

Neath Port Talbot County Borough Council
Cyngor Bwrdeistref Sirol Castell-nedd

Democratic Services
Gwasanaethau Democrataidd

Chief Executive: Steven Phillips

Date: 5th October 2016

Dear Member

**CHILDREN, YOUNG PEOPLE AND EDUCATION CABINET BOARD -
THURSDAY, 6TH OCTOBER, 2016**

Please find attached the Neath Port Talbot Local Authority Education Delivery Plan for consideration at the next meeting of the **Children, Young People and Education Cabinet Board - Thursday, 6th October, 2016.**

Item

6. **Neath Port Talbot Local Authority Education Development Service Delivery Plan (Pages 3 - 16)**

Yours sincerely

Chief Executive

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EDS DELIVERY PLAN

September 2016

This three-year plan has been written to meet the demands of the ERW Business Plan 2015-2018.

As stated in the ERW Business Plan,


This section outlines ERW's priorities for school improvement and improving learner outcomes. It provides oversight of the previous year and set targets for the next two years. The region's priorities are grouped into three strategic themes:

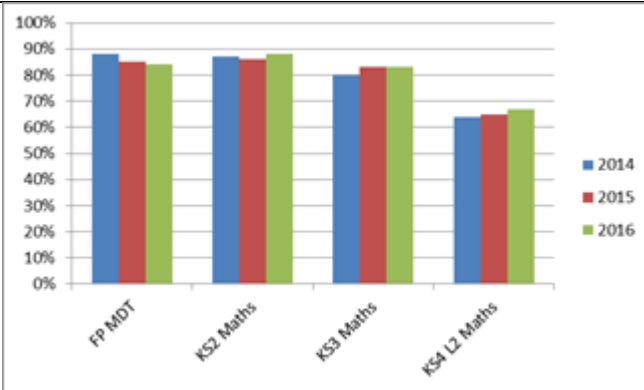
Leading Learning

Teaching and Learning

Support for Learning

The EDIS Delivery Plan reflects this.

Priority 1	ERW Priority	To raise standards of teaching and learning for all learners across NPT consistently in all Key Stages		
Data – Why is this a priority?		Evaluation of data	Success Criteria – What will success look like?	
 <p>The top chart shows performance in CS1 (Creative Skills) for FP, KS2, KS3, and KS4 L2+ across the years 2014, 2015, and 2016. The bottom chart shows performance in L2 (Literacy) for FP, KS2, KS3, and KS4 across English and Welsh for the same years.</p>		<p>Currently NPT ranks 22nd in FP, KS2, KS3 & 11th at KS4.</p> <p>The performance of boys is expected to improve in each key stage except KS4 L2+. The % of pupils achieving 5A* & A needs to improve.</p> <p>Whilst allowing for a 10% discrepancy between KS3 & 4 there is a considerable dip in performance between key stages.</p> <p>Standardisation & moderation may address the accuracy</p>	<p>Improved quality & accuracy of teacher assessments at FP, KS2 & 3. Improved outcomes at KS4.</p> <p>Target of 60% pupils achieving L2+ by 2018. Improved outcomes for boys year on year and for fsm pupils.</p> <p>Improved results by 2018 in national tests for reading, Numeracy both process and reasoning. Fewer Red & amber schools and no schools in Estyn category by 2018. Are learners developing their literacy and numeracy skills at and above expected levels?</p> <p>Are learners able to apply their literacy and numeracy skills successfully in context across the curriculum? Do ERW schools have the capacity to deliver and drive improvement in literacy and numeracy? Is numeracy being as well developed across all subjects as literacy?</p> <p>Do ERW's schools comply with all statutory requirements of the LNF? Are schools being provided with the correct and necessary support to help them improve? Are we challenging pupil progress sufficiently to ensure all pupils make good or better progress in their literacy and numeracy skills? Is our bespoke and central training fit for purpose?</p>	



Milestones - Actions	Lead Person	Start	Finish	Cost
Through categorisation and core visits to ...Challenge schools to identify vulnerable groups of pupils in order that they receive a common entitlement of targeted support and provision to ensure a sustained impact on outcomes and wellbeing	All Challenge Advisers	Sept. 2016	Dec. 2016	Core & Grant
Facilitate the delivery of bespoke support to schools where there is underperformance utilising practitioner expertise at all levels of the system i.e. whole school, department, subject and individual practitioner level	All Challenge Advisers	Sept 2016	Jul 2017	Core & Grant
Challenge schools to ensure that they use assessment information diagnostically to influence teaching, learning and pupil progress & to target MAT; eFSM, BOYS , LAC, EAL and Gypsy Traveller	All Challenge Advisers	Sept 2016	Jul 2017	Core & Grant

Support the development of effective teaching and learning strategies in schools and including the further development and embedding of assessment for learning strategies as an integral part of the learning and teaching process	Members of the Erw Teaching & Learning group & NPT Teacher Development Officers (TDOs)	Sept 2016	Jul 2017	Core & Grant
Develop the use of the Learning observation tool and link to new Digital learning developments (Including the Digital Competency Framework)	All Challenge Advisers & TDO particularly Darren Long	Sept. 2016	Jul 2017	Core & Grant
Develop and implement regional consistent assessment and moderation procedures to ensure that end of key stage data is reliable and robust	All Challenge Advisers (Assessment lead Rob Purchase)	Sept. 2016	Jul 2017	Core & Grant
Challenge individual and clusters of schools in terms of their assessment and moderation arrangement to ensure consistency and reliability	All Challenge Advisers (Assessment lead Rob Purchase)	Sept. 2016	Jul 2017	Core & Grant
Support the development of effective school leadership to enable head teachers to self-evaluate and challenge underperformance within their own schools	All Challenge Advisers	Sept. 2016	Jul 2017	Core & Grant
Increase the use of school to school support establishing a more flexible, effective and responsive mechanism for commissioned school to school support including 50 – 90 and HRS - leading to a self improving system	All Challenge Advisers	Sept 2016	Jul 2017	Core & Grant
Improve GCSE outcomes in English and Mathematics: Support, coordinate and monitor the work underperforming schools and action any necessary follow-up work by Challenge Advisers / Lead Practitioners, including the commissioning of School-Based Lead Practitioners of Literacy and Numeracy	All Challenge Advisers	Sept 2016	Jul 2017	Core & Grant
To provide on- going professional development, training and support Challenge Advisers and School leaders together to use school to school support as responsive mechanism for commissioned school to school support in line with the categorisation model	Helen Morgan-Rees & Mike Daley	Sept. 2016	Jul 2017	Core & Grant
Intervene in schools causing concern, including full, robust and consistent use of statutory powers to issue warning notices	All Challenge Advisers	Sept. 2016	Jul 2017	Core & Grant

Support, coordinate and monitor existing and fully engage with ongoing WG initiatives to support the improvement of underperforming schools	All Challenge Advisers	Sept. 2016	Jul 2017	Core & Grant
Train advisory staff, lead schools and Challenge Advisers on Train the Trainer model for LNF	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
Develop digital pedagogy expertise to enhance the delivery of literacy and numeracy	Darren Long	Sept. 2016	July 2017	Core & Grant
To challenge schools to ensure that FSM pupils receive their entitlement of targeted support and provision to ensure a sustained impact on outcomes and wellbeing and that all aspects of their progress is effectively tracked and monitored	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
To support schools to make effective use of the PDG by working with the individual Local Authorities to develop and disseminate advice and guidance to schools in line with the guidance issued by the Welsh Government. Also to support the effective use of the PDG by training Challenge Advisers to enable them to challenge schools on their use of the PDG	All Challenge Advisers & Erw MD	Sept. 2016	July 2017	Core & Grant
Deliver additional targeted support to individual / groups of teachers through the deployment of Lead Practitioners of Literacy and Numeracy	Heads of Hub Anne Stoker (TDOs)	Sept. 2016	July 2017	Core & Grant
Facilitating the sharing of best practice through the use of Lead Practitioners of Numeracy and Literacy, regional/ hub seminars and case studies using PLS model in identifying 3 key schools as regional leaders of LNF	Heads of Hub Anne Stoker (TDOs)	Sept. 2016	July 2017	Core & Grant
Develop an integrated approach to ensure consistently high quality teaching and learning within Welsh, English and Mathematic lessons across all key stages	Heads of Hub Anne Stoker (TDOs)	Sept. 2016	July 2017	Core & Grant
Support the use of the scrutiny of pupils' work as an integral part of the school's self-evaluation and improvement process	Heads of Hub Anne Stoker (TDOs)	Sept. 2016	July 2017	Core & Grant
Training for challenge advisers on LNF – update on expectations of what is good and excellent to secure striving for best and excellent practice	Helen Morgan-Rees	Sept. 2016	July 2017	Core & Grant
Supporting schools to develop the problem solving skills of their pupils', ensuring continuity and progression from the learning that takes place in the Foundation Phase through	TDOs	Sept. 2016	July 2017	Core & Grant

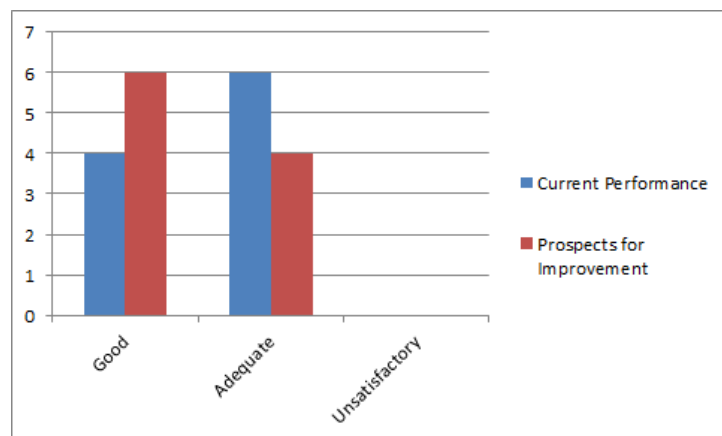
into key stage 2 and key stage 3				
To identify lead practitioners to support the performance of individual teachers	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
To support the development of strategies that meet the needs of the more able and talented pupils.	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
Effective coordination and oversight of Welsh in Education Strategic Plan (WESPs) at a regional level (see Separate WESP	Mike Daley & Meirwen Watts	Sept. 2016	2019	Core & Grant
Work through the Foundation Phase leads in each LA to effectively coordinate the work underway. – the work of foundation phase advisory teachers will be embedded in the Ladder of Support and be part of brokered support to schools	Gary Cole	Sept. 2016	July 2017	Core & Grant
New Academic Year				
Year 2 High Level Targets				
Is the LNF embedded in our schools? Are all green and yellow schools engaging in supportive arrangements where they can build their own capacity whilst supporting others? Do we have confident schools taking risks to strive for excellence? Are we strengthening the index of excellence by including specific practice in relation to literacy and numeracy development? Are we effectively Quality Assuring the work of subject specialist officers across all LAs?				
Year 3 High Level Targets				
Are schools well supported by each other? Have standards in literacy and numeracy accelerated at a quicker pace than in the previous three years and at a faster pace than other regions?				
Are our learners better able to engage with further learning because of improved literacy and numeracy skills?				

Action - Review – Reflect – Action – Pupil work – Pupil Voice – Lesson Observations (perf.man.) – Data analysis (pupil progress)

Data – Why is this a priority?

Support Colour	2014	2015
Green	14 (18%)	17 (25%)
Yellow	40 (51%)	37 (54%)
Amber	22 (28%)	11 (16%)
Red	4 (5%)	4 (6%)

*There are fewer schools due to amalgamation and the UAV Federation being counted as one not four entities.



*3 schools pending follow up visits (Cymerafan Comp., Y Wern & Llansawel)

3 successfully achieved NPQH in the 2015 cohort
1 New & 13 Acting Headteachers all primary (Sept. 16)
1 Acting Head at Secondary
24 NQTs successfully completed induction

Evaluation of data

The leadership capacity has been increased via support for leadership and is a priority across the region. There are a range of leadership developments. Locally we have created templates, provided training and supported 3 new NPQH candidates. The improvements in capacity are coherent as it is leadership at all levels including Heads, deputies (weekly workshops) and also governor training.

Success Criteria – What will success look like?

Fewer schools with C or D type characteristics. Fewer schools achieving less than Good for prospects for improvement in Estyn inspection.

Are the pilot Professional Learning Schools are developing effectively in supporting ITET students?
 Have the LA training programmes for NQTs been evaluated and reviewed?

Is a suitable modular middle leader programme is being delivered and accessed through UWTSJ?

Is regional guidance for middle leader training at LA and school level available, supported by signposting to examples of good practice?

Are effective OTP and ITP programmes are being delivered (OLEVI/UWTSJ)?

Have pilot programmes for secondary aspiring senior leaders and Headteachers have been completed and reviewed? Will the content of the revised national NPQH programme be delivered effectively to meet specific LA needs across the region? Has the pilot programme for newly appointed/acting/new primary Headteachers has been completed and reviewed? Do existing newly appointed HT networks have a common curriculum and is national funding employed effectively in support of their content? Have bespoke professional learning events for Headteachers have been planned, delivered, evaluated and reviewed? Has Challenge Adviser training has been planned, delivered, evaluated and reviewed? Have we given schools suitable data and information in order to compare their performance in Welsh and through the medium of Welsh? Have we provided high quality resources to schools? Have we developed a regional language charter? Has Welsh GCSE improved outcomes following interventions to support the new programme of study?

Milestones - Actions	Lead Person	Start	Finish	Cost
Implement the national categorisation framework for schools and use it as a tracking tool to facilitate an annual comparison and to track the progress being made by individual schools, Local Authorities and hubs within the consortium and to ensure that resources are targeted to areas of greatest need. Specifically to make the Ladder of Support explicit in terms of Leadership and to focus on second judgment.	All Challenge Advisers	Sept. 2016	Dec 2016	Core, grant & targeted EIG
Identify, train and support lead schools and lead practitioners and commission them to deliver support to schools according to need. Brokered aspect of ACV key	All Challenge Advisers	Sept. 2016	Dec 2016	Core & Grant
Facilitate the dissemination effective practice that exists within schools within the consortium. Broker support for schools. Strengthen use of ACV for brokering effective work between schools.	All Challenge Advisers	Sept. 2016	Dec 2016	Core & Grant
Develop and deliver universal training modules for leaders at all levels within schools to address areas of development identified through ACV or through Performance Management Reviews	All Challenge Advisers	Sept. 2016	Dec 2016	Core & Grant
Increasing use of school leaders in spring visit. Targeting the visit on sharing excellent practice and supporting sharing in a targeted way.	All Challenge Advisers	Sept. 2016	May 2017	
To maintain fte per hub of challenge advisors to enable the consortium to deliver the level of support outlined in the regional Ladder of Support and Intervention	Helen Morgan-Rees	Sept. 2016	July 2017	Core & Grant
To develop and deliver an induction programme for newly	Helen Morgan-Rees	Sept.	Sept. 2017	Core & Grant

appointed Challenge Advisors. Hub level delivery of core programme.		2016		
To develop and implement consistent quality assurance processes at Regional and hub level & securing consistent quality of service delivery to schools as set out in Ladder of Support	Helen Morgan-Rees	Sept. 2016	July 2016	Core & Grant
To develop a universal training programme to improve the quality and consistency of the performance of Challenge Officers currently in post to develop a greater level of challenge and support & to respond to the areas of professional development identified by Challenge Advisors through their self –evaluation	Helen Morgan-Rees & Rob Purchase	Sept. 2016	July 2016	Core & Grant
To enhance and strengthen the regional menu of bespoke brokered support... to include specifically governor support and HR to support greater inclusion support via LAs to schools	Mike Daley (in collaboration with Huw Roberts, John Burge, Maureen Williams & Hayley Lervy)	Sept. 2016	July 2017	Core & Grant
Rewarding Excellence programme - training HT and Challenge Advisers to fully understand the principles and monitor progress of schools in supporting effective CPD for all staff – (linked to New Deal entitlement)	Mike Daley & Rob Purchase	Sept. 2016	July 2017	Core & Grant
To develop school led improvement system through Professional Learning Schools in partnership with UWTSD. To enhance current pilots and emerging programmes around identified specialisms. Schools adopting regional guidance; Monitoring of progress in pilot school; Monitoring, evaluation and review of modules; Monitoring, evaluation and review of practice	Helen Morgan-Rees	Sept. 2016	July 2017	Core & Grant
CPD Challenge Advisers - establish rolling regional programme, specifically designed to secure consistency in transient workforce	Helen Morgan-Rees	Sept. 2016	July 2017	Core & Grant
To roll out aspiring leaders programme across the region. All phases, specifically PRU / Special	Rob Purchase	Sept. 2016	July 2017	Core & Grant
Amend training for NQTs in line with requirements nationally, linking to work in EAS and the PS work with ITT. Implementation of a coordinated and consistent approach to developing NQTs across region	Jen Malcolm	Sept. 2016	July 2017	Core & Grant

Single school development plans – specific work at Hub level to support the rollout of the new requirements. The expectations around PDG in particular will require specific support and guidance. Effective self-evaluation arrangements will need to be explicit and linked to performance management of staff.	Mike Daley & Jen Malcolm	Sept. 2016	July 2017	Core & Grant
Ongoing and up to date Development for Challenge Advisers – new SSDP requirements; HR, LNF; internal requirements for pre Estyn reports.	Helen Morgan-Rees	Sept. 2016	July 2017	Core & Grant
Prepare and deliver annual conference at Hub level so that all governors are fully aware of developments and can engage with the best practice across the region	Mike Daley & All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
New Academic Year				
Year 2 & 3 High Level Targets				
Is an increasing number of Professional Learning Schools evident? Is a consistent and effective NQT professional learning programme being successfully delivered across the three hubs within the region? Is the UWTSD middle leader modular programme fit for purpose and is it being delivered effectively across the region? Do the OTP and ITP programmes successfully develop good and excellent teachers across the region? Are the aspiring secondary senior leaders and Headteachers programmes being delivered effectively across all hubs in the region? Does the NPQH programme effectively supports the region's Headteacher leadership needs for the future? Are newly appointed/acting/new Primary Headteachers able to access effective practical training across the region? Do professional learning events for practising Headteachers working in all sectors/settings have credibility and effectively address national and regional priorities and developments? Can Challenge Advisers access appropriate professional learning at national and regional levels? Are schools better placed to deliver the new curriculum and the use of Welsh as a consequence of the support we have provided? Have we consistently built on our regional coordination of the WESPs and welsh in education?				

Priority
3

ERW
Priority

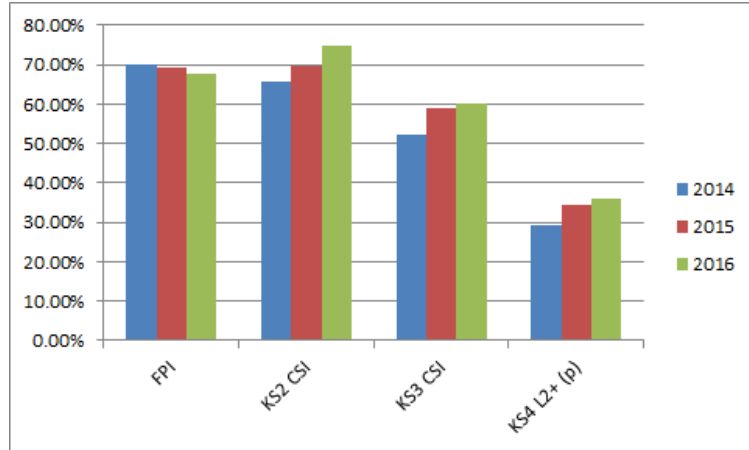
To provide high quality support for learners when and where they need it – so that they can fully engage and attain.

Data – Why is this a priority?

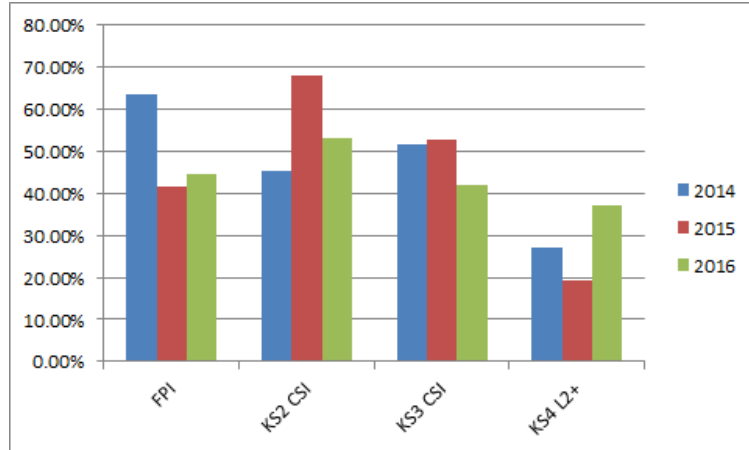
Evaluation of data

Success Criteria – What will success look like?

eFSM



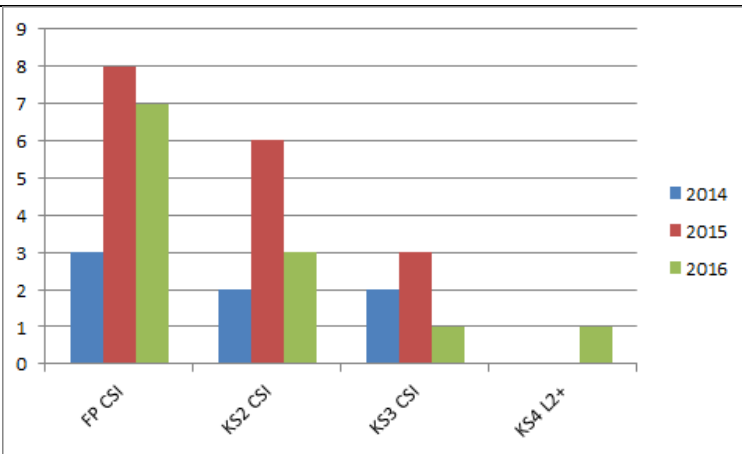
LAC



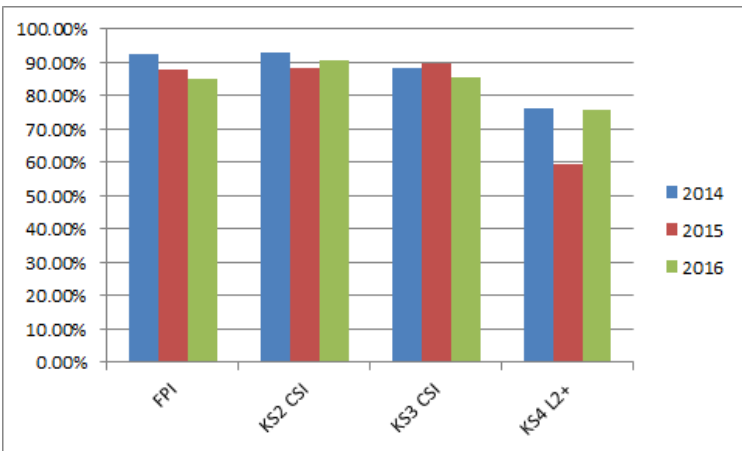
Gypsy Traveller

Significant decline in performance at KS4. Improvements at KS3 but a significant cause for concern at KS3 and KS4.
 LAC pupils are expected to improve performance this year however the % of pupils achieving L2+ is a cause for concern.
 Significant decline in achievement at FP for children in Need. Less than half of children in Need reach the expected level after FP.
 EAL pupils generally perform well and the are expected to improve in all areas this year.

Are pupils Minority Ethnic showing accelerated progress to narrow the gap at all levels? What does good practice look like? Are schools aware of which family of schools they belong to on the basis of minority ethnic pupils? To narrow the attainment gap at the end of KS4 by 2016 (individual LA determined). Have standards increased in LLC, MD and PSDCDWB across the region? Have numbers of teachers and practitioners with the necessary skills to improve and influence others in their schools and settings particularly in relation to exemplary Foundation Phase pedagogy increased? Have all relevant practitioners working in the Foundation Phase been trained? Has Foundation Phase training and guidance had a direct impact on the raising of standards in teaching and learning? Have children needing additional support in the Foundation Phase been identified and supported? Have the highest achieving schools in regards to standards and pedagogy been identified and are they being used to support teams and sharing good practice school to school? Are coordinators involved in self-evaluation processes? Is there accurate standardisation and moderation across the region?



EAL



Milestones - Actions	Lead Person	Start	Finish	Cost
Monthly 1:2:1 meetings with accountable managers (standing agenda items) – monthly group meetings	Mike Daley	Sept 2016	July 2017	NIL
VAP – oversee a move towards a consistent use of VAP to better understand characteristics of vulnerable learners so as to better support them	Mike Daley	Sept. 2016	July 2017	Core & Grant
ACV follow up on impact – bespoke challenge of PDG/EIG	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant
Measure impact of partnership and resources Monitor progress and impact on VAP groups Identify and coordinate Professional Learning Schools Embed process into planning	All Challenge Advisers	Sept. 2016	July 2017	Core & Grant

Establish terms and conditions for reconfigured MEAG group	Jan Hogan	Sept. 2016	July 2017	Core & Grant
Develop effective methods of refocusing and building on best practice across the region. Review and evaluate	Jan Hogan	Sept. 2016	July 2017	Core & Grant
Focus on the needs and requirements across the region, use expertise and resources to best target areas and groups of need. Review impact of training model used for LAC PDG	Jan Hogan	Sept. 2016	July 2017	Core & Grant
Develop and implement regional training model to build capacity for LAG PDG	Nicky Sneezum	Sept. 2016	July 2017	Core & Grant
Review and analyse impact of central capacity and model of building school capacity	Nicky Sneezum	Sept. 2016	July 2017	Core & Grant
Identify lead schools for LAC PDG as part of Professional Learning Schools	Nicky Sneezum	Sept. 2016	July 2017	Core & Grant

New Academic Year

Year 2 High Level Targets

Schools take a central role in coordinating and planning early interventions within the community, working with all agencies. Do all schools self-evaluate; plan and deliver the appropriate curriculum for all learners. To continue to narrow the attainment gap at the end KS4 by 2017 (individual LA determined). Are schools better placed to deliver the new curriculum and the use of Welsh as a consequence of the support we have provided? Have we consistently built on our regional coordination of the WESPs and Welsh in education? Are teachers in Reception and Yr 2 classes all using the Foundation Phase Pupil Profile successfully? Is training for Nursery / Non – maintained and Year 1 teachers on FPP? Are the revised areas of learning successfully planned for in Foundation Phase classrooms? Can the region continue to increase standards in LLC, MD and PSDWBCD across the region? Can pupils develop literacy and numeracy skills above expected levels? Are Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning? Is there effective use of outdoor provision in developing children's Literacy and Numeracy skills? Are there Quality Assurance of FPP and TAs? Are Coordinators involved in the self-evaluation processes?

Year 3 High Level Targets

Learners from deprived backgrounds benefit from the highest teaching and learning. Successful schools have active and effective leadership and deploy staff appropriately and effectively to support attainment of minority ethnic groups. To continue to narrow the attainment gap at the end KS4 by 2018 (individual LA determined). Is tracking of pupils of FPP used effectively to identify ALN and MAT pupils from an All Wales baseline? Is early identification used effectively to support all learners with learning differences? Can the region continue to increase standards in LLC, MD and PSDWBCD across the region? Are pupils developing literacy and numeracy skills above expected levels? Are Foundation Phase pupils able to use Literacy and Numeracy skills across all Areas of Learning? Is there effective use of outdoor provision in developing children's Literacy and Numeracy skills? Is there Quality Assurance of FPP and TAs?