# Education Achievement Service (EAS)

# Business Plan 2017 – 2020

# Draft Version 1
# (for consultation January 2017)

**List of Consultees:**

- SEWC Directors and Diocesan Directors
- Joint Executive Group
- EAS Company Board
- EAS Audit and Risk Assurance Group
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

The agreed final version of the Business Plan will be translated in full.

**Content (Needs to be completed / ordered when the final document agreed)**

An Executive Summary will be added to the Business Plan when the final version is agreed.

1. **Introduction**

**The aim of the Education Achievement Service (EAS) in partnership with Local Authorities is to:**

- Improve leadership, teaching and learning to secure sustained improvement in outcomes for learners (in literacy/ Welsh / English and numeracy / mathematics) at least in line or above the rate of progress in Wales.
- Increase the pace of improvement for groups of learners across the region, particularly FSM and more able learners in key stage 4.
- Improve regional capacity to implement a self improving system.

**To achieve this the EAS Business Plan 2017-2020 will focus on the following:**

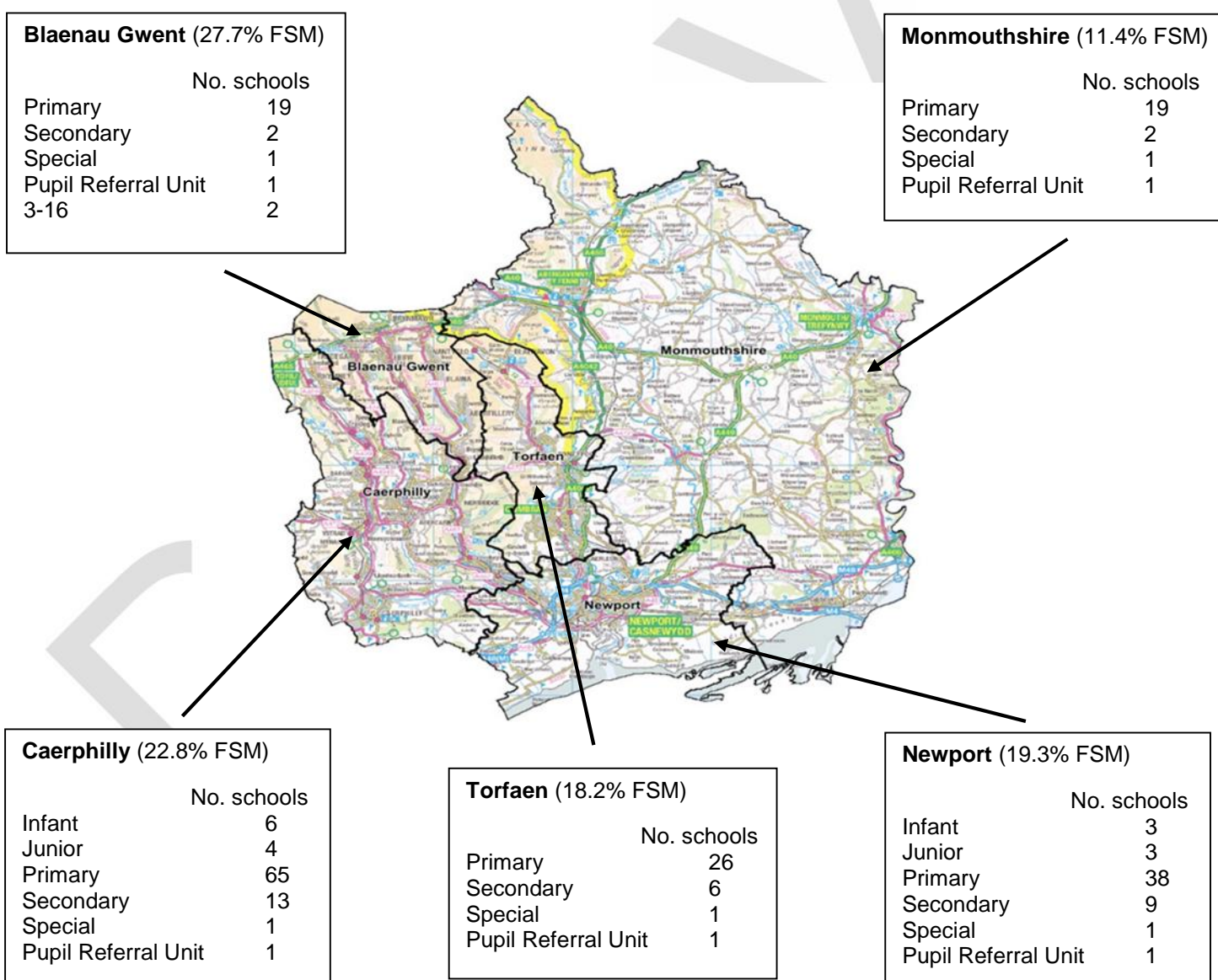| Business Plan Objective | Strategic action summary (all linked to improved outcomes contained in the target section) |
|---|---|
| **1. Support for School Improvement** | • Implement the SEWC Intervention Framework and the Schools Causing Concern Protocol.<br>• Implement regional policies, including Assessment, More Able and 14-16 and Post-16.<br>• Monitor the impact of grant spend.<br>• Support and provide strategy for Foundation Phase and Non-maintained Settings.<br>• Deliver the Specialist HR Service . |
| **2. Pupil Wellbeing and Equity in Education** | • Embed the current Professional Learning Offer aimed at improving teaching and leadership to improve the wellbeing and outcomes for learners facing the challenges of poverty.<br>• Embed evidence-based approaches to teaching from the Sutton Trust-EEF Teaching and Learning Toolkit to improve the use of the Pupil Deprivation Grant.<br>• Work with partners to identify the most effective means of measuring wellbeing and working together to improve the performance of all vulnerable learners, improving attendance and reducing exclusions. |
| **3.Professional Learning:**<br><br>Pedagogy and Leadership | • Implement a regional Professional Learning Offer 2017-2018 (including Governor Development) that improves the quality of teaching and leadership across the region and extends the offer for school based support staff.<br>• Develop the Professional Learning networks across the region to support delivery<br>• Support the introduction of the new Professional Standards for Teachers<br>• Support the development of Initial Teacher Education (ITE) and the introduction of a re-designed Graduate teacher Programme (GTP) |
| **4.Curriculum and Assessment:**<br>Literacy (English and Welsh) and Numeracy and Science | • Develop a Regional Strategy for Literacy and Numeracy in collaboration with key partners<br>• To improve the quality of leadership and teaching of literacy and numeracy across the region and to support the introduction of the new GCSE specifications.<br>• To implement developments from National Network for Excellence in Mathematics (NNEC) and Science (NNES) through cluster working.<br>• Lead on the Regional Strategy for Welsh Language development |

| | |
|---|---|
| **5.Curriculum and Pedagogy:**<br>Wider Curriculum and Pioneer Development | • Lead and support schools with the introduction of the Successful Futures curriculum through the development of networks lead by Pioneer Schools.<br>• Lead, support and develop networks for the delivery of the new GCSE specifications in the Non-Core subjects and the Welsh Baccalaureate. |
| **6.The Self-Improving System (SIS)** | Rationalise the Regional Model for the Self-Improving System (SIS) so that:<br>Ñ The regional strategy focuses upon the development of teaching and leadership through networks of professional practice<br>Ñ All schools grow as learning organisations<br>Ñ Collaborative working in and between schools support the Federation agenda<br>• Build the knowledge, expertise and the research base of the SIS by engagement with Higher Education Institutes (HEIs) |
| **7.Wider Regional and EAS Company Developments** | Improve consistency in the quality of evaluation of school improvement activities throughout the service by;<br>• Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported<br>• Embed the risk management and Value for Money processes<br>• Embed the use of the FADE proces<br>• Ensure that the Company remains compliant with Company and HR Law<br>• Ensure governance structures are robust and accountability structures are effective |

The Education Achievement Service (EAS) for South East Wales has prepared this Business Plan for 2017-2020 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 (2016-2019) but takes account of the framework of new Welsh Government (WG) policy, particularly:

- National School Categorisation system;
- 'Qualified for Life 2'- the National Education Improvement Strategy;
- 'Successful Futures' - the review of curriculum and assessment;
- 'Teaching tomorrow's teachers' - the review of Initial Teacher Training.

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## 2.Regional Context

The number of pupils of compulsory school age in 2015 was 70,242. This represents 19% of all pupils in Wales. There are 245 maintained schools in the region, 15% of all maintained schools in Wales (PLASC, 2015). The percentage of pupils of compulsory school age who are eligible for free school meals is 20.8%, which is higher than the national figure of 18.8%. This level of eligibility is the highest of the four regional consortia (PLASC, 2015). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). As of 31 December 2015, ethnic minorities account for 4% of the population in the region and this is similar to the Wales average. As of July 2016, 777 children in the region are looked after by a local authority and attend a school in the region. This represents 14% of looked-after children in Wales.

**Blaenau Gwent** (27.7% FSM)

|                    | No. schools |
|--------------------|-------------|
| Primary            | 19          |
| Secondary          | 2           |
| Special            | 1           |
| Pupil Referral Unit | 1          |
| 3-16               | 2           |

**Monmouthshire** (11.4% FSM)

|                    | No. schools |
|--------------------|-------------|
| Primary            | 19          |
| Secondary          | 2           |
| Special            | 1           |
| Pupil Referral Unit | 1          |



**Caerphilly** (22.8% FSM)

|                    | No. schools |
|--------------------|-------------|
| Infant             | 6           |
| Junior             | 4           |
| Primary            | 65          |
| Secondary          | 13          |
| Special            | 1           |
| Pupil Referral Unit | 1          |

**Torfaen** (18.2% FSM)

|                    | No. schools |
|--------------------|-------------|
| Primary            | 26          |
| Secondary          | 6           |
| Special            | 1           |
| Pupil Referral Unit | 1          |

**Newport** (19.3% FSM)

|                    | No. schools |
|--------------------|-------------|
| Infant             | 3           |
| Junior             | 3           |
| Primary            | 38          |
| Secondary          | 9           |
| Special            | 1           |
| Pupil Referral Unit | 1          |

**Business Plan process**

The EAS has procedures for self-evaluation and planning for improvement that are systematic, responsive and flexible, and provide the service with a platform from which to refine school improvement services to become more effective and efficient.

The half-yearly review of progress towards Service Area Plans in November 2016 indicated that almost all service areas demonstrated at least satisfactory progress towards meeting the objectives at that point in the year.

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.

The Business Plan incorporates actions to address the recommendations of the Estyn / Wales Audit Office Inspection "A report on the quality of the school improvement services provided by the EAS Consortium" May 2016:

R1: Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported;

R2: Improve consistency in the quality of evaluation of school improvement activities throughout the service; and

R3: Identify and manage risks more effectively.

A summary of the findings from the full report are below:

| Section | Grade |
|---|---|
| Support for school improvement | Good |
| Leadership | Good |
| Quality improvement | Good |
| Partnership working | Good |
| Resource Management | Good |

The 2016-19 Business Plan set out the EAS approach to implementing the national model for school improvement across the South East Wales consortium.



EAS Service Provision and funding 2017-2018 (WG National Model for Regional Working)

Requirements within the National Model

EAS predominate delivery mode
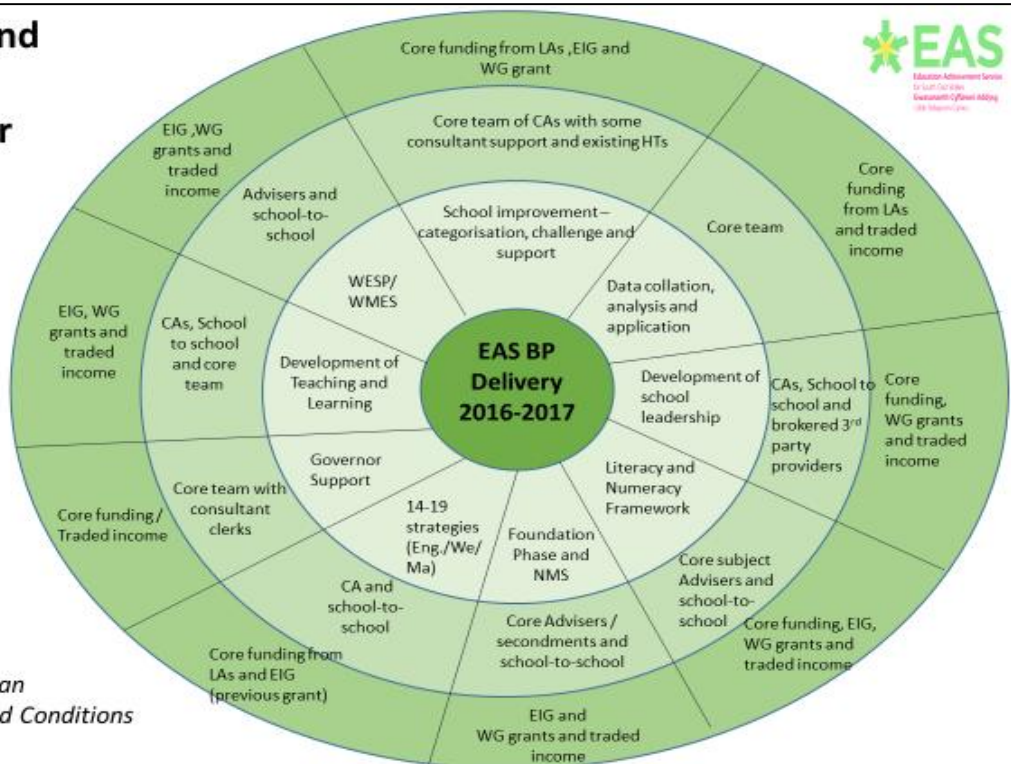
Funding stream 2016-2017

All feature within the EAS Business Plan
All WG Grants have specific Terms and Conditions that have to be adhered to
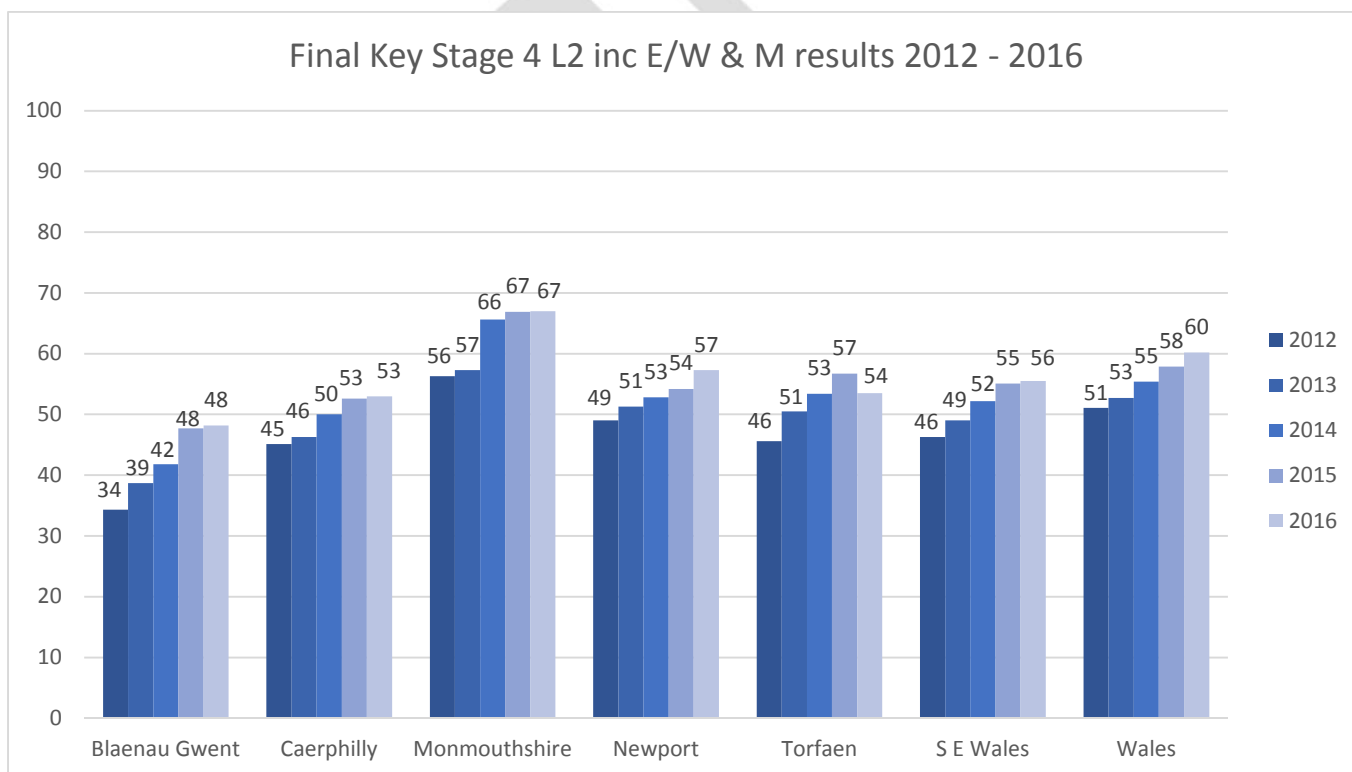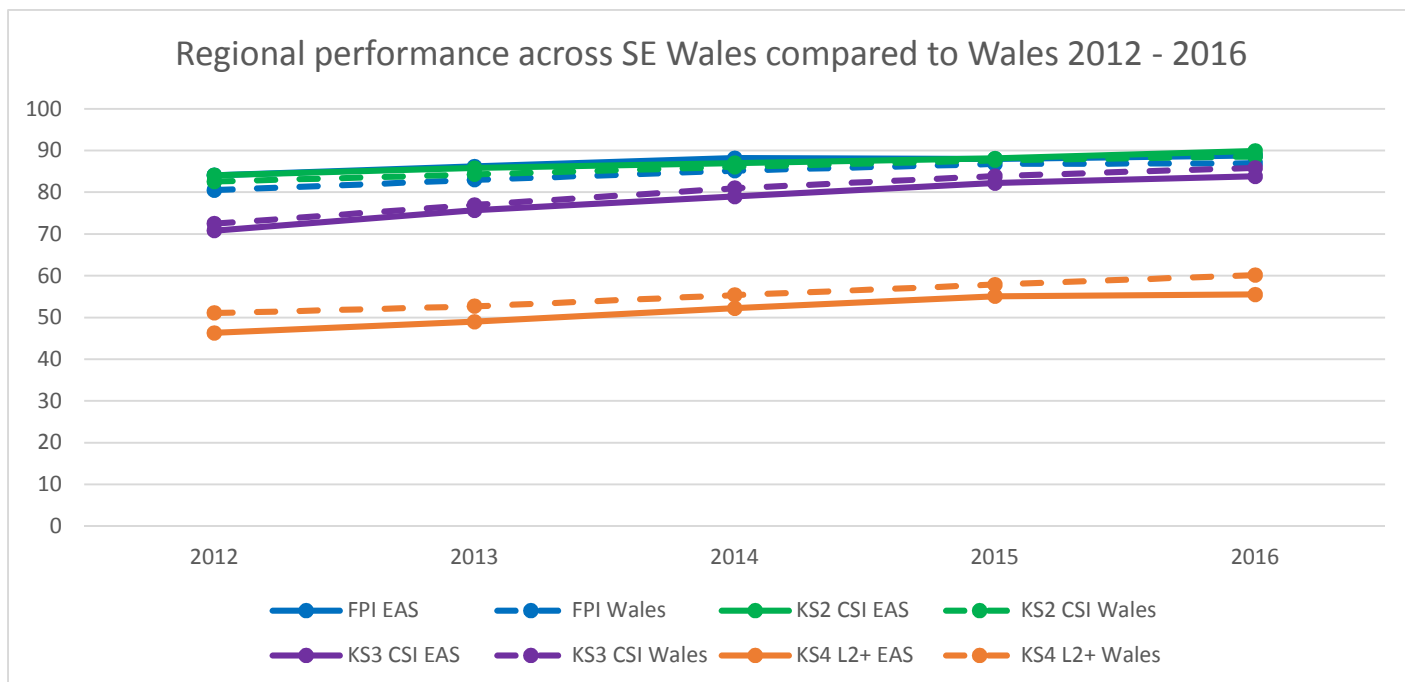


Additional EAS Service Provision and funding 2016-2017

National Strategies and Priorities

EAS predominate delivery mode
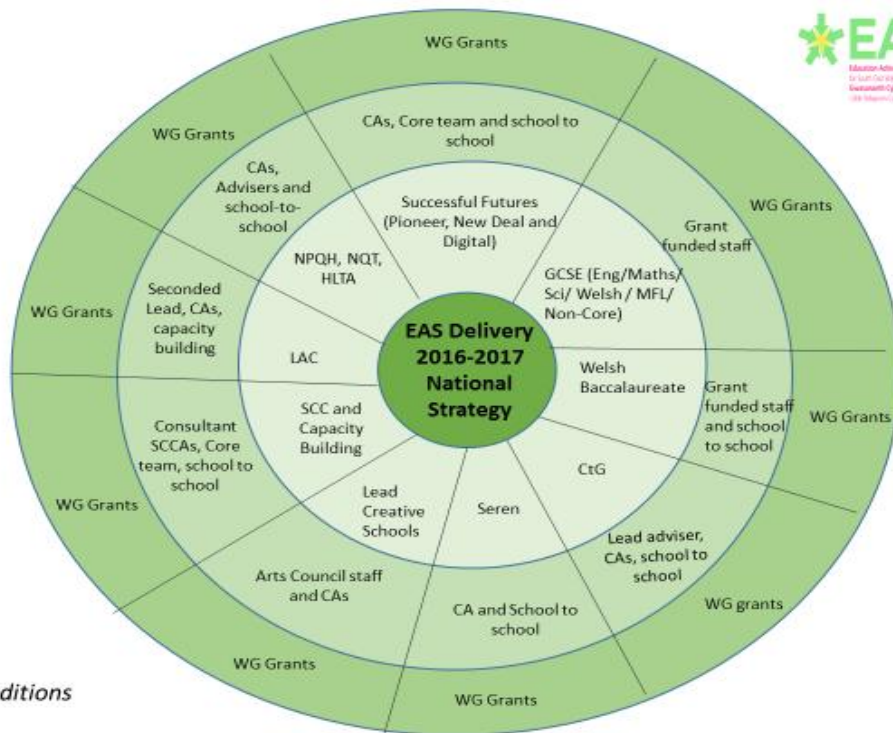
Funding stream 2016-2017

All feature within the EAS Business Plan
All WG Grants have specific Terms and Conditions that have to be adhered to

## 3. Progress towards action in the previous Business Plan 2016 – 2017

The full summary of the progress towards the Business Plan can be found in the detailed review for each of the service areas and Local Authority Annex review documents. This is also captured in the Self Evaluation Report.



Regional performance across SE Wales compared to Wales 2012 - 2016



Final Key Stage 4 L2 inc E/W & M results 2012 - 2016

## Summary of progress (2016-2017) and areas requiring improvement

### Outcomes: Areas of strength:

- Teacher Assessment outcomes at the end of Foundation Phase and KS2 remain above the national average and are good.
- Teacher Assessment outcomes at the end of KS3 are adequate, with a significant improvement in the CSI from 2012 to 2015.
- The eFSM/non FSM gap has decreased across the region since 2015 at FP, KS2 & KS3. This is due to a faster rate of improvement for eFSM pupils.
- A regional four year improving trend in L2 inclusive of English / Welsh and mathematics
- Provisional KS4 eFSM performance shows a slight improvement in eFSM performance, resulting in a narrowing of the gap between eFSM and non FSM pupils. 22 schools out of 36 have improved actual eFSM performance this year at L2 inc measure.
- The number of schools with fewer than 40% of pupils achieving the Level 2 inc of E/W and Maths reducing from twelve in 2012 to one in 2016.
- Overall performance at the L3 threshold in KS5 in 2016 has improved by 2% to 97.6% in the EAS region compared with 2015.

### Outcomes: Areas to develop across key stages:

- Accelerate improvement at the Level 2 inc E/ W and Maths and secure further improvement against the Level 1 threshold and Capped Point Score. Only 17 out of 36 secondary schools are above or in line with WG 2b modelled expectations.
- Reduce the variance and fluctuation between departments, schools and LAs.
- Improve further the outcomes achieved by pupils who are eFSM particularly at KS4. Too many secondary schools still remain below the 32% WG 3 year rolling average that will be applied through categorisation at Step 1.
- Improve boys' performance across all phases, especially Welsh first language.
- Improve performance in Welsh second language, particularly at key stage 3 and key stage 4.
- Raise expectation and secure improvements for more able learners across all phases, particularly the higher grades at KS4 and KS5.
- Improve pupils' skills in literacy (English and Welsh) and numeracy leading to improved outcomes National Tests.
- Work closely with LAs to improve overall attendance and reduce exclusions across the region where this has been identified as an area of concern.
- Improve the accuracy of teacher assessment in a few identified schools.
- Increase the rigour in target setting and progress towards targets to include enhanced levels of challenge, using pupils' prior performance, quality assurance and validation.
- Review / revise the EAS approach to intensive support from English/Welsh and maths teams, both in terms of the criteria for selection and programme delivery.
- A stronger focus on challenging underperformance to ensure good quality teaching and learning in KS3 and KS4, particularly when the read across of performance in English/Welsh and Maths is variable.

### Provision: Areas of strength:

- There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region.

- The implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided for nearly all schools.
- The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools which are applied more consistently and have resulted in the majority of schools making good progress. The processes for holding schools in a Red category to account have been robust and well understood. There has been an acknowledgment that strengthening the monitoring of the progress in underperforming Amber schools and identified Yellow schools needed to be further improved, resulting in the introduction of Education Improvement Board meetings, which have helped to address barriers to improvement (modelled on SCC AIBs). These processes now need to be embedded to secure improvement.
- In 12 schools where the EAS Education Improvement Board meetings (EIB) took place in predominantly amber and one yellow secondary school, 11 schools improved their L2+ performance.
- High performing schools work well together to monitor and review each other's schools.
- Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed.
- The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year.
- There is a clear and coherent regional strategy for the self-improving system which is embedding.
- The region has made good progress in developing mechanisms to facilitate school to school support in key areas, including teaching, GSCE support programmes, 21st Century Learning, Post 16 and offers a wide range of professional learning opportunities that align to the Business Plan priorities.
- The support for new curriculum specifications at KS4 in core subjects and Welsh Baccalaureate is good.
- The EAS provides strong support for the implementation of WG initiatives such as the New Deal and Pioneer Schools.
- Challenge advisers monitor diligently schools' plans for their use of the Pupil Deprivation Grant. They ensure that the plans meet requirements and focus appropriately on improving' outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.
- The introduction of the 'Seren' project to raise aspirations at KS5 has played a role in securing improved regional KS5 outcomes at A/A* in 2016.
- There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme.
- Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.

**Provision: Key Areas for further improvement;**

- Continue to improve the challenge and support for schools by ensuring greater consistency in the work of all teams, in and across schools and LAs, leading to improved outcomes for all learners, particularly learners facing the challenge of poverty.
- Continue to implement and further develop the use of revised bespoke support packages, enabling schools to access appropriate range and level of support to secure improvements in the quality of teaching and learning and leadership, particularly in the secondary phase.

- Implement the EIB protocol in identified Yellow secondary schools following the successful introduction in 2016 and learn from other regions as to how they support in this area.
- Review / revise the EAS approach to intensive support from English, Welsh and Maths teams both in terms of the criteria for selection and programme delivery.
- A stronger focus on challenging underperformance to ensure good quality teaching and learning in KS3 and KS4, particularly when the read across of performance in English / Welsh and Maths is variable.
- Continue to improve the provision for Welsh and further develop the strategy for meeting the goals from WG for Welsh Language speakers.
- A stronger focus on challenging underperformance to ensure good quality teaching and learning in KS3 and KS4 in non-core subject areas.
- Provide training and support for leaders on the implementation of the regional Capability Policy.
- Embed the Regional Self Improving System and further develop the role of clusters in this process.
- The EAS will continue to work with LAs and WG to ensure that the transition from SCC is successfully managed.
- Review and improve the training and resources available to school leaders to ensure that the principles of the Sutton Trust Toolkit to ensure the effective allocation of PDG funding particularly within the Early Years.
- Continue to refine and further improve the support offered to schools to ensure effective self-evaluation and school development planning and continue to refine and improve the challenge and support for schools in effective teacher assessment, target setting and pupil level tracking to ensure accuracy and higher expectations.
- Embed the current regional approach to building capacity through school to school working, improving the systematic identification and sharing of best practice, including non-core and further developing processes to capture quality and impact.
- Following the revision of the Leadership Offer, embed newly developed programmes such as, Aspiring Headteachers, Middle Leaders and 5+ Headship, and Executive Headship.
- Continue to work with collaboratively with LAs and all Post 16 providers to secure effective provision, reduced variance in learner outcomes and value for money.
- Further develop joint working with LAs, in addition to the Wider Group meetings, to include more effective collaboration. Improve the sharing mechanisms and more effective use of data to include all vulnerable learners, attendance and exclusion.

**Leadership: Key areas of strength:**
- The EAS Business Plan appropriately sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities. Through effective communication and consultation arrangements the EAS has shared its intentions and expected outcomes to all stakeholders.
- Self-evaluation and improvement planning processes are becoming increasingly accurate, evaluative and balanced. The service wide FADE process is a useful self-evaluation tool to shape and re-focus, where appropriate, resources and approaches.
- Strategic leadership and management is good with a clearer governance and communication structure which is increasingly effective and understood.
- The region has responded well to the Estyn / WAO thematic review and has addressed the recommendations in a systematic manner.
- The Company Board has taken a number of difficult decisions over the past 3 years to ensure that Business Plan priorities have been followed. For example, the harmonisation of many TUPE

retained HR policies and procedures over the past 3 years has been completed and streamlining structures internally has enabled the school to school model to be explored more fully.

- School strategic partnerships are good and continue to improve, in most cases professional relationships with headteachers and governors are good.
- The EAS engages effectively with Diocesan authorities, ensuring that there is a clear agreement about joint working and access to relevant information about its schools. They are formally involved in the governance arrangements.
- There is effective working with each LA and the EAS in relation to schools causing concern. The role of the elected members has been critical to the success of the implementation of this policy.

- Where warning notices have been issued in Local Authorities linked to standards, most schools have improved their performance.
- There are sound financial processes in place. The recently introduced MTFP ensures that the allocation of resources is appropriately linked to the Business Plan and regional priorities, future reductions are well planned and senior staff have a good understanding of resource allocation.
- Appropriate partnerships with other consortia have been forged with the main aim to improve provision and to raise standards for learners across the region. These include examples of strong partnerships where the EAS has led on programmes such as the management of the STAP project and subsequent cross regional assessment work as well as the support programme developed for the Welsh Baccalaureate.

**Leadership: Key areas for improvement:**
- To continue to build upon and strengthen the impact of the governance arrangements on the work of the service, facilitating early discussions on financial viability and challenging the priorities and actions that the company takes to improve outcomes for learners.
- Embed service wide performance management and quality assurance process to ensure consistency, quality and impact.
- Improve the use of a wider set of data to inform service priorities and success criteria.
- Embed the self-evaluation and risk management processes ensuring that accountability, impact and understanding permeates the whole service.
- Further refine and embed the business planning process, to include the bespoke aspects within each of the LA Annexes, ensuring effective use of resources, effective communication and consultation with key partners and monitoring of impact.
- To work with LAs to develop a Risk Register to monitor more closely the performance of vulnerable schools.
- To further refine the partnerships and contracts that the region has to ensure that roles and responsibilities are clearly defined, that they are having the appropriate impact on outcomes, have a clear link to regional and company priorities and provide value for money.
- Produce a written Workforce Strategy.
- To fully support and contribute to the regional work streams with LAs to share best practice, join up work more fully between wider services and to realise economies of scale.
- To further accelerate cross regional working to facilitate the sharing of practice between consortia.

## 4. Regional strategy to address National Priorities and embed the Self-Improving System
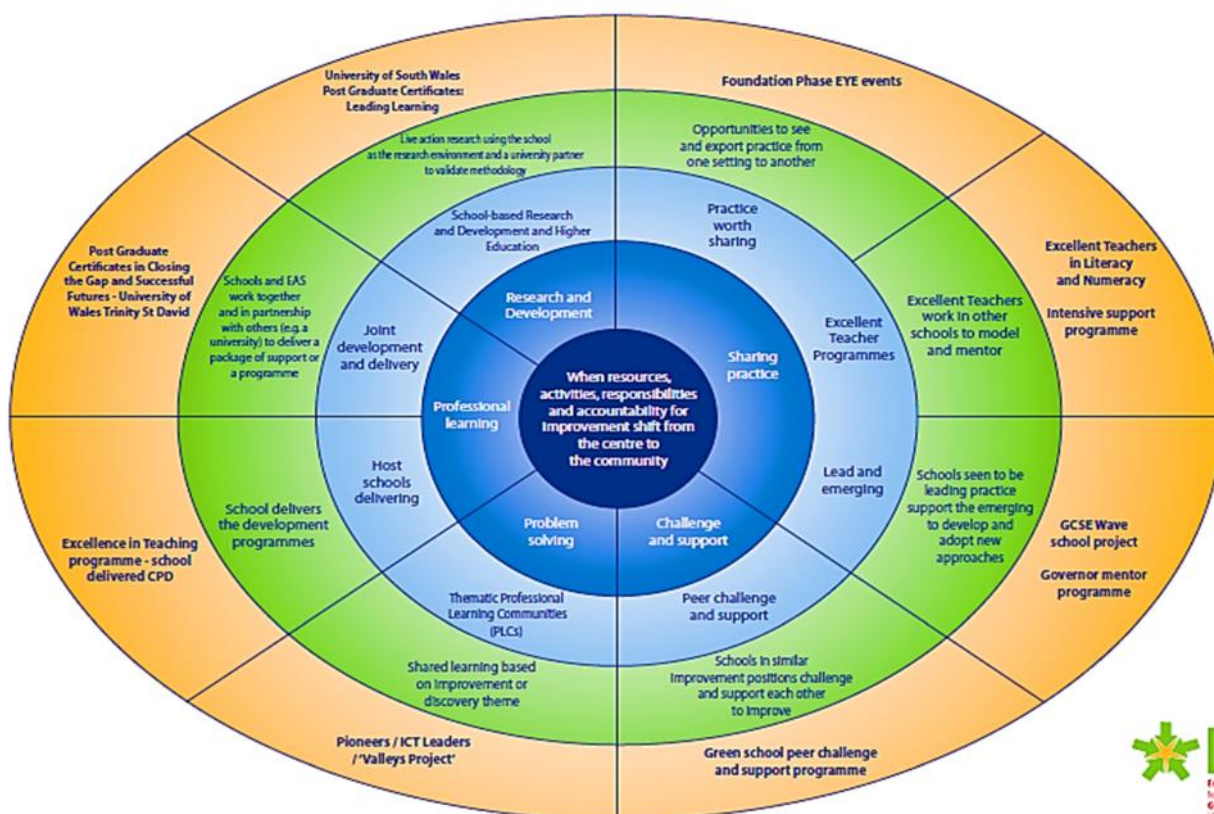


This image shows the EAS definition of the Self Improving System, and the important characteristics and features of an effective system.

We define the self-improving system as one in which

- *Resources* shift from the centre to the system – from EAS to schools, so that schools have the time, money and people in place to support their own improvement and improvement in other schools
- *Activities* shift from central locations to schools, so that teachers and leaders work in live educational settings where real teaching, learning and leadership are happening
- **Responsibilities and Accountability** shift from the centre to the place where improvement is happening, so that schools share accountability for improvement of other schools

The EAS intends during the period of the plan to develop capacity in and improve the performance of the system in:

- Sharing practice, where we will improve the ways in which teachers or leaders share what they do and reflect together on why it works and how it could be adopted or adapted. This will include activities such as practice worth sharing, Excellent Teacher Programmes and pairing lead and emerging schools
- Challenge and support, where we will improve the ways in which teachers or leaders challenge each other to improve and support each other to find ways to address the challenge.
- Problem solving, where we will improve the ways in which professionals work together to identify a problem and design and implement a solution
- Professional learning, where we will improve the ways in which schools, teachers, leaders and others work together to deliver programmes of professional development to each other, including

activities such as host schools delivering development programmes and schools and EAS working together and in partnership with others (e.g. HE) to deliver a package of support or a programme.

- Research and development, where we will improve the ways in which we all work together to explore new areas of work and experiment with solutions that have not been tried before.



This image shows how EAS has structured and prioritised its work in order to deliver the national priorities expressed in QfL and QfL2. In our establishment of leadership and performance networks, we have focused on the relationships between school leaders, leadership teams, the EAS CA workforce and governors. This work has enabled us to focus on the key priorities in leadership across all phases in our schools (including post-16), on improving the quality of leadership in our schools, and on the key priority of closing the gap between the achievement of priority groups of learners.

In the pedagogy, curriculum development and curriculum reform networks we have mobilised groups of schools around the emerging priorities from WG such as the non-core GCSEs and WBQ. We support the curriculum and digital pioneers as a network of schools, and work closely with the LCS team and the LCS network. Running across the two domains, we have a well-established and funded network of over 20 Professional Learning school providers, who cover all of the milestones in the WG matrix plus engaging with our partner HEIs in the delivery of initial teacher education. These are the schools who in the next phase of development will underpin the realisation of the Successful Futures curriculum and the pedagogy and assessment expertise required by it.

In the period covered by the Business Plan, we will strengthen these networks and add to them further work on the development of the cluster-based approach to networks. This will enable us to use the network model to ensure that schools who have not so far engaged in, for example, the Pioneer programme for curriculum reform, will get access to schools in their own cluster who can support them in this work.

# 5. Regional Key Stage Targets 2016 – 2019

## Foundation Phase

| All Pupils | 2016 Actual | 2017 Target |
|---|---|---|
| FPI | 88.8 | 89.5 |
| LLC English O5+ | 90.3 | 90.4 |
| LLC Welsh O5+ | 93.4 | 92.6 |
| Math Dev.O5+ | 91.3 | 91.7 |
| PSD O5+ | 95.0 | 95.3 |
| LLC English O6 | 39.3 | 39.9 |
| LLC Welsh O6 | 36.1 | 37.1 |
| Math Dev. O6 | 37.8 | 39.2 |
| PSD O6 | 59.0 | 59.7 |

| FSM Pupils | 2016 Actual | 2017 Target |
|---|---|---|
| FPI | 77.3 | 79.0 |
| LLC English O5+ | 80.7 | 81.0 |
| LLC Welsh O5+ | 84.5 | 82.3 |
| Math Dev.O5+ | 82.4 | 82.7 |
| PSD O5+ | 90.3 | 91.4 |
| LLC English O6 | 22.2 | 21.3 |
| LLC Welsh O6 | 20.2 | 18.8 |
| Math Dev. O6 | 21.0 | 21.5 |
| PSD O6 | 38.7 | 39.0 |

| non-FSM Pupils | 2016 Actual | 2017 Target |
|---|---|---|
| FPI | 91.9 | 92.1 |
| LLC English O5+ | 93.0 | 92.8 |
| LLC Welsh O5+ | 94.7 | 94.2 |
| Math Dev.O5+ | 93.8 | 93.9 |
| PSD O5+ | 96.3 | 96.2 |
| LLC English O6 | 44.2 | 44.7 |
| LLC Welsh O6 | 38.4 | 40.0 |
| Math Dev. O6 | 42.4 | 43.5 |
| PSD O6 | 64.5 | 64.7 |

| FSM/non FSM gap | 2016 Actual | 2017 Target |
|---|---|---|
| FPI | 14.6 | 13.1 |
| LLC English O5+ | 12.3 | 11.8 |
| LLC Welsh O5+ | 10.2 | 11.9 |
| Math Dev.O5+ | 11.5 | 11.1 |
| PSD O5+ | 6.0 | 4.8 |
| LLC English O6 | 21.9 | 23.4 |
| LLC Welsh O6 | 18.1 | 21.3 |
| Math Dev. O6 | 21.4 | 22.0 |
| PSD O6 | 25.8 | 25.7 |

## Key Stage 2

| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 89.9 | 90.5 | 90.2 | 89.2 |
| English L4+ | 91.9 | 92.1 | 91.7 | 91.0 |
| Welsh (1st) L4+ | 93.1 | 93.8 | 92.9 | 93.7 |
| Maths L4+ | 91.7 | 92.2 | 92.3 | 91.1 |
| Science L4+ | 93.2 | 93.4 | 93.6 | 91.9 |
| English L5+ | 44.5 | 46.5 | 45.8 | 44.7 |
| Welsh (1st) L5+ | 36.7 | 42.8 | 40.8 | 41.7 |
| Maths L5+ | 46.0 | 46.5 | 44.3 | 44.0 |
| Science L5+ | 46.6 | 47.7 | 46.4 | 45.2 |
| Welsh (2nd) L4+ | 84.4 | 86.0 | 87.2 | 86.2 |
| Welsh (2nd) L5+ | 29.5 | 31.5 | 33.3 | 33.4 |

| FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 80.8 | 81.4 | 80.2 | 78.6 |
| English L4+ | 83.9 | 83.9 | 82.7 | 81.6 |
| Welsh (1st) L4+ | 90.1 | 83.3 | 82.1 | 88.0 |
| Maths L4+ | 84.3 | 84.1 | 83.7 | 82.2 |
| Science L4+ | 85.7 | 86.1 | 85.7 | 83.8 |
| English L5+ | 23.9 | 25.1 | 27.0 | 25.9 |
| Welsh (1st) L5+ | 14.3 | 20.5 | 16.7 | 21.3 |
| Maths L5+ | 24.4 | 24.9 | 25.0 | 27.0 |
| Science L5+ | 25.0 | 26.0 | 27.0 | 26.2 |
| Welsh (2nd) L4+ | 71.9 | 74.6 | 75.5 | 75.5 |
| Welsh (2nd) L5+ | 16.0 | 16.3 | 17.6 | 20.8 |

| non-FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 92.3 | 92.6 | 92.5 | 91.6 |
| English L4+ | 94.0 | 93.9 | 93.7 | 93.2 |
| Welsh (1st) L4+ | 93.7 | 95.5 | 94.4 | 94.5 |
| Maths L4+ | 93.7 | 94.1 | 94.3 | 93.2 |
| Science L4+ | 95.2 | 95.1 | 95.4 | 93.8 |
| English L5+ | 47.6 | 51.5 | 50.1 | 49.0 |
| Welsh (1st) L5+ | 41.3 | 45.8 | 43.0 | 43.8 |
| Maths L5+ | 51.6 | 51.5 | 48.7 | 48.0 |
| Science L5+ | 52.3 | 52.7 | 50.9 | 49.6 |
| Welsh (2nd) L4+ | 88.0 | 88.7 | 90.0 | 88.9 |
| Welsh (2nd) L5+ | 33.1 | 35.1 | 37.0 | 36.5 |

| FSM/non FSM gap | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 11.6 | 11.2 | 12.3 | 13.0 |
| English L4+ | 10.1 | 10.0 | 11.0 | 11.6 |
| Welsh (1st) L4+ | 3.6 | 12.2 | 12.4 | 6.5 |
| Maths L4+ | 9.4 | 10.0 | 10.5 | 11.0 |
| Science L4+ | 9.5 | 9.0 | 9.7 | 10.0 |
| English L5+ | 23.7 | 26.4 | 23.1 | 23.2 |
| Welsh (1st) L5+ | 27.1 | 25.3 | 26.3 | 22.5 |
| Maths L5+ | 27.2 | 26.5 | 23.7 | 21.0 |
| Science L5+ | 27.2 | 26.7 | 23.8 | 23.4 |
| Welsh (2nd) L4+ | 16.1 | 14.1 | 14.5 | 13.3 |
| Welsh (2nd) L5+ | 17.2 | 18.8 | 19.4 | 15.7 |

**Key Stage 3**

| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 83.8 | 88.2 | 87.8 | 87.1 |
| English L5+ | 87.5 | 90.6 | 90.2 | 91.6 |
| Welsh (1st) L5+ | 87.4 | 89.8 | 90.8 | 90.9 |
| Maths L5+ | 89.0 | 91.3 | 91.3 | 92.7 |
| Science L5+ | 91.5 | 92.9 | 92.0 | 93.7 |
| Welsh 2nd Lang L5+ | 81.8 | 86.7 | 86.9 | 87.8 |
| English L6+ | 52.9 | 56.5 | 57.9 | 58.3 |
| Welsh (1st) L6+ | 51.7 | 40.5 | 34.6 | 39.7 |
| Maths L6+ | 60.2 | 62.8 | 62.6 | 65.2 |
| Science L6+ | 59.7 | 61.2 | 62.7 | 64.8 |
| Welsh 2nd Lang L6+ | 40.2 | 49.9 | 53.9 | 54.4 |

| FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 65.8 | 74.8 | 77.0 | 78.4 |
| English L5+ | 73.0 | 79.3 | 80.4 | 83.3 |
| Welsh (1st) L5+ | 67.2 | 73.3 | 84.6 | 87.0 |
| Maths L5+ | 75.3 | 81.0 | 82.4 | 85.4 |
| Science L5+ | 80.7 | 83.4 | 82.7 | 87.4 |
| Welsh 2nd Lang L5+ | 64.4 | 71.4 | 76.5 | 76.8 |
| English L6+ | 28.1 | 35.3 | 38.0 | 39.3 |
| Welsh (1st) L6+ | 37.7 | 21.7 | 12.3 | 20.8 |
| Maths L6+ | 35.3 | 40.9 | 44.6 | 45.8 |
| Science L6+ | 36.7 | 39.7 | 44.2 | 44.3 |
| Welsh 2nd Lang L6+ | 18.5 | 26.4 | 33.8 | 33.8 |

| non-FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 88.4 | 91.2 | 90.2 | 89.1 |
| English L5+ | 91.3 | 93.3 | 92.4 | 93.5 |
| Welsh (1st) L5+ | 91.0 | 92.7 | 91.8 | 91.6 |
| Maths L5+ | 92.4 | 93.7 | 93.3 | 94.5 |
| Science L5+ | 94.3 | 95.1 | 94.2 | 95.2 |
| Welsh 2nd Lang L5+ | 86.5 | 90.4 | 89.4 | 90.4 |
| English L6+ | 59.1 | 61.4 | 62.5 | 62.8 |
| Welsh (1st) L6+ | 54.2 | 43.9 | 38.1 | 43.0 |
| Maths L6+ | 66.4 | 67.9 | 66.7 | 69.8 |
| Science L6+ | 65.5 | 66.2 | 66.9 | 69.7 |
| Welsh 2nd Lang L6+ | 45.7 | 55.4 | 58.6 | 59.3 |

| FSM/non FSM gap | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| CSI | 22.7 | 16.4 | 13.2 | 10.7 |
| English L5+ | 18.2 | 14.0 | 12.0 | 10.2 |
| Welsh (1st) L5+ | 23.8 | 19.4 | 7.2 | 4.6 |
| Maths L5+ | 17.2 | 12.6 | 10.9 | 9.0 |
| Science L5+ | 13.6 | 11.7 | 11.5 | 7.8 |
| Welsh 2nd Lang L5+ | 22.1 | 19.0 | 12.9 | 13.6 |
| English L6+ | 31.0 | 26.1 | 24.5 | 23.6 |
| Welsh (1st) L6+ | 16.5 | 22.2 | 25.8 | 22.2 |
| Maths L6+ | 31.1 | 27.0 | 22.1 | 24.0 |
| Science L6+ | 28.8 | 26.5 | 22.8 | 25.4 |
| Welsh 2nd Lang L6+ | 27.3 | 29.0 | 24.8 | 25.5 |

**Key Stage 4**

| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| L2 inclusive | 55.5 | 59.2 | 62.3 | 67.4 |
| L2 | 77.8 | 77.5 | 79.4 | 80.2 |
| L1 | 94.4 | 94.4 | 95.9 | 93.4 |
| English A*-C | 64.2 | 65.6 | 68.3 | 72.3 |
| Welsh (1st) A*-C | 68.0 | 64.0 | 67.7 | 81.8 |
| Maths A*-C | 63.6 | 65.4 | 68.5 | 71.8 |
| Maths Numeracy | 0.0 | 63.4 | 66.9 | 71.0 |
| Science 1st Qual | 76.7 | 70.0 | 68.7 | 72.7 |
| Science 2nd Qual | - | 66.2 | 66.5 | 70.9 |

| FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| L2 inclusive | 30.5 | 36.5 | 40.3 | 46.5 |
| L2 | 61.1 | 56.8 | 58.9 | 64.0 |
| L1 | 90.6 | 88.2 | 89.2 | 90.5 |
| English A*-C | 39.6 | 42.9 | 46.5 | 53.2 |
| Welsh (1st) A*-C | 36.6 | 59.5 | 50.9 | 63.3 |
| Maths A*-C | 39.8 | 41.8 | 46.6 | 50.3 |
| Maths Numeracy | 0.0 | 38.9 | 44.6 | 49.4 |
| Science 1st Qual | 65.9 | 49.6 | 48.1 | 51.4 |
| Science 2nd Qual | 0.0 | 45.7 | 46.6 | 49.5 |

| non-FSM Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| L2 inclusive | 62.5 | 64.8 | 67.9 | 72.7 |
| L2 | 83.7 | 83.0 | 84.1 | 83.9 |
| L1 | 97.6 | 97.1 | 97.6 | 94.1 |
| English A*-C | 71.2 | 71.3 | 73.7 | 77.1 |
| Welsh (1st) A*-C | 68.4 | 64.5 | 70.4 | 85.1 |
| Maths A*-C | 70.5 | 71.3 | 73.8 | 77.0 |
| Maths Numeracy | 0.0 | 69.4 | 72.3 | 76.2 |
| Science 1st Qual | 81.2 | 75.3 | 73.7 | 77.8 |
| Science 2nd Qual | 0.0 | 71.4 | 71.3 | 76.1 |

| FSM/non FSM gap | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| L2 inclusive | 32.0 | 28.2 | 27.6 | 26.1 |
| L2 | 22.5 | 26.2 | 25.3 | 19.9 |
| L1 | 7.0 | 8.9 | 8.4 | 3.5 |
| English A*-C | 31.6 | 28.3 | 27.2 | 23.9 |
| Welsh (1st) A*-C | 31.8 | 5.1 | 19.5 | 21.8 |
| Maths A*-C | 30.7 | 29.5 | 27.1 | 26.7 |
| Maths Numeracy | 0.0 | 30.5 | 27.7 | 26.9 |
| Science 1st Qual | 15.3 | 25.8 | 25.6 | 26.5 |
| Science 2nd Qual | 0.0 | 25.7 | 24.7 | 26.5 |

Note: As advised by individual LAs, EOTAS figures for this year's Yr11 cohorts are:
Blaenau Gwent – no confirmation of numbers
Caerphilly – 55
Monmouthshire – 5
Newport – 18
Torfaen - None

| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
|---|---|---|---|---|
| Capped Pts 9 | - | 352.4 | 361.2 | 366.4 |
| A*/A English | 10.3 | 15.6 | 14.0 | 13.7 |
| A*/A Welsh | 5.3 | 6.0 | 8.9 | 12.9 |
| A*/A Mathematics | 16.4 | 17.9 | 17.4 | 18.8 |
| A*/A Science | 12.1 | 14.9 | 13.4 | 11.3 |

| Key Stage 2 EAS | | | | |
|---|---|---|---|---|
| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
| En Oracy L4+ | 92.9 | 93.4 | 93.3 | 92.1 |
| En Reading L4+ | 91.7 | 92.0 | 91.7 | 90.7 |
| En Writing L4+ | 87.1 | 87.8 | 87.5 | 88.1 |
| We Oracy L4+ | 94.8 | 96.1 | 95.0 | 95.2 |
| We Reading L4+ | 92.6 | 93.9 | 92.9 | 93.4 |
| We Writing L4+ | 87.7 | 88.4 | 89.8 | 90.5 |
| En Oracy L5+ | 48.0 | 48.3 | 49.0 | 47.4 |
| En Reading L5+ | 46.0 | 47.6 | 47.7 | 47.0 |
| En Writing L5+ | 35.9 | 38.5 | 38.4 | 37.4 |
| We Oracy L5+ | 39.1 | 44.2 | 43.2 | 42.9 |
| We Reading L5+ | 37.4 | 42.6 | 42.1 | 42.8 |
| We Writing L5+ | 30.0 | 35.0 | 35.4 | 38.3 |

| Key Stage 3 EAS | | | | |
|---|---|---|---|---|
| All Pupils | 2016 Actual | 2017 Target | 2018 Target | 2019 Target |
| En Oracy L5+ | 87.2 | 91.4 | 91.2 | 92.7 |
| En Reading L5+ | 85.6 | 90.5 | 90.1 | 91.4 |
| En Writing L5+ | 80.8 | 88.4 | 88.7 | 90.4 |
| We Oracy L5+ | 86.7 | 89.1 | 92.5 | 91.5 |
| We Reading L5+ | 86.9 | 89.3 | 91.0 | 90.0 |
| We Writing L5+ | 72.4 | 88.3 | 88.8 | 88.4 |
| En Oracy L6+ | 54.1 | 58.8 | 61.3 | 60.9 |
| En Reading L6+ | 51.1 | 56.0 | 57.9 | 58.6 |
| En Writing L6+ | 42.2 | 52.1 | 55.5 | 56.1 |
| We Oracy L6+ | 47.0 | 41.0 | 36.0 | 41.8 |
| We Reading L6+ | 52.2 | 41.0 | 34.6 | 40.7 |
| We Writing L6+ | 36.5 | 36.1 | 33.5 | 32.0 |

## LA Attendance targets

| Primary | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| | Actual | Target | Target | Target |
| **Blaenau Gwent** | 94.5 | 95 | 95.2 | 95.4 |
| **Caerphilly** | 94.6 | 95.3 | Not set | Not set |
| **Monmouthshire** | 95.7 | 96.1 | 96.15 | 96.2 |
| **Newport** | 94.5 | 95 | 95.1 | 95.2 |
| **Torfaen** | 94.6 | 96 | 96.5 | 97 |

| Secondary | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|
| | Actual | Target | Target | Target |
| **Blaenau Gwent** | 94 | 94.6 | 94.8 | 95 |
| **Caerphilly** | 93.4 | 94.0 | Not set | Not set |
| **Monmouthshire** | 94.7 | 95 | 95.1 | 95.2 |
| **Newport** | 93.2 | 93.7 | 93.8 | 93.9 |
| **Torfaen** | 93.7 | 95 | 95.5 | 96 |

## 6. High Level Accountability Criteria for Business Plan 2017-2018

| Section from Business Plan | Success Criteria *(These are in addition to the pupil targets at regional and LA level and to the detail contained in Local Authority Annexes)* |
|---|---|
| **1. Support for School Improvement** | 1. The majority of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+.<br>2. >50% of secondary schools will be within 5% of their latest progress towards target submission for the L2+.<br>3. The number of schools placed in or remain in Estyn statutory categories will reduce from 6 (5 in SI and 1 in SM) in 2015-2016 to <5 in 2016-2017 and <3 in 2017-2018.<br>4. Primary Estyn outcomes will improve so that no more than 20% of schools are judged to be adequate or below.<br>5. Secondary Estyn outcomes will improve so that no more than 50% of schools are judged to be adequate or below.<br>6. Challenge Advisers will monitor school's plans for their use of PDG, ensuring that plans meet requirements and focus appropriately on improving outcomes for vulnerable learners. These will be based on practices that have been proven to improve outcomes (Sutton Trust Toolkit).<br>7. A regional approach to Assessment, More Able,14 – 16 and Post 16 agenda will be developed and implemented.<br>8. The % of Sixth Form Leadership rated as good or better will increase from X% to X% by 2018<br>9. Effective training led by HR will ensure that regional policies (performance management and capability) are effectively implemented in schools.<br>10. There is effective bespoke support for NMS which impacts positively on children's standards, effective leadership and management and improved classroom practice. |
| **2. Pupil Wellbeing and Equity in Education** | 1. Outcomes for pupils faced with the challenges of poverty improve at each key stage across the region and the gap between FSM and Non-FSM Learners will decrease.<br>2. Analysis indicates that PDG has been allocated effectively, based upon evidence based research in most schools.<br>3. Impact from the professional learning offer to address wellbeing indicate positive impact at school level.<br>4. The use of a cluster approach to address the needs of vulnerable learners has been adopted in a majority of schools in this year. |
| **3 Professional Learning:**<br><br>Pedagogy and Leadership | 1. Professional Learning (PL) Pioneers will deliver the Professional Learning Regional Offer on a cluster basis, as appropriate.<br>2. Improvements in the quality of teaching will be noted through Estyn reporting and Categorisation Step 2<br>3. Training for middle leaders will further develop leadership capacity in schools resulting in improved pupil outcomes. Most schools where middle leaders attend training for developing middle leadership demonstrate improved outcomes in key performance indicators 12 months after exit from the programme.<br>4. The Excellence in Teaching Guidance will be updated to incorporate wellbeing and curriculum developments and training will be provided to all schools through the PLO. |

| | |
|---|---|
| | 5. An Excellence in Leadership / Governance Guidance document will be devised and shared with school leaders / governors and training will be provided to all schools through the PLO.<br>6. Appropriate links will be made with Higher Education Institutions (HEIs) to develop the Initial Teaching Education programmes across the region. |
| **4.Curriculum and Assessment:** Literacy (English and Welsh) and Numeracy and Science | 1. The Regional Literacy / Numeracy Strategy will be implemented.<br>2. Most English / Welsh/ Maths departments that receive bespoke support demonstrate improvements in teaching and leadership at both Key Stages.<br>3. Improve formative assessment and the accuracy of teacher assessment (FP-KS3) based upon the number of profiles that are disagreed.<br>4. Cluster networks for curriculum development will be established and will deliver on key strategies. Most clusters will demonstrate effective impact.<br>5. The Welsh Strategy is effectively delivered. |
| **5.Curriculum and Pedagogy:** Wider Curriculum and Pioneer Development | *1.* Practitioners receive effective support and guidance in the delivery of the new Non-core GCSE Qualifications - *Performance of GSCE subjects remains stable following qualification change and makes a positive contribution to the capped 9 performance measure (including FSM learners).*<br>2. Schools continue to embed the Digital Competence Framework in to their planning to ensure delivery by September 2018.<br>3. Curriculum Hubs for Welsh Baccalaureate and non-core GCSE subjects established in ALL areas, providing support and guidance for schools with the new GCSE specifications<br>4. A robust regional support programme provided for Pioneers and partner schools through a cluster model of delivery. |
| **6.The Self-Improving System** | 1. The regional Self Improving System strategy is understood by most stakeholders.<br>2. A Cluster approach to capacity building will be established.<br>3. Research development and reporting through HEI's captures a wide range of regional developments and identifies strengths and further areas for improved collaboration.<br>4. There is evidence that is based upon research and captured through FADE that school to school activity and networks of professional practice are having an impact on pupil outcomes, quality of teaching and leadership. |

Progress towards meeting the actions and the related success measures (notes above) within the Business Plan 2017-2018 will be reviewed in line with the Annual Self Evaluation Timetable, this includes a review of risk. Interim impact will be captured via FADE process, again adhering to the Annual FADE Timetable. Reporting mechanisms for these reviews are contained within these documents. Detailed resource allocation for each of the plans below are contained within the Financial Overview 2017-2018 document. Value for Money assessment will be made against identified actions and captured in FADE reports. All Regional Strategies will be consulted upon via the agreed networks.

**Detailed Action Plans to deliver the overarching aims:**

**1.Business Plan:** Challenge Adviser, Post 16, Foundation Phase
**Office responsible for leading, monitoring and reporting on delivery:** Kirsty Bevan, Assistant Director
**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**
- The failure to recruit and retain good quality Challenge Advisers which impacts on quality of provision.
- The failure to improve KS4 pupil outcomes, particularly those of eFSM learners.
- Target setting and progress towards targets information remains unreliable in a minority of schools.
- The failure to implement an effective strategy for closing the gap may have a negative impact on long term outcomes for eFSM learners across the region.

**Links to Estyn / WAO recommendation:** R1, R2
**Links to Qualified for Life 2: Pupil** Wellbeing and Equity in Education, Curriculum and Assessment: Leadership, Pedagogy, Self Improving System

**Key Actions required to meet the overarching Success Criteria**

**1.1 Challenge Advisers will implement the CA Work Programme for 2016-2017 and 2017-2018 to include:**
- Criterion-driven and evidence-based national categorisation, providing relevant update training to all stakeholders as appropriate.
- The implementation of the SEWC Intervention Framework, ensuring bespoke support for all yellow, amber and red schools (see below).
- The implementation of the Schools Causing Concern protocol where appropriate.
- The review of all SDPs and grant spend in all schools.
- Support and challenge to schools in target setting and progress towards targets submissions.
- Headteacher Performance Management in line with the school's cycle.
- Writing accurate pre-inspection evaluations for all schools (updated termly) and LA / Estyn monitoring reports as required.
- Reporting to the governing bodies of all yellow, amber and red schools. This will include the presentation of the school's categorisation report and key areas for development for the school.

**1.2 National Categorisation process will be implemented in all schools across the region**

- Categorisation visits will take place in all schools. In current yellow, amber and red schools these will be led by Challenge Advisers and quality assured by Principal Challenge Advisers. In green schools, peer review triads will work with an allocated link Challenge Adviser for categorisation. Reports will be quality assured by the Principal Challenge Advisers.
- The Regional Moderation panel will comprise of the senior leaders in the consortium overseeing the work with each local authority (PCAs), a representative Director / Chief Education Officer from within the region and Headteacher representation from primary, secondary and special schools.
- Challenge Advisers will share categorisation reports with schools' governing bodies in yellow, amber and red schools. Amber and red schools will be prioritised during the autumn term.

**1.3 The development of bespoke support packages / support plans / intervention plans and progress towards these**

- Challenge Advisers will ensure that all yellow, amber and red schools have a bespoke support package / plan in line with the key areas for development identified through national categorisation. These plans will be devised with the school and include a total number of CA days' support. Support schools and sharing of practice through networks will be identified within these plans.
- Support plans will signpost schools to relevant CPD opportunities, e.g. ETF programmes for identified teachers, Middle Leadership programme All Challenge Adviser activity will be recorded through notes of visit reports.

**1.4 The Education Improvement Board (EIB) Protocol will be implemented in all Amber and identified Yellow schools.**

**1.5 The Regional Schools Causing Concern Policy will be implemented consistently in all LAs.**

- Challenge Advisers will monitor the progress of schools towards intervention plan actions. Where progress is limited or slow, CAs provide a timely alert to PCAs, outlining the reasons why this is the case so that the LA are fully informed and can take appropriate action in line with the SCC protocol.
- For schools with a designated religious character the appropriate religious authority will be kept informed of any concerns in relation to such schools and will work in partnership with the authority, the EAS and the school to ensure their early resolution.
- A risk register of schools causing concern will be created and shared with all SEWC Directors on a half-termly basis. This will include schools where progress is considered too slow (either limited / satisfactory). The progress of these schools and actions taken by the LA and EAS will be closely monitored to improve regional consistency at LA level.

**1.6 Target Setting and Progress Towards Targets process will be implemented across the region**

- Challenge Advisers will use FFT, WG modelled estimates and pupils' prior performance information to support the target setting process and ensure appropriate challenge.
- Target setting challenge forms will be used by all Challenge Advisers for all schools to record approval of submitted targets if appropriate, attendance and local targets and a rationale for targets which initially appear to have insufficient challenge.
- All submitted targets will undergo a process of challenge and review by both the Challenge Adviser and the Principal Challenge Adviser.
- Progress Towards Targets will be collected and shared with LAs at three points during the year: December, March and June.
- English/Welsh and Maths Advisers working in all secondary schools will be actively involved in the submission of progress towards targets information, confirming or raising concerns over the accuracy through the scrutiny of first-hand evidence including scrutiny of pupils' work /

assessments.

- Challenge Advisers will complete a FADE analysis of progress towards targets' information. This will include discussion on a wider range of performance indicators including: CPS and A*-A and the performance of eFSM learners. This information will be shared in a timely manner with LA Directors / Chief Education Officers by PCAs.

**1.7 Transition from SCC:** From March 2017, following a gradual transition process since November 2016, all SCC schools will move to a regional approach. All previous SCC Advisers will be effectively line managed by Principal Challenge Advisers through the implementation of the Supervision protocol. Challenge Advisers will monitor and identify any risks in a school's financial position in partnership with LA finance officers following the removal of SCC funding. Any concerns will be shared with LA Directors / Chief Education Officers in a timely manner to enable prompt action to be taken.

**1.8 Agreement of PDG and the impact on eFSM performance**
- Challenge Advisers and school leaders will be trained on the use of the Sutton Trust Toolkit (Joint training with CA team / BIS)
- The identification and sharing of eFSM performance will improve through a thorough analysis of where performance is the strongest and weakest at school level of a 3-year period. This will enable Challenge Advisers to provide further challenge of spend where needed and know where there is best practice to broker support.
- Challenge Advisers will review any PDG planned spend and record the school's rationale. Where there are concerns over a school's planned spend, these will be recorded, shared with the PCA and then escalated to the LA Director / Chief Education Officer if required.
- Challenge Advisers will encourage the use of PDG on a cluster basis to enable sharing of resources to maximise impact.
- All schools will use MySID to record grant spend and a regional overview of PDG spend for each financial year will be provided to SEWC Directors.
- Through target setting, progress towards targets and EIB meetings in schools, the performance of eFSM learners will be monitored and challenged where appropriate.
- Continue to 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 eFSM performance. CAs will utilise the leadership time-bank with schools.

**1.9 Networking Opportunities for Schools**
- Review the impact of the 'Growing Green and Aiming for Excellence' programme. Provide training for new green schools (2016-2017) and allocate triads. Link Challenge Advisers will ensure that the work of triads is on track and FADE impact reports will be provided. Following review, plan for further networking opportunities.
- Explore and further develop networking opportunities for primary and secondary schools through a predominantly cluster based approach (pilot from November 2016-March 2017)

**1.10 Curriculum and Leadership Development**
- CPD/training for Challenge Advisers will be provided on WG initiatives, e.g. Pioneer Schools, Lead Creative Schools.
- A Review of the KS3 curriculum in identified schools within each LA (including pedagogy and assessment) to ensure compliance with Successful Futures and maximise pupil attainment in the new KS4 specifications and measures will be completed. Good practice will be shared.

- Principal Challenge Advisers will lead on training for school leaders on effective school development planning and self-evaluation. This will encompass the use of MySID as a tool to support this process, using regional primary and secondary good practice case studies.
- Principal Challenge Advisers will work with BIS colleagues and identified Headteacher to deliver the middle leadership programme on cohort or INSET basis.

### 1.11 The regional strategy for More Able will be implemented

- The regional MA Strategy will be created through collaboration with an internal strategy group and a regional group for the development of MA (to include representatives from LAs, schools, governors). The regional 14-19 strategy will be linked to this overall strategy including an agreed role for Seren learners in secondary school in support of other MAT learners. Regional guidance for the use of early entry examinations will be included.
- Collaboration with NACE Cymru and provision of training and networking will be established.
- Learning hubs for MA will be identified and action plans in place for joint working and sharing of best practice.

### 1.12 The regional strategy for assessment will be implemented

- A regional guidance document will be published that:
  - Uses guidance from Estyn and Sutton Trust, Successful Futures (and other examples of International practice) to inform the strategy.
  - Draws upon exemplification materials.
  - Links to the guidance within the ETF.
  - Links with national developments in teacher assessment and the regional work that has already been undertaken through the STAP programme.
  - Builds upon the current best practice within the region and across the other regions, link with educational research.
  - Gives clear advice on how to track and monitor progress of learners, particularly those vulnerable groups.

### 1.13 Regional approach to the 14-16 and Post 16 agenda will be refined

- A regional approach to the 14 – 16 and Post 16 agenda will be developed through a working group and agreed with LAs. Wider research regarding effective 14-16 provision across Wales (and Internationally) will be conducted to inform this approach.  Guidance for CAs will be developed to use when they are discussing curriculum provision options for learners.

**KS5:** The Challenge Adviser for KS5 will collate and analyse the A level and UCAS destinations data at the end of 2016-2017 to identify the impact of the Seren project alongside the performance of other learners in 6th form as well as performance against the original key performance indicators

The KS5 Challenge Adviser with work with BIS colleagues and mainstream Challenge Advisers to:

- Identify an appropriate approach to improve the   teaching and learning of A levels across the region.
- Develop a programme of activity to improve the effectiveness of leadership in 6th form.
- Establish guidance on effective working in S2S setting.
- The KS5 Challenge Adviser will establish an approach to consistent target setting at KS5 using ALPS through:

**1.14 Work with the Specialist HR Service:** Joint training led by Challenge Advisers / HR will continue - Effective Performance Management and Addressing performance concerns. Additional guidance and information will be included such as exemplar performance management objectives.

Training will be provided for all school leaders on the regional Capability Policy. Headteacher from the primary and secondary phase will support this training.

**1.15 Local Authority Quality Assurance Protocol:** Principal Challenge Advisers will implement the LA QA protocol with lead Education Officers / Directors / Chief Education Officers in each LA. This will focus on communication / information sharing, progress of schools causing concern, schools at risk and the quality assurance of EAS work.

**1.16 Joint working with LAs**

- LAs will share relevant information on attendance, vulnerable learners and exclusions with PCAs through LA QA meetings.
- Where there are concerns regarding attendance or pupils' well-being, support plans / intervention plans will identify these as key areas for development and Challenge Advisers will engage with LA Officers in devising appropriate support. Progress will be monitored through termly updates of support packages in yellow schools and through EIBs / Intervention Meetings in amber and red schools.
- Through wider group meetings held in each LA, any concerns / risks regarding a school's performance (Safeguarding, Finance, Attendance, ALN, H&S) will be shared in a timely manner with the Principal Challenge Adviser and actions agreed.

**1.17 Non-Maintained Settings (NMS)**

- All NMS will receive bespoke support and will have an agreed plan based on their individual needs. This will be devised by the Advisory teacher and lead for the setting.
- The lead Challenge Adviser for NMS will meet regularly with LA leads to ensure effective collaborative working.
- All pre-inspection evaluations will be written by the advisory teachers and will be quality assured. These will be shared with LAs within 3 working days of submission to Estyn wherever possible.

**2. Business Plan:** Pupil Wellbeing and Equity in Education
**Office responsible for leading, monitoring and reporting on delivery:** Kevin Palmer, Assistant Director
**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**

- The failure to implement an effective strategy for closing the gap may have a negative impact on long term outcomes for eFSM learners across the region.

**Links to Estyn / WAO recommendation:** R1
**Links to Qualified for Life 2:** Pupil Wellbeing and Equity in Education, Leadership, Pedagogy

**Key Actions required to meet the overarching Success Criteria**

**2.1** Continue to embed the current Professional Learning Offer aimed at improving the teaching and leadership to improve the outcomes for learners facing the challenges of poverty. The offer will be improved to ensure that PRU settings and those educating Looked After Children (LAC) have access to appropriate training, resource and networks.

**2.2 Introduce a Professional Learning Offer (delivered by schools) that encompasses**:

- Pupil preparedness to learn
- Developing Growth Mindsets
- Understanding the link between child development and pupil wellbeing
- The role of the Family Engagement Officer and effective models of Team around the 'School / Child'
- Engagement with the new curriculum and the AoLE for Wellbeing

**2.3 Continue with the support being offered to secondary schools in the support plans for School Year 16-17.**
- Support for parental Engagement in the run-up to Exams in Y11
- Support for Revision in Y11
- Support for Intervention in Y11

**2.4 Continue with key aspects of our support for teaching and leadership to close the gap**
- Professional Learning in use of Evidence Based Approaches to Teaching and Learning: This is designed to provide teachers with an insight into the practical application of evidence-based approaches to teaching from the Sutton Trust-EEF Teaching and Learning Toolkit
- Professional Learning in leadership and Governance to closed the gap – focus on key guidance from a variety of sources on the role of leadership in addressing the challenges of poverty
- Better Mechanisms through Challenge Advisors and the BIS team to fully evaluate the impact of such investment on pupil outcomes at school level

**2.5** Undertake school-based Research and Development specifically in the area of closing the gap in partnership with a partner HEI. This will focus on the determinants of success in addressing the challenges, and the roles of relevant partners

**2.6** Work more closely with LAs to ensure a role for wider family and youth services in our provision of services to schools. This is emerging work, but will result in higher levels of engagement of the relevant service areas in our support for schools, and a greater understanding in the LAs' service areas of the work we do to help school face the challenge. Facilitate a drive toward a cross-region anti-poverty strategy in partnership with our LAs.

**2.7** Work to include cluster data in the FSM data profile. This is an underpinning to the work of clusters, and will enable schools to see data on a cluster, LA and regional basis when considering how to work collaboratively to close the gap

**2.8 Continue to provide the Regional Strategy for Looked After Children and further develop**;
- Use of data to inform planning and target setting
- Capturing the impact of training and intervention
- Sharing best practice within and across regions

**2.9** Work closely with LAs and other partners to establish the most effective means of measuring pupil wellbeing.

**3.Business Plan:** Professional Learning: Pedagogy and Leadership

**Office responsible for leading, monitoring and reporting on delivery:** Mike Cameron, Professional Learning Lead and Elizabeth Everson, Governor Support Services

**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**
- Current resource cannot fulfil requirements for the coordination of all milestones at accredited and unaccredited level.
- The inability of the company to support the development and delivery of the new curriculum Incorrect advice provided leading to an impact on the reputation of the service/ organisation and potential for financial redress to be sought.
- Budget Reduction due to a decrease in number of schools purchasing SLA and Federation / amalgamation of GB's.
- New Governance regulations due for implementation from September 2017 which may lead to a major change in the support required for Governors.

| Links to Estyn / WAO recommendation: R2 |
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| Links to Qualified for Life 2: Leadership, Pedagogy, Self Improving System |

| Key Actions required to meet the overarching Success Criteria |
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**3.1** Improve the communication of all of the Career Development milestones (Aspiring Teacher – Experienced HT) within the workforce and develop robust impact capture mechanisms into each.

**3.2** Continue to work on the actions identified in the Cross Regional Plan to develop a consistent Leadership offer across Wales and to attract high quality leaders and teachers to work within Wales. As appropriate link with the National Leadership Board and the National approach to Professional Learning.

**3.3** Work closely with the Education Workforce Council (EWC) to support the roll out of the Professional Learning Passport and the links this has with the regional Professional Learning Offer and case study / action research.

**3.4 Develop a clear and understandable methodology to assist schools to improve the quality of teaching by;**

- Reviewing the EAS Excellence in Teaching Framework to ensure that it is fit for purpose with the new developments in both curriculum and pupil wellbeing.
- Building upon the current professional offer and link with curriculum teams to ensure that each cluster has access to a Pioneer Professional Learning Partner school.
- Extending the workshop programmes to include case study and best practice delivery of engaging FSM learners and other vulnerable groups.
- Using the new professional teacher standards from September 2017 in all schools – workshops to be delivered in collaboration with the Pioneer Schools who have trailed the materials and related case studies to ensure effective implementation across the region.
- Sharing of effective performance management routines through the development of the guidance materials and ongoing workshops that are provided by Specialist HR and CAs using schools as case studies.
- Use the Schools as Learning Organisations matrix from OECD – roll out planned to commence summer term 2017.
- Implementing the Curriculum Transformation toolkit from EAS - roll out planned to commence summer term 2017.

**3.5 Embed and improve the leadership offer to schools by;**

- Creating an EAS Excellence in Leadership Framework in line with the ddevelopments of the new Professional Leadership Standards for Wales.
- Embedding the current Leadership Networks and the Professional Learning Offer for Leadership across the region and systematically reviewing, improving and capturing the impact of programmes.
- Engage with HEIs to enhance the current Leadership Offer and offer accreditation where appropriate
- Introduce a programme for Headteachers who are capable of leading more than one school 'Executive' role
- Enhance the mentor capacity to support Headteachers / leaders who are experiencing difficulty in their current role
- Continue the shared programme with CSC to deliver Leadership training to Faith Schools

**Governors:**

- Enhance the Governor Training and Strategic Development programme 2017-2018 to ensure it complements the local and national agenda for Leadership.
- Develop an Excellence in Governance Toolkit and Framework
- Provide training for Governors to be able to effectively interpret the Cluster data packs
- In collaboration with the CA identify three key areas that require improvement in each school and ensure that these areas remain agenda items for each governors meeting. In addition, develop a bank of challenge questions for individual development areas such as attendance, FSM performance, gender gap etc. to accompany report.
- Further develop the role of the Closing the Gap Governor to enable them to take a lead in challenging the performance of FSM pupils in relation to Sutton Trust toolkit. Develop the role of More Able & Talented Link Governor to enable them to take a lead in challenging in this area and in understanding the Regional More Able Strategy.
- Support for Governors in respect of New regulations

**3.6 Further development of Support Staff Professional Learning programme by;**
- Identification of Lead Professional Learning Pioneer schools (Cluster based wherever possible) for the development of Professional Learning Offer for Support Staff. Create and run a pilot programme through summer and autumn 2017, review and refine as appropriate. A cluster model will be identified for roll out spring 2018.
- Expand the current offer for Business Managers and share best practice within and across regions.

**3.7 Strengthen Initial Teacher Education by;**
- Investing in capacity within the region to facilitate the links with HEIs and ITET programme delivery
- Identifying the most appropriate schools to be involved in design work with HEIs
- Identifying Lead schools through appropriate regional intelligence, cluster wherever viable
- Implementing a transparent and manageable process that can be adopted by regional schools for high impact on trainee teachers
- Further developing the Graduate Teacher Programme (GTP) across the region in collaboration with HEI partners to attract and retain high calibre mature graduates into teaching through a re-designed GTP.

**3.8 Further develop the use of research to evaluate the impact of programmes and help to shape the construction of new programmes by;**
- Embedding research to inform and drive teaching and leadership to support all learners in regional schools
- Creation of research post to work directly with HEI's and delivery schools to inform and QA existing practice
- Developing bespoke courses delivered at most appropriate points in schools

**3.9 Increase the capacity of Pioneer schools so they are able to deliver the regional programmes and also enhance the cluster approach by**;
- Using regional intelligence to select schools with specialisms for Professional Learning
- Building capacity through funding and sharing of professional practice, through clusters where viable and share case studies where impact from programmes has improved teaching and / or leadership
- Integrating all service offers into the school to school programmes more effectively over the next 2 years

**3.10 Deepen understanding of the Professional Learning Model by;**

- Commissioning school based (Professional Learning Pioneers) research into the impact of each of the four strands of the WG Professional Learning Model on practice.
- Commission an accredited research programme which will be led by the Service Area Lead with partner schools to enable sharing of best practice and learning across clusters, region and cross regions.

**4.Business Plan:** Curriculum and Assessment - Core Subject Development: Literacy and Numeracy and Science

**Officer responsible for monitoring and reporting on delivery:** Tracey Abdulla, Lead for LLC / Linda Thomas, Lead for Numeracy, Science and Technology

**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**

- The failure to improve Level 2 outcomes at GCSE could lead to long term negative effects on the perception and confidence of schools in the company.

**Links to Estyn / WAO recommendation:** R1, R2

**Links to Qualified for Life 2:** Pupil Wellbeing and Equity in Education, Leadership, Pedagogy, Self Improving System

**Key Actions required to meet the overarching Success Criteria**

**4.1** Revisit English/ Literacy/ Numeracy strategy to create a joint strategy with stakeholders from across the region. Set out non-negotiables in the 'Holistic' Literacy Strategy to engage and coordinate Flying Start officers/Parent Groups and Governors. The offer will develop to ensure it is reflective of the need to develop the number of teachers and support staff who are able to deliver through the medium of Welsh.

**4.2** Professional Learning Offers 2017-2018 for Literacy / English /Welsh 1st and 2nd Language / Numeracy will focus on the development of teaching and leadership. Particular focus will be given to progressing the outcomes for FSM learners and other vulnerable groups, for learners at the point of transition from primary to secondary schools, staff within PRUs and ALN settings. Impact capture methodology from the programmes will be improved.

**4.3** The LLC / NST team will work on the bespoke actions contained in LA Annexes and will report on a bi-annual basis the progress made towards meeting these.

**4.4 Cluster support to improve outcomes from Foundation phase through to KS4 in English / Welsh**
Each member of the LLC team will be allocated clusters to support. They will:

- Support the cluster lead to identify best practice and areas for development,
- Work with the cluster leads to provide high quality support and in school training to maximise impact on teaching and learning in identified schools and
- Monitor impact of support on a six -weekly basis with the cluster lead.
- Provide all schools with support for the teaching and assessment of oracy from Foundation Phase through to KS4 using a skill based approach whilst maintaining the holistic teaching of oracy, reading and writing.

**Cluster support to improve outcomes from Foundation phase through to KS4 in Numeracy / Maths linked to the National Network for Excellence in Mathematics (NNEC).**

- Introduction of cluster numeracy leads in all LAs and option for extended training leading to accreditation
- Networking of existing lead practitioners to complement the work of Pioneer Schools in relation in mathematics/numeracy.
- Co-delivery of primary annex projects with leads in mathematics teaching schools
- Further development and collation of exemplar numeracy materials (LNF tracker and EAS drop-box/app).

**Cluster support to improve outcomes in Science linked to the National Network for Excellence in Science.**

**4.5 Support for Cluster moderation / verification Teacher Assessment 2017**
- Follow the Nationally agreed guidance and documentation
- Cluster support for moderation and verification of learner profiles
- Written reports following attendance at cluster events
- Follow up activity with CAs where profiles are contested

**4.6 Implement secondary intervention strategy in English / Welsh and Maths departments**
- Provide support for the introduction of new curriculum specifications
- Bespoke support and challenge in their own setting.
- Support tailored to the needs of the school as identified in collaboration with the leadership team and head of department.
- Support will be a combination of whole department training, one-to-one-coaching and leadership mentoring.
- Complemented by the Middle Leadership Programme
- Review of the 'read across' between departments and the effect on pupil outcomes

**Science:** Revised differentiated support programme provided for 'high risk' departments.

**4.7 Provide bespoke support for primary intensive schools**
- Primary team to provide high quality support to identified schools across the region with appropriate levels of support and in-school training to maximise impact on teaching and learning.
- Monitor support and impact on a six- weekly basis.
- Build capacity in the school by working with changemakers to monitor and ensure progress is being made by all.

**Science:** Build capacity through a Primary science co-ordinator who will facilitate the above through networks of professional practice at cluster level.

**4.8 Siarter Iaith Genedlaethol / PCAI (Language Charter) – Grant**
- Implementation of the National Language Charter to improve the social and informal use of Welsh (oracy skills) in schools according to the national implementation plan.
- Charter cluster leads supported to identify best practice and opportunities for a cluster approach to development.

**4.9 Bilingualism Development – Implementation of an adaptation of the national Welsh Language Charter**
- Primary team to support implementation of the language charter to promote and increase the use of Welsh by children in a whole school context. The charter's main aim is to promote a strong Welsh ethos in schools and to provide a range of enriching activities that propel the children to enjoy learning Welsh.

Resource sharing and best practice by EAS and schools (including video clips)
- EAS verification of first round of Charter Bronze Awards by July 2018 and plan for Silver award development and further roll out in 2018-19-20.

**4.10 Development of STEM**
- Networking of STEM numeracy champions and secondary non-mathematics teachers to develop effective application of numeracy skills across the curriculum and improve the numeracy skills of learners.
- Networking of teachers across STEM including technology teachers in secondary
- Development of coding and computing in KS2 and KS3
- Support for changes in the technology curriculum through pioneer schools

**4.11 Engagement with other regions and professional development**
- Closer working relationships with other regional consortia to ensure that best practice from across Wales is shared with schools in our region enabling a broader resource for school to school support/ working.
- Many team members through engagement with PG Cert and further education to inform wider LLC of national research that may benefit the team and share with schools where appropriate.
- All team members to collaborate fully with the CTG champion and ensure that all training and support in school embeds the EAS support strategy and improves the teaching and learning of all vulnerable learners.

**5.Business Plan:** Wider Curriculum and Pioneer Development
**Office responsible for monitoring and reporting on delivery:** James Kent, Wider Curriculum and Pioneer Lead
**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**
- The inability of the company to support the development and delivery of the new curriculum

**Links to Estyn / WAO recommendation:** R2
**Links to Qualified for Life 2:** Wellbeing, Leadership, Curriculum and Assessment, Self Improving System

**Key Actions required to meet the overarching Success Criteria**

**5.1** Work closely with the CA team and Learning Intelligence to provide schools with a process for tracking across all non-core subjects.
Further develop the analysis of data from non-core sujects that EAS teams have access to enable challenge and support where necessary to improve the quality of teaching and learning within secondary schools.

**5.2 Further development and support for the Welsh Baccalaureate**
- EAS develop an approach to tracking and monitoring the Welsh Baccalaureate at KS4
- Maintain (or establish new) Welsh Baccalaureate Curriculum Hubs (subject to evaluation of impact this year and in partnership with CSC) to provide ongoing support in the four identified areas of priority.
  - Leadership
  - Sharing Good Practice
  - E-Portfolio/Digital Literacy

- Post-16 Support
- Maintain (or establish new) Welsh Baccalaureate leads (subject to evaluation of impact this year) to provide ongoing support in the four identified areas of priority. Ensure a clear and consistent focus on the development of an effective pedadgogical approach at KS3 and 4.

## 5.3 Further development and support for Non-core GCSE subjects
- Further develop the network of non—core subject school leads (and networks) as new qualifications emerge from September 2017 (Summer 2017 in preparation). Continue to support, co-ordinate and evaluate the work of existing non-core GCSE support for schools.
- Further develop/facilitate relationships to promote collaborative working across regions/schools (to maximise the impact of grant funding nationally).
- Identify leads in areas without existing networks e.g. PE and Art and Design

## 5.4 Curriculum Pioneers development
- Build capacity within the region to deliver effectively on the Successful Futures agenda
- Further develop the engagement programme for non-Pioneer (partner) schools using the regional approach to clusters and the SIS strategy.
- Continue to support WG and work collaboratively with the other regions in facilitating a model that will support schools in the writing of the new Curriculum for Wales and the engagement of all schools in the process

## 5.5 21st Century Learning/Digital Pioneers
- Stabilise the lead school network to ensure consistent training and support, seek to recruit new Secondary leads.
- Refine support for schools, DCF being used in rich learning tasks through PLM training.
- Develop a region wide understanding of the SAMR model, continue to support the use of HWB across the region and further develop the profile of e-safety

**6.Business Plan:** The Self-Improving System (SIS)

**Office responsible for monitoring and reporting on delivery:** Kevin Palmer, Assistant Director

**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**
- School to School: Failure to consistently apply monies to school to school projects in a fair and transparent way and in accordance with agreed procedures and outcomes alongside a structure quality assured programme.

**Links to Estyn / WAO recommendation:** R2

**Links to Qualified for Life 2:** Wellbeing, Leadership, Self Improving System

**Key Actions required to meet the overarching Success Criteria**

**6.1 Rationalise the current model for the Self-Improving System (SIS) we will:**
- Ensure that all SIS activity can be captured in a single model
- Increase the extent to which this activity is based on the existence of clusters across the region
- Locate key activities in clusters so that they can be accessed on a planned basis by other clusters
- Pay regard to LA plans to facilitate Federation of schools

**6.2 Improve, extend and document impact for school-to-school working across Literacy, English, Numeracy and Mathematics.  To achieve this we will:**
- Re-set the school to school work undertaken in these areas in line with the regions' priorities for improvement
- Deploy a common approach to impact capture based on the current FADE approach
- Validate our impact capture approach and its results through a commissioned third party agent

**6.3 Improve, extend and document impact for school-to-school working across the Pioneer programme in curriculum reform and professional learning.**
- Re-set the school to school work undertaken in these areas in line with the regions' priorities for emerging model for cluster working
- Deploy a common approach to impact capture based on the current FADE approach
- Validate our impact capture approach and its results through a commissioned third party agent

**6.4 Improve, extend and document impact for school-to-school working across the wider curriculum in all phases, including KS5.**
- Review the current programme to ensure that as wise as possible range of curriculum areas is covered
- Ensure this coverage and the programme delivering support from it is in line with scheduled changes in assessment and award arrangements
- Deploy a common approach to impact capture based on the current FADE approach
- Validate our impact capture approach and its results through a commissioned third party agent

**6.5 Further develop the emerging models for school-based challenge and support.**
- Review the current triad models and ensure coherence and standardisation of design where relevant
- Align the triad model with the cluster model and ensure effective communication across the groups
- Deploy a common approach to impact capture based on the current FADE approach
- Validate our impact capture approach and its results through a commissioned third party agent

**6.6 Further develop the emerging models for school-based Research and Development in partnership with partner HEIs.  To achieve this we will engage in research activities covering the following areas:**
- Primary and Secondary Network Group and their impact on improving teaching, leadership and outcomes
- The Professional Learning Programme
- Partnership Working in a Self-Improving System
- Closing the Gap
- The Self-improving System
- Target-setting – a systemic approach
- Reframing impact capture and aligning activity to outcome
- Comparison of advisory and development models for affecting change in teaching

**6.7 Develop more robust school to school 'microsystems' at LA and cluster level**
- Explore the range of funding and resourcing options with LAs and Heads to accelerate wider school-to-school working

- Secure the agreement of LA Directors and Headteachers around the design of and funding for a cluster-based approach to the Self-Improving System
- Determine which elements of the current centrally delivered support programmes should migrate into cluster-based approaches in line with the SIS strategy for the region
- Continue the process of migration already started

**6.8 Ensure all schools and practitioners have equal access to opportunities covering:**
- Professional learning – addressing the needs and making the most of the new standards for teachers and leaders in all milestones
- Curriculum reform – ensuring all schools' readiness to engage with the new curriculum through self-assessment and action planning
- Schools as Learning Organisations (SLO) – sharing learning from the SLO project across the system

**7.Business Plan:** EAS Business Development: Company Delivery
**Officers responsible for monitoring and reporting on delivery:** Debbie Harteveld, Managing Director and Geraint Willington, Company Secretary
**Risks identified within this service area (detailed overview can be found in the EAS Risk Register):**
- Grant funded posts: The company as set up is heavily dependent and grant income to support both TUPE staff and new staff through an ever-changing educational landscape for Wales.
- Major unplanned projects: Adverse impact on the delivery of core services through supporting major unplanned projects, changes and initiatives.
- Risk of corporate governance arrangements not being adhered to and maintained appropriately and a potential change in the political landscape of member authorities.
- Long term service delivery impeded by ineffective workforce planning.
- Additional costs incurred and/or loss of productivity through a failure to manage sickness absences effectively.
- The EAS' safeguarding arrangements, policies and procedures are not adequate to protect vulnerable adults and children who may be at risk of significant harm.
- Potential for harm to staff and/or customers through a failure to comply with Health and Safety policies.
- Risk of partnerships not delivering their objectives in supporting the regional school improvement agenda.
- Internal control environment deteriorating due to the failure to implement agreed internal audit recommendations
- There is a risk of significant financial penalties being enforced on the EAS if the new Welsh Language Standards are not adhered to.
- Long term service delivery impeded by the EAS being subjected to some form of disaster and not being able to recover quick enough from the impact of the disaster.

**Data Intelligence:**
- Failure to provide accurate overviews showing performance of schools/LAs/region if local authority staff do not provide the EAS with regular attendance and exclusion data
- Breach of data protection by the company resulting in pupil level data/sensitive information being made available to persons in error. Also, breach of data protection by schools or LAs when providing the company with data.

**Links to Estyn / WAO recommendation:** R2, R3

| Links to Qualified for Life 2: Leadership, Self Improving System |
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| Key Actions required to meet the overarching Success Criteria |
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**7.1 Improve consistency in the quality of evaluation of school improvement activities throughout the service**

- An annual overview calendar that reflects the priority of the business plan and clearly identifies areas of risk / success to elevate to SLT / SMT providing a concise overview of service impact.
- clear process for the submission and quality assurance of FADE reports at agreed times throughout the year from all teams.
- Clear processes regarding the expected outcome of any work programme in a school context at the start and then review of progress against the set criteria.
- FADE reports will be concise and informative focussing on impact and a wider range of performance measures
- Evaluation of VFM will be refined with clear guidance and exemplars for completion.
- Embed the risk management processes
- All service budgets are set to enable each element of the business plan to be delivered. Accurate financial forecasts reported against the budget plan at regular intervals to all relevant boards/committees. A sustainable cashflow model.
- Work alongside and learn from the other regions through this aspect of work
- Utilise findings from School Survey and Leadership Survey to identify priorities

**Data Intelligence:**

- Higher Level analysis at the expected level + 2 and A*/A at key stage 4 undertaken
- Analysis of performance across the curriculum for the CPS indicated in the profiles.
- Analysis for the new qualifications in 2017, including maths-numeracy and English and Welsh – literacy and science undertaken.
- Production of Cluster data profiles and related training
- Regular data updates regarding EOTAS, attendance and exclusions from LAs
- Revised vulnerable group analysis produced at school/cluster/LA & regional level

**7.2 Review the suite of company policies to ensure there are fit for purposes and compliant with new laws and best** practice (Human Resources, Health & Safety, Welsh language, Change Management, ICT etc.)

**7.3 Further improve the EAS communication strategy**;

- Review the current contract arrangements and
- Further develop the EAS website and media communication
- Further develop links with Elected Members (link with the Cross Regional Plan), link with WLGA to provide training
- Build upon the internal communication processes for EAS Staff
- Complete a questionnaire of the service that is aimed at the Non-Maintained Nursery settings
- Roll out of the EAS App and the Governor Training App

**Governance development**;

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| Ñ   Ensure the governance structure remains complaint and focused through a period of uncertainty around the local election in May 17 and a potential change in the political landscape. |
| Ñ   Provide update training as required for Elected Members and utilise the shared delivery with WLGA and the other regions. |
| Produce a Governance Statement for the Company that will be shared during the first Board meeting in the autumn term 2017. |
| Provide an information leaflet on the work of the region for all Members |
| **7.6** Continue to provide Adviser support for SACRE in each LA and the Regional WESP Group. |
| **7.7** Implementation of a work force strategy to support and underpin the long-term service delivery plan for the region. |
| **7.8** Further enhance the medium term financial planning process. Further refine the capture of the '5 R' process into a more manageable and reportable format and continue to work to reduce the variance in quality of returns. |
| **7.9** Further enhance the s2s delivery model from lessons learnt. Explore the cluster based approach to distributing money in larger sums that is fair and transparent and embed further measurable impact linked to VFM. |
| **7.10** Work more closely with WG to understand the impact of grants on the business plan and the school improvement agenda. To maintain the good practice currently employed to sign off a multitude of regional grants, distributed accordingly and compliance preserved. |
| **7.11** To work with the contract service provider to review the current ICT plan and refocus to enable an ICT plan that collaborates and underpins all aspects of the business plan, procurement of a Management Information System and full development of the new Online Data Portal (EASi). |
| **7.12** To implement an Asset Management Plan and Disaster Recovery Plan that will support and reinforce all aspects of the Business Plan. |
| **7.13** Monitor and review on a regular basis progress towards Internal Audit reports and share progress with ARAC. |

**Additional documents that support the EAS Business Plan 2017-2020**

| Ref | Document |
|:---:|---|
| 1 | Local Authority Annex documents |
| 2 | Detailed Resource Overview 2017-2018 |
| 3 | Long Term 3-year Business Plan Overview |
| 4 | Regional Self Evaluation Report |
| 5 | Self Evaluation Timetable 2016 – 2018 |
| 7 | FADE Timetable 2017 – 2018 |
| 8 | Service Risk Register |
| 9 | Half Year Business Plan reviews 2016-2017 |
| 10 | Service related interim FADE reports |
| 11 | Regional Professional Learning Offer 2017-2018 |
| 12 | Cross Regional Development Plan 2016-2017 |