

Support for schools

Education Leisure and Lifelong Learning Section	Support offered since Summer 2022	Impact – the “so what” question
ESO- Support visits (including PM)	Every school receives a support visit to ensure effective school improvement, discuss progress in learning and wellbeing, teaching, curriculum, care, support and guidance and leadership. Support for all schools is negotiated	Each school has a support plan for the coming year. Support to either jointly evaluate in the school or validate existing evaluations is agreed. As a result, we identify strengths, next steps in improvement and causes for concern. As a result, the school improvement service knows its schools very well. This can often be very detailed to the extent for example of knowing the phonological awareness of individual pupils, the quality of teaching and leadership. Support is purposeful and progress is timely.
ESO- Bespoke follow-up supporting self-evaluation	Every school negotiates a level of support appropriate to the school’s needs and circumstances. Support can include evaluation activities, specific training for teachers and school staff	The range of support is extensive and ranges from supporting the school to introduce new approaches to teaching mathematics or reading, to individual support for school leaders and NQTs alike. Support can be at an individual, whole school or even cluster level. Subject leaders at secondary, leadership at all levels and an increasing level of support for pedagogy in line with curriculum reform.
ESO/Inclusion – Support around schools with covid catch up	Following support visits and particularly in remote areas with high levels of deprivation, schools facing particular challenges following the pandemic have required a collective response from the LA. This is the school improvement team and inclusion team working together with the school to meet the increased level of challenge facing some schools.	In a very few schools this approach has been highly effective in adding capacity to schools in the past 18 months. Often staff absence (covid related) added to issues around deprivation have resulted in significant deficits in skills particularly reading and pupils social skills (i.e. the ability to collaborate, take turns, participate, engage etc.). The Inclusion team and School improvement team have planned their support collectively so as to support the school in a measured and timely manner. As a result, the pupils are making sound progress and the isolation is no longer such an issue as covid recedes.
ESO – Curriculum support	Significant levels of support particularly around the mandatory elements, progression, assessing and the conceptual elements of the statements of what matter.	Every NPT school engages in workshops, discussions and training regarding the CfW. Every school has access to the programme of support both at individual school and cluster level. The NPT school improvement team meet regularly with WG colleagues (including several visits to NPT to share ideas and progress). As a result, every school that began the CfW in Sept. 22 has a curriculum statement, an ever-evolving vision, a deepening understanding of progression, assessing and how curriculum design can develop the concepts within the statements of what matter.

ESO – Progression	This key driver in the CfW is seen as an essential mandatory element to bring about change in NPT schools.	The individual school sessions, the national conversations and the cluster sessions have been imperative in developing and evolving a shared understanding of progression. These meetings have been extremely well attended and the discussions and discourse have been key to bringing about the change of mindset required to realise a purpose led curriculum. The conversations are ongoing.
ESO assessing (Camau)	A suite of workshops to help schools and settings develop skills in the crucial area of using assessment to support progression	The workshops help practitioners improve understanding of assessment and progression and the important relationships between them. Ultimately, they are designed to help develop assessment approaches which take progression in learning forward, rather than prove current learning. All schools are participating in these workshops.
ESO (Leadership support) - Andrew	A well-established and successful leadership pathway which captures both national and local pathways is shared annually with all schools.	As a result of this programme NPT has progressed from having 50% of schools in follow-up in 2017 to only one school currently being in follow-up. Support for leadership from Induction to aspiring headteachers, departmental leads (via network meetings), a coaching and mentoring programme that has been delivered to over 100 NPT leaders, support for self-evaluation, individual support for colleagues applying for leadership roles, co-visits on support visits in other schools, headteacher network meetings etc. All have an impact on the quality of discussion, practice, shared understanding and pupil progress.
ESO – (Leadership support) Geoff Cresswell	A long-established relationship with a colleague. Geoff supports small groups of school leaders.	Geoff Cresswell has worked with over 20 headteachers and acting headteachers over the past 5 years. The programme of support looking at their wellbeing, their disposition and their leadership style and approach. The sessions work in small groups followed by individual visits where effective self-evaluation is modelled and developed. As a result, the quality of self-evaluation has improved as well as headteacher wellbeing.
ESO – Professional learning workshops	A series of newsletters, workshops and programmes for PL now exist in a WG approved plan for the national and local offer.	The workshops provide a focus on what is available for all schools and engagement is encouraged and supported. We are committed to a range of current and new measures and approaches to support our leaders. We engage with the National Academy for Educational Leadership Wales and develop the professional learning offer especially the National Professional Qualification for Headship (NPQH). The Schools as Learning Organisations (SLOs) and Professional Standards Frameworks will continue to be developed and add value to leadership in our schools, especially in the areas of collaboration and school self-improvement. We will encourage school leaders to be lead enquirers in their learning communities as part of our National Approach to Educational Research and Enquiry. We will encourage them to be as concerned to address their own professional learning needs, through INSET, the dedicated funding for professional learning and higher qualifications as they are about their staff. We will focus a significant part of the national approach to coaching and mentoring on leaders, specifically headteachers new to the role, and will direct support to ensure high levels of sharing of professional and leadership practice through the digital resources available on Hwb.

ESO – NPEP	This programme is supporting a growing network of schools to develop a range of enquiry skills by leading enquiries in their own setting to explore professional learning requirements for the new curriculum. Resources developed by schools participating in the project are available on Hwb.	This programme is supported by UWTSD and is proving very successful as groups of schools are collaborating in order to carry out purposeful enquiry driven PL. This programme offers an opportunity for schools not previously involved in the national NPEP programme to explore ways of integrating critical thinking and research methods into their practice through supported collaborative enquiry. The programme involves 3 networks of 5 schools, each supported by at least one experienced NPEP school currently engaged with the National programme.
ESO – Let's think	Programme to develop and improve pupils thinking processes. The programme will support teachers to develop pedagogical practice through class talk and a culture that promotes learning.	The programme is a combination of training and coaching and involves 18 teachers from 9 schools. It is in collaboration with Swansea university. The programme is collaborative and is supported by specialist expertise. Its focus is on student aspirations and is designed to be sustainable. The schools participating are exploring evidence from trying new things to connect practice to theory.
ESO – Cardiff University	Collaborative Enquiry for Professional Learning Programme – With Cardiff university	Facilitated by Cardiff University and led by Prof Emma-Jane Milton and Dr Alex Morgan this is a yearlong programme working with 24 participants – two from each educational setting. The programme is working towards the following aims: <ul style="list-style-type: none"> • privilege a learner orientation to leadership practice and professional learning; • develop and embed understandings of supporting an 'enquiry stance' in educational and leadership practice; • explore ways of working to support collaborative enquiry for meaningful professional learning in your educational context; and • provide opportunities to think deeply and critically about support for professional learning practices in your own context.
ESO – Llan curriculum	This is a half termly meeting with a representative group of headteachers	The meetings are negotiated between the Chair of Llan and the school improvement team. The emphasis is on curriculum reform, the support agenda around reform and self-evaluation.
ESO – National network facilitation	Members of the NPT school improvement team regularly act as facilitators in National Network meetings	This involves preparatory meetings with colleagues from WG and the region. Involvement ensures that key guidance, policy and practice is shared and understood by all.
ESO – Pedagogy support	The NPT pedagogy programme is a three-year programme aimed at supporting the evolution of pedagogy in the context of curriculum reform.	This is at the early stage of development. An initial pilot group of 16 and a subsequent trial group are in place. We are currently looking to appoint an ESO to manage this programme and second four teachers to act as pedagogy support officers to work alongside participants. The aim is to evolve pedagogy particularly around the development and progress of the integral skills.

ESO – Cluster workshops	In line with WG expectations the school improvement team with the agreement of school leaders facilitate half termly cluster meetings.	The initial meetings were around a shared understanding of progression. This has been key in shaping a culture of change and development in NPT schools. The meetings are currently focussing on the Camau l'r dyfodol workshops. The 6 workshops are organised as 3 pairs, each pair addressing a theme of central importance to assessment and curriculum design within Curriculum for Wales.
ESO – Taith project	Funding has been secured to visit relevant educational systems around the world	Initial plans have identified visits for ESOs to Australia, Flanders the USA and Ireland to look at issues including curriculum design, the development of bilingualism and pedagogical principles.
ESO – Subject networks	Half-termly subject network leader meetings are facilitated and organised by ESOs	A range of issues are on the agenda including CfW, progression, assessing for the future, qualifications, approaches to pedagogy and sharing good practice. A result there is an increasing shared understanding of progression, the mandatory elements of the CfW and approaches to pedagogy in the CfW.
ESO – Joint inset	There is an increasing desire for shared inset days. This is often designed and facilitated by the NPT school improvement team.	A number of examples this term includes half of the secondary schools (two others were unable to attend due to their involvement in other clusters e.g. faith and Welsh medium clusters) in NPT joining together to work online and in person on issues around curriculum reform, qualifications, progression etc. The training, preparation and organisation is led by ESOs. The feedback was overwhelmingly positive and has resulted in greater networking and sharing of resources and ideas. Also, the Llangatwg cluster worked together so that all staff (Leaders, teachers and TAs) alongside colleagues from Estyn and WG to look at developing a shared understanding of progress and a suggested approach to concept planning. This was hugely successful and is being followed up in each individual school. A similar approach is being carried out with the Ystalyfera cluster in December.
ESO – Agreed syllabus for RVE	A new part time ESO has been appointed and as Chair of WASACRE and SACRE.	A new Agreed Syllabus has been developed and schools would be supported in writing a Policy via a model policy. The new agreed syllabus is awaiting political approval in January.
ESO – RSE policy and guidance	A model policy has been written and will be shared with all schools	The model policy will be shared and its content will ultimately be determined by the outcome of the judicial review. Once guidance is received from WG we intend to proceed.

ESO – Governor support	A programme of governor training is planned each year and delivered by ESOs	Governing bodies play a fundamental role as the first line of the accountability for their schools and communities providing the necessary challenge and support for headteachers to lead their schools effectively. As such, we will ensure the local offer for professional learning includes resources for school governors. As a result of governor training many governors have a sound understanding of school development planning, effective self-evaluation and the CfW amongst other things.
ESO – Appointments support	ESO's and senior leaders attend all senior appointments in the LA	As a result, senior leaders can advise all senior appointments in NPT schools.
ESO – Cross LA working	ESO's work with colleagues across local authorities and regional partnerships	<p>As a result of existing relationships and national networks, NPT school improvement officers regularly liaise with colleagues across Wales. For example, as members of the National Academy for Educational leadership, Talk Pedagogy, National network meetings, University programmes including Camau and informal discussions that occur following such meetings.</p> <p>NPT officers have worked with colleagues in the following LAs and also in some cases schools, Cardiff, Newport, Carmarthenshire, Swansea, Pembroke, Ceredigion, Conwy, Bridgend and Powys. These meetings have included topics such as concept design, progression, support for schools, metacognition and pedagogy. These collaborations help to nurture distinction, shape understanding and ensure that NPT schools are involved in all areas of reform.</p>
Welsh language support – Welsh and English medium	Curriculum and Teacher development supports all schools in both sectors to develop standards in Welsh, the Siarter Iaith and an increasing sense of Cynefin	<p>A small team supports all NPT primary schools with a wide range of resources. Regular visits and a comprehensive training programme support all schools to make progress in national priorities around the Criw Cymraeg, Siarter Iaith and ensuring that all schools are supported to develop a sense of cynefin.</p> <p>The training programme for Welsh medium schools is developing oracy skills using 'Block Play' and the 'Drilio Disglair' programme. Also, the need to develop higher order thinking skills pupils' literacy skills using the 'Talk for Writing' strategies to support oracy, reading and writing. The initial evaluations are very positive.</p>
TDO support - RWI	AN increasing number of NPT schools following the pandemic have reevaluated how literacy is taught and have opted for Read Write Inc. as an approach.	Read Write Inc Phonics is a proven synthetic phonics programme that ensures early success in reading, writing and spelling. It includes Speed Sound Cards, Word Cards, Ditty Photocopy Masters, Ditty Books, Storybooks, Non-fiction, Interactive Stories and Writing books. NPT staff in conjunction with Read Write Inc. staff are supporting schools to implement this programme and as a result we are already seeing an impact on pupils' reading skills.

TDO support – White Rose Maths	Many NPT schools following the pandemic have reevaluated how mathematics is taught and have opted for White Rose Maths as an approach.	The NPT teacher development officer has supported many schools with bespoke training so that there is a shared approach to teaching mathematics which supports pupils to move from the concrete, to the pictorial and on to the abstract. As a result, many teachers are reporting that the professional development is improving their understanding of how to teach mathematics effectively and as a result the early monitoring of standards is demonstrating an increasing depth to pupils’ understanding and enjoyment of mathematics.
TDO support – Thinking skills	A comprehensive programme of support to develop thinking skills and metacognition is well established and developed in NPT schools	The NPT school improvement team has supported nearly all schools with a series of training sessions which promotes the development of metacognition in NPT schools. Each session is followed by an evaluation and report on progress. The programme has resulted in a high number of skills using the strategies effectively and pupils enjoying the activities and being able to demonstrate the ability to transfer thinking across their learning and experiences.
TDO support - Induction	A comprehensive and detailed programme of support is provided for all NQTs by the TDO with responsibility for induction	This programme, endorsed by WG is well received and covers a wide range of support officers from school improvement and inclusion. The use of Professional Learning Passports has been adopted for the pedagogy project and encourages and directs reflection.
Community of schools	The development of a comprehensive programme of support to assist schools in becoming Community Focussed.	This programme has been developed as a result of the work undertaken in partnership with The Child Action Poverty Group – Cost of the School Day Project. In depth analysis of project outcomes has shown the importance of engaging with parents to effectively support pupils as they engage in learning. CPAG has disseminated their finding to all schools, through a workshop to school leaders on the impact of poverty and identifying barriers to supporting vulnerable families. They have also provided webinars to all staff on findings of the project. NPT have also engaged in a formal partnership Save the Children, who have developed and piloted a training programme on understanding poverty and promoting parental engagement. This training is being delivered through a ‘cluster model’, to all schools within the Llangatwg Cluster.
TDO Support Digital learning	The TDO offers a wide range of digital learning support	Many pupils’ digital skills are developing meaningfully across Neath-Port Talbot. Most of our younger pupils use technology appropriately to communicate information and support their learning, for example photographing their work or using a word processing application to write a story. Many are able to use digital tools to represent data in graphs such as block or bar charts. Most pupils can use a programmable toy to navigate along a given path, for example to find treasure on a map. A majority of younger pupils are able to classify objects using a branching database. Nearly all older pupils are able to communicate effectively using a wide range of tools in order to support their learning. The introduction to distance learning provision in recent years has resulted in nearly all pupils being able to produce, interact and collaborate with their peers and

		teachers through various online platforms, however, pupils' data and computational thinking skills have developed less progressively during this time.
Early years support	Early Years ESO offers a comprehensive range of professional learning with a focus upon enabling learning, early years pedagogy, curriculum development and assessing learners' progression.	<p>Early Years ESO has delivered professional learning for headteachers, 3-7 lead teachers and nursery staff. The professional learning focused upon enabling learning, early years pedagogy, including raising awareness of the WG foundation phase modules, and changes to on-entry assessment. As a result, ESO visits demonstrate that schools are well informed regarding the approach to pedagogy in the early years and changes to on-entry assessment. Most nursery teachers attended training in the summer term that focused upon enabling learning, on-entry assessment and the 'Curriculum for the Funded Non-Maintained Nursery'. As a result, feedback from training noted that teachers felt better informed and professional learning is further developing their understanding of early years pedagogy. ESO has provided bespoke support for early years staff in schools that has been brokered by ESO colleagues. Next steps:</p> <p>*Early Years ESO has put together a working party made up of nursery teachers, headteachers and early years childcare practitioners to look at best practice in relation to on-entry assessment and transition. This work will commence in January 2023.</p> <p>* WG foundation phase modules will be delivered from Spring term 2023.</p>
SEREN Support	Detailed local programme for both Academy and Foundation Learners and Seren Lead in NPT is also the national lead for Seren Foundation	<p>On average 1000 learners are part of the Seren network in NPT from years 8-11. All schools participate in a variety of activities to support the brightest learners in schools. Foundation events are helping to develop students' confidence in speaking and their ability to think critically. Competitions such as the year 9 Seren debate competition have seen improvements in the confidence of our students when presenting, but also in their ability to respond to arguments and develop the necessary 'speed' of reaction of their critical thinking skills. In year 10 there is a detailed series of masterclasses at AS level that students can access that has resulted in smoother transition to sixth form and more clear awareness of the demands of AS studies. At academy level (year 12) programmes to support learners who want to apply for medicine or Oxbridge have resulted in more applications and a broader awareness by students of the choices that are available to them. The number of students in Academy is now at its highest level, with more of our students achieving automatic eligibility for Seren by gaining 6 A*s. The students are also benefitting from meeting students from other hubs e.g. our Academy year 12 and 13 participate in visits to Oxford and London with other hubs, while all academy students have the opportunity to apply for national summer schools e.g. the Jesus College Oxford summer school. The year 9 pupils are also benefitting from improving their debate skills, not only with a competition in NPT but also the chance to compete against the Swansea and Carmarthen/Ceredigion/Pembrokeshire Hub. The links that have been built with HEI's in Wales has also benefitted students across our sixth forms and not just those on Seren. There has been an increased collaboration between school and college sixth forms because of the Seren programme.</p>

Junior Apprenticeship Support	All schools with a secondary provision can apply for places on the programme. This is supported by coordinators in NPTC Group, the 14-19 Manager for NPT and a Junior Apprenticeship Link teachers group.	The programme is available for students that are not engaging in mainstream education and it is felt that they could cope with the college environment and a more vocational pathway. These students are taught in smaller groups and have both academic and well-being support for the 2 years on the course. Student success on the course has resulted in a number of students making a successful transition to post 16 courses. Other students have also earned places on apprenticeship programmes (with Construction students the most likely to follow this path).
14-19 support	Support is available for: <ul style="list-style-type: none"> - Development of curriculum and qualifications through the Curriculum Group. - Post 16 Planning support - Collaborative Provision with both NPTC Group of Colleges and NPT Skills and Training - Welsh Baccaulaureate network group 	<ul style="list-style-type: none"> - The Curriculum group is a long established part of the 14-19 support. This gives an opportunity for curriculum leads to meet and discuss the issues and challenges they face, as well as the opportunity to share best practice. Modelling of curriculums in schools and sharing of information regarding qualifications delivered has allowed for more parity of offer for all students in NPT. This has also allowed the development of a programme of vocational courses that are offered either through NPTC Group of colleges or NPT Skills and Training. This group is also overseeing the current review of collaborative provision to ensure that the vocational courses offered best meet the needs of all students. - The post-16 planning cycle in NPT is well established and ensures that planning for sixth form provision is robust within NPT. Pupil tracking is also an essential element within this programme and continues to allow sixth forms to offer programmes of study that meet the needs of students. - The Welsh Baccaulaureate network group continues to meet on a regular basis. Alongside consideration of the changes made to the qualification over the last 3 years and how best to deliver the new qualification the group is also an essential platform for discussion on the new Advanced baccaulaureate qualification and how schools can best prepare for this.