VALE of GLAMORGAN

School Improvement Team Plan 2013/14

BRO MORGANNWG

Team Manager	Meryl Plummer
Service Plan	School Improvement
Date signed off	
Signed off by	

Outcome 1:	*All Learners achieve their full learning potential in order to maximise their life opportunities.*

Objective 1:	To ensure the views of learners inform the development of provision.

Context for this objective:	To exercise robust financial management and explore all opportunities to improve efficiency and service quality including collaborative working.

Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	JES Governance arrangements maintain strong financial oversight of the JES budget through the Joint committee and Management Board and Directors of partner LAs.	JES delivers effective CMI to all schools, within budget and schools improve.	H	Chief Officer Managing Director 151 Officer	9/13	9/14	Existing Resources	
	Strong oversight of JES outputs, outcomes and quality is maintained by the Chief Officer and Head of Service for School Improvement and Inclusion is maintained via regular	The work of the JES effectively meets the needs of schools. Schools improve. Pupil outcomes and wellbeing improve. School leaders and practitioners are well	H	Meryl Plummer Lynette Jones Jennifer Hill	9/13	9/14	Existing resources	

	Directors/HOS and Operational Management Board Meetings and through the developing joint scrutiny arrangements.	supported and professionally developed. Headteachers' performance management is effective and Governors are supported to fulfill their statutory responsibilities						
	Strong oversight of SEG pooled budget is maintained and decisions about spend underpinned by performance profile of Vale schools and schools needing support	Schools are effectively supported to improve	H	Lynette Jones Meryl Plummer	3/13	3/14	SEG/WEG LA allocation	

Outcome: 1		*All Learners achieve their full learning potential in order to maximise their life opportunities.*		

Objective (insert number):	

Context for this objective:	To implement good staff management practices and ensure customer needs.

Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	Team members are professionally developed via Team Days, Performance Management, SMT meetings	SMT and all professionals working in SI and inclusion are professionally developed to undertake their roles and responsibilities as identified in all JDs and PSs. Schools and pupils effectively supported. Schools improve.	H	Lynette Jones, David Davies, Meryl Plummer	3/13	ongoing	Existing resources	

Outcome (insert number):	*All Learners achieve their full learning potential in order to maximise their life opportunities.*

Objective (insert number):	

Context for this objective:	To deliver statutory Challenge, Monitor, Support and Intervention (CMI) to all schools, in inverse proportion to success.

Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	To categorise all schools for support and challenge based on: i) outcomes, provision and the quality of leadership; and the level of risk posed by the school to the Council	Schools receive the support and challenge they need in order to improve. Schools are removed from follow-up categories within expected timescales. Schools categorised A, B, C or D Schools improve in line with targets	H	JES	9/13	9/14	JES	

	To effectively deliver a differentiated programme of statutory challenge, monitor and intervention to identified schools within required timescales and to the required standard.	Schools receive effective and timely support, challenge and intervention. Schools act on advice provided and improve in identified areas within required timescales. Additional support and challenge is delivered in line with agreed and completed Statements of Action. Schools make good progress and improve, as evidenced in half termly Progress Reports. Schools are not placed in any Estyn Follow-up category, other than 'Sector Leading'. Outcomes, quality of provision, and the quality of	H	JES LJ MP PW	9/13	9/14	JES	

		leadership and management improve in line with improvement plans, action plans and recommendations. Schools placed in any Estyn Follow-up categories are removed within the specified timescales.						
	To provide all schools with appropriate pre and post Estyn inspection support	Briefing Reports effectively define schools strengths and areas for development in key areas. They effectively illustrate how the Council works with the school. They provide the required information expected by Estyn pre inspection. Schools are supported to produce effective Post Inspection	H	JES LJ MP PW	9/13	9/14	JES	

		Action Plans approved by the Council and Estyn						
	To quality assure schools' internal processes to support and develop newly qualified teachers (NQTs)	NQTs feel well supported and provided with appropriate opportunities to develop their knowledge, skills and understanding. They successfully complete end of year Induction Standards and are thus successfully awarded Qualified Teacher Status (QTS).	H	JES PW	9/13	9/14	JES	
	To deliver the Council's statutory duty to support schools target setting process	Performance targets for individual schools are stretching and achievable and make effective contribution to the Vale's performance ambition. Schools in the Vale make an appropriate contribution to the	H	JES LJ MP PW	9/13	9/14	JES	

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		National Performance Ambition as set out in the 'Improving Schools' implementation Plan. Outcomes and wellbeing improve.						
	To deliver effective support for schools undergoing reorganisation e.g. amalgamation, federation, new build, reconfiguration etc	Schools receive informed advice and support to ensure that the Curriculum meets the needs and priorities of all learners, learning spaces support effective curriculum delivery, progression and continuity in learning is assured, all staff are professionally developed to effectively support and develop the new arrangements, Governing Bodies develop a shared understanding	H	JES LJ MP PW	9/13	9/14	JES	

		about the needs and priorities of learners accommodated within the new arrangements.						
	To ensure all school grant spend (and all other spend) is sharply focussed on improving outcomes, wellbeing, provision and the quality of leadership and management. i.e. School Effectiveness Grant (SEG), Pupil Deprivation Grant (PDG), Welsh Effectiveness Grant (WEG)	Grant spend is highly targeted at identified need and underpinned by the forensic use of performance data. Pupils make at least good progress against expectations and targets. Staff are professionally well developed and supported to improve pupil outcomes and wellbeing. Professional learning communities (PLCs) and networks of professional practice effectively support and	H	JES LJ MP AW JE JM	9/13	9/14	JES	

		develop skills, knowledge and understanding.						
	To provide a brokerage function to all schools to support improvement and development planning	Support implemented improves outcomes and wellbeing. Support is targeted at need and is of a high quality.	H	JES PW	9/13	9/14	JES	
	To provide effective in-house quality assurance function and accountability to the Council for all statutory school improvement functions identified in the agreement.	Commissioned services are of a high quality, effective, efficient and targeted at need. Schools improve. Outcomes and the quality of education improve. The Council's improvement objectives are fully met.	H	JES MP LJ PW JM	9/13	9/14	JES	
	To support schools' understanding and forensic use of performance data.	Schools know how to use data to improve outcomes. Schools use data effectively to set stretching and achievable targets.	H	JES PW	9/13	9/14	JES	

		Schools know if their school is improving in line with expectations or not. Schools know how to compare themselves with similar schools, and use benchmarking data effectively in order to further guide school improvement programmes and provide greater professional challenge to their work.						
	To implement project management disciplines to assure the Council that all differentiated CMI programmes are being delivered by the JES to agreed quality standards and timescales	CMI programmes are delivered within timescales and to the required quality as evidenced in completed Statements of Action. Schools causing concern are identified early, supported	H	LJ,MP & JM	10/13	4/14	Existing resources	

		effectively and make good progress and improvement against improvement plans. Council monitoring of JES CMI process, progress and quality, effectively informs further action with schools in order to improve them.						

Outcome (insert number):		*All Learners achieve their full learning potential in order to maximise their life opportunities.*						

Objective (insert number):	

Context for this objective:	To provide support to raise standards in priority areas, including curriculum support to all schools (See also the Key Stage 3 strategic plan)

Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	To implement project management disciplines to assure the Council that support programmes are being delivered by the Targeted Support Team and LINKS (JES) to agreed quality standards.	Support programmes are delivered within timescales and to the required quality as evidenced in completed Project Initiation Documents and Final Project Plans. Schools are supported effectively and make good progress and improvement as	H	LJ, MP, AW and JM	9/13	9/14	Existing resources	

		evidenced in completed Impact Evaluations. Council monitoring of LINKS Support Programmes process, progress and quality, effectively informs further action with schools in order to improve them.							
	To design and implement a programme of support for schools based on priorities emulating from the raw data. To engage identified schools in the programmes which encapsulate the WG priorities of English, Mathematics literacy and numeracy. Programmes are aimed at improving outcomes at the +1 level at the end of the Foundation Phase and Key Stages 2, 3 and 4.	Outcomes in Mathematics at the higher +1 levels improve, as evidenced in end of Key Stage statutory teacher assessment. Completed programme evaluations are good. Outcomes, provision and the quality of leadership and management improve in	H	LA Initiated TSP team LINKS (JES) Overseen by MP, AW & JM	9/13	9/14			

		accordance with expectations and as evidenced in completed System Leader school visit reports and Impact Evaluation Reports						
	Programme 1a - Support for HOD Maths • To provide support for HOD Maths to ensure effective leadership of Mathematics and numeracy • To support self evaluation, teacher assessment and effective assessment and moderation on transition • Improved standards of Maths in KS3 and KS4 in the following schools: PID1b - Support for HOD English **Programme 1b** • To provide support for HOD English to ensure	• Improved outcomes in KS3 & 4 outcomes: • Increased % level 5+ in mathematics at end of KS3, or specified year group • Increased % level 6+ in mathematics at end of KS3, or specified year group. • Increased % of student attaining L2 and L2+ • Improved VA for learners in targeted groups • Improved	H	(JES) Overseen by MP & JM	10/13	8/14	£20,660	

	effective leadership and management of Mathematics and numeracy. • To support self-evaluation, teacher assessment and effective assessment and moderation on transition. • Improved standards of English/Welsh in KS3 and KS4 in prioritised schools	quality of teaching and learning in observed lessons • Improved confidence in all staff trained. • Improved outcomes in KS3 & 4 outcomes: • Increased % level 5+ in English at end of KS3, or specified year group • Increased % level 6+ in English at end of KS3, or specified year group. • Increased % of student attaining L2 and L2+ • Improved VA for learners in					

		targeted groups						
		• Improved quality of teaching and learning in observed lessons						
		• Improved confidence in all staff trained						
	Programme 2a: Primary-Big Maths/Y2&Y6 Teacher Assessments • To raise standards of achievement in number throughout the primary phase by providing on-going support and monitoring for identified schools using Big Maths. To ensure the identified schools have secure systems, processes and structures for raising standards in	• Every identified school has implemented Big Maths as a whole school initiative. • Processes in place to identify pupils at risk of falling behind. • Pupils tracked and monitored on a regular basis with any necessary intervention being swift and appropriate. • Pupils make expected or	H		(JES) Overseen by MP & JM	10/13	8/14	£6950 (could alter with additional schools identified)	

	number through Big Maths. • To raise standards in mathematics for years 2 and 6 and ensure accurate assessments, tracking and planning for 'borderline' pupils. • To improve outcomes in: • number for all pupils and end of Foundation Phase and key stage 2 outcomes/levels • To ensure identified schools have fully implemented the programme, including tracking and monitoring pupil progress. • To ensure that teachers in all years accurately identify and track pupils who are not making expected progress, plan for the areas of	better than expected progress. • Improved outcomes/levels at the end of Foundation Phase/key stage 2. • Accurate and consistent teacher assessments in years 2 and 6. • Increased pupil engagement and enjoyment • Completed programme evaluations are good. Outcomes, provision and the quality of leadership and management improve in accordance with expectations and as evidenced in completed System Leader school visit						

	development and provide the skills to ensure pupils progress. • To share sector leading practice in using Big Maths. • To conduct and share impact evaluations.	reports and Project Impact Evaluation Reports.						
	Programme 2b: Supporting numeracy in KS3 including the effective implementation of Numeracy Nailed • To provide effective training to enable teachers to develop pupils' numeracy skills • To provide a system to identify learners' specific gaps in learning and solutions for securely "plugging" those gaps. • To provide support to schools to implement Numeracy	Outcomes, provision and the quality of leadership and management improve in accordance with expectations and evidenced in completed System Leader school visit reports and Impact Evaluation Reports.	H	(JES) Overseen by MP & JM	10/13	8/14	£5565	

	Nailed. • To provide support to schools to monitor and evaluate the impact of Numeracy Nailed. • Improve learner outcomes in KS3 mathematics • Improve learner outcomes in National Numeracy tests • Improve teacher skills in developing numeracy • To provide schools with a system to secure pupil progress in using number skills							
	Programme 2c: Primary-Big write/Y2&Y6 Teacher Assessment • To raise standards of achievement in writing throughout the primary phase by providing ongoing	• Every identified school has implemented Big Write as a whole school initiative. • Processes in place to identify pupils at risk of falling behind.	H	(JES) Overseen by MP & JM	10/13	8/14	£6950 (could alter with additional schools identified)	

	support and monitoring for identified schools using Big Writing. To ensure the identified schools have secure systems, processes and structures for raising standards in writing through Big Writing. • To raise standards in English for years 2 and 6 and ensure accurate assessments, tracking and planning for 'borderline' pupils. • To improve outcomes in: • writing for all pupils and end of Foundation Phase and key stage 2 outcomes/levels. • To ensure identified schools have fully implemented the programme, including tracking and monitoring pupil	• Pupils tracked and monitored on a regular basis with any necessary intervention being swift and appropriate. • Pupils make expected or better than expected progress. • Improved outcomes/level s at the end of Foundation Phase/key stage 2. • Accurate and consistent teacher assessments in years 2 and 6. • Increased pupil engagement and enjoyment. • Outcomes, provision and the quality of leadership and					

	progress. • To ensure that teachers in years 2 and 6 accurately identify and track pupils who are not making expected progress, plan for the areas of development and provide the skills to ensure pupils progress. • To share sector leading practice in using Big Writing. • To conduct and share impact evaluations.	management improve in accordance with expectations and as evidenced in completed System Leader school visit reports and Impact Evaluation Reports.						
	Programme 2d: Supporting writing in KS3 including the effective implementation of power writing • To provide effective training to enable teachers to develop pupils' writing skills. • To provide a system to identify	Outcomes, provision and the quality of leadership and management improve in accordance with expectations and evidenced in completed System Leader school visit reports and Impact Evaluation	H	JES Overseen by MP & JM	10/13	8/14	£6550	

	learners' specific gaps in learning and solutions for securely "plugging" those gaps. • To provide support to schools to implement effective strategies to develop extended writing including power writing. • To provide support to schools to monitor and evaluate the impact of strategies learnt. • Improve learner outcomes in KS3 writing. • Improve learner outcomes in NC levels writing. • Improve teacher skills in developing writing. • To provide schools with a system to secure pupil progress in using writing skills.	Reports.						
	Programme 3: **Catch-Up Literacy**	• Full engagement of	H	LINKS (JES) LA Data team	9/13	8/14	£10975	

	and Tracker • Targeted support for Oxford Brookes Catch-Up Literacy (CUL) in identified schools to improve standards for under-performing pupils. • To ensure schools have processes and structures in place for identifying and raising standards for under-performing pupils in reading through the implementation of the Oxford Brookes Catch Up Literacy Intervention. • Develop CUL tracker with Vale data team	identified schools • Improved outcomes of pupils • 80% of pupils targeted for support make expected or better than expected progress as identified through the national reading test. • Standardised reading test indicates that pupils make an average gain of 12 months after 6 months of intervention (Ratio gain of 2.0 = 'Good progress'. • Teacher assessment indicates pupils have made progress in		Overseen by MP and JM			

		terms of NC reading sub levels. • Improved pupil perception of learning/reading. • Improved confidence in all staff trained to support pupils' reading development. Outcomes, provision and the quality of leadership and management improve in accordance with expectations and evidenced in completed System Leader school visit reports and Impact Evaluation Reports.						
	Programme HWB To devise and implement an ICT	Digital Leaders within the Vale are trained and	H	LINKS (JES)	9/13	8/14	£5700	

	Learning Strategy for the Vale of Glamorgan.	equipped to support Vale schools. School leaders are well supported to improve outcomes. Systems, processes and practice improve in accordance with the National ICT Plan Outcomes in ICT improve.						
	To review the Welsh in Education Strategic Plan (WESP) and re submit to Welsh Government for approval.	The new plan effectively informs and provides strategic and operational guidance to a range of stakeholders.	H	MP and HW (JES)	9/13	1/14	Existing resources	
LS05/A046 (CSCYP /A7.1)	Continue to embed the LAP/NAP programmes in settings, schools and community groups. Provide training for	'Reach' 750 parents and carers with the LAP/NAP messages. High quality delivery of	H	Debbie Collins	09/13	03/14	WG grant £49 100. To include staffing costs for three part time officers	

	a range of EY workers, to deliver programmes in own settings. Work with a range of partners. Measure the impact of the programmes.	programmes. Ensure all settings roll out programmes effectively. Promotion of the programmes Ensure the programmes reach the relevant target audience. More than 90% of parents and carers increase their ability to support their children's early development.							
LS02/A0 21 phase	Continue to support non maintained settings to implement Foundation Phase. Devise and deliver a	Good quality Foundation Phase provision in the sector. Increase in	H	Debbie Collins	09/13	03/14	Foundation Phase grant (.75 F/T equivalent)	

	programme of training for practitioners.	practitioners' knowledge and skills in Foundation Phase pedagogy.						
	Provide guidance and support for WG Foundation Phase on entry assessment procedures.	Ensure children's progress in monitored in line with WG's statutory processes.						
	Provide support and guidance for settings undergoing Estyn inspections.	Settings are prepared for the inspection process.						
LS02/A021 phase	Continue to support non maintained settings to implement Foundation Phase. Devise and deliver a programme of training for practitioners.	Increase in practitioners' knowledge and skills in Foundation Phase pedagogy. Ensure children's progress in	H				(.75 F/T equivalent)	

		monitored in line with WG's statutory processes.					
	Provide guidance and support for WG Foundation Phase on entry assessment procedures.	Settings are prepared for the inspection process.					
	Provide support and guidance for settings undergoing Estyn inspections.	All inspection outcomes are at least good.					

Outcome (insert number):	*All Learners achieve their full learning potential in order to maximise their life opportunities.*

Objective (insert number):	

Context for this objective:	To provide support for school leadership and management

Ref.	During 2013-14 we plan to:	Outcomes we'll achieve from this action are:	High , medium or low priority	Officer responsible for achieving this action	Start Date	Finish Date	How will the work be resourced?:	Progress
	To provide effective support and challenge to the work of school Governing Bodies.	Governors are kept well informed about school performance data, target setting processes and school improvement planning.	H	JES	9/13	9/14	JES	
	To provide effective support to school Governing Bodies when appointing Deputy Headteachers and Headteachers.	High quality school leaders are successfully appointed and effectively integrated into new school settings.	H	LA & JES MP	9/13	9/14	JES	

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To provide effective training, support and development to Governing Bodies	Governors feel better informed and share an informed understanding about the life and work of school. Governors are able to effectively hold the senior leaders in the school to account for the quality of education the school provides.	H	LA & JES JS	9/13	9/14	JES LA from existing resources	
School leaders aspiring to Headship are effectively supported and developed towards meeting the National Standards for Headship through the NPQH processes (National Professional Qualification for Headship).	School leaders successfully achieve NPQH status and are awarded their qualification within appropriate timescales. Aspiring Deputy Headteachers secure Headship posts within appropriate timescales.	H	LA & JES Officer MP	9/13	9/14	JES LA from existing reosurces	
Middle level leaders are effectively	Middle level leaders are	H	JES	9/13	9/14	JES	

	supported and developed and secure Deputy Headship posts.	effectively supported and developed through the Middle Level Leaders (MLL) Programme and the Inspiring Leaders programme						
	To quality assure schools' internal processes to support and develop newly qualified teachers (NQTs)	NQTs feel well supported and provided with appropriate opportunities to develop their knowledge, skills and understanding. They successfully complete end of year Induction Standards and are thus successfully awarded Qualified Teacher Status (QTS).	H	WG officers through JES	9/13	9/14	JES	
	To up-date the Vale of Glamorgan Council and Maintained School's Partnership Agreement	School leaders, including Governors are well informed and share an understanding with the Council about our	H	JS	1/14	3/14	To be met from within Directorate resources.	

		respective roles, responsibilities and accountabilities regarding the quality of education provided.						
	. Devise and deliver an appropriate governor training programme that reflects the new WG mandatory training requirements from Sep 13 for the following areas - Induction, Chairs, Clerks and Data	Training sessions will be well attended, raising governor awareness of local and national initiatives and be positively evaluated. This will ensure compliance with the new statutory requirements	H	JS	01/09/13	11/07/14	Mostly by internal providers and GSU staff	
	Advise and support governors and clerks in their roles, both verbally and in writing	Governors and clerks equipped to fulfil their effectively by comply with the GSU framew best practice via our publications and guid documents	H	JS	01/09/13	31/08/14	GSU staff	
	Devise and deliver an annual Consortium Governor Conference in March	The Conference will attended, raising gov awareness of local a national initiatives ar positively evaluated	H	GSO staff from the Consortium LA's, Governors Wales	01/11/13	01/03/14	Mostly by internal provider from the Consortium	

							LA's, WG Ministers and Officers	
	Support the Vale School Governors Association (VSGA)	Raise the profile of Vale governors and governing bodies		JS			Support the Vale School Governors Association (VSGA)	
	Devise a termly Governor Newsletter and email all governors and clerks with a weblink to it	Governors and clerks are kept updated with local and national initiatives	High	JH	01/09/13	31/08/14	GSU staff and contributions from VSGA, schools and governors	
	Effectively deal with serious school complaints including any child protection allegations against staff members that require governor involvement	Ensure that schools and governing bodies adhere to their complaints procedures by advising accordingly and taking legal advice where necessary	High	JS	01/09/13	31/08/14	GSU staff, Heads, Chairs, Legal staff	
	Maintain and develop the GSU database and email communication with governors and clerks	Ensure the database remains current reflecting governor changes and maximising email communication with governors for efficiency reasons						

	Manage governor recruitment effectively	Ensure that all parent and LA governor vacancies are promptly filled to maintain our very low vacancy rate (2% - one of the lowest in Wales)	High	JS	01/09/13	31/08/14	GSU staff, schools, clerks, Democratic Services sttaff	
	DBS checking of Safeguarding governors	Ensure that all Safeguarding governors have undergone DBS checks in accordance with Council policy	High	JS	01/09/13	31/08/14	JH	
	GSU website development	Continue to update and further develop GSU entry on the Vale's website Governor e-communication and website use increases to maximise efficiency	High	JS	01/09/13	31/08/14	JH	
	Effectively manage the process of senior appointments by supporting governing	Successfully fill all vacant Headteacher and Deputy	High	JS	01/09/13	31/08/14	JS, LJ, MP, CSC JES System Leaders,	

	body Selection Panels	Headteacher vacancies in accordance with the statutory requirements						Selection Panels	
	Review and manage the GSU budget effectively	The service will be delivered within the available budget	High	JS	01/09/13	31/03/14	GSU staff, Finance staff	
	ADEW and GSO Consortium networking	Attend and contribute to ADEW and GSO Consortium meetings to keep updated of national initiatives and share good practice with LA's	High	JS	01/09/13	31/08/14	JS	
	Assess submitted governing body portfolios to obtain the Governors Wales Quality Bronze Award (QBA)	Governing bodies successfully achieve the QBA	High	JS	01/09/13	31/08/14	JS	
	Federation	Explore the possibility when the opportunity/ies arise	High	JS	01/09/13	31/08/14	Director, Heads of Service, JS, governing bodies	
	Clerk to governors recruitment	Ensure that all Vale governing bodies have a clerk	H	JS	01/09/13	31/08/14	JS, Heads, Chairs	

		in place and that they receive the appropriate training in accordance with the new statutory requirements. A bank of applications is kept on file following a general advert placed in the summer in the event of vacancies occurring						
	Annual GSU Audit	Comply with annual request from the Council's Audit Dept and respond to recommendations made in the subsequent report	High	JS	01/09/13	31/08/14	GSU staff, Audit staff, LJ	
	Develop and set up Induction elearning for governors	To enable those governors who cannot attend Induction training sessions to fulfil the mandatory training requirements electronically and	High	JS	01/09/13	31/08/14	JS, IT staff, governors	

		avoid suspension						
	GSU Self Evaluation	Review GSU practices and procedures for continuous development and improvement Areas for development are identified and strategies devised to target same	High	JS	01/09/13	31/08/14	JS	
	**Develop Data e learning for governors	To enable those governors who cannot attend their GB APR meeting with their System Leader or Data training sessions to fulfil the mandatory training requirements electronically and avoid suspension	High	JS	01/09/13	31/08/14	JS, IT staff, governor Will depend on the current workload	
	**Establish an online Clerks' Forum	Facilitate clerk networking online following requests made at mandatory Clerk training to	High	JS	01/09/13	31/08/14	JS, IT staff, clerks Will depend on the	

		share good practice						current workload
	**Review GSU guidance publications	Update current publications to reflect legislative changes i.e. mandatory training and current practice i.e. Senior Appts	High	JS	01/09/13	31/08/14	JS Will depend on the current workload	