



Cyngor Castell-nedd Port Talbot  
Neath Port Talbot Council

## **NEATH PORT TALBOT COUNTY BOROUGH COUNCIL**

**Education, Skills and Wellbeing Cabinet Board**  
**Thursday 19<sup>th</sup> January 2023**

### **Report of the Head of Education Development – Christopher Millis**

#### **Matter for Monitoring**

#### **Wards Affected:**

All Wards

**Report Title.** School Improvement Team - Support visits monitoring

#### **Purpose of the Report:**

To provide members with information on support visits carried out in the Autumn term 2022 by Education Support Officers and Teacher Development Officers

#### **Executive Summary:**

This report will provide information on how the Education Development Service (EDS) carries out support visits

#### **Background:**

This monitoring report provides Members with information on the range of visits carried out in all Neath Port Talbot schools during the Autumn term 2022.

#### **Current position**

Since September 2022, 60 out of 62 primary, secondary and special schools received a number of visits from members of the school improvement team (two will be visited in January 2023, due to staff illness). Each school has received a core visit which in nearly all cases involves at least one member of the governing body and is usually followed (although not on the same day) by the headteacher's performance management. The reason for this is due to time constraints and also it provides time to reflect on the priorities identified in the visit. This core visit is in most cases supplemented with a range of other visits, usually to support school improvement priorities, for example, to support the teaching of literacy, numeracy, digital competency and Welsh. Schools are also supported with bespoke visits that follow cluster workshops, for example school staff attend workshops that focus on pedagogy, curriculum design and/or assessing.

## What happens in a core visit?

The purpose of a core visit is two-fold. Firstly, it is to validate the school's self-evaluation and improvement plan. Secondly it is to identify support for the school and negotiate next steps in development. The visit will evaluate a wide range of areas and these broadly match the same areas that Estyn will cover, although this is a supportive visit and not inspectorial. The focus will be on the following:

- Identifying strengths and areas for development in pupil progress, particularly around the four purposes of the curriculum for Wales, their cross curricular and integral skills
- Identifying strengths and areas for development in pupil wellbeing and attitudes to learning
- Identifying strengths and areas for development in teaching, curriculum and assessing
- Identifying strengths and areas for development in care support and guidance
- Identifying strengths and areas for development in leadership
- Negotiating support with the school leaders

## Support for schools causing concern

We do not currently have schools causing concern, however we do have schools at risk of causing concern and that may be for a range of reasons. These include where a school has particular HR issues, staff sickness, new leadership etc. In these cases, the school improvement team provides additional support in a timely manner. Where there are specific challenges around additional learning needs and where poverty is a significant barrier the Inclusion Service and school improvement team work together to support the school in a systematic and timely fashion.

## Support for self-evaluation and Improvement planning

Self-evaluation is a key element of school improvement. A school that can identify its own strengths and areas for improvement plan effectively and demonstrate impact is a school that is doing well and making progress. Following covid schools have needed additional support to identify these needs and school improvement officers have worked with schools to plan for this evaluation over a sensible period of time. Where schools have the capacity to do this themselves, school improvement officers can validate this evaluation and in collaboration with the school test the impact of their improvement planning.

There are significant pieces of work to support the development of literacy, numeracy, digital, leadership, teaching and schools being at the heart of their community.

## Roles and responsibilities

There are currently 12 Education Support Officers and two teacher development officers. Added to this is a Welsh team made up of four part time posts who support English medium primary schools.

<b>ESO</b>	<b>Area of responsibility</b>
Mike Daley	Lead Education Support Officer
Maria Edwards*	Secondary networks
Sarah Griffiths	Early years/Foundation phase/Mental Health and Wellbeing
Tracy Hazel*	Pedagogy and evolving learning
Andrew Herbert	Leadership/Accountability
Owain Hyett*	Assessment and progression

Rachel Reed*	Secondary networks
Jonathan Roberts	PDG/Youth justice and early intervention
Anne Stoker	Curriculum design
Meirwen Watts	Welsh medium education and language development
Gayle Shenton*	Professional learning
Helen Woodford*	Collaboration and Partnership
Rachel Samuel*	Relationship and Sexuality Education/ Religion Values and Ethics

- Seconded from school

### Key issues and priorities following the core visits –

The current improvement priorities for the school improvement team are:

1. All pupils in NPT realise the 4 purposes because of excellent teaching
2. To develop inspirational leaders working collaboratively to raise standards
3. To develop professional learning and create a high-quality education profession that will ensure that learners in NPT will realise the four purposes
4. To develop parental engagement in NPT schools so that the schools are at the heart of their community

Members of the school improvement team, along with senior leaders within the Education Directorate meet with colleagues in Welsh government and Estyn on a regular basis. We discuss a range of issues to do with curriculum readiness, approaches to support, assessing in the curriculum for Wales, progress in the curriculum and curriculum design. We frequently invite colleagues from both Estyn and Welsh government to attend workshops, conferences and informal meetings to discuss collaboration and our approach.

Seven NPT schools have been inspected since inspections resumed in April 2022. Five primary schools and two all age schools. One all age school will be reviewed by Estyn in a year's time. The other six schools will receive no follow up. As a local authority we only have one school in follow-up which is one of the best profiles in Wales.

### Financial Impacts:

No implications

### Integrated Impact Assessment:

'There is no requirement to undertake an Integrated Impact Assessment as this report is for monitoring purposes'.

### Valleys Communities Impacts:

All schools are involved in this process

### Workforce Impacts:

No implications

**Legal Impacts:**

No implications

**Consultation:**

'There is no requirement for external consultation on this item'

**Recommendations:**

Matter for monitoring – no recommendations required.

**Implementation of Decision:**

Matter for monitoring – no recommendations required.

**Appendices:**

**No Appendices are attached to this report**

**Officer Contact:**

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