison activity from LA Wider group meetings • Finalise guidance and protocols for Headteacher / Deputy Headteacher appointments • Complete the protocol for HT Secondment • Devise SEW protocol for Capability • Finalise support pack and guidance materials for effective performance management • Continue to deliver training for joint training with CAs on HT on Managing Underperformance • Continue to deliver joint training with CAs on Pay Policy • To ensure that governors have access to quality HR advice and stay abreast of the key policies and procedures within their LA and across the region 	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> • Full benefits taken of Company Advantage. Specialist HR support secured for 2015 onwards • Specialist HR support instrumental to the improvements in Leadership and quality of teaching and learning issues • SEW Protocol for HT / DHT appointments introduced • SEW Protocol for HT Secondment introduced • SEW Protocol for Capability introduced • Guidance materials for HTs on Effective Performance Management approaches completed and delivered to schools • Shared training events with CAs will continue • Governors will receive high quality training and advice regarding key HR policies and procedures 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> • Options appraisal undertaken on the delivery of the HR Specialist Service. • HR Sp. Officer to attend CA meetings and Wider Group sessions. • To complete the guidance materials for the HT appointment process. • Arrange consultation meeting with Unions and send draft policy in advance, Update training slides and notes to reflect changes to pay policy (GB and HT training). Commend revised version of Pay Policy to Schools. • Complete the guidance / protocol for the secondment of HTs / Senior Leaders. Shared with all GBs. • Contact TU's to obtain initial view on moving to one Policy for all school staff rather than separate policies for HT, teachers and support staff. Pull HT and teacher capability guidance into one and draft common Capability Policy for school staff incorporating the principles of the WG guidance. • Finalise the training pack for effective PM, organise the training for HTs and Leaders. • Continue to offer training jointly with CAs, evaluate the feedback from sessions and update accordingly. 	<p>When? / Pryd? From March 2015</p> <p>Ongoing process</p> <p>Completed by April 2015</p> <p>Ongoing process- completion due June 2015 Training to commence June 2015 onwards</p> <p>Completed by May 2015</p> <p>Ongoing process To be completed by July 2015</p> <p>Completed May 2015 Training implemented thereafter</p> <p>Ongoing process</p>	<p>Who? / Pwy? SD</p> <p>HR Sp. Officers / CAs</p> <p>Lead Officer: DH Working Group</p> <p>HR Sp. Officers</p> <p>Lead Officer: DH Working Group</p> <p>HR Sp. Officer</p> <p>Lead Officer: DH Working Group</p>
<p>Resources / Adnoddau</p> <p>Costs for the HR specialist cover - £95,000</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 – Full service operational – 90% positive feedback from school survey and from governor training events.</p> <p>2016/17 – Implement a full review of the service</p> <p>2017/18 – Work to align with HR service reviews in LAs in relation to Local Government re- organisation.</p>	

Progress 2014-15 and Drivers for the Coming Year

Service Area	Moderation of Teacher Assessment (FP/ KS2/ KS3) – linked to national tests
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
Accelerating the progress of learners who face the challenge of poverty	<ul style="list-style-type: none"> Please refer to separate analyses for English, Welsh and mathematics.
Improving standards of achievement in English / Welsh (literacy) and mathematics (numeracy)	<ul style="list-style-type: none"> Please refer to separate analyses for English, Welsh and mathematics.
Drivers for the Coming Year	
<p>Overview of datasets – the sets of data that will inform the detailed Service Area Plan</p> <ul style="list-style-type: none"> WG Core data sets (school and LA level) EAS schools profiles and additional team analyses – particularly benchmark comparisons between TA and test results (school, LA) LA data presentations (incl. Recovery Board, scrutiny, headteachers, subject leaders) Analyses and summary reports on SEWC moderation/verification activities in summer 2014 (English/Welsh and mathematics) Outcomes of random and targeted sampling activities carried last year Attendance at autumn term training events focusing feedback from 2014 and guidance for 2015 (HTs, year 6 teachers / HoDs) Team analysis of school uptake of on courses in years 2 and 6, in particular and overall engagements during last 2 years. Team evaluations (by LA), Estyn inspection reports, School survey, National categorisation information Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) 	
<p>Key priorities drawn from the <u>direction of travel</u> in the above datasets</p> <ul style="list-style-type: none"> Emerging trends in TA and test performance are enabling the EAS to identify discrepancies and provide more tailored and differentiated support and challenge activities across the region. This will continue into 2015-16. Particular concerns exist in relation to Torfaen where LA rankings at expected Teacher Assessment levels are amongst the strongest in Wales, whilst performance in the national reading and numeracy tests are amongst the weakest. (See page 2). <p>English</p> <ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall eFSM/non-FSM gap to be smaller than Wales ave in all phases. Improve performance in national tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. KS3: Increase percentage pupils achieving L7 in Y9 (Only 12% in 2014). This does not provide a strong enough foundation for KS4 in terms of securing the top grades. <p>Welsh</p> <ul style="list-style-type: none"> Accelerate the progress of FSM pupils in all LAs, but particularly KS3 and KS4. Overall eFSM/non-FSM gap to be smaller than Wales averages in all phases. Improve performance in national reading tests compared with 2014. This is important in all year groups, but particularly in years 2, 6 and 9 so that there is closer alignment between TA and test benchmark figures. KS3: Increase percentage pupils achieving L5 and above and ensure TA and SS116 data are more closely aligned in 2015 so that a strong foundation is set for KS4 in terms of securing the top grades. Improve performance in Writing at KS2 and KS3 100% positive responses on training provided e.g. Communication Matters and LanCo meetings, however more WM training being requested by delegates <p>Mathematics</p> <ul style="list-style-type: none"> Overall SEWC performance in Teacher Assessment is strong at the expected levels in mathematics from FP to KS3. Pupils also achieve well above average at the higher levels in FP and key stage 2 (O6/L5). However, the progress of more pupils is not sustained to the end of year 9 and benchmark performance is well below average at L6+ (65% schools below the median and only 11% in the top quarter). This does not provide a sufficiently strong foundation for GCSE and, in too many schools, learners have too much ground to make up in key stage to enable them to achieve A* - C. A stronger focus is already been given to this through discussion with HoDs and CAs, and will continue into 2015-16. We also need to ensure TA is accurate in FP and KS2, and does not mask under-achievement at the expected and higher levels which will hinder progress in KS3. 	
<p>Summarise key inputs from the Estyn Remit visit and school-survey</p> <ul style="list-style-type: none"> Adopt revised 'SMARTER' format for strategic planning across all BIS teams: High-level documentation to provide succinct overview, avoiding duplication of information detailed in delivery plans. 	
<p>Summarise Estyn and national priorities impacting on the Service Area</p> <ul style="list-style-type: none"> For 2014-15, existing National Curriculum programmes of study and level descriptors, then outcomes of the Donaldson review. WG Consultation Document ('Teacher assessment: strengthening arrangements to improve reliability, consistency and confidence: 12 Dec 14 – 6 Mar 15'). Subsequently, final statutory requirements to be followed. 	

- WG statutory testing, assessment and reporting requirements (incl. monitoring of cluster moderation, testing and marking processes, and provision of specific training for teachers in relation to the marking of national reasoning tests: Y2 – 9).
- WG requirements in relation to external verification of Teacher Assessment (tbc) / Estyn Annual Chief Inspector's report and thematic reports

Specific focus of this Service Area's work in each LA within the region

- Collaborate with schools to develop the consistency of Teacher Assessment and strong cluster moderation processes. **Particular work will take place in Torfaen at school, cluster and LA level.** Activities will necessarily take account outcomes of the WG Consultation and the Donaldson review.
- Collaborate with schools practitioners and leaders to provide subject specific guidance and support in relation to science given that the EAS does not have subject expertise/capacity in this area. Similarly establish processes to enable monitoring of cluster moderation in science.
- Work with WG and school leaders to develop, pilot and evaluate external verification activities in mathematics (and science) in summer 2015, and disseminate feedback in the autumn term to strengthen and enhance assessment and moderation arrangements within SEWC in 2016-17.

Particular focus in English, Welsh and mathematics

English: Writing and narrowing the gap in attainment (esp. with boys in BG/ Caer) / TA + cluster moderation processes in **Torfaen** in particular

Welsh: Writing and narrowing the gap in attainment / strengthen TA + cluster moderation processes across the region

Mathematics: Strengthen TA and cluster moderation processes in **Torfaen and Blaenau-Gwent** in particular. In mathematics TA/Test differential was greatest in **Torfaen and Newport** across the five LAs, but attendance at autumn term training events was also lowest (only 61% and 43% respectively, compared with 70% for other LAs). No Blaenau-Gwent secondary school attended the comparable HoDs meetings. This will influence sampling of cluster moderation and verification activities in spring / summer 2015.

Service Area Business Plan 2015 – 2016: Overview

Service Area	Moderation of Teacher Assessment (FP/ KS2/ KS3) – linked to national tests - LCC and MD in FP / Core subjects and Welsh second language in KS2 and 3		
<p>Priority / Blaenoriaeth</p> <p>Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty</p> <p>Priority Outcome 2: Improving standards of achievement in English (and literacy) or Welsh (and literacy) or mathematics (and numeracy)</p> <p>Through: Improving the quality of TA and moderation in FP, KS22 and KS3</p>	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> Develop the rigor, accuracy and consistency of Teacher Assessment throughout the region (All LAs, but particular focus in Torfaen). Strengthen cluster moderation processes (and approaches to secure effective curriculum transition); Implement outcomes of the WG Consultation process, Donaldson review and requirements for external verification from summer 2015. 		
<p>Main activities / Prif weithgared</p> <p>Enhanced collaboration with school leaders, CAs and subject specialists to build capacity and accountability and increase the accuracy of Teacher Assessment judgements. This should impact on closing the gap between TA and test benchmark performance where there is a marked discrepancy and lead to robust pupil tracking based on accurate judgements of achievement and effectively support target setting processes. The focus of this work will relate to individual schools, but notably to Torfaen at both the expected and higher levels. Considerable analyses of TA and test results has taken place during the year to inform discussions with school leaders and raise headteacher expectations and accountability in relation to TA and moderation processes. This will continue into 2015-16. Particular concerns exist in Torfaen where LA rankings at expected Teacher Assessment levels are amongst the strongest in Wales, whilst performance in the national reading and numeracy tests are amongst the weakest. As a result, additional targeted work has taken place in collaboration with the CEO and SI adviser, including EAS headteacher seminars attended by Estyn and Recovery Board members, and senior LA officers. The Principle Challenge Adviser for Torfaen is continuing to meet with headteacher representatives to maintain a strong focus on actions being taken to strengthen TA and moderation across the authority.</p> <p>Summer / Autumn 2014 (informing 2014-15 processes)</p> <ul style="list-style-type: none"> All schools were required to take part in KS2-3 cluster moderation processes in May/June 2014, and members of the EAS numeracy attended all meetings. In order to increase accountability and provide greater opportunities to share good practice, the format of these sessions was changed last summer. It required each school to moderate learner profiles from another cluster, as well as their own, and to provide written feedback indicating their agreement, or otherwise, with the best fit judgement awarded by the school. In addition, the EAS asked that primary headteachers attend, and a senior member in from secondary schools, alongside year 6 teachers and heads of mathematics. Close analysis of teacher assessment and national test data across the consortium has taken place in light of the benchmarks published in September. In some schools there is close correlation in others there is a difference of two or three benchmarks. Schools have been alerted to the differences and information from the last two years will influence the sampling of school and cluster moderation processes this year. Subject specific training events regarding end of key stage assessment were held during in the autumn term (En/We and mathematics) to confirm 'in-school' and 'cluster' moderation, develop consistent and accurate interpretation of the level descriptions using appropriate 'best-fit' approaches and address particular weaknesses identified in the summer term. Headteachers also received written feedback on these to inform preparation for 2015. <p>Spring / Summer 2015 - Schools have been sent all relevant WG guidance as it has become available, and the following provisional plans shared so that expectations and timescales are clear, albeit subject to revision should WG requirements specify otherwise:</p> <ul style="list-style-type: none"> Instead, members of the English and mathematics teams will sample cluster moderation meetings to monitor the rigour of the process. Sampling will involve both targeted and randomly selected clusters, but take place in English / Welsh (1st and 2nd language), mathematics <u>or</u> science, rather than all four subjects. This is in line with WG requirements and will enable us to both confirm strong practice as well as identify aspects that need to be developed further in particular schools or clusters. For Welsh 1st/2nd languages Welsh in Education Officers will support all cluster moderation sessions, as in previous years. The information already known about individual schools and clusters will inform the selection. All headteachers / secondary SLT have been asked to attend each of the cluster meetings to enable them to engage, first-hand, in discussions relating to the accuracy of their own, and 	<p>When? / Pryd?</p> <p>May 2014 to July 2015</p> <p>Learner outcomes evaluated July-Sept 2015</p>	<p>Who? / Pwy?</p> <p>Please refer to set plans for personnel within English, Welsh and mathematics EAS literacy and numeracy teams</p> <p>Commissioned and/or school-to school capacity in relation to science</p> <p><i>Advisers (2 year - 1.6) – Funded by WG</i></p>	

<p>other schools' learner profiles. This is likely to involve two - three days and reflects the proposed 'end-to-end' process. Headteacher attendance at meetings will be monitored closely, and used alongside other information to inform CAs, and directors. Detailed information to underpin the moderation process in each subject has already been sent to all headteachers so that expectations are clear in relation to the activities required before and during the cluster moderation process.</p> <p>Verification</p> <p>Whilst the WG external verification in the summer term will focus on mathematics and science this summer, in-house verification will be carried out in relation to English and Welsh, as this cannot be left on a two –year-cycle. Consortium sampling visits will take place during the same period as the national verification to complete to:</p> <p>a) Verify the standards of work and overall 'best-fit' judgement given to the two school learner profiles discussed at the cluster moderation events (i.e. L4 and L5 'collections of work' for pupils in the current year 6 / year 9 classes).</p> <p>b) Compare these with the work of two pupils randomly selected from Teacher Assessments judgements submitted to WG in June 2015 (i.e. one assessed at L4 overall, the other at L5).</p> <p>c) Meet briefly with the four pupils whose work we have considered.</p> <p>For EAS purposes, sampling will include targeted and randomly selected schools, but not those involved in the WG verification.</p>		
<p>Resources / Adnoddau (Estimate at 1 Feb 2015)</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>2015/16 - Key outcomes of EAS monitoring and external verification inform:</p> <ul style="list-style-type: none"> • training and support programme for following year (all/targeted schools) NB Delivered in collaboration with lead schools (as part of S2S programme). • CA core visit agenda (Aut/Sp terms) • LA monitoring of schools <p>2016/17 – As above, but with increased level of differentiated support / challenge.</p> <p>2017/18 – As above</p>	

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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Welsh Second Language / Cymraeg Ail iaith
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
<p>Accelerating the progress of learners who face the challenge of poverty</p>	<ul style="list-style-type: none"> KS2 - KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 3 points in KS2 (currently 21 pts) and by 2 points in KS3 (currently 21 points). Accelerated progress by eFSM pupils and non-FSM pupil in both Key Stages. Rate of progress higher by e-FSM than non-FSM pupils in KS2 and 3. KS2 - the the gap in performance narrowed in all LAs other than Newort. Gap in performance narrowed by 13 points in BG and 6 oints in Monmouthshire. KS3 – gap narrowed in all LAs other than Torfaen. No change in Newport. The gap in performance narrowed by 4, 7 and 7 points respectively in Blaenau Gwnet, Caerphilly and Monmouthshire.
<p>Improving standards of achievement in Welsh Second Language</p> <p><i>KS2* Non-statutory reporting on standards in W2L at KS2</i></p>	<p>Teacher Assessment in Key stage 2* and key stage 3 (no assessment of W2L for FP)</p> <ul style="list-style-type: none"> KS2* Overall performance 7 points above Wales at L4+ (5 points above Wales in 2013). Performance above Wales in all LAs. EAS 5 point increase overall at L5+. 7 points above Wales in 2014 up from 4 points above in 2013. Gender gap in line with Wales. KS3 Overall performance at L5+ 1 point below Wales. Rate of progress (13-14) in line with Wales but above Wales' rate of progress in Blaenau Gwent, Caerphilly and Monmouthshire. Significant LA variation with 2 LAs below Wales's average. Monmouthshire ranked 1st of all Wales LAs, Caerphilly 22nd. 3 point overall regional increase in L6 performance (Wales increase – 6pts). Gender performance on a par with the national average. Boys' significant underperformance in Reading. <p>Benchmark performance available for KS3 only. No Core Data for KS2 for Welsh 2nd language*.</p> <ul style="list-style-type: none"> KS3 18 schools below median at L5+, 19 schools in 2013 (14 schools below median for at least 2 years); only 8 schools in Q1 as in 2013. 23 schools below median at L6+; only 7 schools in Q1 <p>Key stage 4 GCSE examination performance - The fluctuations in pupil numbers studying Welsh as a full / short course year on year play a huge part in outcomes and ability to monitor progress.</p> <p>Full Course - Performance is 7% below the national average of 77.7% (13% below Wales in 2013). Performance has improved on 2013 by 6% (Wales by 1%) with an increased number of regional entries. (Up from 22% to 33%). Large entry increase on 2013 in Caerphilly (up 7%) and Newport (23%) where performance is below national average (up on 2013 by 3% and 20% respectively). Performance is on a par /above the Wales average in Blaenau Gwent, Monmouthshire (above by 20%) and Torfaen.</p> <p>Short Course - Performance on a par with the national average (50.5%) improved on 2013 by 1.6%. No change in National average on '13. Performance below Wales in Caerphilly, Blaenau Gwent and Torfaen. Significant increase in performance in Newport and Torfaen. Significant increase in the no. of pupils being entered for external qualifications on previous years.</p>
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan	
<ul style="list-style-type: none"> WG Core data sets where applicable to W2L TA EAS schools profiles and additional analyses Trends, comparisons with similar schools, performance of different groups, progress Additional team analyses – benchmark information where applicable to W2L, GCSE grade distribution (LA/SEWC level). WESP reports. Language skills of staff (primary phase). Welsh team listening to learner and book scrutiny's Team analysis of performance against EAS Success Indicators in Welsh 2nd Lang. (Primary). Team impact reports. Welsh team regional Estyn report analysis Team analysis of school uptake of key courses / engagement in core network meetings National categorisation information, LA and school inspection reports and information gained from moderation events Inspection, Challenge Adviser and SSC recommendations (PIAP/ intervention plans + feedback following T&L reviews, book scrutiny etc) 	
Key priorities drawn from the direction of travel in the above datasets	
<ul style="list-style-type: none"> Reduce no. of primary schools with Estyn recommendations for Welsh Second Language (Writing) and Welsh across the school. Welsh not embedded throughout school. Provision for and monitoring of Welsh varied within and across schools in the primary phase according to EAS success indicator analysis. Improve the linguistic skills of staff in the primary phase. Data collected clearly shows that many (74.21%) of staff teaching Welsh Second Language and the majority of TA's (92.3%) fall into category 1 and 2 (WG language skill audit categories): 1.Can understand and use familiar everyday expressions with pupils - wishes to follow a beginners' course; 2. Understands some Welsh on everyday topics when talking to their pupils and wishes to receive training to enable them to use Welsh in lessons. Language skills are the main barrier to embedding Welsh across schools and ensuring all pupils are making progress. Accelerate the progress of all FSM pupils in all phases and continue to monitor regional progress where data allows. KS2 Improve performance in Reading and Writing skills (Data analysis and Estyn). KS3 Improve overall performance (L5+ 	

and L6+) with particular focus on performance in Reading skills so that pupils have a more varied, linguistically integrated experience of learning Welsh second language leading to increased overall performance. Reduce gender gap Reading and Writing at KS3. KS4: Improve GCSE performance

Summarise key inputs from the Estyn Remit visit and school-survey

- Adopt revised 'SMARTER' format for strategic planning across all BIS teams in 2015-16: High-level Welsh documentation to provide succinct overview, avoiding duplication of information detailed in delivery plan; continued use of a common format for delivery plans across BIS curriculum and FP teams.
- Continue to ensure team meetings are minuted and contain actions and progress updates.
- Continue to provide high level language and methodology training. According to the EAS survey many schools (83.52%) agree or strongly agree that CPD for Welsh second language makes a positive contribution to improvements in their schools. Continue to provide targeted support to all schools according to need. Many schools (86.82%) agree / strongly agree that EAS understands their school's development needs for Welsh second language. (86.81%) agree / strongly agree that the services offered for W2L Ireflect the priorities of their school.

Summarise Estyn and national priorities impacting on the Service Area

Estyn Annual Report, PISA, WBQ (provision at KS4), WMES>WESP, WG Sabbatical Scheme

Specific focus of this Service Area's work in each LA within the region (NB eFSM is an underlying focus in all LAs)

Caerphilly – embed EAS methodology, teaching and assessment strategies across all Caerphilly schools (KS2). Provide high level support to a high proportion of schools as identified by the EAS Welsh in Education team's categorisation based on Success Indicators in Welsh Second Language. Improve TA at KS2 and 3. Improve Full Course performance in line with the increasing proportion of pupils studying Full Course.

BG / Torfaen – establish consistent and accurate TA + strong cluster moderation processes. Improve capacity / provision for the teaching of Welsh. Reduce Estyn reccs..Monmouthshire – Reduce variation in performance across schools. Improve L5+ outcomes at KS2.

Newport – continue to build capacity of high proportion of more able primary schools to become lead schools for Welsh second language. Improve L5+ outcomes at KS2. Improve performance at KS3. Improve Full Course performance in line with increasing numbers for Full Course.

Service Area Business Plan 2015 – 2016: Overview

Service Area	Welsh Second Language / Cymraeg Ail Iaith																																																																																										
<p>Priority / Blaenoriaeth:</p> <p>Priority Outcome 3: Improving standards in Welsh Second Language for all pupils</p> <p>Priority Outcome 1: Accelerating the progress of learners Who face the challenge of poverty</p> <ul style="list-style-type: none"> Non-statutory submission of TA to WG at KS2 resulting in different availability of data for WG and region. <i>WG data based on shared information.</i> <p>KS2 - KS3: The overall gap in performance of eFSM and non-FSM pupils at the expected levels narrowed by 3 points in KS2 (currently 21 pts) and by 2 points in KS3 (currently 21 points). Accelerated progress by eFSM pupils and non-FSM pupil in both Key Stages. Rate of progress higher by e-FSM than non-FSM pupils in KS2 and 3.</p>	<p>Desired Outcomes / Deilliannau Welsh Second Language</p> <p>NB All targets in red estimated. No school targets set for Welsh Second Language in KS3 or KS4. Targets reflect WESP targets.</p> <table border="1" data-bbox="906 465 1484 694"> <thead> <tr> <th></th> <th colspan="3">Expected level</th> <th colspan="2">Expected level + 1</th> </tr> <tr> <th>ALL</th> <th>2014 WG</th> <th>Actual* 2014</th> <th>Target 2015</th> <th>Actual 2014</th> <th>Target 2015</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>data*</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>KS2</td> <td>80</td> <td>77</td> <td>75</td> <td>23</td> <td>23</td> </tr> <tr> <td>KS3</td> <td></td> <td>77</td> <td>79</td> <td>31</td> <td>34</td> </tr> <tr> <td>KS4</td> <td></td> <td>71</td> <td>77</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="906 721 1484 1003"> <thead> <tr> <th></th> <th colspan="3">Actual 2014</th> <th colspan="3">Target 2015</th> </tr> <tr> <th></th> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> <th>eFSM</th> <th>Non-fsm</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>NA</td> </tr> <tr> <td>KS2</td> <td>63</td> <td>84</td> <td>21</td> <td>64</td> <td>78</td> <td>14</td> </tr> <tr> <td>KS3</td> <td>57</td> <td>82</td> <td>25</td> <td colspan="3">No EAS data</td> </tr> <tr> <td>KS4 F</td> <td>61</td> <td>79</td> <td>18</td> <td colspan="3">No EAS data</td> </tr> <tr> <td>KS4 S</td> <td>33</td> <td>59</td> <td>26</td> <td colspan="3">No EAS data</td> </tr> </tbody> </table>							Expected level			Expected level + 1		ALL	2014 WG	Actual* 2014	Target 2015	Actual 2014	Target 2015	FP	data*	NA	NA	NA	NA	KS2	80	77	75	23	23	KS3		77	79	31	34	KS4		71	77				Actual 2014			Target 2015				eFSM	Non-fsm	Gap	eFSM	Non-fsm	Gap	FP	NA	NA	NA	NA	NA	NA	KS2	63	84	21	64	78	14	KS3	57	82	25	No EAS data			KS4 F	61	79	18	No EAS data			KS4 S	33	59	26	No EAS data		
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<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> To collaborate with EAS Challenge Advisors, HTs, Governors and subject leads to address the imperative to raise standards of and provision for Welsh Second Language and Welsh Language Development so that all learners, including eFSM, ALN, SEN are equipped for a bilingual society and perform well at end of KS TAs and in GCSE exams Provide differentiated and well-targeted support based on data analysis, National Categorisation and EAS Welsh in Education Team success indicators (primary). Due to high level language needs of primary teachers in the SE Wales region, there is a need to provide effective language training to support non-Welsh speaking teachers with the delivery of the Welsh Second Language PoS in FP and KS2 based on EAS, year-group specific support materials. This will reduce variation of provision for Welsh within schools in the primary phase, improve quality of teaching and learning and reduce number of schools receiving Estyn recommendations. Provide effective methodology training and guidance on FP and KS2 differentiated teaching, learning and assessment support packs (<i>Hwyl Dan Saith</i> and <i>Antur Anhygoel</i>) based on the EAS language continuum to support non-Welsh speaking teachers with the materials they require to deliver Welsh at the appropriate level. This will aim to narrow the eFSM/non-FSM gap by focusing, in particular, on the progress of pupils who may be disadvantaged by poverty and pupils with SEN, ALN. Focus on reading and writing to reduce number of Estyn recommendations related to these ATs. KS3/4 training and networking opportunities to reflect need to improve reading performance, L5+ / 6+ performance and improve outcomes at KS4. Work with subject leaders and lead practitioners to ensure effective sharing of best practice and well-constructed programmes of school-to-school support in Welsh Second Language. Identify lead schools for primary and secondary phase and facilitate transfer of good practice. Collaborate with WG, teachers and school leaders to deliver grant-funded programmes designed to ensure effective delivery of, and 	<p>When? /Pryd?</p> <p>April 2015 to March 2016</p> <p>Learner outcomes evaluated July-Sept 2016</p>	<p>Who? / Pwy?</p> <p>EAS Welsh in Education team</p> <p>Head of Welsh in Education with responsibility for Welsh First Language and Welsh Second Language</p> <p>Senior Welsh in Education Officer (Lead primary)</p> <p>7.2 FTE Welsh in Education Officers supporting English-medium primary schools (2 seconded)</p> <p>1 Language tutor (shared with Welsh first language) supporting the language training needs of teachers and classroom assistants in the Welsh and English medium sector and supporting the WG Sabbatical Scheme.</p> <p>1 Secondary Advisory Teacher (Seconded)</p> <p>1 Business Support Assistant - Welsh</p>																																																																																									

<p>appropriate provision for, Welsh Second Language. Sabbatical scheme links with WG.</p> <p>We will continue to place a high focus on the effective use of WG commissioned programmes (<i>Fflic a Fflac</i> in FP, <i>Pod Antur</i> in KS2, <i>Ciwb</i> in KS3) supported by specific EAS year group guidance / teaching and learning resources (<i>Hwyl Dan Saith</i> and <i>Antur Anhygoel</i> for primary and <i>EAS KS3 Language Continuum</i>) to support teachers with appropriate delivery and assessment of these programmes and pupils' development of Welsh language skills within and outside the classroom. Whilst this benefits all learners, appropriate use of these and EAS support materials are particularly successful in supporting the learning of pupils at risk of falling behind in Welsh Second Language – notably eFSM pupils, SEN and ALN pupils. There will be a new focus on school-to-school support in 2015-16 at primary and secondary phases. We will also be supporting schools in responding to the implication of key recommendations within the Donaldson Review</p>																						
<p>Resources / Adnoddau</p> <p>Indicative resources have been planned against delivery of the above actions. EIG grant will be applied accordingly once terms and conditions been agreed. Outcomes of EIG will inform the core funding</p>	<p>Key milestones / Cerrig Milltir 2015 – 18</p> <p>NB All targets in red estimated. No school based targets set for Welsh Second Language in KS3 or KS4</p> <table border="1" data-bbox="906 801 1449 999"> <thead> <tr> <th></th> <th>KS2</th> <th>KS3</th> <th>KS4(Full)</th> <th>KS4(Short)</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>77</td> <td>80</td> <td>79</td> <td>51</td> </tr> <tr> <td>2016-17</td> <td>77</td> <td>81</td> <td>80</td> <td>52</td> </tr> <tr> <td>2017-18</td> <td>75</td> <td>82</td> <td>80</td> <td>52</td> </tr> </tbody> </table>			KS2	KS3	KS4(Full)	KS4(Short)	2015-16	77	80	79	51	2016-17	77	81	80	52	2017-18	75	82	80	52
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**Service Area Business Plan 2015 – 2016:
Progress 2014-15 and Drivers for the Coming Year**



Service Area	Regional Priorities - Intervention Framework
Progress 2014-15	
Summarise progress towards previous plan-priorities from previous plan in relation to EAS Business Plan:	
<p>Accelerating the progress of learners who face the challenge of poverty</p>	<p>The progress of pupils eligible for FSM accelerated at a faster rate than non-FSM pupils across the region in the FP and KS2 in 2014. Similarly, performance of eFSM pupils increased at a faster rate across the region than across Wales.</p> <p>At KS4, the rate of improvement for eFSM pupils was just below the national average for the L2 inclusive in 2014. Pupils eligible for eFSM continue to perform below the national averages for the L2 inclusive and L2 thresholds. However, the rate of improvement was faster than across Wales for the L2 threshold due to significant increases in Blaenau Gwent, Monmouthshire and Torfaen. eFSM L2 inclusive performance three-year weighted average is below the national average in 23/37 secondary schools. All of these schools are categorised no higher than a C at Step 2, and all but one are categorised no higher than Amber at Step 3 of the categorisation framework.</p> <ul style="list-style-type: none"> • Introduction of the revised Intervention Framework / National Categorisation Model places an emphasis on the progress and provision for learners who face the challenge of poverty. • PDG Planning approaches have been refined and CAs now have greater accountability in challenging and supporting schools to appropriately allocate these funds.
<p>Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy))</p>	<p>FP & KS2: End of FP outcomes were the highest in Wales and end of KS2 outcomes were the second highest in Wales in 2014. Performance at a regional level remains above the national figures for all indicators and core subjects in the FP and KS2. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is above average in primary schools.</p> <p>KS3: Whilst performance has improved over the last three years, the rate of improvement across Wales has been slightly faster. Monmouthshire and Torfaen are ranked above the national average, but performance in Caerphilly, Newport and Blaenau Gwent remains below. Performance at a regional level remains below the national figures for all core subjects and performance in south east Wales LAs remains below other LAs with similar levels of pupils eligible for FSM.</p> <p>KS4: The rate of progress in south east Wales has been faster than across Wales with a gain of 5.8 percentage points in the Level 2 threshold inclusive of first language and maths over the last three years compared with 4.4 points across Wales. Performance continued to improve in the core subjects in 2014, with gains made in all LAs in English, mathematics and science. The number of schools achieving less than 40% in the Level 2 inclusive has reduced from 12 in 2012 to 4 in 2014 and the number with fewer than 30% pupils achieving this threshold has reduced from 5 to just one school. However, in 2014 the region ranked lowest for the Level 2 inclusive and 15/40 Schools Challenge Cymru schools are within south east Wales. When the performance of south east Wales schools is compared to that of similar schools, on the free school meal benchmarks, performance is in line with expectations, with 57% of schools above the median for the Level 2 inclusive.</p> <ul style="list-style-type: none"> • The Intervention Framework has been revised, Step 1 of the National Model has been taken into account and CAs have written performance reports for each of these indicators. • CAs have quality assured the spending plans for the SEG / WEG plans. • Schools causing Concern Policy has been updated in light of the Intervention Framework. Intensive programmes for English / Maths / Welsh have been deployed in specific schools.
Drivers for the Coming Year	
Overview of datasets – the sets of data that will inform the detailed Service Area Plan Intervention Framework	
<ul style="list-style-type: none"> • AWCDs – schools and LA, National Categorisation overviews (all steps) • Outcomes of Estyn inspections, Summary of progress towards Estyn recommendations • Summary of levels of support (high, medium, low), Summary of progress towards targets on intervention / support plans • Overview of progress made in the categorisations of schools. Feedback from the School Survey 	
Key priorities drawn from the <u>direction of travel</u> in the above datasets- Intervention Framework	
<ul style="list-style-type: none"> • Accelerate the rate of improvement for eFSM learners, particularly at KS4, Increase the number of schools with eFSM L2 inclusive performance above the national average, and continue to improve performance at KS4 at a faster rate than across Wales. • Improve the number of schools in overall categories of yellow and green, improve the number of schools in Step 2 categories of B and A • Decrease the number of schools requiring high levels of support within each overall category, Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments, improve the level of support for self-evaluation planning 	

<ul style="list-style-type: none"> Increase autonomy for Green schools 		
Summarise key inputs from the Estyn Remit visit and school-survey <ul style="list-style-type: none"> Greater consistency in approach of challenge and support by the Challenge Advisor and improve the support for Self Evaluation/planning 		
Summarise Estyn and national priorities impacting on the Service Area <ul style="list-style-type: none"> Implementing the National Model for school Categorisation; implement a 'Peer Review' system to increase the autonomy for our best schools; embed the use of the Schools Causing Concern Policy; implement the statutory target setting process in all schools 		
Specific focus of this Service Area's work in each LA within the region See LA specific Annexe for detail. Torfaen: Continued work to improve the accuracy of TA / improve engagement in S2s offers BG: To provide detailed programmes to improve the outcomes in RWM in combination. Monmouthshire: To improve the engagement in s2s offers		
Priority / Blaenoriaeth: Intervention Framework <ul style="list-style-type: none"> Update the Framework in line with National guidance and regional priorities Accelerating the progress of learners who face the challenge of poverty Improving standards of achievement in English (and literacy) or Welsh (and literacy or mathematics (and numeracy) Accurate implementation of the National Model for Categorisation Improve the number of schools in overall categories of yellow and green Improve the number of schools in Step 2 categories of B and A Decrease the number of schools requiring high levels of support within each overall category Improve the outcomes in Estyn inspections and increase the number of schools receiving 'Excellent' judgments Increase autonomy for Green schools Increase opportunities for S2S working and partnered schools to improve school categorisation 	Desired Outcomes / Deilliannau <ul style="list-style-type: none"> Accelerate the rate of improvement for eFSM learners, particularly at KS4. Increase the number of schools with eFSM L2 inclusive performance above the national average. Continue to improve performance at KS4 at a faster rate than across Wales. Revised SEWC Intervention Framework that demonstrates increased autonomy for our best schools. Improve the number of schools in overall categories of yellow and green (compared with Dec 2014) Improve the number of schools in Step 2 categories of B and A (compared with Dec 2014) Decrease the number of schools requiring high levels of support within each overall category (compared with Feb 2015) High quality support and challenge from CAs to improve pupil outcomes and categorisations. Improved support and challenge implemented for PDG planning. 	
Main activities / Prif weithgaredd	When? / Pryd?	Who? / Pwy?
Intervention Framework		
Update the SEWC Intervention Framework in line with National updates and regional priorities; <ul style="list-style-type: none"> Continue to ensure the effective implementation of this through a robust CA training programme. Update Governors on the priorities within the categorisation model through termly training sessions Provide updated training for Elected Members 	From March 2015 Termly updates	Lead: DH Key responsibility: PCA's
Complete and implement the Peer Review model for Green Schools and reflect the increased autonomy within the Intervention Framework.	Begin the process Feb 2015. Commence May 2015 and review in Dec 2015	Lead: DH Key responsibility: PCA's / Working Group of Green HTs
Implement a revised Moderation process for categorisation that follows the guidance issued through the NQSG. Update the Framework accordingly.	From May 2015	Lead: DH Key responsibility: PCAs Involvement of HTs and LAs
Improve the quality of the intervention and support plans by utilising the school 2 school support model.	From April 2015 – ongoing process of review and development	Lead: DH Key responsibility: PCAs
Resources / Adnoddau :	Key milestones / Cerrig Milltir 2015 – 18	
Outcomes of EIG will inform the core funding	2015/16: L2 inclusive target 59.9%; eFSM L2 inclusive 37.7% 2016/17: L2 inclusive target 61.6%; eFSM L2 inclusive 39.0% 2017/18: L2 inclusive target 64.5%; eFSM L2 inclusive 43.9%	

Service Area Business Plan 2015 – 2016: Overview

Service Area	Education Improvement Grant & Pupil Deprivation Grant	
<p>Priority / Blaenoriaeth: Accelerating the progress of learners who face the challenge of poverty and improving standards in English, maths, Welsh through:</p> <ul style="list-style-type: none"> Improving the quality of teaching and learning Addressing learners' barriers to learning and improving inclusion Improving the leadership of educational settings Improving the provision for learners and the engagement of learners 	<p>Desired Outcomes / Deilliannau</p> <ul style="list-style-type: none"> An excellent professional workforce with strong pedagogy based on an understanding of what works A curriculum which is engaging and attractive to young people and which develops within them the ability to independently apply knowledge and skills Qualifications which young people achieve that are nationally and internationally respected and act as a credible passport to their future learning and employment Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools Improving literacy and Improving numeracy Breaking the link between disadvantage and educational attainment 	
<p>Main activities / Prif weithgaredd</p> <ul style="list-style-type: none"> Increase delegation to schools by 5.7% over the 80% recommended in the grant terms and conditions. Formulate a distribution formula that is equitable and fair to all schools across the region. Create a School to School element of money to support the vision moving forward. 100% to be delegated but based on best practice and outcome driven. To find a solution to match funding and build capacity so schools do not become over dependent on 100% funding. Implement a variety and over 50 run workshops across the region to support schools in their planning for EIG. Many outside school core teaching times. Use a recently developed online system called MySID to enable schools to link their school development plans to their grant plans so they become one. Create a two way automated communication chain between MySID and the EAS full functional training program on CPD online to cut out the number of systems and bureaucracy for schools. Use MySID in the online environment to full cost the school development plan and monitor spend to-date against challenge advisor approved activity. Work closely with Local Authorities to ensure audit requirements of the grant are adhered to. Implement regular monitoring activities on school spend to ensure the grant is being spent in line with the terms and conditions, against approved activity and spent in a timely manner. 	<p>When? / Pryd?</p> <p>By 31/3/15</p> <p>By 2/3/15</p> <p>By 31/3/15 to establish funds By end May 2015 to identify best practice and distribute monies accordingly. Monitor outcomes of activity on termly basis. During March and April 2015. Follow up sessions June/July 2015</p> <p>As part of workshops above – delivery of training and system live 1st April 2015 To be completed April 2015</p> <p>From May 2015 onwards</p> <p>Ongoing from now and throughout financial year</p> <p>Ongoing from now and throughout financial year</p>	<p>Who? / Pwy?</p> <p>Lead – Geraint Willington, Kevin Palmer, Deb Hartevelde</p> <p>Schools:</p> <p>Secondary - All</p> <p>Primary – All</p> <p>Special Schools - All</p> <p>Pupil Referral Units - All</p> <p>LA Authorities:</p> <p>Education Finance Officers</p> <p>Consultants:-</p> <p>Local Authority Education Directors Local Authority Finance Local Authority Budget forum School Improvement Group – Headteachers representatives</p>

Resources / Adnoddau

Grant - £44.331m

Delegation - £40.219m

MEAG & Gypsy Traveler - £2.008m

Welsh, Foundation, 14-19, Induction, HLTA, SEG
£1.766m

Literacy & Numeracy - £0.338m

Indicative resources will be applied accordingly once terms and conditions been agreed.

Key milestones / Cerrig Milltir 2015 – 18

2015/16:

Summer 2015- To formulate a 3 year plan with representatives from LA's and schools based on the conditions of the new EIG. To look at increasing delegation by reducing retained services and embedding School to School work.

Outcomes to feed into the following 2 years.

DRAFT

Section 6 Resources

Appendix 1

Local Authority, Core Contribution			
	2013/14	2014/15	2015/16 *
Blaenau Gwent	£423,953	£417,511	£403,316
Caerphilly	£1,133,580	£1,169,666	£1,129,897
Monmouthshire	£468,403	£481,642	£465,266
Newport	£926,421	£934,254	£902,489
Torfaen	£760,016	£600,536	£580,118
Total	£3,712,373	£3,603,609	£3,481,086

* to be confirmed by Welsh Government

Appendix 2

Education Achievement Service Budget Estimates 2015/16

	Expenditure	Income
	Total (Gross)	Total (Gross)
Management Team	£379,808	£379,808
Business Support	£333,003	£333,003
Challenge Advisors	£1,556,914	£1,619,127
Governors Support	£437,176	£437,176
Learning Intelligence	£237,641	£237,641
Literacy	£561,549	£561,549
Numeracy	£736,972	£736,972
Foundation Phase	£146,466	£146,466
Welsh Education	£100,000	£100,000
14-19	£144,349	£144,349
21st Century Learning	£174,015	£174,015
Pupil Deprivation	£52,000	£52,000
SACRE	£30,000	£30,000
School 2 School	£229,933	£229,933
Accommodation Charges	£109,333	£109,333
Supplies and Services	£367,416	£367,416
Total - Revenue	£5,596,576	£5,658,789

Appendix 3

Education Achievement Service

Budget Estimates 2015/16

Information as at 16th Mar 15

	Expenditure	Income	LA Banker to distribute via agreed fully audited rational	
	Total	Total	Delegated / S2S	Grant
PISA (Literacy, Numeracy, Welsh)	£306,796	£306,796	£216,250	£216,250
PISA (Science)	£76,306	£76,306	£75,000	£75,000
EIG (School 2 School)	£0	£0	£365,000	£365,000
EIG (Foundation Phase)	£729,435	£664,390	£0	£0
EIG (Welsh Education)	£649,962	£621,186	£0	£0
EIG (14-19)	£123,896	£132,000	£0	£0
EIG (Higher Level Teaching Assistant)	£10,000	£10,000	£0	£0
EIG (Newly Qualified Teachers)	£25,000	£25,000	£0	£0
PLPS (grant to 31st July carry forward to be confirmed)	£0	£0	£0	£0
PLPS (New grant Aug 15 to be confirmed)	£0	£0	£0	£0
Schools Challenge Cymru (grant to Aug 15 - estimate)	£110,000	£110,000	£496,275	£496,275
Schools Challenge Cymru (New grant from Sept 15, grant to be confirmed)	£0	£0	£0	£0
LiDW	£0	£0	£47,500	£47,500
Literacy Numeracy Framework	£0	£0	£250,000	£250,000
Total - Grants	£2,031,395	£1,945,678	£1,450,025	£1,450,025

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