



South East Wales  
Education Achievement Service  
(EAS)

Business Plan 2015 – 2018  
Local Authority Appendices



Education Achievement Service (EAS) Business Plan 2015-18  
Caerphilly County Borough Council

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## Section 1: LA Targets

### LOCAL AUTHORITY TARGETS: CAERPHILLY

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				FSM Pupils					
	2014 Actual	2015 Target	2016 Target		2014 Actual	2015 Target	2016 Target		2016 Target
FPI	88.5	90.5	88.9	FPI	78.9	79.7	79.0		
LLC English O5+	90.0	91.4	90.6	LLC English O5+	80.4	81.7	82.3		
LLC Welsh O5+	92.3	95.0	93.6	LLC Welsh O5+	86.7	89.1	83.0		
Math Dev.O5+	91.1	92.2	90.9	Math Dev.O5+	83.1	82.8	82.4		
PSD O5+	95.4	95.8	93.7	PSD O5+	90.9	90.4	88.0		
LLC English O6	34.9	36.1	31.1	LLC English O6	19.0	19.0	14.9		
LLC Welsh O6	33.5	33.3	35.0	LLC Welsh O6	21.7	19.6	17.0		
Math Dev. O6	32.5	36.2	32.9	Math Dev. O6	17.3	20.5	19.3		
PSD O6	53.3	52.9	46.3	PSD O6	35.4	35.2	30.0		

Key Stage 2									
All Pupils					FSM Pupils				
	2014 Actual	2015 Target	2016 Target	2017 Target		2014 Actual	2015 Target	2016 Target	2017 Target
CSI	85.8	87.2	89.5	88.5	CSI	71.4	74.2	79.6	78.2
English L4+	88.0	89.2	91.3	90.1	English L4+	74.5	77.2	82.7	80.2
Welsh (1st) L4+	89.9	89.5	90.3	93.3	Welsh (1st) L4+	69.7	79.6	80.0	92.2
Maths L4+	89.0	89.3	91.5	90.9	Maths L4+	77.2	78.0	82.9	81.8
Science L4+	90.4	91.2	92.9	91.4	Science L4+	78.7	81.7	84.6	83.2
English L5+	36.5	40.8	40.6	40.0	English L5+	19.3	23.2	19.7	20.6
Welsh (1st) L5+	32.8	37.2	34.3	43.0	Welsh (1st) L5+	15.2	22.2	9.1	21.9
Maths L5+	36.8	40.7	41.8	40.5	Maths L5+	21.1	22.2	22.6	22.6
Science L5+	38.5	42.9	43.3	41.0	Science L5+	21.1	23.5	22.6	21.8

Key Stage 3										
All Pupils	2014 Actual	2015 Target	2016 Target	2017 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target	2017 Target
CSI	77.6	83.3	83.4	86.9		CSI	58.1	68.1	68.3	76.1
English L5+	82.2	85.2	84.3	89.4		English L5+	66.4	71.5	70.4	79.6
Welsh (1st) L5+	89.5	95.3	94.0	95.8		Welsh (1st) L5+	69.0	96.6	88.9	82.8
Maths L5+	83.9	87.3	88.0	89.6		Maths L5+	68.5	74.1	74.4	80.5
Science L5+	88.8	89.2	89.7	91.8		Science L5+	78.0	76.9	76.5	82.0
English L6+	40.8	51.9	51.3	57.2		English L6+	19.7	31.5	31.2	39.5
Welsh (1st) L6+	49.8	69.7	66.9	78.7		Welsh (1st) L6+	24.1	51.7	52.8	51.7
Maths L6+	48.8	53.3	51.5	58.4		Maths L6+	23.9	34.7	34.4	44.3
Science L6+	47.4	54.2	52.0	60.9		Science L6+	22.5	35.4	33.5	41.9

Key Stage 4										
All Pupils	2014 Actual	2015 Target	2016 Target	2017 Target		FSM Pupils	2014 Actual	2015 Target	2016 Target	2017 Target
L2 inclusive	50.0	60.4	61.9	64.5		L2 inclusive	26.5	37.3	39.1	48.7
L2	74.1	82.3	81.0	81.6		L2	50.2	62.2	60.5	65.3
L1	93.6	96.4	97.1	97.2		L1	84.2	88.2	92.2	94.3
CSI	47.8	58.4	63.2	65.3		CSI	23.3	35.9	40.5	49.0
English A*-C	60.6	67.2	69.8	70.1		English A*-C	35.0	45.5	47.5	55.6
Welsh (1st) A*-C	73.3	83.5	88.7	86.3		Welsh (1st) A*-C	25.0	60.0	58.6	79.3
Maths A*-C	56.5	64.4	67.1	69.3		Maths A*-C	30.1	41.0	45.6	53.8
Science L2	79.6	83.2	87.1	82.3		Science L2	65.5	67.6	71.5	67.1

Pupil Attendance				
	2014 Actual	2015 Target	2016 Target	2017 Target
Primary	94.4	94.9	95.1	95.3
Secondary	92.9	93.1	93.8	94.0

**Progress towards targets 2014/2015**

<b>TERM</b>	<b>KEY INDICATORS</b>
Spring term 2015	
Summer Term 2015	

## **Section 2: Respective role of the EAS and LA**

### **UPDATE OF THE LA / EAS PARTNERSHIP AGREEMENT CLARIFYING THE ROLES AND RESPONSIBILITIES OF EACH ORGANISATION AND THEIR RELATIONSHIP WITH SCHOOLS**

The document outlined below is supplementary to the LA / EAS Partnership Agreement 2013 – 2016.

It sets out in more detail the roles and responsibilities for both the EAS and the LA with regards to school Improvement matters.

It links the requirements from the National Model with the regional approach to school improvement and drills down into the detail that the Partnership Agreement cannot provide.

### **Delivery of respective regional consortia (EAS) and Caerphilly Local Authority functions**

#### **(January 2015)**

There is a SEW Partnership Agreement in each LA which is tailored to meet the individual needs of each of the LAs. In addition, the LA has an annexe to the EAS Business Plan which details any bespoke services that exist between the EAS and the LA, these can be updated and reviewed annually.

The LA will retain statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools. The LA has designated a lead officer to act as the main point of contact with the EAS. Currently this is Keri Cole in accordance with the arrangement described below.

The Lead LA Officer Keri Cole and key Officers within the EAS will have open discussions together about their plans which should be clear about the respective roles, functions and intended actions of each. These processes will remove any risk of the EAS or the LA duplicating effort. In particular the LA will share with the EAS information on the proposals and decisions in relation to:

- the overall vision and social and economic development priorities for their area, having particular regard to issues that are likely to affect schools;
- The strategic educational priorities for the Authority
- school organisation, including plans for federations, amalgamations,
- closures and delivery of their 21st century school strategies;
- supporting the delivery of those having special educational and additional learning needs;
- the organisation of behaviour support, education welfare and inclusion services;

- their youth engagement strategy;
- safeguarding arrangements for children and young people;
- schools' financial current and projected well-being, including pressures they face due to falling roles; and
- arrangements to promote effective procurement and the development of business support services within schools.

The information provided by the LA Lead Officer will be used by the Key EAS Officers to inform future planning and delivery of service provision within the Authority within the context of the regional framework.

The Key Officers for the EAS will similarly share with the LA Lead officer.

This information will be shared via monthly Quality Assurance meetings with the Principal Challenge Adviser for each LA. The protocol within this policy also focusses upon:

- progress towards key actions within the LA Business Plan annex<sup>1</sup> and against LA priorities.
- an overview of individual school standards and capacity for improvement, including identification of schools deemed to be at risk of causing concern.
- impact of EAS work in identified schools, overview of EAS services and participation levels across the LA
- overview of value for money (VFM).

The LA will provide the EAS with access to relevant data systems, including anonymised data sets on pupil performance where this is held at local authority level, and other information to facilitate their work. The EAS will provide the LA with regional and national data in order to facilitate robust benchmarking and contextualisation of performance.

The ongoing development of secure LA and EAS relationships will mean that both parties will consider urgently and jointly recommendations on statutory school interventions from any source and, unless there are exceptional circumstances, agree to implement them. The LA and consortia will follow the jointly agreed 'escalation' protocol that is contained in the SEWC Schools Causing Concern Policy.

The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. Detail on how this is being implemented during this academic year can be found in the SEW Intervention Framework.

The information contained in this document details the relationships and lines of accountability between local authorities and the EAS so that everyone in the education system understands who is responsible for what. The information below relates to the information contained in the WG National Model for Regional Working Guidance Document (126/2014 February 2014).

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<sup>1</sup> Guidance for the completion of annex's is not currently available although we note completion of these is required by the end of March 2015

In relation to school improvement regional consortia will provide challenge through;

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working	Detailed overview of the roles of the LA in implementing the National Model for Regional Working
<p><b>Monitoring the work and performance of schools, using all-Wales standardised data sets, Fischer Family Trust projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning.</b></p>	<p><b>The EAS will;</b></p> <p><b>Key Policies / Documents;</b>            SEW Intervention Framework            SEW Schools Causing Concern Policy            SEW Target Setting Policy and Guidance</p> <p>Provide schools with detailed data EAS Profiles for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests on an annual basis to assist with the analysis of progress information.</p> <p>Discuss pupil outcomes within Step 1 of the National Model and also at Step 2 around the performance of groups of learners (particularly those in receipt of FSM) and also the correlation between the outcomes of teacher assessment with the national reading and numeracy tests.</p> <p>Use Step 2 of the National Model to triangulate evidence from pupil outcomes alongside a range of other first-hand evidence.</p> <p>Implement the regional pupil and school target setting process which enables schools to plot future outcomes using a range of</p>	<p><b>The LA will:</b></p> <p>Provide the EAS with information on the additional tests that have been implemented in the LA so that CA can have access to this.</p> <p>Provide access to the tracking system of performance of vulnerable groups of pupils.</p> <p>Provide information on the wider context of school improvement, e.g. finance, H &amp; S.</p> <p>Challenge target and conduct joint visits where appropriate. Once agreed, sign off targets.</p>



Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working	Detailed overview of the roles of the LA in implementing the National Model for Regional Working
	<p><b>The EAS will;</b></p> <p>benchmark information. Provide the LA with a summary of school targets for all pupils, FSM learners, and gender breakdown to inform the LA review, challenge and approval process. Provide the LA with the raw pupil data to support the work of LA teams, e.g. SEN, LAC.</p> <p>Provide the LA with termly progress to target reports.</p> <p>Provide the Local Authority and elected members with overviews of LA and individual school performance within the agreed annual cycle of reporting.</p> <p>Provide training on performance data and its effective use to elected members, governors, Headteachers and LA officers.</p>	<p><b>The LA will:</b></p>
<p><b>Categorising a school's performance and development needs in accordance with the nationally agreed categorisation model.</b></p>	<p><b>Key Policies;</b></p> <p>SEW Intervention Framework SEW Schools Causing Concern Policy WG Guidance on National Categorisation of schools</p> <p>Categorise all schools as agreed in the SEW Intervention Framework and the National system for categorisation.</p> <p>Display all information pertinent to school</p>	<p>Formally agree Step 2 and Step 3 of the categorisation process.</p>

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	<p><b>The EAS will;</b></p> <p>categorisation on MySID and School Secure.</p> <p>Provide schools with Bespoke Support dependent upon the Overall Support Category at step 3 of the model. This will be detailed in either a Support Plan or Intervention Plan.</p> <p>Provide schools with a written record of their categorisation and the rationale and evidence base used to reach this.</p> <p>Recommend to the LA the categorisations at Step 2 and Step 3 of the model to agree formally.</p> <p>Will provide the LA with regular updates on the progress schools are making within the criteria of the National Model.</p> <p>Provide the LA with overview reports on categorisations for use with Elected Members and Senior Officers.</p> <p>Provide training on the National Model for School Categorisation to Elected Members, Governors, Headteachers and LA officers.</p> <p>Participate in joint meetings with LA officers to share school information to inform</p>	<p><b>The LA will:</b></p>

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	<p><b>The EAS will;</b></p> <p>evaluation and categorisation.</p>	<p><b>The LA will:</b></p>
<p><b>Examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and or groups of pupils with progress made in other comparable schools and to identify areas of underperformance and achievement gaps.</b></p>	<p><b>Key Policies;</b>  SEW Intervention Framework  SEW Schools Causing Concern Policy  SEW Target Setting Policy and Guidance</p> <p>Provide all schools with detailed EAS Profiles for each Key Stage for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests in accordance with the dates set out in the EAS data calendar.</p> <p>Utilise the information provided by schools through the target setting process during the autumn term to discuss individual pupil performance and trends in groups of learners.</p> <p>Provide training for Headteachers, senior and middle leaders and governors on the effective use of data throughout the year.</p> <p>Use Step 1 of the National Model as a starting point for discussions with schools around standards.</p> <p>Discuss and report on the quality and accuracy of school Self Evaluation Reports, where appropriate provide support in</p>	<p>Provide relevant information on vulnerable groups, i.e. those pupils with ALN/SEN.</p>

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	<p><b>The EAS will;</b></p> <p>improving the quality.</p> <p>Implement training for Governing Body's on the implementation of the EAS Self Evaluation Toolkit for Governing Bodies.</p> <p>Provide the Local Authority and elected members with reports giving overviews of LA wide and individual school performance within the agreed annual cycle of reporting.</p> <p>Provide training to elected members and LA officers on EAS self-evaluation toolkit and the effective use of data.</p>	<p><b>The LA will:</b></p>
<p><b>Confirming with headteachers and chairs of governors the priority areas for improvement and the strategies to be deployed to secure improvement.</b></p>	<p><b>Key Policies;</b></p> <p>SEW Intervention Framework SEW Schools Causing Concern Policy</p> <p>The SEW Intervention Framework outlines the process for the core activity with governing bodies.</p> <p>All schools will receive a Bespoke set of Recommendations that require action during the categorisation meeting.</p> <p>Provide feedback to school leaders on the quality and effectiveness of School development Plans and Self Evaluation Reports.</p>	

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	<p><b>The EAS will;</b></p> <p>Introduction of MySID to support the quality and effectiveness of school improvement planning.</p> <p>CAs / SCCAs will determine the effectiveness of grant plans through the planning and financial cycle.</p> <p>CAs / SCCAs will be a member of the Headteacher performance management appraisal committee.</p> <p>CAs / SCCAs will complete any report required prior to an Estyn Inspection on behalf of the LA.</p> <p>CAs and EAS support staff will provide reports of school visits and related activity to schools and the LA.</p>	<p><b>The LA will:</b></p> <p><b>LA representative will attend AIB meetings.</b></p>
<p><b>Agreeing stretching targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged.</b></p>	<p><b>Key Policies;</b>            SEW Intervention Framework            SEW Schools Causing Concern Policy            SEW Target Setting Policy and Guidance</p> <p>The CA/ SCCAs will work with the school to submit pupil level targets to the LA in accordance with agreed approaches to target setting and statutory process and in</p>	

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	<p><b>The EAS will;</b></p> <p>the context of the LAs ambitions for pupil performance as described through a range of LA performance targets.</p> <p>The CA/SCCAs will revisit schools to renegotiate targets where initially submitted targets are considered to be inappropriate. Provide draft school targets to the LA for early consideration wherever possible to maximise opportunity for agreement.</p> <p>The quality of teaching and learning in the school will be judged at Step 2 of the National Model for categorisation in discussions with school leaders and in alignment with the guidance in the national model for categorisation.</p> <p>Bespoke recommendations will be agreed with the CA and school leaders to ensure that appropriate strategies are implemented to improve the quality of teaching and learning within each school.</p>	<p><b>The LA will:</b></p>
<p><b>Assessing schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern.</b></p>	<p><b>Key Policies;</b>  SEW Intervention Framework  SEW Schools Causing Concern Policy</p> <p>The process for addressing the statutory requirements for schools in special measures and those requiring significant improvement</p>	<p><b>The LA will co-ordinate the Intervention Board meetings.</b></p>

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	<p><b>The EAS will;</b></p> <p>are clearly outlined in the SEW Schools Causing Concern Policy. The CA for each school will be the lead EAS Officer on these instances. The Principal CA for the LA will have the overview and will co-ordinate meetings with the LA to discuss the progress these schools are making.</p> <p>For schools that give cause for concern through the categorisation process (those in overall Amber or Red) is detailed in the SEW Schools Causing Concern Policy. The CA for each school will be the lead EAS Officer on these instances. The Principal CA for the LA will have the overview and will co-ordinate meetings with the LA to discuss the progress these schools are making.</p> <p>The CA will take responsibility for ensuring schools in any other form of Estyn Follow-up activity (LA and Estyn) are categorised appropriately in line with the guidance within the National Categorisation Model and that progress towards meeting the recommendations from Estyn demonstrate pace.</p> <p>Where appropriate, as detailed in the SEW Intervention Framework these schools will receive additional support from the CA or via</p>	<p><b>The LA will:</b></p>

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	<p><b>The EAS will;</b></p> <p>brokerage to assist with this process. This will be detailed in the bespoke support plan for each school.</p> <p>Ensure that the Lead LA officer has access to information on schools engagement with EAS services including but not limited to:</p> <p>Literacy</p> <p>Numeracy</p> <p>Foundation phase</p> <p>Welsh</p> <p>Science</p> <p>21st Century learning. This will normally be provided in the form of visit and activity reports posted in timely fashion through school secure.</p>	<p><b>The LA will:</b></p>
<p><b>Advising of those situations where statutory intervention is required and the form(s) that intervention might take.</b></p>	<p><b>Key Policies;</b></p> <p>SEW Schools Causing Concern Policy</p> <p>The process for this is outlined in the SEW Schools Causing Concern Policy.</p>	

The EAS also **co-ordinate, broker and provide improvement support** for schools. The brokerage and improvement support is differentiated in relation to a school's capacity to improve and commission/broker its own improvement support. Where a school is assessed as performing



well or having the capacity to secure its own improvement it will be free to use its budgets to draw down and use the services as appropriate to its circumstances and improvement needs.

Where, however, a school has low attainment and poor pupil progress – and/or lacks the capacity to promote improvement in general or in a specific area – the EAS will arrange the necessary improvement support on behalf of the school in consultation with the Headteacher and governing body (in the form of Support and Intervention Plans) and, where charged-for services are deployed, charge the school accordingly. The objective will be to build up the capacity of all schools to take responsibility for organising their own improvement.

The **EAS brokerage and improvement** activities include;

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	The EAS will;	The LA will:
<p><b>Facilitating the use and interpretation of data as part of this process to support forensic school self-evaluation and identify gaps in attainment.</b></p>	<p>Provide training for Headteachers, senior and middle leaders and governors on the effective use of data throughout the year.</p> <p>Provide bespoke data training for secondary school Governing Bodies.</p>	<p>Provide additional data as required. Schedule the presentation of school performance data in both the Cabinet and Scrutiny forward work programmes.</p>
<p><b>Publishing anonymised benchmarking data on the performance and progress of comparable groups of pupils in different subjects and phases to encourage and enable schools to learn from each other.</b></p>	<p>Provide all schools with detailed EAS Profiles for each Key Stage for teacher assessment, key stage 4 and 5 results, and national reading and numeracy tests in accordance with the dates set out in the EAS data calendar.</p> <p>Support secondary schools to compare KS4 data between schools through the use of the iSynoptic online service, which presents school and pupil group performance information in a variety of different contexts highlighting performance and progress information across a range of subject areas. Each analysis is split by gender, pupils from different part of the national prior attainment range, FSM or SEN pupils, pupils from different ethnic groupings, pupils born in different terms. By highlighting subject-level strengths and weaknesses, the service supports evidence-based school self-evaluation and promotes the sharing of good</p>	

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	<b>The EAS will;</b>	<b>The LA will:</b>
<b>Commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge.</b>	<p>practice within and between schools.</p> <p>The EAS will deliver the Excellence in Teaching Programme, ensuring that the following development services are available to all practitioners:</p> <ul style="list-style-type: none"> <li>• Breaking Through</li> <li>• Securing Good and Aiming for Excellent</li> <li>• The Excellent Teacher Programme</li> <li>• The Workshop Programme</li> <li>• ETF Training</li> <li>• ETF update – skills development</li> <li>• Teaching and Learning reviews</li> <li>• NQT and HLTA support</li> <li>• Support for WBQ implementation</li> </ul> <p>Post-16 support including non-schools</p>	
<b>Working with headteachers and other leaders through joint lesson observations to develop a consistent understanding on what constitutes excellent teaching and learning.</b>	<p>The EAS will work with schools to ensure the embedding of the Excellence in Teaching Framework (ETF), the ETF for Maths and the ETF for Skills development</p>	
<b>Identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week.</b>	<p>The EAS will use the:</p> <ul style="list-style-type: none"> <li>• Excellence in Teaching</li> <li>• Excellence in Leadership</li> <li>• GCSE English, Welsh, Maths Science</li> <li>• AOL-POS</li> <li>• Foundation Phase</li> <li>• OTP</li> <li>• Programmes to identify and deploy practitioners with practice worth sharing</li> </ul>	

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	<p><b>The EAS will;</b></p> <p>across the region. Provide the LA with summary of schools which have been identified as excellent in relation to teaching in particular subjects or aspects of the curriculum.</p>	<p><b>The LA will:</b></p>
<p><b>Providing mentoring support for headteachers and school leadership teams that need support in leading improvement.</b></p>	<p>The EAS will use the Excellence in Leadership programme to deliver the following development services to Leaders:</p> <ul style="list-style-type: none"> <li>• ILM 5</li> <li>• EDIT Support Programme</li> <li>• Post Grad Cert Level 7</li> <li>• Pre-Headship Seminar</li> <li>• NPQH</li> <li>• Y1 Headship</li> <li>• Leadership Seminars and Conferences</li> <li>• Structured Mentoring and Support</li> <li>• Excellent Leaders of Education</li> <li>• Global Leaders of Education</li> </ul> <p>Where schools are identified as a cause for concern, CAs will work with the school to provide bespoke support solutions which will be documented in either a Support plan or Intervention Plan.</p>	<p>Will host a Caerphilly Induction two year programme for newly appointed headteacher and headteachers new to Caerphilly. Where required, LA will identify and fund leadership support for individual headteachers.</p> <p>Will align and cross reference LA packages of support for vulnerable groups.</p>
<p><b>Providing access to evidence of ‘what works’ in terms of closing gaps in attainment and support schools to implement and assess the impact of</b></p>	<p>The 1-in-5 project will deliver the following outcomes in 2015-6</p> <ul style="list-style-type: none"> <li>• Appointment of a CtG Champion</li> <li>• Identify the key areas for development</li> </ul>	

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targeted intervention strategies.	<p><b>The EAS will;</b></p> <p>based on research and proven models of success.</p> <ul style="list-style-type: none"> <li>• Identify 20 best performing schools in region to act as development hubs for the development areas</li> <li>• Develop with these schools a CtG Support Pack based on their practice – guidance, data-evidence, video interviews, template intervention plans and strategies, an online forum for developmental discussion</li> <li>• Trial the CtG Support Pack with these schools to prove practical usefulness</li> <li>• Identify the 50 lowest performing schools based on data on value added for FSM pupils and such other metrics as agreed by SIF</li> <li>• Enable the lowest performing schools to use some of their PDG to engage in a school-based leadership and practice development programme focused on the development areas.</li> <li>• CAs will work with Headteachers to ensure that PDG Plans are suitably targeted and will discuss the impact of agreed interventions.</li> </ul>	<p><b>The LA will:</b></p>
Supporting the formation and development of federations and interim	Identify excellent governors and others from across the region to support schools where	This needs to be re-considered due to statutory responsibility lying with LA

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	<b>The EAS will;</b>	<b>The LA will:</b>
<b>executive boards where this is agreed as a way to effect school improvement.</b>	<p>the LA has decided to invoke formal powers through the appointment of additional LA governors or the establishment of an interim executive board.</p> <p>Provide advice and guidance to the LA and to school governing bodies where a change or strengthening of governance is required, including the provision of an evidence base if required to action these issues.</p>	
<b>Facilitating the development and work of Professional Learning Communities, lesson study and other means for teachers to work together within and across schools to review and improve their pedagogical practice.</b>	<ul style="list-style-type: none"> <li>• All programmes in the BIS service include significant elements of school-to-school support, networking and PLC approaches, but in particular: GCSE Projects</li> <li>• WBQ Implementation programme</li> <li>• AOL-POS Programme</li> </ul>	
<b>Working with university education departments to provide access to knowledge about teaching and learning and to support research projects based in schools.</b>	The EAS runs two research-based leadership programmes with the University of South Wales, and will continue to use this as the platform for the delivery of knowledge enhancement and evidence-based action research.	
<b>Co-ordinating support and training for teaching assistants and newly qualified teachers.</b>	<p>The EAS will deliver the Excellence in Teaching Programme, ensuring that the following development services are available to all practitioners:</p> <ul style="list-style-type: none"> <li>• Breaking Through</li> </ul>	

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	<p><b>The EAS will;</b></p> <ul style="list-style-type: none"> <li>• Securing Good and Aiming for Excellent</li> <li>• The Excellent Teacher Programme</li> <li>• The Workshop Programme</li> <li>• ETF Training</li> <li>• ETF update – skills development</li> <li>• Teaching and Learning reviews</li> <li>• NQT and HLTA support</li> <li>• Support for WBQ implementation</li> </ul> <p>Post-16 support including non-schools</p>	<p><b>The LA will:</b></p>
<p><b>Through the challenge process regional consortia will assess the general and specific needs of schools in each local authority area with regard to the specific literacy and numeracy training and development they require.</b></p> <p><b>In consultation with headteachers and the Welsh Government’s contractor for literacy and numeracy training, consortia will commission and facilitate the delivery of a strategy that will deliver the range of support required at classroom level.</b></p>	<p>The EAS Literacy and Numeracy Teams will provide ongoing support as set out in their business plans and including:</p> <ul style="list-style-type: none"> <li>• Coordinator network support in both subjects in all phases</li> <li>• Moderation support in both subjects in all phases</li> <li>• Practice and leadership reviews and intensive support as required</li> <li>• A range of CPD programmes offered on a central and school-to-school basis in both subjects in all phases</li> </ul> <p>Specific support for curriculum change through the AOL-POS project and the GCSE Maths and English projects.</p>	<p>Provide, on request, appropriate information on vulnerable groups.</p>
<p><b>Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising</b></p>	<p>The EAS Foundation Phase team provides CPD and Practice Worth Sharing support based on the national programme of units</p>	<p>Will assist in cementing links with Flying Start programmes</p>

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working
with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.	<p><b>The EAS will;</b></p> <p>and on emerging need as identified by Challenge Advisors, Heads and practitioners in schools themselves.</p>	<p><b>The LA will:</b></p>
<p>The consortia will co-ordinate and quality assure the delivery of the aims of the Welsh-medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Education Improvement Grant (EIG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.</p>	<p>The EAS Welsh Team will provide ongoing support for the WESP and the EIG covering both first and second language Welsh as set out in their business plans and including:</p> <ul style="list-style-type: none"> <li>• Coordinator network support in both first and second language education</li> <li>• Moderation support in both first and second language education</li> <li>• Practice and leadership reviews and intensive support as required</li> <li>• A range of CPD programmes offered on a central and school-to-school basis in both first and second language education</li> </ul> <p>Specific support for curriculum change through the AOL-POS project and the GCSE Welsh project.</p>	<p>Provide relevant information re planning of school places.</p> <p>Distribute questionnaire bilingually to parents to collate views on preference on the language of education.</p> <p>Present draft WESP to Cabinet and Scrutiny.</p>
<p>Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks</p>	<p>The EAS 21<sup>st</sup> Century school-to-school development programme offers services coordinated from the EAS and delivered largely by schools covering:</p> <ul style="list-style-type: none"> <li>• Curriculum networks</li> <li>• Hwb</li> <li>• Intelligent investment</li> </ul>	<p>IT Department will work with identified EAS staff to ensure appropriate infrastructure and support.</p>



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<p>for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development.</p>	<p><b>The EAS will;</b></p> <ul style="list-style-type: none"> <li>• Safeguarding</li> <li>• Practice Worth Sharing</li> <li>• Review and intensive support as required</li> <li>• Critical incident, Estyn and challenge support as required</li> <li>• Using a range of technologies for learning across the curriculum and in all phases, for example: <ul style="list-style-type: none"> <li>○ iPads for Literacy</li> <li>○ Web 2.0 and digital literacy</li> <li>○ Programing</li> <li>○ Classroom mobile, collaboration and presentation tech</li> </ul> </li> </ul> <p>A range of bespoke and licensed software to support diverse pedagogies</p>	<p><b>The LA will:</b></p>
<p><b>Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities, will include:</b></p> <ul style="list-style-type: none"> <li>• support for planning the use of grants;</li> <li>• ensuring school and provider provision is in line to deliver the expected impact inherent in these grants;</li> <li>• working with local authorities to provide a strategic overview to</li> </ul>	<p>The EAS 14-19 team provides:</p> <ul style="list-style-type: none"> <li>• Support for the administration and distribution of the grant</li> <li>• Support for transition into the EIG</li> <li>• Support to the LANs and emerging delivery collaborations, including colleges and WBL/WBT providers</li> <li>• Support to the LSkIP and the RSE for the region</li> <li>• Support for the implementation of the new 14-19 curriculum through a pan-regional approach to WBQ</li> <li>• Support and challenge to collaborative</li> </ul>	<p>Will provide information and work with the EAS on the implications on the funding of 6<sup>th</sup> Forms.</p>

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<p>challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities;</p> <ul style="list-style-type: none"> <li>administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.</li> </ul>	<p><b>The EAS will;</b></p> <p>provision based on best practice and PWS</p> <ul style="list-style-type: none"> <li>Support and challenge to sixth-form provision through sixth-form reviews and advice and guidance</li> <li>Distribution of the EIG and PDG to schools.</li> <li>The implementation of MySID to assist with the co-ordination; monitoring and school improvement planning.</li> <li>Support to LAs in the planning and funding phases for post-16.</li> <li>CA's will assist with monitoring the impact of grants on pupils' outcomes.</li> </ul>	<p><b>The LA will:</b></p>
<p><b>Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors.</b></p> <p><b>Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake</b></p>	<p>The EAS Governor Support Service provides SLA-driven services to the LAs and schools covering all areas required by the model.</p> <p>The delivery model for this service is currently being reconsidered by the LA Directors, and the outcome will protect the delivery of services required by the model.</p> <p>GSO's attend Governor network meetings as and when required and circulate details of forthcoming meetings.</p> <p>Termly meetings are held with the Chair of each Association, Managing Director (EAS) and Head of GS.</p>	<p>Appoint LA Governors and manage contravention of the Code of Practice.</p>

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working
<p>their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis.</p> <p>Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.</p>	<p><b>The EAS will;</b></p> <p>A programme of Chair of Governor to Chair of Governor support programme is offered.</p> <p>Guidance on the Headteacher report to Governors has been developed jointly with the LA and distributed to all Chairs / HT's.</p> <p>A list of Governors who are willing to act as Lead practitioners has been compiled. Governor Support are currently working with one LA in the EAS area to develop a Lead Practitioner programme which will be rolled out across the EAS area during summer 2015.</p>	<p><b>The LA will:</b></p> <p>If appropriate, use statutory powers of intervention.</p>
<p><b>Specialist human resource advice for schools.</b></p>	<p><b>EAS Specialist HR Service will:</b></p> <ul style="list-style-type: none"> <li>• coordinate regular meetings with LA HR representatives to provide an opportunity to identify and share good practice across the consortium</li> <li>• develop and coordinate consultation on a suite of common HR policies to be commended to all schools across the EAS consortium.</li> <li>• in liaison with the EAS and LA representatives, to develop common HR working practices and documentation to be implemented across the consortium.</li> </ul>	<p><b>Local Authority HR Service will:</b></p> <ul style="list-style-type: none"> <li>• Provision of HR advice, guidance and support for schools as detailed in the specific HR Service Level Agreements covering a range of HR related services including:</li> <li>• Employee relations issues including, but not exclusive to, capability, conduct and discipline/dismissal grievance, leave of absence, management of attendance, redundancy and safeguarding concerns, etc.</li> <li>• Education law, regulations, WG policies and guidance</li> </ul>

Aspect from the National Model for Regional Working (Guidance Document 126/2014 February 2014)	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working	Detailed overview of the roles of the EAS in implementing the National Model for Regional Working
	<p><b>The EAS will;</b></p> <ul style="list-style-type: none"> <li>• develop and deliver a HR Training programme to be delivered on a consortia basis in order to achieve economies of scale i.e. regional training instead of individual LA training</li> <li>• co-ordinate a flexible resource approach with regard to individual LA capacity and where appropriate, provide support on Leadership casework</li> <li>• liaise with external bodies e.g. Welsh Government, WLGA in relation to HR matters on behalf of the LA HR representatives</li> <li>• Monitor through quarterly contract review meetings to ensure HR support is meeting the needs of the consortia</li> <li>• regularly liaise with EAS Senior Management, Challenge Advisers and LA HR Representatives in relation to HR matters</li> <li>• provide joint training with CAs on issues such as Performance Management for HTs, Managing Underperformance of staff</li> </ul>	<p><b>The LA will:</b></p> <ul style="list-style-type: none"> <li>• STPCD – both pay and conditions</li> <li>• Burgundy Book/NJC terms and conditions</li> <li>• Performance management process</li> <li>• Development of and advice and training on HR policies</li> <li>• Recruitment and workforce planning</li> <li>• Restructuring</li> <li>• Employment contract administration and records</li> <li>• Data Analysis (sickness, turnover, age profile, agency spend, etc.)</li> <li>• Working with Governors on HR matters, including training and attendance at Governing Body meetings where required</li> <li>• Respond to Trade Union/Professional Associations on school matters in consultation with headteachers and governing bodies as appropriate.</li> </ul>



## **Related Policies / Protocols;**

1. EAS Business Plan (2015/2016)
2. LA specific annexe (2015/2016)
3. SEW LA Partnership Agreements (LA Specific)
4. SEW Intervention Framework
5. SEW Schools Causing Concern Policy
6. SEW Target Setting Procedures
7. Quality Assurance Process and Protocol
8. SEW Protocol for appointment of Headteachers/ Deputy Headteachers
9. Guidance for PDG Grant Planning
10. Individual Service Offers (Brokerage, Intervention and Support)
11. EAS School to School support offers

This document will be reviewed and updated in August 2015.

### Section 3: SUMMARY OF SIGNIFICANT ADDITIONAL SUPPORT: CAERPHILLY

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
Primary				
Overall Support Category Red				
Park Primary	<p><b>Improving standards</b> Self-evaluation embedded in strategic planning, leads to development plans that have clear targets and success criteria resulting in improvement in standards and quality. The school will have high quality processes and practices for monitoring and evaluating the quality of teaching and learning.</p> <p><b>Improving teaching and learning</b> All staff will have a shared understanding of the characteristics of excellent and good teaching. 100% of teaching good or better with no unsatisfactory teaching.</p> <p><b>Improving Leadership</b> Leadership capacity in the school is built effectively on a clear and shared understanding of the school's vision</p> <p>Leadership is effective in sustaining high quality provision and standards.</p>	<p><b>Improving standards</b> A whole school monitoring policy and cycle will be developed and shared with the Governing Body and all staff. The views of parents, pupils and Governors will be sought re provision. Changes to provision will be monitored and reported to parents and pupils within half a term of their responses. SER and SDP will be updated , at least termly, to reflect the outcomes of self-evaluation . CA will model involving all staff in evaluating the outcomes of all monitoring activities and their own performance .</p> <p><b>Improving teaching and learning</b> The school's 'Teaching and Learning Policy' will be reviewed. A training programme for all staff will be implemented on improving the quality of lesson observation effective learning environments will be developed with criteria/checklists for Foundation</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Intervention Plan. CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	HT Mentor identified for additional support

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		<p>Phase and KS2</p> <p><b>Improving Leadership</b></p> <p>HT to further develop the capacity of the SLT and depth of distributed leadership, through coaching and mentoring to establish clear roles and responsibilities.</p> <p>Governors to complete a supported self-evaluation and agree a plan for improvement.</p>		
<p><b>Rhydri Primary</b></p>	<p><b>Improving standards</b></p> <p>Data analysed and used effectively to identify pupils requiring additional support and appropriate intervention. Standards of learning are good or better in 75% of lessons and in 100% of lessons by the end of the Summer Term 2015. Improvement in standards at the end of KS2.</p> <p><b>Improving teaching learning</b></p> <p>Planning for literacy. Numeracy, Welsh and ICT across the curriculum in all areas of learning ensures continuity and progression across all year groups. There is a rigorous programme for monitoring the quality of teaching and learning. Programmes of support and challenge to teachers in need of particular development, leading to</p>	<p><b>Improving standards</b></p> <p>Monitor performance of identified pupils with effective tracking systems. School to undertake regular book scrutiny to maintain progress in standards and outcomes</p> <p><b>Improving teaching and learning</b></p> <p>Effective learning environments will be developed with criteria/checklists for Foundation Phase and KS2</p> <p>All staff will have training to develop a shared understanding of the characteristics of excellent and good teaching. A training programme for all staff will be implemented on improving the quality of lesson observation</p> <p><b>Improving leadership</b></p> <p>School to develop effective distributed leadership through the leadership training</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the LA Statement of Action.</p> <p>CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress and to provide support and challenge.</p>	<p><b>Bedwas Junior School Network of schools to provide bespoke training identified via action plan</b></p>



Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>improved outcomes Leadership ensures all staff are held accountable for pupil progress and appropriate action re underperformance is taken</p> <p><b>Improving leadership</b> The school will have a robust arrangements for implementing self-evaluation and planning for improvement Roles and responsibilities within the school are clearly understood. School will demonstrate appropriate progress against Estyn recommendations</p>	<p>Reappraise job descriptions and provide clarity on roles and responsibilities Review the quality of self-evaluation and planning for improvement at all levels within the context of the quality of leadership within the SEWC intervention framework. The school to establish professional learning communities with appropriate partners and also to facilitate the school's involvement in a range of strategic partnerships. SER and SDP will be updated , at least termly, to reflect the outcomes of self-evaluation . Updates will be reported at the next meeting of the GB Regular monoting by SLT and governors to ensure requirements of Estyn are being CA to receive, evaluate and provide feedback on the annual Self Evaluation timetable, the whole school Self-evaluation report and School Improvement Plan</p>		
<b>Overall Support Category Amber</b>				
Abertysswg	Improving standards	Improving standards	As illustrated in the SEWC	Mentor support form

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
<p><b>Primary School</b></p>	<p>Standards are raised across all indicators.            Priorities are explicitly aligned to the national priorities of Literacy, Numeracy and closing the gap.  <b>Improving teaching and learning</b>            All teaching will be good or better across the school.            All staff have clear understanding of their accountabilities and responsibilities.  <b>Improving leadership</b>            Rigorous and robust self-evaluation cycle impacts positively on individual pupil outcomes.            Accurate self-evaluation is an integral part of the school's working life and embedded in strategic planning.            Governors use high quality evaluative assessment and performance information to effectively challenge and support the school in making improvements.</p>	<p>SMT &amp; PCA to monitor standards across the school and their impact on pupil outcomes.              Performance Management for SMT and teachers, Governors and AHT to ensure that all training and development is tailored to meet the needs of the individual and the whole school.  <b>Improving teaching and learning</b>            Monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity using the Excellence in Teaching Framework.              AHT to review job descriptions to establish clear roles and responsibilities linked to specific action plans.    <b>Improving leadership</b>            AHT and ADH to continue to develop skills and capacity of the SMT and use of distributed leadership through coaching and mentoring of staff. SMT to continue to raise standards across all indicators through understanding of what constitutes good and excellent. Leaders encouraged to utilise the</p>	<p><b>Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan.            CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	<p><b>experienced HT</b></p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		<p>Individual Leadership Review (ILR) material.</p> <p>All Governors to complete an 'Annual Skills Audit' to establish its overall skills. Audit will be used to identify highlight strengths, areas for development and any training requirements. Governors will use the 'EAS Governor Training Programme' . Particular focus ofl Governor training will be on understanding and using data to monitor and challenge school performance.</p>		
<p><b>Cwmcarn Primary</b></p>	<p><b>Improving leadership</b></p> <p>Senior leaders have a clear and shared understanding of and alignment to the vision for the school built on distributed leadership which creates a responsive, learning culture; Leadership roles and responsibilities are clearly understood at both senior and middle leadership. All staff understand and fulfil their roles in direct relation to the PIAP and individual accountabilities and responsibilities. A rigorous cycle of self-evaluation impacts positively on individual pupil outcomes.</p>	<p><b>Improving leadership</b></p> <p>SLT to rigorously monitor standards across the school and their impact on pupil outcomes. CA will support the HT in providing training to SLT on their role in SE. HT to draw up roles and responsibilities for new deputy head and post holders. HT to further develop the capacity of the SLT and middle leadership through establishing a clear understanding of what constitutes good and excellent standards. Leaders to utilise the Individual Leadership Review (ILR) materials. HT to ensure that all training and development is carefully tailored</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress</p>	<p><b>Mentor support from expereinced HT Cluster working</b></p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>Accurate self-evaluation is an integral part of the school and embedded in strategic planning.</p> <p><b>Improving teaching and learning</b></p> <p>Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning.</p> <p>All governors have the capacity and understanding to effectively challenge and support the school in bringing about the necessary improvements.</p> <p>Governors are able to access and use effective, evaluative assessment and performance information to rigorously challenge and support.</p>	<p>to meet the needs of the school and the individual with a focus primarily on improving teaching and learning;</p> <p>Monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity.</p> <p>HT to establish regular meetings with senior staff to discuss strategic vision and effective pedagogy and the impact upon teaching and learning.</p> <p>Ensure the governing body's role in self-evaluation is clear and review the purpose of each committee. CA and Governor support to assist in the introduction of the GB self-evaluation toolkit.</p> <p>All governors to complete an 'Annual Skills Audit' to enable the governing body to establish its overall skills and knowledge base. The outcome of the audit to highlight strengths as well as areas for development and will identify any training required.</p> <p>Governors to use the 'EAS Governor Training Programme' to prioritise training;</p> <p>Ensure governors attend appropriate training relative to membership of specific</p>		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		committees. Ensuring the roles of link governors are further developed using the EAS Guidance on 'Link Governors'.		
Pontllanfraith Primary	<p><b>Improving teaching and learning</b> Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. A rigorous cycle of self-evaluation impacts positively on individual pupil outcomes. All teaching will be good or better across the school.</p> <p><b>Improving leadership</b> Leadership roles and responsibilities are clearly understood at both senior and middle leadership All governors have the capacity and understanding to effectively challenge and support the school in bringing about the necessary improvements The outcomes of monitoring and evaluation are fed back regularly to the governing body and Governors know the right questions to ask Governors effectively use the committee structures to build their</p>	<p><b>Improving teaching and learning</b> SMT to monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity. CA to undertake joint sessions to support and verify judgements. HT to establish regular meetings with senior staff to discuss strategic vision and effective pedagogy and the impact upon teaching and learning.</p> <p><b>Improving leadership</b> Monitoring timetable to enable all senior leaders, staff and governors to be clear of self-evaluation and the monitoring cycle. SLT to rigorously monitor standards across the school and their impact on pupil outcomes. CA will support the HT in providing training to SLT on their role in SE. HT to ensure that all training and development is carefully tailored</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	HT Mentor through CCBC CHIP programme

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>knowledge and understanding of school performance across a range of aspects</p> <p>Headteacher report to the Governing Body will report on progress towards the PIAP objectives, staff and pupil performance and impact of actions. The HT is held to account effectively by the governing body.</p>	<p>to meet the needs of the school and the individual with a focus primarily on improving teaching and learning; and progress towards implementation of the PIAP.</p> <p><b>PCA</b> to monitor the effectiveness of the 'follow up' to school monitoring and assess the impact of reviews and scrutinise evidence that demonstrates progress towards the PIAP objectives.</p> <p>HT to promote the Excellence in Teaching Framework to all staff to develop a culture of self evaluation and improvement in teaching and learning.</p>		
<p><b>Bryn Awel Primary</b></p>	<p>All staff have are clear about their roles and responsibilities and work together towards a common vision and goals.</p> <p>SLT and GB will have shared knowledge and understanding of self evaluation and monitoring timetables and tools.</p> <p>All staff will have a shared understanding of what good and excellent teaching and learning looks like and will effectively use the criteria in the ETF to measure standards in teaching and</p>	<p>HT to ensure all SLT job descriptions are updated and appropriate with clearly defined roles and responsibilities that are understood by all staff.</p> <p>HT and CA to ensure all members of SLT and GB are clear about self evaluation and monitoring cycle as well as appropriate tools needed to carry out monitoring.</p> <p>HT to introduce Excellence in Teaching Framework to all staff to develop a culture of self</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan.</p> <p>CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	<p><b>Joint staff working with partner school</b></p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>learning. Accurate self evaluation is a regular part of the school's working life and will be embedded in strategic planning. Governors are able to access and use effective, evaluative assessment and performance information to rigorously challenge and support the school in all aspects of school improvement. School will have increased knowledge and understanding of the use of assessment manager in tracking at individual, cohort and whole school levels. School will be able to use tracking tool effectively to identify individual pupil, cohort, target group and whole school attainment and targets.</p>	<p>evaluation and improvement in teaching and learning. School will implement a timetable of whole school self evaluation activities involving all stakeholders. CA will support HT in reviewing the evidence / outcomes / impact. All members of GB to complete a 'Skills Audit' to establish overall skills and knowledge base. The outcome of the audit will identify strengths and areas for development and will identify training needs. Ensure governors attend appropriate training relative to membership of specific committees. EAS Governor Support will ensure that the GB receives all the relevant literature to further develop knowledge and understanding on a regular basis. School to work with EAS to set up mark sheets in assessment manager and to train staff on inputting data and extracting information. School's ARR coordinator to work with ARR coordinator at Glasllwch to look at tracking systems and use of information in raising standards for all pupils, ALN and MAT pupils.</p>		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
<p><b>Waunfawr Primary</b></p>	<p><b>Improving teaching and learning</b>  Staff begin to develop a more consistent approach to challenging more able pupils and targeting higher attainment and achievement</p> <p>Lesson observations will show increased opportunities for pupils to achieve highly and meet requirements for higher outcomes/ levels</p> <p>Lesson observations and planning will show increased opportunities for boys to achieve highly and meet requirements for higher outcomes/ levels</p> <p>Lessons are judged to be good or excellent for pace, challenge and standards of achievement (see Excellence in teaching framework – Challenge and Expectations and Progress sections.</p> <p><b>Improving Standards</b></p>	<p><b>Improving teaching and learning</b>  Share best practice across the school to improve the pace and challenge in lessons.</p> <p>HT to plan opportunities for staff to observe best practice in the school; level of challenge and high expectations will be the focus of all lesson observations during the Autumn term</p> <p>CA will review lesson observations and discuss quality of teaching with HT/DHTMonitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity.</p> <p>CA will monitor the lesson observations and look at pupils' work.</p> <p>Differentiation in planning and teaching will be monitored</p> <p>CA will discuss lesson</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan.  CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress</p>	<p><b>Joint staff working with partner school</b></p>



Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>Tracking of pupils will evidence progress towards higher attainment and achievement with action taken to address underachievement against targets</p> <p>Monitor and identify strategies to close the gap and to ensure that more able fsm pupils attain the higher outcomes/ levels. Standards of literacy and numeracy will improve due to increased opportunities to apply skills across the curriculum.</p>	<p>observations/ differentiation for more able</p> <p>Consider the engagement and provision for more able boys Discuss and evaluate with school to explore how more able boys needs will be met</p> <p>Further develop a culture of high achievement and attainment.</p> <p>Use lesson observations and coaching to develop the pace and challenge in all lessons.</p> <p><b>Improving Standards</b> Monitor the performance of fsm pupils, compared to non fsm pupils and address discrepancies</p> <p>Enable subject leaders to monitor provision and outcomes for their subjects, starting with science book scrutiny</p> <p>Identify how literacy and numeracy can be further developed in other subjects, starting with science</p> <p>Literacy and numeracy leaders to use test data to identify areas for development in provision and to support class teachers in addressing individual/ group needs</p>		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		DHT will visit Eveswell Primary to liaise with SLT member with responsibility for fsm achievement		
Markham Primary	<p><b>Improving teaching and learning</b></p> <p>Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching will be good or better across the school by July 2015.</p> <p><b>Improving leadership</b></p> <p>The roles and responsibilities are defined and balanced in senior and middle management teams, and all staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities. Headteacher reports to the Governing Body report on progress towards the SIP and PIAP objectives.</p> <p>A clear and rigorous cycle of self-evaluation is established and this impacts positively on individual</p>	<p><b>Improving teaching and learning</b></p> <p>HT to review job descriptions to ensure that clear roles and responsibilities are linked to specific action plans.</p> <p>HT and DHT to ensure that all training and development is carefully tailored to meet the needs of the school and the individual with a focus on improving teaching and learning (Estyn R4); raising standards of literacy and numeracy (R1), and; improving the performance of efsm and MAT pupils (R2)</p> <p>CA to review training plans and impact reviews and monitor the impact on the quality of teaching and learning on a termly basis through book scrutiny and scrutiny of lesson observation activity.</p> <p><b>Improving leadership</b></p> <p>HT to further develop the capacity</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>pupil outcomes.</p> <p>School priorities are clearly aligned to the national priorities of Literacy, Numeracy and Foundation Phase.</p> <p>All staff, pupils, parents and other stakeholders continue to have ownership of, and contribute to self-evaluation processes.</p> <p>The school is removed from Estyn monitoring by the end of the year.</p>	<p>and depth of distributed leadership through coaching and mentoring to ensure clear understanding of what constitutes good and excellent standards.</p> <p>HT to establish weekly meetings to discuss strategic vision and progress towards implementation of the SIP and PIAP.</p> <p>CA will monitor the effectiveness of the meeting structure and the impact on improving standards across the school.</p> <p>SLT &amp; CA to monitor progress towards SIP objectives rigorously. CA will scrutinise evidence that demonstrates progress towards the SIP and PIAP objectives.</p> <p>Senior and middle leaders to have a clear understanding of, and explicit contribution to the self-evaluation and monitoring cycle.</p> <p>CA will support the HT in providing training to MLT on their role in SE.</p>		
Plasyfelin	<p><b>Improving leadership.</b></p> <p>Leadership capacity in the school is built effectively</p> <p>All staff have well defined roles and understand their responsibilities.</p> <p>Line</p>	<p><b>Improving leadership.</b></p> <p>Implement a timetable of self-evaluation activities during the course of the school year, involving all stakeholders. The SMT will update the SER on a termly basis and share this with</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan.</p> <p>CA visits to review progress towards support plan targets.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>management and accountability for the quality of teaching and learning and outcomes are effective.</p> <p>Accurate self-evaluation is a regular part of the school's working life and will be embedded in strategic planning.</p> <p><b>Standards</b></p> <p>75% of boys in each KS2 cohort, will be on track to attain at least level 4 , in writing, by the end of the key stage.</p> <p>The gap in performance between eFSM and non eFSM pupils at level 5+ will be in line with Family of schools.</p> <p><b>Improving teaching and learning</b></p> <p>All staff understand the characteristics of excellent and good teaching.</p> <p>The school will regularly monitor the quality of teaching and learning from a variety of sources and through a range of evidence.</p> <p>The outcomes of monitoring and evaluation will be fed back to the governing body on a regular</p>	<p>all staff and GB</p> <p>The SIP will focus on the school's performance priorities identified through self – evaluation in the context of the national regional and local authority agenda</p> <p>The HT, through the termly report to the GB, will feedback the outcomes of monitoring and evaluation.</p> <p>Update job descriptions for all SLT and TLR holders in liaison with HR.</p> <p>Hold weekly staff and senior leadership team meetings, with clear agendas, focusing on improved learner outcomes. Agreed actions will be reviewed and recorded.</p> <p>Review current T&amp;L policy (using ETF) and Monitoring Evaluation and Review policy. Monitoring will include: termly focused session observations, book scrutiny, learning walks and listening to learners.</p> <p>A comprehensive whole school monitoring policy and cycle will be developed and shared with the Governing Body and all staff.</p> <p><b>Improving teaching and learning</b></p> <p>The school's 'Teaching and Learning Policy' will be</p>	<p>CA attendance at GB meetings to provide updates on progress.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>basis. 100% of teaching will be good or better by the end of the summer term 2014.</p>	<p>reviewed/updated with all staff to include the ETF. An agreed policy on effective learning environments will be developed with criteria/checklists. The HT/SMT will complete planned joint book scrutiny, learning walks and session observations to quality assure the school's judgements. Identified teachers will access relevant training programmes to further improve their practice as and when necessary – e.g. 'Breaking Through' and 'Securing Good, Aiming for Excellence'.</p>		
<b>Secondary</b>				
<b>Overall Support Category Red</b>				
<b>Heolddu Secondary Schools Challenge Cymru School</b>	<p>Main priority remains standards at Key Stage 4 across all indicators. Mathematics a key area.</p> <p>School in Special Measures- desired outcome is to exit before end of academic year 2014/2015.</p> <p>Improve quality of leadership across wider SLT; Middle leaders.</p>	<p>Key areas from improvement plan: (PIAP)</p> <ol style="list-style-type: none"> <li>1. Standards</li> <li>2. Teaching and Learning</li> <li>3. Attendance</li> <li>4. Wellbeing</li> <li>5. LNF and Skills</li> <li>6. Disadvantaged Learners</li> <li>7. Community/</li> </ol>	<p><b>Detail of the resources can be found in the SCC School Plan.</b> Approx £300k. Capital element established litercay room and enhancements to ICT. Signifiicant resourcing for additional leadership capacity.</p>	<p>Visit to Queensbridge School, Moseley (SLT).</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>Quality of teaching to improve.</p> <p>To be removed from the Estyn Category of requiring Special Measures.</p>	<p>Publicity</p> <p><b>8.</b> Leadership</p>		
<p><b>St Cenydd Secondary</b></p> <p><b>School Challenge Cymru</b></p>	<p>Improved L2+, L2 ,capped point score and L1 outcomes</p> <p>Improved Quality of Teaching. Up to 90% of Teaching good or better</p> <p>Improved middle leadership of learning</p> <p>Building overall Leadership Capacity and ensuring leadership focus.</p> <p>Ensuring effective data tracking and intervention systems are in place.</p> <p>Improve behavior for learning</p> <p>Successful Estyn re-visit Spring Term 2016</p>	<ol style="list-style-type: none"> <li>1. See the SCC plan for full details.</li> <li>2. New CPD programmes in place including initiatives to improve quality of marking and feedback and classroom practice. New observation schedule in place. Consistency of lesson grades being externally moderated</li> <li>3. New accountability and monitoring framework in place. Line management formalized and consistent. Performance management improved. Clear focus on improvement of standards in all areas as a focus of line management meetings</li> <li>4. Restructure of SLT and new deputy Head appointment. All SLT with a remit to improve pupil outcomes.</li> <li>5. Tracking system completely revised and staff trained in</li> </ol>	<p><b>Detail of the resources can be found in the SCC School Plan.</b></p> <p>The capital and revenue funding allocated by SCC.</p>	<p>SCC Challenge Advisor.</p> <p>Willows High School.</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		<p>the use of data to track pupil progress and achieve targets.</p> <p>6. Back to Basics behaviour campaign has greatly improved behaviour. New sanctions and rewards policy now in place</p> <p>Estyn has acknowledged improvements this academic year. Clear targets remain</p>		
<p><b>St Martins Secondary</b></p> <p><b>School Challenge Cymru</b></p>	<p>Improved L2+, L2 and FSM pupil outcomes.</p> <p>Improved Quality of Teaching. Up to 90% of Teaching good or better.</p> <p>Improved accountability and actions where issues emerge. Quality of leadership needs improvement.</p> <p>Tracking of pupil progress and focus on FSM pupils must be improved.</p> <p>Improve behaviour for learning. Successful Estyn re-visit Spring Term 2016.</p>	<p>See the SCC plan for full details. Consistency of teaching standards project. This includes initiative to improve quality of marking and feedback. Quality much improved and next steps in place for whole school CPD. New observation schedule in place. Consistency of lesson grades being externally moderated</p> <p>New accountability and monitoring framework in place .Quality of line management and consistency needs further improvement.</p> <p>PM has improved with new electronic monitoring system.</p> <p>Leadership members must be fully focused on their responsibilities and held fully</p>	<p><b>Detail of the resources can be found in the SCC School Plan.</b></p> <p>The capital and revenue funding allocated by SCC.</p>	<p>LA particularly with behaviour support</p>

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		<p>accountable.</p> <p>Tracking system has improved under the Deputy Head. Pupil by pupil tracking year 11 in place. Is needed throughout the school.</p>		
<b>Overall Support Category Amber</b>				
<b>Bedwas High School School Challenge Cymru School</b>	<p>Improved L2+, L2 and FSM pupil outcomes.</p> <p>Improved consistency of marking, feedback and presentation to raise standards of attainment.</p> <p>Introduction of new system for the monitoring of student progress. Progress managers replace traditional heads of Year.</p> <p>Continue to ensure all leaders have high levels of consistency and accountability.</p>	<ul style="list-style-type: none"> <li>• See the SCC plan for full details. Projects to raise achievement of FSM students now a priority.</li> <li>• Initiative to improve quality of marking and feedback is used as an example of good practice for other schools.</li> <li>• Quality of academic monitoring and targeted intervention greatly improved. Used as an example of good practice for other schools. All year groups are tracked and interventions identified.</li> </ul>	<b>Detail of the resources can be found in the SCC School Plan.</b> The capital and revenue funding allocated by SCC.	



Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
<b>Blackwood Comprehensive School Challenge Cymru School</b>	Main priority remains standards at Key Stage 4 across all indicators.	Key areas from improvement plan: <ul style="list-style-type: none"> <li>• Raising the number reaching KS4 L2+</li> <li>• Raising L5+ in subjects below median (FSM benchmarking) and L6+ all subjects</li> <li>• Raising attainment and improving progress of eFSM pupils</li> <li>• Raising overall standards at KS3 (national tests)</li> <li>• Increasing opportunities for pupils' decision making and community involvement</li> <li>• Improving learning experiences</li> <li>• Ensuring learning plans and SoW at KS3 provide challenge and support to develop skills</li> <li>• Embedding strategies for raising standards in literacy and numeracy at KS3</li> <li>• Developing further opportunities to promote bilingual competence</li> <li>• Reviewing the curriculum at</li> </ul>	<b>Detail of the resources can be found in the SCC School Plan.</b>	Cross-phase working- developing common approaches to mathematics. GCSE Wave 1 for maths and English.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
		KS4, including intro of WBQ <ul style="list-style-type: none"> <li>• Improving Teaching</li> <li>• Aiming for excellence and ensuring appropriate challenge in all lessons</li> <li>• Improving quality of formative feedback- closing the gap in pupils' learning</li> <li>• Reviewing and improving assessment, target setting and tracking at KS4</li> <li>• Ensuring consistency in development planning and SE</li> <li>• Reviewing Performance Management processes – ensuring they are applied more consistently and rigorously</li> <li>• Planning to manage potential budget reductions</li> <li>• Improving the school's resources and facilities</li> </ul>		
<b>Cwmcarn High School</b>	<p>Leaders have a well-established vision for the school that inspires and motivates all staff to achieve good outcomes for all learners.</p> <p>Accurate self-evaluation is a regular part of the school's working life and will be firmly embedded in strategic planning</p>	<p>HT to update job descriptions for all SLT and TLR holders so that roles and accountabilities are clearly understood.</p> <p>The HT will hold weekly middle and senior leadership team meetings, with clear agendas focusing on standards and impact. All meetings will be minuted. The</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.</p> <p>CA attendance at GB meetings to provide updates on progress.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>Effective systems in place to monitor the school's performance.</p> <p>The school will have high quality processes and practices for monitoring and evaluating the quality of teaching and learning, including from a variety of sources and through a range of evidence.</p> <p>The school will have an accurate assessment of standards of teaching and learning throughout the school.</p> <p>The outcomes of monitoring and evaluation will be fed back to the governing body on a regular basis.</p> <p>Results of observation evaluations, feedback to staff and other evidence sources are analysed and used by leaders to maintain progress and secure further improvement.</p> <p>100% of teaching will be good or better by the end of the summer term 2015.</p>	<p>CA will assist the HT in reviewing the evidence/outcomes/impact of meetings.</p> <p>The school will review its timetable of self-evaluation activities during the course of the school year, involving all stakeholders. The CA will review the evidence/outcomes/impact.</p> <p>Clarify the GB's role in self-evaluation and review the purpose of each committee.</p> <p>The Senior Leadership Team will update the SER on a termly basis and share this with all staff and the GB, to include relevant updated information on key questions.</p>		
<b>Lewis Girls' School</b>	<p>Leaders have a well-established vision for the school that inspires and motivates all staff to achieve good outcomes for all learners.</p> <p>Accurate self-evaluation continues to be a regular part of the school's working life and will</p>	<p>The school will work towards addressing the recommendations following the Estyn Inspection.</p> <p>Clarify the GB's role in self-evaluation and review the purpose of each committee.</p> <p>The Senior Leadership Team will</p>	<p><b>As illustrated in the SEWC Intervention Framework</b></p> <p>Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>be firmly embedded in strategic planning. Effective systems embedded to monitor the school's performance. The school will embed high quality processes and practices for monitoring and evaluating the quality of teaching and learning, including from a variety of sources and through a range of evidence. The school will have an accurate assessment of standards of teaching and learning 90% of teaching will be good or better by the end of the summer term 2015. The school will make good progress and will be removed from the category of Estyn Follow up.</p>	<p>update the SER on a termly basis and share this with all staff and the GB, to include relevant updated information on key questions.  The HT through the termly report to the GB, will feedback the outcomes of monitoring and evaluation.  Identified teachers will continue to access relevant training programmes to further improve their practice as and when necessary- e.g. the "Securing Good aiming for Excellence"  CA to undertake joint lesson observations with senior leaders to QA judgements.</p>	<p>CA attendance at GB meetings to provide updates on progress.</p>	
<p><b>Pontllanfraith Comprehensive</b></p>	<p>Leadership capacity is built and distributed effectively. Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching is good or better.  Pupils' progress is tracked effectively; interventions are monitored and targets for improvement are robust and</p>	<p>To review strategic roles and responsibilities.  To review job descriptions to establish clear roles and responsibilities linked to specific action plans.  To develop the capacity of senior and middle leaders and depth of distributed leadership by linking leadership roles to focussed CPD: for example, coaching and mentoring to establish clear</p>	<p><b>As illustrated in the SEWC Intervention Framework</b>  Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.  CA attendance at GB meetings to provide updates on progress.</p>	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>appropriate</p> <p>Headteacher reports to the governing body include progress towards the SIP objectives, staff and pupil performance and impact of actions.</p> <p>The cycle of self-evaluation, improvement planning and quality assurance is well established and impacts positively on individual pupil outcomes. Department plans have clear targets for improvement and success criteria that are aligned to whole school priorities.</p> <p>The SER is a clear, concise and evaluative document. Actions lead to improved standards, particularly in priority areas: boys' attainment; level 1 and 2 and writing.</p>	<p>understanding of what constitutes good and excellent standards across the full range of indicators.</p> <p>To ensure that all training and development is carefully tailored to meet the needs of the school and the individual, with a focus primarily on improving teaching and learning.</p> <p>CA will review training plans and impact reviews.</p> <p>SLT &amp; CA will monitor the impact on the quality of teaching and learning through book scrutiny and scrutiny of lesson observation activity (as appropriate).</p> <p>To establish weekly meetings to discuss strategic vision and progress towards implementation of the school improvement plan. CA will scrutinise evidence that demonstrates progress towards SIP objectives SLT to continue to embed self-evaluation into school improvement planning.</p> <p>CA will support the HT in monitoring progress towards recommendations in the Estyn inspection</p>		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
<b>Rhymney Comprehensive School</b>	<p>Leaders at all levels have a clear and shared understanding of, and alignment to, the vision for the school. Leadership is distributed effectively, accountabilities are clear.</p> <p>All staff understand and fulfil their roles in direct relation to specific strategic aims, plans and responsibilities.</p> <p>Department improvement plans have clear targets for improvement and success criteria that are aligned to whole school priorities for improvement.</p> <p>Leadership and management are effective in sustaining high quality and improving provision and standards, particularly in the area of teaching and learning. All teaching is good or better.</p> <p>Pupils' progress is tracked effectively; interventions are monitored and targets for improvement are robust and appropriate.</p> <p>The cycle of self-evaluation, improvement planning impacts positively on individual pupil</p>	<p>To review job descriptions to establish clear roles and responsibilities linked to specific action plans.</p> <p>To develop the capacity of senior and middle leaders and depth of distributed leadership by linking leadership roles to focussed CPD.</p> <p>To ensure that all training and development is carefully tailored to meet the needs of the school and the individual, with a focus primarily on improving teaching and learning.</p> <p>SLT &amp; CA will monitor the impact on the quality of teaching and learning through book scrutiny and scrutiny of lesson observation activity (as appropriate).</p> <p>To establish weekly meetings to discuss strategic vision and progress towards implementation of the school improvement plan CA will scrutinise evidence that demonstrates progress towards the SIP objectives.</p> <p>SLT continues to embed self-evaluation into school improvement planning.</p>		

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>outcomes.</p> <p>The SER is a clear, concise and evaluative document.</p> <p>Actions lead to improved standards, particularly in priority areas.</p> <p>Governors use high quality, evaluative assessment and performance information. The HT is held to account effectively by the governing body.</p>	<p>Implement the use of the 'New Governors' Checklist' in appointing any new governors, to include attendance at the mandatory induction session for new governors.</p> <p>All governors will complete an 'Annual Skills Audit' which enables the governing body to establish its overall skills and knowledge base.</p> <p>CA will provide training on the effective role of link governors.</p> <p>Ensure governors attend appropriate training linked to specific committees.</p> <p>Clarify the governing body's role in self-evaluation and review and the purpose of each committee.</p> <p>CA to assist in the introduction of the GB self-evaluation toolkit.</p>		
<b>Special / PRU</b>				
<b>Overall Support Category Red</b>				
<b>NIL</b>				
<b>Overall</b>				

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
<b>Support Category Amber</b>				
<b>Glan y Nant Learning Centre</b>	<p><b>Improving leadership:</b> Improved leadership skillsets evidenced through leadership being judged as 'good' by end of October 2015 following Estyn revisit The outcomes of monitoring and evaluation are fed back to the Committee at least termly. A robust SE process is in place taking evidence from a range of sources</p> <p><b>Improving teaching and learning:</b> All staff understand the characteristics of excellent and good teaching.  Leaders make accurate judgements about the standards of teaching and learning.  The school embeds a repertoire of strategies to support teachers and LSAs in managing more challenging behaviour. A range of appropriate and effective interventions are in place and regularly reviewed for appropriacy and impact. Pupils are more engaged and</p>	<p><b>Improving leadership:</b></p> <ul style="list-style-type: none"> <li>• Support leadership development EAS PRU leaders meetings.</li> <li>• The EAS CA will conduct a review of leadership provision in order to evaluate progress against this recommendation.</li> <li>• Leaders to quality assure their judgements on teaching and learning</li> <li>• Extend the range of evidence used and stakeholders involved in monitoring or evaluating aspects of the school's work</li> <li>• Improve systems for tracking data to evaluate the impact of attendance, or interventions, on attainment.</li> <li>• Improve the identification of pupils with SEN and ensure targets for improvement are appropriate to pupils' identified needs in order for the school to measure</li> </ul>	<p><b>As illustrated in the SEWC Intervention Framework</b> Additional CA days as required to deliver the Support Plan. CA visits to review progress towards support plan targets.  CA attendance at Management Committee meetings to provide updates on progress.</p>	



Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days/dyddiau/£)	Partners
	<p>their behaviour for learning improves.</p>	<p>pupils' progress.</p> <p><b>Improving teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• Teacher in Charge to provide more opportunities for sharing good practice within the school</li> <li>• The school to ensure that a range of appropriate and effective interventions are in place for learners and that it develops clear entry and exit criteria.</li> <li>• Provide opportunities for staff to examine classroom organisation for mixed age classes in mainstream KS2,</li> <li>• Improve the emphasis of the PIAP in order for sufficient focus on improving outcomes for pupils.</li> <li>• Improve the process of self-evaluation in order for it be able to judge the quality of impact</li> </ul>		



**Section 4: Local Authority Additional Commission**

<b>Nature of Commission</b>	<b>Service Level Agreement (SLA including cost)</b>