

**SUBJECT: ANNUAL QUALITY ASSURANCE REPORT FOR THE EDUCATION ACHIEVEMENT SERVICE 2015**

**MEETING: CYP SELECT COMMITTEE**

**DATE: 11<sup>th</sup> FEBRUARY 2016**

**DIVISION/WARDS AFFECTED: ALL**

**1. PURPOSE:**

- 1.1 To provide members of the Children and Young People Select Committee Annual Quality Assurance Report 2015 for the commissioned service provided by the Education Achievement Service.

**2. RECOMMENDATIONS:**

- 2.1 That the Children and Young People Select Committee receive the Annual Quality Assurance Report 2015
- 2.2 That members of the Children and Young People Select Committee consider the current position and areas for improvement for the school improvement service provided by the Education Achievement Service.
- 2.3 That members of the Children and Young People Select Committee use this report to scrutinise the quality and impact of the Educational Achievement Service and challenge any underperformance.

**3. KEY ISSUES:**

- 3.1 In September 2014, a revised process for quality assuring the work and impact of the Education Achievement Service was implemented across the region. This process follows an annual cycle and includes monthly reviews and termly evaluations by the local authority School Improvement Lead and the Principal Challenge Adviser. At the end of the year the work and impact of the Education Achievement Service is evaluated in detail and presented to the Cabinet Member for further scrutiny and challenge. The strengths of the service are noted and areas for further improvement identified. Outcomes from this process feeds into the directorate's self-evaluation processes. Included in the report is an overview of the work of the Challenge Adviser, the role of the Principal Challenge Adviser and the Quality Assurance process.
- 3.2 The report identifies an improvement in the quality and consistency of challenge provided by the team of Challenge Advisers across Monmouthshire schools. However, consistency across our secondary schools could be strengthened by having one Challenge Adviser working across all four schools in September 2015.

- 3.3 The impact of challenge, support and intervention has been positive over the last year with most schools showing an improvement in pupil outcomes. Overall outcomes at the end of Foundation Phase and Key Stages 2, 3 and 4 are ranked first or second and our free school meal (FSM) benchmark position aligns closely to our overall FSM position of second lowest in Wales. Most schools feel that the balance between support and challenge is appropriate.
- 3.4 There is further work to be done to improve the performance of eFSM pupils, vulnerable groups and MAT pupils. This is a focus within both LA and EAS plans. The process for Challenge Advisers to challenge to schools has been strengthened when scrutinising targets and monitoring progress throughout the year.
- 3.5 Targets for national categorisation show an upward trend for 2016 and the actions identified by Challenge Advisers to secure this improvement are appropriate.
- 3.6 Eight schools have been inspected by Estyn during the academic year 2014/2015. Three of these schools required no follow-up, one was placed in Estyn monitoring, three in the Estyn category of requiring significant improvement and one in special measures. Prospects for improvement were judged to be adequate or better for six out of eight schools and unsatisfactory in two schools.
- 3.7 Nearly all schools placed in 'follow-up' by Estyn in 2014 were removed at the first revisit. Where this was not achieved, it was because there were no pupils in the school at the time the school was scheduled to be revisited.
- 3.8 The termly tracking of pupil progress has had a variable impact across schools. This is the first year regular monitoring has been in place and further refinements will be introduced for 2015/16.
- 3.9 The uptake of training provided by the Education Achievement Service is low in comparison with other authorities within the region. This is particularly noticeable for the Outstanding Teacher programmes. The LA will support the EAS to improve this next year with a focus on schools in need of intervention.
- 3.10 The impact of support delivered to schools is evident in outcomes and discussions with Headteachers. However, reports from the EAS are not sufficiently clear or consistent to enable the authority to evaluate and compare the impact of each part of the service individually and collectively. Not all reports were provided in time for the annual review and therefore could not be considered.
- 3.11 Included in the report are agreed actions for improvement on page 16.
- Agreed changes will be made to the CA team with effect from September 2015
  - eFSM pupils will be a focus for target setting with CAs
  - Individual target setting and monitoring process will be refined to become more robust and effective
  - Reasons for the low uptake of training will be identified and addressed

- Missing reports will be sent to the LA for scrutiny
- The PCA will forward our concerns regarding BIS reports and ensure that improvements are secured in this area before the next batch are delivered at the end of the autumn term.

#### **4. REASONS:**

- 4.1 To ensure that the authority effectively scrutinises the quality and impact of the school improvement service provided by the Education Achievement Service to ensure value for money.
- 4.2 To secure continuous improvement in our schools to address areas for further development and maximise its contribution to delivering on the council's priority of the education of children and young people.

#### **5. RESOURCE IMPLICATIONS:**

- 5.1 Actions contained within the report are to be delivered within the existing resources.

#### **6. SUSTAINABLE DEVELOPMENT AND EQUALITY IMPLICATIONS:**

- 6.1 None – This report does not propose a change in policy or service delivery.

#### **7. SAFEGUARDING AND CORPORATE PARENTING IMPLICATIONS**

- 7.1 There are no specific implications identified within this report

#### **8. CONSULTEES:**

CYP DMT  
Cabinet Member

#### **9. BACKGROUND PAPERS:**

- 9.1 Monmouthshire Annual Quality Assurance Report of the Education Achievement Service 2015

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# **Monmouthshire Annual Quality Assurance Report of the Education Achievement Service 2015**

**(End of Academic Year meeting with LA Director/Chief Education Officer)**

**Present: Nicola Allan, Sharon Randall Smith Liz Hacket Pain (Cabinet member)**

**Date of Meeting: 13<sup>th</sup> August 2015**

## **Key discussion points**

- 1. Annual programme of CA Activity 2014/2015**
- 2. Impact of the work of CAs 2014/15, including progress of red/amber schools and the implementation of the SEWC Schools Causing Concern Policy**
- 3. BIS activity and impact**
- 4. Implementation of Annual QA programme**
- 5. Target setting Implementation**
- 6. Role of PCA**
- 7. AOB**

## 1. Recap of annual programme of CA Activity 2014/2015

Autumn Term 2014	
Challenge Adviser Core Activity Visit: (All schools autumn term 2014 only) What Schools received from their Challenge Adviser and the EAS	Timescales
<ul style="list-style-type: none"> <li>• Categorisation on the new National Model – Standards (Nationally set, regionally discussed) and Leadership and Teaching and Learning. An Overall support category will be allocated in draft, prior to LA final agreement;</li> <li>• Specific bespoke areas for improvement were agreed;</li> <li>• An evaluation of the quality of the school improvement plan was carried out;</li> <li>• Target setting process with the Head teacher and securing agreement with the Chair of Governors was completed; and</li> <li>• Progress towards ESTYN recommendations evaluated using new ESTYN descriptors.</li> </ul>	1 day
<ul style="list-style-type: none"> <li>• Headteacher Performance Management review (if applicable for this term in accordance with the PM cycle already agreed within the school.)</li> </ul>	½ day
<ul style="list-style-type: none"> <li>• Target setting completed by the agreed deadline.</li> <li>• EAS quality assured the targets and process. If required, the CA re-visited during the <b>week commencing 3<sup>rd</sup> November 2014</b> to discuss further in the presence of the Chair of Governors.</li> </ul>	No longer than ½ a day visit
<ul style="list-style-type: none"> <li>• Annual attendance at Governing Body meeting to present EAS Annual Report to Governing Body. These will begin in the autumn term 2014 and will be completed by the end of the spring term 2015.</li> </ul>	1 Governors meeting (Green schools will not receive this)

**Spring Term 2015**

(Please note that Green schools were not be visited apart from HT PM if applicable)

**Challenge Adviser Core Activity Visit:**

What Schools received from their Challenge Adviser and the EAS

**Timescales**

- Leadership of Teaching and Learning – the development of accountabilities and systems to secure effective provision for groups of learners with a particular focus on vulnerable learners;
- Quality assurance of the outcomes of the school’s own monitoring activity to include book scrutiny (literacy or numeracy focus) regarding groups of learners;
- Progress towards pupil targets (discussion around submitted targets at the end of the Autumn Term).
- Update of Leadership, Teaching and Learning Categorisation if required.
- Progress towards EAS agreed bespoke actions and Estyn recommendations.

1 day

- Headteacher Performance Management review (if applicable for this term in accordance with the PM cycle already agreed within the school).

½ a school day

- Annual attendance at Governing Body meeting to present EAS Annual Report to Governing Body.

1 Governors meeting  
(Green schools will not receive this)

**Summer Term 2015**

(Please note that Green schools will not be visited apart from HT PM if applicable)

<b>Challenge Adviser Core Activity Visit:</b> What Schools can expect from their Challenge Adviser and the EAS	<b>Timescales</b>
<ul style="list-style-type: none"> <li>• Update of Leadership, Teaching and Learning Categorisation;</li> <li>• Progress towards pupil targets (KS4/KS5) / outcomes (FP, KS2 and KS3);</li> <li>• Support for school target setting for 2015-2016 if required; and</li> <li>• Progress towards EAS agreed bespoke actions and Estyn recommendations.</li> </ul>	1 day (Green schools will submit targets electronically).
<ul style="list-style-type: none"> <li>• Approval of new PDG/EiG plans for 2015-2016;</li> <li>• Support where applicable in conjunction with mySID training to support the school in writing its Self-Evaluation and 3 year School Development Plan by September 1<sup>st</sup>;</li> </ul> If PDG/EiG plans are not agreed through EAS quality assurance processes then the CA will re-visit to discuss further.	Plans will be submitted to learning intelligence via mySID and will be quality assured electronically via mySID.  If plans are not agreed, no longer than ½ day visit.
<ul style="list-style-type: none"> <li>• Headteacher Performance Management review (if applicable for this term in accordance with the PM cycle already agreed within the school).</li> </ul>	<ul style="list-style-type: none"> <li>• ½ day</li> </ul>

For 2015/16, the significant change will be around the ‘Growing Excellence’ programme involving green category schools from across the region, working in small groups to peer assess themselves and as a consequence share best practice.

**See additional document on Green School programme.**

## 2. Impact of the work of CAs 2014/15, including progress of red/amber schools and the implementation of the SEWC Schools Causing Concern Policy

### Monmouthshire School Categorisation 2014

#### Primary Schools

School Name	Standards	Capacity	Overall Categorisation	Support and Intervention during the year
Archbishop Rowan Williams CiW	3	C	Amber High Support	<ul style="list-style-type: none"> <li>EAS support with: Policy and systems review/Book scrutiny/verification of session observations/SER redraft/monthly progress meetings/EFT training/GB training</li> </ul>
Cantref Primary	1	B	Yellow Low Support	
Castle Park Primary	3	C	Amber Medium Support	<ul style="list-style-type: none"> <li>EAS support with: Policy review/Book scrutiny/joint observations /SER redraft/half-termly review meetings</li> </ul>
Cross Ash CP	2	B	Yellow Medium Support	
Deri View Primary*	2	B	Yellow Medium Support	
Dewstow Primary	3	C	Amber High support	<p>Removed from Estyn category Significant Improvement</p> <ul style="list-style-type: none"> <li>EAS support from FP, Literacy, numeracy and Welsh Teams to raise standards and plan skills across the curriculum</li> <li>EAS support to Carry out learning walks/book scrutiny/ provide training/ evaluate quality of T and L/</li> </ul>



				improve the quality of the SER and SDP/ develop expertise of Gb to support and challenge the school
Durand Primary	3	C	Amber Medium support	<ul style="list-style-type: none"> <li>EAS support with: Implementing a timetable of SER activities/redraft the SER/ introducing the GB toolkit/ ETF training/ T and L review/additional training/joint lesson observations</li> </ul>
Gilwern CP	1	A	Green	<ul style="list-style-type: none"> <li>Removed from LA monitoring</li> </ul>
Goytre Fawr Primary	1	A	Green	
Kymin View Primary	2	C	Amber High support	<ul style="list-style-type: none"> <li>CA and PCA support with: Policy review/implementing a timetable of SER activities/developing the role of the GB/refine SDP/use EFT to monitor to T and L effectively/adopt and implement EAS pupil tracker/teaching and learning review/joint lesson observations/ full implementation of the LNF</li> </ul>
Llandogo CP	2	C	Amber Medium support	<ul style="list-style-type: none"> <li>EAS support to: establish an understanding ET and learning across the school/review training and development plans to meet needs/monitor the impact of the new meeting structure/ provide training to staff in SE/attend GB meetings</li> </ul>
Llanfair Kilgeddin CiW VA	3	D	Red High support	<ul style="list-style-type: none"> <li>EAS support to: Implement PM procedures/ an annual timetable of SER activities/review SER to include first hand evidence/ review</li> </ul>

				current T and L policy using the ETF/ joint book scrutiny/ access relevant training for staff/ appoint additional Governors to build greater capacity/ review content of GB reports in line with EAS guidance/develop the role of link Governor/ GB to begin proves of SER to complete their own SER
Llanfoist Fawr Primary	1	B	Yellow Low support	
Llantilio Pertholey CiW Primary	2	C	Amber High support	<ul style="list-style-type: none"> <li>EAS support to: Deliver data analysis training to GB and develop the role /school to adopt and implement EAS tracker/ review current policies and embed ETF/carry out a learning review/ implement a timetable of SER activities/</li> </ul>
Llanvihangel Crucorney CP	2	B	Yellow Medium support	
Magor VA Primary	1	B	Yellow	
Osbaston CiW Primary	2	B	Yellow	
Our Lady and St Michael's	3	C	Amber High support	<ul style="list-style-type: none"> <li>EAS support to: monitor progress in Welsh / carry out joint lesson observations and book scrutiny/review of teaching and Learning/ provide training on ETF/access relevant training for staff/data training to GB</li> </ul>
Overmonnow CP*	3	C	Amber High support	<ul style="list-style-type: none"> <li>EAS support to: Implement a timetable of SER activities during the year/ develop the role of the GB in SER/ refine the SDP to focus</li> </ul>

				on key areas for improvement/review and revise the SER/review of T and L policy/ undertake a numeracy T and L review/ access relevant training for staff/joint lesson observations/
Pembroke Primary*	3	C	Amber High support	<ul style="list-style-type: none"> <li>EAS support to: Review the SDP to focus on key areas/ secure improved engagement from the ALC/ secure leadership support from the cluster alliance/ implement a timetable of SER activities across the year/ re-establish GB role in SER/ review GB committees/ use EFT to monitor T and L more effectively/review T and L policy/access appropriate training/ joint lesson observations</li> </ul>
Raglan VC Primary	2	B	Yellow	
Rogiet CP	2	B	Yellow	
Shirenewton Primary	1	A	Green	
St Mary's RC Primary	2	C	Amber	Was removed from Estyn monitoring
The Dell Primary	1	B	Yellow	
Thornwell Primary	2	C	Amber	<ul style="list-style-type: none"> <li>Removed from Estyn category of Significant improvement</li> <li>EAS support from FP, Literacy to raise standards in writing and handwriting</li> <li>EAS support to Review marking and feedback policy/Carry out learning walks/book scrutiny/ provide training/ evaluate quality of T and L/ improve the quality of the</li> </ul>

				SER and SDP/ develop expertise of GB to support and challenge the school /
Trellech CP	2	A	Yellow	
Undy CP	2	B	Yellow	
Usk CiW Primary	1	B	Yellow	
Ysgol Y Fenni	2	B	Yellow	
Y Ffin	3	D	Red	<ul style="list-style-type: none"> <li>EAS support to: ensure that PM arrangements are in place and implemented/establish a programme for activities for non-contact time to focus on standards and SER activities/review impact of meetings and activities/ revise SER/ review and update T and L policy and M and E policy / update staff on use of ETF/implement a whole school monitoring policy/ agree and implement a policy on effective learning environments/ review quality of reports to GB/ access relevant training for staff/ develop the role of the GB particularly around SER processes.</li> </ul>

### Special School and PRU

School Name	Standards	Capacity	Overall Categorisation	Interventions during the year
Monmouthshire PRU	NA	B	Yellow High support	
Mounton House Special School	NA	D	Red High support	<ul style="list-style-type: none"> <li>EAS to support with: Performance Management/annual timetable of SER activities/review of evidence and outcomes/ review current T and L policy/provide an</li> </ul>

				update for staff on ETF/ carry out joint book scrutiny/ access identified training for staff/ source additional Governors to build capacity of GB/ establish an annual cycle of GB meetings and training/develop GB reports for GBs in line with EAS guidance/ develop the role of the link Governor/ GB to begin SER process and complete their own SER
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### Secondary Schools

School Name	Standards	Capacity	Overall Categorisation	Intervention
King Henry VIII Comprehensive School	4	C	Amber High support	School in Estyn category significant improvement Statement of Action and PIAP in place. EAS support to GB and leadership team Review of role of middle and senior leaders QA of review of teaching and learning Support with development planning
Caldicot School	2	B	Yellow	
Chepstow Comprehensive School	3	B	Yellow	
Monmouth Comprehensive School	2	B	Yellow	

**Possible movers:**

## Yellow to Green

1. Cantref
2. Llanfoist Fawr
3. Osbaston
4. Trellech
5. Usk

## Amber to Yellow

1. Archbishop Rowan Williams
2. Durand
3. Kymin View
4. Llandogo
5. St Mary's
6. Thornwell

## Red to Amber

1. Ysgol Y Ffin

## Outcomes in relation to ESTYN Inspections and monitoring visits 2014/15

Full inspections						
School	Estyn follow up	Overall	Prospects	KQ1	KQ2	KQ3
Cantref	No Follow up	Good	Good	Good	Good	Good
Trellech	No Follow up	Good	Good	Good	Good	Good
Undy	No Follow up	Good	Good	Good	Good	Good
Castle Park	Estyn Monitoring	Adequate	Adequate	Adequate	Adequate	Adequate
King Henry	Significant Improvement	Adequate	Adequate	Adequate	Adequate	Adequate
Mounton House	Significant Improvement	Adequate	Adequate	Adequate	Adequate	Adequate
Pembroke	Significant Improvement	Adequate	Unsatisfactory	Adequate	Adequate	Unsatisfactory
Llanfair Kilgeddin	Special Measures	Adequate	Unsatisfactory	Adequate	Adequate	Unsatisfactory

<b>Estyn monitoring visits</b>	
<b>School</b>	<b>Outcome</b>
Dewstow	Out of Significant Improvement Category
Thornwell	Out of Significant Improvement Category
Llandogo	Out of ESTYN monitoring
Osbaston	Out of ESTYN monitoring
St Marys	Out of ESTYN monitoring
The Dell	Out of ESTYN monitoring
Llanfair Kilgeddin	Remains in special measures

<b>LA Monitoring</b>	
<b>School</b>	<b>Outcome</b>
Gilwern	Out of LA monitoring

### **3 BIS activity and impact**

- **Please see reports submitted this year**
- **Literacy**
- **Numeracy**
- **Governor Services**
- **21<sup>st</sup> Century Learning Schools**
- **Foundation Phase**
- **Welsh in education**
- **HR specialist service (Annual report)**
- **Excellence in teaching**

**There was a discussion around the BIS reports**

- **NA to query with schools attendance at Literacy co-ordinator network – the list of schools not attending was helpful**
- **Inconsistency in format of reports**
- **Variation of quality of impact statements**
- **Choice of schools to model or pilot schemes e.g. Ysgol Y Ffin - should consult PCA or LA to determine appropriateness**
- **Feedback on CfBT NSP LNF roll out is that there was limited impact and too many schools are assessed as Amber overall.**
- **NA to query 19/31 Y6 teachers attending assessment training**
- **NA confirmed that the primary school who had not had profiles agreed had been approached and there had been a discussion, but no changes were made to the overall level.**
- **Outstanding teachers Phase 3 – what are the reasons behind no teachers being involved from MCC, more detail would be**

- A key to explain acronyms and abbreviations would be beneficial with the BIS reports.
- Literacy team eFSM MCC – are there plans to target schools where FSM performance is a concern? It would be helpful to cite if MCC performance was consistent with or inconsistent with the pattern for other schools across the region within the process
- No schools have selected bespoke consultancy, Consider directing schools to use their EiG if bespoke work is identified as a need?
- Concern over lack of engagement with the secondary schools. Are there opportunities to utilise the PCA (CA team) and the LA to ensure that schools engage.

### Numeracy report

- Numeracy report is easier to interpret. The more established numeracy team have had a positive impact and more schools have taken up training.
- Catch up initiative only 3/21 schools, do the Numeracy team need to work more closely with PCA and LA to engage schools
- Moderation training and involvement of schools – again the involvement of the PCA and LA in involving schools would be good both primary and secondary
- Numeracy report contains a comment on BG not MCC this needs to be corrected.
- Below SEWC averages for training linked to Donaldson etc. It would be useful to have clarity about how this is being addressed
- Lack of attendance particularly of senior leaders at meetings and training networks is a concern that the PCA and LA will work together to address.

### Governor Services

- Clarity required around the GSO liaison officer and the Mentor Chair for school to school support
- Clarity around termly meetings needs improving.

### HR report

- Secondment process – query as to why there is no LA and member involvement in the process and protocol
- HT and DHT recruitment process and protocol. LA not involved in the process
- Suite of materials and exemplar JDs and teacher secondments – the LA have not had an input in this.
- HR to have a link and list of current polices and schools that have adopted them. Also a list of policies which will be going to GB for consideration so that LA can know what to look for.
- List of JDs which have been rewritten so that the LA know which are in existence

### Excellence in teaching Strategy

- The report was not helpful in reflecting or understanding the impact the excellence in teaching framework



## 14-19 report

- The report is not sufficiently detailed for the LA to understand the impact on MCC schools.

## Missing reports

- FP and 21<sup>st</sup> Century and Welsh in education reports are missing and these need to be completed as a matter of urgency PCA to chase these reports.
- Reports are being batched and sent through

## Overall

- Almost all of the Challenge Adviser team working within Monmouthshire is presenting appropriate challenge to our schools as evidenced by improving trends. There is a potential lack in consistency across our secondary schools because not all have the same CA. Appropriate changes will be made in the team for next academic year.
- The impact of EAS work in improving outcomes in our schools has been positive. The balance between support and challenge is now appropriate and welcomed by schools
- The tracking of progress towards targets has not appeared to be as robust as it could have been although this is the first year progress has been measured termly. This will need to be reviewed for 2015/16
- There is agreement that there is still work to do around the performance of eFSM pupils and other vulnerable groups and this is a focus within both LA and EAS plans. CA challenge, particularly for eFSM pupils will need to be strengthened further when targets are set and in their monitoring throughout the year.
- The impact of the BIS section is evident in outcomes and feedback from school colleagues although this is not represented clearly enough in the documentation provided for consideration and the reports are inconsistent in presentation, quality and content.
- Monmouthshire schools' take up of training in some key areas is lower than the region and is in need of improvement. Support from the LA will be provided to the EAS to improve this over the next year
- Monmouthshire will consider directing EIG spend in schools causing concern or in need of bespoke support.

## We have agreed that:

- Agreed changes will be made to the CA team with effect from September 2015
- eFSM pupils will be a focus for target setting with CAs
- Individual target setting and monitoring process will be refined to become more robust and effective
- Reasons for the low uptake of training will be identified and addressed
- Missing reports will be sent to the LA for scrutiny

- **The PCA will forward our concerns regarding BIS reports and ensure that improvements are secured in this area before the next batch are delivered at the end of the autumn term.**

#### 4. Implementation of the annual QA programme

QA Activity	Evaluation/discussion
Monthly QA meetings	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> <li>• Areas for development for 2015/2016</li> </ul> <p style="text-align: right; margin-right: 20px;">} In-line with agreed policy</p>
Termly QA meetings	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p style="text-align: right; margin-right: 20px;">} In-line with agreed policy</p> <p>Areas for development for 2015/2016</p>
LA Wider group meetings	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>
ALN meetings	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>
Meetings for Schools Causing Concern.	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p style="text-align: right; margin-right: 20px;">} In-line with agreed policy</p> <p>Areas for development for 2015/2016</p>
Recovery Board meetings	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>
Member/committee training provision by PCA	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>

National Categorisation Process	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>	In-line with agreed national policy
Target setting process	<ul style="list-style-type: none"> <li>• Schedule</li> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>	In-line with agreed EAS/LA policy
National test outcomes analysis	<ul style="list-style-type: none"> <li>• Quality of paperwork</li> <li>• Focus/agenda</li> <li>• Outcomes/impact on standards</li> </ul> <p>Areas for development for 2015/2016</p>	

PCA Activity	Evaluation/discussion
Progress towards PIAP	Comments to be recorded
SER update	Comments to be recorded
Progress towards LA Business Annex update	Comments to be recorded

## 5. Target setting implementation

### The process

See Target setting presentation for MRB

### Outcomes

Share high level outcomes for the LA

See Progress towards targets information Y5 and Y8

#### 4 The Role of the PCA

Autumn Term 2014		
Approximate completion date / meeting dates	Activity	EAS Responsibility
<ul style="list-style-type: none"> <li>Within the 1<sup>st</sup> 2 weeks of the autumn term</li> </ul>	<ul style="list-style-type: none"> <li><b>Introductory meeting</b> with the Director of Education / Chief Education Officer and the LA Link Officer (if applicable)</li> <li>The LA File of information will be shared</li> <li>The following dates and EAS contributions will be agreed;               <ul style="list-style-type: none"> <li>Scrutiny presentations</li> <li>Reports for any WG Boards</li> <li>Contributions to LA self-evaluation activities</li> </ul> </li> </ul>	Assistant Director CA and PCA
<ul style="list-style-type: none"> <li>Dates in line with the statistical releases from WG</li> </ul>	<ul style="list-style-type: none"> <li><b>Outcomes (FP, KS2, KS3 provisional KS4)</b> – PCA will ensure that the LA receives the written reports/ data overviews on the outcomes at each KS.</li> </ul>	PCA Lead for Learning Intelligence
<ul style="list-style-type: none"> <li>By October half term</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will meet with the LA lead Officer for Inclusion to discuss performance of pupils with <b>ALN</b> and to identify key joint work streams and closer collaboration. To include Attendance and Exclusions information.</li> <li>Key half termly dates will be set for the year</li> </ul>	PCA  (to include Lead for Learning Intelligence as appropriate)
<ul style="list-style-type: none"> <li>By October half term</li> </ul>	<ul style="list-style-type: none"> <li>To link with Lead LA Officer in offering training for all key LA Education staff on the principles of the new National Model of categorisation</li> <li>To offer this training to Education Scrutiny Members also.</li> </ul>	PCA
<ul style="list-style-type: none"> <li>Intervention meetings should take place at least once a term. These dates should</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will work alongside the key LA link Officer to draw up the annual programme of dates in line with <b>Intervention Meetings for Schools Causing Concern</b>. The PCA will inform the CAs of these dates.</li> </ul>	PCA

be set for the year by October half term.	<ul style="list-style-type: none"> <li>The PCA will ensure that impact reports for all identified schools are sent to the LA Link Officer within 1 week of the Intervention Meeting.</li> </ul>	
<ul style="list-style-type: none"> <li>The first meeting will take place by the end of September 2014</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will arrange <b>Monthly QA</b> meetings (following the reviewed guidance) with the LA Link Officer. To include information from BIS teams.</li> <li>The first termly monthly meeting will give an overview of the dates for core visits for the term and an overview of the 'new' categorisations of schools.</li> <li>Agreed paperwork following these meetings will be sent to the LA within 5 days and copied to the ADCA.</li> </ul>	PCA
<ul style="list-style-type: none"> <li>The first meeting will take place by October half term 2014.</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will arrange regular (at least half termly / monthly) <b>'wider group' meetings</b> (see terms of reference) with LA link Officer.</li> <li>Key action points from these meetings will be sent to the LA within 5 working days of the meeting and copied to the ADCA.</li> </ul>	PCA (to include CAs and Governor Support Officers as appropriate)
<ul style="list-style-type: none"> <li>To be completed by October half term (or in line with LA timescales)</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will complete / update as appropriate the <b>LA SER</b> (sections to be agreed but definitely 2.1)</li> <li>The PCA will complete / update progress <b>towards LA PIAPs / Service plans</b> as appropriate.</li> </ul>	PCA  To be QA by ADCA
<ul style="list-style-type: none"> <li>To be completed within the agree timescales in the target setting overview</li> </ul>	<ul style="list-style-type: none"> <li><b>Target setting and progress updates</b> – the PCA will be the main link with the LA throughout this process and will ensure that the LA receives the 'draft' targets by the agreed timescales.</li> <li>The PCA will ensure that appropriately challenging targets are submitted to the LA that have undergone internal QA.</li> <li>The PCA will link with the LA over any school targets that require additional updates / discussions prior to the end of autumn term.</li> </ul>	PCA  Final information sent to be QA by ADCA
<ul style="list-style-type: none"> <li>Dates to be booked for the year by October half term.</li> </ul>	<ul style="list-style-type: none"> <li><b>Termly QA visit</b> – the ADCA will visit each Director / LA Link Officer at the end of each term (or sooner if required) to discuss the processes and quality of work.</li> </ul>	ADCA

**Spring Term 2015**

Approximate completion date / meeting dates	Activity	EAS Responsibility
<ul style="list-style-type: none"> <li>Monthly throughout the spring term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will attend <b>Monthly QA</b> meetings (following the reviewed guidance) with the LA Link. To include information from BIS teams.</li> <li>The first termly monthly meeting will give an overview of the dates for core visits for the term</li> <li>Will include any updates on SEG/PDG/WEG information and KS2/KS3 Moderation / Validation exercises.</li> <li>Agreed paperwork following these meetings will be sent to the LA within 5 days and copied to the ADCA.</li> </ul>	PCA
<ul style="list-style-type: none"> <li>Dates in line with the statistical releases from WG</li> </ul>	<ul style="list-style-type: none"> <li><b>Outcomes (KS4 final)</b> – PCA will ensure that the LA receives the written reports / data overviews on the outcomes at each KS.</li> </ul>	PCA Lead for Learning Intelligence
<ul style="list-style-type: none"> <li>Half termly through the spring term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will meet with the LA lead Officer for Inclusion to discuss performance of pupils with <b>ALN</b>.</li> <li>Attendance / Exclusions and links with other key LA initiatives.</li> </ul>	PCA  (to include Lead for Learning Intelligence as appropriate)
<ul style="list-style-type: none"> <li>Intervention meetings should take place at least once a term.</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will work alongside the key LA link Officer to implement the programme in line with the <b>Schools Causing Concern Policy</b>.</li> <li>Intervention meetings will be held in line with this Policy.</li> <li>The PCA will ensure that impact reports for all identified schools are sent to the LA Link Officer within 1 week of the Intervention Meeting.</li> </ul>	PCA
<ul style="list-style-type: none"> <li>Monthly / half termly throughout the spring term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will arrange regular (at least half termly / monthly) <b>'wider group' meetings</b> (see terms of reference) with LA link Officer and other key LA Officers</li> <li>Key action points from these meetings will be sent to the LA within 5 working days of the meeting and copied to the ADCA.</li> </ul>	PCA (to include CAs and Governor Support Officers as appropriate)
<ul style="list-style-type: none"> <li>To be completed / updated in line with agreed LA timescales</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will complete / update as appropriate the <b>LA SER</b> (sections to be agreed but definitely 2.1)</li> <li>The PCA will complete / update progress <b>towards LA PIAPs / Service plans</b> as appropriate.</li> </ul>	PCA  To be QA by ADCA

<ul style="list-style-type: none"> <li>To be completed within the agreed timescales in the target setting overview</li> </ul>	<ul style="list-style-type: none"> <li><b>Target setting and progress updates</b> – the PCA will be the main link with the LA throughout this process and will ensure that the LA receives the progress towards targets by the agreed timescales.</li> </ul>	<p>PCA</p> <p>Final information sent to be QA by ADCA</p>
<ul style="list-style-type: none"> <li>Visit will take place before the end of the spring term 2015 (or sooner if required)</li> </ul>	<ul style="list-style-type: none"> <li><b>Termly QA visit</b> – the ADCA will visit each Director / LA Link Officer at the end of each term (or sooner if required) to discuss the processes and quality of work.</li> </ul>	<p>ADCA</p>

Summer Term 2015		
Approximate completion date / meeting dates	Activity	EAS Responsibility
<ul style="list-style-type: none"> <li>Monthly throughout the summer term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will attend <b>Monthly QA</b> meetings (following the reviewed guidance) with the LA Link. To include information from BIS teams.</li> <li>The first termly monthly meeting will give an overview of the dates for core visits for the term</li> <li>Will include any updates on KS2/KS3 Moderation / Validation exercises.</li> <li>Agreed paperwork following these meetings will be sent to the LA within 5 days and copied to the ADCA.</li> </ul>	<p>PCA</p>
<ul style="list-style-type: none"> <li>Dates in line with the statistical releases from WG</li> </ul>	<ul style="list-style-type: none"> <li><b>Outcomes (FP, KS2, KS3 and KS4 provisional)</b> – PCA will ensure that the LA receives the written reports / data overviews on the outcomes at each KS.</li> </ul>	<p>PCA</p> <p>Lead for Learning Intelligence</p>
<ul style="list-style-type: none"> <li>Half termly through the summer term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will meet with the LA lead Officer for Inclusion to discuss performance of pupils with <b>ALN</b>.</li> <li>Attendance / Exclusions and links with other key LA initiatives.</li> </ul>	<p>PCA</p> <p>(to include Lead for Learning Intelligence as appropriate)</p>
<ul style="list-style-type: none"> <li>Intervention meetings should take place at least once a term.</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will work alongside the key LA link Officer to implement the programme in line with the <b>Schools Causing Concern Policy</b>.</li> <li>Intervention meetings will be held in line with this Policy.</li> </ul>	<p>PCA</p>



	<ul style="list-style-type: none"> <li>The PCA will ensure that impact reports for all identified schools are sent to the LA Link Officer within 1 week of the Intervention Meeting.</li> </ul>	
<ul style="list-style-type: none"> <li>Monthly / half termly throughout the spring term 2015</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will arrange regular (at least half termly / monthly) <b>'wider group' meetings</b> (see terms of reference) with LA link Officer and other key LA Officers</li> <li>Key action points from these meetings will be sent to the LA within 5 working days of the meeting and copied to the ADCA.</li> </ul>	PCA (to include CAs and Governor Support Officers as appropriate)
<ul style="list-style-type: none"> <li>To be completed / updated in line with agreed LA timescales</li> </ul>	<ul style="list-style-type: none"> <li>The PCA will complete / update as appropriate the <b>LA SER</b> (sections to be agreed but definitely 2.1)</li> <li>The PCA will complete / update progress <b>towards LA PIAPs / Service plans</b> as appropriate.</li> </ul>	PCA  To be QA by ADCA
<ul style="list-style-type: none"> <li>To be completed within the agree timescales in the target setting overview</li> </ul>	<ul style="list-style-type: none"> <li><b>Target setting and progress updates</b> – the PCA will be the main link with the LA throughout this process and will ensure that the LA receives the progress towards targets by the agreed timescales.</li> </ul>	PCA  Final information sent to be QA by ADCA
<ul style="list-style-type: none"> <li>Visit will take place before the end of the summer term 2015 (or sooner if required)</li> </ul>	<ul style="list-style-type: none"> <li><b>Termly QA visit</b> – the ADCA will visit each Director / LA Link Officer at the end of each term (or sooner if required) to discuss the processes and quality of work.</li> </ul>	ADCA