

## APPENDIX B

Recommendation	What are we doing?	Expected Impact
<p>R1 Ensure that school improvement services address the variability of performance across schools and local authorities, particularly at key stage 4</p>	<ul style="list-style-type: none"> <li>✓ Improving provision of pupil level data through the establishment of a pupil level database.</li> <li>✓ Collecting schools' self-evaluation reports, improvement plans and targets much earlier in the academic year so that we are able to identify at an early stage whether the targets set will reduce variability of performance between schools and authorities.</li> <li>✓ Enabling challenge advisers to challenge expectations and the targets set where they are not high enough to ensure that:               <ul style="list-style-type: none"> <li>• the variations against key indicators reduce;</li> <li>• we see continuing improvement across the region in all schools.</li> </ul> </li> <li>✓ Collecting information about pupils' progress towards targets in secondary and primary schools more readily through the year to help monitor progress.</li> <li>✓ Developing and coordinating a strategy to improve performance in secondary schools across the region both pre- and post sixteen.</li> <li>✓ Establishing an intervention strategy to achieve a consistent approach across the region that will secure improvement at pace in schools causing the greatest concern, including use of the local authority's statutory powers.</li> <li>✓ Strengthening the coordination of joint working with local authorities' inclusion services when supporting schools requiring red or amber support.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The targets in the Foundation Phase and at key stages 2 and 3 are met in 2016 as set out in the business plan at the expected level and the expected level +1.</li> <li>➤ When targets are reset for 2017 and 2018 they will demonstrate intent to reduce the variation between schools and local authorities in the following areas:               <ul style="list-style-type: none"> <li>• the gap between boys' and girls' achievement in literacy/ English/ Welsh in all authorities and boys' literacy outcomes especially in Merthyr;</li> <li>• girls' outcomes in mathematics in all authorities but especially in the Vale;</li> <li>• the gap in outcomes achieve by eFSM pupils at the expected and above expected levels, especially in the Vale and RCT;</li> <li>• the outcomes of looked after children in all authorities;</li> <li>• the achievement of pupils with SEN particularly in Bridgend, Cardiff, RCT and the Vale;</li> <li>• the outcomes of pupils with EAL especially in Cardiff.</li> </ul> </li> <li>➤ The proportion of schools across the region in the top two benchmarking quarters will continue to increase to exceed two-thirds in the FP and key stage 2 and four fifths at key stage 3.</li> <li>➤ Over two-thirds of pupils will achieve the level 2+ threshold at key stage 4 in line with targets for the next three years.</li> <li>➤ The Welsh government's targets for the proportion of eFSM pupils overall achieving the level 2+ threshold</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Continuing work to monitor and improve the consistency of teacher assessment.</li> <li>✓ Taking action to raise standards further and improve the quality of teaching and leadership in literacy and English/ Welsh and mathematics.</li> <li>✓ Increasing the supply of secondary mathematics teachers.</li> <li>✓ Working with schools to improve the outcomes achieved by eFSM pupils, looked after children, more able pupils, pupils with SEN or EAL and in so doing narrowing the gaps overall on the basis of improvement by all pupils.</li> </ul>	<p>by 2017 will be met (37%) and by 2018 all individual secondary schools will meet the target.</p> <ul style="list-style-type: none"> <li>➤ The number of schools where less than 50% of pupils achieve the level 2+ threshold will reduce from 18 currently to 3 by 2018.</li> <li>➤ The variations in outcomes against the level 1 threshold, especially in Cardiff, will reduce significantly so that in no authority less than 97% of pupils reach this threshold by 2018. Variations in the capped points score will also reduce.</li> <li>➤ When targets are reset the proportion of A*/A grades at GCSE will improve especially in Merthyr and RCT and performance will not be below the current average of 17% for the region in any authority.</li> <li>➤ The proportion of pupils achieving A*/A grades at A level will improve especially in Bridgend and RCT.</li> <li>➤ Over 90% of primary and secondary schools will be in the two benchmarking quarters for attendance (just over half currently in primary and two-thirds in secondary).</li> <li>➤ No additional schools will require significant improvement or special measures by September 2017.</li> </ul>
<p>R2 Improve the accuracy of the evaluations of schools by challenge advisers in order to ensure a greater focus on improving teaching and leadership</p>	<ul style="list-style-type: none"> <li>✓ Reviewing and developing further the service's protocol, assessment criteria for writing reports and exemplar materials to ensure consistency.</li> <li>✓ Making the evaluation of teaching and leadership more explicit.</li> <li>✓ Ensuring this is a focus in the professional development of senior challenge advisers, challenge advisers and the strategic teams.</li> <li>✓ Linking this with the performance management</li> </ul>	<ul style="list-style-type: none"> <li>➤ All report writing will meet agreed assessment criteria for quality and accuracy.</li> <li>➤ There is a strong correlation between the outcomes of categorisation and inspection and this is also reflected in the comments made in challenge advisers' writing of the local authority's pre-inspection briefing reports.</li> <li>➤ All challenge advisers meet nearly all or most aspects of their performance objectives.</li> </ul>

	<p>objectives of staff.</p> <ul style="list-style-type: none"> <li>✓ Intensifying action to quality assure written report.</li> <li>✓ Continuing the practice where senior challenge advisers accompany challenge advisers when undertaking work in schools to assure quality and promote consistency.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The further improvements in the outcomes of categorisation and the reduction in the number of red and amber support schools and the increase in green and yellow will occur as set out in targets and indicated against R3 below.</li> <li>➤ The progress made by amber and particularly red support schools will be strong in most cases and will meet targets as set out below.</li> </ul>
<p>R3 Strengthen the procedures for monitoring and evaluating the impact of school improvement work</p>	<ul style="list-style-type: none"> <li>✓ Review and revise the Framework for Challenge and Support to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers in order to meet the expectations inherent in recommendation 1 above, namely: <ul style="list-style-type: none"> <li>• reducing the variations in performance between schools and authorities;</li> <li>• improving the performance of secondary schools;</li> <li>• improving the outcomes of specific groups vulnerable to underachievement.</li> </ul> </li> <li>✓ Using the regional analysis of needs that has been completed to guide the work of the hubs, SIGs and the intervention in red and amber support schools.</li> <li>✓ Establishing baseline measures and success criteria at the outset to support evaluation of the impact of the support provided by: <ul style="list-style-type: none"> <li>• professional learning and curriculum hubs in the English and Welsh-medium sectors, including the Foundation Phase Alliance;</li> <li>• lead practitioners;</li> <li>• SIGs;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ The targets as set out above against R1 are met.</li> <li>➤ Strong progress is made towards achieving the improvement targets and success criteria in individual schools and groups of schools through the collaborative work of the hubs, SIGs, Foundation Phase Alliance and pathfinder partnerships.</li> <li>➤ The proportion of schools whose improvement capacity is judged to be either A or B reaches 89% (primary-4% improvement), 79% (secondary- 7% improvement) 95% (special- 5% improvement) by October 2016 and continues to improve further in the following two years.</li> <li>➤ The proportion of schools where leadership is judged to be at least good improves from the current baseline (70% primary, 50% secondary, 80% special) to reach 75%, 60% and over 80% respectively by September 2016 and over 90% in all cases by 2018.</li> <li>➤ The proportion of schools where teaching is judged to be at least good improves from the current baseline (72% primary, 60% secondary, 80% special) to reach 76%, 67%, and over 80% respectively by September 2016 and over 90% in all cases by 2018.</li> </ul>

	<ul style="list-style-type: none"> <li>• pathfinder partnerships;</li> <li>• the leadership development programmes;</li> <li>• peer enquiry;</li> <li>• programmes to improve the quality of learning and teaching' consultant leaders and consultant governors.</li> </ul> <p>✓ Continuing work to assess the progress of red and amber support schools against clear targets and success criteria.</p> <p>✓ Implementing the research and evaluation strategy, supported by researchers from Cardiff University, integrating this with an annual plan for assessing value for money against our key strategies.</p>	<ul style="list-style-type: none"> <li>➤ The proportion of schools requiring red or amber support is reduced by a further 25% by September 2016 and reduces further in line with revised targets in each of the following two years.</li> <li>➤ All schools requiring amber or red support make strong progress by the end of the academic year against the priorities in their improvement plans.</li> <li>➤ All schools receiving consultant governor support make strong progress in the quality and effectiveness of governance.</li> </ul>
<p>R4 Evaluate progress against the regional consortium's operational plans more effectively.</p>	<ul style="list-style-type: none"> <li>✓ Providing internal challenge by continuing to monitor progress against operational action plans monthly.</li> <li>✓ Refining the service's performance dashboard to evaluate noteworthy progress, barriers and risk and action in response.</li> <li>✓ Ensuring that monitoring assesses progress against termly milestones as well as key actions and evaluates the extent to which improvement is occurring as intended.</li> <li>✓ Providing external challenge through the meetings of the advisory board and joint committee.</li> <li>✓ Implementing the service's new system – CRONFA- to improve information management.</li> </ul>	<ul style="list-style-type: none"> <li>➤ The targets in the business plan relating to reducing the variation between schools, authorities and specific groups of pupils are met as set out in the business plan and as referred to against R1 and R3 above.</li> <li>➤ Monthly monitoring of progress by the performance board is robust, records strong progress against the plan's actions and milestones and derives evidence of the impact on securing improvement against the key measures.</li> <li>➤ The monitoring process enables effective remedial action to be taken where there are barriers to progress.</li> <li>➤ The potential effects of risk are anticipated and mitigated effectively and in a timely manner.</li> <li>➤ The advisory board and joint committee provide effective challenge and support that aid the improvement process.</li> </ul>

