

Joint Committee

Progress update against 2014/16 Business Plan 12th February 2016



From the Merthyr inspection

- A strong partnership between the authority and its regional consortium for school improvement, Central South Consortium, help to provide a clear model of support and challenge for schools, which is proportionate to their level of need.
- As a result, nearly all schools are categorised accurately, and supported proportionately.
- Termly or half-termly partnership reviews of schools where performance is a cause for concern take account of an appropriate range of first-hand evidence from teaching and learning, in order to judge progress more accurately against agreed priorities.

More...

- The regional consortium, on behalf of the authority, provides a wide range of good quality training for middle and senior leaders in schools.
- Useful guidance and training on effective self-evaluation and school improvement planning is helping many senior leaders to set precise, measurable targets for improvement.
- Peer reviews between better performing schools are developing well. These initiatives are beginning to build schools' capacity to assess their performance more accurately, either independently or with good support from senior officers and challenge advisers from the regional consortium.
- The development of school-to-school working to share good practice is contributing to improving standards of mathematics in many schools.

Vale of Glamorgan

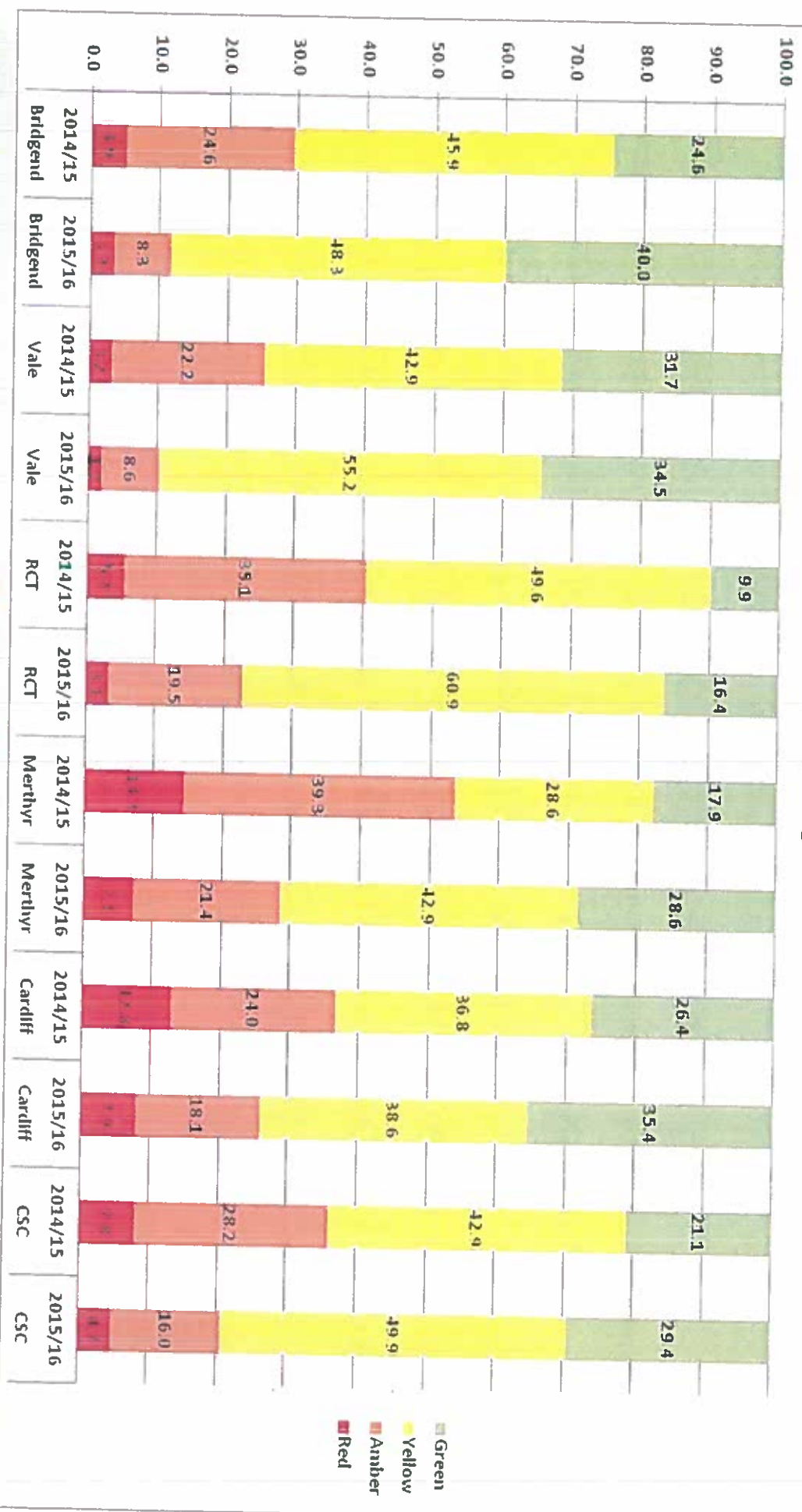
- Since the inspection, the authority has worked well with headteachers, governors and CSC to secure improvements. This has led to targeted and worthwhile improvements in leadership, provision, and standards in many of the schools in the authority.
- Challenge advisers take appropriate steps to evaluate provision and leadership more effectively, using CSC's revised Framework for Challenge and Support. The recent provisional categorisation of schools in the authority uses a good range of evidence to establish a stronger link between the quality of leadership and standards.
- The authority provides useful information to CSC on aspects of leadership, such as issues relating to financial management, human resources, legal issues and governance.
- CSC monitors closely the consistency of judgements made by challenge advisers and assures the quality of reports about schools. Senior officers from the authority use fortnightly meetings with senior managers from the regional service to quality assure the work of challenge advisers appropriately.

More...

- Within the last year, the authority has introduced an induction programme for new headteachers. These headteachers are suitably supported by experienced mentors, with opportunities to seek advice, to raise concerns and to address issues more effectively. **There are now leadership and professional development programmes for existing headteachers, such as the strategic headship programme and the consultant leadership programme, provided through the consortium.** In addition, there are a range of programmes for middle-leaders and future aspiring leaders. **However, it is too soon to evaluate the effectiveness of these programmes** on the overall quality of leadership within schools in the authority.

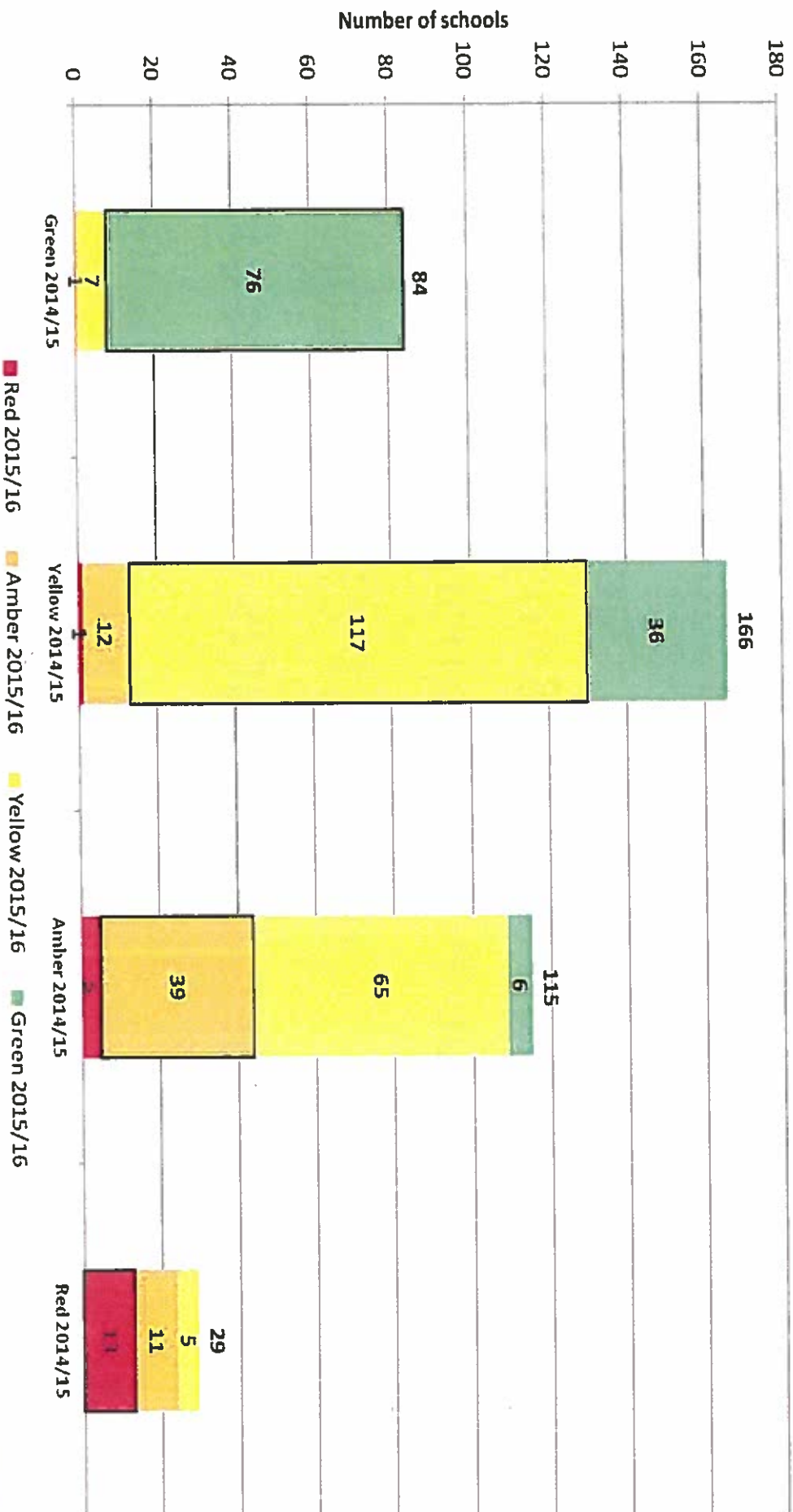
National Categorisation Outcomes

All Schools - Categorisation



National Categorisation Outcomes

Categorisation Support Category Changes: 2014/15 and 2015/16



National Categorisation Outcomes

- Main messages:
- More schools in standards groups 1 and 2 (S1 30%/ 12%; S2 42%/ 39%)
- Reduction in schools requiring amber or red support- reduction greater in primary than in secondary schools
- Variations in proportions between authorities

Latest Inspection Follow-Up

	CSC	Bridgend	VoG	RCT	Merthyr	Cardiff
No Follow-Up	2	0	0	1	0	1
Excellent Practice	3	2	0	1	0	0
LA Monitoring	5	1	1	1	0	2
Estyn Monitoring	4	0	0	1	1	2
Significant Improvement	1	0	0	1	0	0
Special Measures	1	1	0	0	0	0
Total	16	4	1	5	1	5

Changes in Inspection Follow-Up Categories (Sept 2015 to January 2016)

	CSC	Bridgend	VoG	RCT	Merthyr	Cardiff
Estyn Monitoring to Special Measures	0	0	0	0	0	0
Estyn Monitoring to Significant Improvement	2	0	0	1	1	0
Significant Improvement to Special Measures	0	0	0	0	0	0
LA Monitoring to Estyn Monitoring	0	0	0	0	0	0
Remained in the same follow-up Category	3	1	1	0	1	0
Removed from follow-up Category	19	5	1	9	2	2
Total	24	6	2	10	4	2

Progress Of Red And Amber Schools

- Of 82 schools 65 making satisfactory or better progress
- Of 17 schools where progress is slow 6 require amber support and 11 red
- Majority are primary schools
- Main concerns relate to:
 - Impact of leadership
 - Temporary arrangements at senior level
 - Quality of teaching and assessment
 - Expectations
 - Challenge on many fronts
- Main action in response:
 - Strengthening leadership capacity
 - Support from another school
 - Setting of shorter term targets
 - Use of statutory powers

Progress with Estyn recommendations

Recommendation	Progress
<p>1 Improve performance management arrangements:</p> <ul style="list-style-type: none"> - Stronger use of pupil level data particularly vulnerable pupils - Target setting - Performance management 	<p>Challenge Adviser training focus on vulnerable children and better links with LAs.</p> <p>Target setting policy revisited</p> <p>Performance management processes reviewed and underway with moderation</p>
<p>2 Consistency in CA judgements on leadership and teaching in particular and quality assurance</p>	<p>Reviewing processes and provided additional development training including features of effective leadership</p> <p>Reviewed QA process</p> <p>Additional resource to support QA process</p>
<p>3 Improve quality and range of school support in particular</p> <ul style="list-style-type: none"> -school to school support -non core support 	<p>School to school strategies well developed in region with evaluations feeding into development</p> <p>Non core support developing as part of pioneer network and school led approaches</p>
<p>4 Improve focus on closing the gap and strategies to reduce effect of deprivation</p>	<p>CtG lead appointed in January, PDG guidance issued, efsm focus in target setting/tracking, development sessions in place for schools/CAs, specific work in Valleys, evaluated best practice sharing</p>
<p>5 Involve Dioceses in strategic planning/evaluation</p>	<p>Dioceses with termly review meetings and on Advisory Board</p>

Leadership and Governance

Business Plan Priority	Rag Status	Comment
Develop high quality leadership and middle leadership programmes led by schools (from hubs programme) to build leadership capacity in succession planning		Programmes are all on track and evaluation feedback to date has proven very strong. The executive leadership programme, although it has strong feedback, is going to be reviewed for next year to meet the requirement of preparing head teachers for executive headship.
Improve consistency and quality of Human Resources (HR) support for governing bodies and schools in implementing robust continued professional development and performance management		Good progress, single pay policy agreed and capability policy in place. Single appointment process in place, bedding down this year. Next steps to make sure all HE advice to schools is high quality and linked to Governor and leadership programmes on PMappointments and capability
Evaluate and roll out the peer enquiry model		Very strong feedback from phase 2 on peer enquiry models. Revised against evaluations to ensure links with Challenge adviser role. Will be evaluated before wider roll out
Identify and develop succession planning and talent management strategies with authorities across the region in order to develop current and future excellent leaders		Media campaign in place and leadership event due. Talent mapping underway across region. Governors and Heads still potential block to further progression opportunities for strong deputies. Middle and aspirant leadership programmes in place led by schools with strong CA. Development plan in relation to current and future excellent leaders /Future leaders will begin in summer term.
Strengthen capacity for rapid and robust intervention where needed particularly by recruiting a cadre of highly experienced consultant leaders who work with schools in need of leadership support		2 cohorts of consultant head teachers completing the training for consultant leadership and the consultant leaders (one primary 1 secondary) fully engaged in intervention work in schools. Further need to develop single intervention strategy drawing on what is working across region.
Evaluate Pathfinder programmes with a clear focus on improvement planning		Evaluation and analysis of cohort 2 partnerships demonstrates that it is a powerful tool for improving leadership and governance. Clear impact is shown in cohort 2 case studies and 55% of supported schools have increased their step 2 categorisation judgement by at least 1 grade. 22% of lead schools have also increased categorisation step 2 grades through strengthening leadership and demonstrating their ability to support other schools. Cohort 3 pairings established.
Continue to develop effective joint practice development through SIGs taking on those with potential for further collaborative action research in partnership with higher education institutions		Very strong development of SIGs this year, with a tighter focus on impact and baseline at start of year. Case studies document published in Autumn, good sign up to joint CSC/Cardiff university development sessions. A revised secondary school model to provide a more strategic lead by convenors to meet the needs across the region as well as within their SIGs.
Work with Governor Support services to provide consistent, high quality training in good governance for school improvement		LA briefing sessions have been held during the autumn term and evaluation/feedback has been positive, more school /PDG briefing sessions underway in the spring term. Agreement to move to single training model across region with additional capacity invested
Develop a cadre of experienced consultant governors and improve communication with all governors		11 consultant governors appointed and all have been deployed to support identified schools in the Autumn term 2015. Impact will be evaluated at the end of the Autumn term and lead to provide feedback in accordance with findings. Can do more to improve communication with all governors

Improving Partnerships

Business Plan Priority	Rag Status	Comment
Continuing to provide high quality challenge and support to schools in inverse proportion to success		Framework reviewed and developed to meet requirements of the revisions to the National Categorisation system. Time allocations for additional support and challenge reflect school's category and need for differentiated support.
Sharpening the awareness and use of best practice, improving brokerage of support for redamber schools and evaluating impact		Sources of support now mapped, role of school to school support more prominent. Support increasingly focused on classroom and school based support and related to improving standards, teaching and leadership. Still more work to do to build brokerage of support through challenge adviser role
Sharpening partnership working with local authorities making sure where performance is poor and where intervention is needed, robust action can be taken and capacity is available to bring about improvement rapidly		There is close working with each local authority when the use of statutory powers is recommended/ discussed. The use of statutory powers is now more consistent across the region and has made a positive contribution to securing faster improvement in several cases. There is close working also when the focus is a Schools Challenge Cymru schools.
Working with local authorities to improve the consistency and quality of the interface with wider services including inclusion and school organisation services		There is a now a more consistent approach across the five authorities promoting better communication. An inclusion group is in place to share what works and develop areas of common work with challenge advisers especially. Termly meetings are in place establishing understanding of the local authority's context and challenges. Senior challenge advisers act as the point of contact between challenge advisers and the authority's services. They have also facilitated access to effective practice from schools as part of the agenda.
Launching a promise or pledge bringing community, cultural, sporting, voluntary, employer and business resources together in practical ways to get behind the efforts of schools to engage vulnerable children and families		Shortly to consult with schools on the pledge will be in place by end of term.
Improving the provision of high quality data and access and use of information management by schools, authorities and within the consortium		The pupil level data packs now contain information at a more refined level about the background of individual pupils that highlights whether they are in a specific vulnerable group. More work is needed now to take forward the commitment to establishing a pupil level database to enhance the service's capacity for challenge and support
Working with Welsh Government to ensure the timely and high quality delivery of ministerial and national priorities including the Schools Challenge Cymru programme, Qualified for Life strategies and developing programmes to support curriculum and assessment change		Good support is being provided to schools to implement the PISA and Qualified for Life programmes. The multiplicative professional development programme is now entering its fourth stage and is reaching the majority of secondary schools. Feedback is positive about the support but there is still a risk that schools are underestimating the potential impact of new qualifications on performance outcomes in 2018. CSC schools are well represented in the Pioneer Schools programme but this is very much in its early stages of development.
Continuing to provide value for money and focus on the most effective use of resources within the commitment to devolve more resources in flexible ways		This has been a priority this year. A service wide ViM process has been carried out and areas of particular focus reported on and changes made as a consequence. Priority next year to embed ViM more firmly in self evaluation process.
Support lead closing the gap schools recognised for their work in improving the outcomes of vulnerable learners to further develop their practice and provide support across the region		Ipsos Mori case studies document produced and shared, and 11 CIG schools and Valleys project schools sharing practice linked to research. All CSC staff have an objective linked to this priority of our work and a priority of this work will be to see the impact of this work on outcomes in the summer.

Teaching and Learning		
Business Plan Priority	Rag Status	Comment
Develop the hubs programme providing teaching and learning programmes that link to best practice schools across the region		Hubs programme established well and increasingly gaining traction. Olevi programmes particularly popular and wider action research based programmes underway. Some early reluctance to engage by schools. Hubs reset has reviewed progress with a view to a new hubs programme linked to donaldson programme
Develop a best practice knowledge bank across the region, quality assured and founded in the evidence base		Case studies database in place with more than 150 case studies included from across the region. More work to do to promote and make sure case studies are used and shared.
Launch a collaborative action research project and teaching innovation fund across the region drawing on the strongest practice amongst schools working together		Action research programme in place with outcomes to be published in the summer term. Innovation pot also in place for extended SIG work.
Work with Initial Teacher Training providers, Teach First and recruitment agencies to improve the supply of high quality teachers into the region		Very strong progress with ITT providers offering five pilots for PGCEs and B/Ed degrees this year. NQT programme in place across hub schools for more than 400 NQTs in region.
Continue to deliver high quality support to schools in order to enable delivery of the Literacy and Numeracy Framework and build the foundations of a literacy and numeracy school-led approach		Strong progress in identifying and resourcing lead LNF schools to lead provision and support across the region brokered and quality assured by CSC team.
Provide direct match funded support to vulnerable schools, where required, to develop sustainable improvements in teaching, leadership or outcomes for vulnerable learners		Match funding in place delivering literacy and numeracy interventions in red/amber schools held to account by SCAs/CAs in termly progress reports. Review in place to improve impact reporting and review placements of key staff into leading curriculum schools looking ahead.
Engage with leading schools for support in the Foundation Phase and identify lead digital technology schools		Strong development of popular Foundation Phase Alliance and Digital lead schools. A model for school led support delivered collaboratively across the region. Yet to be tested against WG expectations for FP delivery and some need to keep focused on stat framework for FP support.
Resource and develop a system of support for Welsh-medium schools and second language provision led by schools over time		Good development of WM network at primary level and slower, but increasingly at secondary level. Strong buy into SIG working and peer enquiry models with hub schools established and working across the sector. More to do.
Lead a tighter approach to moderation of teacher assessment and communication and support for curriculum change		Tighter expectations of teacher assessment across region backed by national verification model. New cross moderation in place for 2016. Vigilance still needed using lit/num tests to compare outcomes.
Promote working with effective schools to share practice of strategically working with 'lead curriculum schools' and promoting excellence across the region as a building block to supporting curriculum change.		Strong development of concept of lead curriculum schools backed y Donaldson work, new hubs reset includes models and proposals into place for staffing restructure to support hubs. MFL, Welsh second language secondary and leading GCSE core schools has trialled this approach successfully.

