

## **Appendix 7**

### **EAS Business Plan 2016-2019**

#### **LA Annexes (2016-2017)**

**Local Authority Specific Annex 2016-2017**  
**Local Authority: Monmouthshire**

The targets below are derived from pupil level 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 including analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters and FFT estimates.

Foundation Phase													
All Pupils	2015 Actual	2016 Target	2017 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target		non-FSM Pupils	2015 Actual	2016 Target	2017 Target
FPI	91.8	91.8	-		FPI	82.9	81.0	-		FPI	92.9	92.8	-
LLC English O5+	93.3	94.0	-		LLC English O5+	85.7	81.7	-		LLC English O5+	94.3	95.2	-
LLC Welsh O5+	90.9	89.4	-		LLC Welsh O5+	100.0	100.0	-		LLC Welsh O5+	88.9	87.9	-
Math Dev.O5+	93.9	94.1	-		Math Dev.O5+	88.6	82.3	-		Math Dev.O5+	94.5	95.3	-
PSD O5+	97.6	96.7	-		PSD O5+	95.2	91.1	-		PSD O5+	97.9	97.2	-
LLC English O6	45.9	47.8	-		LLC English O6	17.3	21.1	-		LLC English O6	49.5	50.3	-
LLC Welsh O6	38.6	36.4	-		LLC Welsh O6	14.3	37.5	-		LLC Welsh O6	44.4	36.2	-
Math Dev. O6	44.4	47.6	-		Math Dev. O6	20.0	27.8	-		Math Dev. O6	47.6	49.5	-
PSD O6	65.6	64.7	-		PSD O6	39.0	48.1	-		PSD O6	69.1	66.3	-

Key Stage 2																
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	92.5	93.6	92.9	92.6		CSI	81.9	88.1	83.8	87.9		CSI	93.8	94.0	93.7	92.9
English L4+	93.4	94.9	93.7	93.8		English L4+	85.1	89.8	85.3	87.9		English L4+	94.3	95.3	94.4	94.2
Welsh (1st) L4+	85.7	92.7	87.5	87.0		Welsh (1st) L4+	0.0	100.0	80.0	50.0		Welsh (1st) L4+	88.2	92.1	88.6	88.5
Maths L4+	94.7	94.9	94.3	94.5		Maths L4+	86.2	88.1	86.8	91.4		Maths L4+	95.8	95.4	94.9	94.7
Science L4+	95.2	95.8	95.1	95.7		Science L4+	89.4	91.5	88.2	91.4		Science L4+	96.0	96.1	95.7	96.0
English L5+	51.2	51.5	52.0	52.6		English L5+	25.5	27.1	25.0	20.7		English L5+	54.4	53.2	54.4	54.8
Welsh (1st) L5+	31.4	31.7	17.5	38.9		Welsh (1st) L5+	0.0	0.0	0.0	50.0		Welsh (1st) L5+	32.4	34.2	20.0	38.5
Maths L5+	50.2	51.7	52.7	51.4		Maths L5+	21.3	27.1	20.6	19.0		Maths L5+	53.8	53.4	55.5	53.6
Science L5+	53.6	52.8	55.6	54.2		Science L5+	24.5	28.8	26.5	22.4		Science L5+	57.3	54.5	58.2	56.3
Welsh (2nd) L4+	85.5	85.8	83.0	83.7		Welsh (2nd) L4+	72.0	69.6	73.0	75.0		Welsh (2nd) L4+	87.5	86.9	83.9	84.3
Welsh (2nd) L5+	30.4	26.5	32.5	31.3		Welsh (2nd) L5+	14.0	10.7	12.7	8.9		Welsh (2nd) L5+	32.6	27.6	34.1	32.9

Key Stage 3																
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
CSI	90.8	93.3	94.9	96.4		CSI	62.3	78.9	83.3	90.8		CSI	93.6	95.3	96.4	97.0
English L5+	93.7	94.5	96.1	97.4		English L5+	71.0	80.0	85.4	93.1		English L5+	96.0	96.5	97.5	98.0
Welsh (1st) L5+	-	-	-	-		Welsh (1st) L5+	-	-	-	-		Welsh (1st) L5+	-	-	-	-
Maths L5+	92.0	94.5	96.1	97.4		Maths L5+	66.7	78.9	85.4	93.1		Maths L5+	94.5	96.7	97.5	98.0
Science L5+	94.9	95.5	96.8	97.9		Science L5+	75.4	80.0	88.5	95.4		Science L5+	96.9	97.7	97.9	98.2
English L6+	70.5	73.0	76.0	82.3		English L6+	43.5	44.2	54.2	55.2		English L6+	73.1	77.1	78.8	85.5
Welsh (1st) L6+	-	-	-	-		Welsh (1st) L6+	-	-	-	-		Welsh (1st) L6+	-	-	-	-
Maths L6+	73.0	75.3	77.6	85.1		Maths L6+	30.4	48.4	56.3	56.3		Maths L6+	77.3	79.1	80.3	88.5
Science L6+	70.2	75.4	78.8	85.1		Science L6+	36.2	45.3	57.3	62.1		Science L6+	73.6	79.7	81.5	87.8

Key Stage 4																
All Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target		non-FSM Pupils	2015 Actual	2016 Target	2017 Target	2018 Target
L2 inclusive	66.7	71.9	71.6	73.4		L2 inclusive	39.4	40.7	48.5	53.3		L2 inclusive	71.0	75.4	73.8	76.2
L2	88.3	91.5	89.3	90.3		L2	78.8	64.2	65.2	70.7		L2	93.4	94.6	91.7	93.1
L1	96.9	95.6	96.5	96.4		L1	90.9	77.8	78.8	83.7		L1	98.3	97.6	98.2	98.2
CSI	63.2	70.4	69.5	71.0		CSI	33.3	37.0	45.5	50.0		CSI	67.8	74.1	71.8	73.9
English A*-C	76.1	79.6	79.5	80.3		English A*-C	52.5	53.1	57.6	59.8		English A*-C	79.8	82.6	81.6	83.1
Welsh (1st) A*-C	0.0	-	-	-		Welsh (1st) A*-C	-	-	-	-		Welsh (1st) A*-C	-	-	-	-
Maths A*-C	72.8	77.1	77.5	78.9		Maths A*-C	50.5	49.4	53.0	58.7		Maths A*-C	76.4	80.2	79.8	81.7
Science L2	86.2	85.9	80.7	77.6		Science L2	72.7	58.0	62.1	57.6		Science L2	88.4	89.1	82.5	80.4

Pupil Attendance				
	2015 Actual	2016 Target	2017 Target	2018 Target
Primary	95.8%	96%	96%	96%
Secondary	94.8%	95%	95%	95%

## Summary of National Categorisation of schools in the Local Authority in 2014-2015 and for 2015-2016

### Step 1 Primary

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	0	8	14	8	0%	27%	47%	27%
	15-16	0	4	12	14	0%	13%	40%	47%
South East Wales	14-15	7	52	88	49	4%	27%	45%	25%
	15-16	2	25	90	82	1%	13%	45%	41%

### Step 2 Primary

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	1	12	13	4	3%	40%	43%	13%
	15-16	1	8	16	5	3%	27%	53%	17%
South East Wales	14-15	9	45	101	44	5%	23%	51%	22%
	15-16	4	29	116	50	2%	15%	58%	25%

### Step 3 Primary

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	1	12	14	3	3%	40%	47%	10%
	15-16	2	7	16	5	7%	23%	53%	17%
South East Wales	14-15	9	50	100	40	5%	25%	50%	20%
	15-16	5	31	111	52	3%	16%	56%	26%

**Step 1  
Secondary**

		Number of Schools				Percentage of Schools			
		Group 4	Group 3	Group 2	Group 1	Group 4	Group 3	Group 2	Group 1
Monmouthshire	14-15	1	1	2	0	25%	25%	50%	0%
	15-16	0	1	2	1	0%	25%	50%	25%
South East Wales	14-15	10	14	10	3	27%	38%	27%	8%
	15-16	3	22	6	4	9%	63%	17%	11%

**Step 2  
Secondary**

		Number of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
South East Wales	14-15	0	25	11	1	0%	68%	30%	3%
	15-16	3	18	14	1	8%	50%	39%	3%

**Step 3  
Secondary**

		Number of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Monmouthshire	14-15	0	1	3	0	0%	25%	75%	0%
	15-16	0	1	3	0	0%	25%	75%	0%
South East Wales	14-15	5	19	10	3	14%	51%	27%	8%
	15-16	6	18	11	1	17%	50%	31%	3%

### Monmouthshire schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pembroke Primary	Jun-15	Sep-15	SI
Primary	Castle Park Primary	Mar-15	Jun-15	Estyn
Primary	Llanfoist Fawr Primary	Oct-15	Dec-15	LA
Secondary	King Henry VIII Comprehensive	Dec-14	Mar-15	SI
Secondary	Monmouth Comprehensive	Nov-16	Jan-16	Estyn
Special	Mounton House Special	May-15	Aug-15	SI

### Pupil outcomes

A high level analysis of pupil outcomes for the Local Authority indicates that the following aspects require improvement over the next phase of the Business Plan.

- Continue to improve the performance of FSM learners in all Key Stages.
- Continue to improve performance in L2+ at KS4.
- Continue to improve performance in CSI at KS4.
- Improve performance at the higher levels across all Key Stages.
- Improve performance A\*-A at KS4.
- Ensure good transition from KS2/3 with a focus on literacy specifically writing skills.

The information below indicates the additional support that will be given to schools in the overall category of Amber or Red in the Local Authority in the academic year 2015-2016. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2015-2016.

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
<b>Primary</b>				
<b>Overall Support Category Red</b>				
Our Lady and St Michaels Primary School	<ul style="list-style-type: none"> <li>• Improve standards in KS2 and FP.</li> <li>• Improve pupil tracking systems.</li> <li>• Ensure that Governors hold the school to account through monitoring the school development plan.</li> <li>• Ensure school leaders evaluate plans to monitor impact on standards, learning and teaching.</li> <li>• Improve the quality of teaching to ensure that most teaching is consistently good.</li> </ul>	<ul style="list-style-type: none"> <li>• CA to support and QA school lesson observations, book scrutinies and learning walks.</li> <li>• CA to support with developing and establishing sound tracking and monitoring procedures.</li> <li>• CA to implement a bespoke training programme for middle leaders.</li> <li>• CA to support GB with improving questioning.</li> <li>• CA to support and monitor the effectiveness of self-evaluation procedure and suggest areas for development.</li> </ul>	24 days	Archdiocese  Partner CA
Pembroke Primary School	<ul style="list-style-type: none"> <li>• In Key Stage 2 English at L5+ close gender and FSM performance gap in Higher level English and Mathematics.</li> <li>• In Foundation Phase improve performance in</li> </ul>	<ul style="list-style-type: none"> <li>• CA will support school to review and develop a whole school approach to literacy, numeracy so that pupils' skills are good enough to help them make appropriate progress in all subjects.</li> </ul>	22 days	Chepstow Alliance Schools

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>language literacy and communication and mathematical development at the higher levels.</p> <ul style="list-style-type: none"> <li>• Raise pupils' standards in Welsh in Key Stage 2.</li> <li>• Successfully implement the PIAP.</li> <li>• Ensure that Governors are rigorous in holding the school to account.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure leaders monitor the use of assessment to challenge the most able through planning scrutiny, book scrutiny and lesson observation.</li> <li>• Welsh in Education Team will work with the school to ensure that planning develops pupils' welsh skills progressively, especially in writing.</li> <li>• Support the GB in implementing the EAS approach to self-evaluation for Governing bodies.</li> </ul>		
<b>Overall Support Category Amber (high support / medium)</b>				
Castle Park Primary	<ul style="list-style-type: none"> <li>• Raise standards of attainment in literacy and Mathematics mathematical development in the Foundation Phase.</li> <li>• Raise standards of Welsh as a second language.</li> <li>• Improve the effectiveness of procedures for self-evaluation and planning for improvement.</li> <li>• To successfully implement the PIAP.</li> </ul>	<ul style="list-style-type: none"> <li>• CA to broker support from FP adviser to review and develop practice in FP provision focussed on learning experiences.</li> <li>• CA to support school to source appropriate training for staff for literacy, numeracy.</li> <li>• CA to broker support from Welsh in Education team to support the school in raising standards in Welsh as a second Language.</li> <li>• CA to support the school by ensuring leaders involve a broader range of</li> </ul>	14 days	School to school support



Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		professionals and stakeholder (including the GB) in rigorously monitoring the consistency of the quality of teaching and learning.		
Dewstow Primary	<ul style="list-style-type: none"> <li>• Improve outcomes at the higher O6+, in the Foundation Phase</li> <li>• Improve outcomes for learners who are FSM, especially at KS2</li> <li>• Involve Governing Body members fully in the self-evaluation process</li> <li>• Improve teaching in order that all teaching is consistently good and excellent.</li> </ul>	<ul style="list-style-type: none"> <li>• CA will support the school to raise standards in at the Foundation Phase at the higher Outcome 6+ by reviewing current practice including planning for differentiation, target setting and assessment.</li> <li>• CA to support the school to ensure that those pupils at risk of underachieving are appropriately monitored and suitable interventions used to narrow the gap between those who are FSM and non-FSM.</li> <li>• Continue to involve the governors more closely in the self-evaluation process.</li> <li>• CA will Review pupils' work and support the SLT to carry out lesson observations and QA the evaluation of teaching and learning in school.</li> </ul>	11 days	
Llandogo Primary	<ul style="list-style-type: none"> <li>• Improve standards in the FP especially at the higher O6+.</li> </ul>	<ul style="list-style-type: none"> <li>• CA will support the school to raise standards in at the Foundation Phase at the</li> </ul>	12 days	Trellech Primary

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> <li>• Improve higher level performance in Key Stage 2.</li> <li>• Improve the monitoring of pupil progress and take appropriate measures to intervene where pupils are not on track to meet their targets.</li> <li>• Improve the consistency and reliability of teacher assessment.</li> <li>• Ensure performance management processes are robust.</li> </ul>	<p>higher Outcome 6+, in all indicators, by involving the Foundation Phase team to review current practice including target setting and assessment.</p> <ul style="list-style-type: none"> <li>• CA to support the school to raise standards in at the end of Key Stage 2 through QA of book and planning scrutiny.</li> <li>• CA to support the school to raise standards in at the end of Key Stage 2 in the higher levels by ensuring that pupils are appropriately challenged and interventions for MAT put in place where necessary.</li> <li>• CA will support the school to improve the monitoring of pupil progress and take appropriate measures to intervene where pupils are not on track to meet their targets.</li> </ul>		
Llantilio Pertholey Primary	<ul style="list-style-type: none"> <li>• Improve attainment in English and Mathematics at the expected level in both Foundation Phase (FP) and Key Stage 2.</li> <li>• Improve attainment at higher levels (Expected level +1) in all indicators to ensure above the median</li> </ul>	<ul style="list-style-type: none"> <li>• CA to work with school to ensure tracking and monitoring systems are in place and used effectively by staff to improve standards.</li> <li>• CA to support and QA school planning, lesson observations, book scrutiny and learning walks.</li> </ul>	13 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>performance in both Key Stages.</p> <ul style="list-style-type: none"> <li>• Improve the effectiveness of procedures for whole school self-evaluation and planning for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• CA to support school to ensure that there is a consistent focus on challenging more able pupils (MAT).</li> <li>• CA to support the school by ensuring leaders involve a broader range of professionals and stakeholder (including the GB) in rigorously monitoring the work of the school.</li> </ul>		
Magor VA Primary	<ul style="list-style-type: none"> <li>• Ensure that the School Development Plan is revised and streamlined to link effectively with self-evaluation and meets statutory requirements.</li> <li>• At Key Stage 2 (KS2) ensure close the gender gap in favour of girls at the higher level in English, raise the achievement of boys in writing at L4+.</li> <li>• Close the gap in performance between FSM and non-FSM pupils at FP and Key Stage 2.</li> <li>• Ensure that the administrative functions within the school work effectively to support leaders in undertaking their roles.</li> </ul>	<ul style="list-style-type: none"> <li>• CA to support and Advise the Leadership team on the revision of the SDP to ensure that the document reflects clear actions, measurable success criteria and budgets.</li> <li>• CA to support and QA school lesson observations, book scrutinies and learning walks.</li> <li>• CA to support school in regular listening to learners, with a focus on girl / boy engagement levels and provision.</li> <li>• CA to support the school to ensure that performance management is used effectively.</li> <li>• LA/CA to support the school to develop its administrative functions by helping the</li> </ul>	12 days	Diocese

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
		school to develop a structured timetable of events and statutory return requirements		
Overmonnow Primary	<ul style="list-style-type: none"> <li>To continue to raise standards in FP and KS2 across a range of indicators</li> <li>Further improve standards of teaching and learning to 100% good or better</li> <li>Implement robust processes and procedures to secure consistent and accurate teacher assessment at both FP and KS2</li> <li>Ensure that all monitoring and self-evaluation processes are consistently and regularly applied across all areas of the school.</li> </ul>	<ul style="list-style-type: none"> <li>CA to review progress through joint planned book scrutiny activity with the school.</li> <li>CA to visit a sample of lessons to moderate judgements and to support HT in planning for future improvements.</li> <li>CA to work with school and SLT to provide school to school support for Senior Leaders. SLT to disseminate to relevant staff within departments.</li> <li>CA to support and evaluate and develop appropriate systems of SE and monitor their effectiveness.</li> </ul>	14 days	Bleanavon Heritage  Risca primary
Ysgol Gymraeg Y Ffin	<ul style="list-style-type: none"> <li>Raise standards in the FP by seeking to improve performance in in LLD and MD at the expected level in Foundation Phase</li> <li>Improve Mathematics at KS2 to be in line with family averages and reasoning across the school.</li> </ul>	<ul style="list-style-type: none"> <li>CA/EAS will support the school to raise standards in all indicators, by: Involving the Foundation Phase, Mathematicsematics and Cymraeg team to review current practice including target setting and assessment with assessments used diagnostically to inform intervention.</li> </ul>	12.5 days	School to school support from the Welsh medium sector

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> <li>• Raise attainment in standards of Cymraeg writing.</li> <li>• Develop distributive leadership through: developing the role of the subject coordinator and the role of the ALNCO.</li> <li>• Continue to improve governing body in undertaking their roles and responsibilities and in supporting and challenging the school leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• CA to ensure that targets are reviewed regularly and amended as necessary raise standards.</li> <li>• CA to run an evaluation session with all staff, including TAs to commence process of evaluating interventions and initiatives.</li> <li>• CA to work alongside lead staff to review action plans each half term.</li> <li>• The CA to maintain contact with clerk and Chair of GB regarding GB self-review.</li> </ul>		
<b>Secondary</b>				
<b>Overall Support Category Red</b>				
None identified				
<b>Overall Support Category Amber</b>				
King Henry VIIIth Secondary	<ul style="list-style-type: none"> <li>• Raise standards at Key Stage 3 and Key Stage 4</li> <li>• Develop pupils' literacy and numeracy across the curriculum</li> <li>• Strengthen leadership, particularly middle leadership, to provide more rigour and challenge to secure sustained</li> </ul>	<ul style="list-style-type: none"> <li>• Review by CA at regular monitoring visits to monitor the tracking the performance of every pupil on entry and early identification of all pupils at risk of not achieving their target and or/ a C+ grade at GCSE in English Language or GCSE Mathematicsematics including numeracy</li> </ul>	15 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<p>improvements in pupils' standards</p> <ul style="list-style-type: none"> <li>Strengthen the rigour and effectiveness of self-evaluation and improvement planning</li> <li>Improve attendance</li> </ul>	<ul style="list-style-type: none"> <li>CA to review evidence from school monitoring activities plus book scrutiny and learner voice of LNF implementation, ensuring that statutory requirements are being met</li> <li>CA to Provide a bespoke training programme for middle leaders</li> <li>CA interfaces with Governors at monitoring visits, target setting meetings, HT PM and other meetings</li> <li>CA to support Governors to challenge and support the school effectively in GB meetings</li> <li>CA to work with the LA, Head teacher and Assistant Head teacher to support the school in developing the attendance strategy</li> </ul>		
<b>Special / PRU</b>				
<b>Overall Support Category Red</b>				
Mounton House Special School	<ul style="list-style-type: none"> <li>Improve the writing skills in line with the ability of pupils.</li> <li>Ensure that pupils apply their literacy, phonic and numeracy skills across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>CA to support the school in evaluating the quality of teaching and learning.</li> <li>CA to support school to produce a clear strategic policy and direction for literacy and numeracy across the curriculum and develop a</li> </ul>	25 days	

Sector & Institutions Identified	Desired Outcomes	Focus of Activity	Resource Allocation (days)	Partners
	<ul style="list-style-type: none"> <li>Improve attendance and punctuality to lessons.</li> <li>Successfully implement the PIAP.</li> <li>Governing body and school leaders need to challenge the school and to hold the school to account in order to make improvements.</li> <li>National initiatives in particular literacy and numeracy should be successfully implemented.</li> </ul>	<p>rigorous means for tracking and measuring improvement.</p> <ul style="list-style-type: none"> <li>CA to broker support from the EAS literacy and numeracy teams to work with staff on CPD to improve delivery of both literacy and numeracy skills.</li> <li>Ensure that self-evaluation is integral to the work of all staff and the GB - for example, CA and Governor Support to conduct a self-evaluation exercise with the Governing body.</li> </ul>		
<b>Overall Support Category Amber</b>				
None identified				

### Local Authority specific activity financial year 2016-2017

The section below indicates additional school improvement activity that will be undertaken in the Local Authority through this financial year (2016-2017). The additional activity is linked to specific need arising from pupil outcomes.

A detailed programme delivery plan is available. Progress towards each of the additional interventions will be measured at the end of each term.

Nature of Additional Activity	Excepted Outcomes
<ul style="list-style-type: none"> <li>Ensuring good transition from KS2/3 with a focus on literacy specifically writing skills.</li> <li>Primary and Secondary cluster schools working to create units of work for Years 6 and 7 focusing on progression in writing for all including FSM learners and the more able and talented.</li> </ul>	Each Key Stage 3 coordinator/ Year 6 teacher will focus on planning and teaching a unit of work for Year 6 and 7. There is an expectation that the Literacy Coordinator works alongside the Key Stage 3 coordinator/ year 6 teacher to support them in planning and delivering the unit of work.

<ul style="list-style-type: none"> <li>• In total 9 days per school will be needed for successful implementation of this project. Two days will be used for central training / activities; and the five days in school will be spent on planning and preparation; evaluation and collation of evidence.</li> <li>• A further two days for preparation and delivery of a cluster workshop to enable sharing of resources across Monmouthshire and training on the writing sequence.</li> <li>• Central training- Introduction to the EAS sequence for teaching writing Introduction to the planning requirements for units of work for Years 6 and 7 building progression from primary to secondary and teaching pupils in a holistic way.</li> <li>• Planning, resourcing and delivering unit of work in own school. 1 day of support from Language Coordinator/ Literacy Coordinator in school, ½ day of EAS support for each school.</li> <li>• Central training- sharing of units of work and cluster workshop planning.</li> </ul>	<ul style="list-style-type: none"> <li>• The units of work will be: <ul style="list-style-type: none"> <li>✓ aligned with the new AoL &amp; PoS;</li> <li>✓ based on a rich stimulus;</li> <li>✓ have a strong thematic approach that may lend itself to the development of cross-curricular links;</li> <li>✓ show how oracy, reading and writing (short-burst and extended) can be included;</li> <li>✓ demonstrate how to apply literacy skills (in particular, writing) across the curriculum.</li> </ul> </li> </ul> <p>Improved outcomes for pupils in writing as a result of effective transition arrangements. This will have a particular impact in closing the FSM gap and improving outcomes in boys writing.</p>
<p><b>Mathematics Project – Numerical reasoning and problem solving in Mathematics.</b></p> <ul style="list-style-type: none"> <li>• Project to strengthen pupils’ ability to make connections in Mathematics and support teachers in developing pupils’ problem solving skills. This will enable us to focus on the area of Mathematics which is relatively weaker when overall performance in national tests is taken into account to know, understand and do by the end of Year 6.</li> <li>• Since the initiative is designed to impact on pupils’ reasoning skills, it has the potential to improve their ability to apply skills across the curriculum as well as raise performance in national tests. It is aimed at teachers currently working in Years 2 and 5. The focus on Year 5, rather than Year 6 will enable schools to build a stronger platform</li> </ul>	<ul style="list-style-type: none"> <li>• Improved planning for application of numeracy skills in Mathematics.</li> <li>• Appropriate coverage of the reasoning strand evident in books and thematic plans.</li> <li>• Improved benchmark performance in reasoning tests.</li> <li>• Improved standards in Mathematics at the end of FP and Key Stage 2.</li> </ul>



<p>for learners moving into Year 6 the following year and Year 2 so that tasks allow MAT learner to move on.</p> <ul style="list-style-type: none"> <li>• This initiative is offered to schools in Monmouthshire and Torfaen only this year, and builds on a pilot programme implemented in 14 schools in Monmouthshire / 14 schools in Torfaen in Spring 2016.</li> </ul>	
<p><b>Building capacity for Digital Competence</b>  4 schools per LA (1 Secondary, 3 Primary)  Each school funded to work with an existing 'Lead School' to ensure readiness to develop the Digital Competence Framework within school (Programme details TBC) - <i>Most schools identified from ICT Leadership Programme.</i></p>	<p>4 Schools within each target LA to support other schools with the implementation of the Digital Competence Framework.  Each school to deliver 'school to school' 'workshops' as part of the 21<sup>st</sup> Century Learning programme from September 2016</p>