

Section 1: Context Vale of Glamorgan

There are 63 categorised schools in the Vale of Glamorgan, 48 primary phase, 3 nursery, 8 secondary, 1 PRU and 3 special. FSM eligibility has increased slightly over the last three years and is currently 14.14% which is 5.38% below the CSC average.

In the autumn term 2013, four more schools were assigned to category 'A' than the previous year, five fewer schools were assigned to category 'B', two more schools were assigned to category 'C' and one less school was assigned to a category D. However, it must be noted that the criteria and process used for categorisation was different in each year.

There currently are 14 schools in category C or D. Regular monitoring indicates a high degree of confidence in 12 of the schools reaching their 2013-14 performance targets. The frequency of monitoring and provision of support has been increased in the two schools where the level of confidence in reaching their performance targets is not high.

Five secondary schools have been inspected by Estyn since 2012. One required LA monitoring and two required Estyn monitoring. The other two were judged to be good with good prospects for improvement. Twenty primary schools have been inspected over this period of time. Three were judged as having excellent practice, four to require LA monitoring, three to require Estyn monitoring and one requiring special measures. The rest were judged to be good with good prospects for improvement.

The most commonly occurring recommendations for improvement were raising standards in literacy and numeracy, the performance of the more able, the development of skills across the curriculum, the performance of boys, the quality of teaching and assessment and the focus and impact of leadership at all levels on outcomes.

The Vale of Glamorgan Local Authority Education Services for Children and Young People was inspected in May 2013.

Estyn concluded that in order to improve, the Vale of Glamorgan Council needs to:

- R1.** Raise standards in schools, particularly in key stage 2 and key stage 3
- R2.** Improve the rigour and the level of challenge provided to schools about their performance and quality of leadership
- R3.** Use the full powers available to the authority to improve schools that are underperforming
- R4.** Make sure that planning for improvement is thorough and consistent throughout all services
- R5.** Ensure that robust systems are in place for evaluating the outcomes of initiatives and that they demonstrate good value for money
- R6.** Strengthen arrangements for monitoring and evaluating the wellbeing of children and young people

Early Progress

In 2013 following the inspection, school standards increased on most measures, but more remains to be done to meet our ambition. Details are appended in the PIAP and Section 4.

Our clear ambition is that educational outcomes in the Vale of Glamorgan are the best in Wales and match those of the most successful authorities in England with similar socio-economic profiles. Being above the Welsh average is not good enough. Notwithstanding the increasingly divergent arrangements in England we will measure our success against the following authorities:

- Flintshire
- East Sussex
- Norfolk
- Solihull

Our post inspection action plan identifies the actions that will be carried out to address the recommendations from Estyn's inspection of the Vale of Glamorgan's local authority education services for young people, completed in May 2013, with the report published in September 2013. It has been developed in consultation with staff and stakeholders and has been agreed by Cabinet.

The implementation of the plan will be thoroughly monitored and evaluated: amendments to the plan will be proposed if actions do not deliver the intended outcomes. Progress reports will be presented to the Corporate Management Team and Cabinet in May and November annually and to the Learning and Skills and Children and Young People's Partnership (CYPP).

Section 4: accountabilities that contribute to achieving business plan outcomes.

<p>Priority from LA Strategic Plan: VOG Strategic Priorities Report identifies in detail the performance priorities for the LA Appendix 1.</p>	<p>Task/by whom/by when</p>	<p>Outcome measure: targets/expectations for relevant PIs are listed in VOG PIAP Appendix 1.</p>	<p>Resource implications if any</p>
<p>1. Improve the performance of pupils in receipt of Free School Meals (FSM) in all Key Stages.</p>	<p>Increased focus given to target setting for identified pupil groups and evaluation of school's use of grant and other funding to support improvements in performance.</p> <p>Local targets for RWM in combination and E/M in combination to be set.</p> <p>Challenge Adviser and LA: Summer/Autumn term</p>	<p>Improved FSM performance, particularly at the +1 levels in all Key Stages and particularly in English/Welsh and Maths, separately and in combination.</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>2. Identify underperformance in Mathematical Skills and Language, Literacy and Communication much earlier than is currently the case, particularly for boys.</p>	<p>Increased focus given to the analysis of pupil performance and the subsequent identification of pupil groups for targeted intervention.</p> <p>Evaluation of school's use of grant and other funding to support improvements in performance of identified groups.</p> <p>Local targets for RWM in combination and E/M in</p>	<p>Improved number and writing skills, particularly for boys, in the Foundation Phase</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p>

	<p>combination to be set.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>		LA Officer time
<p>3. Improve pupil wellbeing (PSD) much earlier in the Foundation Phase and particularly for FSM pupils.</p>	<p>Increased focus given to the analysis of pupil performance and the subsequent identification of pupil groups for targeted intervention.</p> <p>Evaluation of school's use of grant and other funding to support improvements in performance of identified groups.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>	<p>Improved PSD performance, particularly for FSM pupils.</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>4. Improve assessment of PSD and wellbeing in the Foundation Phase, particularly at Outcome 6.</p>	<p>Establish consistency in teacher assessment of PSD at Outcome 5 and 6 in Vale and across the region.</p> <p>Challenge Adviser: Autumn through to Spring term</p>	<p>Improved PSD performance, particularly for FSM pupils and particularly at Outcome 6</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>5. Diagnose potential underachievement for FSM pupils in English and Maths, and at the</p>	<p>Increased focus given to the analysis of pupil performance and the subsequent identification of pupil groups for targeted intervention.</p>	<p>Improved performance in English and Maths at all Key Stages</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p>

<p>higher levels, much earlier.</p>	<p>Evaluation of school's use of grant and other funding to support improvements in performance of identified groups.</p> <p>Local targets for RWM in combination and E/M in combination to be set.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>		<p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>6. Improve the performance of boys in Welsh at all Key Stages.</p>	<p>Increased focus given to the analysis of pupil performance including gender imbalance and the subsequent identification of pupil groups for targeted intervention.</p> <p>Evaluation of school's use of grant and other funding to support improvements in performance of identified groups.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>	<p>Improved performance of boys in Welsh 1st and 2nd language</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>7. Identify gender imbalance and potential underachievement much earlier through better tracking, forensic and diagnostic use of data at the attainment level for individual pupils,</p>	<p>Increased focus given to the analysis of pupil performance and the quality of provision followed by the subsequent identification of pupil groups for targeted intervention.</p> <p>Evaluation of school's use of grant and other funding to support improvements in skills performance of</p>	<p>Improved 'read-across' between English and Maths across the entire system i.e. RWM in combination in Foundation Phase, Key Stage 2 and 3, and L2</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal</p>

<p>particularly in Reading, Writing and Number, separately and in combination, and at the +1 levels in each Key Stage.</p>	<p>identified groups.</p> <p>Local targets for RWM in combination and E/M in combination to be set.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>	<p>English and L2 Maths in combination, in KS 4.</p> <p>Improved performance of girls in maths and boys in writing in Key Stage 3 and 4.</p> <p>Underachievement of girls in Key Stage 2 at level 4 and 5 effectively addressed.</p>	<p>provision (as available)</p> <p>LA Officer time</p>
<p>8. Establish consistency in securing higher achievement in all schools across the Authority.</p>	<p>Increased focus given to the setting and approval of school targets i.e. future performance to be modelled based on initial targets submitted. If future, predicted performance does not place the school in BM 1 or 2 targets must be revisited and support implemented accordingly.</p> <p>Challenge Adviser and LA: Summer and Autumn term</p>	<p>Greater proportion of schools in Benchmarking group 1 and 2, for all PIs and at all Key Stages as outlined in PIAP targets</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>9. Improve school based systems, processes and structures that secure much better 'read-across' at all levels and</p>	<p>Increased focus on 'read-across' factor for RWM in combination during the target setting process i.e. increased focus on ensuring that pupils who are at risk of not achieving RWM/EM or LLC/MD in</p>	<p>Improved performance as outlined in PIAP targets.</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support</p>

<p>within all Key Stages i.e. one pupil achieving in both English and Maths in combination.</p>	<p>combination are identified very early on in Foundation Phase, support devised and implemented, progress tracked accordingly and sharp focus on 'read-across' maintained as pupils move through to KS 4.</p> <p>Local targets for RWM in combination and E/M in combination to be set.</p> <p>Challenge Adviser and LA: Summer to Autumn term</p>		<p>programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>10. Improve the quality of teaching of Reading, Writing and Number and the quality of leadership of these key areas in all schools.</p>	<p>Increased focus on the quality of provision for the teaching of reading, writing and number.</p> <p>Increased focus on evaluating the quality of leadership for the above.</p> <p>Evaluation of schools support to improve the above.</p> <p>Challenge Adviser and LA: Spring term</p>	<p>Improved performance as outlined in PIAP targets.</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal provision (as available)</p> <p>LA Officer time</p>
<p>11. Improve attendance and punctuality in all schools</p>	<p>Challenge Advisers to work in partnership with VOG LA EWS and dedicated Callio Coordinators and Callio Champions in each secondary school.</p>	<p>Attendance improves in line with targets.</p>	<p>Challenge Adviser time</p> <p>SEG/WEG/PDG</p> <p>CSC targeted support programme.</p> <p>CSC universal</p>

			provision (as available) LA Officer time
12. WESP coordination	Dedicated CSC Officer to work in partnership with LA identified Officer to ensure compliance with statutory framework for WESP.	Targets are attained as outlined in WESP.	Challenge Adviser time SEG/WEG/PDG CSC targeted support programme. CSC universal provision (as available) LA Officer time

