Appendix 2

GwE ac Adran Addysg Gwynedd

Cynllun Busnes Atodol 2015-2016

GwE and Gwynedd Education Department

Local Authority Business Plan Annex 2015-2016

VISION
Children and young people in Gwynedd achieve the highest standards so as to maintain the language, culture and local economy.

PURPOSE
To ensure that the schools and provision enable the children and young people to achieve the highest standards and nurture the qualifications and skills that enable them to reside and prosper within the locality.

IMPROVEMENT MEASURES	AIMS FOR SUMMER 2016 *
Percentage of 16 year olds achieving level 1 threshold or (5 A* - G grades GCSE)	99.8%
Percentage of 15 year old pupils on the previous 31st August, in LEA maintained schools who achieved the Level 2+ threshold including GCSE grades A* - C in Welsh mother tongue or English and Mathematics.	69.8%
Percentage of 16 year old pupils achieving the Core Subjects Indicator (Grade C or above) in Welsh/English, Mathematics and science.	69.6%
Capped points score for pupils who are 15 years old on the previous 31 August at LEA maintained schools.	**Data summer 2015 – 362.0**
No schools performs in the FSM benchmarks lower quartile over a three year rolling period.	**0**
Improve performance at the highest levels at every key stage including increasing number of GCSE pupils who achieve A*-A, including FSM learners performance.	**Progress made at every key stage**

Raise standards in English and Mathematics at KS4	**12 schools to break threshold of 70% Mathematics** **2 schools to achieve 65% Mathematics** **11 schools to break threshold of 75% English** **3 schools to achieve 70% English**
No other school placed in Estyn statutory category	**0**
Quality of leadership – increase in % of schools being awarded grade A/B	**Increase to 85%**
Percentage of pupils assessed at LEA maintained schools, and who receive Teachers Assessment in Welsh (first language) at the end of Key Stage 3	**84%**
Percentage of pupils achieving level 3 or above at KS2 (7-11 years) who were assessed by a teacher in Welsh as first language at the end of KS3 (11-14 years)	**90%**
Pupils percentage attendance in the primary schools	**95.3%**

(*Based on Gwynedd secondary schools targets)

GwE Aims Nodau GwE	Core GwE Business Plan Offer Cynnig Cynllun Busnes Craidd GwE	Gwynedd Priorities Blaenoriaethau Gwynedd	Actions Camau gweithredu	Outcome Deilliant
Actions that we wish GwE to perform on our behalf: Ensure that development plans, self-evaluation processes and tracking systems are at least good at our schools Provide guidance in order to raise standards in English in specific departments in our secondary schools Provide guidance in order to raise standards in mathematics in specific departments at our secondary schools To ensure that the new science specification is	_To continue with all areas included in P1 of the regional Business Plan_ _To continue with strategies to raise standards across all stages as noted in P1.1 and P1.2 of the business plan_ _To continue to robustly intervene in all Amber and Red schools, supporting where appropriate in relation to Estyn inspection follow-up action_ _To ensure_	Raise standards at key stage 4 (including learners who are entitled to FSM): • To ensure robust performance in GCSE science at every school. • Increase % of pupils achieving level 2+ threshold to 70% • Raise standards in mathematics and English at every school. • Increase percentage FSM learners achieving level 2+ threshold.	Target under-performing departments and departments whose performance is in "the comfort zone". To ensure additional and appropriate resources to raise standards in mathematics and English. Continue to support schools so that they confidently present the specification/new qualifications through GwE Lead Schools Plan + GwE Subject Networks To ensure mature use of data to identify and support schools where there is capacity to improve achievement in GCSE science. Appropriate support targeted through implementing the 'new	No school's performance features in the lower FSM benchmarks quartile over a three year rolling period. LEA's performance continues to exceed the national benchmark in the TL2+ and aims to achieve the 70% threshold. 12 schools to break through the 70% threshold Mathematics = Ardudwy; Berwyn; Botwnnog; Brynrefail; DO; Eifionydd; Friars; Gader; Glan y Mor; SHO; Tryfan; Tywyn 2 schools to achieve 65% Mathematics = Dyffryn Nantlle; Moelwyn 11 schools to break threshold 75% English = Ardudwy; Berwyn; Botwnnog; Brynrefail; DN; DO; Eifionydd; Gader; Glan y Mor; Tryfan;

ready for implementation in our secondary schools

Ensure that our schools understand and are ready to implement new specifications

Target those departments who generally underperform or whose performance is in the comfort zone.

Introduce a new school support model so that:
1. Schools who are in danger of slippage are identified at an early stage so as to implement appropriate intervention.
2. Make school to school systems more robust and develop new partnerships.
3. Identify excellence and effective practice in the leadership and | *appropriate support and challenge in all yellow and green schools*

To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Gwynedd schools

Ensure all schools comply with statutory requirements | | model'.

Target professional development for Middle Leaders so as to develop their capacity to provide leadership on good learning and teaching within their departments.

Broker specific support for heads of under-performing departments so as to lead and develop teaching and learning in their departments, prioritizing mathematics and English in the first instance.

GwE to provide support for XX heads of department where improvements are required in performance and quality of leadership.

Ensure that all schools have strategic and effective improvement plans that clearly indicate how they make effective use of support commissioned from GwE and the national grants.

Ensure that underperforming departments have rapid access | Tywyn

3 schools to achieve 70% English = SHO; Moelwyn; Friars Aim towards GCSE performance in science that is similar to, or an improvement on the other core subjects.
Increase in learner numbers achieving 5 A* and A grades. |

pedagogy fields and share them; 4. Improve end of key stage outcomes; 5. Support schools to perform in the higher quartiles 6. Ensure that no school falls into Estyn statutory categories			to specialist and specific support tailored to their needs. Formalize arrangements for measuring performance and reporting on progress. Ensure that the LEA monitors and challenges those schools who are referred to the Management Team, using all powers available to the LEA to improve leadership and management at under-performing schools.	

Target professional development programmes for middle managers so as to develop their capacity to lead on good teaching and learning within their departments

Establish a programme to further develop current headteachers

Continue to make system for assessment of teachers more robust through moderating assessments so that they are consistent across the Region and Wales.

Support Gwynedd Council to make morr robust and fine-tune the Council's internal accountability procedures on individual schools and departments in secondary schools | | Increase number of schools who perform in quartile 1 and 2 at every key stage. | Target specific schools who have performed in quartile 3 and 4 over a rolling period.

Implement a support programme through the assistant partners to the amber and red category schools.

Targeted appropriate support through implementing the 'new model', namely:
- Peer-group review (robust green and yellow category schools) – jointly challenge and jointly support;
- Pairs/triads (yellow category schools) – jointly challenge and jointly support with targeted support; and
- Amber/red category schools – challenge and intensive support.

Encourage and facilitate schools to make use of GwE leadership development programme for leaders at every level.   Target up to 14 good leaders to attend GwE training programme. | Increase percentage of pupils achieving the FPI in the primary through improving performance of specific schools.

Increase percentage of pupils achieving the CSI in the primary through improving performance of specific schools.

Increase percentage of pupils achieving the FPI +1 level in the primary through improving the performance of specific schools.

Increase percentage of pupils achieving the CSI +1 level in the primary through improving performance of specific schools.

Improve FSM pupils performance.

Increase number of schools placed in the green and yellow categories.

Reduce the number of schools placed in the red category.

Reduce the number of schools placed in Estyn Monitoring category.

No school to be in the Significant Improvement required and Special |

through: 1. Contributing to scrutiny Sub-panel on schools performance 2. Supporting the Council to use its statutory powers. Regularly and effectively communicate with the LEA regarding school developments Prepare a detailed action plan to accompany this specification. Prepare an annual report on standards to the Scrutiny Committee Prepare an annual evaluation and identify fields for improvement to accompany this specification action plan and present it to the Scrutiny Committee Collaborate with the			Establish sufficiently fine-tuned procedures to target performance of specific learner groups. Ensure appropriate implementation and response from every school to the 'setting a baseline' training in effective self-evaluation and planning fields. Improve consistency and reliability of teachers assessments. Promote good practice in the classroom through ensuring that good practices (at a local level and nationally) are effectively shared, and that its impact is carefully monitored. Promote regional training events and enriching activities with schools. Ensure that schools provide training and mentoring for teaching assistants so that they can support learners literacy and numeracy skills, including MAT learners, learners entitled to	Measures statutory categories. A xx% increase on the figure for 2015 in the percentage achieving FPI through improving performance in specific schools A xx% increase on the figure for 2015 in the percentage achieving CSI KS2 through improved performance in specific schools A xx% increase on figure for 2015 in the percentage of FSM learners achieving FPI through improved performance in specific schools A xx% increase on figure for 2015 in percentage of FSM learners achieving CSI KS2 through improved performance in specific schools. A xx% increase on figure for 2015 in percentage of learners achieving TL2+ KS4 A xx% increase on the figure for 2015 in the percentage of learners achieving L2 Mathematics KS4 A xx% increase on figure for 2015 in the percentage of learners achieving L2 English KS4 FSM pupils rolling performance in the

Welfare Service to identify good attendance practice Collaborate to obtain a concise composite school profile			FSM and ALN learners. Develop and provide the Teaching and Learning Leadership Programme (for Literacy and Numeracy Leaders and SMT members), using joint leadership schools specialization and experience. Ensure that leaders at every level effectively use tracking data so as to have a positive impact on teaching and learning.	TL2+ exceeds the national benchmark of 32.0% at every Secondary school. All primary/secondary schools placed in Estyn Follow-up Monitoring category have made the expected improvement and have been taken out of the category in accordance with Estyn implementation time-table. No additional schools to be placed in statutory progression follow-up category [GS/MA] By October 2016, increase % of primary schools in green/yellow support category to 91% and reduce those in the red category to 0% By October 2016, increase % of secondary schools in the green/yellow support category to 85.7%. Schools who have not responded appropriately to the 'setting a baseline' training in effective self-evaluation and planning fields identified for further action/intervention.

| | | Monitor and challenge every school and use all the LEA's powers to improve leadership and management at under-performing schools. | Make more robust the LEA's actions as regards developing leadership and management in primary schools.

YH GwE to target up to __ good leaders to attend GwE training programme.

Ensure that there fine-tuned and appropriate procedures in place through the Regional [GwE] Service to monitor and evaluate the schools progress and intensify the action and intervention where the expected progress is not apparent and take more direct action using statutory powers, with specific schools prior to any Estyn visits.

Make more robust and fine-tune the Council's internal accountability procedures on performance of schools and individual departments in secondary schools. | An effective monitoring and challenging programme is implemented and there are clear arrangements in place to report on progress.
Higher level of challenge/accountability is implemented.

Improved quality of leadership across schools in both sectors.

No school adjudged as being *unsatisfactory* by Estyn for Key Question 3 and a 50% reduction in the number adjudged as being *adequate.*

Improved ownership of the improvement programme across the range of stakeholders [Headteachers, Officers, System Leaders, Governors and Elected Members].

LEA makes earlier and more effective use of its statutory powers so as to ensure children and young people's best interests. |

| | | Improve leadership conditions so as to raise standards. | The LEA to commission a report on leadership and management conditions in the county's schools.

Develop managers and prospective managers within services.

Identify future leaders to ensure that everybody receives a high quality education.

Develop a robust school to school procedure and managerial networking so as to share best practice so as to avoid duplication.

Take rapid and appropriate action so as to ensure viable establishments through effective and efficient schools organization. | Implement the report's agreed recommendations.

Prospective managers and managers receive professional development through GwE leadership training programmes.

Future prospective leaders identified to apply for NPQH and receive support during the process.

The 'new model' effectively implemented so as to ensure a robust 'school to school' procedure. Effective leadership across the schools, including schools that share leadership between more than one school. |