

# Estyn Recommendations: Progress Report

November 2016



**R1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4**

Improve the use of data, target setting and pupil tracking at FP, KS2, KS3 and KS4:

- A robust data management system to facilitate more effective management and analysis of data across schools is in place.
- CAs monitoring visits gives more focus on how leaders make effective use of data in analysing and evaluating performance.
- The CAs continue to improve self-evaluation processes to ensure more effective use of performance data.
- A more robust process for target setting across the region for all key stages has been established.
- A more effective tracking system at a regional level for monitoring progress data from all schools throughout the academic year [including the tracking of FSM learners] is in place.
- During monitoring visits, the CAs ensures that leaders at all levels make effective and timely use of tracking data to impact on teaching and learning.
- Firm focus is given to tracking outcomes for FSM learners during all GwE challenge and monitoring visits, ensuring that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.
- Data is used effectively and appropriately to evaluate programmes and projects to support school improvement.
- Senior leaders use data effectively to inform their judgements about strengths and areas for improvements in all performance outcomes especially in analysing the outcomes of groups of pupils, including vulnerable pupils, at a regional level.

Improve standards at KS4:

- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual school are identified and addressed effectively.
- All schools that underperform in the key indicators (L2+, L2, L1 CSI, Capped Points Score, Wider Points Score, Core Subjects) have been identified and plans are in place to improve performance.
- Guidance is given to all schools on targets, projections, pupil tracking and intervention programmes.
- During GwE challenge and monitoring visits, all schools are robustly challenged on targets and projections to ensure that they implement effective intervention programmes.
- Specialised Challenge Adviser support across the region for all core subjects is in place.
- A comprehensive strategy to improve standards of English, Maths, Science and Welsh across the region is being developed.
- Through local networks for Head of Departments, secondary school to school support programme for the Core Subjects at KS4 has been established.
- GwE continues to build on the success of the Co-leading Schools to support the delivery of GCSE in the Core Subjects across the region.
- Lead practitioners to facilitate a range of professional networks to share good practice in non-core subjects have been identified.
- A guidance and toolkit to improve the quality of teaching and learning in the core subjects is being developed.
- SCSA effectively target school leaders within each Hub to participate in relevant leadership development programmes.

Improve standards at Foundation Phase (FP):

- A strategy to raise standards in the FP across the region (to include improving the quality of leadership in

FP) is being developed.

- The effectiveness of the FP Network is currently being evaluated to ensure a clear robust plan for future working.
- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- Work plans are in place to improve the consistency and reliability of teacher assessments.
- Exemplary FP profiles of outcome 5 and 6 in language, literacy and communication and mathematical development and written guidance and training on standardising and moderating samples of work are being developed.
- Guidance document to improve the quality of provision, teaching and learning in the FP is being developed.
- Discussions are taking place to ensure that NQT Development Programme includes specific guidance on effective delivery of FP pedagogy.
- Processes are in place to allow effective school to school networking and collaboration so as to ensure that effective practice is cascaded and implemented across the region.

#### Further improve standards at KS2 and KS3 and ensure more accurate teacher assessments:

- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- SCSA effectively target school leaders within each Hub to participate in relevant leadership development programmes.
- Robust cluster moderation procedures to improve consistency and reliability of teacher assessments have been established.
- Processes are in place to allow effective school to school networking and collaboration and that effective practice is cascaded and implemented across the region.
- Guidance and toolkit to improve provision, teaching and learning in both key stages is currently being developed.

#### Improve performance of vulnerable pupils in the key performance indicators at all key stages:

- Appropriate structure to lead on regional development has been agreed by the Management Board (MB).
- A lead practitioner to take responsibility for developing and implementing strategy has been identified.
- The deprivation strategy has been evaluated and reviewed, and the revised strategy for 2016 is currently being implemented.
- Access to and use of data by GwE SLT and Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively.
- Senior leaders use data effectively at a regional level to clearly identify strengths and areas for improvements and inform their judgements about the performance of vulnerable learners.
- Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual schools are identified and addressed effectively.
- During GwE challenge and monitoring visits, the CAs effectively monitor the use of the Pupil Deprivation Grant (PDG) in all schools.
- A menu of effective training for school staff that has been proven to have a positive impact on the attainment of LAC pupils and other vulnerable learners is currently being developed.
- Effective practice is cascaded and implemented across the region.

#### Improve performance of More Able and Talented (MAT) learners at all key stages:

- Access to and use of data by all stakeholders to effectively identify strengths and address areas of concern has improved.
- The 5 A\*/A indicator has been included as a focus for GwE visits and for regional target setting and projection collection.
- Schools that consistently underperform in the 5A\*/A indicator have been identified and plans are in place to ensure they have appropriate intervention strategies.
- Schools that consistently underperform at the higher levels at FP, KS2 and KS3 have been identified and challenged.
- Effective practice in terms of classroom teaching and school leadership is being promoted, ensuring that national and local best practice is disseminated effectively and that appropriate follow-up action is taken in schools ensuring that the measurement is known to all schools.
- Regional events with schools and key stakeholders to promote the learning of the more able are being facilitated.
- Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools on the performance of high achieving pupils is in progress.

#### Close the gap between the performances of boys/girls in key performance indicators in all key stages:

- Access to and use of data has strengthened to effectively identify regional strengths and areas of concern based on 2016 performance and implement strategy to ensure necessary improvements.
- Individual LA Plans have identified specific local areas of concern and appropriate intervention is in place.

**Progress:** Satisfactory

#### **R2: Improve the quality of evaluation in the delivery of school improvement services.**

- The Framework for Challenge and Support has been reviewed and revised to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers for:
  - green/strong yellow schools
  - yellow schools
  - amber/red schools
- Baseline measures and success criteria have been established at the outset to support evaluation of the impact of the support provided by the:
  - Challenge and Support Programme;
  - all GwE Developmental Programmes;
  - all new initiatives and programmes.
- More robust data management system is in place to allow more effective use of data to evaluate impact.
- Training for staff on evaluating impact of their work has been provided.
- Work continues to assess the impact of targeted support by measuring the progress of red and amber support schools against clear targets and success criteria.

**Progress:** Satisfactory

#### **R3: Improve the rigour of the arrangements for identifying and managing risk.**

- The current risk management processes have been reviewed.
- Good practice & suitable method to refine / implement on a regional basis has been identified.
- Process to identify & document the risks has been established.
- A policy for planning and performing the risk management processes is being developed.
- A process to monitor the status of each risk periodically, implement the risk mitigation plan as appropriate & take corrective action when required is currently being developed.
- Plans are in place to review the activities, status, and results of the risk management process with higher

level management and resolve issues, i.e. Advisory Board, Management Board & Joint Committee.

- Robust external challenge of service delivery through the meetings of the advisory board and joint committee is in place.
- Training and support to enable all staff to successfully implement the risk management policy is being developed.

**Progress:** Satisfactory

**R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.**

- All plans have been reviewed.
- Good practice & suitable method to refine / implement on a regional basis have been identified.
- A robust business planning structure & process is in place.
- The new business planning and accountability framework has been agreed.
- Clear success criteria in all plans at all levels have been included.
- Clear and robust quarterly monitoring procedures are being implemented.
- New regional business plan has been presented to Joint Committee (September 2016).
- Progress monitoring system has been presented to Management Board (September 2016).
- Cycle of progress monitoring to commence autumn 2016.

**Progress:** Satisfactory

**R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.**

- The current regional networks have been reviewed – purpose, scope & membership
- Management Board workshop has discussed the roles of regional networks.
- Discussions to decide which networks continue and agreeing on the strategic role of each continuing networks have taken place.
- New structure, role and membership of each remaining network has been agreed.
- Accountability framework for all networks is currently being developed to align with the new business planning process.
- The new business planning process will ensure the network priorities fully align with the region's priorities.

**Progress:** Satisfactory

**R6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.**

- The current processes have been reviewed.
- Work with LA Officers & the other consortia to identify good practice is in place.
- External advice for an insight as to what a good value for money framework looks like is being discussed (working in partnership with the other consortia).
- An appropriate framework to assess value for money is being developed.
- A medium-term financial plan is being developed to accompany the business plan.
- A workforce plan to align with Business Plan is being developed.
- The current budget monitoring processes have been reviewed and refined as required.
- Budgets are monitored regularly.

**Progress:** Satisfactory