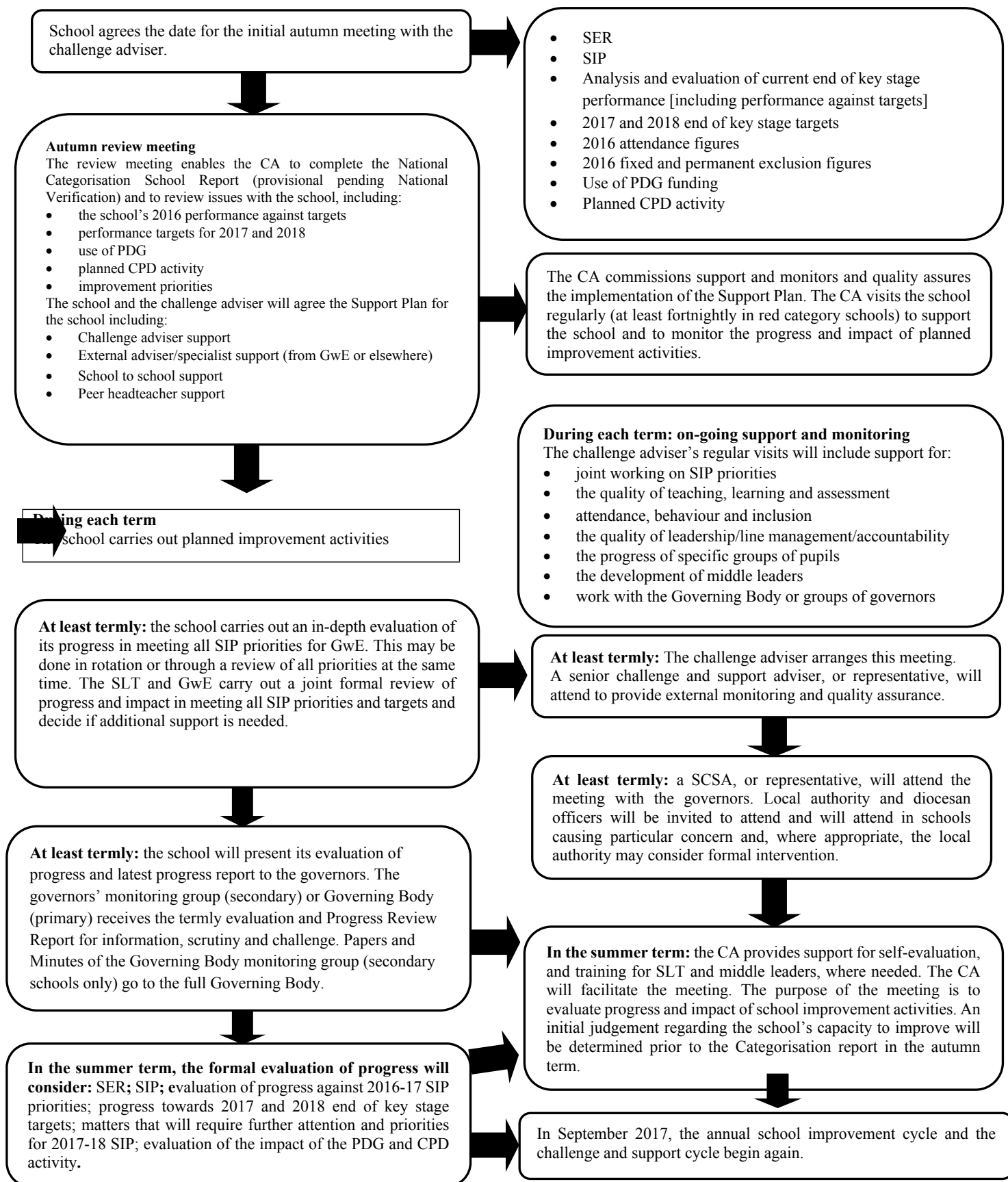


Appendix 4: Examples of support packages and visit reports for Amber and Red schools.

Overview of the process for schools in the Amber/Red support categories

Below is an overview of the annual cycle for all schools in Amber or Red support categories from the 2016 Autumn Term (tailored according to specific needs).



School A is a primary school in Flintshire. The school is currently in Estyn Monitoring and has been categorised as an Amber school. The school is the 9th most challenged out of 11 family schools. In FP, performance across all areas has generally been just below that of the median. In 2016, KS2 results placed the school in the lower 25% of similar schools in all areas both at the expected and higher levels.

The Challenge Adviser adhered to the following GwE guidelines when supporting the school:

- The Challenge Adviser accessed an intensive training programme in order to implement the new Challenge and support model effectively and consistently.
- Effective accountability and line management procedures were implemented on all levels i.e. School to Challenge Advisers, Challenge Advisers to schools, Challenge Advisers to Senior Challenge Advisers, Senior Challenge Advisers to Flintshire LA.
- The school had access to a high quality *Support Plan*. Details of the plan and progress against the plan were shared with the Governors. The plan was agreed with the Headteacher and highlighted GwE and the school's contributions to the action required.
- Commissioned support made effective use of link Challenge Adviser intervention; school to school collaboration; access to co-leading schools' expertise; local networks or further specialist support. This included targeted support for the clusters of schools to address common issues through intelligent brokering by the Challenge Adviser e.g. targeted support for borderline pupils.
- The Challenge Adviser ensured governors played a more central role in the action taken by GwE e.g. analysis of pupil performance targets.
- Monitoring reports clearly highlighted the improvements which have taken place, the aspects which require further attention and specific contributions required from the school and Challenge Adviser to guarantee these improvements. In each case, the reports were presented to representatives of the Governing Body.
- The Challenge Adviser ensured that improvement actions involved all levels of leadership in order to improve resilience in leadership, e.g. through activities such as joint evaluation; joint planning; joint observation and joint scrutiny of work.
- The Challenge Adviser ensured that the leaders of the school took advantage of the range of training programmes offered by GwE during the academic year, and that they took robust action on the advice and guidance provided.
- The Challenge Adviser ensured that the school set challenging targets and that effective and deliberate procedures were implemented to track progress and provide timely intervention as required.
- The Local Authority continued to receive high quality information regarding progress/lack of progress in schools that are causing concern. Should the school fail to deliver the required improvements, the Challenge Adviser would work with the Local Authority to ensure that timely statutory intervention procedures were implemented effectively.

Impact of GwE challenge and support package on School A:

- Improved teaching and learning in all classes.
- Pupil performance projections indicate upper quartile performance in all subjects in Foundation Phase and key stage 2 by summer 2017.
- Improved teacher feedback has led to improved extended writing.
- Robust pupil tracking and target setting procedures are now embedded at the school.
- Improved distributed leadership has resulted in greater capacity to sustain school improvement.
- Improved planning has helped to promote greater independent learning.
- There is a more comprehensive coverage of the statutory curriculum e.g. implementation of a new maths scheme.
- Improved leveling procedures have resulted in more accurate and consistent leveling of pupils' work.
- Commissioned support from GwE has resulted in more effective targeted support for borderline pupils and an increase in expected outcomes for Yr 2 and yr 6 pupils by summer 2017.
- Increased challenge from the governing body, holding school leaders to account.

Based upon the projected pupil performance and the school's capacity to improve, the school is likely to be categorised as a Yellow School next year. (This is dependent upon the school being removed from Estyn monitoring following the forthcoming Estyn re-visit which is due by October 2017).

GwE SUPPORT PLAN

To be completed by the challenge adviser in discussion with the headteacher and appended to the SIP
Schools in statutory Estyn follow-up categories may have a more detailed plan appropriate to their needs and circumstances

School	School A	
Headteacher		
Challenge Adviser		
School Improvement Plan priorities	<ul style="list-style-type: none"> i. Improve standards of mathematics and numeracy across the school. ii. Improve standards' of pupils' independent writing. iii. Ensure that all teachers consistently match the level of challenge to pupils' ability during lessons. iv. Improve strategic leadership of the Foundation Phase to secure improvements in standards and pupils' independent skills. v. Strengthen planning for improvement based on the rigorous monitoring of teaching and learning. 	
Start and finish date of the Support Plan	October 2016 – April 2017.	
Intervention objectives and purpose	<p>Support the Headteacher and Governing Body to:</p> <ul style="list-style-type: none"> • Successfully implement its school development plan priorities as noted above. • Continue to strive to raise standards by all pupils at both the expected and higher levels at the end of the Foundation Phase and key stage 2 to aim to reach the upper quartiles in all areas. • Improve the quality assurance processes to inform self-evaluation. Develop robust self-evaluation procedures leading to a more evaluative self-evaluation report. Improve the effectiveness of self-evaluation and planning for improvement e.g. ensure a cycle of book scrutiny involving all senior and middle leaders in the school and to routinely evaluate the impact of actions taken to address identified weaknesses. • Support the Headteacher in developing distributed leadership capacity. • The school to regularly review and discuss individual pupil targets with class teachers to ensure all pupils remain on track to achieve their targets. • Develop the Governing Body's understanding of the data and to support questioning of data analysis for future strategic planning. • Develop planning of language and maths skills across the school with the support of the Challenge Advisers for Literacy and numeracy. 	
Work programme	To include challenge adviser time and any additional commissioning	
	Specific support to be provided	Timeline
	<p>Challenge adviser support</p> <ul style="list-style-type: none"> • Effective data analysis and use of performance information to ensure appropriate school improvement planning . • Developing clear and evaluative documentation (SER/SDP). • Robust target-setting followed up with focused support , especially for the current Y2 and Y6. • Further developing quality assurance processes, including lesson observation, learning walks, book scrutiny and discussions with pupils • Developing the role of governors in quality assurance processes. • Facilitating school to school collaboration. • Commissioning support from GwE to promote focused, targeted intervention for borderline and more able pupils. This will lead to the school providing intervention to support and challenge the more able pupils to help them achieve O6 and L5. • Challenge Adviser involvement in book scrutiny, lesson 	<ul style="list-style-type: none"> From Nov 2016 Nov 2016 Nov 2016 From Jan 2017 From Jan 2017 From Jan 2017 From Dec 2016 February 2017

	<p>observations and learning walks to monitor progress against agreed actions.</p> <ul style="list-style-type: none"> • Commission and monitor Literacy and numeracy Challenge Adviser support for development of literacy and numeracy planning across the whole school and consistency of Assessment for Learning in all classes. 	January 2017
Time commitment	<p>CA time : 15 days LA support: Target setting and focused pupil support strategies 2 days support: 3 days GwE/commissioned support: Monitoring of standards in literacy and numeracy.</p>	
Use of school's EIG funding	EIG funding noted in school's SDP to support staff CPD, school –to-school support and quality assurance processes such as school-based monitoring.	
Additional costs and funding source		
Expected outcomes (process)	<ul style="list-style-type: none"> • Robust self-evaluation and school improvement planning in place; relevant stakeholders involved in this process; this process reflected in good quality documentation. • Lesson observations, book scrutinies and learning walks completed, linked to SDP priorities. • Relevant CPD and leadership programmes accessed and completed; all staff undertaking leadership functions, with different levels of accountability and responsibility. • Collaboration with other schools undertaken with a positive impact on teaching and learning. • Appropriate support sourced and in place for staff at all levels. • Governor monitoring visits (e.g learning walks) recorded and outcomes fed back to the Governing Body. • Challenge Adviser to meet with teachers to discuss individual pupils' targets and progress as documented on the Class Target Sheets. • Challenging targets set and reviewed regularly in line with GwE timetable for this. 	
Expected outcomes (impact)	<ul style="list-style-type: none"> • Improved benchmarking position in FP and KS2. School to sustain improved upper quartile performance in O5+ and L4+. • Robust target setting ensures all pupils reach potential and school achieves well in comparison to similar schools in all areas. • Increased capacity of school to ensure first hand evidence to inform self-evaluation and systematic and robust monitoring and evaluation in place. • School has clear evidence of the positive impact on standards of actions taken following monitoring activities at the school. • Staff CPD in relation to SDP priorities has a clear and positive impact on the quality of pupils' work and the progress they make. • Secure and effective quality assurance processes in place; effective and concise SER and SDP maintained up to date. • Governing Body is effective in providing appropriate support and challenge to school leaders. • Improved standards in the quality of pupils' independent writing. • Support category improved from Amber to Yellow. 	
To be completed in conjunction with the Senior Challenge and Support Adviser at the end of the implementation period		
Progress and impact		
Value for money		
Further work needed		

Amber and Red Form (ii)

CHALLENGE ADVISER VISIT REPORT: AUTUMN TERM

School		Headteacher	
Challenge Adviser		LA	Flintshire
Present at the meeting	CA and HT	Date	21.10.16

Brief commentary on the quality and accuracy of the school's evaluation of its performance

Good features:

- The school's self evaluation report is a detailed, evaluative document based upon first hand monitoring.
- The Headteacher has carried out robust analysis of pupil performance data prior to the meeting with the CA. The analysis was accurate and the Headteacher correctly identified areas for development.
- All stakeholders have input into the self evaluation report and school development plan via questionnaires, informal monitoring and end of year evaluations. An invitation is sent to all stakeholders to attend the School Community Committee meeting once per term.
- There are clear links between the self evaluation report and the following school development plan priorities:
 - i. Improve standards of mathematics and numeracy across the school.
 - ii. Improve standards of pupils' independent writing.
 - iii. Ensure that all teachers consistently match the level of challenge to pupils' ability during lessons.
 - iv. Improve strategic leadership of the Foundation Phase to secure improvements in standards and pupils' independent skills.
 - v. Strengthen planning for improvement based on the rigorous monitoring of teaching and learning.

Planned improvements:

- Senior leaders to routinely evaluate the impact of actions taken to address identified weaknesses during previous monitoring.
- Introduce a cycle of book scrutiny involving all senior and middle leaders in the school.

Brief commentary on end of key stage performance and on performance against targets *

The school set more challenging targets for 2015-16, based upon pupil tracking data.

- Foundation Phase 2015-16
 - All pupils except for 1 (94%) achieved their targets for LLC.
 - All pupils achieved their targets for MD.
 - All pupils except for 2 (89%) achieved their targets for PSD.
- Foundation Phase 2015-16
 - 95% achieved their targets for English.
 - 91% achieved their targets for Maths.
 - 77% achieved their targets for PSD.

The Headteacher acknowledges that targets for Science were too aspirational for the

cohort of pupils. This followed training from the Challenge Adviser for Science and collaboration with another Flintshire school to review target setting arrangements.

Brief commentary on attendance, behaviour and exclusions

- Attendance for 2015-16 was 92.8%, placing the school in the bottom 25% of schools. The school has set a target of 95% for the 2016-17 academic year.
- The school has four temporary fixed-term exclusions in 2015-16 (2 pupils). The exclusions occurred during the autumn term before the school successfully gained teaching assistant support and Behaviour Support for the challenging pupils.
- The school uses the Good to be Green scheme to promote good behaviour. The behaviour of most pupils is good. Pupils with identified behaviour needs are provided with Individual Behaviour Plans (IBPs). Most of the pupils with IBPs access support from external agencies.

Brief commentary on the appropriateness and level of challenge of 2017 and 2018 performance targets (including attendance)

- The school has a tracking system in place to monitor individual pupil progress throughout the year. The school uses FFT, CATS and standardised tests to inform target setting. Termly staff meetings are held to discuss target setting data and pupil tracking data. Pupils who are not on track to achieve their targets are discussed and intervention strategies are suggested to ensure all individual pupils are provided with the most effective provision to achieve their targets.
- The Headteacher challenges class teachers on the progress of and provision for underperforming pupils. Performance Management review meetings have a clear focus on pupil progress against targets.

Targets for Foundation Phase:

	Outcome 5			Outcome 6		
	2017	Quartile	2018	2017	Quartile	2018
LLC	87%	3	90%	33%	3	20%
MD	87%	4	90%	33%	3	20%
PSD	93%	4	95%	33%	4	15%
FPOI	87%	3	90%			

- 15 in the cohort (6 boys and 9 girls)
- 13 of the pupils are expected to achieve the FPOI.
- 3 pupils are EAL (2 boys and 1 girl) 2 expected to achieve FPOI.
- 2 pupils are ALN (2 girls)

Of the two pupils not expected to achieve FPOI, 1 is targeted O4 for all areas (EAL) and the other is targeted for O4 LLC and MD but O5 for PSD.

Targets for key stage 2

	Level 4			Level 5		
	2017	Quartile	2018	2017	Quartile	2018
LLC	91%	4	90%	18%	4	35%

MD	91%	4	90%		27%	4	30%
SC	91%	4	90%		18%	4	30%
CSI	91%	2	90%				

2017

- The cohort comprises 9 boys and 13 girls, 22 in total. 20 pupils are expected to achieve CSI.
- The profile of the 2 pupils not currently expected to achieve CSI:
 - both pupils are on the ALN register with very low standardised test scores.

As a strategy to increase targets for end of year performance in 2017, the Headteacher agreed to carry out the following actions:

- Class teachers will be conferenced by a member of the senior leadership team to discuss the progress of individual pupils, reinforcing the need for high expectations.
- Interventions for target groups have already been established. The impact on individual pupils of the interventions will be assessed termly by senior leaders.
- Performance Management discussions to include progress made by target pupils, resource requirements, level of challenge in the classroom.
- Headteacher to revisit levelling procedures with the Consortium.

Brief commentary on the appropriateness of the School Improvement Plan including the planned CPD activity for all staff. How likely it is that the determined action and the detail of the planning will lead towards the desired outcomes?

- The school development plan includes quantifiable targets, informed by the self evaluation report.
- The school development plan includes specific, measurable targets, which are regularly reviewed by senior leaders and the Governing Body.
- Staff training and development activities are linked closely to identified school priorities.
- School to school collaboration is developing well at the school e.g. visiting other schools to research and observe good practice.
- The Headteacher has prepared a Staff Training Feedback proforma but these are not used consistently by all staff.
- Staff have opportunities to feedback to all staff during staff meetings.
- The Headteacher ensures a focus on school improvement during staff training days in order to maximise the development potential of these days.

Planned improvements

- Senior leaders plan to monitor more robustly the impact of training on standards this year.
- Headteacher to ensure Staff Training Feedback proformas are routinely completed.

Commentary on the appropriateness of the use of the Education Improvement Grant and Pupil Deprivation Grant

The school received £34,000 in total this year.

PDG

- The PDG is used to employ 2 part time teaching assistants to provide targeted intervention.
- A part time teacher to facilitate smaller classes in upper KS2 in the mornings. This also allows teachers to deploy their expertise more effectively e.g. highly focused literacy sessions.
- Family Learning group – focussing on parental engagement to develop literacy and

numeracy.

EIG

- Part time teaching assistant to deliver reading and maths Catch-up sessions.
- Releasing staff to more effectively monitor teaching.
- Focused staff training by external providers.

- The PDG is coordinated by the Headteacher and monitored by the Finance and Personnel Committee.
- The PDG is on the school website.
- The most effective use of PDG has been additional staffing to deliver focused interventions.

Provide details of how the school will collaborate with other schools to develop and improve [include names of partners]

The Headteacher has been proactive in seeking schools with which to collaborate and fully appreciates the potential benefits to the school.

- Foundation Phase Partnership, focusing on key areas of development within the Foundation Phase.
- Working with Ysgol Glan Gele on independent learning and raising standards in the Foundation Phase.
- Working with Maes Glas, Bryn Deva and Westwood on the KiVa antibullying programme.
- Working with St. Mary's in Wrexham on pupil tracking systems.
- Following a recent Estyn conference, visiting a school in Abergavenny to look at whole school improvement.
- The school will continue to meet with the Consortium to discuss transition and moderation.

ACTION AGREED	WHO?	BY WHEN
<ul style="list-style-type: none"> • HT to refine monitoring proforma to more effectively evaluate the impact of staff training. 	HT	December 2016
<ul style="list-style-type: none"> • CA to attend the next governor's Quality Assurance Meeting. 	CA	16.11.16

Matters for attention of Senior Challenge and Support Adviser

Need for additional focussed follow-up scrutiny visit by GwE team members

YES	Yes	NO
If YES, outline reasons below		
<ul style="list-style-type: none"> • Joint book scrutiny to evaluate the rigor of monitoring processes and impact of monitoring reports. 		

**Not required from Special Schools. This form will be adapted for special schools following consultation*

The Challenge Adviser should complete the final report within 10 working days and the school must share the report with the Governing Body

Copy to:

- School
- Senior Challenge and Support Adviser

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	
Report by:		Date of visit	23.01.17 12.45 p.m.

Purpose and focus of visit

The purpose of the visit was to carry out book scrutiny, focusing on:

- standards of independent and extended writing across the school
- level of challenge for pupils across the school
- impact of previous book scrutiny on standards.

Headteacher and Challenge Adviser

3.5 hours

SummaryLanguage / English BooksReception

- The range of activities include over-marking, copying, sequencing, letter to Santa, group poem, report writing, group story.
- Books are very neatly presented and activities include a clear learning outcome.
- The teachers indicate independent work using the school's agreed marking policy.
- The teachers provide positive feedback, which links to the learning outcomes.

Suggestions for further discussion during staff meeting:

- Should pupils' books evidence more opportunities for independent/emergent writing or is the evidence elsewhere? The process of writing for a purpose is the most important aspect, not the finished piece.
- Books do not evidence pupils revisiting and improving the quality of their writing. Perhaps this takes place elsewhere in the classroom.
- The marking policy needs to be used consistently e.g. V to indicate verbal feedback, AA for adult assisted work.

Year 1

- The range of activities includes practising writing letters, writing sentences, acrostic poem, writing a recount, letter, non-chronological report.
- Books are neatly presented, although there is an over-reliance on worksheets.

Suggestions for further discussion during staff meeting:

- The level of challenge and teacher expectations for the able pupils could be higher e.g. the work on distinguishing upper/lower case letters (01.11.16) could be more challenging for the able pupils, with less scaffolding.
- Books do not show regular opportunities for independent and emergent writing. There are missed opportunities for pupils to write independently e.g. Our school trip.
- Books do not show the writing process e.g. revisiting and improving the quality of pieces of written work, acting upon teachers' feedback.

Year 2

- Books show more evidence of the writing process i.e. pupils are involved in the analysis of various forms of writing such as the key features of a newspaper report.
- Books show that pupils have more opportunities to write independently and for a purpose.
- The teacher provides positive feedback and uses the agreed marking policy.

Suggestions for further discussion during staff meeting:

- Standards in pupils' handwriting is inconsistent.
- Examples of the editing process should be clearly seen in the books i.e. pupils improving the quality of their pieces of writing, acting upon teacher feedback and self-assessment.

- Do pupils make sufficient use of word banks and VCOP to improve the quality of their writing?
- Is feedback to able pupils sufficiently challenging and are able pupils provided with challenging extension activities?
- Is teacher feedback effective in helping pupils to improve their writing? Are pupils provided with opportunities and relevant tasks to enable them to act upon teacher feedback?

Year 3

- The quantity of written work increases during the term but there are limited opportunities for independent writing.
- Books show that pupils engage in a superficial analysis of key features of writing genres.
- Marking is linked to the learning outcomes but pupils do not have sufficient opportunities to act upon the teachers' feedback.

Suggestions for further discussion during staff meeting:

- Is work sufficiently challenging for able pupils?
- Is work for less able pupils overly challenging? Is more scaffolding required for less able pupils?
- The editing process is not evident and pupils are not routinely encouraged to improve the quality of their writing.
- The presentation of pupils' handwriting does not indicate pride in their work.

Year 4 +5

- Books show pupils write for a range of purposes.
- Books show a good analysis of a range of writing genres and also evidence of the editing process.
- Appropriate scaffolding is provided for less able pupils.
- The teacher's feedback is positive and linked to the learning outcomes. Feedback is also provided via email to the pupils (Chrome Books) to acknowledge their work.
- Pupils of all abilities are provided with regular opportunities for independent writing.
- The books show evidence of pupil self and peer assessment.
- The presentation of pupils' work shows very good progress. Presentation of written work is of a high standard and indicates pupils' pride in their work.

Suggestions for further discussion during staff meeting:

- Should books show more evidence of the full editing process i.e. include final pieces of work?
- Are there sufficient cross-curricular links, writing for a purpose in topic work using skills developed in English lessons?

Year 6

- Pupils engage in writing for a range of purposes. i.e. to recount, to report, to write a fictional story.
- Pupils record their responses to guided reading, text analysis, comprehension activities, inference and deduction.
- Books evidence the editing process whereby pupils act upon teacher feedback and self- assessment.
- The setting out of work is generally good but the presentation of pupils' handwriting is inconsistent.

Suggestions for further discussion during staff meeting:

- Are there sufficient opportunities for pupils to act upon teacher feedback?
- Is there a need to review the handwriting scheme in order to improve pupils' presentation by the time they reach upper key stage 2.

General observations:

- Pupils' books indicate insufficient opportunities for pupils to engage in independent and extended writing across the school. There are some examples of writing for a specific purpose but this needs to be developed further so that the pupils more frequently find the writing purposeful and meaningful.
- Although the presentation of books is generally good, the handwriting of some pupils needs to improve i.e. to ensure upper and lower case letters are clearly defined and written on the line.
- The editing process is inconsistent in the books i.e. some books show the process but not the final edit. Other books show the final piece of edited work but do not evidence the re-drafting and improvement process.
- Pupils require regular opportunities to respond to teacher feedback. They should be provided with relevant tasks to allow them to consolidate identified skills in the marking e.g. If a pupil is asked to use connectives, the pupil should then be given an appropriate task to allow this to happen.

- Teachers need to maintain an ongoing focus on basic skills e.g. incorrect letter formation and poor presentation is sometimes overlooked because the teacher focuses solely on the learning objective.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
<ul style="list-style-type: none"> The CA did not look at the maths books. The CA would like to seek further advice for F Ph regarding the evidencing of the writing process. 	<ul style="list-style-type: none"> Book scrutiny of the maths books. Arrange for Associate Partner for literacy to visit the school. 	<ul style="list-style-type: none"> HT and CA HT 	<ul style="list-style-type: none"> The date set is Friday 3rd Feb. at 1.00 p.m. Pre-arranged for 31.01.17

Next meeting *Date, Time, (Place if not school)*

Response required?

e.g. Issues that require a response or action, for example, from the Senior Challenge and Support Adviser, GwE, LA follow up etc., set them out here. If not, write 'None'

Signed		Date	January 23 rd 2017
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Copy within 5 days to:

- School*
- Challenge Adviser*
- Senior Challenge and Support Adviser*

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	
Report by:		Date of visit	10.02.17 1.45 p.m.

Purpose and focus of visit

The purpose of the visit was to carry out book scrutiny of pupils' mathematics books.

Headteacher, Subject Point of Contact, Challenge Adviser.

3.5 hours

Summary

Year 6

- The teachers are aware of the need to teach the programme of study and not to focus only on specific skills in isolation. Last year staff collaboratively reviewed and adapted the planning for maths (long, medium and short term) to ensure consistency in the coverage of skills.
- Since January 2017, staff have successfully introduced greater consistency in the mathematical concepts being taught across upper and lower KS2. Collaborative planning allows the Mathematics Lead Teacher to effectively share his expertise with colleagues. The collaborative planning has also led to raised staff awareness of the opportunities for pupils to apply their mathematical skills more purposefully in other areas of the curriculum e.g. pupils applied their skills in extracting and interpreting data and line graphs during topic work on Europe and World War 2.
- Pupils engage in a wide range of activities including, reading and writing numbers, multiplication by 10, 100 and 1000, division by 10, reading and interpreting data, line graphs, bar charts, pie charts, number sequences, column addition, subtraction, negative numbers, lines of symmetry, area, equivalent fractions, simple percentages, coordinates, problem solving, time, partitioning, doubling and halving, money, estimation, positive and negative numbers, plotting coordinates in four quadrants.
- Presentation of pupils' work is of a high standard, showing pride in their work.
- Marking is consistent across the year group, adhering to the school's agreed policy.
- Marking and feedback included next steps and pupils are provided with opportunities to consolidate skills.
- All activities have clearly identified learning intentions.
- Activities are differentiated by task.
- Teachers ensure challenging activities for more able pupils to help them achieve the higher outcomes.

Area for further discussion:

Reasoning

- Pupils' books do not accurately reflect the development of reasoning skills i.e. pupils are engaged in daily mental maths starters, Maths of the Day (fortnightly).

Year 5

- Books are well presented, indicating pupils' pride in their work and high expectations from the teachers.
- Pupils engage in a wide range of mathematical activities, following the agreed planning.
- Marking and feedback links to the intended learning outcomes.
- Two boys in Year 5 have CATs indicators to show that with the appropriate level of challenge they could attain level 6 in mathematics. The Lead Teacher for mathematics has discussed this with the AP for maths and is going to approach the High School for challenge and enrichment opportunities for the two boys. One of the pupils' books was scrutinised during this meeting and there is clear evidence that he is being provided with appropriately challenging tasks.
- The book of a pupil with a diagnosis of ADHD was scrutinised. Despite the pupil's difficulty with concentration and handwriting, the class teacher has successfully motivated the pupil to produce well presented work of a standard above that expected for a Year 5 pupil. The activities provided for the pupil are stimulating and engaging and as a result of this the pupil is making good progress.

Areas for further discussion:

- Pupils' books do not accurately reflect the development of reasoning skills i.e. pupils are engaged in daily mental maths starters, Maths of the Day (fortnightly).

Year 4

- Year 4 pupils engage in a wide range of activities to develop their mathematical skills.

- Pupils' books are well presented.
- Teachers' marking and feedback is linked to the learning outcomes. Next steps are provided.
- There is evidence of peer assessment in some books.
- Year 4 books contain more examples of the development of pupils' reasoning skills.
- Tasks are differentiated to match the differing abilities of pupils. More able pupils are challenged e.g. read and write numbers up to 100,000 (POG states 10,000 as a Level 4), column addition and subtraction of money to two decimal places (a Level 5 skill). The Lead for maths was able to identify and articulate the higher level skills during the meeting.
- Nearly all pupils complete nearly all tasks.

Areas for further discussion:

- Do pupils have opportunities to apply their mathematical skills in other areas of the curriculum e.g. topic work?

Year 3

- Pupils engage in a wide range of mathematical activities including data handling. Pupils self-assess using traffic lights i.e. green indicates that the pupil is confident that he has understood and achieved the learning objective.
- Nearly all pupils' books are well presented. Pupils have regular opportunities to set out their work independently. On the few occasions when work is not presented neatly, the teacher has provided feedback which then results in neater work.
- Books contain examples of the development of pupils' reasoning skills.

Areas for further discussion:

- Do pupils, particularly the less able, require daily opportunities to practice the basic four rules?

Year 2

- The mathematics books of a more able pupil were scrutinised. The books clearly indicated that the teacher provides challenging activities. Lesson observations have noted that the skills provision in the learning areas also presents an appropriate level of challenge for the more able pupils.
- Pupils engage in a range of activities. There is more evidence of pupils' development of mathematical skills recorded on the See Saw app and floor books.
- Books are well presented. Pupils have regular opportunities to set out their maths independently. This includes the drawing of block graphs.
- Pupils' books have evidence of self-assessment.

Year 1

- Pupils engage in a range of activities e.g. data, number formation, money, subtraction, length, graphs. More evidence is available on the See Saw app.
- Teachers provide pupils with appropriate scaffolding (usually worksheets).
- The more able pupils are beginning to set out their work independently.
-

Areas for further discussion:

- Should pupils have more evidence of setting out addition and subtraction in their books?
- Do you require workbooks if they only contain worksheet? Is there an over-reliance on worksheets?
- Could pupils set out their work independently at an earlier stage in year 1? Are pupils being prepared for the type of independent work that will be expected of them in Year 2?

Reception

- Books contain a range of activities, mainly on worksheets. However, there are also examples of photocopies of pupils setting out sums independently on a whiteboard. There is also a Learning Journey for each pupil, showing examples of pupils' learning and learning snap shots (a summary of the learning that has taken place and the skill that is being developed, including next steps).
- The books of the lower ability pupils clearly show the small steps in pupils' learning and progress e.g. number formation.
- Teacher marking is linked to the learning intention. Comments are an affirmation of the skill achieved or progress made by the pupil.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
<ul style="list-style-type: none"> • Not all pupils' books accurately reflect the development of reasoning skills. 	<ul style="list-style-type: none"> • Review procedures for developing pupils' reasoning skills. 	<ul style="list-style-type: none"> • HT and Lead Teacher for Maths 	<ul style="list-style-type: none"> • March 2017

<ul style="list-style-type: none"> • Do pupils have opportunities to apply their mathematical skills in other areas of the curriculum e.g. topic work? • Do pupils, particularly the less able, require daily practice of the basic four rules? • Should pupils in F Ph have more evidence of setting out addition and subtraction in their books? • Do you require workbooks if they only contain worksheets? Is there an over-reliance on worksheets? Could pupils set out their work independently at an earlier stage in year 1? Are pupils being prepared for the type of independent work that will be expected of them by Year 2? 	<ul style="list-style-type: none"> • Discuss during staff meeting. • Discuss during staff meeting. • Discuss during F Ph meeting. • Discuss during F Ph meeting. 	<ul style="list-style-type: none"> • HT and Lead Teacher for Maths • HT and Lead Teacher for Maths • HT and F Ph Lead • HT and F Ph Lead 	
Next meeting	<i>Date, Time, (Place if not school)</i>		
Response required? <i>e.g. Issues that require a response or action, for example, from the Senior Challenge and Support Adviser, GwE, LA follow up etc., set them out here. If not, write 'None'</i>			

Signed		Date	14.02.17
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Copy within 5 days to:

- School
- Challenge Adviser
- Senior Challenge and Support Adviser

NOTE OF VISIT

School		LA	Flintshire
Headteacher:		Challenge Adviser	Dave Edwards
Report by:		Date of visit	30.01.17

Purpose and focus of visit

Meeting 1 pm with Literacy Co-ordinator, also had a meeting with FPh Leader. Staff meeting with FPh teachers.
Also had a short talk with headteacher.

Summary

The school are acting on ESTYN recommendations since their visit in March and are expecting a further monitoring visit in the spring/summer term. The ESTYN action relevant to this visit is the need to develop Independent Writing across the curriculum. CA Dave Edwards has also conducted a book scrutiny last week where a few issues were raised.

Lauren and I discussed books – good practice and areas to improve. We both agreed that current marking ladders in books were long and ‘wordy’ and not of particular help to pupils – we looked at an example of another marking ladder with ‘Continuous’ and ‘Task Specific’ SC that could be adapted for use by the school. We also discussed the current ‘genre’ overview and noticed it was a mixture of writing purposes and genres – more clarity and consistency needed there perhaps? We also looked at an example where writing purposes were taken straight from the curriculum and Lauren felt that this was something she could adapt for use in the school. This gives writing a ‘purpose’ and would therefore be more meaningful to pupils and staff and easier to tie in with Topic and cross-curricular writing. Staff also need to be reminded of the importance of showing evidence of the process and steps leading to a piece of writing in a specific genre, but possibly less time needs to be spent on each genre/purpose – 2 per ½ term in Upper KS2?

Rhian and I discussed the difficulty of balancing the pressure for **evidence** of ‘independent’ writing with the principles of FPh Learning. We felt that a pressure on teachers to ‘fill’ books with writing led to a possibly lower quality of work that involved copying from whiteboards and following writing models rather than actual ‘independent’ writing. During this meeting and the following FPh staff meeting we discussed the importance of providing **clear** evidence of **all** activities, small steps, class and group work, consolidating in areas, working with TAs etc that lead to a final piece of writing. Lower down in the school, showing the journey will say much more than showing a ‘final’ piece of work. The staff agreed that these activities happen all the time in preparation for writing in a certain genre, but agreed that the evidence of this needs to be much clearer.

I also showed them the KS2 Writing Purposes from the curriculum and how these could be tied in with FPh activities e.g Writing to ‘Instruct’ in FPh could mean giving instructions about their daily tasks, in PSE/RE – how to be a good friend, how to make something in the Creative area, or using a fiction text – how Red Riding Hood can get through the forest or how Jack can grow a beanstalk. All these instructions have the same language characteristics and they will need to learn how to say them before writing them. However the pupils will write more independently if there is a purpose to their writing that is relevant and interesting to them. Different tasks within the same ‘purpose’ of writing will also make differentiation and progression clearer – they can chose to write a letter to Red Riding Hood, or draw/write her a route on a map, or send her a video, or write a series of signs to put in the forest. Whichever they chose they will need to sequence with time connectives ‘First’ ‘then’ etc and use ‘bossy’ verbs ‘walk’ ‘pass’ ‘take’.

Issues and actions

Where there are specific issues and actions that you have identified, please set them out here

Matters for attention	Action	Responsibility	By when
Monitor standards of books in KS2. Ensure ‘small steps’ towards writing final pieces of work are evidenced in books clearly. Ensure that writing is ‘independent’ and not over-reliant on models.	KS2 teachers to team plan units of work under guidance of Lauren. Possibly using different genres within the same Writing Purpose would ensure less dependence on models and more variety and differentiation would be seen.	LM LM KS2 Teachers	Easter
Writing Genre marking	Adapt marking ladders		

ladder	to a more 'Child Centred' model.		
FPh – show clearer evidence in books and floor books of activities leading to pieces of writing and actual 'independent' writing that isn't in books.	Take pictures of writing with sticks, in sand, on whiteboards, on post-its, in areas, as groups, as whole classes etc and put in books.	and FPh Teachers	
Have clear writing 'purposes' so writing tasks are meaningful and relevant.	Adopt 1 of KS2 writing purposes from the curriculum every ½ term.	and FPh Teachers	

Next meeting | *Not planned*

N/A

Response required?

None.

Signed		Date	30.1.17
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Summary of support for Flintshire Red schools during 2016-17

School A

Regular Challenge Adviser visits have focused on the following key areas:

- At KS4 continuing the significant improvement achieved in 2015/16 and improving standards in L2 English and L2+.
- At KS4 introducing strategies to improve the eFSM outcomes to above the Welsh Government 34% threshold.
- At KS3 improving standards in Welsh and MFL and also Art and DT, which both underperformed compared to 2014-15.
- Improving standards in Welsh language at KS3 L5+/L6+/L7+.
- Challenging the school to improving the overall attendance to BQ2 and improve the attendance of eFSM and SEN students in particular.
- Guiding the schools in increasing the capacity of the Senior Leadership Team in order to drive improvements in the quality of Teaching and Learning. A systematic approach to improve teaching and learning included an effective quality review cycle, linked to high quality staff development and Professional Learning Groups.
- School to school working opportunities to share and implement successful strategies that improve learning and teaching across the primary cluster and with other schools in the region.

The school has increased its capacity since September with the addition of a new Deputy Head with responsibility for Teaching & Learning and an upgrade to Deputy for an Assistant Head leading on Wellbeing following the Estyn Monitoring visit last term, allowing a significantly increased capacity for this small leadership team. The capacity has not yet been fully realised and the Challenge Adviser is supporting the development of the role of middle leaders at the school.

The tracking system for year 10 and 11 has been reviewed and made more robust. As a result, the school now gives more realistic predictions which, along with the fine grading approach, allow better targeting of intervention resources on key students. The Headteacher led this transformation with paced focus. Significant CPD activity has raised the profile of quality Teaching and Learning, this is beginning to impact and staff appreciate the value of observations and learning walks. The Challenge Adviser is supporting the school in developing the roles of middle leaders.

Performance at KS4 this year remains on track to reach targets, though the small nature of the year group (56 students) means that every individually students who misses a grade has a disproportionate effect on the outcomes. Early entry Maths/Numeracy gave 14 C+ (25%), 6 D's (10.7%) and 11 E's (19.6%), this gives us a likely final grade range between 35.6 - 55.3%. Regrouping has taken place following the results to best support all students. PiXL materials are now being used. All students are redoing their English Speaking and Listening group task and 22 are redoing the individual one.

School B

Regular Challenge Adviser visits have focused on the following key areas:

- Supporting the school in introducing strategies to reverse the significant decline in a number of key indicators in 2016. These include L2+, L2, CSI at KS4, L2 in mathematics.
- To broker support for the school to secure improved performance in the following areas:
 - improve the L2+ indicator, which was in Q4 and has been below the median in the last 3 years,
 - improve English at L2, which was below the median in 2016 and mathematics which has been below the median in the last three years,
 - reverse the decline in the L2+ indicator over the last four years,
 - reverse the decline in L2 indicator which has been in Q4 for the last two years having declined sharply in 2015.
- Challenge the school to improve pupil attendance.
- Support senior leaders in establishing a vision for the school and translating the vision into strategic plans which have impact on pupil outcomes and the quality of learning.
- Challenging senior leaders to ensure robust self-evaluation processes.
- Planning to improve teaching and learning across the school.
- Encouraging collaborative working with other schools.
- Supporting the Governing Body in reviewing its arrangements to provide appropriate challenge alongside support.
- Guiding senior leaders on performance management and professional development opportunities to ensure impact on improving pupils' progress and classroom practice.

School C

Regular Challenge Adviser visits have focused on the following key areas:

- Ensuring that there is improved performance through accurate identification of targeted pupils.
- Brokering support for the school to adapt schemes of work and pupil groupings in order to match specialist teachers with key groups of learners.
- Ensuring that there are strong quality assurance and control systems to monitor performance and directly challenge underperformance.
- To facilitate effective strategies to lift attendance data in line with expressed target and ensure that inputs are accurate.
- To guide the school in reducing the gender gap for KS3 and KS4 outcomes.
- Commissioning support to improve outcomes for English, Maths and Science at KS4.
- To ensure robust QA and QC programmes, including peer and SLT monitored book scrutiny. This will assure that the books go to the subsequent school as a true reflection of pupils' learning.
- To support the school's work with pupils, staff, receiving schools and the community to ensure that there is a smooth transition towards closure, while improving pupil outcomes.
- To challenge and support effective leadership across the SLT to raise standards of pupil outcomes.
- Regular Challenge Adviser visits to discuss with senior leaders the progress made against key improvement priorities.
- SLT Transition Teams working in partnership with LA Admissions.
- Introduction of Department Fast Action Plans.
- CA guidance for improving the role of Learning Managers for each subject area, including rigorous evaluation of each Departmental Action Plan.
- Co-ordination of staff gaining professional experiences in other schools.

School D

Intensive following Challenge Adviser support has focused on the key recommendations following an Estyn inspection.

- Regular Challenge Adviser visits to support and monitor progress made against the identified improvement targets.
- Implementation and evaluation of Rapid Action Plans.
- Monitoring of lessons and standards in pupils' books.
- Coaching and mentoring for senior leaders.
- Middle Leadership training.
- Governor Training.
- Planned 85 days of commissioned support.

In addition to the key recommendations, Challenge Adviser support has also focused on:

- Raising the percentage of learners who leave the school with the L2+ threshold.
- Improving the performance of eFSM learners at all Key Stages.
- Improving the performance of L2 learners in English and Mathematics.
- Improving the performance of L2 learners in science based on the reduced outcomes in 2015-16 from the non-BTEC courses.
- Improving the performance of the higher ability learners to ensure that the percentage of learners achieving 5A*-A improves.
- To improve the wider points score and the capped points score.
- To improve the percentage of learners who achieve a Standardised Score of 115 or more in the LNF Tests.
- To ensure all non-core subjects achieve targets at KS4.

The support has had a positive impact on improving the co-ordination and planning for progression in developing pupils' literacy and numeracy skills. The support has also improved the quality of teaching and the effectiveness of assessment. Challenge Advisers have supported the school in developing the effectiveness of leadership at all levels to ensure clear

direction, high expectations and accountability in all areas of the school's work. The school has strengthened self-evaluation and improvement planning arrangements.