

Appendix 3

GwE ac Adran Addysg Sir Ddinbych

Cynllun Busnes Atodol 2015-2016

GwE and Denbighshire Education Department

Local Authority Business Plan Annex 2015-2016

GWELEDIGAETH VISION

All children and Young people in Denbighshire realise their potential in terms of achievements and attainment; that they have a happy, rewarding and inclusive experience of school.

PWRPAS PURPOSE

Sicrhau bod yr ysgolion a'r ddarpariaeth yn arfogi'r plant a'r pobl ifanc i gyflawni'r safonau uchaf ac i feithrin y cymwysterau a'r sgiliau sy'n eu galluogi i fyw a ffynnu'n lleol.

Ensure that the Service progresses from good to excellent; and to narrow the gap between Denbighshire and the top performing authorities in the UK to ensure that all Young people have the best chance to succeed.

MESURIADAU SYDD ANGEN GWELLA INDICATORS TO BE IMPROVED	BLE RYDYM AM FOD ERBYN HAF 2016 * WHERE WE WILL BE BY SUMMER 2016*
Canran disgyblion 16 oed sydd yn ennill trothwy lefel 1 neu (5 gradd A* - G TGAU) <i>Percentage of pupils aged 16 having achieved Level 1 threshold (5 A*-G GCSE grades)</i>	95.1%
Canran y disgyblion 15 oed ar y 31ain Awst blaenorol, mewn ysgolion a gynhelir gan yr awdurdod lleol a gyflawnodd y trothwy Lefel 2+ yn cynnwys gradd A*-C TGAU mewn Cymraeg mamiaith neu Saesneg a Mathemateg. <i>Percentage of pupils within maintained schools on the previous 31st August, who achieved the Level 2+ threshold including GCSE A*-C in Welsh first language or English and Mathematics.</i>	60.8%
Canran disgyblion 16 oed sydd yn ennill y Dangosydd Pynciau Craidd (Gradd C neu uwch mewn Cymraeg/Saesneg, Mathemateg a gwyddoniaeth). <i>Percentage of 16 year old pupils who achieved the CSI (Grade C or higher) in Welsh/English, Mathematics and</i>	57%

Science.	
Sgôr pwyntiau wedi gapio ar gyfer disgyblion sy'n 15 oed ar y 31 Awst blaenorol mewn ysgolion a gynhelir gan yr awdurdod. <i>Capped Points Score for LA maintained school pupils who are aged 15 on the previous 31st August.</i>	Data haf 2015 – Summer data - 345
Dim un ysgol yn perfformio yn chwarterl isaf meincnodau PYD dros gyfnod treigl tair blynedd. <i>Not a single school performing in the FSM lowest quartile over three years.</i>	0
Gwella perfformiad ar y lefelau uwch ym mhob cyfnod allweddol gan gynnwys cynyddu canran A*-A ar gyfer disgyblion TGAU, gan gynnwys perfformiad dysgwyr PYD. <i>Improve performance in the higher levels at all key stages including increasing the percentage of A*-A for GCSE pupils, and including FSM pupils.</i>	Cynnydd ym mhob cyfnod allweddol <i>Increase at all key stages</i>
Codi safonau Saesneg a Mathmateg yn CA4. <i>Improve the standards of Mathematics and English at KS4.</i>	75% ysgol i gyrraedd 70% Mathemateg 62.5% ysgol i gyrraedd 65% Mathemateg 50% ysgol i dorri trothwy 75% Saesneg 87.5% ysgol i gyrraedd 70% Saesneg
Dim un ysgol arall yn cael ei rhoi mewn categori statudol Estyn. <i>No additional schools placed in an Estyn statutory category.</i>	0
Ansawdd arweinyddiaeth – cynnydd mewn % o ysgolion sy'n cael dyfarniad gradd A/B <i>Quality of Leadership- increase in the % of schools deemed to be grade A/B.</i>	Cynnyddu i 87.5% <i>Increase to 87.5%</i>

<p>Canran y disgyblion a aseswyd mewn ysgolion a gynhelir gan yr awdurdod lleol, ac sy'n cael Asesiad Athrawon yn y Gymraeg (iaith gyntaf) ar ddiwedd Cyfnod Allweddol 3. <i>Percentage of pupils in LA maintained schools assessed in Welsh 1st Language at the end of KS3.</i></p>	
<p>Canran disgyblion enillodd lefel 3 da neu uwch yn CA2 (7-11oed) a gafodd asesiad athro yn y Gymraeg iaith gyntaf ar ddiwedd CA3 (11-14oed). Percentage of pupils who achieved level 3 or above in KS2 (7-11 years old) who received a teacher assessment in Welsh 1st Language at the end of KS3 (11-14 years old).</p>	21.3%
<p>Canran presenoldeb disgyblion yn yr ysgolion cynradd. <i>Percentage attendance in primary schools.</i></p>	94.7%

(*Yn seiliedig ar dargedau ysgolion uwchradd Sir Ddinbych –based on Denbighshire secondary schools data)

GwE Aims DCC Aims	Core GwE BP Offer	DCC Priorities	Actions	Outcome
<p>Raise standards of T&L for all Learners across the Region consistently for all key stages</p> <p>To improve the quality of Leadership and its impact on improving outcomes across the consortium.</p> <p>Developing a self-improving system.</p> <p>-Standards of attainment are maintained and improved in line with challenging but achievable targets. -The levels of progress made by students remains at least as expected or better. -No school is placed in an Estyn statutory category. --The attainment of the lowest performing groups improves and the gap in performance between different groups of learners narrows.</p>	<p>To continue with all areas included in P1 of the regional Business Plan.</p> <p>To continue with strategies to raise standards in Foundation Phase, Key Stage 2 and Key Stage 3 as noted in P1.1 and P1.2 of the business plan.</p> <p>To continue to robustly intervene in all amber and red schools (see separate hub action plan for these)</p> <p>To ensure appropriate support and challenge in all yellow and green schools (see separate hub action plan for these)</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to DCC needs.</p> <p>Ensure all schools comply with statutory requirements.</p>	<p>To raise attainment for all learners in the core performance indicators in the Primary sector and KS3 with a particular focus on:-</p> <ul style="list-style-type: none"> - Boys performance - FSM / non FSM - Performance of boys in Cymraeg - KS2 performance - FPh in LCE and MD - Performance of More Able Pupils in all Key Stages. <p>To raise attainment for all learners at KS4 ; TL2+, TL2, L1 and CSI. With particular focus on:-</p> <ul style="list-style-type: none"> - Boys performance - FSM / non FSM - A-A* - Boys performance in Cymraeg <p>All schools currently in ESTYN category to be removed within specified time-frame and no further schools to be placed in statutory category.</p> <p>To ensure that all schools placed in a red and amber categories make the required improvement in the specified time-frame.</p> <p>Ensure that all schools are prepared for and effectively deliver new course specifications with a particular focus on core subject areas.</p> <p>Ensure target setting process and tracking is accurate.</p> <p>All learners in Denbighshire have access to good quality teaching.</p> <p>Ensure all schools comply with statutory requirements</p>	<p>Ensure that the Denbighshire / Conwy hub 'Raising Standards' model is being implemented in all schools and that appropriate bespoke intervention is delivered. Robust analysis of Denbighshire Literacy and Numeracy data to identify common areas of need and address as necessary.</p> <p>As well as KS2 and KS3, develop GwE / LA assessment and moderation procedures for Foundation Phase.</p> <p>Additional support for New and Acting Head teachers in the LA.</p> <p>Bespoke training, support and monitoring for core subject middle leaders to ensure effective delivery of current and new curriculum through:-</p> <ul style="list-style-type: none"> o GwE to collate intelligence to identify these for Denbighshire o Coaching and mentoring for identified individual heads of departments and teaching staff. o ensuring study skills and revision classes are taking place as support for cohorts of pupils o ensuring that additional teaching resource are working with identified small cohorts of learners who are struggling with key subjects. o Improving attainment planning in identified schools. o Access to outstanding practice to work with individual departments. o Analysis of examination questions to understand areas of underperformance. o Development of English, Maths and Science forums for Heads of Departments. o Ensuring read across exercises take place at all key stages. <p>Liaise closely with Denbighshire HR with regard to persistent teacher underperformance.</p> <p>Rigour and consistency in checking standards of work and ensuring consistency in quality feedback to learners.</p> <p>Ensure that there are rigorous monitoring systems in place to provide evidence that schools are on target to deliver agreed outcomes.</p>	<p>Improved attainment Foundation Phase I 87.6% 2015 to 85.5% 2016</p> <p>Key Stage 2 CSI 87.9% 2015 to 89% 2016</p> <p>Key Stage 3 CSI 84.1% 2015 to 86% 2016</p> <p>Key Stage 4 TL2+, 55.8% 2015 to 60.8% 2016</p> <p>TL2 87.2% 2015 to 89% 2016</p> <p>TL1 94.6% 2015 to 95.1% 2016</p> <p>CSI 51.6% 2015 to 57% 2016</p> <p>Literacy and Numeracy National Tests results aligned to End of Key stage assessments.</p> <p>All pupils making the expected level of progress in the Literacy and Numeracy national test (progress measure over 1000)</p> <p>Two Red and Eleven Amber school to move to yellow within expected time-scale.</p> <p>No unsatisfactory lessons observed by ESTYN.</p>