



# School Improvement and Inclusion Service

## Team Plan 2015/16

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Service Plan: Learning and Skills

Date signed off: 08/05/2015

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## Team Overview – School Improvement and Inclusion Service

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**The School Improvement and Inclusion Service** undertake a number of key roles for the Council. The team challenge, monitor and support schools to promote excellence and intervene as necessary to ensure that underperformance, or potential underperformance, is addressed. The team provide exciting, innovative and relevant learning opportunities for all learners in the Vale, securing the best possible learning environment, for every child and young person within the Vale in order that they can develop their full potential. School Improvement services are commissioned from the Central South Consortium Joint Education Service (CSC JES).

### **The Team's broad functions are:**

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- Activity to challenge, monitor, support and intervene in schools;
- Carrying out the council's responsibilities in respect of safeguarding and child protection;
- Working with regulatory bodies (ESTYN, CSSIW) to secure high quality learning settings;
- Supporting and encouraging effective school governance and providing advice to governing bodies;
- Producing guidelines and targeting support programmes for teaching pupils with English as an Additional Language and promoting race equality;
- Targeting a support programme for the Foundation phase and supporting non-maintained nursery settings;
- Providing training and development for school leaders and practitioners on the implementation of the National Literacy and Numeracy Programmes;
- Working with partners to improve service delivery (Children and Young People Partnership, Local Safeguarding Children's Board, regional 14 – 19 Network, Youth Offending Service, Early Years Development Children's Partnership).

## Our Contribution to Service Plan priorities 2014/15

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Our contribution to the Service Plan priorities last year:

- Promoted parent drop-in centres which are now well established and well attended. By increasing the numbers of parents engaging positively with schools, we are contributing to improved attendance, wellbeing and attainment of pupils in need. [LS/05] [LS/11] [CYP/04]
- Continued to develop and analyse links between attainment, attendance, exclusions, referrals and wellbeing. Data packs have been established and are being used to capture data on all of these areas on a school by school basis. This is enabling officers to monitor progress and to target schools where further support is required. In its recent monitoring visit, Estyn noted that the Vale was using these packs well to identify additional support in order to address under performance against wellbeing measures. [LS/04] [CYP/04]
- Implemented a counselling service in line with Welsh Government guidance which now includes pupils in years 6, 12 and 13 and those not in mainstream education and those up to 19 years of age. Data is continually analysed on a termly basis via the School Based Counselling Management Board to inform service delivery. Data indicates positive outcomes for pupils following receipt of counselling. [LS/11] [CYP/08]
- Utilised the Attendance Forum to support and challenge schools to improve attendance and achieve their individual schools attendance targets. Data from the half termly attendance reports for each school is now consistently used to monitor progress and to challenge and support schools as appropriate. As a consequence, we have seen further improvement this year in attendance at both primary and secondary levels with attendance increasing by an extra 30,000 days which is equivalent to 2 additional days on average per pupil at both primary and secondary, making us the 4th highest performing authority in Wales. [LS06]
- Introduced the 'Power Writing' scheme to address lower performance in English at Key Stage 3 for pupils in receipt of free school meals. 4 schools have been identified and the training has taken place. Initial indications are that some improvements have been made in the schools targeted as evidenced by end of year assessments. Increased percentage overall in English from 53.88% in 2011/12 to 74.4% in 2013/14. [LS/08]
- Through the Pupil Deprivation Grant we continue to ensure effective arrangements are in place to maximise learning for individual pupils in receipt of free school meals thus narrowing the gap between their achievements and that of pupils who are not in receipt of free school meals. We have secured improvements in attainment levels at all key stages with the exception of KS4 and this remains an area of focus for the service.[LS/08]
- Implemented a School Improvement Strategy setting out the Vale's contribution to the National ambition as set out in Welsh Government's 'Improving Schools' implementation plan. Standards have arisen in 2013 and 2014 at all key stages. Performance at Key Stage 4 improved with the percentage of pupils gaining 5 A\*- C grades at GCSE including English/Welsh and mathematics increasing from 55.4% to 62.2%, that is by more than 100 students. [LS02] [LS/06]
- Supported all schools in Vale of Glamorgan to implement the Regional Literacy Strategy reflecting the new requirements of the National Literacy Programme and a Numeracy Strategy to reflect the National Numeracy Programme. [LS/02] [LS/07]
- Improved the coordination of support from the Joint Education Service and developed the strategic lead function of System Leaders to coordinate regional moderation of assessment. Targeted support is now brokered from the Challenge Adviser. [LS/02] [LS/08]

- Ensured that our commissioned service effectively introduced a new local target of reading, writing and mathematics in combination for every pupil. As part of the local targets all schools were expected to set an individual school target for reading, writing and mathematics in combination. This combination is reported on in the All Wales Core Data Sets for individual schools. [LS/02] [LS/08]
- Increased education provision for children and young people on the autistic spectrum through a more streamlined approach involving the Education Psychology Service supporting early years' children pre-diagnosis of autistic spectrum disorders (ASD) and secured entry into the Early Intervention Base (EIB). The EIB also provides short term and part time placements for children with ASD in mainstream schools [L/07] [LS/10]
- Further developed the work of the 'Putting Families First Programme' which is engaging with parents and carers to support the achievement of children through a programme of activities. Based in 15 schools, the programme has increased opportunities to access activities including parenting programmes, play development, adult education, supporting children to learn to read, first aid and basic skills. We are embedding the positive developments made over the year and have put in place monitoring arrangements in order to ensure on-going progress and development. [LS/05] [LS/11]
- Utilised grant funding to improve the achievements and outcomes for looked after children (LAC) and children leaving care. We strengthened our working relationship with Social Services through the use of dedicated education staff and regular meetings between our staff and the social worker manager. As at quarter three, performance has improved significantly with 28 out of 29 PEPs (97%) completed within timescale. [LS/08] [LS/12]
- Welsh Government is currently developing a new strategy linked to an accreditation platform of assessment. On publication, our joint Essential Skills strategy for post 16 learners will mirror this strategy across the region. [LS/08] [LS/15]
- Used monitoring data to target support and intervention towards schools that are reporting above average levels of bullying. A mandatory training programme for all school based designated staff has been established and our monitoring system indicates that 100% of designated staff have received training. We also established a central database for monitoring all reported incidents of bullying and implemented a protocol in respect of neglect and child sexual exploitation. [LS/10] [CPS/07]
- Conducted a consultation exercise to obtain the views of children and young people in relation to safeguarding issues This consultation will inform future policy on safeguarding. [LS/10] [CPS/07]

### **What have we achieved?**

- The national categorisation process which determines the level of support schools need to continuously improve has identified that some schools in the Vale require additional support and challenge via the CSC JES.
  - Of the Vale's 60 schools 19 (31.54%) were categorised as green (best schools), 24 (39.84%) as yellow (good schools), 15 (24.9%) as amber (schools in need of improvement) and 2 (3.32%) as red (schools in need of greatest improvement).
  - Of 54 Vale schools that were assigned to a standards group (new schools, pupil referral units and nurseries do not have a standards group as data required is in not available), 20.37% (11) are in Group 1, 48.1% (26) in Group 2, 27.75% (15) in group 3 and 3.7% (2) in group 4.
  - In relation to schools capacity to improve in the Vale, 34. 86% (21) are judged to be A, 48.14% (29) are judged to be B, 16.6% (10) to be C and no schools were judged as D.


- Commissioned targeted support is now brokered via the challenge advisor. Cabinet has agreed the amalgamation of Eagleswell Primary School which is need of significant improvement (Estyn) in September 2015 with a stronger neighbouring primary school. Barry Comprehensive is supported by Schools Challenge Cymru. Proposals for Barry Secondary Schools Transformation were developed and will be considered by Cabinet in March 2015.
- Under performing schools have been issued with warning and pre-warning letters. 3 secondary schools had formal notices outlining concerns about performance and other issues. Clear targets were set for improvement and appropriate support ensured via the Central South Consortium regional service in order to address shortcomings. Regular monitoring has ensured accelerated progress in two schools. Failure to achieve targets in one school has resulted in formal intervention by the Council. The other two schools made rapid improvement and are categorised 'yellow'.
- Senior officers from the Council use fortnightly meetings with senior managers from the regional service to quality assure the work of challenge advisors and discuss links between the regional service and the services delivered by the Council. Regular reports from the Director of Learning and Skills informed by the above have also enabled more effective scrutiny of service outcomes against the CSC JES performance framework. Senior Officers from the CSC JES also attend Scrutiny Committee.
- Participation in these meetings held LA and CSC JES officers to account for the progress of schools and provided information about developing Welsh Government policy.
- Outcome 5+ and 6+ has continued to improve for boys' Mathematical skills however, Language, Literacy and Communication skills has remained static at both O5+ and O6+. The CSC JES now plans to implement a model to better support the foundation phase.
- Appropriate targets set by schools and agreed with individual challenge advisors with the majority of these in line with FFT, Model D. This work is being further strengthened with the setting of new aspirational targets to meet the appropriate FFT estimates.
- Revised LA Governor appointment process implemented. Estyn recognised that this has strengthened the approach to appointing governors to schools with new governors bringing in skills that improve the capacity of the governing body. Specific training from the Council and through the work of challenge advisors have ensured governors have a better understanding of provision and leadership and are more confident in their ability to challenge the Head teacher. 20 schools have registered for the GWQBA with 5 achieving it to date.
- Schools are now open to this challenge and recognise the importance of successful attainment of both subjects. Improved 'read across' has been observed in 2014 GCSE results, 62% L2+ GSCE.
- During a recent monitoring visit Estyn inspectors reported that the authority is making good progress to improve the rigour and the level of challenge provided to schools about their performance and quality of leadership. 'The authority has worked well with Head teachers, governors and its regional school improvement service to secure improvements'.
- A literacy package based on the Welsh Information Literacy project was developed to target Year 6/7 pupils and improve their library and information skills and confidence in readiness for transition to secondary school. Digital drop-in days for advice to adults using tablets, eBooks, eAudio books and eZines were arranged at most libraries and proved popular, as did regular taster sessions on internet searching, setting up emails and other IT related sessions. There were over 500 attendances at such tasters and activities per quarter, giving valuable support to people requiring beginner skills and extra confidence.

- Consistent approach within the partnership to safeguarding and equalities issues. Increased awareness of roles and responsibilities. All managers, supervisors and crèche workers have received training, and all tutors who require training have either had training or are due to attend.
- Differentiated targeted support for reading is fully operational and successes to date include improved reading outcomes as evidenced by the national reading tests.
- The Monitoring, Evaluation and Review protocol is fully operational. School performance and wellbeing information is well scrutinised through the reporting cycle resulting in proactive interventions and support for specific schools where necessary.
- Recent data indicates that the percentage of persistent absentees in Vale secondary schools has reduced from 8.1% in 2011/12 to 5.1% in 13/14.
- 100% participation by all Vale schools in training via nominated staff for Team Teach. Staff are aware of what is acceptable and unacceptable behaviour and with regard to the latter, how to respond in a way that is reasonable, proportionate and necessary. Increased staff confidence and competence, in responding to challenging behaviours.
- All relevant staff across the directorate have the relevant level of knowledge to allow them to comply with the Council's Safeguarding policies and procedures and consistently apply the monitoring matrix.
- The proportion of children and young people participating in sport has increased and this is based on a more comprehensive sport survey carried out in the summer of 2013. As a result of active promotion by the authority, 29 schools participated in the survey compared with 4 in 2011. The Vale was ranked 2nd in Wales with a performance of (44%) for participation by children and young people in sport and physical activity at least three times a week. Whilst we have worked hard to encourage greater levels of physical activity there is a need for further improvement and this will continue to be an area of focus.
- The Council has a strategic overview of all the additional support provided (and required in the future) for Vale schools which informs service planning. This will enable value for money provision and improve service availability through joint management of different funding streams to better target particular needs. Reduced likelihood of over-provision and under-provision in classes/ year and groups/subjects and in children with complex needs. Improved monitoring and evaluation of SEN provision across schools.
- Greater transparency and consistency in identification and assessment. Improved quality of information about provision for and progress of children and young people.
- A more streamlined approach involving the Education Psychology Service supporting early years' children pre-diagnosis of ASD and secured entry into the Early Intervention Base. The Early Intervention Base also provides short term and part time placements for children with ASD in mainstream schools.
- A forum has been established and we are working with a small group of pupils and parents on a monthly basis. This has resulted in improved parental engagement
- Framework is being used by schools to assess the needs of EAL learners resulting improved attainment.
- Data is now being regularly shared with regional challenge advisers and schools. Attendance rates have improved in both secondary and primary phases, ranking us 4th highest performing authority in Wales. Attendance in primary and secondary schools increased by an extra 30,000 days which is equivalent to 2 additional days on average per pupil at both primary and secondary schools.

- Limited resources are better targeted via the SBC management board and through discussions with school leads. This has resulted in more targeted support.
- Increased range of opportunities to engage with parents and carers to help both parents and their children achieve their full potential. Increased parental confidence and engagement.
- Service improvements continue to be informed by the Parent Forum. Attendance however remains low consequently we are working on improving this. Parental engagement has resulted in increased understanding and low appeals against decisions.
- Drop-in centres are established and generally well attended.
- Beginning to close the gap in all areas between FSM and Non-FSM pupils. Improvements have been made in all areas with the exception of KS4, which remains an area of focus for the service. Foundation Phase indicates the difference in performance of e-fsm and n-fsm pupils, in 2012 stood at 21ppt compared with the Wales average difference of 18ppt. In 2014 that gap had narrowed to 12.5ppt in the Vale of Glamorgan compared with a 16ppt average difference for Wales. A similar picture is reported in key stage 2 for the core subject indicator (CSI) with the difference narrowing from 16ppt in 2012 to 14ppt in 2014 comparing favourably with the Wales average of 18ppt in 2014. Closing the gap in performance is replicated in the key stage 3 CSI where the difference in performance in 2012 was 29ppt this decreased gap in expected level of attainment for e-fsm v n-fsm has closed considerably over the last three years to 17ppt compared with the Wales difference of 20ppt. The gap in performance in KS4 from 2009 until 2013 the Vale of Glamorgan performed well in diminishing the gap in performance between those e-fsm students and n-fsm students to 27.5ppt below the average for Wales at 33ppt; however this year the gap has widened for both the Vale and Wales to 37.6ppt and 34ppt respectively.
- The LAC tracker has improved our ability to track the attainment of LAC educated both in and out of the Vale. Schools are inputting assessment information, tracking progress for their children and can readily access the latest Personal Education Plan.
- A monitoring matrix is in place enabling an authority wide overview of safeguarding policies and procedures. This has resulted in improved levels of safeguarding within schools.
- 100% participation by all Vale schools in training via nominated staff. Increased staff awareness, confidence and competence, in identifying and responding to issues.



# Our Team Plan 2015/16

<b>Service Outcome 1:</b>		Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: A</b>	<b>Safeguarding</b>			
<b>Objective 3:</b>		To promote health and wellbeing and ensure the safety of learners.					
<b>Recommendation 6:</b>		Strengthen arrangements for monitoring and evaluating the wellbeing of children and young people					
Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start/Finish date	How will the work be resourced?	Progress	
<b>General</b>							
A1 LS/A207	Review, update and disseminate LA policy and guidance documents to schools as part of the annual review cycle	All Schools adopt and implement updated policies, in line with Welsh Government statutory guidance	Dorian Davies High	4/15-1/16	Officer time: Approx: 4 days  Headteacher meetings	All schools report that they have adopted safeguarding policies. Policies to be updated and circulated to schools by start of academic year 15-16.	
A2 LS/A207	Work with schools to develop the use of Estyn Safeguarding Self Evaluation Report (SER) as a tool for improvement	All schools produce high quality safeguarding SERs. Schools use Estyn Safeguarding SER as a tool for developing and maintaining high quality safeguarding arrangements	Dorian Davies Medium	4/15-3/16	Officer time: Approx: 5 days	On-going work carried out with schools when they are informed of inspections.	
A3 LS/A207	Establish robust framework for meeting statutory requirements in relation to child performance, child employment and chaperone licensing	LA can ensure statutory compliance with legislation and guidance	Dorian Davies Medium	4/15-3/16	Officer time: Approx: 2 days	Currently being reviewed.	


A4 LS/A207	Deliver training and guidance to schools in line with LSCB annual priorities e.g. Child sexual exploitation, Radicalisation, Neglect.	Staff and volunteers are well trained and supported to address LSCB priorities	Dorian Davies Medium	4/15-3/16	Officer time: Approx: 7 days per term – 21 days	On-going process. Twice termly level 2 training delivered to DSPs, DDSPs and School Governors. Child Sexual Exploitation training to be delivered 9.6.15. Legal High training, Self-Harm, Suicide and Extremism will be offered summer 2015 and autumn 2015.
<b>Attendance</b>						
A5 LS/A201	Ensure that attendance continues to improve in all educational settings and for all groups of learners.	Improved attendance at school level and for identified groups of learners. Attendance Targets Primary 95.4% Secondary 94.3%	Nicky Sturgess/Ian Ernest/Bev Pemberton/Caroline Jones/Michelle Pearson-Greet/Sue Davies/Tina Lock  Medium	4/15-on going	EWO time: 900 days	
A6 LS/A201	Review EWO service – Identify range of strategies used and their impact – Establish monitoring/evaluation system	EWO service use full range of options available and demonstrate the impact of their actions	Ian Ernest/Nicky Sturgess High	4/15 – on going	Officer time: Approx: 6days	
A7 LS/A201	Develop the use of data to support and challenge schools in relation to identified groups of learners	Improved attendance for identified groups of learners	Nicky Sturgess/Ian Ernest High	4/15 – on going	Officer time Approx: 10 days	
A8 LS/A201	Track and monitor attendance for LAC and work closely with EWS to be more proactive with attendance for LAC.	Improved tracking for LAC attendance. Share practice across CSC. 95% attendance for primary LAC pupils 91% attendance for secondary LAC pupils	Martine Coles High	4/15 – 10/15	Officer time Approx: 5.5 days	
A9 LS/A201	Implement operational process for the issuing of fixed penalty notices in line with statutory guidance.	Fixed penalty notices are issued appropriately and within set time frames.	Nicky Sturgess/Mike Glavin High	4/15 – on going	Officer time: Approx: 8 days translation service legal services HT meetings 1 hr	Operational model developed, communicated and implemented.

A10 LS/A201	Establish process to monitor the impact of FPNs	The impact of FPNs is measured. Appropriate Information is available for WG.	Nicky Sturgess/Ian Ernest Medium	4/15- on going	Officer time: Approx: 6 days	
A11 LS/A201	Lead for Attendance and Behaviour to chair support and challenge meeting to improve attendance in secondary targeted schools.	Targeted schools achieve attendance targets for 2015-16	Nicky Sturgess Medium	6/15-3/16	Officer time: Approx: 10 days	Support and challenge meeting undertaken in Bryn Hafren. Additional EWO time will be allocated to provide agreed support.
A12 LS/A201	EWS to evaluate their work with parents via a satisfaction survey	Survey is developed, piloted and reviewed. Feedback is provided to EWOs and used to inform service development	Ian Ernest Medium	7/15 – on going	Officer time: Approx: 4 days	
<b>Anti-Bullying</b>						
A13	Review the way in which bullying data is collected and used – Explore use of SIMS to facilitate process – Develop the way data is used to inform actions – Monitor against each protected characteristic	Schools and LA use processes effectively to monitor bullying and address any emerging issues promptly and effectively.	Ruth Ferrier Andrew Driscoll Dorian Davies Medium	4/15- on going	SIMs team time 10 days  Officer time: Approx 3 days	SIMS team currently working on the recording of bullying data. Action plan developed with Stonewall. Bullying recording form allows schools to record bullying incidents in relation to protected characteristics
A14	Monitor the quality and implementation of schools' equality plans. Focus, check for diversity in the curriculum	Equality plans from all schools meet all requirements and are implemented effectively	Mike Glavin/CSC – link with equality section Medium	Spring term 16	Officer time: Approx: 3 days During CA visits	
A15	Target the reduction of persistent absences by (EWS) ensuring that the Education Welfare services uses the full range of options to tackle persistent absences	% of persistent absence decreases by 5%	Nicky Sturgess High	5/15 – on going	Legal services Officer time: Approx: 30 days	Discussions with legal team and CSC EWS colleagues have taken place to consider use of S4441(a). This work continues.
A16	Develop Health and Safety practices within schools	Schools are fully aware of all H&S responsibilities and manage these effectively	Mike Glavin/Paula Ham with H&S team Medium	4/15 – on going	H&S Officer time: Approx 10 days Training events HT meeting	

Non Maintained Settings						
A17	<ul style="list-style-type: none"> <li>Monitor safeguarding policies and procedures to ensure they remain appropriate and respond to up to date legislation</li> </ul>	All non-maintained settings have safeguarding policies and procedures which comply with statutory requirements.	Debbie Collins/Meryl Plummer Medium	4/15 – on going	Officer time Approx: 3.5 days	
A18	Provide pre-inspection support for remaining settings to be inspected	All settings have evaluative strategic plans in place. All settings judged good or better in Estyn inspections.	Debbie Collins/Meryl Plummer Medium	4/15 – on going	Officer time Approx: 10 days	
A19	Quality assure the work of Learning Support Assistants (LSAs) in delivery of interventions relating to social and emotional learning	Pupil wellbeing improved after receiving ELSA support	Gill Toon Medium	4/15- on going	Officer time: Approx: ICT and data ½ day EPS 5 days	
A20	Monitor impact of action plans around self-harm (developed in response to counselling service stats)	Frequency of students presenting with self-harm to the SBCS decreases.	Gill Toon Medium	4/15- 3/16	Officer time: Approx: 1 day	
A21	Develop wellbeing assessment to incorporate pupil views on bullying	Schools report that data is used to inform their actions, and that bullying is reduced in individual schools. LA data shows that pupil reports indicate that bullying is reduced.	Gill Toon Medium	10/15- 10/16	Officer time: Approx: ICT and data ½ day PEP ½ day	
A22	Support Emotional Literacy Support Assistants (ELSAs) with a stronger focus on safeguarding and dealing with disclosures	Safeguarding is a standing item during ELSA supervision sessions. ELSAs report a higher level of confidence in dealing with disclosures and do so effectively.	Gill Toon Medium	4/15- 03/16	Officer time: Approx: 1 day	
A23	<p>Counselling service – evaluate current contract. Retender for contract to near future.</p> <p>Improve the support provided by school-based counselling services to support young people experiencing prejudice-based bullying.</p>	Procurement specification for SBC service out for tender March 16	Gill Toon/Mark Davies Medium	03/16	Officer time Approx: 20 days	

A24	Raise self-esteem of pupils with multiple risk factors for sexual exploitation.	NBAR data is used to identify schools where self-esteem is a particular issue and school based work shows improvement in pupil's self-esteem.	Gill Toon Medium	06/15 – on going	Officer time Approx: 1 day	
A25	Develop software to enhance school' bi-annual pupil questionnaire on wellbeing. <ul style="list-style-type: none"> <li>Establish IT solution/action necessary</li> <li>Seek ways of incorporating key aspects of LSCB pupil voice focus</li> <li>Ensure resulting data is used well to inform provision</li> </ul>	New software used by schools to inform practice around wellbeing and bullying.	Gill Toon/Mike Glavin High	4/15- 9/15	Costs depend on solution possible functioning Officer time: Approx 6 days IT, MG, GT	
A26	Track and monitor the exclusions for LAC	No LAC are permanently excluded. 4 LAC have fixed term exclusions.	Martine Coles High	4/15- 10/15	Officer time Approx: 5.5 days	
A27	Year 11 pupils with D2E involvement are flagged for consideration by Youth Engagement Framework to reduce risk of NEET	Chair of D2E ensures NEET concerns are regularly shared with appropriate officer, NNETs continue to reduce	Nicky Sturgess High	4/15 – 7/15	Officer time Approx: 1 day	Year 11 pupils identified by D2E are now accessing support from year 5 via the Youth Engagement Framework to enrol on appropriate courses post-16.
A28	Develop process to monitor incidences of restraint in educational settings	Reduction in incidents of physical intervention	Hilary Drew/Sian Marsh Medium	10/15 – on going	Officer time Approx: 11 days	Incident forms are being collated by BIT. These will be analysed at the end of term.
A29	Review safeguarding training for the children and young people's workforce in line with new quality standards.	Safeguarding Training meets new standards	Mark Davies /Deb Maule Medium	9/15	CYPP Team 4 days	

A30	Refresh Families First safeguarding processes to ensure effective monitoring of all commissioned projects	New safeguarding process established	Mark Davies/Denise Dyer Medium	12/15	CYPP team 10 days	
A31	To support safeguarding officer to establish and develop processes to accurately record and disseminate information to Headteachers in relation to PNN and MARAC data	Accurate and speedy dissemination of data to Headteachers. Pupils supported to minimise impact upon their wellbeing in school context.	Jane Werrett High	Summer term 15	Officer time: Approx: 4 days	
A32	To ensure at least more staff are trained in Team Teach and previously trained staff access appropriate refresher courses	At least 100 new staff are trained -Team Teach. At least 60 staff access a refresher course.	Sian Marsh Medium	4/15 – on going	Officer time Approx: 30 days	<p>Team Teach Training</p> <p>18.05.15 – 16 trained</p> <p>Llandough x 1</p> <p>St Joseph's x 5</p> <p>Llangan x 1</p> <p>Albert x 2</p> <p>St Illtyd x 1</p> <p>Oakfield x 2</p> <p>St Helen's J x 2</p> <p>St Richard Gwyn x 2</p> <p>08.06.15 – 16 trained</p> <p>Romilly x 3</p> <p>St Andrews x 3</p> <p>St Baruc x 2</p> <p>Gwaun Y Nant x 1</p> <p>Palmerston x 2</p> <p>Llantwit Comp x 3</p> <p>H&amp;S x 1</p> <p>BIT x 1</p>
Central South Consortium Related Headline Plan/s: 1						

<b>Service Outcome 1:</b>	Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: B</b>	<b>Teaching and Assessment</b>				
<b>Objective 1:</b>	To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.						
<b>Recommendation 1:</b>	Raise standards in schools, particularly in KS2 and 3						
Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start/Finish date	How will the work be resourced?	Progress	
<b>B1</b>	In light of the Donaldson report; <ul style="list-style-type: none"> <li>• Ensure schools engage in 'the great debate'</li> <li>• Provide training/support to schools to make the changes</li> <li>• Ensure schools are aware of WG requirements and timescales once published</li> </ul>	All schools engaged in the consultation. Following the publication of the WG requirements all schools make suitable changes to address the recommendations. Through communication the WG requirements and timescales are adhered to by all schools.	Meryl Plummer  Meryl Plummer/CSC  Meryl Plummer/CSC  High	4/15  9/15-on going  7/15-on going	HT meeting  Training events  HT meetings		
<b>B2</b>	Ensure that all schools have fully implemented curriculum changes and assessment changes relevant to them.	The fully implemented curriculum and assessment changes are relevant to the specific school phase and setting.	CSC/Meryl Plummer/Mike Glavin  High	9/15 – 3/16	Officer time Approx: 6 days & CA time		


B3	LS/A133	14-19 <ul style="list-style-type: none"> <li>Establish capacity within LA team to lead on this</li> <li>Guide curriculum group through development of programmes/options available to learners</li> <li>Engage stakeholders in production of post 16 plan and establish monitoring mechanisms</li> </ul>	Capacity is established. Lead officer and personal identified. Range of appropriate opportunities available to all relevant pupils. All stakeholders engaged in the production of post 16 plan. Monitoring mechanisms established./	Mike Glavin Meryl Plummer/Andy Borsden Mike Glavin High	4/15 4/15 4/15-6/15	Officer time: Approx: 3 days  EIG funding: £18,000	
B4		In partnership continue to monitor the impact of the numeracy assessments and their consistency with Teacher Assessments	Increase proportion of pupils in the >85 and >115 standardised score bracket for literacy and numeracy	Mike Glavin/Meryl Plummer/data team Medium	4/15-3/16	Existing resources	
B5		Work with CSC and schools to secure a better read across i.e. E&M/RWM combination at all levels.	Steady improvement in all phases. Increase in % of pupils attaining L2+ in KS4. Positive contribution to WG priorities. Targets for CSI for all phases are as follows; FPh 91.4% KS2 92.8% KS3 87.7% KS4 L2+ 67%	Mike Glavin/Meryl Plummer/CSC Medium	4/15-3/16	Existing resources	
B6		Ensure that improvement targets for schools match or exceed both WG model predictions and the most appropriate FFT estimates	Data is effectively used to improve outcomes. KS4 L1 98% L2 90.3% L2+ 67% L2 English 83.3% L2 Cym 80.7% L2 maths 73.9% L2 Sci 89.6%	Mike Glavin High	04/15-03/16	Officer time: Approx: 12 hrs	
B7		Working in partnership with challenge advisors challenging schools' attainment	More schools located in Q1 and Q2 of the national FSM benchmark tables.	Mike Glavin High	5/15	Officer time: Approx: 3 hrs	



B8 LS/A120 LS/A192	Work with the CSC to develop a regional approach to improved moderation of statutory teacher assessment at the end of all Key Stages and implement external verification.	The Council, schools and parents have good quality information on the progress of their children and the success of schools.	CSC/Meryl Plummer/Mike Glavin High	4/15 – on going	Lead officer from CSC.	
	Work with CSC and schools to ensure consistency in Teacher Assessment	Consistency is established. Good practice is shared and enhanced. School are effectively supported to improve	CSC/Meryl Plummer/Mike Glavin High	4/15 – on going	Existing resources	
	Cluster moderation and external verification to be developed	Teacher assessment is accurate and reliable	CSC/Mike Glavin Medium	4/15 – on going	Contact with CSC HT/staff attendance at moderation events	
<b>Non maintained settings</b>						
B9	Embed self-evaluation practices in settings	Settings effectively manage their own planning for improvement	Debbie Collins High	4/15 – on going	Support visits 70% FTE officer time	
B10	Provide support and guidance for settings on: <ul style="list-style-type: none"> <li>• Foundation Phase profile</li> <li>• Revised orders for LLC and MD</li> </ul>	Settings in receipt of appropriate training and guidance	Debbie Collins High	9/15 – on going	Support visits/training 70% FTE officer time	
B11	<ul style="list-style-type: none"> <li>• Provide support/guidance on improving quality of teaching in non-maintained settings through modelling/training/visits to see good practice</li> </ul>	Improvement in teaching skills of practitioners. All teaching judged good or better by external monitoring	Debbie Collins High	4/15 – on going	Support visits/modelling 70% FTE officer time Training visits to other settings Guidance materials	

B12	Provide support and guidance for settings undergoing Estyn inspections	Settings achieving good overall grade	Debbie Collins High	4/15 – on going	Support visits 70% FTE officer time		
	B13	Plan and deliver a training programme for settings	Bespoke training programme devised and delivered	Debbie Collins High	4/15 – on going	Training parents 70% FTE officer time	
	B14	Monitor the impact of centrally delivered training	Training has a direct impact on the quality of teaching and learning at settings	Debbie Collins High	4/15 – on going	Support visits Training evaluations 70% FTE officer time	
B15	LS/A204	Work with CSC to better equip CAs to consider the provision for and progress of, ALN pupils	All VoG schools are challenged to ensure pupils with ALN make appropriate progress using Vale Provision Maps	Mike Glavin/David Davies/Ruth Ferrier/CA High	4/15 – on going	Contact with CSC Officer time: Approx: 3hrs per term	Provision maps shared with CAs at challenge day. Provision maps and information cascaded to CAs via Paul Wolstenholme. Updated wellbeing data packs sent to Stuart Sherman to cascade May 2015.
		B16	Deliver training to settings that have pupils with significant sensory impairment to ensure staff are able to support to a high standard	100% of HI/VI pupils are able to access a mainstream curriculum with appropriate adjustments	Cath Kell/Hester Richardson (Cardiff VI team) High	4/15 – on going	Officer time: Approx: 10 days each academic year
B17	EPS consultation for targeted schools about approaches for individual pupils to decrease gaps between non-verbal and literacy and numeracy	Target schools identified, and EP consultation provided. Identified pupils show improved attainment in literacy and numeracy.	Gill Toon Medium	9/15- 9/16	Officer time: Approx: 4 days		
B18	EPs to deliver targeted training and support in using cognitive skills programmes (dynamic assessment). In order to improve children's thinking skills and therefore learning.	Target schools identified, and training and support delivered. Pupils' cognitive skills improve and attainment increases.	EPs Medium	09/15- 09/16	Officer time: Approx: 7 days		

B19	Better clarify links between good nurture provision and improvement in learning standards so that excellent practice can be shared.	Analysis task undertaken, linking the receipt of nurture with longer term improvement in learning.	Gill Toon Medium	04/15-12/15	Officer time: Approx: ICT and data ½ day PEP ½ day SpT ½ day	
B20	Establish link between wellbeing and learning, ensure schools are using this data to improve learning	LA and school level analysis undertaken. Schools report they are actively using the data to plan wellbeing provision. Learning improves.	Gill Toon Medium	10/15 – 7/16	Development PEP and ICT/data and corporate IT 5 days Training and use - PEP 2 days	
B21	Extend capacity of data team by developing joint working with CSC data team	Capacity of data team extended. Structure in place to avoid duplication.	Mike Glavin High	04/15-on going	Officer time: Approx: 4 days	
B22	Ensure that EWS tracking system shows Y11 pupil attainment so that it can be monitored closely.	Attainment of Y11 pupils with EWS involvement is monitored	Ian Ernest/Bev Pemberton/Caroline Jones/Michelle Pearson Greet/Sue Davies/Tina Lock Medium	9/15 – 10/15	Officer time Approx: 3 days	GCSE tracking system added to EWS spread sheet/ To be updated September 15.
B23	Independently review all qualifications are fit for progression that are being undertaken by young people within the Families First complimentary curriculum projects. (G2E, PYP Independent living etc.).	Report submitted to Families First Management Board and DMT. Evaluation is used in determining allocation of funding for next financial year	Mark Davies/Denise Dyer Medium	03/16	Families First and CYPP team 15 days & FF budget	
Related Central South Consortium Headline Plan/s: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12						

<b>Service Outcome 1:</b>		Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: C</b>	<b>Groups of Learners</b>			
<b>Objective 1:</b>		To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.					
<b>Recommendation 1:</b>		Raise standards in schools, particularly in KS2 and 3					
Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start/Finish date	How will the work be resourced?	Progress	
<b>General</b>							
C1	Establish links between wellbeing and FSM, LAC, Gender, L1+. Encourage schools to use WB interventions to improve the WB and raise the achievement (literacy and maths) of these groups in particular	Links established. Schools using appropriate WB interventions. WB and achievement of eFSM, LAC, gender improves.	Gill Toon EPs Medium	10/15 – on going	Officer time: Approx: training and use – EPS 4 days		
<b>eFSM</b>							
C2	Develop Vale tackling deprivation strategy. Find a model strategy from Cardiff to replicate and/or adopt.	Strategy written shared with schools and implemented.	Mike Glavin Medium	8/15 – 9/16	Officer time Approx: 1 day		
C3 LS/A214	– Challenge the use of PDG grant. – Establish secondary working group to focus on this issue.	PDG funding used effectively to increase performance of identified pupils	Mike Glavin/Paul Wolstenholme High	4/15-10/15	Officer time: Approx 15 hrs		
C4 LS/A202	Tracking – develop further the use of data in ensuring high expectations for the different groups of learners. Ensure data informs provision.	Systematic monitoring of performance leads to high expectations and appropriate adjustment of provision, so leading to increased achievement for identified groups of learners.	David Davies/Ruth Ferrier High	01/16	Officer time Approx: 10 days	Data collection system currently being developed with data team. Timetable of requests sent to Mike Glavin.	

C5	Explore Families First individual project impact on children and young people receiving entitlement to FSM compared to those not receiving FSM. (G2E and transitions)	Outcomes report to FF Management Board and DMT	Mark Davies/Denise Dyer Medium	03/16	Families First and CYPP team 20 days	
	<b>L1+</b>					
C6	Use non-verbal data and where inconclusive, carry out targeted brief assessments to support schools in identifying/ensuring they have identified all pupils with the ability to achieve at higher levels	Analysis task carried out with schools to identify any pupils with high NV who are not yet achieving L1+ equivalent. The number of pupils achieving L1+ or equivalent increases.	Gill Toon and EPs Medium	9/15-08/16	Officer time: Approx: ICt and data team ½ day EPS 2 days	
C7	Review way in which EP allocation is determined - consider focus on vulnerable groups.	EP allocation reviewed and adapted if appropriate to show increased focus on vulnerable groups.	Gill Toon and EPs Medium	09/15-09/16	Officer time: Approx: PEP ½ day	
C8 LS/A204	Develop PEER tuition and metacognition/self-regulation for ME pupils.	24% of ME pupils achieve FPOI outcome 6. 40% of ME pupils achieve L5 at KS2. 55% of ME pupils achieve L6 at KS3	Martine Coles Medium	04/15-03/16	Officer time Approx: 6 days	
	<b>LAC/EAL/ME</b>					
C9 LS/A204	<ul style="list-style-type: none"> <li>• Build capacity in schools to ensure excellent teaching and learning for LAC and ME pupils</li> <li>– Sharing good practice facilitating teachers to visit and observe teaching and learning re: EAL/LAC in other schools</li> <li>– Sharing EAL strategies with mainstream staff in schools with all teaching and support staff</li> </ul>	<p>All Vale schools access specialist training</p> <p>100% of ME and LAC to make good progress</p> <p>Shared practice across CSC on a termly basis</p>	Martine Coles Medium	04/15-03/16	Officer time Approx: 6 days	
C10 LS/A204	Ensure regular review meetings to update/work together plan formalised – way forward for LAC and EAL pupils	85% of schools to attend review meetings	Martine Coles Medium	04/15-03/16	Officer time Approx: 6 days	

C11 LS/A204	Improve LAC attainment and attendance of LAC in KS2, 3 and 4.	60% of KS2 LAC achieve CSI 40% of KS3 LAC achieve CSI The average external qualifications point score for LAC is 200	Martine Coles High	04/15-03/16	4 x LSA FTE Grade E	
C12	– To build capacity in schools for mainstream teachers in the teaching and learning of LAC	60% of LAC designated teachers attend forum	Martine Coles High	04/15-03/16	4 x LSA FTE Grade E	
C13 LS/A204	– Challenge underperformance at KS2, 3 and 4 (LAC not justification for underachievement) Ensure PDGLAC is used to improve LAC performance	60% of KS2 LAC achieve CSI 40% of KS3 LAC achieve CSI The average external qualifications point score for LAC is 200	Martine Coles High	04/15-03/16	Officer time Approx: 6 days	
C14 LS/A204	– Challenge ourselves on the impact of PDGLAC to improve performance of RWM in combination	Improved percentage of LAC achieving expected level for R, W, M in combination.	Martine Coles High	04/15-03/16	Officer time Approx: 6 days	
C15 LS/A204	– LAC – use PEPs to monitor and track performance in attainment for LAC pupils - Target those at risk of underachieving  Share practice with CSC on a termly basis	96% of new and initial PEPs in place with the first 20 days.	Martine Coles High	04/15-03/16	LSA FTE Grade F&G	
C16 LS/A204	LAC team are represented on the D2E forum to ensure appropriate provision is identified for LAC who are difficult to engage	Lac education team attend 90% of D2E forum	Martine Coles/Nicky Sturgess High	4/15 – 3/16	Officer time Approx: 4.5 days	LAC team has attended D2E Forum to discuss appropriate provision for identified LAC pupils.
	<b>Behaviour</b>					
C17	Lead for Behaviour and Attendance works with Lead for Complex Needs, YS and TiC PRU to identify appropriate provision within mainstream schools for pupils with challenging behaviour in secondary schools with high rates of exclusion.	School visits lead to appropriate packages/support/involve ment of other agencies for pupils at risk of exclusion.	Nicky Sturgess Medium	4/15-3/16	Officer time: Approx: 5 days	Meetings in Barry comp and Bryn Hafren identified packages for challenging pupils at risk of exclusion.

C18	BIT teachers ensure schools considering setting up Nurture Groups are made aware of good practice in other schools and the work of the Nurture Forum	School staff are aware of school to school support to develop good nurture provision	Hilary Drew Medium	4/15-3/16	Officer time Approx: 3 days	
C19 LS/A208	SEWO works with headteachers to draw up action plans to improve attendance in targeted schools	Action plans are completed, followed and impact positively on attendance	Ian Ernest Medium	4/15 – on going	Officer time Approx: 10 days	Action plans to improve attendance in St Nicholas, Colcot and Albert have been drawn up.
C20	New PRU Management Committee members access training in order to understand their role.	Training is accessed and leads to informed discussions of PRU issues	Nicky Sturgess Medium	5/15-3/16	Officer time Approx: 1 day	
C21	Pathfinders; new nurture groups visit well established nurture groups – where good practice is going on	New nurture groups access good advice and set up good quality provision	Hilary Drew Medium	4/15 – on going	Officer time Approx: 1 day	
C22	Lead for B&A and TiC PRU work with secondary schools with high rates of exclusion and consider and develop a whole school approach and behaviour management	Percentage of days lost to fixed term exclusions in secondary schools target is 0.5	Nicky Sturgess Medium	5/15-3/16	Officer time Approx: 6 days	
C23	To build capacity in KS4 PRU by agreeing a charging policy with schools to recoup relevant pupil costs for admissions mid-year.	Pupils with the most challenging behaviour in the LA can access specialist provision and reduce potential NEETs	Jane Werrett High	Summer term 15	Officer time: Approx: 5 days	
C24	Develop the exclusion forum to analyse termly/annual comparison data.	Early identification of increased exclusion rates to enable remedial action to ensure that performance targets are met	Jane Werrett High	Summer term 15	Officer time: Approx: 3 days	
C24	Undertake a review of impact on individual young carers attendance and achievement since receiving the young carers service.	Outcomes report to FF Management Board and DMT	Mark Davies/Denise Dyer Medium	03/16	CYPP team 10 days	

Related Central South Consortium Headline Plan/s: 13, 14

<b>Service Outcome :</b>	Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: D</b>	<b>ALN</b>	
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**Objective 2:** To meet the needs of all learners by providing a range of suitable and accessible learning opportunities and facilities.

**Recommendation 1:** Raise standards in schools, particularly in KS2 and 3

**Recommendation 6:** Strengthen arrangements for monitoring and evaluating the wellbeing of children and young people

Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start/Finish date	How will the work be resourced?	Progress
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**Tracking**

D1	LS/A202 LS/A204	Ensure that the progress of SEN pupils is tracked and monitored and that provision is altered when required – Review existing tracking systems – Explore with CSC, regional tracking system	LA is able to monitor outcomes for SEN pupils in order to challenge underachievement in schools	David Davies/Mike Glavin/Ruth Ferrier High	4/15	Officer time: Approx: 6 days Data team time:	Raised with operational board, CSC. Meeting held with CA. Timetable currently being developed
D2	LS/A202	Ensure that the progress of pupils attending resource bases are tracked and underperformance challenged during joint inclusion CSC meetings	Pupils attending resource bases demonstrate measurable improvements according to their SEN based on pre and post baseline assessments	Mike Glavin/Ruth Ferrier/David Davies High	4/15 – on going	Officer time: Approx: 2days per term Contract with CSC	Joint visits with Ruth Ferrier offered to CAs during progress day.
D3	LS/A202 LS/A204	Develop proactive use of data on SEN populations' levels of achievement. E.g. the ASD group are the least likely to reach their potential	Action plan developed and implemented. Achievement of SEN population improves	Gill Toon/David Davies High	10/15-7/16	Officer time: Approx: ICT and data 2 days DD/GT 1 day	
D4	LS/A202	Use PEPs to track progress of LAC and develop more effective tracking tools. Prioritise support based on capacity	96% of new and initial PEPs in place within 20 days.	Martine Coles High	04/15-03/16	LSA FTE Grade F&G	



D5 LA/A202	To review and improve annual review/transition planning documentation to effectively track pupil progress in line with SEN indicators/guidance.	Robust system in place to review pupil progress and ensure equitable distribution of funds across the LA to meet pupil needs.	Jane Werrett Medium	04/15-03/16	Officer time: Approx: 5 days	
D6 LS/A202	Identify the process of producing qualitative data within learning support teams that can be used to track the progress of pupil and evaluate the impact of services.	Process established for gathering qualitative data within learning support teams	David Davies High	4/15	Officer time Approx: 16 hrs	
D7	Link performance indicators to named officers, so sharpening accountability and link to the cycle of council collation of performance data		Mike Glavin High	4/15	SLG meetings Officer time: Approx 25 hrs	Actions and associated PI assigned to officers. Targets assigned to officers.
D8 LS/A204	Further develop the role played by inclusion staff in school improvement work with focus on raising standards	All teams are able to track the progress of the pupils they support	All teams/Mike Glavin High	4/15	Support from ICT and data team	Inclusion staff's input on progress review days is significant, e.g. wellbeing packs, use of Vale provision map and the provision of information on the schools.
D9 LS/A203	<p>Review the Directorate's Additional Learning Needs service as part of the Council's Reshaping Services Change Programme (Tranche One)</p> <ul style="list-style-type: none"> <li>• Complete Scoping document and submit to Programme Board</li> <li>• Complete initial Equality Impact Assessment draft</li> <li>• Complete sustainability checklist</li> <li>• Report to Programme Board</li> <li>• Prepare Business Case for submission to Programme Board and Cabinet</li> <li>• Ensure outcomes from LRB review are taken in to account</li> <li>• Develop new ALN strategy and consult</li> </ul>	£500k saving without adversely affecting provision	David Davies / Mike Glavin High	03/15  05/15  05/15 Monthly  08/15  06/15  09/15	Officer time Approx: 20 days  Consultant time: 30hrs	Scoping document completed and submitted

D10	Quality assure the delivery of speech links and language links in mainstream school	Pre and post speech links assessments show measurable improvements	Natalie Aitken High	4/15 – on going	Officer time: Approx: 1 day per week Resource base staff	
D11	Quality assure and support the work of LSA's/ALNCOs in mainstream schools to have attended training in the assessment and delivery of programmes related to dyslexia and DEST	Pupils with literacy difficulties are referred earlier for intervention and support. Referrals to SpLD team are appropriate and as a result pupils accessing support demonstrate measurable progress	Jeni Jenkins/Sian De Manuel/Christine Cook High	4/15 – on going	Officer time: Approx: 6 days per term	The SpLD team have been liaising with LSAs and monitoring the literacy interventions provided by schools.
D12	Audit the assessment, intervention, assessment, referral processes in relation to SpLD in all the schools.	Improved processes for academic year 15-16	Jeni Jenkins/Sian De Manuel/Christine Cook Medium	4/15- 9/15	Officer time Approx: 30 days	All schools in Vale have been allocated a specialist teacher to undertake SEN audit in July.



D13	Develop the role of SENCOs to focus on monitoring differentiation and support for pupils with SEN within mainstream schools using a newly developed capacity building tool.	Pupils on SEN register in pilot schools access high quality support in mainstream classes resulting in measurable outcomes in relation to their SEN	Ruth Ferrier/SENCo/ Task and Finish group/Sian De Manuel/Jeni Jenkins/Chris Cook Medium	4/15 – 4/17	Officer time: Approx: 12 days	SENCo task and finish group set up. Capacity building tool currently being developed. Capacity building tool into SEN SER based on Estyn CIF. Currently being piloted by two schools. Further meeting planned 2.6.15.  Inset delivered to individual schools (St Cyres/St Illtyd primary) regarding supporting pupils with literacy difficulties/dyslexic difficulties in the classroom.  Inset provided for PRU LSAs Dyslexia friendly teaching methods/environments
D14	Further develop regular auditing of rise in demand for ASD provision and services	Audit process established and demand trends identified	David Davies/Gill Toon Medium	4/15	Support from ICT and data team: 4 days	
D15	Improve assessment of wellbeing. Identify links with ALN groups and target interventions for wellbeing within ALN group (and therefore achievement)	Link between ALN and wellbeing (and learning) identified and interventions in place. WB and learning of ALN groups improves.	Gill Toon Medium	10/15-7/16	Officer time: Approx: training and use EPS 4 days	
D16	Increase emphasis on children's views in statutory reports and generic work. (new children's rights of appeal legislation) (care and treatment planning directive from WG)	EP statutory reports make increased reference to children's views	EPs Medium	4/15-3/16	Officer time: Approx: EPS CPD 3 days total for all EPs	

D17	Evaluate and develop schools' and EPS input into diagnosis of ASD	SCAP report that input from education is satisfactory. Diagnosis of autism continues to be made accurately and within time scales.	Gill Toon/Rachel Vaughan-Jones Medium	4/15	Officer time: Approx: PEP 3 days	
D18	Consolidate the functioning of the support pathway for children with significant social communication difficulties but no diagnosis of ASD yet	Children without ASD diagnosis gain access to the Early Intervention Base and other support. Their development and progress improves.	EPs Medium	04/15-03/16	Officer time Approx: 3 days	
D19	Independently review all Families First projects ensuring they are fit for purpose by evaluating impact.	Report submitted to FF Management Board, CYP Programme Board and DMT	Mark Davies Medium	03/16	Families First and CYPP team 20 days	
D20	Pilot soft outcome measure/distance travelled tool within independent living and travel training projects.	Report submitted to Families First	Candice Ringer/Denise Dyer Medium	12/15	CYPP team 8 days	
D21	Through exclusion forum ensure the identification of additional support to pupils who need it	Discussions with school staff lead to actions that reduce the risk of further exclusion	Nicky Sturgess Medium	4/15 – on going	Officer time Approx: 3 days	
D22	Review BIT LSA time each week to ensure it is targeted where most needed	BIT LSA time is directed to pupils with the most challenging behaviour	Sian Marsh Medium	4/15 – on going	Officer time Approx: 4 days	Following weekly meeting BIT LSA time re-directed to ensure it is targeted on most concerning pupils/schools.
D23	Consider the review of resource bases and determine way forward. Action plan, ensuring consultation.	Establish HT working group. Changes to SRB structure implemented	David Davies / Mike Glavin High	4/15	Officer time Approx: 20 days HT time 5 days	

D24	Monitor the progress of BIT pupils against IBP targets each half term	BIT monitoring shows pupils progress against their target	Hilary Drew/Sian Marsh Medium	4/15 – on going	Officer time Approx: 10 days	
D25	Prioritise ME support to target L1+ pupils	24% of ME pupils achieve FPOI outcome 6. 40% of ME pupils achieve L5 at KS2. 55% of ME pupils achieve L6 at KS3	Martine Coles High	04/15-03/16	1 x LSA FTE Grade E	
D26	To address the change in legislation relating to the statutory assessment process and the 'Child's Right of Appeal' and disseminate to parents, pupils and schools.	The LA is compliant with legislation and schools fully aware of their responsibility.	Jane Werrett High	04/15-06/15	Officer time: Approx: 4 FTE 6 days 2FTE 5 days	
D27	To plan and prepare for the SEN reforms set out in the WG white paper to support learners aged 0-25 with ALN.	Relevant training is accessed to assist in the planning process. LA is compliant with legislation by timely transition to the new framework for ALN.	Jane Werrett High	04/15-3/16	Funding for attendance at training courses. Officer time: Approx: 4 FTE 10 days	
D28	To develop use of ICT to consider referrals to the ANF panel.	ICT introduced to reduce officer time to copy referrals and environmental issue of shredding large volume of confidential paperwork	Jane Werrett Medium	Summer time 15	Officer time: Approx: 2 days Possible purchase of additional ICT equipment	
D29	Ensure collaboration with secondary headteachers to establish a process to distribute LSA delegated funding	Process established funding equitably disseminated across all secondary schools in the Vale to meet pupil needs.	Jane Werrett High	Summer term 15	Officer time: Approx: 10 days	

D30	Develop 'one' management system to reduce duplication of databases and manual systems managed by the complex needs team.	'one' management system meets the needs of the service. Duplication ceased. Officer time redirected to manage and plan for identified legislative changes.	Jane Werrett Medium	04/15/- 03/16	Officer time: Approx: 4 FTE 10 days for training data cleansing and completion of new processes	
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Related Central South Consortium Headline Plan/s:

<b>Service Outcome 1:</b>		Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: E</b>	<b>Leadership/Accountability</b>				
<b>Objective 1:</b>		To support and challenge schools and settings to improve the range and quality of teaching and learning in order to increase student achievement.						
<b>Recommendation 1:</b>		Raise standards in schools, particularly in KS2 and 3						
<b>Recommendation 2:</b>		Improve the rigour and the level of challenge provided to schools about their performance and quality of leadership						
Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start Finish date	How will the work be resourced?	Progress		
E1 LS/A125 LS/A191	Work at LA level to further develop key aspects of leadership; – Develop VIP (Vale Induction Programme) using experience of existing headteachers  – Through workshop explore how headteachers can better work with Governors  – Develop rigorous policy and procedures for tackling underperformance. Where appropriate work with the CSC to develop highly effective regional HR policies and practice.	New HT are supported and well equipped for the role  HT provide Gobs with the information they need to fulfil their role  Underperformance is not accepted and tackled quickly through fair, consistently applied policies	Meryl Plummer/Mike Glavin High  Mike Glavin/Jennifer Hill High  Mike Glavin High	4/15-on going  4/15	£2000 core budget (bid to CSC submitted)  CSC HR/LA HR HoS time	Governors made presentations at HT meetings including on the Bronze Award and on communication with Governors.  HTs have been provided with guidance and exemplar material to assist with the production of high quality Headteacher reports to Governors.		
	E2 LS/A133 LS/A194	Work with the CSC to establish a regional network of Governor Support services including training that support Governors in holding schools to account. Implement the National Model for Regional Working, including the transfer of specialist HR, governor support and 14-19 functions.	Governors are well equipped to perform their role and provided with high quality support. A new structure is developed to ensure a regional approach to supporting and developing Governors to fulfil all aspects of their role	Mike Glavin/CSC High	4/15-on going  Officer time: Approx 5 days	Meetings scheduled with CSC LA GSOs and Governors group in late April 15 on-going process		


E3	Effectively manage the process of senior appointments by supporting governing bodies and their selection panels	Successfully fill all vacant Headteacher and Deputy Headteacher vacancies in accordance with the statutory requirements	Meryl Plummer/John Sparks/Jeremy Morgan High	4/15 – on going	Existing resources	All known vacancies are scheduled for appointment in Apr/May 15 on-going process
E4	Establish a toolkit for senior appointments	Develop a protocol of support for governing bodies, their selection panels, LA and Consortia staff to follow	Meryl Plummer/John Sparks/Jeremy Morgan Medium	3/16	Officer time: Approx 3 days	Time needs to be set aside to prepare the toolkit
E5 LS/A191	Promote and support governing bodies towards achieving the Governors Wales Quality Bronze Award (QBA)	Governing Bodies successfully achieve the QBA	John Sparks/ Jeremy Morgan High	4/15 – on going	Officer time: Approx 5-7 hours per school	At 23/4/15 8 schools have successfully achieved the award and 9 schools are working towards it
E6 LS/A191	Further develop the strategic appointment and placement of LA Governors	Attract more applicants and match the skills of potential governors to the identified needs of GBs	John Sparks/Jeremy Morgan High	9/15-on going	Officer time: Approx 25 hours per panel	Preparations will be made to place the next advert in Sept 15
E7	Regularly report education outcomes to the Children and Young People Programme Board.	Opportunity for partners to challenge education outcomes	Mark Davies Medium	06-11/15 & 02/16	CYPP Team 4 days	
E8	Develop leadership in relation to wellbeing through the increased use of whole school pupil wellbeing graphs – work with HTs and SLGs to identify difficulties, develop action plans and review the impact of those action plans	Wellbeing data is well used by leaders to bring about improved wellbeing and learning outcomes for pupils	Gill Toon-EPs Medium	09/15- on going	Officer time: Approx: EPS 1.5 days	
E9 LS/A193	To ensure that schools do not go into/remain in monitoring following inspection	A school placed in an Estyn follow-up category for improvement is removed within the specified timescales.	Meryl Plummer/Mike Glavin/David Davies High	4/15-3/16	HoS time/SLG	
E10	– Embed national categorisation, underpinned by the 'Framework for Challenge and Support'	All schools in the correct category and provided with the appropriate level of support/challenge	Mike Glavin High	1/4/15 On-going	Contact with CSC/HoS time	All Vale schools categorised. Protocol for reviewing categorisation developed.



E11	<ul style="list-style-type: none"> <li>– Compare national categorisation outcomes with the outcomes from inspection and monitor for trends</li> </ul>	<p>Fewer schools in follow-up categories following inspection.</p> <p>Any school placed in a category removed within 12 months</p>	Mike Glavin Medium	4/15  1/4/15 - On going	HoS time  Resources depends on which powers used e.g. additional governors	Grid devised and populated, facilitating comparison between categorisation and inspection outcomes.
E12	<ul style="list-style-type: none"> <li>– Develop system through which officers record school visits and indicate where report of the visit recorded.</li> <li>– Within this system put focus upon impact of the visit</li> <li>– Extend this system to include ‘Early Warning Notification’</li> <li>– Seek ways of extending system to CSC</li> </ul>	The LA knows all its schools well and provides a wholistic coordinated package of support.	Mike Glavin Medium	1/4/15 - 12/4/15	HoS time/SLG	Established
E13	<p>Review and develop the progress review meetings for schools, having sought best practice from CSC and other LA’s</p> <ul style="list-style-type: none"> <li>– Communicate system and expectations to schools</li> </ul>	Progress review meetings effectively hold headteachers and governors to account	Mike Glavin Medium	4/15	Officer time: Approx 2 days per term – 4 officers	First school progress review days – 8/9 July 15. Rational outlined at HT meetings and reinforced in leadership matters bulletin. Dates established for all school progress review days for academic year 15/16.
E14 LS/A193	Make appropriate recommendations for the use of LA statutory intervention powers when evidence indicates that they may be necessary. [link to recommendation3]	Range of statutory powers used effectively to improve performance	Mike Glavin High	4/15-3/16	As required	
E15	Provide ‘inspection ready’ workshops	Schools are well prepared for inspection 100% of school good or better in all key judgements	Meryl Plummer/Mike Glavin Medium	4/15-3/16	Training events	

E16 LS/A204	Extend joint visits by CA and LA officers ensuring holistic approach and sharing of expertise.	Holistic school improvement for all learners as a result of shared expertise. Move away from ALC pupils being 'blamed' for poor school performance.	Mike Glavin High	4/15-3/16	Dependent upon response from CSC	Purpose and need for joint visit raised as part of SLG day with CSC colleagues.
E17	Monitor and evaluate outcomes against the CSC performance framework	Appropriate scrutiny of the work of the CSC in place	Meryl Plummer/Mike Glavin High	07/15-12/15	30% FTE	

Related Central South Consortium Headline Plan/s: 6, 7, 8, 11,15, 16, 17, 18, 19

<b>Service Outcome 1:</b>		Learners achieve their full potential in order to maximise their life opportunities	<b>Theme: F</b>	<b>Parental Engagement</b> 		
<b>Objective 3:</b>		To promote health and wellbeing and ensure the safety of learners.				
<b>Recommendation 1:</b>		Raise standards in schools, particularly in key stage 2 and key stage 3				
Ref.	During 2015-16 we plan to:	Success Criteria/Outcomes we'll achieve from this action are:	Officer responsible for achieving this action High, Medium or Low priority	Start/Finish date	How will the work be resourced?	Progress
F1	To increase the number of parents achieving success in accredited courses through putting families first project.	Increase from 88% to 90%	Kathryn Benbow High	4/15 – 3/16	Officer time Approx: 3 days a week funded by WG	This work is on-going.
F2	Create document that provides clarity with regards to services and those entitled to benefit from them. Share with all officers and schools as appropriate.	Clear concise document leading to clarity with regard to the range of services. Increased effective use of services.	Mark Davies High	5/15	FF team Officer time Approx: 2 days	
<b>LAP</b>						
F3	<ul style="list-style-type: none"> <li>Extend ante-natal LAP programme into rural Vale and Penarth areas</li> <li>Extend LAP into Flying Start areas and embed programme in existing groups e.g. baby massage, 5 settings, training FS practitioners to deliver jointly with LAP staff</li> <li>Train volunteers and support to deliver programme</li> <li>Recruit session worker/s to deliver occasional sessions in the community</li> <li>Extend LAP bag programme into 3 schools (JP, Oakfield, Colcot)</li> </ul>	All parents in receipt of ante-natal care will receive LAP messages LAP programme and Flying Start have a closer relationship Parents within Flying Start regularly access the LAP programme LAP is sustainable across the county	Debbie Collins Medium	4/15	WG grant Officer time Approx: 1.3 FTE	

F4	Establish a community LAP group at Barry library	Termly group taking place	Debbie Collins Medium	4/15 – on going	WG grant Officer time Approx: 1.3 FTE	
F5	Continue to embed the health visitor referral system across the county	Referrals received from HVS in Penarth, Barry and Rural Vale	Debbie Collins High	4/15 – on going	WG grant Officer time Approx: 1.3 FTE	
F6	Provide training for schools to ensure all target schools have sufficient LAP trainers	At least one LAP trainer in each target school	Debbie Collins High	4/15 – on going	Training events WG grant Officer time Approx: 1.3 FTE	
F7	Measure the impact of LAP at the end of the programme and 8 weeks later	More than 90% of parents and carers have increased their ability to support their children's early development	Debbie Collins Medium	4/15	Parent questionnaire Text questionnaire Existing resources	
F8 LS/A205	To develop a community group for parents through the Putting Families First project	Community group established, referral system developed, parents attending	Kathryn Benbow High	04/15- 03/17	Putting Families First project funded by WG. 2 days per year	Courses to be delivered have been identified referral system partially developed
F9	Pilot a team around the child approach to wellbeing using a multi-agency model in one secondary school	Pupils demonstrate measurable improvements to results on the wellbeing assessments	Ruth Ferrier High	4/15- 3/16	Officer time: Approx: two half days	System discussed with Bryn Hafren and representatives from all services informed of the process. All have agreed to join the pilot assessments of wellbeing to be carried out September and December. Interventions to be planned and carried out between assessments.

F10	Develop ELSA – information pack for parents to support children	Information pack developed and used by parents. Children show improved wellbeing.	Gill Toon Medium	12/15-3/16	Officer time Approx: 2 days	
F11	Establish EP ‘drop-in’ identified schools	2 EP parental drop-ins held and well evaluated by parents. Children show improvement in learning, wellbeing and behaviour.	EPs Medium	09/15-08/16	Officer time Approx: 1 day	
F12	Establish reading information leaflet developed/drop-in sessions for parents. (Generic strategies for parents to use to support reading at home).	A developed ‘love of reading’ and ultimately improved standards in reading. Parents report increased confidence in supporting reading. Children’s reading improves	Selina Lindsay-Brown/Christine Cook/Jeni Jenkins/Sian De Manuel Medium	4/15-12/15	Officer time: Approx: EPS 1 days SpT 5 days	Meeting arranged (10/07) to discuss reading information leaflet with educational psychologists
F13	Engage and empower parents to raise children’s self-esteem	Where NBAR data indicates the highest levels of need, schools are supported in engaging parents to raise children’s self-esteem. Impact on pupils self-esteem and impact on learning is evaluated.	EPs Medium	10/15-10/16	Officer time: Approx: EPS 1 day	
F14	Attendance at LAC reviews to involve Foster Carers (FC) in pupils learning.	LAC education team to attend 90% of LAC reviews.	Martine Coles High	04/15-03/16	LSA FTE Grade F&G	
F15	– Encourage – better liaison between FC and schools – Develop FC group to improve reading	50% of FC attend training	Martine Coles High	04/15-03/16	LSA FTE Grade F&G	
F16	Undertake qualitative study on the impact of Parents engagement on the PFF programme.	Outcomes report to FF Management Board	Mark Davies /Denise Dyer High	March 2016	Families First 15 days	

<b>F17</b>	Deliver a Parenting Conference to professionals to raise awareness of what constitutes parenting.	Professionals awareness of parenting improved	Mark Davies Medium	October 2015	Families First 3 days	
<b>F18</b>	BIT to ensure nurture groups in schools link with Putting Families First when appropriate	Nurture groups in schools are linked with Putting Families First when appropriate	Hilary Drew Medium	4/15-3/16	Officer time Approx: 3 days	
<b>F19</b>	An assigned EWO to YOS ensures engagement of young offenders with education.	YOS EWO works with caseworkers and inclusion service to increase engagement in education	Bev Pemberton Medium	4/15 – on going	205 days	
<b>F20</b>	Highlight the BIT information for parents on the BIT referral form	BIT parental consent form highlights the information available on the website	Sian Marsh Medium	4/15-7/15	Officer time Approx: ½ day	
<b>F21</b>	Ensure that EWS makes contact with parents with 3 days of receiving referrals. Ensure they listen, mediate, refer to other agencies to ensure children engage with education	EWS referrals are allocated promptly. Case notes and supervision notes record appropriate actions.	Ian Ernest/Michelle Pearson Greet/ Caroline Jones/ Tina Lock/Bev Pemberton/Sue Davies High	4/15 – on going	Officer time Approx: 150 days	
<b>F22</b>	Develop an information leaflet about the EWS for parents.	Leaflet developed and used with parents	Ian Ernest Medium	7/15-10/15	Officer time Approx: 3 days	

Related Central South Consortium Headline Plan/s:

## Target Setting 2015 - 2016

PI description	PI owner	PI updater	Data trend	Current Performance		Other considerations	Target setting	
			Performance 2013/14	Target 2014/15	Actual 2014/15		Links to corporate priorities	Target 2015/16
LS/M003 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent. (IO5)	Mike Glavin	Richard Evans	82.61	84.00	87.04	This indicator links to our Corporate Plan Priority LS6. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 86%.	90.00%	Aggregated targets from schools
LS/M004 Percentage of 15/16 year olds achieving 1 or more GCSEs at grades G or above or vocational equivalent.	Mike Glavin	Richard Evans	97.92	97.00	98.43		98.40	Aggregated targets from schools
LS/M005 Percentage of 15/16 year olds achieving the core subject indicator. (IO5)	Mike Glavin	Richard Evans	50.21	55.00	60.13	This indicator links to our Corporate Plan Priority LS6. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 60%.	64.00%	Aggregated targets from schools
LS/M006a The percentage of pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	Mike Glavin	Richard Evans	65.58	71.00	70.94	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 73%.	82.90%	Aggregated targets from schools

LS/M006b The percentage of pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	Mike Glavin	Richard Evans	62.34	71.00	67.99	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set at 73%.	74.00%	Aggregated targets from schools
LS/M017 The percentage of school days lost to fixed term exclusions of six days or more in secondary schools.	Mike Glavin	Nicky Sturgess	0.01		0.03	This indicator links to our Corporate Plan priority LS4.	0.01	
LS/M018a The percentage of FSM pupils, assessed at the end of Key Stage 2, in schools maintained by the Local Authority, achieving the Core Subject Indicator, as determined by teacher assessment. (IO5)	Mike Glavin	Richard Evans	72.73	77.00	77.55	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M018b The percentage of non FSM pupils, assessed at the end of Key Stage 2, in schools maintained by the Local Authority, achieving the Core Subject Indicator, as determined by teacher assessment. (IO5)	Mike Glavin	Richard Evans	90.46	92.00	92.43	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M019a The percentage of FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO5)	Mike Glavin	Richard Evans	69.35	74.00	74.27	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	



LS/M019b The percentage of non FSM pupils achieving the expected standard in English at the end of Key Stage 3. (IO5)	Mike Glavin	Richard Evans	90.59	92.00	91.47	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M019c The percentage of all pupils at Key Stage 3 who achieve the expected standard in English. (IO5)	Mike Glavin	Richard Evans	87.91	90.00	88.70	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 92%.	92.00%	Aggregated targets from schools
LS/M020a The percentage of FSM pupils at Key Stage 3 achieving the expected standard in Maths. (IO5)	Mike Glavin	Richard Evans	67.16	72.00	75.24	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M020b The percentage of non FSM pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO5)	Mike Glavin	Richard Evans	91.27	93.00	91.85	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	

LS/M020c The percentage of all pupils achieving the expected standard in Maths at the end of Key Stage 3. (IO5)	Mike Glavin	Richard Evans	88.03	90.00	89.03	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 92%.	93.00%	Aggregated targets from schools
LS/M021a The percentage of schools inspected by Estyn during the year where the quality of leadership was judged to be good or better. (OA2)	Mike Glavin	Ceri Johns	72.73	77.00	87.50	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 88%.	90.00%	
LS/M021b The percentage of schools inspected by Estyn during the year where the quality of provision was judged to be good or better. (OA2)	Mike Glavin	Ceri Johns	72.73	77.00	87.50	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 88%.	90.00%	
LS/M021c The percentage of schools inspected by Estyn during the year where the quality of achievement and wellbeing was judged to be good or better.	Mike Glavin	Ceri Johns	72.73	77.00	100.00			
LS/M021d The number of schools requiring Estyn/local authority follow-up activity as a result of inspection during the financial year.	Mike Glavin	Ceri Johns	New PI for 15/16		50.00	This indicator links to our Corporate Plan priority LS8.	10.00	
LS/M033 Percentage of pupils at Key Stage 2 achieving in Reading, Writing and Mathematics in combination.	Mike Glavin	Richard Evans	83.27	85.00	85.41	This indicator links to our Corporate Plan Priority LS7.	87.00	

LS/M034 Percentage of all pupils at Key Stage 3 achieving in Reading, Writing and Mathematics (RWM) in combination. (OA2)	Mike Glavin	Richard Evans	76.30	78.00	74.87	This indicator links to our Corporate Plan Priority LS7. It is also linked to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 78%.	78.00%	
LS/M035 The proportion of schools performing in the higher to highest benchmarking quarters for the CSI at Level 4+ at Key Stage 2.	Mike Glavin	Richard Evans		75.00	68.00		75.00	
LS/M036 The proportion of schools performing in the higher to highest benchmarking quarters for CSI at level 5+ threshold.	Mike Glavin	Richard Evans		85.00	75.00		80.00	
LS/M037a The percentage of all pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	Mike Glavin	Richard Evans	90.54	92.00	92.17	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 94%.	94.00%	Aggregated targets from schools
LS/M037b The percentage of FSM pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	Mike Glavin	Richard Evans	77.54		81.63	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	

LS/M037c The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in English. (IO5)	Mike Glavin	Richard Evans	92.54		93.75	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M038a The percentage of all pupils at Key Stage 2 who achieve the expected standard in Maths. (IO5)	Mike Glavin	Richard Evans	90.39	92.00	92.98	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 94%.	94.00%	Aggregated targets from schools
LS/M038b The percentage of FSM pupils at Key Stage 2 who achieved the expected standard in Maths. (IO5)	Mike Glavin	Richard Evans	75.40		83.67	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M038c The percentage of non FSM pupils at Key Stage 2 who achieve the expected standard in Maths. (IO5)	Mike Glavin	Richard Evans	92.80		94.38	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M047a The percentage of FSM pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment. (IO5)	Mike Glavin	Richard Evans	55.72		65.87	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	

LS/M047b The percentage of non FSM pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment. (IO5)	Mike Glavin	Richard Evans	86.58		87.46	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M048 Percentage of schools judged good or better by Estyn (in both judgements). (OA2)	Mike Glavin	Ceri Johns	79.00	87.00	93.75	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 88%.	93.00%	
LS/M052 Percentage of Year 11 pupils that continue in full time education. (OA2)	Mike Glavin	Richard Evans	92.70	86.00	94.88	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 87%.	87.00%	
LS/M053 The percentage of Key Stage 4 pupils achieving the Level 2+ threshold. (OA2)	Mike Glavin	Richard Evans	55.40	56.00	62.20	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 57%.	69.00%	Aggregated targets from schools
LS/M054 Percentage of young people looked after with whom the authority is still in contact who are known to be engaged in education, training or employment at the age of 19. (IO4)	Mike Glavin	Martine Coles	44.40	52.00		This indicator links to our Corporate Plan priority LS16. It also links to Improvement Objective (IO4) to reduce the number of young people who are not in employment, education or training (NEET). The target against this IO for 2015/16 has been set at 54%.	54.00%	

LS/M055 Percentage of 15/16 year olds achieving 5 or more GCSEs or grades A*-C or the vocational equivalent (FSM). (IO5)	Mike Glavin	Richard Evans	71.70	72.00	72.28	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M056 Percentage of 15/16 year olds achieving 5 or more GCSEs at grades A*-C or the vocational equivalent (non FSM). (IO5)	Mike Glavin	Richard Evans	85.60	91.00	91.23	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M057 Percentage of 15/16 year olds in receipt of free school meals (FSM) achieving the Core Subject Indicator. (IO5)	Mike Glavin	Richard Evans	27.60	29.00	29.21	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M058 Percentage of 15/16 year olds not in receipt of free school meals (non FSM) achieving the Core Subject Indicator. (IO5)	Mike Glavin	Richard Evans	54.60	60.00	66.10	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	

LS/M059a The percentage of FSM pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	Mike Glavin	Richard Evans	39.91	39.00	39.22	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M059b The percentage of FSM pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	Mike Glavin	Richard Evans	42.54	36.00	35.78	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M060a The percentage of non FSM pupils at Key Stage 4 who achieve a Level 2 in English. (IO5)	Mike Glavin	Richard Evans	70.58	77.00	77.23	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	
LS/M060b The percentage of non FSM pupils at Key Stage 4 who achieve a Level 2 in Maths. (IO5)	Mike Glavin	Richard Evans	66.26	70.00	74.21	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	Not set	

	Data trend	Current Performance		National benchmarking		Other considerations	Target setting
PI owner	Performance 2013/14	Target 2014/15	Actual 2014/15	Wales top quartile 2013/14	Wales average 2013/14	Links to corporate priorities	Target 2015/16
Mike Glavin	87.97	90.00	90.48	86.50	84.60	This indicator links to our Corporate Plan priority LS4.	93.00%
Mike Glavin	55.42	60.00	62.20	56.00	52.50	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	69.00%
Richard Evans	0.24	0.10	0.00	0.00	0.30	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	0.05%
Richard Evans	0.00	0.00	0.00	0.00	2.00	This indicator links to our Corporate Plan Priority LS7.	



Mike Glavin	82.54	85.00	83.96	80.30	77.20	This indicator links to our Corporate Plan Priority LS7. It is also linked to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 78%.	90.00%
Mike Glavin	8.80	11.50	11.55	21.20	20.00		
Mike Glavin	9.16	8.50	8.90	17.80	17.00		
Nicky Sturgess	0.00	0.00	0.00	0.00	24.90	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 94%.	0.00
Nicky Sturgess	0.00	0.00	0.00	0.00	11.90	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	0.00

Nicky Sturgess	0.01	0.01	0.008	0.01	0.01	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	0.008
Nicky Sturgess	0.05	0.05	0.11	0.06	0.10	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has been set at 94%.	0.05
Mike Glavin	557.17	570.00	576.14	536.50	505.30	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	570.00
Jane Werrett	100.00	100.00		92.20	69.60	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	100.00
Jane Werrett	100.00	100.00		100.00	96.60	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	100.00

Nicky Sturgess	94.17	94.60	95.30	94.20	93.70	This indicator links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	94.40
Nicky Sturgess	93.38	93.00	94.20	93.30	92.60	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 88%.	94.30
Paula Ham	6819.11	6600.00		6556.00	5851.00	This indicator links to Outcome Agreement (OA2) to increase school achievement. The target for 2015/16 in the OA has been set at 57%.	
Paula Ham	62.42	67.00		76.00	69.00	This indicator links to our Corporate Plan priority LS16. It also links to Improvement Objective (IO4) to reduce the number of young people who are not in employment, education or training (NEET). The target against this IO for 2015/16 has been set at 54%.	
Paula Ham	3949.37	3800.00		5130.30	4423.80	This indicator links to our Corporate Plan Priority LS5. It also links to Improvement Objective (IO5) to reduce the achievement gap between pupils in receipt of free school meals and those who are not. The target against this IO for 2015/16 has not been set.	

## School Improvement services commissioned from the Central South Consortium (CSC)

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School Improvement services are commissioned from the Central South Consortium (CSC). There are a number of ways in which the local authority shapes, monitors and evaluates the work of the CSC.

The following headline plans from the Consortium indicate how the commission service delivers our priorities for improvement.

Theme	Related Central South Consortium Headline Plan/s
A - Safeguarding	1
B - Teaching and Assessment	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
C - Groups of Learners	13, 14
D - ALN	
E - Leadership/Accountability	6, 7, 8, 11, 15, 16 , 17, 18, 19
F - Parental Engagement	



Improving Attendance

<p><b>Priority /Blaenoriaeth</b></p> <p>To continue to improve attendance in primary and secondary schools</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>Attendance in primary schools improves further to reach an average rate of 95.2% by 2015 and 94.5% in secondary schools. Attendance reaches at least 95.5% and 94.8% respectively by 2016.</li> <li>Persistent absence reduces so that it no greater than the Welsh average by 2016</li> <li>All schools give a high priority to improving attendance further.</li> <li>There is clear understanding by all of the link between achievement and attendance</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>
<p>Continue to give a high profile to improving attendance through publicity and provision of guidance materials and advice to schools' leaders</p>	<p>April 2015 – March 2016</p>	<p>Attendance lead with regional strategy group</p>
<p>Make effective use of data, including in-year live data, to support and challenge schools to improve attendance further</p>	<p>Throughout the academic year</p>	<p>Challenge advisers</p>
<p>Support school-self-evaluation and the impact of improvement planning through the development and dissemination of a regional audit tool and through professional networks to share effective practice</p>	<p>April 2015- March 2016</p>	<p>Attendance lead with regional strategy group</p>
<p>Coordinate the sharing and alignment of work practices and management information systems across the region to improve consistency and promote robust evaluation</p>	<p>From September 2015</p>	<p>Attendance lead with regional strategy group</p>
<p>Strengthen further the work of education welfare services across the region through effective needs analysis and improved professional development.</p>	<p>From September 2015</p>	<p>Attendance lead with regional strategy group</p>
<p><b>Resources / Adnoddau</b></p> <p>£25,700 to support secondment of regional lead officer</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> Regional and local authority targets for overall attendance are met. Regional targets for reducing persistent absence are met</p> <p><b>2016/17</b> Targets are reassessed in light of performance in 2016 and new targets are met Regional targets for reducing persistent absence are met.</p> <p><b>2017/2018</b> Targets are reassessed in light of performance in 2017 and new targets are met. Regional targets for reducing persistent absence are met.</p>	

## Headline Business Plan 2 / Penawdau Cynllun Busnes 2015-2016

### Improving Welsh Literacy



<p><b>Priority / Blaenoriaeth CSC Business Plan Reference</b></p> <p>To raise standards in Welsh first language at KS2/KS3 and KS4 through effective whole class teaching and learning of literacy in all classes and through effective leadership of Welsh/literacy in all schools and settings</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• There is a demonstrable improvement in outcomes in those schools receiving intensive support from the baseline established in September 2015.</li> <li>• Outcomes will improve by a further 2.2% to reach 93.6% at outcome 5 in LLC-W and 5.3% to reach 34.8% at outcome 6.</li> <li>• Outcomes will improve by a further 2.2 % to reach 92.8% at level 5+in Welsh at KS2 and 0.2% to reach 37.3% at level 5</li> <li>• Outcomes will improve by 0.4% at Level 5+ in KS3 to reach 91.5% and by 4.4% to reach 58.4% at level 6+%</li> <li>• Outcomes will improve by 3.9% for the proportion reaching a grade C or above in Welsh (to reach 79.4%)</li> <li>• Nearly all schools will be judged good in implementation of the LNF</li> </ul>	
<p><b>Main activities / Prif weithgareddau:</b></p>	<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>
<p>Reduce the variation in performance and outcomes between schools through provision of intensive support for schools that need to improve most. (red/ amber schools)</p>	<p>September 2015- March 2016</p>	<p>Strategic Adviser for Welsh</p>
<p>Strengthen systems for brokering and quality assuring support in Welsh; extend the range of support available and improve access for red and amber schools.</p>	<p>September 2015- March 2016</p>	<p>Strategic Adviser for Welsh</p>
<p>Through the establishment of a school improvement hub involving both primary and secondary schools for Welsh first language, improve the capacity to provide support that will improve teaching and leadership</p>	<p>With effect from April 2015</p>	<p>Strategic Advisers for Welsh and teaching and learning</p>
<p>Implement a programme of professional development in response to those aspects of teaching and learning that require further improvement.</p>	<p>September 2015- March 2016</p>	<p>Strategic Adviser for Welsh</p>
<p>Extend opportunities for identifying and sharing effective practice between schools to build capacity more systematically, including collaborative activity through SIGs, professional networks and forums</p>	<p>From September 2015</p>	<p>Strategic Adviser for Welsh</p>
<p><b>Resources / Adnoddau</b></p> <p><b>EIG Allocation for this workstream/Dyranid y GGA i'r agwedd hon</b></p> <p><i>Welsh in Education Officers' salaries</i> £99,000  <i>General Expenditure</i> £3,000  <i>WJEC</i> - £22,500  <i>Strategic Adviser</i> - £9,000</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• The targets set will be met</li> <li>• Nearly all schools will be judged good in terms of implementing the LNF in Welsh</li> <li>• The expected improvements in schools receiving intensive support are met</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• Achievement targets are reassessed in light of performance in 2016 and are met.</li> <li>• The expected improvements in schools receiving intensive support are met</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>• Achievement targets are reassessed in light of performance in 2016 and are met.</li> <li>• The expected improvements in schools receiving intensive support are met.</li> </ul>	



Improving Welsh second language

<p><b>Priority / Blaenoriaeth CSC Business Plan Reference</b></p> <p>To raise standards in Welsh second language</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>Schools receiving intensive support make improvement from the September 2015 baseline</li> <li>Performance at level 4+ at KS2 is in line with or above the Wales average for 2015. (73.1%)</li> <li>Performance at Level 5+ at KS3 is above the Wales average for 2015.(77.7%)</li> <li>At least 76% of pupils entering the Full Course (Welsh Second language) will achieve A*-C GSE by July 2015</li> <li>The number of students entered for the Full Course (Welsh Second language) across the region as per Local Authority WESPs will increase.</li> <li>At least 66% of pupils entering the GCSE/Short Course (Welsh Second language) will achieve A*-C by July 2015.</li> </ul>	
<p><b>Main activities / Prif weithgareddau:</b> Reduce the variation in outcomes between schools through provision of intensive support for schools that need to improve most (red/amber)</p>	<p><b>When? Pryd?</b> April 2014- April 2016</p>	<p><b>Who? Pwy?</b> Strategic Adviser for Welsh with Welsh Officers in Education</p>
<p>Provide professional development opportunities for teachers through in school support and centrally delivered training</p>	<p>April 2015- March 2016</p>	<p>Strategic Adviser for Welsh with Welsh Officers in Education</p>
<p>Provide support for, and quality assurance of, standardisation and moderation of teacher assessment</p>	<p>March 2015- May 2016</p>	<p>Strategic Adviser for Welsh</p>
<p>Identify and disseminate effective practice and promote collaboration between schools through the SIGs and professional networks.</p>	<p>With effect from May 2015</p>	<p>Strategic Adviser for Welsh with Welsh in Education Officers and Challenge Advisers</p>
<p>Strengthen collaboration between schools' leaders through termly networking forums that will focus on curriculum development and participation rates in the full course.</p>	<p>From September 1 July 16</p>	<p>Strategic Adviser for Welsh, Welsh Officers in Education</p>
<p>Provide intensive Welsh language training for teachers and teaching assistants to improve their language skills in Welsh</p>	<p>From September 2015- March 2016</p>	<p>Strategic Adviser for Welsh with external providers</p>
<p>Provide information, guidance/support for staff attending sabbatical Welsh language courses</p>	<p>From September 15-March 2016</p>	<p>Strategic Adviser for Welsh, Welsh Officers in Education</p>
<p><b>Resources / Adnoddau EIG Allocation for this work stream/Dyranid y GGA i'r agwedd hon</b></p> <p>Welsh in Education Officers' salaries - £772,000 General Expenditure - £20,000 Strategic Adviser - £58,000 WJEC - £22,500</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> There is a demonstrable improvement in outcomes in schools receiving intensive support from the Sept 2015 baseline The end of key stage targets will be met The number of students entered for the Full course will have increased.</p> <p><b>2016/17</b> Achievement targets are reassessed in light of performance in 2016 and are met. There is a demonstrable improvement in outcomes in schools receiving intensive support from the Sept 2015 baseline</p> <p><b>2017/2018</b> Achievement targets are reassessed in light of performance in 2017 and are met. There is a demonstrable improvement in outcomes in schools receiving intensive support from the Sept 2015 baseline</p>	



**Improving Numeracy**

<p><b>Priority /Blaenoriaeth</b> Raise standards in numeracy and mathematics in primary and secondary schools through effective whole class teaching and learning and leadership of numeracy and mathematics in all classes, schools and settings</p>	<p><b>Desired Outcomes / Deilliannau</b> Compared with the position in 2014, achievement will have improved by:</p> <ul style="list-style-type: none"> <li>• a further 2.7% at Outcome 5 + and 4.1% at outcome 6 in mathematical development in the Foundation Phase</li> <li>• a further 2.2% at level 4 + and by 1.4 % at level 5+ in Key Stage 2</li> <li>• a further 2.6 % at level5+ and 3.1% at level 6+ in KS3</li> <li>• a further 8% in level 2 mathematics</li> <li>• Nearly all schools will be judged good in the implementation of the LNF</li> <li>• There is a demonstrable improvement in outcomes in schools receiving intensive support from the established baseline</li> </ul>		
<p><b>Main activities / Prif weithgaredd:</b></p>		<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>
<p>Implement the regional numeracy and mathematics strategy with a particular focus on improving the quality of teaching, learning and assessment and the impact of leadership on improving provision and outcomes</p>		<p>September 2015</p>	<p>Strategic Advisers</p>
<p>As a significant strand in the strategy, develop the capacity of schools to support improvement in each other's practice through a three-phase multiplicative support model for implementing the LNF.</p>		<p>Commencing May 2015</p>	<p>Strategic Advisers with CSWC coordinator</p>
<p>Through the strategy, promote collaborative planning, sharing of effective practice through school improvement groups (SIGs), training and deployment of outstanding teachers of numeracy and support to improve reliability and accuracy of teacher assessment.</p>		<p>Commencing May 2015</p>	<p>Strategic Advisers with LNF specialist</p>
<p>Strengthen leadership of numeracy and mathematics in primary and secondary schools through a core programme, in-school support and termly network meetings to ensure effective implementation of the new areas of learning and programmes of study.</p>		<p>Summer term 2015</p>	<p>Strategic Advisers</p>
<p>Identify, and provide support to, primary and secondary schools where the need to raise standards of numeracy and mathematics is greatest.</p>		<p>April 2015 –March 2016</p>	<p>Challenge advisers with Strategic Advisers</p>
<p>Diagnose needs in red and amber schools accurately and provide tailored support that addresses areas of weakness in line with school improvement plans.</p>		<p>April 2015 - July 2015 current and new target schools (continuing into autumn and spring terms)</p>	<p>Challenge advisers with strategic advisers</p>
<p>Ensure strategies address the needs of specific groups (more able, pupils with SEN, LAC, pupils with English as an additional language and eFSM pupils).</p>		<p>Commencing May 2015</p>	<p>Strategic Advisers</p>
<p><b>Resources /Adnoddau EIG Allocation for this workstream/Dyranid y GGA i'r agwedd hon</b> <i>Retained EIG</i> Num team salaries-£605,691 Count on Success - £35,500 OTN Budget - £36,000 General Expenditure/Resources - £52,500 Match Funding (income) £168,000</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• Achievement improves in mathematics and numeracy in FP, KS2, KS3 and KS4 as set out in targets.</li> <li>• Desired outcomes in schools receiving intensive support, including for specific groups, are met.</li> <li>• All schools are judged good in implementation, delivery and assessment against the LNF</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• Achievement targets are reassessed in light of performance in 2016 and are met.</li> <li>• Desired outcomes in schools receiving intensive support, including for specific groups, are met.</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>• Achievement targets in English/Welsh, mathematics and science are reassessed in light of performance in 2017 and are met.</li> <li>• Desired outcomes in schools receiving intensive support, including for specific groups, are met.</li> </ul>		





ICT

<p><b>Priority /Blaenoriaeth</b></p> <p>To reduce the variation in standards and quality of computing / ICT skills provision between schools in the region.</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• The proportion of schools where ICT is a recommendation following inspection is reduced from base line established by September 2015.</li> <li>• Improved use of technology to impact on standards of literacy and numeracy skills.</li> <li>• Improved digital literacy skills provision across CSC schools</li> <li>• Improved use of technology to reduce the effect of poverty on educational attainment.</li> <li>• Schools implement the revised computing curriculum successfully</li> </ul>
<p><b>Main activities / Prif weithgaredd:</b></p>	
<p>Implement the commitment to a self-improving system through establishment of specialist centres for computing and digital literacy that builds capacity through school- to-school support.</p>	<p><b>When? Pryd?</b> With effect from September 2015</p> <p><b>Who? Pwy?</b> Strategic adviser Using Technology</p>
<p>Identify and share good practice and its impact through regional publications and professional networks</p>	<p><b>When? Pryd?</b> April 2015- March 16</p> <p><b>Who? Pwy?</b> Strategic adviser Using Technology</p>
<p>Support implementation of curriculum change through the development of a Central South Wales Computing Partnership in collaboration with regional universities</p>	<p><b>When? Pryd?</b> With effect from September 2015</p> <p><b>Who? Pwy?</b> Strategic adviser Using Technology</p>
<p>Continue to provide training, support and guidance for schools' HWB+ site development</p>	<p><b>When? Pryd?</b> April 2015- March 16</p> <p><b>Who? Pwy?</b> HWB+ Development Officer</p>
<p>Broker access to support / consultancy for all schools for new and emerging technologies development</p>	<p><b>When? Pryd?</b> April 2015- March 16</p> <p><b>Who? Pwy?</b> Strategic adviser Using Technology</p>
<p>Broker additional support for red / amber schools where ICT is identified as a shortcoming</p>	<p><b>When? Pryd?</b> April 2015- March 16</p> <p><b>Who? Pwy?</b> Strategic adviser Using Technology with challenge advisers</p>
<p><b>Resources / Adnoddau</b></p> <ul style="list-style-type: none"> <li>• 5 x Secondary Computing Specialist Centres: (TBC)</li> <li>• 9 x Digital Learning Specialist Centres:(TBC)</li> </ul> <p>(Opportunity to offset where identified schools are also CSC Hubs, Additional opportunity to draw from LiDW grant 2015-16) £74,900</p> <ul style="list-style-type: none"> <li>• HE Computing Partnership support program self-funding</li> <li>• HWB+ development funded by LiDW grant</li> </ul> <p><b>EIG Allocation for this workstream/Dyranid y GGA i'r agwedd hon</b> Strategic Adviser for Using Technology - £69,000</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• 5 Computing Specialist Centres provisioned</li> <li>• 9 Digital Learning Specialist Centres provisioned</li> <li>• HWB+ development 100% school site provisioned</li> <li>• HE Partnership providing effective curriculum support to schools</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• The proportion of schools where ICT is a recommendation following inspection reduces from Sept 2015 baseline</li> <li>• Specialist Centre programme sustained at agreed capacity</li> <li>• HWB+ development 60% of school sites regularly accessed</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>• The proportion of schools where ICT is a recommendation following inspection reduces from Sept 2016 baseline</li> <li>• Specialist Centre programme sustained at agreed capacity</li> <li>• HWB+ development 75% of school sites regularly accessed.</li> </ul>



Standards of Teaching and Leadership

<p><b>Priority / Blaenoriaeth</b>  <b>Regional priority:</b>                  To further develop a self-improving school system (SISS) in order to reduce the variation in standards, teaching and leadership between schools in the region.</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• All schools work collaboratively with a SIG as an integral part of core school improvement activity.</li> <li>• All SIGs demonstrate the impact of collaborative working at a collective and individual school level.</li> <li>• All schools part of an intensive partnership with another school demonstrate progress in meeting agreed outcomes.</li> <li>• All school improvement hubs provide high quality professional development programmes that build the capacity of schools to improve.</li> <li>• Objective, evidence based evaluation indicates a positive impact of a self-improving system.</li> </ul>		
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>	
<p>Lead and monitor progress of the self-improving system through the work of the SISS strategy group and the service's operational board.</p>	<p>Through termly meetings of strategy group; monthly of operational board</p>	<p>CSC Lead Strategy Group</p>	
<p>Establish school improvement hubs and specialist centres to provide access to best practice in teaching and leadership and to increase capacity within the system.</p>	<p>From December 2014 to December 2015</p>	<p>Senior strategic adviser and strategic adviser for teaching</p>	
<p>Strengthen further the part played by collaborative working through the SiGs in securing continuous improvement; use evidence about impact and research and expertise to promote collaborative enquiry and inform development of the system.</p>	<p>Half-termly convenor meetings and termly progress report meetings</p>	<p>Prof. Mark Hadfield CSWC lead</p>	
<p>Broker the establishment of more intensive pathfinder partnerships between schools to secure more rapid improvement.</p>	<p>Monthly progress meetings</p>	<p>CSWC lead</p>	
<p>Improve governors' understanding of the self-improving system and its wider moral purpose.</p>	<p>Briefings February/ March 2015; regional conference Oct 2015; termly chairs briefings</p>	<p>CSWC lead with governors' steering group</p>	
<p>Clarify and strengthen arrangements for accountability at each level through the system and for quality assuring the work of the hubs and specialist centres.</p>	<p>By September 2015</p>	<p>CSWC lead, strategic adviser teaching, hub development board</p>	
<p><b>Resources / Adnoddau</b></p> <p>£ 34,363 - 0.5 employment of CSWC lead - revenue budget (FTE Sept15 – Mar 2016? tbc)</p> <p>£ 95,000 (SCC Grant) Pathfinder working                  £810,000 (SCC Grant) Hub and Specialist Centres</p> <p><b>EIG Allocation for this workstream/Dyranriad y GGA i'r agwedd hon</b></p> <p>£621,995 SIG working</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b>                  10 hubs and 2 specialist centres active                  All schools are actively involved in collaborative work through SiGs                  End of phase/ key stage targets are met                  External evaluation provides evidence of a positive impact in schools.</p> <p><b>2016/17</b>                  10 hubs and 10 specialist centres active                  All schools are actively involved in collaborative work through SiGs                  End of phase/ key stage targets are met</p> <p><b>2017/2018</b>                  All schools are actively involved in collaborative work through SiGs                  End of phase/ key stage targets are met                  Further external evaluation provides evidence of a positive impact in schools.</p>		



Foundation Phase

<p><b>Priority /Blaenoria</b> Foundation Phase</p> <p>To raise achievements in Foundation Phase Outcomes through improvements to learning and teaching and leadership.</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• Targets are met as set out in appendix</li> <li>• From the FP audit baseline established in September 2015 the proportion of schools meeting criteria for effective planning and assessment in the Foundation Phase will improve by 50% by July 2016.</li> <li>• From the FP audit baseline established September 2015 the proportion of schools meeting criteria for effective leadership in the Foundation Phase will improve by 50% by July 2016.</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Contribute to the development of a self-improving school system by identifying and sharing effective teaching and leadership practice and promoting collaborative work between schools and practitioners.</p>	<p>April 2015 – March 2016</p>	<p>Strategic adviser – Foundation Phase</p>
<p>Work closely with challenge advisers to provide bespoke support and intervention for schools causing concern (amber/red) where Foundation Phase practice and provision require improvement.</p>	<p>April 2015 – March 2016</p>	<p>Strategic adviser – Foundation Phase</p>
<p>Complete needs analysis and Foundation Phase audit to establish clear priorities to meet schools’ training and support needs.</p>	<p>By July 2015</p>	<p>Strategic adviser – Foundation Phase</p>
<p>Deliver mandatory training for schools including support for the implementation of the national baseline assessment and Foundation Phase profile.</p>	<p>April 2015 – March 2016</p>	<p>Strategic adviser – Foundation Phase</p>
<p>Provide support and development for the funded non-maintained settings in line with the national requirements for 10% teacher support and to meet the requirements of the 5 local authorities.</p>	<p>From September 2015</p>	<p>Strategic adviser – Foundation Phase</p>
<p>EIG Allocation for this workstream/Dyranriad y GGA i’r agwedd hon</p> <p>£430,931 employment of Foundation Phase Training and Support Officers</p> <p>£75,000 training budget</p> <p>£75,000 Foundation Phase Hubs Lead Schools</p> <p>£425,700 Foundation Phase Non Maintained Settings</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015-16</b> Targets are met Targets set in response to baseline established in July 2015 are met by the end of year against leadership, planning and assessment.</p> <p><b>2016-17</b> Targets are met Targets for further improvement in leadership, planning and assessment will be met taking account of extent of improvement in previous year.</p> <p><b>2017-18</b> Targets are met Targets for further improvement in leadership, planning and assessment will be met taking account of extent of improvement in previous year.</p>	



Improving GCSE and PISA through QFL

<p><b>Priority /Blaenoriaeth</b></p> <ul style="list-style-type: none"> <li>To raise the outcomes of learners in current GCSE specification in English Language, Welsh First Language, mathematics and science 2014-2016</li> <li>To prepare departmental leaders and teachers and learners in year 9, for the new GCSE qualifications from September 2015 and for first teaching in science from September 2016.</li> </ul>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>Achievement in mathematics improves by 8%</li> <li>Achievement in English improves by 12%</li> <li>Achievement in Welsh improves by 4%</li> <li>Achievement in the disaggregated Science GCSEs L2 improves by 15%</li> <li>School leaders and teachers are equipped to respond to the demands of the new assessment regimes and PISA outcomes</li> <li>KS3 and KS4 provision in all schools reflects the demands of the new assessment regime</li> <li>The distribution of the NRT and NNT SS change to reflect more learners in the CSC region achieving &gt;115.</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Establish and implement a CSC Qualified for life programme in English/Welsh, mathematics and science through a multiplicative support model that will promote school to school working to prepare for the new GCSE qualifications in the four subjects</p>	<p>From April 2015</p>	<p>Strategic Advisers Qualified for Life Advisers</p>
<p>Provide an additional tier of support to teachers through a range of core events including teachmeets, drop in clinics led by outstanding teachers, network meetings, and collaborative development groups, including a "pedagogy innovation network" in science.</p>	<p>From April 2015</p>	<p>Qualified for Life Advisers</p>
<p>Disseminate approaches and resources via a central repository.</p>	<p>From April 2015</p>	<p>Qualified for Life Advisers</p>
<p>Build the capacity of schools to meet the requirements of the new specifications by developing one lead QFL practitioner within each department in every secondary school in the region.</p>	<p>From April 2015</p>	<p>Qualified for Life Advisers</p>
<p>Provide additional support to learners to improve outcomes by modelling the requirements of the new specification through events directed at pupils.</p>	<p>From April 2015</p>	<p>Strategic Advisers Qualified for Life Advisers</p>
<p>Provide support to senior leadership teams and subject leaders to manage the process of curricular change, including workshops to facilitate planning post Donaldson in all four subjects and strategies to support schools in disaggregating GCSE and BTEC qualifications in science.</p>	<p>With effect from April 2015</p>	<p>Strategic Advisers Qualified for Life Advisers Challenge Advisers</p>
<p><b>Resources /Adnoddau</b></p> <p>£37,832 - 0.25% X 2 Curriculum Leads</p> <p>£394,675 for 6 x FTE's</p> <p>£65,000 OTLN/Other</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>Achievement targets in English/Welsh, mathematics and science are met.</li> <li>A higher proportion of pupils achieve &gt; 115 in standardised tests</li> <li>Evaluation feedback is overwhelmingly good (+90%) about quality of support and preparedness to meet the new requirements.</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>Achievement targets in English/Welsh, mathematics and science are reassessed in light of performance in 2016 and are met.</li> <li>A higher proportion of pupils achieve &gt; 115 in standardised tests</li> <li>Evaluation feedback is overwhelmingly good (+90%) about quality of support and preparedness to meet the new requirements.</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>Achievement targets in English/Welsh, mathematics and science are reassessed in light of performance in 2017 and are met.</li> <li>A higher proportion of pupils achieve &gt; 115 in standardised tests</li> </ul>	



Teacher Assessment

<p><b>Priority /Blaenoriaeth</b></p> <p>To improve the robustness and accuracy of teacher assessment</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• The targets achieved at the end of the FP and key stages 2 and 3 reflect high expectations and reliable and accurate teacher assessment</li> <li>• A good correlation between outcomes of teacher assessment and the national tests in reading and numeracy</li> <li>• There is a consistent approach to standardisation and moderation of teacher assessment across the region within and between phases.</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Consult with headteachers and provide further training and guidance to promote discussion about outcomes and levels and to support standardisation of teacher assessment within and between schools.</p>	<p>December 2014 to March 2015</p>	<p>Lead officer – teacher assessment</p>
<p>Re-issue guidance to support a consistent approach to moderation of teacher assessment covering: management of moderation meetings involving practitioners in clusters of schools in the FP and at key stages 2 and 3; the nature and extent of pupils’ work that should be scrutinised; how best fit judgements should be applied</p>	<p>January 2015</p>	<p>Lead officer – teacher assessment</p>
<p>Prepare a cadre of the consortium’s officers to attend and monitor end of key stage cluster moderation meetings in LLC-E/ W, English and Welsh, MTD and mathematics.</p>	<p>March - May 2015</p>	<p>Lead officer – teacher assessment; relevant strategic advisers</p>
<p>Provide guidance that sets out expectations for how the outcomes of the moderation process should be recorded and any follow-up action that should be taken.</p>	<p>January 2015</p>	<p>Lead officer – teacher assessment</p>
<p>Communicate relevant requirements to headteachers in support of the national verification process</p>	<p>May 2015</p>	<p>Lead officer – teacher assessment</p>
<p>Build on the steps taken in 2015-2016 to secure implementation of any new statutory requirements following national consultation.</p>	<p>From September 2015</p>	<p>Lead officer – teacher assessment</p>
<p><b>Resources / Adnoddau</b></p> <p>£15,000 allocation</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• All schools participate in cluster moderation meetings following the renewed guidance.</li> <li>• There is a good correlation between the outcomes of cluster moderation and the national verification process</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• All schools meet the requirements of any changes to statutory requirements following consultation in 2015</li> <li>• There is a good correlation in all schools between the outcomes of national tests and the outcomes of cluster moderation and the national verification process</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>• Confidence in the outcomes of teacher assessment are much stronger than previously</li> </ul>	



Improving Teaching

<p><b>Priority /Blaenoriaeth</b></p> <p>Improve the quality of teaching and its impact on raising standards in all key stages</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• The targets as set out in appendix 1 for the Foundation Phase and key stages 2 to 4 are met.</li> <li>• Teaching and assessment are judged good or better in at least 9 out of every 10 schools</li> <li>• Reduce by 25% by 2016 the proportion of schools where the quality of teaching is such that the school is judged to require amber or red support</li> <li>• All teachers and leaders have a shared understanding of the characteristics of excellent and good learning and teaching</li> <li>• All pupils have access to the most challenging and most fulfilling educational experiences and make good progress</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Implement the commitment to a self-improving school system through establishment of primary and secondary school improvement hubs and specialist centres.</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching with hubs and specialist centres</p>
<p>Enable the hubs to build the capacity of schools across the region to improve teaching through the OLEVI programmes and draw on best practice from a range of schools to feed into the hub programmes</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching with hubs and specialist centres</p>
<p>Strengthen systems for brokering access to, and sharing, best practice through the hubs, the SIGs and through the establishment of a database of best practice.</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching</p>
<p>Strengthen professional development to address aspects of teaching that require further improvement</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching School Improvement Hubs' Board</p>
<p>Collaborate with higher education to establish links with hubs so that ITT becomes increasingly practice based and continue development of the pilot NQT programme</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching School Improvement Hubs' Board</p>
<p>Provide guidance drawn from classroom-based action research to help teachers improve practice at every stage of their careers.</p>	<p>September 15-April 2016</p>	<p>Strategic Adviser Learning and Teaching School Improvement Hubs' Board</p>
<p><b>Resources / Adnoddau</b></p> <p>£72,645 Salary Strategic Adviser Teaching and Learning</p> <p>£810,000 Hubs and Specialist Centre (SCC Grant) to be broken down as follows:</p> <p>OLEVI Hubs £80,000 in Year 1</p> <p>Improvement Hubs- £60,00 in Year 1</p> <p>Specialist Schools - £30,000 in Year 1</p> <p>It is envisaged that successful hubs would receive half of that amount for the following year and then they would become self-funding. Any new hubs could not expect the same level of funding.</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18 2015/16</b></p> <ul style="list-style-type: none"> <li>• 10 school improvement hubs and 2 specialist centres established.</li> <li>• End of phase/ key stage targets and outcomes in respect of inspection and categorisation are met.</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• 10 school improvement hubs and 10 specialist centres established.</li> <li>• End of phase/ key stage targets and outcomes in respect of inspection and categorisation are met.</li> </ul> <p><b>2017/2018</b></p> <ul style="list-style-type: none"> <li>• Hubs provide a support network for Welsh, Foundation phase, digital literacy, literacy and numeracy</li> <li>• Hubs work independently without financial support to improve teaching and learning</li> <li>• End of phase/ key stage targets and outcomes in respect of inspection and categorisation are met.</li> </ul>	



Improving Literacy

<p><b>Priority /Blaenoriaeth</b> Raise standards in literacy / English/Welsh in primary and secondary schools through effective whole class teaching and learning and leadership of literacy in all classes, schools and settings</p>	<p><b>Desired Outcomes / Deilliannau (English and Welsh)</b> Compared with the position in 2014, achievement will have improved by:</p> <ul style="list-style-type: none"> <li>• a further 2.9% at outcome 5 + in language, literacy and communication and 2.1% at outcome 6 in the FP</li> <li>• a further 2% at level 4 + and by 0.9% at level 5+ in KS2</li> <li>• a further 2.6% at level 5+ and by 4.1% at level 6+ in KS3</li> <li>• 12% at level 2 in English at KS4</li> <li>• Nearly all schools will be judged good in the implementation of the LNF</li> <li>• There is a demonstrable improvement in outcomes in schools receiving intensive support from the established baseline</li> </ul>		
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>	
<p>Implement the regional literacy and English strategy with a particular focus on improving the quality of teaching, learning and assessment and the impact of leadership on improving provision and outcomes</p>	<p>September 2015</p>	<p>Strategic Advisers</p>	
<p>As a significant strand in the strategy, develop the capacity of schools to support improvement in each other's practice through a three-phase multiplicative support model for implementing the LNF.</p>	<p>Commencing May 2015</p>	<p>Strategic Advisers with LNF specialist</p>	
<p>Through the strategy promote collaborative planning, sharing of effective practice through school improvement groups (SIGs), training and deployment of outstanding teachers of literacy and support to improve reliability and accuracy of teacher assessment.</p>	<p>Commencing May 2015</p>	<p>Strategic Advisers with CSWC coordinator</p>	
<p>Strengthen the leadership of literacy in primary and secondary schools through a core programme, in-school support and termly network meetings to ensure effective implementation of the new areas of learning and programmes of study.</p>	<p>Summer term 2015</p>	<p>Challenge Advisers Strategic Advisers,</p>	
<p>Identify and provide support to, primary and secondary schools where the need to improve standards of literacy and English is greatest.</p>	<p>April 2015 –March 2016</p>	<p>Challenge advisers with strategic advisers</p>	
<p>Diagnose needs in red and amber primary and secondary schools accurately and provide tailored support that addresses areas of weakness in line with school improvement plans.</p>	<p>April 2015 - July 2015 current schools. From Sept 2015 new target schools</p>	<p>Challenge advisers with strategic advisers</p>	
<p>Ensure that strategies address the needs of specific groups effectively (more able, learners, pupils with SEN, LAC, pupils with English as an additional language and eFSM learners.</p>	<p>Commencing May 2015</p>	<p>Challenge Advisers Strategic Advisers,</p>	
<p><b>Resources /Adnoddau</b></p> <p><b>EIG Allocation for this workstream/Dyranid y GGA i'r agwedd hon</b> <i>Retained EIG?</i></p> <p>Literacy team salaries-£605,691 Write on Success - £35,500 OTLN Budget - £36,000 General Expenditure/Resources - £52,500 Match Funding (income) £168,000</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> Achievement improves in literacy in FP KS2 to KS4 as set out in targets. Desired outcomes in schools receiving intensive support, including for specific groups of pupils, are met. All schools are judged good in implementation, delivery and assessment against the LNF</p> <p><b>2016/17</b> Achievement targets are reassessed in light of performance in 2016 and are met. Desired outcomes in schools receiving intensive support, including for specific groups of pupils, are met.</p> <p><b>2017/2018</b> Achievement targets are reassessed in light of performance in 2017 and are met. Desired outcomes in schools receiving intensive support, including for specific groups of pupils, are met.</p>		

## Headline Business Plan 12 / Penawdau Cynllun Busnes 2015-2016



### Welsh Baccalaureate

<p><b>Priority /Blaenoriaeth</b></p> <p>To support successful implementation of the new Welsh Baccalaureate (first teaching September 2015)</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>All schools implement the new compulsory Welsh Bacc requirements at key stage from 2016 and Post-16.</li> <li>There is adoption by all schools by 2018.</li> <li>Outcomes from the level 1, 2 and level 3 equivalent qualifications involved and the challenges/project that are part of the qualification meet expectations for all learners.</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>
<p>Develop a single plan of preparation in collaboration with EAS</p>	<p>March – July 2015</p>	<p>Senior strategic adviser CSC and lead officer EAS</p>
<p>Provide regional workshops for schools' leaders to support familiarisation with new requirements.</p>	<p>March 2015 – April 2016</p>	<p>Senior strategic adviser CSC and lead officer EAS</p>
<p>Provide guidance and support for clusters of schools bidding for funding from the WBacc grant and writing challenges in response to new requirements.</p>	<p>February 2015 until August 2015-</p>	<p>Senior strategic adviser CSC and lead officer EAS with school teams</p>
<p>Recruit employers to work with schools in the preparation of challenges.</p>	<p>February 2015 until August 2015-</p>	<p>Under direction of lead officer EAS</p>
<p>Monitor schools' school preparedness to deliver the new qualification and support brokering of school to school support where required.</p>	<p>From April 2015 until June 2016- CSC School Improvement Service, R. Hopkins</p>	<p>Challenge advisers with senior strategic adviser</p>
<p><b>Resources / Adnoddau</b></p> <p>Costs dependant on WG continuing next year</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> All schools are familiar with the new requirements and have attended at least one support workshop/conference. Some schools commence teaching in 2015.</p> <p><b>2016/17</b> All schools are ready to commence teaching of the new qualification.</p> <p><b>2017/2018</b> Schools commencing teaching of the new requirements in 2015 secure outcomes indicating all learners have achieved their potential.</p>	





**Narrowing the Gap**

<p><b>Priority /Blaenoriaeth</b> Reduce the impact of poverty on educational achievement by narrowing the gap between the outcomes achieved by pupils eligible for free school meals (e-FSM), including looked after children, and those not eligible on the basis of improvement by both groups but especially through accelerated progress by e-FSM pupils.</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>All schools give a high priority to raising achievement for e-FSM learners and policy and practice have a positive impact on the standards they achieve and their personal development. The gap at each phase/ key stage reduces by one quarter by 2016.</li> <li>The attainment of 15-year-olds eligible for free school meals in each secondary school does not fall below the Welsh Government's floor target against the level 2+ by 2016.</li> <li>LAC outcomes improve at a faster rate and the gap in achievement with all pupils reduces in line with that for pupils eligible for free school meals.</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Implement the commitment to a self-improving system through the creation of a number of school improvement hubs with a proven track record in closing the gap.</p>	<p>April 2015 to June 2015</p>	<p>Strategic Adviser for closing the gap.</p>
<p>Develop an action research programme for senior school leaders, run in hub schools, to support strategies which contribute to closing the gap.</p>	<p>March 2015 – April 2015 First Pilot run in Summer Term 2015.</p>	<p>Strategic Adviser for closing the gap; CTG 'Hubs'</p>
<p>Use the Education Endowment Foundation tool kit to create a range of workshops for school staff that will raise expectations for the achievement of eFSM pupils and change the culture of the organisations across the region.</p>	<p>September 2015</p>	<p>Strategic Adviser for closing the gap; CTG 'Hubs'</p>
<p>Source or create a coaching programme for eFSM pupils that focus on raising aspirations, developing resilience and enhancing life skills.</p>	<p>March 2015. Pilot Run</p>	<p>Strategic Adviser for closing the gap</p>
<p>Through IPSOS MORI, research support and publish the impact of the work taking place in the CTG Hub Schools.</p>	<p>April 2015 – Base Line.Six one day visits in 2015-16</p>	<p>IPSOS MORI research consultants</p>
<p>Equip challenge advisers to challenge and support schools to create improvement plans that will make effective use of the PDG and have a clear impact on outcomes.</p>	<p>By September 2015</p>	<p>Strategic Adviser for closing the gap</p>
<p>Working with each local authority, establish a LAC team that can make strategic decisions on key strategy across the CSC region.</p>	<p>By September 2015</p>	<p>Managing director</p>
<p><b>Resources / Adnoddau</b></p> <p>£50,000.00 Grant from WG to meet terms of Eef tool Kit. Required Spend £33,837.50 Allocated on development of CTG hubs £5,000.00 allocated to commission workshops. £11,147.50 Allocated for Aspirational secondary coaching programme</p> <p>£22,000.00 allocated to Ipsos Mori.</p> <p>Strategic Adviser for CTG £70,000 (SCC Grant)</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> Up to 10 schools with effective CTG practice actively engaging with partner schools (emerging) 6 Ipsos Mori case studies published. CSC action research programme written and advertised. 5 Schools delivering the aspirational coaching programme for learners. All schools have highly effective planning with evidence of impact by September 2016.</p> <p><b>2016/17</b> All Programmes embedded. Targets reassessed for the number of CTG schools readily supporting others for common good, sharing resources data and success appropriately and are met. Reciprocity recognised.</p> <p><b>2017/2018</b> Further development of CTG programmes, reciprocity is validated and quality assured externally by CSC.</p>	



14-19

<p><b>Priority /Blaenoriaeth</b> To improve the achievement and participation of young people in 14-19 provision and post 16 provision in school sixth forms so that there are high standards of performance in the “consistent performance measures Post 16”</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• Participation and achievement rates improve for all young people at all levels, particularly the most vulnerable at 16 and by 19.</li> <li>• The 14-19 component of the EIG is spent effectively and efficiently in agreement with schools.</li> <li>• Schools deliver the WB and 14-19 curriculum and have a focus on high quality teaching and learning within a school led system.</li> <li>• Each LA provides a comprehensive and inclusive offer under the Youth Guarantee with consequent reduction in NEETs 16-18 from the baseline of 3.7% at age sixteen in 2014.</li> <li>• The proportion of weak delivery of provision as indicated by value-added and other measures Post 16</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>To appoint a 14-19 Consortium lead to develop and implement a regional 14-19 strategy</p>	<p>By March 2015</p>	<p>Managing Director</p>
<p>Work with challenge advisers to challenge and support schools so that KS4 and post 16 provision in schools is of high quality and impactful</p>	<p>April 2015 – March 2016</p>	<p>14-19 lead</p>
<p>Ensure the provision of KS4 and Post 16 curricula in schools and colleges are in line with the Learning &amp; Skills Measure (Wales) 2009 and expectations under the Youth Guarantee</p>	<p>By September 2015</p>	<p>14-19 lead</p>
<p>Ensure there are good links with CAs, WG and EAS to provide information and support on 14-19 curriculum and Post 16 outcomes</p>	<p>During summer term 2015</p>	<p>Head of School Improvement &amp; 14-19 lead</p>
<p>Develop regional approaches to improving stretch within 14-19 provision and identifying ways to enable more young people to access HE.</p>	<p>April 2015 – March 2016</p>	<p>14-19 lead</p>
<p>Work with 14-19 teams to map provision against need commissioning can improve and develop high quality commissioning of 14-19 provision led by and accountable to schools.</p>	<p>October 2015</p>	<p>14-19 lead</p>
<p>Work closely with WG, LAs, schools and FEI on the development and implementation of the WG “consistent performance measures in Post 16”</p>	<p>March to September 2015 and beyond</p>	<p>14-19 lead</p>
<p>Develop a professional development offer for 14-19 provision led by schools/colleges</p>	<p>January 2016</p>	<p>14-19 lead</p>
<p>Agree with schools a fully devolved model of 14-19 grant within EIG 16/17 and be responsible for monitoring.</p>	<p>January 2016</p>	<p>14-19 lead</p>
<p><b>Resources / Adnoddau</b> £26,400 HR support project lead  <b>EIG Allocation for this workstream/Dyranriad y GGA i'r agwedd hon</b>  £2,534,851 to be allocated to LAs within ringfence to be delegated to schools.</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b> <b>2015/16</b> New 14-19 model of delivery agreed by January Schools and CA clear on curriculum requirements and implementation (Nov) Data shows improvement in participation and achievement (August) <b>2016-17</b> Evidence of effective use of 14-19 provision in place to be used across the region including value for money impact on participation and achievement outcomes <b>2017/18</b> Post 16 show improvements from baseline. Widespread use of value-added and school led improvement groups in Post 16.</p>	



**Governors**

<p><b>Priority /Blaenoriaeth</b></p> <p>Build the capacity of governors to contribute to the development of a self-improving school system</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• No school judged unsatisfactory in governance in inspection/July 2016</li> <li>• Governance is judged to be at least good in all schools by July 2017</li> <li>• All governing bodies meet the requirements for mandatory training for chairs, clerks and governor and have the required skills</li> <li>• There are effective strategies to provide support to weaker governing bodies, especially in red and amber schools, that have a demonstrable impact on securing improvement</li> <li>• Provision to develop governing bodies across the region is consistent and of high quality</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Develop the role of the governors' steering group in influencing the direction of strategy and of the Central South Wales Challenge</p>	<p>April 2015 to March 2016</p>	<p>Managing director</p>
<p>Appoint a project lead to implement strategy with local authorities' (LA) governor services</p>	<p>January 2015 – line managed by head of school improvement</p>	<p>Managing director</p>
<p>Improve training by: identifying needs accurately; meeting requirements of mandatory training; more flexible access to training including bespoke training</p>	<p>April 2015 to March 2016</p>	<p>Governors' support project lead</p>
<p>Identify a cadre of consultant governors to work with challenge advisers to provide more sustained support to weaker governing bodies</p>	<p>July 2015</p>	<p>Head of school improvement</p>
<p>With LAs, improve communication by: meeting regularly with chairs; promoting understanding of the Central South Wales Challenge; developing means of communication including a CSC governors website</p>	<p>April 2015 to March 2016</p>	<p>Governors' support project lead</p>
<p><b>Resources / Adnoddau</b></p> <p>£26,200 governors' support project lead – part-time secondment – revenue budget</p> <p>£20,000 development costs (training materials, venues, website and communication materials) – commissioning budget</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b>                      No inspection judges governance unsatisfactory                      All governing bodies meet mandatory training requirements                      Over 90% of evaluations of training activities are good or better                      A cadre of at least 5 consultant governors identified and active</p> <p><b>2016/17</b>                      Governance not judged less than good in any school                      A cadre of at least 15 consultant governors identified and in place</p> <p><b>2017/2018</b>                      Inspection outcomes as above                      A cadre of at least 25 effective governors identified and in place</p>	



Human Resources

<p><b>Priority /Blaenoriaeth</b></p> <p>Develop HR services to support and build the capacity of school leaders to manage staff effectively and so to contribute to the development of a self-improving school system</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• Employment Policies developed at regional level to ensure much greater consistency of practice</li> <li>• HR Advice provided across the region promotes consistency and provides support of high quality</li> <li>• Procedures to manage underperformance, capability and change are clear and effective</li> <li>• HR policy and practice contributes effectively to improving leadership and provision and thereby to raising standards</li> </ul>		
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>	
<p>Further develop the role of the HR steering group in influencing the direction of HR strategy and to support the Central South Wales Challenge</p>	<p>April 2015 to March 2016</p>	<p>HR Lead/ Managing director</p>	
<p>Collaborate with the five local authorities to further develop Consortium Employment Policies</p>	<p>January 2015 to March 2016</p>	<p>HR Lead/ HR Group</p>	
<p>Research, develop and provide joint training to school leadership teams on key aspects concerning managing underperformance, capability, managing change</p>	<p>April 2015 to March 2016</p>	<p>HR Lead/ HR Group</p>	
<p>Develop further the consortium's links with trade unions to promote good communication in partnership with CSC LA Human Resource departments</p>	<p>April 2015 to March 2016</p>	<p>HR Lead/ HR Group</p>	
<p>Research, develop and provide joint HR training to governors across the consortium</p>	<p>April 2015 to March 2016</p>	<p>HR Lead/ HR Group</p>	
<p><b>Resources / Adnoddau</b></p> <p>£26,400 HR support project lead – part-time secondment – revenue budget</p> <p><b>EIG Allocation for this workstream/Dyranriad y GGA i'r agwedd hon</b></p>	<p><b>Key Milestones / Cerrig Milltir 2015-18 2015/16</b> Working group meets regularly. Consistent School Based Employment Policies created. Advice and guidance to schools in key areas provided on consistent basis Effective trade union relationships in place across the region <b>2016/17</b> Guidance supports a step change in exercising performance management, capability, change management Feedback from schools positive <b>2017/18</b> Feedback from school about service provision universally positive Practices are embedded and have a positive impact across the region</p>		



Challenge and Support

<p><b>Priority /Blaenoriaeth</b> Regional priority: To reduce the variation in standards and quality between schools in the region by securing good progress in schools requiring amber and red support</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• All schools requiring amber or red support make sufficient progress from the position established in July 2015</li> <li>• The proportion of schools requiring red support will reduce by 25% by July 2016</li> <li>• The proportion of schools requiring amber support will reduce by 25% by July 2016</li> <li>• By September 2016 no school in inspection will be judged to require special measures or significant improvement</li> <li>• The brokerage of support to meet a school's needs is effective and has a demonstrable impact on improvement</li> <li>• Where there are concerns about a school's progress these are identified early and swift action taken in collaboration with the local authority to secure the necessary improvement</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Review and revise the Challenge Framework so that school self-evaluation and planning are at the heart of the improvement strategy.</p>	<p>Review beginning March. Implement March to July 2015</p>	<p>Head of school improvement</p>
<p>Appoint a senior challenge adviser to develop and coordinate more effective processes for intervening in schools causing most concern.</p>	<p>With effect from September 2015</p>	<p>Managing director</p>
<p>Recruit a cadre of consultant leaders with the skills to provide high quality support for red schools especially and to lead particular schools for an agreed period when required.</p>	<p>With effect from September 2015</p>	<p>Head of school improvement</p>
<p>Review categorisation; implement intervention in inverse proportion to a school's ability to improve by itself for red and amber support schools</p>	<p>Review categorisation red/ amber schools July 2015. Implement September 2015</p>	<p>Head of school improvement</p>
<p>Strengthen systems for brokering support; extend the range of support available and improve access for red and amber support schools.</p>	<p>With effect from September 2015</p>	<p>Senior strategic adviser</p>
<p>Work closely with all local authorities and senior challenge advisers to use the full range of strategies to secure progress at a swifter rate.</p>	<p>With effect from September 2015</p>	<p>Senior CA-intervention</p>
<p><b>Resources / Adnoddau</b> £1,511,964 - employment of challenge advisers - revenue budget £274,903 - Consultant leaders –revenue budget</p> <p><b>EIG Allocation for this workstream/Dyraniad y GGA i'r agwedd hon</b> <b>£988,485 provision of intensive support in priority areas through strategic teams/ earmarked delegation - Query</b> £250,000 support and intervention for red and amber schools</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18</b></p> <p><b>2015/16</b> Proportion of amber/ red schools reduces by 25% from baseline July 2015</p> <p><b>2016/17</b> No schools require significant improvement/ special measures in inspection Amber/ red schools reduce by 50% from baseline July 2016</p> <p><b>2017/2018</b> No schools require significant improvement/ special measures in inspection Amber/ red schools reduce by 50% from baseline July 2017</p>	



Improving Leadership

<p><b>Priority /Blaenoriaeth</b></p> <p>Improve the quality of leadership and its impact on raising standards in all key stages</p>	<p><b>Desired Outcomes / Deilliannau</b></p> <ul style="list-style-type: none"> <li>• The targets as set out in appendix 1 for the Foundation Phase and key stages 2 to 4 are met.</li> <li>• Leadership is judged good or better in at least 9 out of every 10 schools</li> <li>• Reduce by 25% by 2016 the proportion of schools where the quality of leadership is such that the school is judged to require amber or red support</li> </ul>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd? /</b></p>	<p><b>Who? Pwy?</b></p>
<p>Implement the commitment to sector-led leadership development through the establishment of school improvement hubs and specialist centres in both primary and secondary schools.</p>	<p>April-Dec 2015-</p>	<p>Strategic Adviser-Teaching and Learning</p>
<p>Through the hubs and specialist centres, develop a 'coherent continuum' of executive, headship, senior and middle leadership programmes of high quality that is externally accredited and builds leadership capacity and succession planning.</p>	<p>April-Dec 2015-</p>	<p>Strategic Adviser-Teaching and Learning</p>
<p>Implement a pilot peer enquiry model, initially for green support schools. Evaluate the pilot with a view to its extension and to play a more prominent role in school self-evaluation and the provision of challenge and support.</p>	<p>April- Sep 2015</p>	<p>Chair of CSWC Leadership Group</p>
<p>Continue to support leadership development through schools partnerships involving SiGs and pathfinder pairings</p>	<p>April – Dec 2015</p>	<p>CSWC Coordinator</p>
<p>Working closely with local authorities, strengthen the capacity for robust and rapid intervention in schools causing most concern through the establishment of a cadre of experienced consultant leaders.</p>	<p>By September 2015</p>	<p>CSC managing director</p>
<p>Promote a more systematic approach to succession planning and consideration of structural solutions to the recruitment of excellent leaders, at headteacher level in particular, in contexts where it is more difficult to recruit.</p>	<p>April 2015 – March 2016</p>	<p>CSC managing director</p>
<p><b>Resources / Adnoddau</b></p> <p>£68,726 Strategic Advisor - Leadership</p> <p><b>EIG Allocation for this workstream/Dyranid y GGA i'r agwedd hon</b></p> <p>£200,000 Executive Head Leadership Programme</p>	<p><b>Key Milestones / 2015-18</b></p> <p><b>2015/16</b></p> <ul style="list-style-type: none"> <li>• 10 school improvement hubs and 2 specialist centres established.</li> <li>• End of phase/ key stage targets are met</li> <li>• Desired outcomes in respect of inspection and categorisation are met.</li> </ul> <p><b>2016/17</b></p> <ul style="list-style-type: none"> <li>• 10 school improvement hubs and 10 specialist centres established.</li> <li>• End of phase/ key stage targets are met</li> <li>• Desired outcomes in respect of inspection and categorisation are met.</li> </ul> <p><b>2017/18</b></p> <ul style="list-style-type: none"> <li>• Hubs work independently without financial support to develop leadership</li> <li>• End of phase/ key stage targets are met</li> <li>• Desired outcomes in respect of inspection and categorisation are met.</li> </ul>	



Schools Challenge Cymru

<p><b>Priority /Blaenoriaeth</b> To achieve both short-term and longer-term sustainable outcomes from the schools involved with the Schools Challenge Cymru (SCC) project.</p> <p>To draw on the knowledge gained through the SCC project in support of fast-paced school improvement across the region.</p>	<p><b>Desired Outcomes / Deilliannau</b> Challenging targets will be set and achieved from the baseline established in 2014 Short-term gains made in key performance indicators including the L2+ and other targets set out in individual school improvement plans will lead to sustainable improvement over the longer term. The sharp focus on improvement will help build the capacity of the system in the region to accelerate the pace of improvement.</p>	
<p><b>Main activities / Prif weithgaredd:</b></p>	<p><b>When? Pryd?</b></p>	<p><b>Who? Pwy?</b></p>
<p>Work with the Welsh Government (WG) to recruit and retain the services of outstanding school improvement consultants.</p>	<p>Over the course of the financial year April 2015 to March 2016.</p>	<p>Consortium managing director and CSC SCC lead officer</p>
<p>Liaise with the regional team of Schools Challenge Cymru Advisers (SCCAs) to assist them in brokering the best quality support to drive the school improvement plans produced by the SCC schools.</p>	<p>March 2015 to July 2016.</p>	<p>CSC lead officer</p>
<p>Liaise with the WG team, the CSC teams and retained local authority (LA) teams, to help co-ordinate the various inputs of these key players so that the project works with efficiency and is highly effective in promoting improved school outcomes.</p>	<p>March 2015 to July 2016.</p>	<p>CSC lead officer</p>
<p>Make best use of the building capacity element of the WG grant so that the capacity to support SCC schools across the region is significantly enhanced</p>	<p>March 2015 to July 2016.</p>	<p>CSC lead officer</p>
<p>Manage the SCC grant budget efficiently on behalf of the WG.</p>	<p>March 2015 to July 2016</p>	<p>CSC lead officer with CSC finance team</p>
<p><b>Resources / Adnoddau</b></p> <p>£1.5 Million WG grant for SCC (Awaiting award of funding letter) £810,000 Hubs and Specialist Centres £95,000 Pathfinders £60,000 Temporary SCC Co-ordinator &amp; Support Officer £50,000 CTG £250,00 Intensive Literacy and Numeracy Support £235,000 Other</p>	<p><b>Key Milestones / Cerrig Milltir 2015-18 2015/16</b> Evidence of progress over the short term arising from SCCA progress reports of the monthly Accelerated Improvement Board (AIB) meetings. Key agreed performance indicators at KS3, KS4 for achievement, attendance and exclusion are met by August 2015 and August 2016. Project terminates August 2016</p>	