

Estyn Action Plan Monitoring

1. The completion of individual actions is the responsibility of named officers. If an action can not be completed by the date included in the PIAP, a revised date should be included and a reason for the delay. Any delays must be reported.
2. Evidence of the completion of an action will be needed.
3. The Lead Officers(s) for the recommendation will need to demonstrate how completion of an action contributes to the overall outcome.
4. Elected members will confirm progress through formal scrutiny programmes. These will include consideration of the regular annual performance reports, supplemented by the regular cyclical quarterly performance monitoring reports.
5. The Chief Officer Project Board will monitor overall progress with this activity plan.

RAG - Action Implemented

Monitoring influences the evaluation undertaken annually of LAESCYP provision

Rec	Ref	Action	Who	By When	Action Taken to date	RAG
1.1	1.1.1	Continue to monitor, challenge and support targeted primary schools identified as underperforming in 2012-2013.	CH/Primary SIT	Jan 2012 - Apr 2013	<p>Officers continue to target and monitor those schools identified as requiring additional support. Termly meetings are held with Chairs of Governors and headteachers of schools at Stage 3 or 4 to monitor the progress of agreed actions. One school has been placed in a category of requiring 'significant improvement'. This school had already been identified as a school in need of more intensive support and work is continuing in the raising of standards. Good progress is being made in all targeted schools and 9 schools have been removed from Stage 3 or Stage 4 categories over the past year. There are 6 primary schools (8%) in an Estyn category (July 2012). Schools with a trend of underperformance have been identified for targeted support from the literacy and numeracy mentors from October. The literacy support teacher has given intensive support to 5 targeted primary schools to raise standards in reading and writing.</p> <p>Jan 2013 update: The school previously in Special Measures has been recommended for removal after four terms (awaiting official confirmation). 1 school remains in 'Significant Improvement' and the number of schools in Estyn monitoring has reduced by 1 to 5, (7% overall). 2 schools are categorised as Stage 4 and 9 at Stage 3 on the LA's own Monitoring, Support & Challenge Policy. LOT and NOT teachers continue to target identified schools.</p>	
	1.1.2	Increase the use of the Council's intervention powers where serious concerns are identified.	CH	From Jan 2012	The Authority is systematic in reviewing school causing concern, including data analysis and documentation setting out clear expectations. Where these have not or cannot be implemented a formal letter follows requiring specific action. At three schools these warning letters were followed by decisive and appropriate action.	
	1.1.3	Provide targeted INSET to primary schools in the lower quartiles to raise pupils' literacy and numeracy standards and plan with schools the use of the SEG grant funding. Further develop focused skill-rich science scheme of work to raise standards across all schools.	DB/JR/JH/AJ/LM/RW/ER	Spring/Summer 2012	<p>Targeted schools have received literacy support on a half-termly basis. 45 teachers attended Read, Write, Inc spelling training in March and a further 11 schools have been trained in Read, Write, Inc. RWI Manager Meetings are held termly and monitoring visits have taken place to targeted schools implementing RWI. Initial data indicates the programme is having a very positive impact on standards in most schools. 38 schools have been trained in RWI and a literacy mentor will be support the Literacy Officer in monitoring and challenging those schools where the impact has not been significant. Specific case studies on individual schools demonstrate enormous pupil progress. 31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy and there have been 4 half day training sessions on developing higher order literacy skills for Year 5 and 6 teachers. Nikki Gamble delivered a days INSET on reading across the curriculum. 22 schools from Flintshire attended.</p> <p>7 teachers from Welsh medium primary schools have attended 1 day INSET to raise standards in writing KS2. 100% of Yr.2 teachers attended 2 x ½ day training (6 hours) on exemplification and understanding of the characteristics of Welsh literacy outcomes. All teachers (Welsh medium) have attended 1 day INSET to raise standards in reading (KS2 and Foundation phase) led by Cynnal. Welsh medium schools PLC used 5 days to create a Portfolio to exemplify Writing outcomes for the Foundation Phase. The PLC was attended by upper and lower Foundation Phase representation.</p> <p>26 schools have received Numicon resources and training for approximately 50 staff. RM intervention packs have been produced for Year 2 and 51 schools (90 members of staff) attending training. NFER assessment papers have been purchased to measure the impact of the intervention. 14 schools (Year1/2 and Year3/4 teachers) have also been targeted for training and support to enhance the skills of teachers. A new mental maths resource has been produced for the Foundation Phase which is a complete scheme for Nursery to Year 2. Training has been delivered in twilight sessions to 62 schools to date. 4 FP partnership groups have received Numicon resources and have received training during Autumn 2012, approx 60 schools 120 FP staff.</p>	

					<p>January 2013 Update - Science curriculum planning has been revised to ensure relevant links to the development of literacy, numeracy and ICT skills and appropriate differentiated outcomes for mixed age classes. All schools have received the resource and associated guidance. Lower quartile schools for science strongly urged to adopt the new resource. 25 lower quartile schools have also received focused intervention in order to raise % Level 5 attainment. This training was then offered to all remaining primaries. Results from 2012 are very positive; increase in % Level 4+ and a strong improvement in Level 5 for the LA. There has been very good progress with lower quartile schools targeted for support during 2011-2012. Of the 25 schools that received focused intervention and support (as part of the primary science action plan for 2011-2012), 32% (8 schools) have moved up at least one quartile placing by summer 2012. during 2011-2012 the LA offered schools a new science scheme consisting of 24 half termly science units.</p> <p>This scheme is aimed at supporting effective pedagogy and also enabling pupils to access higher order tasks/levels, particularly Level 5. This resource is also supported by a comprehensive package of additional support material available via the LA Moodle website. This initiative is having a significant effect on the quality and breadth of pupils' work and standards in KS2. Level 4 percentages for the LA rose in 2012 whilst the Level 5 percentage is rising steadily, having increased by 6% between summer 2010 and summer 2012. Feedback from head teachers and teachers is overwhelmingly positive. Also, sampling of pupils' books in selected schools has confirmed these findings. Numicon training has now been delivered in all schools in the authority and all five Foundation Phase partnerships have received additional numicon resources to support delivery. Impact on standards will be evaluated in the 2013 teacher assessment data.</p>	
	1.1.4	Continue to strengthen primary standardisation and moderation procedures in line with statutory assessment arrangements through subject co-ordinator meetings, training of all Foundation Phase teachers in the end of Foundation Phase outcomes and supporting Foundation Phase Partnerships in the development of standardised portfolios.	AJ/DB/RR	Spring/Summer/Autumn 2012	Training and support for improved standardisation and moderation continues to be delivered through specific training events by Foundation Phase and Subject Officers. Events are planned for late Spring 2013. All schools work within their high school clusters on moderation/standardisation activities at KS2 to improve consistency of assessment.	
	1.1.5	Continue to provide and improve effectiveness of, primary cluster group meetings and meetings of the Foundation Phase Partnership Boards to ensure the sharing of good practice and to further improve teaching strategies, planning and assessment.	DB/JR/AJ/LMa/ER	Spring/Summer/Autumn 2012	Foundation Phase Partnership Boards have completed standardised portfolios to exemplify standards in mathematical development and language, literacy & communication. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	
	1.1.6	Analyse primary and secondary school outcomes in 2012 in order to re-prioritise planned support.	CH/KG/SIT	Autumn 2012	Provisional primary data is being analysed over the Summer to determine planned support. Data analysis completed and schools in lowest quartiles targeted for support from LOTS & NOTS and new schools added to Stage 3&4 monitoring programme	
	1.1.7	Agree revised set of performance targets with Secondary Headteachers Federation and meet with individual schools to agree targets for 2012 to 2014.	KG	Spring Term 2012	Secondary Headteachers Federation agreed new set of targets , to include levels 6 & 7 at KS3 and targets for the group of FSM learners. All schools visited to complete targets and aggregate targets calculated by SMIT	
	1.1.8	Curriculum Support officers to target schools placed in the lower quartile in their subject at KS3 for additional support.	SIT Subject Specialists	Summer term 2012	Completed	
	1.1.9	Planned Support 2012-13 to be targeted at underperforming areas in secondary schools	KG/SIT	Summer term 2012	Planned Support agreed with all secondary schools. School Improvement Team visit arranged to targetted schools.	
	1.1.10	Subject Forums and PLC, organised to ensure sharing of good practice between schools.	SIT Subject Specialists/KG	Autumn Term 2012	Programme of School Effectiveness Forums held Autumn 12 and further sessions organised for Spring 13.	
	1.1.11	Deliver programmed Governor training on understanding data and supportive challenge in schools.	KB	Summer Term 2012	Governor training programme has been delivered. Additionally School Improvement Member workshops have been held Dec/Jan.	

1.2	1.2.1	Subject Officers/Link Officers to monitor, challenge and support boys' literacy and numeracy developments in primary schools with high levels of boys' underperformance.	AJ/DB/ER, Link Officers	Spring/Summer/Autumn 2012	The literacy and numeracy officers monitor, challenge and support teachers in targeted schools and training has been given to support the raising of boys literacy and numeracy standards. Read, Write, Inc developments are being monitored by the literacy officer and the impact on boys' reading. Reading data is in the process of being analysed. A reading proforma/questionnaire has been produced. This is being trialled this Summer in targeted schools to assist in identifying weaknesses and how we can support in addressing these. Four schools in Flintshire will be attending 'Tribal' a Welsh Assembly initiative to counteract the under achievement of boys starting the 19th October. Two half day training sessions 17th January and the 6th March on raising standards in boys literacy, sharing good practice from schools and the 'Tribal' initiative. Challenge, support and monitoring by Mathematics officer in targeted schools is continuing with	
	1.2.2	Three day literacy course aimed at Year 3 & 4 teachers focusing on teaching phonics, spelling, reading and oracy into writing. One module focused on improving boys' literacy (funded from SEG literacy)	JH/DB	Day 1 – 29 Sept 2011 Day 2 – 12 Jan 2012 Day 3 – 26 Apr 2012 Day 4 - 2 June 2012	31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy. The same teachers attended half-day evaluation /sharing of practice session. The data is presently being collated to analyse the impact on targeted groups of learners. The literacy and numeracy officers have monitored and supported teachers in targeted schools.	
	1.2.3	Sharing of best practice and information to primary schools from the 'Tribal' 3 year programme to counteract the under-achievement of boys and from Gary Wilson's conference on boys' literacy – INSET and co-ordinators' meetings.	DB	Summer/Autumn 2012	A 'Teach Meet' event attended by 65 primary and secondary teachers was held in June in conjunction with NGfL Cymru and streamed live across Wales via the internet. The focus was on sharing innovative and effective strategies and teaching methodologies focusing on aspects of oracy, reading and writing with particular emphasis on raising boys' literacy levels. 2 half day training sessions have been planned in the Spring term of 2013 to share information from 'Tribal' and to provide workshops on ideas to counteract the under-achievement of boys.	
	1.2.4	Sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-achievement.	DB	Summer/Autumn 2012	Information is disseminated to individual schools through staff INSET and co-ordinator meetings. Analysis of reading data currently taking place. 2 half day courses to be delivered in the Spring term 2013 on tackling boys literacy.	
	1.2.5	Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice.	DB	Summer/Autumn 2012	2 PLC'S taking place in Flintshire aimed at targeting boys literacy. Practice will be shared with schools on two half day training sessions. 17/1/13 and 6/3/13	
	1.2.6	Production of a mental maths resource for the Foundation Phase and training for all schools in the use of the resource.	AJ	Autumn 2011/Spring 2012	Mental maths resource completed and training implemented.	
	1.2.7	Introduce an improved science scheme of work for science at Key Stage 2 which provides pupils with more engaging, contextualised activities and tasks that appeal to boys. Units to be designed to contain a wider variety of written communication genres to appeal to boys and more focused opportunities to develop pupils' oral skills through science. 24 half termly units will be produced across Years 3-6 and hosted on the LA Moodle website.	AJ	Units to be completed and uploaded by Easter 2012.	Revised scheme of work with 24 half-termly units for science at KS2 completed and placed on Moodle.	
	1.2.8	Consolidate the use of the 'Science Enquiry Games' resource book received by each school in the spring term 2012. Focus to be on developing games and activities in this resource pack which appeal strongly to boys and also pupils with a variety of learning styles.	RW/1 or 2 days' INSET depending on numbers.	Summer term 2012.	25 primary schools attended 'Science Enquiry Games' INSET led by an internationally-recognised expert in science pedagogy. These schools have also received focused support visits. Of these 25 schools, 44% (11 schools) showed an increase in the percentage of pupils achieving Level 5 in summer 2012. A number of these schools recorded significant increases in Level 5 and directly attribute this effect to the quality of support and intervention (pers. comm.), e.g. Rector Drew VA, Ysgol Bryn Deva, Westwood CP, Wood Memorial CP and Drury CP.	
	1.2.9	Support PLC in planning and implementation of improvement programme targeting boys reading in Welsh at KS2. Evaluate impact during summer term.	ER/RR	Autumn 2012	Ongoing. Planning of PLC completed during Autumn Term. PLC implementation is planned for Spring Term 2013. Books purchased to support the project funded by the Welsh Advisory Team.	
	1.2.10	Target schools where boys are underachieving in year 5 in Welsh. Plan, implement and monitor intervention in discussion with targeted schools.	ER/RR	Summer 2013	Agreement reached in principle and information circulated to Headteachers.	

2.1	2.1.1	Set targets to reduce absences from individual schools for IWO service and request that schools report as a matter of course to Governors on a termly basis. Ensure that Governors are trained and fully aware of expectations on attendance and exclusion matters.	TP/IWO service in collaboration with SIT and Lead officers.	Easter 2012	IWOs target individual schools that have learners who are poor attendees. Attendance targets are set. School attendance rates are shared on a half termly basis. Governors will be made aware of expected attendance rates through the Governor training programme which has now been completed.	
	2.1.2	Ensure that IWO service realise what previous targets were and set new improved targets. Share with schools on a half termly basis their attendance rates. Share with schools expected standards and challenge if not achieved.	TP/IWO service in collaboration with SIT and Lead officers	Easter 2012	IWOs set improving targets and discuss with schools on a termly basis. Outcomes and impact will be reported to Lifelong Learning Overview and Scrutiny Committee.	
	2.1.3	Target support towards those schools most in need.	TP and IWO service in collaboration with SIT and Lead officers	Easter 2012	IWO service do target those most in need with action plans. All schools have set Attendance targets for academic year. These are monitored by officers to improve the overall attendance percentage and is helping reduce fixed term exclusions.	
	2.1.4	Encourage schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal tariff for misdemeanours.	DM/schools	Oct-12	DM to produce a consultation paper by October half term that will set out suggested tariffs for misdemeanours.	
	2.1.5	Support targeted schools in developing a range of strategies including rewards for pupils and use of partner agencies and parents to improve attendance rates.	TP and IWO Service in collaboration with SIT and Lead officers	Immediately	IWO service link with SIT and lead officers to improve attendance. Other agencies including CYPP,TAF,VS, Social Services, Youth Services are used to engage with parents and learners	
	2.1.6	Review current IWO involvement using quality assurance framework	TP and IWO Service in collaboration with SIT and Lead officers	Easter 2012	Quality assurance framework is used	
2.2	2.2.1	Delegate Social Inclusion funding to schools so that schools can target support more immediately.	DM with schools working party	Sep-12	Autumn term working party agreed that consortia working would be the most effective way of delegating. DM meeting with all consortia groups feedback to follow on proposals. Pilot agreed from January 2013.	
	2.2.2	Encourage targetted schools to develop a "universal tariff" for exclusions to ensure consistency and fairness.	DM with schools/Link Officers	Dec-12	DM to write consultation paper for suggested tariffs for misdemeanours (for exclusion purposes). Acceptance by secondary schools on the importance of for guidance on exclusions for smoking, alcohol consumption and drug issues.	
	2.2.3	Encourage schools to develop in house strategies to avoid/reduce exclusions.	DM with schools/Link Officers	Sep-12	Discussions currently taking place to set up on-site inclusion centres in 3/4 secondary schools. Plans are progressing.	
	2.2.4	Change the referral process to short term PRU-schools responsible and further encourage all schools to support the Managed Moves Protocol.	DM with schools/Link Officers	Feb 2012 (secondary) Sept 2012 (Primary)	Referral process to short term PRU changed -review of process on 29th June. Managed Move protocol now fully accepted and now used in primary schools with more promotion required in primary settings.	
	2.2.5	Training for schools on classroom management and behaviour management to reduce the requirement to exclude	DM with schools/Link Officers/ BSS	Ongoing	Training provided in accordance with the strategy.	
	2.2.6	Encourage Governing bodies to challenge decisions made by heads. Training for governors.	DM with schools/Link Officers	Easter 2012	Training directory for Behaviour Management for schools completed by end of Summer Term for the following academic year. This includes training for Governors.	
2.3	2.3.1	Develop a policy on school balances for inclusion in the Scheme for Financing Schools.	LM	Apr-12	Policy developed.	

	2.3.2	Consult with internal stakeholders, review responses and update policy. Draft policy approval by Director and Head of Finance	IB/KF/LM.	Apr 2012	Draft policy approved.	
	2.3.3	Submit draft policy to Schools Budget Forum for consideration. Update if necessary.	IB/LM	May-12	Approved by Schools Budget Forum.	
	2.3.4	Circulate draft policy to Head Teachers and Chairs of Governors.	LM	May-12	Draft policy circulated to Heads, Governors and Unions.	
	2.3.5	Establish robust systems for monitoring adherence to policy	PH	Sep-12	Arrangements are in place to monitor adherence to policy and outcomes.	
3.1	3.1.1	Review reporting outcomes and improvement strategies to LLOSC	ED/KG/CH	May-12	New wider membership identified. Working group to look at scrutinising performance established and met.	
	3.1.2	To broaden the membership of half-termly Performance Monitoring Meetings with Members	IB/KG/CH	May-12	New wider membership identified. Working group to look at scrutinising performance have met with various schools in categories.	
	3.1.3	To widen the brief of half termly performance monitoring meetings to include Primary, Secondary, Inclusion and Resource Management Strategies	IB/KG/CH	May-12	New remit agreed and implemented.	
	3.1.4	To revise the school/LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools.	NG	Apr-13	Agreed in principle - project underway - requires updating for commissioned RSEIS responsibilities from easter 2013. Dependent on RSEIS timetable.	
3.2	3.2.1	Annual Scrutiny consideration of performance on education targets	KG/CH	Feb-12	Implemented.	
	3.2.2	Implement revised quarterly performance reporting arrangements.	KG/CH/TD/GY	Feb-12	Implemented - regular meetings being held.	
	3.2.3	Review of protocols reporting to elected members	IB/TD/KA/GY	May-12	Agreed and implemented.	
	3.2.4	General member induction including factsheets, training events and tailored support for office holders	IB/KA	Sep-12	Member Induction Events held for new councillors.	
	3.2.5	Publish annual timeline of performance information and performance reporting framework	KA/GY	Jun-12	Devised and distributed via the Policy and performance Unit.	
	3.2.6	Member Workshop on educational performance	KG/CH/KA	Sep-12	Workshop delivered to Members in Dec 2012 and repeated in January 2013.	
	3.2.7	Undertake self-evaluation of 2011/12 outcomes	IB/TD/KG/CH/JRK & Stakeholders	Nov-12	Completed and revised self evaluation submitted.	
3.3	3.3.1	Consult on the agreed options for the three area reviews.	CE/IB/TD	Feb/Mar 2012	Consultations on options were completed with communities in March 2012.	
	3.3.2	Continue with consultation process and to engage Elected Members in the strategic and operational aspects of secondary school area reviews.	CE/IB/TD/NSM	May-12	The outcomes of the consultation were reported to Cabinet on 12 June 2012 and to County Council on 17 June 2012. Councillors agreed preferred options for each of the area reviews. These were then consulted upon in Autumn 2012.	

	3.3.3	Prepare and submit Business Plan for 21 st Century School Programme bids.	TD/PV/IE	Feb-13	Currently being developed through Project Boards submission to WG will be mid February in line with Welsh Government agreement.	
	3.3.4	Continue with area reviews of secondary schools (including post 16 provision) and progress primary reviews.	CE/IB/TD/KG and Elected Members	Dec-12	Consultation on a proposed option for each secondary review area has been held. Report to Cabinet in Mar 2013 on the preferred option so that statutory proposals can be issued (see also 3.3.5 and 3.3.6 on Primary reviews.)	
	3.3.5	Examine and review primary schools provision against the School Modernisation Policy framework.	IB/TD/CH and Elected Members.	Jan 2013-	Councillors have issued a statutory proposal for closure of Ysgol rhes y Cae. Further work will commence on this when the Secondary Review is underway.	
	3.3.6	Complete proposals for amalgamations in accordance with policy.	TD/PV	Apr – Sep 2013	All remaining infant and junior pairings are now in consultation for amalgamation and will be effective from Sept 2013.	
	4	4.1 Ensure that Governors are carrying out hearings for 'long' fixed term exclusions with LA representation whenever possible.	DM/TP and SIT/KG	Sep-12	Governor training and guidance help to ensure that hearings do happen in line with LA expectations.	
		4.2 Ensure governor training contains element of challenge to Heads.	DM/TP and SIT	From Easter 2012	Governor training encourage Heads to be challenged over lengths of exclusions.	
		4.3 Encourage schools to look at other options to exclusion through training, purpose of exclusion agenda and multi-agency working. e.g. Multi Agency Planning Meetings, in house exclusion areas, using PRUs and early identification.	DM/TP and SIT	From Easter 2012	DM currently planning with schools other options for schools other than exclusion. Schools being encouraged to develop in house provision rather than exclusion. Further use of Multi Agency Planning meetings is being encouraged. Alternative options to exclusion are discussed through the Secondary Reps meetings. Good practice is shared and further development of MAP meetings is encouraged.	
		4.4 Target schools for challenge and support that are using long exclusions as a matter of course.	DM/TP and SIT	From Feb 2012	Targeted schools have specific plans in place. Through the reported monthly exclusion reports, schools are challenged if rates are seen to be rising.	
		4.5 Report exclusions with comparative data on a half termly basis to the Education Management Group.	JS/DM/TP and SIT	From Feb 2012	Exclusions now reported on a monthly basis trends are showing that Permanent exclusions are very rare and fixed term exclusions are being reduced with schools contacting the Local Authority for advice more readily due to the monthly reports. Reports are sent to all schools and to the Secondary and Primary officers on a monthly basis. Primary reports are anonymised	

	4.6	Encourage schools to sign up to a "universal tariff" approach.	DM/TP and SIT	From Sept 2012	Model universal tariff guidance produced. The next stage will be to challenge where this is not applied.	
5	5.1	Develop the high level templates	CYPP Coordinators	First phase by July 2012	High Level templates (service specifications) completed.	
	5.2	Develop the commissioning programme for Families First	CYPP Coordinators	Second phase Sept 2012	Evaluation Meetings commenced August 2012. New services have been specified, provided and commissioned against all themes.	
	5.3	Ensure that local indicators are added to the "national givens"	CYPP Coordinators	Second phase by Sept 2012	Local indicators are led by 'national givens'	
	5.4	Ensure that National Families First Outcomes are considered	CYPP Coordinators	Second phase by Sept 2012	National Families First outcomes inform and drive all considerations	
6	6.1	To devise a format for prioritising areas for improvement from within the self-evaluation document.	1. KG	Mar-12	Priorities template established	
	6.2	Prioritise the areas for improvement and utilise the improved Quality Assurance Format.	2. KG/TD	Mar-12	Areas prioritised and included in draft School Improvement Strategy	
	6.3	Monitor, progress and evaluate priority areas termly at Directorate Management Team Meetings.	3. DMT	Termly	Monthly cycle of meetings established for monitoring and planning	
	6.4	To revise priorities on an annual basis linked to service plans and incorporate Quality Assurance proforma into the Directorate Plan/CYPP.	4. DMT	Annually – Feb/Mar	Ongoing - performance management item at DMT and establishment of the Estyn Monitoring & Performance Board.	