Appendix 1 RESPONSES TO THE MEMBER AND SCHOOL ENGAGEMENT PANEL ANNUAL REPORT 2014-2015

Committee Report	CSC/BCBC response
1. Targets for achievement in the various levels need to be more aspirational – many are currently set below the free school meals median. Whilst understanding that sometimes the figures are an attempt at being relevant to a particular cohort for example, evidence from the Consortium supported the notion that the target levels should be increasing to show recognition of the focus for improvement.	The policy of the consortium is to advise schools to set targets at the expected level and expected level +1 in the Foundation Phase, key stage 2, key stage 3 and key stage 4 based on the performance achieved by the highest performing similar schools. In this context, 'similar schools' refers to schools with similar proportions of pupils eligible for free school meals. Where targets are not set at this level the school's challenge adviser will challenge the school to justify their reasons At post-16, BCBC has introduced the Alps value-added system which measures performance comparatively across England and Wales. The target-setting approach is based around an aspiration to be at or above the top 25% of performance for A levels based on prior GCSE performance. This approach to targets is being used by all schools in Bridgend at whole school, subject and individual student levels.
2. Science in secondary schools was improving and was reported to be as a result of pupils undertaking the BTEC Science, where one BTEC equates to four GCSEs). The Panel agreed monitoring was necessary on this as the results of a qualifications review meant that the current Year 8 had reverted back to the old system which focused on exams rather than 'equivalent' qualifications	The Welsh Government qualification reforms place a greater emphasis on achieving GCSE science. Consequently, schools are altering their curriculums and are providing less BTEC science courses. Changes to Welsh Government Performance Measures affect this. The introduction of the "capped 9" (*this is the total GCSE score covering nine results including English or Welsh Language, Maths and Numeracy, two best science qualifications and the four best other qualifications. which could be GCSEs, vocational qualifications. or skills challenges from the revised Welsh Baccalaureate.*). From 2017/-2018, the two sciences must be GCSEs therefore this will tend to squeeze out BTEC Science. There is a need to focus on STEM subjects (Science, Technology, Engineering and Mathematics) and to continue to increase standards both at key stage 4 and post-16; BCBC has bid successfully for an Innovation Fund from CSC to help improve A level sciences.

3. There was question/concern over low attainment on entry to Comprehensive from Primary schools.	Attainment in primary school has increased over time, please see the Standards Report 2015-2016.
4. Sometimes possibly too much focus is placed on the Level 2+ figure which can affect focus and performance in other areas – improvement needs to be balanced across all areas.	The Welsh Government is changing the emphasis on key stage 4 qualifications with the aim of providing a number of key performance indicators and thereby reducing the narrowing impact of the Level 2+ measure. These changes will be reported on in 2017. The curriculum changes and performance measures are creating a range of impacts. Curriculum choice is being limited, science extended, the Welsh Baccalaureate introduced, English Literature no longer counting, two new mathematics examinations, only full course Welsh available, new rules on GCSE equivalents. It will be a challenge to show sustained improvement in the face of all this system change.
5. It was identified that there is still an issue with some teachers/schools sharing information and best practice and being open and transparent about their experience and lessons learnt	The Consortium encourages all schools to share good practice. Please see http://www.cscjes.org.uk/Case-Studies.aspx for a wide variety of good practice case studies. CSC has developed School Improvement Groups (SIG) which share and develop best practice across the region. There are also hubs and lead practitioner schools who provide school to school support on key subject areas. In addition, BCBC has established networks to support Welsh Baccalaureate and the implementation of the Digital Competence Framework. There are also Bridgend Pioneer schools leading on the development of the new curriculum. At the CSC 2017 annual conference, there were a number of workshops run by schools showcasing best practice. Bridgend primary schools are hosting a sharing success event during Spring Term 2017, to share good practice emanating from the 'Good to Excellent Strategy'.
6. There were some suggestions that there was too much focus on data and not enough on overall pupil wellbeing.	The Consortium considers it important to develop well-being as well as achievement. They promote that the most effective approaches to teaching and learning develop pupil self-esteem as well as their attainment. Schools provide significant support for well-being through the implementation of the Youth Engagement and Progression Framework and the vulnerability assessment profile tool (VAP), which is a structured system to identify the most vulnerable learners and provide additional support through

	lead workers.
7. The additional learning needs pupil figure can skew the data. It was suggested that this figure needs to be separated out.	The Consortium provide schools with information about the performance of their mainstream pupils and those pupils educated in specialist provisions within mainstream schools. Please also see data in section 11.
8. Estyn focus predominantly on data rather than the story behind the data.	The Estyn Inspection Framework details all the aspects that Estyn focusses on.
9. Pupils' level of progress needs more focus; pupils may make significant progress but may never achieve a higher level. Issue in that attainment is measured and not progress. It was reported, however, that this was finally starting to be looked at by Estyn, which wants to gather three years of numeracy and literacy tests before bringing in a progress measure.	Agreed. There is always likely to be some focus on absolute standards and benchmarking these against a range of comparators (eg in PISA or public examinations). The debate within the new curriculum is about placing an emphasis on formative assessment and professional judgements with less emphasis on collecting data but more on using achievement statements to demonstrate progress and inform the next steps in that progress. Welsh Government is consulting on its recommendations for assessment.
10. Parental engagement is an issue for some cohorts within some schools	Agreed. Schools will have their own strategies for parental engagement. In addition the lead workers who have case work assigned to them via the VAP will connect with families. There are a number of support services designed to work with parents. When schools identify children and families in need of support the Youth and Family Support Service will broker support from the resources available such as family support workers and those in the third sector such as Barnado's.

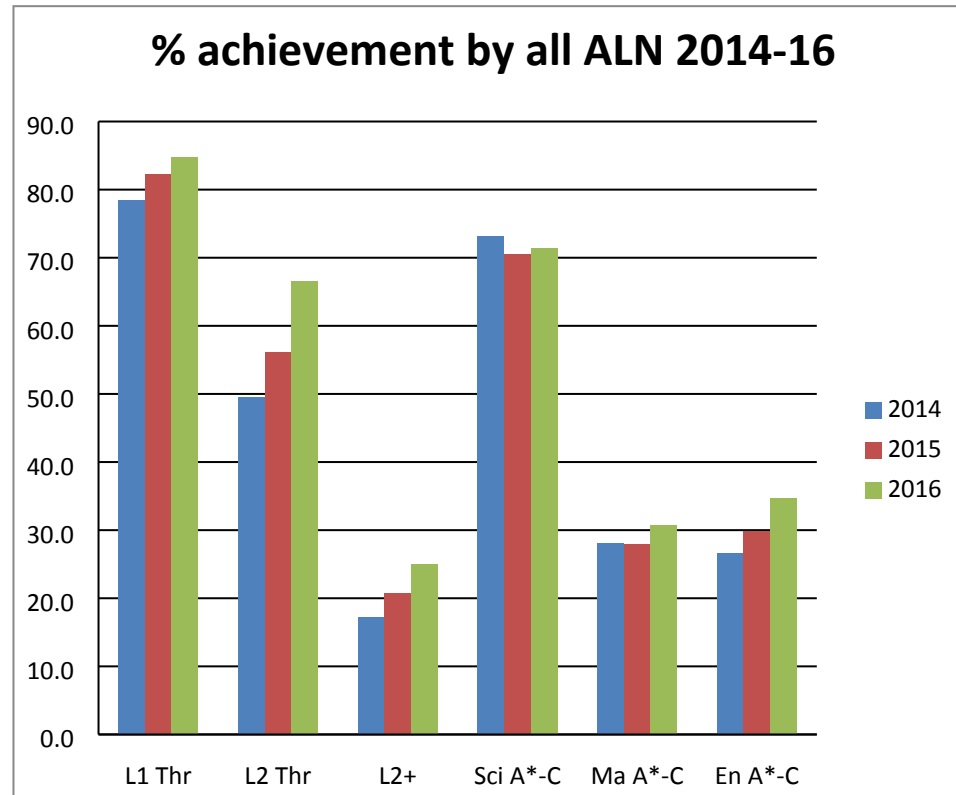| 11. There are more children with special educational needs in Bridgend than anywhere else in Wales, with 45% under-achieving and leaving school with no key qualifications. Teaching and learning would need to improve so that every child would be able to read at a level appropriate to their age	Please see the Standards Report to Scrutiny 2/2/2017. There is a slightly greater proportion of learners on School Action in BCBC compared to Wales. However, for School Action Plus and statemented pupils the % in BCBC is lower than Wales

		2014	2015	2016
School Action	BCBC	15.8%	17.1%	16.9%
	Wales	14.6%	15.1%	15.1%
School Action Plus	BCBC	5.1%	4.9%	5.2%
	Wales	8.1%	7.7%	7.7%
Statemented	BCBC	0.8%	0.8%	0.7%
	Wales	2.6%	2.5%	2.4%

The overall % of ALN pupils in BCBC is below the average for Wales – see data from Stats Wales below. The percentage of pupils leaving Year 11 without qualifications from all Bridgend schools including special schools was 0.1% in 2015 and 2016. This is equivalent to 1.6 pupils across the entire year group.

Year	BCBC			All Wales		
	Number of ALN Children	Overall Cohort	% ALN Children	Number of ALN Children	Overall Cohort	% ALN Children
13/14	4837	22664	21.3%	105303	465081	22.6%
14/15	4889	22830	21.4%	104957	465704	22.5%
15/16	4824	22932	21.0%	105143	466555	22.5%

Standards of Achievement for learners with ALN have been rising consistently over the past three years. In 2016, over 84% left with five GCSEs at Level 1 and over 66% with five good GCSEs.

%	L1 Thr	L2 Thr	L2+	Sci A*-C	Ma A*-C	En A*-C
2014	78.5	49.6	17.3	73.1	28.1	26.6
2015	82.3	56.2	20.8	70.5	28.0	29.8
2016	84.8	66.6	25.0	71.5	30.7	34.8

% achievement by all ALN 2014-16

12. A clear management structure and presence from the Leadership Team was paramount for improvement and success.	Agreed.
13. Training and development of staff is key to ensuring all teachers have the right set of skills	Agreed. Alongside the implementation of national curriculum reform there is also a review of Professional Teaching Standards being undertaken in Wales. These will define clearly the skills teachers need at the start of their career and how these can be developed as they progress. This development will be underpinned by targeted CPD and recorded in the new Professional Learning Passport (PLP) which is an online portfolio for teachers and support staff to record their progress and development.
14. Vertical Tutoring is a system organised students into tutor groups in order to focus on their academic and pastoral care effectively. It involves mixed age tutor groups that allow personalised attention for students at critical times during the academic calendar. Different ages have different critical times and the fact that there are no more than four of any particular age in a tutor group means the Tutor and Co-tutor can provide high level and high quality support to those who need it. The Panel identified this as an item for sharing best practice	There are examples of good practice in relation to 'vertical' tutor grouping but there are also examples of good practice in relation to 'horizontal' tutor grouping. There is no definitive evidence that proves one system is better than the other. However, in recent years research into 'vertical' tutor grouping has started to emerge. It makes a strong case for prosocial behaviours being more prevalent in vertical tutor groups. Facets which are reported positively are: significant benefits to maturity, sense of belonging, peer support, prosocial behaviour, reducing bullying and an increased number and range of friends, role models, role-taking, social groups. Good leadership and a systematic and holistic approach are key to a successful introduction of 'vertical' tutor grouping.
15. Staff-led committee – representatives from each	No comment – this is an internal issue for schools

department, independent from the headteacher, deputy headteacher and assistant headteacher. Committee can take complaints forward. If there are, for example, four complaints on the same thing from one department – it is an obvious flag raised for the headteacher	
16. Use of IRIS – a video recording system that videos each lesson. Not to be used as a performance management tool unless used as evidence of good performance. Can be used by teachers for self-assessment, also good to use to see reactions from children that you might not otherwise have noticed. Videos are owned by the teacher taking the class and they are able to keep, delete or share them as necessary. If a teacher -is in agreement the videos can also be used to share best practice with other staff.	Agreed.
17. Behaviour Watch – an online system where staff log records of behaviour incidents	Noted

online. The system enables staff to record, monitor and track pupil behaviour which can then be reviewed and analysed to identify trends in behaviour such as times, locations, surroundings. Measures can then be put in place to prevent repeat occurrences. A behavioural support team of professionals is set up to support this process. Key to its success is acknowledging the importance of having one person take the lead in managing behaviour. and . System led to a 60% reduction in behavioural issues for one school in three years. Is not necessarily about better behaved children, but about staff gaining a better understand of the 'why' so not having to spend a significant amount of time focusing on the incident as understand it.	
18. Working with families – including initiatives such as a parent engagement officer and aFriends and Families Forum	In Bridgend, there are a number of programmes available through the Youth and Family Support Service within the directorate
19. One school reported their	BCBC would encourage all schools to ensure strong systems of professional development and

	success was based upon having a highly trained and skilled team of teachers and support staff and also on being true believers in Investors in People. The school worked in a way that allowed staff to utilise their skills innovatively within a no blame culture. The Head Teacher allowed staff to learn from their own mistakes, working things out for themselves and allowing them to implement their own ideas.	support are in place and encourage innovation that drives school improvement. There are a number of ways schools can achieve this and Investors in People is just one such route.
20	Schools getting/requiring support from Consortium as a result of categorisation are required to buy a whole package of support from the Consortium despite maybe only really needing some aspects of it.	Please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx for details of support packages. This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.
21	CSC not a bespoke service – they offer what they want to offer.	As for comment on No. 20
22	There are mixed views on the monitoring processes provided to schools from the Consortium as occasionally a	The aim of the Consortium is to encourage schools to be self-improving and not to be dependent on the Consortium. A school that has developed successful monitoring practices, that positively impact on pupil outcomes of all groups of learners over time, can be deemed self-improving. It is the task of BCBC, CSC and the schools themselves to share these improvements across all schools in order

school's own process proved to be more successful.	to drive widespread improvement.
23 There are mixed views on numeracy and literacy training; one school reported that they had sometimes gone outside of the Consortium for this.	The Consortium welcomes feedback on the quality of its training and uses this feedback to improve the quality.
24 Some of the training received has been considered not very effective as there appeared to be confusion as to the actual training required.	The Consortium welcomes feedback on the quality of its training and uses this feedback to improve the quality.
25. One school reported that because they were not identified in the previous year as requiring additional support under the school categorisation, it had proved a struggle to get support in areas they felt they did need it, for example in maths. The school had therefore been obliged to use the cluster system instead, and the two schools had worked together to find additional resources themselves. Now the school is categorised as Amber, they	Please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx . This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.

were getting good support from the consortium	
26. One school reported that at first the challenge outweighed the support but now see support structure emerging.	Noted
27. It has taken time to understand the vision of the Consortium	The vision of the Consortium is detailed in the CSC Annual Business Plan that can be accessed on the CSC website www.cscjes.org.uk
28. There is sometimes confusion over where grants are coming from	Lines of communication with the Consortium are open and staff will always help in clarifying aspects of confusion
29. The Improvement Agenda is good and more formalised and the Consortium are now encouraging schools to be less insular.	There are a number of established ways in which schools now work together. The Consortium has introduced SIGs, where all schools are a member of a SIG, enquiry led opportunities with Hub Schools and opportunities to engage with Pioneer Schools who are developing the new curriculum. Within BCBC there are cluster arrangements across primary and secondary schools.
30. Communication is vital to make sure schools have a full understanding of who CSC are and what their role is.	Agreed. CSC publishes regular newsletters and weekly bulletins that are circulated to all schools and provide regular information sharing events. All details are available on the CSC website http://www.cscjes.org.uk/Home.aspx C:\Users\shephhs\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\E028O15V\www.cscjes.org.uk LAs provide updates and contacts.
31. Still need some of what ESIS used to provide, for example, pointing in the right direction for where best to broker something.	Again please see the Consortium Professional Learning Offer http://www.cscjes.org.uk/School-Support.aspx This offer is open to schools regardless of their support category. Support required as a result of categorisation is bespoke. It can be arranged by the school or by the challenge adviser in consultation with the schools to meet the needs of each individual school.

32. It would be useful if Consortium could identify areas of best practice within each school and therefore point others in the right direction.	Agreed. Please see http://www.cscjes.org.uk/Case-Studies.aspx for an extensive range of good practice case studies. The groups mentioned in Point 29 also contribute to this aspect of school improvement