Bridgend County Borough Council
LAESCYP
Post Inspection Action Plan 2013
Version: Update 07/04/14

Introduction

This post inspection action plan identifies the actions required to address the recommendations from Estyn's inspection of Bridgend local authority education services for young people, completed in October 2012, with the report published in February 2013.

Estyn concluded that in order to improve, Bridgend County Borough Council needs to:

R1. Improve outcomes for all learners especially at key stages 2 and 3;
R2. Improve attendance in primary and secondary schools;
R3. Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals;
R4. Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly; and
R5. Reduce the number of young people not in education, employment or training (NEET).

Evidence of our success will be achieving the targets set out in each section of the PIAP. The role of systems leaders will be key in assessing the effectiveness of action related to recommendation 1 in particular.

The PIAP will be monitored by the Children's Directorate Management Team, Corporate Management Team, Cabinet and the Children and Young People's Overview and Scrutiny Committee. In addition, a School improvement Monitoring Group comprising the Cllr Nott, Cllr David, Cllr Gregory, Darren Mepham and Deborah McMillan has been established to monitor the progress of the PIAP in the context of the Corporate Plan priority 2 'Raising Aspirations and Driving Up Educational Achievement' and maintain oversight of the work of the Central South Consortium.

Actions from the PIAP will be included within service business plans, grant spending plans and relevant strategy implementation plans to ensure sustainability going forward. The PIAP will be resourced from within existing budgets.

Key:
CSCJES – Central South Consortium Joint Education Service
Lead Officer is indicated in **bold**.
Where the lead officer is from CSCJES, the LA responsible officer is indicated in *italics*.

Recommendation 1: Improve outcomes for learners at all key stages; by using performance data and individual pupil data to set more robust targets and by strengthening the rigour and consistency in the Local Authority's challenge to schools							
Outcomes	**Aspects**	**Actions**	**Completion dates**	**By whom? (inc lead person)**	**How will we review Activity?**	**Progress (Oct 2013)**	**Progress (March 2014)**
Improved performance for all learners at all key stages. We will better understand the performance of individual pupils and cohorts of pupils. This will enable us to ensure intervention is at an early stage.	Pupil tracking	Improve quality of tracking pupil progress	April 2013	**Head of School Improvement (CSCJES),** Group Manager - Business Strategy & Performance	CSC Tracker system – analyse progress data termly. Report to Overview & Scrutiny, & Cabinet/ Council and Monitoring Group Provisional data from National literacy and numeracy tests. FP-KS3 teacher assessment results. Examination Results Reports to O&S, Cabinet/ Council Through termly PRIP process	Implementation of CSC tracker Phase 1 completed. All SLs reviewing use of pupil tracking in schools	A link has been identified between schools making insufficient progress in performance and deficiencies in tracking pupil progress. It is expected that the majority of our schools should be 'reasonable' or 'good' in terms of tracking pupil progress and acting on results. Whilst the CSC Pupil Tracker tool is no longer being progressed, System Leaders challenge performance with schools and will continue to work with and support schools to use effective tracker systems. Information is being captured on the specific tracking systems in use and how the results from these systems are being used. In the last

| | | | | | | | year, the use of pupil tracking data in schools was much improved.

Also, it has been identified schools are currently not adequately linking the tracking of progress with target setting. System leaders are, therefore, providing support to enable improvement in this aspect.

Evidence of the discussions with schools about the impact of interventions include the progress reports for the spring and summer terms and notes of visits for all schools.

Quality in tracking pupil progress has wider impacts, for example on attendance and exclusions. Data evidences improvements in attendance.

For those schools that are a concern, meetings of relevant individuals will be established, for the purpose of developing a Team Around the School |
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						plan.
	Continue to encourage schools to use BKSB tool for tracking progress in literacy and numeracy in line with LNF and CSCJES literacy and numeracy strategies	Dec 2013	**Basic Skills Officer;** System Leaders			The most widely used assessment and tracking systems are Classroom Monitor and INCERTS. BKSB is also in all schools and is principally an assessment tool that contributes to the process of tracking progress in skills.
	Identify schools with effective pupil tracking systems. Schools to use suitable tracking systems and the System leaders will challenge performance, and ensure that schools include in plans additional training as appropriate	June 2013	**Bridgend Senior System Leader** **Bridgend Senior System Leader**, System Leaders, Head of Strategy, Partnerships and Commissioning		Database being populated by System Leaders by Oct Half Term	(See also above) Systems leaders are continuing to work with and support schools to develop and use effective tracker systems. Information is being captured on the specific tracking systems in use and how the results from these systems are being used.
	Cluster coordinators to organise a good practice event each half term based on their knowledge of effective practice starting in the autumn term 2013.	Autumn 2013 & ongoing	**Cluster Coordinators**		Cluster coordinators agreed to organise a good practice event each half term.	A Good Practice Event was held in January 2014, supported by INCERTS and in conjunction with the Cluster Co-ordinators.
	Support schools in the use of the provision mapping tool to track	By Dec 2013	**Group Manager - Inclusion**			A self-evaluation of the use of the Provision Mapping tool was

| | | progress of vulnerable groups of pupils | | | | | conducted with 100% of our schools. This identified a need for refresher training on the use of the tool. Delivery of the necessary training was completed in March 2014.

100% of our primary and secondary schools returned PRIP (Planning and Reviewing in Partnership) evaluations. Consequently, during 2014, there will be ongoing work to refine and develop the PRIP and annual review process, in relation to data analysis, and its use to identify the needs of individual pupils. This will be undertaken in collaboration with headteachers, governors and CSC Systems Leaders. Further, there will be collaborative activity to implement PRIP reporting for the current academic year cohort of ALN pupils. |
| | Target setting | Use analysis of the Planning and Reviewing in Partnership (PRIP) reports to ensure targets for pupils with ALN are | Oct 2013 | **Group Manager - Inclusion** | Inclusion Service to monitor impact through PRIP process | | See above. |

		appropriate and challenging					
		Develop guidance for schools on expectations in relation to aspirational target setting	Autumn 2013	**Head of School Improvement (CSC)**, Head of Strategy, Partnerships and Commissioning	Analyse trends in target setting and actual performance by school	Challenge Framework issued Sept 2013. Good practice seminars held Oct 2013. Guidance shared with schools Oct 2013.	All schools submitted targets for the 2013-14 academic year. Systems leaders have challenged those schools where targets were considered insufficiently stretching. LA-level targets were not achieved for CSI at Key Stages 2, 3 and 4 and the Level 2 Threshold Inclusive KS4, for the 2013-14 academic year. The results for all 4 indicators did represent improvements compared to the previous academic year. For Level 2 Threshold Inclusive KS4, whilst there was overall improvement, there was variability in outcomes between our comprehensive schools - in four schools performance increased and in four schools performance decreased. Level 2 Threshold Inclusive is the subject of school improvement strategies. Analysis of the in- year CSC data drop for

						year 11 is being used to target those schools, who are not on track, with appropriate support and intervention provided where necessary.
	New action added March 2014: Consequent upon the introduction of the new national model, transform System Leaders into the 'Challenge Advisors'.	From summer 2014	**Bridgend Senior System Leader**,		**N/A**	
	New action added March 2014: Analyse data from the CSC Survey and use to refine target setting.	Autumn 2013	**Bridgend Senior System Leader**,		**N/A**	
	System leaders challenge school's annual targets and report to governing body through the Annual Performance Review	Dec 2013	**Bridgend Senior System Leader**, System Leaders, Head of Strategy, Partnerships and Commissioning	Monitor content of APRs and feedback from schools on rigour of challenge	APRs on track to be completed by end of year. Support given for Statement of Action: Y Dderwen; Archbishop McGrath	Ongoing 100% APRs completed. Analysis of the performance data is feeding Statements of Action and the commissioning of the necessary support from the CSC.
	New action added March 2014: Develop LA commissioning strategy	July 2014	**Group Manager, School Improvement**		**N/A**	

		for school improvement services from CSC (identification of need and service commissioning)				
		System leaders to ensure that where category of school effectiveness C and D schools need further support on target setting the school development plan and Statement of Action reflects this	Dec 2012 & ongoing	**Bridgend Senior System Leader**, System Leaders, Head of Strategy, Partnerships and Commissioning		All C and D schools have Statements of Action. A more focused approach for next year is currently being determined.
		New action added March 2014: Engage with the development of national secondary school categorisation and prepare for its delivery when launched (likely to be launched in September 2014).	Sept 2014	**Bridgend Senior System Leader**, **Group Manager, School Improvement**	N/A	CSC event held in January 2014. School improvement groups (SIGS) have since been established and convened with a focus on school-to-school support.
		Headteacher seminar on target setting including local practice Target setting includes attendance (From March 2014, this has moved to Recommendation 2)	Feb 2013	**Head of Strategy, Partnerships & Commissioning**, Schools	Completed	Headteachers/schools are generally setting more aspirational targets- evidenced in reports to CYP OVSC. Target setting capture sheet for Bridgend. Schools whose targets do not reflect an appropriate level of challenge will

						have further discussion with the system leader over the spring and summer terms, as part of the core programme. Those schools who refuse to set challenging targets will have them set for them by the consortium on behalf of the LA. Reports to OVSC identify schools whose target setting is not accurate.
		Training for schools in effective use of Fisher Family Trust (FFT)	*Five targeted sessions for primary, secondary and middle leaders Spring 2013.Follow up summer 2013*	**Head of LiNKS (CSCJES)**, Head of Strategy, Partnerships and Commissioning	SLs to monitor impact on practice within schools	FFT training in spring 2013 attended by 28 BCBC schools, including 4 secondary. 98% evaluations good or better	As a result of the training, our schools have a greater understanding of FFT data and its relationship to target setting. Schools are comparing the FFT data with benchmark media. However, analysis reveals that further training is necessary.
		New action added March 2014: Undertake additional FFT training for schools.	This needs to be commi-	**Group Manager, School Improvement**	SLs to monitor impact on practice within schools	N/A	

			sioned for the autumn term 2014.				
		Training for Governing Bodies on effective target setting. Category C and D schools to receive one to one support from System Leaders. Liaise with BCBC Governor support to deliver training	Spring/ Summ er 2014	**Head of SIS (CSCJES**)			A register of all training delivered to governors, and attendance, is currently maintained by BCBC Learner Support. Ten governors from 10 different schools attended training on target-setting in March 2012. Responsibility for Governor Training will move to CSC. There will be detailed consideration and planning of the activities that will transfer and timetable.
		New action added March 2014: Identify those governing bodies that have not received training on target setting and make arrangements for delivery.	TBA	**Bridgend Senior System Leader; Group Manager, Business Strategy and Performance**		**N/A**	CSC is in receipt of the information on the governors/schools who attended training in March 2012 and considering what arrangements can be made for further training.
	Assessm ent	Ensure that there is consistency in teacher assessment by	to be agreed	**Head of LiNKS (CSCJES)**, Head of	Monitor alignment of teacher assessment and	Research completed and shared with	Research was undertaken by CSC and shared with headteachers.

		undertaking diagnostic review to identify issues with assessment that may be contributing to apparent under performance		Strategy, Partnerships and Commissioning, Schools	national tests	Headteachers	Bridgend headteachers are represented on the CSC assessment practice group known as the Consortium Assessment Steering Group. The current CSC focus is the moderation of reading and numeracy tests for years 2-9. The results will be analysed and used in a 'Team Around the School' approach', to address issues identified. Moderation for numerical reasoning by network specialists in May 2014.
		Develop arrangements to ensure assessment in schools is rigorous and consistent across CSC	September 2013	**Head of School Improvement (CSC)**, Head of Strategy, Partnerships and Commissioning	Feedback from system leaders	CSC steering group of CSC staff and Headteacher reps started Nov 2013	Ongoing, as above.
		Using the analysis of termly data for ALN to provide further diagnostic testing to address issues for pupils causing concern.	Termly	**Group Manager - Inclusion**	Cluster/group moderation	Foundation Phase Completed April 2013	Analysis of termly data is in place and there will be ongoing refinement, taken forward by the new senior leadership team within Inclusion. This analysis resulted in

							the identification of a reducing number of pupils requiring MLD provision and an increasing number of ASD pupils (including a growth in high-functioning pupils with ASD at Key Stages 2,3 and 4, who need specialist provision). These factors necessitated a re-alignment of specialist provision, which has resulted in proposed changes in our Learning Resources Centres (currently under consultation).
		Reinforce principles of effective assessment in Good to Excellence training for Headteachers and Improving Leadership and Management of Literacy and Numeracy training.	Summer Term 2013	**Group Manager: Primary & Transition Learning**,		Half Day training delivered - June 2013	Complete.
	Rigour / systems leaders	Implement 'Framework for Support & Challenge, Monitoring & Intervention' for Systems Leaders setting out clear roles and responsibilities of System Leaders and local authority	April 2013	**Head of School Improvement (CSC)**, Head of Strategy, Partnerships and Commissioning	Feedback from schools. Moderation by Senior System leader and LA		As above. Note new Challenge Framework to be implemented in September 2014, as a result of the new CSC business plan.

		Monitor effectiveness of consortium to ensure schools challenged through termly reports, sampling of SL work, feedback from schools & data analysis. Robust performance management of system leaders using the new Framework developed with CSC.	From Sept 13	**Head of School Improvement (CSC),** Head of Strategy, Partnerships and Commissioning		Performance management of System Leaders cycle begins Oct/Nov 2013	As above
	School improve ment strategy	Implement additional actions aimed at improving: - High quality Leadership & management programme - Teaching & learning – high quality CPD for teachers. These will include some lesson observations and system leaders challenging schools' own systems for evaluating and improving teaching and learning	From summe r 2013	**Head of School Improvement (CSC)**, LiNKS, Head of Strategy, Partnerships and Commissioning	Individual school Estyn reports. JES monitoring reports on schools following visits. Cluster moderation.	Targeting schools for ITP/OTP System Leaders challenging own systems in Spring 2014 inc Class obs LiNKS brochure outlines leadership and Management programme for schools to purchase **Additionally:** 3 x Band 4 schools participating in LINKS L2 inclusive programme July 2013 – Jan 2014: Brynteg, Bryntirion	Places for 4 delegates from 2 schools have been commissioned for the Improving Teachers Programme spring 2014. It is currently too soon to assess the impact of the ITP/OTP overall. In the Spring Term 2014, the system leaders will be examining the quality of teaching. The Quality Teaching review for Coleg Cymunedol Y Dderwen is scheduled for w/c 24/3/14. Schools complete their self evaluation in the summer term, and these will be monitored by the Bridgend Senior System Leader. Impact evidence is expected to be available

| | | | | | | and Y Dderwen participating; Y Dderwen continuing with programme and ABM added Oct 2013. 2 x Education London schools participating

CSC has commissioned a range of interventions to support literacy and numeracy in targeted schools e.g. Achievement for All, big Maths, Tactical Teaching, SAIL Cymru for Welsh Medium Begin Autumn Term

All clusters engaging with CfBT partners | from Summer Term 2014.

Evidence will be required on how we are acting to understand and address gaps.

Education London reports could be referred to here as evidence. CSC picks up issues from these reports and references them in performance reports. |

Performance measures using OBA 4 Quadrants

See above comments.

	Outcome 2011-12 Academic Year	Welsh Average	Ranking (NB: for FSM numbers, BCBC ranks 14th - See Notes 1 & 2)	Target 2012-13 Academic Year	Target 2013-1 Academic (See Not
Foundation Phase Outcome Indicator	81.8%	80.5%	10th	78.3% **ACTUAL = 82.3%**	82.1%
Core Subject Indicator KS2	80.6%	82.6%	19th	83% **ACTUAL = 82.56%**	84.4%
Core Subject Indicator KS3	67.1%	72.5%	18th	74.9% **ACTUAL = 73.54%**	78.5%
Core Subject Indicator KS4	**49.9%**	**48.9%**	**12th**	**52.5%** **ACTUAL = 50.6%**	55.3%
Level 2 threshold including English/Welsh & Maths KS4	**50.7%**	**51.1%**	**13th**	**55%** **ACTUAL = 52.3%**	60%

Notes:

1. **In a ranking of FSM pupil numbers expressed as a percentage of all statutory school age pupils, from lowest percentage (rank 1) to highest percentage. The FSM pupil numbers are as reported at PLASC 2012. This presents a proxy indicator for disadvantage and hence provides context for the attainment rankings.**
2. **We will develop FSM achievement data for future inclusion.**
3. **Future year targets for Foundation Phase, KS2 and KS3 will need to be re-visited following System Leader challenge in the next 2 terms.**

Data collection input by all primary schools autumn and spring term for Y3-6 in oracy, reading, writing, language, maths and RWM

Data collection for primary to include also reading and numeracy tests for KS2.

All schools using BKSB in FP to KS4 to track progress in literacy and numeracy.

All schools have robust and rigorous pupil tracking system that clearly identifies those pupils who require additional intervention.

All schools set statutory targets that are appropriately challenging and aspirational in line with the LA targets.

Attendance at seminar and evaluations by schools.

Number of schools attending and summary of evaluations positive.

All schools who require additional training attend follow up in summer 2013 – numbers and positive evaluations.

Judgements in Estyn school inspection reports on assessment and standards in KS2 and KS3.

Termly reports from CSC Senior System Leader	

Recommendation 2: Improve attendance in primary and secondary schools							
Outcomes	**Aspects**	**Actions**	**Compl etion dates**	**By whom? (inc lead person)**	**How will we review Activity?**	**Progress (Oct 2013)**	**Progress (March 2014)**
The proportion of primary and secondary school learners with attendance of less than 90% reduces significantly. The proportion of primary and secondary school learners with attendance of more than 95% increases significantly. The average attendance of primary and secondary learners in Bridgend County is at least 2% above the national average for Wales. (See performance measures and dates below)	Target Setting	Target setting to include attendance	Feb 2013	**Head of Strategy, Partnerships & Commissionin g; Schools**			Statutory attendance targets are set by schools in December. All schools have set these, as requested. Where necessary, these are challenged by the System Leader and adjusted, if appropriate, as part of the Annual Performance Review with the governing body. In order to help schools achieve attendance targets, the CSC has acquired Callio toolkit materials for schools and provided workshops on their use. These have been widely adopted and are having a positive impact. Schools in the Pencoed cluster have developed a common, joint strategy aimed at improving attendance. This is

							helping to ensure a consistent approach and message across all the schools in the cluster. There is similar co-operative activity in the Y Dderwen cluster. 9 primary Schools and 3 secondary schools participated in the CSC Attendance and Behaviour Conference in October 2013.
	School systems	First day contact: promote consistency and rigour	June 2013	**Schools**	EWO monitoring	Established in all schools.	Established in all schools but the process varies. An audit is being undertaken to assess process efficacy and impact. The plan is to issue guidance on 1st day contact, to schools, by the end of the summer term 2014.
		Data analysis: identification of emerging trends to trigger early action and JAFF referrals	July 2013	**Group Manager: Business Support and Performance; Group Manager: Integrated Working;** Schools; Family	EWO and FEO returns	Monthly attendance reports to be sent to schools including code analysis from Sept '13.	Monthly reporting is ongoing. Analysis of performance and trends is reported on a termly basis. Currently these reports are provided to headteachers. The plan is to share these with governing bodies in the future.

				Engagement Officers			The numbers of JAFF referrals from education in the period May 2012 to January 2014J were: 93 from primary schools; 26 from secondary schools; and 115 from other education-related services (including 89 from the EWS).
		Effective practice seminars	Bi-annual	**(CSC);** Head of Strategy, Partnerships and Commissioning	CSC Link Officer to report to Head of Learning		An attendance seminar workshop, for practitioners, was held at the end of the summer term 2013. Seminars to launch Callio were held in September 2013.
		CSC implement Attendance Action Plan (attached) Attendance Seminars arranged and toolkit distributed	April 2013 to March 2014 October 2013	**Head of School Improvement (CSC);** Head of Strategy, Partnerships and Commissioning	CSC Link Officer to report to Head of Learning	Attendance Conference delivered Oct 2013	Action plan complete. See above comments. 68% of primary schools and 88% of secondary schools are currently using Callio. The remainder are operating their own systems at present. Early indications are of positive impact.
	Parental and learner engagem	Public campaign to raise awareness of positive effects of good attendance.	From April 2013	**Group Manager: Business Support and**		Radio campaign in development. Publicity leaflets produced to be	The radio campaign started in December 2013 and will run until July 2014.

	ent			**Performance**		distributed via schools and EWS from Sept '13.	
		School campaign to raise awareness amongst learners of benefits of good attendance and detriments of being absent.	September 2013	**Group Manager: Business Support and Performance;** Schools		EWS represented at Parents Evenings and at drop in sessions in conjunction with FEOs	Leaflets were produced and distributed in the summer term 2013. Posters were distributed to schools during Easter 2013. We are experiencing an increased volume of calls/enquiries from parents/carers regarding attendance matters.
		Develop Family Engagement Officer (FEO) role to engage parents/carers in school life and remove barriers to good attendance.	September 2013	**Learning Communities Coordinator;** Schools	LCC reports to Head of Strategy, Partnerships and Commissioning		210 children and 52 adults have taken part in attendance and punctuality workshops.
		Support the implementation of the Communities First Programme and recruit and establish the role of the 3 (fte) Family Engagement Officers (FEO) within Communities First cluster areas	June 2013 onwards	**Partnership & Integration Manager; Learning Communities Coordinator**	LCC reports to Head of Strategy, Partnerships and Commissioning	FEOS recruited June '13	3 FSWs in place and working within cluster areas-co-located within the MAC teams/hubs. Increased communication with other staff and join up between CF and FF programmes, enabling an increased capacity for delivery.
	EWS	Develop materials for	June	**Group**		Radio campaign in	See above.

		public awareness and learner campaigns.	2013	**Manager: Business Support and Performance**		development. Publicity leaflets produced to be distributed via schools and EWS.	
		Establish locality provision as part of the Multi-agency Community teams (MACs) to tackle wider issues which prevent good attendance.	September 2013	**Group Manager: Integrated Working**		EWOs co-located in North and West area from Sept '13	ICT barriers to full integration and co-location of EWOs are being addressed. We are experiencing improved communication, joint visits and increased capacity, all allowing for more visits to be undertaken. Targeted interventions are being piloted in the Y Dderwen cluster currently, with an emphasis on 1st day contact and acting on unauthorised absence.
	Family support	MACs to provide support to families through allocation of a Family Support Worker and/or convening a Team Around the Family.	September 2013	**Group Manager: Integrated Working**	JAFF/DRAIG system – quarterly reports	In place	Ongoing JAFFs leading to TAF - 83 to date
		FEOs to work with MACs to intervene early when attendance levels dip due	September 2013	**Group Manager: Integrated**	As above	Operational	

		to family issues		**Working Family Engagement Officers**			
		Support the implementation of the Communities First Programme and recruit and establish the role of the 3 Family Support Workers within the Communities First cluster areas	June 2013 onwards	**Partnership & Integration Manager; Group Manager: Integrated Working**	LCC reports to Head of Strategy, Partnerships and Commissioning	FEOS recruited June '13	As above
	Appropriate curriculum and wellbeing provision	Identify unmet needs (using 4-5-6+) as attendance levels become a concern and negotiate additional provision as necessary.	June 2013	**Schools**	Monitor JAFF referrals from schools	System in place; meetings with each cluster over summer and autumn terms to promote	
		Map complementary external provision to support learners in re-engaging fully with their education.	June 2013	**Group Manager: Inclusion;** Group Manager: Business Support and Performance	HoS review of provision mapping exercise	Progress but not yet completed.	Actioned as part of the consideration of the new Inclusion structure. From 1 April 2014, PRU and EOTAS will be under the Portfolio PRU and provision will be adjusted accordingly.
		Effective practice seminars (Curriculum and Wellbeing)	Bi-annual	**(CSC);** Head of Strategy, Partnerships and Commissioning	CSC Link Officer to report to Head of Learning		Wellbeing provision has been developed within the Inclusion service (as part of the service restructure). A Wellbeing survey of schools has been conducted and the

						responses analysed.
	New action from March 2014: Develop and implement actions that respond to the results of the Wellbeing survey analysis.	TBA	**Group Manager: Inclusion**		N/A	
	New action from March 2014: Link development and delivery of Wellbeing interventions across Inclusion and Integrated Working.	TBA	**Group Manager: Inclusion; Group Manager: Integrated Working**		N/A	
Inclusion Service	Identify vulnerable learners with poor attendance through termly monitoring and work with schools to tackle issues of disaffection.	Termly	**Group Manager: Inclusion**	MH to report to Head of Learning		*Building to Progress (B2P)* is a programme for anxious non-attenders. The attendance baseline is the 2011-12 academic year. Attendance has significantly improved in the subsequent years. Ty Llidiard is A Tier 4 CAMHS unit for complex psychiatric in-patients from 16 Las across Wales. In patients are aged between 12 and 18 and, during their stay in hospital, they can access the school unit on a daily basis, if well enough. Data from 2011 – 2013

							demonstrates attendance improvements.
							Annual data on the attendance of Looked After pupils in primary and secondary schools (PI SCC/022) evidences improvement in attendance: 2010-11 2011-12 Primaries: 94.3% 94.7% Secondaries: 88.6% 91.0% 2012-13 data is in production. Similar data for CiN and CP pupils is now in production.
Performance measures using OBA 4 Quadrants **The same measures apply across the different aspects to Primary and Secondary attendance.** 2013/14: 20% reduction in those with attendance below 90%; 4 percentage point reduction in the % of all absence due to pupils absent for 20% or more of sessions 10% increase in those with attendance above 95%; attendance in line with Welsh average. 2014/15:					Reports to EMG and CPA quarterly.		

further 10% reduction in those with attendance below 90%; further 4 percentage point reduction in the % of all absence due to pupils absent for 20% or more of sessions; further 10% increase in those with attendance above 95%; attendance 1% above Welsh average. <u>2015/16</u>: further 10% reduction in those with attendance below 90%; further 4 percentage point reduction in the % of all absence due to pupils absent for 20% or more of sessions; further 10% increase in those with attendance above 95%; attendance 2% above Welsh average. To have 60% of schools with attendance data which puts them in the top two benchmarked quartiles by 2015/16. To increase vulnerable group, as defined by Inclusion Service, overall attendance by 8% each year over the 3 year period from 2013/14 to 2015/16			

Recommendation 3: Strengthen self-evaluation in order to understand what is working well and what needs to improve in order to help learners achieve their goals							
Outcomes	**Aspects**	**Actions**	**Completion dates**	**By whom? (inc lead person)**	**How will we review Activity?**	**Progress (Oct 2013)**	**Progress (Feb/March 2014)**
Learners, children and young people and families benefit from effective services which meet needs in a timely manner.	Strategic self-evaluation	Develop further the directorate's self-evaluation database and embed its use into QA systems	September 2013	**Principal Officer: Business Systems and QA**	Reports to HoS and PIAP review group	Options reviewed; report in production	We are continuing to look at opportunities to join up self-evaluation mechanisms.
		Expand and deepen staff knowledge of OBA, especially in relation to the effect of services on learners.	September 2013	**Principal Officer: Business Systems and QA**	Reports to HoS and PIAP review group		A number of staff across the Children's Directorate have received training on OBA. A register of these staff is available from the OBA area of our Children's Directorate Information Zone. There is also information about the actions to be taken and the support available to apply the approach, together with information resources.

The Youth Service is now recording performance against a consistent set of OBA measures. This has established a baseline for reporting and monitoring.

The BCBC Corporate Plan now follows a more |

							explicit OBA approach and references the key partnerships in achieving desired outcomes for learners, which include parents.
		Apply consistently OBA performance measures to planning and monitoring.	January 2014	**Principal Officer: Business Systems and QA**	Reports to HoS and PIAP review group		The OBA approach has informed the work of the Local Service Board and its development of the Single Integrated Partnership Plan and also the development of the BCBC Corporate Plan. Through the SMG, the Children's Directorate has promoted the approach and a focus on outcomes for service users. There is an outcome focus on the Children's Directorate Business Plans for 2013-14 and 2014-15 and increasingly all our strategies, plans, projects and services should be based on achieving explicit outcomes. Within Families First, the changes to the specifications for service delivery have been informed by the OBA approach used throughout the programme in its first 2 years. Contracts with

						service providers are explicitly monitored in relation to performance against the OBA 4 quadrants. In addition, Communities First employs the OBA approach, which includes NEETS activities.
		Appoint QA officer and provide regular reports for senior managers on service performance and learner outcomes.	May 2013	**Group Manager: Business Strategy & Support**	Reports to HoS and PIAP review group	QA Officer in post	QA Officer in post from March 2013. Performance data is made available to senior managers on a quarterly basis, for review and comment, linked with the CPA process.
		New action added March 2014: Implement new Corporate Performance Management System and support senior managers to access and use the system as a continuous performance monitoring tool.	From April/M ay 2014	**P/O Business Systems and QA**	Monitoring of system access and use. Performance management reports and plans.	N/A	
		Provide regular, high level summary reports on performance to CMB, Cabinet and O and S committees.	Novem ber 2013 and ongoin g	**Principal Officer: Business Systems and QA**			There are quarterly Corporate Performance Assessment reports. These are used to inform the quarterly performance reports to CYP OVSC.

						Annual school performance reports are presented to CYP OVSC. The annual school performance data report (2013) will be presented in April 2014. Annual performance data for vulnerable groups, including FSM pupils and ALN/SEN pupils, is included in the annual school performance data report.
		New action added March 2014: Arrange a performance briefing for members on individual school positions in relation to vulnerable groups. (This is also relevant to Recommendation 4)	May 2014	**Group Manager. Inclusion**		N/A	
		Review Council-wide approaches to self-evaluation in order to achieve greater consistency of understanding and practice, linked to corporate priorities.	December 2013	**Corporate Director Resources**	Report to PIAP review group		WAO has conducted a review of our self-evaluation and challenge processes.
	Learning	Analyse data on	Octobe	**Head of School**	Reports to HoS		Data is analysed at school

		performance at school, cluster and county levels in each key stage by age, gender, FSM, LAC/CP/CiN status, ethnicity, attendance and exclusion rates, school transfer rates, geography, ethnicity, disability, ALN.	r 2013	**Improvement (CSC)**, *Head of Learning*, **Principal Officer: Business Systems and QA**	and PIAP review group		levels by CSC as part of the annual school performance reviews. Analysis at county level is included presented in the annual school performance report to CYP OVSC. Analysis by some variables is currently difficult as data is not sufficiently captured within pupil records. Data on performance by LAC/CP/CiN status, for the 2012-13 academic year, will be passed to CSC for analysis commencing April 2014.
		Use analysis of performance data to inform planning and intervention activity.	January 2014	**Head of School Improvement (CSC)**, *Head of Learning*	Reports to HoS and PIAP review group		Performance analysis is being used to inform our approach to commissioning.
		Analyse effectiveness of specific interventions and use results to inform service planning.	April 2014	**Head of Learning**	Reports to HoS and PIAP review group		CSC progress reports for all schools examine the progress against agreed actions/priorities. From Spring/Summer Term 2014. There will be termly update reports for CYP OVSC, enabling members to fulfil their

							accountability for value for money and effectiveness.
	Family Support	Analyse data from JAFF records to determine greatest areas of need in terms of: dimensions of need (as in 4-5-6+), age, geography, economic disadvantage, learning capacity, disability.	October 2013	**Principal Officer: Business Systems and QA**	Management reports from JAFF/DRAIG system	Reporting system established	The 456+ model is actively used to gauge tiers of need via a three point assessment which establishes the family's needs at the beginning of the process. Some further work will need to undertaken to investigate improving the data collected linked to disability and learning capacity as a full family record.
		Use analysis of performance data to inform planning and intervention activity.	January 2014	**Head of Strategy, Partnerships & Commissioning**	Reports to Corporate Director and PIAP review group		Data has been used to augment our strategy in respect of locality working and our multi-agency collaborations. Families are actively encouraged to feedback via the support planning process and this informs our performance management and ultimately our service improvement processes.
	Youth Support Services	Interrogate QES database to provide management information on service delivery and its effectiveness.	October 2013	**Group Manager: Youth Service**	Reports to HoS and PIAP review group		Information from the QES database is used to: - Inform strategic planning of the service; - Identify needs; - Identify gaps in

						- Measure the performance of individual projects; and - Demonstrate progress made by individuals against desired outcomes.
		Work with Third Sector organisations to develop further data collection and reporting systems.	October 2013	**Group Manager: Youth Service**	Reports to HoS and PIAP review group		Third sector providers of Families First programmes have been provided with access to a common Management Information System and supported in the use of common QA reporting systems. This has enabled the accuracy of reported data to be verified and supported benchmarking across providers. Benefits to service users include the clear identification of interventions provided by multiple services, to inform more holistic planning of all interventions.
		Use analysis of performance data to inform planning and intervention activity.	January 2014	**Head of Learning**	Reports Corporate Director and PIAP review group		Data capture has been restructured to allow for more accurate benchmarking data, using

							the OBA approach and common performance measures across all projects. Data extraction is used to produce performance and outcome reports, which are used to inform the WG Youth Service audit and evaluation of grant-funded programmes.
Performance measures using OBA 4 Quadrants 100% of heads of service, group managers and relevant principal officers trained in OBA and in use of self-evaluation database. Minimum of 4 performance reports p.a. provided for senior managers. Minimum of 2 committee reports p.a. on learner outcomes. All Cabinet, PMB, CMB, EMG decisions relating to learner outcomes and strategies are evidenced by self-evaluation and performance data. Directorate and service plans and intervention activities show clear links to self-evaluation and performance data. Quarterly reports made available to senior managers from JAFF database. Reports contain relevant, valid and accurate data. Minimum of 5 3rd sector partner organisations supported in using MIS. 100% of supported 3rd sector organisations reporting performance appropriately and efficiently.						Trained in OBA: Head of Safeguarding and FS. (Head of Strategic Partnerships and Commissioning to be appointed March 2014.) Group Managers: S&FS - 2 of 6 (33%); SPC - 3 of 3 (100%); Learning - 0 of 3 (0%) Principal Officers: 7 S&FS, 5 SPC, 2 Learning Other staff : 1 S&FS, 8 SPC Performance reports to S&FS SMT meetings. Performance report to every Strategic Improvement Board (Child Social Care). Quarterly Corporate Performance Assessment reports. Quarterly performance reports to CYP OVSC. Annual school performance reports to Cabinet and CYP OVSC. Quarterly performance reports to CYP OVSC.	**A review of all the OBA Measures for the entire PIAP should be undertaken as a separate piece of work.**

	Annual school performance reports to Cabinet and CYP OVSC.	

Recommendation 4: Improve the quality of information provided to elected members so that they can challenge the performance of the authority's services and schools more robustly							
Outcomes	**Aspects**	**Actions**	**Comple-tion dates**	**By whom? (inc lead person)**	**How will we review Activity?**	**Progress (Oct 2013)**	**Progress (Feb/March 2014)**
		Determine arrangements for reporting to members on annual school performance data	May 2013	**Corporate Director - Children;** Head of School Improvement (CSC)		The annual school performance data report (2012) was submitted to CYP OVSC in February 2013.	The annual school performance data report (2013) will be presented to CYP OVSC in May 2014. There will be subsequent progress updates throughout the year.
		Determine arrangements for reporting to members on school inspection reports	May 2013	**Corporate Director: Children** Head of School Improvement (CSC)		Completed	Commencing March 2014: - school annual performance reports and in-year progress reports are available at all times to members via the Members Zone of the intranet; - There is a hyperlink in the Members Zone to the Estyn site, where school inspection reports are published. - when a new school inspection report is
		Determine arrangements for reporting to members on in year progress reports by Central South Consortium	July 2013	**Corporate Director: Children** Head of School Improvement (CSC)			

							published, a hard copy is I be placed in the Members Room. These arrangements will be communicated to the CYP OVSC in April 2014.
		Determine arrangements for reporting to members on annual performance data for vulnerable groups	July 2013	**Corporate Director: Children** **Group Manager: Inclusion** Corporate Director: Children, O&S Officer			Annual performance data for vulnerable groups, including FSM pupils and ALN/SEN pupils, is included in the annual school performance data report. (See action under Recommendation 3) Arrangements are to be made to run a performance briefing for members on individual school positions. Also, those schools with the biggest gaps in performance between vulnerable groups and non-vulnerable groups are to be identified and evidence provided to members on the additional interventions occurring or planned for those schools.

		Determine arrangements for reporting to members on monitoring post inspection implementation plans	July 2013	**Corporate Director - Children;** Head of School Improvement (CSC)			We are continuing to provide reports to members that update on progress against PIAP actions, as appropriate. A Member and School Engagement Panel of the CYP OVSC was formed and met for the first time in March 2013. Since that time, it has discussed and explored the findings of inspection reports for 3 of the borough's schools. A report of this activity is scheduled for presentation to the CYP OVSC in April 2014.
		Determine arrangements for reporting to members on focus on those schools who are a concern i.e, C/D schools who have not yet had an inspection Also focus on excellent practice.	July 2013	**Corporate Director - Children;** Head of School Improvement (CSC)			CSC writes half-termly reports. Where there are emerging issues, the Corporate Director – Children and the Cabinet member for children meet and discuss these with local ward members. Whenever an Estyn assessment is 'Excellent', CSC prepares a case study, which is submitted to Cabinet.

		Training for elected members: 1. their responsibilities: what does good scrutiny of education services look like? 2. understanding school performance data	October 2013	**Head of Strategy, Partnerships & Commissioning**			A Focus Group of Elected Members identified the training requirements. The CSC prepared a draft training presentation to senior members of the Children's Directorate, for initial assurance that it would meet the identified requirements. The Focus Group of Elected Members subsequently approved the training and two training events were held, each with two sessions. The first session was an overview, the second session was focused on Bridgend schools and data. Members' feedback was very positive. The majority rated the training as excellent and relevant and commented that they felt confident to apply what they had learned. 5 of the 14 CYP OVSC elected members attended both sessions. A further 7 attended 1 session. Of the total of 54 elected

							members , 11 attended both sessions and 18 attended one session. A further training event, again comprising two linked sessions, was organised to take place on 3/4/14 and 9/4/14. Members were invited to the sessions that they were previously unable to attend. The sessions were further publicised and supported at the meeting of the full Council on 2/3/14. As only 1 member attended the first session on 3/4/14, the Corporate Director – Children will engage with the Leader on the way forward. Actions to be considered are: - whether participation in such training can be part of members; job descriptions; and - reinforcement at CYP OVSC and the next Council meeting. Whilst members who are also school governors may have attended school governor training

							on performance and performance data; it is being reinforced by the Corporate Director – Children and the CSC Senior System Leader for Bridgend that such members require the member training in addition. Questions at the CYP OVSC meeting in May 2014 (when the annual school performance data report will be presented) will be monitored, to assess the impact of the training delivered to date. Further, a teaching session has been organised for June 2014, when members will be asked to analyse a data pack.

		Review Council-wide approaches to reporting performance in order to achieve greater consistency and rigour of challenge, linked to corporate priorities and effective use of resources.	March 2014	**Corporate Director - Resources**			A council-wide Performance Management System will be implemented from April 2014. This will demonstrate the 'golden thread' link between corporate, directorate and service priorities and plans. Consideration is being given to providing system access for Scrutiny officers, to allow viewing of real-time data, for the purpose of responding to queries from members.
		Determine arrangements for reporting to members on Local Authority education services for children and young people	March 2014	**Head of Strategy, Partnerships & Commissioning**			Annual service reports will be made available to members through the Members Zone and/or the Information Zone. These will include reports for the Youth Service and Inclusion Service. Service reports are to be outcome focused and a template is to be developed to ensure consistency across the services in the information being

						provided to members.

Performance measures using OBA 4 Quadrants

1. Minimum of 2 committee reports p.a. on learner outcomes.	1. In place. Annual school performance report. Quarterly CPA reports.
2. All Cabinet, PMB, CMB, EMG decisions relating to learner outcomes and strategies are evidenced by self-evaluation and performance data.	2. In place.
3. Reports contain relevant, valid and accurate data.	3. In place.
4. Directorate plans and reports show clear links to self evaluation and performance data.	**4.** In place

Recommendation 5: Reduce the number of young people not in education, employment or training (NEET)							
Outcomes	**Aspects**	**Actions**	**Comple-tion dates**	**By whom? (inc lead person)**	**How will we review Activity?**	**Progress (Oct 2013)**	**Progress (Feb/March 2014)**
Reduce the number of Year 11 pupils leaving school identified as 'NEET' or 'unknown' in the Careers Wales Destination Statistics to the All Wales Figure (or below).	Analysis of data and statistics.	Analysis of data and engagement with partners to understand why NEETs were reported at a high level in 2012 (45% increase from 2011)	April 2013	**Group Manager: Post 14 Education**			Young people who are classified as being 'unknown' as to whether they are or are not in employment, education or training, are excluded from the reported NEETs figures. In Oct/Nov 13, an exercise was undertaken aiming to more accurately classify each of the young people in this 'unknown' group. This resulted in the figure for the number of known NEETs increasing, as corroborated by Careers Wales. A number of developments are in progress aimed at supporting a tighter focus on the NEET group. These include: - improvements in data and the frequency of data provision from Careers Wales, in line with the Youth

							Engagement and Progression Framework (YEPF); - development of an overarching Information Sharing Protocol, to enable improved data accessibility and joined-up working; and - in April 2014, an additional Keeping In Touch worker will be appointed to complement the existing capacity.
		Work with Careers Wales, CSC and other partners to ensure that effective mechanisms are in place to identify and target services at those young people who are designated as 'NEET', in danger of becoming 'NEET' or are "Unknown".	March 13-Sept 13	**Group Manager: Post 14 Education**			This is being addressed through the new arrangements to implement the YEPF. By April 2014, the implementation plan for the YEPF will be in place, which will be monitored through the LSB structure.

	Strategic Management	Further implement Bridgend's NEETs Strategy by appointing lead officers to rigorously drive forward each of the strategy's seven key actions which include:	March 2013 onwards See NEET strategy for timescales		Monitoring against 7 actions in Bridgend NEET strategy		Good progress made overall. It is envisaged that NEETs Strategy will be superseded by the YEPF Implementation Action Plan.
		i) developing and implementing an effective approach to the use of a vulnerability index/tool in order to ensure that the Local Authority has a systematic approach to the early identification of young people at risk of disengagement.		**Group Manager: Post 14 Education;** Head of Strategy, Partnerships & Commissioning; Careers Wales; Families First Team			A Vulnerability Assessment Profile (VAP) tool is in place for young people in Communities First areas. The pilot work needs to be further developed into a sustainable model that can be applied across all ages/settings. VAP collects a range of characteristics for individuals, from a range of sources. These characteristics include, for example, FSM status and whether a Pastoral Support Plan is in place. This is aiding the identification of Year 10 pupils who are at risk of disengagement and for whom targeted interventions, support and resources can be planned.
		ii) agreeing an appropriate set of		Careers Wales; Youth Support	Performance reports to School		A draft ISP for the Bridgend NEET Multi-

	data and information sharing protocols in line with WASPI guidelines which will improve the way in which partners work together to reduce the number of young people and young adults who are not in education, employment or training 16 – 25.	Services; Job Centre Plus; Department of Work & Pensions	Improvement Monitoring Group and to the Partnership Steering Group.		agency Services (Keeping In Touch) is currently being reviewed by BCBC's Legal team. Further work is planned for Spring 2014 to ensure it encompasses the changing role of Careers Wales and other data sources. This draft 'Keeping In Touch' ISP is now being used as the basis for the development of a wider, overarching ISP with LSB partners, to support the YEPF.
iii)	ensuring that our school improvement strategy, our post 16 transformation plans our links with local employers, Job Centre Plus and the Third Sector, continue to extend the range of learning pathways, work focused volunteering, and entrepreneurship opportunities available to young people and adults.	**Group Manager: Post 14 Education;** Partnership Steering Group; 14-19 Network member organisations; BAVO; Careers Wales; Families First and Communities First partners (added Feb14).			There has been an independent review of our Post-16 Transformation arrangements, undertaken by Tribal. The recommendations and actions plan have been adopted by the headteachers and/or managers of all secondary and special schools. The Partnership Steering Group is monitoring and driving the implementation of the action plan. A new Regional 14 – 19

					Plan is under construction for 2014/15. This will have an appropriate focus on sustaining formal and other learning opportunities in line with the terms and conditions of the grant. This plan is to be submitted to WG by April 2014.Implementation is to be completed by March 2015. The Director - Resources has been leading an Apprenticeship, Traineeship and Work Placement Project. Within this project, LAC and Care Leavers are to be given priority to access work placement opportunities. There will be a regular reporting against the project targets. To date there is evidence of an increase in young people known to Just @sk Plus continuing in education. A project aimed at providing opportunities for young people involved with the Probation Service, in activities to maintain parks and

						verges, will report to CMB in March 2014.
		iv) ensuring that impartial advice, guidance and support services are used to signpost young people and adults to the most appropriate pathways, development opportunities and progression routes	Careers Wales; Learning Providers in all settings; Learning Coaches; Youth Service (added Feb14)			Post-16 Option Booklets for all learners were completed in early February 2014. These contain information and web links to institutions and organisations that can provide guidance and advice, as well as links to other schools and the colleges. The booklets are being published on schools websites and are also available as pdf documents.

A range of 14 – 19 funded advice and guidance events are in place e.g. Learning Pathways events. These events are adding value to the work of Careers Wales, which is changing in focus from a universal service for young people to more targeted work.

The Regional Director for Central Wales South Central (Careers Wales) is chair of our 14 – 19 Network.

The new Families First |

							Learning and Engagement Programme includes dedicated employment and training posts, to provide impartial advice and guidance.

The Youth Service Revenue Grant has been used to fund 4 new posts that will have key worker responsibility including the provision of impartial advice. This is line with the YEPF. |
| | KIT worker | Support the implementation of the Communities First programme and recruit and establish the role of the KIT worker across the 3 Communities First cluster areas | June 2013 onwards | Partnership & Integration Manager, Principal Development Officer (IWT) | Reports to HoS and PIAP review group | KIT Worker appointed and commenced in post 10 June 2013. | The KIT worker has been actively involved in the ISP development and the VAP pilot, linking with schools on the outcome of the VAP activity.

An additional KIT worker is due to be appointed in April 2014, to complement existing capacity. |

Performance measures using OBA 4 Quadrants

1. Completed Directory of services.

2. Reduction in number of NEETs – Reduce the number of Year 11 school leavers identified as NEET from 6.4% in 2011/12 academic year, to 4% in 2012/13, 3%

1. Completed through the Bridgend Employer Liaison Partnership BELP under the LSB Skills and Economy Group.

2. Data for 2012/13 academic year not yet published by Careers Wales. Given a range of factors, the 2013/14 target has been

in 2013/14, 2% in 2014/15.	revised to 4%.
3. Reduction in number of school leavers whose destination is not known – from 2.8% in 2011/12 to 2% in 2012/13, 1.5% in 2013/14, 1% in 2014/15.	3. Data for 2012/13 academic year not yet published by Careers Wales but the activity in Oct/Nov 13 to more accurately classify each of the young people in the 'unknown' group is relevant.

Llywodraeth Cymru
Welsh Government

Annex 1

PROPOSAL: IMPROVING SCHOOL ATTENDANCE

CONSORTIUM NAME: __Central South Consortium

Taking account of the areas of activity outlined in the accompanying letter please use this form to set out how your consortium plans to utilise this funding. Each area of activity should be described separately with associated time scales and target outputs.

Objectives	How	When	Output Targets
Reduce the level of persistent absences in all secondary schools	• Rigorous, regular and robust analysis of data across the consortium to identify individual schools and pupils giving cause for concern • Targeted challenge and support for schools with the highest levels of persistent absence with systematic	Termly from Summer 2013 Termly from Summer 2013	To ensure that all rate of persistent absence is below the Wales median in all 5 Las and therefore across the consortium as a whole

	audit of provision and leadership.		To ensure that levels of persistent absence are on average 27% or lower for all absence and 6.5% of pupils
	• To continue to raise profile of the importance of good attendance to effective learning and expected outcomes	From May 2013	
	• High quality bespoke training for SL and EWS and development of challenge toolkit for use in schools	Summer 2013	
		April 2013	
	• To secure a part time lead professional as a Secondment opportunity to lead the consortium attendance strategy in partnership with school improvement service	From April 2013	
	• Improved data collation and communication related to attendance with use of CSC portal	From April 2013	
	• Consolidate the link between School Improvement and EWS to challenge School leaders to identify and support pupils and their families		
To improve the overall attendance rates in all schools at individual, cohort and whole school level through of development of consistent coherent,	• Routine and regular analysis of attendance levels at individual, cohort and whole school level within CSC and school	Termly from Summer 2013	Average attendance rate for consortium increase by 1% year on year at secondary and primary levels
	• Comprehensive review of attendance patterns by specific target groups, cohort and subject to explore	Termly from Summer 2013	90% of school meet their attendance

accurate and systematic approaches to the monitoring of attendance using the attendance analysis framework **To improve the attendance rates in Key stage 4, reducing the attendance gap between earlier key stages**	attendance patterns linked to wellbeing , curriculum and learning and teaching ● Development of learner voice project to explore causal factors linked to poor attendance and barriers to improving attendance ● Development of effective communication systems and sharing practice events to further raise awareness of range of effective interventions and strategies with a proven record of improving attendance in different contexts	Autumn term 2013 Summer 2013	whole school targets Ensure all LAs make improvements in overall attendance rates with all performing above the All Wales median. To ensure attendance rates for year 10 & 11 in all five LAs
To develop a high quality challenge framework to formulate co-ordinated approach for EWS and SIS to jointly challenge, review and evaluate attendance strategies in schools and as a result	● Secondment of lead EWS officer to work with System Leader (Wellbeing) ● High quality bespoke training for SL and EWS and development of challenge toolkit for use in schools ● Improved data collation and communication related to attendance with use of CSC portal ● Development of attendance network with representatives from the five authorities to share practice and further develop consistency of approach and challenge	April 2013 Summer term 2013 Summer term 2013 January 2013	To deliver quality training to all EWS To undertake PM cycle for EWS with PM objective linked to data analysis To provide effective CPD programme to all target groups to raise profile and to share effective practice

	• To develop, monitor and review a comprehensive and effective mentoring and performance management cycle to support EWS officers	Summer term 2013	To develop a quality interactive web based resource for use by professional to inform strategy All System leader progress reports to include strategic leadership and data analysis of attendance
To continue to raise the profile of the importance of good attendance linked to improved standards and learner outcomes across the consortium	• To secure a part time lead professional as a Secondment opportunity to lead the consortium attendance strategy in partnership with school improvement service • Undertake a Stock take of current provision and strategy across the five LAs • Development of effective communication systems and sharing practice events to further raise awareness of range of effective interventions and strategies with a proven record of improving attendance in different contexts • To provide high quality CPD for school leaders, teachers, NQTs	April 2013 April 2013 Summer 2013	The development of a comprehensive stocktake of provision, resources and strategy across the consortium. Effective leadership with monitoring and evaluation of strategic plan and effective resource and financial management All schools represented at attendance strategy events to ensure consistency of messages and

	governing bodies, Education welfare service and system leaders that demonstrate appropriate and effective approaches and interventions that promote positive attendance at all levels • To implement an action research (PLC) programme for CPD to measure impact of planned interventions • To develop, monitor and evaluate a range of quality early intervention strategies to embed effective attendance strategies in the primary sector to establish good attendance patterns at the earliest opportunity	Autumn 2013 Autumn 2013	sharing of effective practice.