

Appendix 5

Ynys Môn LA / GwE Business Plan Appendix 2015/16

VISION - GWELEDIGAETH

'Mae pob plentyn a pherson ifanc yn cyflawni ei botensial i fod yn aelod cyfrifol, gweithredol a llwyddiannus o fewn cymuned dwyieithog ac economaidd lewyrchus'.

'All children and young people fulfil their potential to become responsible, successful and active citizens within a bilingual and economically vibrant community'.

PURPOSE - PWRPAS

Gwella cysondeb safonau addysg i bob dyswgr ym Môn o fewn ysgol ddwyieithog gynhwysol, gan leihau gwahaniaethau perfformiad a gwella'r ddarpariaeth a'r cyfleoedd ar draws ac o fewn ysgolion yr ynys.

Lessen the inconsistencies in performance and provision for the education of pupils across and within Anglesey schools, ensuring bilingual and inclusive schools.

GwE Aims Ynys Môn Aims	Core GwE Business Plan Offer	Ynys Môn Priorities	Actions	Outcomes
<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>- Address variation to quickly improve outcomes.</p> <p>-Further strengthen leadership and learning</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, supporting where appropriate in relation to Estyn inspection follow-up action.</p> <p>To ensure appropriate support and challenge in all yellow and green schools.</p> <p>To continue with all areas of P2 and P3 in the GwE business plan with appropriate response to the needs of Ynys Môn schools.</p>	<p>Foundation Phase- Improve FP performance in Welsh and English. Improve 06+. Increase Welsh First Language FP assessment in some schools. Improve attendance and reduce FSM/non FSM performance.</p> <p>KS2- Raise level 5 outcomes Reduce the dip in performance between FSM and non-FSM pupils overall, particularly in Science. Increase performance in STEM subjects. Improve attendance.</p> <p>KS3- Improve performance at end KS3 in English, both FSM and non-FSM pupils. Improve performance in mathematics and increase L6+. Reduce gap between FSM and non-FSM pupils. Improve performance in Science. Improve attendance.</p> <p>KS4- Increase % pupils achieving Level 2+ in all subjects but particularly English. Enhance professional practice particularly in</p>	<p>Foundation Phase Identify the schools that need support to improve outcomes in these areas. Identify the groups within the cohort that are likely to underperform: SEN/ALN/Flying Start/Communities First/TAF/Families First. Track correlation (or otherwise) between Flying Start/TAF/CF1/FF clientele and poor performance. Identify and target effective support and intervention.</p> <p>KS2 Identify schools with less than expected outcomes at L5+, target support for improved outcomes particularly for FSM. Ensure read across and correlation between L&N tests and teacher assessments. Target schools to improve STEM curriculum offer and MAT activities based in STEM subject areas</p> <p>KS3 Target support to reduce performance dip at primary/ secondary transfer, ensuring effective tracking across KS3. Audit efficacy and parity of literacy and numeracy intervention programmes undertaken by the 5 schools in years 7-9. Ensure targeted support for English in conjunction with school to school/CAMU outcomes. Ensure targeted key skills support packages for pupils at KS3 are effective and operational. Improve science and STEM subject planning and delivery.</p> <p>KS4 CA/LA monitor that targets and tracking at KS4 are robust and evidence based across all subject areas, with individual support identified at individual pupil level. Improve teacher and HoD target setting and performance prediction, where there is inconsistency or poor practice. Ensure schools have identified and established</p>	<p>Foundation Phase FPI 15/16 = 86.4% (FSM) = 69.5%</p> <p>FPI 16/17 = 83.8% (FSM) = 67.7%</p> <p>KS2 CSI 15/16 = 86.7% (FSM) = 72%</p> <p>CSI 16/17 = 88.3% (FSM) = 72%</p> <p>KS3 CSI 15/16 = 85.7% (FSM) = 78.4%</p> <p>CSI 16/17 = 87% (FSM) = 75.6%</p> <p>KS4 CSI 15/16 = 64% (FSM) = 51.1%</p>

	<p>Ensure all schools comply with statutory requirements.</p>	<p>English and Maths in some settings, to including sharing resources, curriculum planning and pupil targeting strategies. Continue to reduce the gap between FSM and non-FSM pupils.</p> <p>Ensure effective School-to-School support throughout all sectors, and targeted core subject support in KS3 and KS4.</p> <p>Ensure schools set targets that will increase the pace of improvement in individual schools and ensure closer correlation between targets, tracking data and outcomes in targeted schools.</p> <p>Ensure robust challenge and targeted support of underperforming or 'coasting' schools and departments.</p> <p>Increase the numbers of potential middle and upper leadership managers and effectively identify and target potential candidates.</p> <p>Improve outcomes for FSM pupils in targeted schools to ensure effective use of the PDG.</p> <p>Improve attendance for secondary schools at least in line with national improvement rates.</p>	<p>effective mentoring/coaching/catch up for borderline Year 11s.</p> <p>Establish effective and focused school to school working via CAMU, specifically English.</p> <p>GwE to provide training on a regional or hub basis to support improved target-setting methodologies. Individual CAs to work with identified schools where practice is identified as being in need of improvement. GwE/LA to co-construct effective data exchange/reporting facility for schools and LA/GwE.</p> <p>GwE's functions offer a mix of training and bespoke intervention for schools according to need, including specialist support.</p> <p>GwE/LA leadership development strategies ensure identification and fostering of school leaders, headships and executive leadership roles .</p> <p>GwE activities support schools'effective deployment of PDG,and effective use of EIG within school SIPs.</p> <p>GwE to work with LA to challenge and support schools across primary and secondary sectors to improve attendance Accelerate and embed attendance improvement strategies across identified schools.</p>	<p>CSI 16/17 = 69% (FSM) = 54.4%</p> <p>L1 from 96.3% to 99% L2 from 83.1% to 86%</p> <p>% of pupils scoring less than 85 ss in Reading and Numeracy reduced.</p> <p>Key stage intervention packages show measurable outcomes and improvement.</p> <p>2 Red and 15 Amber school to move to yellow within expected time-scale.</p> <p>Proportion of schools judged as A/B increases.</p> <p>No school inspected by Estyn falls into category of Special Measures or Significant Improvement</p> <p>Increase in the number of applicants and candidates for leadership roles, particularly headships and senior leadership roles, and take up of NPQH.</p> <p>Improve attendance by 1% across all sectors.</p>
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