



Tuag at Ragoriaeth
Towards Excellence

Estyn Recommendations 2015

Progress Update: June-October 2015

Estyn recommendations for Consortia

R1 Improve performance management arrangements by:

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

Progress against recommendation:

Action taken:

- The business plan includes 3 year milestones where detailed action steps, outcomes and costings are identified for each priority.
- Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers. SMS captures key indicator targets from all schools and aggregates them on a regional and individual authority basis. Targets will be monitored and challenged during the Autumn Term on a regional, authority and individual school basis. System now in place allows monitoring of progress data against targets on a termly basis. Captured data will be at macro level with individual Challenge Advisers privy to pupil level data and tracking. SMS also facilitates more effective management and analysis of data across schools.
- Clear structures and guidelines for performance management of staff are in place. There is a performance management hierarchy with all staff receiving PM meeting during the autumn term and progress against objectives are reviewed during the year. Each Challenge Advisor including the SLT has current objectives. These objectives fall into three categories:-
 - A Regional objective that derives from the Business Plan
 - An objective that derives from one of the CA's schools or group of schools
 - An objective that derives from the CA's self-assessment / peer assessment

Performance Management objectives for 2015-16 will be closely aligned with Business Plan priorities. All Challenge Advisers will receive objectives which are aligned with quantitative improvement targets for link schools.
- Training and developmental programmes in place for all Challenge Advisers [see Recommendation 2 below]. Current programme has included:
 - 4 days coaching and team development sessions [George Telfer];
 - Lessons learnt from School Challenge Cymru [David Mountfort School Challenge Cymru Adviser];
 - Working with schools in need of intensive support [Andy Hawkins former HMI];
 - Working with schools to move them from good to excellent; Values and behaviour; Effective questioning [Helen Morgan Rees ERW].
- Paired working/shadowing is operational.
- Monitoring procedures updated with more robust structures in place to monitor the quality, impact and consistency of the challenge and support offered to schools [see Recommendation 2 below].
- Capability procedures agreed and training provided for Senior Leadership Team.
- Revised model building capacity for a self-improving school system is operational. Model allows for peer challenge, support and evaluation and more autonomy for the best schools, releasing added Challenge Adviser capacity to operate at a more detailed level with underperforming schools.

Evidence of Impact:

- The Business Plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified for each priority, ensuring a more strategic approach to school improvement across the

region. However, the priorities identified need to be more formally risk assessed for monitoring by the SLT, Management Board, Joint Committee and Advisory Board on a rotational basis.

- The enhanced data capturing via Data Unit and SMS has ensured that targets and progress data can be challenged more effectively. However, it is much too early to assess the impact of the new system on regional performance indicators. The regional service needs to ensure that the Data Unit has the capacity to effectively manage all regional data requirements and to successfully identify all areas that need improvements.
- The progress of schools in amber and red categories is robustly and regularly monitored. The targeted challenge and support to these schools has been effective. In 2015, the secondary schools in amber/red categories improved on average by 3.5% in the Level 2 inclusive. The challenge and support to the green and strong yellow schools has been revised to ensure that the support is more rigorous with peer challenge and evaluation focusing on improvement. However, it is much too early to measure its impact on provision and performance.
- Self-evaluation processes clearly identify strengths and key areas for improvement. However, self evaluation processes need to be further honed to make more effective use of performance data to target resources and improvement.
- Senior Challenge & Support Advisers for each hub are more effective in quality assuring the work of each of their Challenge Advisers with more robust procedures now in place to monitor the quality of reports and visits. More robust internal quality assurance and accountability procedures has lead to a higher level of consistency in the work of Challenge Advisers. However, there are a minority of Challenge Advisers who need to improve their skills further and support programmes are in place to address this [see Recommendation 2].
- Performance management is clearly aligned to regional priorities and individual needs of GwE staff. The majority of Challenge Advisers are successfully utilising performance management to hone their skills and knowledge [examples available]. Portfolio briefs [such as for teacher assessment moderation, Literacy and Numeracy, leadership development, NQT's, digital, etc] are allowing Challenge Advisers to utilise and develop expertise which is also been disseminated to the wider GwE teams providing better support to schools in specific areas. However, the SLT need to ensure that internal Performance Management procedures are implemented robustly and impacting on all staff performance and the quality of service provided.

Further actions needed	Who	When
<ul style="list-style-type: none"> • Ensure that priorities identified in the Business Plan are fed into a revised formal risk register and monitored by SLT, Management Board, Joint Committee and Advisory Board on a rotational basis 	MD Advisory Board Joint Committee Management Board	Autumn
<ul style="list-style-type: none"> • Ensure effective lines of reporting and accountability for QA processes between MD/Assistant Director [Standards] and GwE Joint Committee and Management Board. 	MD/AD Joint Committee Management Board	Autumn
<ul style="list-style-type: none"> • Continue to hone self evaluation processes and ensure more effective use of performance data. 	GwE SLT	Autumn
<ul style="list-style-type: none"> • Ensure that the Data Unit has the capacity to effectively manage all regional data requirements. 	GwE SLT Management Board	Autumn
<ul style="list-style-type: none"> • Ensure internal Performance Management procedures are implemented robustly. 	GwE SLT	Autumn / Spring

R2 Secure greater consistency in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership

Progress against recommendation:

Action taken:

- Current level of skills and knowledge within the organisation undertaken and additional training and developments agreed.
- Training programme delivered on categorisation procedures to ensure alignment with national expectations and cross-hub consistency of approach.
- Monitoring programme in place to verify categorisation judgements with Senior Challenge & Support Advisers sampling categorisation reports for every Challenge Adviser and sampling quality of school visits/meetings in line with national expectations.
- Arrangements in place for regional moderation of categorisation [November 17-19, 2015] to be carried out by Regional Moderation Board comprising of the senior leaders in the consortium overseeing the work with each local authority, a representative Director / Chief Education Officer from within the region and a headteacher representative from primary, infant, junior and secondary schools.
- Monitoring procedures updated with more robust structures in place to monitor the quality, impact and consistency of the challenge and support offered to schools.
- Challenge Advisers' reports are scrutinized through hub line management arrangements and SLT/ regional team meetings.
- Each Senior Challenge & Support Adviser monitors up to 6 meetings/visits per term to evaluate rigour and consistency of challenge and support provided by the Challenge Advisers.
- Each Senior Challenge & Support Adviser has 3 formal termly meeting with Challenge Advisers to quality assure the reporting process and the nature and impact of the challenge/support identified. Meetings also facilitate the cascading and sharing of best practice. Meetings prioritise :
 - Green/strong yellow schools
 - Yellow schools
 - Amber/red schools
- Each Senior Challenge & Support Adviser to formulate termly reports disseminating areas of best practice and aspects to be addressed. Mechanisms in place to ensure best practice is cascaded regionally.
- Challenge Advisers share case studies of best practice and impact in hub and full team meetings.[eg September 2015 presentations on: *Initiating and coordinating the work of schools to provide support for each other; Promoting effective collaboration between schools amalgamating to establish a new school; Supporting and monitoring progress against PIAP recommendations, including the development of teaching and learning and School to School support*].
- Formal termly meetings held between Senior Challenge & Support Adviser and Assistant Director (Standards) to:
 - ensure full accountability for performance of individual Senior Challenge & Support Advisers and Challenge Advisers;
 - challenge judgements and findings;
 - ensure best practice is adopted and replicated across hubs;
 - agree on up-skilling/further training requirements of individual Challenge Advisers.
- Managing Director meets with Assistant Director (Standards) to challenge findings and performance.
- Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers.
- All reports can be accessed by all Challenge Advisers, with excellent practice tagged.

- Successful senior leaders from high performing schools seconded and deployed effectively as Challenge Advisers.
- Portfolio briefs are been developed and Challenge Advisers are trained in specialist roles which will include developing best practice in pedagogy and leadership.
- Training and developmental programmes in place for all Challenge Advisers. Current programme has included:
 - 4 days coaching and team development sessions [George Telfer];
 - Lessons learnt from School Challenge Cymru [David Mountfort School Challenge Cymru Adviser];
 - Working with schools in need of intensive support [Andy Hawkins former HMI];
 - Working with schools to move them from good to excellent; Values and behaviour; Effective questioning [Helen Morgan Rees ERW].
- External Training and Developmental Lead Adviser appointed to work with the GwE SLT :
 - to assess the current level of skills and knowledge within the organisation and determine what additional training/development is needed to grow and retain these skills;
 - coordinate, deliver and evaluate the impact of a pilot programme for 2015-16 to enhance the learning and professional development of a target group of Challenge Advisors within GwE who challenge and support amber/red secondary schools.
- Programme in place for 2015-16 to enhance the learning and professional development of a target group of Challenge Advisors within GwE who challenge and support amber/red secondary schools.
- Programme includes a *train-the-trainers* package for designated CA's to develop a support package for Challenge Advisers working in the primary sector.

Evidence of Impact:

- More robust monitoring procedures has ensured a greater consistency in the categorisation of schools. The full impact of these procedures will be evaluated following the regional moderation of categorisation in mid November.
- Senior Challenge & Support Advisers for each hub are more effective in quality assuring the work of each of their Challenge Advisers with robust procedures now in place to monitor the quality of reports and visits. More robust internal quality assurance and accountability procedures has lead to a higher level of consistency in the work of Challenge Advisers within and across hubs especially in the primary sector. However, it is too early to fully assess its impact on the performance of individual Challenge Advisers and recent findings by SCA have highlighted some areas that still need improvement. Most of the Challenge Advisers working in the primary sector are well equipped with the knowledge, practical skills and confidence to carry out their work effectively and training programmes are addressing the needs where improvements are called for. Some issues remain about the skill level and ability of a minority of CA's working in the secondary sector to address all the improvements needed. The regional service needs to revise its recruitment strategy to ensure that it is able to attract high quality and effective secondary practitioners to key roles. The service also needs to ensure that all secondary schools have access to specialist subject support for Maths, English and Science at Key Stage 4, particularly in relation to improving teaching and leadership within these key departments across the region.
- Successful senior leaders seconded from high performing schools are deployed effectively as Challenge Advisers. This has ensured an enhanced capacity and effectiveness within the regional team for challenging and supporting all schools. All amber/red schools are receiving a higher level of challenge and support with an increased resilience within each Hub to move these schools forward. However, the service needs to deploy more Secondary Heads with a proven track record in underperforming secondary schools to target improvement at Key Stage 4.
- Support programmes for Challenge Advisers to ensure short and mid-term improvement of skills and knowledge are in place. Challenge Advisers working in the secondary sector will have access from the Autumn Term onwards to regular mentoring support and consultation from the Training and Development Lead Advisor. However, it is too early to evaluate its impact on individual or school improvement.

- The best and most effective practice is been shared across all 3 hubs and recent evidence suggest that the quality of challenge and support to amber/red schools including those in Estyn categories are having a significant positive effect on these schools ability to improve. There is also evidence of a higher level of consistency in the support offered across the region. [% schools taken out of category etc]
- Portfolio briefs [such as for teacher assessment moderation, Literacy and Numeracy, leadership development, NQT's, digital etc] allow Challenge Advisers to disseminate their expertise to the wider GwE teams and provide better support to schools in specific areas. However, this element needs to be further developed to ensure that schools have access to best practice in pedagogy.
- There has been a reduction in number of primary schools in Data Category Groups 3 and 4 by 12% in 2015 and a reduction of xx% of those in red and amber support category.

Further actions needed	Who	When
<ul style="list-style-type: none"> • Independent evaluation of quality of challenge and support to be undertaken with a sample of schools in each support category. 	Independent Adviser	December 2015
<ul style="list-style-type: none"> • Carry out stakeholder survey with all schools to assess consistency of provision. 	GwE SLT	December 2015
<ul style="list-style-type: none"> • Ensure effective lines of reporting and accountability for QA processes between MD/Assistant Director [Standards] and GwE Joint Committee and Management Board. 	MD/AD Joint Committee Management Board	Autumn
<ul style="list-style-type: none"> • Formulate and deliver a strategic three year development programme for the service to further improve the challenge and support delivered by CA's. 	GwE SLT	Autumn / Spring
<ul style="list-style-type: none"> • Ensure internal Performance Management procedures are implemented robustly 	GwE SLT	Autumn
<ul style="list-style-type: none"> • Ensure that quality assurance and accountability procedures are applied consistently and robustly across all three hubs 	SCA and AD	Autumn
<ul style="list-style-type: none"> • Deploy experienced Secondary Heads with a proven track record to work in underperforming secondary schools. 	GwE SLT	Autumn / Spring
<ul style="list-style-type: none"> • Revise recruitment strategy to ensure that regional service is able to attract high quality and effective secondary practitioners to key roles. 	MD/AD Joint Committee Management Board	Autumn / Spring

R3 Develop clearer strategies to address the impact of deprivation upon education outcomes and ensure all actions are coherent in this purpose

Progress against recommendation:

Action taken:

- **GwE has developed a regional strategy for reducing the impact of poverty**, which has as its basis 'Rewriting the Future' (WG 2014) and 'Rewriting the future – a year on (WG 2015). The strategy outlines the actions that GwE and its schools will take to remove the barriers to success of our most vulnerable learners, and how we will embrace the challenge set by the Minister for Education and Lifelong Learning and the Welsh Government. The strategy document will be finalised following consultation with GwE's Management Board and user group during the coming weeks. Progress against the actions in the strategy will be reviewed and RAG'd on a termly basis by GwE's SLT, with a report subsequently submitted to the Management Board.
- **Challenge Advisors (CA) received training** from the Senior Challenge & Support Advisor (SCSA) with responsibility for deprivation in April 2015 on the WG refreshed guidance on the PDG
- **A focus group of CAs is being established.** They will meet on a half termly basis with the SCSA and the Regional LAC lead for updates on information, events and training, and disseminate to colleagues at hub meetings. The establishment of this group aims to secure a more consistent message and approach to supporting schools across the region.
- **A section of the GwE website has been developed which focusses on deprivation.** It includes key documents from Estyn, WG and the Wales Centre for Equity in Education, and links to case studies and resources.
- During their visits to individual schools **CAs continue to discuss the use of the PDG, the performance of FSM/LAC** and other vulnerable groups of learners, referring headteachers and senior leaders to examples of good practice and useful resources and links.
- **Schools where there is effective practice**, recognised by the CA, Estyn and the LA Inclusion team, (4 schools to date) have **been identified and invited to apply for Co-Leading School (CLS) status.**
- **A GwE regional conference** on removing the barriers of deprivation will be held on November 9th at Venue Cymru, Llandudno. The Minister was invited to give a keynote speech but, unfortunately has other commitments and was unable to attend. Following a presentation by Sir John Jones, there will be 16 workshop sessions, 13 by GwE schools, 2 from CSC schools and 1 from an ERW school, on their work with vulnerable learners and their effective use of the PDG to raise attainment of FSM pupils. The presentations from the schools will be available on the GwE website following the conference for those who were unable to attend to access.
- In addition to the regular work of the CA, **GwE has commissioned two of the region's successful secondary headteachers to undertake a piece of remit work on their behalf, visiting 14 secondary schools identified on the basis of their strong/poor performance in the L2+ of FSM pupils.** One will focus on the effective schools, compiling a best practice case study which will be shared widely within, and beyond the region. The other will focus on the schools with the lowest percentage of successful FSM pupils, exploring those schools' planning for the use of their PDG, their monitoring of the delivery of interventions and their evaluations. This remit work will be completed by the end of November.
- **Regional LAC plan developed** in collaboration with the LAC co-ordinators from each of the 6 LAs. The plan has been shared and approved by GwE's Management Board. The group meet monthly to review progress.
- **A regional LAC lead has been seconded** and started in post in June.
- **Information sessions for schools were held in July**, where they had the opportunity to identify and prioritise whole school training needs.

- **LAC area has been developed on the GwE website.** Training events and key support documentation are available for schools, foster parents, adoptive parents and governors.
- **Training started in September and will be rolled out across the 6 LAs.** The areas covered will include: behaviour support; mental health in schools; attachment; Stonewall; and the Unearthing Box. These programmes, once established in schools, will support teachers and other staff to develop the potential of all vulnerable learners, therefore benefitting not only LAC, but former/potential LAC.

Evidence of Impact:

- Too early to impact as yet, as all the above are very recent developments that are unlikely to be measurable until the summer term and beyond.
- Progress against the actions within GwE's Poverty Strategy will be monitored regularly by the MD, AMD and full SLT, as well as the Management Board and Joint Committee. It also forms part of the PM targets of the SCA.
- Schools' progress against the actions in their SDP is monitored during CA visits.

Further actions needed

- To finalise and share the regional strategy with stakeholders, and to implement it in line with the action plans and targets contained within it.

Who

Lead responsibility lies with the SCSA, reporting to the ADs and MD.

When

Completed and shared by November
Implementation period until July 2016

DRAFT

R4 Develop clearer strategies for maximising the potential of school-to-school support

Progress against recommendation:

Action taken:

- Business plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified.
- Revised Strategy Implemented.
- Senior Challenge and Support Adviser allocated to take a strategic lead role in order to ensure consistency and effective implementation.
- Financial assistance to schools in order to promote and develop effective collaboration.
- Developed the Challenge Adviser role in supporting / facilitating / monitoring evaluating effective collaboration.
- Good / effective practice showcase being developed on the GwE web site.
- Cross Authority collaboration developing effectively (financial assistance given to promote effective cross authority collaboration). 9 lead schools with numerous partner schools focusing on a variety of areas. Case studies being developed to be located on the GwE website in order to share effective practice. Effective workshops also presented in the GwE School to School conference in June 2015.
- Co-Leading schools initiative - This involved inviting schools to apply for Co-Leading School status in three areas - Literacy and Numeracy across the curriculum and Modern Foreign Languages.:
- GwE invited applications for Co-Leading school status for Literacy, several schools applied, x17 schools appointed (x10 Primary / x6 Secondary / x1 Special).
- GwE invited applications for Co-Leading school status for Numeracy, several schools applied, x9 schools appointed (x7 Primary / x2 Secondary)
- GwE invited applications for Co-Leading school status for MFL, several schools interested, one appointed (Ysgol Eirias) - leads on a specific project that is part of the Global Futures initiative with WG.
- Effective school to School Collaboration National Conference - June 2nd, 2015 with Professor Mel Ainscow as the key note speaker showcased the numerous effective projects and collaboration currently on going in the GwE region. Also provided an opportunity to share effective practice with other consortia.
- GwE Challenge and Support Programme. A revised model building capacity for a self-improving school system is operational focusing on developing school to school collaboration. Model allows for peer challenge, support and evaluation and more autonomy for the best schools, releasing added Challenge Adviser capacity to operate at a more detailed level with underperforming schools.
- Sub group established in order to ensure effective collaboration / sharing good practice between Schools Challenge Cymru Challenge Advisers and GwE.
- Mel Ainscow will be conducting a Master Class – Promoting inclusive practices in schools, focusing on collaboration in order to improve practice – November 2015.
- Leadership Development Programme operational across the region offering effective CPD for practitioners. Reflects direction of NLDB and WG. Co-operation with other Consortia in relation to developing effective CPD for every stage of the Leadership Pathway.
- GCSE / BAC initiatives –Lead schools are Eirias – Maths – Bryn Elia – English – Yr Alun & Anglesey schools Science – Dyffryn Ogwen / Botwnog / Tryfan – Welsh. All resources etc located on the GwE website. VLE established also in order to share the effective practice.
- Individual seconded into GwE in order to lead BAC initiatives
- GwE fully engaged and committed in implementing the Pioneer and Lead schools initiatives with the other Consortia and W.G:
- Lead arts and creative Schools
- Pioneer Schools Digital
- Pioneer Schools Successful Futures
- Pioneer Schools New Deal

- Managing Director meets with Assistant Director (Support & Brokerage) to challenge findings and performance.

Evidence of Impact:

- Variety of evidence available regarding the effective impact of various school to school collaboration work. The School to School conference showcased this, e.g, regarding literacy developments, deprivation developments, IT developments.
- The performance of amber / red schools have shown a marked improvement across the region as result of commissioned school to school working that incorporated challenge and support to individual schools.
- Cross authority collaboration projects have been successful and case studies of excellent practice are being collated and shared.
- Numerous initiatives are however at the early stages of implementation. It is therefore too early at present to measure the full impact on standards and performance, e.g – GwE Challenge and Support Programme, and the Co-leading Schools initiative.

Further actions agreed

- See R5
- Evaluate impact of various school to school strategies, and revise models as appropriate.

Who

GwE SLT
Independent
external
adviser.

When

January 2016
July 2016

DRAFT

R5 Provide better support, either directly or through brokerage, for teaching and learning in non-core subject areas

Progress against recommendation:

Action taken:

The current main priority regarding non-core subjects is to ensure the development of Literacy and Numeracy across the curriculum, to raise awareness of SMT members, L+N Co-Ordinators and Heads of subject (in Secondary schools) of the importance of incorporating Literacy and Numeracy into Teaching and Learning strategies, schemes of work and lesson plans

The main focus during recent months has been developing GwE's School-to-School support programme. The first phase of which was launched in June 2015. This involved inviting schools to apply for Co-Leading School status in three areas - Literacy and Numeracy across the curriculum and Modern Foreign Languages:

- GwE invited applications for Co-Leading school status for Literacy, several schools applied, x17 schools appointed (x10 Primary / x6 Secondary / x1 Special)
- GwE invited applications for Co-Leading school status for Numeracy, several schools applied, x9 schools appointed (x7 Primary / x2 Secondary)
- GwE invited applications for Co-Leading school status for MFL, several schools interested, one appointed (Ysgol Eirias) - leads on a specific project that is part of the Global Futures initiative with WG.

A key feature of GwE's school support programme is to raise awareness of Literacy and Numeracy in KS3 – specifically in non-core subjects. Two lead practitioners from two schools (Ysgol John Bright and Ysgol Dyffryn Conwy and Ysgol John Bright) have been appointed to lead in these areas.

GwE has also been active in inviting (and identifying and supporting) schools to apply for Pioneer School status (Digital, Creative and Successful Futures-Curriculum):

- x18 schools (x9 Primary / x9 Secondary) – supported by GwE - successful in their applications to become 'Creative Pioneer Schools'
- x3 schools (x2 Primary / x1 Secondary) – supported by GwE - successful in their applications to become 'Creative Pioneer Schools'
- x11 schools (x5 Primary / x5 Secondary / x1 Special) – supported by GwE – short-listed for 'Successful Futures Curriculum Pioneer Schools'

Evidence of Impact:

It is too early at present to measure the impact of these initiatives, many of which are in the early stages of implementation.

Co-Leading schools for Literacy, Numeracy and MFL are only now engaging with schools, early indications show a willingness by schools to engage, however there is as yet no evidence of impact.

Lead practitioners for Literacy and Numeracy across KS3 have held meetings across the region. Attendance at these meetings has been excellent, however although there is a willingness to engage and feedback from these meetings is very good, again there is no 'hard' evidence of impact as yet.

Pioneer Schools have only recently been appointed and, supported by GwE, will be working in "clusters" with other schools. At present it is too early to gauge impact of the Pioneer School programme

Further actions agreed

Who

When

<p>Continue to develop GWE's School-to-School support programme. Role out of the second phase to include specified curricular areas.</p>	<p>Assistant Director – (Support & Brokerage)</p>	<p>Continuous</p>
<p>To monitor and evaluate the effectiveness of the work carried out by:</p> <ul style="list-style-type: none"> • Literacy, Numeracy and MFL Co-Leading schools • KS3 Literacy and Numeracy Lead Practitioner 	<p>SM</p>	<p>July 2016</p>
<p>Implement the Pioneer School initiative.</p>	<p>PM</p>	<p>January 2016</p>

DRAFT

R6 Involve diocesan authorities effectively in the strategic planning and evaluation of regional services

Progress against recommendation:

Action taken:

- Diocesan directors of education attending GwE Joint Committee on an agreed rota, reporting back to each other in between meetings.
- Diocesan directors challenging GwE work with schools at Joint Committee level

Evidence of Impact:

- Attendance register, GwE Joint Committee meetings
- Minutes, GwE Joint Committee meetings.

Further actions agreed

- Continued involvement of diocesan directors at regional level
- Consideration to be given to the particular needs of faith schools in the context of GwE's business plan and service level agreement.

Further actions agreed

GwE MD with Diocesan Directors

Further actions agreed

November 2015

DRAFT

Estyn recommendations for Local Authorities

<p>Local authorities should: R7 Support their regional consortium to develop medium-term business plans and ensure that all plans take account of the needs of their local schools</p>		
<p>Progress against recommendation:</p>		
<p>Action taken:</p> <ul style="list-style-type: none"> • Business plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified. • Business plan includes annexes where detailed action steps and outcomes are identified for each authority. • Enhanced data capturing via Data Unit and SMS in place with full access to all CA's and LA Officers. SMS captures key indicator targets from all schools and aggregates them on a regional and individual authority basis. Targets will be monitored and challenged during the Autumn Term on a regional, authority and individual school basis. System now in place allows monitoring of progress data against targets on a termly basis. Captured data will be at macro level with individual Challenge Advisers privy to pupil level data and tracking. SMS also facilitates more effective management and analysis of data across schools. • Each Challenge Advisor has current objectives. These objectives fall into three categories:- • A Regional objective that derives from the Business Plan • An objective that derives from one of the CA's schools or group of schools • An objective that derives from the CA's self-assessment / peer assessment • Performance Management objectives for 2015-16 will be closely aligned with Business Plan priorities. All Challenge Advisers will receive objectives which are aligned with quantitative improvement targets for link schools. 		
<p>Evidence of Impact:</p> <ul style="list-style-type: none"> • The Business Plan includes 3 yr milestones where detailed action steps, outcomes and costings are identified for each priority, ensuring a more strategic approach to school improvement across the region. However, the priorities identified need to be more formally risk assessed for monitoring by the SLT, Management Board, Joint Committee and Advisory Board on a rotational basis. • The enhanced data capturing via Data Unit and SMS has ensured that targets and progress data can be challenged more effectively. However, it is much too early to assess the impact of the new system on regional performance indicators. The regional service needs to ensure that the Data Unit has the capacity to effectively manage all regional data requirements and to successfully identify all areas that need improvements. • The progress of schools in amber and red categories is robustly and regularly monitored. The targeted challenge and support to these schools has been effective. In 2015, the secondary schools in amber/red categories improved on average by 3.5% in the Level 2 inclusive. The challenge and support to the green and strong yellow schools has been revised to ensure that the support is more rigorous with peer challenge and evaluation focusing on improvement. However, it is much too early to measure its impact on provision and performance. • Self-evaluation processes clearly identify strengths and key areas for improvement. However, self evaluation processes need to be further honed to make more effective use of performance data to target resources and improvement. 		
<p>Further actions agreed</p> <ul style="list-style-type: none"> • Individual Authority 2015 school performance stocktake • Individual Authority Business Plan Annexes Revised 	<p>Who</p> <p>Chief Executives, Directors and Hub Leads. Directors & Hub Leads</p>	<p>When</p> <p>November 2015 December 2015</p>

<ul style="list-style-type: none"> Regional stocktake with Chief Executives completed 	Chief Executives, MD & LD	December 2015
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Local authorities should: R8 Develop formal working arrangements between scrutiny committees in their consortium in order to scrutinise the work and impact of their regional consortium		
Progress against recommendation:		
Action taken: <ul style="list-style-type: none"> Scrutiny forms an integral part of the work of the Management Committee, Advisory Board, Joint Committee, Regional Leadership Board, Ministerial Stocktakes as well as formal Scrutiny Arrangements. Alongside inspection work, there is a strong argument for accountability and scrutiny arrangements to be streamlined over time. Work has been undertaken to coordinate formal scrutiny arrangements across the region, reported to Joint Committee. There is scope for more collective learning and innovation to take place across the region from greater coordination and sharing of scrutiny work programmes and thematic outcomes. 		
Evidence of Impact: <ul style="list-style-type: none"> It is too early at present to measure the impact of these initiatives, many of which are in the early stages of implementation. 		
Further actions agreed	Who	When
<ul style="list-style-type: none"> Adoption of Joint Scrutiny Protocol Meeting of Regional Scrutiny Chairs Annual Joint Scrutiny Cycle Commences 	Joint Committee MD, LD, Scrutiny Chairs & Officers Scrutiny Chairs, Officers and Directors	November 2015 December 2015 January 2015