South East Wales
Education Achievement Service
(EAS)

Business Plan 2016-2019

Final Draft V3

Contents

Summary

The Education Achievement Service (EAS) for South East Wales has prepared this Business Plan for 2016-2019 to outline the programme of work required to achieve improved outcomes for children and young people.

This version builds on the current Business Plan for the service (2015-2018) but takes account of the framework of new Welsh Government (WG) policy, particularly:

- National School Categorisation system;
- 'Qualified for Life' - the national Education Improvement Strategy;
- 'Successful Futures' - the review of curriculum and assessment;
- 'Teaching tomorrow's teachers' - the review of Initial Teacher Training.

Section 1: Introduction and national context
This section outlines the national context that has informed this Business Plan and in particular the satisfactory progress that has been made in response to the Estyn/Welsh Audit Office report, "Improving schools through regional consortia".

Section 2: Local context; progress against targets 2014-2015
This section reviews the outcomes of education performance in the academic year 2014-2015 set against targets.

Section 3: Progress towards Business Plan 2015-18
This section details a high level summary of the progress towards service improvements that have been achieved over the past year and the priorities for future development of these services.

Section 4: Focus on service delivery in 2016 -2019
This section focuses upon the short term service delivery requirements for 2016-2017.

Section 5: Regional Key Stage targets 2016-2018
This section contains a set of revised targets to be achieved over the period to 2018 for each Key Stage. These targets are the outcome of detailed work in each school and are based on robust analysis of pupil level data for each cohort. There is greater confidence throughout the system that these targets are challenging and achievable.

Section 6: Key regional priorities for 2016-2019
This section reiterates the long term regional priorities. The EAS Business Plan 2016-19 retains the four core priorities:
1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
4. Improving standards of achievement in Mathematics (and numeracy)
It outlines how these priorities will be delivered within the framework of the national context and outlines the detailed programmes required to deliver these priorities. The programmes of work are framed to demonstrate how 'Qualified for Life' is integrated into service planning and delivery. This section of the plan then enables each team to draft detailed service delivery plans that enable effective performance management and accountability of the service.

(Section 7 contains a number of appendices that support the detail within the main body of the Business Plan. These are likely to be updated as the year progresses.)

Section 1:   Introduction and national context

This Business Plan sets out the improvements needed to meet the needs of children and young people in South East Wales. This plan for 2016-19 builds on the 2015-18 plan submitted to the Welsh Government in March 2015. The plan sets out our:

- understanding of the national context;
- evaluation of progress in 2014-15;
- overview of the regional priorities and how these will implement 'Qualified for Life' / Successful Futures / Teaching Tomorrows Teachers;
- pupil level targets for 2016-17.

This plan is supported by service plans that identify the resources required to achieve these targets.

National context

In 2015, WG commissioned and published further guidance and recommendations to ensure that its strategy as set out in 'Qualified for Life' will be implemented fully and successfully. The Donaldson report 'Successful Futures' and the Furlong report 'Teaching Tomorrow's Teachers' set out long term programmes for the revision of the curriculum and assessment, as well as for the reform of initial and in-service training for teachers.

This strategic framework builds on the existing programme including: School's Challenge Cymru (SCC) (Pathways to Success); the Creative Education Strategy; the implementation of the national Literacy and Numeracy Frameworks; Rewriting the Future; the Welsh-medium Education Strategy and the revised national model for regional working.

'Qualified for Life' sets the framework through which the EAS will achieve its priorities and targets.

They are:

- improving the quality of teaching;
- refreshing the curriculum;
- improving the quality and public confidence in the Welsh framework of qualifications;
- strengthening leadership.

The EAS will continue to build the capacity of schools to be at the core of a self-improving system. Their centrality of schools in this system is written into the WG strategy and is reaffirmed in the Estyn/WAO inspection report published in June 2015. The EAS will work with LAs and the WG to implement the recommendations of that review. This Business Plan will ensure that there is:

- clarity on the nature and operation of the EAS, with a particular focus on the increase in schools' capacity to contribute to the self-improving system;
- a clear focus on medium-term outcomes;
- collaborative relationships for school improvement across consortia;
- a building of effective leadership;
- an improvement of the effectiveness of the governance and management of the EAS.

The EAS will also implement the recommendations of the Estyn report: 'Improving schools through regional education consortia'. These include the following:

1. Improve performance management arrangements by:

- planning for the medium-term to ensure a strategic approach to school improvement;
- ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery;
- capturing, sharing and using data (from pupil level up) efficiently and effectively;
- monitoring the progress of pupils and schools regularly;
- taking a more robust approach to identifying and managing risks;
- realistically self-evaluating their strengths and shortcomings;
- tightly managing the individual performance of their staff.

2. Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.

3. Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.

4. Improve the quality and range of support for schools and in particular:

- develop clearer strategies for maximising the potential of school-to-school support;
- provide or broker better support for teaching and learning in non-core subject areas;
- involve diocesan authorities effectively in the strategic planning and evaluation of regional services.

The 2016-19 Business Plan has been developed through an open, transparent and inclusive process utilising outcomes from self-evaluation processes and consulting with a range of key partners. This process has ensured that full consultation on the priorities has shaped the development of programmes, the allocation of resources and provided a framework for collective review and evaluation of the impact of the service.

To date, progress within the implementation of the post review action plan is satisfactory overall.

- Revised business planning, self-evaluation and performance management systems are in place. These are based on detailed data analysis. The use of performance outcomes to measure service quality is improving.

- Training for the implementation of revised systems of school categorisation has improved the quality and consistency of Challenge Advisers' (CA) evaluations. Further work is in progress to ensure consistency of impact on raising the quality of leadership in schools.

- New staff are in post and revised systems are in place to accelerate the performance of FSM pupils. The impact of these measures will be visible in 2016 and beyond.

- The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the 'New Deal', Digital and Curriculum Pioneer Schools.

- Diocesan authorities are now more fully involved in the governance framework of the consortium.

Section 2: Local context: progress against targets (pupil outcomes) 2014-2015

In 2015-18, the South East Wales Education Achievement Service set four priorities in its Business Plan. These priorities are:

1. Accelerating the progress of learners who face the challenge of poverty
2. Improving standards of achievement in English (and literacy)
3. Improving standards of achievement in Welsh (and literacy)
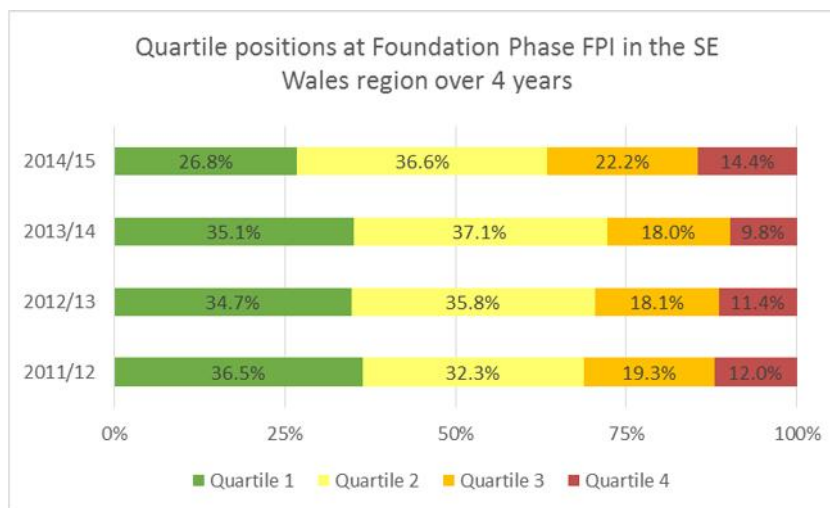4. Improving standards of achievement in Mathematics (and numeracy)

These priorities were based on a detailed analysis of current performance and set out the targets to be achieved over a two-year period. The results of tests, examinations and teacher assessment in 2015 show improvements in all Key Stages across a four-year period from 2012.

Foundation phase

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Foundation Phase Indicator (FPI) declined by 0.2% in 2015, although overall improvement from 2012 to 2015 was 3.9%. Despite this being a slower rate of progress than that made nationally over the same time period (6.3%), performance remains above the Wales average by 1.2%. Performance of FSM pupils at O5+ declined slightly across the region in 2015; however, performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points. Girls' performance remains higher than boys for all areas of learning but the gap reduced slightly in 2015 and remains less than across Wales as a whole.

The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (63.4%) for the FPI are both above expectation. The percentage of schools in the bottom 25% of schools (14.4%) is also significantly lower than expectation. Performance increases in the FPI in all five Local Authorities from 2012 to 2015 have been at a slower rate than that made nationally, but from a higher base. The FPI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Outcome 6 there have been increases in each area of learning from 2012 to 2015; however, the rate of improvement in each area of learning was at a slower rate than across Wales as a whole. Performance in Language, Literacy and Communication (LLC) English and LLC Cymraeg remain below the Wales average, but performance in mathematical development and Personal and Social Development (PSD) are now slightly above it.

	Percentage achieving the FPI				
	2012	**2013**	**2014**	**2015**	**3 yr progress**
Blaenau Gwent	79.2	81.2	83.4	83.2	4.0
Caerphilly	84.3	85.0	88.5	89.2	4.9
Monmouthshire	86.8	89.5	91.0	91.8	5.0
Newport	84.9	87.3	87.0	88.1	3.2
Torfaen	83.3	87.6	90.6	86.0	2.7
S E Wales	84.1	86.2	88.2	88.0	3.9
Wales	80.5	83.0	85.2	86.8	6.3

Quartile positions at Foundation Phase FPI in the SE Wales region over 4 years

Year	Quartile 1	Quartile 2	Quartile 3	Quartile 4
2014/15	26.8%	36.6%	22.2%	14.4%
2013/14	35.1%	37.1%	18.0%	9.8%
2012/13	34.7%	35.8%	18.1%	11.4%
2011/12	36.5%	32.3%	19.3%	12.0%

Key Stage 2

Strong progress has been made in this Key Stage and performance remains good overall. Performance in the Core Subject Indicator (CSI) improved by 1.1% in 2015, with an overall improvement from 2012 to 2015 of 4.0%. Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points. Girls' performance remains higher than that of boys for all core subjects with the gap increasing at Levels 4 and 5. Girls are making faster progress. Whilst this progress is slightly slower than that made nationally (5.1%), performance remains 0.4% above the national average. The percentage of schools in 2015 placed in the top 25% of similar schools (26.8%) and in the top 50% of similar schools (51.5%) for the CSI are both above expectation. The percentage of schools in the bottom 25% of schools (15.8%) is also better than expectation. The CSI LA rank is above expectation relative to FSM position in each Local Authority, except Torfaen. At Level 5, there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject was at a slower rate than across Wales as a whole. Performance in all subjects, except Welsh first language, remains higher than the Wales average.

	Percentage achieving the KS2 CSI				
	2012	**2013**	**2014**	**2015**	**3 yr progress**
Blaenau Gwent	78.3	80.1	83.8	86.6	8.3
Caerphilly	82.7	84.2	85.8	87.4	4.7
Monmouthshire	86.3	89.3	89.5	92.5	6.2
Newport	86.1	86.4	86.2	89.3	3.2
Torfaen	85.6	89.1	91.2	84.3	-1.3
S E Wales	84.1	85.8	87.0	88.1	4.0
Wales	82.6	84.3	86.1	87.7	5.1

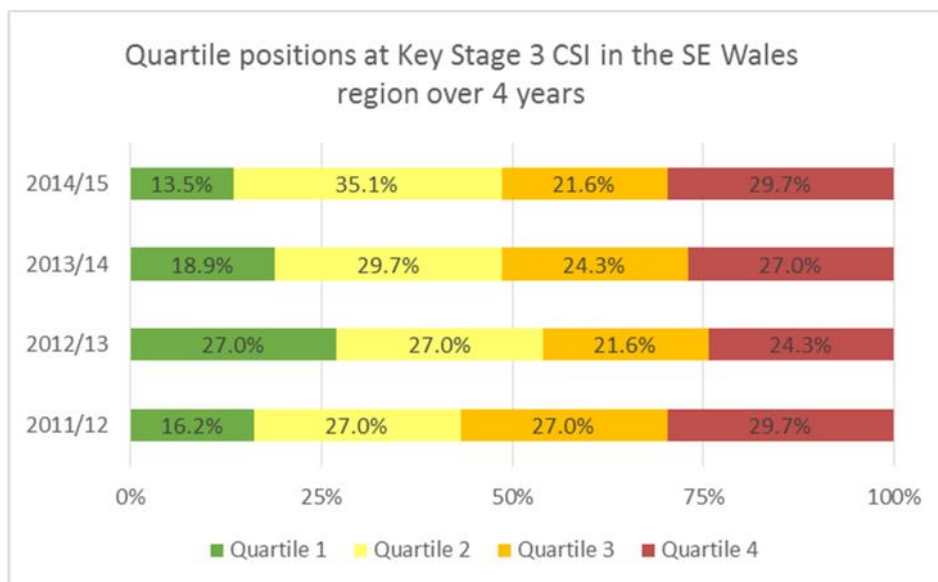Quartile positions at Key Stage 2 CSI in the SE Wales region over 4 years
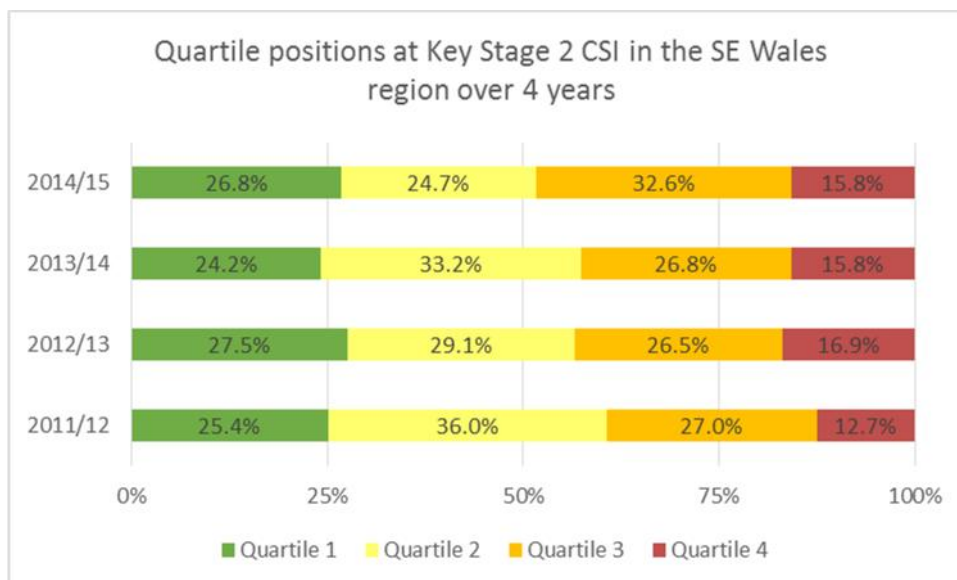
Key Stage 3

Satisfactory progress has been made in this Key Stage and performance remains adequate overall. Performance in the CSI improved by 3.2% in 2015, with an overall improvement from 2012 to 2015 of 11.4%. Despite these improvements, regional performance in the CSI remains lower than the national average. Performance of pupils eligible for free school meals has improved overall, at a slower rate at Level 5+ but a faster rate at level 6+. Performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points). Girls' performance remains higher than that of boys at Level 5+; however, the attainment of boys has improved at a faster rate in three out of five LAs.

Performance improved in four Local Authorities but there was an expected decline in Torfaen. The percentage of schools in 2015 placed in the top 25% of similar schools (13.5%) and in the top 50% of similar schools (48.6%) for the CSI are both below expectation. Too many schools are in the bottom 25% of schools (29.7%), compared with expectation. The CSI LA rank is above expectation relative to FSM position in Blaenau Gwent, equal to it in Monmouthshire but below it in the remaining three authorities. At Level 6 there have been significant increases in each core subject from 2012 to 2015; however, the rate of improvement in each subject, except Welsh first language. Performance in each subject remains lower than the national average.

	Percentage achieving the KS3 CSI				
	2012	2013	2014	2015	3 yr progress
Blaenau Gwent	61.5	64.5	76.4	80.1	18.6
Caerphilly	68.4	73.5	77.6	80.3	11.9
Monmouthshire	77.7	80.3	84.2	90.8	13.1
Newport	73.8	78	77.1	81.6	7.8
Torfaen	71.8	79.8	81.9	81.9	10.1
S E Wales	70.8	75.7	79.0	82.2	11.4
Wales	72.5	77.0	85.5	83.9	11.4

Quartile positions at Key Stage 3 CSI in the SE Wales region over 4 years

Year	Quartile 1	Quartile 2	Quartile 3	Quartile 4
2014/15	13.5%	35.1%	21.6%	29.7%
2013/14	18.9%	29.7%	24.3%	27.0%
2012/13	27.0%	27.0%	21.6%	24.3%
2011/12	16.2%	27.0%	27.0%	29.7%

Key Stage 4

Satisfactory progress has been made in this Key Stage and performance at the end of Key Stage 4 is adequate. Performance in the Level 2 threshold including English/Welsh and Mathematics (L2+) improved by 2.9% in 2015, with an overall improvement from 2012 to 2015 of 8.8%. Despite these improvements being at a faster rate than Wales as a whole, regional performance remains below the Wales average. The overall performance improvements mask the performance variation between Local Authorities (+5.2% to +13.4%), with the gains of over 10% made by the Local Authorities underperforming in 2012 (Blaenau Gwent, Torfaen and Monmouthshire). The number of schools below 40% for this indicator has reduced to two (from twelve in 2012). However, the variance between schools remains too high. The percentage of schools in 2015 for the L2+, placed in the top 25% of similar schools (18.9%), is slightly below expectation, but the percentage of schools in the top 50% of similar schools (51.3%) is slightly above expectation. There are also fewer schools than expected in the bottom 25% of schools (18.9%), a significant reduction from 33.3% in 2012.

The percentage of schools in 2015 for the Capped Point Score (CPS) placed in the top 25% of similar schools (5.4%) and in the top 50% of similar schools (35.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (35.1%).

The percentage of schools in 2015 for the Level 2 threshold (L2) placed in the top 25% of similar schools (12.8%) and in the top 50% of similar schools (41.1%) are both well below expectation. There are too many schools in the bottom 25% of schools (37.8%), an increase from 25.6% in 2012.

The percentage of schools in 2015 for the Level 1 threshold (L1) placed in the top 25% of similar schools (13.5%) and the top 50% of similar schools (37.8%) are both well below expectation, despite improvements since 2012. There are still slightly too many schools in the bottom 25% of schools (27.0%), despite an improvement from 35.9% in 2012.

Performance at Level 2 English improved by 1.1 percentage points to 65.8% in 2015. Performance improved in three Local Authorities, but declined in two. Performance in Level 2 Welsh (first language) declined by 10.7 percentage points to 65.4%, predominantly due to a significant decline in one of the two Welsh-medium Secondary schools. Performance in Level 2 Mathematics improved by 4.4 points across the region to 62.2%, with improvements in all five LAs.

	Percentage achieving L2 E,W+M					
School	2012	2013	2014	2015	1 yr Progress	3 yr Progress
Blaenau Gwent	34.3	38.7	41.8	47.7	5.9	13.4
Caerphilly	45.1	46.3	50.0	52.6	2.6	7.5
Monmouthshire	56.3	57.3	65.6	66.9	1.3	10.6
Newport	49.0	51.3	52.8	54.2	1.4	5.2
Torfaen	45.6	50.5	53.4	56.7	3.3	11.1
S E Wales	46.3	49.0	52.2	55.1	2.9	8.8
Wales	51.0	53.0	55.0	57.6	2.6	6.6

Quartile positions at Key Stage 4 L2 inc in the SE Wales region over 4 years
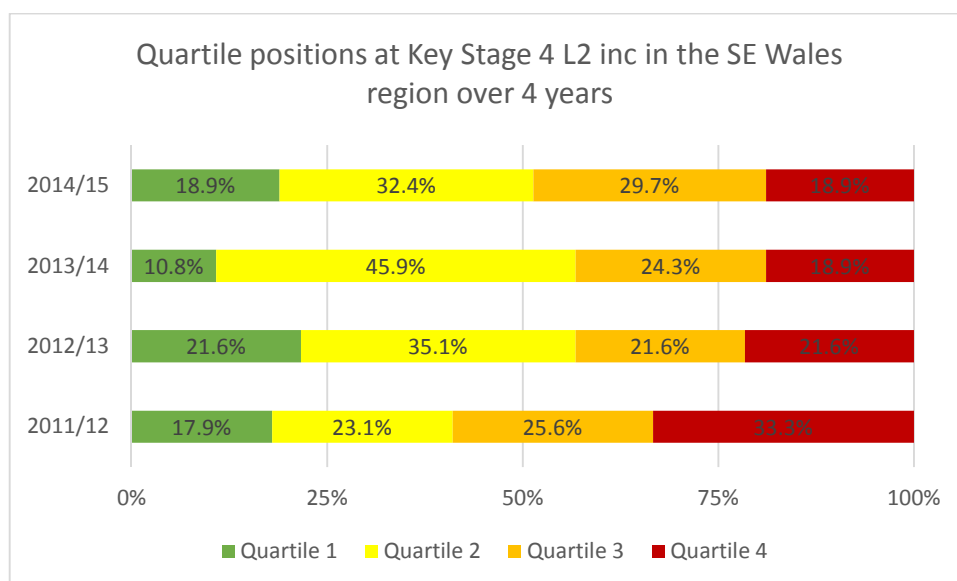
FSM comparison at Key Stage 4

Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).

Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).

The performance gap between FSM and non-FSM pupils has narrowed slightly since 2014, from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Welsh second language

At Key Stage 2, the L4+ figure in the region for 2015 was 82% (target of 75% was surpassed). Overall, performance at the expected level increased from 2014 by 2 percentage points, with performance above Wales' by 5.9 percentage points (above Wales for 3 years). Performance in all LAs was above Wales. Targets were surpassed in all LAs. Performance up in all LAs other than

Torfaen, but above target. Performance in all LAs was above Wales. Newport was ranked first LA in Wales for performance in Welsh second language, Monmouthshire second and Blaenau Gwent third. Caerphilly and Torfaen were also in the top 10 LAs.

The overall gap in performance of FSM and non-FSM pupils at the expected level narrowed on 2014 by 4 percentage points. The gap narrowed in all LAs, most significantly in Blaenau Gwent and Monmouthshire by 6 percentage points. The overall rate of progress of FSM pupils (5 percentage points) is higher than the progress of non-FSM pupils.

At Key Stage 2, the L5+ figure in the region for 2015 was 26% (target of 23% was surpassed). Overall performance at L5+ up by 2 percentage points and above Wales by 7 percentage points. Performance of all LAs is at least in line with Wales improved performance at L5+ in all LAs other than Torfaen. The overall gap widened at the expected level +1 with a lower rate of progress by FSM pupils by 2 percentage points. There was a gap increase in Blaenau Gwent, Caerphilly and Monmouthshire. Girls' performance remains higher than boys' at L4+ and L5+. The gap has increased by 3 percentage points at L4+ due to girls making progress at a faster rate than boys. The gap has narrowed by one percentage point at L5+ with a decline of 3 percentage points in both girls' and boys' performance. Overall performance in all skills at the expected level has increased on performance in 2014 by 3 percentage points for Oracy, and 7 percentage points for Reading and Writing. The weakest skill is Writing. Performance in this skill is 12 percentage points below performance in Oracy and 4 percentage points below that of Reading. Overall performance in Oracy and Writing was at the expected level +1 has increased by 3 percentage points, and in Reading by 4 percentage points. Writing is the weakest skill.

At Key Stage 3, the L5+ figure in the region for 2015 was 81% (target of 79% was surpassed). Overall performance is in line with Wales (81.2%). Performance in Blaenau Gwent and Monmouthshire is above Wales. Performance in the other LAs is below Wales (Caerphilly by 2.1 percentage points, Newport by 2.7 percentage points and Torfaen by 1.3 percentage points). Torfaen, Caerphilly and Newport ranked fifteenth, eighteenth and nineteenth positions, respectively. Caerphilly is up 4 positions in 2014 by 7.9%.

The overall gap in performance of FSM and non-FSM pupils at the expected level remains steady on 2014 at 25 percentage points, with an equal rate of progress by FSM and non-FSM pupils. The gap narrowed in all LAs other than Caerphilly and Monmouthshire where the gap increased, most significantly in Monmouthshire by 10 percentage points.

At Key Stage 3, the L6+ figure in the region for 2015 was 39% (Target of 34% was surpassed) Performance increased from 2014 by 7.9 percentage points. Overall performance is above Wales by 5.7 percentage points.

Overall performance in Oracy, Reading and Writing at the expected level has increased by 7, 9 and 9 percentage points, respectively. The weakest skill is Writing. Performance in this skill is 1 percentage point below that of Reading.

Overall performance in Oracy, Reading and Writing at the expected level +1 has increased by 4, 7 and 5 percentage points, respectively.

At the expected level, girls outperform boys by 14 percentage points. The Wales gap is 13.1 percentage points. The gap has narrowed by 2 percentage points since 2014, from 16 percentage points. At the expected level +1, girls outperform boys by 21 percentage points. The gap has increased by 1 percentage point since 2014.

There has been a strong focus on improving the accuracy and consistency of teacher assessment. The EAS has also taken the lead nationally in partnership with three other regions on the STAP. This work has impacted directly on authority performance in Mathematics which dropped to more realistic figures at expected levels in 2015. However, there is still a significant gap between teacher assessment and National Test results in the Foundation Phase and Key Stage 2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Year 9, but overall performance in tests and Teacher Assessment (TA) at the end of Key Stage 3 does not provide a sufficiently strong foundation for GCSE. It is recognised that improving school assessment, tracking and target setting processes remain priority areas for curriculum teams and Challenge Advisers in all phases.

Section 3: Progress towards Business Plan 2015-18

The 2015-18 Business Plan set out the EAS approach to implementing the national model for school improvement across the South East Wales consortium. The half-yearly review of progress towards Service Area Plans in November 2015 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at this point in the year. The headlines are as follows:

Business planning, service planning and review

All services set outcome targets and performance criteria using a common framework. The EAS revised self-evaluation cycle is now fully operational and ensures that all services are self-assessing progress. Individual performance reviews are now underpinned with an objective evidence base. Value for money assessments undertaken as a part of service review have commenced and inform service deployment. There is still further work required to achieve consistency and sustained impact from this work. Embedding of school-to-school support has been backed by increased delegation of funds to schools coupled with the leadership, by schools, of key projects in the Excellence in Teaching programme.

Effective procedures for monitoring, challenge, support and intervention that are differentiated by need are in place. These procedures are underpinned by effective systems that, when implemented consistently, will ensure the impact required to accelerate improved pupil outcomes.
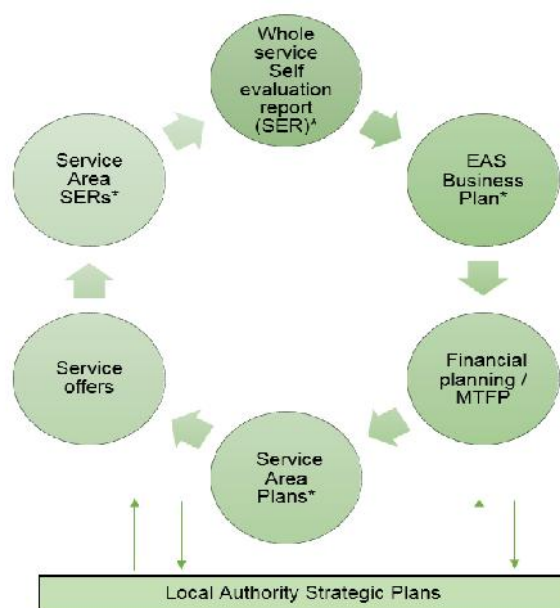
Revised national school categorisation

The new national system of categorisation is now fully implemented. A consistent high level of challenge to schools has ensured that the process is properly criterion-driven and evidence-based. The tables below demonstrate the levels of support required across the region at primary and secondary phases over the past two years.

Primary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	3	6	13	2	13%	25%	54%	8%
	15-16	2	4	16	2	8%	17%	67%	8%
Caerphilly	14-15	2	17	44	12	3%	23%	59%	16%
	15-16	1	8	50	16	1%	11%	67%	21%
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
Newport	14-15	2	7	16	19	5%	16%	36%	43%
	15-16	0	5	16	23	0%	11%	36%	52%
Torfaen	14-15	1	8	13	4	4%	31%	50%	15%
	15-16	0	7	13	6	0%	27%	50%	23%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

Secondary schools

		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Blaenau Gwent	14-15	1	3	0	0	25%	75%	0%	0%
	15-16	1	2	1	0	25%	50%	25%	0%
Caerphilly	14-15	3	8	2	1	21%	57%	14%	7%
	15-16	2	9	3	0	14%	64%	21%	0%
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
Newport	14-15	0	5	2	1	0%	63%	25%	13%
	15-16	2	4	1	1	25%	50%	13%	13%
Torfaen	14-15	1	2	3	1	14%	29%	43%	14%
	15-16	1	2	3	0	17%	33%	50%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

Schools Challenge Cymru (SCC)

All SCC schools have approved improvement plans developed in partnership with their SCC Adviser (SCCA). EAS and Local Authority (LA) Officer attendance on the monthly Accelerated Improvement Boards ensures that there is a now a more regular scrutiny of programmes, progress and outcomes, that resources are targeted and that intervention is tracked and evaluated more systematically. This is, however, still an aspect of work that will require continued monitoring.

Challenge Advisers (CAs)

Training and development for CAs is now focused on the implementation of the national model for school Ccategorisation, improving brokerage and building capacity for school-to-school support. All CAs are performing to at least a satisfactory standard with most judged good or better. Effective performance management is improving the impact of Challenge Advisers across the region, particularly to improve pupil outcomes, the accuracy of categorisation, target setting, tracking and monitoring of progress in Secondary schools. New measures are in place to ensure that data is accurate, shared and used strategically to improve teaching. There has been a lower rate of turnover of CAs within this academic year, with a few schools receiving a new CA. These aspects will require embedding during the next year.

School-to-school support

The foundations for school-to-school support are now in place. The school categorisation process has identified those schools with capacity to host/partner with schools requiring support in key areas of teaching and leadership. The Excellence in Teaching and Excellence in Leadership programmes provide the frameworks for commissioning support. Phase 1 schools piloting new GCSEs are now ready to support other schools implementing new syllabuses from September 2015. School-to-school support is now more fully integrated into service planning. All service areas have identified the capacity to provide school-to-school support and how such support can be accessed and targeted to need. The medium-term financial plan for 2016-2017 will be more sharply focused on the sustainability of the school-to-school model. Monitoring the impact of this work is a priority for the next year alongside a redefined regional overview for the Self-improving System.

Leadership development

The continued development of the Excellence in Leadership programme underpins the strategy to improve the performance of schools, governing bodies, head teachers, senior leaders and middle leaders. The programme was revised in 2014-15 to implement the national model for school improvement. Over 75% of schools report that support for these processes is good or better. Challenge Advisers now play a more prominent role in needs assessment, commissioning support and evaluating impact of the leadership programme. Leadership development and capacity of leaders within the region remains a priority for improvement in 2016-2019. The implementation of Qualified for Life has refocused this work and it now permeates action in all of the Business Plan priorities.

Teaching and learning

The Excellence in Teaching framework and the Excellence in Teaching programme provide the foundations for the core school-to-school support programmes. In 2014-15 over 1200 teachers participated in one or more of the constituent elements of this programme. The Excellence in Teaching programme provides the foundation for the implementation of many provisions in Qualified for Life. This aspect of work will permeate the work of the region over the next few years. Measuring the impact of these programmes on outcomes for learners will be a key focus.

Business support

In 2014-15, business support services were restructured to provide the capacity required for the implementation of the national model for school improvement. The priority was given to developing integrated systems for information management, enabling schools to bring together school improvement planning with the use of SEG, Pupil Deprivation Grant (PDG), Welsh in Education, Foundation Phase and other Welsh Government grants.

There were many developments around the Learning Intelligence and business planning functions to improve efficiency and impact. Development of the Value for Money (VFM) diagnostic system has continued throughout the year to support school improvement, this will be a focus for the Regional Finance group to develop this year. The My School Improvement Dashboard (MySID) has been developed throughout the year and will continually provide a focus as to improving school and pupil outcomes. There have been many successful bids for new grant monies and were successful in winning a Welsh Government nationally advertised contract for the STAP. There has been recognition that Local Authorities are integral to the development of many grant monitoring procedures and outcomes and much work has been done in this area to improve the links. The focus of grants available to the region has been around increasing delegation to schools and building a sustainable approach to school-to-school support, both of which have been successful. The Welsh Government delegated target for the Education Improvement Grant was 80% but 86% was achieved across the region.

Over the year there have been many meetings and discussions with all employee Trade Unions to harmonise many Human Resource (HR) policies and procedures and the subsequent roll out to all staff. This is an aspect of work that requires ongoing attention.

Further work has been undertaken to improve the communication policy, including the standardisation of all reports, letters, presentation, and this aspect of work will remain a focus for service delivery over the next year. Communication strategy and workforce development will be a critical aspect upon which to build.

Regional and Local Authority plans

Significant improvements have been achieved in the alignment of Local Authority and consortium plans. These measures have focused on better targeting of support for looked after children, for the prevention of NEETs and progression in post-16 education and training. The consortium will continue to work closely on this aspect of work over the next year to further refine this.

Key findings of the independent schools' survey of views on the quality of work provided by the EAS.

A report highlighting the feedback from the survey, which compares views from the 2014 survey to the 2015 survey, shows that there have been significant improvements in the number of schools registering positive views on the work of the EAS and their understanding of the respective roles and responsibilities with Local Authorities. The survey, which is anonymised and allows schools to register their views without being identified, shows real improvements in the leadership of the service, the work of Challenge Advisers and the support given to schools to help them improve.

There are, however, key areas identified for improvement in 2015-16, with the focus mainly on support for tracking and target setting and the use of MySID. The system supports schools in planning for improvement, identifying resource allocation for improvement activities and monitoring and evaluation the impact of that spend.

The survey results can be found on the EAS website.

Section 4: Focus on service delivery in 2016-2019

Emerging high level regional challenges for pupil outcomes 2016-2019

- Whilst the performance of FSM pupils has increased across the region, the gap remains too wide and has increased slightly in a few indicators in a few LAs. Accelerating the performance of FSM pupils remains a priority.
- There is too much variance in performance between LAs, schools and between subjects at Key Stage 4.
- Gender differences are smaller than across Wales in primary schools, but boys' performance needs to continue to improve across most Key Stages.
- The performance of more able learners needs to accelerate, particularly at Key Stages 3, 4 (with emphasis on the CPS measure) and 5.
- Whilst there have been improvements in Welsh second language, this remains an area for improvement, particularly at Key Stages 3 and 4.
- There is too much variance in the consistency and rigour of teacher assessment across schools.
- Outcomes in national literacy and numeracy tests are variable across the region. The development of skills in literacy (English and Welsh) and numeracy remain a priority.
- Levels of attendance across the region vary.

Short term challenges for service areas 2016-2017

The South East Wales consortium has established firm foundations on which to implement the key Welsh Government policy, Qualified for Life. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and improving standards of achievement in numeracy. The EAS has established two core programmes which are building capacity to deliver effective school-to-school support: the Excellence in Learning and Excellence in leadership programmes. These programmes have proved to be very valuable in enabling the successful implementation of the national model for Regional Working and SCC. These programmes integrate the work of CAs, specialists and schools with a sustained record of improvement in key fields. A key additional focus for these initiatives in 2016-2017 will be meeting the needs of the more able and talented pupils.
The EAS will work closely with schools and LAs to ensure that all schools who require support to improve receive it in a timely manner.

We will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce - Strengthening work with initial teacher training; implementing the 'New Deal' for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) and knowledge building permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improving the use of digital technology for learning and assessment; and,improving capacity to accelerate the achievement and progress of learners facing the challenge of poverty, those who are more able and those with special needs.

- Embedding high expectations in the curriculum - Implementing refreshed literacy and numeracy programmes, including the Areas of Learning and the Digital Competence Framework; strengthening the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implementing the Foundation Phase Baseline assessment and ensure that its data is robust, reliable and informative;

engaging with the development of the Donaldson report recommendations; and, supporting the implementation of the Youth Guarantee.

- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to realign the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life'.

- Enabling schools to implement the new framework of qualifications and assessment - GCSEs, Welsh Baccalaureate and Essential Skills Wales; and, embedding assessment of creative and problem solving learning within the curriculum and assessment framework.

- Enabling improved leadership for self-improving schools - Embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring an improved, coherent leadership development framework that supports classroom teachers, middle and senior leaders to improve the impact of their work; improving the impact of Schools Challenge Cymru work; improving impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress for all pupils, including the more able and talented; improving intervention and support for schools in the lowest categories; and, improving governance and improved support for governing bodies.

In March 2015, Welsh Government published proposals to strengthen the quality of teachers' assessments across Wales in Key Stages 2 and 3. The EAS, in collaboration with the other three regional consortia, made a successful bid for this work and is now delivering the programme. This programme will continue for a further 2 years.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated for impact. These priorities, as set out in 'Qualified for Life', are embedded in the strategic priorities of the EAS and will have a clearer focus in the EAS Business Plan for 2016-2019.

The detailed short term priorities for 2016-2017 are contained in the Service Plans in Appendix 7.

The revised structure of the EAS, with the key roles of responsibilities for leadership and management of the key areas of business, were implemented from September 2014. The structure has three key elements:

The **Challenge Adviser Service Area** focuses on the implementation of the National Categorisation System and the Intervention Framework with a key role of knowing and responding to the performance of individual schools, LAs and the region as a whole.

The **Brokerage, Intervention and Support (BIS) Service Area** leads on national and local programmes related to leadership, teaching and learning, governance of schools, literacy, numeracy, Foundation Phase, Welsh and 21st century learning.

The **Business Support Service Area** leads on the financial management, Learning Intelligence information related to the performance of schools, LAs and the region. It also includes business intelligence which informs on progress against business and service plans and the provision of value for money. The area is also responsible for human resource management, health and safety, pensions, communication strategy, procurement, legal and all other aspects that safeguards the company.

Section 5: Regional Key Stage targets 2016-2018

The targets below are derived from the targets submitted by all schools across South East Wales during the statutory target setting process in autumn 2015. The target setting process across the region is robust, with all school targets linked to targets for individual pupils and a comprehensive challenge process by Challenge Advisers and quality assurance by Principal Challenge Advisers and Local Authorities. This includes analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, Fisher Family Trust (FFT) estimates and WG Modelled Expectations.

Foundation Phase			
All Pupils	**2015 Actual**	**2016 Target**	**2017 Target**
FPI	88.0	88.9	-
LLC English O5+	90.0	90.5	-
LLC Welsh O5+	90.8	93.9	-
Math Dev.O5+	90.7	91.5	-
PSD O5+	95.6	94.7	-
LLC English O6	36.3	39.0	-
LLC Welsh O6	32.0	33.7	-
Math Dev. O6	34.7	37.5	-
PSD O6	56.5	56.3	-

FSM Pupils	**2015 Actual**	**2016 Target**	**2017 Target**		**non-FSM Pupils**	**2015 Actual**	**2016 Target**	**2017 Target**
FPI	76.8	78.3	-		**FPI**	91.1	91.5	-
LLC English O5+	80.2	81.1	-		**LLC English O5+**	92.8	92.9	-
LLC Welsh O5+	83.3	87.6	-		**LLC Welsh O5+**	93.0	94.9	-
Math Dev.O5+	81.7	82.5	-		**Math Dev.O5+**	93.1	93.7	-
PSD O5+	90.6	89.7	-		**PSD O5+**	96.9	95.9	-
LLC English O6	19.3	22.8	-		**LLC English O6**	40.8	43.2	-
LLC Welsh O6	20.6	13.5	-		**LLC Welsh O6**	34.1	36.9	-
Math Dev. O6	18.0	22.5	-		**Math Dev. O6**	39.1	41.2	-
PSD O6	35.9	36.7	-		**PSD O6**	62.4	61.2	-

Key Stage 2

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	88.1	89.8	88.8	88.8
English L4+	90.0	91.6	90.7	91.0
Welsh (1st) L4+	90.6	91.1	90.2	92.1
Maths L4+	90.2	91.8	91.3	91.2
Science L4+	91.9	93.3	92.3	92.4
English L5+	42.6	44.0	43.8	44.3
Welsh (1st) L5+	35.8	34.3	36.5	40.9
Maths L5+	42.4	43.9	43.4	42.7
Science L5+	44.4	46.2	45.2	44.9
Welsh (2nd) L4+	82.1	83.2	82.6	83.3
Welsh (2nd) L5+	26.4	26.7	28.9	30.3

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	77.3	80.3	78.5	77.8
English L4+	80.2	82.7	81.6	81.9
Welsh (1st) L4+	82.5	81.5	81.9	83.6
Maths L4+	81.0	83.4	82.2	82.0
Science L4+	84.1	85.3	83.8	84.0
English L5+	24.0	23.7	24.5	24.2
Welsh (1st) L5+	21.3	14.8	19.3	23.3
Maths L5+	23.5	23.3	24.7	23.6
Science L5+	24.7	25.4	26.1	24.8
Welsh (2nd) L4+	68.5	69.2	70.3	72.9
Welsh (2nd) L5+	12.9	14.3	16.2	17.4

non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	90.8	92.2	91.5	91.5
English L4+	92.4	93.7	93.1	93.1
Welsh (1st) L4+	92.1	92.8	91.7	93.3
Maths L4+	92.6	93.9	93.6	93.3
Science L4+	93.9	95.2	94.5	94.4
English L5+	47.4	49.0	48.7	49.1
Welsh (1st) L5+	38.4	37.7	39.6	43.2
Maths L5+	47.3	48.9	48.2	47.2
Science L5+	49.5	51.2	50.1	49.7
Welsh (2nd) L4+	85.9	86.8	85.8	85.9
Welsh (2nd) L5+	30.1	29.8	32.2	33.5

Key Stage 3

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	82.2	85.1	87.2	87.7
English L5+	86.5	88.2	90.4	90.6
Welsh (1st) L5+	88.2	91.4	93.4	95.3
Maths L5+	87.0	89.6	91.4	91.8
Science L5+	91.0	91.7	93.0	92.3
English L6+	51.5	55.6	59.3	60.5
Welsh (1st) L6+	51.8	63.9	71.3	67.3
Maths L6+	56.9	61.0	63.8	64.3
Science L6+	54.5	60.6	63.7	63.7

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	59.6	68.7	72.8	76.6
English L5+	67.8	74.5	78.9	81.3
Welsh (1st) L5+	79.5	78.0	78.9	89.6
Maths L5+	67.9	76.3	80.6	83.9
Science L5+	78.2	80.4	84.0	83.8
English L6+	27.5	33.2	38.8	40.9
Welsh (1st) L6+	35.9	45.8	54.4	50.7
Maths L6+	31.3	38.8	44.1	45.4
Science L6+	28.8	39.0	43.8	44.9

non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	87.4	88.9	90.7	90.3
English L5+	90.7	91.4	93.3	92.8
Welsh (1st) L5+	89.3	93.7	95.8	96.2
Maths L5+	91.3	92.7	94.0	93.7
Science L5+	93.9	94.4	95.2	94.3
English L6+	57.0	60.9	64.3	65.2
Welsh (1st) L6+	53.7	67.0	74.0	69.9
Maths L6+	62.8	66.2	68.6	68.8
Science L6+	60.4	65.7	68.5	68.2

Key Stage 4

All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	55.1	59.1	62.9	64.2
L2	82.4	82.4	82.7	82.7
L1	95.5	95.0	96.0	96.4
CSI	51.6	57.9	60.6	61.7
English A*-C	65.8	67.8	70.3	71.6
Welsh (1st) A*-C	66.2	75.4	77.3	86.2
Maths A*-C	62.2	65.3	69.0	69.4
Science L2	84.7	81.1	76.8	72.9

FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	29.0	37.3	41.2	44.7		L2 inclusive	61.1	64.0	67.7	68.9
L2	63.9	65.1	64.5	66.8		L2	87.0	86.3	86.8	86.6
L1	88.7	87.3	88.5	91.0		L1	97.6	96.7	97.7	97.7
CSI	26.3	34.8	39.1	41.8		CSI	57.5	63.1	65.4	66.5
English A*-C	41.4	47.5	49.1	52.7		English A*-C	71.5	72.3	75.0	76.2
Welsh (1st) A*-C	38.1	46.3	64.1	71.7		Welsh (1st) A*-C	68.5	79.0	79.1	88.8
Maths A*-C	37.9	44.3	47.9	49.8		Maths A*-C	67.9	69.9	73.7	74.1
Science L2	73.6	66.6	57.7	54.9		Science L2	87.7	84.3	81.1	77.3

Attendance targets by LA

Primary attendance

Pupil attendance				
	2015 Actual	**2016 Target**	**2017 Target**	**2018 Target**
Blaenau Gwent	94.5	95.2	95.3	95.4
Caerphilly	94.5	95.1	95.3	Not set
Monmouthshire	95.8	96.0	96.0	96.0
Newport	94.5	94.6	94.7	94.8
Torfaen	96.0	96.0	96.0	96.5

Secondary attendance

Pupil attendance				
	2015 Actual	**2016 Target**	**2017 Target**	**2018 Target**
Blaenau Gwent	93.2	93.8	94.0	94.2
Caerphilly	92.7	93.8	94.0	Not set
Monmouthshire	94.8	95.0	95.0	95.0
Newport	93.1	93.2	93.4	93.6
Torfaen	95.0	95.0	95.0	95.5

Section 6: Key regional priorities for 2016-2019

The South East Wales consortium has established firm foundations on which to implement 'Qualified for Life'. The consortium's work has focused on its current priorities: accelerating the progress of learners facing the challenge of poverty; improving standards of achievement in English and Welsh; and, improving standards of achievement in numeracy.

The South East Wales consortium will ensure that the Excellence in Teaching and Excellence in Leadership programmes will include a primary focus on:

- Strengthening the workforce - Strengthening work with initial teacher training; implementing the 'New Deal' for learning; ensuring that 'deeper learning' (thinking skills, metacognition and assessment for learning) permeates all areas of the curriculum; developing leadership across the profession including outstanding classroom teachers; improving the use of digital technology for learning and assessment; and, improving capacity to accelerate the achievement and progress of learners facing the challenge of poverty and those with special needs.

- Embedding high expectations in the curriculum - Implementing refreshed literacy (English and Welsh) and numeracy programmes, including the Areas of Learning; strengthening the moderation of teacher assessment to ensure greater accuracy and confidence in Key Stages 2 and 3; implementing the Foundation Phase Baseline assessment and ensuring that its data is robust, reliable and informative; engaging with the development of the Donaldson report recommendations; and, support the implementation of the Youth Guarantee.

- Enabling schools to contribute to the development and implementation of the revised curriculum for Wales and to re-profile the EAS to provide a programme of support and intervention aligned to the provisions of 'Qualified for Life'.

- Enabling schools to implement the new framework of qualifications and assessment; GCSEs, Welsh Baccalaureate and Essential Skills Wales; and, embedding assessment of creative and problem solving learning within the curriculum and assessment framework.

- Enabling improved leadership for self-improving schools; embedding school-to-school support as the primary delivery vehicle for improving schools; ensuring a coherent leadership development framework supports classroom teachers, middle and senior leaders to improve the impact of their work; improvinh the impact of Schools Challenge Cymru work; improving impact of the work of Challenge Advisers in strengthening the quality of school improvement planning, target setting and tracking of progress; improving intervention and support for schools in the lowest categories; and, improving governance and improved support for governing bodies.

The EAS has embedded the four-stage model for school improvement in its current work and has ensured that all programmes are evidence-based, targeted accurately, resourced effectively and evaluated rigorously. These priorities, as set out in 'Qualified for Life' are embedded in the strategic priorities of the EAS and will be in the core of the EAS Business Plan for 2016-2019.

Detailed Plans 2016-19

Priority 1: Accelerating the progress of learners who face the challenge of poverty

Progress achieved in 2014-15

Foundation Phase
The performance of FSM pupils at O5+ declined slightly across the region in 2015, however performance of FSM pupils since 2012 has increased by 3.9 percentage points and is higher than the Wales average (76.8% compared to 75.1%). The gap between FSM and non-FSM pupils has narrowed from 18.4 percentage points in 2012 to 14.3 percentage points in 2015, slightly narrower than the Wales gap of 14.9 percentage points.

Key Stage 2
Pupils eligible for free school meals improved performance at both Level 4+ and Level 5+ overall and in 4 out of five LAs. Since 2012, FSM pupils have improved performance by 6.2 percentage points, a much faster rate than non-FSM pupils, and the gap has narrowed from 22 percentage points to 13.5 points. The FSM/non-FSM gap is now less than the Wales figure of 15.7 percentage points.

Key Stage 3
The performance of pupils eligible for free school meals has improved overall but at a slower rate at Level 5+ but a faster rate at Level 6+. The performance of FSM pupils has improved at a lower rate than that of non-FSM pupils (4.4 percentage points compared to 6.1 percentage points). The gap between FSM and non-FSM pupils has narrowed since 2012, but is still wider than the Wales gap (27.8 percentage points compared to 22.2 percentage points).

Key Stage 4
Over the past year, the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%).
Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).
The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Programmes to achieve improvement over 2016-2019

These are high level long term actions. Detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans in Appendix 7.

Excellence in Teaching:

- Closing the Gap (CTG) Champion, in collaboration with Challenge Advisers to identify schools where the gap between FSM pupils and non-FSM pupils is greatest and/or has not improved over a three-year period.
- These schools will be paired with the best performing schools to support a programme of school-based training and development to improve progress of FSM pupils at all ages and across the curriculum.

- Expert teachers across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Learning to be gained from the joint 'Valley's Project' with Central South consortium and shared into the system.
- 'Expert' teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Training and development programme to be monitored by CTG champion and Challenge Advisers over 2016-17 to identify best practice and to extend this programme to 2017 and beyond.
- Exemplars of best practice to be published in 2017-18 and following years.
- Challenge Advisers to ensure that Pioneer Schools and Lead Creative schools have robust and deliverable plans for supporting improvements across the region.
- Challenge Advisers to ensure that support for newly qualified teachers embeds effective curriculum planning to accelerate the progress of FSM pupils.
- Improvements from SCC schools and advisers will be shared across the system.
- EAS Senior Management Team (SMT) to establish partnerships with Initial Teaching Education Training (ITET) providers to improve the pool of effective new teachers entering the profession with the motivation, skills and knowledge required to accelerate the progress of FSM pupils.

Challenging Curriculum and supportive assessment

- Closing the Gap Champion and Challenge Advisers to identify subject areas and aspects of learning where the progress of FSM pupils is the greatest cause for concern and to ensure that work is commissioned to improve the quality of teaching and learning in these areas.
- Challenge Advisers will ensure that bespoke support plans, school development plans and grant plans in 2015-2016 and 2016-2017 clearly identify aspects of support for the acceleration of FSM learners and improvements in quality of teaching and learning in identified schools.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning, particularly in those subjects and aspects of learning where FSM pupils make less progress than expected.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which accelerate the performance of all pupils and ensure that FSM pupils make the greatest gains.
- Literacy (English and Welsh 1st) and numeracy teams to focus support on transition across Years 5 - 8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM learners, particularly in Y7 and Y8.
- Closing the Gap Champion to track the impact of lead creative schools on accelerating the attainment of all pupils and particularly for FSM pupils.
- Challenge Advisers to advise on effective tracking and intervention strategies for FSM learners.
- 21st Century learning team to support programmes of intervention, development and training for literacy (English and Welsh), numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- CTG Champion to review relative progress of FSM pupils in Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Literacy (English and Welsh) and Numeracy teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of FSM pupils.
- CTG Champion to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Ten case studies from literacy (English and Welsh) and numeracy to be published in 2017-18.
- Excellence in Teaching programme to focus on embedding best practice from literacy (English and Welsh 1st) and numeracy across other GCSE and other qualifications frameworks.
- Focused support through Pioneer Schools for the development and implementation of the new GCSE in Science and other subjects where problem solving in real world contexts is a priority focus.

Excellence in Leadership

- Challenge Advisers to ensure that school development plans place narrowing the gap as a priority, particularly in those schools facing the greatest challenge. The development of middle leaders in improving outcomes for learners will focus in bespoke school support plans in current and subsequent years.
- CTG Champion to establish 10 cluster-based programmes to investigate and establish programmes across communities to raise ambition and attainment for families facing the challenge of poverty.
- Consortium leadership to establish a strategic partnership with a University to commission and deliver a research programme to underpin school improvement initiatives and enable teachers and leaders to gain higher qualification in recognition of their work.
- Challenge Advisers to ensure that effective systems for tracking progress of pupils focuses attention on FSM pupils, those who are 'looked after' and pupils with additional learning needs.
- Challenge Advisers will forge effective links with attendance officers to demonstrate the effective processes to engage FSM learners and families.
- Challenge Advisers to intervene strategically in those schools where in-school variation between English/Welsh 1st and Mathematics is impacting against the L2+ achievement measure.
- Governors' support programme ensures that all governing bodies scrutinise progress of FSM pupils and evaluate the schools' measures to accelerate the progress of these pupils and other vulnerable groups.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017)

By 2019:

- Attainment targets for FSM learners set for 2016, 2017 and 2018 all achieved.
- The gap in performance of FSM and Non-FSM learners is closed across the key indicators.
- Achievement of FSM learners at L2+ improves in all targeted schools and in-school variance is reduced significantly.

- The percentage of Secondary schools that perform above the WG target for L2+ (FSM, currently 32%, 2017 - 34%, 2018 - 36%) increases across the region by 50%.
- Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils.
- Attendance improves in line with targets across the region.
- School leaders place emphasis on Family and Community engagement as part of their whole school development planning processes.

Priority 2: Improving standards of achievement in English (and literacy)

Progress achieved in 2014-15

Foundation phase
In 2015 90% of pupils in schools across South East Wales achieved Outcome 5+. This was the same as in 2014 and 1 percentage point below target. Since 2012, there has been an increase of 3 percentage points. In 2015 performance of FSM pupils at O5+ was 81%, compared to 93% for non-FSM pupils, giving a gap of 12 percentage points which is 1 percentage point below target and static over a 3-year period. The gender gap is 6 percentage points, a narrowing of 1 percentage point due to the decrease in girls' performance.
In 2015 36% of pupils in schools across South East Wales achieved Outcome 6+. This was the same as in 2014 and 1 percentage point below target. The FSM/non-FSM performance gap is now 22 percentage points, which has remained static for the last 3 years.

Key Stage 2
In 2015, 90% of pupils in schools across South East Wales achieved Level 4+. This was an increase of 1 percentage point from 2014 and met the target. In 2015 the FSM/non-FSM performance gap is now 12 percentage points, which has narrowed by 4 percentage points. Performance of non-FSM pupils decreased by 1 percentage point.
In 2015, 43% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 2 percentage points from 2014 and met the target. The FSM/non-FSM performance gap is now 23 percentage points, which has narrowed by 3 percentage points and met the target. The gender gap has increased by 3 percentage points, with girls outperforming boys.

Key Stage 3
In 2015, 86% of pupils in schools across South East Wales achieved Level 5+. This was an increase of 1 percentage point from 2014 and is 1 percentage point below target. In 2015 the FSM/non-FSM performance gap is now 22 percentage points, which has widened by 1 percentage point, and has met the target. Performance of non-FSM pupils decreased by 1 percentage point.
In 2015, 51% of pupils in schools across South East Wales achieved Level 6+. This was an increase of 6 percentage points from 2014 and was 2 percentage points below the target. The FSM/non-FSM performance gap is now 29 percentage points, and is 5 percentage points below the target. Girls outperform boys, but the gender gap has narrowed by 3 percentage points, due to boys making a faster rate of progress.

Key Stage 4
In 2015, 65.8% of pupils in schools across South East Wales achieved the L2 measure for English compared to 68.6% across Wales. This is an increase of 6.4 percentage points since 2012, which mirrors the rate of progress across Wales. The gap in performance between the region and Wales remains at 2.8 percentage points.
Over the past year, the region has seen a 1 percentage point increase at this level, which is lower than the increase across Wales in the same period (2.4 percentage points).
At individual Local Authority level, two out of the five authorities in SE Wales had a greater rate of progress compared to Wales (Blaenau Gwent and Monmouthshire) over the 3-year period 2012-2015.

Test performance
- Regional benchmark performance for the Reading tests was average overall in 2015, with roughly 25% schools in each quarter in all Key Stages at both SS85+ and SS115+.
- Performance was strongest in Key Stage 3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%). Conversely, benchmark performance for Teacher Assessment was stronger in Foundation Phase and Key Stage 2 than for Key Stage 3.

- Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for Teacher Assessment (possibly reflecting the impact of writing on the overall level awarded), compared with performance in the tests at SS85+. In Key Stage 3, more schools were in the top quarter for the test, than for Teacher Assessment at level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.

Programmes to achieve improvement over 2016-2019

(These are high level long term action: detailed actions and outcomes for 2016-2017are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion and Challenge Advisers to work with the English/Literacy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- English/literacy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at KS2 and 3.
- Expert/outstanding teachers of English across all phases to be identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- Literacy team support schools in the teaching of writing at Key Stages 2 and 3.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are competent in raising standards in English and literacy and are entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- English/literacy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- English/literacy team to identify priorities for the development of the new curriculum and track the progress of English and literacy developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in English.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside English.
- English/literacy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- English/literacy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- The GCSE Wave project will continue to support departments as agreed in the project plan.
- English/literacy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.
- English/literacy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in English.
- English/literacy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four Case studies from English/literacy to be published in 2017-18.

Excellence in Leadership

- English/literacy team to provide intensive support programme in schools where attainment is consistently below the median.
- English/literacy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of English.
- English/literacy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- English/literacy team to support Challenge Advisers in raising the quality and impact of curriculum leadership in English.
- English/literacy to strengthen leadership capacity in schools with consistent underperformance.
- English/literacy team to support the transition programme in schools where English is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools (60%) performing above the median.

Priority 3: Improving standards of achievement in Welsh 1ˢᵗ and 2ⁿᵈ language (and literacy)

Progress achieved in 2014-15

Welsh 1ˢᵗ language

Foundation Phase
In 2015, performance of pupils in schools across South East Wales at Outcome 5+ remained above the Wales average. At Outcome 6+ performance was 4.9 percentage points below the Wales average, and has decreased by 2 percentage points. The FSM/non-FSM performance gap decreased by 1 percentage point at O5+ but increased by 1 percentage point at O6+.

Key Stage 2
In 2015, performance of pupils in schools across South East Wales at Level 4+ remained above the Wales average for the third year, increasing by 1 percentage point year on year. At Level 5+ performance was 2 percentage points below the Wales average, but has improved at a faster rate. The FSM/non-FSM performance gap decreased by 8 percentage points at L4+ and 3 percentage point at L5+. FSM pupils are making faster progress than non-FSM pupils.

Key Stage 3
In 2015, performance of pupils in schools across South East Wales at Level 5+ decreased by 1 percentage point and was 2.9 percentage points below the Wales average. At Level 6+ performance was 4.1 percentage points below the Wales average, but has improved at the same rate as Wales. The FSM/non-FSM performance gap decreased significantly between 2014 and 2015. FSM pupils are making faster progress than non-FSM pupils at both L5+ and L6+.

Key Stage 4
In 2015, performance of pupils in schools across South East Wales at Level 2 Welsh decreased by 10.7 percentage points.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.
Writing is the weakest skill at Key Stages 2 and 3.

Welsh 2ⁿᵈ language

Key Stage 2
In 2015, performance of pupils in schools across South East Wales at Level 4+ increased by 2 percentage points and is now 5.9 percentage points above the Wales average. At Level 5+ performance increased by 2 percentage points and is now 7 percentage points above the Wales average. The FSM/non-FSM performance gap decreased at L4+ by 4 percentage points, but has increased by 2 percentage points at L5+.

Key Stage 3
In 2015, performance of pupils in schools across South East Wales at Level 5+ increased by 4.6 percentage points and is in line with the Wales average. At Level 6+ performance increased by 7.9 percentage points and is now 5.7 percentage points above the Wales average. The FSM/non-FSM performance gap remains at 25 percentage points.

Key Stage 4
Performance in full course GCSE/Level 2 equivalent overall is 1.3 percentage points below the Wales average.

Girls perform better than boys at all Key Stages; however, girls' performance has declined over the year.
Writing is the weakest skill at Key Stage 2 and 3.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017 are contained in the Service Area Plans for both Welsh 1st and Welsh 2nd languages in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Welsh in Education team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils and for boys at Key Stage 2 and 3. (Welsh 1st and Welsh 2nd language)
- Expert teachers of Welsh 1st/2nd language across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Literacy team support schools in the teaching of writing at Key Stages 2 and 3. (Welsh 1st and Welsh 2nd language)
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages. (Welsh 1st language)

Challenging Curriculum and supportive assessment

- Welsh in Education team to identify priorities for the development of the new curriculum and track the progress of Welsh 1st and 2nd language developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority. (Welsh 1st and Welsh 2nd language)
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Welsh 1st and 2nd language.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which improve literacy alongside Welsh 1st and 2nd language.
- Welsh in Education team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8. (Welsh 1st and Welsh 2nd language)

- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils. (Welsh 1st and Welsh 2nd language.)

A rewarding qualifications framework

- Welsh in Education team to capture the learning from Pioneer schools implementing new GCSEs, and identify strengths in planning, provision and teaching. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in literacy skills and communication in Welsh. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Three case studies from literacy (Welsh 1st and 2nd language) to be published in 2017-18.

Excellence in Leadership

- Welsh in Education team to provide intensive support programme in schools where attainment is consistently below the median in Welsh-medium schools.
- Welsh in Education team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Welsh as a 1st and 2nd language.
- Welsh in Education team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support Challenge Advisers in raising the quality and impact of curriculum leadership in Welsh. (Welsh 1st and Welsh 2nd language.)
- Welsh in Education team to strengthen leadership capacity in schools with consistent underperformance. (Welsh 1st and Welsh 2nd language)
- Welsh in Education team to support the transition programme in schools where Welsh 1st and 2nd language is a priority focus.

Outcomes from programmes

(These are high level outcomes: specific success measures are contained in the Service Plans for 2016-2017.)

By 2019:

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Attainment in writing improved to meet targets set for 2016, 2017 and 2018.
- Improved performance in the National Reading Test data with a clearer alignment with teacher assessment. (Welsh 1st language)
- Improved performance in leadership at KS4 with higher percentage performing above the median at KS3.
- Improved performance of learners entered for GCSE qualifications in Welsh 2nd language.

- Increase the numbers of learners entered for full course qualifications in Welsh 2nd language (as detailed in the Welsh in Education Strategic Plan, (WESP)).

- Increase the numbers of learners entered for full course qualifications in Welsh 2nd language (as detailed in the Welsh in Education Strategic Plan, (WESP)).

Priority 4: Improving standards of achievement in Mathematics (and numeracy)

Progress achieved in 2014-15

- Regional performance remains just above / in line with Wales averages in Foundation Phase (FP) and KS2 (91/90% respectively) and increased 2 points in line with Wales in Key Stage 3 (2 pts below Wales). Results rose 2 points at the higher levels in FP and KS2 and continue to be just above Wales (despite Wales figures improving by 4/3 points). Performance improved slightly at L6+ (5 points compared with four nationally), closing the gap between South East Wales Consortia (SEWC) and Wales to 3 points.

- The percentage of pupils achieving the expected level and expected level +1 increased or matched last year's figures in all but three cases (Blaenau Gwent at O5+ linked to girls' performance, and Torfaen at O5+, L4+ and L5+ in both KS2 and KS3). The latter was anticipated following the focus on Teacher Assessment and the need to demonstrate greater alignment between TA and test results.

- Gender differences at the expected level suggest relative underperformance of boys in Newport at O5+ (FP), Caerphilly at L4+ (KS2) and Blaenau Gwent at L5+ (KS3). At the higher levels, gender differences in favour of girls are wider than Wales in Torfaen at O6+ (FP) and Blaenau Gwent in Key Stages L6+ (KS3), with relative underperformance of girls in Monmouthshire at L6+ (KS3).

- Fewer schools were above the median at the expected level in FP and Key Stages 2 and 3 than in 2014. This reflects the regional focus and rigour on TA and the need to ensure accurate use of best-fit approaches. It was anticipated that this would result in LA TA performance being lower than last year in most LAs. LA rankings at the expected levels are above or close to LA FSM ranking for all but Key Stages 2 and 3 in Torfaen.

- Mathematics performance improved in Key Stage 4, increasing 4 points across the region compared with a national increase of just 2 points. Improvements were in line with Wales in Monmouthshire (2 pts) but above for all other LAs and strongest in Blaenau Gwent: 7 pts (Caerphilly: 4 pts, Torfaen: 4 pts, Newport: 3pts). However, performance declined in twelves schools across the region (< 2 pts in four schools, 2-5 points in four schools and > 5 pts in three schools). In Blaenau Gwent, this reflects relatively stronger performance of boys this year; in other LAs gender differences are similar to Wales averages, albeit with significant variation at school level.

- Regional benchmark performance at Key Stage 4 was above average for the first time, with 54% schools above median and less than 25% in Q4. Whilst the EAS target for at least 60% of schools to be above the median in 2015 was not met, performance was significantly stronger than last year and represents SEWC's strongest performance. At the start of the EAS, nearly two-thirds of schools were below median, of which 41% were in the bottom quarter.

- Regional benchmark performance in the national numeracy tests was below average overall in 2015, with more than half the schools below the median in 8 out of 12 indicators. However, this represents improvement compared with 2014 where benchmark performance in was well below average, with more than half the schools below the median for all but one of the twelve measures (Procedural: KS3: SS85+).

- Performance was above average in the procedural test in KS2 at SS115+, both tests at SS85+ in KS3 and the procedural test at SS115+ in KS3.

- Performance was strong in Year 9, and stronger than in Years 2 and 6, contrary to Teacher Assessment benchmarks where Key Stage 3 performance was well below average at the expected level (only 36% schools above the median compared with 61% in Foundation Phase and 56% at Key Stage 2).

- In the primary phase (Years 2 and 6), with the exception of the Year 6 procedural test at SS115+, there were fewer than 50% of schools above the median, and significantly more schools in the bottom quarter than in the top quarter.

Programmes to achieve improvement over 2016-2019

(These are high level long term actions: detailed actions and outcomes for 2016-2017are contained in the Service Area Plans in Appendix 7.)

Excellence in Teaching

- Closing the Gap Champion to work with the Mathematics/numeracy team to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Mathematics/numeracy team to work with Challenge Advisers and schools to identify excellent teaching leading to consistent improvement in attainment for FSM pupils.
- Expert/outstanding teachers of Mathematics/numeracy across all phases identified by schools with a sustained track record of improved outcomes for FSM pupils alongside high performance for all pupils.
- Expert/Outstanding teachers to be inducted into the Excellence in Teaching Framework to become lead teachers in its delivery.
- EAS SMT to establish partnerships with ITET providers to improve the pool of effective new teachers who are expert in Mathematics/numeracy entering the profession with the motivation, skills and knowledge required to accelerate the progress of pupils across all Key Stages.
- Mathematics/numeracy team to ensure that support for newly qualified teachers is focused on improving progress of learners at all Key Stages.

Challenging Curriculum and supportive assessment

- Mathematics/numeracy to identify priorities for the development of the new curriculum and track the developments in Pioneer schools in meeting these priorities.
- Pioneer Schools for development of the new curriculum to be commissioned to lead developments in areas identified for improvement as a priority.
- Excellence in Teaching programme to support key schools in developing accuracy and rigour in assessment of learning in Mathematics.
- Excellence in Teaching programme to focus on developing schemes of work and approaches to teaching which Mathematics and numeracy.
- Mathematics/numeracy team to focus support on transition across Years 5-8, making sure that curriculum and lesson plans set high expectations for all learners and include measures to accelerate the progress of vulnerable groups, particularly in Y7 and Y8.
- 21st Century learning team to support programmes of intervention, development and training for literacy, numeracy and narrowing the gap in attainment for FSM pupils.

A rewarding qualifications framework

- Mathematics/numeracy team to capture the learning from Pioneer schools implementing new GCSEs and identify strengths in planning, provision and teaching.
- Mathematics/numeracy team to work in partnership with the Excellence in Teaching programme to embed this learning in schools to school programmes.

- Mathematics/numeracy team teams to focus on the development of schemes of work and approaches to teaching that have proven to be effective in accelerating the progress of all pupils in Mathematics/numeracy.
- Mathematics/numeracy team to commission case studies of effective practice across the curriculum and the resources and approaches used to deliver this practice. Four case studies to be published in 2017-18.

Excellence in Leadership

- Mathematics/numeracy team to provide intensive support programme in schools where attainment is consistently below median.
- Mathematics/numeracy team to inform the development of the Excellence in Leadership framework contributing evidence of effective curriculum leadership in the teaching of Mathematics/numeracy.
- Mathematics/numeracy team to support Challenge Advisers in the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Mathematics/numeracy team to support Challenge Advisers in raising the quality and impact of curriculum leadership I Mathematics/numeracy.
- Mathematics/numeracy team to strengthen leadership capacity in schools with consistent underperformance.
- Mathematics/numeracy team to support the transition programme in schools where Mathematics and or numeracy is a priority focus.

Outcomes from programmes

- Attainment targets set for 2016, 2017 and 2018 all achieved.
- Attainment of FSM learners will improve with the gap in performance when compared to non-FSM learners closing in line with targets.
- Improve the outcomes for more able learners at all Key Stages in line with targets.
- Improved performance in the National Test data with a clearer alignment with teacher assessment.
- Improved performance in leadership at KS4 with a higher percentage of schools performing above the median.
- 95% of schools rate support for Mathematics/numeracy as good or better.

Section 7 Appendices

Appendix 1: EAS risk register

Spring Term Update to be added before submission to WG.

No.	Date logged	Date / reported to Board	Category	Risk description... There is a risk that.... In relation to the EAS Business Plan	Consequence	Impact and Likelihood (DxE) Scale 1 - 4	Scale 1 - 4		Red = 9-16 Amber = 5 - 8 Green = 1-4	owner	Planned action	Review date	Update (November 2015)
						High Risk (9 -16)							
						Medium Risk (5 - 8)							
						Low Risk (1 - 4)							
1	15/03/2015		Political - local	School categorisation is not accurately completed	Lack of focus for school improvement and achievement	3	1	3	L	KB	Robust QA, training and guidance for completion	01/01/2016	
2	15/03/2015		Customer	LA or LAs refuse or fails to behave in line with the national model	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA Concerns at officer/Board level as they emerge	31/01/2016	
3	15/03/2015		Customer	The customer (LA) duplicates the services of EAS	Confusion for schools and lack of overall control of service	3	2	6	M	KB	As above	31/01/2016	
4	15/03/2015		People and Organisation	Key people or significant numbers of CAs fail to deliver services	Impact on the ability of EAS to deliver the national model and impact on school improvement. Impact on reputation of the service	3	2	6	M	KB	Effective line management systems in place. PDRs implemented. QA systems in place	Aug-16	
5	15/03/2015		People and Organisation	Loss of critical individuals within the CA Team	Impact on the ability of EAS to deliver the national model and impact on school improvement	2	1	2	L	KB	CA Partners trained in preparation for schools that require CAs at short notice. Replacement strategies implemented	May-16	
6	15/03/2015		Performance	Learners' improvement is not aligned to CAs input efforts	Life chances of pupils not realised. VFM of CA time not effective	3	2	6	M	KB	QA systems and line management meetings implemented. PCA/LA monthly meetings and where required Schools Causing Concern Policy	Jan-16	
7	15/03/2015	2.12.15 Item 5	Performance	Target setting process not fully implemented by EAS and / or LA SIMS teams	Pupil level target information not completed at a regional level. Unable to provide the LAs with detailed statutory information	4	2	8	M	KB	Monthly meetings with LIT and LA staff to monitor progress and compliance	Feb-16	Target setting process completed. QA process and final agreement with LAs to take place prior to Dec 14th. Risk remains the same.
8	16/03/2015		Health and Safety	Incident at work - employee	loss of productivity, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/02/2016	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.
9	16/03/2015		Health and Safety	Incident on site - participant, guest, visitor	reputational, legal action	2	4	8	M	GW	Process reviewed, expectations and actions, including timelines agreed	01/11/2015	Risk remains the same. Training for Managers has taken place. Staff to be completed Jan 16.

#	Date		Category	Risk	Impact				Rating	Owner	Action	Review Date	Comments
10	16/03/2015		Technology and Information	Significant system failure	loss of data, security breach, legal action	4	1	4	L	GW	Review of process, expectations and actions	Jan-16	
11	16/03/2015		Technology and Information	Moderate Software failure	loss of data, productivity	2	2	4	L	GW	Review of process, expectations and actions	Jan-16	
12	16/03/2015		Technology and Information	Device failure	individual	1	3	6	M	GW	Process reviewed, expectations and actions agreed	Jan-16	
13	16/03/2015		Technology and Information	Investment error or failure - hardware	Waste, security breach	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
14	16/03/2015		Technology and Information	Investment error or failure - software	Waste	2	3	6	M	GW	Review of process, expectations and actions	Jan-16	
15	16/03/2015		Technology and Information	MySID and SS - data and function transfer	Waste	3	3	9	H	KP	ongoing review of migration	01/02/2016	Risk remains the same as the systems are migrated.
16	16/03/2015		Technology and Information	MySID and CPD Online	Loss of productivity, reputation, relationships with schools	3	3	9	H	KP	immediate review of process, expectations and actions	01/02/2016	School survey complete. MySID HT user group to meet Dec 15. Risk to be reviewed after this date. Risk remain.
17	16/03/2015		People and the organisation	Underperformance - individual	Waste, requirement to take action	2	3	6	M	SMT	Execute PDR	01/03/2016	PDR process implemented. Half yearly reviews completed by Dec 15. SMT to review quality. Risk remain.
18	16/03/2015		People and the organisation	Underperformance - team	Waste, requirement to take action	3	2	6	M	SMT	Execute PDR and Business Plan / QA	01/11/2015	Business Plan reviews taken place. Staff survey complete. SMT to review quality. Risk remain.
19	16/03/2015		People and the organisation	Loss of key staff	Loss of capacity/capability	2	3	6	M	SMT	All monitor and succession plan	Jan-16	
20	16/03/2015		People and the organisation	Workload impact on staff retention	Loss of staff, impact on health	3	2	6	M	SMT	Review through 1-1 and PDR's	04/01/2016	Ongoing risk to the Business. Risk to remain the same. SMT to monitor sickness absence monthly.
21	16/03/2015		People and the organisation	Failure to secure school-based capacity	loss of opportunity	2	4	8	M	KP	Review s-2-s capacity in all phases across all teams	Jan-16	
22	01/09/2015	1.12.15 Agenda item 11	Political - local	Failure to agree EAS governance model because operational or strategic concerns/ differences	Impact on working arrangements or other relationships with partners which in turn may affect the ability to deliver contracted outcomes	4	2	8	M	DH	Completion of Roles and responsibility document and regular review. Seek to resolve any LA concerns at officer/Board level as they emerge	01/02/2016	Governance model not fully agreed. Audit Committee to be agreed 2.12.15. Expected Board agreement with Legals Jan 16. Risk to remain until all completed.

No.	Date	Agenda	Category	Risk	Impact	L	I	Score	Rating	Owner	Mitigation / Action	Review Date	Comments
23	01/09/2015	1.12.15 Agenda item 6	Finance and cash flow	Failure in cash flow	Lack of ability to pay staff and creditors	4	1	4	L	GW	Process reviewed, outcomes implemented. Monitored on fortnightly basis	01/11/2015	Risk reduced from Medium (8).
24	01/09/2015		Legal and Regulatory	Specific compliance issues relating to grant expenditure	Loss of money and impact on service delivery	3	1	3	L	GW	Process reviewed, training need identified, monitored on a weekly basis	Jan-16	
25	01/09/2015	23.04.15 Agenda item 12	People and Organisation	Failure to recruit a new and appropriate MD in a timely manor	Disruption to leadership and management of the service, as it approaches an Inspection	3	3	9	L	RG	Establish agreed process for the recruitment of the new MD with appropriate HR support	01/06/2016	Interim MD appointed. Post until Aug 31st 2016. All interim backfill posts completed. Risk to be removed and reviewed June 2016.
26	25/11/2015	1.12.15 Agenda item 8	Finance and cash flow	Failure to review school to school financial allocations and process of impact monitoring. Not preparing schools adequately for the accountability shift.	Schools not able to demonstarte impact and grant compliance. Detremental impact of development of resiliance and self imporving schools.	3	2	6	M	KP	Refine current processes for allocation and impact monitoring of schools to school budgets. Engage with new HT Strategy group. Risk level remains at 6, but new processes and the implementation of the timebank solution will reduce the risk significantly in FY16-17.	01/02/2016	
27	25/11/2015	1.12.15 agenda item 7 & 9	Finance and cash flow	Reduced grant / funding allocations in future from WG / LAs	Impact on service delivery	3	3	9	H	GW	Medium term financial plan updated and shared with Board. Scenarios of reduction included. Change Management Policy - continue to engage with	27/01/2016	

Appendix 2: Resources

Budget Estimates 2016/17

Revenue	Estimated Outturn 2015/16 (core budget)	Expenditure				Income					
		Employee	Non Employee	Delegated / S2S	Total	Core Budget	Grant	SLA External	Trading External	Internal	Total
Management Team	£379,808	£390,243	£38,100	£0	**£428,343**	£420,343	£0	£0	£0	£8,000	**£428,343**
Business Support	£163,899	£431,583	£2,000	£0	**£433,583**	£236,457	£82,259	£10,000	£0	£104,867	**£433,583**
Challenge Advisors	£1,532,859	£1,210,086	£393,880	£0	**£1,603,966**	£1,474,714	£51,268	£13,000	£0	£64,983	**£1,603,966**
Governors Support	£1,175	£385,513	£97,260	£0	**£482,773**	£28,571	£0	£454,202	£0	£0	**£482,773**
Learning Intelligence	£204,141	£203,182	£2,813	£0	**£205,995**	£185,495	£0	£16,750	£0	£3,750	**£205,995**
Literacy	£54,273	£512,204	£44,083	£0	**£556,287**	£93,860	£162,627	£0	£272,700	£27,100	**£556,287**
Numeracy	£139,502	£518,806	£23,416	£0	**£542,222**	£74,275	£165,527	£0	£263,520	£38,900	**£542,222**
EIG (Foundation Phase)	£46,466	£624,085	£42,635	£0	**£666,720**	£0	£617,880	£0	£48,840	£0	**£666,720**
EIG (Welsh Education)	£0	£633,839	£18,641	£0	**£652,480**	£0	£569,668	£0	£82,812	£0	**£652,480**
14-19	£144,349	£104,056	£6,000	£0	**£110,056**	£87,553	£22,503	£0	£0	-£0	**£110,056**
21st Century Learning	£80,211	£107,022	£16,403	£0	**£123,425**	£61,925	£11,500	£0	£50,000	£0	**£123,425**
Pupil Deprivation	£52,000	£57,027	£1,000	£0	**£58,027**	£58,027	£0	£0	£0	£0	**£58,027**
SACRE	£30,000	£0	£30,000	£0	**£30,000**	£30,000	£0	£0	£0	£0	**£30,000**
School to School	£175,653	£0	£66,774	£126,140	**£192,914**	£136,914	£0	£0	£56,000	£0	**£192,914**
Accommodation Charges	£109,333	£0	£136,500	£0	**£136,500**	£136,500	£0	£0	£0	£0	**£136,500**
Supplies and Services	£367,416	£0	£376,820	£0	**£376,820**	£352,020	£20,000	£0	£4,800	£0	**£376,820**
Total - Revenue	**£3,481,085**	**£5,177,645**	**£1,296,325**	**£126,140**	**£6,600,110**	**£3,376,653**	**£1,703,232**	**£493,952**	**£778,672**	**£247,601**	**£6,600,110**

Appendix 3: Business Planning Cycle 2015-2016

EAS self-evaluation process 2015-2016

A4 Service Plan oveview

Closing the Gap (CtG)

Excellence in Teaching (Pioneer Schools)

Excellence in Leadership ('New Deal')

Creative Schools / SEREN

English (Lit)

Governor Support

Mathematics (Num)

Post-16

EAS Business Plan

Welsh (1st and 2nd Lang.)

Science

CAs

21st Century learning

Foun. Phase
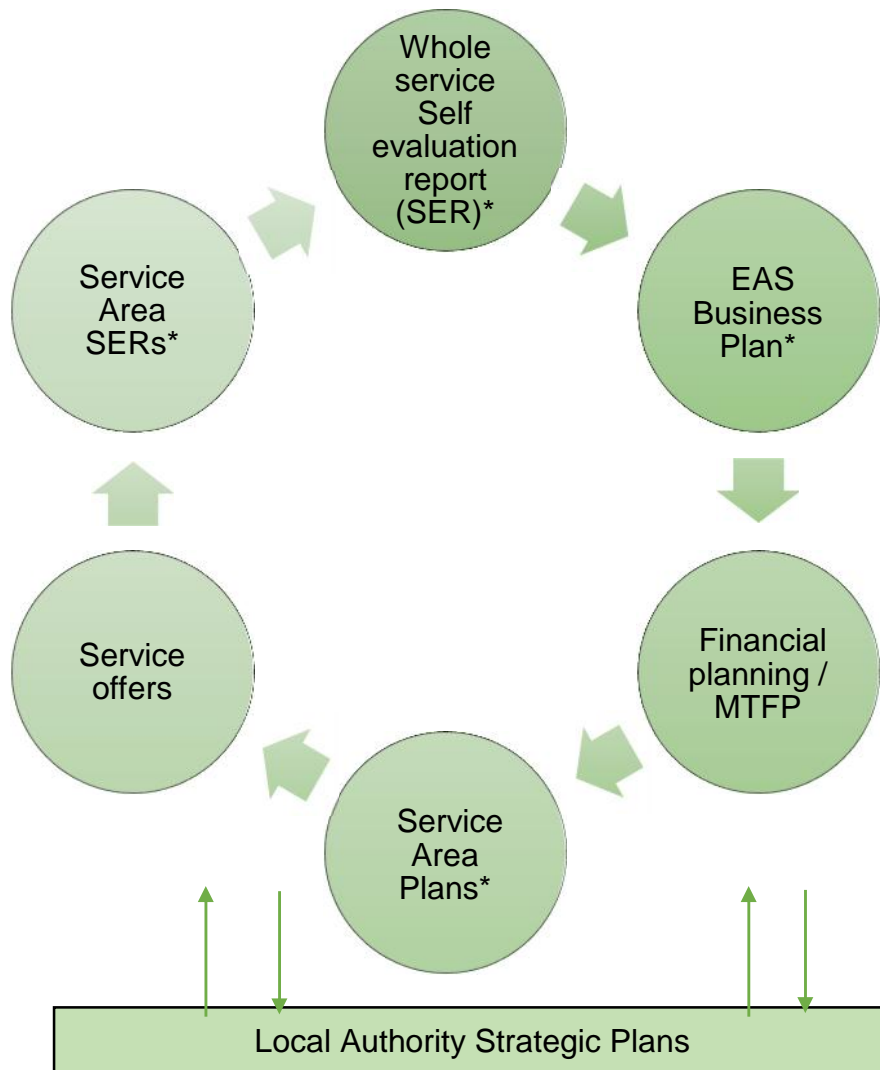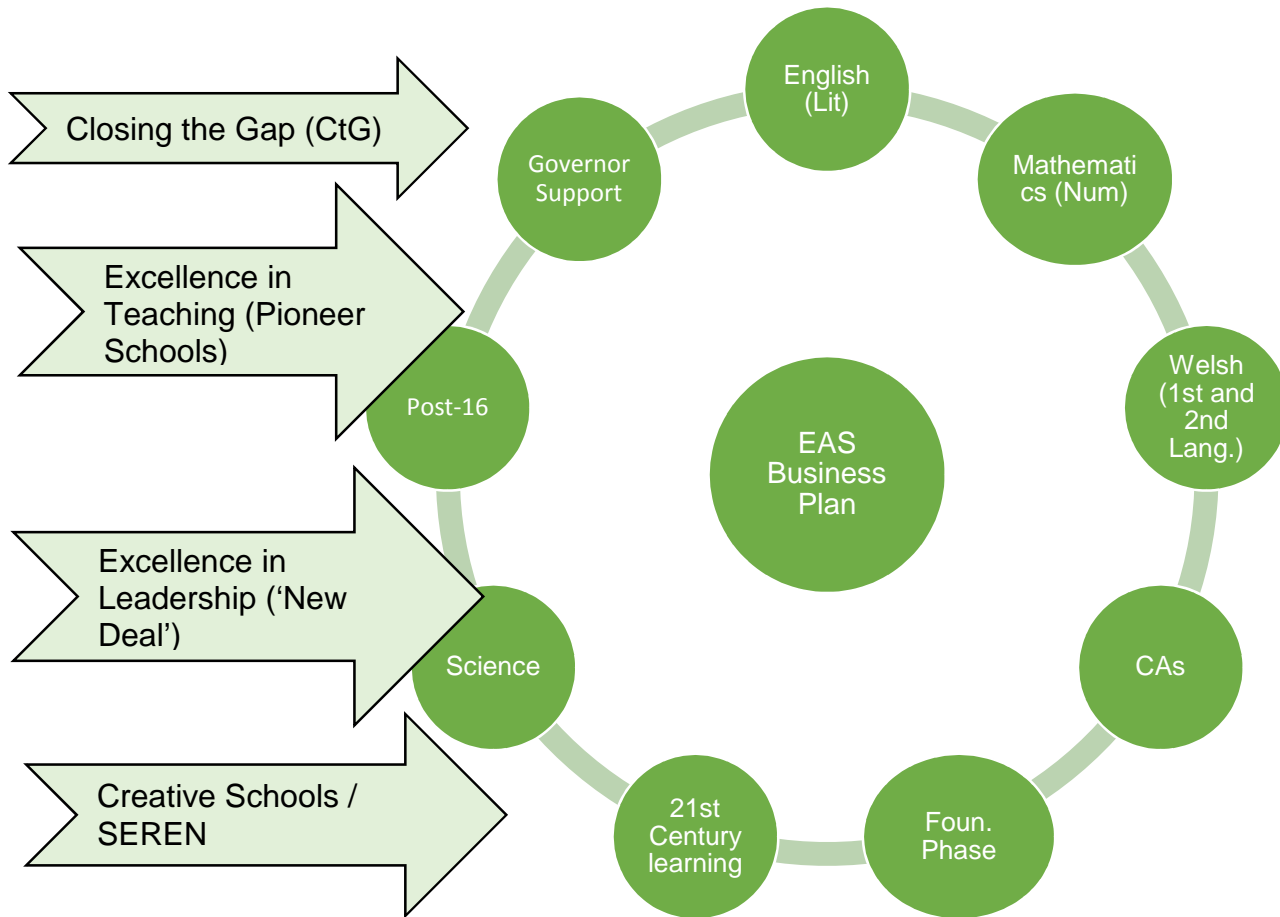
Detailed Service Area Plans

There will be five detailed Service Area Plans which will be populated from all other service areas. All that contribute to these SAPs will be held to account for progress through them.

EAS Business Plan

Detailed SAP
Accelerating the progress of learners who face the challenges of poverty

Detailed SAP
English (Literacy)

Detailed SAP
Mathematics (Numeracy)

Detailed SAP
Welsh

Detailed SAP
EAS Service develoment

Service teams that will contrubute to the detailed SAPs above;
Challenge Advisers, Science, Foundation Phase, EiT, EiL, 21st Century, Post-16

Appendix 4: Progress Overview Estyn/WAO report on Regional Working (as at November 2015)

High level progress overview - Estyn Recommendations (Improving Schools through Regional Educational Consortia - Estyn report June 2015) and Wales Audit Office (WAO) (Achieving improvement in support to schools through regional education consortia - an early view)

The progress measures used in this report are as follows;

	Addressing the recommendation	**Aspects still requiring attention**	**Impact on standards and / or quality of provision**
Limited progress	*Does not meet the recommendation*	*All or many important aspects still awaiting attention*	*No impact on standards and/or quality of provision*
Satisfactory progress	*Addresses the recommendation in many respects*	*A few important aspects still require significant attention*	*Limited impact on standards and/or quality of provision*
Strong progress	*Addresses the recommendation in most respects*	*Only minor aspects still require attention*	*Positive impact on standards and / or quality of provision*
Very good progress	*Addresses the recommendation in all aspects*	*No aspects require further attention*	*Very good impact on quality of provision*

Recommendation	**High level summary of progress to date / Judgement (November 2015)**	**High level summary of ongoing actions**
Estyn **R1 Improve performance management arrangements by**: • planning for the medium term to ensure a strategic approach to school improvement • ensuring that plans contain actions that are specific and measurable, with appropriate targets, costings and milestones for delivery • capturing, sharing and using data (from pupil	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Revised Business planning processes in place with reviews built in and challenged by SMT. • The use of data is now more efficient and stored centrally. Data sharing agreements in place with LAs. • Pupil level data is used for target setting processes across the region.	• Continue to up skill all team leaders within the service on business planning, self-evaluation and impact driven accountabilities. • Further refine the Business Planning cycle and engage more widely with all stakeholders. • Refine the data collection processes from schools and LAs to enable greater efficiency. • Improve the bespoke nature of the LA Annexes. • Improve the accuracy and rigour in the target

level up) efficiently and effectively • monitoring the progress of pupils and schools regularly • taking a more robust approach to identifying and managing risks • realistically self-evaluating their strengths and shortcomings • tightly managing the individual performance of their staff **Local authorities should:** **R6 Support their regional consortium to develop medium term business plans and ensure that all plans take account of the needs of their local schools.** **WAO** **R2 To focus on outcomes through medium term planning.**	• Risk register now in place and monitored through the Board meetings. • Self-evaluation systems are developing across the service. • Performance Management systems are now in operation across the service.	setting and progress towards targets information from schools. • Embed and refine the quality of the Performance Development Review (PDR) processes and impact on service delivery. • Further refine the self-evaluation systems and processes across the service to better inform service priorities. • In consultation with SEWC develop the VFM systems.
R2 Secure greater consistency in the quality of Challenge Advisers' evaluations of schools, particularly in relation to teaching and leadership.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Revised systems and processes implemented to judge the effectiveness and quality of CA reports. • Quality assurance and line management arrangements have been improved. • Training for all CAs on the implementation of the National Categorisation Model, effective intervention in schools has been delivered. • Bespoke support plans have been introduced for all schools.	• Reduce the variance in outcomes between schools. • Improve the outcomes, particularly at KS4 and for those pupils facing the challenges of poverty across the region. • Embed the new processes and protocols. • Utilise the PM systems and quality assurance framework to its optimum. • Continue to identify and reduce the variance in quality where it still exists. • Use the school survey as a useful tool to evaluate provision across the CA service.

	Materials and practice has been shared and learning taken from ERW and CSC.	• Further develop the work streams with other regions as agreed in the cross - region action plan.
R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure that all actions are coherent in this purpose.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • CTG Champion appointed and project plan in operation. • One partial secondment (Primary Head) made and one CA appointment made with focus on leadership and closing the gap. • Ongoing support for best use of PDG. • Engagement in Valleys project in collaboration with CSC. • MySID now being used by CAs to monitor and advise on PDG spend.	• Reduce the variance in outcomes for pupils facing challenges of poverty, particularly at KS3 and KS4. • Review the impact of the use of MySID as a tool for allocation and impact of PDG grant. • Utilise the Leadership Timebank as a tool to identify and share the best practice in this area of work. • Embed the role of the PDG Officers. • Fully implement the 'Valley's' Project in conjunction with CSC and take learning from this approach. • Continue with the joint training for CAs with CSC.

R4 Improve the quality and range of support for schools and in particular:
 	
• develop clearer strategies for maximising the potential of school-to-school support
• provide or broker better support for teaching and learning in non-core subject areas.
	Judgement:
	
	Satisfactory Progress - Addresses the recommendation in many respects. A few important aspects still require significant attention
	
	Summary progress to date;
	• School-to-school strategy document in draft for consideration by all regional consortia - joint project across all four regions.
	• Ongoing work with 'New Deal' Schools and lead schools for Excellence in Teaching (EIT) and Excellence in Leadership (EiL), including 20 primary schools now delivering collaboratively on:
	   o The Leadership programme
	   o The leadership timebank
		• Continue to develop and deliver the programme of staff development within the 'New Deal'.
		
		• Work with the Pioneer Schools for the curriculum to engage the non-core subjects.
		
		• Continue support for the WBQ and new non-core GCSEs.

	o The Excellence in Leadership Framework o Strategic delivery partnerships with Higher Education (HE) and other third party providers • The Excellence in Teaching and Leadership programmes, being brought together as a response to the 'New Deal' and Successful Futures programmes, now focus on and record progress in relation to teachers and leaders in the non-core subjects in all Key Stages. • In addition, school-to-school funding and other resources released by WG are being used to support schools' preparation for the implementation of the Welsh Baccalaureate (WBQ) and new GCSEs for September 2016.	
R5 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services.	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Agreed annual protocol implemented for working more closely with the diocesan authorities. • Regular meetings scheduled with the Managing Director over the year. • Training provided to CAs on the distinct nature of Faith schools and the role of the diocese. • Senior CA appointed with specific responsibility as the key link to the Diocesan directors. • Draft Categorisation and Targets shared with the Directors for views.	• Embed the agreed processes into practice. • Review the impact of this joint working.
Estyn **R7 Develop formal working arrangements**	**Judgement:**	• Activate the Business Planning timetable.

between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium. **WAO** **R5 To improve the effectiveness of governance and management of regional consortia.**	**Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention **Summary progress to date;** • Quality assurance protocols in place and implemented across the region with SEWC. • Joint Executive Group (JEG) meeting scheduled for the year and is now fully operational. • EAS Board now fully operational. • Business Planning timetable 2016/2017 created, involving all levels of governance. • Regular attendance at Scrutiny / Select Committees in all LAs.	• Embed the role of JEG more fully ensuring this is effectively challenging the work of the service. • Introduce the Audit Committee into the Governance Structure. • Review and evaluate the quality and accuracy of the quality assurance framework that is currently in place with each LA. • Review and evaluate the quality assurance mechanisms within the service to ensure reports / information submitted to JEG / Board is of high quality and informative. • Re-configure the SEWC group to align more fully with strategic matters. • Self-evaluate the processes for governance as part of the regional strategy.
WAO **R3 To develop more collaborative relationships for the school improvement system;** • Regional consortia should develop improved arrangements for sharing practice and supporting efficiency (for example, one consortium could take the lead on tackling an issue or have functional responsibility for the development of a policy).	**Judgement:** **Satisfactory Progress -** Addresses the recommendation in many respects. A few important aspects still require significant attention. **Summary progress to date;** • Cross regional SMT conference was held in September 2015. High level action plan has been created for each of the identified work streams. • The Partnership arrangements between the four regions manage the STAP programme on behalf of the WG. • The development of CAs particularly when challenging and supporting improvements in outcomes for pupils facing the	• Continue delivery on the agreed cross regional action plan through 2015/2016. • Review and self-evaluate the impact of the current work streams. • Utilise the network of Pioneer and 'New Deal' schools to share the best practice. • Embed the cross regional self-Improving Strategy and review impact at regional level.

		challenging of poverty is ongoing with CSC. • The support and challenge for the delivery of the Welsh Baccalaureate has been led by EAS and also delivered across the CSC region.	

Detailed update can be found in the Action Plan.

Appendix 5: Draft high level Governance structure of EAS (subject to confirmation by new governance arrangements)

EAS Board of Directors

(Decision making around Company operation)

Membership: Cabinet Members from each LA (not Lead Education Member), three Headteacher advisers, Managing Director EAS.

Observers: Lead Chief Executive / Lead Director / WG representatives

Joint Executive Group (JEG)

(Consultative / Commissioning Group)

Membership: Elected Education Members from each LA, Directors / Chief Education Officers from each LA, Managing Director EAS.

Observers: WG representative

Audit Committee (tbc)

Membership (TBC): 10 Councillors 2 from each LA

South East Wales Directors (SEWC)

(Consultative / Commissioning Group)

Membership: Directors / Chief Education Officers from each LA, Managing Director EAS

Observers: WG representative

Diocesan Directors

(Consultative Group)

Membership: three Diocesan Directors, Managing Director, Assistant Directors EAS.

Appendix 6: Service Plan Overviews and Service Offers 2016-2017

These Service Plan Overviews are high level summary documents that detail the progress made on actions in the previous Business Plan and the key actions and expected outcomes for the coming year.

The Service Offers detail the services that are provided to schools across the region for the next year, how these will be delivered and why these aspects have been chosen.

Details on resource implications will be worked up in the detailed Service Area Plans which will be completed in full mid-March when all financial information is available.

Service Area	English and Literacy

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

Foundation Phase: O5+: 90% equal to 2014 (1% below target). 3-year trend: increase of 3%. FSM 81%; non-FSM 93%- gap of 12% is 1% below target and static over a 3-year period. Gap between girls and boys is 6 points - down by 1 point through drop in girls' performance.

O6+:36%, equal to 2014 and 1% below target. FSM/non-FSM gap 22 points and whilst at target level has remained static over 3 years.

Key Stage 2: Level 4+: 90% - met target (increase of 1%). FSM/non-FSM gap 12 points is at expected level and improved by 4 points. Non-FSM pupils' performance fell by 1 point.

Level 5+: 43% - met target level and an increase of 2 points. FSM/non-FSM gap 23 points, narrowed by 3 points to meet target. Girls outperform boys and the gap has grown by 3 points.

Key Stage 3: Level 5+: 86% - improvement of 1% (1% below target). FSM/non-FSM gap 22 points and below target by 4 points. (Increase of 1 point)

Level 6+: 51% improved by 6 points (2 points below target). FSM/non-FSM gap is 29 percentage points (5 points below target). Girls outperform boys but the gap has narrowed by 3 points due to boys making better progress.

Key Stage 4: 65.8% L2 compared to 68.6% across Wales. An increase of 6.4pp since 2012, mirrored across Wales. The gap in performance between the region and Wales remains at 2.8 pp.

Test performance: Regional benchmark performance for the reading tests was average overall in 2015, with 25% schools in each quarter in all Key Stages at both SS85+ and SS115+. Performance was strongest in KS3, with nearly a third of schools in the top quarter (SS85+: 31% / SS115+: 32%).

Significantly fewer schools were in the bottom quarter at the expected levels in Years 2 and 6 for TA compared with performance in the tests at SS85+. In KS3, more schools were in the top quarter for the test, than for TA at Level 5+. At Level 6+, more schools were in the bottom quarter than for SS115+.

Drivers for the coming year

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Accelerate the progress of FSM pupils in all LAs, particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases.
- Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and suppport from FP through to KS4.
- Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+).
- Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment.
- Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning.
- Improve moderation accuracy across all Key Stages.
- Support schools with the Foundation Phase strategic action plan and Estyn remit responses.
- Improve GCSE performance. At least 55% schools to be in above median in 2016.
- Ensure that at least 95% of all schools and governing bodies' rate support for English as good or better.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area.

- Support PDG Champion, Challenge Advisers and Outstanding Teachers to strengthen the quality of teaching in identified schools for all pupils including FSM and boys.
- Work closely with BIS teams to support schools with the demands of new GCSEs and the coordination of Wave school-to-school GCSE project.
- Support Excellence in Teaching Programme (ETP) team and Pioneer schools to identify excellent teachers across the region to engage in school-to-school support and improvement.
- Support the 21st century team ensuring support programmes are rigorous and aligned across Literacy and numeracy, narrowing the attainment gap for FSM learners.
- Establish partnerships with ITET providers and Institutes of Higher Education to ensure raised standards.
- ALN teams in LAs to further improve the work of interventions for vulnerable learners.

Specific focus of this Service Area's work in each LA within the region

Blaenau Gwent: Raise standards of writing in collaboration with BG schools. Improve reading test outcomes- BG currently lowest performing LA in Years 2 and 6. Reduce variance between teacher assessment and test outcome.

Caerphilly: Raise reading test performance through the 'All round reader project' and the Caerphilly reading project using best practice from across the LA to share at LA and regional level. Target 85% of learners to achieve a standardised score of 85+.

Monmouthshire: Raise standards at the expected level + 1 to ensure that all learners achieve their potential across all Key Stages, particularly KS4. (O.3 pp rise in 2015, 9.1pp rise over three years- highest in the region)

Newport: Raise pupil attainment particularly within KS4 in schools who dipped in 2015. (-1.5pp 2015) Using EAS support and Wave 1 S2S ensure that middle leaders are tracking and monitoring all learners' progress to ensure raised standards. Reduce variation between TA and National Test in Year 9 and aim for 85% of learners to achieve SS85+. (Newport have the lowest % at 85+ within Yr 9). Support work streams for EAL project.

Torfaen: Teacher assessment of reading and reduced variation between TA and Test outcomes. Greater attendance at central training including reflection day. Target 85% SS85+ in Yr 2,6 and 9

Service Area Business Plan 2016 - 2017: Short term overview
Accountability - Tracey Abdulla

Priority / Blaenoriaeth

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2 Improving standards of achievement in English (and literacy)

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Desired outcomes / Deilliannau

	Expected level				Expected level + 1			
	Actual	Target			Actual	Target		
ALL	2015	2016	2017	2018	2015	2016	2017	2018
FP	90.0	90.5			36.3	39.0		
KS2	90.0	91.6	90.7	91.0	42.6	44.1	43.8	44.3
KS3	86.5	88.2	90.4	90.6	51.5	55.6	59.3	60.5
KS4	65.4	68.1	70.7	71.6				

	Expected level FSM				Expected level + 1: FSM			
	Actual	Target			Actual	Target		
ALL	2015	2016	2017	2018	2015	2016	2017	2018
FP	80.2	81.1			19.3	22.8		
KS2	80.2	82.6	81.6	81.9	24.0	23.7	24.5	24.0
KS3	67.8	74.5	78.9	81.3	27.5	33.2	38.8	40.9
KS4	41.4	47.5	49.1	52.7				

	Expected level: Non-FSM						Expected level + 1: Non-FSM					
	Actual	Target			GAP 2015	P Gap 2016	Actual	Target			GAP 2015	P Gap 2016
ALL	2015	2016	2017	2018			2015	2016	2017	2018		
FP	92.8	92.9			12.6	11.8	40.8	43.2			21.5	20.4
KS2	92.4	93.8	93.1	93.1	13.5	12.0	47.4	49.0	48.7	49.1	23.4	25.3
KS3	90.7	91.4	93.3	92.8	22.9	16.9	57.0	60.9	64.3	65.2	29.5	27.7
KS4	71.5	72.5	75.0	76.2	30.1	25.0						

Over- arching targets

	Improve performance in Teacher Assessment at higher levels, National Reading tests from Yr2-9 and GCSE including higher grades so that the percentage of pupils at 85+ and 116+ is above the national average.

Excellence in Teaching: Improving the teaching and assessment of oracy, reading and writing to raise standards across of all pupils across all Key Stages leading to Improved performance of FSM pupils, ALN, EAL, MAT, LAC and boys with increased focus on school-to-school partnerships and the CTG work programme.

Challenging curriculum and supportive assessment: The development of the new curriculum including an EAS learning pathway for Years 3-11 fully embedded and used in schools to support the progress of all pupils. Work alongside the Pioneer schools to take forward Successful Futures agenda.

Excellence in Leadership: Strengthen the quality and impact of school leadership and middle leaders to ensure attainment is above the median in identified schools. Ensure senior and middle leaders have the skills to challenge and support departments Ensure AFL and accurate teacher assessment with effective tracking systems to strengthen accountability are utilised to track learner progression.

A rewarding qualifications framework: Continue to develop school-to-school working in line with Successful Futures focusing on progression from Year 5 into 6 transition into Year 7 and continued progression into 8. Continue to prepare subject leaders for the demands of the new GCSEs using S2S.

Main activities / Prif weithgaredd	When	Who?
Excellence in Teaching: Provide effective central and bespoke training that raises attainment in all schools and enables schools to effectively address national, regional, LA and school priorities. Support schools where learner outcomes are consistently weak and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns. Support leaders with the monitoring of individual pupil targets and progress towards targets. Collaborate with the FP & Welsh teams to provide schemes of learning/ training programmes for both English and Welsh from FP-KS4. (Get it Write/Lively Literacy, LLP focusing specifically on Yr 5,6,7 and 8) Collaborate with WG, teachers and school leaders to deliver grant funded programmes within English and LNF (FP-KS). Collaborate with the EAS EAL working group to develop resources to support schools and teachers Support schools in responding to the implications of Donaldson's Successful Futures using school-to-school, Pioneer schools and delegates from the Excellence in Teaching programme Develop post-16 support to accelerate the progress of learners who failed to gain L2.	*April 2016-March 2017*	Lead for English and Literacy. 4 primary officers & 2 secondary. 2 GCSE specialist advisers (WG funded-summer term only)
Challenging Curriculum and supportive assessment: Collaborate with schools, through school-to-school support, to raise standards of English and literacy reducing variation across LAs In collaboration with regional Pioneer schools and all BIS teams, particularly FP, Numeracy and Welsh, prepare learners for the demands of everyday life, national tests, GCSE and PISA. Provide systematic training and guidance in relation to national moderation materials and reporting on cluster moderations events- FP-KS2 & 3. Support all clusters with any contested profiles. Improve accuracy and consistency of teacher assessment reflected in cluster moderation reports and at external verification. Improve the progress of FSM, ALN and MAT learners along with effective transition within/ across Key Stages.	April 2016-March 2017.	

Continue to facilitate the sharing of school developed resources across the region in all Key Stages. Identify best practice within schools through school profiling and facilitate sharing of skills and resources through drop in clinics, network meetings and training programmes.		
Excellence in Leadership: Improve the quality of both senior and middle leadership for English and Literacy and governance through S2S support developing accountability for standards. Extend partnership working within BIS teams, Governor Support and the ETP programme. Work collaboratively with the CTG champion and collaborate with LA ALN officers to provide complementary support to schools using school-to-school where appropriate. *Learner outcomes for 2015-16 evaluated Sept '16.*	April 2016- March 2017.	
A Rewarding Qualifications Framework Developing the teaching and assessment of oracy, reading and writing in a holistic way building on skills and ensuring progression throughout the Key Stages. Enable learners to be at the heart of their learning, able to solve problems and gain understanding of why they are completing tasks and confident to be able to transfer these skills across the curriculum. *Delivery of the English/ Literacy strategy is dependent upon school-to-school including Lead Practitioners and Literacy Champions, to develop collaboration across all Key Stages. S2S support is used in the preparation of resources, delivery of training and in-school support with other colleagues working alongside EAS advisers.*	April 2016- March 2017.	

Key milestones / Cerrig Milltir 2016-2019

	FP 05+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
2014-15	90.0	90.0	86.5	65.4	30.1
2015-16	90.5	91.6	88.2	68.1	25.0
2016-17		90.7	90.4	70.7	25.9
2017-18		91.0	90.6	71.6	23.4

Service Area	English and Literacy

Summarise the main regional priorities for your service area;

- Accelerate the progress of FSM pupils in all LAs, but particularly KS4. Overall FSM/non-FSM gap to be smaller than Wales averages in all phases.
- Support learners with SEN/ AEN/ MAT to ensure they achieve their potential through targeted intervention and suppport from FP through to KS4.
- Improve performance in national tests compared with 2015, so that there is closer alignment between TA and test benchmark figures particularly at above the expected level (SS115+).
- Improve attainment in reading and writing to improve outcomes at end of Key Stages and secure teacher assessment.
- Support leaders of Literacy and English through network meetings and bespoke support focusing on specific needs- new POS, tracking and monitoring of pupils, assessment and planning.
- Improving the moderation accuracy Foundation Phase profiling, KS2 and 3.
- KS4: Improve GCSE performance: At least 55% schools to be in above median in 2015 (currently 51% above median) and only 6 schools in Q1 (16%).

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Lively Literacy- Making the Links FP-Year 2.	This training will enable teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus, teaching in a holistic way. All delegates will be confident in the use of the EAS writing sequence and planning materials to provide learners with engaging activities for non-Literary writing through focused tasks and enhanced provision. **Evidence of impact** Joint book scrutinies will be conducted with subject leaders in their school to look for improved outcomes in pupils writing not just in Literacy but across the curriculum.	Modular / S2S Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**Challenging Curriculum and supportive assessment & A rewarding qualifications framework.** Standards in writing and the assessment of writing need to improve within the Foundation Phase particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R3 Map opportunities for oracy, reading and writing across the curriculum • R3 Tackle the underperformance of pupils entitled to FSM in English,	**ALL**

			• including for more able pupils, by targeting and matching support to their individual learning needs • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres	
Getting it 'Write' Year 3-6	This training will enable teachers to plan engaging activities for pupils to enable the assessment or oracy, reading and writing through a text/ stimulus, teaching in a holistic way. All teachers will deliver an EAS unit of work developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to teacher planning from across the EAS stored within a drop box facility. **Evidence of impact** Joint book scrutinies will be carried out along with Literacy Coordinator/ SLT out to look for improved outcomes in pupils writing not just in Literacy but across the curriculum. Delegates also share planning produced and pupil outcomes as a result of the training.	Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**Challenging Curriculum and supportive assessment & A rewarding qualifications framework.** Standard in writing and the assessment of writing need to improve within KS2 particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. KS2 expected level 86% compared with oracy and reading 91 and 90% respectively. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R3 Map opportunities for oracy, reading and writing across the curriculum • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres	ALL

Collaborative Classroom culture	This training maximises the use of AFL strategies in order to raise standards in Literacy. **Evidence of impact** Joint book scrutinies will evidence improved assessment strategies such as 'closing the gap marking', peer/ self -assessment, collaborative pupil responses, learning diaries etc.	Central training using best practice from delegates in 2015 to exemplify and share success/ strategies to date.	**Challenging curriculum and supportive assessment** Standards within oracy, reading and writing need to be raised. Pupils need to be central to their learning and understand what they need to do to improve- all pupils including FSM, AEN, ALN and MAT pupils • R6 Improve 'assessment for learning' practices and the marking of pupils' work.	ALL
Tools not rules- effective teaching of grammar	This two-day training compliments GIW and will develop teachers understanding of key aspects of grammar which are explicit in the new curriculum documents. Delegates will gain Increased subject knowledge and confidence in planning for teaching and learning of grammar. Delegates will feel confident in providing rich writing opportunities for pupils to strengthen their use of grammar in standard English **Evidence of impact** Improved standards in extended writing Book scrutines and shared practice within Day 2 will enable monitoring of impact.	Central training with a reflection task on day 2 and sharing of experiences.	**Challenging Curriculum and supportive assessment** Requests from HT across the EAS and the demands of the new Language, Literacy and communication skills area of learning and English Programme of study to ensure we meet the progression required. R5 Agree how to teach spelling, punctuation and grammar and provide consistency in approaches, such as teaching spelling rules and strategies.	ALL
Guided Group Reading	Delegates will be taught how to implement rich and stimulating Guided Group Reading sessions to develop reading skills. They will be taught how to use 'benchmarking' and running records to establish the 'instructional' reading level for each pupil. **Evidence of impact** The outcome of this training is improved attainment and assessment of reading evidenced in TA and National Test data.	Central training programme with reflection task to share impact in the classroom on learners.	**Challenging Curriculum and supportive assessment & Excellence in Teaching.** Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1 • R2 Continue to raise pupils' ability to read for information and use higher order reading skills • R5 Train teachers to plan more challenging opportunities in all subjects	ALL

			to develop pupils' higher order reading and writing skills	
Reading Response- Top ten reading responses. Year 3 and 5 March 2016 Year 2/4/6 (Summer 2016)	This training programme provides delegates with a range of resources and strategies to not only aid the assessment of reading activities for TA purposes but also offers strategies to support pupils with National Test style questions. Impact will be analysed following National tests and outcomes within Reading in the summer term. **Evidence of impact** All teachers who attend the training will gain confidence and understanding in the planning and teaching of reading to ensure alignment with TA and National Test data. *Improved reading test outcomes to be confirmed in June 2016*	Resource created through school-to-school. Delivered centrally and bespoke.	**Challenging Curriculum and supportive assessment & Excellence in Teaching.** Imperative to reduce the variance between TA and National Test outcomes particularly at the expected level +1 • R2 Continue to raise pupils' ability to read for information and use higher order reading skills • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills	ALL
Literacy Launcher	Intervention tutors will be taught how to use effective teaching/support strategies together with a wide range of resources when supporting pupils engaged on the Literacy Launcher intervention programme. The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of	This three-day event will support Teaching Assistants to lead and deliver the group intervention programme.	**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs.	All

	writing and raise awareness of strategies integral to supporting intervention pupils. **Evidence of impact** Improved pupil performance of FSM pupils.			
Success in 6 & 7	This three-day event will support Teaching Assistants to lead and deliver the group intervention programme. The sessions will look in detail at effective strategies for supporting learners who require additional literacy support. The focus of the training is based around the strategies and organisation necessary for Guided Group Reading sessions. We will explore how rich texts, collaborative work, including effective questioning and discussion, together with appropriate reading responses can engage pupils and support the holistic development of their literacy skills. The training will also provide guidance on the development of writing and raise awareness of strategies integral to supporting intervention pupils. **Evidence of impact** Improved performance of FSM pupils.	Modular/ S2S/ Research task to show impact.	**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R9 Share more information to aid pupils' transition to secondary school.	All
Leading Literacy	The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/ Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting. **Evidence of impact** A mini Literacy review will be conducted in all delegates' schools to ascertain the impact of the training and effectiveness of subject leadership.	Five day modular course with S2S and research to measure impact.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Supporting Literacy development	Using the wide range of effective teaching strategies and resources gained during the training TAs will be more able and confident when supporting pupils with their literacy skills.		**Excellence in Teaching** Improved performance of FSM pupils and boys alongside performance for all learners.	

for support staff	**Evidence of impact** Improved performance of FSM pupils.		• R1 Make developing literacy skills a priority in improvement plans and schemes of work. •
Language Coordinator meetings	All delegates have been provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. **Evidence of impact** Raised performance across the Key Stages and reduced variation- July 2016	Termly network meetings using S2S input and sharing of best practice.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices
Literacy Champions	The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff. Evidence of impact Attendees/participants will: • Share good practice within and between schools.	There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. R4 Monitor and evaluate the impact of strategies for improving literacy.	

	• Develop their skills for teaching reading, writing and oracy. **Evidence of impact** Improved standards of reading, writing and oracy to be measured in June 2016.	supporting other members of staff.		
Training and support for NQT joint with Mathematics	Improved teaching and tracking of English and Literacy. **Evidence of impact** National tests and teacher assessment- book scrutinies.	Central course/ S2S/ Research 5-day modular course in collaboration with Numeracy team.	**Excellence in Teaching** Reducing variance amongst new teachers to enable all learners to progress.	All
Secondary Courses				
Getting it 'Write' KS3 Year 7-8	This training will enable secondary teachers to plan engaging activities for pupils to enable the assessment of oracy, reading and writing through a text/ stimulus teaching in a holistic way building on teaching methods used in KS2. Delegates will be provided with a scheme of learning for each year group from Year 7-9 All teachers will deliver these EAS units developing the use of the writing sequence. All teachers will share examples of pupils writing and have access to further teacher planning from across the EAS stored within a drop box facility. **Evidence of impact** Book scrutinies will be carried out to look at improved outcomes in pupils writing not just in English but across the curriculum. Delegates will also share planning produced and pupil outcomes as a result of the training.	Modular 2.5 days with reflection session. Central training provided, along with S2S input from practitioners successfully implementing the strategies. S2S resources shared.	**A rewarding qualifications framework.** **Excellence in Teaching** Standard in writing and the assessment of writing need to improve within KS3 particularly with those disadvantaged by poverty. Estyn remit report identifies writing as the weakest skill within all Key Stages. KS3 expected level 81% compared with oracy and reading 87% and 85% respectively. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work	ALL

			• R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work	
Support for teaching the New GCSE specification	All delegates will gain a greater understanding of the new specification and approaches to teaching the required skills. They will gain detailed knowledge of the new terminology and how this links to PISA. All delegates will be expected to develop a 'course plan' and produce schemes of learning to deliver the skills. The units produced will reflect the delegates' confidence in planning and teaching the new GCSE. **Evidence of impact** GCSE results 2017- new specification first examination.	Module/ S2S working The programme consists of- 1 full day and 2x ½ days equivalent training/networking At least ½ days school-based peer observation and consolidation of pedagogy	**Challenging Curriculum and supportive assessment** **A rewarding qualifications framework.** The imperative to raise standards within KS4. A new specification first being assessed in 2017 and Literature no longer counting towards the Level 2. • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R7 Achieve a better balance of literary and non-literary material and cover all seven writing genres • R9 Improve the teaching of writing as a process by encouraging pupils to plan, review, edit and improve their own work • R10 Make more use of oracy prior to reading and writing, in order to help pupils to develop and extend their understanding and improve the quality of their work	ALL
Literacy Champions	All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson. **Evidence of impact**	Network/ S2S/ Research	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level. • R4 Monitor and evaluate the impact of strategies for improving literacy.	All

	All delegates will be expected to share examples of best practice to monitor impact.			
Outstanding teachers	All delegates will gain knowledge on how to develop skills for PISA, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading. **Evidence of impact** GCSE results 2017- new specification first examination.	Network/ S2S/ Research Termly half day meetings.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level.	All
Literacy Coordinator networks	All delegates will be provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. **Evidence of impact-** Improved outcomes at the end of Key stage 3, reduced variation between teacher assessment and test, positive moderation/ verification of learner profiles Year 9	Network/ S2S/ Research Termly half day meetings	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the Key Stages within English and Literacy at above expected level. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all Key Stages • R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy	ALL

Heads of English network meeting (Termly + monthly drop in clinics)	All delegates are provided with updated information for local and national priorities including national reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3. **Evidence of impact** Improved outcomes at KS4 and reduced variance with regard to National Test and teacher assessment.	Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4. - R4 Monitor and evaluate the impact of strategies for improving literacy - R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills - R8 Work with other schools to share effective standardisation and moderation practices	All LAs
**Sample of BESPOKE SUPPORT offered by EAS English and literacy team.**
Literacy Learning pathways resource and support Year 2-6	This Year group specific scheme of learning has been produced by schools across the region using the EAS writing sequence and planning materials to ensure alignment with GIW and Lively Literacy. **Evidence of impact** Impact will be measured through joint book scrutiny and pupil outcomes in July 2016.	Support includes 6 half days in the school (one half day to discuss unit of work and resources available as well as follow-up visit to monitor impact of the planning).	**Challenging Curriculum and supportive assessment & A Rewarding Qualifications Framework.** All Red schools to be provided with planning and support to enable them to deliver rich tasks to their learners to improve outcomes from FP to the end of KS2.	All red schools across the region.
Collaborative classroom culture	This is a one-day training module which focuses on maximising the use of AFL strategies within the classroom and raising standards in literacy throughout both Key Stages. Through constructive, collaborative feedback and marking we can develop children's ability to become reflective learners and help them to close the gap between current and desired performance. During this one-day training	One-day training module.	**Challenging Curriculum and supportive assessment** Improving teacher assessment and Assessment for Learning to improve pupil outcomes Provide challenging work in English to stretch all pupils, particularly the more able.	All

	module, teachers will explore a variety of assessment for learning strategies including 'closing the gap' marking, peer/self-assessment, collaborative pupil responses, learning diaries, the sharing of assessment criteria and models of progression. **Evidence of impact** Impact to be measured through joint book scrutiny with school leadership team.			
Developing Higher order reading skills across the curriculum	All teachers will be able to plan and prepare tasks and activities that develop higher order reading skills for pupils The will be able to exemplify clear development of the higher order reading skills and application of them across the curriculum. **Evidence of impact** Book scrutinies at department and whole school level.	School-based.	**Challenging Curriculum and supportive assessment** Variance in teacher assessment and performance in National Tests	All LAs
Support for new Heads of department- professional dialogue to agree priorities and plan package of support	School leaders more confident in identifying priorities and planning appropriate activities and interventions in English **Evidence of impact** Improved outcomes at the end of KS3 and 4 for all learners and a narrowing of the attainment gap.	School-based initial meeting followed by EAS support and S2S support and shadowing.	**Excellence in Leadership** Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful Futures	All LAs

Service Area	Mathematics / Numeracy

Summarise progress towards 2015 -18 Business Plan   Judgement: SATISFACTORY

FSM: With the exception of O5+ (FP) performance of FSM learners increased in all cases. Gains were most significant in KS4 at A*-C (7 pts) and at L6+ in Key Stage 3 (6 pts). As a result, regional FSM / non-FSM gaps narrowed at both E and E+1 for all but L5+ KS3. The gap is now smaller than Wales averages for 2014 at E (apart from L5+ KS3), equal at the higher levels in KS2 and 3, and slightly wider at O6+ (FP).

TA: Regional results improved or consistent with last year for E and E+1 in all but four cases (BG: O5+ and Tor: O5+, L4+ and L5+ KS2/KS3). Latter anticipated following drive for greater alignment of TA/tests. Fewer schools above the median for E in all phases than in 2014, but also fewer in Q4 (with exception of O5+). At the higher levels, benchmarks stronger than 2014 (best at L5+ KS2). Relative underperformance of boys at E in Newport 05+, Caer L4+ and BG L5+ (KS3) and at E+1 in Tor (06+) and BG (L6+ KS3).

KS4: Improved performance in 2015 with A*- C increasing 4 points compared with a national increase of 2 points (Most progress in BG: 7 pts, then Caer 4 pts, Tor 4 pts, New 3pts, Mon 2pts). Regional benchmarks above average with 54% schools above median and less than 25% in Q4. EAS target not met (60%), but performance significantly stronger than last year and SEWC's strongest performance to date. At the start of EAS, nearly 2/3 schools were below the median with 41% in Q4. However, results fell in 12 schools. Rate of improvement from 2012 to 2015: Wales 58% → 64% (6 points) / EAS 53% → 62% (9 points).

Tests: Regional benchmark performance below average with more than half the schools below the median for 8/12 measures. Whilst this falls short of the consortium target this represents improvement compared with 2014. Performance strongest in Y9 but noticeably weaker than last year in Year 2.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan
- WG: 'Qualified for Life', 'Successful Futures', 'New Deal' and Furlong reviews.
- Mathematics Task and Finish report (national Centre of Excellence), PISA and international research. Estyn: Raising standards of numeracy, S2S collaboration, Tackling Poverty reports Chief HMI (Her Majesty's Inspectorate for Education and Training in Wales) annual report.
- All Wales Core Data sets and additional data releases, Sutton Trust Research, Seren report.

Key priorities drawn from the direction of travel in the above datasets
- Improve performance in Teacher Assessments at the higher levels, national tests from Year 2 to Year 9 and at GCSE in KS4 (incl. percentage achieving higher grades). Accelerate progress of FSM leaners in all Key Stages, and of pupils who did not achieve A*- C in Mathematics in Y11.
- Continue to intervene in schools / LAs where learner outcomes / leadership are consistently weak.
- Improve the teaching of number and reasoning skills in Mathematics lessons and improve planning for the application of numeracy skills in rich and meaningful contexts (all phases).
- Improve AFL, the accuracy of teacher assessment and pupil tracking in all phases (esp KS3).
- Improve middle leader monitoring and challenge in secondary schools through training, S2S activities and bespoke coaching. Equip primary Head teachers to recognise and address weaknesses in progression and next-step learning in Mathematics.
- Further develop S2S working, ensuring an appropriate and well-managed balance of brokered, commissioned and central delivery models and establish robust QA processes.
- Develop the confidence and expertise of CAs in relation to TA and moderation in particular.

Key links within the EAS service teams / LA Officers required to deliver your service area
- PCAs / CAs: to identify and agree schools requiring intensive Mathematics support (generally amber/red) and ensure consistent working across BIS/CA teams and curriculum/subject guidance
- All BIS teams to ensure consistent vison, processes and communication with schools, but particular collaboration with FP team / leads for CTG, Science, 21st C learning, EIT/L, post-16. The work of the CTG Champion is fully integrated within numeracy strategy (0.5 numeracy team member) so this provides vital link with other teams and wider areas of PDG work. Liaise with Lead Creative Schools (LCS).

• Collaborate with ALN leads in Local Authorities to complement the training and support provided by LA officers, and with Further and Higher Education settings in relation to post-16 and Initial Teacher Training (ITT).

Specific focus of this Service Area's work in each LA within the region

Pri: BG/Caer: Improve planning, teaching and formative assessment (Y6)
 Mon/Tor: Improve numerical reasoning (rich tasks + planning - focus on Year 2 and 5)
 Newport: Raising performance in national procedural tests, esp in Y2 (other LAs next year)

Sec All LAs but focus particularly on Torfaen (performance well below average in Y9 national tests and
 weakest benchmarks at KS4) and Newport (KS4 progress slower than other LAs, albeit improved).

Service Area: Mathematics / numeracy

Priority / Blaenoriaeth:

Priority Outcome 4: Improving standards of achievement in Mathematics (and numeracy)

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

NB Targets in the column to the right are based on aggregated school targets set for 15-16. Figures in red are EAS numeracy estimates.

Overarching target
Improve benchmark performance at the higher levels in teacher assessment and in numeracy tests at 85+ esp (Y2-9). Improve performance at GCSE (A*-C and higher grades) and of FSM in all Key Stages.

Desired Outcomes / Deilliannau

	Expected level					Expected level + 1				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	91	91	92 92			33	35	38 37		
KS2	90	90	92 91	91	91	40	42	44 43	43	43
KS3	85	87	90 89	91	92	52	57	61 59	64	64
KS4	58	62	66 64	69	69					

	Expected level: FSM					Expected level + 1: FSM				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	82	82	83 83			16	18	23 19		
KS2	80	81	83 82	82	82	21	24	23 25	25	24
KS3	68	68	76 70	81	84	26	31	39 33	44	45
KS4	30	38	44 39	48	50					

	Expected level: FSM/non-FSM gap					Expected level + 1: FSM/non-FSM gap				
	Actual		Target			Actual		Target		
ALL	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FP	12	11	11 10			22	21	18 19		
KS2	13	12	11 11	12	11	24	23	26 21	25	23
KS3	21	22	17 20	13	10	32	31	27 29	25	24
KS4	34	31	26 28	26	24					

Excellence in Teaching. Focus: Improved teaching and learning of Mathematics (particularly number and reasoning) in all phases, including post-16.

Challenging Curriculum and supportive assessment. Focus: Improved application of skills (all phases). More effective targeted teaching of particular groups (/learners).
Improved assessment *of* and *for* learning and moderation processes; more effective school use of test information; improved tracking within and across Key Stages and curriculum transition (Reduced TA/test gap by raising standards in tests). For TA target for improvement: few learner profiles judged one level to high at cluster moderation (2015: 13 in Y6 (12 sch) / 9 in sec (5 sch)).

Excellence in Leadership: Focus: Improved middle leadership in secondary and Head teacher monitoring of progression in primary. Increased collaboration with CAs in teacher assessment and cluster moderation activities and with intensive schools. Appropriate balance of S2S and centrally delivered models with effective QA processes.

A rewarding qualifications framework: Effective dissemination of Mathematics Task and Finish report and wider use of ETF (Ma) leading to improved skills, teaching, leadership.
Clear regional and EAS understanding of numeracy strategy and S2S work in Mathematics, aligned to Qualified for Life (QfL), 'Successful Futures', 'New Deal' / Furlong proposals.

Main activities / Prif weithgaredd	When/Pryd	Who?
Excellence in Teaching • Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs **(A1)**. Pri Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2. Sec: All LAs but focus on Torfaen (performance well below average in Y9	April 2016 - Mar 2017 Learner outcomes for 2015-16	**EAS numeracy team** Senior Challenge Adviser (lead for Mathematics and numeracy)

national tests) and Newport (KS4 progress slower than other LAs). • Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities **(A2)**. In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures **(A1/2)**. In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches **(A3)** and projects to strengthen post-16 provision **(A4)**.	evaluated Sept 2016. Learner outcomes for 2016-17 evaluated Sept 2016	5.1 primary core numeracy officers: - 2 advisers - 2 ass advisers - 0.5 PDG Ass adviser - 0.6 fixed term ass. adviser

Challenging curriculum and supportive assessment
• Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills as a pre-requisite to application, and an emphasis on 'authentic' contexts **(B)**.
• Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings **(C)**.
• Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (link - E3).
• Continue to improve assessment *of* and *for* learning in Mathematics **(D1/D2)** to reduce the gap between TA and test results. This will require:
  - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after moderation;
  - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion;
• Continue to provide central and bespoke training to improve tracking, data analysis, and curriculum transition within / across Key Stages **(D3)**.
	Throughout the year but statutory TA and test activities April - June 2016.	2 secondary Full time equivalent (FTE) numeracy officers
		- Mathematics adviser
		- associate adviser
		- 3 specialist advisers (WG grant funded - sum term only)
		
		Delivery of numeracy strategy is dependent upon S2S collaboration for particular aspects of the service plan, including commissioned work alongside team members in intensive schools
		Pri - equiv. of 7 days/week
		Sec - equiv. of 6 days/week

Excellence in Leadership • Improve the quality of leadership for Mathematics and numeracy **(E1)**. In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary. • Refine, extend and quality assure brokered S2S work **(E2)** and continue to monitor the balance between S2S and EAS delivered models. • Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools **(E3)**. • Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy **(E4).** This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2). • Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21stCL, post-16) as well as Pioneer and LCS, and ITT settings **(E4)**.	Throughout the year April 2016 - Mar 2017 Collaborate with CA team July - Oct 2016 to confirm majority of intensive schools.	Specific links with CA team LA ALN officers as well as BIS teams (see bullet left)
A rewarding qualifications framework Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work	Throughout the year April 2016 - Mar 2017	For moderation, close working with En/We and Sc

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has taken place to develop teachers' understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand *why* they are doing something, not just *how*. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.

Resources / Adnoddau	Key milestones / Cerrig Milltir 2015-18

Budget estimate for 2016-2017	
Core Budget incl S2S	77 000
Grant (125k, 35k, 25k, 5k)	170 000
Estimated Income (Traded Service Level Agreement (SLS))	520 000
Total	**767 000**

	FP O5+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
2014-15	91 92	90 91	87 88	62 64	30 29
2015-16	92 92	92 91	90 89	66 67	26 27
2016-17	- 93	91 92	91 90	69 69	26 25
2017-18	- 93	91 92	92 91	69 70	25 24

Service Area	Mathematics / numeracy

Summarise the main regional priorities for your service area

Excellence in Teaching

- Continue to intervene in schools where learner outcomes are consistently weak or where external evaluations of provision and leadership raise concerns, and provide targeted support to address particular weaknesses within individual LAs **(A1)**.
Primary: Blaenau Gwent/Caerphilly to improve planning, teaching and formative assessment (Y6), Monmouthshire / Torfaen to improve numerical reasoning (rich tasks and planning), Newport: Raising performance in national procedural tests - particularly in Year 2.
 Secondary: All LAs but focus on Torfaen (performance well below average in Y9 national tests) and Newport (KS4 progress slower than other LAs).
- Continue to provide central and bespoke training to enable practitioners to effectively address national, regional, LA and school priorities **(A2).** In primary, work with practitioners and leaders at all levels to exemplify how effective Mathematics teaching is compatible with good FP practice when both are implemented well. This is vital in establishing strong practice in Y2 which can be built upon in KS2 in the spirit intended in Success Futures **(A1/2)**. In secondary, support will take account of research into 'Singapore Mathematics', successful use of digital learning approaches **(A3)** and projects to strengthen post-16 provision **(A4).**

Challenging curriculum and supportive assessment

- Continue to provide training and support to raise standards of numeracy and develop effective whole school implementation of the LNF. This will require systematic and progressive teaching of skills and knowledge as a pre-requisite to application, and an emphasis on 'authentic' contexts **(B).**
- Provide guidance for those implementing numeracy intervention programmes or teaching Mathematics within LA LSUs/ PRU settings **(C).**
- Collaborate closely with the PDG literacy/numeracy champion (CTG) to support schools in accelerating the progress of FSM learners (linked to E3).
- Continue to improve assessment *of* and *fo*r learning in Mathematics **(D1/D2)** in order to reduce the gap between TA and test results. This will require:
    - training and monitoring re national materials, and strengthening Head teacher accountability before, during and after the moderation process;
    - closing monitoring of the progress of FSM + ALN learners as part of a wider piece of work in collaboration with CAs (linked to E4) and the PDG Champion.
- Continue to provide central and bespoke training to improve tracking and data analysis, and curriculum transition within and across Key Stages **(D3)**.

Excellence in leadership

- Improve the quality of leadership for Mathematics and numeracy **(E1**). In particular, further develop middle leadership in secondary schools so that they are equipped to challenge and support underperformance within Mathematics departments, and Head teacher monitoring of progression in primary.
- Refine, extend and quality assure brokered S2S working **(E2)** and continue to monitor the balance between S2S and EAS delivered models.
- Develop and embed the work of the PDG champion and collaborate with LA ALN officers to provide complementary support to schools **(E3)**.
- Collaborate with CAs to provide differentiated and well-targeted interventions in identified schools in line with the National Categorisation Model (linked to A1) and provide training to strengthen their role in challenging improvements in Mathematics and numeracy **(E4).** This will include guidance and support to equip CAs to monitor the rigour and consistency of school and cluster moderation processes (linked to D2).
- Extend partnerships within BIS teams (esp. FP / leads for CTG, EIT/L, Science, 21stCL, post-16) as well as Gov support, Pioneer schools, and ITT settings **(E4)**.

A rewarding qualifications framework

Cross-cutting strand requiring problem solving at the heart of every Mathematics lesson and 'teaching for understanding' rather than pupils simply doing enough to get by (i.e. achieving the expected level / grade C at GCSE). This is fundamental to the curriculum reforms identified in the 'Successful Futures' report (Profession Donaldson), recommendations within the Mathematics Task and Finish report and the proposed National Centre of Excellence in Mathematics and approaches required for the new GCSEs in Mathematics. Much work has taken place to develop teachers'

understanding of this, but more is needed to ensure this is the norm in all schools and pupils understand *why* they are doing something, not just *how*. It will require close collaboration with CAs, BIS teams and Pioneer schools, further dissemination of the ETF framework, careful integration of tried and tested research to ensure changes are grafted effectively into existing practice across the region, and sustained support for planning and assessment in line with new POS and assessment/exam requirements.

PRIMARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
Targeted Mathematics intervention in identified schools. **(A1)** Schools (predominantly amber/red) identified and agreed with CAs/PCAs prior to engagement and funding for the programme confirmed based on the number of days required.	Programmes will focus on recommendations established in baseline review contributing to: • consistently weak performance of learners in Mathematics / numeracy (TA/tests); • concerns raised by CAs / Estyn re provision and leadership.	**Bespoke school-based programme (up to 12 days)** • Support period two to three terms. • Support provided by EAS numeracy team in collaboration Mathematics Teaching Schools**.** • Support and coaching in teaching, assessment and leadership.	**Excellence in Teaching** *Estyn recommendations 6, 3, 2, 4 (See last page for recommendations)* Categorisation Framework Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish Report School evaluation (those who have received support in the past)	All LAs
Planning teaching and formatively assessing Mathematics in the Foundation Phase (Y2) (A1, A2, D1) LA joint-funded project. (Linked to Y2 Handbook).	Teachers' perceptions challenged re effective T&L in Mathematics in order to achieve the **appropriate daily balance** between focused teaching and the essential practice and consolidation required through well-planned enhanced and continuous provision. Evidence • pre/post-project comparisons performance, planning, teaching	**Training and S2S** • Schools agreed in collaboration with FP to establish appropriate mix of settings and practice. Initiative informed by work of the Mathematics FP working group pilot in 2015-16). • Teachers need to have attended the Year 2 course above: 'Splashes and ripples in the FP'. S2S triad working and case studies, as above.	**Excellence in Teaching / Challenging curriculum and supportive assessment** *Estyn recommendations 3, 2, 6* Need to ensure wider understanding of the characteristics of effective FP practice and Mathematics teaching by demonstrating how these are compatible when planned and applied well School survey / Successful Futures Estyn / FP reports / National tests (Y2) Reviews / Book scrutiny	New port
Planning teaching and formatively assessing Mathematics in Year 6 (A1, A2, D1)	Improved planning for 'next-step learning' in Mathematics Evidence:	**Training and S2S** • Up to 5 central sessions plus classroom research including triad working across schools and final case study.	**Excellence in Teaching / Challenging curriculum and supportive Assessment** *Estyn recommendations 3, 2, 6*	BG Caer

Joint-funded LA project building on pilot delivered in 15 BG schools 2015-16 (Linked to Y5/6 Handbook).	• Improved benchmark performance in Year 6 procedural tests. • Appropriate coverage and progress evident in books, and the learner profiles taken to cluster moderation.	• Collaboration with CAs to ensure priority given to schools in amber and red categories, but at least 25% places green/yellow to provide momentum and allow good practice that can be shared.	Particular weaknesses at LA level in procedural and/or reasoning tests Mathematics Task and Finish Report Successful Futures Estyn num /FP reports National Test data	
Numerical reasoning and problem solving (Y2 & 5) (A1, B, D1) LA joint-funded LA project to support teachers in planning rich tasks that enable pupils to develop these skills.	Improved planning for application of numeracy skills in Mathematics Evidence: • Improved benchmark performance in reasoning tests. • Appropriate coverage of the reasoning strand evident in books and the thematic plans.	As above	Mathematics reviews Book scrutiny Estyn inspections Focus on Year 5 to provide stronger platform for learners moving into Year 6 the following Year and Year 2 so that tasks allow MAT learner to move on.	Mon Tor
N/R Five and counting **(A2, D1)**	Improved teaching and tracking of pupils' mental and written strategies, understanding of connections within number and application of these skills through money, measurement, data. Evidence: Improved performance in tests (FSM benchmarks to improve in procedural tests particularly), appropriate coverage and progression in pupils' book, improved teaching for understanding and better differentiation to ensure all learner to make good progress in lessons.	**Central training /classroom research** 1.5 modular course + school-based action research	**Excellence in Teaching** ***Estyn recommendations 3, 2, 6*** Training will build on guidance to date but focus on planning a series of integrated lessons which secure good progress within and across lessons. Aim is to develop teacher' confidence to make decisions about what is needed, why, and for how long, so that they make the most of the time they Mathematics lessons. Mathematics Task and Finish Report Successful Futures Estyn numeracy reports National Test data 'New Deal' School survey	All LAs
Y1 Make Year 1 Count		1.5 modular course + school-based action research		
Y2 Two Counts Too		1.5 modular course + school-based action research		
Y2 Splashes and ripples in Foundation Phase (incl. Y2 handbook).		2 modular course + school-based action research		
Y3/4 Effective Mathematics T&L in lower KS2 (incl Y3/4 Mathematics handbook).		1.5 modular course + school-based action research		
Y5/6 Effective Mathematics T&L in upper KS2 (incl Y5/6 Mathematics handbook).		1.5 modular course + school-based action research		

NQTs Mathematics and numeracy training for NQTs.		**Central training / S2S / research** 5-day modular course (in collab with literacy team) incl. 2 days in lead schools (S2S programme)		
Developing mental strategies (R - Y6) (A2)	Increased understanding of progression and effective strategies to develop pupils' understanding of the number system and the importance of connections in Mathematics.	**Bespoke whole day training in Llanwern** - split into FP/KS2 for sharper focus.	**Excellence in Teaching** *Estyn recommendation 3* Whole school consistency in the teaching of number is vital and underpins all areas of math/numeracy. - All numeracy reports	All LAs
Developing written methods of calculation (A2)		**Bespoke whole day training** Year 2 - 6 but teachers in Rec and Y1 encouraged to attend.		All LAs
Making effective use digital technology to enhance Mathematics teaching and learning. (A3) **For schools with access to IRIS connect, this can include guidance on the use of this to develop coaching and classroom observation.**	• Increased knowledge and confidence to use digital technology in Mathematics lessons • Teachers able to access and upload materials onto EAS LNF tracker EAS storage app • Exemplification shared across all schools during the year.	**Bespoke twilight, half day or whole day training / meetings in school** - whole staff or particular teachers.	**Excellence in Teaching** *Estyn recommendations 3, 6* It is important to provide a clear steer to develop appropriate use from the outset rather than IT at the expense of good T&L. Successful Futures IT framework Estyn remit	All LAs
Embedding reasoning and problem solving in Mathematics. (B) Builds on cluster training and 'Mathematics Alive' / 'Mathematics on the Move' conferences.	• Improved teaching, development and consolidation of skills and strategies expected • Application of skills seen as something central to every Mathematics lesson not bolt on • Improved capacity of school leaders to plan, monitor and evaluate this strand of Mathematics.	**Bespoke half or whole day training / coaching in school** - All year groups together or working with individual teachers / year groups	**Challenging curriculum and supportive assessment** *Estyn recommendations 6, 3* Numerical reasoning is the strand teachers find hardest to address and is under-developed in many schools compared with number, measures and data handling. Regional performance needs to improve.	All LAs

Mathematics and numeracy workshops (B)	• Exemplification of effective Mathematics teaching and better understanding of characteristics in the numeracy ETF (i.e. from unsatisfactory to excellent) with subsequent impact on own lessons. • Increasing insight into planning for the application of numeracy skills / importance of rich tasks.	**S2S (half day workshops)** • Programme is part of the generic EAS workshop programme but coordinated and managed by a member of the Mathematics. • School apply directly to the team if they would like a member of staff to visit another school to focus specifically on Mathematics or numeracy.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 6, 3*** Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
Small step intervention programme (C) Additional support for Y1/2 pupils and guidance for those working with SA+/Statemented pupils	Evidence: • Appropriate selection of pupils. • Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. • Consistent approaches applied by class teachers and LSAs delivering programme.	**Modular course / research** Predominantly LSAs, SENCOs, unit staff.	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2*** Whilst the long term aim is to reduce the number requiring additional intervention, evidence shows there will always be a group of learners who need timely additional support to overcome difficulties Sutton Trust WG and Estyn Basic skills reports/remits	All LAs
Group numeracy catch-up programmes (C) Withdrawal programme for pupils falling behind in Y2- 6	As above	**Modular course / network** - Predominantly LSAs.	As above	All LAs
Planning, teaching and assessing ALN learners (C) **-** 'Inch worms and grasshoppers'	Increased understanding of progression in number, the importance of visuals and modelling and careful diagnostic monitoring.	**Modular course** Teachers in LSUs / SENCos LSAs working with particular pupils	**Challenging curriculum and supportive assessment** ***Estyn recommendations 1, 2, 4*** Often there are teachers and LSAs do not attend Mathematics specific training or access the materials available to support them.	All LAs

Assessment for Learning in Mathematics (D1) 'Planning, assessing and recording the journey - Are we nearly there yet?'	Improved understanding of how to use feedback from individual pupils and classes based on discussions, the work in their books and the full range of assessment information in order to diagnose weaknesses and next steps progress and set steps in their learning.	**Bespoke half day training in school** - split into FP /KS2 for sharper focus.	**Challenging curriculum and supportive assessment** *Estyn recommendations 4, 2* AFL in Mathematics requires the ability to distinguish between misconceptions, errors+ misunderstandings This continues to be a key area for development. - WG /Estyn num reports - Mathematics Task and Finish Report - Book scrutiny	All LAs
Assessment for Learning in Mathematics (FP/ KS2) (D1) 'Planning, assessing and recording the journey - Are we nearly there yet?'	Improved understanding of how to use feedback from individual pupils and classes based on discussions with learners, work in their books and the full range of assessment information from national tests (incl. Alfie and other assessment data) in order to diagnose weaknesses set steps for learning.	**Central training / research / S2S** Half day central training with opp. for triad work with 2 other schools leading to case study.	**Challenging curriculum and supportive assessment** *Estyn recommendations 1, 2, 4* AFL in Mathematics requires close analysis at question / pupil level to distinguish between errors, misconceptions, and misunderstandings. To do this, teachers need to be clear about strategies used and progression. This continues to be a key area of work.	All LAs
Teacher assessment and moderation (D2 / D3) Testing, tracking, reporting.	• Greater accuracy / consistency. • More effective tracking. • Narrowing of gap between TA and test as increased focus 'on next learning' (D1) and greater understanding of LDs/ best-fit.	**Training / workshops / seminars and LA meetings** • Updates at HT seminars and coordinator networks. • Training. • LNF workshops.	**Challenging curriculum and supportive assessment** *Estyn recommendations 1, 2, 6* Regional priority to improve TA accuracy and take full account of statutory requirements, national exemplification materials + verification.	All LAs
Whole school tracking of numeracy skills using EAS LNF tracker (D3)	Improved understanding of online tools and exemplification, and formative assessment potential.	**Bespoke half day or twilight training in school**	**Challenging curriculum and supportive assessment / Excellence in leadership** *Estyn recommendations 4, 1* Implementing assessment and reporting requirements associated with LNF	All LAs

Using diagnostic information to inform strategic monitoring (E1 / D1, D2) 'Maths inside out' Leadership aspects of D1	Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1).	**School-based leadership meeting** Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).	**Challenging curriculum and supportive assessment / Excellence in leadership** *Estyn recommendations 4, 1, 2* - Num/CA reviews - Estyn numeracy report	All LAs
Strategic Mathematics training and briefings for school leaders (E1)	• Systematic dissemination on strategic aspects of provision and leadership in Mathematics/numeracy to ensure all Head teachers are aware of national/regional/LA priorities and the support available.	**Seminars and LA meetings** • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers.	**Excellence in leadership** *Estyn recommendations 1, 3, 4* Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance. National perf data WG stat. guidance STAP guidance Mathematics Task and Finish Report Ma T+ Finish report Estyn numeracy reports	All LAs
Subject leader training / network meetings (E1)	• Termly network meetings to ensure those leading on aspects of Mathematics and numeracy are equipped to provide the guidance and subject knowledge required.	**Network and S2S** • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in leadership** *Estyn recommendations 3, 4, 6, 2, 1* Mathematics Task and Finish Report Estyn numeracy remints	All LAs
Leadership consultancy to review developments and confirm priorities (E1)	School leaders more confident in identifying priorities and planning appropriate activities and interventions in Mathematics.	**School-based leadership meeting** (half day meeting with senior team member)	**Excellence in leadership** *Estyn recommendation 1* Estyn num reports Ma Task+ Finish report Successful Futures	All LAs
Assisted Mathematics review / book scrutiny (E1)		One to two days depending on size of school and scope of review.	**Excellence in leadership** *Estyn recommendations 1, 2*	All LAs

		Estyn numeracy reports CA/Estyn report	
Termly update meetings for lead practitioners (E2)	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and be 'early-adopters' of the national changes expected; • have capacity to share effective practice with other schools.	**Network, S2S and research** • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers who can be used to share best practice on a regular basis.	**Excellence in leadership** ***Estyn recommendations 6, 3, 4*** Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
PDG programme based on enhanced catch-up programme (5 days) (E3) - Leadership support to strengthen monitoring and evaluation - Guidance to increase engagement with parents/carers	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives. Improved leadership capacity.	**Bespoke support / Network** - Predominantly LSAs.	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 1, 2*** Positive feedback and improved leadership arising from previous programme (23 schools) suggests model should be extended and adapted to combine both catch-up and PDG elements as there is a natural overlap. - Catch-up evaluation - Sutton Trust - WG and Estyn remits	All LAs
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more	**Bespoke support** **Coordinator networks** **SEWC, LA and school-based programmes / conferences** • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online)	**Challenging curriculum and supportive assessment / Excellence in leadership** ***Estyn recommendations 1, 2*** Relative underperformance of FSM leaners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes.	All All BG, C,T Mon/T All All LAs All LAs

	effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills.	• Family and Community Engagement Conference (FACE) event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics	- Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research	New / C All LAs All LAs
Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy. (E4)	• Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners.	Termly updates and regional numeracy training for governors.	**Excellence in leadership** *Estyn recommendations 1, 2*	All LAs

SECONDARY

Programme offer	Expected outcomes	Delivery style	Link to need	LA
Targeted Mathematics intervention in identified schools. **(A1)** Schools (predominantly below the median) identified and agreed with CAs/PCAs prior to engagement.	Programmes will focus on recommendations established in baseline review contributing to: • consistently weak performance of learners in Mathematics / numeracy (GCSE/numeracy tests); • concerns raised by CAs / Estyn re provision and leadership.	**School-based extended programme, S2S** • Support period two- three terms. • Support provided by EAS numeracy team, one member focusing on teaching and learning and the other member focusing on leadership and addressing the recommend-ations from the profiling report. • Visits to Wave 1 schools arranged according to need identified in the profiling report.	**Excellence in Teaching** *Estyn recommendations 3, 6, 4, 2* Dip in GCSE results Benchmark performance Categorisation Successful Futures Estyn S2S report 'New Deal' Mathematics Task and Finish report	All LAs
Raising the Bar in GCSE Mathematics and Mathematics-Numeracy. **(A2)**	• Programme will ensure that all Mathematics teachers are aware of the requirements of the 2 new GCSEs and are equip to teach all elements of the new GCSEs whilst enhancing pupils' metacognition skills. • Exemplification of effective teaching for the new GCSEs by Wave 1 schools and EAS numeracy team with subsequent impact on own lessons.	**School-based extended programme, S2S** • S2S support provided by Wave 1 schools. Visits coordinated, managed and accompanied by a member of the EAS num team. • Joint planning sessions following a lesson study model where change makers/EAS develop and trial exemplar lessons before sharing with rest dept. • Training in a dept meeting/ twilight provided by EAS to ensure all teachers are aware of requirements for 2 new GCSEs, the changes to	**Excellence in Teaching** *Estyn recommendation 3* WG initiative to address the changes in the assessment regime and the implementation of the two new GCSEs in Mathematics.	All LAs

		the curriculum and the assessment regime.		
		• Accompany HOD/SLT in profiling the department to identify strengths and weaknesses and to support the school in devising an action plan to address the recommendations identified.		
'**Ever thought of teaching Mathematics and numeracy?**' **(A2)** A new cohort of NQT and non-specialist teachers to build on the original pilot course in June 2015. The course provides guidance and support to enable NQTs and teachers to become effective teachers of Mathematics in Key Stage 3. Training will address specific aspects of knowledge and pedagogy required to teach Mathematics well.	• Improved teaching and tracking of pupils' mathematical skills. • Understanding the connections within the curriculum and the progression of skills. Evidence: Appropriate coverage and progression in pupils' books, teaching Mathematics for understanding and better differentiation to ensure all learners make good progress in lessons.	**Central course/S2S/research** 8-day modular course focusing on: • Key Stage 3 Mathematics skills encompassing levels 3 to 6 • the development of effective teaching and learning strategies • effective Assessment for Learning strategies and marking and feedback • opportunities to observe 'lead practitioners' and then be expected to develop these approaches within own school.	**Excellence in Teaching** *Estyn recommendations 8, 3, 2* Schools requiring additional Mathematics capacity are finding it difficult to recruit good Mathematics teachers. This training addresses the national shortage of Mathematics teachers as well as ensuring that NQTs are ready to 'hit the road running' upon starting their new posts in September 2016. Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data 'New Deal'	All LAs
Developing 'Singapore Mathematics' techniques. (A2) An EAS funded project on the Singapore teaching methods including teaching to mastery, concrete - pictorial - abstract, bar	• Improved teaching of pupils' mathematical skills ensuring that teaching is through understanding. • Understanding the connections within the curriculum and the progression of skills. • Develop pupils' fluency, mathematical reasoning and problem solving skills.	**Research in collaboration with the EAS numeracy team** - Year 7 teachers - weekly sessions during the summer term.	**Excellence in Teaching** *Estyn recommendations 3, 8* This method of teaching Mathematics develops pupils' mathematical ability and confidence without having to resort to memorising procedures - making Mathematics more engaging and accessible for all. Mathematics Task + Finish report	EAS to liaise with ind HTs

modelling and problem solving.			Successful Futures Estyn num reports	
Marking and feedback (A2)	• Exemplification of effective strategies in marking and feedback with subsequent impact upon the department's marking policy and evidence in pupils' books.	**Bespoke twilight meeting in school** - Whole department	**Excellence in Teaching / supportive assessment** *Estyn recommendations 4, 1, 2* Mathematics Task and Finish Report Successful Futures Estyn num reports National Test data Mathematics reviews Book scrutiny Estyn inspections	All LAs
Mathematical literacy. (A2) Guidance with strategies to enable pupils to confidently answer PISA-type questions	• Increased understanding of the strategies to develop pupils' ability to answer and understand PISA questions.	**Bespoke twilight meeting in school** Whole department	**Excellence in Teaching** *Estyn recommendations 3, 8* Mathematics Task + Finish report Successful Futures PISA report	All LAs
Developing reasoning skills (A2) Dept support in teaching problem solving strategies and planning rich tasks that enable pupils to develop numerical reasoning skills.	Greater understanding of the need to ensure that numerical reasoning skills are embedded and applied in all Mathematics lessons. Evidence: • Improved benchmark performance in reasoning tests. • Appropriate coverage of reasoning strand evident in pupils' books. • Application of skills seen as central to every Mathematics lesson, not a bolt on.	**Central course / research** 2 afterschool twilight sessions in June 2016 and school-based action research.	**Excellence in Teaching** *Estyn recommendations 3, 6, 8* Particular weaknesses in developing numerical reasoning and highlighted in the reasoning test data.	All LAs
Numerical reasoning Workshop **(A2)** Workshop at King Henry VIII school, Abergavenny and is for teachers wanting to improve their practice in		**Half day workshop** • The workshop is coordinated and managed by a member of the EAS Mathematics team. • Schools apply via CPD online.		

developing numerical reasoning in the classroom.				
Introducing 'Bowland Mathematics' **(A2)**		**Central course / research** 1.5-day modular course and school-based action research		
Developing use of digital technology in light of local and international research. **(A3)** **For schools with access to IPads, other devices and IRIS connect, this can include guidance on the use of Apps to enhance teaching and learning and the use of IRIS to develop coaching and classroom observation.**	• Increased knowledge and confidence to use digital technology in Mathematics lessons • Teachers able to access and upload materials onto EAS LNF tracker EAS storage app.	**Bespoke Twilight meeting in school** - whole department or particular teachers.	**Excellence in Teaching** *Estyn recommendations 3, 6, 8* Successful Futures IT framework Estyn remit	All LAs
Mathematics post-16 **(A4)**	• Guidance to strengthen post-16 provision: those without GCSE in Mathematics and also MAT learners.	**School-based consultation S2S / network opportunities Student master classes + visits**	**Excellence in Teaching** *Estyn recommendations 3, 6* EAS keys stage 5 strategy Seren programme Coleg Gwent Collaboration	All LAs
Numeracy across the curriculum workshops **(B)** - run by change makers that have been part of the EAS 'Numeracy Champion' initiative; held in schools.	• Exemplification of effective numeracy across the curriculum practices and better understanding of the application of numeracy skills in STEM subjects with subsequent impact on standards of num. • Increasing insight into planning for the application of numeracy skills / rich tasks.	**Half day workshops** • Part of the generic EAS workshop programme but coordinated and managed by EAS Mathematics team • Schools apply via CPD online.	**Challenging curriculum / supportive assessment** *Estyn recommendations 3, 6, 8* Successful Futures Estyn S2S report 'New Deal' School survey Mathematics Task and Finish Report	All LAs
Numeracy Champion project **(B)**	• Better understanding of the application of numeracy skills in	**Modular course / S2S / Research** - STEM subject change makers, the numeracy	**Challenging curriculum / supportive assessment**	All LAs

A new cohort of schools to take part in the 2nd round of the joint EAS /school funded project to improve numeracy across the curriculum in STEM subjects.	STEM subjects with subsequent impact on numeracy across the curriculum in own schools. • Increasing insight into planning for the application of numeracy skills / importance of rich tasks.	coordinator and the SLT in charge of numeracy attend a variety of planning sessions. - planning sessions alongside the EAS numeracy team,	***Estyn recommendations 6, 8*** Successful Futures Estyn S2S report Estyn numeracy reports Mathematics Task and Finish Report	
Introducing numeracy Intervention in KS3 (L4/5) (C) Withdrawal programme for pupils falling behind in KS3	• Appropriate selection of pupils. • Strong programme gains and longitudinal monitoring to ensure these are sustained to the end of the Key Stage. • Consistent approaches applied by teachers and tutors delivering programme.	**Modular course** - Predominantly numeracy intervention tutors	**Challenging curriculum / supportive assessment** ***Estyn recommendations 1, 2*** Sutton Trust / BS reports WG and Estyn	All LAs
Network meeting for numeracy tutors (C)		**Network meeting** - Numeracy intervention tutors		
Turning Ds into Cs (D1) A programme using diagnostic information from question level analysis (QLA)), to accelerate progress of pupils falling behind in Key Stage 4.	• Exemplification of effective assessment strategies to identify strengths and areas requiring more targeted teaching tailored to pupils' individual needs. • Improved performance in GCSE Mathematics, approp. coverage tailored to need and better differentiation to ensure all learners make good progress.	**Bespoke twilight meeting in school** - whole department or particular teachers.	***Estyn recommendations 4, 1, 2*** As above	All LAs
Teacher Assessment and moderation (D2)	• Greater accuracy / consistency. • More effective tracking Y7-9. • Narrowing TA/ test gap and greater understanding best-fit.	**Training / wkshops / seminar** • Updates at Head teacher seminars and HOD networks • Inter-school KS3 moderation • Dept and cluster support.	**Challenging curriculum / supportive assessment** ***Estyn recommendations 4, 6*** EAS priority to improve TA accuracy. Meet statutory cluster requirements	All LAs
Whole schools tracking using EAS LNF tracker (D3)	Improved understanding of online tools and exemplification; formative assessment potential.	**Half day or twilight training in school**	**Challenging curriculum / supportive assessment** ***Estyn recommendations 4, 1, 2***	All LAs

			LNF assessment and reporting	
Heads of Department Conference (E1) **Numeracy Coordinator Network Meeting (E1)**	• Termly network meetings to equip those leading on Mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in Leadership** ***Estyn recommendations 7, 5, 3, 4, 2,1*** National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
NEW Heads of Department Network Meeting (E1) Suitable for newly appointed Heads of department.	• Termly network meetings to ensure those new to the role of head of Mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	**Excellence in leadership** ***Estyn recommendations 7, 5, 3, 4, 2*** National performance data Successful Futures Mathematics Task and Finish Report Estyn numeracy reports	All LAs
Mathematics line manager training (E1) A new modular course aimed at upskilling line managers of Mathematics departments to effectively evaluate standards within the Mathematics department.	• Exemplification of effective Mathematics teaching and better understanding of ETF (Mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps.	**Central course/network/research** • 2 x ½ day training sessions • 2 x 1hour follow-up sessions in school including opportunities for coaching	**Excellence in leadership** ***Estyn recommendations 5, 4, 3, 1, 2*** National performance data Successful Futures Mathematics Task + Finish report Estyn numeracy reports	All LAs
Termly update meetings for lead practitioners. (E2) A network meeting aimed at previously trained lead	Ensure lead practitioners previously trained and currently deployed for S2S work continue: • to improve teaching in own school/reduce internal variation.	**Network / S2S / research** Termly meeting for the 'core' group of lead practitioners.	**Excellence in Leadership** ***Estyn recommendations 8, 6, 3*** Successful Futures Estyn S2S report 'New Deal' School survey	All LAs

practitioners of Mathematics.	• remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools.		Mathematics Task and Finish Report	
Develop and integrate the work of the CTG lead and collaborate with LA ALN officers to provide complementary support to schools (E3).	• Stronger collaboration and partnership working between staff implementing and monitoring numeracy intervention programmes and those leading on PDG initiatives (See C). • Improved leadership capacity to plan appropriately for FSM learners in Mathematics • Stronger links with parent of FSM learners, leading to more effective home-support for Mathematics - Collaboration with Book Cymru to provide books for FSM which reinforce numeracy skills.	**Bespoke support Coordinator networks SEWC, LA and school-based programmes / conferences** • 10-10 project (S2S) • Valleys Project (S2S) • AfA s-2-s (S2S) • Dissemination of num resources • Governor training (online) • FACE event (HT conference) • FL Signature (conference) • Input at sum HT conference • Book Cymru project - Mathematics	**Challenging curriculum and supportive assessment / Excellence in leadership** *Estyn recommendations 1, 2* Relative underperformance of FSM leaners in all Key Stages, particularly at the higher levels. In many schools, additional provision to close the gap has predominantly been withdrawal catch-up programmes. - Catch-up evaluation - Sutton Trust - WG and Estyn remits - Valleys project research	All All BG, C,T Mon/T All All LAs All LAs New / C All LAs All LAs
Training and guidance to ensure governors receive timely and appropriate information to equip them to challenge provision and performance in Mathematics / numeracy. (E4)	• Strengthen collaboration with Governor Support team to develop systematic programme of training and updates for school governors - particular focus on LNF, Donaldson implications and provision, tracking and assessment for FSM and ALN learners.	Termly updates and regional numeracy training for governors.	**Excellence in leadership** *Estyn recommendations 1, 2*	All LAs

Estyn Mathematics / numeracy recommendations

R1	Monitor the performance of pupils eligible for free school meals and offer targeted interventions as necessary.
R2	Meet the needs of pupils who experience difficulties or are more able.
R3	Increase the level of challenge for all pupils by making sure that: - Lessons are structured to engage, motivate and stretch all pupils - Mathematical problem solving skills are developed and applied to a wide range of real-life contexts.
R4	Ensure that assessment and tracking procedures are robust.
R5	Improve departmental self-evaluation and improvement planning.
R6	Share best practice across the school and evaluate new ways of working.
R7	Facilitate networks for sharing best practice between Mathematics departments.
R8	Provide support, challenge and professional development opportunities for Mathematics departments and individual teachers

Service Area	CYMRAEG a llythrennedd / WELSH and literacy

LIMITED progress has been made towards the 2015-2018 Business Plan because;
Foundation Phase:
O5+ 92%. Performance remains above Welsh average. FSM 83% non-FSM 93% (Gap 10%). The rate of progress of FSM pupils is higher than non-FSM pupils. O6+ 32%. Overall performance decreased and is 4.9 points below Wales. The gap in performance of FSM and non-FSM (14%) pupils widened on 2014 by 1 point.

Key Stage 2:
L4+ 91%. Overall performance increased on 2014 by 1 point. Performance is above Wales (91.3%) for the third year. FSM 83% non-FSM 92% (Gap 10%). The gap narrowed by 8 points.
L5+ 36%. Overall performance is below Wales by 2 points. Performance continues to increase at a higher rate than Wales. FSM 21% non-FSM 38% (Gap 17%). The overall gap narrowed on 2014 by 3%. The rate of progress of FSM pupils is higher at L4+ and L5+.

Key Stage 3
L5+ 88%. Overall performance is below Wales by 2.9%. FSM 79% non-FSM 89% (Gap 10%).
L6+ 52%. Performance remains below Wales for the 3rd year. FSM 36% non-FSM 54% (Gap 18%). The overall gap in performance at L5+ and L6+ narrowed significantly on 2014. The rate of progress of FSM pupils is significantly higher than the progress of non-FSM pupils at L5+ and L6+.
Writing is the weakest skill at KS2 and KS3 with performance below Wales particularly at the expected +1 (4 points below at KS2 L5+ and significantly below at KS3 L6+ by 13 points). Girls perform better than boys at all Key Stages. Girls' performance is in decline.

Key Stage 4
Based on 2 schools' performance, GCSE results at A* - C decreased by 10.7 points overall to 65.4%. Significant decline in performance in one of the two Welsh-medium secondary schools.

Teacher Assessment / National Tests
SS85+ Regional test performance is inconsistent with TA data in Year 2 and Year 6 with decline in performance on 2014. SS116+ Regional test performance is highly inconsistent with TA data in Y2, 6 and 9 and at its highest in Y9 at 36.9 points. Regional benchmark performance for the reading tests was below average at the end of Year 2 (SS85+ and SS116+), and in Y6 and Y9 (SS85+).

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan
- WG Core data sets (school and LA level) and additional EAS analyses.
- National Categorisation information, LA and school inspection reports and information gained from moderation events. Estyn Chief HMI Report. Inspection and Challenge Adviser recommendations.
- 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools.
- The need to improve the Welsh-medium offer (school survey). WMES / WESP.
- Self-improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;
- Continue to improve outcomes for and accelerate the progress of FSM learners and boys.
- Improve Foundation Phase performance particularly at LLC O6+.
- Improve overall performance, particularly at the expected level +1 at KS2.
- Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4. Improve GCSE performance.
- Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Work with the Closing the gap champion to strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- Work with CAs to identify excellent teaching, improve curriculum leadership in Welsh and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Work with the Excellence in Teaching and Excellence in Leadership lead and schools to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes. Develop the NQT support for Welsh-medium.
- BIS collaboration: Work in partnership with the Foundation Phase team to identify best practice for the delivery of school-to-school support; English Literacy team to support schools in the teaching of writing (KS2 and 3) and with GCSE development; Mathematics team - literacy in Mathematics.
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.
- Establish partnerships with ITET providers to improve the pool of effective new teachers who are fluent in Welsh entering the profession. Work with LA officers to support WESP development.

Specific focus of this Service Area's work in each LA within the region
- Improve FP O5+ performance, particularly in Blaenau Gwent and improve performance in O6+, particularly in Blaenau Gwent, Caerphilly and Torfaen. Provide FP training based on the revised *Cyfathrebu'n Gyntaf* guidance. In Blaenau Gwent, support to focus on the provision of a sound language model by teachers for pupils to improve literacy.
- Improve overall performance in KS2 at the expected level +1 in all LAs (other than Newport). Utilise and share best practice from Newport regionally through school-to-school programmes. Provide training on the demands of L5+ in each Attainment Target.
- Improve GCSE performance, particularly in Caerphilly. Work with the secondary schools to monitor the impact of the GCSE/PISA project on current Y10 pupils and the refocusing of teaching and learning in KS3 and Y9 to meet GCSE/PISA requirements.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3 through training on task setting and joint standardisation and moderation. Further develop the Getting it Write (*Seiliau Sgrifennu*) strategy.
- Provide training for and monitor teacher assessment and cluster processes in the three Welsh-medium clusters (Cwm Rhymni - Caerphilly, Gwynllyw - Torfaen, Blaenau Gwent, Monmouthshire and currently Newport).

Caerphilly - Work with Caerphilly schools to improve overall literacy skills through the development of oral group work interaction skills. This will promote reasoning and critical thinking, supporting response to reading and developing extended writing.

Newport - Work with Newport schools develop a literacy transition (Y5-8) plan incorporating All Round Reader approaches and the principles of Getting it Write to ensure a curriculum fit for all learners (FSM / ALN / MAT). Support transition to the new Welsh Medium secondary school.

Service Area: CYMRAEG a llythrennedd / WELSH and literacy
Accountability: Elen Roberts

Priority / Blaenoriaeth:	Desired Outcomes / Deilliannau

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 3: Improving standards of achievement in Welsh (and literacy)

Overarching targets
All learners:

- Improve performance in TA particularly at the expected +1, national reading test outcomes from Y2 to Y9 and GCSE performance at KS4.
- Improve performance in writing. To be at least on a par with national outcomes at the expected level at KS2 and KS3 and the gap with Wales narrowed at the expected Level +1 at both KS2 and 3 but particularly at KS3.
- 100% of L4-5 profiles (KS2) and L5-6 profiles (KS3) agreed at cluster moderation.

FSM:

- Continue to accelerate the progress of FSM learners and boys. The FSM non-FSM gap increases throughout the Key Stages but significantly at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	91	91.6	93.9	34	32	33.7
KS2	90	90.6	91.1	32	35.8	34.3
KS3	89	88.2	91.4	51	51.8	63.9
KS4	76	64.5	79.1			

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	81	83.3	87.6	22.2	20.6	13.5
KS2	75	82.5	81.5	15.6	21.3	11.1
KS3	67	79.5	78	26.7	35.9	45.8
KS4	53	38.1	46.3			

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
FP	11	9.7	7.3	13	13.5	23.4
KS2	18	9.6	11.3	28	17.1	26.6
KS3	25	9.8	15.7	29	17.8	21.2
KS4	22	30.4	32.7			

Excellence in Teaching
Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment
Reduce the number of contested profiles through cluster moderation.
Increase the accuracy of TA and correlation to National Test outcomes.

Excellence in Leadership
Improved planning for literacy in identified schools. Ensure that schools have effective assessment, monitoring and tracking processes in place.
Improved succession planning for current and new Welsh-medium schools.

A rewarding qualifications framework
Both secondary schools are equipped for the demands of the new GCSEs in Welsh.
Develop case studies of effective practice in Welsh/literacy.
Continue to develop school-to-school support with identified schools leading literacy.
Support the work of the Pioneer Schools.

Main activities / Prif weithgareddau	When? Pryd?	Who? Pwy?
Excellence in Teaching		

Provide central and bespoke training which raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills. It will also be built upon project resources and principles developed with Welsh-medium schools in 2015-16 including *Seiliau Sgrifennu* (adaptation of Getting it Write) to improve writing skills and the *Darllenwr Dygn* (All Round Reader). Support from schools within the consortia and beyond will be utilised to provide meaningful programmes of support. Training programmes will be monitored for impact.	April 16 - March 17	JR, ER, RW
Provide targeted support to schools where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns.	Learner outcomes evaluated Sept 16	Schools Eng. and Lit - TA Links with other consortia CA team and JR
Provide support for teachers delivering training or school-to-school support. Monitor impact of school-to-school support.		'New deal' (MC) ER, JR
Collaborate with WG, schools, English/literacy team and teachers to deliver grant funded programmes for Welsh/literacy.		Eng. and Lit - TA, Found. P-GB,
Collaborate with the Mathematics/Numeracy team to support the Welsh literacy in Mathematics initiative.		Mathematics - LT
Review provision for and delivery of services to Welsh-medium schools in early 16-17 academic year.		ER, SMT
Challenging Curriculum and supportive assessment Improve assessment for learning in Welsh and the accuracy and consistency of teacher assessment and moderation. Provide training and guidance on the national moderation materials and reporting on cluster moderation events.	Ongoing	JR, ER, CAs EIT lead MC Pioneer Schools
Support enhanced transition from KS2 to KS3 (Y5-8) ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM, ALN and MAT pupils in Y7 and Y8 (include and focus on new WM school).	Summer 16 - March 17	JR and s-t-s
Excellence in Leadership Work with CAs to improve the quality and impact of leadership for Welsh and literacy in identified schools where performance is consistently below the median and in line with National Categorisation. Work with CAs to broker school-to-school support.	April 16- March 17	JR and ER
Facilitate networking opportunities for Welsh-medium HTs and Language Coordinators focusing on literacy development.		ER and JR
Share resources and best practice through the time bank.		With KP
Support the Welsh-medium schools with the recruitment of staff to the EIT / EiL programmes.		With MC
A rewarding qualifications framework Capture the learning from Pioneer Schools implementing new GCSEs and identify strengths in planning, provision and teaching.	April 16 - March 17	JR and MC
Develop schemes of work and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning and accelerate the progress of all pupils in literacy skills and communication in Welsh.		s-t-s

Key milestones / Cerrig Milltir 2015-2018

	FP O5+	KS2 L4+	KS3 L5+	KS4 A*-C	KS4 FSM gap
14-15	91.6	90.6	88.2	64.5	30.4
15-16	93.9	91.1	91.4	79.1	32.7
16-17	-	90.2	93.4	84.9	15
17-18	-	92.1	95.3	86	17.1

Service Offer 2016 - 2017:

Service Area	CYMRAEG / WELSH

Summarise the main regional priorities for your service area:

- Continue to improve outcomes for and accelerate the progress of FSM learners and boys.
- Improve Foundation Phase performance particularly at LLC O6+.
- Improve overall performance, particularly at the expected level +1 at KS2.
- Improve KS3 performance at L5+ and L6+ so that schools perform above the median and that pupils have a sound skill platform entering KS4.
- Improve the accuracy and consistency of teacher assessment and improve outcomes in national tests so there is closer alignment between TA and test outcomes.
- Improve performance in Writing at the expected level and the expected level +1 in KS2 and KS3.
- Improve GCSE performance.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Focused support / Intervention Primary / Secondary	In house support for schools agreed with CAs. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Increase the number of schools performing above the median Excellence in Teaching Excellence in leadership	All
Bespoke training Primary / Secondary	Bespoke literacy training to support schools with the implementation of their own school development plans. Following EAS delivered training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	Advisory / s-t-s / direction to appropriate outside providers.	In response to individual SIPs Excellence in Teaching Excellence in leadership Challenging curriculum and supportive assessment.	All
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

	An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy			
Welsh literacy NQT programme (and literacy in Mathematics) Primary and Secondary KS2/3	NQTs engaged with this programme will: - be aware of best practice in the teaching and development of literacy skills across the curriculum - have the opportunity to observe best practice in a school / schools with a literacy and literacy in Mathematics focus for the activity - have the opportunity to reflect on and plan based on their experiences and to share experiences based on observed practice	4-day training programme - combined central / school-based delivery s-t-s Day 1 training and final day reflection held separately for primary and secondary practitioners. Observations based in another school in the region or cross-consortia	*'New Deal'* National priorities - literacy & numeracy Excellence in Teaching	All
Assessing Welsh / literacy Primary and Secondary KS2/3 & Foundation Phase 1 day for teachers in Y2 and Y3	Teachers engaged with this programme will: - develop a clear understanding of the demand of the NC levels with specific focus on the expected level +1 (Levels 5 and 6) with exemplification guidance form WG and from within the region - gain further understanding of standardisation and moderation practices and of the verification process - participate in regional standardisation and moderation exercises Improved accuracy of TA. Reduced number of contested profiles at cluster moderation.	3 day programme - central delivery for KS2 and 3 1-day moderation LLC for the FP	Improve outcomes, particularly at the expected level +1 and LLC Welsh O6+. Improved accuracy of TA. Reduced number of contested profiles at cluster moderation. Excellence in Teaching Challenging curriculum and supportive assessment.	All

Oracy training programme - *'Ar lafar'* Year 3 to 6	Teachers engaged with this programme will have: - improved capacity to plan for the delivery and practice of oracy skills - improved awareness of oral language teaching methodology including second language teaching strategies / games - improved assessment of oracy at the expected and expected level +1 - the opportunity to reflect on a whole school policy for oracy across the curriculum to influence their own planning The final day of the programme will be a day for practitioners to reflect on and share their own practice following the experience	5-day training programme - combined central / school-based delivery s-t-s	Improve literacy outcomes. Increased demand of the POS L4>5 Excellence in Teaching Challenging curriculum and supportive assessment	All
'Y Darllenydd Dygn' / The All Round Reader Y2 - 4 and Y6 - 9	An introduction to the *Darllenydd Dygn* guidance document. This training draws on the expertise and experiences of numerous practitioners as they have faced the challenge to improve learners' reading skills and close the gap between the teacher assessment and national Reading Test results. The resource considers three main challenges for learners, namely, the text itself, the medium of the text and the conditions with which they have to cope in order to be able to respond to the text.	0.5-day overview training on the *Darllenydd Dygn* guidance document s-t-s	Improve TA and close the gap between TA and National Reading Test outcomes	All

	The training exemplifies a number of strategies found in the Literacy team's Top Ten Reading Responses resources and as well those which can be found in the Welsh team's *Ditectifs Darllen* resource			
Reading training programme: *'Darllen Deniadol''* Foundation Phase, primary and secondary KS2/3	Teachers engaged with this programme will have: - an up to date school perspective on the changes made to pedagogy and its impact on learning following the implementation of '*Y Darllenydd Dygn'* - an understanding of how to make the best use of available reading programmes and resources The final day of the programme will be a day for practitioners to reflect on and share their own practice following days 1 and 2 of the programme	3-day training programme - combined central / school-based delivery s-t-s	Improve TA and close the gap between TA and National Reading Test outcomes Excellence in Teaching Challenging Curriculum and supportive assessment	All
Writing programme - '*Gwreiddio Sgrifennu'*	Teachers engaged with this programme will have: - improved understanding of the writing process and the development of extended writing across the curriculum - an opprotunity to absorb best practice in developing extended writing shared by a number of schools in a writing conference - an opprotunity to observe best practice in writing within another school	4-day training programme - combined central / school-based delivery s-t-s	Improve outcomes in writing Excellence in Teaching Challenging curriculum and supportive assessment	All

	The final day of the programme will be a day for practitioners to reflect on and share their own practice following the programme			
Cyfathrebu'n Gyntaf (Communication Matters) for the Foundation Phase	School-led training on the updated *Cyfathrebu'n Gyntaf* programme for FP practitioners.	s2s	Improve LLC Welsh outcomes in the FP, particularly at O6+.	All
Llythrennedd mewn Mathemateg	Programme of support for literacy in Mathematics based on the work of the 2015-16 literacy in Mathematics group, led by linguistically capable experts of Mathematics from the secondary sector (Gwynllyw and Cwm Rhymni)	Network / s2s	Improved access to Mathematics and numerical reasoning through the development of literacy skills. Improved TA and the gap between TA and National Test outcomes closed. National priorities - Literacy and Numeracy	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	

Service Area	Welsh Second Language

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;
Key Stage 2:
Performance in Welsh second language at the expected level has improved by 2 points with performance above Wales by 5.9 points. Performance is above Wales in all LAs. Overall performance is above Wales for the third year. At L5+ performance has improved by 2 points and is above Wales by 7 points.

Across the region, the overall gap in performance of FSM and non-FSM pupils at the expected level has narrowed by 4 points. The rate of progress of FSM pupils is higher than the progress of non-FSM pupils. The overall gap widened at the expected level plus one with a lower rate of progress by FSM pupils by 2 points.

Key Stage 3:
Across the region performance has increased by 4.6 points and is in line with Wales. Performance has improved in all LAs. Performance has increased at a slightly higher rate than Wales.

At the expected plus one performance improved in all LAs and by 7.9 points overall. Overall performance is above Wales by 5.7points.

The overall gap in performance of FSM and non-FSM pupils at L5+ remains steady on 2014 at 25 points with an equal rate of progress by FSM and non-FSM pupils.

Girls' performance remains higher than boys' at KS2 and KS3. Writing is the weakest skill at KS2 and KS3.

Key Stage 4
Full course/Level 2 equivalent: Performance overall is 1.3 points below Wales but performance is above the Wales average in three of five LAs including Monmouthshire where 59% of the cohort have been entered for a full course examination in Welsh. Performance is below Wales in Blaenau Gwent and Caerphilly but there has been a significant increase in the numbers entered for full course in both LAs in recent years (currently 32 and 42% of the cohort entered for full course) with improvements seen in performance in Caerphilly year-on-year.

Short course: Overall performance in the short course improved on 2014 in Blaenau Gwent and Caerphilly but decreased in all other LAs. The numbers of pupils entered for examinations and the shift to full course entry has a bearing on outcomes as these vary year-on-year

SE Wales has a high proportion of pupils entered for qualifications in Welsh. 90% of the cohort have been entered in Monmouthshire, 89% in Torfaen, 86% in Newport, 78% in Caerphilly and 67% in Blaenau Gwent.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan
- WG Core data sets at KS3 (school and LA level) and additional EAS analyses.
- Estyn Chief HMI Report. LA and school inspection reports. National Categorisation information, information gained from moderation events and Welsh in Education Officer intelligence on schools. Low language skills of workforce (primary phase).
- Team analysis of school uptake of key courses / engagement in core network meetings.
- 'Successful Futures', 'Qualified for Life', 'New Deal', Pioneer schools.
- WMES / WESP.
- Self-improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;
- Reduce the gender gap at L4 and L5 at KS2. Accelerate the rate of progress FSM pupils, and all vulnerable learners at KS2, particularly the expected level and at KS3.
- Improve performance in Writing at both KS2 and KS3.
- Reduce the number of Estyn recommendations. Reduce variation within and across schools.
- Increase the no. of schools performing above the median (KS3) and improve performance at KS4.
- Improve accuracy and consistency of TA. Reduce number of contested profiles through cluster moderation.

- Increase school-to-school working.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area
- Closing the gap champion: strengthen the quality of teaching in schools where performance and progress of FSM pupils is well below that of non-FSM pupils.
- CAs: identify excellent teaching, improve curriculum leadership in Welsh 2L and challenge the delivery of high quality assessment for learning, accurate teacher assessment and systems for monitoring the progress of all pupils.
- Excellence in Teaching and Excellence in Leadership lead and schools: to inform the development of the Excellence in Leadership framework and to identify expert teachers to be inducted into the Excellence in Teaching Framework. Embed the capture of learning from Pioneer schools in school-to-school programmes.
- English/Welsh Literacy teams: support schools in the teaching of writing (KS2 and 3).
- Work with the 21st C Learning team to support programmes of intervention, development and training for Welsh and narrowing the gap in attainment for FSM pupils.

Specific focus of this Service Area's work in each LA within the region
Continue to accelerate the rate of progress FSM pupils at KS2, at the expected level particularly in Caerphilly, Newport and Torfaen and accelerate progress at the expected level +1 and at KS3 in all LAs. Focus on AFL strategies.

KS2: Reduce the gender gap at L4, particularly in Caerphilly and Torfaen and L5, particularly in Blaenau Gwent, Caerphilly and Newport.

Improve performance in Writing at KS2 in Blaenau Gwent, Caerphilly and Torfaen in particular and overall at KS3.

Increase the number of schools performing above the median at KS3 particularly in Caerphilly, Newport and Torfaen and improve performance at KS4 (full course - Caerphilly, short course - in all LAs). Increase engagement with HODs network and KS3/4 training - Newport, Torfaen and Blaenau Gwent.

Improve the accuracy and consistency of teacher assessment and moderation at KS2/3. All.

Torfaen - Secondary schools. Baseline review of standards and provision and support middle leaders and departments through a school-to-school approach utilising support from within the SE Wales region.

Newport - (Ranked 1st LA in Wales at KS2). Develop lead schools capable of sharing best practice with others. Trial school-to-school support.

Service Area: Welsh second language. (Area also responsible for **MFL** project).
Accountability: Elen Roberts

Priority / Blaenoriaeth:	**Desired outcomes / Deilliannau**

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 3: Improving standards of achievement in Welsh (Second Language)

Overarching targets
All learners (inc. FSM):

- To continue to raise standards in the primary phase with focus on FSM and boys' performance. Despite positive teacher assessment outcomes in Year 6 there is considerable work to be done to improve the language skills and provision for Welsh second language within and across schools to ensure continuity and progression (improve Estyn inspection outcomes).
- Raise standards of all learners in KS3 and KS4 including FSM and boys'.

National Priority - MFL
Improve the uptake of MFL at KS4.

	Expected level			Expected level + 1		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	77	82	83	23	26	26
KS3	77	81		31	39	
KS4	71	77.2				

	Expected level: FSM			Expected level + 1: FSM		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	63	68.5	69.2	12	13	14.3
KS3	57	61		12	17	
KS4	61	61				
Short	33	33				

	Expected level: FSM/ non-FSM gap			Expected level + 1: FSM / non-FSM gap		
	Actual	Actual	Target	Actual	Actual	Target
ALL	2014	2015	2016	2014	2015	2016
KS2	21	17.4	17.6	15	17	15.5
KS3	25	25		24	28	
KS4	18	18				
Short	26	26				

	Monitor uptake in MFL lead schools and the wider effect of school-to-school. Uptake targets as outlined in project plan.

Excellence in Teaching
- Improve outcomes for oracy, reading and particularly of writing across Key Stages.

Challenging Curriculum and supportive assessment
- Reduce the number of contested profiles through cluster moderation.

Excellence in Leadership
- Fewer Estyn recommendations to improve the development of Welsh skills and Developing Welsh outside the classroom. Reduce variation within and across schools.
- Ensure that identified schools have effective assessment practices and systems for monitoring and tracking progress in place.
- Work with Head teachers, subject leaders / Welsh second language coordinators / MFL lead network schools to share best practice and build capacity for school-to-school support. Increase number of best practice sharing events and increase school-to-school delivery from the 2015-16 baseline.

A rewarding qualifications framework
- Continue to prepare for the new Welsh second language GCSE specification and support schools in preparing for a new curriculum ensuring Developing Welsh / Bilingualism is embedded.
- Support secondary schools to ensure provision for Welsh at KS3 and KS4 is appropriate as changes are made to the GCSE specification for Welsh (full -2017, withdrawal of Short by 2018) and in line with the WG response to the One Language for All review / curriculum development. Curriculum plans are fit for purpose. Also for MFL.
- Set regional targets at KS3 and KS4 in line with 2017-18 target setting process.

Main activities / Prif weithgareddau	When? / Pryd?	Who? Pwy
Excellence in Teaching Provide central and bespoke language and methodology training for the primary phase that raises attainment and enables practitioners to effectively address national, regional, LA and school priorities. Training will build upon the development and integration of language skills and assessment of those skills and on the SOWs / resources developed by the Welsh in Education team in collaboration with schools to support the WG commissioned *Fflic a Fflac* and Y *Pod Antur* series' (EAS *Hwyl Dan Saith* and *Antur Anhygoel*). Training programmes will be monitored for impact.	April 16-March 17	Welsh in Education team
Continue to develop the EAS *Antur Anhygoel* teaching, learning and assessment support materials in collaboration with schools as the WG Y Pod Antur commissioned series enters upper Key Stage 2.	Delivery of *Antur Anhygoel*	

Best practice from schools within the consortia will be utilised to share best practice and grow meaningful school-to-school support in the primary and secondary phase given low language base of staff. Training in the secondary sector will predominantly become school-led with links with Welsh-medium (EIT programme). Wave model to be explored for secondary. Support and monitor impact of school-to-school working.	*Porffor* resource Sept 16	ER, PL 'New Deal' (MC), 21C (JK) ER, PL and team
Provide targeted support and intervention to a proportion of primary schools in each Local Authority, where there is sustained underperformance and/or where external evaluations of provision and leadership (including Estyn inspections) raise concerns.	April 16 onwards. Reviewed termly.	Welsh team and CAs
Review provision for and delivery of Welsh services to schools early in 16-17 academic year. Scope capacity for s-t-s.	Oct. 2016	ER, SMT
Challenging Curriculum and supportive assessment Provide training on assessment for KS2 and KS3 practitioners Provide training and guidance on the national moderation materials and reporting on cluster moderation events.	Ongoing	ER and Welsh team
Support enhanced transition from KS2 to KS3 ensuring that curriculum plans and lesson plans set high expectations for all learners and include measures to accelerate the progress of FSM and ALN pupils in Y7 and Y8. Support schools with the move to a new curriculum	Summer 16 onwards	s-t-s
Excellence in Leadership Work with CAs to improve the quality and impact of leadership for Welsh second language in identified schools where performance is consistently below the median (secondary) and in line with National Categorisation (and, for primary, Welsh in Education Officer intelligence on schools). Work with CAs to broker school-to-school support. Facilitate Language Coordinator and HODs networks (Welsh / MFL).	April 16 - March 17	ER, PCAs, Welsh team 'New Deal' (MC),
A rewarding qualifications framework Prepare for the implementation of the new GCSE Welsh second language specification (2017) and new MFL specification (2016). Capture the learning from Pioneer Schools (links with Welsh-medium) / schools with best practice in the delivery of Welsh second language / MFL at KS3 / KS4 GCSE and identify strengths in planning, provision and teaching. Develop SOWs and approaches to teaching across Key Stages that prepare pupils for the demands of the new GCSE PISA style questioning.	Autumn 16 / Spring 17 with emerging Welsh Spec. Summer 16	ER, 'New Deal' (MC), Welsh team and schools

Key milestones / Cerrig Milltir 2016-2019

	KS2 L4+
14-15	82
15-16	83
16-17	82
17-18	83

Performance at KS3 and KS4 to be at least in line with national outcomes and demonstrate improvement year-on-year. Capture of target setting for Welsh Second Language at KS3 and 4 to be addressed. KS3 - improved benchmark performance.

Service Offer 2016 - 2017:

Service Area	WELSH SECOND LANGUAGE

Summarise the main regional priorities for your service area;
Reduce the gender gap at L4 and L5 in KS2.
Accelerate the rate of progress FSM pupils at KS2, particularly the expected level and at KS3.
Improve performance in Writing at both KS2 and KS3.
Reduce the number of Estyn recommendations. Reduce variation within and across schools.
Increase the number of schools performing above the median at KS3 and improve performance at KS4.
Improve the accuracy and consistency of teacher assessment. Reduce the number of contested profiles through cluster moderation.
Increase school-to-school working.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
PRIMARY				
Welsh in Education Officer support and intervention Primary	In house support for a proportion of schools in each LA agreed with CAs. Action plan to be monitored through duration of support to evaluate impact of support.	Advisory	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language Reduce Estyn recommendations Reduce variation within and across schools. Excellence in Teaching	A proportion of schools in each LA
School-to-school support Primary	Utilising the support of the 15 schools engaged in the 2015-16 pilot programme as centres of best practice Feedback from HTs involved	s-t-s	Raise language and methodology skills of practitioners to build capacity for the provision and delivery of Welsh second language	All
Twilight best practice sharing events.	Schools to deliver informal best practice events. Delegates to commit to act following events.	s-t-s	'New Deal' Excellence in Teaching Excellence in leadership	
Bespoke training Primary	Bespoke language / methodology training to support schools with the implementation of their own school development plans.	Advisory	In response to individual SIPs Improve outcomes and reduce Estyn recommendations Excellence in Teaching	All

	Following training a planning / book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.		Excellence in leadership Challenging curriculum and supportive assessment	
Excellence in leadership of Welsh Second Language				
Excellence in leadership of Welsh second language - Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh second language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the Key Stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All
What good looks like for new Welsh second language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the Key Stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh second language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
Central training for Assessment:				
Assessment for Welsh second Coordinators	Teachers engaged with these programmes will:	2 days	Reduce the number of contested profiles through cluster moderation.	All

Assessment in the Foundation Phase	- develop a clear understanding of the demand of the NC levels appropriate for age and stage	1.5 days		
Assessment for Y3 and 4		1 day	Develop continuity and progression in assessment practice throughout the primary phase. Tendency to focus on teaching the full NC Range and skills and plan for assessment in Y6 only. Improve assessment for and of learning to raise standards of FSM/ALN and MAT pupils. Excellence in leadership Challenging curriculum and supportive assessment	
Moving L4-5 for Y5 and 6	- building a standardised portfolio of work - gain further understanding of standardisation and moderation practices and of the verification process - exemplification guidance form WG and from within the region - participate in regional standardisation and moderation exercises Following training a book scrutiny / listening to learners exercise will be offered by the Welsh in Education team.	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act on two of the training sessions.		
Central training - KS2 - Skill Specific				
Successful steps to writing in Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the writing process and the development of extended writing - assessment for learning strategies - an opportunity to see best practice in developing extended writing Following training a book scrutiny exercise will be offered by the Welsh in Education team.	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Underperformance in writing (12 points below oracy). Improve AFL of writing to improve outcomes for FSM/ALN and MAT learners. Excellence in Teaching Challenging curriculum and supportive assessment.	All
Ready for Reading Key Stage 2	Teachers engaged with this programme will have: - improved understanding of the expectations and appropriate reading resources available	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work	HMI Chief Inspector's Annual Estyn report / LA reports Underperformance in reading (8 points below oracy) Excellence in Teaching	All

	- improved understanding of the reading process and strategies to develop understanding of and response to texts - assessment for learning strategies - an opportunity to see best practice in reading skills Following training a listening to learners / book scrutiny exercise will be offered by the Welsh in Education team.	developed following commitment to act	Challenging curriculum and supportive assessment	
Improve your reading skills Y3 and 4	To enhance teachers' reading skills and confidence in reading and discussing texts with pupils. Use of appropriate texts Pronunciation	1 day	HMI Chief Inspector's Annual Estyn report (Reading) / LA reports Underperformance in reading (8 points below Oracy)	All
Transition from FP to KS2 - Year 3				
Y3 Methodology EAS *Antur Anhygoel Oren scheme and resources*	Teachers engaged with this programme will: - have a clear understanding and practical knowledge of the EAS *Antur Anhygoel Oren* scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the range and skills in Year 3 Successful implementation of the WG directed resource, *Y Pod Antur Cymraeg* 1. To ensure that non-speakers of Welsh have access to and are able to deliver the programme in their schools.	All
Continuity and progression - Year 3-4				
Antur Anhygoel Porffor scheme and resources	- Improved provision and standards and enjoyment in learning in Year 4	New resource developed by the	Improved assessment and teaching of the range and skills in Year 4.	All

	- Increased use of Welsh both inside and outside the classroom	Welsh in Education team - Sept 16	Successful implementation of the WG directed resource, *Y Pod Antur Cymraeg 2.* Improved continuity and progression. Excellence in Teaching Challenging curriculum and supportive assessment	
Y4 methodology EAS *Antur Anhygoel Porffor* scheme and resources	Teachers engaged with this programme will: - have a clear understanding and practical knowledge of the EAS *Antur Anhygoel Porffor* scheme and resources - be able to use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners to achieve highly - be able to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - be able to use AFL strategies effectively in Welsh	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act		All
Foundation Phase				
Year 1 and 2 methodology EAS *Hwyl Dan Saith* scheme and resources	Teachers engaged with this programme will: - plan effectively through focused, enhanced and continuous provision to develop learners' Welsh Speaking & Listening, Reading and Writing skills to the appropriate level - use a range of language learning methods and resources developed specifically to interest, stimulate and challenge all learners - use AFL strategies effectively in Welsh - develop the use of Welsh in all areas of learning	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share work developed following commitment to act	Excellence in Teaching Challenging curriculum and supportive assessment Improved assessment and teaching of the Range in Y1 and 2 Successful implementation of the WG directed resource, *Fflic a Fflac*	All

PRIMARY LANGUAGE				
Foundation Phase				
Everyday Welsh inside and outside the classroom - FP	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Fflic a Fflac (EAS: *Hwyl Dan Saith SOW*)	2 days	Low level language skills to be able to deliver the curriculum. Reduce Estyn recommendations	All
Nursery and Reception		1 day		
Y1		1 day		
Y2		2 days		
KS2				
Everyday Welsh inside and outside the classroom - KS2	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level. All training based on the WG directed resources: Y Pod Antur Cymraeg (EAS: *Antur Anhygoel SOW*)	2 days	Low level language skills to be able to deliver the curriculum Reduce Estyn recommendations	All
KS2 Past Tense Y3 and Y4 / Y5 and Y6		1 day		
KS2 Third person Y3 and Y4 / Y5 and Y6		2 days		
Y3 *Antur Anhygoel 1*		2 days		
Y4 *Antur Anhygoel 2*		2 days		
Y5 Language		3 days		
Y6 Language		3 days		
Intensive language training				
Part 1- 6 language training programme series.	Improved language skills to enable teachers and TAs to deliver Welsh language skills to the appropriate level.	All parts 2 days.	Low level language skills to be able to deliver the curriculum Reduce Estyn recommendations.	All
Stakeholders				
Head teachers	Improved language skills to ensure that Welsh is given an audible place in all areas of school life and any public events such as governor meetings, school concerts	0.5 day	New Welsh Language Measures (2015)	All
School administrative officers	Improved language skills to use a Welsh greeting when answering the phone, greeting visitors	0.5 day	New Welsh Language Measures (2015)	All

School governors	Improved language skills to use Welsh with teachers and pupils	2 hours	New Welsh Language Measures (2015)	All

SECONDARY				
Welsh second language Heads of Department meetings\n\nSecondary	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.\n\nRaised performance across the Key Stages and reduced variation- July 2016	Network	Reduce the number of schools performing below the median at KS3\n\nExcellence in leadership Challenging curriculum and supportive assessment.	All
Bespoke support	Support meeting with Welsh team at the request of CAs and schools.	Advisory	Review of provision / plan support.	All
EIT in Welsh second language	An opportunity for delegates to receive training and observe practice in Welsh second language through the EIT programme.	s-t-s	Reduce the number of schools performing below the median at KS3\nExcellence in Teaching Challenging curriculum and supportive assessment.	All
EIT Workshop programme	An opportunity for delegates to access the eiT Workshop Programme through the medium of Welsh.	s-t-s\nCwm Rhymni		
Brokered visits to schools to observe good practice / work with skilled practitioners\n\nStrengths / areas for development audit	Support for practitioners on the broad themes of:\nPlanning and self-evaluation\nTeaching and learning\nMAT\nAssessment\nGCSE\nA-Level\nBilingualism\nUse of ICT in Welsh second language	s-t-s	Excellence in Leadership Excellence in Teaching Challenging curriculum and supportive assessment.	All
Best practice in primary / secondary cluster transition	Leading cluster initiatives in Welsh second language and securing continuity and progression from KS2 through planning and a shared	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All

	understanding of the assessment process.			
Assessment at KS3	Successful planning for assessment and making secure judgements at KS3.	s-t-s	Excellence in Teaching Challenging curriculum and supportive assessment.	All
Successful planning for and assessment of GCSE Controlled Assessments and preparing students for the formal GCSE written paper.	Improved accuracy of assessment and appropriate preparation of students for the GCSE Controlled Assessment tasks.	s-t-s 2-3 days	Improved GCSE performance at KS4. Target C/D borderline.	All
Developing Welsh across the school	Strategies developed to improve the visibility and audibility of Welsh in daily school life.	s-t-s	Estyn HMI report - opportunities for the use of Welsh across the school.	All
ICT in Welsh second language teaching	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	s-t-s	Improved motivation to improve boys' performance and improve digital literacy skills through Welsh second language.	All
NQT training	Support for NQTs and non-specialist teachers of Welsh with focus on KS3 planning and assessment and GCSE expectations and assessment.	2.5 days Training + observation visit	'New Deal' Excellence in Teaching Challenging curriculum and supportive assessment	All
PRU Network meetings	All delegates to receive training on appropriate methodology, support with language development planning and delivery and national priorities. Information and resources shared with opportunities to share best practice.	Network	Excellence in Teaching Challenging curriculum and supportive assessment.	All

Service Area	CAs

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- TA outcomes at the end of FP and KS2 are good.
- TA outcomes at the end of KS3 and performance at the end of KS4 are adequate.
- Whilst the performance of FSM pupils has increased across the region, the gap remains too wide.13 secondary schools have FSM L2+ performance above the 3-year rolling national average (30%).
- There is still a significant gap between TA and test results in FP and KS2 in the majority of LAs, particularly in Mathematics. This gap is less pronounced in Y9, but overall performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE.
- The SEWC Intervention Framework demonstrates increased autonomy for green schools. A bespoke support programme is in place for all schools, with differentiated CA support.
- National Categorisation was completed within timescales. The region has 7 exceptions that override the grid. 1 school is a rare exception (3A Green) and the other 6 schools have been categorised based on the need for increased support. The number of red and amber primary schools across the region have decreased from 59 schools (30%) to 36 (19%). There is no direct correlation between TA outcomes and the overall support category. Of the 82 primary schools (41%) that were 1 for step 1, only 52 (26%) are green. However, 24 secondary schools (65%) still require amber or red support.
- Where schools are placed in an Estyn follow-up category, many primary schools make good progress. During 2014-2015, 63% of primary schools were judged to be good or better. In the secondary phase, the rate of progress of schools is variable. Although no secondary schools inspected in this period were judged to be unsatisfactory, 80% were judged to be adequate.
- Improved robust QA processes have ensured improved consistency in CA judgements and any inconsistencies are known. Nearly all Head teachers who completed the school survey identify that their CA knows their school well and provides appropriate support and challenge.
- Revised protocols ensure that in most schools, LA judgements for pre-inspection commentaries are well matched to Estyn inspection outcomes. Where they are not, the differences are minimal.
- All schools submitted progress towards targets data, however, the reliability of information submitted for KS4 was variable when compared to outcomes. The role of the CA was not always effective. There are now clear protocols and a stronger alignment in the target setting process between the CA and BIS teams.
- The service has provided guidance and training for all schools in effective school development planning and self-evaluation. Although not yet fully embedded, MySID is an additional tool, supporting schools to meet statutory requirements, including compliance of grant funding. Many Head teachers agreed that the quality of support received from CAs enabled them to complete grant plans. A minority of schools (54) have used the MySID facility to complete 3-year SDPs. Many of the primary plans are at least of a good quality. Across the secondary phase the plans and processes are variable with many being adequate.
- Pupil level data is used well by most CAs to scrutinise pupil performance at school level and support schools' setting of targets, evidenced through the school perception survey. There have been improved levels of QA and accountability between the CA and BIS teams by holding joint 2016 target moderation meetings to discuss and challenge where necessary every individual secondary school's targets.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- Whilst improvements in boys' performance are evident, this is not fast enough to reduce gender gaps.
- Whilst the performance of FSM pupils has improved across the region, the gap remains too wide.
- The performance of LAC learners has improved in primary schools, but remains below all pupils. The gap widens in secondary schools and their progress and overall performance remains too low.
- There remains a gap between TA and test results in FP and KS2 in the majority of LAs. Performance in tests and TA at the end of KS3 does not provide a sufficiently strong foundation for GCSE.
- 24 secondary schools (65%) require amber/red support. Too many secondary schools are in Estyn follow-up categories. The rate of progress of secondary schools in statutory categories is variable.
- Progress at L2+ in many secondary schools is still too slow and remains variable. The percentage of learners achieving 5 A*-A grades fell from 15.3% in 2014 to 8.9% in 2015.
- Attendance across the 5 LAs is variable with 3 out of the 5 LAs (BG, Caerphilly and Newport) ranked below 18. Newport is ranked 21st for Primary attendance and Caerphilly is ranked 22nd for secondary attendance.
- Although variance in CA work has reduced, greater consistency across the region remains a priority.

- There have been limited opportunities for PCAs to work regionally to improve consistency in practice.
- A minority of CAs need to scrutinise and challenge targets more robustly using available data.
- Strengthening the monitoring of progress in underperforming amber schools has been improved, through the introduction of EIBs. Early indications are proving positive.
- Capturing and sharing good practice within and across schools is limited.
- WG: 'Qualified for Life', 'Successful Futures', 'New Deal', Pioneer Schools.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;
- Improve outcomes at KS4 and reduce variance between schools and between LAs. Continue to improve outcomes for FSM learners, particularly at KS4.
- Improve standards of achievement in English, Welsh and Mathematics for all learners.
- Improve the accuracy and consistency of TA and improve outcomes in national tests.
- Improve attendance in identified LAs (BG, Newport and Caerphilly).
- Strengthen the links between CAs and BIS when challenging and supporting schools to improve.
- Embed QA programmes, PDRs and training programmes for CAs.
- Strengthen the quality of support and challenge for target setting and tracking of pupils' progress.
- Support and challenge the quality and impact of middle leadership and the quality of teaching in schools.
- Reduce the number of secondary schools being placed in Estyn statutory categories.
- Improve the support and challenge for self-evaluation and school development planning.
- Embed the termly programme of Local Authority specific development sessions with governors.
- Further strengthen the integration of the SCC programme into regional working.
- Embed the value for money diagnostic system.
- Improve the effective use of intelligence and data to improve outcomes for vulnerable learners.
- Strengthen links with CA teams in the other consortia.
- Provide effective, relevant CPD opportunities for all CAs.

Key links within the EAS service teams / LA Officers that will be required to deliver your service area:
- AD BIS: Joint working; Implementation school-to-school model; Pioneer and 'New Deal' Schools.
- Literacy / Numeracy / Welsh BIS team - Target setting, progress towards targets.
- CTG Champion - Effective school development planning - PDG grant spend.
- 21st Century Learning Lead - MySID Development / review.
- Learning Intelligence: Effective use of data to challenge and support schools.
- Governor Support: CA Training, PCA termly meetings, utilising the expertise of consultant governors.

Local Authority Officers
- Wider Group meetings in all LAs: ALN, EWS, Finance, HR, H&S, Safeguarding etc.
- Director / CEO and or Assistant Director / Deputy CEO: LA QA, Intervention panel meetings, EIBs.
- ALN Officers: Termly meetings with PCAs, EIB meetings (where appropriate).
- Community First Officers (as appropriate) to support effective PDG spend. Families First officers.

Specific focus of this Service Area's work in each LA within the region
Blaenau Gwent: Improve the performance of FSM learners and Non-FSM learners; Continue to improve performance at the expected level +1 and L2+.
Caerphilly Improve the performance of FSM learners, particularly at KS4. Improve performance in L2+.
Newport: Improve KS3 outcomes. Improve the gender gap at the expected level +1 in FP and KS2; Continue to close the gap in performance at KS4 for the L2+. Improve the performance of girls at KS4. Improve performance in L2 Mathematics and English.
Monmouth: Continue to imprve the performance of FSM learners in all Key Stages; Continue to improve performance in L2+ and CSI at KS4; Improve performance at the higher level across all Key Stages, particulalry A*-A at KS4.
Torfaen: Continue to improve the performance of FSM learners particularly at KS4; Continue to improve performance at the expected level +1 - FP, KS2, KS3. Continue to improve performance in L2+. Continue to improve performance in National Test outcomes across all phases.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Challenge Advisers (Key Accountability - Kirsty Bevan)	
Priority / Blaenoriaeth :	**Desired Outcomes / Deilliannau**

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) and / or any additional wider service priorities from the Business Plan	**Excellence in Teaching** • Improve categorisation at step 3 in primary from 19% amber/red schools to <15%. • Improve categorisation at step 3 in secondary from 67% amber/red schools to <50%. • All yellow, amber and red schools will make at least strong progress against the bespoke actions within support plans. • Reduce the number of secondary schools placed in Estyn follow-up categories. Improve primary Estyn outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn outcomes so that no more than 50% of schools are judged to be adequate or below. • Nearly all CA evaluations of schools will correlate with Estyn inspection outcomes. • Maintain good standards in FP and KS2 with at least 88% of pupils achieving the FPI and CSI. Improve outcomes for FSM learners with >77% of pupils achieving the FPI and CSI, reducing the gap by at least 1%. Continue to improve standards at O6 with > 37% of pupils achieving English O6 (>20% FSM), >32% achieving Welsh O6 (>13% FSM) and >35% of pupils achieving Mathematics O6 (>20% FSM). Continue to improve standards at L5 with >43% of pupils achieving English L5 (>24% FSM), >35% of pupils achieving Welsh L5 (>15% FSM) and >43% achieving Mathematics L5 (>23% FSM). • Improve standards in KS3 with >83% achieving the CSI. Improve outcomes for FSM learners in KS3 with >60% achieving the CSI reducing the gap in performance by at least 5%. Improve outcomes in KS3 L6 with >54% of pupils achieving English and Welsh L6 (>32% FSM) and >58% achieving Mathematics L6 (>35% FSM), reducing gender gaps by at least 3%. • Improve the outcomes, particularly at KS4. > 56% of pupils will achieve the L2+. >32% of FSM learners will achieve the L2+ in 2015-2016, closing the gap by at least 3%. Increase the number of schools above the WG measure for FSM performance (32% for 2015-2016) from 64% to less than 50%.
	Challenging Curriculum and supportive assessment • Reduce the number of contested profiles through cluster moderation. • Increased accuracy of TA and correlation to National Test outcomes. • Increased accuracy of progress towards targets versus outcomes data, particularly in the secondary phase. No more than 15% of schools will have a discrepancy of >5% points and <10% points between outcomes and target at L2+.
	Excellence in Leadership • Improve Step 2 primary categorisations, from 17% of schools C or D, to >15%. Improve step 2 secondary categorisation, from 58% of schools C or D, to >50%. • Improve primary Estyn inspection outcomes so that no more than 25% of schools are judged to be adequate or below. Improve secondary Estyn inspection outcomes so that no more than 50% of schools are judged to be adequate or below. • Improve attendance in identified LAs, demonstrating higher ranking positions. • All schools will have SDPs that are at least good or better. • Consultant governors are used well to support the work of the governing body in underperforming schools, resulting in improved categorisation.
	A rewarding qualifications framework • A clear regional understanding of school-to-school work which impacts on standards. • All secondary schools are equipped to deliver the new curriculum requirements. • Case studies on effective practice across the curriculum (literacy, numeracy, Welsh and closing the gap) support and improve underperforming schools.

Main activities / Prif weithgaredd	When ? / Pryd?	Who ?

Excellence in Teaching • Implement criterion-driven and evidence-based National Categorisation, providing relevant update training to all stakeholders. • Implement and evaluate the impact of the SEWC Intervention Framework, ensuring bespoke programmes for all yellow, amber and red schools. • Ensure that CAs make effective use of Learning Intelligence 'Dashboards' to develop knowledge of schools, LAs and the region so that support is tailored and effective. • Implement and evaluate the impact of the EIB protocol. • Review the impact of the 'Growing Green and Aiming for Excellence' programme. Provide training for new green schools and allocate triads. Plan for the cascading of this approach. • Embed training/ coaching and QA processes to ensure all CAs are effective and reduce variance. Secure consistency in the quality of CAs' written evaluations. • Work with the PDG champion to identify schools where the gap between FSM/ Non-FSM pupils is the greatest and/ or has not improved over 3 years. Identify the best performing schools, broker support, monitoring progress and impact. • Ensure bespoke support for NQTs embeds effective curriculum planning and accelerates the progress of FSM learners.	April 2016 - March 2017	PCAS CAs
Challenging Curriculum and supportive assessment • PDG Champion and CAs to identify subject areas and aspects of learning where progress of FSM pupils is a concern and ensure that work is commissioned to improve the quality of teaching and learning. • CAs to receive appropriate curriculum update from BIS team members. • Improve the accuracy and rigour in target setting and progress towards targets. • Attend identified cluster moderation events to secure greater accuracy of TA.	April 2016 - March 2017	PCAS CAs
Excellence in Leadership • For red/amber non-SCC secondary schools, a clear programme of non-negotiable activity will be detailed within support and intervention plans to secure rapid improvement in key areas such as target setting and the tracking of pupils' progress, curriculum and qualifications changes and progress towards Estyn recommendations. • Provide training for schools on effective self-evaluation and School Development Planning, with a focus on narrowing the gap. Further develop the use of MySID. Support and monitor the effectiveness of Education Improvement Grant (EIG) and PDG spend. • Work with LAs and leaders in schools to improve the leadership and management of attendance in identified schools, sharing good practice through a school-to-school model and CA monitoring of impact. Strengthen links with attendance officers in LAs to engage FSM learners and families and disseminate information to CAs. • Intervene strategically in schools where in-school variation between English / Welsh and Mathematics is impacting on the L2+. • Support the development of middle leadership in non-SCC secondary schools, implementing and monitoring the EAS middle leadership programme. • Complete leadership reviews in identified red and amber schools in Estyn categories, to review progress against recommendations. • Embed the termly LA specific development sessions with governors. • Work with Governor Support to produce online training materials for governors. • Work with Governor Support to identify and use effective consultant governors. • Further develop the work streams with other regions as agreed in the cross - region action plan to include: the development of a national training programme for CAs; joint training events with CSC - Closing the Gap. • Continue to improve the clarity and effectiveness of working arrangements with SCCAs and plan for hand over from the programme.	April 2016 - March 2017	PCAS CAs
A rewarding qualifications framework • Signpost identified schools to appropriate EAS teaching programmes. • Implement the SEWC Best Practice Case Study protocol to enable CAs to identify good practice case studies that have impacted on provision/outcomes, focusing on FSM performance. CAs will utilise the leadership time bank with schools.	April 2016 - March 2017	PCAS CAs

- Ensure that Pioneer Schools and Lead Creative Schools have robust outreach plans and address any concerns about their capacity to deliver.
- Fully implement and evaluate the Valleys' Project in conjunction with CSC.

Key milestones / Cerrig Milltir 2016-2019

Key Stage 4 All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	54.7	59.5	63.4	64.3
L2	81.7	82.5	82.7	82.8
L1	95.3	94.9	96.0	96.4
CSI	50.6	58.2	60.9	61.6
English A*-C	65.4	68.1	70.7	71.6
Welsh (1st) A*-C	65.4	79.1	84.9	86.0
Math A*-C	62.0	65.7	69.4	69.4
Science L2	82.9	81.2	76.9	72.9

Key Stage 4 FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	28.7	37.3	41.5	44.7
L2	62.8	65.1	64.5	66.8
L1	88.2	87.3	88.5	91.0
CSI	25.5	34.8	39.1	41.8
English A*-C	40.9	47.5	49.1	52.7
Welsh (1st) A*-C	38.1	46.3	64.1	71.7
Math A*-C	37.7	44.4	47.9	49.8
Science L2	71.0	66.6	57.8	54.9

Regional targets for all Key Stages detailed within the EAS Business Plan.

Service Area	Foundation Phase

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- FPI declined by 0.2% overall. Performance remains above the Wales average by 1%. Three Local Authorities improved performance from the previous year. Slight decline in Blaenau Gwent with a more significant, but expected decline in Torfaen.
- Performance at O5+ in both LLC English and MD declined slightly. LLC target was missed by 1%. However, performance across the region for LLC is 2% above the Wales average (88) and 1% above 89.7 for MD.
- At O6 all LAs except Torfaen improved on 2014 outcomes.
- The performance of FSM pupils at O5+ declined slightly across the region, approximately in line with their peers nationally. Performance at O6+ improved. The gap between FSM and non-FSM pupils reduced slightly.
- Across the region, girls' performance remains higher than boys' for all areas of learning at O5. The gender gap reduced slightly in 2015 at a similar rate to that nationally. The FPI gender gap remains less that across Wales as a whole.
- 15 Non-maintained Settings (NMS) inspected 15/16. 93% achieved two overall judgements of Good. Two settings piloted joint CSSIW/Estyn framework - 1 setting Estyn monitoring, awaiting publication of 2nd.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- AWCDS, school profiles and additional analysis including FP school/setting survey.
- National Categorisation, CA requests, LA and school/setting inspection reports.
- National agenda FP Profile statutory September 2015 - moderation and training required.
- 'Qualified for Life': Curriculum for Wales, a curriculum for life;
- Estyn Annual Report 2014-15 and Estyn remit report 'The role of advisory teachers for NMS'.
- Team analysis of school/setting course take up / engagement in core network meetings/survey.
- Liaison with Pioneer schools - moving towards the emerging curriculum.
- Self-improving regional strategy

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Ensure rigorous and consistent baseline assessment - Improve accuracy of TA end of FP - link with English/Welsh/numeracy teams. Improve the alignment between TA and test data particularly the expected level +1.
- Accelerate the progress of FSM pupils in all LAs - link with CAs, CTG lead and English /Welsh /numeracy teams to draw on best practice.
- Improve outcomes for all learners including SEN/MAT/EAL- liaise with BIS/CA teams to identify schools with good outcomes for all learners in order to share good practice.
- Strengthen middle leadership skills of FP leaders with a focus on data analysis and monitoring provision to ensure FP practice impacts on standards of achievement.
- Ensure 10% link teachers support through modelled lessons as well as documentation.
- Work closely with Flying Start (FS), NMS and schools to ensure smooth transition and high quality workforce.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- Link with literacy team to secure accurate teacher assessment in FP - using Foundation Phase Profile (FPP) as baseline and end of phase FP Outcomes in year 2. Increase consistency across LAs.
- Work closely with CTG Champion working in FP schools highlighting best practice in family engagement e.g. *FACE, Family Learning Signature, Pori Drwy Stori.*
- Liaise with numeracy team on planned projects in Year 2 linking effective FP pedagogy /reasoning in Mathematics (Monmouthshire, Newport and Torfaen).
- Liaise with Welsh team to identify schools to support 'Communication Matters' (Cymraeg) as school-to-school network.

- Work closely with LA Early Years'/Flying Start officers, SEN advisory teams, and COMIT team to ensure smooth transition and/or early identification of children at risk of underachievement.
- Liaise with LA officers to monitor impact of the Early Years Pupil Deprivation Grant (EYPDG) on standards of teaching and learning.

Specific focus of this Service Area's work in each LA within the region

Increase practice worth sharing (PWS) events across LAs to include more schools from the west. The work of the team this year will be to identify schools to host best practice in Foundation Phase on school sites to enable more collaborative learning through self-sustaining schools approach.

Blaenau Gwent: Establish Early Educators (EE) group. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others.

Caerphilly: Establish Early Educators group. Identify schools with PWS. Link with 'Family Signature Pilot' - improving outcomes for FSM. Improve Foundation Phase practice particularly early years through increased uptake of training and greater use of leaders to support others. Improve attendance of NMS to Foundation Phase training.

Monmouthshire: Continue to focus on MAT provision and outdoor learning to raise standards and embed EE for school-to-school sharing. **Newport:** Link with 'Family Signature Pilot' - improving outcomes for FSM. Extend EE into school-to-school support to share practice in other LAs.

Torfaen: Establish nursery Early Educators group, and continue improve Foundation Phase course attendance - particularly early years.

WM schools - Arrange separate WM Foundation Phase leader network meetings. Set up school-to-school good practice sharing in liaison with Welsh team.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Foundation Phase
Accountability: Gaynor Brimble

Priority / Blaenoriaeth: Desired Outcomes / Deilliannau

ALL	Expected level		Expected level +1	
	2015 Actual	2016 Target	2015 Actual	2016 Target
FPI	88	88.9	-	-
LLC (E)	90	90.5	36.3	39.0
LLC (W)	91.6	93.9	32.0	33.7
MD	90.7	91.5	34.7	37.5
PSWBCD	95.6	94.7	56.5	56.3

ALL	FSM Expected level		FSM Expected level +1	
	2015 Actual	2016 Target	2015 Actual	2016 Target
FPI	76.8	78.3	-	-
LLC (E)	80.2	81.1	19.3	22.8
LLC (W)	83.3	87.6	20.6	13.5
MD	81.7	82.5	18.0	22.5
PSWBCD	90.6	89.7	35.9	36.7

ALL	Expected level FSM/non-FSM gap		Expected level +1 FSM/non-FSM gap	
	2015 Actual	2016 Target	2015 Actual	2016 Target
FPI	14.3	13.2	-	-
LLC (E)	12.6	11.8	21.5	20.4
LLC (W)	9.7	7.3	13.5	23.4
MD	11.4	11.2	21.1	18.7
PSWBCD	6.3	6.2	26.5	24.5

Priority Outcome 1: Accelerating the progress	**Excellence in Teaching:** raise standards of teaching and learning - Estyn inspection outcomes. Decrease % of schools requiring intensive support in all LAs. Increase numbers of schools with high quality Foundation Phase provision to extend the capacity for self-improving systems. BG from 12 - 16 schools 64%; Caer from 34 - 42 schools

of learners who face the challenge of poverty	60%; Mon from 16 - 21 schools 68%; New from 33 - 37 schools 84%; Tor from 10 - 17 schools 63%
Priority Outcome 2: Improving standards of achievement in English and literacy for all pupils **Priority Outcome 4:** Improving standards of achievement in Mathematics and numeracy for all pupils	**Challenging Curriculum and supportive assessment:-**Improve teacher assessment at beginning and end of phase using FPP and FP Outcomes. Reduce numbers of contested assessments. Improved accuracy of TA of reading across Foundation Phase. Narrow the gap in reading test and TA.
	Excellence in Leadership Strengthen middle leadership to challenge FP performance in schools. Leaders equipped to challenge and support teams to raise standards through thorough self-evaluation. Strengthen NMS leadership outcomes KQ3 - fewer settings receiving adequate for 3.2
	A rewarding qualifications framework - increase the numbers of schools in all LAs able to share high quality Foundation Phase practice and standards to strengthen as self-improving systems.

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Teaching • Continue to support schools where learner outcomes are consistently weak, or external evaluations raise concerns in all LAs. • Continue to provide central and bespoke training to enable practitioners to address national, regional, LA and school/setting priorities e.g. FPP, FSM, MAT/EAL/SEN Provide training to NQTs, or new to FP practitioners in particular. • Extend and embed 'Communication Matters' literacy training for all practitioners in FP, Particularly CM Nursery in Caer/BG. • Extend and embed EE group across all LAs. • Increase number of high quality FP provision schools to host events/days/workshops/PWS - e.g. block play, outdoors, MAT. • Collaborate with CTG champion identify schools which successfully engage parents in closing the gap of underachievement. • Work closely with CAs particularly around expectations for early years. Identify good practice and share with CA team. • Extend partnership working with BIS teams - particularly literacy and numeracy to ensure consistency across teams. • Increase numbers of PWS events in BG, Caer and Tor in schools and settings. • Strengthen transition from setting to school - use of 10% link teacher.	Outcomes 16-17 evaluated Sept 16 April 16- Mar 17 Programme reviewed on termly basis	CA FPhase and FPhase team in close collaboration with identified schools. TSOs + TAs + schools who provide support **Team** 4 TSOs 1 Associate Adviser Literacy 8 TAs (NMS) • (2 fixed term) • 1 x O.6 • 1 x O.4 (fixed term - end Mar 16)
Challenging Curriculum and supportive assessment • Continue to improve assessment of and for learning in FP in particular the accuracy and consistency of teacher assessment and moderation including expectations for progress of FSM and ALN learners using FPP as guide. • Provide training and support for those implementing literacy intervention progs /working with ALN learners. • FP end of phase moderation - link to literacy team - decrease the % of schools with inaccurate TA.	April 16- Mar 17 Programme reviewed on termly basis	Delivery of the FP plan is dependent upon S2S collaboration for aspects of service offer.
Excellence in Leadership • Continue to strengthen the role of FP middle leadership through termly network meetings with focus on standards. • Continue to provide extended training for new leaders to improve quality of leadership monitoring and evaluation. • Collaborate with the CTG champion and share best practice with leaders across the EAS.	April 16- Mar 17 Programme reviewed on termly basis	Schools commissioned to provide aspects of professional development

• Work closely with CAs to identify and broker support from successful leaders to support others - link to 'Excellence in Teaching' and 'Excellence in Leadership' programmes.		and support to middle leaders.

A rewarding qualifications framework
- Collaborate with BIS and CA teams, to identify schools whose curriculum has a positive impact on learner engagement and outcomes.
- Be involved in and provide advice for collaborative learning taking place in Pioneer schools particularly but not exclusively curriculum and 'New Deal' pioneers and Lead Creative schools.

Key milestones / Cerrig Milltir 2016-2019
2016/17
Achieve target outcomes for all pupils including closing the gap in performance for FSM pupils

FSM/non-FSM gap	2015 Gap	2016 Gap prediction	Change
FPI	14.2	13.3	-1.0
LLC English O5+	12.6	11.8	-0.7
LLC Welsh O5+	9.7	7.3	-2.4
Mathematics Dev.O5+	11.4	11.1	-0.3
PSD O5+	6.2	6.2	0.0
LLC English O6	21.5	20.4	-1.1
LLC Welsh O6	13.5	23.4	9.9
Mathematics Dev. O6	21.1	18.8	-2.3
PSD O6	26.6	24.5	-2.1

2017/18 and **2018/19** No targets available for FP

Service Area	Foundation Phase

- Support schools and settings to deliver high quality FP provision.
- Ensure rigorous and consistent reception baseline assessment across all LAs through moderation. Moderate between NMS and nurseries to aid transition and consistency.
- Improve accuracy of TA end of FP and improve the alignment between TA and test data particularly the expected level +1.
- Continue to increase the uptake of training in Caerphilly, Blaenau Gwent, and Torfaen.
- Accelerate the progress of FSM pupils in all LAs working closely with CAs and CTG Champion to share good practice.
- Improve outcomes for SEN/MAT pupils - appropriate support and challenge in literacy development in particular.
- Work closely with FS/NMS/schools to ensure smooth transition and high quality workforce, reduce the impact of poverty through early intervention - high quality early years provision - engaging families.
- Strengthen FP middle leadership skills to ensure standards of teaching and learning are at least good in the majority of schools.

Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Excellence in Teaching				
Communication Matters TA Training • Nursery • Reception • Year One/Year Two	• Improved TA confidence in supporting literacy development • Increased capacity in schools to support groups of learners • Improved literacy outcomes including MAT/boys/ FSM	Training	Need to ensure wider understanding of the characteristics of effective literacy teaching in Foundation Phase by demonstrating how these are compatible when planned and applied well - particularly in early years in Caer and BG School survey Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'Supporting reading' • Reception • Year One • Year Two	• Improved reading strategies and outcomes for learners including MAT/boys/ FSM • Improved use of AFL strategies in reading making appropriate use of diagnostic information	Training	All LAs have discrepancy between TA and reading tests. Use FPP as guide along with new Foundation Phase framework. Need for accurate assessment of reading strategies and ongoing AFL of progress.	All LAs

Service Area	Foundation Phase				
			Data analysis, Estyn reports Training analysis/feedback.		
Communication Matters Teacher Training • Nursery • Reception • Year One • Year Two	• Improved literacy outcomes for all pupils including MAT/boys/ FSM • Improved teaching of the three aspects of literacy with appropriate materials to demonstrate progress	Training	Raise quality of literacy teaching and learning through rich texts and cross curricula links. Foundation Phase survey Training analysis/feedback Estyn / FP reports	All LAs
Communication Matters 'My Mark My Message' • Reception teachers • Teaching assistants	• Improved teacher knowledge of emergent writing strategies • Effective use of FPP to support AFL • Identification of MAT/ALN for differentiated support	Training leading to S2S	Ensure robust use of FPP in Reception to support assessment of writing including FSM and MAT/ALN/EAL training analysis/ feedback	All LAs
Bright Sparks - MAT Purposeful Provision for able learners	• Improving provision/AFL to support MAT pupils • Support schools to meet regional target for O6	S2S	Raise standards of performance for MAT pupils in all LAs and particularly Monmouthshire Data evidence School-to-school sharing evidence Estyn remit reports. Estyn reports	All LAs
Inspiring Investigators Perfect for the move to AoLs+E Science as investigation	• Application of literacy and numeracy skills through engaging scientific work • Improved thinking, problem solving and reasoning skills applied in meaningful contexts	Training Outside provider	All LAs move towards engaging curriculum applying literacy and numeracy in scientific contexts. Preparation for Successful Futures Foundation Phase survey outcomes, Training feedback/ analysis	All LAs
Block Play - **Reception to Year 3 Building Block**	• Improved social, emotional and collaborative skill • Engaging learners, improving literacy and numeracy through rich tasks • Engaging boys	S2S	Improving literacy and numeracy skills through meaningful contexts - BG, Caerphilly target. Other LAs are building on block play. Strong in Newport able to host events. Foundation Phase survey outcomes. Training feedback/ analysis. School requests. School visit evidence/learning walks/ standards	All LAs

Service Area	Foundation Phase			
'Learning Environments Matters' indoors and out Specifically for NQTs and teachers new to year group.	• Participants will improve the learning environments to promote independent learning • Raised standards for literacy and numeracy • Effective use of outdoors t.=		HT feedback and course evaluations Outdoor learning is a priority in many schools - high demand for support NQTs - professional development.	
Effective outdoor learning 'Outdoors Matters' - raising standards through purposeful provision in the outdoors	• Engaging learners, improving literacy and numeracy through rich tasks • Improved literacy and numeracy across the curriculum • Improved levels of WB	S2S	Part of the statutory curriculum - entitlement to learning. Estyn report evidence Estyn annual report Feedback/training analysis High % of school requests	All LAs
Effective Early Education 'Partnerships in Excellence'	• Improved early years education leading to firm foundations for later learning • FPP outcomes improve over time • Increased parental engagement	S2S	Focus for Foundation Phase team for two years - need to ensure early learning is fully understood Feedback/training analysis School requests	All LAs
Pilot Project 'Sharing learning spaces' Investigating: 'Enabling environments' / Role of the adult including visits to nursery hubs in EAS	• Target schools who share provision with Flying Start • Improved transition - linked to pedagogical approaches • Joint working with FS and FP improved working practices	Research/net work S2S Specifically School/FS settings	Effective transition supports pupils who are disadvantaged. Research evidence impact of effective transition on learners particularly those from disadvantaged background.	All LAs
Challenging Curriculum and Supportive Assessment				
FPP - moderation	• Teacher assessment at baseline is rigorous across the region • Reduced LA variation in TA	Training S2S	Use baseline data to monitor pupil progress 2018. Consistency of teacher assessment - data analysis Feedback from FPLs/HTs	All LAs
FPP transition moderation NMS/school nurseries	• Teacher assessment at baseline is rigorous across the region in maintained and funded Non-maintained settings	Training	Regional priority to secure teacher assessment Transition /parity of assessment to smooth transition and forge strong links with providers	All LAs

Service Area	Foundation Phase			
	•			
FPP - training for new teachers in nursery and reception	• Teacher assessment at baseline is rigorous across the region • Reduce LA variation	Training	Need for all teachers new to reception to be trained in implementation and expectation of baseline assessment.	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers LLC	• Ensure teacher assessment in FP is accurate using FP Outcomes in Y2. Support transition between Y2/3	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation All LAs Decrease the numbers of contested TA within clusters	All LAs
FP Assessment - Moderation for Y2 and Y3 teachers PSWBCD	• Using FPP to support robust teacher assessment of PSWBCD	Network leading to S2S	Local priority - improving the accuracy of teacher assessment and the quality of moderation Improve consistency of assessment particularly at O6	All LAs
I**ntervention -** Tackling the Tail of Underachievement in Y1 TA network	• Ensure assessment data is used robustly to identify and assess progress made by pupils at risk of underachievement in FP	Network	Narrow the gap agenda - in all LAs. Intervention focused specifically on Yr 1 pupils - early intervention needed. Network to share practice across EAS. Gap for FSM pupil data	All LAs
I**ntervention -** Tackling the Tail of Underachievement in Y1 TA training	• Increased capacity in schools to target support for pupils at risk of underachievement in Y2	Training	Narrow the gap agenda - in all LAs. Increase numbers of schools implementing successful intervention focused specifically on Yr 1 pupils - early intervention needed. Gap for FSM pupil data	All LAs
I**ntervention -** Assessing early literacy in Y1 Teachers	• Ensure appropriate assessment data is used robustly to identify pupils at risk of underachievement in FP and assess progress made.	Research - possibility of training and network for ALN staff leading to S2S next year.	Using diagnostic assessment tools to target pupils with literacy difficulties, improve teacher knowledge of what works. Regional need to close the gap and improve teacher assessment.	Pilot in Caerphilly LA - ALN team.
SNRB Network Using FPP to support learners with additional needs.	• Improved consistency in TA for learners with additional needs	S2S network	Local initiative - identified by schools to support each other Closing the gap, ALN agenda,	All

Service Area	Foundation Phase			
Sharing practice across schools with SNRBs	• Improved network opportunities for special schools and resource bases to share FP practice.		Literacy, numeracy for pupils with additional needs. Improve Foundation Phase practice through school-to-school sharing.	
Excellence in Leadership				
Leadership Matters in the Foundation Phase Raising standards of leadership	• Improved middle leadership skills • Effective use of monitoring procedures to raise standards • Stronger links with schools supporting each other	Training S2S	Local priority - extend capacity for schools as self-improving systems Train new leaders on the role and responsibility - raise standards Estyn reports/Annual report CA / HT requests Foundation Phase survey outcomes	All LAs
FP termly network meetings	• Well informed middle leaders able to lead FP and raise standards • Essential network updates on national regional, and local priorities	Network	Local priority - raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	• Targeted successful leaders will support new or inexperienced leaders on the leadership journey • Strengthened middle leadership skills impacting on pupil outcomes	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot **Aspiring Leaders - developing leadership skills** Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	• Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) • Improved Professional development outside current school • Evidence of impact on setting provision	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All

Service Area	21st Century Learning

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- KS3 ICT performance varies both across and within the 5 SE Wales Local Authority areas. For example, Level 5 performance ranges from 78.5% to 100% for non-FSM learners in 2015 (22.5% performance range). On average 14.8% fewer FSM learners achieved a Level 5 in ICT in 2015 than non-FSM learners (an increase of 1% from 2014).
- Between April 2014-March 2015 only one school inspected had recommendations to improve the development of ICT skills. Since April 2015 five further schools have received recommendations to improve ICT skills.
- The number of inspections during which pupil skill levels in ICT have been reported on as a strength of the school has risen in the reporting period 2015/16 by 33%.
- The 21st Century Learning team is currently engaged in the support of one intensive intervention across the region. This number is reduced as a result of successfully supporting 3 schools to meet ICT recommendations.
- In collaboration with 'lead schools' the EAS has published the ICT Skills Framework Document to support schools in covering all statutory ICT skills from FP through to KS2. Exemplification/suggested activities have been included. The KS3 Framework has been made available to all secondary schools in draft format.
- The 21st Century Learning team has 8 active lead primary schools delivering programmes and supporting bespoke requests for support for both the ICT curriculum and where ICT can support literacy, numeracy and breaking the link between poverty and achievement.
- For school-to-school programmes 90% of all aspects of programme delivery reviewed by attendees are considered to be excellent, this rises to 96% for the quality of approaches used.
- Hwb usage statistics demonstrate an upward trend in uptake following the training and development programmes funded by the Learning in Digital Wales (LIDW) grant. In April 2015 101 schools were using the system by September 2015 this figure has risen to 131 schools (50% use regionally).
- 28% schools across the region have signed up for the 360 safe Cymru e-safety self-evaluation tool.
- 29 Primary schools have participated in the first two tranches of the ICT Leadership Programme (co-hosted by Glan Usk and Mount Pleasant Primary Schools). All schools have recorded and can demonstrate impact on the strategic development planning relative to their starting point. A further 18 schools have opted to join tranche 3.
- School survey demonstrated improvements from (2014 to 2015). For example, 61% of schools state that they can demonstrate a positive impact of services provided, up 16% from 2014. Increases also measured in the % of schools that felt the service better understood their needs (up 6%), could access services (up 5%) and had accessed school-to-school support (up 9%).

Drivers for the coming year 2016-2017

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Support the Introduction of the Digital Competence Framework (available September 2016).
- Improve the consistency and quality of ICT skills delivery at KS2/3.
- Improve the quality and consistency of KS3 teacher assessment in ICT.
- Improve Leadership capacity in the strategic development of ICT and Digital Competence.
- Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards for all groups of learners.
- Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools.
- Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding.
- Further develop the use of the Hwb national learning platform in schools across the EAS region.
- Build capacity for school-to-school delivery in the support of Digital Competence, identifying and adding expertise to the time bank to promote school-led brokerage.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

• Link with Literacy, Numeracy and Foundation Phase teams in the development of programmes linking the use of digital technology to improve outcomes to ensure coherent messages/pedagogies. • Embed the priorities of the CTG programmes. • Link with the Excellence in Teaching and Leadership Strategy Lead in the further development and refinement of Digital Competence teaching, learning and leadership programmes. • Link with LA safeguarding leads in the development of e-safety guidance, advice and workshops for schools. • Link with 21st Century planning officers, as and when appropriate to discuss new builds.	

Specific focus of this Service Area's work in each LA within the region
- Enhancing the breadth scope of school-to-school programmes to support teaching, learning and leadership and extending the 'lead school' network into Monmouthshire and Blaenau Gwent.
- Target a greater uptake of the free tools offered by the Hwb national learning platform in Torfaen and Monmouthshire schools.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: 21st Century Learning (Key Accountability for James Kent)	
Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) **From Business Plan:** Embedding the school-to-school model through the establishment of the Pioneer Schools for Digital Competence	**Excellence in Teaching** • Improve the consistency and quality of ICT skills delivery at KS2/3
	Challenging Curriculum and Supportive Assessment: • Improved consistency of KS3 teacher assessment in ICT (less regional variance in performance, closing gap in performance between non-FSM and FSM learners)
	Excellence in Leadership: • Improve leadership capacity (at all levels) in the strategic development of ICT and Digital Competence
	Estyn: • Fewer Estyn recommendations to improve in the development of ICT skills across all schools (2014/15 as benchmark) • A greater number of inspection reports highlighting improved pupil skills levels in ICT/across curriculum (2014/15 as benchmark)
	Pioneer Schools: • A mature CPD model to support implementation of the Digital Competence Framework developed with 'New Deal'/Digital Pioneer Schools (20% engagement in Year 1)
	Hwb: • Improved (80% - target) uptake and regional usage of the Hwb national digital learning platform and 360 safe tool (60% - target).

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Teaching i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders ii) Developing literacy and numeracy through Digital Competence in the Foundation Phase	i) Start 06/16, review progress half termly from Jul 2016 ii - iv and vi) Start 09/16, review progress half termly from Nov 2016	All programmes school-to-school co-constructed and delivered. (Schools to be confirmed following detailed planning phase - March 2016)

iii) Developing literacy through Digital Competence at KS2/3 (CTG) iv) Developing Mathematics and numeracy through Digital Competence in KS2/3 (CTG) v) Integrating coding into the Primary curriculum vi) Planning and teaching Digital Competence in the Primary (or) Secondary school (CTG) vii) Hwb support for schools (CTG) = *Programmes that will have an added focus on Closing the Gap.*	v) Start 05/16 review progress half termly vii) Programmes run from April 2016 evaluation ongoing.	Team links required: ii) Foundation Phase iii) Literacy team iv) Numeracy team vi) Excellence in Teaching
Challenging Curriculum and supportive assessment i) Key Stage 3 Moderation Training (ICT)	i) Start 02/16 but to continue in summer term, review ongoing	Delivered by EAS core team Team links required: Literacy and numeracy to ensure consistency of approach to moderation of teacher assessment
Excellence in Leadership i) Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders ii) Are you inspection ready (primary)? (ICT/Digital Competence) iii) E-Safety: Keeping Pupils and Staff Safe Online iv) ICT Leadership Programme (for Primary Middle Leaders) v) Primary network meetings: ICT coordinators vi) Secondary network meetings: Heads of ICT vii) Intelligent Investment viii) ICT self-evaluation (self-supported review)	i) Start 09/16, review half termly ii-viii) Start 05/16, review half termly	i-iv) School-to-school programmes, co-constructed and delivered. v-viii) EAS-led/school contributions Team links required: iii) LA regional safeguarding lead iv) Excellence in Leadership

Key milestones / Cerrig Milltir 2016-2019
2016/17:
- Enhanced usage of Hwb+ platform and 360 safe tools (66% target for both)
- 80% of CPD programme deliverable through school-to-school brokerage
- At least 20% schools begin to adopt and embed the Digital Competence Framework (September 2016)

2017/18:
- 90% of CPD programmes and 'brokered intervention' delivered through the school-to-school network (via timebank/CPD online).
- 50% effective adoption of Digital Competence in schools
- 85% schools engage with Hwb tools/360 safe

2018/19:
- All programmes/brokered intervention delivered via school-to-school support (via timebank)
- 100% effective adoption of Digital Competence in schools
- 100% schools engage with Hwb tools/360 safe

Service Offer 2016 - 2017:

Service Area	21st Century Learning

Summarise the main regional priorities for your service area;

1) Support the Introduction of the Digital Competence Framework (available September 2016)
2) Ensure the consistency and quality of ICT skills delivery at KS2/3
3) Improve the quality and consistency of KS3 teacher assessment in ICT
4) Improve Leadership capacity in the strategic development of ICT and Digital Competence
5) Support the core teams of Literacy and Numeracy in the effective use of Digital Technologies to support improved teaching, learning and standards
6) Ensure all service delivery in teaching, learning and leadership (including Middle Leadership support) supports the delivery of Digital Competence in schools
7) Work in partnership with LAs to ensure that schools are meeting statutory guidelines with regard to e-safeguarding

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Preparing for Digital Competence: A course for Primary School Leaders (EiL/CTG).	**Outcome:** To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school **Evaluation/Impact:** Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.	School-to-School (workshop).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Preparing for Digital Competence: A course for Secondary School Leaders (EiL/CTG).	**Outcome:** To improve the consistency and quality of Digital Competence Learning and Teaching through the whole school **Evaluation/Impact:** Evidence in school SDP/SER, Action Planning/ICT Strategy, whole school training (evaluations) and Staff meeting minutes.	School-to-School (workshop)	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Are you inspection ready (ICT/Digital Competence)? (EiL/CTG)	**Outcome:** ICT leads understand how to prepare digital evidence to demonstrate learner progress in ICT in order that they are always inspection ready. **Evaluation/Impact:**	School-to-School (workshop)	Increasing number of schools with Estyn recommendations to improve and increasing focus on Digital Competence	ALL

	Increase in the number of schools with ICT/ Digital Competence mentioned as a strength in Estyn reports and fewer with recommendations to improve ICT Skills Development			
Key Stage 3 Moderation Training (CCSA)	**Outcome:** More accurate and robust processes for moderation. **Evaluation/Impact:** Examples of moderation and levelling (portfolios) Greater consistency in levelling across secondary schools (data/moderation procedures)	School-to-School/EAS-led (workshop)	Estyn remit report questions the quality/accuracy and consistency of teacher assessment at KS3 ICT	ALL
E-Safety: Keeping Pupils and Staff Safe Online (EiL/CTG)	**Outcome:** Creation of a more robust and up to date approach to e-safety through the School (to include leadership, teaching, learning and community engagement) **Evaluation/Impact:** Evidence from ICT portfolio, Policies, Staff Meeting minutes, registered and monitored consortia use of regional data made available through Hwb (360 safe usage stats will show a significant increase)	School-to-School (1/2-day workshop)	Less than 30% of EAS schools have engaged with 360 safe self-evaluation tool provided by WG, e-safeguarding will require a greater focus within the citizenship element of Digital Competence	ALL
Developing literacy and numeracy through Digital Competence in the Foundation Phase (EIT/CTG).	**Outcome:** Improved pupil engagement and standards in literacy and numeracy. Improved independence and standards in enhanced provision. **Evaluation/Impact:** Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (3-day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing literacy and numeracy through Digital Competence in KS2/3 (EIT/CTG).	**Outcome:** Improved pupil engagement and standards in literacy **Evaluation/Impact:** Pupil portfolios, moderated pupils' work, pupil surveys and observation.	School-to-School (2 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Developing Mathematics and numeracy	**Outcome:** Improved pupil engagement and standards in numeracy **Evaluation/Impact:**	School-to-School (2 days).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and	ALL

through Digital Competence in KS2/3 (EIT/CTG).	Pupil portfolios, moderated pupils' work, pupil voice surveys and observation.		first curriculum change from "Successful Futures", schools will require support to embed the Framework.	
Integrating coding into the Primary curriculum (EIT/CTG).	**Outcome:** Development of coding skills to independently create artefacts **Evaluation/Impact:** Products of pupil coding	School-to-School (1 day at 2 levels).	Coding will be delivered to all pupils through the area of Science and Technology in the new curriculum. This programme will help primary practitioners to acquire the skills needed to deliver on this agenda.	ALL
Planning and teaching Digital Competence in the Primary School (EIT/CTG).	**Outcome:** Improved planning and delivery of Digital Competence to support the development of literacy and numeracy skills **Evaluation/Impact:** Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
Planning and teaching Digital Competence and ICT in the Secondary Schools (EIT/CTG).	**Outcome:** Improved planning and delivering of Digital Competence and ICT to develop curriculum subjects/emerging areas of learning and experience. **Evaluation/Impact:** Examples of planning, lesson observations, self-evaluations.	School-to-School (3 day programme).	The Digital Competence Framework becomes available for schools from September 2016, a national priority and first curriculum change from "Successful Futures", schools will require support to embed the Framework.	ALL
ICT Leadership Programme (for Primary Middle Leaders) (EiL)	**Outcome:** Improved strategic leadership of ICT across the school to include e.g. developing a coherent vision for ICT, planning and evaluating effecting teaching and learning experiences, planning for future priorities **Evaluation/Impact:** Evidence of impact through the school's ICT strategy/vision, schemes of work/planning documents, lesson observations and exemplars of pupils' work.	School-to-School (4 day programme).	Middle Leadership Development, is a priority within the EAS Business Plan.	ALL
Primary network meetings: ICT	**Outcomes:** Sharing of regional good practice/resources across schools.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum,	ALL

coordinators (EiL).	Dissemination of key information as the 'digital curriculum' evolves Improved links between schools and development of School2School work **Evaluation/Impact:** Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work, increased partnerships and sharing of good practice.		assessment changes and opportunity to share good practice.	
Secondary network meetings: Heads of ICT (EiL).	**Outcome:** Sharing of regional good practice/resources across schools. Dissemination of key information as 'digital curriculum' evolves **Evaluation/Impact:** Better informed ICT leads in schools, transferrable teaching and learning ideas and resources to supplement schemes of work.	EAS-led (school contributions).	Opportunity to ensure ICT/Digital Competence leads in schools are up to date on national policy, curriculum, assessment changes and opportunity to share good practice.	ALL
Intelligent Investment (EiL).	**Outcome:** School leaders will be better informed about latest developments in technology education and how these relate to the new digital curriculum **Evaluation/Impact:** Improvement in the quality of ICT strategies in schools, evident in SER/SDP.	EAS-led (school contributions).	Event to help leaders to understand the investment required in ICT infrastructure/digital technologies and the development of an effective ICT strategy to support the implementation of Digital Competence across the curriculum.	ALL
Support for Intervention.	Outcome/Impact will be dependent upon the nature of the intervention required/brokered.	Either EAS-led or brokered via school-to-school.	Will emerge from CA requirements or Estyn recommendations.	Where/As required.
ICT self-evaluation (self-supported review) (EiL).	The self-supported ICT review provides schools with an indication of their progress against 14 key areas (including leadership, teaching and learning, e-safeguarding etc.) in order to inform next steps in improving their ICT strategy.	EAS-led or school-to-school (dependent on availability).	A robust ICT self-evaluation will support schools in preparing for the requirements to deliver Digital Competence.	ALL

	The self-evaluation will inform the next steps to improvement from which an action plan can be developed.			
Hwb Support for Schools (EIT).	EAS will continue to receive funds to support the utilisation of the Hwb national Learning Platform activities to include: Support for Hwb+ platform development, Utilisation of MS 365, Just2Easy and Hwb platform tools, linked to the delivery of Digital Competence.	Combination of EAS-led and school-to-school support.	Developing Digital Competence through Hwb is a WG priority. EAS/school workshops will assist schools in understanding how the Hwb toolset can be used to support this agenda.	ALL

Service Area	Science

Summarise progress towards 2015-2018 Business Plan priorities:

Science is a new aspect of work and was not included in the previous Business Plan.
This aspect of work is only currently funded for KS4 activity.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- WJEC - release of updated assessment materials (exam papers), release of sample practical assessment materials, preparing to teach training events in the Spring Term and technician support/resource materials linked to specified practical tasks.
- Removal of the Applied Science 2010 QCF (The old BTEC). Last cohort being year 11 Sept 2015. Interim provision support.
- School measures - for reporting summer 2017, pupils in Wales will now need two Level 2 qualifications in Science.
- WJEC GCSE qualifications only - From September 2016 KS4 pupils in Wales will need to gain a minimum of two GCSEs in Science from the Suite of qualifications offered by WJEC only.
- Support schools that have extensively used the BTEC qualification in KS4.
- Self-Improving regional strategy.

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Improve outcomes at KS4, reduce variance between departments.
- Improve leadership capacity within departments.
- Review WJEC updates and provided an updated summary document on the WJEC suite for all schools.
- Intervene and support any schools that do not attend the WJEC training event. Disseminate information to these schools.
- Evaluate the teaching and learning/pedagogy development of the GCSE project in light of WJEC updates.
- Support schools in the transition year in their choices and implementation following the removal of the Applied Science 2010 QCF qualification via school-to-school support.
- Chair LA Heads of Science meetings termly.
- Support network for Science technicians.

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area

- WJEC - updates, advice and feedback.
- 'Qualified for life' - Focus on Science Working Group, sharing ideas with other Science Advisers and representatives of other Science stakeholders.
- GCSE Development Group.
- CAs and LA officers.

Specific focus of this Service Area's work in each LA within the region

- All LAs - support for all schools in understanding the options the new GCSE Suite presents. All LAs to have termly Heads of Science meetings.
- Caerphilly - Lewis Pengam Wave 1 school.
- Monmouthshire - Chepstow Comp Wave 1 school.
- Newport - Bassaleg Comp Wave 1 school.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area: Science Accountability: Andras Luka	
Priority / Blaenoriaeth: 1. Accelerating the progress of learners who face the challenge of poverty. 2. Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum 3. Evaluate KS4 pathways available from New WJEC Suite 4. Effective leaders driving improvements in Science	**Desired Outcomes / Deilliannau** 1. Reduce the predicted gap for each year 2016-2018 by 4% (See attached table appendix 1) 2. All schools to have engaged with the GCSE project. 3. All schools confident in selecting appropriate courses for pupils and all schools offering a range of qualifications from the GCSE Suite. 4. Improved awareness of monitoring and evaluative process to improve self-evaluation and therefore departmental planning and pupil outcomes.

Key Stage 4				
All Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
Science L2	82.9	81.2	76.9	72.9

Key Stage 4				
FSM Pupils				
	2015 Actual	2016 Target	2017 Target	2018 Target
Science L2	71.0	66.6	57.8	54.9

Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty **Priority Outcome 2, 3 and 4:** (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy) and / or any additional wider service priorities from the Business Plan	**Excellence in Teaching** Support the teaching at KS4 to ensure initial GCSE results for the new Science Suite are in line with those of English and Mathematics. Increase the % of pupils gaining A-A* grades in Science.
	Challenging Curriculum and supportive assessment Support schools in selecting appropriate courses for all pupils to suit their needs and to support their progress through the development of accurate teacher assessment and systems for monitoring the progress of all pupils.
	Excellence in Leadership Development of leadership skills of all staff with responsibilities in Science. To build confidence in data collection and its evaluation. To use this intelligence to inform self-evaluation from which targets that impact on both staff and pupil performance are introduced.

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Teaching GCSE project - identification of change makers in schools. Agree what excellent	January 2016 - August 2017	All secondary schools

looks like in Science. Using new specifications, triad lesson planning, delivery and evaluation. School-to-school model to peer review lessons. Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Embedding problem solving, numerical and literacy skills in teaching and learning.		
Challenging Curriculum and supportive assessment Supporting all schools to prepare for and then deliver the new Suite of Science GCSEs. Ensuring schools select a range of qualifications that suits the learner. Embedding assessment of creative and problem solving learning within the curriculum and teaching and learning.	January 2016 - August 2017	All secondary schools
Excellence in Leadership GCSE project profiling - Modelling roles of department Heads, broadening the range of intelligence used, effective data analysis and its use, raising standards of teaching and learning and driving pedagogy changes. Use the school-to-school model for peer support/challenge and sharing of ideas. Getting leaders to measure the impact of their intervention.	January 2016 - August 2017	All secondary schools
A rewarding qualifications framework Support leaders of Science understand the various qualifications available in the Science Suite, and identify an appropriate course for each type of learner. To support all Science teachers in the delivery of each qualification in the Suite.	January 2016 - August 2017	All secondary schools
Key milestones / Cerrig Milltir 2016-2019 **2016/17** August 2017 - all schools to have engaged with GCSE project. Level 2 outcomes 2016 81.2% Level 2 outcomes 2017 76.9% **2017/18** Level 2 outcomes 2018 72.9% **2018/19**		

Service Area	
Summarise the main regional priorities for your service area;	

- Accelerating the progress of learners who face the challenge of poverty.

- Development of Teaching and Learning in Science. Ensuring 'deeper learning' permeates through the Science curriculum.

- Evaluate KS4 pathways available from New WJEC Suite.

- Effective leaders driving improvements in Science.

Programme Offer	Expected outcomes	Delivery style	Link to need	LA offer
Understanding the New Science Suite.	Heads of Science to make informed choices. Schools offering a range of qualifications that are most suited to each individual.	Network.	L2 provision in Wales changes in 2016 to GCSE only, with WJEC the only provider. Estyn have been briefed by WJEC/WG to question schools where a range of qualifications from the suite are not offered.	All LAs
Using the specified practical tasks as a vehicle to develop deeper learning and skills development.	Improved pupil performance in assessment tasks presented in all qualifications found in the new GCSE Suite.	Network and s2s.	All new L2 qualifications in the Science Suite have practical work and its understanding embedded through both delivery and assessment.	All LAs
Leading a Science Department	Effective Science leaders. Consistency within the Science team, improved teaching and learning with effective use of resources leading to improved pupil outcomes in KS4.	s2s	The heavy use of BTEC will make schools L2 outcomes vulnerable in Science. With the introduction of GCSE only qualifications in Science there is the potential for a large drop in L2 outcomes in Science initially in 2018.	All LAs
Development of PISA competence tasks.	Teachers confident in their ability to prepare pupils to perform in PISA assessments. Teachers able to	Collaboration with Cardiff South Central Adviser and Schools.	Improved understanding of the skills pupils need to be successful, so pupil performance in future	All LAs

	identify similarities and differences between PISA and New GCSE assessment materials and competencies needed to be successful in both.		PISA assessments improves as GCSE success grows.	
Resource development promoting the development of Literacy, Numeracy and Problem solving skills in Science	Resources available to schools with instructions on how teachers can use them effectively. Improved pupil engagement and success with New GCSE assessment tasks.	s2s Network	New GCSE assessment materials will require pupils to draw upon a greater repertoire of skills that they will need pull together to successfully attempt and complete tasks.	All LAs
Developing the appeal for Science.	Resource development (Video) aimed at KS3 pupils to develop their interest in Science. To highlight how Science impacts their lives and how they could have a successful future following a career in Science.	s2s	Pupils and parents aware of career pathways Science offers motivating pupils leading to improved pupil outcomes.	All LAs
On demand Support for Science departments and staff.	Improved teaching and learning and leadership in Science.	s2s EAS adviser.	Improved pupil outcomes.	All LAs
KS3 Verification guidance	Science leaders and teachers aware of the body of evidence needed to award a pupil a level. Understanding what a pupil profile looks like. An understanding of the verification process. Science provision in KS3 and in particular Year 9 to provided multiple opportunities for pupils to access all skills. A clear understanding of level descriptors.	s2s Network	Cluster moderation meetings leading to disagreement on levels awarded (lack of evidence/level descriptors not understood). External verification process.	All LAs
Support for Science Technicians.	Network of contacts for technician staff to access rapid support. Technicians confident in their abilities to support the new Science Suite of	Network	New Science Suite to have a heavy practical influence. Pupil outcomes dependent on engagement with all specified practical tasks (as a minimum).	All LAs

	qualifications. Technicians familiar with safety updates.			
Excellence in Teaching for Science.	All teachers to know what good in Science looks like now and to develop this to ensure teaching is still good when the new the new GCSEs are delivered.	s2s	Raise the number of pupils gaining A/A* grades.	All LAs
Delivering a New Year 9 Scheme of Work	Scheme of work stretching from Summer Year 8 through Year 9. To provide repeated opportunities for pupils to be successful with KS3 skills whilst experiencing the KS4 programme of study.	Network s2s	Provide a seamless transition between Key Stages to ensure pupil progression through KS3 is integrated in KS4 delivery. To provide sufficient evidence to satisfy KS3 verification whilst easing the pressure of delivering the KS4 course.	All LAs
Schemes of Work for new Science Suite	Scheme of work for Applied Double Award, Double Award and Separate Sciences developed. Written into the scheme of work to include resources developed in wave 1 schools (literacy/numeracy/thinking skills development)	Network	New Suite of qualifications from WJEC. No scheme of work provided so individual schools would need to produce. Would model change in pedagogy	All LAs

Service Area	Post-16

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- The overall pass rate at A*-E declined to 96.5% in 2015, compared with 99.5% in 2014. However, the pass rate at A*-A improved slightly to 20.9% in 2015 compared with 20.1% in 2015. The number of A-Level entries in 2015 increased from 4,202 to 4,424, despite a decrease in the cohort size from 2,233 to 2,198. The total number of A-Levels achieved at A*-E per pupil therefore increased from 1.83 to 1.94. The total number of A-Levels achieved at A*-A per pupil therefore increased from 0.37 to 0.42 with the percentage of pupils achieving the Level 3 Threshold improved from 96.1 in 2014 to 96.6% in 2015.
- Change in 14 -19 regional grant priorities since the inception of the plan priorities has seen a slight variation in planned activities, However, most activities continue with variable ongoing impact at this stage.
- Brokering of collaboration between schools, colleges and work based learning providers has improved over the last 6 months and in particular an emphasis on review of provision post-16 aligned to new funding and planning arrangements in this phase.
- Support for post-16 funding and planning in each LA has increased with regular update meetings taking place with most LAs to ensure support which is bespoke to need. It also includes joint meetings with Welsh Government and sharing of practice between authorities. As such, LAs confidence in the new arrangements has continued to grow.
- Organised events for school staff and learners have taken place to improve schools IAG for learners not progressing to traditional routes and joint WBQ events to create new challenges have been successfully achieved.
- Red and Amber schools continue to be a priority for post-16 challenge and support working in tangent with main stream CAs. However, the synergy with SCC Challenge Advisers is not as good.
- There is ongoing testing of KS5 self-evaluation and development planning with all schools and is a key feature of 6th form challenge and support at this present time. The standard of approach across the region is variable and will be a focus of continued support in the future through the deployment of school-to-school and bespoke support.
- The EAS Seren project for MAT Year 12 learners was successfully launched in October 2015 and will be a key feature of support throughout 15/16. This is an established partnership with all 6th forms in the region and Coleg Gwent.

Drivers for the coming year

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan:

- Continued focus on review of regional post-16 provision in response to Welsh Government new funding and planning regime post-16 and support for LAs and smarter collaborative work with Colleges
- Improve offer and range of support bespoke to needs of 6th forms deploying models of school-to-school working across schools, sharing practice and expertise and to support others
- Successfully deliver the Seren programme in support of MAT learners, Year 12, and evaluate learner impact in Year
- Ensure synergy of the Lead Creative Schools programme with BIS and CA team with a focus on CTG
- Improve self-evaluation and 6th form development planning including target setting
- Improve the overall performance of Heads of 6th forms as middle leaders
- Improve support for FSM learners post-16 in relation to attainment and progression

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Support the LAs to improve further the scrutiny and planning of post-16 and the delivery of the Youth Guarantee provision across the region
- Develop school-to-school 6th form projects across the region in 15/16, build upon this further in 16/17 and beyond. Initial projects to focus on areas for improvement including: Target setting post-16; self-evaluation and development planning; Support for FSM learners post-16
- Increase A-level A* - A performance and offer of Sutton Trust University offers to Year 13 MAT learners in line with Seren programme targets
- Deliver leadership training to Heads of 6th form to improve overall performance
- Improve support for FSM learners post-16 in relation to attainment and progression

Key links within the EAS service teams / Local Authority Officers that will be required to deliver your service area
- LA post-16 links and regular meeting alongside active support in all Welsh Government / LA meetings
- Coordination of Lead Creative team links with CAs and BIS team
- Youth Forum engagement to agree learner entitlement agreement across the region
- CA joint secondary school meetings
- BIS team planning to support GCSE resits post-16
- EIT and EiL leads engagement in planning of support for school staff post-16
- External links: LCS - Arts Council, Welsh Government Post-16 and Seren teams

Specific focus of this Service Area's work in each LA within the region:
All LAs - bespoke support for post-16 funding and planning regime per LA and sharing practice across the region. Includes support in and for the Welsh Government scrutiny and planning meetings and sharing practice across the region:
- Blaenau Gwent post-16 provision is delivered by Blaenau Gwent Learning Zone (Coleg Gwent). The recent Seren partnership with the College has significantly strengthened the school - college relationship and BG learners are well represented on the Seren project.
- Monmouthshire - support for post-16 planning includes facilitation of collaboration between all secondary schools and Coleg Gwent re post-16 provision. Additional support will be tailored to need as it arises.
- Torfaen - bespoke support for LA and nominated lead of the post-16 transformational agenda.
- Caerphilly - bespoke support for LA in response to LA specific post-16 strategic priorities.
- Newport - bespoke support for post-16 provision collaboration and LA governor committee specific to post-16.

Service Area Business Plan 2016 - 2017: Short term overview: Service Area: Post-16

Priority / Blaenoriaeth:	Desired Outcomes / Deilliannau
A. Post-16 planning and funding support for LAs	1. Increase the proportion of successful Oxbridge applications to match the UK average.
B. Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form -to include a trial of target setting for post- 16	2. Increase by 10% the percentage of learners receiving an offer from Sutton Trust 30 from the August 2015 benchmark.
C. Successful delivery of the Seren Project and building upon links with colleges.	3. Increase by 10% the number of learners achieving A and A* from the benchmark of August 2015 benchmark.
D. Established intervention support in school 6th forms for FSM learners	4. Progression to post-16 education and training and retention to complete courses improved by 25% for FSM learners.
E. Increase school-to-school working in 6th forms as a prominent feature of a self - improving system	5. Establish a self-improving system within 6th form settings.
	6. Improved standard and quality of self-evaluation and development planning in KS5 in the majority of 6th forms.

Excellence in Teaching: Improve the teaching of A-levels in KS5 to increase the no of A*-A achievement in line with the 10% target as above. **Challenging curriculum and supportive assessment:** Identify and share through school-to-school working effective tracking and intervention strategies for FSM learners in 6th form. **Excellence in Leadership:** Develop the leadership skills of Heads of 6th form to improve their ability to establish a rigour in SER, target setting and develop planning for improvement at KS5. **A rewarding qualifications framework:** Improve GCSE resit results in 6th form through development of schemes of work which recognise the support needs of Year 12 and 13 learners.

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Teaching • Develop toolkits of 'what good looks like' at KS5. Include contributions to the Timebank specific to KS5 • Seek practice worth sharing from across the Wales/UK to support schools in the establishment of effective intervention in school 6th forms for FSM learners	Start: 1/2/16, Review: 30/4/16 Ongoing Start: 1/2/16, Review 30/3/16 Ongoing	6th forms in EAS region External schools and partners
Challenging Curriculum and supportive assessment • Successful delivery of the Seren Project for MAT learners in Year 12 • Ongoing communication with EAS colleagues re 6th form activity to keep at the fore impact of KS5 on performance KS3 and KS4	Started: 1/10/16, Review:31/3/16, End of phase 1 - 31/8/16 Ongoing activity. Review 30/4/16. Ongoing	Oxbridge and Russell group universities. Head of 6th forms, school MAT coordinators, Head of A-levels at Coleg Gwent Mainstream CAs
Excellence in Leadership Facilitate increased school-to-school working post-16 to address areas of identified support needs in schools (and in support of the Youth Guarantee) across the region including support for: • Self-evaluation and 6th form development planning; target setting; transition Year 11 to 12 and 12 to 13 • Ongoing support to LAs for post-16 planning and funding across the region • Review use of Isynoptic as a data tool for sharing performance, benchmarking and target setting to raise standards	Started January 2016, Review 30/4/16. Ongoing Already started. Review 30/4/16. End: 1/9/16 Already started. Review end of term on ongoing basis Start 1/2/16, Review 31/3/16 End 31/7/16	Head of 6th forms Schools with 6th forms LA nominated link for post-16 SMT
A rewarding qualifications framework • Build upon links and relationships with colleges in support of breadth of post-16 provision. • Post-16 GCSE resit success.	Already started. Review 30/4/16. Ongoing Started 1/9/15, Review 304/16. End 31/8/16	The Principal of Coleg Gwent and Coleg Y Cymoedd. Head of A-levels and 14 - 19 coordinators BIS leads for Mathematics and English

Key milestones / Cerrig Milltir 2016-2019
2016/17: Progression to post-16 education and training and retention to complete courses improved by 25% for FSM pupils. Increase by 10% the % of learners receiving an offer from Sutton Trust 30 from the Aug 15 benchmark; Increase by 10% the number of learners achieving A and A* from the August 16 benchmark. **2017/18**: Achievement of Seren project targets by Year 13 learners in schools and college. **2018/19**: Achievement of Seren project targets by Year 13 learners in schools and college

Service Area	Post-16

Summarise the main regional priorities for your service area;

- Post-16 planning and funding support for LAs.

- Self-evaluation and 6th form development planning with targeted improvement for Heads of Sixth Form - to include a trial of target setting for post-16.

- Successful delivery of the Seren Project and building upon links with colleges.

- Established intervention support in school 6th forms for FSM learners.

- Increase school-to-school working in 6th forms as a prominent feature of a self -improving system.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
School-to-school projects across 6th forms in the region to address and support areas for improvement aligned to above regional priorities	Improvement in performance of learners and the effectiveness of 6th form leadership skills Establish a culture of a self-improving within 6th form settings Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate	• School-to-school • Use of external partners	1. Overall learner performance in SEWC in KS5 is below the national averages in most cases. 2. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need 3. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction. 4. Support for MAT learners is weak in most schools and many policies do not extend to KS5 5. New KS5 performance measures to be introduced by	All LAs

			Welsh Government means a change in data analysis in schools for KS5 6. The overall quality of leadership in 6th form is adequate and needs to improve	
Leadership training for Heads of 6th form	Improve the leadership and management skills of Heads of 6th form	CPD aligned to the EiL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6th form	
Bespoke support for LAs.	Improved understanding and confidence in managing new funding and planning process for post-16 provision. Enhance collaboration with FE and across region.	One to one and collectively as LAs.	New funding and planning process for LAs in post-16 provision.	All LAs

Service Area	Governor Support

SATISFACTORY progress has been made towards the 2015-2018 Business Plan because;

- The new SLA with Schools has now been put in place with at least a 98% take up, (93% target). Some of the increase has been due to Governing Bodies purchasing the Advice & Guidance SLA only. Further work is required to introduce the new SLA with each LA.
- A Closing the Gap Governor is now in place in the majority of Schools following the distribution of the 'Getting to know Your School' - Link Governor Guidance Document. Database updates will allow distribution of further training material, to include specific training via an online training facility. 112 governors attended the Regional Governors' Conference (including a workshop on 'Closing the Gap'). All (100%) agreed that the conference would be of value to them in their role as a Governor (up from 94% in 2014).
- Training material has now been updated to include information on the role of the Closing the Gap Governor. Governor awareness of the need to accelerate the progress of learners who face the challenge of poverty has now been raised through the issue of guidance on how they can challenge the school and the recommendation that they appoint a Closing the Gap Governor. In the 2015 survey of Governors the % who understand the priorities and outcomes of PDG planning has risen to 78.23% meeting the 4% increase target.
- Over 85% of GBs have now reviewed their HT report in line with EAS guidance and are thus providing appropriate information to enable Governors to challenge. In the 2015 survey 99% agreed that their HT's report followed the EAS guidance, 97% agreed that Governors ask questions (challenge) the report.
- The % evaluating Mandatory Training as good or better met the target of 90% for 2014/15. Work to develop a system for measuring the impact of training and a target measure for impact is ongoing. The Mandatory Training Protocol has been circulated. Governing Bodies now receive termly updates on any outstanding training requirements.
- The vast majority of 'Red' School Chairs (apart from additional Governor Chairs) were offered a mentor Chair; the offer was not always taken up. It was further recognised that not all 'red' school Chairs needed additional support and new Chairs could also require a mentor. A Consultant to GB's programme proposal has been issued.
- Termly enhanced, LA bespoke levels of support and training are offered to Chairs of Governors through meetings with the Principal Challenge Adviser and Governor Support Liaison Officer. These meetings are focused on disseminating good practice in governance and improving leadership.
- Communication channels to discuss and consult on strategic matters are not as develop as they should be.

Overview of internal SER / data / WG Policy that will inform the detailed Service Area Plan

- Internal self- Evaluation of SAP
- 2015 Governor Training Needs and impact analysis survey
- 2015 / 16 categorisation
- 2015 Governor Survey
- New national Model Self-Evaluation for Governing Bodies

The following aspects will be priorities for 2016-2017 these will ensure that progress in this aspect of work demonstrates at least strong progress;

- Consultants to GB's Programme developed and roll out across EAS area commenced
- Online training made available to all Governors for Performance Data and Induction
- System for evaluating impact of training introduced
- To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support

- Develop guidance / training to challenge grant spending/ support budget monitoring
- Roll out Clerks QA process to improve the support to GBs
- Improve communication channels and re-establish the Governor Strategy Group

Key links EAS service teams / L A Officers that will be required to deliver your service area
Challenge Advisers, LA Officers - links for training & BIS team

Specific focus of this Service Area's work in each LA within the region
The priorities for 2016/17 apply across the whole region.

Service Area Business Plan 2016 - 2017: Short term overview

Service Area:	
Priority / Blaenoriaeth:	**Desired Outcomes / Deilliannau**
Priority Outcome 1: Accelerating the progress of learners who face the challenge of poverty

Priority Outcome 2, 3 and 4: (2) Improving standards of achievement in English (and literacy) or (3) Welsh (and literacy) or (4) Mathematics (and numeracy)

and / or any additional wider service priorities from the Business Plan | **Excellence in Teaching**
Online training available to all Governors / Clerks to support their development and for Governors their ability to challenge in respect of the performance of learners who face the challenge of Poverty.

Guidance material / training provided to all Governors to enable them to challenge grant spending including PDG (target for those understanding the priorities of PDG 80%) and attendance.

Consultants to Governing Bodies Programme in place to provide support to Governing Bodies who have limited capacity to self-improve and challenge. |
| **Governor Support**; a new focus on the role of Governor Support Services in school improvement and the delivery of a newly formulated Service Level Agreement for all schools, introduce the Consultant Governor programme to improve the aspects identified in the Governor survey 2015. | **Excellence in Leadership**
All Schools categorised as D for step 2 of the National Categorisation have received / been offered bespoke support (self-evaluation, additional training, Consultant, Mentor Chair as appropriate)

A system to measure the impact of training in place

Review of SLAs completed and introduced from 2017

Consultation with Governors on self-Improving system with a target response rate of 15%. Emphasis on the importance of school-to-school work through PCA meetings and Annual Conference (target to increase % in attendance by 5% above 2015 attendance for individual LAs)

Networking and good practice sharing opportunities to be made available through the further development of the PCA/ Chair meetings. GB good practice case studies published on EAS web site |

	All Associate Clerks have been assessed using the QA process and support put in place as appropriate. The % of Governors rating the Clerking Service as good or better is at least 90% for all LAs 2016 survey. (BG Target 90%, CCBC 92%, all others 95%)	

Main activities / Prif weithgaredd	When? / Pryd?	Who?
Excellence in Leadership		
Consultants to Governing Bodies Programme developed and roll out across EAS area commenced. Additional support option available to Governing Bodies to assist in self-improvement.	Jan/ Feb 2016 - consult with stakeholders March 2016 recruitment Summer 2016 Training and deployment Autumn 2016 Monitor and initial evaluation	Governor Support Team CA
Online training made available to all Governors /Clerks for Performance Data and Induction. Support development and ability to challenge in respect of PDG. To increase training opportunities limiting suspensions/disqualifications to 2%.	Spring 2016 Scope provision Summer 2016 develop and pilot Autumn 2016 -introduce and evaluate	Governor Support team (Lead for project -Clare Coff) Ed Pryce
System introduced for evaluating impact of training to inform improvements to the training programme.	Research completed and outcomes available July16	Clare Coff
To consider the 4 Primary Schools, 6 Secondary Schools and 1 Special School categorised D at step 2 (2016) and identify additional support	Spring 2016 link with CA to identify required support and agree plan Summer 2016 implement /monitor impact	Governor Support Team CA
Develop guidance / training material to challenge grant spending/ support budget monitoring and pupil Attendance.	Spring / Summer 2016 Autumn 2016 evaluate including governor Survey	Governor Support Team
Review SLAs in respect of the anomalies across the L's and work with LA's to find a solution	Review Spring/Summer 16 Agree new SLA Autumn 16 Introduce from 1/04/17	Governor Support Geraint Willington
Roll out Clerks QA process to improve the support to GB's	Spring 2016 - schedule agreed and training for Governor Support Officers (GSOs) completed. Assessment ongoing throughout year	Governor Support Team
Dove tail with work under way in Excellence in Leadership to ensure role of governors is integral	Spring / Summer 2016	Governor Support Excellence in Teaching Strategy Lead
Re-establish the Governor Strategy group with representatives from each of the 5 Governor Association groups.	Spring 16 to introduce. Review September 16	Governor Support

Redefine the communication structure between each of the Governor networks and introduce a Governor Bulletin.		

Key milestones / Cerrig Milltir 2016-2019
2016/17
2016 Governor Survey, the % of Governors rating the Clerking Service as good or better is at least 90%. Number of Governors who understand the priorities of PDG increases from 78% to 80%.
New WG Governance regulations published
Consultant Governor programme developed and initial roll out commenced.
2017/18
Consultant Governor Programme fully in place and evaluated.
System for evaluating impact of training embedded and review completed.
2018/19
Review SLA
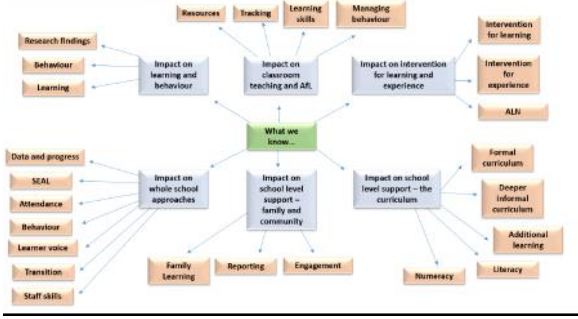
Service Area	Lead Creative Schools

Summarise the main regional priorities for your service area;

- o Lead Creative Schools; embed the new Lead Creative School grants in over 30 schools in the region, and ensure effective integration with the work of EAS.

- o Challenge Advisers to ensure that Lead Creative schools have robust and deliverable plans for supporting improvements across the region.

- o Closing the Gap Champion to track the impact of Lead Creative Schools on accelerating the attainment of all pupils and particularly for FSM pupils.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
One to one support for schools to manage and coordinate individual LCS projects. Schools will work directly with Arts Council partners.	Delivery of specific projects through the creative arena and relative to improvements identified in the school development plan.	Coaching, mentoring by Arts Council partners 2-day induction training for school coordinators	Application of a specific project to raise standards linked to school development plans.	All LAs

Service Area	Closing the Gap

Summarise the main regional priorities for your service area;

- Foundation Phase: The progress of pupils eligible for free school meals declined slightly at Outcome 5+, but progress at level 6+ improved with the gap between FSM and non-FSM pupils narrowing.
- Key Stage 2: FSM pupil performance has improved at both level 5+ and level 6+ across the region and in each LA except Torfaen at Level 4+. The gap between FSM and non-FSM pupils reduced in each Local Authority except Caerphilly at Level 5+.
- Key Stage 3: At level 5+, progress of FSM pupils improved but at a slower rate than non-FSM pupils. In contract, progress at level 6+ was faster for FSM pupils.
- Key Stage 4: Over the past year the region has seen a 3.3 percentage point increase for FSM pupils, which is slightly lower than the increase across Wales in the same period (3.5 percentage points). Performance of FSM pupils is currently 2.3 percentage points below the Wales figure (29.0% compared to 31.3%). Over the past year the region has seen a 2.7 percentage point increase for non-FSM pupils, which is higher than the increase across Wales in the same period (2.1 percentage points). Performance of non-FSM pupils is currently 2.6 percentage points below the Wales figure (61.1% compared to 63.7%).
- The performance gap between FSM and non-FSM pupils has slightly narrowed since 2014 from 32.7 percentage points to 32.1 percentage points. This is slightly below the Wales gap of 32.4 percentage points.

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from CtG Project Team		•		
1. Programme-Level Challenge	Provide ongoing support and challenge to the delivery areas: • English (Lit) • Mathematics (Num) • Welsh (1st and 2nd Lang.) • CAs • Foun. Phase • 21st Century learning • Business Support • Science • Post-16	Interviews with area leads – termly review Development of area-specific services aimed at closing the gap – e.g. workshops on community engagement, parental support, subject-specific pedagogy	Ongoing challenge to all programme areas to ensure programme offers are fit for purpose	All LAs
2. AfA s-2-s	Trial AfA in 2 clusters and share resources and models more widely	School-to-school	Achievement for All as a successful programme-level development in two clusters of schools	Operates in Monmouthshire and Torfaen
3. Valleys Project	School-to-school programme engaging schools in upper Caerphilly, Torfaen and BG	School-to-school in partnership with CSC	Relative performance of valleys schools	Operates in BG, upper Caerphilly, Torfaen
Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
4. 10-10 project	Identify the ten most effective schools according to pupil outcomes in closing the attainment gap in Literacy and Numeracy. National test data will be	Investigate practice and provide schools across the region with examples	Using test data, focus on 10 highest performing schools (in relative terms) to determine current	LA application will depend on the data

	used as a measure: share practice with wider group of schools	of strategies, planning, activities and interventions	practise and share with lowest performing schools to improve outcomes	
5. PG Certs	A Post Graduate Cert programme exploring over 2 units, best practice in family and community engagement and best practice in school and curriculum leadership and design to support closing the gap	University-run workshops and school-to-school	Elective programme attended by schools according to own self-evaluation	Open to all LAs
6. Pedagogy Resource for Teachers	Using this model, provide a resource to support development in pedagogy taking into account the key findings of current research: 	Paper resource with workshop sessions to support	In all LAs, focus is on pedagogy and practice, driven by the ten areas of focus from STT and WG publication: • FACE • SEAL • Intervention • AfL • Tracking • LNF • Learning Skills • Curriculum Design • Pupil voice • Transition	Open to all LAs
7. Governors' Training Resource	Video-based resource using the materials from last year's PDG conference as support to PDG Govs	Online video resource	New role of Closing the Gap link governor requires further support and guidance	Open to all LAs
8. FACE Event	WG funded event sharing practice in FACE	Single large scale event with follow-up on schools' statements of needs	Specific focus on Family and Community Engagement	Open to all LAs
9. Family Learning Signature	Pilot programmes in use of FLS in 2 clusters – Newport and Caerphilly	Cluster based s-2-s programme	Specific focus on Family and Community Engagement	Newport and Caerphilly
10. PDG – input to Heads' summer conference	Key input on progress across the items above to the Summer 2016 conference	Conference in summer	Update and guidance to leadership, seeking views on programme and new requirements for support	Open to all LAs
11. Liaison with SCC	Improved outcomes for learners in SCC schools	Across SCC programme	Linked to SCC categorisation	SCC Schools only
12. LAC link and liaison	Improved outcomes for LAC learners	Workshops and school-to-school	Performance of LAC learners	Open to all LAs

Service Area	Excellence in Leadership (EiL)

Summarise the main regional priorities for your service area;

- *To improve the quality of Leadership (as set out in Qualified for Life and EAS Business Plan 2016-19), especially middle leadership and senior leadership in secondary schools*
- *To build the capacity of schools through a self-improving system (EAS Business Plan 2016-19), focused initially on a common understanding of the benefits of the approach*
- *The implementation of an improved school-to-school support strategy is now being trialed through the Excellence in Teaching and Excellence in Leadership programmes alongside the New Deal Pioneer Schools (EAS Business Plan 2016-19)*
- *Though all LAs will be in receipt of the regional offer, there will be variation at programme level depending on the priorities of schools, cluster and LAs – this will include specific attention to:*
  - Support for Middle Leaders and the effective accountabilities that are required
  - Support for self-evaluation and school development planning
  - Effective delivery of NPQH and support for new Heads
  - Reduction of variance in pupil outcomes (particularly for FSM and other vulnerable learners), provision (particularly the quality of teaching and development of skills) and leadership between schools
  - Support for tracking and target setting
  - Finding a key transparent link between school development plans (SDP), grant spending plans and impact, including use of MySID
  - Improving succession planning for Headship and sustaining Headship for longer term post-holders (with particular emphasis on Welsh Medium school leadership)

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Offer from EiL Programme				
ILM Levels 4, 5 and 6 (Portal)	Nationally recognised qualifications for staff at relevant levels, improved performance in role	Rolling programme in NVQ style core knowledge and evidence presentation	• Level 4 – emerging leaders and business managers • Levels 5 and 6 – dept. leaders, TLR holders, cross-school responsibilities • For all – reduction of variance in quality at emerging leader	All LAs

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Post-Graduate Certificate: Leadership for School Improvement (University of South Wales)	Improved leadership of systems and processes by practitioners with whole-school responsibilities	Accreditation of school-based CPD plus action research	• Quality of leadership of learning • Focus on whole-school responsibility	All LAs
Post-Graduate Certificate: Breaking the Link and Closing the Gap (UWTSD)	Improved understanding of strategies at micro and macro level for family and community engagement and teaching and learning to address the challenges of poverty	Action research and workshops	• System leadership for closing the poverty gap	All LAs
Post-Graduate Certificate: Successful Futures (UWTSD)	Improved understanding of Donaldson and curriculum/pedagogy design to address the implications of the report	Action research and workshops	• System leadership in preparation for Donaldson	All LAs
ILM Level 7, Reflective Practice (Portal)	Improved performance in the identified area of priority, nationally recognised qualifications for staff at L7	Rolling programme in NVQ style core knowledge and evidence presentation	• School-level defined by practitioner and schools leadership	All LAs
Programme offer	**Expected outcomes**	**Delivery style**	**Link to need**	**LA offer**
Middle and Senior Leader Development Programme: Leading Teaching and Learning	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on teaching and learning	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	• Leadership of learning and accountability for standards	All LAs
Middle and Senior Leader Development Programme: Leading Pastoral and Support Services	Improved accountability structures, processes and behaviours between Heads, SLT and middle leaders – focus on pastoral and support services	Multiple staff from school per cohort, Head, SLT, HOD, workshops and action research	• Leadership of learning and accountability for standards	All LAs
Year 1 Headship (EAS Delivered)	Delivery of WG funded programme of mentorship and support. Faster settling of new Heads, improved succession planning and increased capacity for Headship	School-to-school and workshops	• Defined by leaders new to post – national priority	All LAs
TEN Development Programme (TEN)	Improved performance in transaction management – leadership and	Externally provided workshops	• Defined by school self-evaluation and cluster/PLC working	All LAs

	management processes as identified by schools' self-evaluation			
NPQH (EAS and CSC Delivered)	Delivery of national programme to assess readiness for Headship	Assessment model	• Succession and capacity	All LAs
Deputy Heads' Network	Improved mutual support for Deputy Head teachers, focus on areas of priority identified by schools and clusters	PLCs and workshops	• Expressed by leaders in seminars, linked to capacity building and succession planning	All LAs
Preparing for Headship – prior to NPQH	Improved readiness for NPQH assessment, more effective NPQH processes	Action research and workshops	• Emergent from data in last three years of NPQH – application, on-programme and successful completion	All LAs
Headship 5Y.+	Higher levels of support for longer serving Heads, sustainable capacity in leadership, increased retention of higher performing Heads.	Brokered programme externally delivered.	• Expressed by leaders in seminars, linked to capacity building and ensuring sustainability of post-holders and development of Executive Head teachers.	All LAs
Rolling programme of Heads' seminars and conferences	Constant updating to Heads on regional priorities and actions Gaining the views of Head teachers on regional issues and direction	Conferences and seminars	• Common understanding of issues and priorities	All LAs
MySID Development programme	Improvement in use of MySID to include: • Basic operation • Self-Evaluation and School Development Planning • Finance module • Recording impact	Workshops	• Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID	All LAs
Target setting and tracking – CPD workshops	Improved practice and understanding of the regional approach to target setting Reduced variance between target set and outcome	Workshops	• Support for self-evaluation and school development planning • Support for grant spending plans and impact, including use of MySID	All LAs

			Variance between targets and outcomes	
CPD in HR priority areas	Development programme covering: • Pay Policy • Effective Performance Management • Addressing Performance Concerns	Workshops	• Improvement in quality of leadership at all levels	All LAs

Programme offer	Expected outcomes	Delivery style	Link to need	LA offer
Leadership offers from wider teams				
English and Literacy				
Leading Literacy	The programme consists of five days over the course of the year. Each session will focus on a specific area of leading English/ Literacy. This training will contain an element of action research whereby practitioners will be expected to undertake small scale research within their setting.	Five-day modular course with S2S and research to measure impact.	Raise the impact of leadership in English to ensure attainment is above the median.	ALL
Language Coordinator meetings	All delegates have been provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Termly network meetings using S2S input and sharing of best practice.	Raise the impact of leadership in English to ensure attainment is above the median. • R1 Make developing literacy skills a priority in improvement plans and schemes of work • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages	

			R4 Monitor and evaluate the impact of strategies for improving literacy • R8 Work with other schools to share effective standardisation and moderation practices.	
Literacy Champions	The focus of this course is to share good practice and expertise in developing reading, writing and oracy skills within delegates own school. There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff. Evidence of impact Attendees/participants will: • Share good practice within and between schools. • Develop their skills for teaching reading, writing and oracy.	There is an expectation that Literacy Champions in each phase attend an initial half day launch meeting, followed by four full-day central network sessions plus a half day in-school meeting with an EAS adviser. A further 10 days' release time in school is used to work to improve standards in reading, in English and across the curriculum, including supporting other members of staff.	Raise the impact of leadership in English to ensure attainment is above the median. R4 Monitor and evaluate the impact of strategies for improving literacy.	
Literacy Champions	All delegates will have increased confidence in developing writing in their subject area and across the school. They will be able to use a range of strategies such as modelled, paired, guided and slow writing. They will develop confidence in how to embed activities to improve	Network/ S2S/ Research	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key	All

	grammatical accuracy within current schemes of learning. All delegates are provided with updates on local and national priorities including Estyn remit reports and Donaldson.		stages within English and Literacy at above expected level. • R4 Monitor and evaluate the impact of strategies for improving literacy.	
Outstanding teachers	All delegates will gain knowledge on how to develop skills for Pisa, how to embed higher order literacy skills, thinking skills and metacognition. Delegates are provided with an analysis of the new GCSE and identify the top ten question types for reading. Delegates will use their knowledge from the training to collate strategies and examples of pupils' work marked using the new GCSE mark scheme. They will use this to support other colleagues - providing them with a range of successful strategies for teaching unit 2 and 3 reading.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level.	All
Literacy coordinator networks	All delegates will be provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice.	Network/ S2S/ Research Termly half day meetings	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance across the key stages within English and Literacy at above expected level. • R2 Track and monitor the progress of all pupils, particularly those on intervention programmes and more able learners, to make sure that they make good progress across all key stages	ALL

			• R3 Tackle the underperformance of pupils entitled to FSM in English, including for more able pupils, by targeting and matching support to their individual learning needs • R4 Monitor and evaluate the impact of strategies for improving literacy	
Heads of English network meeting (Termly + monthly drop in clinics)	All delegates are provided with updated information for local and national priorities including National reading test guidance, moderation and standardisation, learner profiles, Donaldson, the POS, LNF, processes and they have had opportunities to share best practice. Wave 1 HODs regularly lead the network meetings gaining confidence in their leadership and sharing of best practice. HODs value the opportunity to network, sharing ideas, schemes of learning and building up support networks. Impact- Wave 1 and 2 schools supporting each other and Wave 3.	Network/ S2S/ Research Termly half day meetings and monthly drop in clinics for two hours	Raise the impact of leadership in English to ensure attainment is above the median. Variance in subject leadership across the EAS and poor level of performance within KS4. • R4 Monitor and evaluate the impact of strategies for improving literacy • R5 Train teachers to plan more challenging opportunities in all subjects to develop pupils' higher order reading and writing skills • R8 Work with other schools to share effective standardisation and moderation practices	All LAs
Support for new Heads of department- professional dialogue to agree priorities and plan package of support	School leaders more confident in identifying priorities and planning appropriate activities and interventions in English	School-based initial meeting followed by EAS support and S2S support and shadowing.	Raise the impact of leadership in English to ensure attainment is above the median. Estyn English reports Successful futures	All LAs

Mathematics and Numeracy				
Strategic mathematics training and briefings for school leaders	• Systematic dissemination on strategic aspects of provision and leadership in mathematics/numeracy to ensure all Head teacher are aware of national/regional/LA priorities and the support available.	**Seminars and LA meetings** • Updates at East/West Head teacher seminars, as relevant. • Termly guidance and training at LA Head teacher meetings. • Written information sent to all schools to ensure key information is received by all Head teachers.	Regional, Wales and international evidence shows strong and well informed leadership are vital to system change and high performance. National perf data WG stat. guidance STAP guidance Successful Futures Ma T+ Finish report Estyn numeracy reports	All LAs
Subject leader training / network meetings	• Termly network meetings to ensure those leading on aspects of mathematics and numeracy are equipped to provide the guidance and subject knowledge required.	**Network and S2S** • Termly half day meetings for each LA plus whole day inter-LA conference. Input from EAS numeracy team, lead schools, practitioners and teachers engaged in funded projects and case studies.		All LAs
Termly update meetings for lead practitioners	Aim is to ensure that OTs we have previously trained and currently deploy in a variety of way for S2S work continue to: • improve teaching in own school to reduce internal variation; • remain at the forefront of best practice and are 'early-adopters' the national changes expected;	**Network, S2S and research** • Termly meeting for the 'core' group of 29 teachers. However, we will add to the 'artisan' list during the year as we identify other teachers	Successful Futures Estyn S2S report New Deal School survey Maths task and finish report	All LAs

	• have capacity to share effective practice with other schools.	who can be used to share best practice on a regular basis.		
E1 (D1/D2) Using diagnostic information to inform strategic monitoring Leadership aspects of 'Maths inside-out' (see D1)	Bespoke support to enable team members to model how to make use of the school's own assessment information at pupil and question level to inform T&L and set priorities (See D1 above).	**School-based leadership meeting** Analysis of school data and school processes alongside HT and other leaders) (half day plus half day prep).	See above - Num/CA reviews - Estyn numeracy reports	All LAs
Leadership consultancy to review developments and confirm priorities	School leaders more confident in identifying priorities and planning appropriate activities and interventions in mathematics	**School-based leadership meeting** (half day meeting with senior team member)	- Estyn num reports - Maths task and finish report - Successful Futures	All LAs
Assisted mathematics review / book scrutiny		One to two days depending on size of school and scope of review	Estyn numeracy reports CA/Estyn report	All LAs
Heads of Department Conference	• Termly network meetings to equip those leading on mathematics/numeracy to provide the guidance and subject knowledge required. • Meet with colleagues to share ideas and provide ongoing feedback on school initiatives. • Gain awareness of good practice in other departments across the consortium.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools, practitioners and teachers engaged in funded projects and case studies.	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs
Numeracy Coordinator Network Meeting				
NEW Heads of Department Network Meeting.	• Termly network meetings to ensure those new to the role of head of mathematics are skilled in leading and managing dept. • Meet with other colleagues new to the post to share ideas.	**Network / S2S / research** • Termly input from EAS numeracy team, outside speakers, lead schools,	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs

Suitable for newly appointed heads of department.		practitioners and teachers engaged in funded projects and case studies		
Mathematics Line Manager Training. A new modular course aimed at upskilling line managers of mathematics departments to effectively evaluate standards within the mathematics department.	• Exemplification of effective mathematics teaching and better understanding of ETF (mathematics) with subsequent impact on judgements/ targets. • Improved understanding of book scrutiny books and full range of assessment information in order to diagnose weaknesses and set next steps.	**Central course/network/research** • 2 x ½ day training sessions • 2 x 1hour follow up sessions in school including opportunities for coaching	National performance data Successful Futures Maths Task + Finish report Estyn numeracy reports	All LAs
Termly update meetings for lead practitioners. A network meeting aimed at previously trained lead practitioners of mathematics.	Ensure lead practitioners previously trained and currently deployed for S2S work continue: • to improve teaching in own school/reduce internal variation. • remain at the forefront of best practice and are 'early-adopters' of national changes expected. • have capacity to share effective practice with other schools.	**Network / S2S / research** Termly meeting for the 'core' group of lead practitioners.	Successful Futures Estyn S2S report New Deal School survey Maths Task + Finish report	All LAs
The Foundation Phase				
Leadership Matters in the Foundation Phase Raising standards of leadership	• Improved middle leadership skills • Effective use of monitoring procedures to raise standards • Stronger links with schools supporting each other	Training S2S	Local priority – extend capacity for schools as self-improving systems Train new leaders on the role and responsibility – raise standards Estyn reports/Annual report CA / HT requests	All LAs

			Foundation Phase survey outcomes	
FP termly network meetings	• Well informed middle leaders able to lead FP and raise standards • Essential network updates on national regional, and local priorities	Network	Local priority – raise standards of leadership through well informed and highly skilled leadership CA / HT requests Foundation Phase survey outcomes Estyn reports/Annual report	All LAs
Leaders learning together Creating self-improving systems	• Targeted successful leaders will support new or inexperienced leaders on the leadership journey • Strengthened middle leadership skills impacting on pupil outcomes	S2S	In line with building capacity for self-improving systems. Select high performing schools with high quality Foundation Phase practice to support schools to improve.	All LAs
Pilot **Aspiring Leaders – developing leadership skills** Target/enlist effective teachers/leaders in FP who want to widen their skillset for leadership	• Teachers improve skills in providing advice, support and guidance through supporting non-maintained settings (10%) • Improved Professional development outside current school • Evidence of impact on setting provision	School to setting	In line with building capacity for self-improving systems and improving transition from NMS to school to raise standards. Estyn remit report for NMS	All
Welsh				
Language / Literacy Coordinator meetings Primary / Secondary KS2/3	All delegates to be updated on local and national priorities. Information and resources shared with opportunities to share best practice.	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All

WM HT meetings Excellence in Leadership All SE Wales WM HTs	Improved strategic planning for the delivery of Welsh services in SE Wales (EAS and schools) Increased school-to-school support Updates on regional programmes to support language / literacy An opportunity for HTs to share best practice on provision for and the monitoring of language / literacy	Network	Improved literacy outcomes Excellence in leadership Challenging curriculum and supportive assessment Transition links	All
ALN	Programme of support / networking for the development of literacy with pupils with ALN inclusive of HTs, SENCo, LA representatives from Newport and Caerphilly	Network / s2s	Improve outcomes for vulnerable learners Challenging Curriculum and supportive assessment Excellence in leadership	All
Secondary HODs / GCSE	Joint secondary HODs meetings with YGG and YGCRh Facilitation of HODs attendance at CSC secondary HODs meetings	Network Network with CSC HODs	Excellence in leadership Challenging Curriculum and supportive assessment A rewarding qualifications framework	Caerphilly and Torfaen
GCSE	Facilitation of HODs attendance at CSC GCSE / PISA working parties	Network with CSC GCSE / PISA working parties	A rewarding qualifications framework	
Excellence in leadership of Welsh Second Language – Head teachers	Brokered visit to a successful school supported by a Welsh in Education Officer	1 days	Reduce Estyn recommendations Excellence in leadership	All
Welsh Second Language Coordinator meetings	All delegates to be updated on local and national priorities. Training on emerging initiatives by Welsh in Education Officers. Information and resources shared with opportunities to share best practice. Raised performance across the key stages and reduced variation- July 2016	Network	Reduce Estyn recommendations Excellence in leadership Challenging curriculum and supportive assessment	All

What good looks like for new Welsh Second Language subject leaders	Subject leaders lead, advise & monitor standards and provision in their schools successfully Raised performance across the key stages and reduced variation- July 2016	2.5 days Including 0.5 days for practitioners to return and share progress and development following commitment to act.	Reduce Estyn recommendations Improve outcomes for all learners including FSM/ALN/MAT Excellence in leadership Donaldson	All
'Developing Welsh' (Bilingualism) in my schools for Welsh Second Language subject leaders	Subject leaders plan, lead and monitor strategies and opportunities for learners to use Welsh in a range of situations within and beyond their Welsh lessons	1.5 days Including 0.5 days for practitioners to return and reflect on their own practice and share progress following commitment to act.	Reduce Estyn recommendations for the use of Welsh around the school Excellence in leadership Donaldson	All
21st Century Learning				
Preparing for Digital Competence: A course for Primary (or) Secondary School Leaders	• Head teachers provided with an introduction to the framework and a toolkit to support the implementation of the Digital Competence Framework.	School-to-school delivered workshops.	• Effective model developed for implementing the DCF from September 2016	All LAs
ICT Leadership Programme (for Primary Middle Leaders)	• ICT coordinators role is developed to be able to support the introduction of the Digital Competence Framework in schools.	School-to-school delivered programme.	• Supporting implementation of Digital Competence in Schools.	All LAs
Primary network meetings: ICT coordinators and Secondary HODs of ICT meetings	• All ICT coordinators/HODs up to date with national policy/curriculum and assessment change. • Sharing of good practice across schools/departments.	School-to-school delivered programme	• To ensure all ICT middle leaders are supported with the implementation of the Digital Competence Framework.	All LAs
ICT self-evaluation (self-supported review)	• A self-evaluation review to highlight current performance against 14 key self-evaluation questions	School-to-school or EAS led self-evaluation (against preparedness for Digital Competence)	• Preparedness for integration of Digital Competence needs to start with an effective self-evaluation	All LAs

	• Targets to improve performance in light of self-evaluation			
Intelligent Investment	• Event to support schools in making effective strategic decisions with the investment in infrastructure and purchase of ICT equipment linked to the requirements of Digital Competence in schools.	EAS led, with school-led workshops.	• Schools will need to make sound financial investments in ICT infrastructure and equipment to effectively deliver the Digital Competence Framework.	All LAs
Welsh Baccalaureate Support Programme	• Welsh Baccalaureate leads provided with continued support and guidance for the implementation of the specifications.	EAS and School-to-school led workshops and development groups.	• Continued support required as Welsh Bacc becomes the performance measure from 2018 (Year 10 2016).	All LAs
HODs networks, non-core subjects	• HODs supported with the implementation of the new GCSEs.	EAS and School-to-school led workshops.	• Support with implementation of the new GCSEs in most non-core subjects from September 2016.	All LAs
Post-16				
Leadership training for Heads of 6th form	Improve the leadership and management skills of Heads of 6th form	CPD aligned to the EiL programme	Post-16 reviews have identified a need in this area coupled with weaknesses in aspects detailed above where this is the responsibility of the Head of 6th form	
School-to-school projects across 6th forms in the region to address and support areas for improvement aligned to above regional priorities	Improvement in performance of learners and the effectiveness of 6th form leadership skills Establish a culture of a self-improving within 6th form settings Establish toolkits of 'what good looks like' specific to 6th forms and include in Timebank as appropriate	• School-to-school • Use of external partners	7. Overall learner performance in SEW in KS5 is below the national averages in most cases. 8. Self-evaluation and development planning at KS5 has been a keen EAS focus recently and is improving but continued development need	All LA's

			9. Learner tracking at KS5 overall needs to continue to improve. There is no standard format and no government instruction.	
			10. Support for MAT learners is weak in most schools and many policies do not extend to KS5	
			11. New KS5 performance measures to be introduced by Welsh Government means a change in data analysis in schools for KS5	
			12. The overall quality of leadership in 6th form is adequate and needs to improve	
Excellence in Teaching				
PG Cert (UWTSD) "Breaking the Link" Equity in Education is aimed at all staff.	Critically assess the nature of educational inequality in Wales; • Engage with successful practice in reducing inequality; • Recognise the value of diverse resources within the school and wider community and determine effective ways of utilizing the resources; • Evaluate why specific approaches for reducing the impact of disadvantage are effective and have significant impact; • Reflect on and analyse a range of	Partnership between schools and UWTSD.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills.	All Local Authorities.

	literature and research on educational inequality in Wales and internationally.		**EAS Business Plan -** Accelerating the progress of learners who face the challenge of poverty. **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.	
PG Cert (UWTSD) "Pedagogy and Curriculum for Successful Futures" is aimed at staff with a leadership responsibility.	The Level 7 Post-Graduate Certificate will allow Curriculum and New Deal Pioneer Practitioners to undertake research and development which is directly linked to their Curriculum Pioneer status. It will give schools and practitioners the structure and research base to consider how best to develop new curriculum structures, pedagogical practices and assessment procedures as they look to develop and implement aspects of the new Curriculum for Wales by 2021.	Partnership between schools and UWTSD.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills. **WG Priority -** 'Successful Futures' - the review of curriculum and assessment **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in	All Local Authorities.

			a self-improving system, providing mutual support and challenge to raise standards in all schools.	
Teaching and Learning Strategy Toolkit	To deliver to schools a toolkit for improving the provision of Teaching & Learning through the following signposted areas; • Vision • Staff roles and responsibilities • Learner entitlement • Pedagogy • Curriculum • QA and Self-evaluation • Learner voice • AfL • Book and work review • Practice benchmark • Observation • Sharing practice • Use of other adults • Range of resources • Data and tracking • Intervention • Workforce commitment • Improvement plan 1-2-3	AD BIS, EiT Lead & school delivered.	**Qualified for Life – Strategic Objective 1.** An excellent professional workforce with strong pedagogy based on an understanding of what works. Excellent teaching and learning comes from motivated, committed, excellent practitioners, who are highly skilled, who combine expert subject knowledge with a deep understanding of the learning process and who continually seek to improve their skills. **Qualified for Life - strategic objective 4**. Leaders of education at every level working together in a self-improving system, providing mutual support and challenge to raise standards in all schools.	All Local Authorities.