

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 discussed with
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.

Rec	Ref	Action	Who	By When	Action Taken to date	Complete/ Revised completion date	Reason for delay	RAG
1.1	1.1.1	Continue to monitor, challenge and support targeted primary schools identified as underperforming in 2012-2013.	JD/Primary SIT	Jan 2012 - Apr 2013	Officers continue to target and monitor those schools identified as requiring additional support. Termly meetings are held with schools in the lower stages 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. Three schools have been re-visited by Estyn. One of the schools has been removed from category of 'in need of significant improvement', and two schools have been removed from Estyn monitoring.	Ongoing		Yellow
	1.1.2	Increase the use of the Council's intervention powers where serious concerns are identified.	ED/JD	From Jan 2012	In accordance with revised protocols, letters of concern have been sent to two schools and the governing bodies are implementing action plans to move the schools forward.	Completed		Green
	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/L M/RW/ER	Spring/Summer 2012	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. 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. 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 (Year 1/2 and Year 3/4 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. 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. Early feedback from schools utilising the new up-graded scheme is very positive and standards in one school in the lower quartile have risen significantly.	Ongoing		Green

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	Key Stage 2 English, Welsh, maths and science cluster meetings have been held for all schools this term focusing on standardisation and moderation to ensure consistency in the end of key stage assessments across Flintshire. Cluster portfolios of evidence are used to exemplify standards. 2 half day sessions have been undertaken to moderate examples of literacy and mathematics for all Year 1 and 2 FP teachers. FP Partnerships are working on collating standardised portfolios to exemplify standards in mathematical development. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	Ongoing		
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 are working on collating standardised portfolios to exemplify standards in mathematical development. Literacy and numeracy co-ordinator meetings have been held focusing on improving levelling, teaching strategies and planning for literacy and numeracy across the curriculum.	Ongoing		
1.1.6	Analyse primary and secondary school outcomes in 2012 in order to re-prioritise planned support.	JD/KG/SIT	Autumn 2012	Provisional data is not received until the Autumn	On Target		
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	Completed		
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	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.	On Target		
1.1.10	Subject Forums and PLC, organised to ensure sharing of good practice between schools.	SIT Subject Specialists	Autumn Term 2012		On Target		
1.1.11	Deliver programmed Governor training on understanding data and supportive challenge in schools.	KB	Summer Term 2012	Governor training Programme resumes September 2012.	Sep-12		
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, 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. Impact needs to be evaluated.	Ongoing	
	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	JH/DB	Day 1 – 29 Sept 2011 Day 2 – 12 Jan 2012 Day 3 – 26 Apr 2012	31 teachers attended the Year 3 and 4 three day literacy course with a focus on boys literacy. The literacy and numeracy officers have monitored and supported teachers in targeted schools.	Completed	
	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	DB	Summer/Autumn 2012		On Target	
	1.2.4	Sharing and monitoring of best practice in targeted groups of schools with high levels of boys under-	DB	Summer/Autumn 2012		On Target	
	1.2.5	Literacy officer support to schools' PLCs focused on raising boys' literacy and dissemination of practice.	DB	Summer/Autumn 2012		On Target	
	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		Completed	
	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	AJ	Units to be completed and uploaded by Easter 2012.		Completed	

	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. Two review visits have been undertaken to assess to impact of the resource and in one school the quality of pedagogy has improved significantly.	On Target		
	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		On Target		
	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		On Target		
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 starting in September 2012.	Sep-12	The Governor training Programme resumes in September 2012	
	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.	Ongoing		
	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.	Ongoing		
	2.1.4	Encourage schools to reduce the numbers of days exclusion placed upon pupils by introducing a universal tariff for misdemeanours.	DM/schools	Sep-12	DM to produce a consultation paper by October half term that will set out suggested tariffs for misdemeanours. IWO	Completed		
	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	Completed		
	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	Completed		
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	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	On Target		
	2.2.2	Encourage 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.	On Target		
	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. Tentative agreement with schools but funding needs to be identified for their establishment.	Apr-13		
	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. (More promotion required in primary settings)	On target		
	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.	Ongoing		

	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 to be completed by end of Summer Term for the following academic year. This will include training for Governors.	Summer Ter	The Governor training Programme resumes in September 2012	
	2.3	2.3.1	Develop a policy on school balances for inclusion in the Scheme for Financing Schools.	LM	Apr-12	Policy developed	Completed	
		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	Approved	Completed	
		2.3.3	Submit draft policy to Schools Budget Forum for consideration. Update if necessary.	IB/LM	May-12	Approved by Schools Budget Forum	Completed	
		2.3.4	Circulate draft policy to Head Teachers and Chairs of Governors.	LM	May-12	Draft policy circulated to Heads, Governors and Unions	Completed	
		2.3.5	Establish robust systems for monitoring adherence to policy	PH	Sep-12	Work in progress for monitoring protocol.	On target	
	3.1	3.1.1	Review reporting outcomes and improvement strategies to LLOSC	ED/KG/JD	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.2	To broaden the membership of half-termly Performance Monitoring Meetings with Members	IB/ED	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.3	To widen the brief of half termly performance monitoring meetings to include Primary, Secondary, Inclusion and Resource Management Strategies	IB/ED	May-12	Agreed in principle - Working group to look at scrutinising performance	Jun-12	
		3.1.4	To revise the school/LA partnership agreement with particular reference to LA responsibility for monitoring and evaluating performance of schools.	IB/ED	Apr-13	Agreed in principle - project underway		
	3.2	3.2.1	Annual Scrutiny consideration of performance on education targets	ED/KG/JD	Feb-12	Implemented	Completed	
		3.2.2	Implement revised quarterly performance reporting arrangements.	ED/TD/GY	Feb-12	Implemented - regular meetings being held	Completed	
		3.2.3	Review of protocols on self-evaluation and reporting to elected members	IB/ED/TD/KA/GY	May-12	Agreed in principle		
		3.2.4	General member induction including factsheets, training events and tailored support for office holders	IB/KA	Sep-12	Member Induction Event held for new councillors.	Completed	
De	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. GY to distribute to DMT.	Completed		
	3.2.6	Member Workshop on educational performance	ED/TD/KA	Sep-12	Autumn term	On target		
	3.2.7	Undertake self-evaluation of 2011/12 outcomes	7. IB/TD/ED/KG/J	Nov-12	Work plan for Summer Break	On target		
	3.3	3.3.1	Consult on the agreed options for the three area reviews	CE/IB/TD	Feb/Mar 2012	Consultations were completed with communities in March 2012.	Completed	
		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. Further reports on the next stages of review are scheduled for July 2012.	Completed	

	3.3.3	Prepare and submit Business Plan for 21 st Century School Programme bids.	TD/PV/IE	Summer 2012	Currently being developed through Project Boards but no clear guidance given from WG as yet.				
	3.3.4	Continue with area reviews of secondary schools (including post 16 provision) and progress primary reviews.	CE/IB/TD/ED/KG and Elected Members	Dec-12	Secondary Reviews moving forward. Reports on two amalgamations and Rhos y Cae agreed at Cabinet 12.06.12. Post 16 Project Board established	On Target			
	3.3.5	Examine and review primary schools provision against the School Modernisation Policy framework.	IB/TD/ED/JD and Elected Members	Jan 2013-		On Target			
	3.3.6	Complete proposals for amalgamations in accordance with policy.	TD/PV	Apr – Jul 2013	Reports on two amalgamations and Rhos y Cae agreed at Cabinet 12.06.12. Need to populate FWP for future reports.	On Target			
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 will help to ensure that hearings do happen	Dec-12	The Governor training Programme resumes in September 2012		
	4.2	Ensure governor training contains element of challenge to Heads.	DM/TP and SIT	From Easter 2012	Governor training will encourage Heads to be challenged over lengths of exclusions.	Dec-12	The Governor training Programme resumes in September 2012		
	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 discussing 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.	Ongoing			
	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.	Ongoing			
	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.	Ongoing			
	4.6	Encourage schools to sign up to a "universal tariff" approach.	DM/TP and SIT	From Sept 2012	Universal tariff consultation paper to be written by DM	On Target			
5	5.1	Develop the high level templates	CYPP Coordinators	First phase by July 2012	High Level templates (service specifications) completed.	Completed			
	5.2	Develop the commissioning programme for Families First	CYPP Coordinators	Second phase Sept 2012	Fully developed 2 of 3 meetings taken place	On Target			
	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'	Completed			
	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	Completed			

6	6.1	To devise a format for prioritising areas for improvement from within the self-evaluation document.	1. KG/ED	Mar-12	Priorities template established	Completed		
	6.2	Prioritise the areas for improvement and utilise the improved Quality Assurance Format.	2. KG/ED/TD	Mar-12	Areas prioritised and included in draft School Improvement Strategy	Completed		
	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	Completed		
	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 standing item at monthly DMTs	Ongoing		