

This is the draft version for consultation.

The final plan will be available in both Welsh and English.



# The South-East Wales Regional Mission: Business Plan (2018-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership.”



The Education Achievement Service Business Plan has been through a thorough consultation process prior to agreeing the final version. The list of consultees is listed below:

- Education Achievement Service staff
- SEWC Directors and Diocesan Directors
- Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Regional Youth Forum

This Business Plan is the regional strategic plan for accelerating educational outcomes during 2018-2019. It has been agreed by each Local Authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

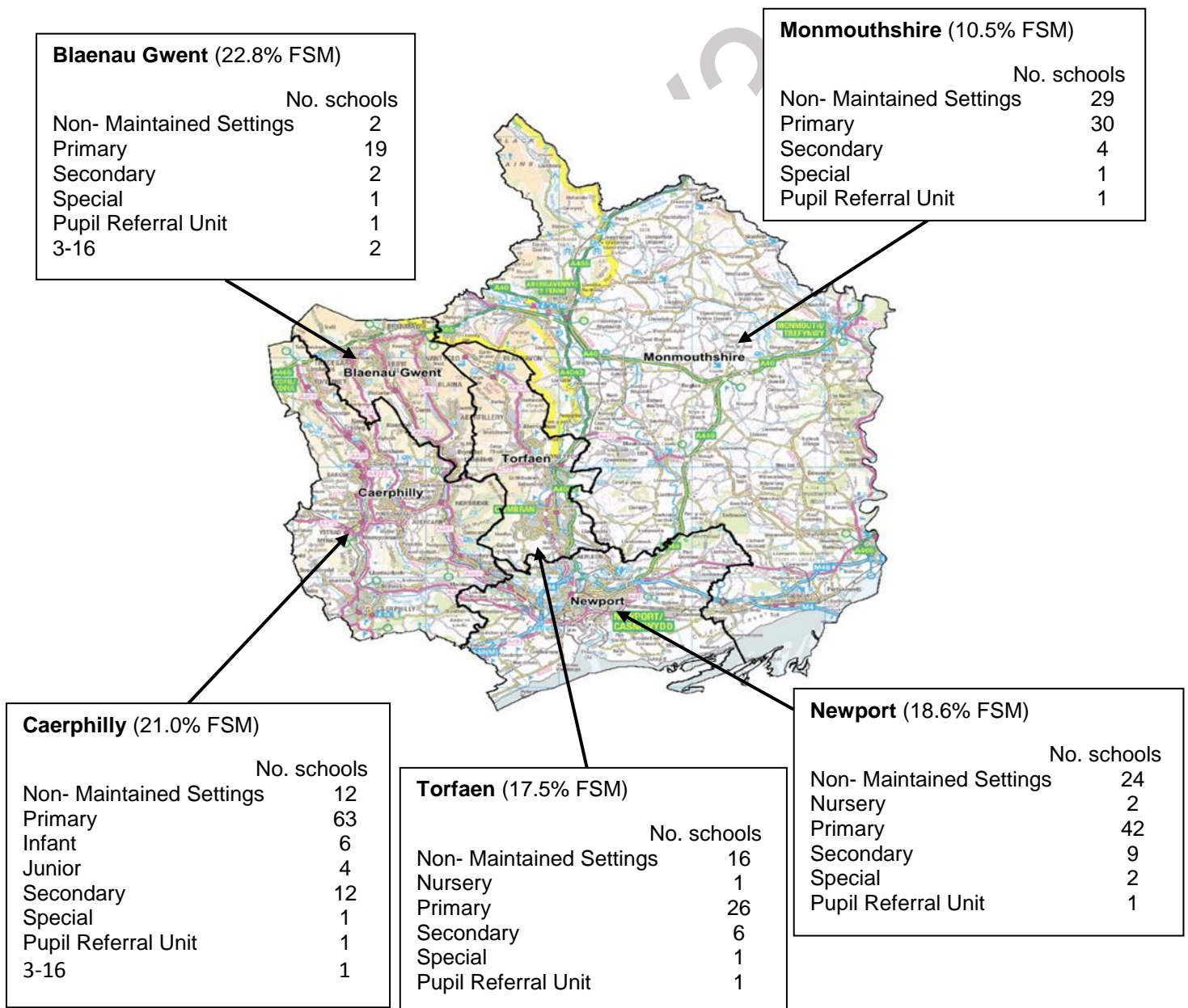
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| <p><b>Cllr R Jevons</b><br/>Chair of Education Achievement Service<br/>Company Board</p>            |  |
| <p><b>Cllr G Giles</b><br/>Chair of Joint Executive Group</p>                                       |  |
| <p><b>Mrs Lynette Jones</b><br/>Lead Director on behalf of South East Wales<br/>Directors Group</p> |  |
| <p><b>Ms D Hartevelde</b><br/>Managing Director, Education Achievement<br/>Service</p>              |  |

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# 1. Regional Context

The EAS is the school improvement service for the five Local Authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2017 was 71,234. This represents 19% of all pupils in Wales. There are 240 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from Jan 2018, Wales figure from PLASC, 2017). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 18.5%, which is higher than the national figure of 17.8%. This level of eligibility is the second highest of the four regional consortia (PLASC, 2017). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5-15 from an ethnic minority background is 9.7%, an increase from 7.3% in 2013. This is a similar rate of increase to that nationally (10.1% from 8.3%). These overall figures mask significant differences between LAs, with the proportion of ethnic minority pupils in Newport increasing from 23.0% to 23.7% in 2017. As of March 2017, 816 children in the region are looked after (LAC) by a LA and attend a school in the region. This represents 14% of LAC in Wales.





## 2. Introduction

This Business Plan (2018-2021) outlines the programme of work that is required to continue to accelerate outcomes for children and young people across all schools in South East Wales. The plan focuses on the urgent need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership and build a self-improving system within and across schools and settings. Priorities for the Business Plan 2018-2019 have been derived from the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through self-evaluation processes and feedback from Estyn on the inspection of the EAS. The improvements that are required at regional and Local Authority level require a strong commitment of partnership working to be successful.

### Progress made toward EAS Business Plan 2017-2018

| Business Plan Priority  | Progress Judgement (October 2017) | Progress Judgement (March 2018) – to be updated |
|---|-----------------------------------|---|
| 1.Support for School Improvement                                    | Satisfactory Progress             |   |
| 2.Pupil Wellbeing and Equity in Education                           | Satisfactory Progress             |   |
| 3.Professional Learning: Pedagogy and Leadership                    | Satisfactory Progress             |   |
| 4.Curriculum and Assessment   | Satisfactory Progress             |   |
| 5.Curriculum and Pedagogy: Wider Curriculum and Pioneer Development | Satisfactory Progress             |   |
| 6.The Self-Improving System (SIS)                                   | Strong Progress                   |   |
| 7.Wider Regional and EAS Company Developments                       | Strong Progress                   |   |

### Outcomes from Regional Estyn inspection (May 2016) and progress made towards the recommendations

In May 2016 Estyn and Wales Audit Office re-visited the region to undertake the inspection of the regional school improvement services provided by the EAS. The structure of the inspection report is based on those aspects of Estyn's Common Inspection Framework that apply to regional consortia, which are covered by five quality indicators, each are graded (Excellent, Good, Adequate or Unsatisfactory). Additionally, an evaluation of standards featured as a performance profile in the context section of the report. A summary of the outcome is below:

| Section                        | Grade |
|--------------------------------|-------|
| Support for school improvement | Good  |
| Leadership                     | Good  |
| Quality improvement            | Good  |
| Partnership working            | Good  |
| Resource Management            | Good  |

**Estyn revisited the EAS in September 2017 to conduct an inspection of the progress the EAS had made towards the recommendations. A summary of the judgements is below:**

| Recommendation  | Estyn Progress Judgement |
|---|--------------------------|
| R1 Consider the use of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported | Satisfactory Progress    |
| R2 Improve consistency in the quality of evaluation of school improvement activities throughout the service   | Strong Progress          |
| R3 Identify and manage risks more effectively   | Very Good Progress       |

### Summary of wider regional improvements 2017-2018

| Regional Outcomes  |
|--|
| <ul style="list-style-type: none"> <li>• Teacher Assessment outcomes at the end of foundation phase and key stage 2 at the expected and higher levels are good and continue to improve. Attainment has been above the Wales average since 2013. Teacher Assessment outcomes at the end of key stage 3 are improving but still remain below the Wales average.</li> <li>• The gender gap in both foundation phase and key stage 2 continues to narrow at the expected level and is below the Wales average. At key stage 3, the gender gap is narrowing however remains higher than the Wales average. At the higher levels, gender gaps have widened in foundation phase, key stage 2 and key stage 3.</li> <li>• FSM regional performance at the expected level has continued to improve at foundation phase and key stage 3 but declined at key stage 2 in 2017. Between 2014 and 2017, the gap between the attainment of FSM pupils and non-FSM pupils has narrowed at each of these key stages.</li> <li>• The performance of Looked After Children (LAC) pupils has improved considerably at key stage 3 from 2014. Performance of pupils with Special Educational Needs (SEN) and those with English as an additional language (EAL) has improved since 2014.</li> <li>• At key stage 4, this year it is not possible to meaningfully compare results to previous years. However, performance of the region compared to national performance is still relevant. At the L2+ performance indicator, performance across the region declined by 2.6pp, compared with a decline of 5.7pp across Wales. This has resulted in the gap between regional performance and national performance narrowing to 1.7pp.</li> <li>• At key stage 4, 13 out of 35 (37.1%) schools are placed in benchmark quarter 1 for the L2+ indicator. More schools are now able to predict pupil outcomes with greater accuracy, 19 out of 35 schools had L2+ performance within 5pp of their June progress estimate.</li> <li>• Overall performance at L2 English Language, L2 Welsh Language and A*-C grades in GCSE Science has improved.</li> <li>• Between 2014 and 2017, the gap between attainment of FSM pupils and non-FSM pupils for the L2+ has remained fairly static. The gender gap between girls and boys and the Wales averages are narrowing due to a larger decline in performance of these groups across Wales this year.</li> <li>• Regional performance of learners achieving 5A*/A grades has improved for the first time in 4 years.</li> <li>• Overall performance at the L3 threshold has declined slightly. The performance of boys is at the Wales average, performance of girls is 1.3pp below that of Wales. Performance at A*/A Grades across the region has declined overall between 2016 and 2017 by 2.7pp.</li> <li>• Over the past 4 years, attendance at primary schools has continued to improve. Despite secondary school attendance improving at a slightly faster rate than Wales, it remains below the Wales average.</li> <li>• The percentage of Year 11 leavers known to be NEET (Not in Education, Employment or Training) across the region has reduced at a faster rate of improvement than that made nationally, and is below the Wales average.</li> </ul> |

## Provision

- There is a clear understanding of the respective roles of the LAs and the EAS in supporting school improvement across the region and the implementation of National Categorisation and the SEWC Intervention Framework of schools across the region has been applied consistently to ensure accurate levels of support are provided.
- The EAS has appropriate differentiated procedures for monitoring, challenging, supporting and intervening in schools and non-maintained settings which are applied more consistently and have resulted in the majority of schools and non-maintained settings making good progress. The processes for holding schools in a red category to account have been robust and well understood.
- Refined quality assurance protocols across the service are evidencing increasing consistency in practice and highlighting inconsistencies that need to be addressed.
- The quality and range of data from pupil level up that the consortium now uses is improving. The process of collecting progress towards pupil level targets now enables the CA team and subject specialist to support and challenge potential underperformance within the academic year.
- There is a clear and coherent regional strategy for the self-improving system. The region has made good progress in developing mechanisms to facilitate school-to-school support in key areas including the recent introduction of the Learning Network Schools and cluster working.
- The support for new curriculum specifications at key stage 4 in core subjects, Welsh Bacalaureate and the implementation of WG initiatives such as Successful Futures is good.
- Challenge advisers monitor diligently schools' plans for their use of the Pupil Development Grant. They ensure that the plans meet requirements and focus appropriately on improving outcomes for vulnerable learners. The provision for these pupils is beginning to improve their outcomes at each key stage.
- There are good arrangements to identify the overall development needs of governors which are effectively met in most cases through a centrally delivered training programme.
- Specialist HR support has complemented and enhanced the provision that is already in place in LAs providing support and training for school leaders, disseminating regional policies and protocols.

## Leadership

- The Business Plan sets out the regional strategic vision, aims and priorities aligned closely to WG guidance and key national, regional and local priorities with good progress has been made towards recommendations from Estyn.
- Self-evaluation and improvement planning processes are accurate, evaluative and balanced.
- A wider range of performance indicators at school and regional level are now being used in self-evaluation activity to ensure that the progress of all groups of learners is challenged and supported.
- Strategic leadership and management is good with an effective governance and communication structure, which is becoming increasingly effective.
- School strategic partnerships are good and continue to improve.
- Working practices with LAs are becoming increasingly effective in relation to schools causing concern.
- Where warning notices have been issued in LAs linked to standards, most schools have improved their performance.
- There are sound financial processes in place and processes to evaluate Value for Money (VFM) have been improved and refined and are now appropriate.
- Appropriate partnerships with other consortia have been forged with the main aims to improve provision and to raise standards for learners across the region.

## Regional Priorities for 2018-2019

**The focus for improvement for 2018-2019 will focus on continuing to secure improvements in the following areas:**

- To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, MA and LAC) and reduce the variance within and across schools, settings and LAs.
- To accelerate improvement in schools and settings where progress is too slow by ensuring a more consistent approach is applied to schools causing concern and the use of Local Authority statutory powers to accelerate progress in identified schools.
- To continue to improve the quality of leadership, teaching and learning, particularly within the secondary phase.
- Supporting schools to ensure the effective development of pupil skills at all phases.
- Supporting the national approach and further development of the regional professional learning opportunities to ensure the success, equity and well-being of every learner.
- Preparing schools to meet the curriculum and assessment demands in line with new accountability arrangements.
- Supporting the development of a 'world-class curriculum' that will help raise standards for all in Wales.
- To embed the regional approach to developing a self-improving system.

**The Regional Ambition is, by 2021 that:**

Working with our key partners we will aim to transform the educational outcomes and life chances for all learners across South East Wales. We will do this by:



- Ensuring successful learning experiences and high levels of wellbeing particularly for those facing the greatest challenges;
- Building effective networks of professionals, across the five Local Authorities and beyond and working together to improve leadership, teaching and learning; and
- Attracting and retaining a team of outstanding people who embed our core values in their work and share a passion for excellence.

A detailed three year overview is available within the additional support documentation.



### 3. The South-East Wales Regional Mission: Business Plan (2018-2019)

This Business Plan focuses upon the actions that are required to accelerate improvement across the region. Whilst this plan is regional, the bespoke approach at school level and through each individual LA Annex enables all nuances in need to be addressed. The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017 – 2021). Further details on delivery can be found in the Detailed Delivery Document and the Professional Learning Offer 2018-2019. The content of the Business Plan will be used to populate and report against the regional elements within the Wales Education Report Card.

| Improvement Strand (Link to Education in Wales)   | What will we do?   | How will we know we will have made progress by March 2019?<br><i>(These are in addition to the pupil targets at regional and LA level in Section 6 and in Annexes )</i>   |
|---|--|---|
| <p><b>A. Support for School Improvement</b></p> <div style="text-align: center;">  <p>1</p> </div> <div style="background-color: #4a4a9a; color: white; padding: 10px; text-align: center; margin: 5px;">             Developing a high-quality education profession.         </div> <div style="text-align: center; margin: 10px 0 0 0;">  <p>2</p> </div> <div style="background-color: #e64a9a; color: white; padding: 10px; text-align: center; margin: 5px;">             Inspirational leaders working collaboratively to raise standards.         </div> | <p><b>To continue to raise aspiration, improve pupil outcomes, particularly for vulnerable groups of learners (FSM, Gender, EAL, More Able (MA) and LAC) and reduce the variance across schools and LAs through improving the quality of leadership, teaching and learning by:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all schools and settings receive high quality bespoke support in line with their needs to accelerate progress and improve outcomes.</li> <li>• Further developing pupil level target setting and progress measures for all learners and groups of learners across all key stages using prior attainment information and WG modelled estimates where appropriate.</li> <li>• Collecting progress towards targets information through a differentiated approach, using a range of first hand evidence to verify submitted data.</li> <li>• Challenging the use and impact of early entry using models of best practice.</li> <li>• Supporting and challenging school level planning documents to ensure best use of grant spend so that maximum progress is made by all vulnerable groups of learners.</li> <li>• Reviewing the quality of provision at KS3 across the region, providing support to accelerate improvement, focusing on the development of pupils' skills in literacy, numeracy, IT and reducing within school variation.</li> </ul> | <ul style="list-style-type: none"> <li>• All Challenge Advisers (CAs) will effectively implement the CA work programme for 2018-2019 and the Consortium Intervention Framework will be implemented consistently, ensuring that nearly all schools, including non-maintained settings make at least strong progress against the bespoke actions within support plans.</li> <li>• There will be a more consistent approach to the use of statutory powers across the region through the implementation of the Schools Causing Concern Register meetings.</li> <li>• L2+ regional achievement will be &gt;60%. No secondary school will be below 45% at L2+. Around half of secondary schools will be above or at least in line with WG 2b modelled expectations for L2+. The gap in performance between FSM and non-FSM learners for L2+ will continue to close, with the improvement of FSM learners.</li> <li>• &gt;55% of secondary schools will be within 5% of their target set for the L2+.</li> <li>• Most secondary schools will use early entry appropriately for Y10 and Y11 learners.</li> <li>• Categorisation outcomes will evidence that schools require reduced support levels over time. &lt;45% of secondary schools will require amber or red support levels for 2018-2019 with evidence of reduced levels of within school variation.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• Continuing to work closely with LAs, through the implementation of the Schools Causing Concern Risk Register to ensure a more consistent approach to schools causing concern and the use of statutory powers to accelerate progress.</li> <li>• Implementing the regional Foundation Phase action plan in line with WG priorities.</li> <li>• Implementing the Post 16 Learning Action Plan.</li> <li>• Identifying and sharing examples of best practice across the region, focusing on effective support for vulnerable learners and measuring and improving learner well-being.</li> </ul> | <ul style="list-style-type: none"> <li>• The number of schools placed in or remaining in Estyn statutory categories, particularly in the secondary phase, will reduce.</li> <li>• Most Grant Plans (PDG/EIG) meet requirements and focus appropriately on improving outcomes for vulnerable learners. The majority of secondary schools focus appropriately on meeting the target of 60% spend at KS3.</li> <li>• There are increased opportunities for primary and secondary schools to engage in school to school working through cluster working and networking opportunities that impact on pupil outcomes and develop leadership capacity.</li> <li>• Case studies of identified best practice will be created and shared across the region.</li> <li>• The regional approach to consistent target setting at key stage 5 using ALPS will be embedded.</li> <li>• At least satisfactory progress is being made to implementing the actions within the Regional Foundation Phase Action Plan.</li> <li>• At least satisfactory progress is being made to implementing the Post 16 Learning Action Plan.</li> </ul> |
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| <p><b>B. Professional Learning</b></p> <p><b>1</b></p> <p>Developing a high-quality education profession.</p> <p><b>2</b></p> <p>Inspirational leaders working collaboratively to raise standards.</p> | <p><b>Review the current regional delivery model for professional learning in line with the national professional learning model so that it remains fit for purpose. Work in collaboration with EWC to ensure maximum impact of the PLP. Addressing the quality of teaching to improve learner outcomes by:</b></p> <ul style="list-style-type: none"> <li>• Supporting teachers and school support staff so that they benefit from opportunities to improve the quality of their pedagogy and have opportunities for professional learning in a research-driven culture.</li> <li>• Supporting the adoption and implementation of new professional standards for all education professionals.</li> <li>• Improving the quality and consistency of teaching in the secondary phase by providing</li> </ul> | <ul style="list-style-type: none"> <li>• A further shift in the balance away from centrally delivered programmes so that, during the year, all programmes have school-based components and measurably impact upon classroom practice.</li> <li>• The Excellence in Teaching and Leadership Framework will have been disseminated in nearly all clusters.</li> <li>• Most school leaders will have adopted the ETLF or an equivalent instrument that impacts effectively on improving the quality of teaching across schools.</li> <li>• A minority of secondary schools will improve the profile of teaching from the initial baseline within year one moving towards around half in year two.</li> <li>• There will be an increased take-up on professional learning</li> </ul> |
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schools with an initial profile of the quality of teaching which has been derived from a variety of sources and access to appropriate support.

- Improving the quality of teaching, especially for the realisation of the new curriculum using the new Excellence in Teaching and Leadership Framework (ETLF).
- Providing guidance to ensure that all teachers, including supply teachers, have access to an individual professional learning plan.
- Delivering at a regional level the induction programme for Newly Qualified Teachers (NQTs).
- Implementing a pilot scheme to prepare Welsh medium graduate support staff for teaching through the medium of Welsh (GTP route / PGCE) concludes with evidence of progression to Initial Teacher Education (ITE).
- Supporting LAs in the delivery of the cluster based pilot models for supply teachers and Business Managers.
- Supporting the national development and regional delivery of pathways for Learning Support Workers.
- Delivering Higher Level Teaching Assistant accreditation as part of the national development pathway for Learning Support Workers.
- Collaborating with HEI and ITE providers to ensure high quality initial education and readiness to enter the workforce.
- Continuing to work collaboratively with key partners to attract and retain high quality teachers through the #Discover Teaching campaign.

**Ensure that Leaders at all levels across the region are well supported to develop and aspire colleagues and to work collaboratively to embed the new curriculum and improve outcomes for our learners by:**

- Providing an extensive portfolio of leadership development opportunities available for the regional education community. To include: Middle Leader, Aspiring

programmes for pedagogy and leadership from the current baseline.

- A majority of schools will have engaged with teachers having access to individual professional learning plans.
- An improved impact capture methodology for professional learning on practice.
- Evaluative reports commissioned from Higher Education Institutions demonstrate the positive impact of the induction programme for NQTs.
- Increased numbers of applicants and successful candidates for Higher Level Teaching Assistant accreditation from the current baseline.
- A majority of schools will have participated in the professional learning programme for Learning Support Workers.
- ITE graduates will be better prepared to undertake their NQT process and enter the fully qualified workforce within the region.
- A regional succession plan for leadership will be created and agreed by LAs to ensure more effective recruitment and retention of high quality leaders across the region.
- Increase take up of NPQH by highest quality candidates and secure more effective conversion from NPQH accreditation to employment as Headteachers within the region.

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|  | <p>Senior Leader, Aspiring Headteacher, New to Headship, Experienced Headteacher and Executive Headteacher.</p> <ul style="list-style-type: none"> <li>• Providing secondary school leaders opportunities to experience and learn from a range of successful settings within and beyond the region.</li> <li>• Providing specialist HR training for school leaders in areas such as effective performance management and addressing performance concerns are effectively implemented in schools.</li> <li>• Delivering the National Professional Qualification for Headship (NPQH) to provide more effective preparation for headship.</li> <li>• Embedding the use of the Excellence in Teaching and Leadership Framework across the region to maximise the impact of leadership on standards of teaching and learning.</li> <li>• Developing professional learning programmes that will satisfy accreditation processes of the National Academy for Educational Leadership.</li> <li>• To support the development and implementation of the Associates Programme for the National Academy for Educational Leadership.</li> </ul> |  |
|  | <p><b>The Governor Support &amp; Development team will support and develop skilled, focused, effective governing bodies that work in partnership with School Leaders to raise standards by:</b></p> <ul style="list-style-type: none"> <li>• Continuing to offer a Professional Learning Offer that includes the EAS Mandatory Training and Strategic Development Programme for Governors.</li> <li>• Making E-Learning available for each priority area from within the professional learning offer for governors.</li> <li>• Providing support to Governing Bodies that require improvement by sharing and promoting best practice.</li> </ul>   | <ul style="list-style-type: none"> <li>• Annual questionnaires for stakeholders deem the majority of governing bodies as effective by July 2019</li> <li>• Increased numbers of governing bodies that complete the online Governing Body Self Evaluation (initial pilot 29%) to increase year on year.</li> <li>• Attendance at Mandatory Training and engagement in online Mandatory E-learning to remain in line with the annual turnover of governors (35% of governor population).</li> <li>• Increase engagement at Link Governor Seminar and on the Link Governor Hwb Network by 20%.</li> </ul> |



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|  | <ul style="list-style-type: none"> <li>• Disseminating the EAS Excellence in Governance Framework to ensure that all Governing Bodies are effectively challenging and supporting schools to improve.</li> <li>• Continuing to develop the effectiveness of priority Link Governors in improving outcomes for groups of learners by providing guidance on: More Able, Pupil Development Grant and Looked After Children.</li> <li>• Providing an effective clerking service to schools.</li> </ul> | <ul style="list-style-type: none"> <li>• Governor awareness of the link role for deprivation via the annual questionnaire will raise from 78% to 82% and the role for More Able and Looked After Children will be no lower than 75%.</li> <li>• Maintain the percentage of governors agreeing that overall, they are satisfied with the service they receive from Governor Support at over 95%.</li> </ul> |
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| <p><b>C. Excellence, Equity and Wellbeing</b></p> <p style="text-align: center;"><b>3</b></p> <p>Strong and inclusive schools committed to excellence, equity and well-being.</p> | <p><b>Support the national approach and develop regional professional learning opportunities to ensure the success and well-being of every learner by:</b></p> <ul style="list-style-type: none"> <li>• Developing a wellbeing toolkit using a wide range of data for vulnerable groups to identify school, LA and regional needs, sharing and improving practice.</li> <li>• Supporting schools and settings to improve their use of the Pupil Development Grant (PDG) and to develop more integrated approaches to reducing the impact of poverty on outcomes.</li> <li>• Working with key partners such as the Regional Equity and Wellbeing Strategy Group to provide a more coherent approach to the relationship between education provision and other services available to support schools in disadvantaged areas.</li> <li>• Maximising the impact of commissioned research on practice in relation to more vulnerable groups at school, LA and regional level.</li> <li>• Embedding the regional strategy for LAC.</li> <li>• Further refining the collaborative arrangements in place for Pupil Referral Units and Special Schools which are designed to improve the outcomes for these groups of learners.</li> <li>• Supporting schools to improve their work in measuring and improving learner wellbeing.</li> </ul> | <ul style="list-style-type: none"> <li>• A majority of schools in year 1 will utilise the wellbeing toolkit to improve provision and more effective resourcing for vulnerable groups.</li> <li>• The regional More Able Strategy will be understood and implemented over a two-year period by all schools, leading to improved outcomes for learners.</li> <li>• Improved quality in PDG plans, especially in secondary schools with around half of plans in year 1 making the shift to proven approaches that lead to sustainable improvements in outcomes.</li> <li>• Most clusters access and make use, at school level of new professional learning opportunities in relation to ACEs.</li> <li>• An agreed definition of wellbeing will operate across many clusters in year 1.</li> <li>• Improved outcomes based upon the baseline from 2017 and uptake in university placements for learners within the SEREN programme.</li> </ul> |
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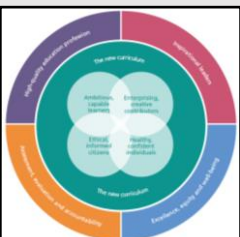
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|  | <ul style="list-style-type: none"> <li>• Building on the success of the Seren Network to embed the regional strategy to deliver improved outcomes for our more able learners at each key stage.</li> <li>• Expanding professional learning opportunities to enable key school practitioners to become more aware that the effect of Adverse Childhood Experiences (ACEs) can have on learners.</li> <li>• Working closely with key partners to support The Children’s Rights Approach to education.</li> <li>• Working with Regional Leads for Additional Learning Needs (ALN) to implement, as appropriate, professional learning for school based practitioners.</li> <li>• By working closely with LAs to support the implementation of Additional Learning Needs (ALN), attendance, exclusion and for those pupils Educated other than at school (EOTAS) strategies at school level.</li> </ul> |  |
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| <p><b>D. Curriculum, Assessment and Accountability</b></p> <p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</b></p> | <p><b>Robust delivery of support and challenge for identified departments leading to improvements in provision and outcomes.</b></p> <p><b>Schools are prepared to meet the curriculum and assessment demands in line with new accountability arrangements.</b></p> <p><b>Supporting schools to ensure the effective development of pupil skills at all phases.</b></p> <p><b>In collaboration with key partners refine the regional Welsh medium Education Strategy and continue to deliver on the key principles within the Global Futures Programme.</b></p> <p><b>To implement the Regional Strategy for Literacy and Numeracy in collaboration with key partners to accelerate outcomes at all key stages.</b></p> | <ul style="list-style-type: none"> <li>• Most departments engage well with the regional support programmes leading to improvements in provision and outcomes.</li> <li>• By March 2019, all schools will have developed understanding of the emerging transformational curriculum coupled with a flexible approach to the changing performance measures.</li> <li>• A majority of schools make effective use of guidance materials for effective skills development at school level.</li> <li>• Increased numbers of practitioners enrolled onto language training events demonstrating improved confidence in language use.</li> <li>• Increased number of clusters with a member of staff trained to Higher Level through the one-year Welsh Language Sabbatical Scheme.</li> <li>• Increased proportion of Welsh medium teachers and support staff trained through the Sabbatical Scheme.</li> <li>• National Language Charter objectives will be met in all schools</li> </ul> |
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|  | <p><b>Refine and develop support for Skills Challenge Certificate/Welsh Baccalaureate.</b></p> | <p>(Silver Award) according to individual school timetables towards verification.</p> <ul style="list-style-type: none"> <li>• Cymraeg Campus objectives (Bronze / Silver) met in all participating English medium schools.</li> <li>• Improved standards in Modern Foreign Languages (MFL) and increased numbers of young people choosing to study modern foreign language subjects at GCSE and A level.</li> <li>• Improved learning experiences of modern foreign languages for learners from 7-19.</li> <li>• Outcomes from the Excellence in mathematics and Science National Networks become embedded across the region.</li> <li>• Most schools will implement through their planning recommendations of the regional strategies for Literacy and Numeracy.</li> <li>• Regional average Skills Challenge Certificate results to be in line with the National Average (-4/+2 tolerance).</li> </ul> |
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| <p><b>E. Supporting Collaboration</b></p> <p><b>4</b></p> <p><b>Robust assessment, evaluation and accountability arrangements supporting a self-improving system.</b></p> | <p><b>Ensure that education professionals within the region can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential. We will achieve this by:</b></p> <ul style="list-style-type: none"> <li>• Prioritising investment in clusters of schools to build capacity encouraging clusters to take collective ownership of outcomes, improve the quality of teaching and learning and develop the new curriculum.</li> <li>• Piloting a cluster based self-assessment and development tool across selected clusters to enable accurate assessment of needs.</li> <li>• Increasing opportunities for university-school engagement to support an increased research-engaged profession.</li> <li>• Supporting schools to develop as learning organisations (SLOs), enabling their capacity to adapt</li> </ul> | <ul style="list-style-type: none"> <li>• A majority of cluster improvement plans are of a good quality focusing on shared data and a common commitment to collective working that enhances transition arrangements for learners.</li> <li>• The self-assessment cluster tool will be used effectively by 3 clusters as a pilot programme in year 1.</li> <li>• At least 12 comprehensive schools and 40 primary schools will have engaged in collaborative work with Higher Education Institutions.</li> <li>• by the end of the summer term 2018 to produce school level research on improving practice.</li> <li>• Outcomes of research will inform future design of provision for Learning network schools, the cluster model and bespoke support for departments.</li> <li>• All schools will have engaged with the SLO model within year 1 and a majority of schools will have completed a self-assessment in</li> </ul> |
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|  | <p>quickly and explore new approaches, with a means to improving learning and outcomes for their learners.</p> <ul style="list-style-type: none"> <li>• Reviewing and refining the Learning Network School approach, the cluster model and the approach to supporting GCSE specification changes in partnership with a Higher Education Institution.</li> <li>• Developing further the school based peer enquiry model.</li> <li>• Working in partnership with Local Authorities to develop a model for school federations.</li> <li>• Continuing to work in partnership with other regions to realise delivery of pan regional plans.</li> </ul> | <p>relation to the OECD model for SLOs in year 2 to enable schools to become more effective learning organisations.</p> <ul style="list-style-type: none"> <li>• A majority of clusters have examples of school based peer enquiry work in relation to curriculum development and professional learning.</li> <li>• Outcomes of pan-regional collaborative programmes covering leadership, pedagogy, assessment, performance measurement and Equity and Wellbeing will inform provision and future planning.</li> </ul> |
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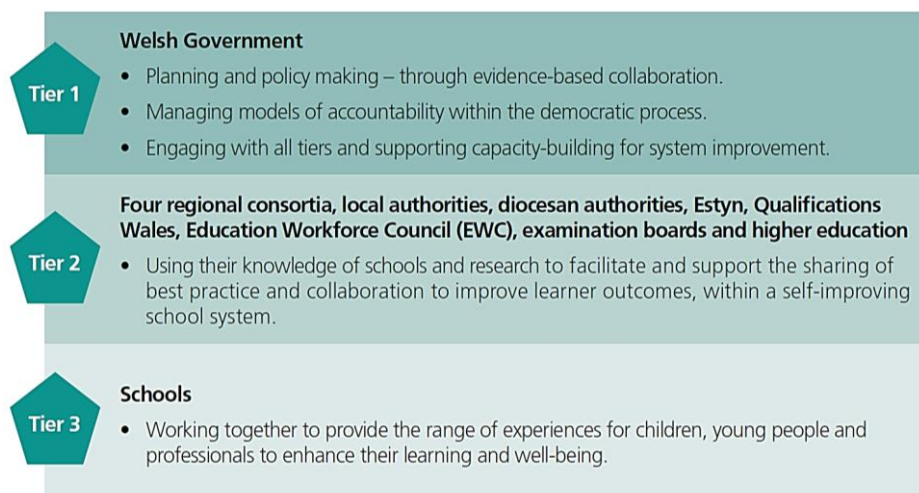
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| <p><b>F. Curriculum Reform</b></p>  | <p><b>Support the development of a 'world-class curriculum' that will help raise standards for all in Wales by:</b></p> <ul style="list-style-type: none"> <li>• Working with a partner Higher Education Institution to develop and deliver a focussed programme of professional learning that supports cluster based curriculum development.</li> <li>• Working in partnership with Welsh Government to lead the development of the Humanities Area of Learning and Experience (AoLE).</li> <li>• Continuing to provide support to and monitor the work of pioneer schools, providing opportunities for sharing of learning across the region.</li> <li>• Supporting schools, through effective brokerage in continuing to embed the Digital Competence Framework (DCF) and work realising the strategic aims of cracking the code.</li> <li>• Supporting schools trialling and testing of curriculum; planning and preparation for changes.</li> </ul> | <ul style="list-style-type: none"> <li>• All schools will have a nominated lead practitioner for curriculum design and development, who will have worked through the professional learning programme.</li> <li>• Most clusters will have begun to develop principles for a collaborative approach to curriculum planning.</li> <li>• Humanities Area of Learning and Experience will be developed and tested through professional inquiry, in time for publication in the new Curriculum for Wales in March 2019.</li> <li>• All pioneer schools will pro-actively contribute to national AoLE development and the regional development programme.</li> <li>• DCF school survey to show most schools making good or better progress with implementing DCF.</li> <li>• Many schools will be actively engaged with Hwb platform.</li> <li>• Few schools receive Estyn recommendations to improve provision for ICT.</li> <li>• Many schools will be actively engaged with the 360 audit tool.</li> <li>• Identified clusters engage well with the Coding Club initiative.</li> </ul> |
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| <p><b>G. Company Development</b></p> | <p><b>To improve the efficiency and effectiveness of the EAS by:</b></p> <ul style="list-style-type: none"> <li>• Engaging fully with all consultation groups to ensure increased engagement with regional strategies.</li> <li>• Using of a wider range of performance indicators at school and regional level to ensure that the progress of all groups of learners is challenged and supported more fully.</li> <li>• Refining the funding processes and budget monitoring systems in line with the workforce strategy and regional need.</li> <li>• Introducing a regional Management Information System to enable more efficient of a range of data.</li> <li>• improving the process to evaluate the effectiveness of grant spend on pupil outcomes.</li> <li>• Ensuring that the EAS remains compliant with current and future legislative changes.</li> <li>• Ensuring governance and accountability structures are robust and that roles and responsibilities between the LA and EAS remain clear.</li> <li>• Engaging with any future changes to the National Model for regional working.</li> <li>• Learning from the other regions and sharing best practice in approaches to accelerating pupil outcomes.</li> </ul> | <ul style="list-style-type: none"> <li>• The EAS remains compliant with Company Law.</li> <li>• There is a sustainable three-year financial plan in place.</li> <li>• Evaluating VFM at individual project level.</li> <li>• The majority of schools audited evidence effective use of grant money which will contribute to improved provision and outcomes for vulnerable learners.</li> <li>• A Management Information system will be implemented from September 2018 enabling a more refined use of data.</li> <li>• Performance Management systems remain robust and self-evaluation processes present an accurate picture of the region.</li> <li>• The governance and accountability structures are robust and roles and responsibilities between the LA and EAS remain clear.</li> <li>• Collaboration and learning from other regions demonstrate an impact on the provision and outcomes within the region.</li> </ul> |
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## 4. National and Regional Implementation Strategies

The EAS will work closely with all key partners to ensure the realisation of this Business Plan. The implementation of the Tiers, noted below, are embedded in way in which we will continue to work across the sectors.



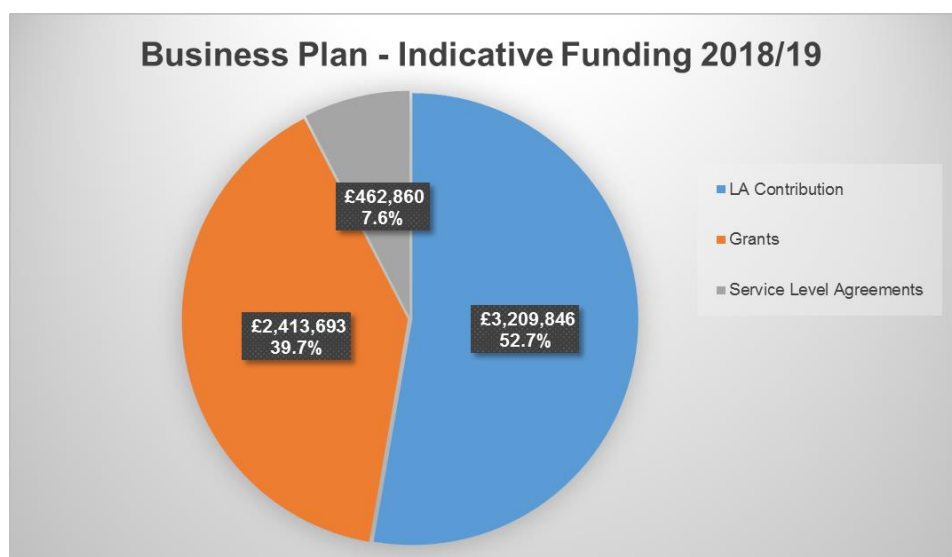
Source: *Education in Wales: Our National Mission*

The EAS has invested in building the capacity of schools and educational settings within the region over the last four years to enable more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are a number of well-established networks of professional practice, these will continue to be encouraged and the practice from within them shared.

The approach to build capacity and schools taking more of a collective ownership for the development of teaching and leadership has been developed further and the cluster model will be embedded over the next few years across the region.

## 5. Funding Information (indicative – will be updated)

The EAS is funded on an annual basis from three sources as illustrated below. A detailed spending plan accompanies this Business Plan and is intrinsically linked to all actions contained within the Business Plan.



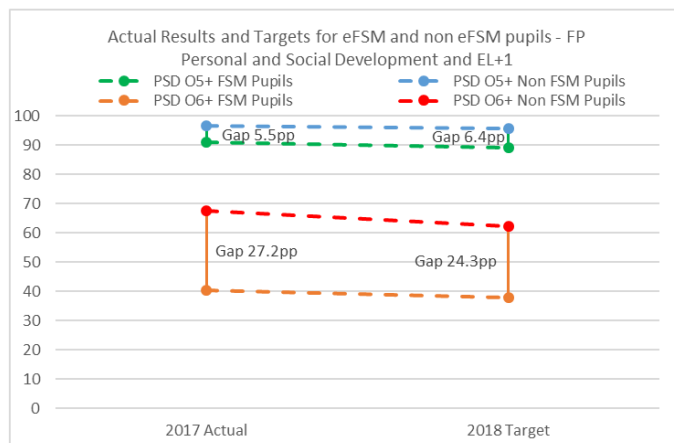
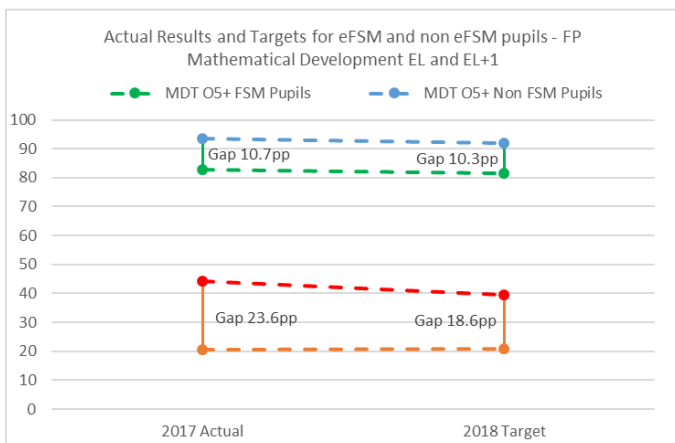
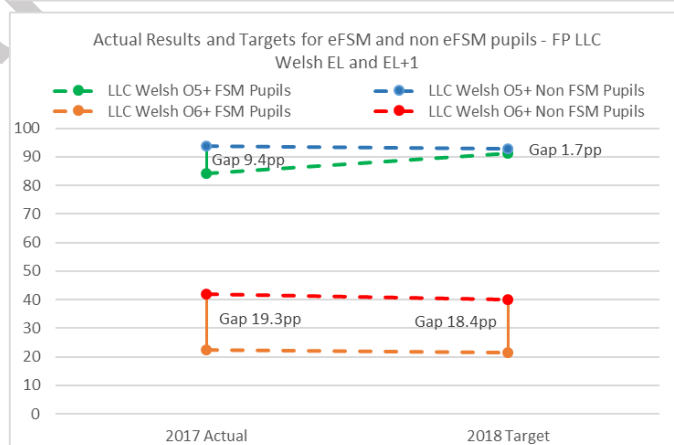
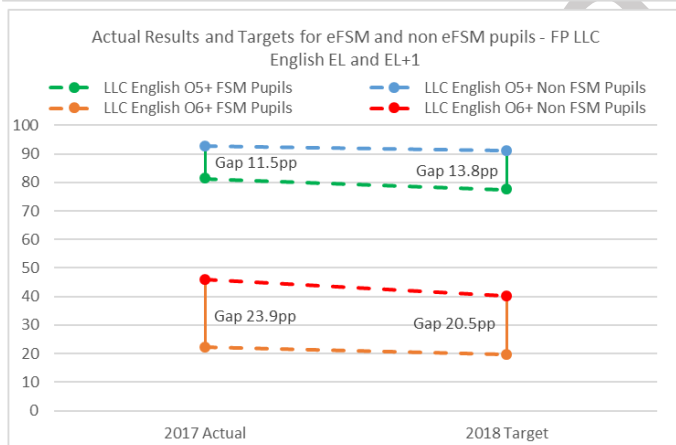
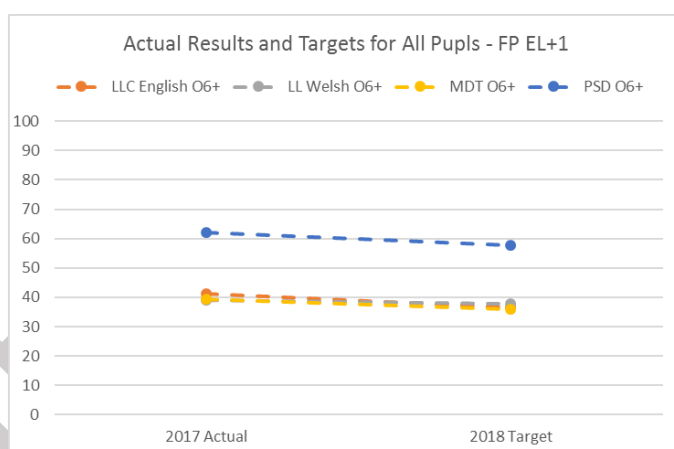
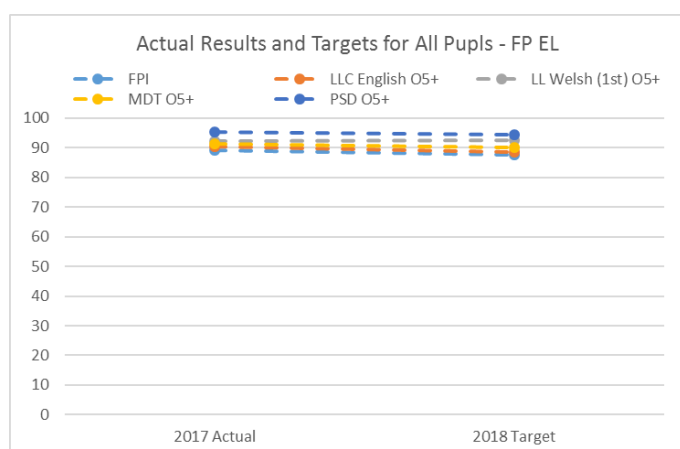
## 6. Regional Key Stage Targets 2017-20 and Local Authority Attendance Targets

The targets below are derived from the information submitted by all schools across South East Wales during the statutory target setting process in autumn 2017. The target setting process across the region is robust with all LA / school aggregate targets linked to individual pupils.

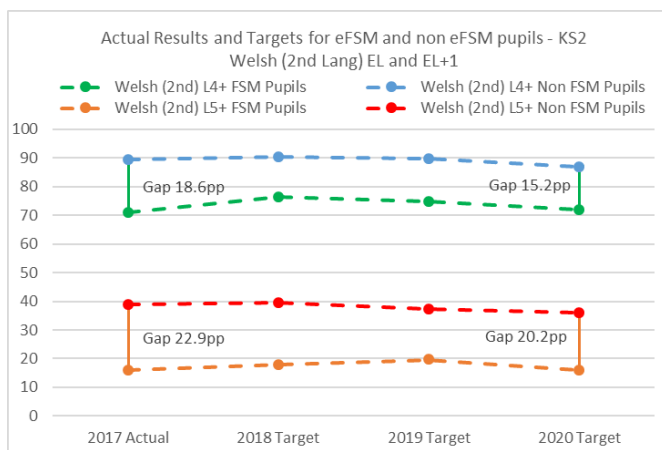
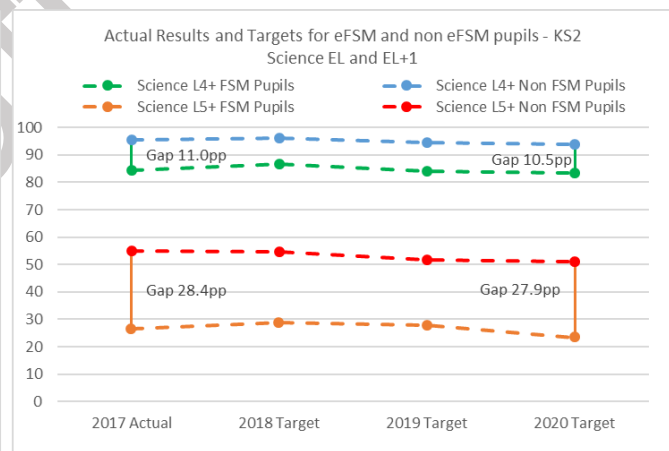
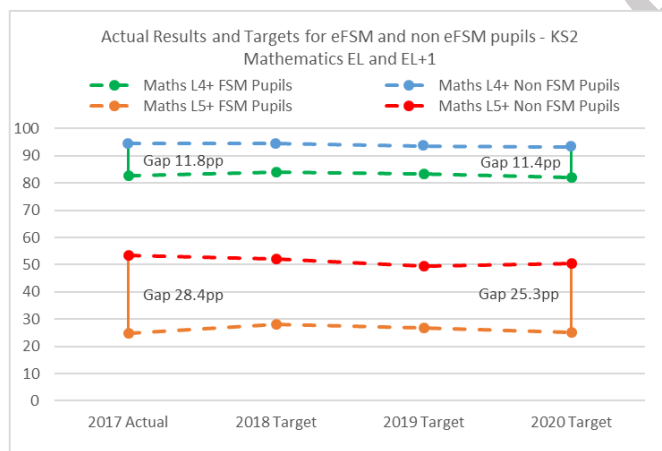
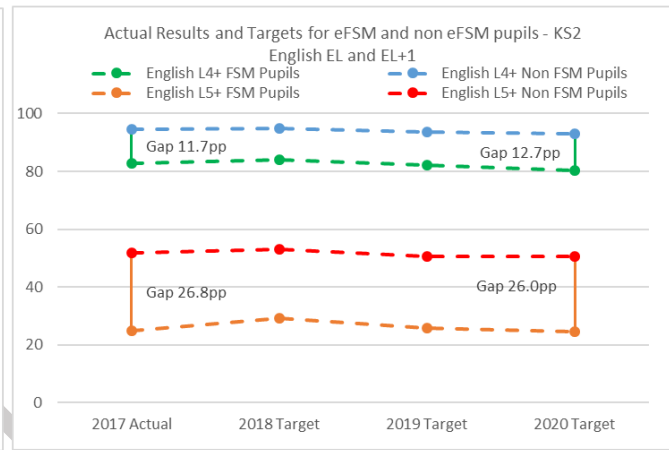
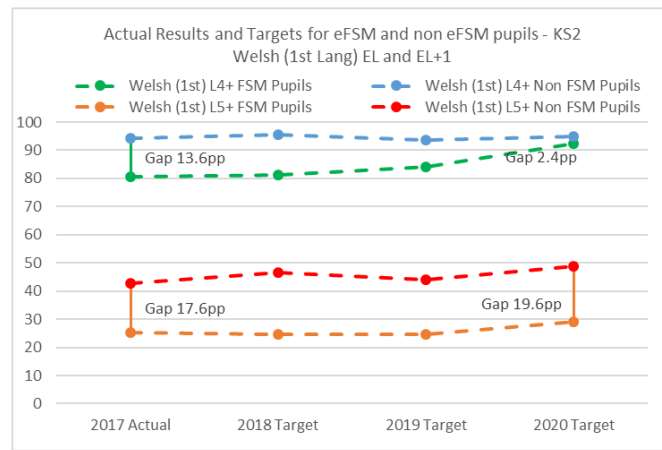
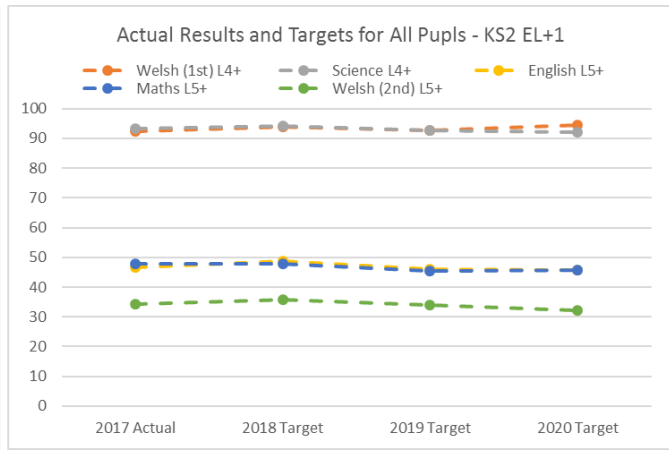
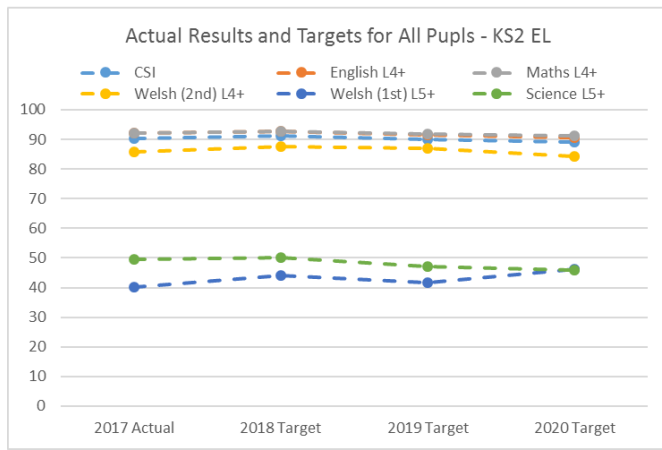
To ensure that appropriate aspiration is applied across schools, a joint challenge process has been introduced by LA Officers and EAS staff. This process considers an analysis of projected future performance against previous performance, projected Free School Meal benchmark quarters, FFT estimates and WG modelled expectations.

**Targets for 2019 and 2020 remain draft and subject to additional challenge and scrutiny during the next iteration of the process in 2018.** Individual LA aggregate targets can be found in the accompanying LA Annex documents.

### Foundation Phase

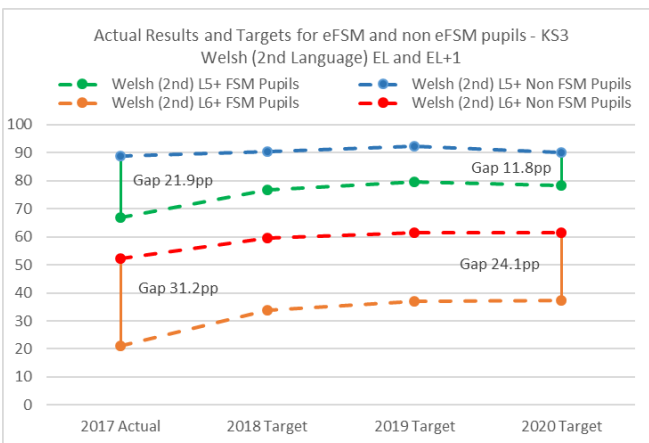
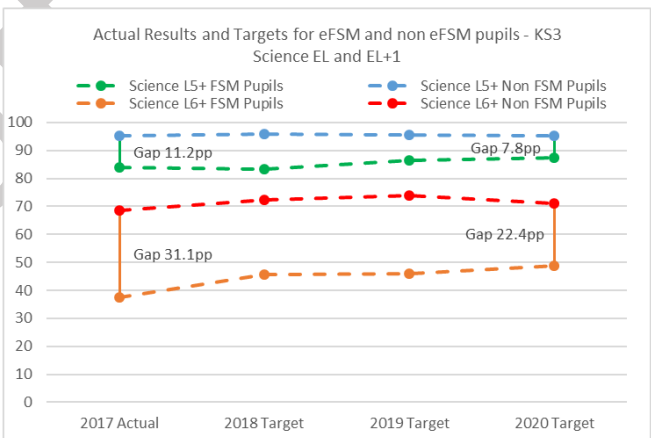
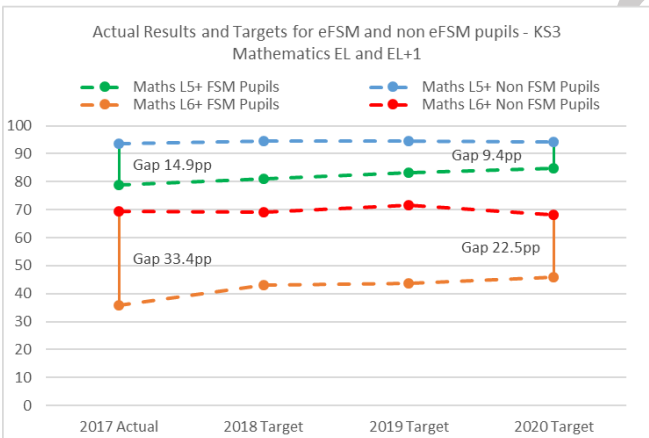
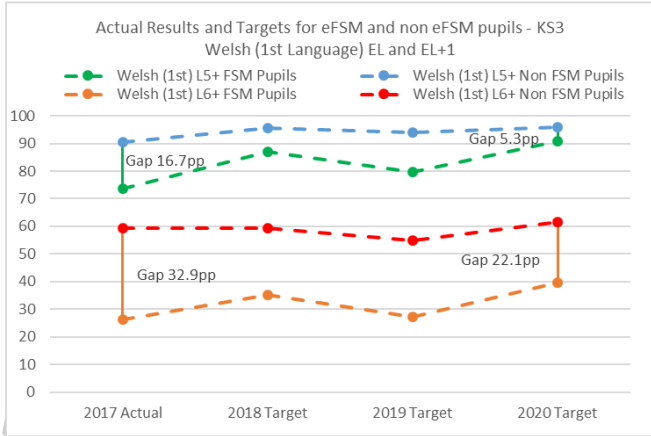
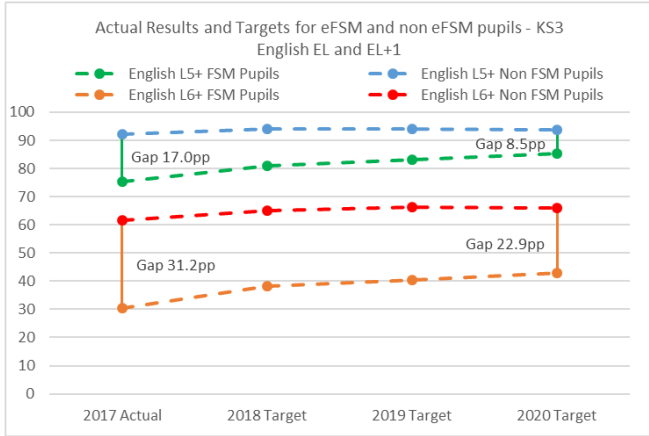
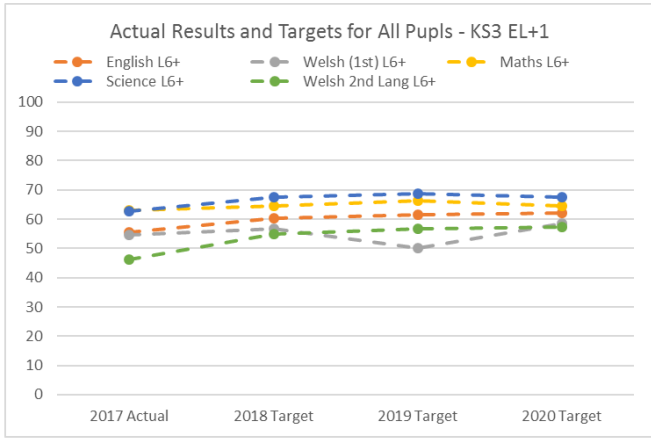
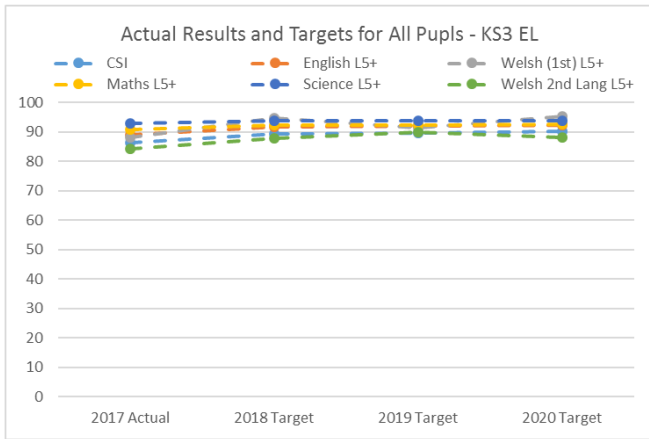


# Key Stage 2

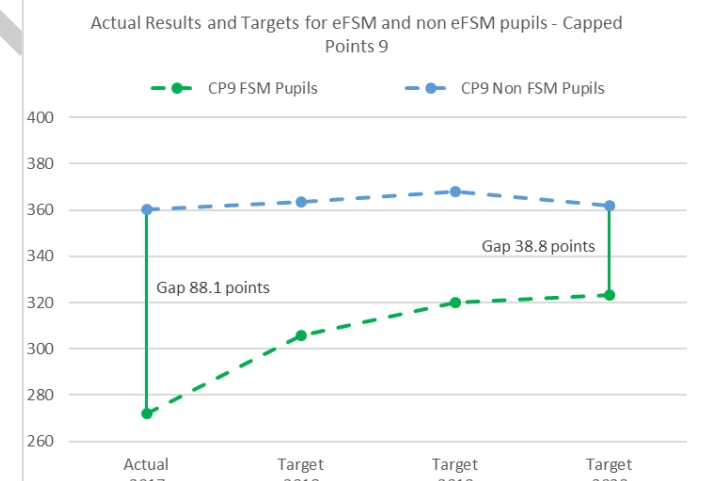
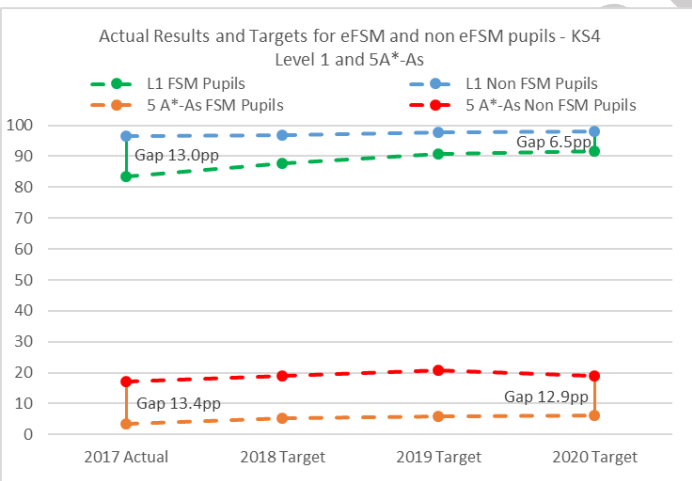
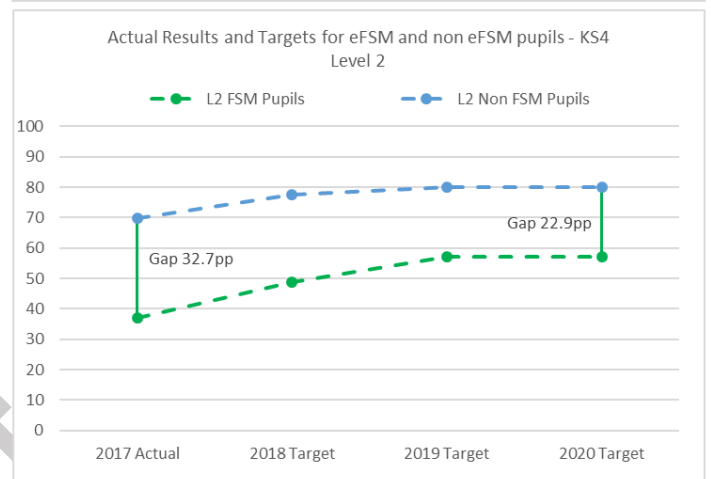
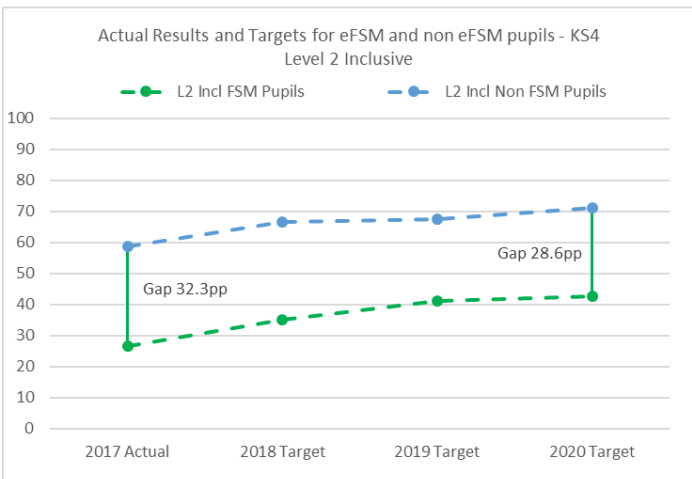
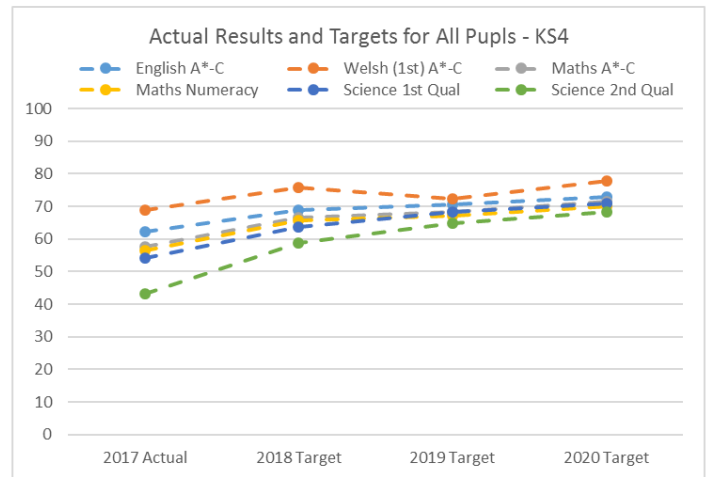
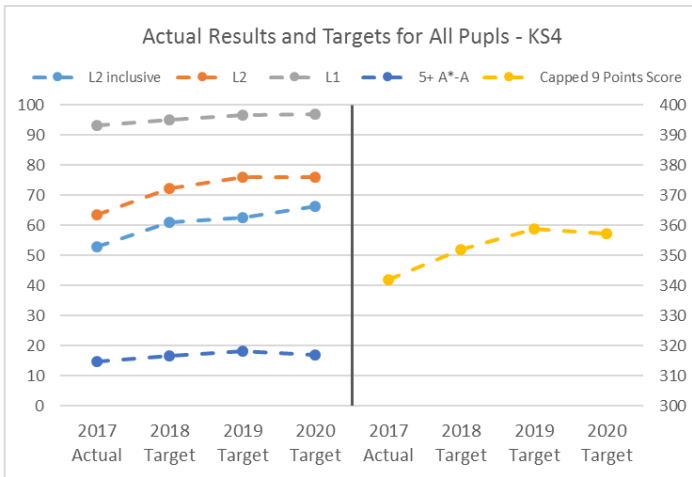




# Key Stage 3



# Key Stage 4



## Local Authority Pupil Attendance Targets

| Pupil Attendance |             |             |             |             |
|------------------|-------------|-------------|-------------|-------------|
| Primary          | 2017 Actual | 2018 Target | 2019 Target | 2020 Target |
| Blaenau Gwent    | 94.6        | 94.9        | 95.0        | 95.1        |
| Caerphilly       | 94.7        | 95.1        | 95.2        | 95.3        |
| Monmouthshire    | 95.6        | 96.2        | 96.2        | 96.2        |
| Newport          | 94.7        | 94.8        | 94.9        | 95.0        |
| Torfaen          | 94.6        | 96.0        | 96.0        | 96.5        |

| Pupil Attendance |             |             |             |             |
|------------------|-------------|-------------|-------------|-------------|
| Secondary        | 2017 Actual | 2018 Target | 2019 Target | 2020 Target |
| Blaenau Gwent    | 93.7        | 94.5        | 94.7        | 95.0        |
| Caerphilly       | 93.3        | 94.2        | 94.3        | 94.4        |
| Monmouthshire    | 95.0        | 95.2        | 95.25       | 95.3        |
| Newport          | 93.6        | 93.8        | 94.0        | 94.1        |
| Torfaen          | 93.7        | 95.0        | 95.0        | 95.5        |

## 7. Additional supporting documents

| Ref | Document   |
|-----|--|
| 1   | Local Authority Annex documents 2018-2019              |
| 2   | Detailed Business Plan April 2018-2019                 |
| 3   | Detailed Resource Overview 2018-2019                   |
| 4   | Long Term 3-year Business Plan Overview 2019 - 2021    |
| 5   | Regional Self-Evaluation Report                        |
| 6   | EAS Risk Register                                      |
| 8   | Self-Evaluation Timetable 2016-2018                    |
| 9   | Regional Professional Learning Offer 2018-2019         |
| 10  | Estyn Inspection Reports (May 2016 and September 2017) |

Draft V3

## 8. Glossary of Key Terms

|                |   |
|----------------|---|
| <b>ACE</b>     | Adverse Childhood Experience  |
| <b>ALPS</b>    | Advanced level performance system (used for A levels)   |
| <b>AoLE</b>    | Area of Learning and Experience from the new curriculum   |
| <b>DCF</b>     | Digital Competence Framework  |
| <b>EAL</b>     | English as an additional language   |
| <b>EAS</b>     | Education Achievement Service   |
| <b>eFSM</b>    | Eligible Free School Meals  |
| <b>ETLF</b>    | EAS Excellence in Teaching and Leadership Framework   |
| <b>EOTAS</b>   | Education Other Than At School  |
| <b>EY</b>      | Early Years   |
| <b>FP</b>      | Foundation Phase (Curriculum year groups Yr 1 and Yr 2)   |
| <b>FSM</b>     | Free School Meals   |
| <b>GTP</b>     | Graduate Teacher Programme  |
| <b>HEI</b>     | Higher Education Institution  |
| <b>HR</b>      | Human Resource  |
| <b>ITE</b>     | Initial Teacher Education   |
| <b>KS2,3,4</b> | Key Stage 2, 3, 4 (KS2 age 7 – 11 “Juniors”, KS3 age 11- 14, KS4 age 14 - 16)   |
| <b>LA</b>      | Local Authority   |
| <b>LAC</b>     | Looked after Children   |
| <b>LLC</b>     | Languages, Literacy and Communication   |
| <b>LLC Cym</b> | Languages, Literacy and Communication - Cymraeg   |
| <b>LLC Eng</b> | Languages, Literacy and Communication - English   |
| <b>MA</b>      | More Able learners  |
| <b>MAT</b>     | More Able and Talented  |
| <b>MD</b>      | Mathematical Development  |
| <b>NC</b>      | National Curriculum   |
| <b>NPQH</b>    | National Professional Qualification for Headship  |
| <b>NMS</b>     | Non- maintained Nursery Setting   |
| <b>PGCE</b>    | Post Graduate Certificate in Education  |
| <b>PLASC</b>   | Pupil Annual School Census  |
| <b>PLO</b>     | Professional Learning Offer   |
| <b>PSD</b>     | Personal and Social Development   |
| <b>PSE</b>     | Personal and Social Education   |
| <b>PSHE</b>    | Personal Social Health Education (also PSCHE including citizenship)   |
| <b>SIS</b>     | Self-Improving System   |
| <b>SEN</b>     | Special Educational Needs   |
| <b>SEWC</b>    | South East Wales Consortium   |
| <b>SEREN</b>   | Network of regional hubs designed to support Wales’ brightest 6 form students to achieve their academic potential and to gain access to leading universities. |
| <b>SLO</b>     | Schools and Learning Organisations  |
| <b>STEM</b>    | Science, Technology, Engineering and Mathematics  |
| <b>VFM</b>     | Value for Money   |
| <b>WG</b>      | Welsh Government  |



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| <b>Expected National Curriculum Levels</b>                  | <p>By the end of the Foundation Phase, at the age of seven, pupils are expected to reach Foundation Phase outcome 5 and the more able outcome 6.</p> <p>By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.</p> <p>By the end of the key stage 3, at the age of fourteen, learners are expected to reach level 5 and the more able to reach level 6 or level 7</p>  |
| <b>Foundation Phase Indicator (FPI)</b>                     | <p>Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6). The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase: literacy, language and communication in English or Welsh first language; mathematical development; personal and social development, wellbeing and cultural diversity. Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.</p> |
| <b>Core Subject Indicator (CSI) in key stages 2,3 and 4</b> | <p>The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.</p>   |

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| <b>Level 1 qualification</b>   | The equivalent of a GCSE at grade D to G.  |
| <b>The Level 1 threshold (L1)</b>  | Learners must have gained a volume of qualifications equivalent to five GCSEs at grades D to G.  |
| <b>Level 2 qualification</b>   | The equivalent of a GCSE at grade A* to C.   |
| <b>The Level 2 threshold (L2)</b>  | Learners must have gained a volume of qualifications equivalent to five GCSEs at grade A* to C.  |
| <b>The Level 2 threshold including English or Welsh first language and mathematics (L2+)</b> | Learners must have gained level 2 qualifications in English or Welsh first language and in mathematics as part of their threshold of 5 Level 2 qualifications. |
| <b>Level 3 qualification</b>   | The equivalent of an A level at A* to C  |
| <b>The Level 3 threshold (L3)</b>  | Learners must have gained a volume of qualifications equivalent to two A levels at grade A* to E.  |
| <b>The capped average points score (CPS)</b>   | Only includes the best nine results (with subject restrictions) for each pupil from all qualifications approved for use in Wales at age 16.                    |